



BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: Monday, February 3, 2025
TIME: 5:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Tanya Clarmont, Chair
Bijan Ahmadi
Monty Bryant, Past Chair
Jeremy Burgess
Joanne Cumberland
Shane Hartman
Sean Leyland
Lindsay Kearns, Vice Chair
Brenda McBain
Ruth Mojeed Ramirez
Prince Solanki
Mike Stubbing, Treasurer
Lane Trotter, President
Al van Akker

ADMINISTRATION:

John D'Agnolo, Exec. Dir., Human Resources
Deborah Huelscher, VP Administration & CFO
Rodney Porter, Exec. Dir., Communications & Marketing
Jen Stone, Exec. Dir., Strategy, Planning & Transformation
Richard Stride, Provost & VP Education & Innovation
Geoff Wilmshurst, VP Enrolment & Community Engagement

REGRETS: nil

EXECUTIVE ASSISTANT: Naomi Poeschek

Camosun College respectfully acknowledges that our campuses are situated on the territories of the Ləkʷəŋən (Songhees and Kosapsum) and WSÁNEĆ peoples. We honour their knowledge and welcome to all students who seek education here.

	I, A, D	Page
I. CALL TO ORDER		
II. APPROVAL OF THE AGENDA		
III. BOARD MEMBER REPORTS		
1. Chair's Report [5 min] (Tanya Clarmont)	I	no attachment
a. Mandate Letter to Minister Anne Kang from the Premier	D	attachment 5
2. President's Report [5 min] (Lane Trotter)	I	attachment 11
3. Foundation [5 min] (Joanne Cumberland/Geoff Wilmshurst)	I	no attachment
4. Education Council [5 min] (Bijan Ahmadi/Monty Bryant)	I	
i) Minutes of the November 20, 2024, meeting		attachment 12
5. Pacific Institute for Sport Education [5 min] (Jeremy Burgess)	I	no attachment

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IV. BOARD COMMITTEE REPORTS

1. Executive Committee [10 min] (Tanya Clarmont)

- i) Report from the January 20, 2025 meeting I no attachment
- ii) Board Operations By-Law, Policy Frame work and Policy Matrix [10 mins] (Jen Stone, Rashed Al-Haque, Peter Moroney) D attachment 16
- iii) Board Monitoring Report for Student Success [15 mins] (Jen Stone, Rodney Porter) D attachment 45
- iv) Briefing Note: President’s Performance I attachment 70
 - a) President’s Goals Review of 2024 [5 mins] (Tanya Clarmont, Lane Trotter) D attachment 72
 - b) President’s Goals for 2025 [5 mins] (Tanya Clarmont, Lane Trotter) D attachment 81

2. Finance Committee [10 min] (Mike Stubbing)

- i) Minutes from the October 28, 2024, meeting I attachment 82
- ii) Report from the January 27, 2025, meeting I no attachment
- iii) Student Housing Report I no attachment

V. APPROVAL OF THE MINUTES

- Minutes of the December 2, 2024, meeting [2 min] (Tanya Clarmont) A attachment 84

VI. NEW BUSINESS

- 1. Learning About Camosun: Registration Systems and Enrollment [10 mins] (Scott Harris) I no attachment
- 2. Strategic Plan Update Report – Year Two [15 mins] (Jen Stone) D attachment 88
- 3. Indigenization at the Board Table – Medicine Ties [10 min] (Tanya Clarmont) I no attachment

VII. ADJOURNMENT

- I Information
- A Advice
- D Requires a decision. See Page 3 for the proposed motions. attachment 3



**BOARD OF GOVERNORS
Regular Meeting**

MOTIONS

Monday, February 3, 2025

III BOARD MEMBER REPORTS

1. Chair's Report

- a. Mandate Letter to Minister Anne Kang from the Premier

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE TERMS OF THE 2025/2026 GOVERNMENT MANDATE LETTER AS WRITTEN BY PREMIER EBY TO MINISTER KANG AND AUTHORIZE THE BOARD CHAIR TO SIGN ON BEHALF OF THE BOARD, IF REQUESTED.

IV BOARD COMMITTEE REPORTS

1. Executive Committee

- ii. **G-1.3 Board Operations By-Law, P-1.1 Policy Framework, Policy Matrix**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'G-1.3 BOARD OPERATIONS BY-LAW'.

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'P-1.1 POLICY FRAMEWORK'.

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO THE POLICY MATRIX.

- iii. **Board Monitoring Report – Student Success**

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE BOARD MONITORING REPORT FOR STUDENT SUCCESS.

iv. a) President's Goals: Review of 2024

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE UPDATE ON THE PRESIDENT'S GOALS FOR 2024.

iv. b) President's Goals: Goals for 2025

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE PRESIDENT'S GOALS FOR 2025.

VI NEW BUSINESS

2. Strategic Plan Update Report – Year Two

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE STRATEGIC PLAN UPDATE REPORT 2024.



BRIEFING NOTE
Board of Governors

SUBMITTED BY: Lane Trotter, President
DATE: February 3, 2025
TOPIC: Government Mandate Letter for 2025/2026

For Information:

For Decision: X

For Discussion:

1. OVERVIEW

Each year the Provincial Government gives Camosun College a mandate letter for the upcoming year. One was not received for 2024/2025. The 2025/2026 letter confirms our institution's mandate under the College and Institute Act, and sets out key performance expectations for the upcoming fiscal year. The letter is based on a template for all public sector organizations and outlines Government priorities for the public post-secondary system. The results are incorporated into our annual Institutional Accountability Plan and Report.

The Government asked the Board to show their support and approval of the letter with a motion. It will then be posted on Camosun's and the Government's websites. This is a requirement that demonstrates that Board members understand and acknowledge their commitment to the Government's direction.

Past letters can be viewed on the college's website under [Plans and Reports](#) in the box 'Plans'.

Comparison summary of key points between 2023/24 and 2025/26:

2023/2024	2025/2026
Deliver educational and training programming as described in the StrongerBC Future Ready Action Plan to equip BC to capitalize on new opportunities and remain resilient, including continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.	Ensure all programs and initiatives remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low.
Working with SkilledTradesBC, Indigenous leadership, and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.	
Continue to provide culturally sensitive and safe learning environments for Indigenous learners.	Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.
Develop and implement protections for international students that support their fair treatment. Adopt the Gender Based Analysis Plus (GBA+) lens to ensure gender equity is reflected in operations and programs.	Evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Work on identifying structural solutions, new revenue streams, and cost reductions.

2023/2024	2025/2026
Meet or exceed the financial targets identified in the Ministry's Service Plan tabled under budget 2023.	
Comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure affordability.	
Ensure the institution implements targets and strategies for minimizing greenhouse gas emissions.	Continued commitment to take action on climate change.
Cybersecurity: maintain up-to-date systems and effective cybersecurity practices.	
	Enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.
	Deliver any identified opportunities in relation to using housing as an economic development tool.
	If partnered with any privately owned new purpose-built rental buildings, receive special provision under the Residential Tenancy Act for them to be exclusively for Camosun registered students.

2. RECOMMENDATION AND OR MOTION

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE TERMS OF THE 2025/2026 GOVERNMENT MANDATE LETTER AS WRITTEN BY PREMIER EBY TO MINISTER KANG AND AUTHORIZE THE BOARD CHAIR TO SIGN ON BEHALF OF THE BOARD, IF REQUESTED.

3. SUPPORTING DOCUMENTATION:

Government Mandate Letter for 2025/2026.



January 16, 2025

Honourable Anne Kang
Minister of Post-Secondary Education
and Future Skills
Parliament Buildings
Victoria, BC V8V 1X4

Dear Minister Kang:

Congratulations on your appointment as Minister of Post-Secondary Education and Future Skills at a critical time for our province. Serving as a member of the executive council is a privilege and responsibility which I am confident you will fulfill with integrity and a commitment to the people of our province.

British Columbians have trusted us with a mandate to deliver for them in ways that make a tangible difference in their daily lives. They expect us to listen and learn from people of different perspectives – and work together to make things better for everyone.

Specifically, we will tackle the challenges people worry about at the kitchen table:

- **Grow the economy by creating good jobs across British Columbia.** We will collaborate with businesses, workers, and communities to attract investments in both new and traditional sectors as well as emerging sectors of the economy. This approach will bring certainty for business, security for workers, and generate the wealth needed to support the essential services British Columbians rely on.
- **Reduce costs for families** including by helping people access homes they can afford through support for first-time homebuyers, increasing the supply of rental housing stock, and stronger measures to crack down on housing speculation.

.../2

- **Strengthen health care** by expanding access to family doctors and recruiting and training more health professionals, ensuring that every British Columbian can access the care they need, no matter where they live. We will also increase access to addictions treatment and provide help for people whose struggles require intensive supports.
- **Make our neighbourhoods and communities safer** by working with law enforcement and social agencies to address street disorder, crack down on organized crime, and do all we can to ensure repeat offenders stay behind bars.

Our commitment to take action on climate change remains foundational and will be key to a healthy and prosperous BC for future generations.

Underlying all this work is our partnership with Indigenous peoples. Advancing reconciliation, implementing the *Declaration on the Rights of Indigenous Peoples Act* and working in partnership with First Nations rights-holders to advance shared interests is the responsibility of every Minister.

Over this mandate I expect you to prioritize making progress on the following:

- In order to protect key services that British Columbians rely on, work with the Minister of Finance to review all existing Ministry of Post-Secondary Education and Future Skills programs and initiatives to ensure our programs remain relevant, are efficient, offer meaningful training opportunities for British Columbians, grow the economy, and help keep costs low. This is important in the context of current Provincial budget constraints, the job opportunities available and projected to be available for British Columbians in the near future, and the threat of American tariffs.
- Work with ministerial colleagues who have identified shortages of key skilled workers and professionals that are constraining economic growth or service delivery to find practical, fast, and efficient ways to address shortages of those workers through training, credential recognition, career laddering, and other innovative approaches.
- Work with post-secondary institutions to evaluate and advocate federally in relation to the funding challenges caused by the federal government's changes related to international students. Support schools in identifying structural solutions, new revenue streams, and cost reductions to ensure strong, sustainable public post-secondary schools, and training providers, who offer British Columbians the training and skills they need to be successful and help grow our provincial economy.

- Continue work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.
- Support the Minister of Social Development and Poverty Reduction to enhance employment services and skills training for people facing multiple and complex barriers to assist them in exiting a cycle of poverty and build a dignified life.
- Work with the Minister of Housing and Municipal Affairs to ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing urgently.
- Work with the Minister of Housing and Municipal Affairs to enable privately owned new purpose-built rental buildings that, if partnered with a public post-secondary institution, receive special provision under the *Residential Tenancy Act* to be exclusively for students registered at that institution.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for International Credentials whose focus will be to:

- Engage with people with international professional credentials to ensure that the implementation of our *International Credentials Recognition Act* is relevant, meaningful, and effective for them in transitioning into employment in their area of professional training.
- Work with you to identify any shortcomings in the implementation of the Act and ensure that professional colleges and other credential granting agencies are in compliance with government expectations.
- Support government in formally recognizing and celebrating professional colleges and credential-granting agencies that exceed government expectations.

You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on this work.

As you are aware, we have established an accord with the BC Green Caucus that supports our shared commitment to ensuring stable governance focused on delivering progress and tangible outcomes for British Columbians. The commitments in that accord complement the direction in these mandate letters.

As a Cabinet, we will uphold the highest standards of ethics, collaboration, and good conduct in service of the public, and as a Minister of the Crown, you are expected to

review, understand, and act according to the *Members' Conflict of Interest Act*. You will establish a collaborative working relationship with your Deputy Minister and the public servants under their direction, who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. Your Minister's Office must meet the highest standards for integrity and provide a respectful, rewarding environment for all staff.

The work we have ahead takes place in a profoundly challenging geopolitical environment. Close friends and neighbours to our south are contemplating imposing draconian tariffs on our products that would hurt both Americans and Canadians. Our allies internationally face governmental instability. Hate and racism are on the rise around the world. Artificial intelligence breakthroughs with unclear implications and astonishing potential are announced daily. Global inflation, snarled supply chains, and war are threatening global economic growth and prosperity as well as the transition to a low-carbon economy.

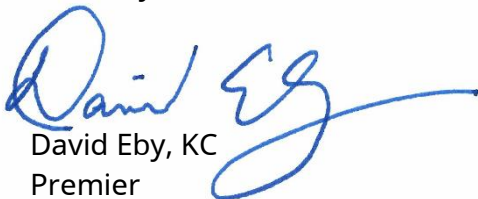
We have an obligation to protect and defend British Columbians, as well as seize opportunities, in these uncertain times.

The good news is that we have everything we need to succeed, and we will succeed. British Columbia's people – our workers, entrepreneurs, business leaders, artists, and innovators – are among the most talented in the world. We are home to world-class educational institutions and public services. Our natural beauty is unmatched, we have internationally envied resources, and we are one of the most diverse places on the planet. Your job is to help us leverage these advantages in perilous times.

Use this mandate letter to guide your work, and do not be afraid to challenge assumptions, or be innovative, bold and aggressive in achieving the goals set out for you and your Ministry by the people of this province.

Thank you for joining me in the work ahead.

Sincerely,



David Eby, KC
Premier

cc: Sunita Dhir, MLA
Parliamentary Secretary for International Credentials



Board of Governors

SUBMITTED BY: Lane Trotter, President

DATE: February 3, 2025

TOPIC: President's Report: December 3, 2024 – February 3, 2025

Note: A verbal report will be provided for events from January 21st through February 3rd, due to the publishing timeline of the Board meeting package.

1. Meetings with External Community

On December 6th I attended the Camosun Indigenous Advisory Council meeting.

On December 9th, the Mayor of the District of Oak Bay and other staff members came to the college to meet with myself, Deborah Huelscher and other Camosun staff involved in our housing project to have a general discussion and update on the project.

On December 12th I met with Bruce Williams, CEO of the Greater Victoria Chamber of Commerce and Chamber Marketing Committee to ask the Chamber for their support to advocate with the federal government to review their decision regarding international student caps.

On December 13th I met with Philip Steenkamp for an update on the West Shore Campus project.

2. Meetings with Internal Community

On December 5th I attended a virtual meeting with Trades Training instructors and staff for a discussion on the financial situation the college faces.

On December 6th I attended a virtual meeting with the School of Arts & Science for a discussion on the financial situation the college faces

3. Special Events

On December 3rd I was honoured to participate in the renaming of the Centre for Trades Education and Innovation building to the Bhalla Centre for Trades Education and Innovation building. Jeety Bhalla has been a long-time member and Chair of the Camosun Foundation Board and has been a dedicated supporter of Camosun College for many years; his passion for Camosun resulted in a \$1Million gift to the college from his family. Jeety was joined by his brother and sister, Munjeet and Jindy, as representatives of their family for the occasion.



APPROVED Minutes

REGULAR MEETING

Wednesday, Nov 20, 2024

4:00 - 6:00 pm

P216, LACC 321, MS Teams

Present

Voting Members

- | | |
|---|-----------------------------------|
| 1. Alexis Martfeld, Faculty | 10. Ivy Bell, Student |
| 2. Andrea Kucherawy, Support Staff (Vice-Chair) | 11. John Boraas, Administration |
| 3. Ayush Gujjar, Student | 12. Lois Fernyhough, Faculty |
| 4. Bijan Ahmadi, Faculty (Chair) | 13. Mark Fournier, Faculty |
| 5. Blair Fisher, Faculty | 14. Michael Liu, Faculty |
| 6. Courtney Neidig, Faculty | 15. Nicholas Read, Faculty |
| 7. Derek Murray, Faculty | 16. Scott Harris, Administration |
| 8. Heather del Villano, Administration | 17. Steven Rumpel, Administration |
| 9. Isabel Grondin, Faculty | 18. Tia Primrose, Support Staff |

Non-Voting Members

- | | |
|--------------------------------------|---------------------------------|
| Christopher Avis, Interim ICC Chair | Lane Trotter, President |
| Dr. Monty Bryant, Board of Governors | TBA, Indigenization Coordinator |

Guests: Peter Moroney, Education Policy & Planning; Rob Thompson, Ombudsperson; Richard Doucet, Eyē? Sqā'lewen; Cuma Yilmaz, T&T Faculty

Regrets/Absent: Purav Yashpal, Student

ITEM	PRESENTER
A. CALL TO ORDER AND DECLARATION OF QUORUM The regular meeting was called to order at 4:03 pm. Quorum was reached.	Bijan Ahmadi
B. ACKNOWLEDGEMENT OF COAST SALISH TERRITORY <i>Camosun College campuses are located on the traditional territories of the Lək'wəḡən and WSÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here. <http://camosun.ca/learn/school/indigenous-education-community-connections/about/index.html></i>	Bijan Ahmadi

ITEM	PRESENTER
<p>C. CHECK-IN Bijan welcomed the Council to the meeting and provided members an opportunity to share any School, unit, or personal updates that they had.</p>	Bijan Ahmadi
<p>D. ACCEPTANCE OF AGENDA The agenda for Nov 20, 2024 was approved by unanimous consent.</p>	Bijan Ahmadi
<p>E. MINUTES FOR APPROVAL The minutes for the Oct 16, 2024 meeting were approved by unanimous consent.</p>	Bijan Ahmadi
F. REPORTS	
<p>1. Education Council Chair</p> <p>Bijan recognized the guests attending the meeting and the two new student members. He indicated he would be reaching out to the Student Society to see if there is someone interested in sitting in the vacant student seat as a guest for December’s meeting.</p> <p>Bijan met with the Academic Governance Council on Monday, where they discussed reorganizations that are happening in different colleges, the changes in international student levels and how it’s being managed, and on curriculum that is being brought forward and how it went. He expressed his appreciation of the Integrated Curriculum Committee for their work done in advance of curriculum coming before Education Council for approval. He indicated that the AGC see themselves as advocates for identifying how Education Councils work (roles and responsibilities) including the ongoing conversation about Indigenous membership on councils and whether the AGC is the appropriate body to advocate for change.</p>	Bijan Ahmadi
<p>2. Provost and VP Education and Innovation</p> <p>John acknowledged the difficult work we are engaging in. He informed members that discussions were held at Provost Council about some of the changes that are occurring at Immigration, Refugees and Citizenship Canada (IRCC), what opportunities are going to be emerging, and how we set ourselves up for as much success as possible. There was a hopeful range of ideas, creativity and looking forwardness that everyone engaged in. He is appreciative of the kindness, generosity and good spirits as people deal with difficult situations and he holds his hands up to everyone.</p>	John Boraas
<p>3. Board Member</p> <p>Monty reported that the college received a 5.26 million dollar donation towards a new Trades Training Centre at Camosun’s Coastal Centre. He, Lane and other college representatives attended a partnership signing between Malahat Nation and Camosun to bring adult education to Malahat Nation.</p>	Dr. Monty Bryant
G. COMMITTEE REPORTS	

ITEM	PRESENTER
<p>Education Council Policy and Standards Committee</p> <p>Pete reported that the committee met on October 25 with a great turnout. The committee was updated on the Involuntary Health and Safety Withdrawal policy along with a discussion of terminology. This policy was brought forward to Provost Council where it was well received and will soon be brought to Education Council.</p> <p>The other update was on the Academic Accommodations and Concessions policy. This is challenging, as it brings in human rights and challenging new terminology around family responsibilities. A lot of this is presently in the courts. Discussed at P&S about how we can support decision making around human rights related appeals. Currently there are two streams – not human rights related and related to human rights – with the latter being the one we are looking at various models on in how to deal with and find solutions for.</p> <p>Bijan provided the committee an update on the activities around the Education Council Bylaws and the consultations being done. This work continues.</p>	Peter Moroney
H. INTEGRATED CURRICULUM COMMITTEE REPORT	Christopher Avis
<p>Regular Curriculum for Approval</p>	
<p>Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:</p>	
<p>A&S: VISUAL ARTS Visual Arts (Diploma) ART 124 ART 234</p>	
<p>A&S: MUSIC MUSC 121</p>	
<p>A&S: PHYSICS PHYS 140 PHYS 141 PHYS 272</p>	
<p>HHS – ALLIED HEALTH & TECHNOLOGIES Certified Medical Laboratory Assistant (Cert) Diagnostic Medical Sonography (Dip) Medical Radiography (Dip)</p>	
<p>CSEE – ATHLETIC & EXERCISE THERAPY Athletic and Exercise Therapy (Bachelor's Degree) AET 201</p>	

ITEM	PRESENTER
AET 202 AET 265 AET 365 AET 490	
<p>Motion: That Education Council approves changes to the curriculum as submitted:</p> <p style="text-align: right;">Moved by: Derek Murray Seconded by: Mark Fournier Motion Carried</p>	
I. ADJOURNMENT	Bijan Ahmadi
The meeting adjourned at 4:40 pm.	



**BRIEFING NOTE
Board of Governors**

SUBMITTED BY: Lane Trotter, President
DATE: February 3, 2025
TOPIC: G-1.3 Board Operations By-Law, P-1.1 Policy Framework, and Policy Approval Matrix Revisions

For Information: _____ For Decision: X _____ For Advice: _____

1. OVERVIEW/BACKGROUND

At the September 5 Board Executive meeting, Administration was directed to explore ways to streamline the policy approval process by delegating policy approval authority of operational policies to the College President. At the October 22, 2024 Board Executive meeting, the Executive approved the revisions to the Board Operations By-Law and Policy Approval Matrix to make the changes needed to delegate approval authority of operational policies to the President. After the Board Executive’s advice was incorporated, the documents were sent for legal review. At the November 18 Board Executive meeting, the package was approved.

SPT presented the package to Education Council and their Policy and Standards Committee for advice. There have been no additional changes, so the package is being brought forward to the Board of Governors for a final decision on February 3.

The Board of Governors were informed of the actions being taken at their September 23 and November 4 and December 2, 2024 Board meetings.

2. MOTIONS

MOTION 1: THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO ‘G-1.3 BOARD OPERATIONS BY-LAW’.

MOTION 2: THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO ‘P-1.1 POLICY FRAMEWORK’.

MOTION 3: THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO THE POLICY MATRIX.

3. SUPPORTING DOCUMENTATION:

- 1. G-1.3 Board Operations By-Law
- 2. P-1.1 Policy Framework
- 3. Camosun College Policy Approval Matrix
- 4. Next Steps for the Approval of Board Operations By-law and Policy Framework

See tracking information on reverse.

TRACKING

Board Body	Date	Communication/Action	Next Steps
Board Executive	Sep 5/24	<p>Administration sought advice on the current policy structure and on the number of policies and the types of policies that would all go to the Board for approval.</p> <p>Administration looked at best practices at similarly sized institutions who delegate authority for approval of operational policies to the President. This approach is supported by legal advice.</p> <p>The Board Executive directed administration to develop a list of operational policies and strategic / governance policies; and to provide feedback on a revised 'Policy Framework' and updated 'Board Operations By-Law' to delegate approval of operational policy to the President; and to bring this back to the Executive for review.</p>	<p>Administration will develop the lists and revise the two policies; and bring them back to the next Board Executive Committee for review.</p> <p>The Board Chair will notify the Board of Governors at the September 23 meeting.</p>
Board of Governors	Sep 23/24	Chair Tanya Clarmont notified the Board that the administration approached the Board Executive seeking advice on the current Policy Framework and best practices; and that the Executive provided feedback and asked that additional work be done and brought back to the Executive for further discussion.	The policy matrix and Board Operations By-Law will go to the next Board Executive Committee for review and recommendation.
Board Executive	Oct 22/24	Board Executive Committee reviewed the list of operational and strategic policies and the revised 'Board Operations By-Law'; and was asked to make a recommendation for approval to the Board pending legal review.	SDT was asked to revise Policy Framework for alignment. The Framework, Matrix and By-Law were revised and sent for legal review.
Board of Governors	Nov 4/24	Chair Tanya Clarmont notified the Board that administration STP was directed to revise the Policy Framework, Board Operations By-Law, Policy Approval Matrix to reflect the delegation of the approval of operational policies to the President. STP will send the revised By-Law for legal advice before bringing the policy portfolio back to the Executive for a recommendation to the Board.	The policy package will go to Board Executive after legal review.
Board Executive	Nov 18/24	The policy package, revised, and given legal review, will go to Board Executive for approval.	Approved, the policy package goes to the Policy and Standards Committee, and Education Council. Board is informed at Dec. 2 meeting.
Board Executive	Jan 20/25	The policy package goes to the Policy and Standards Committee and Education Council and there were no changes. Received for information.	The policy package goes to Board on Feb. 3 for final decision.
Board of Governors	Feb 3/25	The Board receives the final policy framework package for review and discussion and then final approval.	



POLICY TITLE	Board Operations By-Law
POLICY NUMBER	Number: G-1.3
POLICY TYPE	Governance
APPROVAL DATE	June 12, 2023
APPROVAL BODY	Board of Governors
REPLACES (IF APPLICABLE)	Board Decision Making Policy
LAST UPDATE OR AMENDMENT OR REVIEW DATE	September 23, 2024
NEXT REVIEW DATE	June 2028
HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	Board Chair
SUPPORTING DOCUMENTS	G-1.3.1 Ad Hoc Committee and Task Force Process

BOARD OPERATIONS BY-LAW

PURPOSE

The purpose of this by-law is to articulate the orderly conduct of the Board of Governors at Camosun College. It also addresses matters of Board operations.

POLICY APPLICATION AND SCOPE

1. This by-law applies to the College's Board of Governors.
2. The powers of the Board of Governors are defined by the [College and Institute Act](#) and other laws of general application.

DEFINITIONS

1. **Act:** means the British Columbia [College and Institute Act](#).
2. **Board:** means the Camosun College Board of Governors.
3. **Chair and Vice Chair:** means the Board members elected to hold those positions.
4. **College:** means Camosun College.
5. **Member:** means an individual appointed, elected or serving ex officio on the Board.
6. **President and Chief Executive Officer:** means the President of the College.
7. **Ex-Officio Board Members:** means the President and Chair of Education Council who are not entitled to vote in accordance with s. 13 of the [College and Institute Act](#).

PRINCIPLES

1. The Board will govern in the public interest using a policy governance framework. Policy Governance is a system for organizational oversight. Policy Governance defines and guides appropriate



relationships between the government on behalf of the citizens of British Columbia, the Board of Governors, and the President.

2. The Board has responsibility to ensure it governs itself ethically.
3. The Board has final responsibility for approving appropriate policies in compliance with the [College and Institute Act](#) and ensuring the College has policy and directives in place that comply with the appropriate legislative, legal, and regulatory requirements.
4. The Board will approve governance policies and make decisions that will ensure the financial health of the College and which reflect the values, strategic goals, priorities, and best interests of the College. Additionally, the Board will delegate to the President the authority to amend and approve operational policies pertaining to the College. Note that certain operational policies that fulfill a government-mandated directive, have a governance function, or relate to College accountability require approval by the Board of Governors.
5. In the interest of transparency, Board meetings and business will be conducted in public unless the issue is deemed confidential.
6. The Board sets the vision, mission and values of the College through the Strategic Plan.
7. The Board must establish the powers, duties and benefits of the president as chief executive officer of the institution.

