BOARD OF GOVERNORS

REGULAR MEETING AGENDA

MEETING: **Monday, December 2, 2019**
TIME: **5:00 pm**
LOCATION: **Paul Building, Room 216**
CAMPUS: **Lansdowne Campus**

BOARD MEMBERS:
Laylee Rohani, Chair
Bijan Ahmadi
Sherri Bell, President
Monty Bryant, Vice Chair
Cindy Choi
Joanne Cumberland
Brenda McBain
Emily Rogers
Rob Smythe
Mike Stubbing
Al van Akker
Lindsay JD van Gerven
Phil Venoit

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

GUESTS: Ian Humphries, Dean, Access & Eye? Sq?'lewen
Janice Simcoe, Director, Eye? Sq?'lewen, Indigenous Education & Community Connections

REGRETS:
Tanya Clarmont
Deborah Huelscher, CFO & Interim VP Administration
Margie Parikh

EXECUTIVE ASSISTANT: Heather Martin

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

I	**CALL TO ORDER**		**PAGE**
II	**OATH OF OFFICE**		
	1. Mike Stubbing		
III	**APPROVAL OF THE AGENDA**		
IV	**BOARD MEMBER REPORTS**		
	1. Chair's Report [5 min] (Rohani)	no attachment	
	2. President's Report [5 min] (Bell)	no attachment	
	3. Foundation [5 min] (Bryant/Wilmshurst)	no attachment	
	4. Education Council [5 min] (Ahmadi/McBain)		
	i) Minutes of the October 16, 2019 meeting	attachment	4
	5. Pacific Institution for Sport Excellence [2 min] (Venoit)	no attachment	

			PAGE
V	**BOARD COMMITTEE REPORTS**		
	1. Executive Committee [5 min] (Rohani)	no attachment	
	i) G-1.7 Executive Committee Terms of Reference, G-1.3 Board Decision Making Policy [10 min] (Bell/Rohani) *	attachments	7
	ii) President's Goals: Review of 2019 and Goals for 2020 [5 min] (Bell)	attachments	16
VI	**APPROVAL OF THE MINUTES**		
	1. Minutes of the November 4, 2019 meeting [2 min] (Rohani)	attachment	21
VII	**NEW BUSINESS**		
	1. Strategic Plan Goal: Indigenization [45 min] (Humphries/Simcoe)	attachment	26
	2. Bargaining Update [5 min] (Severyn)	attachment	45
VIII	**ADJOURNMENT**		
*****	Requires a decision. See Page 3 for the proposed motion.	attachment	3

CORRESPONDENCE

	1. Camosun College Faculty Association	attachment	46

BOARD OF GOVERNORS

MOTIONS

Monday, December 2, 2019

1. G-1.7 Executive Committee Terms of Reference

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'G-1.7 BOARD EXECUTIVE COMMITTEE TERMS OF REFERENCE' AS FOLLOWS:

- TO ADD UNDER TERMS OF REFERENCE "THE EXECUTIVE COMMITTEE OF THE BOARD WILL BE RESPONSIBLE FOR STUDENT APPEALS OF SUSPENSION ON BEHALF OF THE BOARD AND SUCH DECISIONS WILL BE FINAL."
- TO REMOVE LINE FOUR UNDER 'SPECIFIC ROLES'.
- TO ADD UNDER MEMBERSHIP "IN THE CASE OF AN APPEAL OF A STUDENT SUSPENSION, A STUDENT REPRESENTATIVE OF THE BOARD WILL BE ASKED TO PARTICIPATE AND IF SUCH REPRESENTATIVE AGREES TO PARTICIPATE THEN SUCH REPRESENTATIVE SHALL BE ADDED AS A MEMBER OF THE COMMITTEE UNTIL SUCH TIME AS THE COMMITTEE MAKES A FINAL DECISION WITH RESPECT TO THE APPEAL. IF SUCH STUDENT REPRESENTATIVE DOES NOT AGREE TO PARTICIPATE IN THE APPEAL PROCESS, THE OTHER STUDENT REPRESENTATIVE OF THE BOARD WILL BE ASKED TO PARTICIPATE IN ACCORDANCE WITH THIS PARAGRAPH."

Please note:

When the first paragraph is changed in 'G-1.7 Executive Committee Terms of Reference', it will require an automatic housekeeping update to 'G-1.3 Board Decision Making' section D. 3, as it mirrors the Terms of Reference.

TOP

Education Council

Ensuring that our students are provided with quality educational experiences

Approved Minutes

REGULAR MEETING
Wednesday, October 16, 2019
4:15 – 6:00 pm
P216, Lansdowne

Present

Voting Members

1. Andrea Kucherawy, Support Staff
2. Bijan Ahmadi, Faculty
3. Brenda McBain, Board of Governors
4. Chris Avis, Faculty
5. Debbie Hlady, Administration
6. Janet Danks, Support Staff
7. Jennifer LeVecque, Faculty
8. John Boraas, Administration
9. Mark Fournier, Faculty
10. Richard Stride, Administration
11. Ryan Russell, Faculty
12. Vivian Fayowski, Faculty

Non-Voting Members

Connie Klassen, ICC Chair
Melody Foreman, Permanent Secretary
Peter Moroney, Education Policy & Planning
Sherri Bell, President

Regrets/Absent

Isabel Grondin, Faculty
Jamie McPherson, Faculty
Joshua Cameron, Student
Scott Harris, Administration
Todd Ormiston, Indigenization Representative

Guests

N/A

ITEM		PRESENTER
A.	**CALL TO ORDER AND DECLARATION OF QUORUM** The regular meeting was called to order at 4:15 pm. Quorum was reached.	**Bijan Ahmadi**
B.	**ACKNOWLEDGEMENT OF COAST SALISH TERRITORY** *Camosun College campuses are located on the traditional territories of the Lkwungen and W̱SÁNEĆ 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>*	**Bijan Ahmadi**
C.	**ROUND TABLE CHECK-IN** Bijan requested members share their experiences with EdCo to date.	**Bijan Ahmadi**
D.	**ACCEPTANCE OF AGENDA** The October 16, 2019 agenda was approved by unanimous consent.	**Bijan Ahmadi**

ITEM		PRESENTER
E.	**MINUTES FOR APPROVAL**	**Bijan Ahmadi**
	The minutes for September 18, 2019 were approved by unanimous consent.	
F.	**REPORTS**	
	1. Education Council Chair	**Bijan Ahmadi**
	Bijan Ahmadi reported that he attended the Academic Governance Council (AGC) on October 7th in Kelowna, which comprises Education Council chairs across BC. Topics discussed included how to improve student involvement on council, the implementation of new curriculum management solutions, and issues around historic record management.	
	2. VP Education	**John Boraas**
	John Boraas announced that he will be circulating the plan that Bijan has developed regarding attracting and maintaining student representation on EdCo including the possibility of remuneration. John also reported that preparation for the Quality Assurance Process Audit (QAPA) project, with an upcoming site visit in January, has been informed by, and is related to, Camosun's application for Exempt Status as well as the Education Approvals Renewal project.	
	3. Board Member	**Brenda McBain**
	No report	
G.	**COMMITTEE REPORTS**	
	Education Council Policy and Standards Committee	**Peter Moroney**
	Peter Moroney reported that the Policy and Standards committee met September 25th and that meeting was devoted to work on the Grade Appeal policy, which will be coming forward to EdCo at a later date. The next meeting will be held October 23rd at which time they will be reviewing the Course Withdrawal policy, which will also come forward to EdCo at a later date.	
H.	**INTEGRATED CURRICULUM COMMITTEE REPORT**	**Connie Klassen**
	Curriculum for Presentation and Approval	
	None	
	Regular Curriculum for Approval	
	Whereas: The Integrated Curriculum Committee has reviewed and had consensus to recommend full approval of the following curriculum:	
	ARTS & SCIENCE: PHYSICS	
	PHYS-104 (IDS3744)_Fall2020	
	PHYS-105 (IDS3745)_Fall2020	

ITEM	PRESENTER

HEALTH & HUMAN SERVICES: HEALTH CARE ASSISTANT

HCA-174 (IDS3769) Winter2020 – Revision

HEALTH & HUMAN SERVICES: PRACTICAL NURSING

PNUR-116 (IDS3773) Fall2020 – Revision
PNUR-136 (IDS3773) Summer2020 – Revision
PNUR-184 (IDS3773) Fall2020 – Revision

Motion: Be it so moved that Education Council approves changes to the curriculum as submitted:

Moved by: Debbie Hlady

Seconded by: Chris Avis

Motion Carried

FOLLOW-UP ACTION ITEM:

John Boraas to follow up the Centre for Accessible Learning and Heath and Human Services to review programs with respect to accommodations.

Curriculum Under Review

See ICC Monthly Report

I. PRESENTATION AND DISCUSSION

Program Quality Assurance — **Peter Moroney**

Peter Moroney reminded members that the impetus for this policy is the feedback received regarding Camosun's application for Exempt Status from the Degree Quality Assessment Board (DQAB). The feedback received was that Camosun lacked some of the policy and processes they are looking for that would ensure DQAB that Camosun has a rigorous program review process that includes external peer review. Accordingly, Camosun has made a commitment to develop this policy, and this policy will also be referenced during the QAPA process. Educational quality comprises curriculum development, educational approvals, and program review and renewal. Sherri Bell commended Peter on the amount of consultation involved in developing this policy and noted that having this policy go forward to the Board in November is a major accomplishment.

