

OPEN SESSION AGENDA

Tuesday, November 28, 2023
4:30 p.m. – 6:15 p.m.
Staff Lounge, Castlegar Campus, and
Zoom

BOARD OF GOVERNORS

BOARD MEMBERS EXPECTED:

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

LEADERSHIP TEAM MEMBERS EXPECTED:

Lareena Rilkooff, Executive Director Finance & Risk
Taya Whitehead Vice President Education & Students
Brier Albano, Associate Vice President Student Success
Stacey Matthews, Executive Director HR
Other Leadership Team members

GUEST:

Martin Keyserlingk, School Chair

BOARD OBSERVERS

Gerald Lightburn, PPWC
Ken Laing, SCFA

TIME	TOPIC	SPEAKER	OUTCOME
4:30	1. MEETING OPENING	Elder Gerry Rempel	
	2. TERRITORIAL ACKNOWLEDGMENT	Margaret Sutherland	
	3. ADDITIONS TO THE OPEN SESSION AGENDA OF NOVEMBER 28, 2023	Margaret Sutherland	
	4. ADOPTION OF THE OPEN SESSION AGENDA OF NOVEMBER 28, 2023	Margaret Sutherland	Motion to adopt
	5. ADOPTION OF THE CONSENT AGENDA OF NOVEMBER 28, 2023		
	<ul style="list-style-type: none">Draft Open Session Board Minutes of October 24, 2023Draft Finance/Audit Committee Minutes of Oct. 24, 2023Draft Governance Committee Minutes of Oct. 26, 2023Finance/Audit Committee Terms of ReferenceFinance/Audit Committee Chair – Amed NaqviGovernance Committee Terms of ReferenceNovember DashboardEducation Council Report (Strategic Directions 1,2)	Margaret Sutherland	Motion to adopt
4:40	6. HIGHLIGHTS OF GOVERNANCE COMMITTEE DECISIONS		
	<ul style="list-style-type: none">Guiding questionsAgenda items linked to Strategic Direction(s)	Christy Anderson	Information
4:45	7. PRESENTATION (Strategic Directions 1,2,3)		
	<ul style="list-style-type: none">School of Hospitality & Tourism	Martin Keyserlingk	Information
5:15	8. PRESIDENT'S REPORT	Maggie Matear	Information
5:20	9. CBT FUNDING (Strategic Direction 5)	Taya Whitehead	Update

TIME	TOPIC	SPEAKER	OUTCOME
5:30	10. FALL HEAD COUNT AND FTE REPORT (Strategic Direction 1)	Brier Albano	Information
5:45	11. QUARTERLY FORECAST REPORT (Strategic Direction 5)	Lareena Rilkoff	Information
6:00	12. BUDGET PLANNING UPDATE (Strategic Direction 5)	Lareena Rilkoff	Information
6:05	13. EDI UPDATE (Strategic Direction 4)		
	<ul style="list-style-type: none"> Equity in Employment Recruitment & Selection Report 	Maggie Matear	Information
6:15	14. CLOSED SESSION	Margaret Sutherland	Motion to move into the closed session

EVENTS INFORMATION:

Kootenay Studio Arts Alumni Show – Victoria Street Campus - Details linked [here](#).

BSN Student Leadership Conference, Friday, December 1st 1:00 – 3:30 pm Castlegar Campus (S-Wing)

Business students’ Business Plan Trade Show, Monday, December 4th 9:00 a.m. – 11:30 a.m., Gym Castlegar Campus

Smooth Moves Café - Trail Campus – Details linked [here](#).

Mir Lecture: The Wall Between, Tuesday, December 5th 7:00 – 9:00 pm, [Brilliant Cultural Centre](#)

Full list of college events available [here](#).

Considerations and Guiding Questions

FOR THE SELKIRK COLLEGE BOARD OF GOVERNORS

2019-2024 STRATEGIC PLAN DIRECTIONS

Vision: We build remarkable futures.

Strategic Directions

1. Learner Success
2. Excellence in education
3. Community Development
4. Healthy Workplace
5. Facility & Operational Modernization



APPLYING PRINCIPLES OF CITIZEN-CENTRED GOVERNANCE

How does this program/initiative/decision...

1. Put the interests of citizens at the centre?
2. Reflect integrity, ethical behaviour, and respect for the law?
3. Support openness and respectful engagement with all citizens?
4. Support outcomes that facilitate healthy, prosperous, sustainable communities?
5. Help achieve our mandate?



GUIDING QUESTIONS FOR INFORMATION SESSIONS

The Board of Governors regularly hears from staff, students and leadership team members on specific programs, projects and developments. Examples of questions for presenters that reflect governors' fiduciary duties include:

1. How sustainable is this program/initiative in terms of –for example– enrolment, labour market demand, ongoing financial viability etc.?
2. To which of our strategic plan directions does this program/initiative directly align?
3. What are the potential risks (legal, reputational, operational, internal, etc.) of approving/not approving a given recommendation?
4. Have we applied Indigenization, EDI and/or Accessibility lenses to this program/initiative, and if so, what are our findings?
5. How will we know if the program/initiative has succeeded?
6. What are the key messages around this program/initiative for the Board of Governors to share with community members?



OPEN SESSION MINUTES

Tuesday, October 24, 2023

4:30 p.m. – 6:45 p.m.

Room C-112/C-113 Silver King Campus, Nelson /
Zoom

BOARD OF GOVERNORS

BOARD MEMBERS:

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

REGRETS:

Abhilash Bhasin	Kamalpreet Singh
-----------------	------------------

LEADERSHIP TEAM MEMBERS:

Lareena Rilkooff, Executive Director Finance & Risk
Taya Whitehead Vice President Education & Students
Kerry Clarke, Vice President College Services/CFO
Donna Drover, Director Facilitates & Bus. Services
Brier Albano, Associate Vice President Student Success
Stacey Matthews, Executive Director HR
Tammie Clarke, Dean

BOARD OBSERVER:

Ken Laing, SCFA

TOPIC

1. MEETING OPENING

Old One Donna Wright opened the meeting in a good way, accompanied by a student.

2. TERRITORIAL ACKNOWLEDGMENT

Board Chair Margaret Sutherland provided a territorial acknowledgment.

3. INTRODUCTIONS

Roundtable introductions were made.

4. OATH

The oath was taken by all Board members in attendance.

5. ADDITIONS TO THE OPEN SESSION AGENDA OF OCTOBER 24, 2023

There were no additions to the agenda.

6. ADOPTION OF THE OPEN SESSION AGENDA OF OCTOBER 24, 2023

MOTION: "To adopt the agenda of October 24, 2023 as circulated."

Carried

7. ADOPTION OF THE CONSENT AGENDA OF OCTOBER 24, 2023

- Draft Open Session Board Minutes of June 27, 2023
- Draft Development Committee Minutes of June 23, 2023
- October Dashboard
- Education Council Report

MOTION: "To adopt the consent agenda of October 24, 2023 as circulated."

Carried

8. PRESIDENT'S REPORT

- HBR Strategic Planning [video](#) presented as overview of difference between Planning and Strategy
 - No questions were raised regarding the circulated report.
-

9. STRATEGIC PLAN DASHBOARD

- Provided as information;
 - Most categories are on track;
 - Progress is being made in both the development of the Strategic Enrollment Management (SEM) Plan, and HR's performance monitoring tools; and
 - Some software implementation is behind schedule.
-

10. FIVE YEAR CAPITAL PLAN

- The Director of Facilities & Business Services reviewed the circulated briefing note that provided a high-level overview of Selkirk College's capital requirements, as described in the Five-Year Capital Plan:
 - Priority 1 – Student Housing Trail Campus
 - Priority 2 – Waste Water Treatment Facility (Castlegar Campus)
 - Priority 3 – Health Sciences Expansion (Monashee wing, Castlegar Campus)
 - Priority 4 – Tenth Street Student Housing
- The Ministry will announce capital project funding decisions for the sector in the next few weeks.
- In the future the Five Year Capital Plan will be approved by the Board in June to align with the Ministry's deadlines.

MOTION: "To approve the 2024 Five Year Capital Plan as circulated."

Carried

11. FACILITIES

- The Director of Facilities & Business Services reviewed the circulated briefing note.
 1. Routine Capital:
 - All routine capital projects submitted for this fiscal year have received approval from the Ministry.
 - For the current fiscal year, more than seventy project submissions were received for evaluation, with twenty-seven receiving endorsement from the committee and approval from the Ministry. These approved projects encompass a diverse range, including classroom renovations and enhancements, electrical system upgrades, linear infrastructure improvements, accessibility enhancements, exterior wayfinding improvements, fire alarm system upgrades, and enhancements to our IT infrastructure.
 2. Capital Projects:
 - Student Housing: Remediation work to repair water damage to the Castlegar project following a heavy rainfall in August is underway. Remediation work is expected to be covered by project insurance. The Silver King project is on schedule and expected to welcome students in Winter 2024.
 - Castlegar Water System: Project seeing the Castlegar Campus connected to the City of Castlegar water system is expected to be completed in December 2023.
 - Trail Campus: Initiated medium and long term renovation work. The scarcity of available contractors in the local region has presented a considerable challenge for many of the projects. Currently, Facilities is conducting a review of the project to explore alternative strategies that might yield more success.
 - Tenth Street Outdoor Indigenous Gathering Space: Nearly complete. An awakening and official launch of the space are currently in the planning stages, with involvement from our Elders on campus and our Nation partners.
 - Castlegar Cafeteria Upgrades and Renovations: In response to feedback from the student engagement survey a partnership between Columbia Basin Trust and the college is in place to initiate the first phase of a cafeteria renovation project which is expected to be finished in November 2023. Phase 1 includes: painting and LED lighting, new furniture, sound panels, extra power receptacles.
- Discussion ensued.

12. GOVERNANCE

- President’s 2023/24 Performance Evaluation/Goals & Objectives
- 2023-24 Board Committees and Membership
- 2023-24 Board Committee Calendar
- Board Chair’s Report
 - Attended a provincial board chair meeting, which invited CABRO staff to discuss the board recruitment process at a future meeting.
 - Meeting with president biweekly.
- Members Report
 - Finance and Audit Committee met today.
 - Scholarship agreement developed in memory of a family member, Jay Pettigrew for Millwright/Machinist students in the amount of \$2000/year.
 - Attended the flag raising event.
 - Three board members attended the Provincial Indigenous Board Member Gathering: Key takeaway DRIPA becoming legislation and what that will mean for post secondary sector; how to Indigenize governance; work with CABRO to increase accessibility for Indigenous board candidates.
 - Several attended the cyber security workshop/training offered by BCNET.

MOTION: “To approve the President’s 2023/24 Performance Evaluation/Goals & Objectives as circulate”

MOTION: “To approve the 2023-24 Board Committees and Membership as circulated.”

MOTION: “To approve the 2023-24 Board Committee Calendar as amended.”

All Carried

13. CLOSED SESSION

Motion: "To move into the closed session."

Carried

MINUTES

Tuesday, October 24, 2023

10:00 a.m. – 11:00 a.m.

Rm S-118, Castlegar Campus / Zoom



FINANCE & AUDIT COMMITTEE

COMMITTEE MEMBERS:

Margaret Sutherland, Board Chair

Ken Wyllie

Amed Naqvi

Maggie Matear, President

LEADERSHIP TEAM:

Lareena Rilkoff, Executive Director Finance & Risk

Andrea Hall, Manager Planning & Report

Kari Daley, Manager Accounting Services

REGRETS:

Danny Bradford

Christy Anderson, Vice Chair

TOPIC

1. TERRITORIAL ACKNOWLEDGEMENT

- Maggie opened the meeting with a Territorial Acknowledgement and assumed Chair duties temporarily to accommodate the Chair election process.

2. ADDITIONS TO THE AGENDA OF OCTOBER 24, 2023

- There were no additions to the agenda.

3. ADOPTION OF THE AGENDA OF OCTOBER 24, 2023

MOTION: "To adopt the agenda as circulated."

Carried

4. ADOPTION OF THE FINANCE COMMITTEE MINUTES OF MAY 12, 2023

MOTION: "To adopt the Finance Committee minutes as circulated."

Carried

5. ADOPTION OF THE AUDIT COMMITTEE MINUTES OF MAY 12, 2023

MOTION: "To adopt the Audit Committee Minutes as circulated."

Carried

6. ELECT A COMMITTEE CHAIR

- Amed Naqvi, CPA, CA was elected Committee Chair by acclamation. A motion will be brought to the Board in November to approve the Finance & Audit Committee Chair.
- At the Committee Chair's request a line asking if any in attendance have a conflict of interest with an item(s) on the agenda will be added to future Committee agendas.

7. DRAFT TERMS OF REFERENCE

- Reviewed. No edits made. A motion will be brought forward to the Board in November to approve the Committee's Terms of Reference.

8. DRAFT COMMITTEE 2023/24 PLANNING CALENDAR

- Reviewed and approved.

TOPIC

9. 2ND QUARTER FORECAST

- The Executive Director Finance and Risk reviewed the Q2 forecast section by section. Some of the items noted included:
 - Treasury approved the 2024 deficit request in 2023. The deficit projected and submitted for approval in February 2023 (for 2024) is unchanged as this time at approximately \$2.5M at year end.
 - Many in the sector are still dealing with the deficits.
 - Funding increases to cover collective agreement increases are included in the provincial grant total.
 - As it is across the sector, domestic tuition is trending down. International tuition is forecast to meet budget projections.

10. 2ND QUARTER RESULTS

- The Manager of Planning and Reporting reviewed the Q2 financial statements.
 - The deficit at the end of Q2 is \$2.2M which is similar to the deficit at this time last year.
 - Tuition is tracking slightly lower than expected with domestic tuition trending down.
 - Ancillary sales are tracking well.
 - Investment income doing well, higher than expected with the increased interest rates.
 - Expenses overall are higher than expected due to collective agreement increases and inflationary costs.
- Discussion ensued on what the Committee could do to help and the Committee's/Board's ability to advocate with the Ministry for greater financial support.

