

# OPEN SESSION AGENDA

Tuesday, June 25, 2024

4:30 p.m. – 6:45 p.m.

Staff Lounge, Castlegar Campus /Zoom

<https://selkirk.zoom.us/j/63328039411>

# BOARD OF GOVERNORS

## BOARD MEMBERS EXPECTED:

Margaret Sutherland, Chair	Christy Anderson, Vice Chair
Debbie Bird	John Dutton
Danny Bradford	Kris Salikin
Amed Naqvi	Ken Wyllie
Bronwyn Krause	Abhilash Bhasin
Kamalpreet Singh	Kim Pham
Thompson Hickey	Sarah Lechthaler
Maggie Matear, President	

## REGRETS:

Mary Austin  
Darcy Falkenhagen, EdCo Chair

## LEADERSHIP TEAM MEMBERS EXPECTED:

Taya Whitehead, VP Education & Students  
Lareena Rilkoﬀ, Interim VP College Services, CFO  
Stacey Matthews, Executive Director of HR  
Tammie Clarke, Dean






## GUESTS:

Jessica Adrian, Advisor, Co-op Education and Employment Services  
Jennie Barron, Chair, Mir Centre for Peace, Instructor  
Kayla Tillapaugh, Sustainability Coordinator

## OBSERVERS:

Gerald Lightburn, PPWC  
Ken Laing, SCFA

TIME	TOPIC	SPEAKER	OUTCOME
4:30	<b>BOARD NOMINATIONS</b> <ul style="list-style-type: none"><li>•Board Chair</li><li>•Board Vice Chair</li></ul>	Maggie Matear	
4:40	1. MEETING OPENING	One of the Old Ones Donna Wright	
	2. TERRITORIAL ACKNOWLEDGEMENT	Board Chair	
	3. INTRODUCTIONS	Board Chair	
	4. ADDITIONS TO THE OPEN SESSION AGENDA OF JUNE 25, 2024	Board Chair	
	5. ADOPTION OF THE OPEN SESSION AGENDA OF JUNE 25, 2024	Board Chair	<b>Motion to adopt</b>
	6. ADOPTION OF THE CONSENT AGENDA OF JUNE 25, 2024 <ul style="list-style-type: none"><li>• Draft open Session minutes of May 28, 2024</li><li>• Draft Governance Committee Minutes of June 11, 2024</li><li>• June Enrolment Dashboard</li><li>• EdCo Report – June 2024</li></ul>	Board Chair	<b>Motion to adopt</b>
5:00	7. PRESENTATION <ul style="list-style-type: none"><li>• Co-op Education &amp; Employment Services</li></ul>	Jessica Adrian	Information
5:30	8. PRESENTATION <ul style="list-style-type: none"><li>• Divestment and Sustainable Investments</li></ul>	Jennie Barron Kayla Tillapaugh	Information

6:00	9. PRESIDENT'S REPORT 	Maggie Matear	Update
6:05	10. DRAFT INSTITUTIONAL ACCOUNTABILITY REPORT & PLAN 	Taya Whitehead	<b>Motion to approve</b>
6:15	11. CURRENT STRATEGIC PLAN DASHBOARD 	Maggie Matear	Update
6:20	12. DRAFT 2024/25 BOARD CALENDAR 	Christy Anderson	<b>Motion to approve</b>
	PROGRAM CANCELATION 		<b>Motion to approve</b>
6:25	13. <ul style="list-style-type: none"> <li>• Advanced Interprofessional Diploma in Gerontology</li> </ul>	Tammie Clarke	<b>Motion to approve</b>
6:30	14. BOARD CHAIR'S REPORT	Margaret Sutherland	Information
	15. MEMBERS' REPORT	All Board members	Information
			<b>Motion to move into the closed session</b>
6:45	16. CLOSED SESSION	Board Chair	

# OPEN SESSION MINUTES

Tuesday, May 28, 2024

4:30 p.m. – 5:55 p.m.

Silver King Campus Rm C-112/C-113 / Zoom

# BOARD OF GOVERNORS

## BOARD MEMBERS PRESENT:

Margaret Sutherland, Chair	Christy Anderson, Vice Chair
Amed Naqvi	Kris Salikin
Debbie Bird	Ken Wyllie
Danny Bradford	Bronwyn Krause
Maggie Matear, President	John Dutton

## LEADERSHIP TEAM MEMBERS PRESENT:

Taya Whitehead Vice President Education & Students
Lareena Rilkoff, Interim VP College Services, CFO
Brier Albano, Associate Vice President Student Success
Tiffany Snauwaert, Dean
Dianne Biin, Director Indigenous Education & Engagement
James Heth, Registrar
Donna Drover, Director Facilities & Business Services
Tammie Clarke, Dean

## REGRETS

Kim Pham	Abhilash Bhasin
Kamalpreet Singh	Sarah Lechthaler, EdCo Chair

## TOPIC

### 1. MEETING OPENING

Elder Gerry Rempel opened the meeting in a good way.

### 2. TERRITORIAL ACKNOWLEDGMENT

Board Chair, Margaret Sutherland, provided a territorial acknowledgment.

### 3. ADDITIONS TO THE OPEN SESSION AGENDA OF MAY 28, 2024

There were no additions to the agenda of May 28, 2024

### 4. ADOPTION OF THE OPEN SESSION AGENDA OF MAY 28, 2024

**MOTION:** “To adopt the open session agenda of May 28, 2024, as circulated.”

*Carried*

### 5. ADOPTION OF THE CONSENT AGENDA OF MAY 28, 2024

- Draft Open Session Board Minutes of March 26, 2024
- Draft Governance Committee Minutes, May 7, 2024
- Revised Policy BPR 40 – Evaluation of the President
- Draft Finance/Audit Committee Minutes, March 21, 2024
- Draft Finance/Audit Committee Minutes, May 13, 2024
- Consolidated Financial Statements Ended March 31, 2024
- May Enrolment Dashboard
- Education Council Report (Strategic Directions 1,2)

**MOTION:** “To adopt the consent agenda of May 28th, 2024, as circulated.”

*Carried*

6. PRESENTATION

- Indigenization Plan / Indigenous Services
- The Director of Indigenous Education and Engagement spoke on the following topics:
  - Update on level of progress toward the Indigenization Plan Goals: Governance & policy, Curricula & programs, Supports & services for students, Employee development & tools, Facilities & infrastructure.
- Discussed ensued on the need for additional base funding from PSFS in this area given the scope assigned in Mandate Letters.

7. PRESIDENT'S REPORT

- No questions were raised on the circulated President's Report. The President provided a further verbal update noting:
  - The MOU, an ever-green document with no end date, is expected to be signed with the regional Metis Societies within the next few weeks and reviewed annually.
  - Work is ongoing to schedule and organize an opening for the new Castlegar Campus student housing. Furniture delivery expected next week for occupancy this fall. Occupancy is occurring this fall after delays with the water line project and with the city boundary expansion.
  - Teaching & Learning Centre Conference held first week of June with participation from Colleges of Spokane, and College of the Rockies.
  - The college is taking a deliberate and sensitive approach in its administrative role in support of the Province's Doukhobor apology fund (education, culture and heritage preservation, promotion, and archival research). The President has been meeting with Doukhobor Sons of Freedom community members and will recommend the Provincial Government conduct another community consultation. The college's work to convene an advisory panel of Doukhobor Sons of Freedom community members and hire a Community Outreach Coordinator will take place following further consultation. Meetings with community members will continue to learn more on how the additional consultation should be undertaken.
  - The strategic planning What We Heard Report is available for internal college community feedback and will inform the Board's June 4<sup>th</sup> Retreat along with the strategic planning environmental scan.

8. INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

- The VP Students & Education stated the penultimate draft of the report will be provided to the Board at their June meeting. The Ministry will have reviewed this draft prior to the Board's June motion to approve.

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9. AUDITED FTE REPORT 2023-2024 FISCAL YEAR

- The VP Associate Student Success reviewed the report and stated:
  - The report is provided to give a better understanding of how many student attend the college each year.
  - Numbers this year are similar to last year's, with a slight increase in international students. This level of international enrollment is not considered sustainable..
  - Overall numbers have not dropped as much as anticipated, and efforts are ongoing to increase domestic student enrollment to the 2018 level.

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10. PROGRAM CANCELLATION

- International Business Certificate
- The Dean of SEG, the School of Business, CEWT reviewed the circulated briefing note which explained the circumstances for this program cancelation. It is seen more as a housing keeping item as no students completed the six courses in China as part of the International Business certificate and there are currently no students registered in this program.

**MOTION:** "To cancel the International Business Certificate Program as recommended by EdCo."

*Carried*

11. CHAIR'S REPORT

- The Board Chair provided a verbal report. The Chair attended the following:
    - The Board's strategic planning session with a HESA (Higher Education Strategy Associates) consultant in April.
    - Strategic Planning Steering Committee meeting.
    - Virtual meeting with the Ministry, and Crown Agencies and Board Resourcing Office (CABRO) regarding board succession planning. Three board members have been recently reappointed, also expecting two new board members in June or in the fall after the election.
    - Finance/Audit Committee meetings, Governance Committee meeting,
    - Employee Recognition & Retirement Dinner
    - Will speak at both convocation ceremonies this week.
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12. MEMBERS' REPORT

- Board members stated they attended the following:
    - College & Institutes Canada's (CICan's) annual conference in Calgary (one board member attended).
    - The Governance Workshop put on by CABRO in Vancouver (one board members attended).
    - Employee Recognition & Retirement Dinner
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13. CLOSED SESSION

**Motion:** "To move into the closed session."

*Carried*

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## MINUTES

Tuesday, June 11, 2024

3:30 p.m. – 4:00 p.m.

Zoom

# GOVERNANCE COMMITTEE

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### COMMITTEE MEMBERS PRESENT:

Christy Anderson, Committee Chair

Margaret Sutherland, Board Chair

Ken Wyllie

Bronwyn Krause

Kim Pham

Maggie Matear, President

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### REGRETS

Sarah Lechthaler, EdCo Chair

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### TOPIC

### ACTION

#### 1. TERRITORIAL ACKNOWLEDGEMENT

Committee Chair, Christy Anderson, provided a territorial acknowledgment to open the meeting.

#### 2. ADDITIONS TO THE AGENDA OF JUNE 11, 2024

5. Board member update

#### 3. ADOPTION OF THE AGENDA OF JUNE 11, 2024

The agenda was adopted as amended.

#### 4. ADOPTION OF THE GOVERNANCE COMMITTEE MINUTES OF MAY 7, 2024

The minutes of May 7th, 2024, meeting were adopted as circulated.

#### 5. NEW BOARD MEMBERS,

- Two new board members have been appointed to the Board effective June 6<sup>th</sup>:
  - Thompson Hickey, General Manager Teck Trail Operations; and
  - Mary Austin, CEO Austin Innovation.

#### 6. CHAIR AND VICE CHAIR SELECTION PROCESS IN THE COMING YEARS

- Current Board Chair, Margaret Sutherland, has been reappointed for a 7<sup>th</sup> year on the board (ending July 31, 2025) and is willing to have her name put forward for the Chair position at the June 25, 2024, AGM.
- One appointed board member is willing to have their name put forward for the Vice Chair position at the June 2024 AGM and would be interested in the Chair position next year (June 2025 AGM).
- A second CPA appointed board member is being sought.

TOPIC

ACTION

7. MEET THE BOARD AFTERNOON/EVENING RECEPTION FOR INTERNAL COLLEGE COMMUNITY

- Pre-board meeting receptions will be scheduled in the Fall 2024 semester and the Winter 2025 semester on multiple campuses for employees and students.
- The Board will consider having a booth at the Career Fair & Open House on the Castlegar Campus (9 am – 3 pm) on Thursday, Oct. 10<sup>th</sup>.

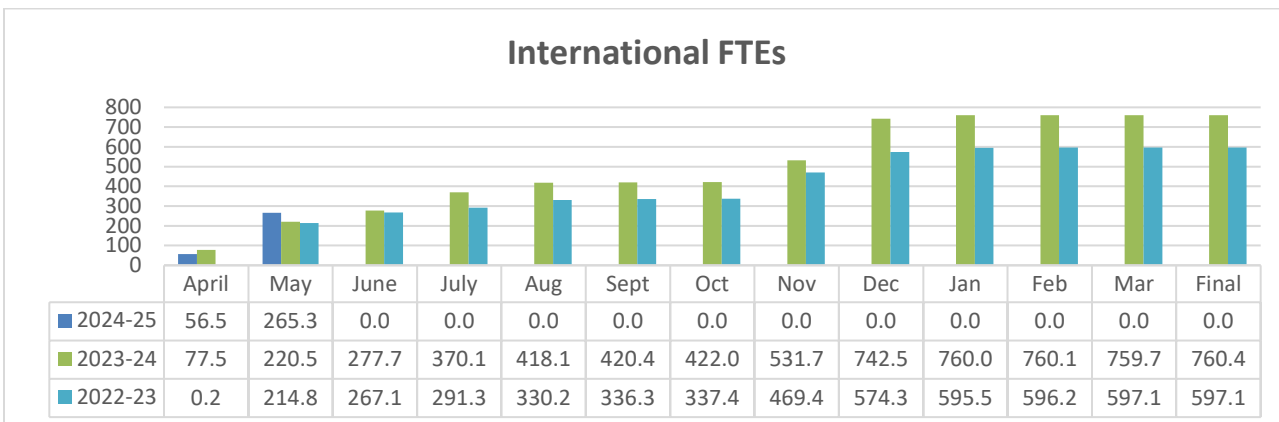
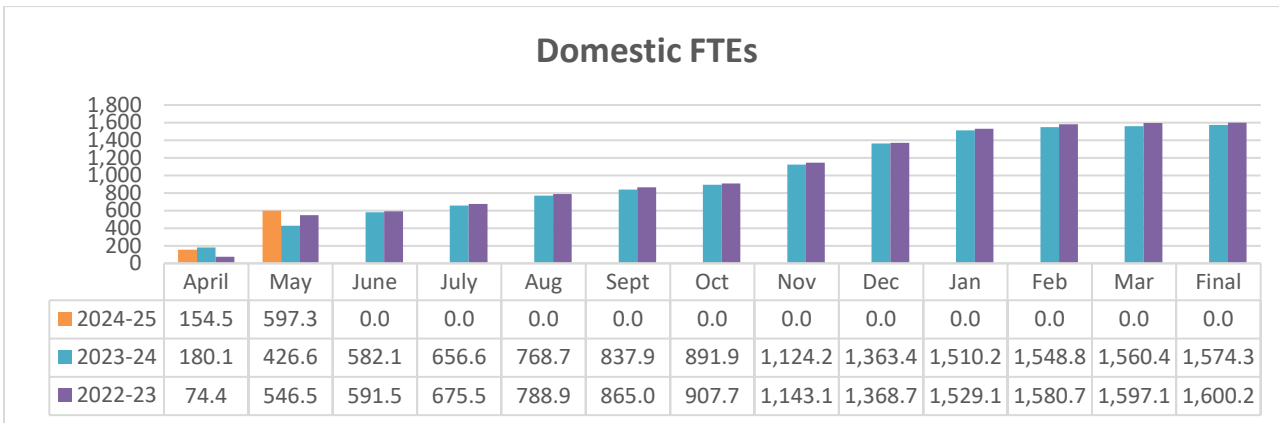
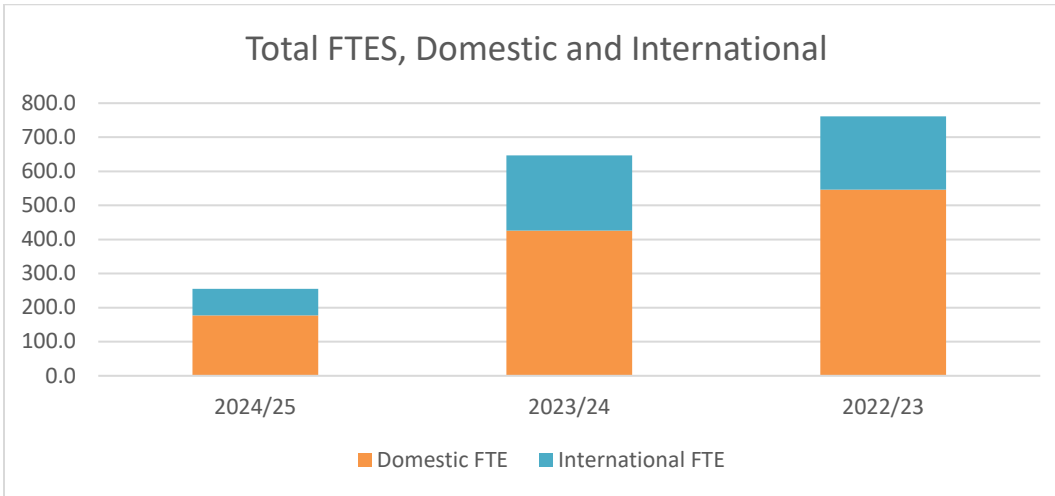
7. ADJOURNMENT

The meeting was adjourned at 4:00 p.m.

## Dashboard Report - June 2024

### Monthly FTE Data (Full Time Equivalent Student)

SUMMARY	2024/25	%	2023/24	2022/23	2021/22	2020/21
Domestic FTE	597.3	69%	426.5	546.4	498.2	349.7
International FTE	265.3	31%	220.5	214.8	116.5	120.7
<b>TOTAL FTE</b>	<b>862.6</b>	<b>100%</b>	<b>647.0</b>	<b>761.3</b>	<b>614.7</b>	<b>470.4</b>





## Monthly FTE Data by School – June 12, 2024, June 5, 2023 and June 13, 2022 Comparison

SUMMARY BY SCHOOL	Domestic			International		
	2024/25	2023/24	2022/23	2024/25	2023/24	2022/23
Academic Upgrading & Development	31.2	26.0	30.2	5.9	2.8	3.2
Business	28.3	14.3	18.9	129.8	123.4	88.3
Community Ed. & Workplace Training	35.4	31.8	60.7	1.0	0.7	0.4
Environment and Geomatics	78.9	76.4	77.5	2.8	4.0	7.7
Health and Human Services	189.2	96.3	113.4	30.1	12.7	26.5
Hospitality and Tourism	13.2	14.6	35.9	19.0	36.2	43.3
Industry and Trades Training	115.8	76.8	98.0	0.0	0.0	0.0
International Education & Development	0.0	0.6	0.0	20.3	5.9	6.3
School of the Arts	35.5	37.9	33.3	8.3	6.0	7.5
University Arts and Sciences	69.8	51.9	78.6	48.2	28.8	31.6
<b>Total</b>	<b>597.3</b>	<b>426.6</b>	<b>546.4</b>	<b>265.3</b>	<b>220.5</b>	<b>214.8</b>

\*Difference due to rounding

## Early Application Statistics for Fall 2024 Intake

as of June 6, 2024, June 1, 2023 and June 1, 2022

Fall 2024	2023			2024							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	321	499	606	817	983	1,194	1,649	1,873			
International	150	342	430	913	992	1,067	1,328	1,397			
<b>Total Apps Received</b>	<b>471</b>	<b>841</b>	<b>1,036</b>	<b>1,730</b>	<b>1,975</b>	<b>2,261</b>	<b>2,977</b>	<b>3,270</b>	<b>0</b>	<b>0</b>	<b>0</b>

Fall 2023	2022			2023							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	334	475	580	764	926	1,107	1,472	1,693	1,894	2,028	2,395
International	119	249	324	493	620	1,138	1,259	1,359	1,394	1,434	1,487
<b>Total Apps Received</b>	<b>453</b>	<b>724</b>	<b>904</b>	<b>1,257</b>	<b>1,546</b>	<b>2,245</b>	<b>2,731</b>	<b>3,052</b>	<b>3,288</b>	<b>3,462</b>	<b>3,882</b>

Fall 2022	2021			2022							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	318	528	645	825	948	1,300	1,568	1,769	1,928	2,084	2,436
International	120	190	276	398	509	701	891	1,125	1,195	1,235	1,290
<b>Total Apps Received</b>	<b>438</b>	<b>718</b>	<b>921</b>	<b>1,223</b>	<b>1,457</b>	<b>2,001</b>	<b>2,459</b>	<b>2,894</b>	<b>3,123</b>	<b>3,319</b>	<b>3,726</b>

## Selkirk College Education Council (EdCo) Chair Report For Selkirk College Board of Governors

By Darcy Falkenhagen – June 12, 2024

### Education Council:

Approval in principle: None

New policy approvals: None

Course approvals: None

Program cancellation recommendation to the Board: None

### New business:

- Revised EdCo Bylaws approved at June 11, 2024 AGM; next review date June 2028
- Revised Terms of Reference for all 4 Standing Committees of EdCo approved at June 11, 2024 AGM; next review date June 2028
- Standing Committee name changes
  - Policy Review Committee (PRC) now Educational Policy Review (EPC)
  - Admissions and Standards Committee (A&S) now Program Quality Committee (PQC)
- Orientation Task Force updated EdCo's presence on [Selkirk.ca](https://selkirk.ca) for more clarity and transparency; another Task Force was struck for the 2024-25 year to continue developing the webpages and resources for new EdCo members

### Standing Committees, Task Forces & Event attendance:

Circle for Inclusive Indigenous Education (CIIE): Sarah attended May 29, 2024

Policy Review Committee (PRC): Attended May 23 and June 4 meetings

Curriculum Committee (CC): Attended May 22 meeting

Admissions and Standards (A&S) Committee: Regrets sent for May meeting

Systems Review Task Force: Attended May 2 and May 16 meetings

Orientation Task Force: Attended May 2 meeting

Bylaw Review Task Force: Attended May 2 meeting

Board of Governor's Spring Retreat: Sarah participated in Strategic Planning consultation June 4, 2024 in Kaslo

## **EdCo Officials Update:**

The Council would like to thank Sarah Lechthaler for her three years of service as EdCo Chair. We greatly appreciate her leadership and tireless commitment to academic excellence at the college.

At the June 11, 2024 AGM, EdCo elected Darcy Falkenhagen to serve as EdCo Chair and Maggie Keczan to serve as Vice Chair. These roles are effective immediately.

**Selkirk College Education Council (EdCo)**

For Selkirk College Board of Governors

By Darcy Falkenhagen – June 12, 2024

**Standing Committees Annual Reports for 2023-24**

Admissions and Standards

Circle for Indigenous Inclusive Education

Curriculum Committee

Policy Review Committee

**Admissions and Standards Annual report to Education Council  
May 14, 2024**

The A&S Committee met 10 times in the 2023/2024 year and reviewed and recommended for final approval, the policies listed below. Recommendations for approval were sent to Education Council.

<b>Updated Program Policies</b>
Academic Upgrading
Business Administration
Business Administration Advanced Diploma
Geographic Information Systems
Health and Human Services
Health Care Assistant
Nursing Unit Clerk
Postgraduate Diploma in Accounting
Postgraduate Diploma in Business Management
Postgraduate Diploma in Culinary Management
Postgraduate Diploma in Gerontological Nursing
Practical Nurse
Office Administration and Technology
Resort and Hotel Management
Textile Arts
University Arts and Sciences
<b>New Program Policies</b>
Postgraduate Diploma in Full-Stack Web Development
Health Care Assistant Diploma

Early Learning and Childcare
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Mental Health and Substance Use
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## Goals/Projects for 2023/2024 year:

- Policy Integration into calendar – completed. All program policies have been moved to the Academic Calendar and are no longer visible on the policies.selkirk.ca page. There is a redirect on the page sending them to the Academic Calendar temporarily.
- Support implementation of any new processes outlined in Policy 8101 or 8102 – policies have been completed and were received final approval from EdCo on May 14, 2024.
- Co-op language was added to all policies that have a co-op option.

## Goals/Projects for the 2024/2025 year and their status:

- Review the program quality assurance process and determine how this committee will best support this
- Integrate curriculum strategy tools into the committee workflow

## Circle for Indigenous Inclusive Education Annual Report to Education Council May 27, 2024

2023/2024 members: Dianne Biin, Danica Weager, Murhi Kencayd, Elizabeth Ferguson, Bronwyn Krause, Tammie Clarke, Sarah Lechthaler (EdCo Chair), Assistant: Natasha Makortoff

The Circle for Indigenous Inclusive Education met 4 times in the 2023/2024 year. The following were reviewed and discussed at meetings this term:

NSLX 101 Beginners ḥsəl̓x̌č̓in 1: Colville-Okanagan Salish and NSLX 102 Beginners ḥsəl̓x̌č̓in 2 Recommended to Registrar's Office to make these courses tuition for Indigenous Students.
INDG courses transfers
Draft Public Statements and Flags Policy – initial discussion
Indigenous Credential and Indigenous Program discussion
Student Wellness

### Responsibilities:

- Develop policy framework & strategy (8101, 8102 (completed) , and the Indigenization Policy)
- Inform on governance best practices (research & review) – continue as required.
- Develop indigenization resources for EdCo & committees – ongoing.
- Collaborate on audit of current Indigenous content, practice, paradigms – ongoing.
- Consult regularly with Indigenous programming circle (advisory)
- Update EdCo on provincial and national Indigenous PSI initiatives – ongoing.

## Curriculum Committee Annual Report to Education Council May 24, 2024

The Curriculum Committee met 8 times in the 2023/2024 year and reviewed and recommended for final approval 79 course outlines from multiple programs (see program list below). Recommendations for approval of courses from the programs listed below were sent to Education Council.

<b>Programs</b>
Academic Upgrading – CPST, ADGD
Business Administration
Contemporary Music and Technology
Environment and Geomatics – all programs Forestry, Recreation, Fish and Wildlife, and Applied Environmental Science and Planning Technology
Early Childcare and Education
Health Care Assistant
Mental Health and Substance Use
Nursing
Nursing Unit Clerk
Post Graduate Diploma in Business Management, and Accounting
Postgraduate Diploma in Culinary Management
Postgraduate Diploma in Full-Stack Web Development
Postgraduate Diploma in Hospitality and Tourism
Resort and Hotel Management
Ski Resort Operation and Management
Textile Arts
University Arts and Sciences – Geography, French (2), English, Salish,

Goals for the 2023-2024 term:

Continued review and updating of ToR – completed.

Continued review and support for course outlines – ongoing.

Goals for the 2024-2025 term:

Review current committee processes.

Continued review and support for course outlines.



## Policy Review Committee Annual Report to Education Council May 23, 2024

Approved at Education Council	Approved by the President
Policy 8101 Academic Programs	
Policy 8102 Credential, Recognition and Credit Standards	
<b>Reviewed but not approved, or pending approval</b>	
Learning Management Systems (LMS)	
Academic Integrity	

Policy Review Committee met 7 times in the 2022/2023 year, they reviewed and recommended for final approval the policies listed below. Recommendations for approval were sent to Education Council and the President.

Goals for the 2023/2024 year: status

Create communication plan – promote feedback. - completed

Review upcoming policies that are at/or past their review by date. Communicate to policy holders to offer support in getting the policy reviewed and up to date. - ongoing

Continue working with the task force to clarify the Terms of Reference. -completed

Goals for the 2024/2025 year:

Review upcoming policies that are at/or past their review by date. Communicate to policy holders to offer support in getting the policy reviewed and up to date.

Review committee process for alignment with their Terms of Reference

# Co-op Education & Employment Services

Selkirk.ca/CEES

Offices O-129 and O-132, Castlegar campus

[coopeducation@selkirk.ca](mailto:coopeducation@selkirk.ca)

# Overview

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- i. CEES and the Strategic Plan
- ii. Co-op Education and Work Integrated Learning
- iii. Employment Services
- iv. Work Study
- v. Challenges, Actions, Opportunities

# Connecting to the Strategic Plan

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## Student Success and Experience Enhancement:

- Contributing to student success by increasing their employability and readiness for the workforce.

## Community Engagement and Partnerships:

- Strengthening ties between the college and the community, fostering mutually beneficial relationships.

## Curriculum Innovation and Academic Excellence:

- Incorporating co-op education, work-integrated learning and employment services into academic programs, enhancing the relevance and practicality of the curriculum.

## Financial Sustainability and Resource Management:

- Generating additional revenue streams through events, funding, and program fees.

## Equity, Diversity, and Inclusion:

- Offering diverse placement options and supports, to promote inclusivity and ensure that all students have access to employment experiences and services.

# Co-op Education

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- Integrates academic study with paid work experience.
- Provides hands-on learning in real-world settings.
- Enhances employability and career readiness.
- Facilitates connections with industry professionals.
- Customized to fit individual academic and career goals.

## [Co-op - What Did You Learn?](#)

# Co-op Eligible Programs

## Business

- Post-Graduate Business Management Diploma
- Post-Graduate Accounting Diploma
- Business Administration Diploma

## Environment & Geomatics

- Geographic Information Systems Advanced Diploma
- Geographic Information Systems Bachelor's Degree
- Integrated Environmental Planning
- Forest Technology Diploma
- Recreation, Fish, and Wildlife Diploma

## University Arts and Sciences

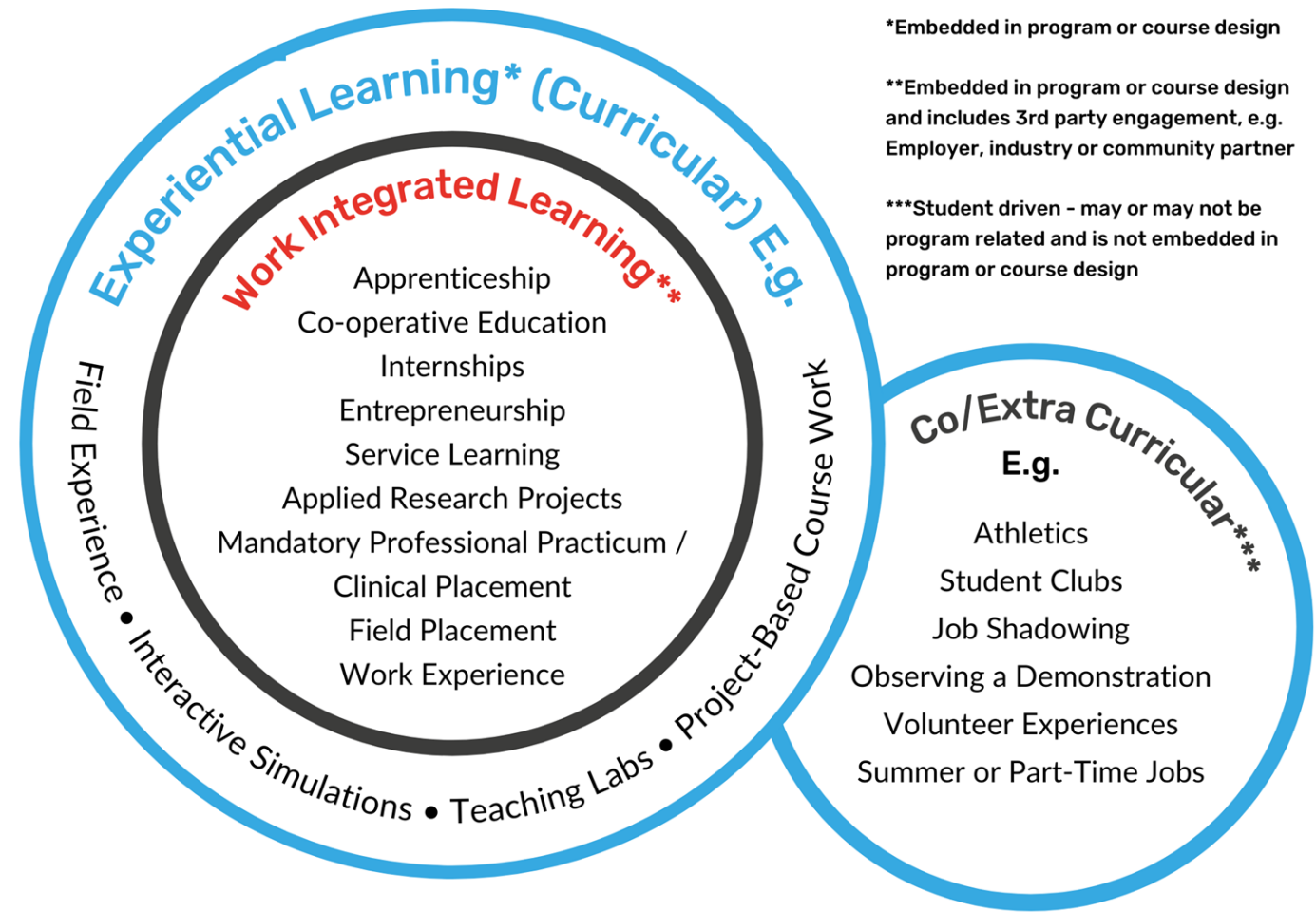
- Engineering Certificate
- General Associate of Science Degree
- General Associate of Arts Degree

## Arts

- Digital Arts Diploma
- Digital Fabrication & Design Diploma

# But What About...

- Practicums, Internships, Apprenticeships, Service Learning etc.
- Different aspects of WIL
  - Can NOT be used interchangeably

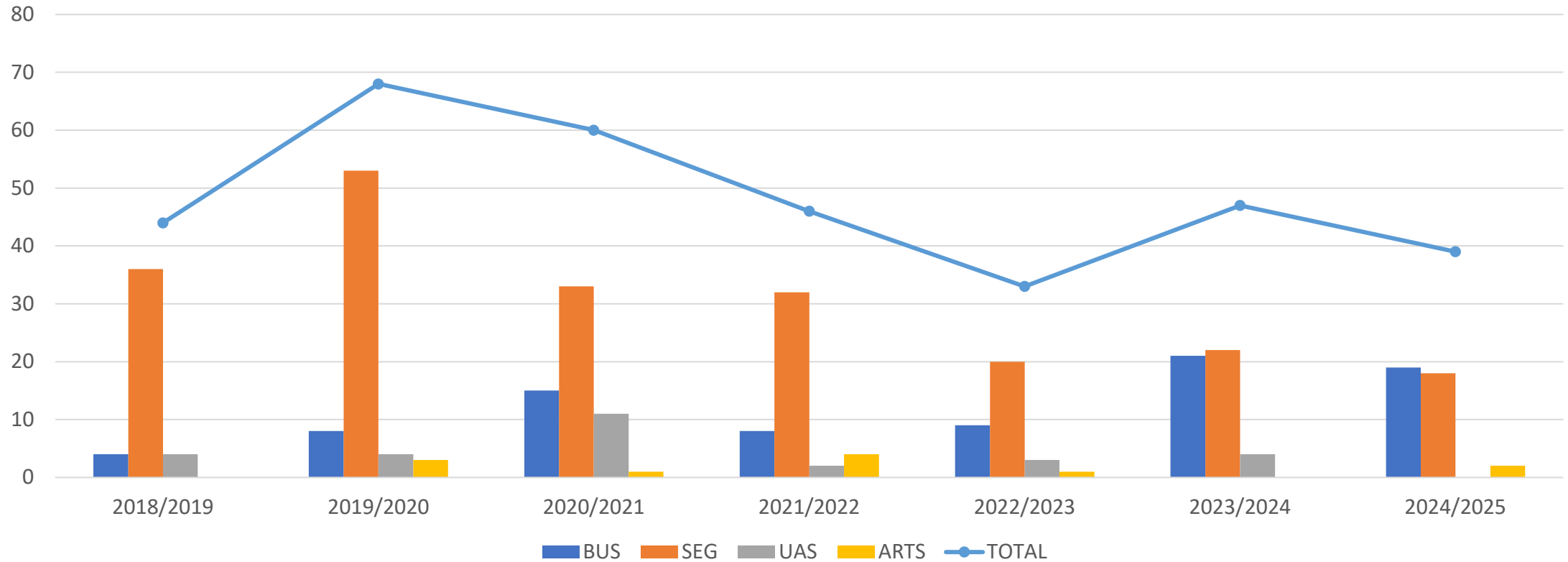


\*Embedded in program or course design

\*\*Embedded in program or course design and includes 3rd party engagement, e.g. Employer, industry or community partner

\*\*\*Student driven - may or may not be program related and is not embedded in program or course design

# Co-op Placement Overview





# Employment Services

## Student

- StudentJobs
- Resources
- 1:1 Assistance
- Workshops
- Networking Opportunities
- Career Fair

## Alumni

- StudentJobs
- Resources
- 1:1 Assistance
- Career Fair

## Faculty

- StudentJobs
- Resources
- In-class Workshops

## Employer

- StudentJobs
- Networking Opportunities
- Career Fair
- Funding support

# Employment Services

## 1:1 Assistance

- 242 drop-ins
- 189 appointments

## Studentjobs.selkirk.ca

- 742 Employers
- 457 Students have logged in over the last 3 months

## Career Fair

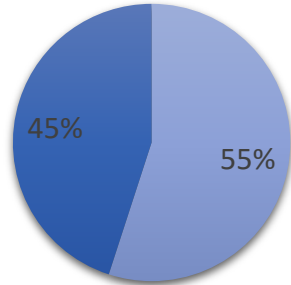
- 259 Selkirk Students
- 63 Employer Booths

## Workshops

- 6 Workshops
- 135 Attendees

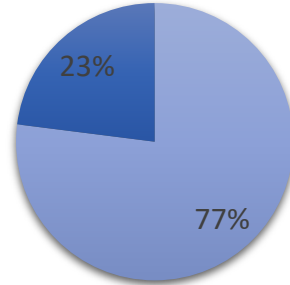
# Workstudy

2021/2022



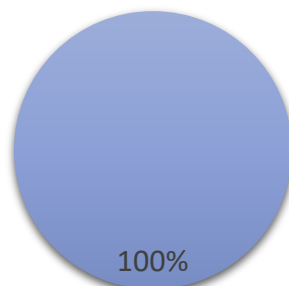
■ Used ■ Unused

2022/2023



■ Used ■ Unused

2023/2024



■ Used

Year	Minimum Wage + 4%	Hours Available
2018/2019	\$13.16	7599
2019/2020	\$14.40	6944
2020/2021	\$15.18	6588
2021/2022	\$15.81	6325
2022/2023	\$16.28	6143
2023/2024	\$17.42	5741
2024/2025	\$18.10	5524

“I really like talking to new students and being friends with them. I have met many students that now are my friends at the college.”