See DRAFT POLICY DOCUMENT

Motion to Endorse:

Moved by: Bijan Ahmadi

Seconded by: Richard Stride

Motion Carried

J. ADJOURNMENT — **Bijan Ahmadi**

The meeting adjourned at 5:44 pm.

BOARD OF GOVERNORS
Board Regular Meeting
Briefing Note

SUBMITTED BY: **Sherri Bell, President**
DATE: **December 2, 2019**
TOPIC: **G-1.7 Executive Committee Terms of Reference and G-1.3 Board Decision Making Policy**

1. OVERVIEW

In January 2019, the Board Executive made a recommendation to approve revisions to the Board Executive Committee Terms of Reference in order to clarify the ambiguous language related to the Executive Committee's responsibility for appeals of student suspension.

The topic was discussed at the June and November Board meetings. The Executive committee has carefully reviewed the:

- Letter of Response from Camosun College Student Society and their legal opinion,
- Student Supports Prior to Suspension, and
- The College's legal opinion.

The Board Executive also discussed the feedback and input provided by the Board of Governors. They are presenting the following recommendation for revisions to 'G-1.7 Executive Committee Terms of Reference'. If approved, a housekeeping change is required to the 'G-1.3 Board Decision Making' policy Section D. 3, as it mirrors the Terms of Reference.

2. Motion

MOTION

THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO 'G-1.7 BOARD EXECUTIVE COMMITTEE TERMS OF REFERENCE' AS FOLLOWS:

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3. SUPPORTING DOCUMENTATION:

G-1.7 Board Executive Committee Terms of Reference
G-1.3 Board Decision Making (see Section D, part 3, on page 4 of the policy)

TOP

Policy:	**G-1.7**
Approved By:	**Board of Governors**
Approval Date:	**December 13, 2004**
Amendment Date:	**December 4, 2006 June 8, 2009**
Policy Holder:	**President**

BOARD EXECUTIVE COMMITTEE

TERMS OF REFERENCE

Terms of Reference

The Executive Committee is to deal with matters relating to the board's role as an employer, with student appeals, and with emergency situations. The Executive Committee will also receive policy proposals and direction from the Board and will establish ad hoc committees, as needed, to make recommendations to the Board on the development, approval, and revision of policies that are within the authority of the Board. ***The Executive Committee of the Board will be responsible for student appeals of suspension on behalf of the Board and such decisions will be final.***

Specific Roles

The Executive Committee will make recommendations to the Board on the following:

1. The employment of the President including:
   a) the selection process;
   b) the President's contract;
   c) the President's goals; and
   d) the performance review of the President.
2. The compensation framework and terms of employment for the Exempt group.
3. Bargaining and ratification of collective agreements.
4. ~~***Student appeals of suspension from the College and the development of a process for student appeals that under the College and Institute Act must be heard by the Board.***~~
5. Board policy and joint Board/Education Council policy.

The Executive Committee will act on behalf of the Board in emergency situations when a quorum of the Board is not available, and will subsequently report to the Board on its actions.

TOP

Membership

The Committee consists of the Board Chair, the Vice-Chair, the past Chair, and the Chairs of the Standing Committees of Finance and Audit. Other members of the Board may be added, as needed, to the membership at the discretion of the Chair, or the Vice Chair or designate of the Chair when acting on behalf of the Chair.

In the case of an appeal of a student suspension, a student representative of the Board will be asked to participate and if such representative agrees to participate then such representative shall be added as a member of the Committee until such time as the Committee makes a final decision with respect to the appeal. If such student representative does not agree to participate in the appeal process, the other student representative of the Board will be asked to participate in accordance with this paragraph.

Committee Operation

1. The Committee will meet as required, at least annually, at the call of the Board Chair and on such notice as may be appropriate in the circumstance. In the event of an emergency, the Committee may meet by telephone or by such other means as may be determined by the Committee.
2. The Executive Assistant to the Board (or designate) will provide the administrative support to this Committee.
3. A quorum for the Committee will be a majority of the members holding office.

Legislative Reference

College & Institute Act, *Section 59 (5)*

Link to Related Policy

G-1.3 Board Decision Making

DRAFT

Policy:	**G-1.3**
Approved By:	**Board of Governors**
Approval Date:	**January 27, 2003**
Amendment Date:	**June 23, 2003** **November 22, 2004** **September 26, 2005** **December 4, 2006** **December 1, 2008** **April 12, 2010** **June 10, 2019**
Policy Holder:	**President**

BOARD DECISION MAKING

Purpose / Rationale

The purpose of this policy is to clarify the role and responsibilities of the Board of Governors in policy governance and decision making at Camosun College.

Scope / Limits

1. This policy applies to the College's Board of Governors.
2. The powers of the Board of Governors are limited by the *College and Institute Act* and other laws of general application.

Principles

1. The Board has final responsibility for establishing policy that describes the institutional goals and establishes accountabilities.
2. The Board will establish policies and make decisions that will ensure the financial health of the College.
3. The Board will establish policies that determine how the Board will govern itself ethically.
4. The Board will establish policies with respect to our relationships with our corporate, governmental and other communities.
5. These policy decisions are ends rather than means and describe the values, strategic goals and priorities of the College.
6. The Board cannot delegate these authorities, and must make policy decisions based on what is in the best interest of the College.
7. The Board will appoint a president who will be the Chief Executive Officer (CEO) and who will be responsible for advising the Board on College activity and for implementing the goals and policies established by the Board. The CEO will be responsible for establishing a structure that will meet the Board's goals.
8. The Board will establish a regular schedule of meetings that will remain flexible and will establish the committees it considers necessary to assist in the work of the Board. The committees of the Board will have the power to advise and make recommendations to the Board.

A. DEVELOPMENT OF GOVERNING POLICIES

1. Identification

While the Board does not delegate its responsibility for identifying and developing governing policies, it expects that the CEO and his/her staff (the "administration") will exercise the initiative in identifying and developing a policy framework and policy statements (principles) for the Board's consideration.

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. The statements presented to the Board will be those that have taken into consideration the current legislative, legal and financial limitations and the strategic directions of the College. The statements will be presented in consideration of the best interest of the College. Identification of the impact on the College will also be presented as will the concerns identified.

3. Adoption

The Board's responsibility is to ensure that the policy meets the long-term goals of the College and meets the specific policy objective. 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 adopt the policy only when it is satisfied that the policy has met the policy objectives.

4. Implementation

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

5. Review

Monitoring governing policies will occur as needed when triggered by new legislation or a change 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.

B. ROLES & RESPONSIBILITIES

1. 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 CEO.

c) Delegate or appoint Board members to Standing Committees, to the Foundation Board, to the Pacific Institute for Sport Excellence 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) Name the Vice-Chair.

g) Set the Board agenda.

2. Members of the Board

a) Attend all meetings of the Board, and give sufficient notice when attendance is not possible.

b) Serve on Board Standing Committees as requested.

c) Attend Special College Functions (e.g. Graduations) representing the Board as requested by the Board Chair.

d) Notify the Board Chair of any conflict of interest situations, potential or real.

e) Notify the Board of any changes to eligibility to remain a member of the Board.

3. Chief Executive Officer (CEO)

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

a) Guide the development of policy options for the Board's consideration.

b) Implement the policies of the Board.

c) Develop an organizational structure and process that will enable the effective achievement of the Board's goals.

d) Direct and guide the development of policy and procedures to manage the College.

e) Subject to the direction of the Board, manage the property and assets of the College as its Chief Executive Officer, including the power to control and supervise access to and use of the property and those assets.

f) And perform other duties as determined by the Board or as defined in the *College and Institute Act*.

C. ELECTION OF THE CHAIR

1. Election of the Chair will be held annually, at the June meeting of the Board.
2. The elections will be presided over by the Chief Financial Officer or others as designated by the Board.
3. Nominations for the position of Chair will be called from the floor
4. A vote will be decided by a show of hands unless a resolution is passed calling for a secret ballot.
5. The Chair will assume his/her position on August 1.

D. COMMITTEE STRUCTURE (see links below)

1. Finance Committee **(Terms of Reference)**

A standing Committee of the Board of Governors, the Board Finance committee is responsible for monitoring significant financial planning, management and reporting matters of the College and to make recommendations to the Board of Governors for adoption.

2. Audit Committee **(Terms of Reference)**

A standing committee of the Board of Governors, the Board Audit Committee is responsible for assisting the Board in fulfilling its financial accountability and oversight responsibilities by reviewing: i) financial statements that will be provided to the

Government and other stakeholders, ii) the systems of internal controls established by management and the Board, iii) all audit processes.

3. Executive Committee (Terms of Reference)

The Executive Committee is to deal with matters relating to the board's role as an employer, with student appeals, and with emergency situations. The Executive Committee will also receive policy proposals and direction from the Board and will establish ad hoc committees, as needed, to make recommendations to the Board on the development, approval, and revision of policies that are within the authority of the Board. ***The Executive Committee of the Board will be responsible for student appeals of suspension on behalf of the Board and such decisions will be final.***

E. Process for Seeking Advice From Education Council

1. The Board Executive Committee will receive policy proposals from the Education Council and, as needed, establish ad hoc committees to vet policy proposals, and bring forward recommendations to the Board.
2. For the purposes of meeting the legislative requirement**,** the Executive Committee of the Board will first review forthcoming policy that falls under Section 23 of the College and Institute Act, "Advisory role of the education council," 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, however, reserves the right to receive and consider the policy matter by the full board prior to seeking advice from Education Council.
3. 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.
4. Unless another agreement is in place, the Board will seek a written response from Education Council.