ADJOURNEMENT

11. Next meeting Friday, January 19, 2024.

MINUTES

Thursday, October 26, 2023

2:00 p.m. – 3:30 p.m.

Zoom only

GOVERNANCE COMMITTEE

COMMITTEE MEMBERS:

Christy Anderson, Committee Chair

Margaret Sutherland, Board Chair

Ken Wyllie

Bronwyn Krause

Kim Pham

Sarah Lechthaler, EdCo Chair

Maggie Matear, President

TOPIC	ACTION
1. TERRITORIAL ACKNOWLEDGEMENT	
<ul style="list-style-type: none">Christy Anderson, Committee Chair, opened the meeting with a territorial acknowledgement.	
2. ADDITIONS TO THE AGENDA OF OCTOBER 26, 2023	
<ul style="list-style-type: none">None.	
3. ADOPTION OF THE AGENDA OF OCTOBER 26, 2023	
<ul style="list-style-type: none">The agenda of October 26, 2023 was adopted as circulated.	
4. ADOPTION OF THE DEVELOPMENT COMMITTEE MINUTES OF JUNE 27, 2023	
<ul style="list-style-type: none">The Development Committee minutes of June 27, 2023 were adopted as circulated.	
5. DRAFT TERMS OF REFERENCE	
<ul style="list-style-type: none">Reviewed and approved. The Terms of Reference will be added to the November Board agenda for a motion to approve.	
6. DRAFT COMMITTEE 2023/24 PLANNING CALENDAR	
<ul style="list-style-type: none">Reviewed and approved.	
7. SEPTEMBER RETREAT SURVEY	
<ul style="list-style-type: none">Reviewed and edited.	President's Office to create & distribute in the next 2 weeks.

8. GUIDING QUESTIONS FOR PRESENTATIONS

To assist Board members when considering provided/presented information, a list of the following will be added to every agenda:

- A. Principles of citizen-centred governance
 - 1. Put the interest of citizens at the centre of decision making.
 - 2. Behave with integrity, demonstrate strong commitment to ethical values and respect the rule of law.
 - 3. Ensure openness and respectful engagement with all citizens.
 - 4. Strive for outcomes that support healthy communities in BC, including social, economic and environmental well-being.
 - 5. Implement actions to achieve the organization’s mandate.
- B. Governance responsibilities
 - 1. Oversight and monitoring in the public interest.
 - 2. Developing the organization’s capacity and culture.
 - 3. Effective leadership.
 - 4. External context and perspective.
- C. The college’s strategic directions
 - 1. Learner success
 - 2. Excellence in education
 - 3. Community development
 - 4. Healthy workplace
 - 5. Modernization of facilities, technology and operations

President’s Office to make the additions to the monthly board agendas and create a SharePoint document to develop guiding questions. Also will develop Presenter Guidelines to help focus presentation content (done).

Presenters will also be provided with a set of criteria for their presentations to the Board and Board agenda items will be linked to the Strategic Plan.

Committee members will develop a list of guiding questions for Board members to ask when presented with information.

9. BOARD COMPETENCY MATRIX

- Reviewed proposed competency matrix and made the following edits:
 - Under Culture remove “local” from the list and remove the word “recent”. Specify First Nations, Inuit, Metis and other under “Indigenous”
 - From the competencies list remove “investment management” and “engineer”.

President’s Office to update the matrix and distribute with retreat survey

10. BOARD BUDGET

- The following board budgets were circulated as information: Selkirk College, College of the Rockies and Northern Lights College.
- The Committee recommends moving the CICan membership expense to the President’s budget and keeping the overall board budget total unchanged.

11. SECTOR SCAN OF ANNUAL BOARD CALENDARS

- Discussed using the 2024 spring board retreat as a strategic planning review session.
- After 2024 spring retreats will not be scheduled.
- A later September/early October retreat date(s) will be considered for 2024.

12. NEW OPERATIONS PUBLIC STATEMENTS AND FLAG RAISING POLICY

- The Committee will be kept apprised of the policy’s development.

13. ACRONYMS

- Reviewed and edited, LGBTQIA2S+ will be added to the list

The acronym list will be updated on the Board Moodle site (Done)

14. BOARD POLICIES (BPR 10 -70) AND BOARD BY-LAWS (GP 200)
 - The Committee will have access to a shared drive to review and edit the policy a month prior to the January 17th Committee meeting.

15. ADJOURNEMENT

The next meeting is Tuesday, January 16, 2024.

**TERMS OF REFERENCE
SELKIRK COLLEGE BOARD
FINANCE & AUDIT COMMITTEE**

1. Purpose

The purpose of the Finance & Audit Committee is 1) to monitor significant financial planning, management, control and reporting matters of the college, 2) to monitor the systems of internal controls that the Leadership Team and the Board of Governors have established to oversee the internal external audit processes, 3) make recommendations and deliver reports to the Board of Governors, as appropriate.

2. Composition and Operations

- A. The Committee shall be composed of no fewer than five members of the Board, all of which are either Government appointed members or students. The membership may be increased at the discretion of the Board. The Committee shall be chaired by a member of the Committee who has an accounting designation or relevant financial expertise as selected annually by the members of the Committee. The Board will also ratify the appointment of the Committee Chair.

Selkirk College resource persons to the Committee shall consist of:

- President & CEO;
 - Vice President College Services, CFO;
 - Executive Director of Finance & Risk Management; and
 - Executive Assistant to the President and Board of Governors.
- B. The Committee will meet at least four times per year. Additional meetings will be scheduled as necessary during budget deliberations and annual approval of the financial statements.
- C. Extraordinary meetings may be held at the discretion of the Committee Chair following consultation with the Board Chair.
- D. Members are requested to advise the Committee of their inability to attend a meeting by contacting the Office of the President as early as possible.
- E. The majority of members of the Committee will constitute a quorum.
- F. Committee members will be expected to attend all meetings, including extraordinary meetings.

- G. The Committee has the authority to call a meeting exclusively among its members.

3. Duties and Responsibilities

The Committee has the responsibility to:

- A. Make recommendations for Board approval and/or delivery of reports to the Board in the following areas:

1. Annual operating and capital budgets;
2. Annual audited financial statements;
3. Policies related to financial management and asset protection;
4. Responsibility for oversight of the college-wide risk management implementation, as well as policy; and
5. Responsibility for oversight of the Management Information Systems;
6. The audit tender process;
7. The appointment of an auditing firm to the Board;
8. The evaluation of the need for an internal audit function;
9. Reports from auditors (including Audit Management letters) and administration
10. on internal control issues and other matters; and
11. The annual audited FTE report.

- B. Meet with the external auditors to ensure that:

1. The college has implemented appropriate systems to identify, monitor and mitigate significant business risk;
2. The appropriate systems of internal control, which ensure compliance with college policies and procedures, are in place and operating effectively;
3. The college's annual financial statements are fairly presented in all material respects in accordance with Canadian Public Sector Accounting Principles;
4. Any matter that the external auditors wish to bring to the attention of the Board has been given adequate attention; and
5. The external audit function has been effectively carried out.

- C. Provide information to the Board on:

1. Significant financial planning, management and reporting issues; and
2. Interim financial reports.

4. Accountability

- A. The Committee shall report its discussion to the Board by maintaining minutes of its meetings and providing a report at the next Board meeting.

- B. The Committee will have the jurisdiction and responsibility to hold meetings without Management, as it deems appropriate. The Chair will be responsible to communicate with the Board Chair regarding any issues that may arise. The Board Chair will be responsible for keeping the President informed accordingly.
- C. The Committee will be responsible to decide whether a committee member or supporting administrator is in a conflict of interest situation and if deemed in conflict, request that that person leave the meeting for the respective agenda item.

5. Committee Timetable

The Committee will establish an annual calendar for its activities, which will be shared with the Board at the fall retreat.

TERMS OF REFERENCE SELKIRK COLLEGE BOARD GOVERNANCE COMMITTEE

1. Purpose

The purpose of the Governance Committee is 1) to provide a focus on Board governance that will enhance the Board's performance. The Committee assesses and makes recommendations regarding Board effectiveness, and provides direction regarding ongoing Board development. 2) Make recommendations, develop, and oversee the implementation of Board policies. The Committee will take guidance from the College and Institutes Act. The Committee will also work with the College's Policy Review Committee where policy development intersects or impacts College policies.

2. Composition and Operations

- A. The Committee shall be composed of at least three members of the Board, the Board Vice Chair, and the President.
- B. The Committee shall meet at least three times a year or as necessary to align with the policy review schedule.
- C. The Board Vice Chair shall serve as Committee Chair unless the Committee decides otherwise.

3. Duties and Responsibilities

The Committee has the responsibility to:

- A. Recommend to the Board, and annually implement, an appropriate evaluation process for the Board, the Board Chair, Board members and committees.
- B. This committee is responsible to support, develop, explore, recommend, and continue to implement Indigenous governance practices and cultural processes for the Board.
- C. Maintain the Board competency matrix and develop recommendations regarding the essential and desired experience and skills for potential Board members, taking into consideration the Board's short-term needs and long-term succession plans.
- D. Oversee the orientation and mentorship of new Board members and

ongoing development of all Board members.

- E. Oversee the exit interview process with the Committee or Board Chair conducting the interviews
- F. Undertake such other development initiatives as may be necessary or desirable to contribute to the success of the Board.
- G. Recommend to the Board the identification and development of Board policies.
- H. Oversee the periodic review of Board policies.
- I. Where appropriate, work with the College's Policy Review Committee.

4. Accountability

- A. The Committee shall report its discussions to the Board by maintaining minutes of its meetings and providing a report at regular Board meetings.
- B. The Committee will have the jurisdiction and responsibility to hold meetings without management as it deems appropriate. The Chair will be responsible to communicate with the Board Chair regarding any issues that may arise. The Board Chair will be responsible for keeping the President informed accordingly.
- C. The Committee will be responsible to decide whether a committee member or supporting administrator is in a conflict of interest situation, and, if deemed in conflict, request that that person leave the meeting for the respective agenda item.
- D. Board Policy GP100 and GP200 are applicable for individual committee member accountability.

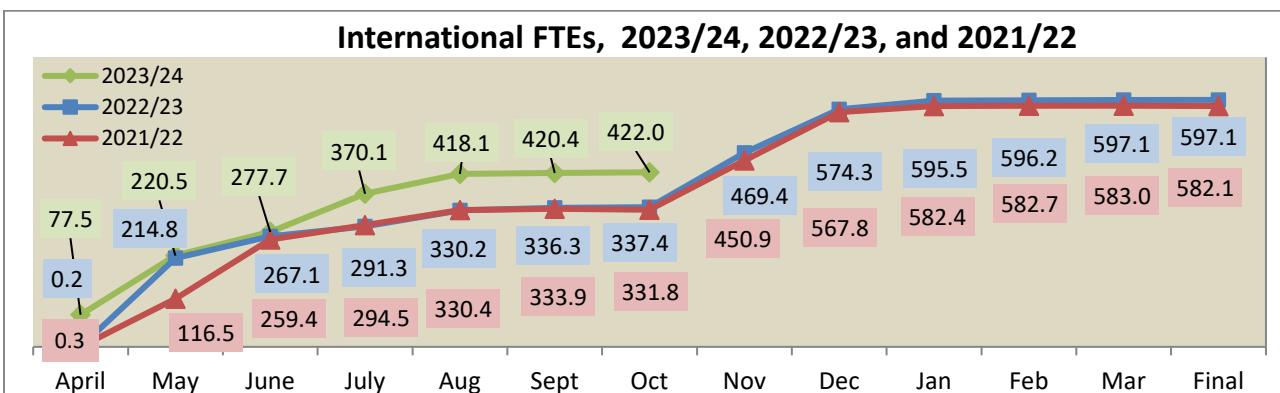
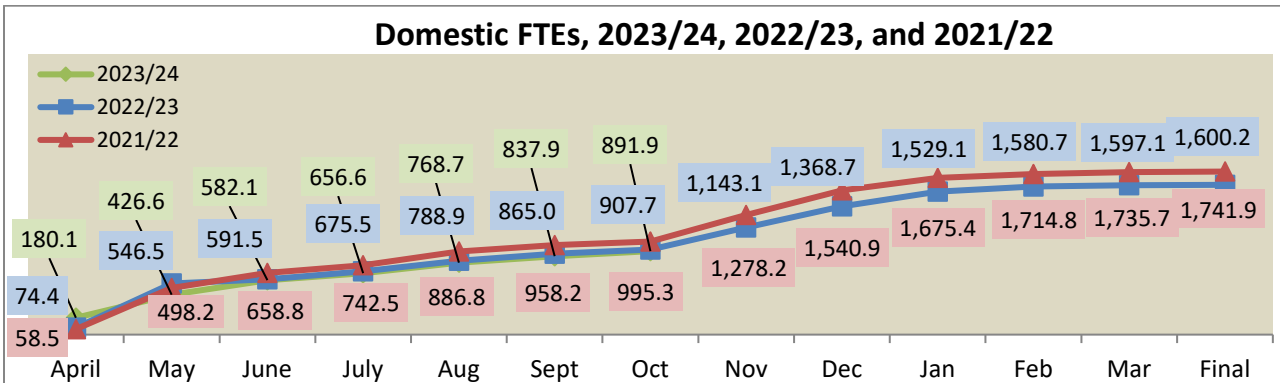
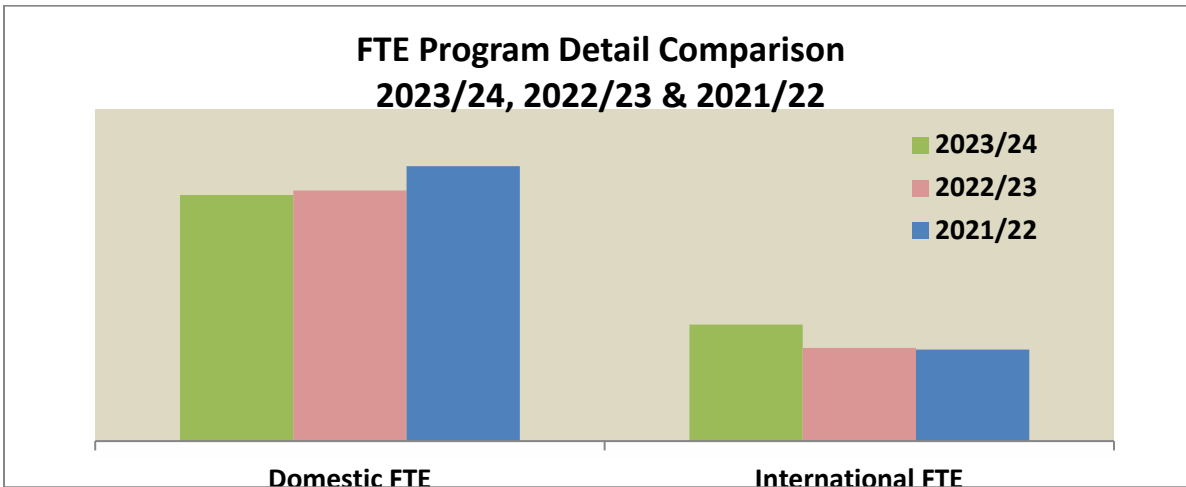
5. Committee Timetable

- A. The Committee will establish a calendar for its activities which will be shared with the Board.