A. ROLES & RESPONSIBILITIES

1. Board Mandate

The Board governs the College by:

- a) Setting strategic direction and monitoring implementation;
- b) Providing direction for the College through policy development, the Strategic Plan and establishing performance targets, and ensuring the College is fulfilling its vision, mission and strategies through the President;
- c) Establishing Board governance processes; such as by-laws, policies, and resolutions that direct the work of the College;
- d) Ensuring that the College has an effective process for identifying, monitoring and managing risk;
- e) Ensuring effective stewardship of College resources and assets;
- f) Reviewing financial performance, budgets, investments and ensuring College management has an effective system of internal controls;
- g) Ensuring the College maintains effective communication and accountability with stakeholders (such as donors, government, partner organizations, etc.);
- h) Selecting a President, and evaluating the performance of the President;
- i) Ensuring the President has implemented appropriate succession and development process for key leadership positions;



- j) Setting and disclosing appropriate compensation for the President within the legislated compensation framework;
- k) Ensuring compliance with statutory requirements established in public sector human resources legislation, and ratifying tentative collective agreements; and
- l) Ensuring the ethics, reputation and integrity of the College.

2. Board of Governors

The responsibility of the Board of Governors is to:

- a) Act in the best interest of the College in alignment with the [College and Institute Act](#) and other legislation as appropriate.
- b) Approve by-laws and policies in accordance with s.19 of the [College and Institute Act](#).
- c) Appoint a President who will be the President and Chief Executive Officer (CEO) who is responsible for advising the Board on College activities. The CEO will be responsible for establishing a structure including providing monitoring reports on College activities that meets the Board's goals including development of a Strategic Plan.
- d) Establish a regular schedule of meetings and committee meetings and ensure Board development and orientation.
- e) Establish committees of the Board that will have the power to advise and make recommendations to the Board.

3. Board Chair

The role of the Chair of the Board is to provide leadership to the Board and to:

- a) Chair the regular, in camera, and special meetings of the Board.
- b) Act on behalf of the Board in liaison and linkage with the President and CEO.
- c) Delegate or appoint Board members to Standing Committees, to the Foundation Board, to the Pacific Institute for Sport Education Board and to the Education Council.
- d) Represent the Board at public events and College functions, or delegate.
- e) Act as the official spokesperson for the Board.
- f) The Chair can recommend an appointed member of the Board for the position of Vice Chair on an annual basis.
- g) Set the Board agenda.

4. Vice Chair

The role of the Vice Chair is to assume the Chair's responsibilities as outlined in the [College and Institute Act](#) and this Bylaw in the absence of the Board Chair.

5. Members of the Board

As part of their fiduciary responsibilities, all members of the Board will:

- a) Act in the best interests of the College.
- b) Attend all meetings of the Board, and give sufficient notice when attendance is not possible.
- c) Serve on Board Standing Committees as requested.



- d) Attend Special College Functions (e.g. Graduations) or other community events representing the Board as requested by the Board Chair.
- e) Notify the Board Chair of any conflict of interest situations, potential, perceived, or real.
- f) Notify the Board of any changes to eligibility to remain a member of the Board.
- g) Commit to being informed about the College and its operations.
- e) Support Board decisions so that the Board speaks with one voice in relation to such decisions. If Board members have any questions between meetings, they should direct those questions to the Board Chair.

6. President and Chief Executive Officer (CEO)

The role of the President and Chief Executive Officer is to provide leadership to the College, to represent the College within the community and to:

- a) Perform the duties and responsibilities in accordance with the requirements of the [College and Institute Act](#), and as determined by the Board.
- b) Guide the development of policy options for the Board's consideration.
- c) Implement the by-laws and policies of the Board.
- d) Develop an organizational structure and process that will enable the effective achievement of the Board's goals.
- e) Direct and guide the development of policy and procedures to manage the College.
- f) Amend and approve College operational policies.
- g) Subject to the direction of the Board, manage the property and assets of the College as its President and Chief Executive Officer, including the power to control and supervise access to and use of the property and those assets.
- h) Perform other duties as determined by the Board.

B. ELECTION OF THE CHAIR AND VICE CHAIR

1. Election of the Chair will be held annually at the last meeting of the Board in summer. Election of the Vice Chair will be held annually at the first meeting of the Board in fall.
2. The elections of the Chair and Vice Chair will be presided over by the Chief Financial Officer (CFO) or others as designated by the Board.
3. Only Board members appointed under section 9 (1) (a) of the [College and Institute Act](#) are eligible to be Chair and Vice Chair of the Board.
4. Nominations and declarations of expressions of interest for the position of Chair will be called for one month prior to the last Board meeting in summer. The CFO will also call for nominations from the floor. In the case of more than one nomination, the CFO will ask each if they are willing to serve, and then declare the nominations closed. Nominations and declarations of expressions of interest for the position of Vice Chair will be called in August.
5. The votes will be cast by a show of hands unless a resolution is passed calling for a secret ballot in either election.
6. If a secret ballot is required, the CFO will appoint two persons to distribute, collect, and count the ballots. Neither the nominee nor the person who has nominated the nominee are eligible to distribute, collect and count the vote. The CFO will ask members if all have voted who wish to do so, and declare the voting closed. The appointed persons will inform the CFO of the number of votes, the number constituting a majority, and the number of votes received by each nominee. The CFO will declare the winner as the new Board Chair.



7. The Chair will assume the position on August 1 of each year. The Vice Chair will assume that position immediately following the vote for the Vice Chair.

C. COMMITTEE STRUCTURE (SEE LINKS BELOW)

1. Standing Committees

The Board shall establish standing committees as are necessary and advisable, and will approve the terms of reference for each. The standing committees include but are not restricted to the Risk and Audit, Finance and Executive Committees. The Chairs of the Standing Committees shall work with the President to establish the Committee meeting agenda, chair the Committee meetings or when absent, designate a Chair, and report back to the Board regarding their committee activities. Unless the Board specifically delegates decision making power, the Committees are limited to advising and making recommendations to the Board.

i. Finance Committee

The purpose of the Finance Committee is to assist the Board in fulfilling its financial planning, reporting and oversight obligations, and to make recommendations to the full Board for approval.

ii. Risk and Audit Committee

The purpose of the Risk and Audit Committee is to assist the Board in fulfilling its financial accountability, risk management and oversight obligations and to make recommendations to the full Board for approval.

iii. Executive Committee

The purpose of the Executive Committee is to assist the Board in developing and recommending the College's approach to good governance, to establish ad hoc committees, to deal with matters relating to the Board's role as employer, including the President's employment, evaluation and compensation, and to deal with student appeals of suspension.

2. Ad Hoc Committees

From time to time, as required, the Board may establish an ad-hoc committee or task force to work on specific issues relevant to the Board. On the completion of the mandate for the ad-hoc committee or task force, the ad-hoc committee or task force will be disbanded. Both ad hoc committees and task forces will report directly to the Board.

DIRECTIVES, REQUIREMENTS, PROCEDURES, STANDARDS, GUIDELINES, FORMS

A. DEVELOPMENT OF GOVERNING BY-LAWS AND POLICIES

1. Identification

The Board expects that the President and college staff (the "administration") will exercise the initiative in identifying and developing a policy framework for the Board's approval.



2. Development

The administration will manage the process of developing and drafting policy for the Board's consideration. Feedback will be acquired appropriate to the governing policy. Draft policies and by-laws presented to the Board will reflect the best interests of the College, and the current legislative, legal and financial limitations and strategic directions of the College. The administration will identify the impact of the draft policy on the College and any concerns about the draft policy.

3. Approval

The Board's responsibility is to ensure that the policy meets the long-term goals of the College and meets the specific policy objective(s). The Board should identify concerns, offer suggestions and direct administration to re-draft the policy to address the Board's concerns. The Board should focus on the goals and objectives of the policy, directing administration to make the policy changes identified through the discussion. The Board will approve the policy only when it is satisfied that the policy has met the policy objectives. The Board delegates the authority to amend and approve operational policies to the President. The President will approve an operational policy once the President is satisfied that the policy has achieved its intended objective.

4. Implementation

The implementation of policies is delegated to the administration through the President. However, the Board cannot delegate its authority to manage and implement those governing policies that describe how the Board will govern itself within a policy governance framework.

5. Review

Monitoring governing policies will occur as needed when triggered by new legislation, changes in the law, changes in the strategic direction of the College, or other events. Both the Board and the administration are responsible for identifying the need for changes to governing policies.

E. BOARD MEETINGS

1. **Conduct of Board Meetings:** The conduct of Board meetings will normally be governed by [Robert's Rules of Order](#).
2. **Attendance:** Board members are expected to attend each meeting of the Board. In accordance with s.59 (7) of the Act, if a Board member has not attended three consecutive regular Board meetings, they shall no longer be a Board member unless excused by a resolution of the Board. A member of the Board may participate in a meeting of the Board or of any Committee of the Board remotely or in-person. A member who participates in a meeting remotely is deemed for all purposes of the [College and Institute Act](#) and the bylaws and policies of Camosun College to be present at the meeting and to have agreed to participate in that manner. While the option to attend meetings remotely is important, consistent in-person attendance is preferential for optimal Board function.



3. **Quorum:** A majority of the Board members holding office constitute a quorum at a meeting of the Board.
4. **Resolutions:** The affirmative votes of a majority present at the meeting at which a quorum is present are sufficient to pass a resolution of the Board.
5. **Abstentions:** Abstentions will be dealt with in accordance with [Robert's Rules of Order](#).
6. **Agenda Delivery to the Board:** Agendas for the regular meetings of the Board of Governors will be forwarded to the Board no later than 48 hours before the scheduled Board meeting. The draft Board agenda will be prepared by the Executive Assistant to the Board and will be sent to the Board Chair and the President. The Board Chair will finalize the agenda prior to its distribution to the Board members.
7. **Resource Staff:** Administrative staff will be expected to attend and participate as required.
8. **Status of Observers:** The regular meeting of the Board will be open to the public. Observers may only be recognized at the discretion of the Chair. Observers do not participate in the meeting of the Board unless invited to do so by the Board, through the Chair.
9. **Minutes:** The Board meeting minutes will be approved by the Board of Governors at the following meeting.
10. **In-Camera Meetings:** The in-camera session of a Board meeting is where the public is excused, and the Board and College management discuss items that are more confidential in nature.
 - a) In-camera discussions should always remain confidential as they relate to sensitive Board matters. Confidential minutes of decisions made during in-camera or special in-camera sessions should be recorded, along with actions, timelines and responsibilities.
 - b) Any written materials and minutes from an in-camera session of a Board meeting shall not be available for inspection by the public unless they have been released by Board resolution at a public session of a Board meeting.
 - c) Unless otherwise determined by resolution of the Board, the following matters shall be considered at in-camera or special in camera sessions of Board meetings:
 - i) All matters relating to salaries, management performance, conditions of employment, labour relations, and collective bargaining;
 - ii) Matters relating to individual employees, including appointments, transfers, resignations, performance, promotions, demotions, conduct, discipline or suspension;
 - iii) Matters relating to individual students, including conduct, discipline or suspension;
 - iv) Matters relating to Internal Board governance;
 - v) Matters where litigation, liability or legal opinions respecting the liability or interest of the College or the Board may arise;
 - vi) Matters relating to conflict of interest;
 - vii) Matters relating to the acquisition, disposition or security of real property;
 - viii) Matters relating to the award of a contract; and



- ix) Matters relating to the performance and compensation of the President, in the absence of College management.

Special in-camera sessions may be called where one or more Board members may need to recuse themselves because they may be in a perceived or actual conflict of interest. If a Board member has a conflict of interest or a perceived conflict of interest in relation to a matter before the Board, the Board member must excuse themselves from the meeting and must not participate in any of the Board discussions or vote with respect to that matter.

F. PROCESS FOR SEEKING ADVICE FROM EDUCATION COUNCIL

The Board, through the Board Executive Committee will seek advice and receive policy proposals from the Education Council in accordance with s.23 of the [College and Institute Act](#). The Board Executive Committee will, as needed, establish ad hoc committees to vet policy proposals, and bring forward recommendations to the Board.

1. The Board Executive Committee will first review forthcoming policy that falls under Section 23 of the [College and Institute Act](#), and will consider, reject, refer back, review for decision and when ready, forward the item to Education Council for its review and advice. The Executive Committee will report on its actions to the Board at the next Board meeting.
The Board reserves the right to receive and consider the policy matter prior to seeking advice from Education Council.
2. The Board Executive Committee would normally expect to receive advice through the next regular meeting of Education Council. If the matter is not pressing, and Education Council needs more time to consider its advice, the Board would consider such a request. However, the Board may require that the Education Council respond in less time.
3. Unless another agreement is in place, the Board will seek a written response from Education Council.

G. BOARD EVALUATIONS

The Board will conduct an annual survey of its effectiveness that will be distributed for completion in May of every year. It will be followed by one-on-one meetings with Board members undertaken by the Board Executive. The purpose of a Board evaluation is to examine the Board's overall effectiveness, identify opportunities for improvement and provide data that will assist with developing the annual Board orientation and ongoing training schedule. The Chair will undertake an annual evaluation of themselves by an electronic survey of the members, and share the results first with the Board Executive and then with the entire Board.

H. BOARD ORIENTATION

The Board will establish an annual orientation and training program in governance that includes participation by all Board members. The Board Executive Committee will schedule the annual orientation to occur in August or September of the new academic year. Ongoing orientation and Board training will be conducted throughout the year.



RELATED LEGISLATED REFERENCES

- [College & Institute Act](#)

LINKS TO RELATED CAMOSUN POLICIES, DOCUMENTS, AND/OR WEBSITES

- [G-1.3.1 Ad Hoc Committee and Task Force Process](#)
- [G-1.5 Finance Committee Terms of Reference](#)
- [G-1.7 Executive Committee Terms of Reference](#)
- [G-1.9 Risk and Audit Committee Terms of Reference](#)
- [G-2.5 Strategic Plan Policy](#)
- [Strategic Plan 2023-2028](#)

POLICY TITLE	Policy Framework
POLICY NUMBER	P-1.1
APPROVAL DATE	November 4, 2019
APPROVAL BODY	Board of Governors
REPLACES (IF APPLICABLE)	P-1.1 Policy Framework (2019)
LAST UPDATE OR AMENDMENT OR REVIEW DATE	2024
NEXT REVIEW DATE	2029
POLICY HOLDER	President
RESPONSIBLE OPERATIONAL LEADER	President
SUPPORTING DOCUMENTS	P-1.1.1 Policy Format Template P-1.1.2 Policy Supporting Document Template P-1.1.3 Directive Template P-1.1.4 Policy Development Plan and Scoping Document Template P-1.1.5 Policy Update and Review Template P-1.1.6 Policy Holders and Approval Bodies Index

POLICY FRAMEWORK

PURPOSE

The purpose of the Policy Framework is to establish the principles that govern the development and maintenance of Camosun College policies. The Policy Framework establishes the values, principles, and processes for development, approval, communication, and implementation of Camosun College (referred to as “Camosun” or “the College”) policy and policy-informed documents.

POLICY APPLICATION AND SCOPE

Camosun College adheres to all applicable federal, provincial, and municipal legislation and enactments, and all College bylaws and policies must be established in compliance with all relevant legislation. This policy applies to all members of the College community who are involved in the development and maintenance of College policies as well as to College-wide policies approved by the Board of Governors, Education Council, and the College President. The Policy Framework also applies to all policy-informed directives, procedures, requirements, standards, and practices approved or implemented at the College- and unit-level.

As the College reviews existing policies and policy-informed documents, they will be modified accordingly to adhere to this Policy Framework.



This policy is not intended to interfere with related legislation nor the rights and obligations specified in current collective agreements. Where collective agreements include specific language contrary to this policy, the collective agreement language will prevail.

DEFINITIONS

1. **Policy:** Approved documents that guide or direct practice and conduct on essential or critical College matters. Policy is approved by the Board of Governors, Education Council, and/or the College President.
2. **College-Wide Policy:** Policy applicable to all schools, departments, units, students, and employees across the College. College-wide policy is established pursuant to the [College and Institute Act](#). Colloquially and in this document, these may also be referred to as “College policy.”
3. **Governance Policy:** College-wide policy that pertains to the powers and duties of the Board of Governors outlined in the [College and Institute Act](#) (see part 4, subsection 19). Governance policy is approved by the Board of Governors.
4. **Educational Policy:** College-wide policy that pertains to the College’s curricula and academic standards and other power and duties of the Education Council outlined in the [College and Institute Act](#) (see part 4, subsection 24). Educational policy is approved by Education Council.
5. **Operational Policy:** Board-delegated College-wide policy that governs the day-to-day functions of the College. These may include College assets, systems, and resources (see part 36 of the [College and Institute Act](#)). Operational policy is amended and approved by the College President, subject to Board of Governors oversight. Note that certain Operational policies that fulfill a government-mandated directive, have a governance function, or relate to College accountability require approval by the Board of Governors.
6. **Directives:** Approved policy-informed documents that address time-sensitive and/or acute needs of the College, direct specific practices, or establish responsibility and accountability for required action within the mandate of the President and/or College Executive Team. Directives are approved by the College Executive Team.
7. **Unit-Level, Policy-Informed Procedures, Requirements, and Standards:** Policy-informed procedures, requirements, and standards are applicable to specific units (schools and/or departments) and may include the following:
 - a. support operationalization of College-wide policy and College-wide, policy-informed directives;
 - b. outline step-by-step processes; and/or



- c. establish unit-level practices.

Schools and departments may establish procedures, requirements, and standards applicable to their respective unit's operations, provided they are in alignment with College-wide policy, College-wide, policy-informed directives, and the College's Policy Framework. Policy-informed procedures, requirements, and standards are approved by any of the following: Vice Presidents, Deans, Directors, and the Registrar. Colloquially, these may also be referred to as codes, processes, protocols, guidelines, etc. Policy-informed procedures, requirements, and standards may be articulated through official College documents, instructions, and/or forms housed at the school or department level.

- 8. Unit-Level, Policy-Informed Practice:** Unit-level practices that are enacted at a local level and are specific to programs, divisions, schools, and/or departments. Policy-informed practices may exist as local requirements or guidelines, or as best practices in the context of a specific program or division. Policy-informed practices may include guidelines and user guides that support operationalizing College-wide policy, College-wide policy-informed directives, and unit-level policy-informed procedures, requirements, and standards. While policy-informed practices may exist in the absence of superseding policy, they cannot contravene College policy or any policy-informed directives, procedures, requirements, and standards, nor may they contravene negotiated collective agreement provisions. Policy-informed practices do not require formal approval but do require appropriate administrative oversight.
- 9. Approval Bodies:** Governance and administrative bodies and positions accountable for setting and approving College-wide policies and policy-informed directives. Board of Governors, Education Council, and College President approve College-wide policies. The College Executive Team approves policy-informed directives.
- 10. Holder:** A Holder is a member of the College Executive Team who provides oversight and accountability for College-wide policies and directives within their respective portfolio.
- 11. Responsible Operational Leader:** The Responsible Operational Leader is accountable for overseeing the detailed processes and procedures that enact and implement a policy and its corresponding procedures, requirements, and standards. The Responsible Operational Leader also ensures conformity and compliance with policy and acts as the administrative contact for a policy. The College Executive Team assigns the Responsible Operational Leader to a policy if and where appropriate.
- 12. Supporting Document:** Any document that aids in the operationalization, further articulation, additional clarification and/or implementation of a policy. These may include but are not limited to guidelines, instructions, detailed procedures, terms of reference and appendices related to the policy. Supporting documents may also include forms and templates. Renewal and updating



of supporting documents do not require formal approval, but does require appropriate administrative oversight. Supporting documents are de facto extensions of policies and must be followed.



Applicable Federal, Provincial, and Municipal Legislation and Bylaws					
	College-Wide Policy	GOVERNANCE POLICY	Board Governance College-wide values, principles, and priorities Institutional goals and accountabilities Financial health External relations Legally prescribed policies	Board of Governors	Approval Bodies
		EDUCATIONAL POLICY	EdCo governance Curricula and academic standards	Education Council	
		OPERATIONAL POLICY	College assets, systems, and resources	College President	
	College-Wide	DIRECTIVES	Time-sensitive or acute needs of College Practices and accountabilities within President's mandate	College Executive Team	No formal approval but requires appropriate management oversight
	Unit	POLICY-INFORMED PROCEDURES, REQUIREMENTS, AND STANDARDS	Legal and regulatory compliance within specific schools and departments Step-by-step processes Program requirements Instructions and forms	Vice Presidents, Executive Directors, Deans, Directors, and/or Registrar	
		POLICY-INFORMED PRACTICE	Guidelines, user guides, and/or local documents Best practice Applicable at a local level	Schools, Departments, and/or Programs	



PRINCIPLES

1. **Congruence with Legislation and Values**

Camosun College policy reflects the mission, values, and strategic goals of the College and is in congruence with applicable federal, provincial, and municipal legislation and bylaws. College policies are also in congruence with each other; align across multiple levels of governance, policy, directives, procedures, requirements, standards, and practices; and are consistent with the powers and duties of the Board of Governors, Education Council, the President, and the College Executive Team.

2. **Needs-Based to Support Students and Employees**

Policy is developed and reviewed based on priority needs of the College. Policy addresses essential or critical matters within the College mandate. Our policies advance students' educational and employees' professional experiences at the College.

3. **Supporting Indigenization**

The policy development process is in alignment with our commitment to Indigenization and seeks to increase Indigenous voice, advice, and decision making. When operating within territories under Indigenous governance, application of our policies and practices will strive to adhere to local Indigenous laws and traditions.

4. **Commitment to Community Engagement and Collaboration in Policy Development**

Policy is developed transparently with appropriate levels of engagement and meaningful collaboration with the College community, including students and employees. Through engagement and collaboration, the College seeks to reflect the views and experiences of the College community. Where appropriate, engagement may include external community members, organizations, experts, and professionals.

5. **Availability, Visibility, and Accessibility**

College-wide policies and College-wide directives will be available exclusively through the [Camosun College Policies and Directives website](#). The College community will be notified of policy approvals and amendments through appropriate messaging systems. Unit-level, policy-informed procedures, requirements, standards, and practices will be communicated appropriately at the discretion of the President, Vice Presidents, Executive Directors, Deans, Directors, and the Registrar.



6. Implementation and Communication

Implementation and communication of approved policy is the responsibility of the designated Policy Holder/Directive Holder, who may delegate this responsibility as appropriate.

STANDARDS FOR POLICY APPROVALS

POLICY APPROVAL BODIES FOR COLLEGE-WIDE POLICY

1. Board of Governors

The Board of Governors approves Governance Policy related to:

- a. Board governance policies that describe how the Board will govern itself while governing the organization;
- b. College-wide values, principles, and priorities;
- c. Institutional goals and accountabilities;
- d. Financial health;
- e. External relations;
- f. Legally prescribed policies.

2. Education Council

Education Council approves Educational Policy in areas defined by sections 23 and 24 of the *College and Institute Act*, including policy related to College curricula and academic standards.

3. College President

The College President amends and approves Operational Policy, subject to Board of Governors oversight, related to:

- a. Assets (including but not limited to physical buildings, infrastructure, equipment, etc.);
- b. Systems (including but not limited to technology, financial systems, etc.);
- c. Resources (including but not limited to human resources, College finances, etc.).

Note that certain Operational policies that fulfill a government-mandated directive, have a governance function, or relate to College accountability will require approval by the Board of Governors.

Note that in specific cases, policies may be jointly approved by the Board of Governors and Education Council.

APPROVAL BODIES FOR DIRECTIVES

1. College Executive Team

College Executive Team approves directives within the mandate of the President.



See [Policy Holders and Approval Bodies Table](#) to identify the Policy Holder and policy approval body for each College-wide policy and directive.

ADMINISTRATIVE OVERSIGHT FOR UNIT-LEVEL, POLICY-INFORMED PROCEDURES, REQUIREMENTS, STANDARDS, AND POLICY-INFORMED PRACTICES

1. Vice Presidents, Executive Directors, Deans, Directors, and Registrar

Vice Presidents, Executive Directors, Deans, Directors, and the Registrar provide oversight for policy-informed procedures, requirements, and standards.

2. Schools, Departments, Programs, and Divisions

Policy-informed practices do not require formal approval. However, policy-informed practices do require appropriate administrative oversight.

STANDARDS FOR COLLEGE-WIDE POLICY UPDATES, AMENDMENTS, AND REVIEW

COLLEGE-WIDE POLICY UPDATES/AMENDMENTS

Policies and directives may need to be updated and amended from time to time to meet the College's goals and needs. Updates and amendments can be initiated by the Policy/Directive Holder or by a designate within the Holder's area of responsibility. Once College-wide policies and policy-informed documents are updated, they are forwarded for approval to the appropriate Approval Body.

Changes to College-wide policy and directives will be communicated, as appropriate, to the College community.

Minor updates and revisions to College-wide policy and directives that do not change the intent and requirements, and which do not have a significant impact on users, may be initiated by a Policy Holder/Directive Holder (or their designate) without a formal approval process. Examples include changes to names and contact information; organizational changes; updates to reflect changes to referenced links; grammar and spelling errors; and document information changes (e.g., document title). At the discretion of the Policy /Directive Holder and/or Responsible Operational Leader, minor updates and revisions may be communicated to the College community.

Updates and revisions to supporting documents do not require formal approval but require appropriate administrative oversight by either the Policy /Directive Holder or the Responsible Operational Leader.

COLLEGE-WIDE POLICY REVIEW

College-wide policy will include a "Review By" date indicating when the policy and its applicable supporting documents are to be reviewed. Typically, policies will be reviewed at least every five (5)



years. More frequent review of specific policies and directives may be required to meet legal or regulatory requirements or to address emerging issues.

A review of College-wide policy and directives is initiated by the Policy/Directive Holder, who may delegate responsibility for review of a policy or directive, and may seek assistance from members of the College community.

Once a review has been completed, and if changes are required, the College-wide policy directive will undergo appropriate steps for approval by the Approval Body.