F. Board Meetings

1. Conduct of Board Meetings: The conduct of Board meetings will normally be governed by Robert's Rules of Order.

2. Attendance: The *College and Institute Act* stipulates an attendance requirement for members of the Board. ("Where a member of the board has not attended three consecutive regular meetings of the board, he/she shall no longer be a member of the board unless excused by a resolution of the board." [S.59.7])

3. Quorum: As stated in the *College and Institute Act* ("A majority of the members holding office constitute a quorum at a meeting of the board. [S.59.2])

4. Majority: As stated in the *College and Institute Act* ("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." [s.59.3])

5. Abstentions: Abstentions have the effect of a negative vote (see majority above). If a member chooses to abstain, his/her abstention has the effect of casting a negative vote. Members who do not wish to affect a negative vote by their abstention, should absent themselves from the meeting during the vote.

6. **Non-Board Reports:** To be considered for inclusion with the agenda, reports must be received by the Board Chair ten days before the Board meeting, c/o the Office of the President. The Board Chair will determine if the report is appropriate for inclusion in the Board agenda. (This includes union and association reports.)
7. **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.
8. **Resource Staff**: Administrative staff will be expected to attend and participate as required.
9. **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.)
10. **Telephone Conference Meetings:** A member of the Board may participate in a meeting of the Board or of any Committee of the Board by telephone or other communications medium which allows all members participating in the meeting to communicate with one another. A member who participates in a meeting in the manner contemplated by this paragraph 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.

G. BOARD EVALUATIONS

The Board will establish an annual evaluation process that will be forwarded to the Board for completion in June of every year. Among other uses, the evaluation findings will be helpful in informing the development of the annual Board orientation and ongoing training schedule.

H. BOARD ORIENTATION

The Board will establish an annual orientation 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.

I. LEGISLATED REFERENCES

College & Institute Act

J. LINKS TO RELATED POLICIES

G-1.5 Finance Committee Terms of Reference

G-1.7 Executive Committee Terms of Reference

G-1.9 Audit Committee Terms of Reference

BRIEFING NOTE

Board of Governors

SUBMITTED BY: **Sherri Bell, President**
DATE: **December 2, 2019**
TOPIC: **President's Goals: Goals for 2020 and Review of 2019**

For Information: X For Decision: For Discussion:

1. OVERVIEW

In February, 2019, the board received my annual goals, targets, actions and outcomes for 2019. As promised, I have reviewed my goals and am providing the board with my self-assessment, attached.

The self-assessment measurement scale is as follows:

Achieved
Partially achieved
Achieved and will continue to be a focus
Not achieved

Attached you will find my annual goals, targets and outcomes for 2020.

Please note that as President/CEO of the College, the following measurements are also indicators of success:

- Strategic Plan Annual Review
- The Ministry targets found in our annual Accountability Report
- Student satisfaction surveys (both government and internal)
- Budget data and audits
- Enterprise risk assessment plans and programs

2. SUPPORTING DOCUMENTATION:

President's Self-Assessment of Goals for 2019
President's Goals for 2020

CAMOSUN COLLEGE

Sherri Bell, President
Self-Assessment
Goals 2019

Goals 2019	Actions	Targets / Expected Outcomes	Duration	Self Assessment Scale Completed December 2019			
				Achieved	Achieved / continued focus	Partially achieved	Not Achieved
GOAL 1: To provide leadership and support for major strategic projects.	Support the Health Building Project.	Health Building completed and moves begin.	6 months	√			
	Work with the Advancement Office to ensure the success of the "Together for Health" campaign.	Meet $5M target.	18 months			√	
	Lead the Master Campus Planning process and the inter-campus moves.	Campus plan completed and implementation begins.	12 months	√			
	Facilitate consultation, collaboration and implementation of Master Campus Plan and inter-campus moves.	Campus plan completed and implementation phase begins.	12 months	√			
	Continue to work with government on the student housing initiative.	Finalise housing plan with Government.	12 months		√		
	Facilitate the West Shore project and advocate for a collaborative partnership between School District 62, Royal Roads University, the University of Victoria and Camosun College.	Westshore proposal submitted and moves to second phase.	6 months		√		
GOAL 2: To lead year 3 of the implementation of our strategic plan.	Continue to work with the College Executive Team (CET) and Senior Leadership Council (SLC) to implement the goals of the Strategic Plan.	Progression on all corner posts measured individually.	12 months / ongoing		√		
	Focus on implementing clear KPIs and targets in the annual Strategic Plan Progress Report.	Annual plan includes clear high level targets.	12 months / ongoing	√			
	Share and celebrate Strategic Plan accomplishments.	Communicate accomplishments via CamNews, video, cross-campus conversations, Board meetings.	12 months / ongoing		√		

TOP

CAMOSUN COLLEGE

Sherri Bell, President
Self-Assessment
Goals 2019

Goals 2019	Actions	Targets / Expected Outcomes	Duration	Self Assessment Scale Completed December 2019			
				Achieved	Achieved / continued focus	Partially achieved	Not Achieved
GOAL 3: **To foster and continue to develop internal and external relationships through engagement and professional development.**	Continue a high level of engagement in schools, departments and external community.	Track engagement in order to develop a baseline and targets.	12 months		√		
	Continue to develop and enhance government relationships.	Continue to find opportunities to meet and speak with both political and bureaucratic contacts	Ongoing		√		
	Engage in professional learning outside of BC and Canada.	Research and plan to attend and/or speak at least one international conference	12 months	√			
	Continue representing Camosun College provincially as Vice Chair of the BC Colleges (BCC) Group and as Chair of the BC Council for International Education (BCCIE).	Continue involvement in BCCIE, Chair BCC	8 months / in 8 months	√			
GOAL 4: **To implement recommendations made through my 360 process.**	Seek feedback and clarification from the College Executive Team and other leaders regarding recommendations.	At one-on-one meetings and group meetings.	6 months	√			
	Take action on the recommendations.	Seek to understand and receive feedback on recommendations and implement change.			√		

TOP

CAMOSUN COLLEGE

Sherri Bell, President
Goals 2020

Goals 2020	Actions	Targets / Expected Outcomes	Duration	Self Assessment Scale			
				Achieved	Achieved / continued focus	Partially achieved	Not Achieved
GOAL 1: **To provide leadership and support for major strategic projects.**	Continue to lead progress on the West Shore project in partnership with Royal Roads University and the University of Victoria.	• Business case • Response to business case • Develop phase one planning	12 months				
	Lead and support members of CET in the Film Studio project • Work with AEST & Citizens' Services regarding Forestry Site • Oversight on legal and land issue • Collaborate on programs (base & CE)	• Lease agreement signed • First draft possible program	12 months				
	Support the next phase of the intercampus moves • Wilna Thomas project • Intercampus moves	• CET approval of a W.T. plan • Presentation to Board of W.T. project and next projects	6 months				
	Work with the Advancement Office to ensure the success of the "Together for Health" campaign.	Meet or exceed $5M target.	8 months				
	Continue to work with government on the student housing initiative.	Finalise housing plan with Government.	12 months				
	Lead the 50th Anniversary planning • Oversee planning • Engage college community	• Formal plan to board for input	8 - 12 months				

GOAL 2: **To lead the implementation of our strategic plan.**	Continue to work with the College Executive Team (CET) and Senior Leadership Council (SLC) to implement the goals of the Strategic Plan.	Progression on all corner posts measured individually	12 months / ongoing				
	Share and celebrate Strategic Plan accomplishments.	Communicate accomplishments via CamNews, video, cross-campus conversations, Board meetings.	12 months / ongoing				
	Begin planning the next Strategic Plan process	Complete an overview of the potential process	12 month beginning spring 2020				

CAMOSUN COLLEGE

Sherri Bell, President
Goals 2020

Goals 2020	Actions	Targets / Expected Outcomes	Duration	Self Assessment Scale			
				Achieved	Achieved / continued focus	Partially achieved	Not Achieved
GOAL 3: **To foster and continue to develop internal and external relationships through engagement and professional development.**	Continue a high level of engagement in schools, departments and external community.	Track engagement and compare to 2019.	12 months				
	Continue to develop and enhance government relationships.	Continue to find opportunities to meet and speak with both political and bureaucratic contacts	Ongoing				
	Continue representing Camosun College provincially as Chair of the BC Colleges (BCC) and as Chair of the BC Council for International Education (BCCIE).	Successfully Chair BCCIE and BCC	8 months / in 8 months				
	Engage in powerful, ongoing professional learning	• Attend Singularity U Canada study tour • Indigenization • Innovation	12 months				
GOAL 4: **To research and collaboratively focus on exploring new educational initiatives**	Topics to Explore: • Microcredentials • CE/CT programs • Film studio curriculum	An implementation plan for the areas of focus	12 months				

BOARD OF GOVERNORS

REGULAR MEETING MINUTES

MEETING: **Monday, November 4, 2019**
TIME: **5:00 pm**
LOCATION: **Paul Building, Room 216, Lansdowne Campus**

BOARD MEMBERS:
Laylee Rohani, Chair
Bijan Ahmadi
Sherri Bell, President
Monty Bryant
Cindy Choi
Tanya Clarmont
Joanne Cumberland
Brenda McBain
Margie Parikh
Emily Rogers
Rob Smythe
Al van Akker
Lindsay JD van Gerven

ADMINISTRATION:
John Boraas, VP Education
Heather Cummings, VP Student Experience
Deborah Huelscher, CFO & Interim VP Administration
Rodney Porter, Exec. Director, Communications & Marketing

GUEST: Evan Hilchey, Director, Student Affairs

REGRETS:
Barbara Severyn, Exec. Director, Human Resources
Mike Stubbing
Phil Venoit
Geoff Wilmshurst, VP Partnerships

EXECUTIVE ASSISTANT: Heather Martin

I CALL TO ORDER

Laylee Rohani, Chair, called the meeting to order at 5:00 pm.

