

# OPEN SESSION AGENDA

Tuesday, January 28, 2025

4:30 p.m. – 6:10 p.m.

Staff Lounge, **Castlegar Campus** /Teams

# BOARD OF GOVERNORS

## BOARD MEMBERS EXPECTED:

Margaret Sutherland, Chair	Amed Naqvi, Vice Chair
Christy Anderson	John Dutton
Debbie Bird	Ken Wyllie
Thompson Hickey	Mary Austin
Bronwyn Krause	Kim Pham
Udayveer Miglani	Abina Thomas
Darcy Falkenhagen, EdCo Chair	Maggie Matear, President

## REGRETS:

## LEADERSHIP TEAM MEMBERS EXPECTED:

Taya Whitehead, VP Education & Students  
Lareena Rilkoff, VP College Services  
Brier Albano, Associate VP Student Success  
Stacey Matthews, Executive Director of HR  
Andrea Hall, Interim Director Finance  
James Heth, Registrar

## OBSERVERS EXPECTED:

Gerald Lightburn, PPWC  
Ken Laing, SCFA

## GUESTS EXPECTED:

Marta Abel, People, Culture & Organizational Development Advisor  
Leeza Perehudoff, Research Assistant

TIME	TOPIC	SPEAKER	OUTCOME
4:30	1. MEETING OPENING	Gerry Rempel	
	2. TERRITORIAL ACKNOWLEDGEMENT	John Dutton	
	3. ADDITIONS TO THE OPEN SESSION AGENDA OF JANUARY 28, 2025	Margaret Sutherland	
	4. ADOPTION OF THE OPEN SESSION AGENDA OF JANUARY 28, 2025	Margaret Sutherland	<b>Motion to adopt</b>
	5. ADOPTION OF THE CONSENT AGENDA OF JANUARY 28, 2025 <ul style="list-style-type: none"><li>Draft Open Session Minutes of November 26, 2024</li><li>Submission to the Standing Committee on Citizenship and Immigration</li><li>Minister Marc Miller's reply letter 2024-01339644</li><li>Letter to Minister Kang Nov. 29<sup>th</sup>, 2024</li><li>Minister Kang's reply letter Dec. 24, 2024</li><li>Enrolment Dashboard – January 2025</li><li>EdCo Report – January 2025</li><li>Draft Finance &amp; Audit Committee Minutes of January 20, 2025</li><li>Draft Governance Committee Minutes of January 20, 2025</li><li>Draft Policy E 10 – Primary Ends</li></ul>	Margaret Sutherland	<b>Motion to adopt</b>
4:40	6. EQUITY, DIVERSITY AND INCLUSION (Strategic Plan Dimension #3) <ul style="list-style-type: none"><li>Equity in Employee Recruitment &amp; Selection Report 2024</li></ul>	Marta Abel Leeza Perehudoff	Information
4:50	7. PRESENTATION <ul style="list-style-type: none"><li>Legal Liability Training</li></ul>	Amed Naqvi Ken Wyllie	Information

5:20	8. PRESIDENT'S REPORT (Strategic Plan Dimension #3)	Maggie Matear	Information
5:25	9. TUITION FEE REPORT (Strategic Plan Dimension #1)	Brier Albano	Information
5:35	10. TUITION FEE BYLAW (Strategic Plan Dimension #1) <ul style="list-style-type: none"> <li>• Notice of (February) motion</li> </ul>	James Heth	Information
5:45	11. QUARTERLY FORECAST REPORT (Strategic Plan Dimension #1)	Andrea Hall	Update
	12. BUDGET PLANNING 2025-26 (Strategic Plan Dimension #1)	Andrea Hall	Update
5:55	13. FOUNDATION BOARD INTEREST (Strategic Plan Dimension #1)	Maggie Matear	Information
6:00	14. BOARD CHAIR'S REPORT	Margaret Sutherland	Information
	15. MEMBERS' REPORT	All Board members	Information
	16. STUDENTS' REPORT	Student Board member(s)	Information
6:10	17. CLOSED SESSION	Board Chair	<b>Motion to move into the closed session</b>

### STRATEGIC PLAN DIMENSIONS:

1. Sustainability: Seven Generations and Beyond
2. Focus: Transformative, Distinctive Education
3. Deliver: A High Performance, High-Support Organization
4. Impact: Innovation for Thriving Communities

### EVENTS INFORMATION:

Donor Tea, Saturday, Feb. 8<sup>th</sup> at 2 pm Mary Hall, Tenth Street Campus

Mir Lecture with Carol Off, Wednesday, Feb. 12<sup>th</sup> at 7 pm, Brilliant Cultural Centre (ticketed event)

Nursing Health Fair, Thursday, February 13<sup>th</sup> at 10 am, The Pit, Castlegar Campus

Real Deadly Run Club, Monday, March 3<sup>rd</sup> at 5:30 pm, Lakeside Park Flagpole, Nelson