“It was amazing, it allowed me to explore and meet new people.”

“It's going well! I enjoy being able to connect with students from across the college instead of my usual cohort.”

# Challenges

Interest

Awareness

Limited local opportunity

Resources and Capacity

# Actions

Language in Program  
Policies

[Studentjobs.selkirk.ca](http://Studentjobs.selkirk.ca)

Business Elective Credits

Community Events

Accessibility Review

# Opportunities

Expand Offerings

External Funding

Collaborations

**Divestment information and Request for the Selkirk College Board of Governors**  
June 11, 2024

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Instructor, Peace & Conflict Studies

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## Preamble and Requests to the Board

Whereas nations of the world united, following the Holocaust and the Second World War, to create treaties, conventions, statutes and institutions of law to prevent such horrors from ever happening again, and whereas we all have an interest in upholding these instruments and institutions;

Whereas Canada, as a signatory to the 1948 Genocide Convention, has an obligation under international law to act to [prevent genocide](#);

Whereas [Israel is on trial at the International Court of Justice](#) (ICJ) for ongoing acts of genocide against the Palestinian people, for which there is documented evidence of both genocidal intent and impact;

Whereas UN experts have called on countries to [stop transferring weapons](#) to Israel out of concern that they are being used to commit [atrocity crimes](#);

Whereas the production and sale of arms to Israel [risks legal complicity](#) in genocidal acts, and whereas investment in companies involved implicates investors;

Whereas the Occupied Palestinian Territories (OPT) are widely recognized globally to have been under [illegal military occupation](#) by Israel since 1967, and whereas the settlements in the OPT are illegal;

Whereas [Amnesty International](#), [Human Rights Watch](#), the [Israeli human rights organization B'Tselem](#), and the [United Nation Special Rapporteur](#) have concluded that Palestinians live under conditions of unequal rights within Israel proper, and [apartheid in the OPT](#);

Whereas 147 countries have now [recognized the State of Palestine](#) and Palestinians' right to self-determination and freedom from occupation and apartheid;

Whereas Selkirk College recognizes the historic and ongoing harms of colonization and has committed to the United Nations Declaration on the Rights of Indigenous Peoples ([UNDRIP](#)) and where Palestinians are Indigenous to historic Palestine;

Whereas Selkirk College is committed to equality and to working to end racism, and whereas this must include anti-Semitism, Islamophobia, anti-Arab racism, and anti-Palestinian racism;

Whereas Selkirk College supports the values of the Mir Centre for Peace, which include nonviolence and nonviolent conflict transformation;

Whereas colleges and universities have historically played significant roles in bringing about nonviolent social change through the strategic and considered use of divestment and ethical re-investment (e.g., to end apartheid in South Africa and to transition away from fossil fuels); and

Whereas Selkirk College has a demonstrated commitment to ethical investing in companies with good environmental, social and governance (ESG) practices;

We respectfully petition the Selkirk College Board of Governors to consider the following requests:

1. Publish an annual report disclosing the holdings in Selkirk College's investment pool, that details the amount or percentage allocated to specific funds, companies, and institutions, and that is inclusive of all investments of the institution, whether held directly by the College or by other entities that manage investments on its behalf.
2. Collaborate with knowledge-holders within Selkirk College to examine these investments for the purpose of identifying and potentially divesting from companies that may be implicated in Israel's assault on Gaza and in the oppression of Palestinians, including but not restricted to:
  - a. Companies producing weapons systems, components, and/or related military technologies (e.g., surveillance)
  - b. Companies significantly invested in, contributing to, or supporting Israel's assault on Gaza and/or the continued illegal occupation of Palestinian territories
  - c. Companies doing business from the illegal settlements in the West Bank, including East Jerusalem
3. Establish a multi-stakeholder Committee on Investor Responsibility at Selkirk College that includes the Sustainability Coordinator and the Chair of the Mir Centre for Peace, to:
  - a. Develop a sustainable investment policy.
  - b. Commit to annual reviews of holdings, disclosure, and transparency with an eye to ensuring that the College maintains its commitment to positive sustainability investments, where 'sustainability' includes peace as per the Sustainable Development Goals, which Selkirk College has committed to advancing via the SDG Accord.

### Rationale: Why divest?

It may be said that a call to consider institutional divestment premised on special attention to one region of the world among many, one tragic war among many, and one country among many, may raise questions about fairness, precedence, and sustainable practice going forward. These are reasonable questions to ask.

The following information is presented to make the case that this situation is extraordinary, and of great historic consequence, and that it therefore calls for an extraordinary response. In addition, there are current and historical precedents for divestment that suggest an important role for colleges and universities in nonviolent social change.

We believe that such a response can serve to strengthen Selkirk College's standing in the community as an institution that engages constructively and ethically with both our local community and the global community and that seeks to align our operations – including financial decision-making – with our commitments to sustainability, equity, justice, decolonization, and peace.

## ***The present situation in Gaza, Israel, and the Occupied Palestinian Territories***

On the 7<sup>th</sup> of October, Palestinian militants from Gaza killed [1,189 people in Israel](#), of whom 796 were civilians, and took some 200 people hostage, many of whom have since died and some of whom continue to suffer in captivity. That these militants acted with brutality and committed war crimes and atrocious violence must not be denied.

Following Oct 7<sup>th</sup>, Israel responded by unleashing a devastating and unrelenting campaign of bombardments, missile strikes, and a siege of Gaza, closing all borders and [preventing essential goods like food, water, and fuel](#) from entering the territory, with consequences that have been nothing short of cataclysmic. As many as six months ago, UNICEF declared that Gaza had become [“a graveyard for children.”](#) In March, the United Nations reported that more children had been killed in Gaza in five months than in [all armed conflicts around the globe](#) over the past [four years](#) combined. Recently returned volunteer surgeons from around the world have described conditions in Gaza as [“hell on earth.”](#)

As of June 10<sup>th</sup>, Israel had [killed at least 37,084 people in Gaza](#) – including more than 15,000 children - and injured almost 85,000, with more than 10,000 missing and feared trapped under the rubble. A full 1.7 million Gazans (75% of the population) have been internally displaced and 1.1 million are projected to face [catastrophic levels of food insecurity](#) between now and July 15<sup>th</sup>.<sup>1</sup>

In the Occupied Palestinian Territory known as the West Bank (for its location on the west bank of the Jordan River), including East Jerusalem, [2023 was already the deadliest year on record.](#)<sup>2</sup> Since Oct 7, more than 500 Palestinians have been killed - 491 by Israeli forces, ten by Israeli settlers, and seven by perpetrators who were either Israeli soldiers or settlers. In addition, over 5,150 Palestinians in the West Bank, including about 800 children, have been injured, more than a third of them by live ammunition. By contrast, 12 Israelis, including seven Israeli soldiers and five settlers, have been killed by Palestinians and at least 105 Israelis, including 70 soldiers, have been injured.<sup>3</sup>

On June 4<sup>th</sup>, the UN Human Rights Chief, Volker Türk, [condemned](#) the daily killings in the occupied West Bank, saying that Israeli forces have “often used lethal force as a first resort ... in cases where those shot clearly did not represent an imminent threat to life,” and adding that there is “a pattern of the denial of medical assistance to those injured.”<sup>4</sup>

In Gaza, at least [254 aid workers and 492 health care workers](#) have been killed by Israeli forces. On May 14, Human Rights Watch reported that Israeli forces had “carried out at least eight [strikes on aid workers’](#) convoys and premises in Gaza...even though aid groups had provided their coordinates to the Israeli authorities to ensure their protection... Israeli authorities did not issue advance warnings to any

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<sup>1</sup> United Nations Office for the Coordination of Humanitarian Affairs <https://www.ochaopt.org/content/reported-impact-snapshot-gaza-strip-9-june-2024>

<sup>2</sup> UNICEF (28 December 2023). Number of children killed in the West Bank, including East Jerusalem, reaches unprecedented levels. Statement by UNICEF Regional Director for the Middle East and North Africa, Adele Khodr. <https://www.unicef.org/press-releases/statement-unicef-regional-director-middle-east-and-north-africa-adele-khodr>

<sup>3</sup> United Nations Office for the Coordination of Humanitarian Affairs <https://www.ochaopt.org/content/humanitarian-situation-update-175-west-bank>

<sup>4</sup> United Nations Office for the Coordination of Humanitarian Affairs <https://www.ohchr.org/en/press-releases/2024/06/occupied-palestinian-territory-turk-condemns-over-500-west-bank-killings>



of the aid organizations before the strikes.” The organizations included Médecins Sans Frontières (MSF or Doctors without Borders), the International Rescue Committee (IRC), Medical Aid for Palestinians (MAP), the United Nations Relief and Works Agency for Palestine Refugees in the Near East (UNRWA), the American Near East Refugee Aid Organization (Anera), and World Central Kitchen.<sup>5</sup>

[Human Rights Watch](#) has reported that Israeli authorities are using [starvation](#) as a method of warfare in Gaza: “willfully impeding humanitarian assistance, apparently razing agricultural areas, and depriving the civilian population of objects indispensable to its survival. Children in Gaza have been [dying](#) from starvation-related complications”.<sup>6</sup>

Over the past eight months, Israel’s attacks have damaged 60% of residential buildings, 80% of commercial facilities, 88% of school buildings, 267 places of worship, and 130 ambulances. Only 16 of 35 hospitals are functioning to any degree and these only partially, lacking basic supplies such as painkillers and antibiotics, forcing surgeons to operate on patients with [little or no anesthesia](#).<sup>7</sup>

As of June 7<sup>th</sup>, over [108 journalists and media workers](#) (103 Palestinian, two Israeli, and three Lebanese) had been killed by Israeli military fire, making this the deadliest period for journalists since the Committee to Protect Journalists (CPJ) began gathering data in 1992.<sup>8</sup>

In April, 25 independent experts comprising the Special Procedures body of the UN Human Rights Council expressed grave concern about [‘scholasticide’](#) – the systematic destruction of Gaza’s education system:

After six months of military assault, more than 5,479 students, 261 teachers and 95 university professors have been killed in Gaza, and over 7,819 students and 756 teachers have been injured – with numbers growing each day. At least 60 per cent of educational facilities, including 13 public libraries, have been damaged or destroyed and at least 625,000 students have no access to education. Another 195 heritage sites, 227 mosques and three churches have also been damaged or destroyed, including the Central Archives of Gaza, containing 150 years of history. Israa University, the last remaining university in Gaza was demolished by the Israeli military on 17 January 2024. Without safe schools, women and girls face additional risks, including gender-based violence. More than 1 million Palestinian children in Gaza are now in need of mental health and psychosocial support and will suffer the trauma of this war throughout their lives.<sup>9</sup>

In Israel, thousands remain evacuated from their homes in the north, where fighting between Israel and Hezbollah in Lebanon is worsening. Israelis still anxiously await the return of the remaining hostages while Benjamin Netanyahu’s governing coalition is facing both external criticism and internal

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<sup>5</sup> Human Rights Watch <https://www.hrw.org/news/2024/05/14/gaza-israelis-attacking-known-aid-worker-locations>

<sup>6</sup> *ibid.*

<sup>7</sup> Nidal Al-Mughrabi. (10 November, 2023). In Gaza, hospital procedures without anesthetics prompted screams, prayers. Reuters.

<sup>8</sup> Committee to Protect Journalists. <https://cpj.org/2024/06/journalist-casualties-in-the-israel-gaza-conflict/> and International Federation of Journalists (IFJ)

<sup>9</sup> United Nations Office of the High Commissioner for Human Rights <https://www.ohchr.org/en/press-releases/2024/04/un-experts-deeply-concerned-over-scholasticide-gaza>

dissent, and [Jewish settlers are blocking aid trucks](#) and destroying food and medicines meant for civilians in Gaza.<sup>10</sup>

[Military experts agree that there can be no military victory against Hamas](#)<sup>11</sup>, and that extreme state violence will only breed more armed resistance, and will not bring lasting security to anyone.

### ***Legal Issues***

There are multiple legal concerns that are leading states, institutions, organizations and individuals to want to divest at this time from Israel's extreme violence out of concern for their legal liability and their desire to align their operations with their stated commitments and values.

#### *Plausible Genocide and the Duty to Prevent Genocide*

The [United Nations Convention on the Prevention and Punishment of Genocide](#) was written in 1948 following the horrors of the Holocaust and was intended to ensure that the atrocities of genocide would never be repeated. It provided the first international legal definition of 'genocide' and spelled out the legal duties of State parties not only to punish the atrocity crime of genocide but to prevent it. Canada, as a party to the Genocide Convention, has a legal obligation to prevent genocide and to do everything in its power not to be complicit in it.

On January 26<sup>th</sup>, 2024, the International Court of Justice (ICJ) [ruled that there is a plausible risk of genocide in Gaza](#) and that Palestinians there face a "real and imminent risk" of genocide.

Since January 26<sup>th</sup>, the ICJ has issued [two additional rulings](#): One on [March 28<sup>th</sup>](#) calling on Israel to cease any and all activities that may cause or contribute to genocide, and, "in view of the spread of famine and starvation" to ensure the immediate, unhindered provision of adequate amounts of humanitarian aid; and another on [May 24<sup>th</sup>](#) reiterating the court's previous orders and [ordering Israel to cease their military operations in Rafah](#) and to "take effective measures to ensure the unimpeded access to the Gaza Strip of any commission of inquiry, fact-finding mission or other investigative body mandated by competent organs of the United Nations to investigate allegations of genocide."

Canada was among the states [calling for Israel to follow the ICJ ruling](#) and halt operations in Rafah, but Israel has not complied.

#### *War crimes and Crimes against Humanity*

The [1949 Geneva Conventions](#) and customary international law require that all States ensure that parties to an armed conflict respect international humanitarian law. Israel and Canada are both signatories to the Geneva Conventions. State Parties to the [Arms Trade Treaty](#)<sup>12</sup> have additional

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<sup>10</sup> Loveday Morris. (26 May, 2024). Far-right Israeli settlers step up attacks on aid trucks bound for Gaza. *The Washington Post*. <https://www.washingtonpost.com/world/2024/05/26/west-bank-aid-trucks-gaza-settlers/>

<sup>11</sup> Lemma Shehadi, Thomas Helm. (7 October, 2023). There is no military resolution to Israel's conflict with Gaza, experts warn. *N World* (The National News). <https://www.thenationalnews.com/world/2023/10/07/there-is-no-military-resolution-to-israels-conflict-with-gaza-experts-warn/>

<sup>12</sup> Canada is a party to the Arms Trade Treaty.

obligations to deny arms exports if they know that the arms may be used to commit international crimes or if there is an “overriding risk” that the arms transferred could be used to commit serious violations of international humanitarian law.<sup>13</sup>

On Feb 23, [United Nations human rights experts called for arms exports to Israel to stop immediately](#)<sup>14</sup> saying that any transfer of weapons or ammunition to Israel that would be used in Gaza is [likely to violate international humanitarian law](#).<sup>15</sup> Several states – including Belgium, Spain, the Netherlands, and Japan have suspended arms transfers to Israel, and the European Union has discouraged them.<sup>16</sup> Canada suspended future arms transfers but [did not move to hold back arms](#) that had already been approved but not yet shipped.

On May 20, the Chief Prosecutor of the [International Criminal Court \(ICC\)](#), Karim Khan, announced that he was [seeking arrest warrants](#) for Israel’s Prime Minister, Benjamin Netanyahu, and Minister of Defence, Yoav Gallant, as well as three leaders of Hamas – *holding all to the same legal standard*. Khan’s allegations based on “evidence collected and examined” by his office include:

- Starvation of civilians as a method of warfare as a war crime contrary to article 8(2)(b)(xxv) of the Rome Statute;
- Willfully causing great suffering, or serious injury to body or health contrary to article 8(2)(a)(iii), or cruel treatment as a war crime contrary to article 8(2)(c)(i);
- Willful killing contrary to article 8(2)(a)(i), or Murder as a war crime contrary to article 8(2)(c)(i);
- Intentionally directing attacks against a civilian population as a war crime contrary to articles 8(2)(b)(i), or 8(2)(e)(i);
- Extermination and/or murder contrary to articles 7(1)(b) and 7(1)(a), including in the context of deaths caused by starvation, as a crime against humanity;
- Persecution as a crime against humanity contrary to article 7(1)(h);
- Other inhumane acts as crimes against humanity contrary to article 7(1)(k).<sup>17</sup>

Despite these allegations, the Israeli military continues to drop bombs (some as big as 2,000 pounds) on residential buildings, [refugee camps, multiple humanitarian warehouses](#), schools, and [tents sheltering displaced civilians in designated "safe" zones](#), in violation of International Humanitarian Law (IHL) and the embedded principles of [distinction, proportionality and precautions](#).

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<sup>13</sup> United Nations Office of the High Commissioner for Human Rights. <https://www.ohchr.org/en/press-releases/2024/02/arms-exports-israel-must-stop-immediately-un-experts>

<sup>14</sup> Arms transfers to Hamas are, of course, also prohibited by international law due to Hamas’ violent hostage-taking and other violations of international humanitarian law they committed on Oct 7, and their indiscriminate rocket attacks since then. While it is extremely unlikely that we are invested in companies that manufacture the weapons Hamas uses (or that other armed non-state actors use), a broad divestment effort that screens out all military weapons, components and related technologies can help ensure that we are not complicit in the violent actions of any party to this disastrous war, or in grievous violations of human rights anywhere.

<sup>15</sup> United Nations Office of the High Commissioner for Human Rights <https://www.ohchr.org/en/press-releases/2024/02/arms-exports-israel-must-stop-immediately-un-experts>

<sup>16</sup> Al Jazeera. (15 February, 2024). Canada stops arms sales to Israel: Who else has blocked weapons? *Al Jazeera*. <https://www.aljazeera.com/news/2024/2/15/which-countries-have-stopped-supplying-arms-to-israel>

<sup>17</sup> Jon Queally. (20 May, 2024). 'Nobody Is Above the Law': ICC Prosecutor Seeks Arrest Warrants for Israel, Hamas Leaders. *Common Dreams*. <https://www.commondreams.org/news/icc-arrest-warrants-israel-hamas>

*How might we be implicated as investors?*

Even if Genus' ESG funds screen out weapons manufacturers, there are still ways that companies in which Selkirk College may be invested could be contributing to this conflagration. Even if they don't produce complete weapons systems, many Canadian companies produce components and technology that are exported to the U.S. and assembled into weapons systems there. Companies don't have to be Canadian-owned to be of concern to us; many foreign-owned companies have production facilities on Canadian soil, and/or Canadian subsidiaries. It is also possible that the College's investment holdings may also include companies (e.g., banks) that are *funding* military activities or weapons manufacturers, or contributing to the oppression of Palestinians by doing business from the Occupied Territories.

**Summary:** Human rights experts have warned that states and companies arming Israel are now defying the ruling of the International Court of Justice (ICJ) and [may be deemed complicit](#) in any genocide, war crimes, or crimes against humanity committed by Israel in Gaza. It follows that those who invest in such companies may also be deemed complicit – morally, if not legally.

## Precedents: Divestment as a Tool of Nonviolent Social Change

*“The university’s investment policy should reflect the highest values that a society should attain because that is the nature of the university”*

- George Hermanson, Chaplain, University of British Columbia (1978)<sup>18</sup>

Large-scale divestment campaigns have been used in the past and are being used in the present to bring about important changes to regimes and systems that pose significant threats to peace, equality, human rights and planetary health. Universities and colleges have played a significant role in these struggles for justice and sustainability.

### ***Apartheid in South Africa***

The most notable of these campaigns is the struggle to **end apartheid in South Africa**, which started in the 1960s and reached a peak in the mid-1980s to early 1990s. Canadian universities that divested included McGill, York, Dalhousie, Carleton, and the University of Toronto, with UBC partially divesting in 1986.<sup>19</sup> On May 14<sup>th</sup> of this year, in an article looking back on the anti-apartheid struggle, journalist Daniel Manulak wrote that by 1988, “155 universities and colleges worldwide had withdrawn more than \$3.6 billion from South Africa...University divestment also contributed to a growing national and, indeed, global consensus that apartheid had to be dismantled.”<sup>20</sup>

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<sup>18</sup> Tina Yong. (n.d.) ‘An important part of social dialogue’: A look into UBC’s history of divestment. *The Ubessey*. <https://ubyssey.ca/magazine/self/an-important-part-of-social-dialogue-a-look-into-ubcs-history-of-divestment/>

<sup>19</sup> *ibid.*

<sup>20</sup> Daniel Manulak. (14 May, 2024). Are the campus protests just noise? A look back at the anti-apartheid movement offers insights. *The Globe and Mail*. <https://www.theglobeandmail.com/opinion/article-are-the-campus-protests-just-noise-a-look-back-at-the-anti-apartheid/>

Michael Bueckert is the vice-president of Canadians for Justice and Peace in the Middle East (CJPME). He was [interviewed](#) on May 7<sup>th</sup>, 2024 for the CBC News show, *Front Burner*. From the transcript,

Michael says that studies on the anti-apartheid movement have found that boycotting and divesting from South African companies didn't actually have a huge financial impact on those companies or on South Africa's economy. But what it did do was help create enough political pressure on governments to push them to impose binding economic sanctions. And he says those sanctions are seen as the move that really helped end apartheid.

### ***Fossil fuels***

Beginning in the early 2010's, students in Canada and around the world began campaigning for divestment from fossil fuels. In 2019, the Board of Governors of UBC "unanimously passed a resolution to support the full divestment of fossil fuels from the Trek Endowment Fund and directed the administration to transfer \$381 million from this fund into low-carbon, fossil fuel-free investments in the Sustainable Future Pool."<sup>21</sup> By 2021, 10 Canadian universities had committed to full or partial divestment, including Laval, UQAM, Concordia, UBC, Guelph, Lakehead, the University of Victoria, the University of Toronto, the University of Waterloo, and Simon Fraser.<sup>22</sup>

Divestment is becoming easier as more institutions within and beyond the educational sector commit to it. In a 2021 article in *University Affairs*, author Stephen Leahy writes,

Some 1,500 asset managers in the global finance industry, who oversee a combined \$39.2 trillion, have committed to offloading their holdings in fossil fuel companies...At the recent United Nations Climate Conference of the Parties (COP26) in Glasgow, financial institutions representing up to \$130 trillion in private capital said they were committed to decarbonization.

The [Global Fossil Fuel Divestment Database](#) lists 1615 institutions worldwide that are divesting approximately \$40.76 Trillion dollars from fossil fuels; of these, 16.3% are educational institutions.

While some university administrators have claimed that they cannot divest because they have a fiduciary duty to earn the best possible returns for students, this argument has been challenged. In 2019, UBC Allard School of Law Dr. Stepan Wood argued that "UBC might actually have a duty to divest from fossil fuel companies whose activities conflict with the university's stated purpose."<sup>23</sup>

**Summary:** Divestment is a tool for nonviolent social change, not because of its economic impacts, but because of the way these can effect political change. Divestment can also serve as a contribution to the broader public conversation about how we live our values, and what kind of future we wish to engender not only for the benefit of our students but for the stability of the world they live in.

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<sup>21</sup> *ibid.*

<sup>22</sup> Stephen Leahy. (8 December, 2021). Small but growing number of Canadian universities divesting from fossil fuels. *University Affairs*. <https://universityaffairs.ca/news/news-article/small-but-growing-number-of-canadian-universities-divesting-from-fossil-fuels/>

<sup>23</sup> *ibid.*

## Who is divesting already, or considering divestment?

There are many examples of post-secondary institutions currently considering or committing to divestment with regard to this issue. On May 21<sup>st</sup>, **Ontario Tech University** reached an agreement to establish a working group to review the institution's investment practices and make recommendations about future investments with "particular attention to companies involved in arms manufacturing and delivery and/or benefitting from military action in Palestine."<sup>24</sup>

On May 30<sup>th</sup>, **Simon Fraser University** President, Joy Johnson, and Board Chair, Angie Lamarsh, released a letter announcing that they had agreed to engage in "consultations towards divestment" from three aerospace and defense companies - BAE Systems, Booz Allen Hamilton, and CAE Inc. These companies represent 0.6% (\$7.2 million) of SFU's joint endowment and non-endowment invested funds of \$1.13 billion as of March 31<sup>st</sup>, 2024.<sup>25</sup> This was in response to months of pressure and over 1000 signatures from students, faculty, staff, and alumni calling for divestment from arms companies contributing to the genocide in Gaza and mass killings in the Sudan, Congo, Afghanistan, Yemen, and other countries.

Johnson and Lamarsh wrote,

SFU needs to make investment decisions that are aligned with the academic mission, the University Act, and our values. To do this, the existing Responsible Investment Policy must be reviewed and strengthened. This work needs to be done thoughtfully and as expeditiously as possible. Accordingly, the Board has asked the Finance, Investments, and Property Committee to review the policy and provide recommendations to the Board.

In the U.S., Evergreen State College in Washington has announced that a committee will be struck to formulate strategies on "divestment from companies that profit from gross human rights violations and/or the occupation of Palestinian territories." Sacramento State under California State University announced that it will no longer invest in "corporations that profit from genocide, ethnic cleansing and activities that violate fundamental human rights." Union Theological Seminary (an affiliated college of Columbia University) will support calls to divest from "companies substantially and intractably benefitting from the war in Palestine." The New School agreed to vote in June on whether to "completely divest in companies" connected to Israel. Brown University agreed to have its highest governing body vote on divestment in October. Said President Christina Paxson, "*Brown has always prided itself on resolving differences through dialogue, debate and listening to each other.*"<sup>26</sup>

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<sup>24</sup> Miriam Katawazi. (21 May, 2024). Ontario university first in Canada to reach agreement with protesters calling for divestment. *CTV News Toronto*. <https://toronto.ctvnews.ca/ontario-university-first-in-canada-to-reach-agreement-with-protesters-calling-for-divestment-1.6895252>

<sup>25</sup> Simon Fraser University Office of the President. (30 May, 2024). Message from the President and Board Chair: Information and next steps on responsible investments at SFU. <https://www.sfu.ca/president/statements/community-messages/2024/message-from-the-president-and-board-chair--information-and-next.html>

<sup>26</sup> *ibid.*

Many other American schools have agreed to improve transparency, review their investments, and/or meet with protesting students to discuss their concerns:

- University of Washington
- Harvard University
- Johns Hopkins University
- University of Wisconsin-Madison
- Occidental College
- Vassar College
- University of Minnesota<sup>27</sup>

Globally, in [Ireland, Trinity College Dublin](#) has vowed to “complete a divestment from investments in Israeli companies that have activities in the occupied Palestinian territory.”<sup>28</sup> In [Spain, 76 universities](#) have decided to suspend ties with Israeli universities and research institutes that “have not expressed a firm commitment to peace and compliance with international humanitarian law.”<sup>29</sup> The University of Barcelona also voted to cut relations with Israel-linked companies and academic institutions “as a mechanism of pressure on the state of Israel until the genocide ends.”<sup>30</sup>

**Summary:** Momentum is building in Canada and around the world for divestment from Israeli military activities in Gaza and the West Bank due to widespread and profound concern about Israel’s extreme, disproportionate, indiscriminate violence, its engagement in war crimes, and the very present danger that these actions constitute genocide. Understanding that we have a collective responsibility to prevent atrocity crimes, including genocide, post-secondary institutions are showing leadership in aligning their investments with international law and global institutions that serve justice and peace.

### How would we identify companies of concern?

As mentioned above, there are three categories of companies from which the College might consider divesting:

- a) Companies manufacturing weapons systems, components, and/or related military technologies (e.g., surveillance)
- b) Companies significantly invested in, contributing to, or supporting Israel’s assault on Gaza and/or continued illegal occupation of Palestinian territories
- c) Companies doing business from the illegal settlements in the West Bank

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<sup>27</sup> *ibid.*

<sup>28</sup> Gillian Duncan. (9 May, 2024). Ireland's Trinity College agrees to divest from Israel after student protests. *The National News*. <https://www.thenationalnews.com/news/europe/2024/05/09/irelands-trinity-college-agrees-to-divest-from-israel-after-student-protests/>

<sup>29</sup> CRUE Spanish Universities. (n.d.). CRUE statement on the violent situation in Gaza. <https://www.crue.org/en/2024/05/crue-statement-on-the-violent-situation-in-gaza/>

<sup>30</sup> Patrick deHahn. (22 May, 2024). These US and Canadian universities have negotiated Israel divestment with Gaza protesters. *The National News*. <https://www.thenationalnews.com/news/us/2024/05/12/these-universities-negotiated-israel-divestment-with-student-protesters/>

There are many resources available to assist in identifying specific companies and mutual funds that may be of concern. The [Stockholm International Peace Research Institute](#) (SIPRI) publishes a database of the world's [top 100 weapons-producing companies](#). Weapon Free Funds has a [search engine](#) that can be used to search for existing investment funds and see if they are weapons-free. World Beyond War has a list of [companies with plants in Canada that export arms to Israel](#). Canadians for Justice and Peace in the Middle East (CJPME) has done extensive research and published a [position paper](#) on how to leverage Canada's arms trade to end the violence in Gaza.<sup>31</sup> Finally, the United Nations Office of the High Commissioner for Human Rights maintains a [database of business enterprises in relation to the Occupied Territories \(OPT\)](#).