Dashboard Report – November 2023

Monthly FTE Data (Full Time Equivalent Student)

SUMMARY	2023/24	% of Total FTE	2022/23	2021/22	2020/21	2019/20
Domestic FTE	891.8	68%	907.7	995.3	907.9	1,154.1
International FTE	422.0	32%	337.4	331.8	339.2	467.2
TOTAL FTE	1,313.9	100%	1,245.1	1,327.1	1,247.0	1,621.3



Monthly FTE Data by School – November 1, 2023 and November 1, 2022 Comparison

SUMMARY BY SCHOOL	Domestic			International		
	2023/24	2022/23	2021/22	2023/24	2022/23	2021/22
Academic Upgrading & Development	156.9	116.6	132.4	8.1	5.9	10.4
Business	31.1	30.6	41.7	140.2	104.0	119.1
Community Ed. & Workplace Training	73.0	91.5	70.3	1.9	0.8	1.6
Environment and Geomatics	77.8	76.2	84.8	4.4	6.6	3.7
Health and Human Services	214.0	184.4	220.3	43.4	34.7	41.8
Hospitality and Tourism	26.6	40.6	43.2	114.2	91.8	79.5
Industry and Trades Training	153.7	159.6	180.0	0.0	0.0	0.5
International Education & Development	7.3	4.7	5.8	30.0	26.1	14.9
School of the Arts	59.1	55.3	71.1	13.2	11.4	10.8
University Arts and Sciences	92.3	105.7	108.6	66.6	55.0	51.7
Total	891.8	865.3	958.2	422.0	336.3	333.9

*Difference due to rounding

Early Application Statistics for Fall 2024 Intake

as of November 1, 2023 and November 1, 2022

Fall 2024	2023			2024							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	321										
International	150										
Total Apps Received	471	0	0	0	0	0	0	0	0	0	0

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
Total Apps Received	453	724	904	1,257	1,546	2,245	2,731	3,052	3,288	3,462	3,882

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
Total Apps Received	438	718	921	1,223	1,457	2,001	2,459	2,894	3,123	3,319	3,726

Selkirk College Education Council (EdCo) Chair Report

For Selkirk College Board of Governors

By Sarah Lechthaler – November 21, 2023

Nov 2023

Admissions & Standards (A&S) Committee: attended Nov 28, 2023

Circle for Inclusive Indigenous Education (CIIE): plan to attend next meeting Dec 4, 2023

Policy Review Committee (PRC): attended by EdCo Vice Chair, Darcy Falkenhagen

Curriculum Committee: attended by EdCo Vice Chair, Darcy Falkenhagen

Selkirk College Board of Governor's Regular Meeting: plan to attend November 28, 2023

BC Campus Trauma Informed Syllabus training: October 30-November 3

Local to Global: Reimagining International Education to Align with DRI & JEDI Initiatives:
Attended November 14, 2023

Selkirk College Gala: attended November 25, 2023

Education Council: November 14, 2023

For the first time @ EdCo Elder Murhi Kencayd opened the meeting in a good way

New Program Policy approvals: these are 2-year diploma programs developed with International students in mind. Domestic students are still able to apply if they choose.

Early Learning and Childcare Program Policy

Healthcare Assistant Diploma Program Policy

Course approvals:

GEOG 232 Geomorphology

ENGL 110 College Composition

NSYL (NSLX) 102 Beginners íselxčín II*

ECCE 179 Professional Practice II

SROM 156 Exploring Solutions Through Technology

CPSC 60 Computer Science – Provincial Level

Program cancellation recommendation to the Board:

International Business Certificate Program

Selkirk College



SCHOOL OF HOSPITALITY & TOURISM



MARTIN KEYSERLINGK
Chair - School of Hospitality
and Tourism

- How our students are doing in and out of the classroom
 - School/program challenges and opportunities



A person with long dark hair, wearing a bright yellow sweater and blue jeans, stands on a rocky shore looking out over a calm, turquoise lake. The lake perfectly reflects the surrounding landscape, which includes dense evergreen forests and majestic, snow-dusted mountains under a cloudy sky. The scene is serene and scenic, typical of a mountain resort area.

Hospitality & Tourism

Programs we offer

- Ski Resort Operations and Management (~40 students)
- Professional Cook (ITA) Levels 1, 2, 3 (red seal) (~30 students)
- Resort and Hotel Management (~45 students)
- Culinary Management (~12 students)
- Post Grad Hospitality Management (~110 students)
- Post Grad Culinary Management (~55 students)

**Three intakes a year, mostly international students, cohort models, all on Tenth St Campus in Nelson*

**A unique blend of management skills and industry knowledge to prepare students for lasting leadership roles, transferable to degree programs (2+2)*



Our Spring 2023 Post Graduate Culinary Management class excited to start the semester



SROAM class assisting with the cable splice of the new Whitewater Raven chair, November 2023

In the Classroom

- Industry supported curriculum
- Discovering cultural connections
- Adjusting to growth
- Scholarships
- Creating consistency
- Technical requests
- Faculty
- Field trips

Out of the Classroom

- Work-term opportunities and challenges
- Employment
- Housing
- Family
- Cost of living
- Campus life
- Transportation
- Nelson



Recognizing one of our incredible Post Graduate Hospitality Management students, Bernadette Rosales nominated to receive the Our Future Leaders Scholarship which awarded by the BC Hospitality Foundation.

SROAM students visiting an industry partner for Avalanche Safety Training

School/program challenges and opportunities

- Marketing and enrollment
- Facilities
- Housing
- Industry relations
- Workload, staffing
- Reputation
- Services, communications and support
- Scholarships and sponsorships
- Faculty
- Diversity
- Employment rates
- Tourism is big business



Faculty family photo, Halloween 2023





President's Report for November 2023

(This month included three weeks of travel to attend external meetings)

Communication and Relationship Building:

- Attended a Gathering for Peace in the Middle East at the Mir Centre for Peace
- Held a Campus Conversation & Connection Session on the Silver King Campus for staff
- Presented to the Columbia Basin Trust Board of Directors
- Met with Kootenay Art Therapy Institute to discuss potential partnership
- Attended Foundation Gala

Student Focus:

- Joined an orientation session for new third year street outreach nursing students
- Visited SEG students developing a community planning scenario workshop
- Visited students and instructors on the Victoria Street Campus
- Attended the Intercultural Fair on the Castlegar Campus
- Engaged in GIS Day poster session (Geographic Information System) on the Castlegar Campus

Indigenization, Equity, Diversity and Inclusiveness:

- Joined a conversation series in the Pit: Disability and Access
- Supported submission of annual report for annual Aboriginal Services Program fund
- Read "Indigenomics" by Carol Anne Hilton (2021), New Society Publishers

Strategy, Creativity and Innovation:

- Participated in two Foundation Board document reviews
- Attended multiple IT Town Hall events on multiple campuses
- Attended a virtual webinar: Build a Successful Student Recruitment Strategy

Leadership and Professionalism:

- Weekly meetings with college presidents (x3)
- Participated in a virtual meeting with DM Plecas and PSI presidents
- Chaired a Skilled Trades Training Consortium Executive meeting
- Attended a 2-day CIGan Directors meeting in Ottawa
- Attended a 2-day BC Colleges Council of President meeting in Vancouver

Board Relations:

- Provided an orientation session for three new members, with the Board chair
- Met with Board Chair for updates
- Prepared *Guiding Questions & Principles of Governance* handout for Board Package

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	Quarter				Board Rating 1-3
				2	3	4	1	
1. Oversee and monitor Strategic Plan implementation	1-5	Strategic plan dashboard	Collaborative work with leadership team					
2. Oversee launch of new strategic planning process	1-7	Process launch events	Developed and issued RFP for consultant					
3. Continue/strengthen engagement with First Nations	1,2,3,7	1 renewed MOU	Met with Kootenay Métis Association to discuss MOU renewal					
4. Continue/strengthen engagement with key stakeholders	1,2,3,7	Minimum 2 per month	1 CAO, 1 MLA, Kootenay College, Art Therapy Institute					
5. Support Indigenization and EDI plan goals	1,2,4	LT performance goals	Collaborative work with Leadership team					
6. Activate infrastructure consolidation plans (KSA, ARIC)	5	Formalized plans	Fit analyses under development – draft Gantt for ARIC developed					
7. Oversee Institutional Accountability goals	1,2,6	IAPR accepted by AEST	Collaborative work with Leadership team					
8. Prudent budget management at fiscal year-end 23/24	6	Financial reports	Budget process underway earlier this year, ongoing					
9. Maintain national/provincial relationships and networks	7	3+ committee roles	CICan Board, CICan Sustainability, TTBC Treasurer					
10. Maintain legitimacy as new President thru engagement	3,4,7	4+ blogs, 16+ events	2 Campus Convos, KSA drop-in, GIS Day, Intercultural Day, 1 Pit Coffee					

Selkirk College & Columbia Basin Trust Partnership



CBT Partnership and Impact

VISION: Working together to address shared priorities, College of the Rockies, Selkirk College and Columbia Basin Trust will enhance the quality, availability and uniqueness of the post-secondary student experience in the Columbia Basin.

- Partnership Phase 1: 2019-23
- Partnership Phase 2: 2023-2025

CBT Partnership: Phase 1

1. Program Delivery, Development & Renewal
2. Enhanced Student Success
3. Enhanced Student Facilities
4. Special Projects





CBT Partnership: Phase 2

1. Student Health and Wellness
2. Enhanced Learning Spaces
3. Innovative Technology Programming
4. Student Access & Technology
5. Capital Projects

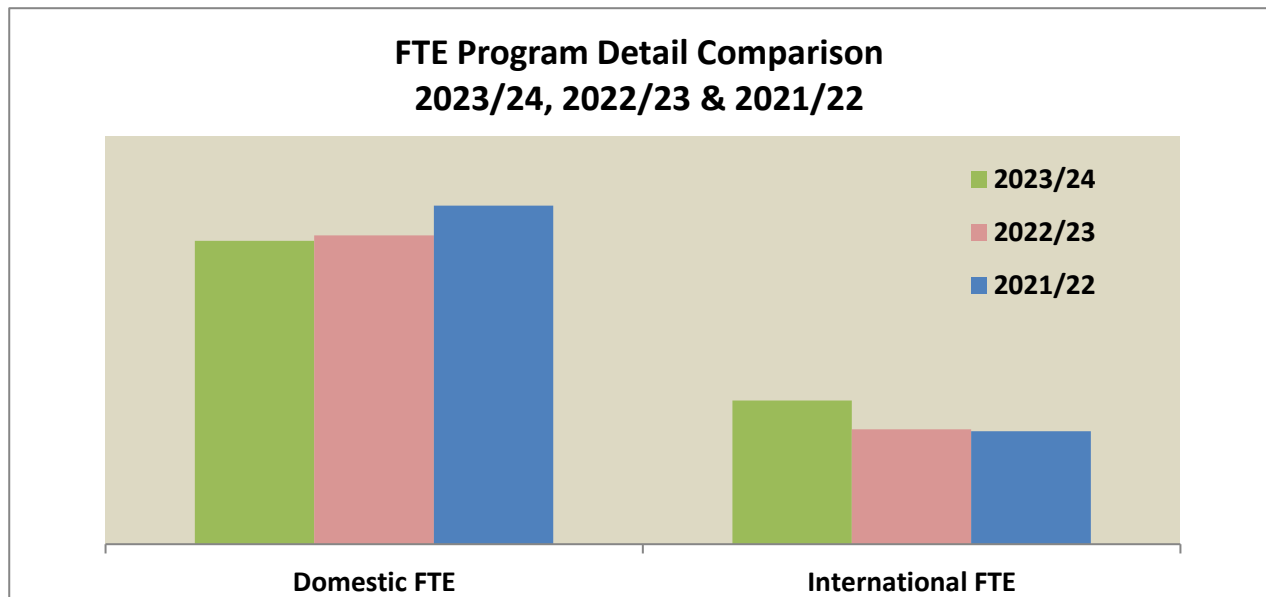


CBT Partnership: Student Impact

- New in-demand programs (Digital Fabrication & Design, Web Development, Office Administration & Technology)
- Updated student spaces (Physics lab, Library, K-wing, Cafeteria)
- WIL (Hospitality, Nursing, Business, Arts, AUD)
- State of the art equipment and 21st century learning environments.