II APPROVAL OF THE AGENDA

The agenda was approved as distributed.

III BOARD MEMBER REPORTS

1. Chair's Report

Laylee Rohani, Chair, noted at the June Joint Board/Foundation meeting, the Foundation Board challenged our Board to a competition to donate to the 'Together for Health Campaign'. Congratulations, we won! Sherri Bell and Laylee met several times for planning. The Ministry invited Tanya Clarmont to the first Indigenous Post-Secondary Board Member Gathering on September 20 in Vancouver. Tanya Clarmont added it was the first time for the event. It came about from recommendations by previous Indigenous board members. Tanya is very proud of Camosun's good work, and was glad to hear that others are aware of it.

TOP

Monty Bryant, Sherri and Laylee went to the Indigenous Students Annual Welcome Feast in September. Laylee's husband and children joined in. It was great evening, and Laylee encouraged members to go if they can next year. Orange Shirt day took place on September 30 at Na'Tsa'Maht, as well as at the Interurban Campus. We viewed a film by Dr. Kathleen Absolon-King, which told the story of her mother's resilience, resistance, and strength in a residential school. Both the filmmaker and her mother were at the screening. It was very powerful.

Minister Melanie Marks was at the Alex & Jo Campbell Centre for Health and Wellness to announce the Government's $1.4M investment in our new Sonography program on October 17. Monty Bryant, Sherri, and Laylee attended the School of Access Student awards on October 18. It was very emotional, truly inspiring, and heart-warming to hear how the students' have overcome so much to get where they are. It was great to meet the students and learn more about new technology, Indigenous pedagogy and applied learning at the 'Focus on Education – Technology' event on October 22. Laylee thanked the administration, faculty, and students for putting together the event.

Sherri and Laylee met with our new board member Michael Stubbing on October 24 to give him an update on the projects underway at Camosun. Mike will replace Cindy Choi as the Chair of the Finance Committee in January.

Monty Bryant attended and took part on a panel at the BC Colleges Foundation Governance Workshop in Vancouver in October. His panel topic was 'Recruiting and Orienting Foundation Board Members'. The focus was to help new Foundation boards that are struggling. They discussed recruitment, orientation, retention, disengagement, and managing departing relationships.

2. President's Report

Sherri Bell, President, and John Boraas, VP Education, met with the Ministry and three institutions regarding WestShore to ensure they are all on same path. Royal Roads is the lead, and they will produce a business case for the Government. Once Camosun receives the draft business case, we will have an opportunity to edit and add information prior to its submission. Sherri will once again Chair the BC Council for International Education (BCCIE). In November, she will become the Chair of BC Colleges for a two-year term. She met with the Probus Group, the Mayor of Oak Bay, and attended two chamber events, and the South Island prosperity project. The Indigenous Welcome dinner was a wonderful family event. Our New Zealand partners attended the welcome dinner. The annual Pit Cook was last week. Tomorrow Laylee Rohani, Tanya Clarmont and Sherri will attend the 50th anniversary celebration of The Victoria Native Friendship Centre at Government house.

3. Foundation

Monty Bryant, Foundation Liaison, is proud that Camosun is leading on connectivity between the Board of Governors and the Foundation Board. They meet a couple of times a year.

4. Education Council

Bijan Ahmadi, Education Council Chair, noted the minutes from the September 18, 2019, meeting were included in the agenda package. At the October 16 meeting, they had a presentation from Peter Moroney, Director, Education Policy and Planning, which resulted in an endorsement of the Program Quality Assurance policy.

5. Pacific Institute for Sport Excellence (PISE)

Sherri Bell, PISE board member, noted they looked at their risk registry and financial statements. Each year PISE is becoming stronger financially. Two long-term board members, Colin Ewart and Angus Izard, are leaving.

IV BOARD COMMITTEE REPORTS

1. Audit Committee

i) The minutes from the June 3, 2019 meeting were included in the agenda package.

ii) Cindy Choi, Chair, Audit Committee, gave a report on the November 4, 2019 Audit Committee meeting. Liette Bates-Eamer, KPMG, presented audit plan for the year. The board will receive the results next May. Ted Pennell, CIO, provided a review on the Enterprise Risk report on cyber-security from 2018. Ted is working with other post-secondary CIOs to fast track the work, and align it with the sector. At a future Audit meeting, Ted will bring a written report on the progress on the KPMG audit including a progress update for each recommendation. The special topic for next year is Human Resources/ Payroll processes and controls related to the update of the Colleague system. The audit will be done by KPMG, and the report will go to the Audit Committee in May, 2020. KPMG is in year 5 of a 5-year appointment. Emily Rogers will be the Audit Chair effective January 1, 2020.

2. Executive Committee

Laylee Rohani, Chair, Executive Committee, noted we received an update on the Film Studio and WestShore projects at the October 28 meeting. We discussed the revisions to the Policy Framework, and the new Program Quality Assurance policy, and made a recommendation to the board. They are coming up next on the agenda.

i) Policy Approvals

a. Policy Framework

John Boraas, VP Education, advised Education Council supports the revised Policy Framework. The Framework clarifies with a visual flowchart the levels of Board and Education Council approved policy down to directives, procedures and practices, which must be in alignment with the policies.

MOTION:
THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE REVISIONS TO THE COLLEGE'S POLICY FRAMEWORK.
CARRIED

b. Program Quality Assurance Policy

John Boraas noted this is about the process for review and renewal of programming. A great structure is in place, but we want a model with a mandatory 5 to 7 year cycle for review, and a built in a structure to bring in the external voice for assessment.

MOTION:
THAT THE CAMOSUN COLLEGE BOARD OF GOVERNORS APPROVE THE NEW PROGRAM QUALITY ASSURANCE POLICY.
CARRIED

ii) Student Appeal of Suspension

a. Overview

Laylee Rohani, Chair, reviewed the process. Today we will gather information, and no decisions will be made. We will hear from Evan Hilchey about supports for students prior to suspension. The letter from CCSS and their legal opinion are in the package. We will record questions for CCSS. The college's legal opinion is in-camera to maintain solicitor client privilege.

b. Student Supports Prior to Suspension

Even Hilchey, Director, Student Affairs, noted there are a variety of supports to students and to the faculty and staff who support the students. The supports include the Office of Student Support; Student Support Managers and the Counseling Centre, Ombudsman, Campus Security, CCSS, and Eyēʔ Sqâ'lewen. When students are struggling early intervention is the key to success. The students are connected with the type of help they need at the time that they need it. There is always someone available to them.

c. CCSS Response

In the first paragraph, third sentence of the letter, Michel Turcotte refers to something that took place in the spring of 2011. Michel will be asked to clarify.

3. Finance Committee

i) The minutes from the September 3, 2019, Finance Committee meeting were included in the agenda package.

ii) Cindy Choi, Chair, Finance Committee, gave a report on the October 28, 2019, meeting. We welcomed new Finance Committee members Al van Akker and Margie Parikh. The newest appointed member is Mike Stubbing, who is the incoming Chair. Cindy and Deborah Huelscher have a transition meeting planned for Mike on November 13. There is always a budgeted deficit at the six-month point because we incur expenses before the revenue comes in. Overall, we are reporting a deficit of $6.3M against a budgeted deficit of $5.9M resulting in a negative variance of $.4M at September 30. These are timing deficits that will be worked out by the end of the year. Deborah Huelscher, CFO & Interim VP Administration, provided a summary level update on the financial results for the second quarter of the fiscal year. Fall enrolment numbers for international students are on target at 1,646 students. Our updated second quarter forecast for the year shows a balanced budget at March 31, 2020. Deborah gave an overview of the process and timeline of the budget process for 2020/2021. The budget will go to board in April for approval.

V APPROVAL OF THE MINUTES

The minutes of the September 16, 2019 meeting were approved as distributed.

VI NEW BUSINESS

1. Institutional Accountability Plan and Report

Rodney Porter, Executive Director, Communications and Marketing, noted it is an annual report required by the Ministry. The 2019 Fast Facts brochure were distributed. Rodney will include the source of the Top 50 Research Colleges in the next version.

2. Bargaining Update

The update was included in the agenda package.

VII ADJOURNMENT

The meeting was adjourned at 6:19 pm.