This author is committed to working with any interested parties to develop a well-researched list of companies based on the descriptions above, in order to determine whether anything in Selkirk College's holdings presents concerns and should be considered for divestment.

### A vision for peace with justice

Peace and global security can only be maintained when they are built on justice and a vision of equal rights, self-determination, freedom, and security for all - Palestinians and Israelis alike. By divesting from companies implicated in Israel's devastating violence in Gaza and ongoing military occupation in the OPT, Selkirk College would be aligning itself with the laws, institutions and norms that comprise the post-WWII architecture of international governance. These include the various organs of the United Nations, and the treaties and conventions that were designed to limit the devastation caused by war and that must be applied with consistency to all conflicts. To act in this way is to express our support for the universality of human rights, and to add our voices to the global call for a just peace, one that values Palestinian and Israeli lives equally and affirms the rights of each to co-exist in peace.

### Conclusion

The information presented above demonstrates the seriousness and extraordinary nature of the crisis in Israel-Palestine at this very significant moment in history. It is clear to this author that the situation is beyond urgent and beyond tragic, that the legal violations are most concerning, and the human costs of continuing this war are unbearable. We must not be complicit.

Divestment has been employed by post-secondary institutions as an effective tool of nonviolent social change in the past and is currently being pursued by post-secondary institutions to address the climate emergency and the crisis in Israel-Palestine.

We have a moral, if not legal, responsibility to do what is in our power to bring an end to this violence. It is within our power to act. *We can* make a difference.

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<sup>31</sup> Canadians for Justice and Peace in the Middle East (CJPME). (2023). Position Paper: Leveraging Canada's Arms Trade to End the Violence in Gaza. [https://www.cjpme.org/pp\\_2023\\_12\\_arms](https://www.cjpme.org/pp_2023_12_arms)



# Sustainable Investment & Finance

Presented by  
Kayla Tillapaugh

Date:  
June 25, 2024



# The 17 Sustainable Development Goals



**THE GLOBAL GOALS**

## The SDG Accord

Recognising that we are at unique stages in our journey towards a sustainable future, with differing strategic priorities dependant on our ambitions, areas of expertise, and organisational culture.

### This Accord calls upon we, the world's universities and colleges...

to embed the **UN Sustainable Development Goals** into our education, research, leadership, operations, administration and engagement activities.

### We Accord Signatories recognise:

- The indivisible and interconnected nature of the universal set of Goals – People, Prosperity, Planet, Partnership, Peace.
- That, as educators, we have a responsibility to play a central and transformational role in attaining the UN Sustainable Development Goals by 2030.

### And we thereby assert...

that as leaders or individual practitioners, academics, students or researchers, we will:

- Align all major efforts with the SDGs, targets and indicators, including through our education, research, leadership, operational and engagement activities;
- Aim to involve members from all key stakeholder groups in this endeavour, including students, academics, professional staff, local communities and other external stakeholders;
- Collaborate across cities, regions, countries and continents with other signatory institutions as part of a collective international response;
- Using our own unique ways, inform, share our learning and account to both local and global communities our progress toward the SDGs;
- Annually report on 'how does my institution contribute to the SDGs and what more can we do?'



**aashe**

The Association for the Advancement  
of Sustainability in Higher Education



**stars**<sup>®</sup>  
*a program of aashe*

# Reporting categories

## ACADEMICS

Curriculum  
Research

## ENGAGEMENT

Campus Engagement  
Public Engagement

## OPERATIONS

Air & Climate  
Buildings  
Energy  
Food & Dining  
Grounds  
Purchasing  
Transportation  
Waste  
Water

## PLANNING & ADMIN

Coordination & Planning  
Diversity & Affordability  
Investment & Finance  
Wellbeing & Work






## INNOVATION

Exemplary Practice  
Innovation



**Recognition Level**

**Minimum Overall Score**

	Reporter designation	n/a
	Bronze Rating	25
	Silver Rating	45
	Gold Rating	65
	Platinum Rating	85

# Selkirk College



Selkirk College | SUSTAINABLE SELKIRK



## Selkirk College sees silver stars for sustainability efforts

Submitted by Selkirk College

Building a brighter future for the planet requires collective action and Selkirk College is being recognized for its sustainability efforts by an international association that rates post-secondary institutions across the world.

The Association for the Advancement of Sustainability in Higher Education recognizes achievements through its Sustainability Tracking, Assessment and Rating System (STARS) that considers efforts in academics, engagement, operations, planning, administration, innovation and leadership. With more than 900 participants in 90 countries, the STARS program is the most widely recognized framework for publicly reporting comprehensive information related to a college or university's sustainability performance.

"We are seeing the effects of unsustainability across the planet and because of the role that post-secondary institutions play in society, it's incredibly important that we are preparing the next generation for the sustainability challenges of the future," says Kayla Tillapaugh, Selkirk College's sustainability co-ordinator. "Sustainability needs to be at the forefront of everything that we do, and it's vitally important that we lead by example."

Earning a silver STARS rating in the latest report, Selkirk College continues to push its efforts upwards in many areas. Highlights include full points in landscape management and biodiversity, particularly prominent on the Castlegar Campus where stewardship at the confluence of the Columbia and Kootenay rivers is an ongoing priority. Continued infrastructure and operational improvements in areas such as vehicle fleet, paper consumption and energy usage have resulted in gains on reducing greenhouse gas emissions. The college also scored well in campus and community engagement where the work of the sustainability co-ordinator is pivotal in planning and outreach.

Ongoing initiatives can be seen on

all campuses across the college region. From local participation in the global TEDx Countdown and the installation of 275 solar panels on the roof of the library to reusable to-go containers and a robust composting program, the college builds on its commitment each semester.

Despite its relatively small size, Selkirk College has been a national leader in its commitment to overall sustainability. The college was the first post-secondary in Canada to sign onto the SDG Accord, a United Nations' initiative that promotes awareness for 17 sustainable development goals (SDGs) that aim to create a more sustainable and just planet. From quality education to gender equality and zero hunger to clean water, the college works on making an ongoing difference with SDG goals that tie in neatly with the STARS rating system.

"People most often point to the environment when thinking about sustainability goals, but it is so much more," says Tillapaugh. "Sustainability and sustainable development refer to ensuring we can meet the needs of the present without jeopardizing the ability of future generations to meet their own needs. It's about social, economic, environmental, cultural and spiritual balance that will ensure we are able to be sustained — hence the term, sustainability."

Over the next three years, the college will continue to expand its sustainability work as it strives towards a gold STARS rating. Despite limited human and financial resources, the intermediate grades within the framework are lofty goals that are not out of reach.

"We should be proud of this rating because we are taking important steps that have increased our score each year," says Tillapaugh. "There is lots of room for improvement and we will work hard together as a collective community to meet the targets."

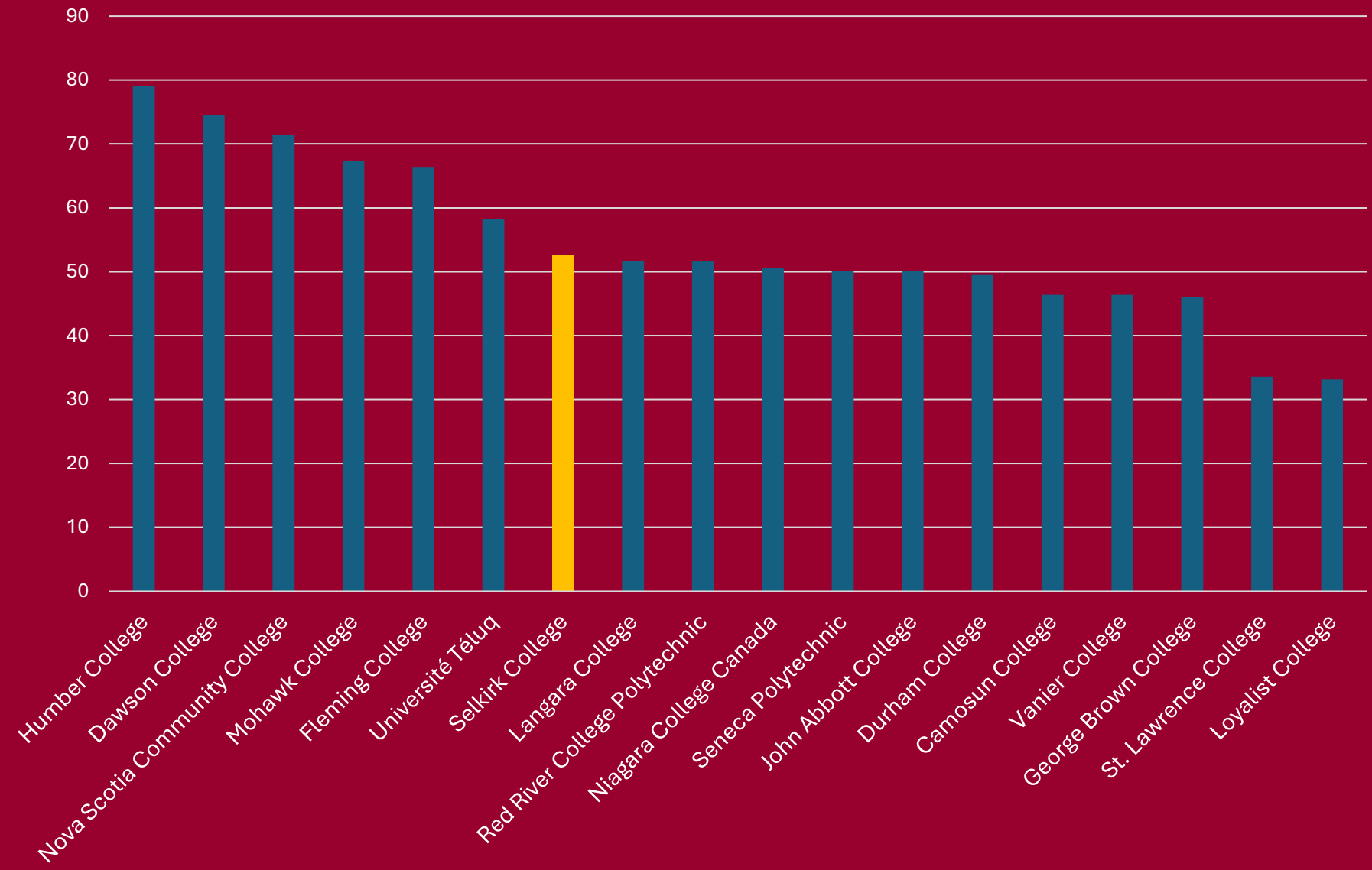
You can learn more about Sustainable Selkirk and STARS rating system at: <https://selkirk.ca/about-selkirk/sustainability>



The sustainability co-ordinator at Selkirk College, Kayla Tillapaugh says the recent STARS silver rating is a strong indicator that the local post-secondary continues to lead the way with its effort to create a stronger future for the planet and its people. Photo: Selkirk.ca

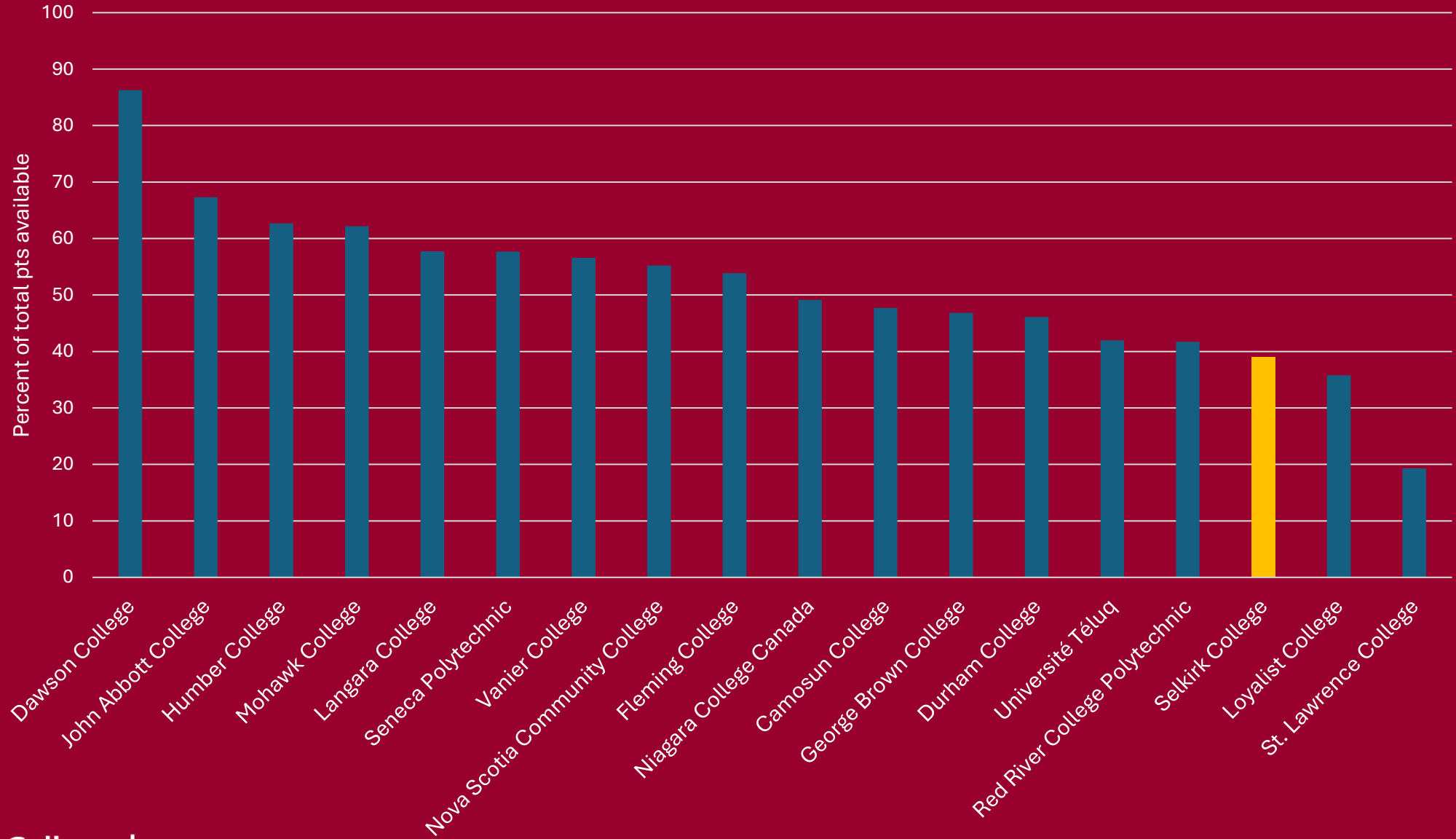
<b>RILKOFF'S STORE</b> Every Single Green Food Product, Locally Grown Open Monday - Saturday 8:30 am - 6:30 pm Sunday - 9 am - 6 pm 250-442-2610 4415 Hwy 3 West of Grand Forks	Chagan Green Fruit - Lab of care Yellow Pears \$1.99 /lb (20) Haven Fragrance Canning Peaches \$2.99 /lb - \$2.25 /lb Apricots Tilton (Small size) \$2.99 /lb Last stores to buy	Nectarines \$3.99 /lb - \$3.50 /lb New Crop Bantoc Apples \$1.00 /lb Early Baked Plum Plums \$2.99 /lb - \$2.50 /lb	Locally Grown Seasonal Produce Yellow Lady & Red Sweet and Seedless Greenbeans 79¢ /lb Watermelon \$1.99 each Field Canning Tomatoes (Flavor) \$1.49 /lb - \$1.00 /lb - 80¢ /lb	Farm Tomatoes \$1.49 /lb - \$1.00 /lb 1 each Cucumber & Zucchini 2/\$1.00 Fresh Corn, Basil, Kale, Pickling Cucumbers, Beans, Dill Weed and much more EVERY DAY	U-PICK OPEN (Bring your own boxes) Strawberries \$3.00 /lb Tomatoes 60¢ /lb Bell Sweet Peppers \$1.00 /lb Hot Peppers \$2.00 /lb BULK: Peppers, Carrots, Beets, Red & Elephant Garlic, Canning & Sweet Onions AVAILABLE IN LARGE QUANTITIES
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# Overall STARS scores (based on latest submission)





# Planning and Administration



## Planning &

Coordination & Planning

Diversity & Inclusion

Investment

### Credit

Committee

Sustainability

Investment

Wellbeing

## Planning & Administration

Progress: 0 / 13

Coordination & Planning

Points Earned: **0.00 / 11.00**

0 / 3 Progress:

Investment

Points Earned: **0.00 / 7.00**

0 / 2 Progress:

**Credit**

**Status**

**Points**

Sustainable Investment Program

Not Started

0.00 / 4.00

Investment Holdings

Not Started

0.00 / 3.00

Social Equity

Points Earned: **0.00 / 14.00**

0 / 5 Progress:

Wellbeing & Work

Points Earned: **0.00 / 10.00**

0 / 3 Progress:

25 / 9.00

7 / 10.00

00 / 7.00

00

00 ?

00

25 / 7.00

# Investment

This impact area seeks to recognize institutions that make investment decisions that promote sustainability. Collectively, colleges and universities invest hundreds of billions of dollars. Like other decisions that institutions make, these investments have impacts that are both local and global in scope. **Institutions with transparent and democratic investment processes promote accountability and engagement** by the campus and community. By using the tools of sustainable investing, institutions **can improve the long-term health of their endowments, encourage better corporate behavior, support innovation in sustainable products and services, support sustainability in their community, and help build a more just and sustainable financial system.**

# PA 4: Sustainable Investment Program

4.1 Sustainable investment policy or committee

4.2 Negative screening and divestment

4.3 Investor engagement

**A robust sustainable investment program and engagement strategy can:**

- help align an institution's investments with its values
- protect the institution from the financial and reputational consequences of risk-prone corporate behavior
- manage its climate related financial risk, and
- improve the underlying environmental, social, and governance performance of the businesses it invests in.

# PA 5: Investment Holdings

5.1 Investment holdings disclosure

5.2 Percentage of sustainability pool allocated to positive sustainability investments

**An institution can use its investment power to support:**

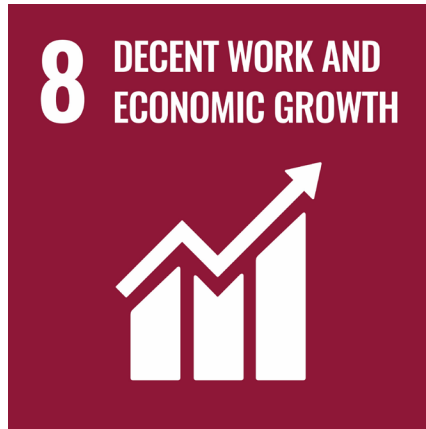
- socially and environmentally responsible practices
- thriving local communities, and
- the development of sustainable products and services

Disclosure of investment holdings is an important accountability mechanism that also helps engage campus stakeholders in the governance of the institution.

# Investment

Credits and Indicators	Points available
<b>PA 4: Sustainable Investment Program</b> Applicable to institutions with investment pools of \$1 million (USD) or more.	4
4.1 Sustainable investment policy or committee	2
4.2 Negative screening and divestment	1
4.3. Investor engagement	1
<b>PA 5: Investment Holdings</b> Applicable to institutions with investment pools of \$1 million (USD) or more.	6 or 3
5.1 Investment holdings disclosure	2 or 1
5.2 Percentage of the investment pool allocated to positive sustainability investments	4 or 2
<b>Maximum points available →</b>	<b>10</b>

# Contributions to the United Nation's Sustainable Development Goals



By using our investment power to promote socially and environmentally responsible industries and practices, we...

**Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all**



By disclosing our investments, divesting from unethical industries, and promoting shared governance, we...

**Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels**

# Investment Disclosure, Canadian Institutions

- [University of Victoria](#)
- [McGill University](#)
- [Simon Fraser University](#)
- [York University](#)
- [Université de Sherbrooke](#)
- [Thompson Rivers University](#)
- [Dalhousie University](#)
- [Université Laval](#)
- [University of British Columbia](#)
- [University of New Brunswick](#)
- [Université de Montréal](#)
- [Wilfred Laurier University](#)
- [University of Alberta](#)
- [University of Saskatchewan](#)
- [University of Waterloo](#)
- [University of Winnipeg](#)





**THANK YOU!**

**QUESTIONS?**

## President's Report for June 2024

### **Communication and Relationship Building:**

- Met with Teck Trail Operation's Community Leads.
- Met with the ADM Employment and Labour Market Services Division.
- Joined the Mir Advisory Council Meeting.
- With the Executive Leadership Committee, met with the City of Castlegar to discuss partnership opportunities
- Met with the Province to discuss Doukhobor Apology Fund.
- Met with member of local Doukhobor community to discuss outreach initiatives

### **Student Focus:**

- Participated in two convocation ceremonies.
- Toured Kekuli House (original student housing) on the Castlegar Campus.
- Supported students' return from international practicum

### **Indigenization, Equity, Diversity, and Inclusiveness:**

- Attended the Indigenous Gathering Space Opening on the Tenth Street Campus
- Met with EDI Chair and leadership advisor to discuss ongoing accountability efforts
- Started UToronto course "Aboriginal Worldviews and Education"

### **Strategy, Creativity, and Innovation:**

- Joined BC College Presidents for an AI productivity tools information session.
- Supported the Teaching & Learning Conference with an

opening welcome.

- Attended a Strategic Planning Steering Committee meeting.
- Provided peer review for chapter in academic textbook
- Co-created footprint planning retreat for senior leadership

### **Leadership and Professionalism:**

- Met weekly with sector presidents.
- Joined members of the Leadership Team to visit with counterparts at the College of the Rockies
- Participated in a webinar on Navigating Freedom of Expression and Academic Freedom in BC's Public Post-Secondary Sector.
- Attended the monthly IT Governance Committee meeting.
- With other Leadership Team members, met with TheSIS president and executives.
- Took part in the Trades Training Executive Committee meeting.
- Attended a virtual CIGan Directors meeting.

### **Board Relations:**

- Met bi-weekly with the Board Chair.
- Participated in the Board's strategic planning focused retreat in Kaslo.
- Attended the EdCo AGM meeting.
- Attended a Governance Committee meeting.
- Met with the Board Chair and HR Committee Chair.

President and CEO Goals and Objectives Monitor

**Some objectives will be ongoing for the immediate future. Objectives** align with the following **strategic** plan dimensions:

- 1. Learner Success
- 2. Excellence in Education
- 3. Community Development
- 4. Healthy Workplace
- 5. Modernization
- 6. Other – Government and Board Accountability
- 7. Other – Leadership and Legitimacy

**Progress** indicators:      On track ■      Somewhat delayed or barrier exists ■      Substantially delayed or may not be achieved ■      Complete ■

Objective and Demonstration / Measurement	Strategic Alignment	Outcome or achievement indicator	President's Comments Comments/ Factors affecting performance	Months				Board Rating 1-3
				Jun	Sep	Dec	Mar	
1. Oversee and monitor Strategic Plan implementation	1-5	Dashboard & process	Collaborated with leadership team to advance progress					
2. Oversee launch of new strategic planning process	1-7	Process launch events	Supported engagement events, communications and data collection					
3. Continue/strengthen engagement with First Nations	1,2,3,7	1 renewed MOU	Conversations with Métis Nation (Nelson, Castlegar, Grand Forks)					
4. Continue/strengthen engagement with key stakeholders	1,2,3,7	Minimum 2 per month	Castlegar Economic Development,					
5. Support Indigenization and EDI plan goals	1,2,4	LT performance goals	Collaborative work with Leadership team					
6. Activate infrastructure consolidation plans (e.g. ARIC)	5	Formalizing plans	Fit analyses and engagement ongoing—anticipated move in 2025 for ARIC					
7. Oversee Institutional Accountability goals	1,2,6	IAPR accepted by AEST	Collaboration with Leadership team					
8. Prudent budget management at fiscal year-end 23/24	6	Financial reports	Budget process & discussions underway, clean year end audit					
9. Maintain national/provincial relationships and networks	7	3+ committee roles	CICan Board, STTC, BCC Rural Caucus, Rogers ThinkLab					
10. Maintain legitimacy as new President thru engagement	3,4,7	4+ blogs, 16+ events	OCS Update blog, strategic plan communications, school planning days					

# INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2023/24 REPORTING CYCLE  
JUNE 2024

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# Accountability Statement

## LETTER FROM SELKIRK COLLEGE BOARD CHAIR AND PRESIDENT

Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills  
Victoria, British Columbia

Dear Minister Beare,

Allow us to begin our submission by stating that Selkirk College respectfully acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sinixt, Syilx, Ktunaxa and Secwépemc Peoples.

On behalf of the Board of Governors and Selkirk College employees, we affirm our commitments and accountabilities to government under the direction of the 2022/23 Mandate Letter; the June 22, 2023, letter of direction to the Selkirk College Board of Governors; Selkirk College's *Strategic Plan 2019–2024*; and Selkirk College's *Indigenization Plan 2019–2024*.

As you will note from our report, we are committed to providing students with a high-quality, affordable and relevant post-secondary education experience that prepares them for the future. Selkirk College will continue to contribute to lasting and meaningful reconciliation with Indigenous Peoples and promote environmental sustainability, innovation and a greener economy. We're proud to provide accessible education to a diverse student population—particularly to vulnerable and under-represented students—and to advance equity, diversity, inclusion and anti-racism initiatives.

Selkirk College's 2023/24 accountability plan aligns with the government's commitment to economic recovery through the StrongerBC, Future Ready and CleanBC plans. Furthermore, the government's current post-secondary priorities support Selkirk College's goals well into the future, particularly around expanding student housing, increasing technology-oriented programming and adding capacity in high-demand areas, such as health care, early childhood education and trades. Working with your ministry on these and other priorities will help the college contribute to BC's economic and social strength.

We look forward to further discussion and opportunities for collaboration on these goals with your ministry.

Sincerely,

Margaret Sutherland Board Chair

Maggie Matear President and CEO

## Institutional Overview

*Selkirk College is located in the southern interior of British Columbia, covering an area of 45,000 square kilometres. Although the college is in the West Kootenay and Boundary regions, distance learners access education nationally and internationally.*

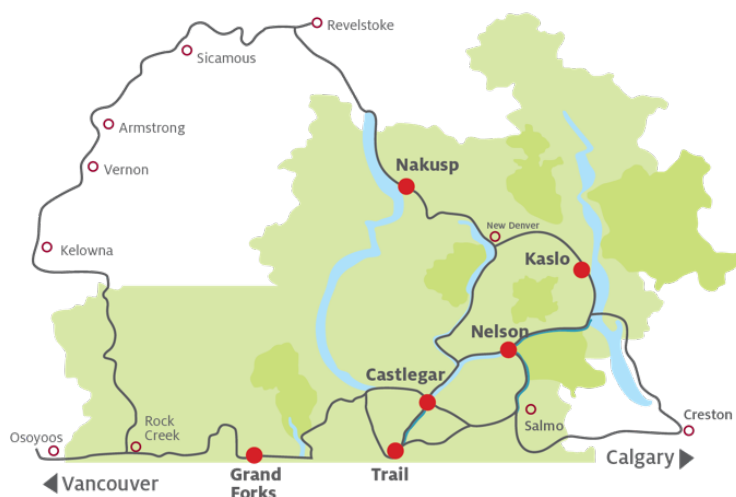
Selkirk College's largest campus and administrative centre is in Castlegar. Diploma, advanced diploma, postgraduate diploma, associate degree, degree, certificate, associate and advanced certificate, college preparatory and academic upgrading programs are also offered on this campus. There are three campuses in Nelson—Tenth Street Campus, Silver King Campus and Victoria Street Campus—that specialize in trades, arts, technology, and hospitality and tourism programs. Academic upgrading is also offered in Nelson through a summer school at the Silver King Campus. The Trail Campus offers programs and courses in health, academic upgrading, and digital fabrication and design. A campus in Grand Forks and learning centres in Kaslo and Nakusp offer opportunities for academic upgrading, as well as community-responsive training and education. Selkirk College continues to expand program offerings across its campuses and learning centres and through distance and hybrid delivery.

Community Education & Workplace Training supports many short-term community and workforce training and skills development courses, which are offered at all campuses and learning centres across the region. The department partners externally with industry, local organizations and funders and internally with academic programming and Selkirk Innovates to offer an expanding range of continuing education, workforce training and micro-credential opportunities. Selkirk Innovates supports an impressive array of applied projects and applied research and innovation teams, which are located at the college's Applied Research & Innovation Centre in Castlegar, the Selkirk Technology Access Centre in Trail and other campuses and centres throughout the region. Selkirk Innovates projects engage and support industry, local government, funders and many other partners to support community development and foster work-integrated learning.

Selkirk College has more than 80 nationally recognized certificate, diploma, advanced diploma and degree programs and disciplines. Since opening in 1966, the college has celebrated more than 44,000

graduates. The college is organized into the President's Office and two main divisions: Education & Students and College Services. Each division is led by a vice-president who reports to the college president.

The Education & Students Division includes the vice-president, the associate vice-president and a team of four deans, two directors, the registrar, two associate registrars and two managers. They share responsibilities for all credit



and non-credit programming, including community education, workplace training, applied research and innovation, and international education. Academic programs are organized into schools, which are each headed by a school chair, with faculty and staff. These schools are:

- Academic Upgrading & Development
- Arts & Technology
- Business
- Environment & Geomatics
- Health & Human Services
- Hospitality & Tourism
- Industry & Trades Training
- Selkirk International
- University Arts & Sciences

The programs in these schools reflect the local, regional, provincial, national and international needs of the college's students, communities, employers and transfer partners. The Education & Students Division also includes the Teaching & Learning Centre (TLC) and the Mir Centre for Peace.



The TLC has expanded over the last three years, supporting faculty and instructional staff on distance education, education development, evaluation, and education technology and training. It supports instructors to create optimal learning for students through:

- Excellence in course development and delivery, including the variety and relevance of teaching strategies and alignment of assessments with outcomes.



- Effective use of the learning management system and educational technologies, especially in online and hybrid learning.
- Incorporating specific pedagogies related to, for example, work-integrated learning, Indigenization, internationalization, universal design for learning and academic integrity.
- Contributing to a learning region with other colleges, school districts, literacy groups, public libraries, government, businesses and other groups concerned with education.
- Participating in student recruitment, engagement and retention initiative through activities that optimize student learning.

Through Selkirk Innovates, the Education & Students Division also leads several significant community and industry-based initiatives funded through the Natural Sciences and Engineering Research Council (NSERC), the Social Sciences and Humanities Research Council (SSHRC), the National Research Council Canada, the Columbia Basin Trust, the Province of BC and many other organizations that align with the college's strategic plan. This exciting work is organized into two applied research groups: social sciences and rural development, which includes the Regional Innovation Chair in Rural Economic Development and technology-based applied research.

Technology-based applied research is undertaken at the Selkirk Geospatial Research Centre, which leads geomatics-based projects, and the Selkirk Technology Access Centre, which leads advanced manufacturing, materials and applied computing, technology and other industry support. Selkirk Innovates is ranked among the "Top 30 College in Canada" as #7 in research intensity, and #2 of small-tier colleges for student internships. Students are at the forefront of the applied research projects, participating in—and in many cases employed in—co-op education placements, student internships and Mitacs opportunities. Between April 1, 2019, and March 31, 2023, Selkirk Innovates supported over 190 student internships resulting in over \$2.5 million in wages, \$3 million in new research infrastructure and \$1.4 million in training grants.

The associate vice-president of student success supports the registrar, director of student affairs, department heads and a team of employees that offer an array of initiatives to support students. The staff oversees a wide range of student support services and engagement, including academic advising and career counselling, assessment services, co-op education, employment services, accessibility and college success services, personal counselling, campus recreation and healthy campus initiatives. This division also supports Campus Recreation; the Registrar's Office; Admissions; Recruitment; Marketing, Strategic Communications & Public Relations; Alumni and Donor Services; Community Relations; and Institutional Research.

The vice-president of the College Services Division leads a team that includes the executive director of finance and risk management, the executive director of human resources, the director of facilities and business services, the chief information officer (CIO), managers, department heads and staff.

Together, they oversee all operational aspects of Selkirk College—finance, information technology services, human resources, facilities (including campus management) and maintenance departments—and ancillary services, such as food services, library services across all campuses and centres, the bookstore and student housing. The division has led the college through the implementation of an Institutional Accountability Plan & Report 2024

enterprise system renewal (now termed Unit4) of finance and human resources. Other significant initiatives led by the division include the development of an enterprise risk registry, the *Campus Master Plan*, the *Five-Year Capital Plan* and renewed human resources and finance processes.

Successful planning and business cases have led to a new daycare centre at the Silver King Campus and significant campus-wide improvements. Exciting new initiatives include student housing expansions at the Castlegar Campus and the Silver King Campus, the acquisition of the Trail Campus and renovation/modernization projects at several other campuses and centres.