FTE Program Detail Comparison
as of November 1, 2023 and November 1, 2022

SUMMARY	2023/24	2022/23	2021/22
Domestic FTE	891.8	907.7	995.3
International FTE	422.0	337.4	331.8
TOTAL FTE	1,313.9	1,245.1	1,327.1



SUMMARY BY SCHOOL	Domestic			International		
	2023/24	2022/23	2021/22	2023/24	2022/23	2021/22
Academic Upgrading & Development	156.9	116.6	132.4	8.1	5.9	10.4
Business	31.1	30.6	41.7	140.2	104.0	119.1
Community Ed. & Workplace Training	73.0	91.5	70.3	1.9	0.8	1.6
Environment and Geomatics	77.8	76.2	84.8	4.4	6.6	3.7
Health and Human Services	214.0	184.4	220.3	43.4	34.7	41.8
Hospitality and Tourism	26.6	40.6	43.2	114.2	91.8	79.5
Industry and Trades Training	153.7	159.6	180.0	0.0	0.0	0.5
International Education & Development	7.3	4.7	5.8	30.0	26.1	14.9
School of the Arts	59.1	55.3	71.1	13.2	11.4	10.8
University Arts and Sciences	92.3	105.7	108.6	66.6	55.0	51.7
Total	891.8	865.3	958.2	422.0	336.3	333.9

*difference due to rounding

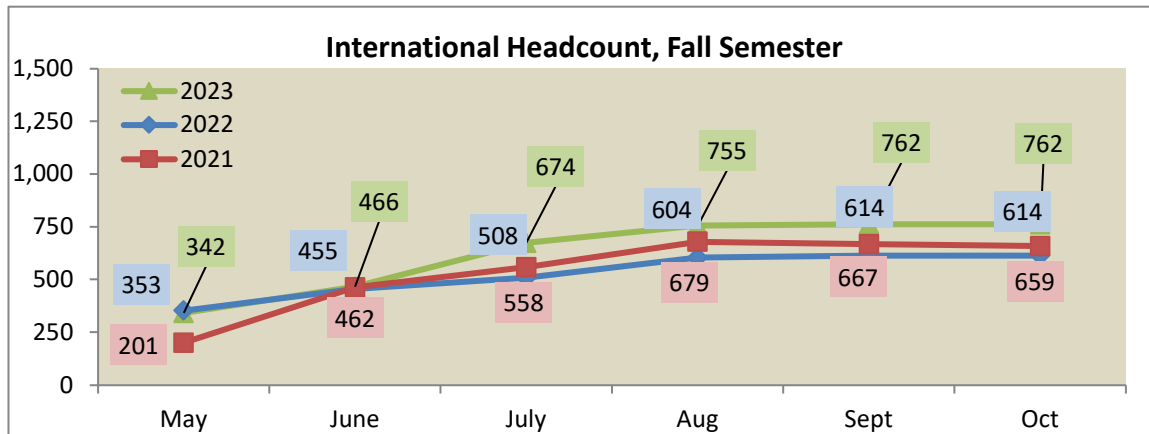
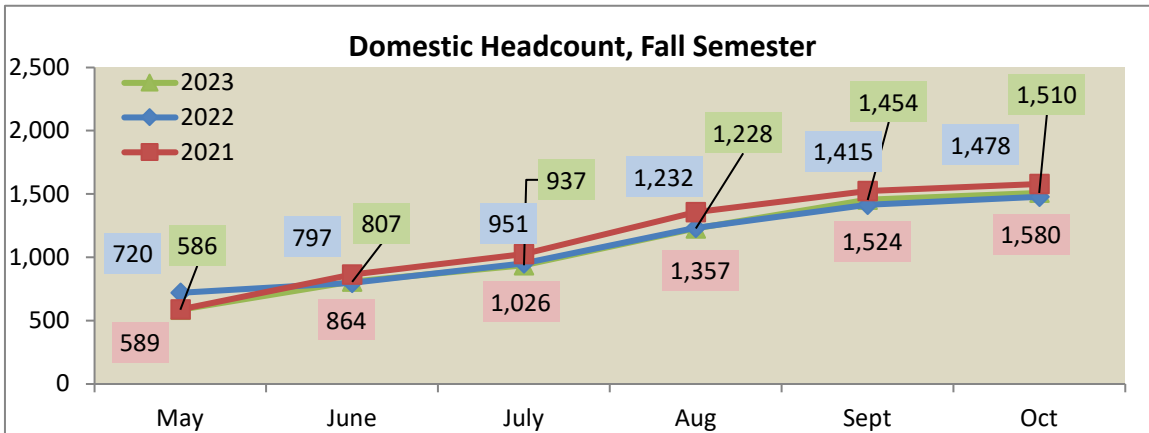
Final Headcount Comparison Report for Fall 2023

as of November 1, 2023 and November 1, 2022

	2023					
	May	June	July	Aug	Sept	Oct
Domestic Headcount	586	807	937	1,228	1,454	1,510
International Headcount	342	466	674	755	762	762
TOTAL HEADCOUNT, Fall 2022	928	1,273	1,611	1,983	2,216	2,272

	2022					
	May	June	July	Aug	Sept	Oct
Domestic Headcount	720	797	951	1,232	1,415	1,478
International Headcount	353	455	508	604	614	614
TOTAL HEADCOUNT, Fall 2022	1,073	1,252	1,459	1,836	2,029	2,092

	2021					
	May	June	July	Aug	Sept	Oct
Domestic Headcount	589	864	1,026	1,357	1,524	1,580
International Headcount	201	462	558	679	667	659
TOTAL HEADCOUNT, Fall 2020	790	1,326	1,584	2,036	2,191	2,239



Final Headcount Comparison Report for Fall 2023

as of November 1, 2023 and November 1, 2022

SUMMARY BY SCHOOL	Domestic			International		
	2023	2022	2021	2023	2022	2021
Academic Upgrading and Development	337	267	297	2	2	5
Business	62	59	81	273	201	254
Community Ed. & Workplace Training	32	42	10	0	0	0
Environment and Geomatics	157	154	161	8	13	7
Health and Human Services	317	320	373	90	75	77
Hospitality and Tourism	76	87	65	191	162	149
Industry and Trades Training	150	154	149	0	0	1
International Education & Development	6	4	4	41	30	19
School of the Arts	124	118	147	26	23	22
University Arts and Sciences	249	273	293	131	108	125
Total	1,510	1,478	1,580	762	614	659

SUMMARY BY CAMPUS	Domestic			International		
	2023	2022	2021	2023	2022	2021
Castlegar	806	782	824	537	425	479
Distance/Online Programs Programs	34	112	87	0	0	0
Grand Forks	41	27	35	0	0	0
Kaslo	22	18	18	0	0	0
Nakusp	20	10	11	0	0	0
Silver King	292	268	276	1	0	1
Tenth Street	155	139	148	211	180	168
Trail	114	101	150	12	7	10
Victoria Street	26	21	31	1	2	1
Total Students	1,510	1,478	1,580	762	614	659

Academic Upgrading and Development	Domestic			International		
	2023	2022	2021	2023	2022	2021
Adult Basic Education - Castlegar	45	43	44	1	2	4
Adult Basic Education - Castlegar - Summer	0	0	0	0	0	1
Adult Basic Education - Grand Forks	41	27	35	0	0	0
Adult Basic Education - Kaslo	22	18	18	0	0	0
Adult Basic Education - Nakusp	20	10	11	0	0	0
Adult Basic Education - Silver King	94	71	77	1	0	0
Adult Basic Education - Trail	67	55	65	0	0	0
Steps to Opportunities, Academics & Readiness	48	43	46	0	0	0
Sub Total - Academic Upgrading and Development	337	267	296	2	2	5

Business	Domestic			International		
	2023	2022	2021	2023	2022	2021
Business Administration I	25	17	31	13	11	13
Business Administration II	14	19	21	8	8	12
Business Administration III	0	1	0	0	0	0
Office Administration & Technology - Bookkeeping (B1)	12	7	10	0	0	0
Office Administration & Technology Certificate	9	10	14	0	0	0
Post-Grad Diploma in Business Management I	0	0	0	105	62	86
Post-Grad Diploma in Business Management II	0	1	0	54	62	82
Post-Grad Diploma in Accounting I	1	2	1	60	35	31
Post-Grad Diploma in Accounting II	1	2	4	33	23	30
Sub Total - Business	62	59	81	273	201	254

Community Education and Workplace Training	Domestic			International		
	2023	2022	2021	2023	2022	2021
Refrigeration Plant Operator	28	6	3	0	0	0
Selkirk Innovates (CEWT EXT)	2	29	~	0	0	~
Spectrum	2	7	7	0	0	0
Sub Total - Community Ed. & Workplace Training	32	42	10	0	0	0

Environment and Geomatics	Domestic			International		
	2023	2022	2021	2023	2022	2021
Forest Technology I	25	26	26	0	2	1
Forest Technology II	21	20	23	2	2	1
Geographic Information Systems - Adv. Diploma	11	9	17	2	0	0
Geographic Information Systems - Degree Year 3	4	2	3	0	0	1
Geographic Information Systems - Degree Year 4	6	6	8	0	1	0
Geomatics in the Workplace	8	8	0	0	0	0
Integrated Environmental Planning I	14	15	16	0	2	1
Integrated Environmental Planning II	17	13	15	2	1	0
Recreation, Fish & Wildlife I	24	28	27	0	3	2
Recreation, Fish & Wildlife II	27	27	26	2	2	1
Sub Total - Environment and Geomatics	157	154	161	8	13	7

Health and Human Services	Domestic			International		
	2023	2022	2021	2023	2022	2021
Education Assistant & Community Support Worker	5	15	29	14	0	2
Early Childhood Care & Education	40	31	35	24	12	5
Gerontology	0	5	10	7	0	0
Health Care Assistant	34	27	62	0	4	8
Human Services Diploma - CYC I	2	0	2	0	0	0
Human Services Diploma - CYC II	7	7	8	0	0	5
Human Services Diploma - ECCE I	9	10	8	0	2	6
Human Services Diploma - ECCE II	5	12	6	3	4	2
Human Services Diploma - SSW I	13	14	23	3	2	2
Human Services Diploma - SSW II	13	16	19	2	1	2
Mental Health & Addictions Assoc. Certificate	5	8	9	0	0	0
Nursing I	28	32	32	0	0	0
Nursing II	30	23	26	0	0	0
Nursing III	23	26	31	0	0	0
Nursing Unit Clerk	19	45	36	0	0	0
Pharmacy Technician I	46	27	24	0	0	0
Pharmacy Technician II	22	22	12	0	0	0
Post-Grad Diploma in Gerontology I	0	0	0	25	11	41
Post-Grad Diploma in Gerontology II	0	0	0	10	36	0
Practical Nursing	11	~	~	0	~	~
Social Service Worker	5	0	1	2	3	4
Sub Total - Health and Human Services	317	320	373	90	75	77

Hospitality and Tourism	Domestic			International		
	2023	2022	2021	2023	2022	2021
Culinary Management Diploma I	1	2	0	4	2	3
Culinary Management Diploma II	1	0	1	2	3	1
Post-Grad Diploma in Culinary Mngmt. I	0	0	0	35	21	25
Post-Grad Diploma in Culinary Mngmt. II	0	0	0	21	25	29
Post-Grad Diploma in Hospitality Mngmt. I	0	0	0	53	41	41
Post-Grad Diploma in Hospitality Mngmt. II	0	0	0	42	39	23
Professional Cook, Level I	8	6	10	0	0	0
Professional Cook, Level II	4	6	6	0	0	0
Professional Cook YTT	4	7	7	0	0	0
Resort & Hotel Management I	3	2	2	16	7	16
Resort & Hotel Management II	1	2	3	8	13	6
Ski Resort Operations & Management I	8	10	19	5	5	5
Ski Resort Operations & Management II	9	19	0	5	6	0
Ski Resort Operations & Management DIST	37	33	17	0	0	0
Sub Total - Hospitality and Tourism	76	87	65	191	162	149

Industry and Trades Training	Domestic			International		
	2023	2022	2021	2023	2022	2021
Carpentry Apprenticeship, Level II	0	18	0	0	0	0
Carpentry Apprenticeship, Level III	12	15	-	0	0	0
Carpentry Foundation	4	7	4	0	0	0
Carpentry Foundation YTT	1	1	4	0	0	0
Electrical Apprenticeship, Level I	11	8	8	0	0	0
Electrical Apprenticeship, Level III	11	0	10	0	0	0
Electrical Foundation	14	7	10	0	0	0
Electrical Foundation YTT	1	1	0	0	0	0
Fine Woodworking	20	17	2	0	0	1
Fine Woodworking YTT	0	2	22	0	0	-
Hairstylist	10	12	12	0	0	0
Hairstylist YTT	4	3	6	0	0	0
Heavy Mechanical Foundation	4	7	8	0	0	0
Heavy Mechanical Foundation YTT	11	11	5	0	0	0
Millwright/Machinist Foundation	10	8	10	0	0	0
Millwright/Machinist YTT	2	1	3	0	0	0
Plant Operator	10	15	15	0	0	0
Welding Level A	1	0	0	0	0	0
Welding Level B	6	2	2	0	0	0
Welding Level 2	0	1	2	0	0	0
Welding Level 3	1	1	0	0	0	0
Welder Foundation	6	6	12	0	0	0
Welder Foundation YTT	8	1	12	0	0	0
Welder Upgrading	3	10	2	0	0	0
Sub Total - Industry and Trades Training	150	154	149	0	0	1