Laylee Rohani, Chair **Date**

Heather Martin, Recorder

Indigenization & Reconciliation Task Force Update - Abbreviated
November 26, 2019

Background information available at: http://intranet.camosun.bc.ca/indigenization-reconciliation/

Since Winter 2016, of our 39 recommendations, 13 are complete, 20 have the foundation complete with ongoing work to do, and 6 are ongoing.

The following 13 recommendations are complete

Under our **Policy and Planning** corner post we:

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

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

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

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

Like a First Nation's longhouse, our strategic plan is supported by corner posts. One of those corner posts, to Support People in an Engaged Community, includes a goal of building on the support for the Indigenous peoples and communities in BC.

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

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

Camosun Indigenous Studies students Eddy Charlie and Kristin Spray, with the support of the Camosun Board of Governors and the Centre for Indigenous Education and Community Connections, initiated Orange Shirt day at Camosun, to honour those who attended residential schools and their families. Students and supporters were asked to help honour the 150,000 survivors of the residential school system. Orange Shirt Day made its debut in Williams Lake and

in just four years has spread across Canada, the U.S. and Europe. September 30 represents the time of year children were taken from their homes, and it sets the stage for anti-racism and anti-bullying policies for the coming school year. It is the opportunity for communities to come together in the spirit of reconciliation and hope for generations of children to come.

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

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

5. **Provided Elders' parking**

   The College is providing annual parking permits for Indigenous Elders who regularly visit our campuses. Four parking stalls have been reserved, two at Lansdowne adjacent to disability parking and the Na'tsa'maht Gathering Place in P1, one stall at the Interurban campus in P5, and another in front of the Alex and Jo Campbell Centre for Health and Wellness. Providing dedicated parking spaces is one small way for us to show gratitude for the Elders who share their knowledge with our students, staff and faculty.

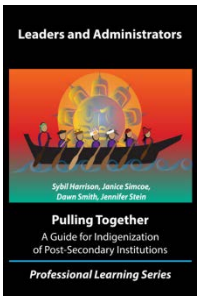
6. **Enhanced educational planning to support the major goals of Indigenization and Reconciliation**

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

   a. Included the following language in course change forms: "Indigenization: Camosun College has the following indigenization goals: • Indigenous students see themselves and their realities reflected in the curriculum in which they engage. • Non-indigenous students come away from the college equipped with knowledge and processes that enable them to develop stronger and better-informed relationships with Indigenous peoples. *Briefly describe how this curriculum/teaching learning experience has been indigenized*."

   b. Initiated a non-voting seat at our Education Council (EDCO), for the College's Indigenization Coordinator. [The Policy & Standards Committee will explore additional changes to language regarding who can attend and who can vote]

c. Created a faculty position, CETL Indigenization Education Developer, to support faculty as they work to indigenize their way of teaching and/or the content of their courses.



d. Supported the development of the BC Campus Indigenization Project, by leading the development of: Pulling Together – A guide for Indigenization of Post-Secondary institutions https://opentextbc.ca/indigenizationleadersadministrators/ to support faculty members and others to indigenize their institutions. Guides in the series include: Foundations;[1] Leaders and Administrators;[2] Curriculum Developers;[3] Teachers and Instructors;[4] Front-line Staff, Student Services, and Advisors;[5] and Researchers.[6]. These guides are the result of the Indigenization Project, a collaboration between BCcampus and the Ministry of Advanced Education, Skills and Training.

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

After exploring a number of ways to keep people warmer during Na'tsa'maht events on cold days, we have provided 250 blankets, mobile carts for the blankets, and storage space within Na'tsa'maht to store the carts underneath the tiered seating.

To ensure Elders and others do not slip and fall on their way down to the Pit Cook area, the College has installed stairs from Na'tsa'maht down to the Pit Cook area.

Under our **Employee Education** corner post we:

8. **Facilitated an 'issues session' for Board**

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

9. **Provided a one-day TRC awareness day in February 2017 for all employees**

February 17, 2017 was an amazing day, a Day of Reconciliation. It was a wonderful opportunity to hear from Chief Dr. Robert Joseph, and his daughter Shelley Joseph, from Reconciliation Canada. Sherri expressed how inspiring it was to see everyone from across our college so absorbed and engaged in what is a tremendously challenging and imperative topic for us as a public institution and as a country. The feedback we received from college employees was incredible; some describing it as a "powerful day," while others saying it was "the best Conversations Day we have ever held." The comments Sherri received about the activities and dialogue each department engaged in on the afternoon of Conversations Day were

insightful and inspiring.

10. **Expanded offerings of TELŦIN TŦE WILNEW (TTW) for employees**

TELŦIN TŦE WILNEW (TTW) is an award winning, blended delivery course which provides insight into an Indigenous world view; describes the impact of colonization and how it affects students attending the college today; and guides participants in the development of new teaching and learning methods
We have significantly ramped up our offerings of TTW. As of the end of April 2019, **393** Camosun employees have competed the TTW course. 20 externals have also completed. Additional funding through College since the spring of 2017 has supported 180 completions (45% of the total). Register here

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

The purpose of the college's Capability Framework is to: Create an inclusive, capability-based framework for consistency in decision-making and resource allocation; identify core and leadership capabilities unique to Camosun; focus on knowing, being, doing, and relating in ways that foster an environment that supports students on their path to success as life-long learners; develop language that reflects the common culture of the Camosun community; and provide the foundation for identifying and developing new strategic initiatives.

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

Each new employee welcome event includes a Territorial welcome from Camosun Elders, occur in circle format, explicitly highlight Camosun's commitment to Indigenization, and are designed to promote relationships through listening, dialogue and interaction.

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

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

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

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

The following 20 recommendations have the Foundation Complete, with ongoing work to do.

Under our **Curriculum Development & Delivery** corner post we:

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

[This recommendation is also included under the Policy, Planning & Infrastructure corner post, and the Employee Education corner post]
-Foundation Complete – Ongoing work to do

    a. We have significantly ramped up our offerings of TTW. As of the end of April 2019, 393 Camosun employees have competed the TTW course. 20 externals have also completed. Additional funding through College since the spring of 2017 has supported 180 completions (45% of the total). Register here
    b. Completed customized TTW training with Trades & Tech Chairs and have offered customized training to other departments
    c. SLC members receive a copy of the TTW grad list each Spring
    d. Changed the Education Approvals process to ask curriculum developers to how the curriculum/teaching learning experience has been Indigenized. This helps ensure we can meet our Indigenization goals of having Indigenous students see themselves and their realities reflected in the curriculum in which they engage; and having Non-indigenous students come away from the college equipped with knowledge and processes that enable them to develop stronger and better-informed relationships with Indigenous peoples.
    e. Providing ongoing support for faculty developers through the CETL Indigenization & Sustainability Strategist role, and the Indigenization Coordinator role
    f. Supported the development of the BC Campus Indigenization Project, by leading the development of: Pulling Together – A guide for Indigenization of Post-Secondary institutions https://opentextbc.ca/indigenizationleadersadministrators/ to support faculty members and others to indigenize their institutions. Guides in the series include: Foundations;[1] Leaders and Administrators;[2] Curriculum Developers;[3] Teachers and Instructors;[4] Front-line Staff, Student Services, and Advisors;[5] and Researchers.[6]. These guides are the result of the Indigenization Project, a collaboration between BCcampus and the Ministry of Advanced Education, Skills and Training
    g. Providing ongoing support for Indigenized teaching approaches through 'Indigenization of Curriculum' workshops and 1:1 consultation offered through CETL, the 'Learning Spaces Stewardship Group'; and the 'Campus Planning Steering Committee'. The latter

two groups will ensure a focus on easily movable tables and chairs to support circle learning as desired.

h. The annual Student Experience Survey now asks students if the College has helped enhance their understanding of Indigenous culture and issues.

Ongoing work includes expanding Indigenization efforts into pockets of the College that haven't started to embrace and practice Indigenization yet, while continuing to support those areas that have.

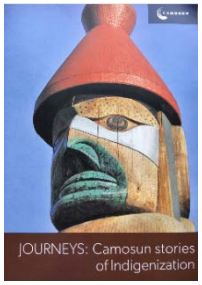
15. **Developed Indigenous-focused required learning for all applicable programs (CSEA, ELC, BSN, CRIM, PRE-SOCW)**

Foundation Complete – Ongoing work to do

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

Ongoing work includes a recognition that the list of applicable programs may continue to expand.

16. **Supported faculty to indigenize teaching and learning experiences in programs and courses.**
-Foundation complete with ongoing work to do.



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

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

a. We have significantly increased our offerings of TTW. As of the end of April 2019, 393 Camosun employees have competed the TTW course. 20 externals have also completed. Additional funding through College since the spring of 2017 has supported 180 completions (45% of the total).

b. The College supported the development of Pulling Together – A guide for Indigenization of Post-Secondary institutions (see above). The guides for Curriculum Developers and Teachers and Instructors include content to help learners explore Indigenous worldviews and pedagogies.
c. CETL has led a study group of the Pulling Together: Teachers Guide. Participants come together every three weeks to review a section of the guide and explore ways to indigenize their teaching practice.
d. Ongoing support available through the CETL Indigenization & Sustainability Strategist role and the Indigenization Coordinator role.
e. Ongoing support in HHS through Faye Martin's role to support increase of dedicated nursing seats for Indigenous students
f. CETL supports the Indigenous Education Community of Practice. This group meets monthly on both campuses. Just-in-time topics covered in sessions to support faculty who are indigenizing their teaching practice.
g. CETL created and shared a compilation of individual stories of Indigenization shared by college employees. Plans are underway to create and share another "Journeys" compilation in January 2020.