## Strategic Direction & Context

The *Strategic Plan 2019–2024: Building Remarkable Futures* was approved by the Board of Governors in the spring of 2019, after consultation with students, employees and the community. The mission, vision, values, commitments and strategic directions reflect the college’s focus over the remaining tenure of the plan.

### Our Mission

Together, we build remarkable futures.

### Our Vision

Selkirk College provides personal experiences that build confident and imaginative learners ready to thrive in their community and in our dynamic world.

### Our Values

At Selkirk College, we value community, access, respect and excellence.



## Our Values

**Community** at Selkirk College means delivering education that builds relationships, culture, belonging, empowerment and opportunity. Selkirk College students and employees are part of an educational community that is integral to the well-being of the West Kootenay and Boundary regions and has provincial, national and global connections.

**Access** at Selkirk College means an educational experience should be attainable to all, regardless of who or where they are, or what challenges they face. Accessibility defines a culture of inclusion, considers the services provided to learners, develops innovations to program and course delivery formats and timing, and supports the technological and physical infrastructure required for student success.

**Respect** at Selkirk College means we treat ourselves, each other, members of our college community and the world around us with respect, dignity and integrity. Respect builds trust and includes respect for diverse people, ideas and perspectives, cultures and traditions, respect for the environment, and the modelling of respectful discourse and conversation in our work.

**Excellence** at Selkirk College means everyone strives for the highest level of quality, accountability and professionalism. Excellence includes aspiring to the highest quality of instruction, services and operations for students, employees and communities. Excellence promotes creative and growth mindsets and approaches to work that inspires innovation.

## Our Commitments

*Selkirk College integrates five fundamental commitments into the delivery of programming, student and employee supports, and planning and operations.*

### DIVERSITY AND INCLUSION



Selkirk College is committed to diversity and inclusion, and to promoting equity. We aspire to providing a safe, supportive and inclusive community for all students, faculty and staff to learn and work together. Our daily work and our vision of the future is enriched by the inclusion of diverse communities and persons of different abilities, ages, cultures, races, ethnicities, family models, gender identities and expressions, health statuses, nationalities, political views, spiritual beliefs and traditions, sexual orientations, socio-economic statuses and educational backgrounds. We welcome, expect and encourage the continued pursuit of universal acceptance and application of a working and learning environment without harassment, intimidation and discrimination. Our learning activities, programs and services will be designed to develop the knowledge, skills and abilities necessary to build a more diverse and inclusive community.

## ENVIRONMENTAL SUSTAINABILITY



Selkirk College will continue to integrate respect for the land and natural environment, sustainable practices, carbon footprint reduction and responsible use of natural resources into student learning, services, operations and workforce development. We are committed to implementing practices that promote a healthy natural environment and climate change mitigation in our teaching practices, administration, programming, facilities and operations, funding allocations and applied research priorities. We are committed to developing and supporting college-wide and regional solutions to environmental remediation, cleaner transportation, lowered emissions and waste reduction. Selkirk College is a proud partner in the Sustainability Tracking Assessment and Rating (STARS) system in the Association for the Advancement of Sustainability in Higher Education (AASHE).

## HEALTH AND WELLNESS



Selkirk College will continue to promote and integrate health and wellness into day-to-day operations, practices, services and educational programming. This includes physical health and wellness and will also include creating educational experiences and campus life that promotes mental health, safety, compassion, acceptance, social justice and belonging. We recognize the critical importance of education as a key social determinant of health. Selkirk College is a proud signatory of the Okanagan Charter, 2015.

## INNOVATION



Selkirk College is inspired by innovation. Innovation creates new thinking, new ways of delivering our programs, enhanced and flexible learning, and a willingness to expand our role in the community. Innovation includes making higher education more accessible. Because regional, national and global economies are transitioning and diversifying so rapidly, innovative partnerships and greater collaboration between businesses, social enterprise and educators can result in the workers of tomorrow arriving on the job with the skills for success. Selkirk College recognizes that being a valued partner in community economic development and renewal, regional collaboration, social innovation and rural capacity building is critical to our success and the success of our region.

## RECONCILIATION



Selkirk College is committed to reconciliation with Indigenous Peoples. Reconciliation is the intentional process of establishing and maintaining respectful and right relationships with Indigenous governments, organizations, families and learners. Selkirk College believes that a critical part of this process involves repairing damaged trust in education systems through respect and reciprocity. We are committed to the Indigenization and decolonization of education. Supporting traditional First Nations, Métis and Inuit approaches to learning, resolving conflict, repairing harm and restoring relationships will inform the reconciliation process in our governance, curriculum and project development, human resource development, and program and

service delivery. We support the principles of the UN Declaration of the Rights of Indigenous Peoples (UNDRIP) and continue to incorporate the relevant Truth and Reconciliation Commission (TRC) Calls to Action into our planning and operations. Selkirk College is a proud signatory of the College and Institutes Canada Indigenous Education Protocol, 2015.

## Strategic Direction

Until the end of 2024, Selkirk College will continue to work diligently to achieve its mission and vision and to live its values and commitments. This work will be guided by a focus on five strategic directions: learner success; excellence in education; community development; healthy workplace; and modernization of facilities, technology and operations.

The Performance Plan section of this report details each strategic direction, identifying strategic priorities and initiatives for 2023/24, and goals, measures and targets for 2024/25. Selkirk College has also developed supporting plans to fulfill its *Strategic Plan 2019–2024: Building Remarkable Futures*. These include *Our Journey Together: Land, Life, Learning, Indigenization Plan*; *Internationalization Strategic Plan*; *Student Access & Support Services Plan*; and *Campus Master Plan*. Several new plans have been implemented, including the *Education Plan: Together for Success; Equity, Diversity & Inclusion Action Plan*; *Applied Research Plan*; and the *Sustainability Plan*.

*Building Remarkable Futures: Strategic Plan 2019–2024* has guided us for the last five years. Currently, Selkirk College is examining its key priorities and visual identity and charting the path of evolution over the coming years through the development of a new strategic plan. Following the completion of the strategic plan, a strategic enrolment plan will be developed, and the plans above updated as necessary.

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## Planning Framework

Selkirk College follows an integrated approach to achieving its mission and vision. The foundational *Strategic Plan 2019–2024: Building Remarkable Futures* provides the context and connections for further planning. This plan is bolstered by several supporting plans. *Our Journey Together: Land, Life, Learning: Indigenization Plan 2019–2024* supports truth, reconciliation, Indigenization and decolonization at Selkirk College. This plan has five key areas of focus: governance and policy; curricula and programs; supports and services for students; employee development and tools; and facilities and infrastructure. The director of Indigenous education & engagement provides strategic direction, leading a team and supporting the implementation of the plan. Indigenous Services reports to the president and collaborates with all divisions at the college and supports relationships with Nation partners.

Internal systemic change and inclusive and equitable processes continue to advance through the engagement of Indigenous Services employees with First Nations partners. College governance and policy are shifting. Policy reviews and Education Council (EdCo) approvals now include Indigenous input and advice through the implementation of an Indigenous EdCo sub-committee and a designated

Indigenous seat on EdCo. The Board of Governors invites Indigenous Elders from the Elders on Campus program to begin meetings in a cultural way, meetings are held at the Gathering Place and several current board members are Indigenous. For student services, the institution has moved from two Indigenous-focused pilot positions into two full-time positions. The counsellor for Indigenous students works with students, instructional staff and administration to support student success. The new Indigenous student navigator supports Indigenous students as a point of first contact and refers students to the counsellor for Indigenous students or the Elders on Campus program for supports. For facilities, the college has completed the renovation of a classroom to hold Indigenous circles and cultural teachings. The Tenth Street Indigenous Gathering Space has been completed at the Tenth Street Campus in Nelson.



Building on Selkirk College's *Strategic Plan 2019–2024: Building Remarkable Futures*, the *Education Plan 2023–2027: Together for Success* charts a course for academic programming, community education and workforce training, innovation and educational supports. It provides the priorities and direction that will support the continued success of education and training at Selkirk College. The plan's priorities facilitate the achievement of the educational aspirations outlined in the strategic plan, including learner success; excellence in education; community development; a healthy workplace; and modernized facilities, technology and operations. It also ensures the college meets and contributes to the provincial government mandates and directions. *Education Plan 2023–2027: Together for Success* provides direction to improve the success of students and graduates so they can contribute to a better future for themselves and their communities while supporting employees to facilitate instructional Institutional Accountability Plan & Report 2024

excellence. The plan aims to acknowledge the importance of the employees, facilities and technologies that contribute to exceptional learning experiences and to recognize the communities and organizations that are vital to programming excellence.

To fulfill the strategic plan and align with government mandate and direction, the college developed an *Equity, Diversity & Inclusion (EDI) Action Plan*. The vision of the *EDI Action Plan* is:

- Employees, students and community stakeholders benefit from the college as an equitable, diverse and inclusive place to learn, work and grow.
- Individuals in the college community understand EDI and collaborate to continue developing and promoting it throughout the organization and community at large.
- The college identifies and removes all barriers to access and inclusion from systems, policies, practices and supports. Students have the opportunity to achieve their academic goals, and staff can access employment opportunities.
- Values of community, access, respect and excellence are nurtured and embedded in college culture.

This plan is a living document that captures Selkirk College's commitment to advancing EDI. It aligns with the Government of Canada's Dimensions Charter, an initiative to foster EDI in the post-secondary sector.

The *Campus Master Plan 2020–2035* provides an overall vision and framework to guide long-term change and strategic development. Identified within the *Campus Master Plan 2020–2035* are design guidelines and recommendations that seek to accomplish site- and program-specific goals. The goals are adaptable and resilient, promoting change and refinement of the master plan over the 15-year period. The identified goals shaped from the overall campus vision are a flexible planning framework, enhanced student and staff experience, connectivity and sustainable development.

Together, these plans guide the growth and evolution of operations, programming and services at Selkirk College.

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## College Campuses & Facilities

Selkirk College's campuses and learning centres are located in Castlegar, Nelson, Trail, Grand Forks, Kaslo and Nakusp in the heart of the British Columbia Interior. Each community is unique, offering stunning natural beauty, a vibrant culture and abundant recreational opportunities.

The campuses and learning centres serve as hubs of educational excellence, fostering a supportive and inclusive environment for students to pursue their academic and personal growth. Programs and courses are designed to equip students with the knowledge, skills and experiences they need to thrive in their chosen fields and make a positive impact in their communities.



## CASTLEGAR CAMPUS



Situated in the forest and spread across 65 hectares of private land, the Castlegar Campus is the largest campus and administrative centre. Managed by the School of Environment & Geomatics, the land serves educational, wildlife and landscape ecology purposes. The campus offers a diverse range of programs, including Academic Upgrading & Development, Business, Environment & Geomatics, Health & Human Services, Selkirk International, University Arts & Sciences and Community Education & Workplace Training (CEWT).

While the campus has been well-maintained since its establishment in 1966, it requires upgrades and renovations to align with modern student expectations and educational delivery methods. Additionally, renewal is necessary to meet provincial greenhouse gas reduction requirements.

Supported by the partnership between Columbia Basin Trust and Selkirk College, and aimed at enriching student life, a renovation project for the Castlegar gym facilities will take place during the summer of 2024. This endeavour promises many enhancements, including a new floor, modern bleachers, a modern divider curtain and a refresh of the bouldering cave. These changes reflect a steadfast commitment to providing students, employees and community members with the best possible recreation environment. The project will result in significant improvements that will infuse a modern essence into facilities integral to the campus since the 1970s.

Inspired by feedback gathered during the annual Student Engagement Survey, students expressed a desire for a café-like atmosphere—a cozy spot to dine, socialize and study. With funding from Columbia Basin Trust dedicated to enhancing student life, the Facilities Team orchestrated significant renovations to the cafeteria. The revamped space now boasts new furnishings and décor, along with improved lighting, power outlets and soon-to-be-installed birch panes. Initial reactions from students and employees have been overwhelmingly positive, with further improvements on the horizon.

Following collaboration with a kitchen consultant, the Facilities team, alongside the Ancillary Services assistant manager and the Food Services team, has finalized a pre-design for the servery area. Currently, the college is partnering with a local architect to complete a renovation tender package, slated for construction in the summer of 2024.

In addition to the aesthetic upgrades, culinary offerings are also undergoing a transformation, with a rotating four-month menu. Considering rising food expenses, the college is dedicated to offering affordable prices that cater to students' budgets, while ensuring a diverse and valuable dining experience.

Currently, potable water for the Castlegar Campus is drawn from two on-site wells. However, as outlined in the *Five-Year Capital Plan*, a priority initiative involves transitioning from the existing untreated water system to a connection with treated water sourced from the City of Castlegar. This crucial upgrade is vital to ensure an ample water flow to meet the anticipated increase in usage and fire flow rates required for new student housing.

The waterline project at the Castlegar Campus is approaching completion. All necessary piping has been installed and the commissioning phase is imminent, with a projected completion date expected in early May.

Both the college and the local community are facing a shortage of affordable accommodations for students. In response to this pressing issue, the college has undertaken the construction of additional housing facilities. A 114-bed facility has been completed in Castlegar, along with a 36-bed facility at the Silver King Campus in Nelson. These new housing options, combined with the existing student housing in Castlegar and at the Tenth Street Campus in Nelson, are aimed at offering affordable housing solutions for students.

Student housing at the Silver King Campus became available to students on March 15, while the Castlegar facility is scheduled to open its doors in early August. Both accommodations will feature fully accessible units and family suites, contributing to an enhanced student recruitment process, increased retention rates and an overall improved campus experience.

The *Five-Year Capital Plan* emphasizes the renovation of the Monashee and Granite wings at the Castlegar Campus, which house the health and human services, and natural resources programs. These wings no longer meet the demands of contemporary education. Moreover, they pose risks due to hazardous construction materials such as asbestos and exhibit poor energy efficiency.

Recent renovation efforts have successfully updated the simulation labs in the Monashee wing. However, the broader renovation of both the Monashee and Granite wings will be executed in two phases to effectively manage capital expenditure. Initially, the focus will be on establishing an applied research and health sciences building.

Overall, the ongoing improvements and expansions at the Castlegar Campus aim to enhance the learning environment, provide adequate resources and facilities, and create a sustainable and inclusive community for students and employees alike.

## APPLIED RESEARCH & INNOVATION CENTRE



Established in 2016, the Applied Research & Innovation Centre (ARIC) serves as a cornerstone for Selkirk Innovates, facilitating collaborative applied research projects with community partners and industries. Faculty and student research teams collaborate within ARIC, driving innovative initiatives forward.

Sharing the same building are the Advanced Diploma in Geographic Information Systems and Bachelor of Geographic Information Systems programs. These programs benefit from their proximity to cutting-edge research centres. Additionally, the building hosts the Regional Innovation Chair in Rural Economic Development, further enriching research and innovation activities.

In a move to expand applied research operations, Selkirk College extended its presence to the community of Trail. The Selkirk Technology Access Centre in Trail focuses on advanced manufacturing,

advanced materials and advanced computing research, fostering increased collaboration with local industries and community partners, promoting innovation and economic development in the region.

To support the growth and modernization of these programs, Selkirk College is evaluating a new applied research and health sciences building. The project encompasses facility upgrades, improvements to “front of house” services, enhanced student support and reduction of the facilities condition index. By investing in these enhancements, Selkirk College aims to provide state-of-the-art facilities and a supportive environment for research and innovation activities.

The ARIC and its associated programs remain at the forefront of applied research and innovation, driving economic development and meeting the needs of the community. Selkirk College is steadfast in its commitment to fostering a culture of research and supporting the success of students, employees and community partners in their pursuit of innovative solutions and sustainable growth.

## SILVER KING CAMPUS



Perched on a hill in Nelson’s Rosemont neighborhood, the Silver King Campus is a bustling educational hub that houses the School of Industry & Trades Training, School of Academic Upgrading & Development and CEWT. The campus boasts a range of facilities, including a library, bookstore and cafeteria.

The Silver King Campus, which opened its doors as the Nelson Vocational School in June 1964, has a rich history. Over the years, the trades shop spaces have undergone extensive renovations, bringing them up to modern training standards. This renewal effort also included the construction of a new Student Centre with a spacious cafeteria and a dedicated building for the Carpentry Program. In recent years, routine capital funding has enabled the renovation and modernization of various areas within the Classroom Centre building, further enhancing the learning environment for students.

Similar to other campus locations in Nelson, the Silver King Campus faces a shortage of affordable housing options for students. To address this pressing issue, the college has constructed a 36-bed housing facility on the campus.

In line with Selkirk College’s commitment to sustainability, efforts to minimize the campus’s environmental impact are prioritized. As part of this initiative, a biomass boiler was installed, significantly reducing natural gas use and greenhouse gas (GHG) emissions, further advancing the campus’s sustainability practices.

The Silver King Campus remains a vibrant educational hub, providing quality training, academic upgrading and workforce development opportunities for students. With ongoing improvements, expansions and sustainability initiatives, the campus continues to evolve to meet the needs of its students and the broader community.

## VICTORIA STREET CAMPUS



In the heart of vibrant downtown Nelson, the Victoria Street Campus is housed within a historic granite building and serves as the home of Kootenay Studio Arts and the Ceramics, Textile Arts and Blacksmithing & Metal Art programs. It provides students with state-of-the-art facilities to nurture their artistic talents.

In July 2006, Kootenay School of the Arts was transformed into Kootenay Studio Arts (KSA), becoming an integral part of Selkirk College. Following an extensive renovation, the expanded and improved facility at the Victoria Street Campus was reopened in September 2007. This renovation project not only increased the capacity of the campus but also significantly enhanced the learning environment for students, ensuring an inspiring and conducive space for artistic exploration.

Selkirk College remains committed to providing a supportive and inspiring environment for students to pursue their artistic passions and achieve their full potential.

## TENTH STREET CAMPUS



The Tenth Street Campus offers students a serene and inspiring environment to pursue their studies. The campus is home to the School of Hospitality & Tourism and programs in the School of the Arts & Technology, including Contemporary Music & Technology, Web Development and Digital Arts.

The Tenth Street Campus boasts a range of facilities designed to support student success and holistic development, including a bookstore, a gymnasium, a weight room and a state-of-the-art kitchen facility dedicated to the Professional Cook Program. Moreover, two distinct studios enrich the campus experience: a recording studio and the renowned Shambhala Music & Performance Hall, where students can showcase their artistic talents.

In September 2012, Selkirk College proudly unveiled a newly renovated housing facility on the Tenth Street Campus, offering comfortable accommodation for up to 100 students. This facility not only provides a convenient living space but also fosters a vibrant community atmosphere, encouraging collaboration, friendship and a well-rounded college experience.

Selkirk College remains committed to maintaining the Tenth Street Campus as a hub of educational excellence, providing exceptional learning opportunities and equipping students with the skills and knowledge necessary to succeed in their chosen fields.

## TRAIL CAMPUS



Situated in the historic heart of downtown Trail, this campus serves as a hub for diverse educational programs. It is home to the schools of Academic Upgrading & Development, Health & Human Services, Arts & Technology and CEWT. In June 2022, Selkirk College acquired ownership of this facility from the Regional District of Kootenay Boundary, solidifying its commitment to the Trail community. The college officially took over operations of the building in November 2022.

Ownership enables Selkirk College to enhance and expand its educational offerings in the area. The Trail Campus has recently seen the addition of the Digital Fabrication & Design Program, which brings innovative technology and skills training to students, and the expansion of seats in the Health Care Assistant Program, which addresses the growing demand for health care professionals. The new Practical Nursing Program further enriches the educational landscape of the campus.

Selkirk College's increased presence in the Trail community not only strengthens its commitment to serving the local population but also fosters a dynamic environment that facilitates a wide range of learning experiences. Students can expect a vibrant and supportive campus community, enriched by the diverse programs and opportunities available.

Without on-campus housing options, students are turning to off-campus alternatives in search of suitable and affordable accommodations, to alleviate pressure on the local rental market, the college is hoping to build a 26-bed student housing complex at the Trail Campus.

## MIR CENTRE FOR PEACE



In September of 2007, Selkirk College celebrated the restoration of a classic Doukhobor communal home on the Castlegar Campus.

Since then, the house has served as the focal point and inspiration for the Mir Centre for Peace. It has been the site of numerous workshops, presentations, lectures, conferences and meetings, most of which are aligned with the centre's mission to aid in building cultures of peace through education and understanding.

## OTHER CAMPUSES AND LEARNING CENTRES

Additional campuses and learning centres include the Grand Forks Campus, the Kaslo Learning Centre and the Nakusp Learning Centre. Learning centres provide vital services to the region and increase access by providing students with the opportunity to continue their education locally. Selkirk College owns the Nakusp facility and leases the Kaslo and Grand Forks locations.

Selkirk College proudly holds the distinction of being the first Canadian post-secondary institution to sign the SDG Accord, demonstrating our commitment to the United Nations Sustainable Development Goals (SDGs) alongside colleges and universities worldwide. By participating in the SDG Accord, we actively contribute to global efforts to achieve a sustainable future.

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## Capital Facilities & Equipment

The *Campus Master Plan 2020–2035* was completed in 2020 with extensive input from students and employees across Selkirk College’s campuses and learning centres. This plan provides a blueprint for future project funding from the routine capital allocation as well as priorities for the *Five-Year Capital Plan*. The master plan covers all Selkirk College facilities with an emphasis on the larger and dated Castlegar Campus.

Selkirk College facilities have an overall facility condition index (FCI) of 0.415. This is from the most recent audit completed in 2018. A higher FCI (>0.40) indicates poor building condition. After the completion of a major renovation project at the Silver King Campus in Nelson, the Castlegar and Trail campuses have the highest FCI of all owned facilities, with Trail being greater than 0.50.

The facilities projects underway at Selkirk College encompass a range of initiatives aimed at enhancing student experiences and modernizing campus infrastructure.

The Facilities team has submitted a request for \$8.2 million in routine capital to address urgent roof repairs for eight buildings. Engaging stakeholders remains a priority for upcoming projects, including the planned relocation of the Applied Research & Innovation Centre in Castlegar and the reconfiguration of Nelson-based programs.

### CASTLEGAR CAMPUS

At the Castlegar Campus, recent classroom renovations and building upgrades include a full physics lab renovation—encompassing upgrades to electrical, lighting and HVAC—and the creation of a new nursing simulation lab. Necessary upgrades for the Castlegar Campus include replacements for electrical, HVAC, plumbing and fire protection components as well as interior finishes and furnishing. This reflects the age of the original buildings on this campus, which are 55 years old. Upgrades are also required to address provincial and federal greenhouse gas (GHG) emission reduction targets.

The Castlegar Campus water system project is nearing its conclusion. As part of this effort, three additional fire hydrants are being installed along the waterline. Through collaboration with the Selkirk College Grounds Committee, a seed blend comprising native species has been identified for restoring the disrupted natural habitat.

Additionally, consultations with a kitchen consultant and architect are underway for phase two of the Castlegar cafeteria renovation, with a focus on updating the server this summer. Collaborative efforts

with the IT Services Department are ongoing for a structured cabling/classroom renovation and upgrade/administration reconfiguration project slated for the summer months.

### **SILVER KING CAMPUS**

Silver King Student Housing began operating on March 15, with an official grand opening ceremony held on March 21. Progress on the new Castlegar Student Housing is proceeding smoothly, with occupancy anticipated by the end of May. The Facilities team will add final touches before the anticipated opening to students in August.

### **TENTH STREET CAMPUS**

At the Tenth Street Campus, the Tenth Street Indigenous Gathering Space is complete, with a community-wide opening scheduled for the spring season. This space aims to serve as a central hub for Indigenous and diverse communities, facilitating the exchange, preservation and celebration of Indigenous knowledge, history and relationships.

The Tenth Street Campus transfer of ownership project continues to move forward. A business case was presented to the Ministry of Post-Secondary Education and Future Skills in late February. The City of Nelson and Selkirk College have enlisted the services of a consultant to assess designated land for the proposed transfer, holding regular monthly meetings to share progress updates.

### **TRAIL CAMPUS**

Selkirk College took on ownership of the Trail Campus in July 2022 and officially began to operate the campus in November. As part of the transfer of ownership, Selkirk College received \$1 million in funding is being used to upgrade existing IT infrastructure and complete classroom renovations.

A business case for Trail Student Housing is in the final stages of preparation.

## **Financial Information**

Current financial information and additional explanations, including audited financial statements, are available at [selkirk.ca/annual-reports-statements](https://selkirk.ca/annual-reports-statements).

## Strategic Context

Located amid the breathtaking beauty of southern British Columbia, Selkirk College offers 80-plus nationally recognized programs that serve between 2,200–2,400 full-time learners per year in certificate, diploma, bachelor’s degree, academic upgrading, co-operative education, work integrated learning (WIL), workplace training, micro-credential and community education programs. Hosting eight campus and learning centre locations in six different West Kootenay and Kootenay Boundary communities, Selkirk College offers outcomes for in-demand employment, credit transfer to a multitude of post-secondary institutions and enhanced training to further career opportunities. A mix of in-person, hybrid delivery and online programming supports student access, and reaches students in the college region, BC, Canada and around the world.

Selkirk College is BC’s oldest rural community college and was formed after regional taxpayers voted in a 1965 referendum to provide a post-secondary opportunity close to home. The doors first opened in Castlegar in 1966 with four programs—University Arts & Sciences, Business Administration, Forest Technology and Electronics—and a total enrolment of 458 students. Over the last five decades, Selkirk College has grown into a major economic, social and cultural contributor. Since 2018, an average of 1,000 students per year have graduated from college programming, with many entering the workforce or transferring to partner institutions.

### EXTERNAL CONTEXT

Selkirk College focuses on improved enrolment, access, excellent student learning opportunities, a memorable and transformative student experience and improved graduate outcomes. These priorities are guided by a strategic plan, a new education plan, ministry mandates and ministry direction. The college continues to respond to the need for high-priority occupations through expanded offerings in health—such as Health Care Assistant (HCA), Practical Nursing (PN) and Pharmacy Technician (PTECH)—Early Childhood Care & Education (ECCE) and most recently, Mental Health & Substance Use, which will be delivered through a Health Career Access Program (HCAP) model. The college also continues to deliver and expand short courses and programs, including micro-credential programming, to respond rapidly to student access and community workforce training needs. Micro-credentials in drones and EDI have been developed and offered since 2022/23.

International student seats have been added in postgraduate programs to meet student demand and workforce needs. Other contributions to improving enrolment include maintaining an excellent standard of instruction and robust student services, high-quality programming, marketing and high student satisfaction. The college is fully participating in the StrongerBC future skills project.

Work integrated learning (WIL) has been adopted across a wide range of program areas, adding to the exemplary experiential learning the college is well known for delivering. Students are supported in accessing internships and co-op education opportunities, both internally and through many community partners. Selkirk College has expanded mental health supports to students and improved support to Indigenous students. Activities, initiatives and programming are aligned with government priorities,



such as the expansion of health and early childhood programming seats and new health programming in areas of high demand, micro-credential offerings and WIL, initiatives to further truth and reconciliation, initiatives leading to inclusion and anti-racism, and initiatives that respond to Clean Energy BC and StrongerBC.

Selkirk College has been funded to expand student housing. Capital plans continue to focus on renewing learning and student spaces and expanding campuses. In terms of demographics, BC Statistics reports a projected 4.5% population growth over the next 20 years in the Kootenay-Boundary catchment, with the greatest increases in the seniors (>65) population. Within the local school districts, relatively stable high school enrolments are anticipated to 2027, with between 780 and 850 graduates annually.



# Performance Plan

## 2023/24 Institutional Measures, Targets & Results

### Strategic Direction 1: Learner Success

#### STRATEGIC PRIORITY 1.1

Enable transitions to the workforce by providing students with experiential and work-integrated learning (WIL), co-op education and internships, student academic support and employment transitions programming.



#### PERFORMANCE MEASURE

Create new initiatives to improve student transitions to the workforce.

## TARGET, INITIATIVE & PERFORMANCE

1. Expand and improve experiential opportunities for students across targeted program areas, including moving from a WIL pilot to program delivery, adopting WIL curriculum development tools and implementing a WIL experiential learning framework. **Achieved**

### Initiatives:

- Supported 13 students to complete an Early Childhood Care & Education (ECCE) certificate and two Infant/Toddler Advanced Certificates through WIL.
  - Secured new base funding to support ongoing programming for ECCE WIL in the 2024/25 academic year.
  - Piloted RIIPEN Level-Up to connect students with employers.
  - Expanded the annual career fair to support connections and networking between students and local industry.
2. Continue the development of Digital Career Transitions Foundation project for rural areas with a view to prepare students for remote work with technology companies. **Not Achieved**

### Initiatives:

- Coordinated with the Ministry of Post-Secondary Education and Future Skills; the Ministry of Jobs, Economic Development and Innovation; and BC Colleges to co-develop training. Funding not approved for larger project. A small portion of the project was funded as a micro-credential, which is still under review for redesign.
3. Support and expand applied research-focused student internships. **Achieved**

### Initiatives:

- Established the Bachelor of Science in Nursing outreach student position in the summer of 2023 with plans for additional work in summer 2024.
  - Employed co-op students at Selkirk Innovates.
  - Piloted micro-internships to expand WIL options with Selkirk Innovates.
  - Provided 50 students with 85 internship units (4-6 months in duration) through Selkirk Innovates. This generated approximately \$850,000 in wages through partner-driven WIL focused on the social sciences, advanced manufacturing, advanced computing and geographic information systems (GIS) and natural resource management.
4. Create recognition for student internship and co-curricular experiences. **Achieved**

### Initiatives:

- Established a co-op policy through formal channels of approval.

- Integrated co-op placement into Education Council-approved curriculum. Completed the recognition of co-op on parchments for two programs. The process is ongoing for others.
  - Developed a new non-credit internship training program through Selkirk Innovates to provide further quality assurance and learning opportunities for students in the internship program. Fifty students completed this WIL training program, which included both faculty supervision and mentorship to advance individualized learning plans.
5. Continue to prioritize supporting place-based learning opportunities for students in local communities through programming, Selkirk Innovates, Co-op Education & Employment Services and other channels. **Achieved**

Initiatives:

- Launched collaboration with First Nations for possible partial delivery of the School of Environment & Geomatics diploma program, conversations are ongoing.
- Offered a two-to-four-week paid WIL placement to 18 mass timber learners in both the fabrication and design streams.
- Collaborated with Indigenous Services to develop and deliver academic Indigenous programming, including local culture and language courses.

## STRATEGIC PRIORITY 1.2

Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts and study abroad opportunities with other post-secondary institutions in specific program areas.

### PERFORMANCE MEASURE

**Improve program completion across all programs by creating successful pathways for all students.**

### TARGET, INITIATIVE & PERFORMANCE

1. Renew and expand articulation agreements across all program areas. Develop a cataloguing system to ensure effective sharing with students, the BC Council on Admissions & Transfer and relevant partners. **Achieved**

Initiatives:

- Updated and renewed six block transfer agreements through the School of Environment & Geomatics and the School of Business.
- Developed an education agreements library to consolidate and catalogue existing and new articulation agreements.

- Enhanced the Common First-Year Engineering Core agreement with a guaranteed entry transfer agreement with the University of Victoria.
2. Ensure annual participation in relevant articulation committees and transfer partner conversations and agreement renewals. **Achieved**

Initiatives:

- Signed an articulation agreement with the Northern Alberta Institute of Technology (NAIT) for students to enter the Bachelor of Technology and Bachelor of Business Administration programs.
  - Updated transfer agreement between the Contemporary Music & Technology Program and Berklee College of Music.
  - Renewed discussions with Thompson Rivers University (TRU) related to transfer pathways to their Bachelor of Tourism Management.
  - Continued work to enhance transfer opportunities from Rural Pre-Medicine to the University of Northern British Columbia (UNBC) Biomedical Health degree.
  - Attended relevant articulation meetings, with faculty often taking on committee leadership roles, such as chair and system liaison person (SLP).
3. Support the successful development of two student study abroad initiatives. **Achieved**

Initiatives:

- Renewed Robert Gordon University (Scotland) and Groupe IGS (France) student exchange agreements.
  - Sent 11 students from Bachelor of Science in Nursing (BSN) and Social Service Worker (SSW) to Uganda through the federally funded Global Skills Opportunity (GSO) project, in collaboration with the Nicola Valley Institute of Technology (NVIT) and College of the Rockies (COTR). Credit was granted for international practicum in students' program areas.
  - Developed an international practice placement in Guatemala for third-year BSN students with plans to invite Human Service Diploma students in the 2024/25 academic year.
4. Provide targeted academic upgrading and development support to students preparing for entry to high-demand program areas. Develop a Pathway to Human Services (Early Childhood Care & Education and Education Assistant & Community Support Worker) and Pathway to Health Care Assistant to help students prepare for success. **Achieved**

Initiatives:

- Added three new pathways to existing path to nursing—BSN and Practical Nursing (PN)—to help students prepare for high-demand careers: STEM (science, technology, engineering and math), Health Care Assistant (HCA) and Human Services.

- Delivered over 100 pathway intakes with learners across the region, with 62 embarking on specific pathways, including 15 in ECCE, Education Assistant & Community Support Worker (EACSW), and SSW; 32 in nursing (BSN, PN, HCA) programs; and 15 for various STEM careers.
  - Developed specialized courses to meet pathway learner needs, including connection to post-secondary programs and supports, and industry leaders and mentors.
  - Added an additional pathway stream for programs in the School of Environment & Geomatics to be operationalized for 2024/25.
5. Continue to develop partnerships with local school districts to formalize and standardize dual credit opportunities across districts. Expand current dual credit offering. **Achieved**

Initiatives:

- Signed dual credit and workplace training memorandum of understanding (MOUs) with all four local school districts.
- Expanded the list of dual credit and workplace training offerings provided to school districts in time for 2024/25 budgeting.
- Committed to offering dual credit opportunities for 12 students from school districts 10, 20 and 51 in ECCE in the 2024/25 and 2025/26 academic years to align with secured funding.