International Education and Development	Domestic			International		
	2023	2022	2021	2023	2022	2021
English as a Second Language	6	4	4	41	29	19
Sub Total - International Ed. and Development	6	4	4	41	29	19

School of the Arts	Domestic			International		
	2023	2022	2021	2023	2022	2021
Blacksmithing and Metal Art	7	7	0	1	1	-
Blacksmithing Certificate (cancelled)	0	0	1	0	0	0
Ceramics Certificate	11	11	12	0	1	0
Digital Arts I	14	15	18	6	4	5
Digital Arts II	12	10	13	3	5	4
Digital Fabrication and Design I	5	8	7	3	2	1
Digital Fabrication and Design II	6	4	9	2	1	1
Music & Technology I	24	23	28	7	5	4
Music & Technology II	14	25	30	3	4	5
Music & Technology III	12	1	1	0	0	0
Sculptural Metal Certificate (cancelled)	0	0	8	0	0	0
Textiles Certificate	8	3	10	0	0	1
Web Development Program	11	11	10	1	0	1
Sub Total - School of the Arts	124	118	147	26	23	22

University Arts and Sciences	Domestic			International		
	2023	2022	2021	2023	2022	2021
Adv. Diploma in Rural Pre-Medicine I	11	18	21	1	0	0
Adv. Diploma in Rural Pre-Medicine II	9	15	18	0	0	0
Adv. Diploma in Rural Pre-Medicine III	12	13	8	0	0	0
Associate of Arts Degree, Year I	71	105	147	53	65	85
Associate of Arts Degree, Year II	35	27	8	36	21	12
Associate of Science Degree, Year I	38	49	48	19	13	28
Associate of Science Degree, Year II	20	11	9	5	7	0
Engineering I	8	11	17	0	0	0
Liberal Arts Diploma Law and Justice, Year I	7	6	8	0	1	0
Liberal Arts Diploma Law and Justice, Year II	5	5	9	0	0	0
Liberal Arts Diploma - Peace and Justice Studies I	0	0	0	0	1	0
Open Studies, Year 1	33	13	-	17	0	-
Sub Total - University Arts and Sciences	249	273	293	131	108	125

SELKIRK COLLEGE

CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS

FOR THE PERIOD ENDED SEPTEMBER 30, 2023

	2024 Budget FY	2024 Actual Q2	Budget Remaining	2024 % Rem	2023 Budget FY	2023 Actual Q2	2023 % Rem
REVENUE							
Government grants	\$ 34,628,811	\$ 16,828,719	\$ 17,800,092	A 51%	\$ 33,534,816	\$ 16,131,327	52%
Industry Trades Authority funding	1,918,844	910,242	1,008,602	53%	1,882,844	927,852	51%
Tuition	14,542,480	4,770,877	9,771,603	B 67%	14,084,208	3,436,315	76%
Ancillary Sales	2,403,000	1,376,609	1,026,391	C 43%	1,989,500	1,060,696	47%
Investment income	749,308	398,375	350,933	D 47%	535,000	171,124	68%
Donations	375,000	20,000	355,000	E 95%	325,000	164,224	49%
Amortization of deferred capital contributions	2,780,301	1,546,699	1,233,602	44%	2,733,343	1,395,992	49%
Contracts and other revenue	4,365,741	2,569,960	1,795,781	F 41%	4,800,902	1,646,497	66%
	<u>61,763,485</u>	<u>28,421,481</u>	<u>33,342,004</u>	<u>54%</u>	<u>59,885,613</u>	<u>24,934,027</u>	<u>58%</u>
EXPENSES							
Education programming	30,837,280	14,114,810	16,722,470	54%	29,239,991	12,295,040	58%
Student support	6,809,663	3,978,119	2,831,544	42%	6,498,646	2,845,346	56%
Research and innovation	3,221,569	2,562,580	658,989	20%	2,882,044	1,775,214	38%
Administrative support	7,262,288	3,164,193	4,098,095	56%	6,828,708	2,849,529	58%
Facilities support	13,200,835	6,941,665	6,259,170	47%	11,937,843	6,266,449	48%
Ancillary services	1,950,114	953,820	996,294	51%	1,671,631	947,452	43%
Awards and related costs	916,750	134,519	782,231	85%	826,750	169,960	79%
	<u>64,198,499</u>	<u>31,849,706</u>	<u>32,348,793</u>	<u>G 50%</u>	<u>59,885,613</u>	<u>27,148,990</u>	<u>55%</u>
Annual surplus (deficit) before endowment contributions	(2,435,014)	(3,428,225)			-	(2,214,963)	
Endowment contributions	-	1,005			-	66,845	
ANNUAL SURPLUS	<u>(2,435,014)</u>	<u>(3,427,220)</u>			<u>-</u>	<u>(2,148,118)</u>	
Accumulated surplus, beg of year	<u>17,478,408</u>	<u>17,478,408</u>			<u>14,571,085</u>	<u>14,571,085</u>	
ACCUMULATED SURPLUS, end of period	<u>\$ 15,043,394</u>	<u>\$ 14,051,188</u>			<u>\$ 14,571,085</u>	<u>\$ 12,422,967</u>	

NOTES

A Grant revenue consists of the following:

	FY 2024 Actual Q2	FY 2023 Actual Q2
Operating Grant	15,500,892	14,858,652
Operating Grant - Leases	213,253	213,253
Other Grants (AUG, NSERC, HCAPP, ECE, WIL)	871,574	816,422
Minor Capital Funding	243,000	243,000
	<u>16,828,719</u>	<u>16,131,327</u>

B

Tuition revenue consists of the following:

	2024 Budget FY	2024 Actual Q2	Budget Remaining	% Rem	2023 Budget FY	2023 Actual Q2	% Rem
Tuition - Domestic	6,774,300	1,863,417	4,910,883	72%	6,316,028	2,103,720	67%
Tuition - International	7,768,180	2,907,460	4,860,720	63%	7,768,180	1,332,595	83%
	<u>14,542,480</u>	<u>4,770,877</u>	<u>9,771,603</u>		<u>14,084,208</u>	<u>3,436,315</u>	

C Slight increase in housing rentals and bookstore sales from increased students on campus. Cafeteria sales up \$25k (43%) of Q2 FY22.

D CDP interest rate has risen over the past year. Excess cash balance is held in CDP has generated additional income.

E Difference due to the Foundation records separation.

F An estimate of the special project revenue related to the remainder of fiscal 2024 and future fiscal years has been deferred. Difference due to timing of project work.

G Overall, expected to see expenses rise above prior year comparisons. Inflationary costs as well as ratified collective agreements will drive the increases.

Equity in Employee Recruitment & Selection at Selkirk College

Selkirk College is dedicated to fostering a diverse workforce and implementing the Equity, Diversity, and Inclusion Action Plan to eliminate biases and barriers in employment processes. The college aims to attract, select, and support marginalized candidates based on their skills and abilities, with a key objective of establishing a data-informed decision-making process through the collection and analysis of relevant Equity, Diversity, and Inclusion metrics. This report serves as an initial step towards achieving this objective.

Authors: Marta Abel and Leeza Perehudoff

Date: November 8, 2023

Contents

- Introduction2
- Methodology2
- Results4
 - Regional Labour Force4
 - Selkirk College Leadership & Governance4
 - Selkirk College Job Applicants & Hires.....4
 - Recruitment & Selection.....5
- Discussion 10
 - Overview..... 10
 - Employment Equity Groups..... 10
 - Trends & Conditions 10
 - Data Limitations..... 11
 - Disability Identification..... 11
- Recommendations..... 11
- Conclusion 12
- References 12
- Appendix 1: Employment Equity Groups – Labour Market Availability 13

Introduction

Selkirk College is committed to creating opportunities to grow and maintain a diverse workforce. Per the *Equity, Diversity and Inclusion Action Plan*, work will focus on applying Equity, Diversity, and Inclusion (EDI) lenses to policies while removing the biases and barriers in the employment processes. The college will strive to attract, select and support marginalized candidates and make decisions based on skill and ability.

A broad goal within this plan is to “develop a process for safety and respectfully collecting and analyzing relevant data and EDI metrics that will support data-informed decision making with respect to identifying priority initiatives and allocating resources.”

The data and analysis in this report are an initial response to this broad goal.

Methodology

A standard practice when analyzing employment equity is to compare the demographics of the organizational workforce with the relevant labour market. As Selkirk College recruits from within and outside of the West Kootenay and Boundary regions, the labour market availability is presented for British Columbia and the Selkirk

College operating region. The data on local labour market availability (persons aged 15 to 64) are from the 2021 Census of Population and the 2017 Canadian Survey on Disability. See **Appendix 1** for more information on the local labour market availability.

Selkirk College is a participant in the Government of Canada's 50-30 Challenge. The 50 – 30 Challenge is an initiative between the Government of Canada, Canadian businesses and diversity organizations. The goal of the program is to challenge organizations to increase the representation and inclusion of diverse groups within their workplaces, while highlighting the benefits of giving all people a seat at the table. The two goals of the 50-30 Challenge are:

1. Gender parity of 50% or more on our board and among senior management. This includes representation from all marginalized genders, including, but not limited to: women, non-binary, trans, Two-Spirit and gender diverse people.
2. Significant representation ("30%") on our board and senior management of other diverse groups including racialized persons, people living with disabilities (including invisible and episodic disabilities), and members of the 2SLGBTQIA+ communities.

Data from the 50-30 Challenge, specific to Selkirk College's leadership and governance teams, come from surveys administered between May and June 2023. These data were analyzed by members of the Institutional Research team.

Selkirk College recruitment and selection data were pulled from the Hireserve application on October 5, 2023, and include applications from job posting dates between November 14, 2019, and September 27, 2023. The aggregated data were analyzed by members of the Human Resources and Selkirk Innovates teams. This analysis explores the Selkirk College job applicants and hires who self-identify as Indigenous, members of visible minorities, or persons with disabilities. These categories reflect three of the four federally-designated employment equity groups (Government of Canada, 2007).

Results

Regional Labour Force

Of the labour force population in the Selkirk College region, 5.8% identify as Indigenous and 8.8% identify as a visible minority (**Table 1**). An ‘x’ indicates where data are not available.

Table 1: Labour force population, aged 15 to 64 years, who identify as part of an employment equity group (%), 2021

Geography	Labour Force Who Identify as Indigenous (%)	Labour Force Who Identify as a Visible Minority (%)	Labour Force Who Identify as Having a Disability (%)
British Columbia	5.9%	34.4%	20.5%
Selkirk College Region	5.8%	8.8%	x

Selkirk College Leadership & Governance

Table 2 presents the results of the 50-30 poll of the college’s leadership team and board of governors.

Table 2: Selkirk College 50-30 survey respondents (n=25) who identify as part of an employment equity group (%), May and June, 2023

Selkirk College Leadership & Governance Survey Respondents	Respondents Who Identify as Indigenous (%)	Respondents Who Identify as a Visible Minority (%)	Respondents Who Identify as Having a Disability (%)
Leadership Team (n=13)	7.7%	0.0%	38.5%
Board of Governors (n=12)	25.0%	16.7%	25.0%

Selkirk College Job Applicants & Hires

There were 666 Selkirk College careers posted between November 14, 2019, and September 27, 2023, with a total of 6302 applicants. Of these applicants, there were 593 total hires (280 without an interview and 313 after an interview). As shown in **Table 3**, 10.3% of total applicants identify as a visible minority, 3.4% identify as Indigenous, and 2.1% identify as having a disability. Of the total hires, 8.6% identify as a visible minority, 5.1% identify as Indigenous, and 1.4% identify as having a disability.

Table 3: Selkirk College job applicants and hires who identify as part of an employment equity group (%), November 2019 to September 2023

Category	Indigenous Persons (%)	Members of Visible Minorities (%)	Persons with Disabilities (%)
Total Applicants (n=6302)	3.4%	10.3%	2.1%
Applicants Invited to Interview (n=948)	3.8%	11.9%	2.0%
Total Hires (n=593)	5.1%	8.6%	1.3%
Hired After an Interview (n=313)	4.2%	10.9%	1.3%
Hired Without an Interview (n=280)	6.1%	6.1%	1.4%

RECRUITMENT & SELECTION

WITH AND WITHOUT INTERVIEWS

Figure 1 shows the percentage of total applicants, applicants invited to interview, and those hired after an interview. There is a positive trend in the applicants interviewed and hired who identify as Indigenous, and a negative trend for applicants who identify as having a disability.

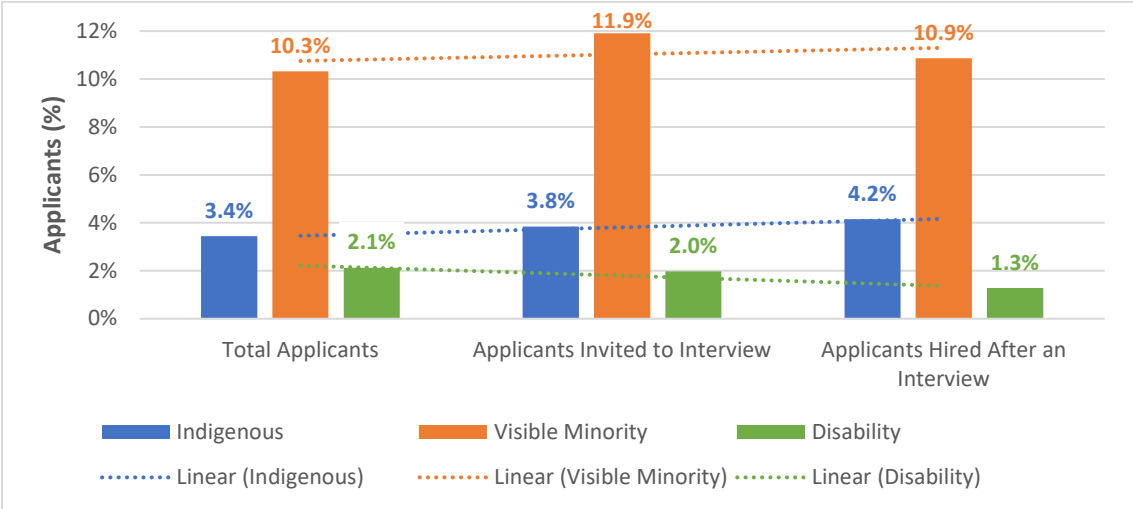


Figure 1: Selkirk College job applicant recruitment and selection involving interviews (%), November 2019 to September 2023

Figure 2 shows the percentage of total applicants in relation to those hired without an interview. There is a positive trend in the applicants who identify as Indigenous being hired without an interview, but a negative trend for visible minorities and persons with disabilities.