Voices & Vibes, Monday, March 3<sup>rd</sup> at 7:30 pm Shambhala Performance Hall, Tenth Street Campus (ticketed event)

### STUDENT INSTAGRAM PROGRAM ACCOUNTS

<https://www.instagram.com/selkirkcollegemusic/>

[https://www.instagram.com/ksa\\_textiles/](https://www.instagram.com/ksa_textiles/)

<https://www.instagram.com/selkirkcollegedfab/>

[https://www.instagram.com/ksa\\_clay/](https://www.instagram.com/ksa_clay/)

<https://www.instagram.com/selkirkcollegedigitalarts/>

## OPEN SESSION MINUTES

Tuesday, November 26, 2024

4:30 p.m. – 6:30 p.m.

Staff Lounge, Castlegar Campus /Teams

# BOARD OF GOVERNORS

### BOARD MEMBERS PRESENT:

Margaret Sutherland, Chair    Amed Naqvi, Vice Chair  
Christy Anderson                John Dutton  
Debbie Bird                        Ken Wyllie  
Thompson Hickey                Abina Thomas  
Bronwyn Krause  
Maggie Matear, President    Darcy Falkenhagen, EdCo Chair

### REGRETS:

Kim Pham  
Mary Austin  
Udayveer Miglani

### LEADERSHIP TEAM MEMBERS PRESENT:

Taya Whitehead, VP Education & Students  
Brier Albano, Associate VP Student Success  
Stacey Matthews, Executive Director of HR  
Andrea Hall, Interim Director Finance  
Nick Howald, CIO  
James Heth, Registrar  
Tiffany Snauwaert, Dean  
Donna Drover, Director Facilities & Business Services  
Terri MacDonald, Director Selkirk Innovates  
Tracy Punchard, Dean

### OBSERVERS PRESENT:

Gerald Lightburn, PPWC  
Ken Laing, SCFA

### GUESTS:

Marianne Walsh, IT Services Manager  
Claire Philipson, Digital Comms Coordinator

### TOPIC

1. MEETING OPENING
  - Elder Rick Desautel opened the meeting in a good way.
2. TERRITORIAL ACKNOWLEDGEMENT
  - Board member Ken Wyllie provided the territorial acknowledgement.
3. ADDITIONS TO THE OPEN SESSION AGENDA OF NOVEMBER 26, 2024
  - There were no additions to the agenda of November 26, 2024.
4. ADOPTION OF THE OPEN SESSION AGENDA OF NOVEMBER 26, 2024

**Motion:** “To adopt the open session agenda of November 26, 2024 as circulated.”

*Carried*

5. ADOPTION OF THE CONSENT AGENDA OF NOVEMBER 26, 2024

- Draft Open Session Minutes of October 22, 2024
- Draft Finance & Audit Committee Minutes of October 22, 2024
- Draft Governance Committee Minutes of November 1, 2024
- Board policy GP30 Purpose, Roles, Responsibilities, Authority (Highlighted edits recommended by the Governance Committee Nov. 1<sup>st</sup>)
- Letter to Hon. Minister Marc Miller dated October 25, 2024
- Response letter to Nelson4Palestine Members dated October 25, 2024.
- Enrolment Dashboard – November 2024
- EdCo Report – November 2024

The request was made to pull out the Letter to Hon. Minister Marc Miller dated October 25, 2024 for further discussion.

**Motion:** “To adopt the consent agenda of November 26, 2024 as amended.”

*Carried*

6. CONFLICT OF INTEREST

- The President’s presentation included: Conflict of interest definition, examples, risks, managing conflicts of interest, member responsibilities.
- The presentation slides and the Board Members’ Code of Conduct Policy (GP 100) and Bylaws (GP 200) will be added to the Board's resources files in Teams.

7. LETTER TO HON. MINISTER MARC MILLER DATED OCTOBER 25, 2024 (Consent agenda item)

- Board member K. Wyllie stated he appreciated these issues being confronted by leadership and staff and suggested sharing this letter with the college community.
- The President will ask for the letter to be added to the weekly college newsletter.

8. PRESENTATION

- New Strategic Plan
- Suggested one small change to the Vision Statement: Change “we’re” to “we are”.

**Motion:** “To adopt the new Strategic Plan 2025-2040, incorporating the change to the Vision Statement.”

*Carried*

9. PRESIDENT’S REPORT

- No questions were raised regarding the circulated report.
- The President highlighted:
  - The College received the Castlegar Chamber of Commerce Green Award for 2024.
  - The new Immigration, Refugees and Citizenship Canada (IRCC) policy negatively affects colleges in the education hierarchy. Board members were encouraged to share stories within their communities describing how this will impact our students.
  - The recent Sinixt Medicine Camp was attended by members of the leadership team, faculty and staff

#### 10. FALL HEAD COUNT AND FTE REPORT

- The Associate VP Student Success commented on the circulated report:
  - The current enrollment report does not yet reflect the negative impacts of the recent IRCC policy changes from November. These effects are anticipated in year-over-year comparisons moving forward.
  - While there has been a decline in international applications for the four programs with suspended spring or fall semester intakes, domestic enrollment trends are positive, although not sufficient to offset the international student shortfall.
  - Non-credit enrolment (ex., Learning in retirement) is now included in both FTE and headcount metrics.