## STRATEGIC PRIORITY 1.3

Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including Indigenous learners, international learners, learners with disabilities, elder learners and others.

### PERFORMANCE MEASURE

**Improve access to programming and training for students within the region and beyond.**

### TARGET, INITIATIVE & PERFORMANCE

1. Develop metrics and begin to track program retention as part of the development of a strategic enrolment management plan. **Substantially Achieved**

Initiatives:

- Launched investigation of student records system capacity and abilities to complete retention metrics.
- Established, in April 2024, monthly and yearly internal report re-evaluation and the collection of needs to start supporting improved institutional research functions.

- Note: a strategic enrolment management plan is delayed pending the 2025 strategic plan.
2. Align programming with external initiatives that contribute to improving student retention (e.g., scheduling with transportation). **Achieved**

Initiatives:

- Worked with the Selkirk College Students' Union and the College Services team to lobby the provincial government for improved transportation support for the region.
  - Formed a transportation ideas committee. The core team and sub-committee met eight times to investigate ride share, winter driving initiatives, car share, scheduling opportunities and other transportation initiatives to support student mobility in the region.
  - Expanded classroom timetable scheduling to align with the bus schedule.
3. Update the *Program Accountability Plan* and *Sustainability Report* to provide additional student and graduate information. **Substantially Achieved**

Initiatives:

- Added graduate information to the *Program Accountability Plan* and *Sustainability Report*. Additional retention metrics pending.
- Circulated the metrics completed by the BC Student Outcomes survey to full college community via the internal newsletter.
- Incorporated the *Program Accountability Plan*, *Sustainability Report* and BC Student Outcomes Survey in Operational and Level 3 program reviews.

## PERFORMANCE MEASURE

**Make programming more inclusive by continuing to remove barriers.**

### TARGET, INITIATIVE & PERFORMANCE

1. Continue to develop capacity for online, hybrid and hybrid flexible (HyFlex) learning opportunities for students who face barriers to access. **Achieved**

Initiatives:

- Approved two Office Administration & Technology micro-credentials (word processing and bookkeeping) through Education Council to be pilot delivered in 2024/25.
- Offered blended delivery options for students in the EACSW Program.
- Continued to offer in-person and online options in HCA in the fall and winter terms.
- Continued to offer online and in-person delivery of the ECCE Program and Infant/Toddler courses.

- Continued to provide professional development opportunities and/or real-time support for instructors who offer or want to offer delivery methods that improve student access to programs through the Teaching & Learning Centre.
  - Offered the eight-month Web Development Program in real time over Zoom.
  - Continued to offer most courses in Academic Upgrading (e.g., ABE courses) as HyFlex, including synchronous in-person and online lectures supported by asynchronous online lectures and learning resources.
  - Provided access to in-person learning support, resources and technology in six communities across the region through Academic Upgrading.
  - Offered Open Studies courses in a variety of modes, some in person others online, providing access for learners not in specific programs.
  - Offered a federally funded mass timber training program designed to maximize accessibility. Recruitment included targeted outreach to underrepresented groups. Delivery was primarily self-paced complemented by site visits and expert speakers (also available by video). Wrap-around supports were provided, including a living wage, transportation and childcare costs, training materials and loaner laptops.
  - Offered a “virtu-WIL” remote work pathway through the Selkirk Innovates internship program.
2. Support the adoption of the college’s *Equity, Diversity & Inclusion (EDI) Action Plan* and institutional goals related to the *Accessibility Act*. **Achieved**

Initiatives:

- Completed the *Accessibility Commitment 2023–2025* in fall 2023.
  - Implemented the *Accessibility Feedback Form* in winter 2024.
  - Developed a metrics and accountability process for the *EDI Action Plan* in winter 2024.
  - Rolled out the pilot of an accountability process for the *EDI Action Plan* in May 2024.
  - Integrated training, resources and generative discussion into meetings and events across all programs and departments.
3. Continue to identify the wide range of barriers students face and support student learning and success through services and program design and delivery. **Achieved**

Initiatives:

- Held regular meetings and training with School of Environment & Geomatics and School of Business faculty and the education developer, mental health, to share best practices on providing support to learners and program design.



- Continued to add educational developers through the Teaching & Learning Centre. They supported several initiatives focused on student and program success, including:
    - ❖ Established position for a mental health education developer in 2023/24 and will continue in 2024/25
    - ❖ Supported instructors to offer alternative delivery methods
    - ❖ Promoted Universal Design for Learning (UDL) as a teaching and learning strategy
    - ❖ Supported WIL and competency-based initiatives
  - Completed an evaluation of accessibility considerations as part of Future Ready Action Plan funding for WIL from StrongerBC.
  - Reviewed the services offered by Co-op Education & Employment Services through an accessibility lens.
  - Provided access to in-person learning support, resources and technology in six communities across the region through Academic Upgrading.
- 

## STRATEGIC PRIORITY 1.4

Develop a consistent relationship-focused student service standard across all campuses and learning centres.

### PERFORMANCE MEASURE

**Continue to develop targeted initiatives that further the college-wide implementation of the student service model.**

### TARGET, INITIATIVE & PERFORMANCE

1. Create a new division, Student Success, that links all student support services under the college's Education & Student portfolio. **Achieved**

Initiatives:

- Created the Student Success Division and hired an associate vice-president, student success, in April 2023.

2. Renew the *Student Services Plan* as the new *Student Success Plan*. **Substantially Achieved**

Initiatives:

- Finalized the *Student Services Success Plan* in June 2024.

3. Improve collaboration and planning processes among the people and departments that support successful program development, including students, instructors, the Teaching & Learning Centre, the Students Division, IT Services, Indigenous Services and College Services. **Achieved**

Initiatives:

- Introduced integrated operational planning in the Student Success Division in February 2024.
- Refined, approved and implemented *Policy 8101: Academic Programs* and *Policy 8102: Credential, Recognition and Credit Standards*, which ensure programs under development receive the appropriate input and oversight.
- Offered the June 2023 Teaching & Learning Centre conference in a hybrid format. Planning is underway for June 2024, in collaboration with COTR and Community Colleges of Spokane.

## STRATEGIC PRIORITY 1.5

Enhance student health and wellness programming and supports.

### PERFORMANCE MEASURE

**Continue to develop and advance strategic initiatives that support student health and wellness.**

### TARGET, INITIATIVE & PERFORMANCE

1. Build and develop support and curriculum for the prevention of sexual violence. **Achieved**

Initiatives:

- Implemented website updates in September 2023.
- Offered training sessions to all students free of charge.
- Utilized BC government funding for sexual violence reporting (with permission) to create a sexual violence learning pathway for students rolled out in 2023/24 by Healthy Campus.

2. Enhance group programming to build connections and support student mental health through Healthy Campus initiatives. **Achieved**

Initiatives:

- Implemented monthly faculty-led community conversations on disability and accessibility open to all staff and students.
- Implemented webinar watch parties followed by facilitated conversations on empathy, homelessness, supporting transgender individuals and mental health, which were open to staff, students and community members.

- Piloted an education developer position in the Teaching & Learning Centre to support instructors with classroom strategies that promote mental health in students.
3. Continue to create recreational programming that is inclusive and diverse, including culturally sensitive offerings and offerings that are sensitive to people with disabilities and non-binary people. **Achieved**

Initiatives:

- Continued to offer programming for inclusivity.
- Offered adaptive movement for students in Steps to Opportunities, Academics & Readiness (SOAR) and those with mobility challenges.
- Screened the documentary *Disclosure* featuring leading trans creatives and thinkers.

## STRATEGIC PRIORITY 1.6

Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations and cohort-based programs that are in key sectors of need in the labour market forecast and that are regionally relevant.

### PERFORMANCE MEASURE

**Continue to be responsive to funding opportunities for rapid response workforce training and funding for additional seats in high-demand areas.**

### TARGET, INITIATIVE & PERFORMANCE

1. Expand seats and new programming, where feasible, in high-demand areas and in response to government priorities, including the Future Ready Plan (e.g., health, human services, technology, Indigenization and other targeted areas). **Achieved**

Initiatives:

- Developed a cloud computing micro-credential in collaboration with Amazon Web Services.
- Developed two-year HCA and ECCE programs developed for international cohort, to be launched fall 2024.
- Launched the Mental Health and Substance Abuse – Health Career Access Program (MHSU-HCAP) in May 2024.
- Celebrated the first graduates of the new Practical Nursing Program in fall 2024.
- Developed and adapted upgrading pathways to high-demand careers (e.g., nursing, human services, STEM, resource industries).

- Secured \$283,000 through Selkirk Innovates to develop new technology training programs and delivered Drone Technologies – Applications & Operations (7 learners), Enterprise GIS Ecosystem Implementation (14 learners), Mass Timber Fabrication & Design (18 learners), Cadwork Mass Timber Software Training (8 learners), Micro-internship Training (12 learners), Homelessness Training (31 learners) and Applied Research Internship Training (50 learners). In total, 140 learners participated in the seven programs for 97,020 training hours.
  - Continued to develop Interdisciplinary Applications in Rural Data Science through Selkirk Innovates in collaboration with the Teaching & Learning Centre and the School of Arts & Technology.
  - Offered NSLX 101: Beginners ስጠጃ 1: Colville-Okanagan Salish and NSLX 102: Beginners ስጠጃ 2, Interior Salish language courses, to 12 learners.
  - Offered INDG 102: Walk the Talk: Indigenous Worldview Applications to a full cohort of 24 students.
2. Continue with the development of a partnership with Vancouver Island University (VIU) to deliver the Pharmacy Technician (PTEC) Diploma. This project was implemented in August 2022. Further the PTEC partnership development with the College of New Caledonia (CNC) (August 2023). **Achieved**

Initiatives:

- Graduated the first cohort of nine PTEC students in December 2023. They attended labs at VIU, Duncan campus, in August 2023.
  - Prepared for the first cohort of 10 PTEC students, who will attend labs at CNC in July/August 2024.
3. Complete development of the postgraduate full-stack Web Development Program and enrol first cohort in fall 2024. **Substantially Achieved**

Initiatives:

- Passed program policy through Education Council. The curriculum is under development and the planned launch is delayed to 2025.
4. Begin development of third-year pathway from the Digital Fabrication & Design (DFAB) Program. **Substantially Achieved**

Initiatives:

- Shifted the focus of the new curriculum development to mass timber training based on feedback from industry partners. First- and second-year students in the DFAB Program had access to mass timber-related software training. Provincial funding has recently been received to create a new micro-credential in Mass Timber Fabrication, Design and CNC

Operation. Selkirk College is collaborating with other post-secondary institutions in BC, including BCIT.

## PERFORMANCE MEASURE

**Support innovative learning experiences for students and employees to contribute to workplace and educational pathways and community development.**

### TARGET, INITIATIVE & PERFORMANCE

1. Continue to prioritize supporting place-based learning opportunities for students in local communities through programming, Selkirk Innovates, Co-op Education & Employment Services and other channels. ***Substantially Achieved***

Initiatives:

- Continued collaborating with First Nations for possible partial delivery of School of Environment & Geomatics diploma program, conversations are ongoing.
- Collaborated with Indigenous Services to develop and deliver academic Indigenous programming, including local culture and language courses.
- Offered a two-to-four-week paid WIL placement to 18 mass timber learners in both the fabrication and design streams.

2. Include existing and new credentials, such as micro-credentials, in new policies to expand access to learning for students in the region. ***Achieved***

Initiatives:

- Completed *Policy 8102: Credential, Recognition and Credit Standards*, which includes micro-credentials, and shared with community for feedback in April 2024.

3. Identify future program and workforce training needs. Complete the development of the new program template for two programs, including analysis of labour market and student demand. ***Achieved***

Initiatives:

- Developed Office Administration & Technology map of micro-credentials based on labour market and student demand, considering future skills grant possibility for 2024/25.
- Created a new program template for micro-credentials through the Teaching & Learning Centre, Community Education & Workforce Training and Selkirk Innovates. The template considers labour market and student demand and was completed for the following proposed new micro-credentials: Mass Timber Fabrication, Design and CNC Operations; Ion Source Technologies; Advanced Remotely Piloted Aircraft Systems (RPAS); and 3D Scanning.

## Strategic Direction 2: Excellence in Education

### STRATEGIC PRIORITY 2.1

Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region.



#### PERFORMANCE MEASURE

Improve access to programming and training for students within the region.

#### TARGET, INITIATIVE & PERFORMANCE

1. Support innovative design that encourages improved accessibility and flexibility in programming. This may include exploring delivery options (e.g., hybrid, HyFlex and online delivery), ensuring reasonable access to technology and support, taking steps to improve scheduling, implementing universal design for learning principles, and considering asynchronous learning and other innovations. **Achieved**

Initiatives:

- Developed an Office Administration & Technology Program map of online, asynchronous micro-credentials with plans for multiple intake and exit opportunities to improve flexibility and to be eligible for future skills grant, thereby improving accessibility.
  - Offered blended delivery options for students in the Education Assistant & Community Support Worker (EACSW) Program.
  - Developed the Mental Health and Substance Abuse – Health Career Access Program (MHSU-HCAP) to be fully online with practicums in students' community and place of hire.
  - Continued to offer Early Childhood Care & Education (ECCE) work-integrated learning (WIL) program fully online with workplace practicums.
  - Improved scheduling process to enable scheduling fall 2024 and winter 2025 at once.
  - Completed a Universal Design for Learning classroom reconfiguration project for Steps to Opportunities, Academics & Readiness (SOAR) in Nelson. An architect assessed needs and provided design for fully accessible classroom, attributes of which may be implementable elsewhere.
  - Maintained and enhanced comprehensive (online, phone, in-person) access to Academic Upgrading intake, advising, courses and learning support.
  - Offered a federally funded mass timber training program designed to maximize accessibility. Recruitment included targeted outreach to underrepresented groups. Delivery was primarily self-paced complemented by site visits and expert speakers (also available by video). Wrap-around supports were provided, including a living wage, transportation and childcare costs, training materials and loaner laptops.
  - Offered a “virtu-WIL” remote work pathway through the Selkirk Innovates internship program.
2. Identify targeted programs to either maintain program availability or expand program availability in the college’s region. **Achieved**

Initiatives:

- Launched the Mental Health and Substance Abuse – Health Career Access Program (MHSU-HCAP) in May 2024.
- Expanded course availability through Open Studies, including the availability of Open Studies courses for dual credit.

## STRATEGIC PRIORITY 2.2

Advance innovations in teaching and learning through the achievement of institutional-level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous

ways of knowing, innovative curriculum development, experiential learning, strategic partnerships and intercultural teaching strategies.

## PERFORMANCE MEASURE

**Support and guide curricula goals from the Indigenization Plan across schools, programs and departments.**

## TARGET, INITIATIVE & PERFORMANCE

1. Support capacity development for schools and programs, as part of their operational plans and Level 3 program reviews, to achieve the college's *Indigenization Plan* and meet provincial Indigenous post-secondary policy standards. ***Substantially Achieved***

Initiatives:

- Restructured the Applied Environmental Science & Planning Program to incorporate Indigenous Rights and Environmental Management earlier to facilitate learning throughout the diploma.
  - Offered the new Health Care Assistant (HCA) provincial curriculum, restructured with embedded culturally safe and sensitive Indigenous history, practices and community norms/protocols.
  - Revised the Bachelor of Science in Nursing (BSN) curriculum, which will include Reconciliation as a core program concept along with the addition of a program foundation philosophical perspective called Perceptive on Indigenous Knowledge.
  - Included INDG 101: Indigenous People's Relationships: Once You've Heard the Story as a required course in the Rural Pre-Medicine Program.
  - Held professional development activities related to AI in the classroom at the School of University Arts & Sciences planning days in May 2023.
2. Explore and collaboratively develop and deliver on-the-land and experiential learning opportunities, led by Indigenous knowledge holders and scholars, in various programs and courses to deepen student learning. ***Achieved***

Initiatives:

- Delivered co-teaching in the Applied Botany and Ecosystem Classification course incorporating Indigenous ways and knowing in on-the-land labs.
- Hosted Dr. Leroy Little Bear as the keynote speaker for the School of Environment & Geomatics annual conference.
- Continued to offer on-the-land workshops for students in every cohort of HCA Certificate and PN Diploma programs and plan to implement similar workshops in other programs in the School of Health & Human Services (e.g., BSN, Social Service Worker).



- Offered four sessions of the Kairos blanket exercise accommodating 160 students.
  - Offered plant-based on-the-land learning at the Human Services planning days in 2024.
  - Undertook community-based learning with the Lower Similkameen Indian Band and School of Environment & Geomatics to develop proposals, an affiliation agreement and an implementation agreement for fall 2024.
  - Developed and delivered NSLX 101 and NSLX 102 Indigenous language courses, taught by fluent speakers and offered in person at various campuses. Waived tuition for students of Indigenous ancestry.
  - Completed, developed and delivered INDG 102: Walk the Talk: Indigenous Worldview Applications with Indigenous educators to help students build awareness and insight into Indigenous worldview, teachings, protocols and methodologies using experiential learning and application.
  - Refined the INDG 60: Indigenous Ways through Art curriculum and instructor job description to better incorporate the knowledge and expertise of Indigenous knowledge holders and scholars.
3. Support instructors, staff and students to participate in Indigenous Services events and initiatives and other activities for professional development and learning. **Achieved**
- Initiatives:
- Completed front-line training using the provincial *Pulling Together* series in 2023/24 with teams from Community Education & Workplace Training, Finance and the Registrar's Office.
  - Incorporated the Witness Blanket exhibit at the Nelson Museum, Archives & Gallery in HCA and Practical Nursing (PN) planning days.
  - Hosted a viewing of the documentary *Picking Up the Pieces: The Making of the Witness Blanket* through the Teaching & Learning Centre and Indigenous Services.
  - Fostered relationship building with Sylix company IndigenEYEZ to deliver *Elements of Truth* to leadership, faculty and students in health careers programs.
  - Held an online book club for Academic Upgrading instructors on *Pulling Together: A Guide for Indigenization of Post-Secondary Institutions, A Professional Learning Series*.
  - Offered INDG 100: Regional Indigenous Perspectives on Language and Culture twice per year with many (10+) employees taking the course.
  - Held a reflective learning Orange Shirt Day event for 68 students and employees.
  - Hosted 94 Days of Reconciliation encompassing events, learning, a book club and Indigenous speakers, including Laurie Arnold (30 participants) and Monique Gray Smith (171 participants).

- Held on-the-land holiday celebrations with 83 participants, including employees and students.
  - Hosted 43 participants at the Tenth Street Indigenous Gathering Place awakening.
4. Support common professional development for School of Environment & Geomatics faculty of Indigenous awareness training. **Achieved**

Initiatives:

- Completed common professional development Indigenous awareness online courses through Indigenous Corporate Training for the School of Environment & Geomatics in 2023/24 with plans to expand to the School of Business in 2024/25.

## PERFORMANCE MEASURE

**Support the Teaching & Learning Centre and other activities to contribute to teaching and learning excellence.**

## TARGET, INITIATIVE & PERFORMANCE

1. Seek strategic opportunities for training and professional development initiatives, including experiential and work-integrated learning, education technology, Indigenization, universal design for learning and equity, diversity and inclusion (EDI). **Achieved**

Initiatives:

- Incorporated the Witness Blanket exhibit at the Nelson Museum, Archives & Gallery in HCA and PN planning days. Offered professional development for faculty led by the Teaching & Learning Centre and Indigenous Services for truth and reconciliation week classroom and reflective learning events.
- Redesigned the Advancing Equity, Diversity & Inclusion in Organizations micro-credential with Indigenous subject matter expert. Will pilot delivery in fall 2024 with local communities.
- Offered a total of 55 workshops (not including the June conference) through the Teaching & Learning Centre:
  - ❖ Mental Health: 12
  - ❖ UDL/Academic Integrity: 2
  - ❖ Great Teaching 101: 6
  - ❖ Level 3 Support: 12
  - ❖ Moodle 4: 14

- ❖ Deans and Chairs: 6

- ❖ Teacher Talks: 3

- Registered 110 participants for the annual Teaching & Learning Conference.

2. Continue to support an institutional license for PebblePad and increase individual licenses for Kahoot. **Achieved**

Initiatives:

- Secured a three-year license with PebblePad for 2023–2026.
- Incorporated PebblePad in the curriculums of the BSN and ECCE programs.
- Hired a regularized education developer with a focus on PebblePad, WIL and other competency-based initiatives in 2024.
- Maintained Kahoot licenses.

3. Develop institutional best practices, guidelines and supports for the use of artificial intelligence (AI) in appropriate areas within the Educational Division. **Achieved**

Initiatives:

- Developed and socialized an institutional statement on AI in 2023.
- Published general AI guidelines—including advantages, challenges, expectations and responsibilities—on the college website for students and employees.
- Provided professional development on AI in the classroom by the Teaching & Learning Centre for instructors in the School of University Arts & Sciences.
- Produced a best practices document by the School of University Arts & Sciences AI Faculty Working Group.

4. Continue, with Colleges and Institutes Canada (CICan) partnership, the development of health care simulation learning technologies. **Achieved**

Initiatives:

- Completed three virtual simulations for 98 BSN students through the CICan Virtu-WIL partnership.
- Contributed through a Teaching & Learning Centre member researcher to three published articles evaluating the efficacy of CICan Virtu-WIL simulation project.

5. Continue, with CICan participation, the development of climate-based resources for instruction in the trades. **Achieved**

## Initiatives:

- Created, using federal funding, two climate-focused trades faculty training modules: CIGan’s “Greening the Trades” for carpentry and electrical. Developed through Selkirk Innovates, the School of Industry & Trades Training and the Teaching & Learning Centre.

## STRATEGIC PRIORITY 2.3

Renew and implement strategic enrolment plans.

### PERFORMANCE MEASURE

**Adhere to a *Strategic Enrolment Plan* to guide enrolment for each program.**

### TARGET, INITIATIVE & PERFORMANCE

1. Complete the *Strategic Enrolment Plan*, which will set out goals for student recruitment, retention and graduation outcomes to meet the college’s plans, including the *Education Plan*, *Indigenization Plan* and *Internationalization Plan*. **Not Achieved**
  - a. Completion of writing and feedback for *Strategic Enrolment Plan* in fall 2023.
  - b. Publication of *Strategic Enrolment Plan* for 2024.

## Initiatives:

- Delayed the *Strategic Enrolment Plan* pending the new strategic plan in 2025.
  - Completion of an *International Strategic Enrolment Plan*, which will be integrated into the college plan, to be published summer of 2024 in alignment with a request from the province to institutional presidents.
2. Complete an annual program enrolment plan and target program recruitment strategies. Strategic enrolment targets will be responsive and flexible where possible. **Not Achieved**

## Initiatives:

- Not complete. After investigation, completed a realignment of recruitment unit in March 2024 to better achieve college goals, including hiring an associate registrar to bring together both recruitment and enrolment services and lend additional recruitment expertise.

## STRATEGIC PRIORITY 2.4

Renew specific plans for education, Indigenization, international, student life and campus services, advancement, marketing and educational technology.

## PERFORMANCE MEASURE

Complete and implement key institutional plans and policies that support the achievement of the *Strategic Plan*.

### TARGET, INITIATIVE & PERFORMANCE

1. Renew the *Student Services Plan* as the *Student Success Plan*. **Substantially Achieved**

Initiatives:

- This project is ongoing for the 2024/2025 academic year.

2. Complete the Policy 8100 renewal process. **Achieved**

Initiatives:

- Divided *Policy 8100* into *Policy 8101: Academic Programs* and *Policy 8102: Credential, Recognition and Credit Standards*, which have been approved by the Education Council.

3. Renew the *Internationalization Plan*. **Not Achieved**

Initiatives:

- Charted progress and achievements of previous plan.
- Began a new *International Strategic Enrolment Plan* that will encompass international strategic enrolment management in response to federal changes to study permits. Initial meetings began March 2024.

4. Implement the *Education Plan*. **Achieved**

Initiatives:

- Completed and launched the *Education Plan*. All programs to report on initiatives in annual operational plans.

5. Continue to develop tools and a framework that contributes to linking plans, leads to improved monitoring and reporting of plan outcomes, and facilitates plan renewal. **Substantially Achieved**

Initiatives:

- All annual operating plans will align with the *Strategic Plan* and the *Education Plan*.
- Full implementation pending completion of the new strategic plan in 2025.

## STRATEGIC PRIORITY 2.5

Support program renewal and development through policy and curriculum process improvements such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training.

### PERFORMANCE MEASURE

**Maintain educational excellence by implementing the college's Education Quality Assurance framework across all programs.**

### TARGET, INITIATIVE & PERFORMANCE

1. Fully implement evidence-based annual operational planning, targeted improvements and Level 3 program reviews. **Achieved**

Initiatives:

- Completed operation plans for all schools and programs for 2023/24.
  - Conducting Level 3 program reviews for Bachelor's Degree in Geographic Information Systems (GIS), Advanced Diploma in GIS and Advanced Certificate in Geomatics in the Workplace, with aim to be ready to do an external review in 2024/25.
  - Completed Level 3 program review of Advanced Interprofessional Diploma in Gerontology.
  - Launched Level 3 program review of ECCE in fall 2023, with an aim to have the external review in May/June 2024.
  - Launched Level 3 program review of the Nursing Unit Clerk Certificate Program in January 2024, with an aim to complete the external review in fall of 2024.
  - Conducted Level 3 program reviews for EACSW and Mental Health and Addictions Associate Certificate.
  - Conducting Level 3 program reviews for Carpentry and Electrical foundation and apprenticeship programs, Ski Resort Management & Operations, and Contemporary Music & Technology programs, with external reviews planned for fall 2024.
  - Conducting Level 3 program reviews for Academic Upgrading and Associate of Arts programs, with aim to be ready to do an external review in fall 2024.
2. Include instructors, program administration and students in program quality assurance audits. **Achieved**
- Initiatives:
- Including instructors, program administration and students (who sit on program advisory committee) in Level 3 program reviews in GIS in 2023/24.

- Including instructors, administrators and student ambassadors in Level 3 program reviews in trades, hospitality and arts.
  - Including instructors, program administration and students in Level 3 program reviews for Academic Upgrading and Associate of Arts programs.
  - Instructors and program administrators participated as external reviewers for programs at other post-secondary institutions, bringing back good insight.
3. Update guidance documents for program renewal and the review and development of new programming. **Substantially Achieved**

Initiatives:

- Completed *Policy 8101: Academic Programs* and sent out for community review in spring 2024.
4. Maintain program accreditation and develop new accreditation (business). **Achieved**

Initiatives:

- Continued with an accreditation mentor to review business program accreditation, with goal of site visit in fall 2024.
  - Completed expansion of the Registered Pharmacy Technician (PTEC) Program with Vancouver Island University (VIU) in August 2023.
  - Continuing expansion of the PTEC Program with the College of New Caledonia (CNC) to be completed in August 2024.
  - PTEC Program accreditation with Canadian Council for Accredited of Pharmacy Programs (CCAPP) planned for December 2024.
  - Completed online program recognition process for ECCE in March 2024 with the Early Childhood & Care provincial registry.
  - Achieved full seven-year accreditation for BSN with Canadian Association of Schools of Nursing (CASN).
5. Undertake activities identified in the Quality Assurance Process Audit External Review Report. **Achieved**

Initiatives:

- Completed program review cycle and timeline. All programs are set for a seven-year cycle.
- Completed Policies 1000, 8101 and 8102.
- Continue to increase the number and frequency of Program Advisory Committee meetings.
- Continue to develop a central repository for operational plans, Level 3 reviews and Program Advisory Committee Meeting minutes.

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## STRATEGIC PRIORITY 2.6

Improve the quality and efficiency of programs and services through data-driven decision-making.

### PERFORMANCE MEASURE

**Finalize the development and full implementation of the ERP modules.**

### TARGET, INITIATIVE & PERFORMANCE

1. Continue to fully implement the Human Resources modules. ***Substantially Achieved***

Initiatives:

- Ongoing.

2. Finalize the development phase of the student module (TheSIS). ***Not Achieved***

Initiatives:

- Not achieved. TheSIS implementation continues to be postponed by product delays.

3. Implement TheSIS (student module), including an updated Community Education & Workforce Training registration system. ***Not Achieved***

Initiatives:

- TheSIS implementation continues to be postponed by product delays.

4. Revitalize data output calendar and priorities.

Initiatives:

- Integrated core components of the academic calendar into the college website to create a single source of truth for students and increase data integrity.

5. Develop an operational plan in Institutional Research. ***Substantially Achieved***

Initiatives:

- Included Institutional Research in operational planning requests in February 2024 with a June 2024 deadline.
  - Planned a needs-assessment session with executive leadership team May 2024.
-



## Strategic Direction 3: Community Development

### STRATEGIC PRIORITY 3.1

Build strategic partnerships that enhance the student learning experience and contribute to socio-economic development in the communities we serve.



#### PERFORMANCE MEASURE

Continue to develop and enhance strategic community partnerships and targeted initiatives to enable the success of students and graduates and contribute to the community.

#### TARGET, INITIATIVE & PERFORMANCE

1. Explore community partnerships and deliver one community partnership initiative. **Achieved**

Initiatives:

- Delivered Non-Profit Advisor series of courses across the region through Community Education & Workplace Training (CEWT) in collaboration with Columbia Basin Trust.
- Started a second fuel-mitigation project in the college's Skattebo Education Forest in partnership with Columbia Basin Trust, estimated completion December 2024.

- Launched the Mental Health and Substance Abuse – Health Career Access Program (MHSU-HCAP) in collaboration with Interior Health Authority.
  - Continued the HCA-HCAPP in collaboration with Interior Health Authority.
  - Supported older adults in the Castlegar area through Postgraduate Diploma in Gerontological Nursing and Bachelor of Science in Nursing (BSN) outreach program partnerships with Increase Recreation Involving Seniors (IRIS).
  - Partnered with Kootenay Clean Energy Transition to deliver five lunch-and-learn events for trades faculty and students.
  - Co-hosted the Skills Canada Competition in Digital Media with School District 8.
  - Continued to deliver two tri-council, multi-year-funded, community-based, regional-scale partnership projects through Selkirk Innovates: Courageous Dialogues: Moving Beyond Polarization and Bridging Rural Homelessness and Well-being.
  - Delivered Columbia Basin Trust-funded projects through Selkirk Innovates: State of the Basin, Basin Climate Source and Columbia River Treaty Selkirk College Information Repository.
2. Continue targeted initiatives through Selkirk Innovates and within programs. Identify and implement two new community-based experiential learning pilots for students (e.g., work-integrated learning). **Achieved**
- Initiatives:
- Facilitated entrepreneurship training and competition through School of Business faculty members partnering with Selkirk Innovates.
  - Supported WIL for Digital Fabrication & Design (DFAB) students through Selkirk Innovates at the Selkirk Technology Access Centre via projects, capstone projects and research internships.
  - Supported WIL for Geographic Information Systems advanced diploma and bachelor's degree students through Selkirk Innovates at the Applied Research & Innovation Centre via class projects, thesis projects and research internships.
  - Re-invigorated a free tax clinic for students put on by School of Business students.
  - Partnered with the Nelson Christian Community School to have Fine Woodworking students build and install a new kitchen.
  - Offered community-based work experience through the CIGan Mass Tiber Micro-Credential.
3. Build on connections between school districts and non-profits to create a Kootenay network for Selkirk College students. **Achieved**

Initiatives:

- Collaborated with College of the Rockies and the Kootenay Association for Science and Technology to host the Kootenay Youth Entrepreneurship Program, which included a kick-off event and a seminar series facilitated by local business owners.
4. Seek opportunities to engage students with the community in community-based learning experiences and in exploring career and educational pathways. **Achieved**

Initiatives:

- Developed a cloud computing micro-credential through CEWT in partnership with Amazon Web Services and local industry.
  - Engaged with community organizations so students in Rural Pre-Medicine (RPM), Peace Studies and Engineering could conduct community-based research and participate in experiential learning as part of their curriculum.
  - Facilitated outreach internships for BSN students to support homelessness and health.
5. Continue to identify project outcomes that contribute to student and graduate success and to community partnerships. **Achieved**

Initiatives:

- Hosted research and learning opportunities for students in labs flowing from a fuel-mitigation project in partnership with Columbia Basin Trust at the Skattebo Education Forest.
- Continued to develop and evaluate the Pharmacy Technician (PTECH) Program expansion with Vancouver Island University (VIU), College of New Caledonia (CNC), Island Health and Northern Health.
- Continued to foster the involvement of students and faculty in the BSN and Human Service Diploma programs in Bridging Rural Homelessness and Well-being: A Sustainable and Collaborative Regional Response project. This three-year social innovation project started in fall 2022.
- Facilitated an Early Childhood Care & Education (ECCE) work-integrated learning (WIL) cohort with South Okanagan School District.
- Held a subtractive manufacturing course in which DFAB students partnered with local businesses to design and produce products.

## STRATEGIC PRIORITY 3.2

Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers and Indigenous post-secondary partners to advance the educational goals of Indigenous communities.