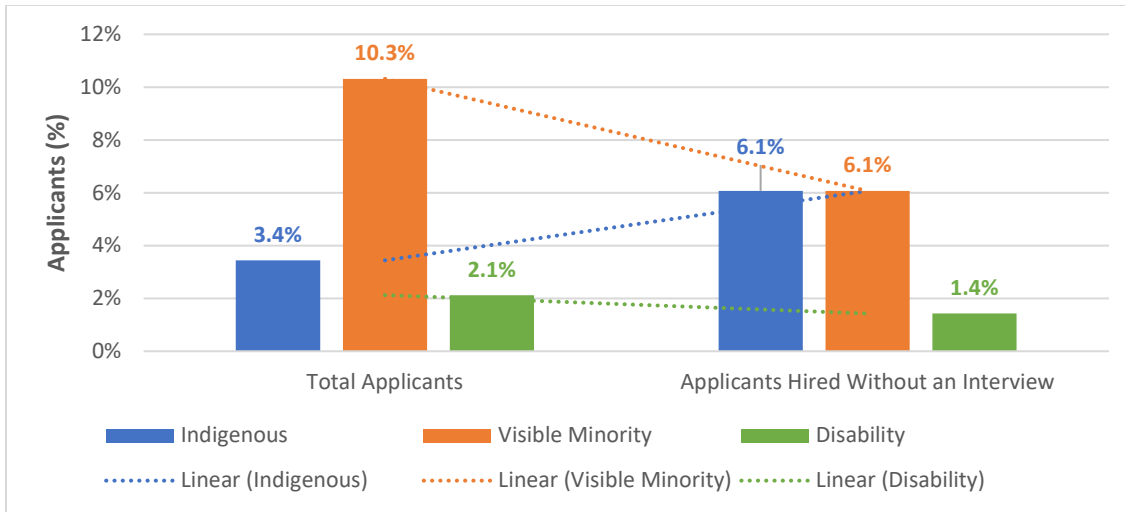


Figure 2: Selkirk College job applicant recruitment and selection without interviews (%), November 2019 to September 2023

INTERNAL AND EXTERNAL CANDIDATES

The following section presents the number of applicants and hires by candidacy type (i.e., internal or external) who answered “yes” when asked if they identify as Indigenous peoples (**Table 4**), members of visible minorities (**Table 6**), or persons with disabilities (**Table 8**). The number of applicants and hires by candidacy type who answered “no” to these questions are presented for comparison (**Table 5**, **Table 7**, and **Table 9**). Please note that these calculations do not include those who responded “prefer not to answer” or left the questions blank.

Table 4 shows the job applicants and hires who identify as Indigenous peoples. Of the hires who identify as Indigenous peoples, the number of internal and external candidates hired almost match (9 and 10 hires, respectively). More external hires were selected after an interview (30.0%), while conversely, more internal hires were selected without an interview (16.7%). The hires identifying as Indigenous peoples who did not indicate their candidacy type were all selected without an interview (36.7%).

Table 4: Selkirk College job applicants and hires who identify as Indigenous peoples, by internal or external candidacy, November 2019 to September 2023

Candidacy Type	Applicants Who Identify as Indigenous (#)	Applicants Who Identify as Indigenous (%)	Hires Who Identify as Indigenous (#)	Hires Who Identify as Indigenous (%)	Hires Who Identify as Indigenous and Were Selected After an Interview (%)	Hires Who Identify as Indigenous and Were Selected Without an Interview (%)
Internal	29	13.4%	9	30.0%	13.3%	16.7%
External	156	71.9%	10	33.3%	30.0%	3.3%
No response provided	32	14.7%	11	36.7%	0.0%	36.7%
Total	217	100.0%	30	100.0%	43.3%	56.7%

Table 5 shows the job applicants and hires who do not identify as Indigenous peoples. Most hires were external candidates selected after an interview (34.2%). Of the hires who did not indicate their candidacy type, over half were selected without an interview (30.7%).

Table 5: Selkirk College job applicants and hires who do not identify as Indigenous peoples, by internal or external candidacy, November 2019 to September 2023

Candidacy Type	Applicants Who Do Not Identify as Indigenous (#)	Applicants Who Do Not Identify as Indigenous (%)	Hires Who Do Not Identify as Indigenous (#)	Hires Who Do Not Identify as Indigenous (%)	Hires Who Do Not Identify as Indigenous and Were Selected After an Interview (%)	Hires Who Do Not Identify as Indigenous and Were Selected Without an Interview (%)
Internal	369	8.4%	85	15.9%	8.6%	7.3%
External	3373	77.2%	229	42.8%	34.2%	8.6%
No response provided	625	14.3%	221	41.3%	10.7%	30.7%
Total	4367	100.0%	535	100.0%	53.5%	46.5%

Table 6 displays the job applicants and hires who identify as members of visible minorities. Of the hires who identify as members of visible minorities, 51% were external candidates selected after an interview. Of note, only 3.9% of hires identifying as members of visible minorities were external candidates selected without an interview.

Table 6: Selkirk College job applicants and hires who identify as members of visible minorities, by internal or external candidacy, November 2019 to September 2023

Candidacy Type	Applicants Who Identify as Visible Minorities (#)	Applicants Who Identify as Visible Minorities (%)	Hires Who Identify as Visible Minorities (#)	Hires Who Identify as Visible Minorities (%)	Hires Who Identify as Visible Minorities and Were Selected After an Interview (%)	Hires Who Identify as Visible Minorities and Were Selected Without an Interview (%)
Internal	41	6.3%	11	21.6%	9.8%	11.8%
External	562	86.5%	28	54.9%	51.0%	3.9%
No response provided	47	7.2%	12	23.5%	5.9%	17.6%
Total	650	100.0%	51	100.0%	66.7%	33.3%

Table 7 presents the job applicants and hires who do not identify as members of visible minorities. Most hires were external candidates selected after an interview (33.1%). Of the hires who did not indicate their candidacy type, over half were selected without an interview (31.7%).

Table 7: Selkirk College job applicants and hires who do not identify as members of visible minorities, by internal or external candidacy, November 2019 to September 2023

Candidacy Type	Applicants Who Do Not Identify as Visible Minorities (#)	Applicants Who Do Not Identify as Visible Minorities (%)	Hires Who Do Not Identify as Visible Minorities (#)	Hires Who Do Not Identify as Visible Minorities (%)	Hires Who Do Not Identify as Visible Minorities and Were Selected After an Interview (%)	Hires Who Do Not Identify as Visible Minorities and Were Selected Without an Interview (%)
Internal	352	9.3%	80	16.1%	8.8%	7.2%
External	2852	75.1%	210	42.2%	33.1%	9.0%
No response provided	592	15.6%	208	41.8%	10.0%	31.7%
Total	3796	100.0%	498	100.0%	52.0%	48.0%

Table 8 shows the job applicants and hires who identify as persons with disabilities. Notably, there are only eight hires who identify as persons with disabilities. An equal number of internal and external candidates were hired (three hires, respectively). More internal candidates were selected without an interview, and conversely, more external candidates were selected after an interview.

Table 8: Selkirk College job applicants and hires who identify as persons with disabilities, by internal or external candidacy, November 2019 to September 2023

Candidacy Type	Applicants Who Identify as Persons with Disabilities (#)	Applicants Who Identify as Persons with Disabilities (%)	Hires Who Identify as Persons with Disabilities (#)	Hires Who Identify as Persons with Disabilities (%)	Hires Who Identify as Persons with Disabilities and Were Selected After an Interview (%)	Hires Who Identify as Persons with Disabilities and Were Selected Without an Interview (%)
Internal	14	11.1%	3	37.5%	12.5%	25.0%
External	112	88.9%	3	37.5%	25.0%	12.5%
No response provided	8	6.0%	2	25.0%	12.5%	12.5%
Total	134	100.0%	8	100.0%	50.0%	50.0%

Table 9 presents the job applicants and hires who do not identify as persons with disabilities. Most hires were external candidates selected after an interview (35.8%), while those who did not indicate their candidacy type were primarily selected without an interview (28.3%).

Table 9: Selkirk College job applicants and hires who do not identify as persons with disabilities, by internal or external candidacy, November 2019 to September 2023

Candidacy Type	Applicants Who Do Not Identify as Persons with Disabilities (#)	Applicants Who Do Not Identify as Persons with Disabilities (%)	Hires Who Do Not Identify as Persons with Disabilities (#)	Hires Who Do Not Identify as Persons with Disabilities (%)	Hires Who Do Not Identify as Persons with Disabilities and Were Selected After an Interview (%)	Hires Who Do Not Identify as Persons with Disabilities and Were Selected Without an Interview (%)
Internal	14	0.4%	81	17.9%	9.5%	8.4%
External	2951	77.7%	196	43.3%	35.8%	7.5%
No response provided	831	21.9%	176	38.9%	10.6%	28.3%
Total	3796	100.0%	453	100.0%	55.8%	44.2%

Discussion

Overview

EMPLOYMENT EQUITY GROUPS

INDIGENOUS PEOPLES

The percentage of total applicants who identify as Indigenous is significantly lower than the local labour market availability rate. Possible reasons for this are: Indigenous knowledge may not be reflected in the requirements on the job posting, and people may decide not to apply if they think their credentials won't be recognized; people who do have the posted credentials may already be employed within their own Nation; there may be a perception that the job would come with extra emotional labour, and this may be a deterrent.

However, the hire rate for candidates who identify as Indigenous is slightly below the regional and provincial labour market availability rates. Further, there is a positive trend seen in Indigenous applicants moving through the recruitment and selection process.

VISIBLE MINORITIES

The total hire rate for people who identify themselves as visible minorities is very close to the regional labour market availability. Visible minorities see a positive trend when it comes to being invited to interview. However, there is a negative trend between interview and hire rates. There is also a very negative trend in the case of hires without interviews involving external candidates. In these situations - which are mainly considered emergency hires - the hiring manager may reach out to a former employee of the college, such as a retiree, to fill the position on a temporary basis. It is possible that this population of former employees is less diverse than the local labour market, as regional demographics have changed over time.

PERSONS WITH DISABILITIES

Local labour market information is not available for people with disabilities, so British Columbia serves as the relevant comparator. Selkirk College recruits and selects a substantially lower percentage of people who identify as having disabilities, as compared to the British Columbia labour market, and there is a negative trend for people with disabilities moving through the recruitment and selection process. It may be that a lack of understanding of what disability means is responsible for the low reported rates; the definition of disability on Hireserve may need to be updated and made more prominent.

TRENDS & CONDITIONS

While there is a substantial negative trend in the recruitment process of people who identify as visible minorities, the resulting percentage of hires who identify as visible minorities is quite close to reflecting the local labour market availability. Further investigation could reveal whether and where there are biases in the recruitment process that disadvantage visible minorities.

The starkest hiring trend occurs in hires that are made without interviews for visible minorities. Further investigation could help explain this trend.

Another substantive value is that the percentage of applicants with disabilities is much lower than the provincial labour market availability.

Data Limitations

The Hireserve data collected relies on self-identification, and it may not reflect the full diversity of Selkirk College job applicants.

Further, we cannot make a statement about the job applicant sample representing the labour force population, unless information about applicants' geographic location is collected and applicants who apply for multiple positions are omitted from the analysis. Put another way, we cannot imply that the sample represents the local labour force without data to this effect.

While the data currently being collected through Hireserve can help paint a picture of equity in Selkirk College's recruitment and selection process, they do not give us any information about retention of marginalized employees.

Disability Identification

Another substantial gap is in the comparison of those who identify as having a disability in the Selkirk College recruitment process versus those who identify as having a disability in the labour market. This low rate of disclosure should not necessarily be interpreted to mean that so few applicants have disabilities. As Jain-Link and Kennedy (2019) write:

“In the Center for Talent Innovation's 'Disabilities and Inclusion' study, we discovered that a full 30% of the professional workforce fits the current federal definition of having a disability – and the majority are keeping that status a secret. Only 39% of employees with disabilities have disclosed to their manager. Even fewer have disclosed to their teams (24%) and HR (21%). Almost none (4%) have revealed their disability to clients.”

While it may be commonplace for people to not identify their disabilities to their employers, it is not without costs. Jain-Link and Kennedy (2019) found that “employees with disabilities who disclose to most people they interact with are more than twice as likely to feel regularly happy or content at work than employees with disabilities who have not disclosed to anyone (65% versus 27%). They are also less likely to regularly feel nervous or anxious (18% versus 40%) or isolated (8% versus 37%).” Henneborn (2021) found that “employees who do disclose their disability at work are 30% more engaged – in terms of career satisfaction and aspirations, confidence, and a sense of belonging – than those who don't.”

We should not assume that the gap in applicants with disabilities can be fully explained by the disclosure limitation; we should renew our commitment to understanding people with disabilities and learning how to best include them. This work may include partnering with local agencies that support people with disabilities and redesigning processes to reduce barriers.