#### 11. QUARTERLY FINANCIAL REPORT

- The interim Director of Finance reviewed the actual and forecast reports for Q3, noting:
  - The initial forecast of a \$2.4M deficit at year-end has been reduced to a \$2.1M deficit.
  - The Finance Team is working with the Ministry to predict next year's deficit of \$6-8M
  - Discussion ensued on the impact of the IRCC policy and a sustained deficit for Selkirk College and the sector

#### 12. BUDGET PLANNING 2025-26

- The interim Director of Finance stated the budgeting process began last month. Revenue and expense budgets were sent to each budget officer for review, followed by payroll budgets all to be returned to Finance by Dec. 6<sup>th</sup> for review by the Executive Leadership Committee.

#### 13. EQUITY, DIVERSITY AND INCLUSION

- Equity in Employee Recruitment & Selection Report 2024
- Deferred to the January 28, 2025 meeting.

#### 14. BOARD MEMBER AWARD NOMINATIONS

- The President explained the awards: Distinguished Educator, Distinguished Alumni, Honorary Diploma
- Board members are encouraged to nominate community members if they wish
- Awards can be given posthumously

#### 15. BOARD CHAIR'S REPORT

- A verbal report of the past month's activities was provided:
  - Attended the Music Faculty performance
  - Participated in the media training workshop
  - Met with two potential board members – thanks to the Governance Committee for putting the names forward.

#### 16. MEMBERS' REPORT

- Looking forward to the Gala
- Enjoyed the media training workshop, found it effective, professional
- Attended the Intercultural Fair on the Tenth Street Campus

#### 17. STUDENTS' REPORT

- Positive feedback from students following the Intercultural Fair
- Enjoyed the Selkirk TEDx presentation
- WIFI connectivity on campus an issue for some students.

18. CLOSED SESSION

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

*Carried*

Submission to the Standing Committee on Citizenship and Immigration  
Impact of Recent Post Graduate Work Permit (PGWP) Reforms on Selkirk College  
and the West Kootenay and Boundary Regions

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## 1. Selkirk College Overview

Selkirk College is a public postsecondary institution in the southeast interior of British Columbia, serving the rural West Kootenay and Boundary regions.

Key facts:

- The college serves a catchment area of 95,000 people distributed across 8,200 square kilometres
- 2200 full-time equivalent students attend programs at 10 campuses and learning centres in Castlegar, Nelson, Trail, Grand Forks, Kaslo and Nakusp.
- It offers programs in nursing, trades, early childhood education, tourism and hospitality, environmental studies and business among others.

For over 50 years, Selkirk College has played a vital role in the region's education system, supporting training and labour market needs, economic growth and community development.

Selkirk College is an economic engine for the area, contributing over \$417M annually<sup>1</sup> to the regional economy. It offers a wide range of programs to learners across multiple campuses and learning centres. In addition to upgrading and university transfer programs, the college provides training directly linked to regional labour market needs, including health, trades, business, tourism and forestry.

## 2. Benefits of Bringing International Students to Selkirk College and the Region

The ability to attract and retain international students to our region has generated two key benefits: diversification of the college student body; and ability to better address labour market needs. <sup>2</sup>

BC's southeastern interior is facing significant labour force challenges due to its aging population. The Government of Canada estimates that without immigration, the population of this area will drop by 6% overall, with a 7.8% drop in working age adults (currently, 27% of the population is aged 65 or over)<sup>3</sup>.

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<sup>1</sup> EMSI Economic Impact Analysis of Selkirk College, 2019.

<sup>2</sup> NewtoBC (2023). Immigrant Demographics Castlegar, Nelson and Trail, BC. <https://newtobc.ca/wp-content/uploads/2024/03/2023-NewToBC-WestKootenay-DemoProfile-WEB-FINAL-1.pdf>

<sup>3</sup> Government of Canada (2022). Immigration Matters. <https://www.canada.ca/en/immigration-refugees-citizenship/campaigns/immigration-matters/local-economies/west-kootenay.html>

## 2.1 Diversification of the college student body and the region

We know that the cultural enrichment brought by immigrants enhances community vibrancy, leading to broader perspectives and global connections. Moreover, immigrants often bring new ideas, diverse skill sets, and international networks, fostering innovation and skill development in local industries. By embracing diversity and immigration, rural communities position themselves for long-term growth and sustainability, adapting to changing economic conditions and creating more resilient local economies.