Ongoing work includes exploring use of the College budget, versus the ASP budget, for Elders Initiatives. How many programs have Elders Initiatives built into their budgets? Identify and provide additional resources, including Scheduled Development opportunities, to support faculty as they work to indigenize their curriculum and students' teaching/learning experiences. Can we have land learning opportunities for faculty? Ensure that on-the-land learning is considered applied learning. More educational opportunities (e.g. why do you take of jewelry before smudging?) etc.

17. **Identified and created pathways and connections between Indigenous and non-Indigenous programs**
-Foundation complete. Ongoing work to do.

a. Indigenous College Prep (ICP) ladders into Indigenous Family Support (IFS), Indigenous Studies (IST), and anywhere else requiring ENGL 12. ICP gives students credit for ENGL 12
b. IFS provides entry into CFCS (Community, Family & Child Studies) 2nd year, which in turn ladders into the 3rd year of the UVIC Child & Youth Care degree. The ENGL 151, HLTH 111, and PSYC 154 taken in IFS can be transferred.
c. IST, depending on the electives, can transfer into Social Work at UVIC, which has been an Indigenous program at UVIC for years. IST can also transfer into the Anthropology degree at UVIC.This supports students interested in cultural revitalization, reclamation, etc. IST can also ladder into UVIC's Education degree. These degree programs can lead to a Master's degree in Indigenous governance.
d. All IST courses (including the new Cultural Camp course), except for the Circle Seminars, transfer to UVIC.
e. All universities in the province, with the exception of UBC Vancouver, give transfer credit for IST courses.

Students wishing to learn more can do so through a variety of elective courses.

The following programs have broad electives options but the electives must fit specific requirements unique to the credential:

-Associate degree (must be transferable to the research Universities and meet other credential specific criteria).
-BC Adult Grad

The following programs have non-specific electives available, but they must be UT electives:

-Community, Child and Family studies
-Criminal Justice
-Indigenous studies
-Nursing

The following programs have non-specific electives available, that are not specifically defined as UT electives:

-BBA Accounting, Human Resource Management & Leadership, Marketing
-Arts and Science studies diploma (transferable to any College, Institute or University)
-Athletic and Exercise Therapy
-Community, Child and Family studies
-Digital Communications
-Exercise and Wellness degree
-Local Government Administration (some restrictions)
-Managing for Government
-Music Performance
-Sport Management degree

Ongoing work to do includes promoting the availability of these pathways to students via updating program websites to include IST courses in the list if they are not already there (a number of Arts & Science programs do not list IST courses as electives), informing faculty members in these programs about IST elective options, and providing content for Nexus stories etc.. Provide the information to domestic and international Advisors.

18. **Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues.**
[Also included under Relationships corner post]
Foundation Complete – Ongoing work to do

Camosun International (CI) will:

- Continue to use a local Elder at welcome events to welcome students to the territory
- Acknowledge territory at gatherings and on print material. For example, CI will update the International Student Handbook – What do the terms Indigenization and Reconciliation mean? Why do we acknowledge territory? Why do we do this work? Where can students find out more information?

- Promote TTW to CI staff
- Promote annual campus events such as the Pit Cook, Orange Shirt Day, and National Indigenous Peoples Day
- Check the IECC calendar of events for any upcoming guest speakers and events throughout the year that are open to the campus community, and promote to students
- Continue to support the field school / exchange with the Ara students from New Zealand
- Continue each semester to have Indigenous speakers (sometimes Elders) to present and specifically talk about Indigenous ways of Healing with the Peer Connections group.
- Continue to include Indigenous Education/Pedagogy/Experience as part of our Panama Bilingue program
- Continue to gift our international partners with Coast Salish art, with a verbal prelude
- Promote IST 120 and similar courses to international students (see elective list below)
    - *HLTH 111 – Indigenous Peoples' Health*
    - *IST 104 – Indigenous Ways of Knowing*
    - *IST 116 – Indigenous Studies in Canada 1*
    - *IST 117 – Indigenous Studies in Canada 2*
    - *IST 120 – Introduction to Indigenous Peoples*
    - *IST 136 – Indigenous Justice & Law*
    - *IST 142 – Land, Water & Stewardship*
    - *IST 230 – Community Engagement*
    - *IST 205 – Indigenous Introduction to Social Work*
    - *IST 206 – Indigenous Social Welfare*
    - *IST 220 – Indigenous Art Studies*
    - *IST 232 – Indigenous Political Science*
    - *IST 234 – Land and Language*
    - *IST 241 – Gender and Identify*
    - *IST 243 – Comparative Indigenous Issues*
    - *IST 250 – QĆÁSET Indigenous Cultural Camp*
    - *ART 106 – Indigenous Studio Arts*

-A number of International students have taken IST 104, 120, and ART 106 as electives.

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

- Taking TTW – "I will also be encouraging others to take this course because it shook my world and foundation in a way that will remain forever changed. It was powerful."
- Participating in Indigenous Education Community of Practice
- Created ESL exercises using Indigenous content while getting at the learning outcomes in the curriculum. For example, including readings on the effects European's had on Indigenous people upon first contact and having students take that information and write cause and effect sentences and paragraphs with it.
- Created readings associated language tasks about the W'SANEC Reef Net Fishing.
- Planning to create a create a D2L master course on during an upcoming SD term where instructors can put their indigenized classroom exercises to share with others.
- Student -centred teaching – letting the students lead the teacher. Minimizing teacher-talk time and letting students be equally involved in the teaching, learning and discussion.

- Playing indigenous music (and other music too) quietly in the room while students are working.
- Keep in mind that ELD faculty are working with learners who have a variety of worldviews and that the western world view is not the “right” view… This includes acknowledging learners’ backgrounds and ways of thinking and not just brushing them aside as being “wrong”
- Activities incorporated into 092, 094 and the Panama Bilingue curriculum, including:
  -Focus on Indigenous content rather than an Indigenous approach to the class.
  -In ELD 092, include articles related to First Nations
  -For ELD 094, use of short stories by Indigenous writers and I am on the lookout for poetry.
  -For Panama Bilingue program, incorporated information and activities related to Indigenization. For example, field trip to the ŁÁU, WELN̲EW̲ Tribal School and observed a SENĆOŦEN immersion class. Members of the community welcomed the students warmly and provided a great deal of information.
  -Acknowledging territory in first week classes, at the beginning of presentations, and when we have guest speakers; encourage students to acknowledge territory when giving a presentation, if they feel comfortable.
  -Classroom introductions: ask students to acknowledge the land they come from and reflect on relationships with family (and ancestors)
  -Discussions about global knowledge and perspectives of Indigenous cultures
  -Alternate classroom configurations so that we can regularly "sit in circle" (chairs and tables with wheels really facilitates this!) as well as in "pods" for group work; circle time is an
  -Opportunity to share ideas and hear everyone's voice; reduce teacher-talk time with more emphasis on cooperative and collaborative learning that is relevant to students' everyday lives
  -Take classroom outside: e.g. use the new outdoor classroom, or sit under a tree on the grass; explore local environment (flora and fauna) with an emphasis on indigenous plants around Na-tsa-maht; other activities that fit into land-based and ecological learning
  -Include indigenous content with both a historical and contemporary focus on righting wrongs and ongoing inequities, as well as positive steps for reconciliation
  -Invite Elders and other Indigenous people to share their unique ways of knowing, especially story-telling as a way of transmitting knowledge
  -Provide opportunities for experiential learning that values many ways of knowing, and sharing faculty experience with Indigenous ways of knowing from working with Elders and participating in Indigenous cultural activities
  -Inform students of inter-cultural learning opportunities on-campus and in the community, including events hosted by First Nations' communities, such as Camosun College pit cook and Orange Shirt day; and personally attend and/or participate in local community events
  -Ongoing self-reflection on indigenizing educational practices; taking steps towards decolonizing personal worldviews
  -Ongoing inquiry based on knowledge shared by Indigneous scholars, such as Martin Brokenleg's Circle of Courage, Mi'kmaq Elder Albert Marshall's Two-Eyed Seeing, Lorna Williams' Principles of Learning, and BC's new Guides for Indigenization ("Pulling Together").

- The Promoting Indigenization & Reconciliation Task Force addressed several Indigenization & Reconciliation recommendations, including the one above, at least in part via a link from the acknowledgement of territory graphic on D2L pages and others locations on the web site, and starting within the context of UNDRIP, providing information regarding why we acknowledge territory, and how people can learn more via options like, e.g. BC Campus Foundations module (plus others); CE course (Building Relationships…); TTW for educators; IST and HLTH electives; links to MOOCs and other resources; etc.

http://camosun.ca/about/indigenization/acknowledgement/index.html

This link from course D2L pages is now live.

Ongoing work to do includes…
-Repackage the Newcomers Guide on BC Campus and share out
-Provide links to ICA and VIRCS and SofA contacts.
-Market CE Courses, our regular courses, and Pulling Together.
-Do a proposal to the city of Victoria to see if we can do something similar for Victoria as they did in Vancouver. Add info specific to this region?