Recommendations

It is recommended to add additional categories to the college's data collection through Hireserve, including other key demographic categories such as gender, sexuality, and residency status. In addition, standardizing the answers would assist in more accurately measuring equity in employee recruitment and selection. For example, making EDI-related questions mandatory with the range of possible answers including “yes,” “no,” and “prefer not to answer.”

Further analyses could look at:

- Exploring additional categories such as appointment type (e.g., FTE, and short-term versus permanent) and employee group (e.g., exempt, PPWC, SCFA).
- Exploring a weighted average of visible minorities using the current rate at which the college recruits outside of the region.

Overall, it is recommended that the college continue to track these statistics overtime to explore trends in employee recruitment and selection. Engaging with employees, whether through focus groups or the employee climate survey, could also provide further qualitative context. Importantly, there is a culture shift needed in the identification of disabilities, and long-term programs and initiatives are encouraged to support this change.

Conclusion

This report is the first step in analyzing EDI employment data. While more digging is needed, the top emergent challenges have been identified through this process. The good news is that total hire rates for Indigenous candidates and visible minorities are very close to the regional numbers for labour force availability. The other good news is that we have a starting point for further data collection, analysis, discussion and action.

References

Government of Canada. (2007, July 1). *Employment equity groups*. <https://www.canada.ca/en/public-service-commission/services/appointment-framework/employment-equity-diversity/employment-equity-groups.html>

Henneborn, L. (2021, June 28). Make it safe for employees to disclose their disabilities. *Harvard Business Review*. <https://hbr.org/2021/06/make-it-safe-for-employees-to-disclose-their-disabilities>

Jain-Link, P., & Kennedy, J. T. (2019, June 3). Why people hide their disabilities at work. *Harvard Business Review*. <https://hbr.org/2019/06/why-people-hide-their-disabilities-at-work>

Appendix 1: Employment Equity Groups – Labour Market Availability

Employment Equity Groups: Labour Market Availability

This Selkirk Innovates data provision report provides information about the labour market availability in the Selkirk College region as it relates to the four Employment Equity Groups: Indigenous Peoples, visible minorities, persons with disabilities, and women.¹

These data were requested by Marta Abel on July 11, 2023 and provided by Leeza Perehudoff on July 24, 2023. See the accompanying spreadsheet for full data tables.

Data Notes

These data are from the [2021 Census of Population](#) and the [2017 Canadian Survey on Disability](#).

Statistics Canada uses random rounding in census data to ensure that the confidentiality of census respondents is protected. Values within census datasets are rounded up or down to a multiple of 5 or 10. Each individual value is rounded and therefore the total value for the category may not add up to the sum of the individual values. Random rounding occurs each time data are pulled from the Statistics Canada website. Values in the same data set accessed at different times may therefore differ slightly.²

For the purposes of this report, the labour force population is defined as persons ages 15 to 64. Data for this population are reported for the Selkirk College region, or, a subset of communities where data are unavailable for the whole region. For comparison, some values are presented for the Columbia Basin-Boundary Region or British Columbia.³

¹ Government of Canada. (2007). Employment Equity Groups. <https://www.canada.ca/en/public-service-commission/services/appointment-framework/employment-equity-diversity/employment-equity-groups.html>

² Statistics Canada. (2022). *Data tables, 2021 Census of Population*. <https://www12.statcan.gc.ca/census-recensement/2021/dp-pd/dt-td/about.cfm#rr-aa>

³ The Columbia Basin-Boundary Region includes the Regional Districts of Kootenay Boundary, Central Kootenay, and East Kootenay, as well as Columbia-Shuswap Regional District Electoral Areas A & B, the Town of Golden, the City of Revelstoke, and the Village of Valemount.

The Selkirk College region includes the following geographies.^{4 5} (An asterisk indicates where only a small portion of the geography is included.)

- Castlegar
- Central Kootenay A *
- Central Kootenay C *
- Central Kootenay D
- Central Kootenay E
- Central Kootenay F
- Central Kootenay G
- Central Kootenay H
- Central Kootenay I
- Central Kootenay J
- Central Kootenay K
- Fruitvale
- Grand Forks
- Greenwood
- Kaslo
- Kootenay Boundary A
- Kootenay Boundary B / Lower Columbia-Old-Glory
- Kootenay Boundary C / Christina Lake
- Kootenay Boundary D / Rural Grand Forks
- Kootenay Boundary E / West Boundary
- Midway
- Montrose
- Nakusp
- Nelson
- New Denver
- Rosland
- Salmo
- Silverton
- Slocan
- Trail
- Warfield

Indigenous Peoples

Of the labour force population in the Selkirk College region, 1,750 people (3.4%) identify as Métis and 1,185 people (2.3%) identify as First Nations (see **Figure 1**, **Table 1**, and **Table 2**).^{6 7}

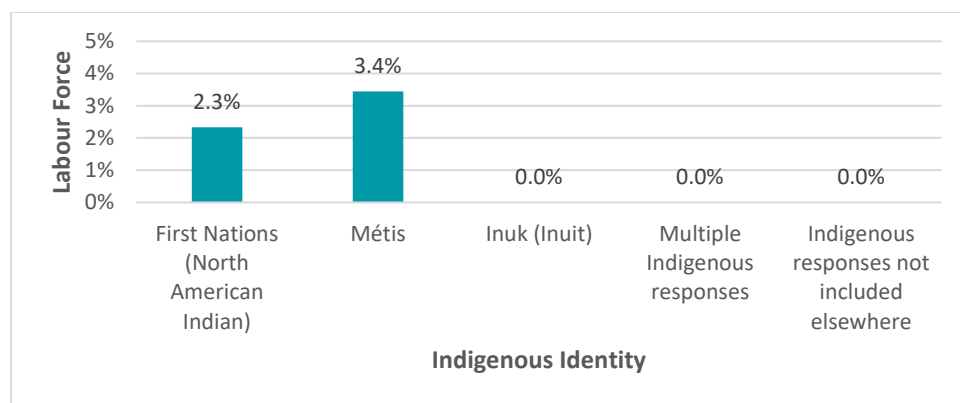


Figure 1: Percent of labour force population (%) by Indigenous identity in the Selkirk College region, 2021

⁴ BC Stats. (2004). *BC college region boundaries* [Data set]. BC Data Catalogue. <https://catalogue.data.gov.bc.ca/dataset/bc-college-region-boundaries>

⁵ BC Stats. (2016). *Current census subdivision boundaries* [Data set]. BC Data Catalogue. <https://catalogue.data.gov.bc.ca/dataset/current-census-subdivision-boundaries>

⁶ Statistics Canada. (2022). *Indigenous identity by Registered or Treaty Indian status: Canada, provinces and territories, census divisions and census subdivisions* (Table 98-10-0266-01) [Data set]. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810026601>

⁷ Statistics Canada. (2022). *Indigenous identity*. <https://www12.statcan.gc.ca/census-recensement/2021/ref/dict/az/Definition-eng.cfm?ID=pop001>

Table 1: Count of labour force population (#) by employment age cohort and Indigenous Identity in the Selkirk College region, 2021

Age Cohort	First Nations (North American Indian)	Métis	Inuk (Inuit)	Multiple Indigenous responses	Indigenous responses not included elsewhere	Total Indigenous identity	Total population
15 to 19	165	260	0	0	0	440	3,865
20 to 24	150	175	0	0	0	350	3,045
25 to 34	315	395	0	0	0	770	8,855
35 to 44	205	245	0	0	0	545	10,565
45 to 54	190	285	0	0	0	595	10,450
55 to 64	160	390	0	0	0	590	14,025
Total Labour Force	1,185	1,750	0	0	0	3,290	50,805

Table 2: Percent of labour force population (%) by employment age cohort and Indigenous identity in the Selkirk College region, 2021

Age Cohort	First Nations (North American Indian)	Métis	Inuk (Inuit)	Multiple Indigenous responses	Indigenous responses not included elsewhere	Total Indigenous identity
15 to 19	0.3%	0.5%	0.0%	0.0%	0.0%	0.9%
20 to 24	0.3%	0.3%	0.0%	0.0%	0.0%	0.7%
25 to 34	0.6%	0.8%	0.0%	0.0%	0.0%	1.5%
35 to 44	0.4%	0.5%	0.0%	0.0%	0.0%	1.1%
45 to 54	0.4%	0.6%	0.0%	0.0%	0.0%	1.2%
55 to 64	0.3%	0.8%	0.0%	0.0%	0.0%	1.2%
Total Labour Force	2.3%	3.4%	0.0%	0.0%	0.0%	6.5%

In the Columbia Basin-Boundary Region, 4.2% of the labour force identify as Métis and 3.1% identify as First Nations (Figure 2). Similarly, in British Columbia, 3.7% of the labour force identify as First Nations and 2.0% identify as Métis (Figure 3).

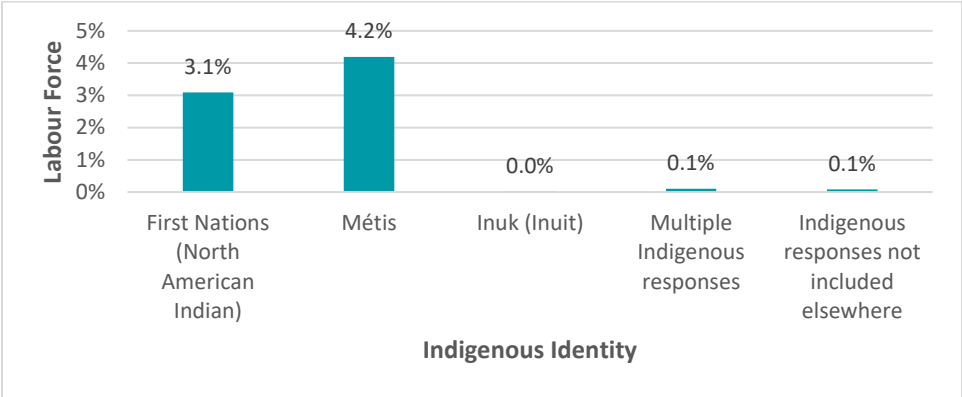


Figure 2: Labour force population (ages 15 to 64) by Indigenous identity (%) in the Columbia Basin-Boundary Region, 2021

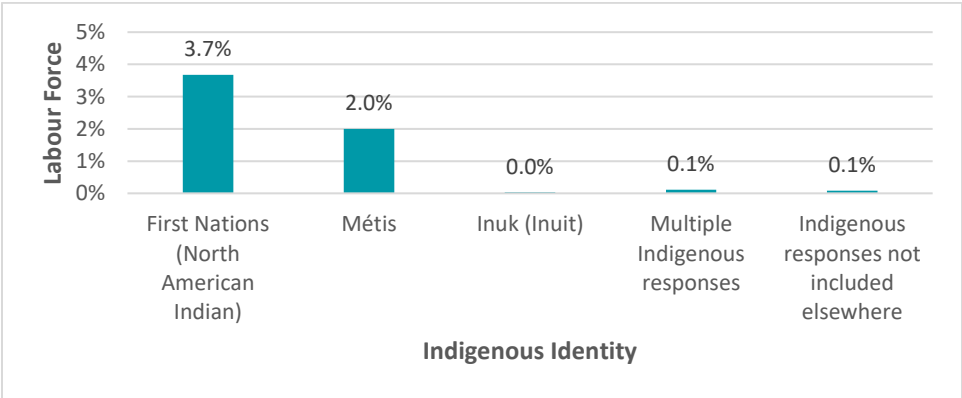


Figure 3: Labour force population (ages 15 to 64) by Indigenous identity (%) in British Columbia, 2021

Visible Minorities

Of the labour force population in Trail, Castlegar, Nelson, and Central Kootenay H (subset of Selkirk College region), 1,745 people (8.8%) reported being a visible minority (**Figure 4, Table 3, and Table 4**).^{8, 9}

¹⁰ When examined by gender, 775 men+ (3.9%) and 965 women+ (4.8%) reported being a visible minority (**Figure 5**). The largest visible minorities groups being reported in the labour force population are South Asian (3.3%), Filipino (0.9%), and Chinese (0.9%) (**Figure 6 and Table 5**).¹¹ See the accompanying spreadsheet for regional district and provincial data.

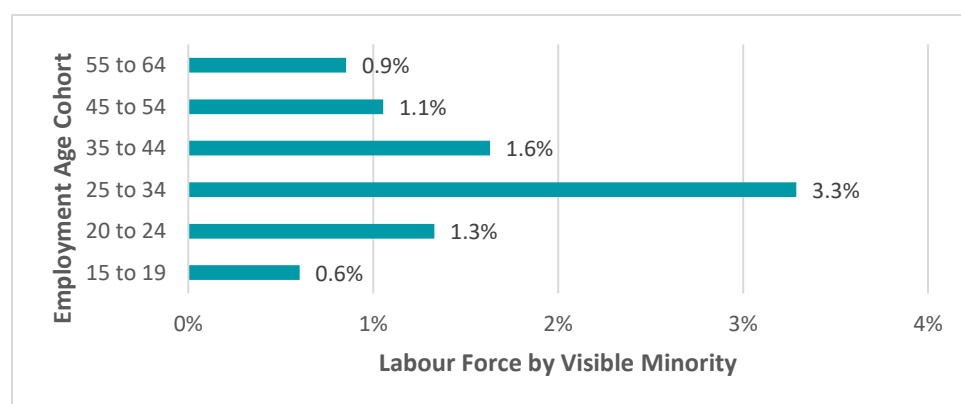


Figure 4: Labour force population by total visible minority and employment age cohort (%) in Trail, Castlegar, Nelson, and Central Kootenay H, 2021

Table 3: Count of labour force population (#) by employment age cohort and visible minority in Trail, Castlegar, Nelson, and Central Kootenay H, 2021

Age Cohort	Men+	Women+	Total Visible Minorities	Total Population
15 to 19	75	50	120	1,585
20 to 24	125	140	265	1,405
25 to 34	285	365	655	4,095
35 to 44	120	200	325	4,405
45 to 54	90	120	210	4,010
55 to 64	80	90	170	4,420
Total Labour Force	775	965	1,745	19,920

⁸ Statistics Canada. (2022). *Visible minority by gender and age: Census subdivisions with a population of 5,000 or more* (Table 98-10-0352-03) [Data set]. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810035203>

⁹ Statistics Canada aggregated non-binary and transgender persons into the two categories of gender: ‘men+’ and ‘women+'. See *Filling the gaps: Information on gender in the 2021 Census* for more.