In 2021, the newcomer population of the three largest cities in the area –Castlegar, Nelson and Trail – was 11.4%, a smaller proportion of the population than in most B.C. municipalities. It is a significantly lower proportion than in Greater Vancouver (41.8%), and less than half the average for Canada (23%). Between 2016 and 2021, the region’s three major centres experienced relatively slow growth (3.8%) in their immigrant numbers.<sup>4</sup>

To support diversification and attraction of newcomers over the past decade, Selkirk College has attracted thousands of students from India, China, the Philippines, Nigeria, Ghana and Peru, among other countries. Many of the students who graduate from the college stay in the region, contributing their energy, passion and unique global perspectives to our businesses, organizations and communities.

## 2.2 Labour market needs

International enrolment at Selkirk College has increased over the past decade, reaching 25-30% of Selkirk College’s full-time equivalent students. At the same time, the number of domestic students attending the college has dropped, a development partly influenced by changes in the region’s population structure. These changes are driven by low birthrates and longer life expectancies, exacerbated by rural-specific issues like the out-migration of youth and in-migration of retirees.<sup>5</sup>

These rural and regional conditions have made the attraction and retention of newcomers –including students– crucial for community economic sustainability. The majority of international students who attend Selkirk College are interested in pursuing permanent residency, and many remain in the region after graduation.

Selkirk graduates play indispensable roles in building homes, staffing healthcare facilities, supporting the tourism industry, fostering business growth, and driving innovation in the region. Students who study at Selkirk College are more likely to stay and contribute to the local economy, which is vital for the region's sustainability.

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<sup>4</sup> NewtoBC (2023). Immigrant Demographics Castlegar, Nelson and Trail, BC. <https://newtobc.ca/wp-content/uploads/2024/03/2023-NewToBC-WestKootenay-DemoProfile-WEB-FINAL-1.pdf>

<sup>5</sup> Breen, S., Gibson, R., Markey, S., Lauzon, A. (Eds.). (2015). [State of rural Canada report](#). Canada Rural Revitalization Foundation.



### 3. Adherence to Provincial Guidelines for Accepting International Students

Unlike private, for-profit colleges, public post-secondary institutions like Selkirk College follow the provincial government's Education Quality Assurance (EQA) designation requirements. The college offers a range of student supports, activities and services that facilitate international learners' personal, social and academic development.

### 4. Impact of Recent PGWP Policy Changes

Recent changes to the Post-Graduation Work Permit (PGWP) program will negatively impact our region's ability to meet labour market needs and address aging population challenges. For example, the new policy restricts access to PGWP to only those who graduate from college programs identified in *national* labour market forecasts; no such restrictions have been placed on university graduates. Yet college graduates provide essential skills in sectors vital to the region's economy – many of which are not included in the national forecasts. If international students are unable to remain here, it will exacerbate labour shortages in critical regional sectors such as tourism, hospitality and early childhood education. The policy funnels international students toward universities in larger cities, leaving smaller communities—and the employers that rely on immigration to fuel growth—behind.

Due to the uncertain and evolving policy landscape, Selkirk College is facing a drop in international student applications by up to 80%. This will result in suspended programs and fewer options for domestic students, since without international learners, many programs and courses will lack sufficient enrolment to be viable.

The policy also lessens the value of college education relative to a university degree, setting back the parity of esteem that colleges have worked so hard to establish by graduating job-ready learners with applied skills. Moreover, the national discourse around this issue has damaged Canada's brand as a welcoming destination for international students, a development that may take years to recover from.

Many students come to Selkirk College for university transfer, i.e. they take one or two years of college courses that can then be transferred to university and applied to a degree program. Starting in college allows many students to start their postsecondary journey while living in smaller, less expensive communities, and they benefit from smaller class sizes and lower tuition. International learners who choose this path will now have to apply not only for the study permit they needed to start at Selkirk College, but also an additional study permit to transfer to university, or indeed, even to another college. The resulting uncertainty, processing time and expense creates additional barriers for international students, making a Canadian educational experience less attractive.

### 5. Conclusion

Respectfully, we request that Standing Committee members consider the following recommendations to the Government of Canada:

1. Align PGWP policies such that they support regional labour market needs, not just national needs. This will ensure that colleges can continue to meet the demand for skilled workers in rural economies and communities like those in the southeastern interior of BC.
2. Recognize the value of college degrees and diplomas from institutions like Selkirk College for post-graduate work permits, ensuring equitable treatment for both college and university graduates.
3. Exempt international students from having to apply for new study permits when transferring between BC-approved institutions.

Selkirk College is a public institution committed to providing students with exceptional learning experiences that prepare them to be changemakers in their communities. Our values include Care, Access, Respect and Excellence, and we practice those every day. We are not one of the “bad actors” or “diploma mills” that have exploited international students and created negative public perceptions of international enrolment.

We look forward to working with all levels of government to meet the needs of students – both domestic and international– as well as employers and communities in our region.