**PERFORMANCE MEASURE**

Seek to address the priorities of First Nations and Métis involvement.

**TARGET, INITIATIVE & PERFORMANCE**

1. Continue to focus on the implementation of *Policy 1000: Policy Development Process*, which requires attention to Indigenous ways of knowing in the revitalization and renewal of all Selkirk College policies. **Achieved**

Initiatives:

- Included a process for Indigenous ways of learning and knowing in course and program design in *Policy 8101: Academic Programs*.
  - Provided input into the academic integrity policy, which includes restorative justice approaches.
  - Began development of an Indigenization Policy, through an Education Council standing committee, using the *Policy 1000* template.
2. Invite Nation partners into program advisory councils for programs that support self-determination and skills development for First Nations and Métis learners. **Substantially Achieved**

Initiatives:

- Added a new Nation partner member to the Geographic Information Systems (GIS) program advisory committee.
3. Continue to support the inclusion of Nation partner learners in programs and courses. **Achieved**

Initiatives:

- Hosted ongoing conversations with Nation partners to explore delivery of part of School of Environment & Geomatics diploma programs in the community.
  - Collaborated with the Salish School of Spokane to deliver NSLX 101: Beginners ስጶጻጻጻጻ 1: Colville-Okanagan Salish and NSLX 102: Beginners ስጶጻጻጻጻ 2 by native speakers invested in revitalizing endangered language.
4. Support capacity development for schools and programs, as part of their operational plans and Level 3 program reviews, to achieve the college's *Indigenization Plan* and meet provincial Indigenous post-secondary policy standards. **Achieved**

Initiatives:

- Supported Indigenous learners through the Indigenous student navigator, who works with various student service departments to improve accessibility and reduce barriers to service.

- Provided academic planning and personal counselling support to Indigenous learners to support success through the counsellor for Indigenous students.
- Worked with schools and programs on initiatives that build relationship with Nation partners Knowledge Keepers through the Indigenous projects lead.
- Recruited an Indigenous education developer in fall 2024 to work with faculty on Indigenous teaching practice and explore content revisions.
- Managed Indigenous learning spaces and promoted spaces at various campuses, including Indigenous gathering spaces at student housing and the recently awakened Tenth Street Indigenous Gathering Place.

### STRATEGIC PRIORITY 3.3

Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market.

#### PERFORMANCE MEASURE

**Ensure programming fits with the strategic framework of the college—which is outlined in its plans—and aligns with provincial mandates, student demand, labour market needs and transfer opportunities.**

#### TARGET, INITIATIVE & PERFORMANCE

1. Continue to explore the development of a Digital Career Transitions Foundation project for rural areas with a view to preparation for remote work with technology companies. **Not Achieved**

Initiatives:

- Coordinated with the Ministry of Post-Secondary Education and Future Skills; the Ministry of Jobs, Economic Development and Innovation; and BC Colleges to co-develop training. Funding not approved for larger project. A small portion of the project was funded as a micro-credential, which is still under review for redesign.

2. Enable faculty participation in applied research through course releases. **Achieved**

Initiatives:

- Provided 63 course releases, valued at \$812,000, through Selkirk Innovates for 13 instructional staff drawn from the School of Industry & Trades Training, the School of University Arts & Sciences (Advanced Computing), the School of Arts & Technology (DFAB) and the School of Environment & Geomatics.

3. Continue to expand and deliver technology training in partnership with the Applied Research & Innovation Centre (ARIC) and the Selkirk Technology Access Centre (STAC). **Achieved**

Initiatives:

- See Selkirk Innovates technology training programs referenced above.

## STRATEGIC PRIORITY 3.4

Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive.

### PERFORMANCE MEASURE

**Seek opportunities to engage students with the community in community-based learning experiences and in exploring career and educational pathways. This objective will be supported through collaboration among programs, Selkirk Innovates, co-op education and others.**

### TARGET, INITIATIVE & PERFORMANCE

1. Contribute to advancing student and faculty participation in WIL and other experiential opportunities in the community through Selkirk Innovates, targeted program areas, Indigenous Services, the Mir Centre for Peace and Co-op Education & Employment Services (CEES).

***Achieved***

Initiatives:

- Re-invigorated a free tax clinic for students put on by School of Business students.
- Continued to foster participation by students and faculty in the BSN and Human Service Diploma programs in the Bridging Rural Homelessness and Well-being: A Sustainable and Collaborative Regional Response project. This three-year social innovation project started in fall 2022.
- Supported 13 students to complete their Early Childhood Care & Education (ECCE) Certificate and two Infant/Toddler Advanced Certificates through WIL.
- Fostered opportunity for students and faculty in Digital Arts and Creative Writing to continue to collaborate on the editing, design and production of the literary magazine *Black Bear Review*.
- Engaged with RIIPEN to connect employers with students in the Web Development Program.
- Fostered opportunity for students in PEAC 203: Introduction to Restorative Justice: Theory and Practice to engage in community service projects to enhance learning and advance building local cultures of peace.

- Engaged students in Steps to Opportunities, Academics & Readiness (SOAR) in community service learning, helping to advance inclusion throughout our communities.
  - See Selkirk Innovates internship programs referenced above.
2. Form community organization program advisory committee for CEWT training initiatives.  
***Substantially Achieved***

Initiatives:

- Pilot in Trail underway, with planned inaugural meeting complete by end of June 2024.
3. Support co-op employee's participation in community events to connect with business and employment opportunities for students. ***Achieved***

Initiatives:

- Participated in and hosted Chamber of Commerce events through Co-op three times in 2023/24.
4. Align with the community engagement goals of the *Equity, Diversity & Inclusion Action Plan*.  
***Achieved***

Initiatives:

- Ongoing efforts to expand the offering of the Advancing Equity, Diversity & Inclusion in Organizations micro-credential and utilize expertise across our communities. Assessment of EDI in the community has established Selkirk College as a community leader.
- Shared resources and expertise by inviting community members and organizations to events such as webinar watch parties on empathy, homelessness, de-escalation and mental health.

## STRATEGIC PRIORITY 3.5

Support regional socio-economic development through collaborative, innovation-driven projects that address shared challenges and opportunities.

### PERFORMANCE MEASURE

**Continue to advance collaborative work with the communities across the region that support socio-economic development and engage students.**

### TARGET, INITIATIVE & PERFORMANCE

1. Continue to explore the development of a Digital Career Transitions Foundation project for rural areas with a view to preparation for remote work with technology companies. ***Not Achieved***

## Initiatives:

- Coordinated with the Ministry of Post-Secondary Education and Future Skills; the Ministry of Jobs, Economic Development and Innovation; and BC Colleges to co-develop training. Funding not approved for larger project. A small portion of the project was funded as a micro-credential, which is still under review for redesign.
2. Continue to support partners through applied research and innovation projects. **Achieved**

## Initiatives:

- Supported, through Selkirk Innovates, community- and industry-driven projects valued at \$3.7 million, including \$2 million from Tri-Council funding, \$680,000 from other government funders, and \$990,000 from other funders and partner cash contributions.
3. Continue to advance collaborative projects through the Selkirk Technology Access Centre (STAC). **Achieved**

## Initiatives:

- Supported, through Selkirk Innovates, community- and industry-driven projects valued at \$3.7 million, including \$2 million from Tri-Council funding, \$680,000 from other government funders, and \$990,000 from other funders and partner cash contributions.
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## Strategic Direction 4: Healthy Workplace

### STRATEGIC PRIORITY 4.1

Improve employee orientation, inclusion, health and safety, and wellness programming.



#### PERFORMANCE MEASURE

Prioritize a healthy workplace by engaging employees and advancing a culture that supports people.

#### TARGET, INITIATIVE & PERFORMANCE

1. Support mental health first aid training initiatives across the college. **Substantially Achieved**

Initiatives:

- Engaged a mental health education developer at 40% to support instructors with teaching and learning strategies and curriculum development that focuses on trauma-informed pedagogy.
- Offered Homewood Health's Mental Health Training for Managers to the supervisory group.
- Offered professional activity at planning days for the schools of Academic Upgrading & Development and University Arts & Sciences on student mental health first aid.

2. Enhance and support employee wellness through further development of wellness initiatives that align with a community focus and employee feedback. **Achieved**

Initiatives:

- Modernized the staff wellness resource page, incorporated use of the wellness wheel and under each of the nine dimensions of wellness, identified key activities, courses, concepts and methods that promote individual health and wellness.
  - Created and released a video that raises awareness of the interconnectedness of the nine dimensions of wellness.
  - Continued to offer Elder Fire Teachings at the Indigenous Arbour.
  - Promoted Here2Talk, a 24/7 counselling referral helpline.
  - Supported staff in purchasing active transportation equipment (e.g., electric bike) through policy.
3. Continue to support employees who wish to explore hybrid and remote work models where possible in alignment with remote work guidelines. **Achieved**

Initiatives:

- Continued to support employees who wish to request a hybrid or remote work model through remote work guidelines. Ongoing.
4. Explore the development of staff training Moodle site. **Substantially Achieved**

Initiatives:

- Researched the creation of a learning management system for employee training.

## STRATEGIC PRIORITY 4.2

Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development and leadership development.

### PERFORMANCE MEASURE

**Prioritize a diverse and inclusive workforce through refreshed employee recruitment, onboarding, engagement and retention practices.**

### TARGET, INITIATIVE & PERFORMANCE

1. Incorporate bias reduction strategies in all recruitment and hiring processes. Apply inclusive language in all job postings and recruitment material. **Achieved**

## Initiatives:

- Signed on to the 50–30 Challenge, incorporated concepts into hiring processes and procedures.
  - Created an unconscious bias handout. Incorporated concepts into hiring process and materials.
2. Develop a process for safely and respectfully collecting and analyzing relevant diversity data with respect to identifying priority initiatives and allocating resources. **Achieved**

## Initiatives:

- Developed, in consultation with Selkirk Innovates, a process to analyze recruitment and selection data, comparing organizational percentages to the various demographic categories available in the relevant labour market.
  - Updated the HireServe recruitment platform with alternative definitions that recognize a range of gender identities.
3. Implement inclusive onboarding processes to welcome diverse new employees and support their success at the college. **Achieved**

## Initiatives:

- Modernized the Careers web page to better showcase a commitment to building an environment that celebrates diversity and fosters inclusion.
  - Enhanced the employment posting template to better feature the college's commitment to diversity and inclusion.
  - Re-imagined the annual Employee Welcome Back Event to focus on fostering meaningful connection, collaboration and belonging.
4. Establish diverse selection committees for all excluded employee interviews, with an eye toward expanding this to non-excluded employees as we develop a more diverse workforce. **Achieved**

## Initiatives:

- Implemented diverse hiring panels for all excluded positions through collaboration with the EDI Committee.
5. Improve the orientation and mentorship of new instructors across the college to continue to create a supported network of instructors and staff who feel valued and engaged. **Achieved**

## Initiatives:

- Implemented new onboarding procedures wherein all new hires are personally welcomed by HR and provided with an onboarding package. Within the first few weeks of employment, new hires are invited to attend an HR-led session to learn more about the

college. This also serves as a check-in, to ensure the employee is fully supported in their new role.

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## STRATEGIC PRIORITY 4.3

Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees.

### PERFORMANCE MEASURE

**Continue to advance support to employee performance and growth, retention and succession.**

### TARGET, INITIATIVE & PERFORMANCE

1. Engage in research in order to revitalize the implementation of comprehensive evaluations for all employee groups. **Achieved**

Initiatives:

- Identified various evaluation tools for the excluded and support staff employee groups.
- Implemented enhanced support from HR to better serve deans and school chairs with faculty evaluations, including reporting, scheduling, tracking and monitoring support.

2. Continue to support professional and career development opportunities for those employees who are interested in succession planning or mentorship opportunities. **Achieved**

Initiatives:

- Offered ongoing employer-funded professional development, tuition remission and credential completion opportunities.

3. Continue to encourage and support participation in Colleges and Institutes Canada (CICan) Leadership Institute (or equivalent). **Achieved**

Initiatives:

- Continued to encourage and support participation in CICan Leadership Institute.
- 

## STRATEGIC PRIORITY 4.4

Enhance programming for employee training and development, sharing of best practices and professional development for faculty and staff.

## PERFORMANCE MEASURE

Continue to support professional development opportunities for employees.

### TARGET, INITIATIVE & PERFORMANCE

1. Continue to advance training initiatives that support the strategic development needs of employees and Selkirk College, including equity, diversity and inclusion (EDI), Indigenous 100: Regional Indigenous Perspectives on Languages and Cultures, reconciliation, sustainability, leadership, unconscious bias, respect in the workplace, and health and wellness. **Achieved**

Initiatives:

- Offered Elements of Truth to instructors in fall 2023. This four-week workshop series was offered through kinSHIFT, an Indigenous-led initiative supporting settlers to gain the knowledge and skills to cultivate respectful relationships with Indigenous peoples and places. Collaboration with kinSHIFT is continuing.
  - Offered Provincial Instructor Development Program (PIPD) courses every semester, with Delivery of Instruction being the most popular course.
  - Submitted a Spencer Foundation Research Grant proposal in conjunction with the teaching and learning centres at Spokane Community Colleges and College of the Rockies titled "Transcending Borders: Building Relationships Between Faculty, Students, Indigenous Communities, and Community Colleges that Decolonize Teaching Practices."
  - Co-facilitated, through the Teaching & Learning Centre in conjunction with the Nelson Museum, Archives & Gallery and Indigenous Services, professional development sessions around the upcoming Witness Blanket exhibit.
  - Enhanced employee Respect in the Workplace Training to prevent discrimination, harassment and bullying in the workplace.
2. Develop and implement a plan to honour the National Day for Truth and Reconciliation with learning and commemorative opportunities. **Achieved**

Initiatives:

- Implemented 94 Days of Education and Action, an extensive program including observance, education and action through events, workshops, learnings, flag-raising ceremonies and student activities that build on a commitment to Indigenization and reconciliation in our community and beyond.
3. Offer synchronous and asynchronous staff development initiatives during the winter term for employees. Based on employee feedback, a key theme will be connection and networking. **Substantially Achieved**

## Initiatives:

- Offered the community of inquiry Great Teaching Starts Here to new instructors since the fall. It offers a point of connection and learning together, allowing participants to openly discuss teaching strategies, theory of teaching and educational developments.
4. Update the *Supervisor's Guide* to support supervisors in the daily management of their teams. The guide will include tools and resources for managing performance, professional development and goal-setting strategies, recruitment and onboarding checklists. **Achieved**

## Initiatives:

- Updated the *Supervisor's Guide*, which will be released prior to the fall 24 term, pending final review by supervisors.

## STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

### PERFORMANCE MEASURE

**Continue to improve communications and employee engagement processes to support collaboration, inclusion and the achievement of the *Strategic Plan*.**

### TARGET, INITIATIVE & PERFORMANCE

1. Establish a central digital location for communications around equity, diversity and inclusion (EDI). **Achieved**

## Initiatives:

- Launched the *Equity, Diversity & Inclusion Action Plan* and corresponding web content for external audiences. Published the EDI advisory committee terms of reference on intranet and communicated to employees.
2. Develop an EDI communications plan that celebrates diversity and brings awareness to issues of equity. This includes employee communications, web content, social media content and branded print materials. **Achieved**

## Initiatives:

- Completed the editorial style guide in late 2022 with an EDI and decolonization lens. Ongoing work continues to develop a shared calendar for planning internal and external annual events and days of recognition through a diverse lens.

- Launched website in compliance with accessibility standards. Designed and circulated a print version of the *EDI Action Plan* for the launch, along with pull-up banners for each campus location.
  - Ongoing accessibility planning for college and communications channels continues.
3. Develop and refine employee communication strategy. **Achieved**

Initiatives:

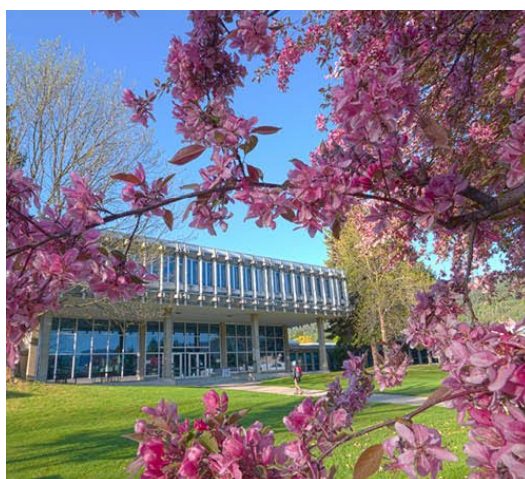
- Gained insights into employee communication through discovery phase of selkirk.ca phase 2, a consolidated communications project and Organizational Climate Survey data.
- Launched employee e-newsletter and related community of practice focused on internal communications.

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## Strategic Direction 5: Modernization of Facilities, Technology & Operations

### STRATEGIC PRIORITY 5.1

Renew and utilize the *Facilities Master Plan* to reflect the strategic directions envisioned for the facilities, both owned and leased, at the college.



**PERFORMANCE MEASURE**

Continue the successful implementation of the *Campus Master Plan*. Continue to update and utilize the five-year capital plans.

**TARGET, INITIATIVE & PERFORMANCE**

1. Implement five-year capital plans that align with *Campus Master Plan* priorities, including student housing, campus renewal and campus expansion. ***Achieved***

Initiatives:

- Completed Silver King Student Housing in March with new students moving in. Will receive occupancy of Castlegar Student Housing in June and be ready to welcome students in August.
2. Support improved proposal development and business cases through the use of five-year plans. ***Achieved***

Initiatives:

- Submitted a business case to the Ministry of Post-Secondary Education and Future Skills for the transfer of ownership of the Tenth Street Campus from the City of Nelson and have received notional approval to proceed.
- Submitted a business case to the Ministry of Post-Secondary Education and Future Skills for student housing in Trail, it is under review.

**STRATEGIC PRIORITY 5.2**

Ensure the efficient operation and effective use of the existing facilities and continue to modernize our infrastructure and make investments in technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment.

**PERFORMANCE MEASURE**

Prioritize small and large capital projects to align with the *Campus Master Plan*, five-year capital plans and maintenance priorities.

**TARGET, INITIATIVE & PERFORMANCE**

1. Complete high-priority projects and use project resources effectively. ***Achieved***



## Initiatives:

- Secured \$1.5 million through Selkirk Innovates to purchase highly specific research infrastructure to support advanced computing and advanced manufacturing student learning and partner-driven applied research.
  - Supported by funding from Columbia Basin Trust dedicated to enhancing student life, the Facilities team orchestrated significant cafeteria renovations. The revamped space now boasts new furnishings and décor, along with improved lighting, power outlets and installed birch panels.
2. Utilize the Facilities Committee procedures to determine project priorities. **Achieved**

## Initiatives:

- Prioritized, through the Facilities Planning Committee, classroom renovations and upgrades, linear infrastructure, envelope repairs, electrical service upgrades and washroom renovations for the 2023/24 academic year.

**PERFORMANCE MEASURE**

**Undertake major capital housing projects.**

**TARGET, INITIATIVE & PERFORMANCE**

1. Complete build of student housing initiatives at Silver King and Castlegar campuses.  
**Substantially Achieved**

## Initiatives:

- Completed Silver King Student Housing in March with new students moving in. Will receive occupancy of Castlegar Student Housing in June and be ready to welcome students in August.

**STRATEGIC PRIORITY 5.3**

Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability, including the completion and effective implementation of TheSIS.

## PERFORMANCE MEASURE

Complete the development of the ERP student module (TheSIS) and advance the use of the implemented Finance and Human Resources modules.

### TARGET, INITIATIVE & PERFORMANCE

1. Continue to implement and develop Human Resources modules in Unit4 (UERP) through 2023/24. **Substantially Achieved**

Initiatives:

- Continued tracking of desired system enhancements following implementation is ongoing.

2. Continue to work on the TheSIS student information system upgrade. **Not Achieved**

Initiatives:

- Not achieved. TheSIS implementation continues to be postponed by product delays.

3. Implement a self-service booking option for counselling appointments. **Achieved**

Initiatives:

- Completed fall 2023.

## PERFORMANCE MEASURE

Continue to implement and update the Enterprise Risk Management Registry.

### TARGET, INITIATIVE & PERFORMANCE

1. Continue to work on risk management processes and procedures for off-campus learning activities. **Substantially Achieved**

Initiatives:

- Drafted and launched participation agreements for most programming.
- Developing a risk assessment tool for field trip participation agreements.
- Developed and launched field trip agreements and waivers.
- Developed new procedures for youth camps involving minors.

2. Continue to modify risk, descriptors and mitigating controls. **Achieved**

Initiatives:

- Included two new risks within the last year.
- Updated risk descriptors and mitigating controls during each risk vote, which is completed three times annually.

## STRATEGIC PRIORITY 5.4

Further reduce the college's carbon emissions and waste production and invest in new approaches and technologies to model and contribute to climate change mitigation.

### PERFORMANCE MEASURE

**In consultation with the Sustainability Committee, continue to reduce carbon emissions by implementing energy efficient technologies, including fuel switching and solar energy demonstration/production systems.**

### TARGET, INITIATIVE & PERFORMANCE

1. Use the United Nations Sustainable Development Goals (SDGs) to inform a remote work policy and track reduction in greenhouse gases through reduced commuting. **Not Achieved**

Initiatives:

- Supported a flexible work environment where many employees can work a hybrid work week, reducing greenhouse gases through reduced commuting. However, a formal policy is not being created.

2. Implement targeted activities to contribute to reduced carbon emissions. **Achieved**

Initiatives:

- Added solar shades to library windows to minimize heat loss in the winter and warming in the summer, reducing reliance on the HVAC system.
- Installed electric charging stations at Silver King and Castlegar Campus parking lots.
- Replaced the hot water tanks and furnace system at the Children's Centre on the Castlegar Campus to achieve efficiency and reduce greenhouse gas emissions.

3. Expand organic waste collection on multiple campuses. **Achieved**

Initiatives:

- Purchased two commercial food cyclers for the Castlegar and Silver King campuses through grant funding and have diverted over 5,000 kg of food waste from the landfills.



# 2023/24 Mandate Priority Reporting & Strategic Initiatives

## 2023/24 Mandate Letter Priorities

### MANDATE PRIORITY #1

Delivering educational and training programming as described in the [StrongerBC Future Ready Action Plan](#) to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

INITIATIVES	PROGRESS
Completed and approved <i>Policy 8101: Academic Programs</i> and <i>Policy 8102: Credential, Recognition and Credit Standards</i> (which include provisions for micro-credentials).	New, Implemented
Delivered Canadian Red Cross and WorkSafeBC instructor training courses through the future skills grant.	New, Implemented
Launched the development of a cloud computing micro-credential in partnership with Amazon Web Services and local industry.	New, Implemented
Delivered a pilot of an equity, diversity and inclusion (EDI) micro-credential with a regional partner.	New, Implemented
Revitalized the EDI micro-credential with Indigenous expertise in design and delivery.	New, Ongoing
Refined and continued the delivery of Drones: Applications & Operations and Enterprise GIS Ecosystem Implementation.	New, Ongoing
Developed and delivered new micro-credentials: Mass Timber Fabrication, Design and CNC Operation; Ion Source Technologies; and RPAS Complex Operations.	New, Ongoing
Developed the Mental Health & Substance Use Certificate for the Health Career Access Program (HCAPP) for delivery in 2024/25.	New, Ongoing
Delivered the first cohort of students in Practical Nursing (PN) Diploma Program (January 2023–December 2024).	New, Ongoing
Delivered five cohorts of students in the Health Care Assistant (HCA) Certificate Program (two base cohorts and three HCAPP cohorts).	Ongoing

**MANDATE PRIORITY #2**

Working with Skilled Trades BC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

INITIATIVES	PROGRESS
Completed new student housing on the Silver King Campus, which includes dedicated spaces for Indigenous students and/or students in trades.	New, Ongoing
Completed a new Indigenous Gathering Space on the Tenth Street Campus to support Indigenous services and activities.	New, Ongoing
The chair and dean of the School of Industry & Trades Training regularly attend provincial Trades Training BC (BCATTA) meetings.	Implemented, Ongoing
Designed the new mass timber micro-credential course to include Indigenous content and context.	New, Ongoing
Participated in the Greening the Trades conference through Colleges and Institutes Canada (CICan).	Implemented

**MANDATE PRIORITY #3**

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

INITIATIVES	PROGRESS
Increased ability to invite Elders, Nation Knowledge Keepers and Indigenous staff into classrooms to lead dialogue and experiential learning to meet the Truth and Reconciliation Commission of Canada's (TRC's) Calls to Action and the <i>In Plain Sight</i> recommendations. Fulfilled requests with Health & Human Services programs and Environment & Geomatics programs.	Ongoing
Delivered Indigenous courses led by Nation scholars and instructors from the traditional territories. INDG 100: Regional Indigenous Perspectives on Languages and Cultures is offered twice a year for students, staff and community organizations to enrol.	Ongoing
Approved and delivered Indigenous worldview courses to meet education goals of the TRC. INDG 101: Indigenous Peoples Relationships: Once You've Heard the Story and INDG 102: Walk the Talk: Indigenous Worldview Applications courses are being integrated into programs such as Rural Pre-Medicine.	New, Implemented
Utilized an Indigenous classroom space for Indigenous courses and courses using circle pedagogy (e.g., Peace and Conflict studies, ENVR 250: Indigenous Rights and Environmental Management), which creates an inclusive space for faculty and learners.	Ongoing

<p>Delivered the Elders on Campus program, which includes three community Elders who are part-time exempt college employees. They provide support and cultural teaching five hours per week to students and at events. They host scheduled days throughout the year, and are often invited into classrooms, to sit on committees and to help with other events happening on the campuses.</p> <p>Elders and visiting Nation Elders are frequently called upon to support instructors with their learning and class instruction, and they engage with students through cultural sharing, such as fire teachings and drumming.</p> <p>In 2023/24, Elders were invited to share and hold cultural space at over 50 events and engaged with 2,400 students, employees and guests.</p>	Ongoing
<p>Delivered Cultural Connections, which connected with over 900 students, employees and community members at the Castlegar, Trail, Tenth Street and Silver King campuses and 150 learners and community members at the learning centres in 2023/24.</p> <p>In Cultural Connections, Indigenous and non-Indigenous students come together in a safe place to experience, share and practice culture. Participants learn traditional arts and crafts, hear the stories and history behind their projects and connect through ceremony. Students continually express their gratitude for the connections and support they make in the Gathering Place and through attending Cultural Connections events.</p> <p>Indigenous artists are invited to share their gifts, such as pine needle basketry, which taught 23 learners. Cultural connections are also included in the classroom learning for courses INDG 101, INDG 102 and ENVR 250. Further, 13 classroom visits held space with over 160 learners.</p>	Ongoing
<p>Designed, in partnership with the City of Nelson, a new Indigenous arbour for the Tenth Street Campus. Construction occurred summer 2023 after a land blessing.</p> <p>The Tenth Street Indigenous Gathering Place was completed and awoken in December 2023 with an official grand opening planned for June 2024. The college will offer culturally responsive booking protocols.</p>	New, Ongoing
<p>Delivered Indigenous gathering spaces at the new student housing buildings at the Silver King and Castlegar campuses.</p>	New, Implemented

**MANDATE PRIORITY #4**

Developing and implementing protections for international students that support their fair treatment.

INITIATIVES	PROGRESS
<p>Outline six strategic directives in the <i>Internationalization Strategic Plan</i>:</p> <ul style="list-style-type: none"> <li>• Develop international and intercultural capability at home and abroad</li> <li>• Support employees in understanding, implementing and promoting internationalization</li> <li>• Engage the wider community in the internationalization process</li> <li>• Refine and diversify international marketing and recruitment</li> <li>• Support international learners in their acculturation and educational success</li> <li>• Align planning, budget development and resource management processes with the projected patterns of international student enrolments</li> </ul>	Ongoing
<p>Prioritized increasing study abroad opportunities and funding for domestic students. Federal funding has allowed for 11–14 students to go abroad to Uganda each year, and One World scholarship funding is available for other active destinations: France, Japan and Korea.</p>	Ongoing
<p>Prioritized increasing diversity in enrolments. Large increase in enrolments in 2023 in new and emerging markets such as Nigeria, Mexico, Jamaica and Columbia.</p>	Ongoing
<p>Delayed the <i>Strategic Enrolment Plan</i> to align with the new 2025 strategic plan. The <i>International Strategic Enrolment Management Plan</i> to be completed as an interim measure in summer 2024 to support provincial request.</p>	New, Continuing
<p><i>New International Strategic Enrolment Management Plan</i> will follow the release of the new strategic plan in 2025.</p>	New
<p>Delivered actions to protect international students to support their fair treatment:</p> <ul style="list-style-type: none"> <li>• Created a new, transparent, publicly available tuition deposit and refund policy</li> <li>• Included transparent tuition increase information on offer letters</li> <li>• Completed new housing projects in Nelson and Castlegar that are equally open to international students, and provided international student services support for students looking for off-campus housing</li> <li>• Offered dedicated immigration advising days free for international students through a newly certified regulated international student immigration advisor (RISIA) on staff</li> <li>• Fostered a strong international student presence on student government</li> </ul>	Ongoing



**MANDATE PRIORITY #5**

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2024.

INITIATIVES	PROGRESS
Facilitated \$54,505 in support for students in the fiscal year 2024 through StrongerBC's Future Ready Action Plan.	New
Submitted quarterly forecasts and Appendix C reports on time throughout the year.	Ongoing
Requested a \$3 million deficit to the Ministry before the second quarter deadline and was approved before the fiscal year 2024 end.	Implemented
Followed a 2% domestic tuition increase limit in the Tuition Fee Bylaw Approval for the 2023/24 academic year.	Implemented

**MANDATE PRIORITY #6**

Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

INITIATIVES	PROGRESS
Complied with the Tuition Limit Policy.	Continuing, Ongoing
Ensured that Indigenous students can enrol in Indigenous language classes tuition free. NLSX 101: Beginners ᓃᓂᓗᓂᓗ 1: Colville-Okanagan Salish and NLSX 102: Beginners ᓃᓂᓗᓂᓗ 2, delivered by Nation instructors and Indigenous learners, had their tuition/course fees waived.	New, Implemented

## Strategic Initiatives 2023/24

### SEXUALIZED VIOLENCE PREVENTION AND RESPONSE INITIATIVES

INITIATIVES	PROGRESS
Revitalized the presence of sexualized violence material on the college website, including support services, training opportunities and policy.	Implemented
Created a strategy and calendar for sexual violence training and education for the student community using the training developed by BCCampus: Active Bystander Intervention, Supporting Survivors, and Consent & Sexual Violence.	Implemented
Increased education around sexual violence reporting in student housing, including updates to internal documents such as <i>Guide to Supporting Survivors</i> and <i>Handbook for those who Have Experienced Sexual Violence</i> .	Implemented
Continued the revitalization of the sexualized violence policy as required by the Sexual Violence and Misconduct Policy Act	Continuing
Offered Bystander Intervention Training to: <ul style="list-style-type: none"> <li>• Millwright/Machinist: 18 students</li> <li>• Plant Operator: 14 students</li> <li>• Plant Operator: 10 students</li> </ul>	Implemented
Offered, in collaboration with North Island College and College of the Rockies: <ul style="list-style-type: none"> <li>• Consent &amp; Sexualized Violence: 9 Selkirk College students</li> <li>• Active Bystander Training: 5 Selkirk College students</li> <li>• Supporting Survivors of Sexualized Violence: 3 Selkirk Students, 1 Community Member</li> </ul>	Implemented
Offered “Capacity to Connect Supporting Student Mental Health & Wellness” to 30+ faculty/instructors.	Implemented

### FORMER YOUTH IN CARE

Supports for students who are former youth in care, including participation in the provincial tuition waiver program.