19. **Purchased a Camosun Canoe to provide students, employees and community members' access to a canoe for cultural camps and outdoor expeditions/field trips etc**.
-Foundation Complete with ongoing work to do

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

We have sourced and purchased a 38' Pacific Dancer canoe and trailer from Clipper Canoes. The canoe and trailer are stored in the secure enclosure behind Camosun Innovates. To date this project has involved sourcing an appropriate canoe and trailer, facilitating the transportation to the Interurban campus, and arranging for storage.

Ongoing work includes arranging for art work for the canoe and paddles, and securing storage for the life jackets. We also want to identify and book the canoe for a variety of different events.

20. **Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples**
-Foundation complete with ongoing work to do
This recommendation is also included under the Relationships corner post

Camosun **Coastal** Centre
INDUSTRY & COMMUNITY TRAINING

The Continuing Education department offers a wide variety of professional development and personal interest courses and certificates. The following learning opportunity is for leaders wanting to Indigenize their workplace and build relationships and partnerships with Indigenous communities and organizations: LDCT 535V - Building Relationships with Indigenous Peoples.. This course explores the legislative and social realities of working with Indigenous peoples and communities within British Columbia and discuss ways to build and maintain relationships.

We have run "Building Relationship with Indigenous Peoples" successfully in community and are seeking to expand the number of sections offered. The course ran at the Camosun Coastal Centre November 19-20, 2018. A number of key stakeholders and workplace leaders indicated they would like to have more staff attend this course, and indicated demand for a "level 2" type course that goes into more depth.

The course ran twice in the winter 2019 semester. Once with the Seaspan supervisors (March 5 & 6, 2019), and there is the potential to run one more session with their supervisors through the Camosun Coastal Centre. The other course was held as part of the CE leadership certificate program cohort; it ran March 14, 16, 2019. If there is continued interest in delivery of this course, a co-teaching model needs to occur so other Indigenous facilitators can be oriented to the content and deliver this session.

Ongoing work to do includes building capacity through adding additional instructors.

21. **Explored domestic and international field schools, for example with Maori students and institutions, to support students learning more about international approaches to Indigenization**
-Foundation complete. Ongoing work to do.

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

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

Ongoing work includes broadening opportunities for students and including study abroad trips in partnership with the University of Hawaii (West Oahu campus). A four corners approach would include: BC, NZ, Hawaii, and Lummi Tribal College (Washington State).

Under our **Policy, Planning & Infrastructure** corner post we:

22. **Facilitated process development to enable Indigenous-focused required learning for all applicable programs, and threading Indigenous elements throughout curriculum.**
Foundation complete – ongoing work to do.

An EDCO 'Indigenization of Curriculum' subcommittee implemented a process

whereby the following text is included on the course change forms used in the approvals process.

"Indigenization: Camosun College has the following indigenization goals:

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

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

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

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

23. **Included elements of the TRC calls to action in the Respect in the Workplace program**
-Foundation complete. Ongoing work to do.

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

A newly developed Respect in the Workplace Evaluation Framework includes outcomes specific to incorporating Indigenous approaches to alternate dispute resolution. Human Resources is working closely with the Director of Eyēʔ Sqâ'lewen to identify Indigenous rituals and processes to resolve conflict that draw on positions of strength and elicit respectful behaviour.

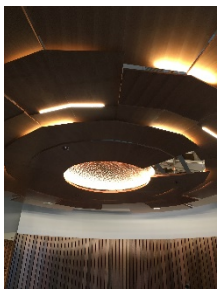
In addition to Respect in the Workplace for Employees and Workplace Leader courses, Human Resources is offering monthly workshops on "Preparing for and Having Difficult Conversations". The response to these 90 minute workshops is very positive. Courses on "Who are You in Conflict" are also popular.

Ongoing work includes incorporating Indigenous ways of resolving conflict into the RWP

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

The RWP program review scheduled for 2019/20 will consider e.g. environment, culture, processes, supports for people, handing complaints, and education awareness.

24. **Established a Cultural Centre in the new Health and Wellness building, similar to the Wilna Thomas Cultural Centre**



-Foundation complete with ongoing work to do.

-The space is fully functional and has been used by the Indigenous Coordinator in HHS to facilitate circles for Indigenous Nursing students
-The Indigenous Coordinator has also supported faculty in the space to facilitate circles for non-indigenous students
-Smudging has occurred in the centre and the fan has efficiently eliminated the smell
-The space was utilized for the September 30, 2019 Orange Shirt Day at Interurban.
-This cultural centre is set up for circle learning – it is not a classroom in the inventory.

Ongoing work: An ad hoc Indigenous art committee has convened to explore acquisition and commissioning of pieces for the centre and building

25. **Identified what an Indigenous Research Centre would look like. Identified synergies and a sustainable connection between Applied Research and Indigenous Research**

-Foundation complete. Ongoing work to do.

Ruth Lyall has provided us with "Indigenous Research at Camosun College: A Paper Supporting the Creation of an Indigenous Research Centre."

Drawing on the Indigenization Initiative's Four Corner-Post Model, the College's strategic Plan, and the vision of Camosun Innovates, a regional leader in regional leader in applied research and innovation, Ruth has provided us with a framework for an Indigenous Research Centre and identified synergies and a sustainable connection between Applied Research and Indigenous Research.

An Indigenous Research Centre at Camosun College will support and guide researchers to carry out research with Indigenous communities in a good way. Faculty will have access to supports that will make participating in a research project a stronger option. Indigenous students will have opportunities to learn about Indigenous research and, potentially, participate in a research project. Indigenous communities will have opportunities to collaborate with researchers on topics of importance to them.

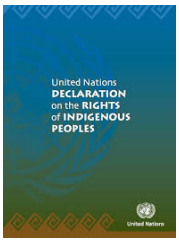
All those interested in being involved in Indigenous research at Camosun College will have access to workshops, training, a speaker series, and a number of other supports. These opportunities will help to support the creation of an Indigenous research community at the

college. Such a community can be a place where faculty can network with other faculty on potential research projects. Indigenous students can connect with other Indigenous students, faculty and Indigenous community members as a means of learning about potential research projects or to learn more about Indigenous research. Indigenous community members can participate in this community as participants of college Indigenous research events and/or by bringing forward their voice as presenters of our Indigenous research Speaker Series.

In this time, when Indigenization and Truth & Reconciliation are critical components of Camosun College's strategic initiatives, there are an increasing number of opportunities to engage in Indigenous research. And while Eyē? Sqâ'lewen has built strong and lasting relationships with several local Indigenous communities, there are many faculty members that are, potentially, interested in carrying out research with Indigenous communities but do not know where to begin. And because, historically, approaches used by scholars to connect with Indigenous communities often lacked the fostering of respectful relationships, (First Nations Centre, 2005; Smith, 1999) it is essential that an Indigenous Research Centre provide supports and guidance to help researchers nurture relationships and carry out research in a good way.

Ongoing work: Identify resources to support a Research Leader and establish process.

26. **Organized and implemented an information campaign to educate the Camosun community about the United Nations Declaration on the Rights of Indigenous Peoples**
-Foundation Complete. Ongoing work to do.



The Promoting Indigenization & Reconciliation Task Force is hoping to address several Indigenization & Reconciliation recommendations, including the one above, at least in part via a link from the acknowledgement of territory graphic on D2L pages and others locations on the web site, and starting within the context of UNDRIP, providing information regarding why we acknowledge territory, and how people can learn more.

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

UNDRIP is referenced in the EDI policy and the Indigenization Policy.

Ongoing work to do includes ensuring UNDRIP is incorporated into various courses. For example, Public Administration programming should include UNDRIP content in the curriculum. The federal bill to adopt UNDRIP is stalled/stopped. Perhaps a connection with the library regarding UNDRIP. Perhaps a permanent interactive art installation (at the entrance?). Perhaps seek ties to the city of Victoria reconciliation dialogue – focused on UNDRIP but interactive for students and visitors, e.g. this is how UNDRIP impacts you – to give them a better idea of what UNDRIP is. Perhaps clarify language, e.g. what does 'self-determination' mean? Examples – culture will not be encroached on, no more genocide, right to own education, right to be equal-voiced partners, etc. We could outline how Camosun interprets UNDRIP given our capacity - here's our

understanding, here's our commitment, here's how you can engage.

Note it was felt that UNDRIP is important when talking about government, but less so when talking about education. Continue to provide UNDRIP handbooks at exempt events. Connecting UNDRIP to employee training about our human rights obligations makes sense. Jonathan to make a more specific link on the website to link to the CICAN Indigenous protocols (on the Learn/Relate/Move forward page).

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

    [This recommendation is also included under the Curriculum Development & Delivery corner post, and the Employee Education corner post – see update under Curriculum Development & Delivery corner post]
    -Foundation Complete – Ongoing work to do

Under our **Employee Education corner post we**

28. **Developed and provided more web-based education and training to staff, faculty and admin wishing to become more informed about reconciliation**.
    -Foundation complete with ongoing work to do

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

    http://camosun.ca/about/indigenization/acknowledgement/index.html

    Ongoing work to do includes HR configuring a new online employee onboarding module in the Spring, 2020 that will require new employees to complete specific checklist-based tasks as part of their onboarding process to Camosun. Based on an understanding of the onboarding module to date, it will most likely be possible to add items to new employee onboarding tasks that relate to engaging with reconciliation-related content (e.g.: reviewing websites, reading articles, etc). Additional details will be available once the onboarding module configuration process begins next year.