Selkirk College is a community college serving the West Kootenay and Boundary regions of southeastern BC. Its vision is to become Canada’s destination for learning and inquiry grounded in a sense of land and place.

The college acknowledges the traditional territories of the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa and the Secwépemc (Shuswap) Peoples.

Minister  
of Immigration,  
Refugees and Citizenship



Ministre  
de l'Immigration,  
des Réfugiés et de la Citoyenneté

Ottawa, Canada K1A 1L1

Margaret Sutherland  
Chair, Board of Governors  
Selkirk College  
msutherland2@selkirk.ca

2024-01339644

Dear Margaret Sutherland:

Thank you for your correspondence of October 25, 2024, regarding changes to the Post-Graduation Work Permit (PGWP) Program and the list of eligible fields. I appreciate the opportunity to respond to your concerns.

Canada values the significant social, cultural, and economic benefits that international students bring to the country. For those benefits to continue and to ensure that international students who arrive in Canada are set up for success, Immigration, Refugees and Citizenship Canada (IRCC) must tackle issues that have made some students vulnerable and have challenged the integrity of the International Student Program. This includes making sure the Department can manage the number of international students coming to Canada in a sustainable manner, while deterring any bad actors who pose a threat to the system.

IRCC had recently announced several measures that are meant to address these issues so that international students are better protected overall. This includes introducing an enhanced letter of acceptance verification process for post secondary designated learning institutions, implementing an intake cap on most study permit applications, and raising the cost-of-living financial requirement for study permit applicants.

On September 18, 2024, I announced upcoming changes to the PGWP Program so that it is better aligned with immigration goals and labour market needs. As of November 1, 2024, all PGWP applicants need to demonstrate a minimum language proficiency in English or French. Additionally, graduates from college programs and non-degree granting university programs will remain eligible for a PGWP of up to

**Canada** 

three years if they graduate from a field of study linked to occupations in long-term shortage. The list of eligible fields of study was posted on the Department's Website on October 4, 2024, to help prospective students make an informed decision about their programs of study.

These reforms were informed by a series of consultations held throughout the spring and summer of 2024, with officials from provincial and territorial ministries of education and immigration, as well as national education associations and other key stakeholders. The latest changes are intended to better calibrate the PGWP Program with permanent residence requirements, thereby supporting the successful integration of former international students into the labour market and improving opportunities for transition to permanent residence.

The list of more than 900 eligible fields of study on IRCC's Website recognizes the many important roles that college graduates fill in the labour market. This list also matches the occupational priorities for federal pathways to permanent residence as part of category-based selection in Express Entry, which is refreshed annually based on consultation with provinces and territories and the most recent labour market data.

Of note, to determine the PGWP eligible fields of study for public college graduates, IRCC worked in collaboration with Employment and Social Development Canada to map the list of occupations in Express Entry categories (i.e., 2021 National Occupation Classification system) to fields of study that correspond to the educational requirements of the given occupation (i.e., 2021 Classification of Instructional Programs system). The fields of study correspond with occupations in long-term shortage at a national level, including healthcare, trades, science, technology, engineering, mathematics, transport and agriculture.

Lastly, the PGWP is an open work permit, which means that holders have mobility rights across the country and there are other immigration streams that are better suited to meet regional labour needs. For example, the Provincial Nominee Program is designed to provide provinces and territories with the flexibility to introduce streams that target their specific labour market needs. For other significant but shorter term needs, many temporary pathways remain available, including other International Mobility Program streams and the Temporary Foreign Worker Program.

International student graduates play a critical role in addressing labour needs if they are well supported and provided with the right opportunities to live, work, and stay in Canada. As such, IRCC is continuing to assess the PGWP Program and consulting with provinces, territories and key national education stakeholders on the recalibration of the program so that it serves to better meet labour needs and act as a conduit to permanent residence.

Thank you for writing about this important issue.

Yours sincerely,

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the left.

The Honourable Marc Miller, P.C., M.P.  
Minister of Immigration, Refugees and Citizenship

November 29, 2024

Honourable Minister Anne Kang  
Post-Secondary Education and Future Skills  
PO Box 9059 Stn Prov Govt  
Victoria, BC V8W 9E2  
**Sent via Email:** [PSFS.Minister@gov.bc.ca](mailto:PSFS.Minister@gov.bc.ca)

Dear Minister Kang,

On behalf of Selkirk College, we'd like to extend our warmest congratulations on your re-appointment as Minister of Post-Secondary Education and Future Skills.

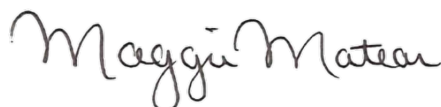
We deeply value your ongoing commitment to ensuring accessible, innovative, and sustainable opportunities for learners in all regions of the province.