INITIATIVES	PROGRESS
Supported 24 students. Disbursed a total of \$76,226.41 this year. Last year the college disbursed \$31,996.42, which is an increase of 138.23%.	Implemented
Continued to use current resources to provide support for youth-in-care students under the Healthy Campus portfolio in coordination with the Financial Aid division.	Ongoing
Continued to work with provincial agencies to identify and coordinate transition of youth in the youth-in-care program.	Ongoing

## K-12 TRANSITIONS AND DUAL CREDIT PROGRAMMING

INITIATIVES	PROGRESS
Enrolled six dual credit students in the Health Care Assistant (HCA) Program winter 2024 intake (January 2024).	Continuing, Ongoing
Reserved 12 seats for dual credit students in the Early Childhood Care & Education (ECCE) Program in fall 2024.	New
Enrolled 60 students across all Trades programs in Youth Train in Trades in 2023/24.	Ongoing
Enrolled 14 students in the Youth Explore Trades Sampler Program.	Ongoing

## WORK-INTEGRATED LEARNING

INITIATIVES	PROGRESS
Enrolled 15 students in ECCE work-integrated learning (WIL) program in 2023/24.	Continuing, Ongoing
Secured ECCE WIL funding to base funding starting in fall 2024.	New
Selkirk Innovates supported 50 students in the applied research and innovation internship program through 85 paid placements (valued at \$10,000 each over four to six months).	Implemented, Ongoing
Co-op Education facilitated 12 micro-internships (80 hours each).	Implemented, Ongoing
Co-op Education facilitated 47 student cooperative education experiences (co-op) (420 hours each) in individual students' fields of study.	Implemented, Ongoing
School of Academic Upgrading & Development <ul style="list-style-type: none"> <li>Steps to Opportunities, Academics &amp; Readiness (SOAR): 49 students participated in service-learning activities.</li> </ul>	Implemented, Ongoing
School of Arts & Technology <ul style="list-style-type: none"> <li>Web Development: 6 students participated in industry partner internships.</li> <li>Contemporary Music &amp; Technology Diploma: 60 students gained field experience in live venue production and performance.</li> <li>Digital Arts: 16 students gained WIL experience (<i>Black Bear Review</i>)</li> </ul>	Implemented, Ongoing
School of Business <ul style="list-style-type: none"> <li>Business Administration Diplomas (Accounting/Finance &amp; Professional Management): students participated in co-operative education.</li> <li>Postgraduate Diploma in Accounting: students participated in co-operative education.</li> <li>Postgraduate Diploma in Business Management: students participated in co-operative education.</li> <li>Bookkeeping Advanced Certificate: students participated in professional practicum.</li> </ul>	Implemented, Ongoing

<p>School of Environment &amp; Geomatics</p> <ul style="list-style-type: none"> <li>• Applied Environmental Science &amp; Planning Technology Diploma: Field Placement &amp; Co-op</li> <li>• Forest Technology Diploma: Field Placement &amp; Co-op</li> <li>• Recreation, Fish &amp; Wildlife Technology Diploma: Field Placement &amp; Co-op</li> <li>• Bachelor of Geographic Information Systems: Co-op</li> </ul>	<p>Implemented, Ongoing</p>
<p>School of Health &amp; Human Services</p> <ul style="list-style-type: none"> <li>• Education Assistant and Community Support Worker Certificate: 11 students participated in two professional practicums.</li> <li>• Social Service Worker Certificate: 20 students participated in two professional practicums.</li> <li>• Early Childhood Care &amp; Education Certificate &amp; Diploma: 42 students participated in two to four professional practicums.</li> <li>• Human Services Diploma: 13 students participated in professional practicums.</li> <li>• Bachelor of Science in Nursing: 101 students participated in mandatory professional practicum and/or clinical placement.</li> <li>• Nursing Unit Clerk Certificate: 32 students participated in professional practicum and/or clinical placement.</li> <li>• Health Care Assistant Certificate: 110 students participated in professional practicum and/or clinical placement.</li> <li>• Practical Nursing Diploma: 11 students participated in professional practicum and/or clinical placement.</li> </ul>	<p>Implemented, Ongoing</p>
<p>School of Hospitality &amp; Tourism</p> <ul style="list-style-type: none"> <li>• Culinary Management and Resort &amp; Hotel Management: 100 students participated in work terms (work experience).</li> <li>• Ski Resort Operations &amp; Management: 16 students participated in work terms (work experience).</li> </ul>	<p>Implemented, Ongoing</p>
<p>School of Industry &amp; Trades Training (non-SkilledTradesBC programming)</p> <ul style="list-style-type: none"> <li>• Plant Operator Program: 27 students participated in field placements.</li> </ul>	<p>Implemented, Ongoing</p>

<p>School of University Arts &amp; Sciences</p> <ul style="list-style-type: none"><li>• Rural Pre-Medicine: 30 students participated in community research &amp; projects and service learning.</li><li>• Engineering: 8 students participated in community research &amp; projects and service learning.</li><li>• Creative Writing: 76 students participated in field placement (Black Bear Review) and service learning.</li><li>• Peace Studies: 76 students in service learning.</li></ul>	Implemented, Ongoing
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## 2023/24 Ministry Performance Measures, Targets & Results

	Actual			Target	Assessment
Student spaces	2021/22	2022/23	2023/24	2023/24	2023/24
Total student spaces (PSFS)	1,357	1,239	TBD	TBD	TBD
Nursing and other allied health programs	244	233	TBD	TBD	TBD
Developmental programs	229	219	TBD	TBD	TBD
<b>Credentials awarded</b>					
Total Credentials	606	603	613		Not Assessed
Bachelor			*	N/A	Not Assessed
Certificate			335	≥326	Achieved
Developmental			27	≥26	Achieved
Diploma			236	≥242	Substantially Achieved
Graduate, First Professional and Post-Degree			*	N/A	Not Assessed
Short Certificate			*	N/A	Not Assessed
<b>Indigenous student spaces</b>					
Total Indigenous Student Spaces	217	207	211	223	Substantially Achieved
Ministry (PSFS)	165	155	159		
SkilledTradesBC	52	52	52		
<b>Student satisfaction with education</b>					
Former diploma, associate degree and certificate students	<b>92.1%</b> +/- 1.7%	<b>92.4%</b> +/- 1.6%	<b>92.8%</b> +/- 1.6%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	<b>87.7%</b> +/- 5.0%	<b>85.7%</b> +/- 5.6%	<b>91.8%</b> +/- 5.1%		Achieved
Former apprenticeship students	<b>97.0%</b> +/- 3.7%	<b>95.5%</b> +/- 5.7%	N/A		Not Assessed
<b>Student assessment of the quality of instruction</b>					
Former diploma, associate degree and certificate students	<b>94.7%</b> +/- 1.4%	<b>97.5%</b> +/- 0.9%	<b>96.1%</b> +/- 1.2%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	<b>89.3%</b> +/- 4.5%	<b>93.5%</b> +/- 4.0%	<b>93.5%</b> +/-4.5%		Achieved

Former apprenticeship students	<b>97.0%</b> +/- 3.7%	<b>95.7%</b> +/- 5.7%	N/A		Not Assessed
<b>Student assessment of skill development</b>					
Former diploma, associate degree and certificate students	<b>87.3%</b> +/- 2.2%	<b>88.4%</b> +/- 2.0%	<b>88.8%</b> +/- 1.9%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	<b>91.5%</b> +/- 4.5%	<b>81.3%</b> +/- 7.5%	<b>88.2%</b> +/- 5.6%		Achieved
Former apprenticeship students	<b>89.1%</b> +/- 5.5%	N/A	N/A		Not Assessed
<b>Student assessment of usefulness of knowledge and skills in performing job</b>					
Former diploma, associate degree and certificate students	<b>84.6%</b> +/- 4.8%	<b>83.6%</b> +/- 3.7%	<b>87.5%</b> +/- 3.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	<b>84.7%</b> +/- 6.8%	<b>78.8%</b> +/- 8.1%	<b>89.8%</b> +/- 6.8%		Achieved
Former apprenticeship students	<b>100.0</b> +/- 0.0%	<b>90.0%</b> +/- 9.6%	N/A		Not Assessed
<b>Unemployment rate</b>					
Former diploma, associate degree and certificate students	<b>14.8%</b> +/- 4.1%	<b>7.3%</b> +/- 2.4%	<b>4.1%</b> +/- 1.8%		Achieved
Trades foundation and trades-related vocational graduates	<b>11.9%</b> +/- 5.4%	<b>7.1%</b> +/- 4.7%	<b>10.5%</b> +/- 6.0%	≤8.9%	Achieved
Former apprenticeship students	<b>12.9%</b>	<b>8.7%</b>	N/A		Not Assessed

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
<b>Former diploma, associate degree and certificate students</b>					
Skill development	<b>87.3%</b> +/- 2.2%	<b>88.4%</b> +/- 2.0%	<b>88.8%</b> +/- 1.95%	≥85%	Achieved
Written communication	<b>88.0%</b> +/- 2.3%	<b>87.6%</b> +/- 2.3%	<b>87.7%</b> +/- 2.4%		
Oral communication	<b>83.1%</b> +/- 2.7%	<b>82.2%</b> +/- 2.6%	<b>87.3%</b> +/- 2.4%		
Group collaboration	<b>86.4%</b> +/- 2.2%	<b>87.4%</b> +/- 2.0%	<b>88.1%</b> +/- 2.1%		
Critical analysis	<b>91.5%</b> +/- 1.8%	<b>91.0%</b> +/- 1.7%	<b>93.0%</b> +/- 1.7%		
Problem resolution	<b>86.4%</b> +/- 2.2%	<b>85.8%</b> +/- 2.2%	<b>87.4%</b> +/- 2.2%		
Learn on your own	<b>84.8%</b> +/- 2.3%	<b>91.6%</b> +/- 1.7%	<b>90.0%</b> +/- 2.0%		
Reading and comprehension	<b>90.0%</b> +/- 1.9%	<b>92.7%</b> +/- 1.6%	<b>89.6%</b> +/- 2.0%		
<b>Trades foundation and trades-related vocational graduates</b>					
Skill development	<b>91.5%</b> +/- 4.5%	<b>81.3%</b> +/- 7.5%	<b>88.2%</b> +/- 5.6%	≥85%	Achieved
Written communication	<b>87.2%</b> +/- 8.8%	N/A	N/A		
Oral communication	<b>87.5%</b> +/- 7.4%	<b>81.0%</b> +/- 9.4%	N/A		
Group collaboration	<b>92.9%</b> +/- 4.1%	<b>81.8%</b> +/- 7.2%	<b>91.5%</b> +/- 5.3%		
Critical analysis	<b>94.4%</b> +/- 3.5%	<b>85.2%</b> +/- 5.9%	<b>91.8%</b> +/- 5.1%		
Problem resolution	<b>87.8%</b> +/- 4.9%	<b>82.0%</b> +/- 6.4%	<b>91.7%</b> +/- 5.2%		
Learn on your own	<b>93.2%</b> +/- 3.7%	<b>78.9%</b> +/- 7.3%	<b>86.4%</b> +/- 6.5%		
Reading and comprehension	<b>98.6%</b> +/- 1.9%	<b>87.7%</b> +/- 5.9%	<b>98.3%</b> +/- 2.5%		
<b>Former apprenticeship students</b>					
Skill development	<b>89.1%</b> +/- 5.5%	N/A	N/A	≥85%	Not Assessed
Written communication	N/A	N/A	N/A		
Oral communication	N/A	N/A	N/A		



Group collaboration	<b>93.1%</b> +/- 6.3%	N/A	N/A
Critical analysis	<b>100.0%</b> +/- 0.0%	N/A	N/A
Problem resolution	<b>93.5%</b> +/- 5.7%	N/A	N/A
Learn on your own	<b>80.6%</b> +/- 9.2%	N/A	N/A
Reading and comprehension	<b>96.8%</b> +/- 4.1%	87.0% +/- 9.4%	N/A

Credentials awarded (restated)	Actual				
	2018/19	2019/20	2020/21	2021/22	2022/23
Total Credentials	617	656	586	608	617
Bachelor	*	*	*	*	*
Certificate	306	316	286	320	372
Developmental	38	37	33	23	23
Diploma	252	291	257	252	216
Graduate, First Professional and Post-Degree		*	*	*	*
Short Certificate	15	*	*		

## NOTES

TBD: For measures where results are still to be received, the fields have been labeled as “To Be Determined.”

Please consult the 2023/24 Standards Manual for a current description of each measure (see [Accountability Framework](#)).

## STUDENT SPACES

Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year. Only Ministry funded Full-Time Equivalents are included.

## INDIGENOUS STUDENT SPACES

For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

## CREDENTIALS AWARDED

Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year, and targets for the 2023/24 reporting year are a three-year average of the 2020/21, 2021/22, and 2022/23 fiscal years. Targets are set in the previous reporting year for the next reporting cycle.

However, results from the 2021/2022 reporting year are based on a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years; results from the 2022/2023 reporting year are based on a three-year average of the 2019/20, 2020/21, and 2021/22 fiscal years.

## CREDENTIALS AWARDED (RESTATED)

Restated results are based on data from the previous fiscal year; e.g. results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year; results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting year are based on data from the 2018/19 fiscal year; results from the 2018/19 reporting year are based on data from the 2017/18 fiscal year.

Numbers less than 10 have been masked with an \*.

## STUDENT OUTCOMES MEASURES

Results from the 2023/24 reporting year are based on 2023 survey data; results from the 2022/23 reporting year are based on 2022 survey data.

For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

## ASSESSMENT SCALE

Performance measure results are assessed on a three-category scale: Achieved, Substantially Achieved, or Not Achieved. N/A = not assessed.

TARGET ASSESSMENT SCALE	DESCRIPTION
Achieved	100% or more of the target
Substantially Achieved	90% to <100% of the target
Not Achieved	<90% of the target

## DISCUSSION

*Discussion supporting the target assessments will be entered once the final data (performance measures round 3) has been received before submitting the final report.*

# 2024/25 Institutional Strategic Directions, Priorities & Targets

## Strategic Direction 1: Learner Success

### STRATEGIC PRIORITY 1.1

**Enable transitions to the workforce by providing students with experiential and work-integrated learning (WIL), co-op education and internships, student academic support, and employment transitions programming.**

1. Continue to prioritize supporting place-based learning opportunities for students in local communities through programming, Community Education & Workplace Training, Selkirk Innovates, Co-op Education & Employment Services and other channels.
  2. Implement and meet with at least one community advisory learning committee in at least one location in the college region to explore soft-funding training opportunities.
  3. Continue to prioritize early childcare education WIL opportunities across the region and beyond.
  4. Continue to explore WIL opportunities for students in trades and technology programs.
  5. Partner with Tiny Lights Festival to develop a sound engineer internship.
  6. Continue to deliver the Selkirk Innovates internship training program.
  7. Achieve six key milestones to develop and grow WIL through the Future Ready Action Plan funding from Stronger BC. including:
    - Launch project and hire WIL coordinator under Co-op Department
    - Update the WIL inventory
    - Create program-specific marketing
    - Produce a partner guide, student guide and training materials
    - Conduct an accessibility review for WIL opportunities
    - Develop an institutional framework to support co-op, WIL and experiential learning
  8. Continue the development of Digital Career Transitions Foundation project for rural areas with a view to preparing students for remote work with technology companies.
-

## STRATEGIC PRIORITY 1.2

**Expand educational pathways by increasing the number and quality of transfer and articulation agreements, educational partnerships with regional school districts and study abroad opportunities with other post-secondary institutions in specific program areas.**

1. Ensure annual participation in relevant articulation committees and transfer partner conversations and agreement renewals.
  2. Continue to develop partnerships with local school districts to formalize and standardize dual credit opportunities across districts. Expand current dual credit offerings.
  3. Renew and expand articulation agreements across all program areas.
  4. Formalize the dual credit memorandum of understanding created with local school districts.
  5. Provide funding for 12 Early Childhood Care & Education (ECCE) dual credit students for fall 2024.
  6. Continue to prioritize dual credit students into the Health Care Assistant (HCA) Program. There are currently six students in the winter 2024 cohort.
  7. Continue sending Bachelor of Science in Nursing (BSN) and Social Service Worker (SSW) students to Uganda through the federally funded Global Skills Opportunity.
  8. Expand on the BSN practice placement in Guatemala in spring 2024 with plans to include SSW students in spring 2025.
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## STRATEGIC PRIORITY 1.3

**Improve recruitment, retention, completion and related supports for all students and students facing barriers to access, including Indigenous learners, international learners, learners with disabilities, elder learners and others.**

1. Align programming with external initiatives that contribute to improving student retention (e.g., coordinating scheduling with transportation).
2. Continue to prioritize online ECCE certificate and WIL cohorts.
3. Continue to prioritize online HCA cohorts.
4. Offer hybrid classes in Education Assistant & Community Support Worker (EACSW) again for the 2024/25 academic year.
5. Expand Pharmacy Technician (PTEC) lab offerings to the College of New Caledonia in summer 2024 to allow for labs in Kootenay, Vancouver Island and Northern regions.
6. Develop and implement accountability tools for equity, diversity and inclusivity (EDI) initiatives.

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## STRATEGIC PRIORITY 1.4

**Develop a consistent relationship-focused student service standard across all campuses and learning centres.**

1. Implement service standards as part of all new Student Success operational plans.
  2. Integrate the Recruitment and Enrolment Services teams to support better alignment of information and service standards.
  3. Enhance communication mechanisms (using technology and relationships) to support interdepartmental sharing of important front-line communication items.
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## STRATEGIC PRIORITY 1.5

**Enhance student health and wellness programming and supports.**

1. Investigate an on-campus nurse practitioner position in collaboration with local services.
  2. Integrate curriculum for the prevention of sexual violence into student housing and new student orientation curriculums.
  3. Revision College Services via the *Student Success Plan* to ensure access and need alignment.
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## STRATEGIC PRIORITY 1.6

**Expand offerings in priority program areas: technology and digital applications, skills development and workplace training for in-demand occupations and cohort-based programs that are in key sectors of need in the labour market forecast and that are regionally relevant.**

1. Offer expanded seats and new programming, where feasible, in high-demand areas and in response to government priorities, including the Future Ready Plan (e.g., health, human services, technology, Indigenization and other targeted areas).
2. Offer a third intake of the HCA Health Career Access Program (HCAP) in spring 2024.
3. Purchase equipment to expand seats in the Carpentry Program.
4. Continue to develop and deliver micro-credential training programs.
5. Develop a new Interdisciplinary Applications in Rural Data Science Program with certificate and diploma options.
6. Secure additional funding for highly specialized equipment to enhance learning experiences.

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## Strategic Direction 2: Excellence in Education

### STRATEGIC PRIORITY 2.1

**Expand access to learning through improved scheduling of offerings, increased availability of blended and online delivery, and increased program availability throughout the region.**

1. Identify targeted programs to either maintain program availability or expand program availability in the college's region.
2. Continue to prioritize online ECCE certificate and WIL cohorts.
3. Continue to prioritize online HCA cohorts.
4. Offer hybrid classes in EACSW again for the 2024/25 academic year.
5. Expand PTEC lab offerings to the College of New Caledonia in summer 2024 to allow for labs in Kootenay, Vancouver Island and Northern regions.

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### STRATEGIC PRIORITY 2.2

**Advance innovations in teaching and learning through the achievement of institutional-level learning outcomes, targeted professional development in the areas of educational technologies, Indigenous ways of knowing, innovative curriculum development, experiential learning, strategic partnerships and intercultural teaching strategies.**

1. Explore and collaboratively develop and deliver on-the-land and experiential learning opportunities, led by Indigenous knowledge holders and scholars, in various programs and courses to deepen student learning.
2. Continue to develop and implement Great Teaching 101 workshops for new and newer instructors building on work from the 2023/24 academic year.
3. Continue to invite instructors to use professional development to complete Provincial Instructor Diploma Program (PIDP) courses through a procedure extension and continue to offer workshops.
4. Integrate developed AI guidelines to support instructors in the ethical and educational use of AI within their classrooms. The guidelines focus on benefits, challenges, expectations and responsibilities of AI, providing clear direction on how to incorporate and ethically use AI with students as well as how to protect students from privacy breaches while exploring this new technology.

## STRATEGIC PRIORITY 2.3

### **Renew and implement strategic enrolment plans.**

1. Use the new strategic plan, published in fall 2024, to create an institution-wide *Strategic Enrolment Plan* that promotes integrated, holistic enrolment strategies.
  2. Develop an accountability rubric in the *Strategic Enrolment Plan* to be rolled out for use in 2025/26.
- 

## STRATEGIC PRIORITY 2.4

### **Renew specific plans for education, Indigenization, international, student life and campus services, advancement, marketing and educational technology.**

1. Continue to renew the *Internationalization Plan* as per the new strategic plan.
  2. Continue to renew the *Student Success Plan* as per the new strategic plan.
  3. Continue the implementation of a *Strategic Enrolment Plan* by spring 2025.
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## STRATEGIC PRIORITY 2.5

### **Support program renewal and development through policy and curriculum process improvements such as the Quality Assurance Process Audit (QAPA), alignment with accreditation, articulation and reporting requirements, student service improvements, and capacity building tools and training.**

1. Maintain program accreditation and develop new accreditation.
  2. All operational plans in the School of Health & Human Services completed in 2023.
  3. Maintain program accreditation and recognition in all relevant programs in the School of Health & Human Services.
  4. Complete all scheduled Level 3 program reviews and operational plans in the schools of Arts & Technology, Hospitality & Tourism and Industry & Trades Training.
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## STRATEGIC PRIORITY 2.6

### **Improve the quality and efficiency of programs and services through data-driven decision-making.**

1. Continue process improvement developments as required.
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## Strategic Direction 3: Community Development

### STRATEGIC PRIORITY 3.1

**Build strategic partnerships that enhance the student learning experience and contribute to socio-economic development in the communities we serve.**

1. Explore community partnerships and deliver one community partnership initiative.
  2. Implement and meet with at least one community advisory learning committee in at least one location in the college region to explore soft-funding training opportunities.
  3. Partner with Fortis BC to develop energy efficient models for educational purposes in trades programming.
  4. Continue to deliver Columbia Basin Trust-funded initiatives, such as State of the Basin and Climate Source, to support evidence-based decision-making.
  5. Continue to build partnerships to support Selkirk Innovates initiatives.
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### STRATEGIC PRIORITY 3.2

**Strengthen relationships with regional First Nations and Métis governments, Indigenous community services providers and Indigenous post-secondary partners to advance the educational goals of Indigenous communities.**

1. Continue the renewal of partner agreements and memorandum of understanding with Nation partners that reflect provincial priorities and college capacity in alignment with the strategic plan and Indigenization Plan.
  2. Continue working with Nation partners, instructors and scholars to create experiential learning opportunities for learners and staff.
  3. Develop a draft Indigenization Policy that uses *Policy 1000: Policy Development Process* as a template and consult with Nation partners and the college community.
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### STRATEGIC PRIORITY 3.3

**Integrate applied research, innovation and entrepreneurship into educational programs to respond to an evolving labour market.**

1. Explore funding for the delivery of a pilot Amazon Web Services co-constructed micro-credential with Community Education & Workplace Training (developed in 2023/24).



2. Continue to secure funding to deliver Economic Trust of the Southern Interior (ETSI-BC) Post-Secondary Entrepreneurship and Tech Transfer initiative.
  3. Continue to deliver internship training programming.
  4. Continue to explore the development of a Digital Career Transitions Foundation project for rural areas with a view to preparation for remote work with technology companies.
- 

## STRATEGIC PRIORITY 3.4

**Collaborate with our community partners to ensure student experiences outside of the college and in the community are effective, inclusive and supportive.**

1. Form a community organization program advisory committee for Community Education & Workplace Training initiatives.
  2. Continue with ECCE WIL initiatives. Base funding has been secured.
  3. Explore collaboration with School District 73 and Kamloops Aboriginal Friendship Society to implement and deliver an Indigenous-only ECCE cohort.
  4. Continue to deliver the EDI micro-credential and refine the offering based on feedback from advisors.
  5. Implement e-portfolios for student learning with several programs that showed an interest in authentic assessment and WIL supports. The use of e-portfolios has allowed students to showcase their work to seek employment after graduation and has supported a reciprocal relationship between the college and select community partners during student WIL opportunities.
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## STRATEGIC PRIORITY 3.5

**Support regional socio-economic development through collaborative, innovation-driven projects that address shared challenges and opportunities.**

1. Explore funding for the delivery of pilot Amazon Web Services co-constructed micro-credential with Community Education & Workplace Training (developed in 2023/24).
  2. Continue to support regional socio-economic development through community- and industry-driven applied research and innovation projects.
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## Strategic Direction 4: Healthy Workplace

### STRATEGIC PRIORITY 4.1

#### **Improve employee orientation, inclusion, health and safety, and wellness programming.**

1. Continue to support employees who wish to explore hybrid and remote work models where possible in alignment with remote work guidelines.
  2. Continue to offer Mental Health First Aid workshops for staff and students through the mental health education developer.
  3. Support instructors to provide safe, trauma-informed curriculum and learning spaces through the mental health education developer.
  4. Continue to enhance and support employee wellness through the development of wellness initiatives.
  5. Develop a college-wide training inventory, with an eye to the implementation of a training calendar/catalogue.
  6. Create communities of practice for front-line team members to share information and tips.
- 

### STRATEGIC PRIORITY 4.2

#### **Develop improved plans and approaches to supporting Indigenization, diversity and inclusion in employee recruitment, career development and leadership development.**

1. Develop a college-wide training inventory, with an eye to future implementation of a training calendar/catalogue.
  2. Continue to develop a process for safely and respectfully collecting and analyzing relevant diversity data regarding identifying priority initiatives and allocating resources.
  3. Continue to improve the orientation and mentorship of new instructors across the college to nurture a supported network of instructors and staff who feel valued and engaged.
  4. Continue to reimagine employee events focused on fostering meaningful connection, collaboration and belonging.
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### STRATEGIC PRIORITY 4.3

#### **Expand performance monitoring and related improvement processes for career fulfilment, professional growth, retention and succession planning for employees.**

1. Implement a new evaluation tool for excluded and support staff employees.
  2. Continue to support comprehensive evaluations for all employee groups.
  3. Continue to support professional and career development opportunities for employees interested in succession planning or mentorship opportunities.
  4. Continue to encourage and support participation in Colleges and Institutes Canada (CICan) Leadership Institute (or equivalent).
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## STRATEGIC PRIORITY 4.4

### **Enhance programming for employee training and development, sharing of best practices and professional development for faculty and staff.**

1. Continue to advance training initiatives that support the strategic development needs of employees and the college, including EDI, Indigenous 100: Regional Indigenous Perspectives on Languages and Cultures, reconciliation, sustainability, leadership, unconscious bias, respect in the workplace, and health and wellness.
  2. Continue to honour the National Day for Truth and Reconciliation with learning and commemorative opportunities.
  3. Implement the *Supervisor's Guide* to support supervisors in the daily management of their teams. The guide will include tools and resources for the recruitment, selection and onboarding of new employees, leave processes, workflows, managing performance and professional development.
- 

## STRATEGIC PRIORITY 4.5

Diversify and improve communication, and employee engagement processes.

### **Develop and enhance employee communication and engagement strategies.**

1. Ensure work specifically supports new employees and supervisors.
  2. Develop strategies to consolidate communications platforms and systems (electronic newsletter, intranet sites).
  3. Continue to support change management via communities of practice, training and leadership engagement.
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## **Strategic Direction 5: Modernization of Facilities, Technology & Operations**

## STRATEGIC PRIORITY 5.1

Renew and utilize the *Facilities Master Plan* to reflect the strategic directions envisioned for the facilities, both owned and leased, at the college.

**Continue the successful implementation of the *Campus Master Plan*. Continue to update and utilize the five-year capital plans.**

1. Conduct a comprehensive review of the *Campus Master Plan* by the Facilities team to update pertinent sections and ensure alignment with the new strategic plan. This will guarantee that initiatives undertaken are consistent with the college's overarching goals and objectives.
2. Secure funding to plan, design and build a new building to house applied research and innovation and to support health sciences innovation.

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## STRATEGIC PRIORITY 5.2

Ensure the efficient operation and effective use of the existing facilities and continue to modernize our infrastructure and make investments in technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment.

**Prioritize small and large capital projects to align with the *Campus Master Plan*, five-year capital plans and maintenance priorities.**

1. Facilitate the seamless transition of ownership of the Tenth Street campus from the City of Nelson to Selkirk College, enabling the college to undertake critical upgrades and improvements necessary for supporting student success. Prioritize the efficient operation and effective utilization of existing facilities while continuously modernizing infrastructure, investing in technology, enhancing connectivity, and creating welcoming and conducive learning environments within the campus.
2. Execute the Trail Campus structured cabling project, reconfigure administrative offices and incorporate an Indigenous classroom to foster a culturally inclusive educational environment.

**Undertake major capital housing projects.**

1. Review the new 26-bed student housing complex business case to align with Ministry priorities.

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## STRATEGIC PRIORITY 5.3

**Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability, including the completion and effective implementation of TheSIS.**

1. Continue to identify required system improvements to HR modules in Unit4 (UERP) through 2024/25.
  2. Reassess student information system needs and the corresponding upgrade project.
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## STRATEGIC PRIORITY 5.4

### **Further reduce the college's carbon emissions and waste production and invest in new approaches and technologies to model and contribute to climate change mitigation.**

In consultation with the Sustainability and Grounds Keeping committees, create a waste reduction program to achieve zero waste by 2030 and a landscape plan for sustainable practices. Work with local partners and engage students and staff for environmental stewardship.

1. Develop and implement a comprehensive waste-reduction program, focusing on waste minimization, recycling and composting initiatives across all campuses, with the aim of achieving zero-waste status by 2030.
2. Collaborate with local waste management authorities and community partners to establish efficient waste-disposal systems and educate employees and students on sustainable waste-management practices. This new goal aligns with the overarching theme of sustainability and carbon emissions reduction while also addressing another critical aspect of environmental stewardship: waste management.
3. Develop and implement a landscape management plan focused on sustainable practices to enhance biodiversity, conserve water and promote ecological resilience across all campus grounds. This plan will prioritize native plant landscaping, water-efficient irrigation systems and integrated pest management strategies.
4. Collaborate with local environmental organizations and engage students and employees in hands-on conservation efforts and educational initiatives to foster a culture of environmental stewardship.

## 2024/25–2026/27 Ministry Accountability Framework Performance Measure Targets

Performance Measure	Target 2024/25	Target 2025/26	Target 2026/27
<b>Student Spaces</b>			
Total student spaces	TBD	TBD	TBD
Nursing and other allied health programs	TBD	-	-
Developmental programs–Tuition Compensation Eligible	TBD	-	-
<b>Domestic Credentials Awarded</b>			
Number	TBD	-	-
<b>Student Outcomes</b>			
Student satisfaction with education	TBD		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skills developed (average %)	TBD		
Unemployment rate	TBD		

*TBD: For measures where results are still to be received, the fields have been labelled "To Be Determined"*

## Lasting & Meaningful Reconciliation

The following tables outline Selkirk College's progress on the implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

### Implementation of the TRC's Calls to Action and UN Declaration on the Rights of Indigenous Peoples

Notes
Progress is described as: <ul style="list-style-type: none"> <li>• New or Continuing</li> <li>• Planned, In Progress, Implemented or Ongoing</li> </ul>
New initiatives and partnerships start in the current reporting year and have not been previously reported on.
Continuing initiatives and partnerships are defined as: Initiatives begun prior to and continued through 2023/24 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.