RELATED LEGISLATED REFERENCES

- [British Columbia College and Institute Act](#)

RELATED CAMOSUN WEBSITE

- [Camosun College Policies and Directives](#)

CAMOSUN COLLEGE POLICY APPROVAL MATRIX – DRAFT RECOMMENDATIONS

November 2024

P POLICY FRAMEWORK						
P-1	POLICY FRAMEWORK					
	POLICY	POLICY SUPPORTING DOC	CURRENT APPROVAL BODY	RECOMMENDED APPROVAL BODY & RATIONALE	RATIONALE	CHANGE
P-1.1	Policy Framework	<ul style="list-style-type: none"> • P-1.1.1 Policy Format Template • P-1.1.2 Policy Supporting Document Template • P-1.1.3 Directive Template • P-1.1.4 Policy Development Plan and Scoping Document Template • P-1.1.5 Policy Update and Review Template • P-1.1.6 Policy Holders and Approval Bodies 	Board of Governors	Board of Governors (policy framework as a governance tool should be approved by the BoG with EdCo advice)	C&I specific	No Change

G GOVERNANCE						
G-1	BOARD GOVERNANCE					
	POLICY	POLICY SUPPORTING DOC	CURRENT APPROVAL BODY	RECOMMENDED APPROVAL BODY & RATIONALE	RATIONALE	CHANGE
G-1.1	Board Conduct By-law	<ul style="list-style-type: none"> • Oath of Office 	Board of Governors	Board of Governors (because policy relates exclusively to BoG matters)	C&I specific	No Change
G-1.3	Board Operations By-Law	<ul style="list-style-type: none"> • G-1.3.1 Ad Hoc Committee and Task Force Process 	Board of Governors	Board of Governors (because policy relates exclusively to BoG matters)	C&I specific	No Change
G-1.5	G-1.5 Finance Committee Terms of Reference		Board of Governors	Board of Governors (because policy relates exclusively to BoG matters)	Governance Process	No Change
G-1.7	Board Executive Committee Terms of Reference	<ul style="list-style-type: none"> • G-1.7.1 Appeal of Suspension from College Process 	Board of Governors	Board of Governors (because policy relates exclusively to BoG matters)	Governance Process	No Change

		• G-1.7.2 Termination of the President's Contract				
G-1.8	Board Out-of-Pocket Expenses		Board of Governors	Board of Governors (because policy relates exclusively to BoG matters)	Governance Process	No Change
G-1.9	Risk and Audit Committee Terms of Reference	• G-1.9.1 Cybersecurity Sub-Committee Terms of Reference	Board of Governors	Board of Governors (because policy relates exclusively to BoG matters)	Governance Process	No Change
G-2 ORGANIZATIONAL GOALS AND ACCOUNTABILITY						
G-2.1	Equity, Diversity, and Inclusion		Board of Governors	Board of Governors (policy relates to college goals & values)	End statement	No Change
G-2.2	Indigenization		Board of Governors	Board of Governors (policy relates to college goals & values)	End statement	No Change
G-2.3	Corporate Relations		Board of Governors	Board of Governors (policy relates to college goals & values)	End statement	No Change
G-2.4	Land Use		Board of Governors	Board of Governors (policy relates to college goals & values)	C&I specific	No Change
G-2.5	Strategic Plan		Board of Governors	Board of Governors (policy relates to college goals & values)	End statement	No Change
G-2.6	Asset Naming	• G-2.6.1 Asset Naming Standards and Procedures • G-2.6.2 Naming Review Advisory Committee Terms of Reference	Board of Governors	Board of Governors (policy relates to college goals & values; also has links to legislation around asset naming)	C&I specific	No Change
G-2.7	Protected Disclosure	• G-2.7.1 Protected Disclosure Procedures • G-2.7.2 Protected Disclosure Form	Board of Governors	Board of Governors (policy relates to college goals & values; also linked with provincial requirement to have protected disclosure policy)	Government-mandated directive	No Change
G-3 EDUCATION COUNCIL GOVERNANCE						
	POLICY	POLICY SUPPORTING DOC	CURRENT APPROVAL BODY	RECOMMENDED APPROVAL BODY & RATIONALE		No Change
G-3.1	Education Council Bylaws	• G-3.1.1 Integrated Curriculum Terms of Reference	Education Council	Education Council (policies relate to Ed governance and matters)	C&I specific	No Change

		<ul style="list-style-type: none"> • G-3.1.2 Policy and Standards Committee Terms of Reference • G-3.1.3 Awards Committee Terms of Reference • G-3.1.4 Terms of Reference: Education Council Academic Appeals Panel 				
--	--	--	--	--	--	--

E EDUCATION/ACADEMIC

PROGRAMMING & INSTRUCTION						
E-1	POLICY	POLICY SUPPORTING DOC	CURRENT APPROVAL BODY	RECOMMENDED APPROVAL BODY & RATIONALE	RATIONALE	CHANGE
E-1.1	Academic Progress		Education Council	Education Council	C&I specific	No Change
E-1.2	Academic Schedule		Board of Governors	Board of Governors	C&I specific	No Change
E-1.3	Work Integrated Learning	<ul style="list-style-type: none"> • E-1.3 Appendix Co-operative Education 	Education Council	Education Council	C&I specific	No Change
E-1.4	Credential Standards	<ul style="list-style-type: none"> • E-1.4.1 Posthumous Credentials 	Education Council	Education Council	C&I specific	No Change
E-1.5	Grading	<ul style="list-style-type: none"> • E-1.5.1 Incomplete Grade Report for Student Form • Grading Policy Change 2007 	Education Council	Education Council	C&I specific	No Change
E-1.6	Educational Approvals	<ul style="list-style-type: none"> • E-1.6.1 School Curriculum Committee Terms of Reference 	Education Council & Board of Governors (Joint Approval)	Education Council & Board of Governors (Joint Approval)	C&I specific	No Change
E-1.7	International Education		CET	President	Operational	Change CET to President
E-1.8	Prior Learning Assessment		Education Council & Board of Governors (Joint Approval)	Education Council	C&I specific	Change to EdCo

E-1.9	Program Advisory Committees	<ul style="list-style-type: none"> • E-1.9.1 Program Advisory Committee Terms of Reference • E-1.9.2 Program Advisory Committee Roles and Responsibilities 	Board of Governors	Board of Governors	C&I specific	No Change	
E-1.10	Scheduling Instructional Space		CET	President	Operational	CET to President	
E-1.11	Program Suspension and Cancellation		Board of Governors	Board of Governors	C&I specific	No Change	
E-1.12	Program Quality Assurance		Board of Governors	Board of Governors	C&I specific	No Change	
E-1.13	Academic Integrity	<ul style="list-style-type: none"> • E-1.13.1 Process for Documenting & Addressing Academic Misconduct • E-1.13.2 Standards for Records Management – Academic Integrity • E-1.13.3 Academic Integrity Appeals FORM • E-1.13.4 Academic Dishonesty LOI TEMPLATE • E-1.13.5 Guide to Academic Misconduct Typology 	Education Council	Education Council	C&I specific	No Change	
E-1.14	Grade Review and Appeals	<ul style="list-style-type: none"> • E-1.14.1 Process for Requesting Grade Review and Appeals • E-1.14.2 Standards for Records Management - Grade Appeals • E-1.14.3 Final Grade Review Request to Dean-Director FORM • E-1.14.4 Grade Appeals to EdCo Appeals Panel FORM 	Education Council	Education Council	C&I specific	No Change	
E-1.15	Academic Calendar		Education Council	Education Council	C&I specific	No Change	
E-1.16	Evaluation of Student Learning		Education Council	Education Council	C&I specific	No Change	
E-1.17	Final Exam Reschedule and Repeat	<ul style="list-style-type: none"> • E-1.17.1 Standards and Requirements for Rescheduling or Repeating a Final Exam 	Education Council	Education Council	C&I specific	No Change	
E-2	STUDENT SERVICES AND SUPPORT						

E-2.1	Admission		Board of Governors	Board of Governors	C&I specific	No Change
E-2.2	Course Withdrawals		Education Council	Education Council	C&I specific	No Change
E-2.3	Student Ancillary Fees	<ul style="list-style-type: none"> • E-2.3.1 Request to Establish or Adjust Student Ancillary Fee Form 	Board of Governors	Board of Governors	C&I specific	No Change
E-2.5	Student Misconduct	<ul style="list-style-type: none"> • E-2.5.1 Student Misconduct Process 	Board of Governors	Board of Governors	Standard practice	No Change
E-2.6	Tuition Fees		Board of Governors	Board of Governors	C&I specific	No Change
E-2.7	Student Penalties and Fines		CET	President	Operational	CET to President
E-2.8	Medical/Compassionate Withdrawals	<ul style="list-style-type: none"> • Medical / Compassionate Withdrawal Appeal form 	Education Council	Education Council	C&I specific	No Change
E-2.9	Sexual Violence	<ul style="list-style-type: none"> • E-2.9.1 Procedures to Address Sexual Violence • E-2.9.2 Sexual Violence Appeals Form 	Board of Governors	Board of Governors	Government-mandated directive	No Change
E-2.10	Involuntary Health and Safety Leave of Absence		Education Council	Education Council	C&I specific	No Change
E-2.11	Academic Accommodations for Students with Disabilities	<ul style="list-style-type: none"> • E-2.11.1 Policy Supporting Document • Second Stage Appeal Form • Final Stage Appeal Form 	Board of Governors	Board of Governors	Government-mandated directive	No Change
E-3 RESEARCH AND COPYRIGHT						
E-3.1	Research at Camosun		CET	President	Operational	CET to President
E-3.2	Ethical Conduct for Research Involving Human Subjects	<ul style="list-style-type: none"> • E-3.2.1 Guidelines for the Research Ethics Board (REB) • E-3.2.2 Research Guidelines: Free and Informed Consent • E-3.2.3 Research Guidelines: Privacy and Confidentiality • E-3.2.4 Research Guidelines: Inclusion in Research • E-3.2.5 Research Guidelines: Research Involving Aboriginal Peoples 	CET	President	Operational	CET to President

		• E-3.2.6 Research Guidelines: Conflicts of Interest In Research				
E-3.3	Integrity in Research and Scholarship		CET	President	Operational	CET to President
E-3.4	Copyright		Board of Governors	President	Operational	Board to President
E-3.5	Commercialization of Intellectual Property	<ul style="list-style-type: none"> • E-3.5.1 Assignment of Intellectual Property Rights Form • E-3.5.2 Procedures for the Commercialization of Intellectual Property 	CET	President	Operational	CET to President

O OPERATIONS							
O-1	COLLEGE SYSTEMS & RESOURCES						
	POLICY	POLICY SUPPORTING DOC	CURRENT APPROVAL BODY	RECOMMENDED APPROVAL BODY & RATIONALE	RATIONALE	CHANGE	
O-1.1	Acceptable Technology Use		CET	President	Operational	CET to President	
O-1.2	Systems and Networks Administration		CET	President	Operational	CET to President	
O-1.5	Electronic Communication with Students		CET	President	Operational	CET to President	
O-1.6	Web Properties Management		Board of Governors	President	Operational	Board to President	
O-2	COLLEGE DEVELOPMENT						
O-2.1	College-wide Risk Management	<ul style="list-style-type: none"> • O-2.1.1 Risk Analysis Session Guidelines • O-2.1.2 Risk Analysis Worksheet • O-2.1.3 Risk Categories • O-2.1.4 Risk Register Spreadsheet 	CET	President	Operational	CET to President	

		<ul style="list-style-type: none"> • O-2.1.5 Risk Analysis Measurement Tool • O-2.1.6 Risk Treatment Action Plan Template • O-2.1.7 Risk Profile Template 				
O-2.2	Project Management Framework		CET	President	Operational	CET to President
O-3 FACILITIES						
O-3.1	Environmental Management		CET	President	Operational	CET to President
O-3.2	Use of College Facilities and Grounds		CET	President	Operational	CET to President
O-3.3	College Closures		CET	President	Operational	CET to President
O-3.4	Serving and Selling Food and Alcohol Safely on Campus		CET	President	Operational	CET to President
O-3.5	Commercial Activity		CET	President	Operational	CET to President
O-3.6	Occupational Health and Safety		CET	President	Operational	CET to President
O-4 FINANCE						
O-4.1	Financial Responsibility and Accountability		Board of Governors	Board of Governors	C&I specific	No Change
O-4.2	Purchasing		Board of Governors	President	Operational	Board to President
O-4.3	Travel	<ul style="list-style-type: none"> • O-4.3.1 Travel Pre-approval Authorization Form 	CET	President – policy?	Operational	CET to President
O-4.4	Hospitality Expenditures		CET	President	Operational	CET to President

O-4.5	Investment		Board of Governors	Board of Governors	Governance & Accountability	No Change
O-5	HUMAN RESOURCES					
O-5.1	Employee Exchange		CET	President	Operational	CET to President
O-5.2	Professional Fee Reimbursement	<ul style="list-style-type: none"> • O-5.2.1 Professional Fee Reimbursement Form 	CET	President	Operational	CET to President
O-5.3	Vacation Scheduling		CET	President	Operational	CET to President
O-5.6	Faculty Accessibility		CET	President	Operational	CET to President
O-5.7	Employee Workload in Excess of Full Time		CET	President	Operational	CET to President
O-5.8	Job Sharing		CET	President	Operational	CET to President
O-5.9	Unpaid Leaves of Absence	<ul style="list-style-type: none"> • O-5.9.1 Unpaid Leave of Absence Request Form 	CET	President	Operational	CET to President
O-5.10	Respectful Workplace	<ul style="list-style-type: none"> • O-5.10.1 Procedures for Reporting, Resolving and/or Investigating Respectful Workplace and Human Rights Complaints • O-5.10.2 Respectful Workplace Formal Complaint Form • O-5.10.3 Respectful Workplace Policy Response Form 	Board of Governors	Board of Governors	Governance & Accountability	
O-5.11	Standards of Conduct		CET	President	Operational	CET to President
O-5.12	Smoking, Vaping, and Tobacco Products		CET	President	Operational	CET to President
O-5.13	Total Compensation Philosophy		Board of Governors	Board of Governors	Governance & Accountability	No Change
O-5.15	Employee Performance Development		CET	President	Operational	CET to President
O-5.15	Recruitment and Selection Policy		CET	President	Operational	CET to President

O-6 INFORMATION MANAGEMENT						
O-6.1	Protection of Privacy		Board of Governors	Board of Governors	Governance & Accountability	No Change
O-6.2	Record Management	<ul style="list-style-type: none"> O-6.2.1 Records Management Procedures Manual 	CET	President	Operational	CET to President

GENERAL COLLEGE DIRECTIVES			
D	DIRECTIVE	DIRECTIVE SUPPORTING DOCUMENT	CHANGE
D-1.1	Sponsorship		No Change
D-1.2	Absences from Campus due to COVID-19		No Change
D-1.3	Temporary Remote Working: COVID-19	<ul style="list-style-type: none"> D-1.3.1 Temporary Remote Working Guidelines 	No Change
D-1.4	Election Campaigning on Campus		No Change
D-1.5	Access to Learning Management System		No Change
D-1.6	Fair Dealing of Copyrighted Materials		No Change
D-1.7	Alternate Formats		No Change
D-1.8	Death of an Indigenous Elder Protocol	<ul style="list-style-type: none"> D-1.8.1 Death of an Indigenous Elder Protocol Standards and Procedures 	No Change
D-1.9	Media Relations		No Change



BRIEFING NOTE
Board of Governors

SUBMITTED BY: Lane Trotter, President
DATE: February 3, 2025
TOPIC: Board Monitoring Report for Student Success

For Information: _____ For Decision: X _____ For Advice: _____

1. PURPOSE AND OVERVIEW

To introduce the Student Success Report to the Board of Governors and propose its acceptance as an annual Board Monitoring Report to provide critical insights into student outcomes at Camosun College.

The Student Success Report has been developed as a comprehensive tool to analyze and present data trends related to credentials and student outcomes at Camosun College. This report serves as a valuable resource, showcasing Camosun’s performance over multiple years and offering comparative insights with similar institutions across British Columbia.

This report aligns with the College’s commitment to transparency, accountability, and evidence-based decision-making. Establishing the Student Success Report as an annual monitoring tool will ensure consistent oversight of student outcomes markers and support informed strategic planning by the Board.

4. COMMUNICATIONS

*The Student Success Board Monitoring Report is an **internal document only** and should be considered **confidential** due to data agreements with other institutions.*

5. MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE BOARD MONITORING REPORT FOR STUDENT SUCCESS.

6. SUPPORTING DOCUMENTATION:

Digital Attachment Provided. Printed versions will be provided at the February 3rd Board of Governors’ meeting.



STUDENT SUCCESS MONITORING REPORT 2024



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Cover: *The cover photograph is from convocation 2024 when 31 Red Seal graduates crossed the stage. Inviting Red Seal graduates to convocation was a first for Camosun College and possibly any public post-secondary institution in the country.*

Opposite Page: *Employment Training and Preparation graduate Evan Sturdy and dad John.*



ACRONYMS

The following is a list of commonly used acronyms within the Student Success monitoring report.

AY - Academic Year

BGS - Baccalaureate Graduates Survey

B.C. - British Columbia

BCIT - British Columbia Institute of Technology

CAM - Camosun College

DAC - Diploma, Associate Degree, and Certificate

DOUG - Douglas College

FTE - Full-Time Equivalent

FY - Fiscal Year

KPU - Kwantlen Polytechnic University

LANG - Langara College

NIC - North Island College

OKAN - Okanagan College

PDDP - Post-Degree Diploma Program

PSI - Post-Secondary Institution

UVic - University of Victoria

VCC - Vancouver Community College

VIU - Vancouver Island University

INTRODUCTION

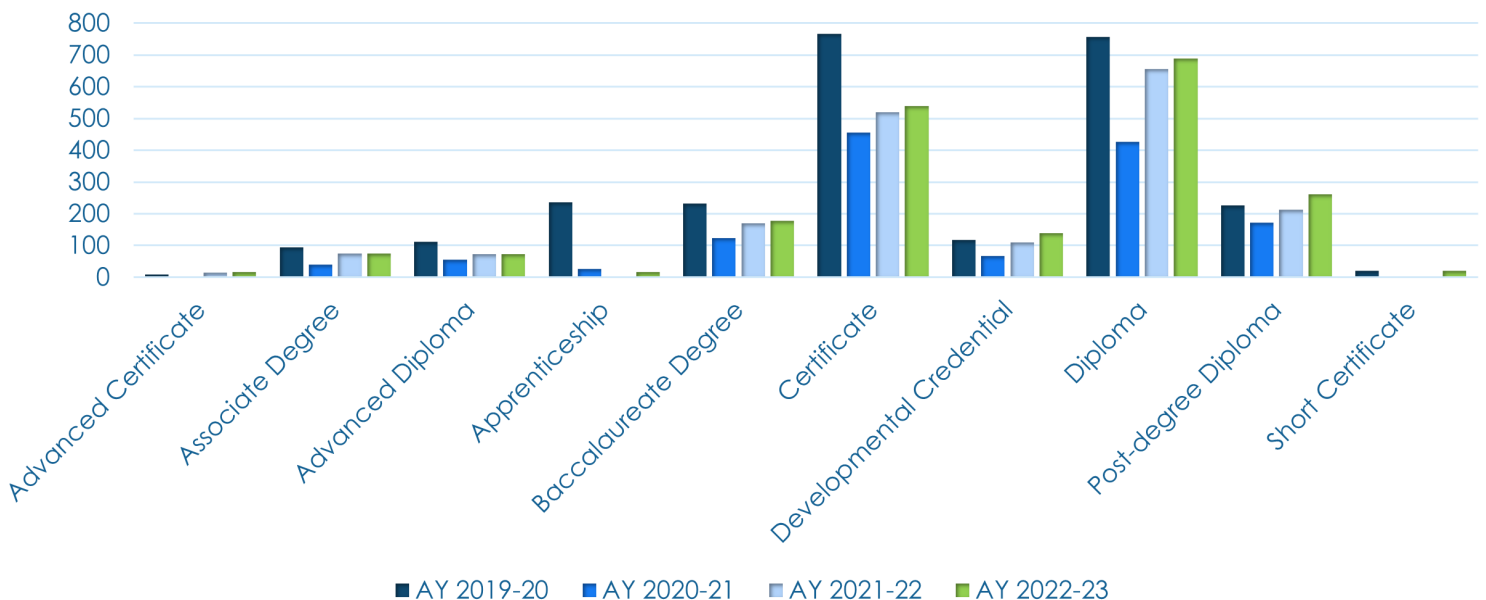
The Student Success Monitoring Report provides a comprehensive overview of data trends related to student outcomes. It features multi-year tables that highlight patterns and changes over time, offering valuable insights into emerging trends. To provide context, the report compares Camosun's data with similar colleges and neighbouring public post-secondary institutions on Vancouver Island. Each table is accompanied by key observations that explain anomalies and provide insights into the underlying factors shaping the data.

CREDENTIALS AT CAMOSUN COLLEGE AND SIMILAR INSTITUTIONS IN THE B.C. PUBLIC POST-SECONDARY SECTOR

The chart below provides a visual representation of the number of credentials issued by the college across various types of programs over four academic years (AY 2019-20 to AY 2022-23). The credentials are as reported to the Central Data Warehouse on May 31, 2024. Credentials issued to both domestic and international students are reported.

A detailed table of the above information can be found in Appendix 1.1

Credentials at Camosun College



KEY OBSERVATIONS

1. Highest volume credentials:

- Certificates and diplomas are the most frequently awarded credentials at Camosun College, indicating these programs have high enrollment or completion rates. This trend aligns with the college's role in providing practical, career-focused education pathways.
- For both credentials, there is variability in the number issued each year, though the trend is generally high.

2. Notable variability by year:

- Certificate program: There was a noticeable decline in certificates awarded from AY 2019-20 to AY 2020-21, likely due to the COVID-19 pandemic affecting enrollments and completions. Numbers rebounded in the following years, with a slight upward trend by AY 2022-23.
- Diploma program: Diplomas show a steady increase from AY 2019-20 to AY 2022-23, suggesting a growing interest in longer-term programs or that more students are successfully completing their studies.

3. Other credential types:

- Post-degree diplomas also saw a gradual increase, suggesting a demand for advanced studies among students who may already hold an undergraduate degree.
- Associate degrees, advanced diplomas, and short certificates show lower issuance rates, which may reflect either a smaller number of program offerings in these areas or lower enrollment figures.

4. Impact of developmental credentials:

- Developmental credentials are awarded at lower rates but have seen consistent issuance across the years. This category likely serves as a foundation for students moving to other academic or career-focused programs.

5. Growth and decline trends:

- The general increase in credentials over the years, particularly in the AY 2021-22 and AY 2022-23 periods, could be due to the resumption of regular in-person classes and increased post-pandemic enrollment.

CONTEXT WITH SIMILAR INSTITUTIONS

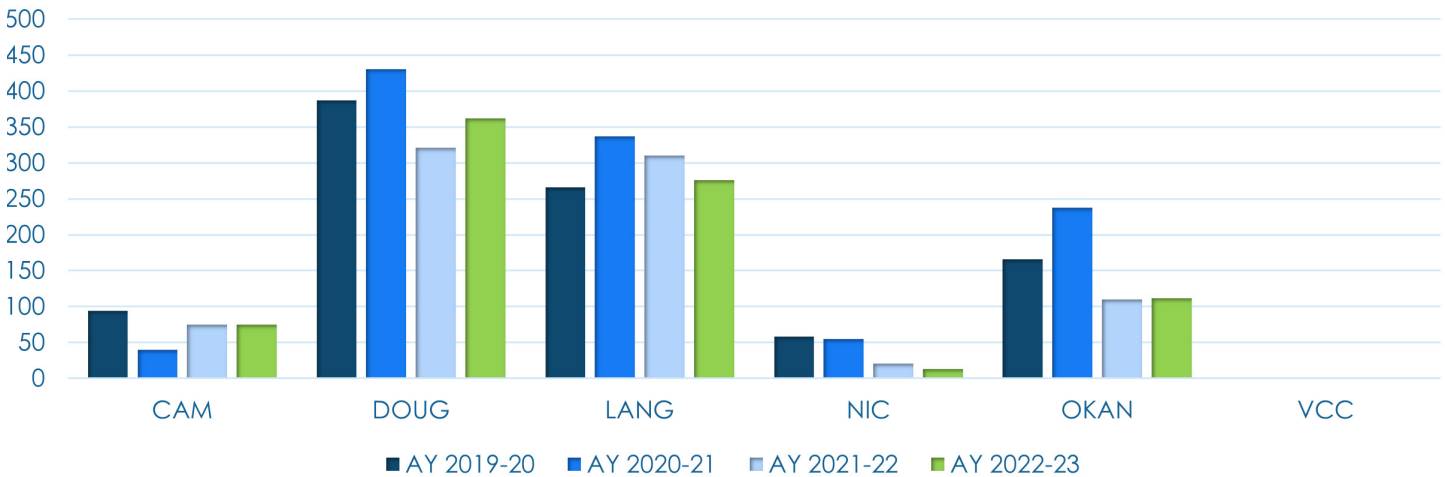
Comparing these trends to similar institutions in the British Columbia public post-secondary sector can help place Camosun's performance in context:

- **Associate degrees:** These credentials require a standardized 60 credits in arts or science and may be less common if students at similar institutions choose more career-oriented programs instead. Camosun's low but stable issuance of these credentials might align with similar institutions, suggesting that this is a trend across the sector. Associate degrees in British Columbia's community college sector were introduced in the early 1990s as a pathway for students seeking a foundational post-secondary education. Designed to provide a broad liberal arts or science education, these two-year credentials allow students to transfer seamlessly into bachelor's degree programs. This evolution was part of a broader provincial strategy to enhance access to higher education, promote transferability between institutions, and meet the growing demand for flexible, multi-entry routes in the post-secondary system. Today, associate degrees remain a key component of B.C.'s transfer-friendly post-secondary framework.
- **Certificates and diplomas:** Since these are often popular at community colleges and technical institutions, Camosun's high issuance rates likely align with similar institutions in the sector, indicating a strong demand for short- to medium-term career training.

ASSOCIATE DEGREES

The chart below compares associate degrees awarded across several British Columbia post-secondary institutions similar in profile to Camosun College, including Douglas College (DOUG), Langara College (LANG), North Island College (NIC), Okanagan College (OKAN), and Vancouver Community College (VCC). This chart covers four academic years (AY 2019-20 to AY 2022-23).

Associate Degree



KEY OBSERVATIONS

1. Low numbers at Camosun (CAM):

- Compared to other institutions, Camosun awards a significantly lower number of associate degrees. This reflects the college's focus on other types of credentials, such as certificates and diplomas, as seen in the previous chart.

2. High volumes at Douglas College and Langara College:

- Douglas College and Langara College consistently report the highest numbers of associate degrees, with figures reaching around 300–450 per year. Both institutions likely have a stronger emphasis on transfer programs in arts and sciences, which are common associate degree pathways.
- There has been some fluctuation over the years, but overall, both colleges show relatively stable demand for associate degrees, with Douglas peaking in AY 2020-21 and Langara remaining fairly stable.

3. Okanagan College and North Island College:

- Okanagan College shows moderate issuance of associate degrees, with a peak in AY 2020-21, while North Island College has consistently lower numbers, similar to Camosun, indicating a smaller scale of associate degree programs.

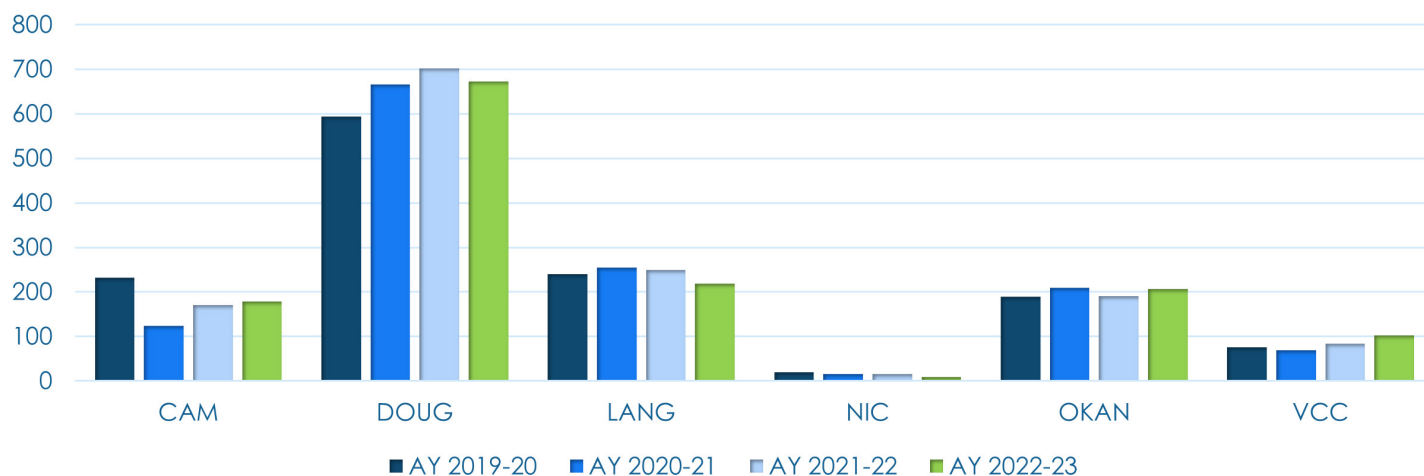
4. New programs at Vancouver Community College:

- Vancouver Community College does not appear to have awarded many associate degrees over the period shown. However, Vancouver Community College has new programs underway that will offer associate degrees, potentially increasing its numbers in the future. This information is not captured in the chart above.