As the regional post-secondary institution for the West Kootenay and Boundary regions, Selkirk College is committed to providing high-quality education that meets the needs of students and supports our communities. We look forward to building on our collaborative relationship with the Ministry under your guidance, working together on initiatives that benefit our students and the broader region.

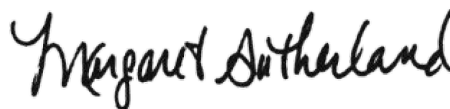
Please reach out if we can provide any insight or support in your work. We can't wait to welcome you to Selkirk College, and to share more about our programs and partnerships with you.

Wishing you continued success as you embark on this new term.

Sincerely,



Maggie Matear, PhD, MBA  
President & CEO



Margaret Sutherland  
Board Chair

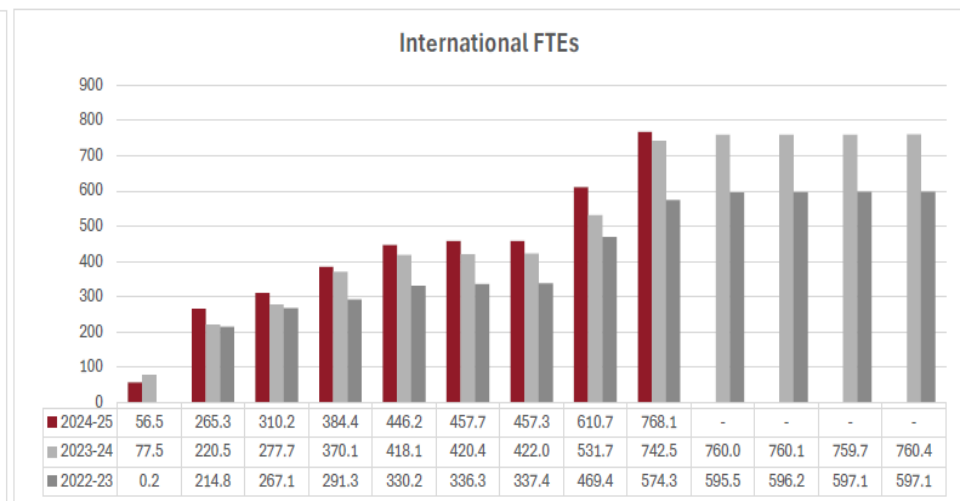
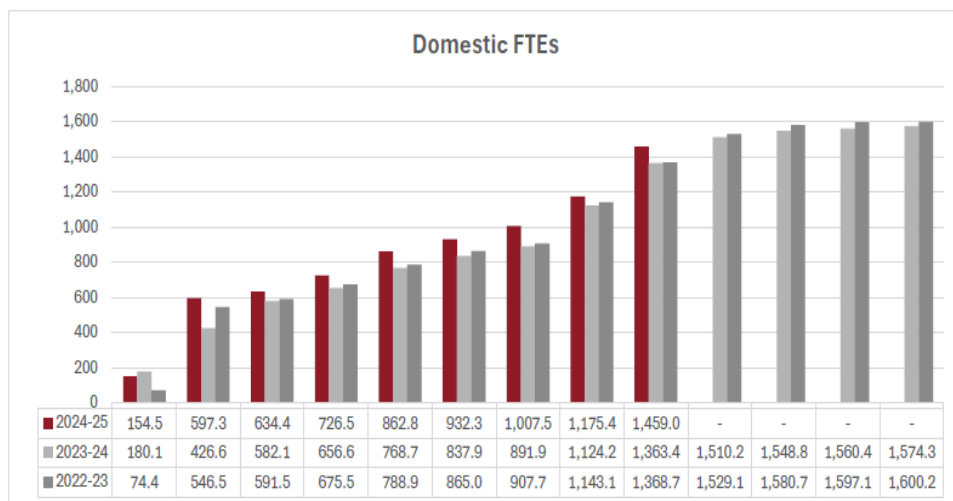
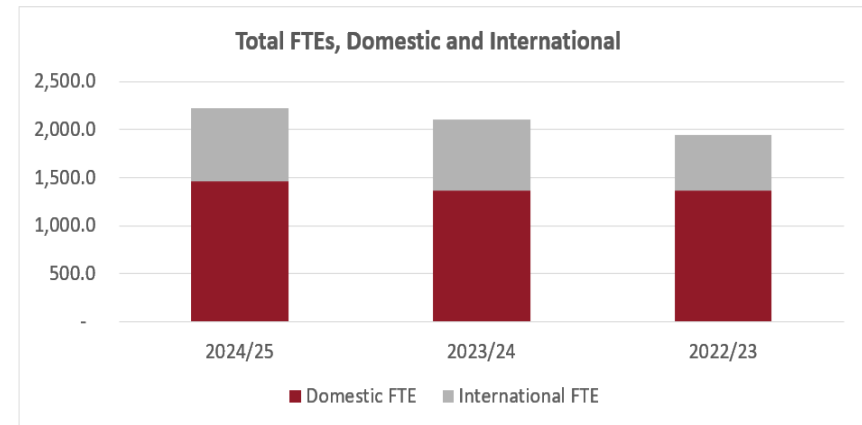
# INSTITUTIONAL RESEARCH