29. **Devoted part of the College website to reconciliation information and support**
    -Foundation complete – ongoing work to do

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

http://camosun.ca/about/indigenization/acknowledgement/index.html

Ongoing work to do includes confirming the link from IECC to this page.

30. **Calendarized Indigenous events**.
-Foundation complete. Ongoing work to do.

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

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

[This recommendation is also included under the Curriculum Development & Delivery corner post, and the Policy, Planning & Infrastructure corner post – see update under Curriculum Development & Delivery corner post]
-Foundation Complete – Ongoing work to do

Under our **Relationships** corner post we:

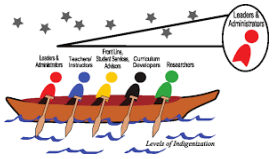
32. **Developed and provided learning opportunities for newcomers to Canada and International students to learn more about Indigenous peoples, history, and current issues. [Also included under the Curriculum Development & Delivery corner post – see detail there]**
Foundation Complete – Ongoing work to do

33. **Developed and implemented contract training opportunities for public servants and local business owners to become more knowledgeable about issues of reconciliation and developing better working relationships with Indigenous peoples** [Also included under Curriculum corner post – see update there]
Foundation Complete – Ongoing work to do

Updates regarding the remaining 6 recommendations follow below:

Curriculum Development & Delivery

1. **Explore programming to meet relational and cultural leadership needs in Indigenous communities and organizations (IECC and School of Business)**
   -Ongoing



   IECC has long recognized the need for programming that will support leaders in First Nations and other Indigenous organizations to integrate local cultural knowledge and approaches into their leadership and administrative practices. A proposed **advanced certificate** in Indigenous Leadership will focus on why and how to integrate Indigenous cultural norms, approaches and practices into different kinds of leadership, including organizational administration; positions that require Indigenous employees to represent Indigenous interests in non-Indigenous government, educational or corporate organizations; and leadership of community organizations or initiatives that focus on Indigenous cultural renewal.

2. **Identify a classroom on the Lansdowne campus that could be used for the delivery of Indigenous pedagogy**
   -Ongoing

Policy, Planning, & Infrastructure

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

   Ongoing work to do includes the Research Ethics Board sharing proposed Indigenous Research Guidelines. Also, sharing the DRAFT Indigenization Policy with college executive, staff, students and the Indigenous Advisory Council community education partners. Janice is editing the first draft of the Elders Viewbook which was written by a young scholar named Carmen Craig. The Elders viewbook will include direction regarding how to approach an elder. A Camosun-specific commitment to Indigenous research ethics is being considered in the context of the Indigenization Policy work, along with supporting protocols.

   Indigenization policy can begin now that the Equity, Diversity & Inclusion policy has been completed.

4. **Indigenize hiring practices to value Indigenous competencies and employment of Indigenous people**
   Ongoing

   In Fall, 2018, Human Resources launched policy, guidelines and online resources to bring consistency to hiring practices across the College and assist workplace leaders

with their hiring processes. The Hiring Toolkit for Workplace Leaders focuses on applying solid principles and leading practice to each step of the hiring process, integrating the College Capabilities, maximizing inclusiveness and providing a positive and respectful experience for all applicants. An introduction to the Hiring Toolkit Workshop for Workplace Leaders was offered in early December and more sessions will be offered in the Fall.

Ongoing work includes:
"Hiring in Action" snapshots have been created for the Hiring Toolkit, using case studies which reflect an Indigenized hiring approach. The snapshots include examples for each stage of the hiring process and ideas for Workplace Leaders to consider and apply in their hiring practices.
-Preferential hiring discussion to continue.
-Also seeking more content for the Hiring toolkit, e.g. Indigenous ways of resolving conflict; Case studies as resources, and sample hiring questions

5. **Establish Indigenous gathering/learning/service space at Interurban [and ideally student space in each building]**
   -Ongoing

   We are seeking Indigenous service space at Interurban. This space is separate and distinct from the new cultural space in the Health building. Effectively we want to provide a more welcoming space for students meeting with Indigenous Advisors at INT, with a sink etc., similar to the service space for IECC at Lansdowne.

Relationships

6. **CET to work with other Island Corridor institutions (UVIC, RRU, VIU, NIC) to implement, maintain, and continue to strengthen our TRC recommendations**
   -Ongoing

BOARD OF GOVERNORS
BRIEFING NOTE

SUBMITTED BY: **Barbara J. Severyn, Executive Director of Human Resources**
DATE: **November 19, 2019**
TOPIC: **BARGAINING UPDATE**

For Information: X For Decision: For Discussion:

ISSUE
The terms and conditions of employment for unionized employees at Camosun College are governed by three collective agreements which expired in 2019. The collective agreement between Camosun College and the British Columbia Government Employees' Union has been renewed for the term of April 1, 2019 and March 31, 2022. Contract negotiations will continue between Camosun College and each of the Camosun College Faculty Association and the Canadian Union of Public Employees, Local No. 2081, until tentative agreements are reached between the respective parties and memorandums of settlement are ratified.

Background:
A Briefing Note dated November 14, 2018, provided the Board with background information regarding Government's bargaining mandate; how proposals are developed and bargaining committees formed; the strategic roles of the Board, College Executive Team (CET) and Local Bargaining Committees; as well as bargaining progress to date. Board updates will continue to be regularly provided until bargaining has concluded for the remaining two Unions at Camosun College.

British Columbia Government Employees' Union (BCGEU) Common and Local Agreement: As noted previously, the BCGEU Common and Local agreements were ratified by the parties' respective principals on May 3, 2019. The new terms and conditions have been implemented and the collective agreement is being proofread by the College, the Union and the Post Secondary Employers' Association prior to being published.

Federation of Post-Secondary Educators of BC (FPSE) and Camosun College Faculty Association (CCFA) -- Common and Local Agreements: The FPSE Template Table signed a protocol agreement and common table bargaining, which commenced in late October, continues as of the date of this Briefing Note. At the local level, discussions continue towards the negotiation of a local protocol agreement. Local bargaining dates are yet to be determined.

Canadian Union of Public Employees, Local No. 2081 (CUPE): As a settlement agreement was not reached with respect to the Multi-Employer Table (MET) template agreement, support staff bargaining is proceeding in a single employer, stand-alone format. Local bargaining between Camosun College and CUPE 2081 commenced in October 2019 and positive, productive discussions continue as at the date of this Briefing Note.

TOP

CCFA Report to Camosun Board of Governors

2 December 2019

I would like to begin by congratulating Laylee Rohani on her election as Board Chair, and by welcoming Tanya Clarmont, Michael Stubbing, Lindsay JD van Gerven and CCFA member Bijan Ahmadi as new Board members. With 620 members as of this writing, the CCFA is one of Camosun's largest constituencies (trailing only the students, I believe). As the front-line workers in the classroom and many other student service areas, we appreciate your dedication to Camosun and look forward to working with you.

Elections of CCFA Executive officers took place at our Annual General Meeting last May. We are pleased to have the majority of our Exec continuing on (including yours truly), but also to have several new and returning people in the mix: Jeanne Puritch (HHS), Ian Browning (T&T and A&S), Chrisa Hotchkiss (Learning Services) and Kelly Pitman (A&S). The current group gives us good representation at both campuses and across most of our members' divisions. Our members also voted to fund 50% more release to assist Frank Jankunis with contract management this year. It has been taken up by Tana Kristjanson (Business) and Mark Kunen (Access).

That extra release is partly necessitated by the large number of issues we have been handling on behalf of Camosun faculty members. We recognize that college operations, including labour-management relations, are not the purview of the Board of Governors. On the other hand, accurate data are surely essential to your oversight capacity. We therefore submit the following CCFA labour relations summary for your information. Each case represents an instance where we formally allege that a faculty member's collectively bargained rights have been breached.

CCFA Labour Relations Snapshot as of 12 Nov. 2019	
Grievance Step	*Active Cases*
1	1
2	4
3	4
Arbitration	9
Abeyance	3

Many other situations are being investigated or discussed informally. In all of these, our hope is for mutually satisfactory resolution in compliance with collective agreement language. On the bright side, labour relations at Camosun remain cordial, and we have seen some progress on individual issues and on broader themes at the Labour Management Committee table.

Meanwhile, collective bargaining has begun, albeit slowly. While local bargaining protocol discussions have occurred, local negotiations could not begin until common-table talks between FPSE and PSEA started. That is happening now. We look forward to local negotiations soon, with the hope of reducing problems experienced by our members and reaching a fair deal.

The college has been actively consulting with us on a number of policy revisions. We are optimistic that this approach will increase faculty buy-in and minimize policy issues down the road. We have also had productive conversations on the subject of Colleague Renewal, which has the potential to alleviate a range of payroll troubles that our members have experienced over the years, and to improve the efficiency of our office operations. Both of these, in my view, are examples of what co-governance and positive faculty-management relations should look like.

In closing, let me once again thank you for your service to Camosun and to post-secondary education generally. Laylee has kindly agreed to a social mixer between our Executive and the Board in February, so we look forward to meeting you in person then, if not sooner. In the meantime, don't hesitate to contact me if you would like to talk about anything.

Sincerely,

Chris Ayles
President, CCFA
Instructor, Geography & Environmental Technology
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(250) 370-3594