BACCALAUREATE DEGREES

The chart below compares the number of baccalaureate degrees awarded across several British Columbia public post-secondary institutions over four academic years (AY 2019-20 to AY 2022-23). The institutions compared include Camosun College (CAM), Douglas College (DOUG), Langara College (LANG), North Island College (NIC), Okanagan College (OKAN), and Vancouver Community College (VCC).

Baccalaureate Degree



KEY OBSERVATIONS

1. Steady increase at Camosun College:

- Camosun's rise in baccalaureate degrees since 2021 reflects program maturation, enhanced student success initiatives, and a post-pandemic shift in demand. The introduction of a renewed enrolment system during this period also influenced some data sets.

2. High numbers at Douglas College and Langara College:

- Douglas College consistently awards the highest number of baccalaureate degrees, maintaining a steady range between 600 and 700 each year. This indicates a strong emphasis on undergraduate education, likely with a wide range of bachelor's programs.
- Langara College also reports high numbers, though slightly lower than Douglas College. The stability at both institutions suggests mature, established baccalaureate programs with steady student interest.

3. Moderate Growth at Okanagan College and Vancouver Community College:

- Okanagan College shows a similar upward trend to Camosun, starting below 200 degrees in AY 2019-20 and growing gradually through the years.
- Vancouver Community College shows a smaller but steady issuance of baccalaureate degrees, with slight growth over time. This aligns with the note that these institutions are similarly expanding their offerings to accommodate increased interest in bachelor's programs.

4. Lower Numbers at North Island College:

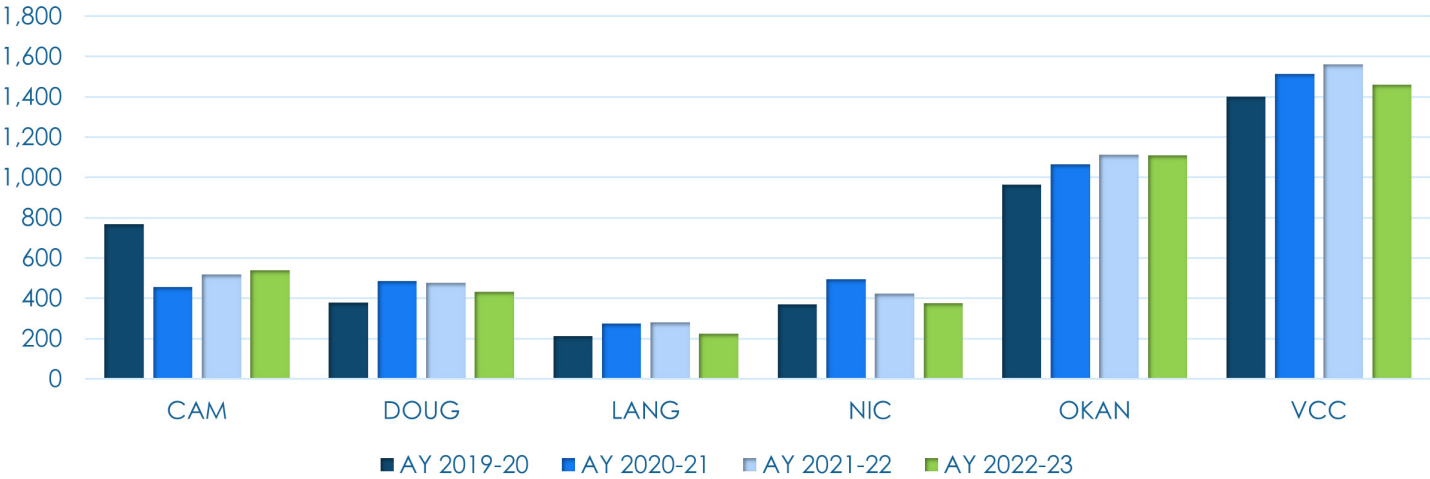
- North Island College awards the fewest baccalaureate degrees, remaining below 100 annually. This may reflect a focus on other types of credentials or a limited range of baccalaureate programs.

Camosun College is increasing its issuance of baccalaureate degrees, mirroring trends at Okanagan and Vancouver Community College. This growth aligns with broader trends in the B.C. public post-secondary sector, where institutions are expanding bachelor's programs to meet rising student demand. While Camosun is still behind Douglas and Langara in total baccalaureate degrees awarded, its steady upward trend shows potential for growth and diversification in its undergraduate offerings, particularly in areas aligned with career and workforce development.

CERTIFICATES

Certificates are awarded on completion of programs at the post-secondary level, generally between three and 12 months of full-time equivalent study (at least 288 contact hours).

Certificate



Camosun’s second-largest set of credentials has seen rising numbers in recent years, unlike similar institutions, which have seen falling numbers.

Below: Students from the School of Health and Human Services work together in the simulation lab.

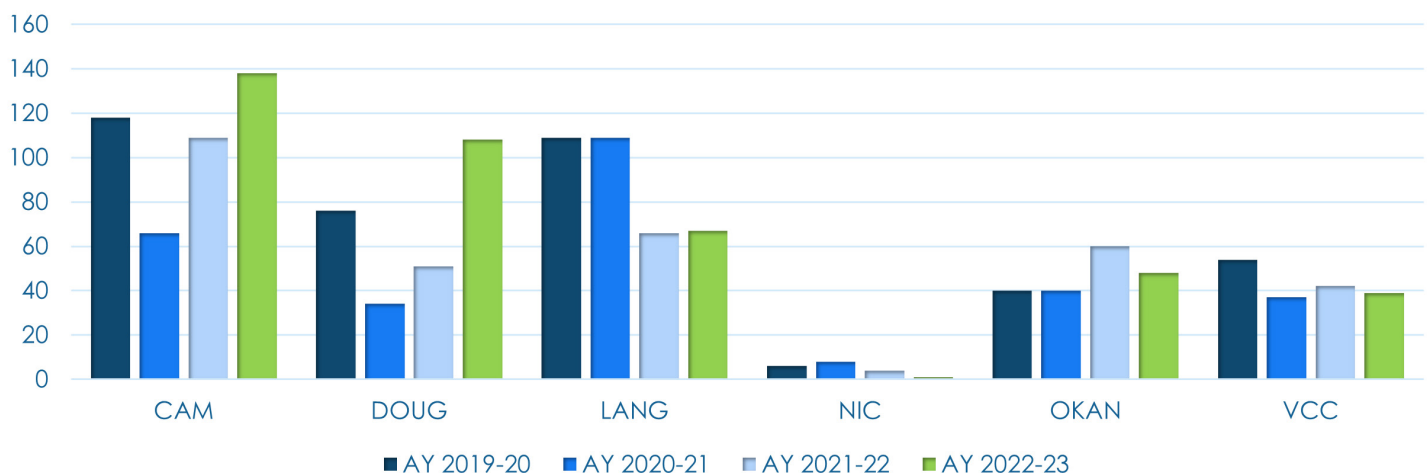


DEVELOPMENTAL CREDENTIALS

The chart below shows the number of developmental certificates awarded by Camosun College and similar B.C. post-secondary institutions, including Douglas College (DOUG), Langara College (LANG), North Island College (NIC), Okanagan College (OKAN), and Vancouver Community College (VCC) over four academic years (AY 2019-20 to AY 2022-23). Developmental credentials are typically awarded as a certificate or diploma upon completion of a developmental level program (e.g., high school diploma, English as a Second Language certificate) including the British Columbia Adult Dogwood.

Camosun College stands out for its rising issuance of developmental credentials, contrasting with comparable institutions' stable or declining trends. This growth suggests that Camosun is meeting a specific need in foundational or transitional education, aligning with its mission to provide accessible and inclusive pathways to further study or employment. As demand for these programs continues to rise, Camosun has an opportunity to further strengthen its developmental offerings, supporting both students and local workforce needs.

Developmental Credential



KEY OBSERVATIONS

1. Increase in developmental credentials at Camosun College:

- Camosun College has shown a notable increase in the number of developmental credentials awarded, particularly from AY 2020-21 to AY 2022-23. This upward trend contrasts with other institutions, which generally show either stable or declining numbers over the same period.

2. High and stable numbers at Douglas College and Langara College:

- Douglas College and Langara College consistently awarded high numbers of developmental credentials, particularly in AY 2021-22 and AY 2022-23. However, neither institution shows significant growth in this credential category, suggesting they may have a stable offering that meets current demand without further expansion.

3. Fluctuations at other institutions:

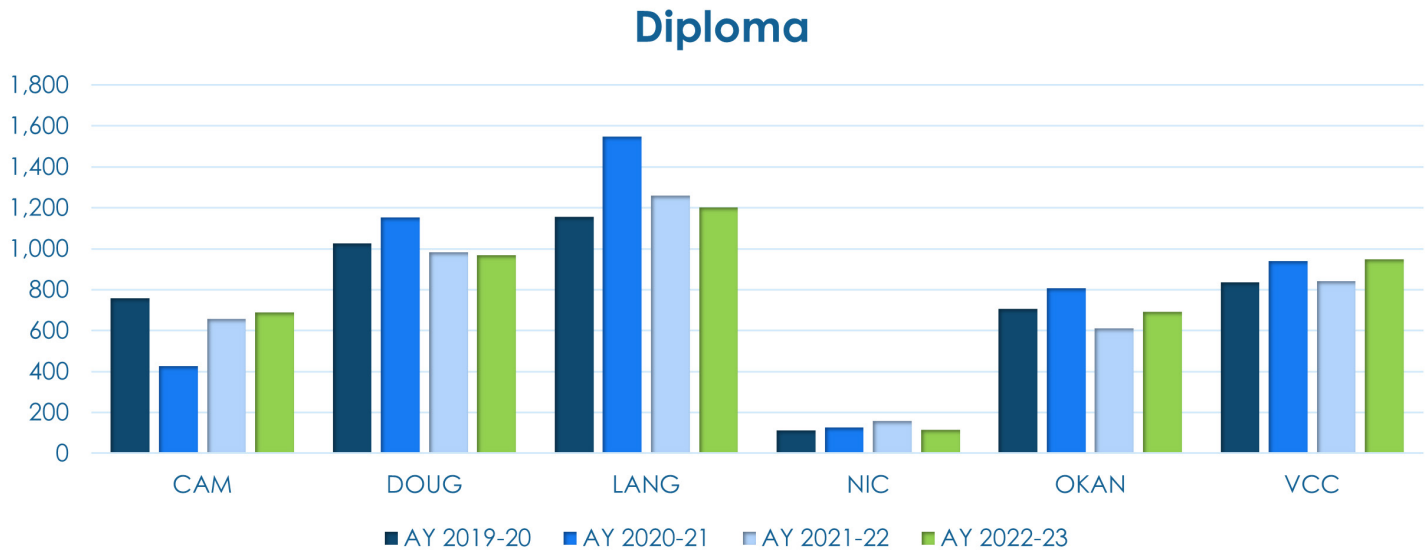
- Okanagan College shows a fluctuating trend, with a slight increase in AY 2021-22 followed by a drop in AY 2022-23. Vancouver Community College and North Island College have lower numbers overall, with Vancouver Community College showing a slight decrease over time.

4. Comparative growth at Camosun College:

- Unlike the other institutions, Camosun's growth in developmental credentials suggests a growing focus on foundational programs designed to support students in building essential skills or transitioning to more advanced studies. This might indicate that Camosun is responding to a specific local need or expanding its developmental offerings.

DIPLOMAS

The chart below displays the number of diplomas awarded by Camosun College and comparable B.C. post-secondary institutions, including Douglas College (DOUG), Langara College (LANG), North Island College (NIC), Okanagan College (OKAN), and Vancouver Community College (VCC) from AY 2019-20 to AY 2022-23. Diplomas are awarded on completion of programs at the post-secondary level that are generally between 12 and 36 months of full-time equivalent study.



KEY OBSERVATIONS

1. Growth at Camosun College:

- Camosun College has shown an upward trend in diplomas awarded over recent years, aligning with the trends at Okanagan College and Vancouver Community College. This growth suggests increasing interest or demand for diploma programs at Camosun College, with diplomas being its largest category of credentials.

2. High diploma counts at Douglas College and Langara College:

- Douglas College and Langara College consistently awarded high numbers of diplomas, particularly Langara, which saw a peak in AY 2020-21. However, both institutions have shown stable or slightly declining numbers in recent years, indicating a possible leveling-off of demand.

3. Ongoing demand at Vancouver Community College and Okanagan College:

- Both Vancouver Community College and Okanagan College demonstrate stable or rising trends in diplomas awarded. This aligns with growth at Camosun and may indicate a broader regional demand for diploma-level programs that prepare students for career entry or advancement in various fields.

4. Lower numbers at North Island College:

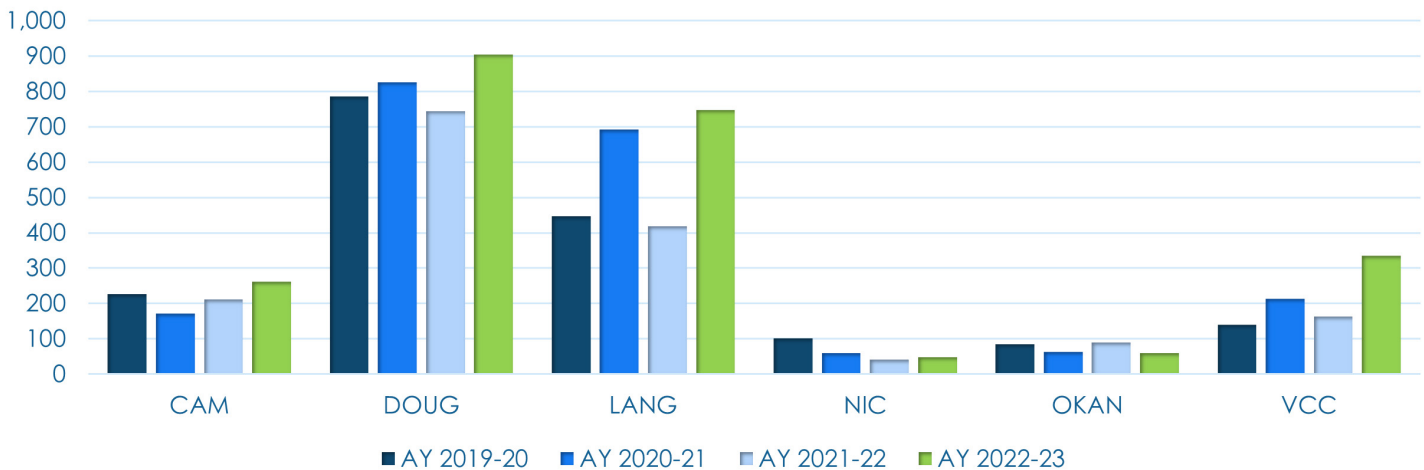
- North Island College consistently has low numbers of diplomas awarded compared to the other institutions. This may be due to a more limited program offering or lower demand within its regional service area.

Camosun College's growth in diploma credentials reflects a robust demand for career-oriented, accessible education pathways. This trend, shared by Okanagan College and Vancouver Community College, positions diplomas as a popular choice for students aiming for direct employment or career progression. By continuing to expand or adapt diploma offerings, Camosun can strengthen its alignment with regional economic needs, ensuring it remains a leader in providing practical, workforce-relevant education.

POST-DEGREE DIPLOMAS

Post-degree diplomas are awarded upon completion of programs that require a baccalaureate degree for entrance and normally require more than 12 months of full-time equivalent study. The PDD is not considered graduate level because associated courses are at an undergraduate level.

Post-degree Diploma



KEY OBSERVATIONS

1. Growing popularity at Camosun College:

- Camosun College has shown a steady increase in post-degree diplomas awarded over the last four academic years, reflecting the rising interest in this credential type among students who already hold a bachelor's degree. This trend aligns with Camosun's focus on career-oriented programs that offer advanced, targeted skills.

2. Dominance of Douglas College and Langara College:

- Douglas College and Langara College award the highest numbers of post-degree diplomas among the institutions, with Langara peaking in AY 2021-22 and Douglas showing relatively stable, high numbers across the years. These colleges may have a more extensive selection of post-degree diploma programs or are targeting areas with particularly strong demand, such as business and technology.

3. Increasing Numbers at Vancouver Community College:

- Vancouver Community College has also seen a recent rise in post-degree diploma awards, particularly in AY 2022-23, which might indicate an expansion of program offerings or increased demand for post-degree education in certain fields.

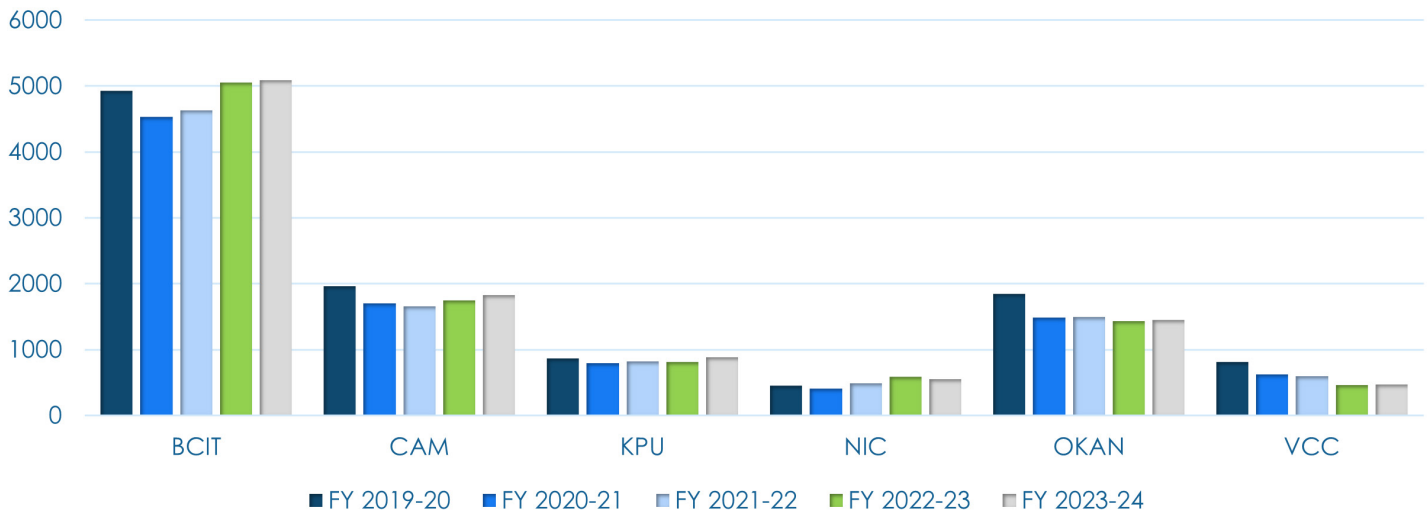
4. Lower numbers at North Island College and Okanagan College:

- North Island College and Okanagan College have lower numbers of post-degree diplomas awarded, which could be due to fewer programs or lower demand in these regions.

APPRENTICESHIP FULL-TIME EQUIVALENT

The chart titled “Apprenticeship FTE” compares the number of full-time equivalent apprenticeships awarded by Camosun College and comparable public B.C. institutions—British Columbia Institute of Technology (BCIT), Kwantlen Polytechnic University (KPU), North Island College (NIC), Okanagan College (OKAN), and Vancouver Community College (VCC)—from Fiscal Year (FY) 2019-20 to Fiscal Year (FY) 2022-23.

Apprenticeship FTE



A detailed table of the above information can be found in Appendix 1.2

KEY OBSERVATIONS

1. Restoration at Camosun College:

- Camosun College (CAM) has shown a steady increase in Apprenticeship FTEs awarded over the last three fiscal years. The number of Apprentice FTEs is nearly back to the pre-pandemic level seen in FY 2019-20.

2. Dominance of British Columbia Institute of Technology:

- British Columbia Institute of Technology (BCIT) has the highest numbers of Apprenticeship FTEs among the institutions, with FY 2022-23 and FY 2023-24 exceeding the number they had in FY 2019-20. BCIT has a more extensive selection of apprenticeship programs.

3. Decreasing numbers at Okanagan College and Vancouver Community College:

- Okanagan College (OKAN) and Vancouver Community College (VCC) have seen a decrease in Apprenticeship FTEs since FY 2019-20, although there was a slight uptick in FY 2023-24.

4. Lower numbers at Kwantlen Polytechnic University and North Island College:

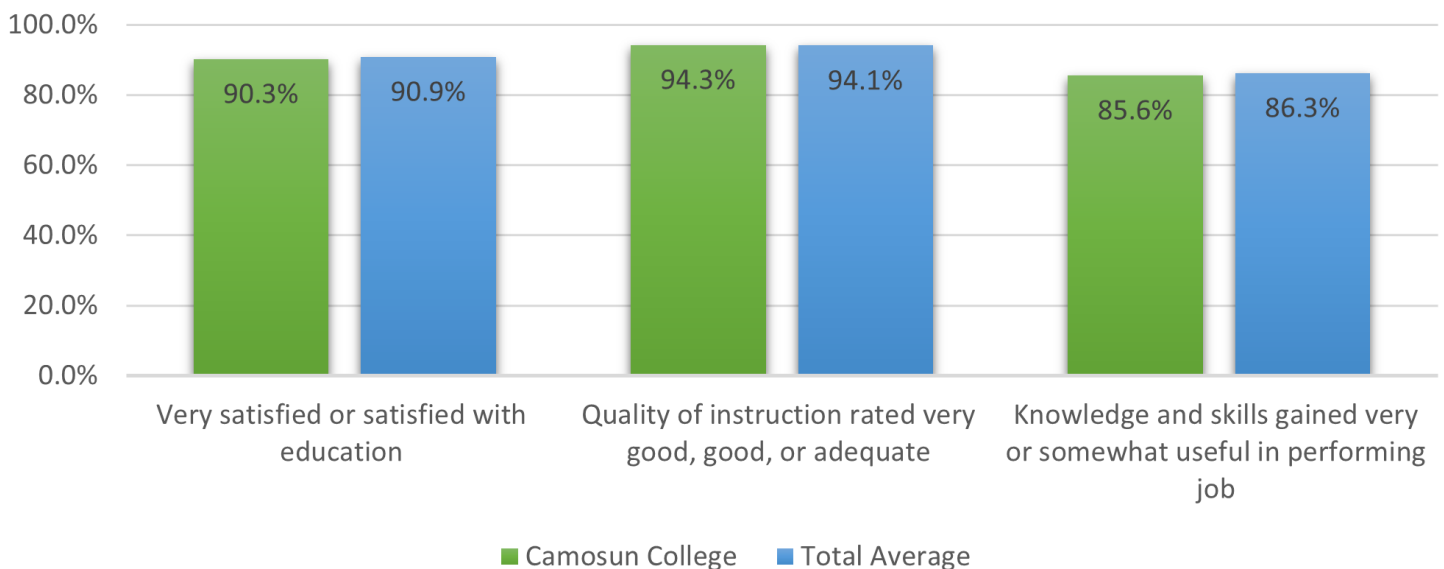
- Kwantlen Polytechnic University (KPU) and North Island College (NIC) have lower numbers of Apprenticeship FTEs, although they have seen increasing numbers in recent years.

KEY PERFORMANCE MEASURES FROM THE BC STUDENT OUTCOMES SURVEY DATA

Camosun College's performance in key satisfaction metrics—overall satisfaction with education, quality of instruction, and the perceived usefulness of knowledge and skills gained—aligns well with the average for similar institutions throughout British Columbia. Here is a breakdown of the metrics:

Row Labels	Respondents	Very satisfied or satisfied with education	Quality of instruction rated very good, good, or adequate	Knowledge and skills gained very or somewhat useful in performing job
Camosun College	5,006	90.3%	94.3%	85.6%
Total Average	63,531	90.9%	94.1%	86.3%

Key Performance Measures from BC Student Outcomes Surveys



Institutions used for comparison include Douglas College, Justice Institute of BC, Kwantlen Polytechnic University, Langara College, North Island College, Okanagan College, Royal Roads University, University of Victoria, Vancouver Community College, and Vancouver Island University. Camosun's alignment with the averages across these metrics suggests that it competes well within this cohort, maintaining a standard that matches the broader landscape of post-secondary education in B.C.

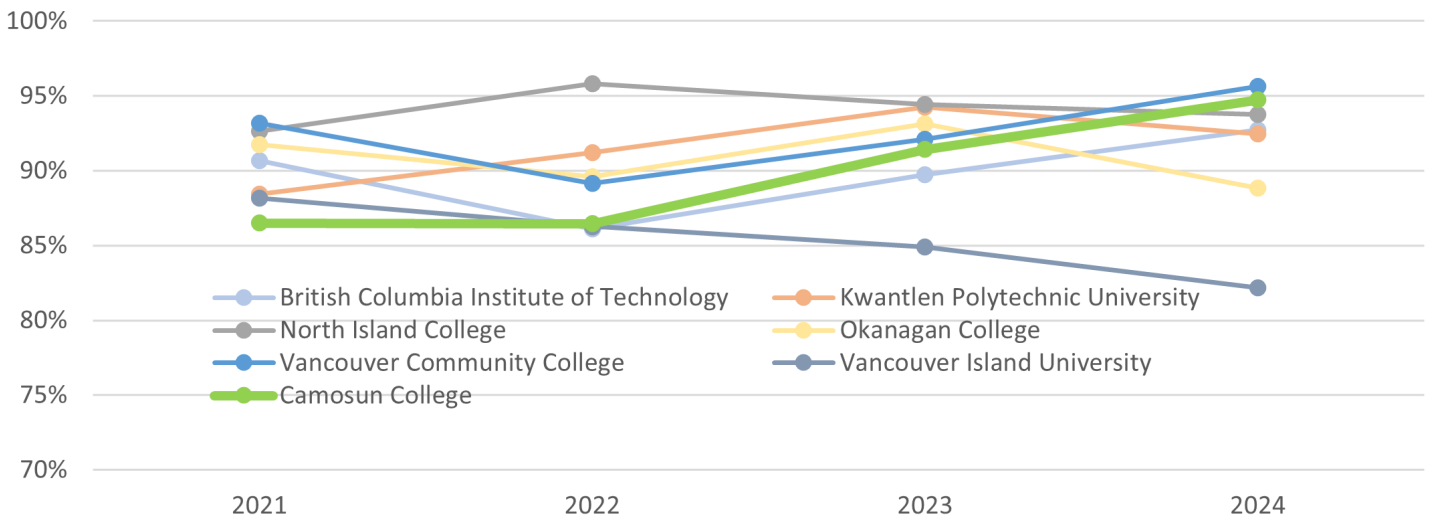
Camosun College's alignment with public B.C. institutions in satisfaction metrics demonstrates a robust educational offering that meets student expectations and prepares graduates for the workforce. By leveraging its strengths in instructional quality and practical program relevance, and identifying areas for potential enhancement, Camosun can continue to attract students and improve its standing within the provincial post-secondary education sector.