## Dashboard Report – January 2025

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

Summary	2024/25	%	2023/24	2022/23	2021/22	2020/21
Domestic FTE	1,459.1	66%	1,363.4	1,368.7	1,540.9	1,464.2
International FTE	768.1	34%	742.5	574.4	567.8	595.3
<b>Total FTE</b>	<b>2,227.2</b>	<b>100%</b>	<b>2,105.9</b>	<b>1,943.1</b>	<b>2,108.7</b>	<b>2,059.6</b>



## Monthly FTE Data by School – as of January 2, 2025, 2024, and 2023

Summary by School	Domestic 24/25	Domestic 23/24	Domestic 22/23	International 24/25	International 23/24	International 22/23
Academic Upgrading & Development	224.3	227.1	183.1	64.5	44.2	32.7
Arts & Technology	86.7	113.2	102.4	19.1	25.4	20.4
Business	51.2	47.0	44.6	256.5	283.1	205.7
Community Education & Workplace Training	83.9	81.4	115.5	2.9	2.5	1.4
Environment & Geomatics	152.2	112.5	138.3	5.3	5.3	11.4
Health & Human Services	377.8	293.6	252.6	117.5	80.1	57.3
Hospitality & Tourism	27.4	37.6	48.6	164.2	189.4	155.7
Industry & Trades Training	275.6	278.5	282.6	2.0	-	-
University Arts & Sciences	179.9	172.5	201.0	136.1	113.1	89.7
<b>Total FTE by School</b>	<b>1,459.0</b>	<b>1,363.5</b>	<b>1,368.7</b>	<b>768.1</b>	<b>743.0</b>	<b>574.3</b>

\*Difference due to rounding

## Early Headcount Report for Winter 2025 – as of January 2, 2025, 2024, and 2023

Winter 2025	Oct-24	Nov-24	Dec-24	Jan-25 Final
Domestic Headcount	654	1,027	1,722	
International Headcount	13	353	706	
<b>Total Headcount, Winter 2025</b>	<b>667</b>	<b>1,380</b>	<b>2,428</b>	<b>-</b>

Winter 2024	Oct-23	Nov-23	Dec-23	Jan-24 Final
Domestic Headcount	247	641	1,247	1,496
International Headcount	17	259	712	760
<b>Total Headcount, Winter 2024</b>	<b>264</b>	<b>900</b>	<b>1,959</b>	<b>2,256</b>

Winter 2023	Oct-24	Nov-24	Dec-24	Jan-23 Final
Domestic Headcount	180	597	1,164	1,457
International Headcount	13	306	547	600
<b>Total Headcount, Winter 2023</b>	<b>193</b>	<b>903</b>	<b>1,711</b>	<b>2,057</b>

### Notes:

-As of July 1, 2024, English Language Program falls under School of Academic Upgrading & Technology.

-As of September 3, 2024, to be consistent with reporting all FTE programs, we have added: BC Electrical Code, Adult Literacy Program, Education to Go, and Learning in Retirement, that haven't been included in the past historical headcount.



# INSTITUTIONAL RESEARCH



## Early Application Statistics for Fall 2025 – as of January 2, 2025, 2024, and 2023

Fall 2025	Oct-24	Nov-24	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25
Domestic	352	522	649								
International	111	133	167								
<b>Total Applications Received</b>	<b>463</b>	<b>655</b>	<b>816</b>	-	-	-	-	-	-	-	-

Fall 2024	Oct-23	Nov-23	Dec-23	Jan-24	Feb-24	Mar-24	Apr-24	May-24	Jun-24	Jul-24	Aug-24
Domestic	321	499	606	817	983	1,194	1,649	1,873	2,023	2,146	2,559
International	150	342	430	913	992	1,067	1,328	1,397	1,452	1,479	1,533
<b>Total Applications 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>3,475</b>	<b>3,625</b>	<b>4,092</b>

Fall 2023	Oct-22	Nov-22	Dec-22	Jan-23	Feb-23	Mar-23	Apr-23	May-23	Jun-23	Jul-23	Aug-23
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 Applications 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>

**Selkirk College Education Council (EdCo) Chair Report**

For: Board of Governors

From Darcy Falkenhagen – January 14, 2025

Board of Governors:

No meetings scheduled since November report

Education Council:

December 10, 2024 Meeting Cancelled – No agenda items

Education Council Engagement Task Force:

December 19, 2024 Meeting

Content development underway for EdCo Member Handbook

Program Quality Committee (PQC):

November 12 & 26 and December 10, 2024 Meetings Cancelled – No agenda items

Curriculum Committee (CC):