¹⁰ Statistics Canada. (2022). *Visible minority*. <https://www12.statcan.gc.ca/census-recensement/2021/ref/dict/az/Definition-eng.cfm?ID=pop127>

¹¹ The acronym ‘n.i.e.’ means not included elsewhere.

Table 4: Percent of labour force population (%) by employment age cohort and visible minority in Trail, Castlegar, Nelson, and Central Kootenay H, 2021

Age Cohort	Men+	Women+	Total Visible Minorities
15 to 19	0.4%	0.3%	0.6%
20 to 24	0.6%	0.7%	1.3%
25 to 34	1.4%	1.8%	3.3%
35 to 44	0.6%	1.0%	1.6%
45 to 54	0.5%	0.6%	1.1%
55 to 64	0.4%	0.5%	0.9%
Total Labour Force	3.9%	4.8%	8.8%

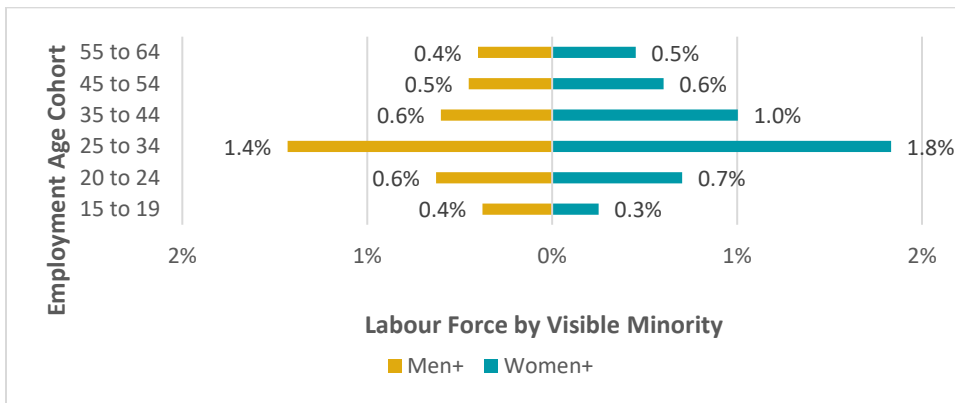


Figure 5: Labour force population by total visible minority, employment age cohort, and gender (%) in the Columbia Basin-Boundary Region

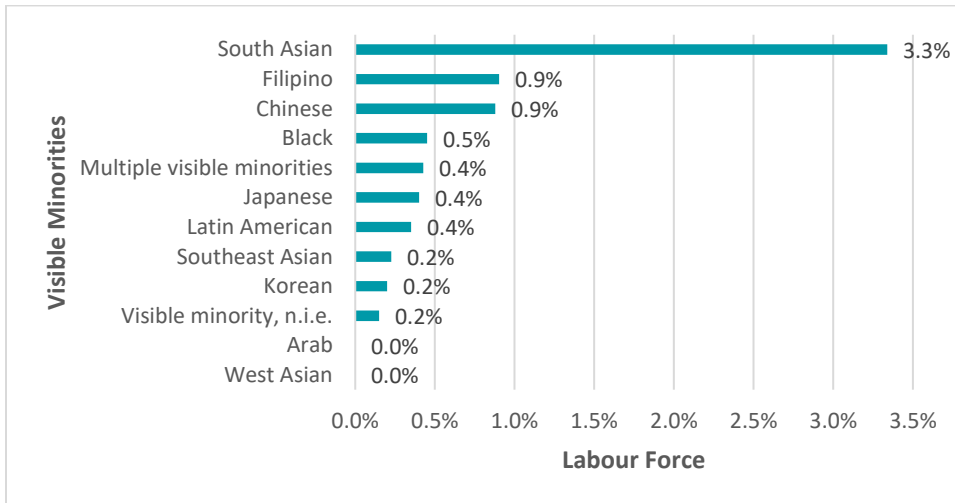


Figure 6: Labour force population (ages 15 to 64) by visible minority (%) in Trail, Castlegar, Nelson, and Central Kootenay H, 2021

Table 5: Count and percentage (# and %) of labour force population by visible minority in Trail, Castlegar, Nelson, and Central Kootenay H, 2021

Visible Minority	Labour Force Population (#)	Labour Force Population (%)
South Asian	665	3.3%
Filipino	180	0.9%
Chinese	175	0.9%
Black	90	0.5%
Multiple visible minorities	85	0.4%
Japanese	80	0.4%
Latin American	70	0.4%
Southeast Asian	45	0.2%
Korean	40	0.2%
Visible minority, n.i.e.	30	0.2%
Arab	0	0.0%
West Asian	0	0.0%
Total labour force by visible minority	1,745	8.8%

Ethnic or Cultural Origin

In addition to data on visible minorities, the Census of Population also reports on ethnic or cultural origin.¹² Of the labour force population in Trail, Castlegar, Nelson, and Central Kootenay H, the majority report European origins (16,270 people/81.7%), followed by other North American origins (2,270 people/13.9%), and Asian origins (1,630/8.2%) (**Figure 7** and **Table 6**).¹³ ¹⁴ See the accompanying spreadsheet for full breakdown by age cohort and for regional district and provincial data.

¹² Statistics Canada. (2022). *Ethnic or cultural origin*. <https://www12.statcan.gc.ca/census-recensement/2021/ref/dict/az/Definition-eng.cfm?ID=pop030>

¹³ Statistics Canada. (2022). *Ethnic or cultural origin by gender and age: Canada, provinces and territories and census subdivisions with a population 5,000 or more* (Table 98-10-0358-01) [Data set]. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810035801>

¹⁴ The calculated total exceeds the sum of categories provided by Statistics Canada because single and multiple origin responses are included. See [Ethnic or cultural origin: Single or multiple response indicator](#) for more.

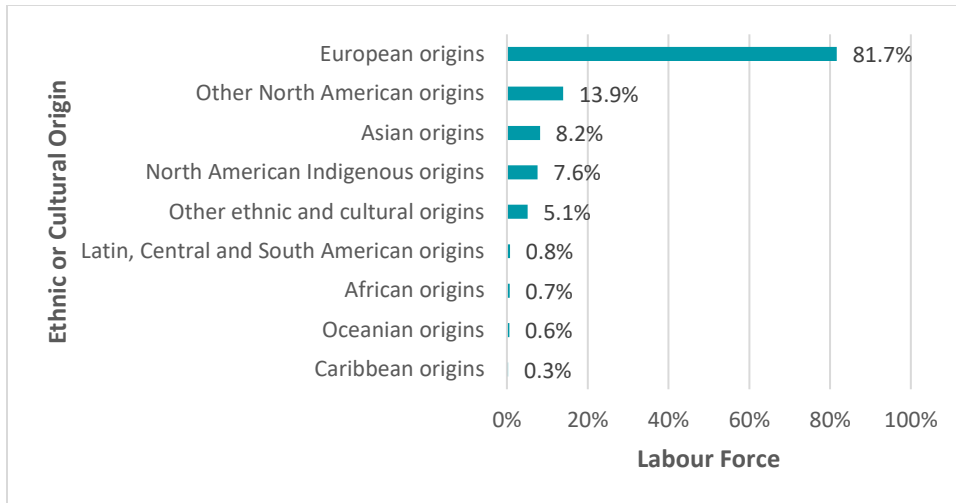


Figure 7: Labour force population (ages 15 to 64) by ethnic or cultural origin (%) in Trail, Castlegar, Nelson, and Central Kootenay H, 2021

Table 6: Count and percentage (# and %) of labour force population by ethnic or cultural origin in Trail, Castlegar, Nelson, and Central Kootenay H, 2021

Ethnic or Cultural Origin	Labour Force Population (#)	Labour Force Population (%)
North American Indigenous origins	1,515	7.6%
Other North American origins	2,770	13.9%
European origins	16,270	81.7%
Caribbean origins	65	0.3%
Latin, Central and South American origins	150	0.8%
African origins	135	0.7%
Asian origins	1,630	8.2%
Oceanian origins	115	0.6%
Other ethnic and cultural origins	1,015	5.1%
Total labour force by ethnic or cultural origin	23,665	118.8%

Persons with Disabilities

The Canadian Survey on Disability reports that in 2017, persons with disabilities accounted for 20.5% of the total labour force population in BC (**Table 7** and **Table 8**).¹⁵

Table 7: Count of labour force population by persons with disabilities, age cohort, and sex (#), BC, 2017

Age Cohort	Male Count (#)	Female Count (#)	Total Persons with Disabilities Count (#)	Total Population
15 to 24 years	32,380	38,350	70,730	529,270
25 to 44 years	88,970	111,550	200,520	1,166,100
45 to 64 years	152,790	190,580	343,370	1,303,670
Total Labour Force	274,140	340,480	614,630	2,999,040

Table 8: Percent of labour force population by persons with disabilities, age cohort, and sex (%), BC, 2017

Age Cohort	Male Percent (%)	Female Percent (%)	Total Persons with Disabilities Percent (%)
15 to 24 years	1.1%	1.3%	2.4%
25 to 44 years	3.0%	3.7%	6.7%
45 to 64 years	5.1%	6.4%	11.4%
Total Labour Force	9.1%	11.4%	20.5%

¹⁵ Statistics Canada. (2018). *Persons with and without disabilities aged 15 years and over, by age group and sex, Canada, provinces and territories* (Table 13-10-0374-01) [Data set]. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=1310037401>

Gender

The labour force population in the Selkirk College region has a 1:1 ratio of men+ to women+, with the largest employment age cohort being the 60 to 64 years category (see **Figure 8**, Table, and Table).¹⁶ See the accompanying spreadsheet for regional and provincial data.

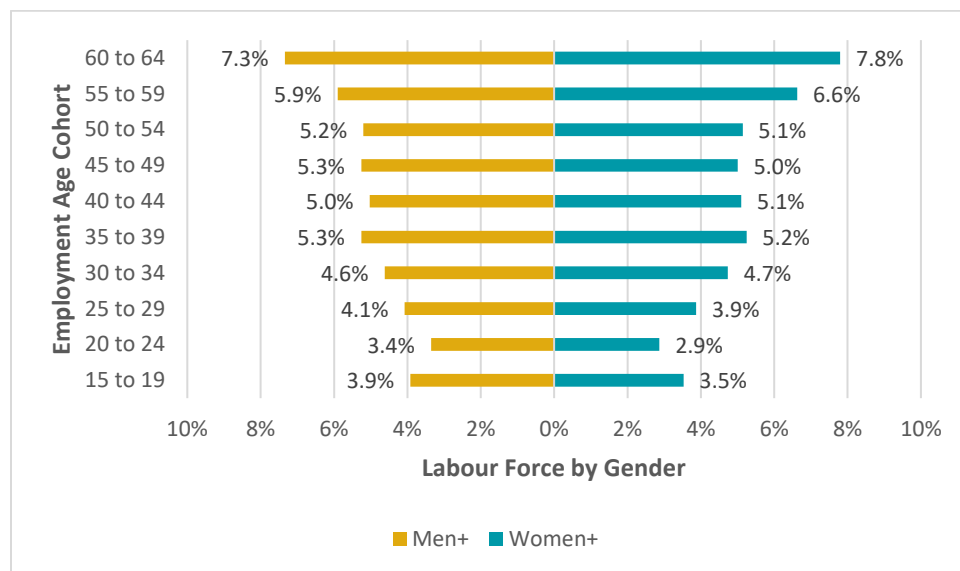


Figure 8: Labour force by employment age cohort and gender, Selkirk College region, 2021

Table 9: Count of labour force population (#) by employment age cohort and gender, Selkirk College region, 2021

Age Cohort	Men+	Women+	Total - Gender
15 to 19	2,020	1,820	3,855
20 to 24	1,730	1,480	3,185
25 to 29	2,100	1,995	4,140
30 to 34	2,380	2,440	4,820
35 to 39	2,710	2,705	5,410
40 to 44	2,590	2,630	5,240
45 to 49	2,710	2,580	5,310
50 to 54	2,680	2,650	5,330
55 to 59	3,040	3,415	6,460
60 to 64	3,785	4,020	7,795
Total Labour Force	25,745	25,735	51,545

¹⁶ Statistics Canada. (2022). *Age (in single years), average age and median age and gender: Canada, provinces and territories, census divisions and census subdivisions* (Table 98-10-0022-01) [Data set]. <https://www150.statcan.gc.ca/t1/tbl1/en/tv.action?pid=9810002201>

Table 10: Percent of labour force population (%) by employment age cohort and gender, Selkirk College region, 2021

Age Cohort	Men+	Women+
15 to 19	3.9%	3.5%
20 to 24	3.4%	2.9%
25 to 29	4.1%	3.9%
30 to 34	4.6%	4.7%
35 to 39	5.3%	5.2%
40 to 44	5.0%	5.1%
45 to 49	5.3%	5.0%
50 to 54	5.2%	5.1%
55 to 59	5.9%	6.6%
60 to 64	7.3%	7.8%
Total Labour Force	49.9%	49.9%