TRADES BC STUDENT OUTCOMES SURVEY DATA 2021-2024

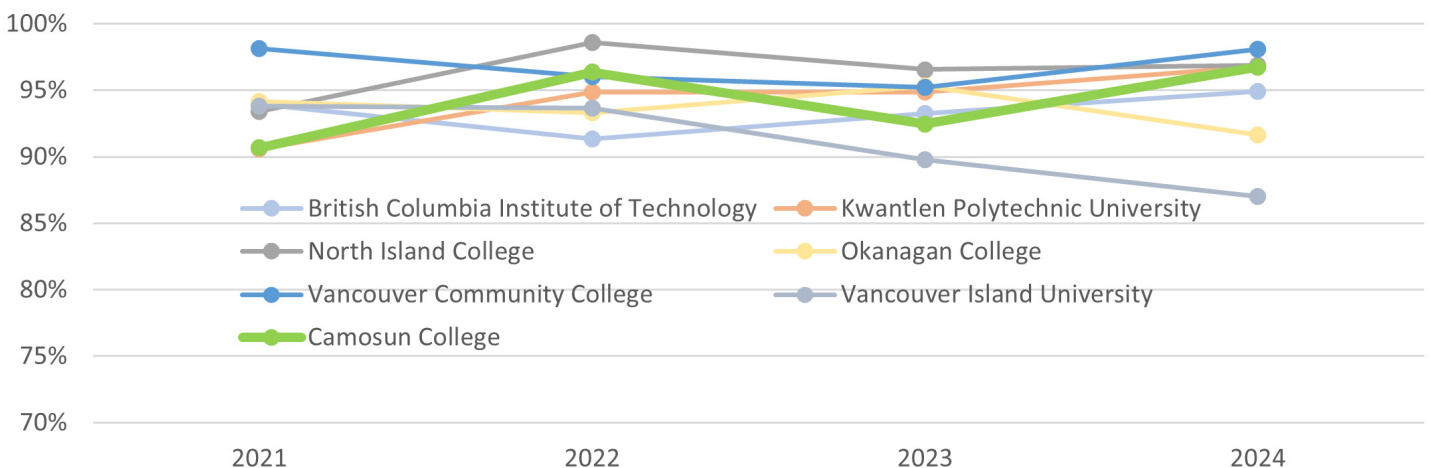
Camosun College’s performance in the Trades BC Student Outcomes survey provides valuable insights into the satisfaction, skill development, and employment outcomes of trades students. Compared to other institutions offering similar trades programs, Camosun performs well, particularly in employment-related metrics.

Camosun College performs competitively within the B.C. trades education landscape, especially excelling in employment and training-related job outcomes. These metrics reinforce Camosun’s role as a solid choice for students pursuing trades, offering both quality education and a pathway to relevant employment. Addressing the slight gap in skill development can further strengthen Camosun’s trades programs and enhance overall student satisfaction and outcomes. Of note with the trades survey is that Camosun trades graduates are employed at a higher-than-average rate, and, more importantly, those employed students are more often in training-related jobs.

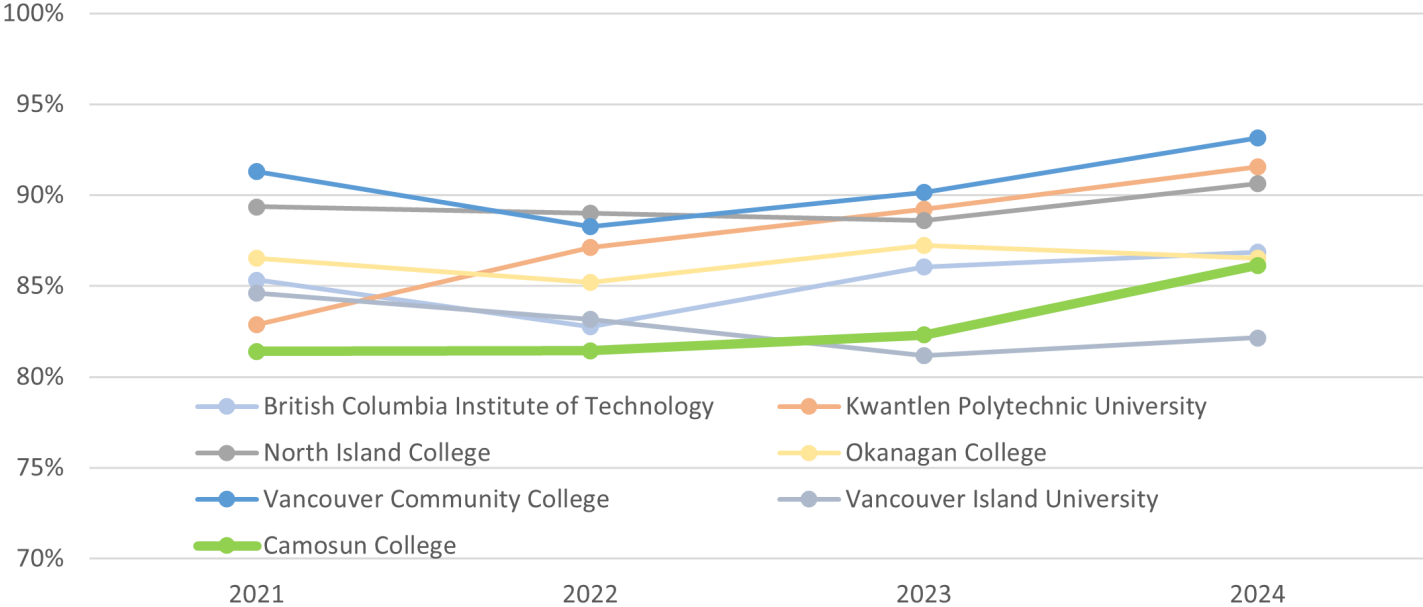
Trades - Very Satisfied or Satisfied with Education



Trades - Quality of Instruction Rated Very Good, Good, or Adequate



Trades - Student Assessment of Skill Development



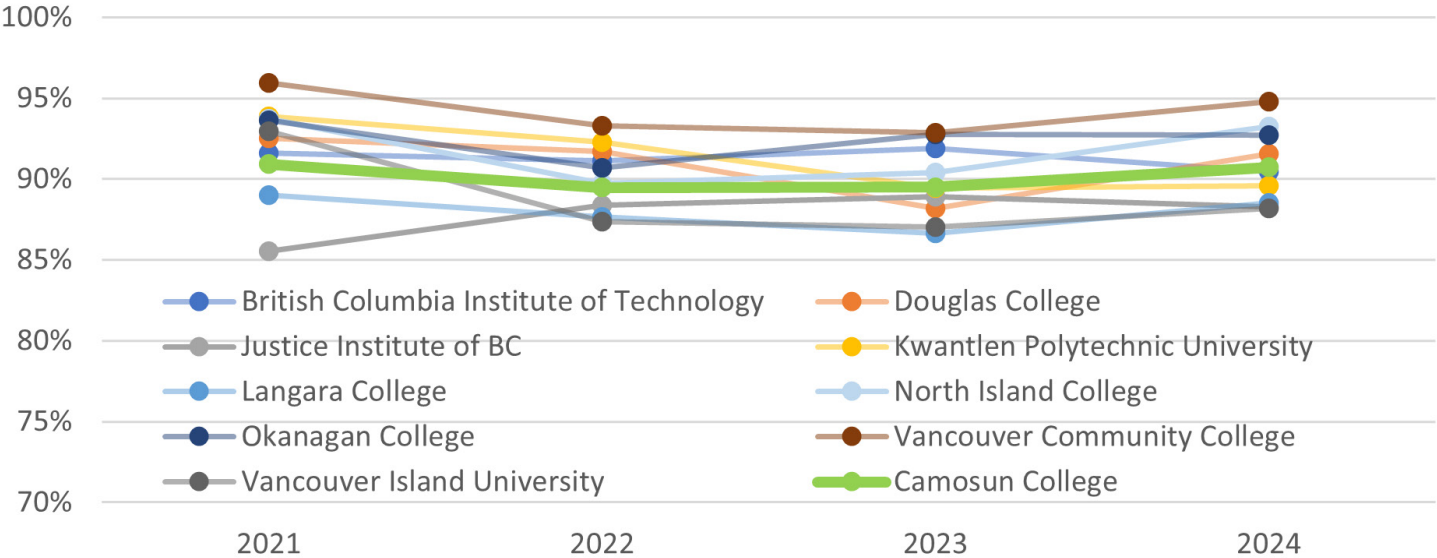
Row Labels	Respondents	Very satisfied or satisfied with education	Quality of instruction rated very good, good, or adequate	Student Assessment of Skill Development	Knowledge and skills gained very or somewhat useful in performing job	Currently Employed	Currently in training-related job
BCIT	4,404	90%	93%	85%	90%	89%	88%
CAM	912	89%	93%	82%	90%	88%	88%
KPU	658	91%	94%	87%	90%	94%	88%
NIC	558	94%	96%	89%	89%	85%	83%
OKAN	1,443	91%	94%	86%	90%	90%	87%
VCC	1,695	92%	97%	91%	90%	83%	80%
VIU	1,037	86%	91%	83%	89%	88%	85%
Grand total	10,707	90%	94%	86%	90%	88%	86%

Data includes apprenticeships, trades foundations, and trades related vocational programs

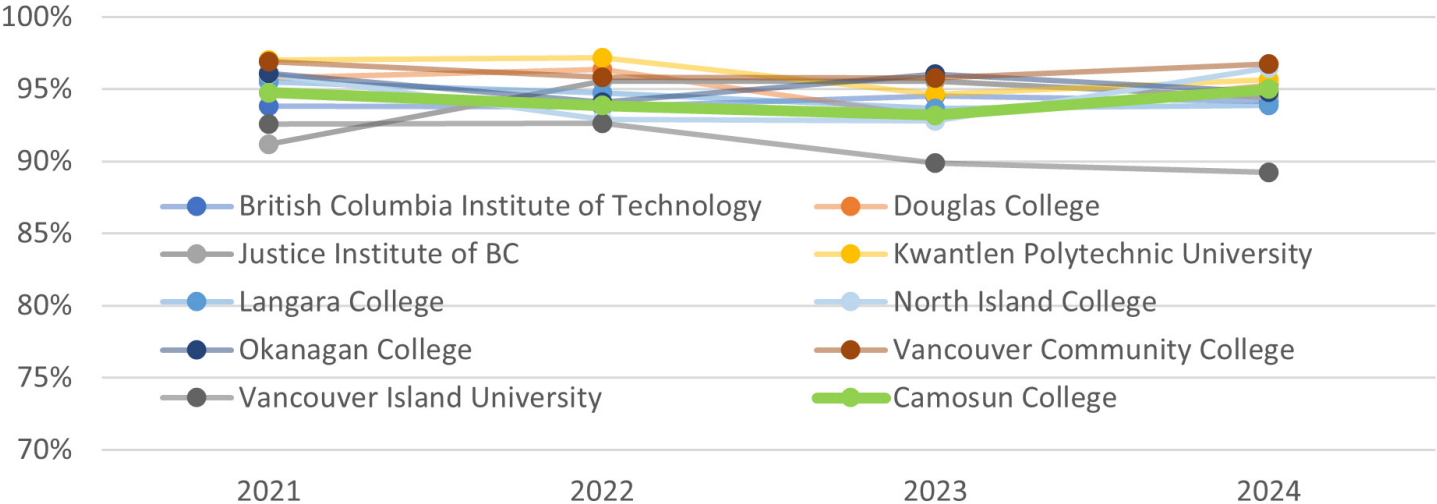
DIPLOMA, ASSOCIATE DEGREE, AND CERTIFICATE BC STUDENT OUTCOMES SURVEY DATA 2021-2024 (DAC)

The DAC (diploma, associate degree, and certificate) survey data for Camosun College provides insights into student satisfaction, skill development, employment outcomes, and further education trends among students. Camosun’s performance in these areas aligns closely with the overall average across institutions, with some notable distinctions in employment outcomes and further education rates.

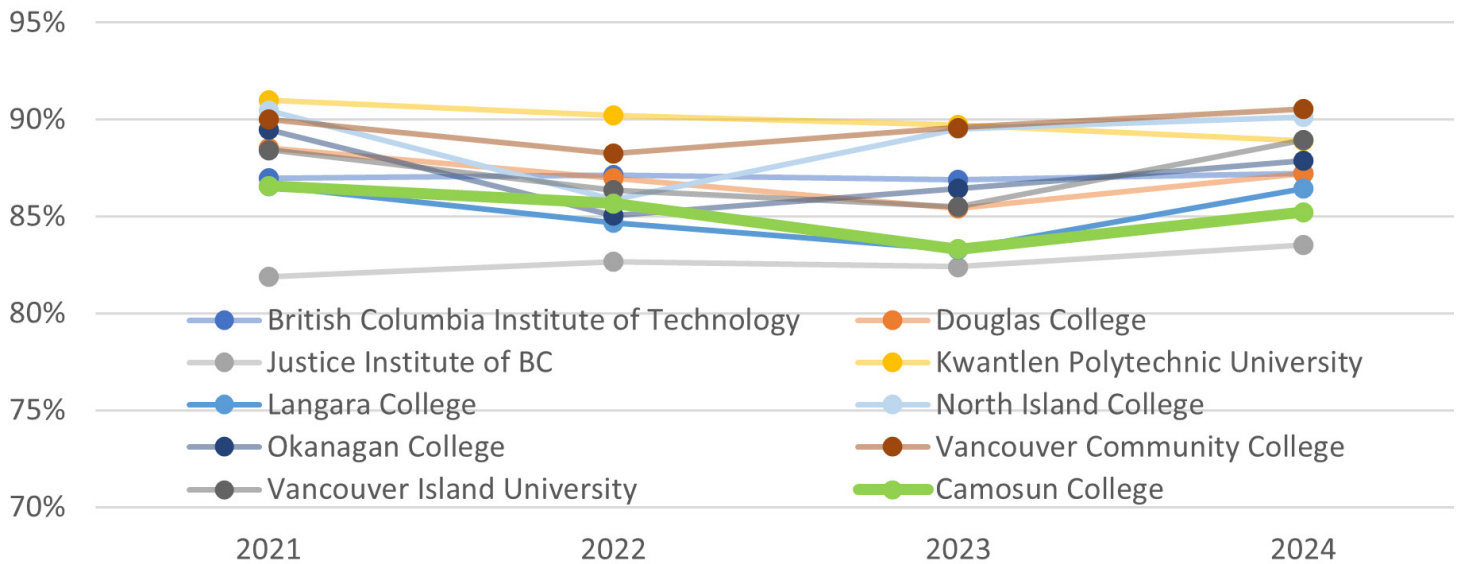
DAC - Very Satisfied or Satisfied with Education



DAC - Quality of Instruction Rated Very Good, Good, or Adequate



DAC - Student Assessment of Skill Development



Row Labels	Respondents	Very satisfied or satisfied with education	Quality of instruction rated very good, good, or adequate	Student Assessment of Skill Development	Knowledge and skills gained very or somewhat useful in performing job	Currently Employed	Currently in Training Related Job	Have Taken Further Education
BCIT	10,604	91%	94%	87%	87%	81%	79%	29%
CAM	3,716	90%	94%	85%	84%	78%	71%	42%
DOUG	5,146	91%	95%	87%	78%	83%	63%	35%
JIBC	1,722	88%	94%	83%	87%	93%	80%	41%
KPU	3,145	92%	96%	90%	81%	88%	61%	14%
LANG	6,815	88%	95%	85%	78%	76%	53%	38%
NIC	1,235	92%	95%	89%	91%	83%	74%	32%
OKAN	3,794	92%	95%	87%	86%	83%	68%	32%
VCC	3,052	94%	96%	90%	92%	88%	85%	25%
VIU	923	89%	91%	87%	92%	91%	88%	18%
Grand total	40,152	91%	95%	87%	84%	82%	70%	32%

Data includes diploma, associate degree, and certificate programs

COMPARISON TO OTHER INSTITUTIONS

Compared to other B.C. institutions like Douglas College, Justice Institute of British Columbia, Kwantlen Polytechnic University, Langara College, and Vancouver Community College, Camosun College exhibits:

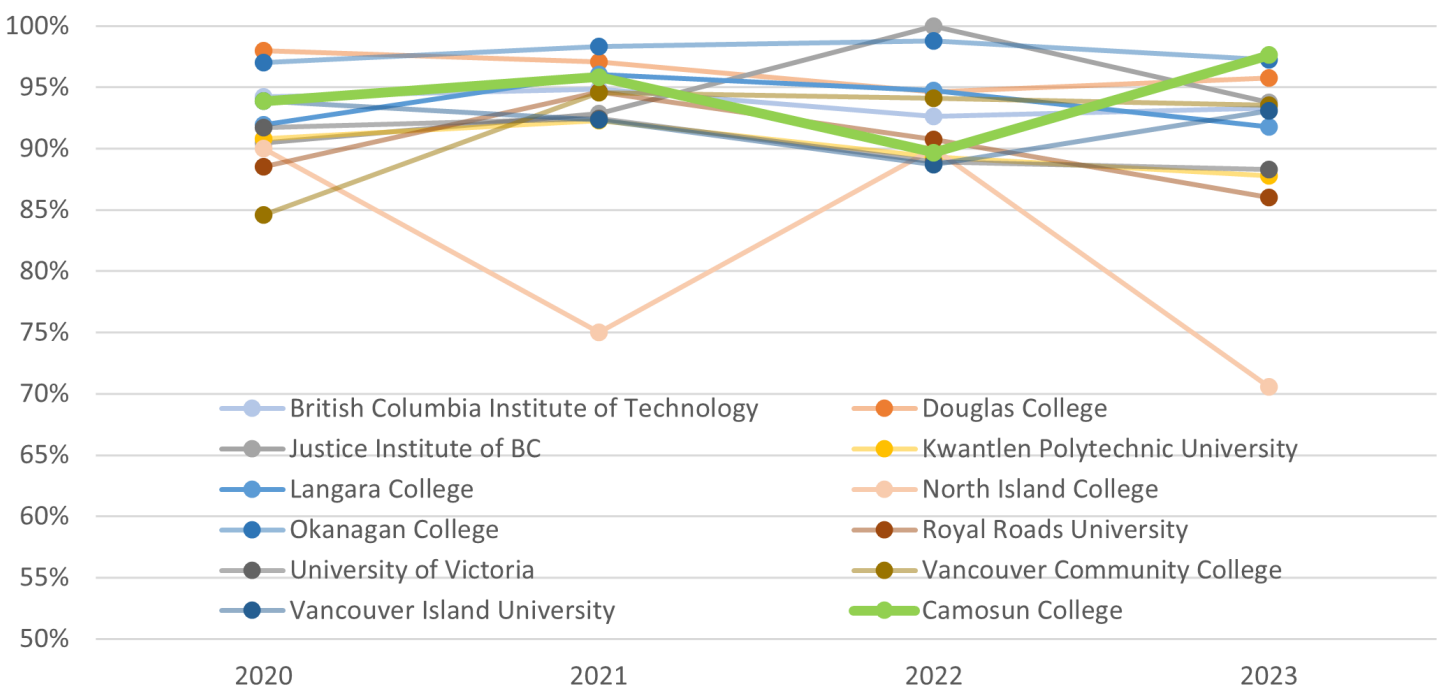
- **Higher further education rates:** Camosun's rate of students pursuing further education (42 per cent) is among the highest, suggesting a strong inclination toward academic advancement.
- **Higher training-related employment:** Camosun's percentage of employed students in training-related jobs (71 per cent) is above the average, indicating that Camosun's programs align well with job market demands.
- **Slightly lower employment rate:** Although Camosun's employment rate is lower than average, this is balanced by the high rate of further education, suggesting students may prioritize additional qualifications over immediate employment.

Overall, Camosun College's DAC survey results indicate a balanced focus on educational quality, job readiness, and academic progression. Camosun's alignment with training-related employment highlights its programs' practical value, while the high rate of further education points to a student body that sees Camosun as a stepping stone to further academic and professional opportunities. To enhance outcomes, Camosun could improve skill development offerings, while promoting its high rates of job relevance and academic pathway options as distinctive strengths.

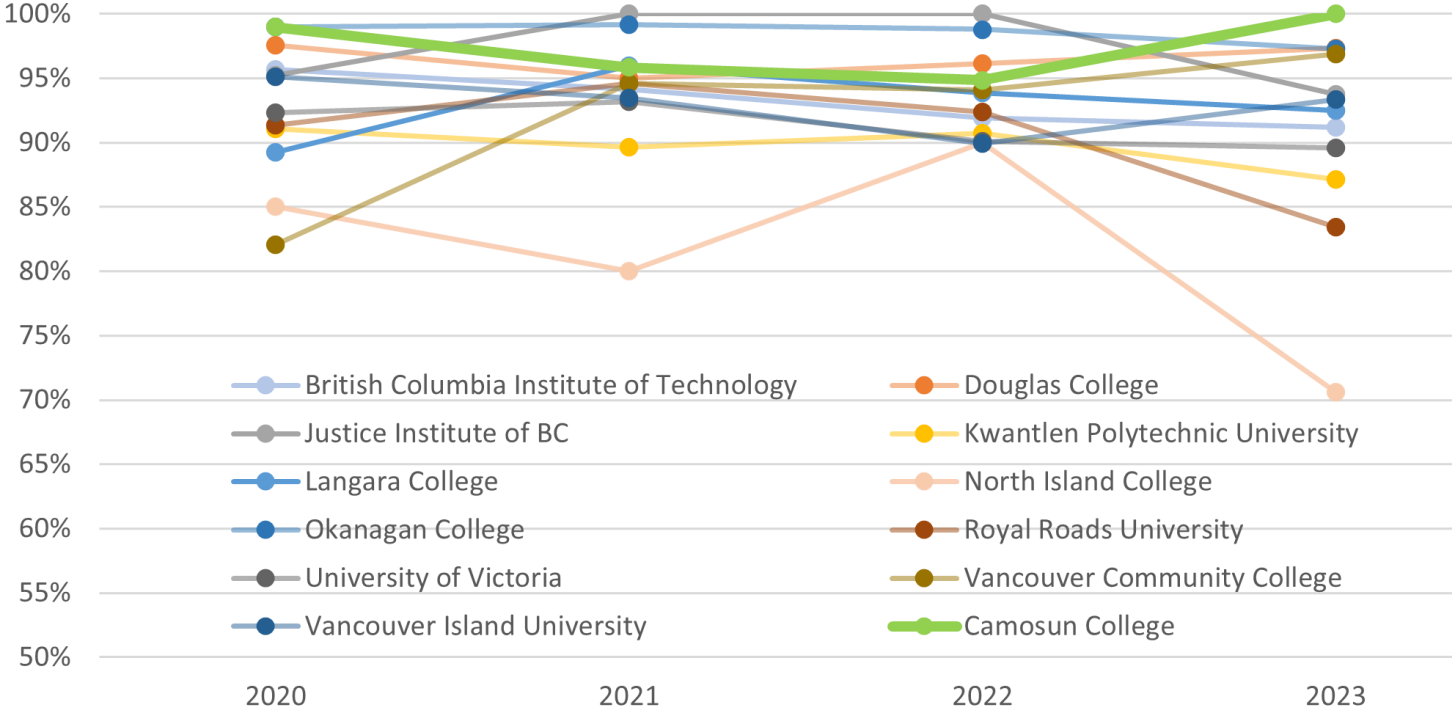
BACCALAUREATE GRADUATES BC STUDENT OUTCOMES SURVEY DATA 2020-2023 (BGS)

The baccalaureate graduates survey (BGS) data for Camosun College offers insights into student satisfaction, instructional quality, skill development, and employment outcomes among bachelor's degree graduates. While Camosun's baccalaureate program is relatively small compared to other B.C. institutions like the University of Victoria (UVic), its performance is comparable and, in some areas, even exceeds the averages across other institutions.

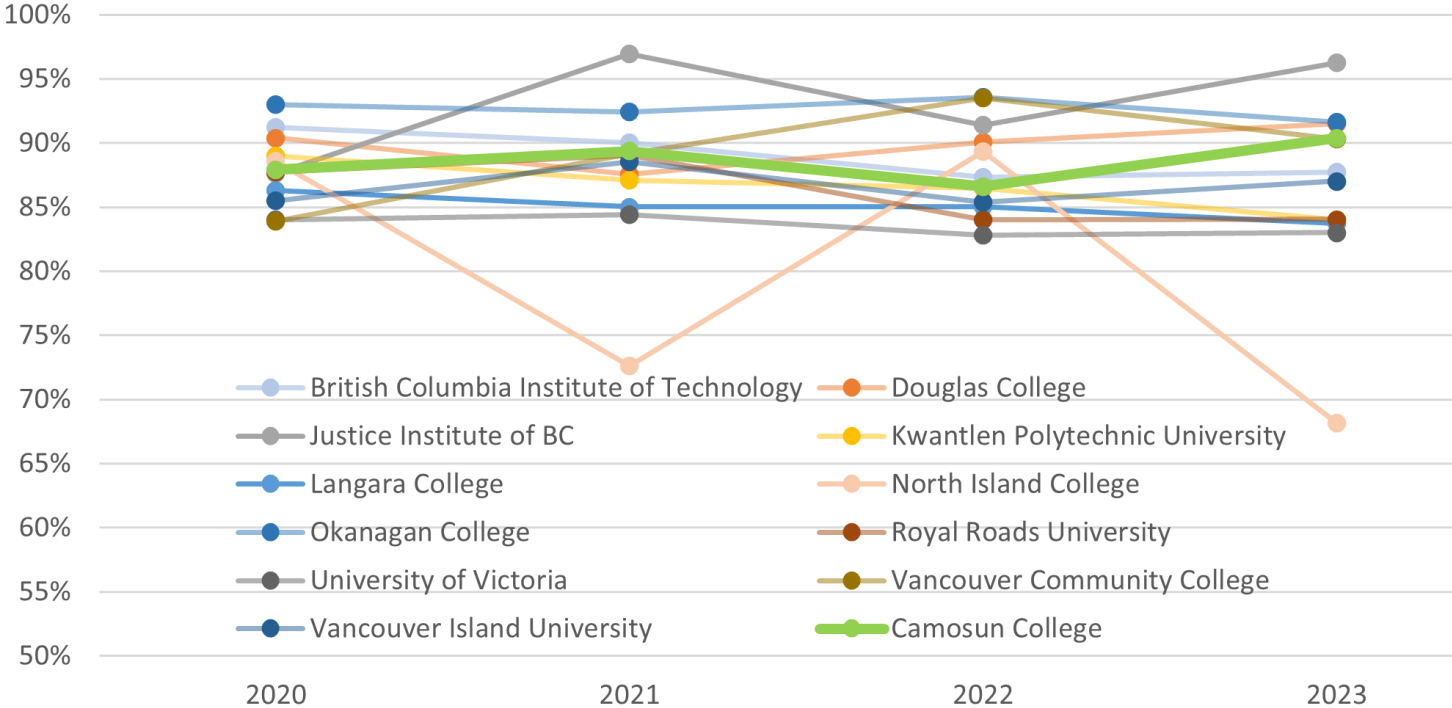
BGS - Very Satisfied and Satisfied with Education



BGS - Quality of Instruction Rated Very Good or Good



BGS - Student Assessment of Skill Development



PSI	Respondents	Very Satisfied or Satisfied with Education	Quality of Instruction Rated Very Good or Good	Student Assessment of Skill Development	Knowledge, Skills, & Abilities Acquired During Education Very or Somewhat Useful in Job	Currently Employed	Currently In Training Related Job	Have Taken Further Studies
BCIT	1,593	94%	93%	89%	92%	94%	89%	32%
CAM	378	94%	97%	89%	94%	93%	83%	39%
DOUG	892	96%	96%	90%	94%	93%	89%	42%
JIBC	74	95%	97%	92%	90%	92%	84%	38%
KPU	1,729	90%	90%	87%	88%	88%	76%	40%
LANG	528	93%	93%	85%	95%	95%	92%	37%
NIC	92	82%	83%	81%	96%	98%	97%	47%
OKAN	377	98%	99%	93%	95%	92%	84%	36%
RRU	584	90%	90%	86%	87%	88%	76%	32%
UVIC	4,787	90%	91%	84%	85%	82%	74%	45%
VCC	143	91%	92%	89%	94%	92%	89%	39%
VIU	1,495	92%	93%	87%	89%	87%	79%	40%
Grand total	12,672	92%	92%	86%	89%	87%	80%	40%

COMPARISON TO OTHER INSTITUTIONS

- **Instructional quality and skill development:** Ratings at Camosun College for instructional quality (97 per cent) and skill development (89 per cent) are among the highest, comparing favorably with institutions like Douglas College, Justice Institute of BC, and Vancouver Community College, all of which are known for strong instructional support and practical skill development.
- **Employment and job relevance:** Employment outcomes and relevance of training-related jobs at Camosun College are on par with institutions like Langara College and Okanagan College, both of which also maintain high employment and training-related job rates.
- **Impact of UVic's large cohort:** Given UVic's significantly larger cohort size, the overall averages are slightly skewed. This makes a direct comparison challenging; however, Camosun's performance remains strong when considering its smaller cohort size and community college context.