Institution-Wide	
INITIATIVES AND PARTNERSHIPS	PROGRESS
Continue to identify and implement actions from the <i>Indigenization Plan</i> : <ul style="list-style-type: none"> <li>• Involved more Indigenous presence on working committees and educational and policy councils.</li> <li>• Continued to integrate new Indigenous classroom (pedagogy) into curriculums.</li> <li>• Included dedicated Indigenous cultural spaces for students in student housing projects at two campuses.</li> </ul>	Continuing, Ongoing
Continue to conduct regularly agreed upon reviews of the Nation memorandum of understanding (MOUs) and to strengthen partner Nation relationships.  Developing MOUs with Métis Charter communities.  Developing Nation Partner agreements for joint programming delivery.	Continuing, Ongoing

<p>Continue to develop the Indigenous Studies Diplomas. Delivered courses INDG 102: Walk the Talk: Indigenous Worldview Applications, NSLX 101: Beginners ᓃᓂᓄᓂᓂ 1: Colville-Okanagan Salish and NSLX 102: Beginners ᓃᓂᓄᓂᓂ 2 in the 2023/24 academic year.</p> <p>Continue ongoing discussions on Indigenous science and math course development for 2024/2025.</p>	Continuing, Ongoing
<p>Continue to explore and develop land-based learning into various disciplines. Incorporated land-based learning with Indigenous Knowledge Keepers from across the region in the Health Care Assistant (HCA) Program and the School of Environment &amp; Geomatics curriculums in 2023/24. Land-based learning also includes reflective pedagogy for students to explore the harms of colonization and the revitalization of communities and land stewardship.</p>	Continuing, Ongoing
<p>Constructed an Indigenous arbour, designed in partnership with the City of Nelson, at the Tenth Street Campus after a land blessing.</p> <p>Completed the Tenth Street Indigenous Gathering Place and hosted an awakening in December 2023 (official grand opening June 2024). Developing culturally responsive booking protocols.</p>	New, In Progress
<p>Continue to develop key positions requiring priority for Indigenous candidates in collaboration between Indigenous Services and Human Resources (e.g., counsellor for Indigenous students and Indigenous student navigator). Indigenous behavioral competencies framework referenced in job description design.</p>	Continuing, Ongoing
<p>Continue to provide professional development and additional resources for faculty and staff (e.g., all-staff culture sensitivity training, leadership decolonization training, policy reviewers' cultural awareness training).</p>	New, In Progress
<p>Developed a new Indigenous education developer position and recruited in collaboration with Indigenous Services and the Teaching &amp; Learning Centre.</p>	New, In Progress
<p>Developed and recruited a new Indigenous projects lead position. The lead works with Nation partners and programs on experiential learning opportunities. This position was expanded based on the on-the-land specialist position.</p>	New, Ongoing

<p><b>1: SOCIAL WORK</b></p> <p>We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.</p>	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
<p>Offering the San'yas Indigenous Cultural Safety course as a component of ongoing professional development for Health &amp; Human Services instructional staff, all of whom will complete it by the end of 2024.</p>	Continued, Ongoing



Require students in the Social Service Worker (SSW) Diploma to take Indigenous Studies (INDG) 287: Introduction to Indigenous Teachings and Practices in Year 2 of the program.	Continuing, Implemented
Embedded the KAIROS blanket exercise in Year 1 coursework of the SSW Program. This activity is led by community/college Elders and Indigenous Services.	Continuing, Implemented
Included a dedicated section in the course Family Studies (FAM) 180: Family Dynamics to explore culturally appropriate solutions to family healing. When possible, the program faculty invite Indigenous community partners to support this module.	Continuing, Implemented
Continue to have teams within the School of Health & Human Services conduct a review of the In Plain Sight report and the BCcampus Indigenization guides as a part of their ongoing team development.	Continuing, Implemented
Included a new section in the course ADD 184: Introduction to Addictions that addresses Indigenous perspectives on health and healing as well as the intersections of addiction issues and the impact of intergenerational trauma and colonization. A new student-led group presentation focuses on Indigenous approaches to recovery.	Continued, Implemented
Implementing a self-assessment tool for all Health & Human Services instructional staff—including instructors in Social Work certificate and diploma programs—that explores an individual's level of allyship and level of foundational commitment to allyship. The tool will be fully implemented by the end of 2024.	In Progress
Prioritized two seats in the SSW Certificate Program for Indigenous students.	New, In Progress
Providing culturally appropriate and sensitive support and culturally appropriate assessment options for Indigenous students to enhance success.	New, In Progress

<b>12: EARLY CHILDHOOD EDUCATION</b>	
We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Indigenous families.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Offering the San'yas Indigenous Cultural Safety course as a component of ongoing professional development for Health & Human Services instructional staff, all of whom will complete it by the end of 2024.	Continued, Ongoing
Implementing a self-assessment tool for all Health & Human Services instructional staff—including instructors in Social Work certificate and diploma programs—that explores an individual's level of allyship and level of foundational commitment to allyship. The tool will be fully implemented by the end of 2024.	In Progress
Continue to have teams within the School of Health & Human Services conduct a review of the "In Plain Sight" report and the BCcampus Indigenization guides as a part of their ongoing team development.	Continuing, Implemented
Require Early Childhood Care & Education (ECCE) Diploma students to take Indigenous Studies (INDG) 287: Introduction to Indigenous Teachings and Practices in Year 2 of the program.	Continuing, Implemented
Included a dedicated section in the course Family Studies (FAM) 180: Family Dynamics to explore culturally appropriate solutions to family healing. When	Continuing, Implemented

possible, the program faculty invite Indigenous community partners to support this module.	
Developed, through the ECCE Program, a relationship with local Indigenous organizations that provide services to children. These organizations regularly participate in core courses within the program as guests to ensure that students receive culturally appropriate programming.	Continuing, Implemented
Offer the ECCE Program online with an in-person practicum and a work-integrated learning (WIL) option. This improves accessibility for students across the region.	Continuing, Implemented
Embedded the KAIROS blanket exercise in Year 1 coursework of the ECCE Program. Indigenous Services and Elders from the college and community lead this activity.	Continuing, Implemented
Incorporate work toward decolonizing the ECCE curriculum during QAPA Level 3 review.	New, In Progress
Increase on-the land-learning in curriculum and documentation courses.	New, In Progress
Exploring a potential collaboration with School District 73 and the Kamloops Aboriginal Friendship Society to implement and deliver an Indigenous-only cohort.	New, In Progress

<b>16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS</b>	
We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous Languages.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Offered partner delivery of NSLX 101: Beginners ṅsəl̓xciṅ 1: Colville-Okanagan Salish and NSLX 102: Beginners ṅsəl̓xciṅ 2 with fluent speaker teachers from the Salish School of Spokane. Continuing partnership for 2024/25 academic year after pilot delivery.	New, In Progress
Developing Indigenous Studies credential, including establishing transfer pathways and agreements and delivering INDG 101 and INDG 102 for the 2023/24 academic year. Exploring 200 level courses to support ladder learning.	Continuing, Ongoing
Delivered on-the-Land series with Nation Knowledge Keepers in environment and health programs for the 2023/24 academic year. Delivery and program support under continual review and renewal.	Continuing, Ongoing

<b>23: HEALTH CARE PROFESSIONALS</b>	
We call upon all levels of government to increase the number of Indigenous professionals working in the health care field, ensure the retention of Indigenous health care providers in Aboriginal communities, and provide cultural competency training for all health care professionals.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Offering the San'yas Indigenous Cultural Safety course as a component of ongoing professional development for Health & Human Services instructional staff, all of whom will complete it by the end of 2024.	Continuing, Implemented
Reserve seats for Indigenous students in the Bachelor of Science in Nursing (BSN) Program.	Continuing, Implemented
Ensure that upon completion of the Practical Nursing (PN) and BSN programs, all students will be able to fully meet the core concepts and principles of the	Continuing, Implemented

British Columbia College of Nursing & Midwives (BCCNM) practice standard Indigenous Cultural Safety, Cultural Humility and Anti-Racism.	
Reserve seats for Indigenous students in the PN Program.	Continuing, Implemented
Focus on attracting and supporting Indigenous students interested in laddering into a higher-level nursing program through Academic Upgrading's Pathways to Nursing Program.	Continuing, Implemented
Created a workplan based on Strategic Doing in the BSN Program, with a focus on Indigenous, anti-racist, equity, diversity and inclusion (EDI) to inform curriculum content and delivery, student support and needs. Individual teams continue to work collaboratively with the intention of regrouping each term.	Continuing, Implemented
Require INDG 302: Indigenous Health & Healing for Year 1 BSN students. Ways of knowing, including Indigenous ways of knowing, are key concepts in Year 1 of the BSN Program.	Continuing, Implemented
Offer online and in-person theory courses with in-person labs and practicums in the HCA Program, improving regional accessibility for students.	Continuing, Implemented
Continue to have teams within the School of Health & Human Services conduct a review of the "In Plain Sight" report and the BCcampus Indigenization guides as a part of their ongoing team development, including BSN, HCA, Pharmacy Technician and Nursing Unit Clerk programs.	Continuing, Implemented
Exploring option to implement a book club with Lynda Gray, the author of <i>First Nations 101</i> .	New, In Progress - Complete?
Beginning to implement new BSN curriculum with a focus on new Indigenous elements (e.g., philosophical underpinning – and perspectives on Indigenous knowledge) and a new concept model: reconciliation.	New, In Progress
Introducing an Indigenous liaison into the BSN progression committee meetings to support the retention and success of Indigenous learners.	New, In Progress
Incorporating the new HCA provincial curriculum, which includes culturally safe and inclusive Indigenous learning outcomes.	New, In Progress

<b>24: MEDICAL AND NURSING SCHOOLS</b>	
We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Integrated three of the University of Victoria Cultural Safety Modules in the Relational Practice courses in years 1–3 of the BSN Program.	Continuing, Implemented
Require INDG 302: Indigenous Health & Healing for Year 1 BSN students. Ways of knowing, including Indigenous ways of knowing, are key concepts in Year 1 of the BSN Program.	Continuing, Implemented
Include conflict resolution in Nursing (NURS) 342: Global Health Issues.	Continuing, Implemented
Offer INDG 100: Rural Indigenous Perspectives on Languages and Cultures as a non-nursing elective.	Continuing, Implemented

Continue to have teams within the School of Health & Human Services conduct a review of the “In Plain Sight” report and the BCcampus Indigenization guides as a part of their ongoing team development, including the HCA, BSN, Pharmacy Technician and Nursing Unit Clerk programs.	Continuing, Implemented
Ensure that upon completion of the PN and BSN programs, all students will be able to fully meet the core concepts and principles of the British Columbia College of Nursing & Midwives (BCCNM) practice standard Indigenous Cultural Safety, Cultural Humility and Anti-Racism.	Continuing, Implemented
Implementing a self-assessment tool for all Health & Human Services instructional staff—including instructors in HCA, BSN, PN, Pharmacy Technician and Nursing Unit Clerk— that explores an individual's level of allyship and level of foundational commitment to allyship. The tool will be fully implemented by the end of 2024.	New, In Progress
Exploring how to ensure culturally safe and inclusive lab skills spaces for instructors and students in the BSN, HCA and PN programs.	New, In Progress
Focusing on decolonizing curriculum and providing culturally appropriate and culturally safe teaching and learning practices as well as safe learning spaces in the 2025 fiscal year through Ministry of Post-Secondary Education and Future Skills funding.	New, In Progress
Focusing on implementing refreshed curriculum, which includes, among many updates, Indigenous health and healing practices and pedagogy, in the 2025 fiscal year through Ministry of Post-Secondary Education and Future Skills funding.	New, In Progress

## 28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Hosted an in-person event with over 90 attendees in October 2023 with Cree author, Monique Gray Smith through the Truth & Justice Speakers Series. Gray Smith talked about how to bring action to reconciliation. She also held a mentor luncheon with Indigenous staff, Elders and students.	Continuing, Implemented
Coordinated reconciliation events, called 94 Days of Reconciliation, through a college-wide working committee. The events, which corresponded with National Indigenous History Month, included an Indigenous scholar talk, book clubs, Orange Shirt flag raising and reflective art activities across multiple campuses.	New, Ongoing

<b>57: PUBLIC SERVANTS</b>	
We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Hosted an in-person training series for 45 staff using the provincial guide <i>Pulling Together, Indigenization Guide for Front Line Staff, Advisors and Student Services</i> . Led by Indigenous services, Indigenous guest speakers provided context to how to examine systemic barriers and create culturally safe spaces for students and staff.	New, Implemented
Coordinated reconciliation events, called 94 Days of Reconciliation, through a college-wide working committee. The events, which corresponded with National Indigenous History Month, included an Indigenous scholar talk, book clubs, Orange Shirt flag raising and reflective art activities across multiple campuses.	New, In Progress
Exploring relationships with Indigenous organizations to lead reconciliation and decolonization training. Developing a working relationship with the Syilx organization IndigenEYEZ to deliver its Elements of Truth online series with faculty, staff and students. A component of this partnership is ensuring intellectual property and delivery mechanisms are held by the partner and not the college.	New, In Progress
Hosted, through the BC Council for International Education (BCCIE) group, a day-long Intercultural workshop called Local to Global: Reimagining International Education, facilitated by Ktunaxa scholar Dr. Christopher Horsethief and Dr. Kyra Garson from Thompson Rivers University (TRU). At the workshop, 50 staff, faculty and administrators explored decolonization, reconciliation, and Indigenization (DRI) and justice, equity, diversity and inclusion (JEDI) initiatives.	New, Implemented

<b>62: TEACHER EDUCATION</b>	
We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Held two professional development sessions with 20 faculty and administrative staff, co-facilitated by the Teaching & Learning Centre and Indigenous services, about the Witness Blanket exhibit coming to Nelson, BC, in the summer of 2024. Collaborated with the Nelson Museum, Archives & Gallery to ensure learning opportunities are supported.	New, In Progress
Supporting non-Indigenous faculty in Indigenizing their teaching practice and engaging with Indigenous content (written, oral, recorded, in person) respectfully and responsibly. Posted and hired an Indigenous education	New, In Progress

developer position so Indigenous expertise can be provided in course changes and program reviews.	
Delivered the KAIROS blanket exercise with Indigenous Services staff and Elders in various classrooms, from international student orientations to SSW and HCA cohorts. Held six sessions with over 120 learners in 2023/24.	Continuing, In Progress
Invite Indigenous Services staff into classrooms to support reflective and emotional learning on various topics. In 2023/24, there were 16 classroom sessions. One of the goals of classroom visits is to model Indigenous teaching practices so faculty can engage with trauma-informed practice and build their ability to engage with Indigenous content.	Continuing, In Progress

<b>86: JOURNALISM AND MEDIA SCHOOLS</b>	
We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Selkirk College does not have programming in this area.	N/A

<b>92: BUSINESS SCHOOLS</b>	
We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills- based training in intercultural competency, conflict resolution, human rights, and anti-racism.	
<b>INITIATIVES AND PARTNERSHIPS</b>	<b>PROGRESS</b>
Continue to discuss current events in economics and strategy courses.	Continuing, In Progress
School of Business dean led and completed Pulling Together training.	Completed
School of Business dean completed Witness Blanket training.	Completed
Submitted common professional development application by Business faculty in 2023/24 for Indigenous awareness training to be completed in 2024/25.	Continuing, In Progress
Initiated exploration of incorporating Indigenous cases in accounting courses, further exploration to continue in 2024/25.	Continuing, In Progress

## UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

### Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

### Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

### Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Establishing a new affiliation agreement with the Lower Similkameen Indian Band (LSIB) that includes UNDRIP articles 14, 15 and 21.	New, In Progress
Offered NSLX 101: Beginners ḥsəlxčín 1: Colville-Okanagan Salish and NSLX 102: Beginners ḥsəlxčín 2 with curriculum and learning outcomes developed and managed by Indigenous language champions at the Salish School of Spokane. Course is delivered by visiting Indigenous community faculty.	New, In Progress
Offer INDG 100: Regional Indigenous Perspectives on Languages and Cultures, which is led by Nation partners annually. In this multi-module course, modules are led by Nation partner instructors. The course is accredited and recommended as an elective in the BSN Program. It is open to community members, students and staff and offered two times a year.	Continuing, Ongoing
Delivered INDG 102: Walk the Talk: Indigenous Worldview Applications, which involves worldviews and scholarship shared by visiting Knowledge Keepers, activists and scholars, for the first time in 2024.	New, In Progress
Established INDG 101: Indigenous Peoples Relationships: Once You've Heard the Story as a required elective in the Rural Pre-Medicine (RPM) Program.	New, Implemented
Connected with over 900 students, staff and community at the Castlegar, Trail, Tenth Street and Silver King campuses and 150 learners and community at the learning centres through Cultural Connections in 2023/24. Indigenous and non-Indigenous students come together in a safe place to experience, share and practice culture. Participants learn traditional arts and crafts, hear the stories and history behind their projects and connect through ceremony. Students continually express their gratitude for the connections and support they make in the Gathering Place and through attending Cultural Connections events. Other Indigenous artists are invited to share their gifts, such as pine needle basketry, which taught 23 learners.	Continuing, Ongoing

<p>Cultural connections are also included in the classroom learning for courses INDG 101: Indigenous Peoples Relationships: Once You've Heard the Story, INDG 102: Walk the Talk: Indigenous Worldview Applications and ENVR 250: Indigenous Rights and Environmental Management. Space was held for over 160 learners through 13 classroom visits.</p>	
<p>Provide support and cultural teachings to students through the Elders Program, which includes three community Elders for five hours a week. These part-time exempt college employees host scheduled days throughout the year, and are often invited into classrooms, to sit on committees and to help with other events happening on the campuses.</p> <p>Elders and visiting Nation Elders are frequently called upon to support instructors with their learning and class instruction, and they engage with students through cultural sharing, such as fire teachings and drumming. In 2023/24, Elders were invited to share and hold cultural space at over 50 events and engaged with 2,400 students, employees and guests.</p>	Continuing, Ongoing
<p>Invited and hosted Blackfoot scholar Dr. Leroy Little Bear to provide an opening keynote to 200 students, faculty and Nation Partner guests at the 21st-annual School of Environment &amp; Geomatics (SEG) Student Conference in April 2024. SEG students prepared culturally appropriate gifts for the speaker and Nation guests, provided an opening address and shared songs using the pow wow drum, and produced giveaway items.</p>	New, Implemented
<p>Continue to implement the <i>Indigenization Plan: Our Journey Together 2019–2024</i>, a five-year plan that was co-developed with community input over the last several years. It is a living document.</p>	Continuing, In Progress



# In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care

*In Plain Sight recommendation #8 - Health programs offered and accreditation standards that relate to cultural safety and humility training.*

PROGRAM NAME	ACCREDITATION STANDARD DETAILS (IF NONE EXIST, N/A)
Bachelor of Science in Nursing	<a href="https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx">https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx</a>
Practical Nursing	<a href="https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx">https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx</a>
Pharmacy Technician	<ul style="list-style-type: none"> <li><a href="https://ccapp.ca/wp-content/uploads/2020/10/2020-PT-CCAPP-PharmTech-Standards_ENG.pdf">https://ccapp.ca/wp-content/uploads/2020/10/2020-PT-CCAPP-PharmTech-Standards_ENG.pdf</a></li> <li><a href="https://library.bcpharmacists.org/6_Resources/6-1_Provincial_Legislation/5288-HPA_Bylaws_CSH_Practice_Standard.pdf">https://library.bcpharmacists.org/6_Resources/6-1_Provincial_Legislation/5288-HPA_Bylaws_CSH_Practice_Standard.pdf</a></li> </ul>
Rural Pre-Medicine	N/A
Health Care Assistant	N/A (Instructors minimal qualifications – strongly recommend completion of further coursework in Indigenous cultural safety and humility)
Nursing Unit Clerk	N/A

*In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.*

## PROGRAM

Teaching & Learning Centre (all program areas)

## PROGRESS AND ACTIONS

### New

1. Recruited an Indigenous education developer at 50% full-time employment (to support all program areas).

**PROGRAM****Indigenous Services (all program areas)****PROGRESS AND ACTIONS*****Ongoing***

1. The director, Indigenous education & engagement collaboratively leads the Indigenous Services team and advances reconciliation, Indigenization and decolonization at Selkirk College through engaging with Indigenous students, Elders, communities, Indigenous organizations and agencies, and college leadership. The director provides both day-to-day and forward-focused leadership for Indigenization, decolonization practices, Indigenous education programming and development, and teaching-learning stewardship to foster and create a college community that proudly and respectfully serves Indigenous students, employees and regional Nations and Métis communities.
  2. The Indigenous projects lead provides culturally informed project and subject matter expertise to the college on managing initiatives, advising programs and supporting Nation partner educational relationships. The lead connects with Indigenization champions in different areas of the college to build capacity for system-wide change, ensure respectful and relevant partnerships, and support, advise and monitor Indigenous collaborative initiatives, such as experiential learning with Nation partner Knowledge Keepers and Elders.
  3. Key positions requiring priority for Indigenous candidates continue to be developed in collaboration between Indigenous Services and Human Resources (e.g., Indigenous counsellor and Indigenous student navigator). Indigenous behavioral competencies framework referenced in job description design.
- 

**PROGRAM****Bachelor of Science in Nursing****PROGRESS AND ACTIONS*****Ongoing***

1. One Indigenous BSN faculty member with regular/ongoing contract.
-

***In Plain Sight recommendation #18*** - The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

### **STRATEGIES & TARGETS BY PROGRAM AREA**

#### **Tuition bursaries**

- Bachelor of Science in Nursing
- Practical Nursing

#### **OUTCOMES**

Distributes, through funding from the Ministry of Post-Secondary Education and Future Skills, tuition bursaries for those students who identify as Indigenous. Outcome = reduced financial barriers.

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### **STRATEGIES & TARGETS BY PROGRAM AREA**

#### **Reserved seats for students who identify as Indigenous**

- Bachelor of Science in Nursing
- Practical Nursing

#### **OUTCOMES**

Reserve two seats in Bachelor of Science in Nursing and two seats in Practical Nursing for students who identify as Indigenous. Outcome = increased access.

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### **STRATEGIES & TARGETS BY PROGRAM AREA**

#### **Creation of safe learning spaces**

- Bachelor of Science in Nursing (ongoing)
- Health Care Assistant and Practical Nursing (new)

#### **OUTCOMES**

Include culturally appropriate design in health skills labs that supports a trauma-informed approach to teaching and learning.

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## STRATEGIES & TARGETS BY PROGRAM AREA

### Offer pathway programs into Health, STEM and Human Services through Academic Upgrading & Development

- Health Care Assistant
- Bachelor of Science in Nursing
- Practical Nursing
- Human Services programs (Social Service Worker, Education Assistant & Community Support Worker)

## OUTCOMES

- Reduce barriers through the pathway programs to access and success by providing individual support from the first intake meeting, throughout upgrading courses, and through to post-secondary application.
  - Providing, through the pathway programs, not only program-specific prerequisite courses but also the individualized wrap-around supports and resources that are key to building the broader academic and personal preparedness essential for a successful transition to post-secondary studies.
- 

## STRATEGIES & TARGETS BY PROGRAM AREA

### Connecting with UBC Indigenous Pathway to Medicine

- Rural Pre-Medicine

## OUTCOMES

Connect students who self-identify as Indigenous with the University of British Columbia (UBC) Indigenous student initiatives manager in Year 1 of the program.

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## STRATEGIES & TARGETS BY PROGRAM AREA

### All Indigenous Support Services

## OUTCOMES

- Counsellor for Indigenous students: A dedicated counsellor for Indigenous students helps prospective and current self-identified Indigenous students navigate post-secondary life. This could mean anything from identifying available funding, connecting students to cultural activities on campus and helping students explore their relationship to their culture. The counsellor offers personal, academic and career counselling.

- Indigenous student navigator: The Indigenous student navigator provides wrap-around services for Indigenous students. Using a culturally appropriate and sensitive approach, the navigator connects with prospective students, supports cultural programming and helps maintain First Nation and Métis Nation partner relationships.
- Elders Program & cultural activities coordinator: The Elders Program & cultural activities coordinator plans and coordinates cultural activities, events and outreach with a culturally responsive, holistic and respectful approach to support Indigenous student success.

***In Plain Sight recommendation #21*** - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

## **PROGRAM**

### **Bachelor of Science in Nursing (BSN)**

## **PROGRESS AND ACTIONS**

### ***Ongoing, New***

1. Require an Indigenous health and healing course in Year 1 and cultural safety and humility practice standard and trauma-informed care levelled throughout the four-year program (ongoing).
2. Launching new curriculum starting in fall 2025 that integrates Indigenous epistemologies and pedagogies into curriculum design and development; also includes culturally appropriate spaces, resources and levelled seminars focusing on cultural safety, humility and anti-Indigenous racism.
3. Applying Ministry of Post-Secondary Education and Future Skills funding for FY25 to address elements of Truth and Reconciliation Commission and In Plain Sight report.

## **PROGRAM**

### **Health Care Assistant**

## **PROGRESS AND ACTIONS**

### ***Ongoing, New***

- Delivered an on-the-land workshop for each Health Care Assistant cohort.

- Delivering new provincial curriculum starting in fall 2024 that includes culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.
- 

## **PROGRAM**

### **Practical Nursing**

## **PROGRESS AND ACTIONS**

### ***New, Ongoing***

- Delivered an on-the-land workshop for each Practical Nursing cohort.
  - Include ontology, epistemology and explanatory models as they relate to Indigenous health and healing in the curriculum.
  - Incorporate cultural safety and humility practice standard and trauma-informed care levelled throughout the two-year program.
- 

## **PROGRAM**

### **Pharmacy Technician**

## **PROGRESS AND ACTIONS**

### ***New***

- Introduce students to the new practice standard adopted by the College of Pharmacists of BC - Indigenous Cultural Safety, Cultural Humility and Anti-Racism in PTEC 103: Professional Practice I. [5288-HPA Bylaws CSH Practice Standard.pdf \(bcpharmacists.org\)](#)
  - Require students to complete two training modules offered by UBC Faculty of Pharmaceutical Sciences (offered for free) in PTEC 213: Professional Practice III. [Cultivating Relationships and Creating Safer Spaces in Pharmacy for First Nations Clients - Cultural Safety and Humility \(ubc.ca\)](#) and [A Case-Based Approach for Pharmacy Teams on Providing CARE for First Nations Clients - Cultural Safety and Humility \(ubc.ca\)](#)
-

**PROGRAM****Rural Pre-Medicine****PROGRESS AND ACTIONS*****Ongoing***

- Include an Indigenous Welcome (Indigenous faculty and Eder) in orientation week.
- Require Year 2 students to read and reflect on In Plain Sight (RPM 220), including actions they will take in the future.
- Ongoing collaboration and partnership with Circle of Indigenous Nation Society (COINS).
- Require INDG 101: Indigenous Peoples Relationships: Once You've Heard the Story and INDG 302: Indigenous Health and Healing as a graduation requirement in the new curriculum.





<b>Progress indicators:</b>	On track	Somewhat delayed or barrier exists	Substantially delayed or may not be achieved	Complete
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STRATEGIC PLAN DASHBOARD	Year 22				23-24				24-25				Responsibility
	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	

### Learner Success

1.1 Provide students experiential/work integrated learning,													VP Ed & Students
1.2 Increase number/quality of transfer/articulation agreements,													VP Ed & Students
1.3 Improve recruitment, retention, completion and related supports													VP Ed & Students
1.4 Develop student service standard across all campuses & LC's													VP Ed & Students
1.5 Enhance student health and wellness programming, and supports													VP Ed & Students
1.6 Expand offerings in priority program areas per market demands													VP Ed & Students

### Excellence in Education

2.1 Expand access via improved scheduling, blended delivery, etc.													VP Ed & Students
2.2 Advance innovations in teaching and learning													VP Ed & Students
2.3 Renew and implement strategic enrolment plans;													VP Ed & Students
2.4 Renew plans for Education, Indigenization, International, Student Life, Advancement, Marketing, and Educational Technology													VP Ed & Students
2.5 Renew programs via QAPA, accredit'n, articul'n, capacity building													VP Ed & Students
2.6 Improve program/svce quality/efficiency via data-driven decision-making.													VP Ed & Students

### Community Development

3.1 Build strategic partnerships to enhance learning and CED opportunities													VP Ed & Students
3.2 Strengthen relationships with First Nations and Métis organizations													President
3.3 Integrate applied research, innovation and entrepreneurship													VP Ed & Students
3.4 Work with community partners to enhance student experiences off-campus													VP Ed & Students
3.5 Support regional socioeconomic development thru partnerships													VP Ed & Students

### Healthy Workplace

4.1 Improve employee orientation, inclusion, OH&S, wellness programming;													Ex. Director HR
4.2 Improve ways to support Indigenization, EDI in recruitment/retention													Ex. Director HR
4.3 Expand performance monitoring for employees;													Ex. Director HR
4.4 Enhance programming for employee training and development, sharing of best practices, and professional development for faculty and staff; and													Ex. Director HR
4.5 Diversify and improve communication, and employee engagement processes													Ex. Director HR

### Modernization of Facilities, Technology and Operations

5.1 Renew and utilize the Facilities Master Plan for Selkirk College to reflect the strategic directions envisioned for the facilities, both owned and leased, at the college;													VP College Services
5.2 Ensure the efficient operation and effective use of the existing facilities, and continue to modernize our infrastructure and make investments in: technology, connectivity, facilities, welcoming spaces, learning commons spaces and capital equipment;													VP College Services
5.3 Modernize finance, human resources and student records, and education technology and online delivery systems, plans and processes to improve efficiency, effectiveness, measurement and reporting, and accountability; including the completion and effective implementation of Project Aurora; and													VP College Services
5.4 Further reduce the college's carbon emissions and waste production, and invest in new approaches and technologies to model and contribute to climate change mitigation.													VP College Services

## DRAFT Board Planning Calendar 2024 – 2025

Month	Date	Event	Topics	Location
September	TBC	Motion by email	<ul style="list-style-type: none"> <li>• Approve the Statement of Financial Information (SOFI) Report</li> </ul>	
October	3 <sup>rd</sup> & 4 <sup>th</sup>	Board Retreat	<ul style="list-style-type: none"> <li>• Retreat focus/topics: TBD</li> <li>• Review Risk Register</li> <li>• Review and set Board goals</li> <li>• Approve Board Committees, Membership and Committee Calendar</li> <li>• Review President's Goals</li> <li>• In-camera session</li> </ul>	Nelson Venue TBD
	10 <sup>th</sup>	Career Fair & Open House	<ul style="list-style-type: none"> <li>• Promote the College Board and its members</li> </ul>	Castlegar Campus
	22 <sup>nd</sup>	Regular Meeting	<ul style="list-style-type: none"> <li>• Oath of Office</li> <li>• Approve annual Board Goals</li> <li>• Approve President's Goals &amp; Objectives</li> <li>• Approve Finance/Audit Committee Chair</li> <li>• Strategic Plan Update</li> <li>• Facilities Update</li> <li>• Education Topic/Presentation: <i>Topic TBD</i></li> </ul>	Silver King Campus - TBC
November	26 <sup>th</sup>	Regular Meeting	<ul style="list-style-type: none"> <li>• Fall Head Count and FTE Report</li> <li>• Quarterly Forecast Report</li> <li>• Budget Planning Update</li> <li>• EDI Update</li> <li>• HR Update</li> <li>• Education Topic/Presentation: <i>Topic TBD</i></li> </ul>	Castlegar Campus TBC
	TBC	Foundation Gala	<ul style="list-style-type: none"> <li>• Formal evening fundraiser</li> </ul>	Tenth Street Campus
January	28 <sup>th</sup>	Regular Meeting	<ul style="list-style-type: none"> <li>• Quarterly Forecast Report</li> <li>• Budget Planning Update</li> <li>• Review Tuition and Fee Bylaw</li> <li>• Review Tuition Fee Report</li> </ul>	Castlegar Campus TBC

			<ul style="list-style-type: none"> <li>• Closed session: Review Risk Register</li> <li>• Board awards nomination(s) discussion</li> <li>• Education Topic/Presentation: <i>Topic TBC</i></li> </ul>	
February	TBC	Bursary Tea	<ul style="list-style-type: none"> <li>• Celebration of recipients &amp; donors</li> </ul>	Tenth Street Campus
	25 <sup>th</sup>	Regular Meeting	<ul style="list-style-type: none"> <li>• Approve Tuition Fee Bylaw</li> <li>• Draft Budget Update</li> <li>• Preliminary Instructional Plan</li> <li>• Strategic Plan Update</li> <li>• Students Union Presentation – <i>TBC</i></li> </ul>	Castlegar Campus TBC
March	25 <sup>th</sup>	Regular Meeting	<ul style="list-style-type: none"> <li>• Approve 2026 Budget</li> <li>• Approve Board Award Recipients</li> <li>• EDI Update</li> <li>• HR Update</li> <li>• Facilities Update</li> <li>• HS BOG Scholarship volunteer presenters</li> <li>• Education/Presentation - <i>TBC</i></li> </ul>	Trail Campus TBC
May	TBC	CICan Conference	<ul style="list-style-type: none"> <li>• Board of Governors Professional Development Opportunity</li> </ul>	TBC
May	27 <sup>th</sup>	Regular Meeting	<ul style="list-style-type: none"> <li>• Approve Audited Financial Statements</li> <li>• Institutional Accountability Report &amp; Plan Update</li> <li>• FTE Report</li> <li>• Closed session: Student engagement survey results</li> <li>• Closed session: Review Risk Register</li> <li>• Closed session: Board reviews President's goal reports for the year.</li> <li>• Education Topic/Presentation: <i>Indigenous Plan update (TBC)</i></li> </ul>	Silver King Campus TBC
	TBC	Convocation	<ul style="list-style-type: none"> <li>• Celebrate Graduates at formal ceremonies</li> </ul>	TBC

# Selkirk College

June	24 <sup>th</sup>	Regular Meeting	<ul style="list-style-type: none"> <li>• AGM and Election of Officers</li> <li>• Approve Institutional Accountability Report &amp; Plan</li> <li>• Approve Five Year Capital Plan</li> <li>• Approve coming year Board calendar</li> <li>• Closed session: President's evaluation summary</li> <li>• Education Topic/Presentation: <i>Topic TBD</i></li> </ul>	Castlegar Campus TBC
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## Briefing Note

<b>Date:</b> 2024-02-21	<b>Subject:</b> Advanced Interprofessional Diploma in Gerontology
<b>Submitted by:</b> Tammie Clarke (Dean, HHS), Jocelyn Schroeder (Chair, HHS)	
<b>Context</b> <p><i>The Advanced Interprofessional Diploma in Gerontology is a two-year program designed for allied health care professionals to work with older adults in a variety of hospital and community health care settings. Students learn about the elements that contribute to healthy aging and analyze factors that determine or undermine wellness.</i></p> <p><i>At this time, we are seeking Education Council’s approval to delete the online Advanced Interprofessional Diploma in Gerontology program. This program is currently suspended pending a comprehensive Level 3 review of the program’s viability and aligning with the college’s commitment to the Quality Assurance and Program Audit (QAPA) process.</i></p> <p><i>The level 3 review is now complete and it is evident that a number of challenges have led to significant and consistent decreases in enrolment trends since 2016. The challenges identified include, but are not exclusive to:</i></p> <ul style="list-style-type: none"> <li><i>• Lack of interprofessional faculty expertise</i></li> <li><i>• Lack of curriculum blueprints and curriculum mapping</i></li> <li><i>• Outdated curriculum content and concepts</i></li> <li><i>• Length of program is too long for working individuals</i></li> </ul>	
<b>Plan</b> <p><i>By 2030, 25% of Canadians will be over 65 and 12% will be over 85 years of age. The literature also shows that since 2017, the growth in demand for registered nurses caring for older adults in Canada has exceeded supply by approximately 3.5 % per year.</i></p> <p><i>Recognizing the need for accessible programming that prepares nurses to care for older adults still exists and remains in high demand, we will explore two options, both of which remove the interprofessional stream from the program:</i></p> <ol style="list-style-type: none"> <li><i>a) Develop an online, one-year gerontology certificate program for the nursing profession or,</i></li> <li><i>b) Develop an online micro-credential gerontology program for the nursing profession.</i></li> </ol>	
<b>Outcome</b> <p><i>An accessible gerontological nursing program that prepares RNs and LPN’s to work with older adults in a variety of health care settings.</i></p>	
<b>EdCo’s Motion to approve:</b> "Pursuant to the CIA Section 19(1)(e), and Board delegation document of March 22, 2016, Education Council has reviewed that Policy has been followed and recommends that the Selkirk College Board of Governors cancel the Advanced Interprofessional Diploma in Gerontology Program." <div style="text-align: right; margin-top: 10px;">CARRIED – April 9, 2024</div>	
<b>Board of Governors Desired Decision/Approval:</b> To approve the cancelation of the of Advanced Interprofessional Diploma Program in Gerontology program as recommended by the Education Council.	