Camosun College's BGS results highlight a successful model of high-quality instruction, skill development, and job readiness. With strong scores across satisfaction, instructional quality, and employment outcomes, Camosun competes well with larger institutions, such as UVic, despite its smaller size and different institutional focus. Moving forward, Camosun has the opportunity to build on these strengths, focusing on expanding industry partnerships, reinforcing further education pathways, and promoting its applied learning approach as a key differentiator in the B.C. post-secondary landscape.

Opposite Page: Theresa - Michipicoten Nation | Red Seal, Sheet Metal

SUMMARY

Camosun College consistently demonstrates strong performance across all data tables, often exceeding the outcomes of comparable institutions. The data highlights areas where the college excels while also identifying opportunities for growth and improvement. For over 50 years, students, businesses, employers, and industries have relied on Camosun for relevant, innovative, and applied education services—a legacy reflected in the data and poised to continue well into the future.



APPENDIX 1.1: SUM OF CREDENTIALS EARNED AT SIMILAR INSTITUTIONS

Sum of CREDENTIALS EARNED		PERIOD				
CREDENTIAL	INSTITUTION	AY 2019-20	AY 2020-21	AY 2021-22	AY 2022-23	Grand Total
ADGR	CAM	94	40	75	75	284
	DOUG	387	430	321	362	1,500
	LANG	266	337	310	276	1,189
	NIC	58	55	21	13	147
	OKAN	166	238	110	112	626
	VCC	0	0	0	0	0
ADGR Total		971	1,100	837	838	3,746
BACH	CAM	232	124	170	178	704
	DOUG	594	666	702	673	2,635
	LANG	240	255	249	219	963
	NIC	19	15	15	9	58
	OKAN	189	209	191	206	795
	VCC	76	69	84	103	332
BACH Total		1,350	1,338	1,411	1,388	5,487
CERT	CAM	767	456	520	538	2,281
	DOUG	380	486	478	432	1,776
	LANG	213	274	280	225	992
	NIC	371	495	423	377	1,666
	OKAN	964	1,065	1,113	1,109	4,251
	VCC	1,400	1,513	1,562	1,459	5,934
CERT Total		4,095	4,289	4,376	4,140	16,900
DEVL	CAM	118	66	109	138	431
	DOUG	76	34	51	108	269
	LANG	109	109	66	67	351
	NIC	6	8	4	1	19
	OKAN	40	40	60	48	188
	VCC	54	37	42	39	172
DEVL Total		403	294	332	401	1,430
DIPL	CAM	757	427	656	689	2,529
	DOUG	1,025	1,153	983	969	4,130
	LANG	1,155	1,548	1,259	1,201	5,163
	NIC	111	128	159	115	513
	OKAN	706	806	612	691	2,815
	VCC	836	940	841	948	3,565
DIPL Total		4,590	5,002	4,510	4,613	18,715
PDDP	CAM	227	171	212	262	872
	DOUG	785	825	744	904	3,258
	LANG	446	692	418	747	2,303
	NIC	102	59	41	48	250
	OKAN	85	63	90	60	298
	VCC	140	213	163	335	851
PDDP Total		1,785	2,023	1,668	2,356	7,832
Grand Total		13,194	14,046	13,134	13,736	54,110

*At the time of the data collection VCC did not have any associate degree programs



APPENDIX 1.2: APPRENTICESHIP FULL-TIME EQUIVALENT

Sum of FTE		PERIOD				
FTE	INSTITUTION	FY 2019-20	FY 2020-21	FY 2021-22	FY 2022-23	FY 2023-24
APPR	CAM	1,962	1,701	1,654	1,748	1,832
	BCIT	4,927	4,532	4,628	5,051	5,087
	KPU	869	794	818	815	885
	NIC	449	412	488	584	553
	OKAN	1,847	1,487	1,496	1,429	1,453
	VCC	812	624	601	460	469
APPR total		10,866	9,550	9,686	10,087	10,249

Above: Starla, Myles and Caleb. Electrical students



Employment Training and Preparation instructor and program chair, Laura Friesen with alumna Mik Schonert



LANSDOWNE CAMPUS

3100 Foul Bay Rd.
Victoria, B.C., Canada
V8P 5J2

INTERURBAN CAMPUS

4461 Interurban Rd
Victoria, B.C., Canada
V9E 2C1



BRIEFING NOTE
Board of Governors

SUBMITTED BY: Lane Trotter, President
DATE: February 3, 2025
TOPIC: Self-Assessment - 2024 Performance Objectives and
 Draft 2025 Performance Objectives

For Information:

For Decision: X

For Advice:

1. OVERVIEW

Attached please find two documents:

1. A copy of my self-assessment for the 2024 objectives that the Board and I agreed to last February 2024. I have used a heat map to indicate the status of each objective and sub-objective, and
2. My draft 2025 performance objectives for discussion.

Like the 2023 performance objectives, the 2024 performance objectives were quite ambitious. As the heat map indicates, those objectives are underway or completed. Many of the objectives will carry forward in the 2025 cycle since they are for multiple years. As an example, while the 2023-2028 Strategic Plan is a multi-year plan, the Board has been provided its second monitoring report on the work that has been done over the last year.

The Board added succession planning to my objectives for this reporting period as a best practice to develop our people already employed by the college. This is critical given the last four years due to COVID where many people retired which created difficulties in recruiting qualified people. However, given the decision by the federal government in January 2024 on international education, this has significantly affected Camosun (and every other college in Canada) and we have had to move to eliminate expenditures to balance the budget. Given that 80% of the colleges revenue are spent on salary, the only way this can be done is through lay-offs.

We are looking at our administrative structure of the college and provided the unions with a section 54 notice under the labour code including lay-off notice. The canvass process has started and should be completed in early in the new year. This has caused significant stress to the college community as we are addressing at least a \$5M deficit. After the Q3 review, we will know if we need to take additional actions which could result in the college needing to initiate a section 64 notice to our bargaining units.

This reality will have an impact on our succession strategies that will become more critical since we have an older executive leadership group. While I have previously mentioned that there is no mandatory retirement, John Boraas is retiring on January 24, 2025. Given that there are five presidential searches underway at the current time, along with a number of Vice President Academic searches, I have decided to delay our search for a year until these other ones are completed. Richard Stride has agreed to step into John's position in an acting role in the interim.

The other effect of the federal government decision to international education and thus to our finances that will affect the college, is how aggressively we can pursue some of the objectives in the Strategic Plan, as well as my own objectives given resource limitations. These objectives will still be pursued but it will take longer to achieve the end state.

I look forward to a discussion the status of my 2024 objectives, the draft 2025 objectives and any other questions the Board may have.

2. RECOMMENDATION AND OR MOTION

i. Review of 2024 Goals

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE UPDATE ON THE PRESIDENT'S GOALS FOR 2024.

ii. Goals for 2025

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE PRESIDENT'S GOALS FOR 2025.

3. SUPPORTING DOCUMENTATION:

- Assessment of 2024 Goals
- Draft Goals for 2025

Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
				Achieved	Achieved / On-track	Partially achieved	Not Achieved
GOAL 1: Strategic Plan							
Continue implementation of 2023-2028 Strategic Plan	<ul style="list-style-type: none"> Second Monitoring Report to Board in February 2025 	<ul style="list-style-type: none"> The 2024 (Year 2) Strategic Plan monitoring report is under development and will be presented to the Board Executive in January and the full Board meeting on February 3, 2025 Two other monitoring reports have been developed in 2024 and will be presented in 2025: <ul style="list-style-type: none"> Student Success and Transitions report in February 2025; and a Labour Market Outcomes report in April or May 2025 	2024 – on-going	✓	✓		
	<ul style="list-style-type: none"> Strategic Enrolment Management (SEM) committee <ul style="list-style-type: none"> Continue work to enhance domestic recruitment and ensure appropriate balance of international student recruitment. Ensure recruitment strategies are developed and implemented 	<ul style="list-style-type: none"> There is a SEM committee with four sub-committees that has been working on addressing a variety of issues: <ul style="list-style-type: none"> The college added three additional resources for domestic recruitment activities (one manager and two CUPE staff) and who have been attending recruitment fairs and going to high schools. We have seen an increase in our domestic enrolment numbers that went up by 4.9% from 6,979 for Fall 2023 to 7,310 for Fall 2024 and is projected to increase by 6.5% from 6,939 for Winter 2024 to 7,390 for Winter 2025 	2024 – on-going		✓		
	<ul style="list-style-type: none"> PLAR 	<ul style="list-style-type: none"> A Director of PLAR was hired in September 2024 	2024	✓			

Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
GOAL 1: Strategic Plan				Achieved	Achieved / On-track	Partially achieved	Not Achieved
		<ul style="list-style-type: none"> ○ BC Wildfire Service to develop a prototype ember simulator for deployment to remote residential communities. The ember cannon has been used to demonstrate likely wildfire spread scenarios as a prelude to developing and implementing safety protocols and site protection strategies. ○ Cetacea Contracting Ltd. and replicated whale bones, designed posing armatures, to digitally represent dozens of display skeletons for posing and visualizing whale skeletons inside of client-provided architectural models including Virtual Reality interfaces. ○ Firebozz on wildfire suppression and developed a test for characterizing relative humidity (rh) domes created by suppression sprinkler system and are now working to develop a specialized sprinkler-head design for wildfire suppression. ○ Island Chef Pepper Co. (a local manufacturer of hot sauce, barbecue sauce, pepper jelly, and spice blends) to automate their currently manual bottling processes. The result has been 					

Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
GOAL 1: Strategic Plan				Achieved	Achieved / On-going	Partially achieved	Not Achieved
		<ul style="list-style-type: none"> a semi-automated bottling and capping system for hot sauces. Manatee Holdings Ltd. to develop an automated monitoring system to track key variables in tank hatcheries and open water tenures which influence the health for shellfish production. Wireless PnC on the development of a universal wireless charging system that can support different e-bikes and e-scooters irrespective of the manufacturer, promoting standardization among current micro-mobility charging solutions. 					

Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
GOAL 2: Truth and Reconciliation (All college objective)				Achieved	Achieved / On-going	Partially achieved	Not Achieved
Continue work on PHASE 2 of TRC response	<ul style="list-style-type: none"> Support Indigenization of curriculum inclusive of the student and staff experience (also part of the Strategic Plan) 	<ul style="list-style-type: none"> The Centre for Indigenous Education & Community Connections (IECC), presented the Indigenous Action Plan to the Board on April 8, 2024. The plan had been built as an internal document to guide the Centre for the next three to five years. 	2024 – on-going	✓			
		<ul style="list-style-type: none"> IECC hosted the 2024 S'Tenistolw Indigenous Education Conference from August 21 to 23, 2024. John Boraas and I 	August 2024	✓			

		<p>attended. There were over 400 delegates from around the world.</p>						
		<ul style="list-style-type: none"> On March 4, 2024, the Board was provided an update on the College's Phase Two response plan to the (TRC) Calls to Action. The work builds on the Phase 1 response. Work is underway in the following areas: <ul style="list-style-type: none"> Three Hiring Process Actions – recruitment and selection. Indigenous Language-Learning Opportunities – for employees, held four two-hour sessions. TELFIN TFE W ILNEW (TTW) – over 600 people have taken the program. Revitalization of the Camas fields at Lansdowne – a plan is under development. Sweat lodge sites – working with local Nations on and off-campus. Carving tent – will have carver in residence for house posts. Authentic Indigenous voices icon – Library, Indigenizing citations guide. 	2024 – on-going		√			
	<ul style="list-style-type: none"> Continue building relationships with, including but not limited to, Lekwungen (Songhees, Esquimalt) and W SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) First Nations, the Scia'new, T'Sou-ke, Pacheedaht and Malahat First Nations and work with urban Indigenous communities including the Victoria Native Friendship Centre and the Métis Nation Greater Victoria 	<ul style="list-style-type: none"> Delivery of upgrading programs at Malahat First Nation: <ul style="list-style-type: none"> Camosun signed an agreement with Malahat on October 28, 2024 Sent letter with copy of the Strategic Plan Year 1 Monitoring to First Nations Chiefs and urban indigenous communities in March 2024 with offer to meet. Continue outreach activities to First Nations and indigenous communities 	2024 – on-going		√		√	

Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
GOAL 3: EDI				Achieved	Achieved / On-going	Partially achieved	Not Achieved
Support Equity, Diversity and Inclusion	<ul style="list-style-type: none"> Start development work on College EDI plan 	<ul style="list-style-type: none"> Established the EDI Steering Committee Created the EDI website Completed first round of consultations for the development of the EDI plan Launched the EDI initiatives fund for Winter 2024 Initiated review of the EDI Policy with SP&T 	2024 – on-going	✓	✓ ✓ ✓ ✓		

Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
GOAL 4: Sustainability				Achieved	Achieved / On-going	Partially achieved	Not Achieved
Support the college with financial, social and environmental sustainability	<ul style="list-style-type: none"> Ensure college has a balanced budget and remains in stable financial health <ul style="list-style-type: none"> On January 22, 2024, IRCC made huge changes to the national international education program. We worked with the provincial government on development of a Provincial Attestation Letter (PAL) needed to recruit IE students. We had these letters out in March 2024. This stabilised our enrolments for Summer 2024. Additional changes made by IRCC over the Summer 2024 and on 	<ul style="list-style-type: none"> As part of the reduction, the college has rationalized the administrative structure to better support industry, business and the community in alignment with our financial situation. The College has had to act to align revenue with expenses. The College Executive Team implemented an essential spending mandate, froze hiring of vacant positions and took other measures. However, this was insufficient, and the college has had to move forward with staffing reductions across all employee groups to address a projected deficit of <u>at least \$5M</u>. If the 	2024 – on-going		✓ ✓		

	<p>September 18, 2024, negatively impacted our Fall 2024 numbers and we expect for Winter 2025. Our Fall 2024 numbers were down just under 400 from target and we expect Winter 2025 enrolments to be down an additional 350.</p>	<p>situation get worse, then additional measures may needs to be taken.</p> <ul style="list-style-type: none"> This has been the focus of CET over the last year. The federal government’s decision and the subsequent actions, have caused stress to the college community as we proceed with reducing expenses to statutory requirements in the CIA and BTAA. 			√		
	<ul style="list-style-type: none"> Continue work on colleges environmental stability to reduce our footprint 	<ul style="list-style-type: none"> In 2023, the College reduced Greenhouse Gas Emissions (GHG) by 1.02 tons or 5.8% from 2022 levels. The largest reduction was due to a decrease in Natural Gas use, along with other energy-saving project like the LED lighting upgrade at Lansdowne Campus. Thanks to a grant from EBSCO Information Services, with substantial contributions from Camosun College, the college installed solar panels in the summer of 2024 and more than half (50%) of the electricity used at the Alan Batey Lansdowne Library will soon be supplied directly by the sun! Camosun completed a hardscape condition assessment in 2023, as well as a campus topographic survey that located critical infrastructure. The assessment is an important tool for climate risk management as it enable proactive measures to safeguard essential services to reduce the impacts of climate-related risks. Nine workshops and learning events were held including Spring and Summer “Go by Bike” weeks, an online ImpAct 	2024 – on-going		√		

		Climate Challenge, Employee Training Program (ETP) Food Kits, Plant Sale, and Earth Gardening Plant Therapy open House, and Celebrate Earth Day at the Library.					
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Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
GOAL 5: Community Relationships				Achieved	Achieved / On-going	Partially achieved	Not Achieved
Work with various external communities to support needs that enhance student opportunities	<ul style="list-style-type: none"> Support West Shore campus with RRU, UVIC and SD#62 	<ul style="list-style-type: none"> The college has been active with the West Shore Campus through the various tripartite planning committees. The building construction is well underway, but it is projected that the building opening may be delayed until January 2026. The college has identified that it will run an IT diploma program at the West Shore Campus when it opens 	2024 – on-going		√		
	<ul style="list-style-type: none"> Continue to explore viability of the Film Studio 	<ul style="list-style-type: none"> A consultant is working with the college to look at the continued viability of this opportunity or to see if there are other opportunities. Several updates on this project were provided to the Board Executive and then a report was presented to the entire Board IC at their June 10, 2024 meeting. The Board accepted the report and approved the next steps in the project to continue to look at other opportunities at this location. 	2024 – on-going		√		
	<ul style="list-style-type: none"> Engage with local community and stakeholders about student housing at Lansdowne and Interurban 	<ul style="list-style-type: none"> On July 17, 2024, the government made an announcement at Lansdowne Campus indicating approval for a 	July 2024	√			

		\$154.7M, 423 bed, 160,000 s.f. new student residence to be built at Lansdowne Campus.					
		<ul style="list-style-type: none"> A Project Manager has been hired and an RFP is out to hire the Prime Contractor for the project. 	2024 – on-going		✓		
	<ul style="list-style-type: none"> Work with our local community on opportunities that enhance student learning 	<ul style="list-style-type: none"> On October 30, 2024, Denis and Phyllis Washington Foundation and Seaspan announced the gift of \$5.26M to expand the Camosun Coastal Centre and provide additional marine training opportunities 	2024 – on-going	✓			
		<ul style="list-style-type: none"> On December 3, 2024, the Bhalla Family announced a donation of \$1M for the renaming of the Centre for Trades Education and Innovation to the Bhalla Family Centre for Trades Education and Innovation. 	2024 – on-going	✓			

Goals 2024/25	Actions	Targets / Outcomes	Duration	Self Assessment Scale			
GOAL 6: Succession Planning				Achieved	Achieved / On-going	Partially achieved	Not Achieved
Support succession planning and development opportunities for employees	<ul style="list-style-type: none"> Provide development and leadership opportunities for college staff 	<ul style="list-style-type: none"> Over the last year the college has continued the development of junior and senior managers. This has included steps such as: <ul style="list-style-type: none"> Investing in sending employees to conferences, coaching, providing opportunities to step into more senior roles on acting basis, etc. 	2024 – on-going		✓		
		<ul style="list-style-type: none"> With the retirement of Heather Martin, a new EA to the Board – Naomi Poschek – was been hired and started on January 6, 2025. 	November 2024	✓			

Presidential Objectives 2025 (Year 4)

	Objectives	Measurables	Timeline
1.	Strategic Plan	<ul style="list-style-type: none"> • Continue implementation of 2023-2028 Strategic Plan (<i>within fiscal framework</i>) • Third Monitoring Report to Board in February 2025 • Strategic Enrolment Management (SEM) committee <ul style="list-style-type: none"> ○ Continue work to enhance domestic recruitment ○ Given IRCC decision, shift our international student recruitment strategies • Launch Signature Student Learning Experience (Camosun Advantage) <ul style="list-style-type: none"> ○ Expand the availability of a combined Work Integrated Learning and Innovation Experience from some students to all students by 2028 (<i>within fiscal framework</i>) ○ Continue to enhance visibility of Camosun Innovates (<i>within fiscal framework</i>) 	2023-2028 2025 – On-going 2025 – On-going 2025 – On-going
2.	Truth and Reconciliation (<i>All college employee objective</i>)	<ul style="list-style-type: none"> • Continue work on PHASE 2 of TRC response • Continue to support Indigenization of curriculum inclusive of the student and staff experience (<i>also part of the Strategic Plan</i>) • Continue building relationships with, including but not limited to, Lekwungen (Songhees, Esquimalt) and W̱ SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) First Nations, the Scia'new, T'Sou-ke, Pacheedaht and Malahat First Nations and work with urban Indigenous communities including the Victoria Native Friendship Centre and the Métis Nation Greater Victoria 	2025 – On-going 2025 – On-going 2025 – On-going
3.	EDI	<ul style="list-style-type: none"> • Continue work on College's EDI plans and activities 	2025 – On-going
4.	Sustainability	<ul style="list-style-type: none"> • Ensure college's financial sustainability given impact of IRCC decisions' affecting international education and requirement for a balanced budget and financial health • Continue work on colleges environmental stability to reduce our footprint 	2025 – On-going 2025 – On-going
5.	Community Relationships	<ul style="list-style-type: none"> • Support West Shore campus with RRU, UVic and SD#62 • Explore opportunities for the college land just south of PISE • Engage with local community and stakeholders about student housing at Lansdowne and Interurban 	2025 – On-going 2025 – On-going 2025 – On-going
6.	Succession Planning	<ul style="list-style-type: none"> • Provide development and leadership opportunities for college staff 	2025 – On-going



BOARD OF GOVERNORS

FINANCE COMMITTEE MINUTES

MEETING: Monday, October 28, 2024
TIME: 4:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS: Mike Stubbing, Chair Monty Bryant Tanya Clarmont Brenda McBain Al van Akker Lane Trotter, President (ex officio)	RESOURCES: Deborah Huelscher, VP Administration & CFO REGRETS: nil EXECUTIVE ASSISTANT: Heather Martin
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The meeting was opened with the Acknowledgement of the Territory.

I CALL TO ORDER

Finance Committee Chair Mike Stubbing called the meeting to order at 4:00 pm.

II APPROVAL OF AGENDA

The agenda was approved as presented.

III MINUTES OF PREVIOUS MEETING

The minutes of the September 5, 2024, meeting were approved as distributed.

IV NEW BUSINESS

1. Financial Management Report for the Six Months to September 30, 2024

Deborah Huelscher, VP Administration & CFO, provided a summary level update on the financial results for the second quarter of the fiscal year. The College’s second quarter forecast and financial results have been submitted to the Ministry.

On a consolidated basis there was a deficit balance of (\$4.732M) against a budgeted deficit of (\$5.375M) resulting in a positive variance of \$.643M at September 30. Overall, expenses were 2.7% higher than budgeted for the first six months, but we expect to make it up by year-end through savings. While domestic enrolment is up, international enrolment was lower than expected for fall due to Federal policy changes. The lower trend is anticipated to continue in winter and tuition loss is reflected in the year end forecast. To offset tuition losses the college has moved to essential spending. Also, one-off revenue increases and budgeted contingency funds will help the college maintain a small surplus at March 31, 2025.

2. Student Housing Project Governance Body

Deborah Huelscher noted the 'Student Housing Capital Project Steering committee' will report to the Board Finance Committee through Deborah. The Finance Committee, as the oversight body, will report to the Board of Governors.

MOTION:

THAT THE FINANCE COMMITTEE RECOMMENDS THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THAT THE 'STUDENT HOUSING CAPITAL PROJECT STEERING COMMITTEE' WILL REPORT TO THE BOARD OF GOVERNORS THROUGH THE BOARD FINANCE COMMITTEE.

CARRIED

3. Budget Update and Process for 2025/26

Deborah Huelscher noted that we began the process early last year, but will begin in January in 2025. We will know with certainty the winter enrolment numbers at that time. It is difficult to predict spring and summer enrolment.

V ADJOURNMENT

The meeting was adjourned at 4:58 pm.



BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: Monday, December 2, 2024
TIME: 5:00 pm
LOCATION: Paul 216, Lansdowne Campus
ONLINE: Teams

BOARD MEMBERS:

Tanya Clarmont, Chair
 Bijan Ahmadi
 Monty Bryant, Past Chair
 Joanne Cumberland
 Shane Hartman
 Lindsay Kearns
 Brenda McBain
 Ruth Mojeed Ramirez
 Prince Solanki
 Mike Stubbing
 Lane Trotter, President
 Al van Akker

ADMINISTRATION:

John Boraas, Provost & VP Education & Innovation
 John D'Agnolo, Exec. Dir., Human Resources
 Deborah Huelscher, VP Administration & CFO
 Jody Kitts, Dir., Advancement & Alumni Engagement
 Rodney Porter, Exec. Dir., Communications & Marketing
 Jen Stone, Exec. Dir., Strategy, Planning & Transformation
 Richard Stride, Acting VP Enrolment & Community Engagement

GUEST: Michal Jaworski, Clark Wilson LLP

REGRETS: Jeremy Burgess
 Sean Leyland

EXECUTIVE ASSISTANT: Heather Martin

The meeting was opened with the Acknowledgement of the Territory.

I CALL TO ORDER

Tanya Clarmont, Chair, called the meeting to order at 5:00 pm.

II APPROVAL OF THE AGENDA

Tanya Clarmont suggested a change to the order of the agendas. The meeting will begin with New Business, then move to in-camera. Following in-camera, the Board members and guests will return to the regular agenda. A special in-camera meeting will follow after the regular agenda is complete. Tanya will leave the meeting at 6pm, and Lindsay Kearns will Chair the meeting afterwards.

MOTION

**THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REORGANIZATION OF THE REGULAR AND IN-CAMERA AGENDAS AS SUGGESTED BY THE CHAIR TANYA CLARMONT.
 CARRIED**

III BOARD MEMBER REPORTS

1. Chair's Report

Lindsay Kearns, Vice Chair, noted all the regular Board meetings are open to the public and welcomed the guests on Teams. Lane Trotter and Tanya Clarmont met several times for planning

and updates. Brenda McBain and Lane Trotter attended the Nahey'gnut unveiling Ceremony for Skip and Linda Dick on November 13. It was hosted by Eyē? Sqâ'lewen: The Centre for Indigenous Education & Community Connections (CIECC). Brenda added that it was a fabulous event and a privilege to be there. The guests were mainly the Dick's family, and it was very small and touching.

Brent Palmer passed away peacefully on November 18. Brent was a member of our Board from 2020 to 2023. He will be missed.

On November 21, Tanya had an introductory meeting with the new Minister of Post-Secondary Education and Future Skills Anne Kang. They met previously in her last term as Minister.

2. President's Report

Lane Trotter, President, reported that on November 21 he met with the School of Business to talk about the financial challenges facing the college, and later met with the Chairs of the Technology programs on the same topic. On November 26, Lane met with Leanne Bowes, CEO of the Post-Secondary Employers' Association (PSEA). On November 27, he was the guest speaker at Tim Kemp's Business 285 (Workplace Professionalism) class. On November 29, Rodney Porter and Lane gave a tour of the Lansdowne Campus to Diana Gibson, Minister of Jobs, Economic Development and Innovation. Lane had a one-on-one conversation with the Minister following the tour.

Today is Heather Martin's final Board meeting. A new Executive Assistant will be stepping into the role on January 6, 2025. Today is John Boraas' final Board meeting. Heather and John are retiring. Geoff Wilmshurst will be returning to the college in mid-December, following his year-long secondment to the Ministry.

3. Foundation

Joanne Cumberland, Foundation Liaison, noted on November 21 the Foundation approved the Fall Bursary list. A total of 430 students will receive bursaries totaling \$338K.

Jody Kitts, Director, Advancement & Alumni Engagement, reported that so far this year they raised over \$4M. Earlier today Jody attended the Canadian Club of Victoria's Christmas Lunch which is a fundraiser for their endowed bursary with the Foundation. Camosun is the sole beneficiary. They gave John Boraas the 'Friends of Camosun' award. Giving Tuesday is December 3, and to date we have raised over \$12,500. The Board Challenge raised \$2,260 for Erasing Barriers. More importantly we achieved 100% participation from both boards. Susan DeLarge (RBC wealth) and Aileen Kelly (from Raymond James) have joined the board.

4. Education Council

Bijan Ahmadi, Education Council Chair, noted the minutes from the October 16, 2024, meeting were included in the agenda package. Bijan went over the highlights of the November 20, 2024, meeting, which included approval of several curriculum changes. Monty Bryant, Education Council Liaison, added that the Education Council is an amazing group, and acknowledged the work of their Integrated Curriculum Committee. They work hard on the curriculum before it goes to Education Council for approval.

5. Pacific Institute for Sport Education (PISE)

Jeremy Burgess was not able to attend today. The PISE Board meets next on December 10, 2024.

IV BOARD COMMITTEE REPORTS

1. Executive Committee

i) Report from the November 18, 2024, meeting

Lindsay Kearns, Vice Chair, Executive Committee, noted they met on November 18. As directed, Strategy, Planning and Transformation (SPT) sought legal advice and revised the Board Operations By-Law, Policy Framework and policy matrix to reflect the delegation of the approval of operational policies to the President. SPT will now send the revised policy portfolio to Education Council and their Policy and Standards Committee for advice. SPT will then bring it back to the Executive for a final recommendation to the Board on February 3.

On December 6 we will submit the Request for Appointment to the Crown Agencies and Board Resourcing Office (CABRO). It will include recommendations for candidates in the areas of Finance and Cybersecurity. Tanya will bring an Indigenous cultural activity to the February 3 Board meeting. The last 'Indigenization at the Board Table' took place in May, 2024. We approved the agendas for today's meetings.

2. Risk and Audit Committee

- i) The minutes from the June 3, 2024, meeting were included in the agenda package.
- ii) Lindsay Kearns, Chair, Risk & Audit Committee, gave a report on the November 25, 2024, meetings. KPMG provided a high-level summary of the audit plan for the year ending March 31, 2025. The audit report will be ready for the Board in June, 2025. The detailed level of the Risk Register was presented. Sometimes a new risk is added, or the mitigation strategy changes. Ted Pennell, CIO, presented the annual update on cybersecurity for 2024.

V APPROVAL OF THE MINUTES

The minutes of the November 4, 2024, meeting were approved as distributed.

VI NEW BUSINESS

1. College and Institute Act – Role of the Board

Michal Jaworski, Clark Wilson LLP, provided the highlights of the Board of Governors' role in relation to the College and Institute Act (C&IA). Michal is a Lawyer from Vancouver who focuses solely on law for post-secondary institutions. He reviewed highlights of the statutory context, the College & Institute Act, and Fiduciary Duties.

Statutory Context

They key statutes for BC post-secondary boards are:

- College and Institute Act (C&IA)
- Budget Transparency and Accountability Act
- Freedom of Information and Protection of Privacy Act
- Sexual Violence and Misconduct Policy
- Income Tax Act (Canada)
- Financial Administration Act
- Labour Code
- Human Rights Code
- Charter of Rights and Freedoms (Canada)

The focus for the meeting was the C&IA which governs the college. The core aspect sets out the objects, functions and duties of the college which we are obligated to follow. A critical element is that we are an agent of the Government and fulfill their mandate and policies. The Act clearly outlines the specific roles of the Minister. It describes the composition of the board and their roles. It identifies very specifically the powers of the board.

The C&IA states the composition and specific powers and role of the Education Council (EDCO). Their focus is on academic matters. The core element is how the board and EDCO work together jointly. EDCO must advise the board, and the board must seek advice from EDCO on educational policy.

Fiduciary Duty

The board must act in the best interests of the institution. The key elements are duty of care; duty of loyalty; duty of compliance; and to comply with act and other applicable laws and board policies. It is the law to balance the budget. The Ministry's last resort is to appoint a public administrator.

VII ADJOURNMENT

The meeting was adjourned at 6:42 pm.

Tanya Clarmont, Chair

Date

Heather Martin, Executive Assistant



BRIEFING NOTE
Board of Governors

SUBMITTED BY: Lane Trotter, President
DATE: February 3, 2025
TOPIC: Strategic Plan Year Two Update Report

For Information: _____ For Decision: X For Advice: _____

1. OVERVIEW

We are pleased to present the Year Two (2024) update on Camosun College’s Strategic Plan. Building on the foundational work completed in Year One, this update reflects our ongoing commitment to advancing the six strategic priorities outlined in the 2023–2028 plan. These priorities are supported by a robust framework of approximately 70 progress measures and, new this year, clearly defined strategic targets to drive accountability and focus.

Over the past year, we have continued to collaborate with deans, directors, and subject matter experts to collect and analyze data, assess progress, and implement key initiatives. The Year Two update not only tracks our achievements to date but also demonstrates how we are evolving our approach to ensure sustained progress toward the plan’s goals.

The report begins with a reaffirmation of Camosun’s vision, mission, and values, followed by an overview of significant accomplishments from the past year, ‘The Good Work We’ve Done Together.’ Each priority section highlights key outcomes and progress updates. To enhance clarity and transparency, data-based measures are represented with a chart icon, while action items and projects are marked with a checkmark icon. Additionally, a stop-light graphic indicates the status of key initiatives, and concise descriptions provide relevant context and insights.

This year’s addition of strategic targets, represented by a compass icon, provides measurable benchmarks to evaluate our progress more effectively. These targets align with our overarching priorities and serve as guideposts for the work ahead.

We extend our gratitude to everyone who has contributed to the Year Two update, demonstrating the strength of our collective commitment to Camosun’s vision. This report celebrates the progress made over the past year while reaffirming our dedication to meeting the challenges and opportunities that lie ahead.

5. MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS ACCEPT THE STRATEGIC PLAN UPDATE REPORT 2024.

6. SUPPORTING DOCUMENTATION:

Digital Attachment Provided. Printed versions will be provided at the February 3rd Board of Governors’ meeting.



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Territorial Acknowledgement

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

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- 5 Our Vision, Mission and Values
- 6 The Good Work We Have Done Together

Camosun's Progress Measures:

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Original artwork done by alumni and Coast Salish artist Dylan Thomas.



Message from the President *Seeing ourselves in the Strategic Plan*

When we launched the 2023–2028 Strategic Plan, we made it clear that it was a living document that reflects our values, celebrates our successes, and shines a light on the path forward. However, we could not envisage the challenges created by the cumulative and unprecedented policy reforms to the international student program. Our focus is firmly on ensuring every student continues to receive excellent educational services while we responsibly manage our budget.

Whether you teach in the classroom, assist students on the front line, work with the college community and partners, or help keep our campuses running smoothly, each employee represents the excellence of the Camosun Advantage.

The Strategic Plan update is intended to share our accomplishments and identify areas we need to support. Some highlights from 2024 include:

- The Indigenous education conference – S'TENISTOLW – returned with around 450 participants. The Korean Cultural Festival also took place. Both had been paused by the pandemic.
- We announced funding approval for the first-ever student housing project, the largest project among all the colleges.
- Over 1,300 grads attended this year's convocation ceremony in June, including the first-ever Red Seal cohort – the largest ceremony ever!
- The Dennis and Phyllis Washington Foundation in conjunction with Seaspan announced \$5.26 million towards a new Trades Training Centre next to the coastal centre.
- Named the Bhalla Centre for Trades Education and Innovation in acknowledgement of the generosity of the Bhalla family.
- We recognized our 30-year partnership with Josai International University.

Camosun has a global reputation for excellence in relevant, innovative and applied learning. None of this would have been possible without faculty, instructors, and staff.

The college is working to position itself for future success and ensure we emerge from these challenges stronger than ever. As a community, I know that we will overcome these obstacles as we have before.



Dr. Lane Trotter, President
Camosun College





Our Vision

Inspiring life-changing learning.

Camosun College's vision defines an optimal future for the college. It gives guidance and inspiration about what we will focus on achieving. It builds on our hope of what we can become. Ours is simple. It encompasses the community college's role in transformative education and highlights the mutual partnership of the learner and facilitator, while speaking to a process in which learning in all its forms challenges the status quo, both institutionally and personally.

Our Mission

We build a better future for our community with relevant, innovative and applied education.

Our mission statement defines our purpose and outlines what we do, who we do it for and how we accomplish this.

Our Values

- Lifelong learning
- Positive and supportive student experiences
- An inclusive community
- An environment of respect and safety for all
- Our relationships with one another
- Indigenization
- Environmental stewardship

College values reflect a common understanding and a guideline for how we interact and work with each other and how we relate to students. They are a positive reflection of what is at our core and are seen in our practices and in how we do things.

The Good Work We Have Done Together

Working together makes a difference to the lives of students, employees communities, employers, and ourselves.

Orange Shirt Day ceremony calls for ‘allyship’

The 2024 Orange Shirt Day theme at Camosun College, Allies Alongside: From Reconciliation to ReconciliAction, was an invitation to move from learning to doing, as highlighted by Julian Gunn from the English Department Indigenization Working Group. The day included discussions on allyship strategies for educators and community members and featured a welcome from Coast Salish Knowledge Keeper and artist Brianna Bear, followed by remarks from Elders Doug and Kathy LaFortune, as well as reflections from Indigenous and non-Indigenous students.



Camosun capstone showcases student innovation

From apps to automated windvanes, graduating Computer Science and Mechanical Engineering students from Camosun College presented their capstone projects on Aug. 16.

This annual event is a highlight for the college, where graduating students present their learnings through projects that demonstrate creativity, technical expertise, and real-world problem-solving abilities. Attendees got to explore a variety of innovative solutions, such as an automated windvane system designed for Arctic expeditions, a mobile inspection app for property management, and a custom GPS tracker for search and rescue operations.

The capstone aligned with the college’s 2023–2028 strategic plan to offer more students an applied learning opportunity as part of Strengthening the Camosun Advantage, including capstone, service learning, work integrated learning, and apprenticeship etc.

Celebrating over 30 years of partnership with Josai International University

The Board of Governors at Camosun College bestowed its highest honour on Josai International University as the college's oldest international student exchange partner. The Board of Governors Award for Innovative College Partnerships recognizes an individual or group in the external community who has demonstrated strong partnership values and who has an affiliation with the college. The award was presented at a special ceremony that took place on March 6, 2024, on the college's Lansdowne campus.



Camosun welcomes first Director of Equity, Diversity and Inclusion

Tehmina Khwaja, the college's new Director of Equity, Diversity and Inclusion, aims to dismantle barriers with a unique brand of kind and gentle leadership.



"It's very evident that people at Camosun care about equity, diversity and inclusion [EDI] and have been doing amazing work off the side of their desks for a long time," says Tehmina. "But there's a need to consolidate and streamline initiatives. My priority as I begin this position is to find synergies among different groups doing the work and strategically plan for EDI at Camosun. It's an opportunity to build relationships and collaboratively form a holistic picture of what EDI needs to be at the college."

Tehmina has already started working on multiple EDI projects. The college community looks forward to what she'll accomplish in the years ahead!

Camosun College among first in Canada to celebrate Red Seal grads

Thirty-one Red Seal graduates from a range of trades crossed the stage at Camosun College's convocation ceremony, making them among the first in the country. Inviting Red Seal graduates to convocation was a first for Camosun College and possibly any public post-secondary institution in the country, as the credentials are typically awarded by the accrediting body.

Red Seal graduates at convocation came from nine trades including automotive service technician, carpentry, electrical, plumbing, professional cook, refrigeration and air conditioning, sheet metal, sprinkler fitter, and welding. Each of the Red Seal grads wore black gowns with a red stole indicating that the Red Seal is similar to a four-year undergraduate degree.



Korean culture celebrated at Camosun College

Camosun College celebrated everything Korean at the Korean Cultural Festival on Sept. 12. The festival brought together people of all backgrounds to celebrate Korean traditions, arts, and cuisine.

A popular event since 2016, with a pause during the Covid pandemic, the festival has served as a platform for cultural exchange and community connections. Guests enjoyed a day full of good food, crafts stations, Korean games, live music, and performances.



Student housing coming to Camosun College

In July 2024, Camosun College announced it had received funding approval from the provincial government for its first-ever student housing project. Construction plans include a six-storey, 14,909-square-metre timber-frame building on the Lansdowne campus with 423 affordable beds. The building is expected to be ready for students from both campuses in fall 2027.

The project will receive \$151.7 million in provincial government funding and a college contribution of \$3 million. Student housing will help foster a vibrant campus community with amenity space for programming and social events, fitness, studying, wellness, and reflection. The building includes a combination of single (dormitory-style), studio (single suite), and quad (four-bedroom, apartment style) units at below market rental prices in a region with a rapidly growing population and some of the lowest vacancy rates in the country.





Camosun College hosts hundreds of Indigenous education leaders

Hundreds of community leaders, scholars, and allies in Indigenous post-secondary education from around the globe gathered at the S'TENISTOLW Conference on Camosun College's Lansdowne campus.

Over 430 guests from Canada, the United States and New Zealand, attended the S'TENISTOLW Conference from Aug. 20 to 23. The conference was hosted by *Eyē? Sqā'lewen*: The Centre for Indigenous Education & Community Connections with the theme 'Where the Waters Meet'. This year marks the fourth S'TENISTOLW Conference. The conference helped build and strengthen relationships and networks in reciprocity by fostering shared learning and exchange.

Trades students experience culture and professional development in Germany

Ten Camosun College Fine Furniture and Carpentry students traded in their work trucks for plane tickets to participate in an exchange visit to Germany in spring 2024. The collaborative effort is part of the German Apprenticeship Training Exchange, a pioneering initiative fostering cross-cultural understanding and professional development within the trades and technology sectors.

The reciprocal exchange of apprenticeship training signals a new and growing relationship between Camosun College and Städtische Berufsschule in Regensburg, Germany. In May 2023, four German students and an instructor attended a two-week customized program at Camosun to experience Canadian industry and education practices.

With a successful inaugural trades exchange between Germany and Canada in the books, it's likely that there will be more opportunities for students and instructors in the future.



Indigenous education at Camosun College wins national award

Camosun College won the 2024 CIGan (Colleges and Institutes Canada) bronze award of excellence in Indigenous education.

"This award is a great honour," says Todd Ormiston (Tutchone & Tlingit), Executive Director of *Eyē? Sqā'lewen*: the Centre for Indigenous Education and Community Connections. "It is important that we paddle together in a good way and honour the many forms of Indigenous resurgence we are seeing in post-secondary education, and in communities."

The CIGan Awards recognize and promote excellence at Canadian colleges and institutes. The Indigenous award recognizes colleges that contribute to learner success, reconciliation, and to the socioeconomic development of communities.



Camosun social enterprise team wows at national competition

After winning the Innovation and Impact Challenge at the regional competition in March 2024, the enterprising and creative Enactus Camosun College team overcame the odds of a first-year team at the national competition in Toronto in May 2024. Enactus Camosun placed in the top four and took home the Rookie Team Award.

The team presented their Campus Quisine meal kit project which garnered attention and accolades at the regional competition. Backed by extensive market research, the healthy and affordable meal kit is designed to help overcome food insecurity among students and be a response to increased cost of living and high food prices.

The win shines the spotlight on the Enactus group and projects, along with the need for affordable sources of healthy and nutritious food for post-secondary students.



Camosun co-hosts sustainable hospitality and tourism summit for students

Students in Camosun College's Hospitality and Tourism Management programs had the opportunity to explore the impacts of climate change facing the industry at the second Annual Hospitality and Tourism Student Sustainability Summit in January 2024. Co-hosted with Vancouver Island University and Royal Roads University, the event was held on Camosun's Lansdowne campus and in downtown Victoria.

Responding to the challenges of a changing climate requires collaboration at all levels across industries and sectors. This event was an opportunity for post-secondary institutions to model collaboration and exchange ideas.

In recent years, the tourism and hospitality industry has weathered a global pandemic, climate disasters, and labour challenges – proving that resilience, collaboration, and innovation are more necessary than ever. The summit prepared future industry professionals and leaders to face the changes that lie ahead.



Camosun empowers British Columbians with funded short-term skills training

Sixty-five programs offered through Professional Studies and Industry Training at Camosun College meet the requirements to be eligible for the B.C. Government's \$3,500 future skills grant. Offerings include Electric Vehicle Technology, Indigenous Truth and Reconciliation, Microsoft Office, and Film Production Assistant micro-credential courses, in addition to Hospital Unit Clerk and Applied Project Management certificate programs.

On May 2, 2023, the BC Government announced the StrongerBC: Future Ready Action Plan, an initiative that sees a \$480 million investment into the future of British Columbians. A portion of this funding was allocated to the future skills grant, enabling eligible BC residents to access up to \$3,500 for short-term skills training.



Strategic Priorities and Progress Measures



Document Legend



Data-based measure

Indicates where a measure or action item has been amended from the original document.



Specific action or project



On Track



Completed



Paused



Not Started

AY (Academic Year)

CY (Calendar Year)

FY (Fiscal Year)

Targets: a specific, measurable goal that aligns with the strategic objectives and defines success within a set timeframe



Strengthening the Camosun Advantage

At Camosun College, we prepare students to thrive in a rapidly changing world.

Key Highlights



29 new microcredentials developed since 2023.



86% of students feel their programs teach the knowledge and skills appropriate to their field of study.



74% of employed students are in a training-related job.



419 courses use zero-textbook cost (ZTC) materials.



Camosun is proud to announce its first net increase in domestic student enrolment in 6 years, reflecting the college's strategic investment in student recruitment and success.



92% student satisfaction rate.









What we're excited about:

The Camosun Advantage project showcases the unique value Camosun offers students, employers, and the community through applied learning, innovation, and community engagement. It focuses on three key elements: Institutional Learning Outcomes to define core competencies, Signature Learning Experiences to enrich education through real-world applications, and the Comprehensive Learner Record to document students' skills and achievements. Together, these elements reinforce Camosun's dedication to student success and its leadership in post-secondary education.









GOAL 1

Empower students to stand out by providing educational experiences that will equip them for their future.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>STCA 1.1 Takes steps that will support the implementation of a comprehensive student record</p> <p>Implement a comprehensive student record</p>	 	<p>The Comprehensive Learner Record (CLR) initiative, a critical outcome of the “Camosun Advantage project,” is progressing. A briefing note has been shared, and data elements have been identified, including existing and required elements to support a CLR. The next steps are change-management related, including the establishment of institutional learning outcomes and determination of ‘core competencies’ that can be attached to curriculum.</p> <p>While some of the fundamental building blocks have been completed, this is a significant project requiring capacity and resources.</p>
<p>STCA 1.2 % of courses that include one or more of the different types of applied learning (e.g., capstone)</p>		<p>82% of courses</p> <p>The Applied Learning, Co-op, and Career Services department is working with the Registrar’s Office to produce updated Acalog reports for 2024/25 and 2025/26. These reports will incorporate new data, including recently approved programs featuring additional applied learning types and ‘apprenticeship program courses’ managed by Skilled Trades BC. Updated data, such as deactivated courses, will be excluded to improve accuracy.</p> <p>AY 2023/2024</p>
<p>STCA 1.3 % employment or university transfer rates post Camosun</p>		<p>74% of employed students are in a training-related job Source: BC Student Outcomes Surveys (Baccalaureate Graduate (BGS) 2023, Trades 2024, Diploma, Associate Degree and Certificate (DAC) 2024).</p> <p>39% of students have taken further studies after completing their program Source: BC Student Outcomes DAC Survey 2024 (does not include trades or bachelor’s degree programs)</p> <p>AY 2023/2024</p>
<p>STCA 1.4 Total headcount for programs that align with the BC Labour Market Outlook Forecast 2022-2032 for Vancouver Island and Coast Region*</p>		<p>2,736 headcount</p> <p>Headcount based on programs aligned with highlighted occupations listed in the 2022-2032 BC Labour Market Outlook Forecast – Vancouver Island and Coast Region.</p> <p>AY 2022/2023</p>
<p>STCA 1.5 % of students who feel that their programs teach the knowledge/skills appropriate to their field of study*</p>		<p>86% of students AY 2023/2024</p> <p>Source: BC Student Outcomes Surveys (BGS 2023, Trades 2024, DAC 2024)</p>












GOAL 2

Deliver outstanding flexible learning opportunities to support students' evolving educational needs.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE																																							
<p>STCA 2.1 # of courses with flexible delivery options by school (e.g., evenings, weekends, online, blended, continuous enrolment)</p>		<p>3,671 overall</p> <table border="1"> <thead> <tr> <th>Course division</th> <th>Number of course sections</th> <th>Flexible rate</th> </tr> </thead> <tbody> <tr><td>Access</td><td>516</td><td>91%</td></tr> <tr><td>Applied Learning, Co-op Ed & Career Services</td><td>113</td><td>100%</td></tr> <tr><td>Arts & Science</td><td>928</td><td>29%</td></tr> <tr><td>Business</td><td>568</td><td>51%</td></tr> <tr><td>Camosun International</td><td>10</td><td>30%</td></tr> <tr><td>Centre for Sport & Exercise Education</td><td>223</td><td>10%</td></tr> <tr><td>Health & Human Services</td><td>483</td><td>50%</td></tr> <tr><td>Indigenous Ed & Community Connections</td><td>57</td><td>77%</td></tr> <tr><td>Learning Services</td><td>6</td><td>17%</td></tr> <tr><td>Technology</td><td>474</td><td>4%</td></tr> <tr><td>Trades</td><td>293</td><td>4%</td></tr> <tr><td>Total AY 2023/2024</td><td>3,671</td><td>43%</td></tr> </tbody> </table>	Course division	Number of course sections	Flexible rate	Access	516	91%	Applied Learning, Co-op Ed & Career Services	113	100%	Arts & Science	928	29%	Business	568	51%	Camosun International	10	30%	Centre for Sport & Exercise Education	223	10%	Health & Human Services	483	50%	Indigenous Ed & Community Connections	57	77%	Learning Services	6	17%	Technology	474	4%	Trades	293	4%	Total AY 2023/2024	3,671	43%
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<p>STCA 2.2 % student completion rates in courses with flexible delivery options</p>		<p>84% of students e.g., evenings, weekends, online, blended, continuous enrolment. AY 2023/2024</p>																																							
<p>STCA 2.3 # of courses using zero-textbook cost (ZTC) materials* 450 courses using zero-textbook cost (ZTC) materials</p>	 	<p>419 courses Library and Learning Services continues to support faculty and programs in adopting open or zero-cost textbooks. The data for this measure is continuing to be developed. AY 2024/2025</p>																																							
<p>STCA 2.4 # of new microcredential offerings 70 microcredentials developed by 2028.</p>	 	<p>29 new microcredentials</p> <ul style="list-style-type: none"> • 9 developed in FY 2023/2024 • 20 developed in FY 2024/2025 																																							
<p>STCA 2.5 # enrolments in microcredential offerings 1,650 total enrolments by FY 2027/2028</p>	 	<p>167 enrolments in FY 2024/2025 506 enrolments in total since FY 2023/2024</p>																																							

GOAL 3

Cultivate relationships with students to support their educational journey within and beyond Camosun.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>STCA 3.1 Develop and implement improved strategic enrolment management practices</p> <p>Complete phase 1 of SEM framework roll-out by 2027.</p>	  	<p>Significant work has been done to analyze utilization rates, plan programs, and align offerings with Immigration, Refugees and Citizenship Canada requirements to ensure the impact of these changes on international enrolments is minimized. Recognizing the synergies between enrolment management planning initiatives and the Camosun Advantage project, the two streams are being integrated to ensure a strategic and collaborative approach.</p> <p>AY 2023/2024</p>
<p>STCA 3.2 Establish capacity to support prospective students</p> <p>Securing resources to select and implement a customer relationship management platform and AI-based chatbot.</p>	  	<p>Camosun has achieved a net increase in domestic student enrolment. To enhance the student experience, the college is planning to implement a student-focused Customer Relationship Management (CRM) platform in FY 2025/26. This tool will support students from inquiry to graduation, aligning with best practices across BC institutions.</p> <p>AY 2023/2024</p>
<p>STCA 3.3 Student satisfaction rate</p>		<p>92% student satisfaction <small>Source: BC Student Outcomes Surveys (BGS 2023, Trades 2024, DAC 2024)</small></p> <p>AY 2023/2024</p>
<p>STCA 3.4 % of students who indicate they are able to access services in a timely manner</p>		<p>71% of students <small>Source: Camosun Student Experience Survey 2024</small></p> <p>AY 2023/2024</p>
<p>STCA 3.5 % student retention ratio between semesters one and two</p>		<p>76% student retention</p> <p>AY 2023/2024</p>
<p>STCA 3.6 # Alumni who donate to the college</p> <p>150 alumni donors by 2028</p>	 	<p>50 Alumni Advancement and Alumni continue to develop and improve this data set.</p> <p>CY 2024</p>

ÍY,ĆANEUEL OL: Doing Good Work Together

Camosun College is committed to cultivating a work environment that values people, lifelong learning, individual and organizational well-being, and service. We work together to advance the vision, mission, and values of the college.

ÍY,ĆANEUEL OL is pronounced EYE. CHEY-NOW-EL UL

Key Highlights



College employees are invested in their professional development with an 18 to 29% increase in the use of available professional development funds among unionized employees.



The college exceeded its financial target and ended with an overall surplus of \$2.3 million in the 2024 fiscal year.



Strategy, Planning and Transformation has introduced new data tools and dashboards to monitor enrolment, student retention, and success trends across all programs and courses, enhancing data-informed decision-making.



There were a total of 252 learning opportunities through cross-functional learning and communities of practice.











What we're excited about:

The Artificial Intelligence (AI) task force, established in September 2024, is exploring the opportunities and challenges of artificial intelligence across four areas: teaching and learning, service delivery, administration, and technology tools. Camosun aims to develop recommendations on AI integration, policy revisions, privacy, equity, and potential risks to enhance student and employee experiences while addressing administrative and cybersecurity concerns.

GOAL 1







Nurture a positive, collaborative and rewarding work culture.

Doing Good Work Together

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>DGWT 1.1 Engage with employees about their work experience using different tools and strategies</p> <p>Provide employees with annual pulse surveys to solicit feedback.</p>	 	<p>Completed Work (WFH) from Home Survey and updated the WFH Framework.</p> <p>CY 2024</p>
<p>DGWT 1.2 Review and enhance formal and informal employee recognition opportunities</p> <p>Utilizing report findings, identify gaps and develop programs and practices to support employee recognition.</p>	 	<p>Human Resources completed a report on formal and informal employee recognition opportunities within the institution and across the sector.</p> <p>CY 2024</p>
<p>DGWT 1.3 % of allocated funds used for personal and professional development</p>		<p>78% Exempt 100% CUPE 100% BCGEU 77% CCFA</p> <p>FY 2023/2024</p> <p>Source: Finance data derived from the General Ledger for total allocated PD funds (% of payroll) for each employee group and the total spent funds in the fiscal year.</p>
<p>DGWT 1.4 % of employees who say the information they have about the college helps them to be successful in their job</p> <p>Complete a pulse survey to establish a baseline.</p>	 	<p>Human Resources has developed a pulse survey framework to solicit feedback from employees and identify potential action items.</p> <p>CY 2024</p>
<p>DGWT 1.5 # of opportunities for cross-functional learning and communities of practice</p>		<p>252 opportunities</p> <p>Opportunities were provided through cross-functional learning and communities of practice, with an average of 21 monthly engagements. Organization and People Development also offered 32 learning opportunities in 2024.</p> <p>CY 2024</p>

GOAL 2


Ensure financial sustainability for continued investment in student success.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>DGWT 2.1 Ensure the college is in a financially sustainable position</p> <p>Return to pre-COVID levels of reserve funding.</p>	  	<p>The college exceeded its financial target and ended with an overall surplus of \$2.3 million.</p> <p>FY 2023/2024</p>
<p>DGWT 2.2 Non-base sources (ProSIT, Contract Training, Ancillary Services) meeting their financial contribution targets</p>	 	<p>The college continues to review non-base revenue sources (e.g., ProSIT) and explore ways to maximize contributions.</p> <p>FY 2023/2024</p>
<p>DGWT 2.3 Financial investments in student wraparound supports. (e.g., advising, counseling, and financial aid)</p>		<p>The college made investments in several areas supporting student success, including, but not limited to, recruitment, counselling and student wellness, the Makerspace, and the Office of Student Support.</p> <p>FY 2023/2024</p>



GOAL 3

Promote a culture of data-informed decision-making and process improvement.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>DGWT 3.1 Further develop and implement data development and access strategies</p> <p>Optimize existing data tools to support evidence-based enrolment management, strategic planning, and student-focused decision-making.</p>	  	<p>Institutional Research and Planning developed a SharePoint portal to enhance data access and support enrolment strategies, planning, and student-focused decisions. Features include research reports, key dates, enrolment updates, interactive dashboards, and a data glossary. College departments are collaborating on creating shared data definitions to improve understanding of common data sets and developing Student Success and Labour Market Reports.</p> <p>AY 2023/2024</p>
<p>DGWT 3.2 Develop and implement an integrated institutional planning cycle</p> <p>An implemented framework for more effective planning processes across the college.</p>	  	<p>This project has evolved into several interconnected initiatives, including strategic enrolment management, program review and development, and school-level planning processes. While significant progress has been made in each area, the college will continue to coordinate integration across these initiatives. In the coming year, efforts will focus on establishing stronger alignment to support a cohesive institutional planning cycle.</p> <p>AY 2023/2024</p>
<p>DGWT 3.3 Develop a methodology to measures the efficiency and success of programs and service</p> <p>Completed Educational Quality Assurance Framework</p>	  	<p>Strategy, Planning and Transformation has introduced new data tools and dashboards for school leadership to monitor enrolment, student retention, and success trends across all programs and courses, enhancing data-informed decision-making. These dashboards complement the new program development process, revised program review, and annual snapshot processes, providing comprehensive tools to support continuous improvement, strategic enrolment, and program planning.</p> <p>6 program reviews have been completed in the last academic year.</p> <p>AY 2023/2024</p>

Responding to Community Needs

Camosun College is dedicated to serving students and partners within the local and global community. We will continue to be responsive to evolving community needs and ensure graduates are equipped with the education and skills essential to employers.

Key Highlights



\$3 million in donor contributions to the Camosun Foundation.



100 students were served through programming designed to support refugees and newcomers.



Camosun celebrates its strength in diversity, welcoming and supporting students from equity-deserving groups, including Indigenous learners, refugees, first-generation students, and former youth in care.









What we're excited about:

In July 2024, the college received funding approval from the provincial government for its first-ever student housing project. The new housing on Lansdowne Campus promises to make a lasting impact by enhancing the campus community and creating much-needed housing for students. A project manager has been hired, and the college is finalizing prime consultants for architectural services. These developments mark important milestones in building a stronger and more connected campus.






GOAL 1

Enhance student life on campus, prioritizing student housing and creating spaces that contribute to collaboration and community.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>RTCN 1.1 Seek funding and opportunities for student housing</p> <p>Secure funding for student housing on the Lansdowne campus.</p>	  	<p>In July 2024, the college received funding approval from the provincial government for its first-ever student housing project.</p>
<p>RTCN 1.2 # of average hours booked per semester of student collaboration space</p>		<p>13,608 average hours per semester There are at least 45 bookable student spaces across campus, not including classrooms. AY 2023/2024</p>
<p>RTCN 1.3 # of college-led and/or CCSS-registered extracurricular opportunities available</p>		<p>388 events Representing 29 categories of activities. AY 2023/2024</p>
<p>RTCN 1.4 % student satisfaction with the number and types of extracurricular opportunities available</p>		<p>67% of students said, <i>"I am satisfied with the extracurricular opportunities available at Camosun."</i>[*] AY 2023/24 Source: Camosun Student Experience Survey 2024 [*]This measure was previously represented by two separate questions but was condensed to a single question in the most recent survey.</p>






GOAL 2

Excel in building lasting and reciprocal relationships and partnerships, locally, nationally, and globally to serve the college community and students.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>RTCN 2.1 # of employers and community partners engaged in Camosun Innovates/college-led applied learning/ research projects</p>		<p>40 community clients/partners 80 projects 268 non-Camosun students participated in Camosun Innovates programming 21 Camosun students employed on applied research projects CY 2023</p>
<p>RTCN 2.2 \$ donor contribution to Camosun College Foundation each year \$3 million annually</p>	 	<p>\$3,055,729 donor contributions CY 2023* Source: Raiser's Edge fundraising database. *Correction note: Last year's update report incorrectly cited CY 2023 instead of CY 2022</p>
<p>RTCN 2.3 # of exchange partnerships with other domestic and international institutions (students, faculty, projects)</p>		<p>225 exchange partnerships In Fiscal 2025/26, there will be less funding available to support student and faculty international experiences due to the end of the Global Skills Opportunity funding from Global Affairs Canada. This funding allowed for a threefold increase in experiences through fully funded, zero-cost-to-students group programs abroad, field schools, experiential short-term learning opportunities and sponsorship of visiting faculty who provided guest lectures in various programs CY 2024</p>
<p>RTCN 2.4 # of course registrations from South Island Partnership (SIP)</p>		<p>1,047 course registrations 754 headcounts AY 2023/2024</p>

GOAL 3

Break down systemic barriers to improve access to post-secondary education.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>RTCN 3.1 Establish a Centre of Prior Learning Assessment and Recognition</p> <p>Centre of Prior Learning Assessment and Recognition established.</p>	 	<p>A Prior Learning Assessment and Recognition director was hired and joined the college in September 2024.</p>
<p>RTCN 3.2 Establish a baseline for students entering Camosun from diverse backgrounds:</p> <ul style="list-style-type: none"> • First-generation learners • Accommodated Students (CAL) • Indigenous Students • Former Youth in Care with assistance • New Canadians - refugee/permanent resident /landed immigrant 		<ul style="list-style-type: none"> • 433 first in the family to attend post-secondary (Student Experience Survey 2024) • 1,625 students served by the Center for Accessible Learning (FY 2023/24) • 1,038 Indigenous students (AY 2022/23) • 102 former youth in care (FY 2023/24) • 1,088 permanent residents (AY 2022/23) • 39 refugees (AY 2022/23) <p>AY & FY 2022-2024</p>
<p>RTCN 3.3 # of courses/course sections (and some programs) delivered locally and in remote Indigenous communities (Cross reference with Progress Measure HIR 1.1)</p>		<p>8 programs AY 2023/2024</p>
<p>RTCN 3.4 # of students served through programming designed to support refugees and newcomers</p>		<p>100 Students With the conclusion of the Hospitality Industry Welcomes Refugees Employment-linked Sponsorship Program (HIRES) and other initiatives, the Canada-Ukraine Authorization for Emergency Travel (CUAET) program is now Camosun College’s sole initiative supporting displaced individuals.</p> <p>FY 2023/2024</p>

Rising to the Challenges of Climate Change

Camosun College is committed to addressing the climate emergency and our impact on the environment through policy, practice, and education.

Key Highlights



In 2024, Camosun expanded its GoByBike initiative by adding a second fall event week, further promoting sustainable transportation on campus.



The Employee Training and Preparation (ETP) program continues to emphasize the importance of local food, sustainability, and community through garden and food-focused events, which not only support local agriculture and students but also provide affordable food options on campus.



The library serves as a hub for learning and awareness, supporting initiatives like Earth Day and solar energy education, through curated literary resources, LibGuides, and book displays. Additionally, the Dr. Lloyd Morin Centre for Excellence in Teaching and Learning (CETL) underscores the value of place-based knowledge through its Learning on the Land series.














What we're excited about

In 2024, Camosun College advanced Climate Action by planning a Disaster and Climate Risk Assessment and developing the Sustainability Building Systems and Capacity Plan (SBSCP). The SBSCP, with a 20-year outlook and a 5-10-year project roadmap, will guide sustainable building and system planning. Together with BC Hydro/CleanBC planning, it supports a strategy to reduce greenhouse gas (GHG) emissions and aligns with the College's Climate Action Plan.

GOAL 1

Invest in necessary resources to build momentum and capacity for addressing the climate emergency.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>RTCCC 1.1 Develop and implement a Climate Action Plan</p> <p>Climate Action Plan developed and implemented.</p>	  	<p>Development of the Sustainable Building Systems Capacity Plan (SBSCP) is underway. The SBSCP will provide a 20-year framework for sustainability and capacity planning for buildings and systems, along with a detailed five-to-ten-year roadmap outlining prioritized projects and actionable next steps.</p> <p>FY 2023/2024</p>
<p>RTCCC 1.2 Invest in climate action and environmental sustainability resources to further enhance the capacity to respond to the climate emergency</p> <p>Climate Action Plan developed and implementation plan in place with timelines.</p>	  	<p>Procurement of additional smart meters for the Interurban Campus is in progress. Further opportunities will be identified following the completion of the Sustainable Building Systems Capacity Plan (SBSCP).</p> <p>FY 2023/2024</p>
<p>RTCCC 1.3 Complete a baseline and progress assessment for the advancement of sustainability at Camosun</p> <p>Operations: Energy Manager FTE in place. Capital investment in GHG reducing capital projects.</p>	  	<p>The first compliance report for Low Carbon Fuel Standards (LCFS) and tracking Electric Vehicle (EV) charging station usage has been completed and 88 carbon credits will be sold. Additionally, the Camosun Sustainability Manager completed training on version 3.0 of the Sustainability Tracking, Assessment, and Rating System (STARS) through the Association for the Advancement of Sustainability in Higher Education (AASHE).</p> <p>FY 2023/2024</p>
<p>RTCCC 1.4 Align college sustainability priorities with the CICAN ImpACT Climate Project</p> <p>Updated sustainability plan.</p>	  	<p>The Office of Sustainability continues engagement with the Colleges and Institutes Canada (CICan) ImpAct-Climate Project, including participating in the CICan Technical Working Group on Scope 3 Emissions.</p> <p>FY 2023/2024</p>

GOAL 2 ▶

Support existing programs and increase climate education across the college.

CODE / DESCRIPTION / TARGET

ACTION / MEASURE

UPDATE

RTCCC 2.1

of workshops/Scheduled Development events offered to employees on climate action



9 workshops and learning events

- Spring GoByBike Week
- Fall GoByBike Week
- Use Your Own Cup Challenge
- Employee Training and Preparation (ETP) Food Kits - Winter and Spring
- Online ImpAct Climate Challenge
- Earth Gardening Plant Therapy Open House
- ETP Plant Sale
- Celebrate Earth Day at the Library
- Learning on the Land Field Trips

CY 2024

RTCCC 2.2

of in-house announcements of climate events, projects, and other initiatives



41 announcements

Published on social media, college communications, and the college website, covering topics such as extreme weather, environmental events, and environmental responsibility awareness.

Examples include: GoByBike Week, Enactus Eat Local, ETP Earth Gardening plant sale, Camosun College Student Society (CCSS) Willows Beach Clean-Up.

CY 2024

RTCCC 2.3

of programs focused on sustainability and/or climate change



2 programs










- Environmental Technology
- Global Sustainability program area is comprised of 6 microcredentials through Professional Studies & Industry Training (ProSIT)

Currently exploring opportunities to develop future credentials to enhance students' understanding of the impact of climate change and equip them with skills for social responsiveness in their communities.

AY 2023/2024

GOAL 3

Lower climate-changing emissions to meet or exceed B.C.'s legislated targets while adapting to the impacts of climate change.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>RTCCC 3.1</p> <p>% decrease in greenhouse gasses (GHG) emissions (buildings, fleet, paper emissions)</p> <p>Completed climate risk assessments on both campuses.</p>	  	<p>5.8% decrease in greenhouse gasses</p> <p>Tracking is completed through the Clean Government Reporting Tool (CGRT) under BC's Carbon Neutral Government Regulation. Tracking efforts are coordinated by the Office of Sustainability in Facilities Services.</p> <p>CY 2022–2023*</p> <p>*Correction note: Last year's update report incorrectly cited CY 2023 instead of CY 2022</p>
<p>RTCCC 3.2</p> <p>Combined total greenhouse gasses (GHG) emissions reduction, in tonnes, from savings projects/ initiatives</p> <p>Inventory of campus spaces and places.</p>	  	<p>No significant changes to report this year. Ongoing projects are expected to deliver results in future reporting periods.</p> <p>CY 2024</p>
<p>RTCCC 3.3</p> <p>Complete climate risk assessments on both campuses, with an emphasis on climate adaptation needs</p> <p>Completed climate risk assessments on both campuses.</p>	  	<p>Camosun College is developing a comprehensive Disaster and Climate Risk Assessment (DCRA) to meet legislative requirements and proactively address climate change impacts. This integrated assessment will merge a Climate Risk Assessment (CRA) with a Hazard, Risk, and Vulnerability Assessment (HRVA).</p> <p>To initiate the DCRA, a project work plan has been established. Initial steps include inventorying existing assessments and relevant documentation. Recent infrastructure assessments, including a 2023 hardscape condition assessment and a campus topographic survey, provide valuable insights into potential vulnerabilities and will inform the CRA. These assessments will help Camosun identify and prioritize adaptation measures to mitigate climate-related risks.</p> <p>AY 2023/2024</p>

Honouring Indigenous Resurgence

Camosun College supports and upholds the United Nations Declaration on the Rights of Indigenous Peoples and in particular Article 15.1 that *“Indigenous Peoples have the right to dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.”*

The college will advance work to honour Indigenousization, decolonization, the Truth and Reconciliation Commission of Canada’s Calls to Action, the UN Declaration, and B.C.’s Declaration Act.

Key Highlights

Eyē? Sqā’lewen hosted S’TENISTOLW, an Indigenous education conference, bringing together participants from across Canada, 60 Māori attendees from New Zealand, and representatives from Australia and the United States. This gathering of educators, administrators, staff, allies, and helpers fostered the exchange of knowledge and ideas to advance Indigenous post-secondary and adult education. The conference focused on partnerships, Indigenous pedagogy, and cultural safety, as well as providing a space for conversations on the importance of Indigenous education.



The college has launched initiatives to enhance cultural visibility and honour Indigenous heritage. This includes but is not limited to renaming spaces after local Indigenous leaders, establishing a Carver-in-Residence program with Bear Horne to create a welcome figure, and planning a mural commemorating the National Day for Truth and Reconciliation. Additional efforts include developing an online archive of Indigenous art and enhancing campus signage to reflect Indigenous representation.



What we’re excited about

Camosun College and Malahat Nation launched the SOAR program to provide accessible adult education, offering foundational literacy and numeracy courses that prepare members for careers in trades, STEM, clerical, and management. Funded by the Indigenous Skills Training and Education Program, SOAR fosters community economic growth and employability.

GOAL 1

Engage with reciprocity, understanding, and in good ways to cultivate healthy and supportive community relationships.

CODE / DESCRIPTION / TARGET

ACTION / MEASURE

UPDATE

HIR 1.1

of programs/courses delivered locally and in remote Indigenous locations (Cross reference with Progress Measure RTCN 3.3)



8 programs

AY 2023/2024

HIR 1.2

of Indigenous events that have both Camosun and local Indigenous community participation



12 events








- Honouring Ceremony for Dr. Skip and Linda Dick
- Orange Shirt Day
- Welcome Back student ceremony
- Elder’s feasts
- Elders Holiday Jingle
- Carver in Residence Studio Visit
- New Year: Student Awards Ceremony
- 2 information sessions (AY 2023/2024)
- S'TENISTOLW
- Lii Michif Niiyanaan: We Are Métis
- Indigenous Peoples’ Day (Royal Roads University)
- 4 Indigenous student graduation (luncheon) celebrations

AY 2023/2024












GOAL 2

Further incorporate the four 'R's of Indigenous Education to ensure the college is an accessible, inclusive, and safe place where all students can thrive.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>HIR 2.1 Develop an Indigenous Education Plan</p> <p>Developed and implemented Indigenization Plan.</p>	 	<p><i>Eyē? Sqā'lewen</i> has created a combined Indigenization Plan and Indigenization Action Plan (IAP) for 2023 to 2028. The plan integrates the Indigenization Plan, Indigenization & Reconciliation Task Force recommendations, Indigenous Education Plan, College Strategic Plan, and Truth and Reconciliation Commission (TRC) Calls to Action. A college-wide review of the plan is scheduled for spring 2025.</p> <p>AY 2023/2024</p>
<p>HIR 2.2 # of Indigenous Students (<i>Eyē? Sqā'lewen</i> and self-identified)</p>		<p>1,038 Indigenous students</p> <p>AY 2023/2024 Source: BC Post-Secondary Central Data Warehouse</p>
<p>HIR 2.3 # of students who have completed IST 120 or HLTH 111 year over year</p>		<p>602 students (increase of 140 from last year)</p> <p>IST 120 - Indigenous Peoples/TELTIN TFE WILNEW (TTW) HLTH 111 - Indigenous Peoples' Health</p> <p>AY 2023/2024</p>
<p>HIR 2.4 # of college community members who have completed TELTIN TFE WILNEW (TTW)</p> <p>50 employees each year</p>	 	<p>53 employees completed TTW (AY 2023-2024)</p> <p>A total of 650 employees completed TTW (AY 2008 – 2024)</p>
<p>HIR 2.5 # of Indigenous students who pursue additional post-secondary studies</p>		<p>21 (45%) students</p> <p>This represents a percentage of students who responded to the Diploma, Associate Degree, and Certificate Students (DAC).</p> <p>AY 2023/2024 Source: BC Student Outcomes Survey (DAC 2024)</p>

GOAL 3

Infuse Indigenous ways of being and doing into practices and spaces at the college.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>HIR 3.1 Develop an Indigenization Plan</p> <p>Developed and implemented Indigenization Plan.</p>	  	<p><i>Eyē? Sqā'lewen</i> has created a combined Indigenization Action Plan (IAP) for 2023 to 2028. The plan combines the Indigenization Plan, Indigenization & Reconciliation Task Force recommendations, Indigenous Education Plan, College Strategic Plan, and TRC Calls to Action. The IAP has been implemented internally, within committees, and will be reviewed college-wide in spring 2025 to track and promote Indigenization activities.</p> <p>AY 2023/2024</p>
<p>HIR 3.2 Complete 23 actions in response to TRC calls to action Phase 2</p> <p>Complete the 23 action items within the TRC Call to Action Phase 2 Project.</p>	  	<p>6 of the 23 action items in Phase 2 of the College's TRC response have been completed.</p> <p>AY 2023/2024</p>
<p>HIR 3.3 Increase Indigenous cultural visibility on campuses (spaces, signage, art, traditional naming, land naturalization)</p> <p>Complete the baseline inventory and continue to increase Indigenous cultural visibility on our campuses.</p>	  	<p>The college established a working group and initiated several initiatives to enhance cultural visibility and honour Indigenous heritage at Camosun. Examples include:</p> <ul style="list-style-type: none"> • Spaces & Signage: Two spaces are being renamed to honour Indigenous leaders: Wilna Thomas 200 (Dr. Skip and Linda Dick) and Wilna Thomas 234 (Tsa'Qwa'Supp, Art Thomson). • Art: The first year of the Carver-in-Residence program is underway, with Bear Horne carving a welcome figure for the college at Camosun's interim Carving Studio at Interurban campus. • Mural: Planning and design is underway for a mural commemorating the National Day for Truth and Reconciliation, designed by Brianna Bear (Coast Salish) and Jesse Campbell (Métis) and funded by Commemorate Canada. • Online Archive: An archive of <i>Eyē? Sqā'lewen</i>'s Indigenous art collection is accessible via QR codes on plaques in Wilna Thomas, linking to CCSPACE. • Signage: Initial work has begun on enhancing signage with Indigenous representation, including a brass bench sign honouring Joyce B. Underwood (SAL, SHIM, IYE) and art plaques with QR codes. <p>CY 2024</p>

Advancing Social Justice, Equity, Diversity, and Inclusion

Camosun College is committed to upholding the values of social justice, equity, diversity, and inclusion to foster a barrier-free and respectful learning and working environment for students and employees.

Key Highlights



In April 2024, the Director of Equity, Diversity, and Inclusion (EDI) formed an EDI Steering Committee, and in June 2024, launched the EDI webpage, which provides EDI-related information and resources for the Camosun community.



Camosun College is proud to champion cultural awareness and celebrate the rich diversity of our students and employees. This year, the college hosted 17 vibrant events spotlighting diversity and inclusion, while raising awareness through 37 impactful social media posts about religious, cultural, and social milestones. Together, the Camosun community is fostering a campus culture of connection, understanding, and celebration.











In 2024, Camosun College launched efforts to make lasting positive impacts on employees and students from diverse backgrounds. These actions included a thorough review of college policies, like the EDI (Equity, Diversity, and Inclusion) policy, to foster inclusivity. Additionally, the college introduced the EDI Initiatives Fund to support and enhance EDI efforts across the institution.



What we're excited about

The Camosun Accessibility Committee has progressed key projects to improve accessibility. With a new Chair and defined Terms of Reference, the committee benefits from active student involvement and CCSS representation. A web form gathers community feedback for the ongoing campus accessibility audit. Starting in 2025, an annual reporting template will track progress towards accessibility goals.











GOAL 1 ▶ Develop a Centre for Equity, Diversity, and Inclusion.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>ASJEDI 1.1 Establish a Centre of EDI with thoughtful engagement with the college community</p> <p style="color: #2E8B57;">Centre of EDI established</p>	  	<p>In April 2024, the Director of Equity, Diversity, and Inclusion (EDI) formed an EDI Steering Committee, and in June 2024, launched the EDI webpage which provides EDI-related information and resources for the Camosun community. With the Provost’s sponsorship, in November 2024, the EDI Centre announced the EDI Initiatives Fund to support greater inclusion of students and employees at Camosun.</p> <p>AY 2023/2024</p>
<p>ASJEDI 1.2 Develop an EDI plan and implement</p> <p style="color: #2E8B57;">EDI plan developed and implemented</p>	  	<p>Working with the Provost & Vice-President, Education and Innovation, and the EDI Steering Committee, the Director of EDI initiated work on the EDI Plan. 19 focus group discussions were held with 198 participants (135 students and 63 employees). An additional 21 participants also provided feedback on EDI priorities through an anonymous online form. The data analysis phase began in December 2024. More focus groups may be conducted as needed. The first draft of the plan will be completed in early Winter 2025, with consultation on the draft to follow.</p> <p>AY 2023/2024</p>
<p>ASJEDI 1.3 Establish a cross-college advisory committee</p>	 	<p>The EDI Steering Committee was established in April 2024. Two working groups have emerged from the steering committee: the EDI Policy Review Subcommittee, in partnership with Strategy, Planning and Transformation and the EDI Initiatives Fund Adjudication Committee.</p> <p>AY 2023/2024</p>






GOAL 2

Embed the principles of social justice, equity, diversity, and inclusion as individual and collective responsibilities.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>ASJEDI 2.1 Develop data and reporting strategy to advance SJEDI capacity</p> <p>Data and reporting strategy established</p>	  	<p>The new EDI Director will work collaboratively with college partners and colleagues to develop a data and reporting structure to advance social justice, equity, diversity, and inclusion at Camosun. This work will begin in 2025.</p> <p>AY 2023/2024</p>
<p>ASJEDI 2.2 Develop and implement strategies to strengthen inclusive hiring practices</p>	 	<p>Expanded the updated diversity statement (Commitment to Equity, Diversity and Inclusion) to be included on all job postings.</p> <p>AY 2023/2024</p>
<p>ASJEDI 2.3 Prioritize space that provides physical recognition of diversity and people's culture</p>	 	<p>Examples of projects completed in the 2023/24 fiscal year include:</p> <ul style="list-style-type: none"> • New rolling blinds have been installed in the Ewing and CBA/TEC buildings to reduce glare and improve comfort for those with light sensitivities. • Design work is complete for a new connector walkway from the CHW building to the campus center, enhancing accessibility. • A dedicated space for a resident Indigenous carver has been identified at Interurban campus • Two spaces are being renamed to honour Indigenous leaders: Wilna Thomas 200 (Dr. Skip and Linda Dick) and Wilna Thomas 234 (Tsa'Qwa' Supp, Art Thomson). <p>Additionally, an accessibility report is being prepared for both campuses, which will evaluate layout and circulation, access routes, safety and emergency systems, and interior spaces.</p> <p>FY 2023/2024</p>
<p>ASJEDI 2.4 # of learning opportunities that support an inclusive organizational culture</p>	 	<p>36 opportunities</p> <p>This includes Canadian Centre for Diversity and Inclusion (CCDI) workshops and Respect in the Workplace training that have been modified to include EDI perspectives.</p> <p>CY 2024</p>
<p>ASJEDI 2.5 # of programs that have partnered with the EDI Centre to incorporate principles into teaching and learning</p>	 	<p>Preliminary conversations have occurred between the EDI Director, Deans, and faculty members who are already incorporating, or who would like to incorporate, EDI principles into their teaching and learning. However, no formal partnerships have been established yet.</p> <p>CY 2024</p>

GOAL 3

Celebrate and uphold the diversity of students and employees as a strength within Camosun’s community.

CODE / DESCRIPTION / TARGET	ACTION / MEASURE	UPDATE
<p>ASJEDI 3.1 Develop hiring selection processes that value cultural strengths and lived experience</p>		<p>Human Resources developed an inclusive selection process toolkit and launched education and outreach initiatives for workplace leaders, incorporating equity, diversity, and inclusion considerations, with a focus on Indigenization, the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the TRC Calls to Action.</p> <p>AY 2023/2024</p>
<p>ASJEDI 3.2 # of events designed to celebrate, empower, recognize, and advocate for, the diversity of the people within Camosun College</p>		<p>17 events / Examples include:</p> <ul style="list-style-type: none"> • March 2024: International Women’s Day Panel • May 2024: Asian Heritage Month celebration, National Accessibility Week events • June 2024: Women in Trades DEI Training • July 2024: CCSS Pride Parade • August 2024: S’TENISTOLW Conference • September 2024: Korean Cultural Festival • September 2024: Orange Shirt Day event • October 2024: Queer Connections • October 2024: CCSS Diwali event • November 2024: Interdisciplinary Day of Learning (IDOL): Responding to Neurodiversity <p>CY 2024</p>
<p>ASJEDI 3.3 # public announcements and recognition of cultural and social justice events</p>		<p>37 social media posts</p> <p>CY 2024</p>



This document is a celebration and demonstration of the college's continued commitment to advancing the values and priorities of the Strategic Plan. Thank you to all college employees, students, and community members for your dedication to the good work we do together.



For more information please visit
camosun.ca/strategicplan