November 27, 2024 Meeting Cancelled – No agenda items

Recommendation made to VP Education and Students to support QAPA process by sending Course Outlines to Chairs in Curriculum Strategy, effective Fall 2025

Circle for Inclusive Indigenous Education (CIIE):

December 2 Meeting Cancelled – No agenda items

January 13, 2025 Working Meeting on Terms of Reference and work plan

Education Policy Committee (EPC):

November 20 and December 11 Meetings Cancelled – No agenda items

*Other events attended:*

- December 17, 2024: Education and Students Meeting

**Reminder:** Board members are always welcome and encouraged to observe an Education Council meeting. Our next meeting is on **Tuesday, February 11 from 4:30 pm – 6:30 pm on Teams**. If you are interested in attending the meeting, please contact Darcy Falkenhagen at [dfalkenhagen@selkirk.ca](mailto:dfalkenhagen@selkirk.ca) to RSVP.

## MINUTES

Monday, January 20, 2025  
 11:00 a.m. – 12:00 p.m.  
 Castlegar Campus, Rm S-118 or Teams

# FINANCE & AUDIT COMMITTEE

### COMMITTEE MEMBERS:

Amed Naqvi, Committee Chair  
 Margaret Sutherland, Board Chair  
 Ken Wyllie  
 Thompson Hickey  
 Christy Anderson  
 Maggie Matear, President

### LEADERSHIP TEAM MEMBERS:

Lareena Rilkoﬀ, VP College Services

### TOPIC

1. TERRITORIAL ACKNOWLEDGEMENT

- Provided by Amed Naqvi, Committee Chair

2. ADDITIONS TO THE AGENDA OF JANUARY 20, 2025

- There were no additions or changes to the agenda.

3. DISCLOSURE OF CONFLICTS OF INTEREST

- None were disclosed.

4. ADOPTION OF THE AGENDA OF JANUARY 20, 2025

**MOTION:** "To adopt the agenda as circulated."

Carried

5. ADOPTION OF THE FINANCE & AUDIT COMMITTEE MINUTES OF OCTOBER 22, 2024

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

Carried

6. 3rd QUARTER FORECAST

- Before reviewing the Forecast Report, the VP College Services stated Andrea Hall has been recruited as the Executive Director of Finance/CFO.
- The VP College Services reviewed the forecast report section by section, noting:
  - Challenges with Skilled Trades BC funding levels (seats only funded at 70-75%) and the ongoing advocacy work by the college sector.
  - The projected significant decrease in international student numbers due to the Immigration, Refugees and Citizenship Canada (IRCC) policy changes and the college’s decision-making process to review the affected programs and staffing levels.
  - Current student housing occupancy rates and possible housing strategies.

7. 3rd QUARTER RESULTS

- The VP College Services reviewed the results report, noting no anomalies.

## TOPIC

### 8. 2025-2026 BUDGET PLANNING

- The VP College Services provided a verbal update stating that a deficit budget is expected again next year. The Finance Team is working to provide a conservative but realistic budget as advised by the Ministry.

### 9. IN CAMERA

- Lareena Rilkoﬀ and Catherine Harder left the meeting. No minutes were taken.

### 10. ADJOURNMENT: At

- The next meeting is on March 13, 2025.

# MINUTES

Monday, January 20, 2025

2:00 p.m. – 3:30 p.m.

Rm S-118, Castlegar Campus & Teams (link available in the calendar invite)

# GOVERNANCE COMMITTEE

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## COMMITTEE MEMBERS ATTENDING:

Amed Naqvi, Committee Chair

Margaret Sutherland, Board Chair

Christy Anderson

Ken Wyllie

Kim Pham

Bronwyn Krause

Darcy Falkenhagen, EdCo Chair

Maggie Matear, President

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## REGRETS

Abina Thomas

Uv Migiani

## TOPIC

1. TERRITORIAL ACKNOWLEDGEMENT
  - Provided by Amed Naqvi, Committee Chair
2. ADDITIONS TO THE AGENDA OF JANUARY 20, 2025
  - Board recruitment update
3. DISCLOSURE OF CONFLICTS OF INTEREST
  - None were disclosed.
4. ADOPTION OF THE AGENDA OF JANUARY 20, 2025
  - Adopted as amended
5. ADOPTION OF THE GOVERNANCE COMMITTEE MINUTES OF NOVEMBER 1, 2024
  - Adopted as circulated.
6. BOARD RECRUITMENT UPDATE
  - One application received from a community member referred by a current board member
  - Plans in place to approach 2 or 3 other community members
  - Two board seats will be vacant in July of 2025.
7. PRE-BOARD MEETING GET-TOGETHERS WITH STAFF & STUDENTS
  - Event: Coffee and Cookies with the board before a board meeting
  - Audience: Students and Staff
  - **DECISION:** Schedule the event on February 25<sup>th</sup> before the board meeting from 3:30 pm – 4:30 pm in the Staff Lounge. Governance Committee members will supply the cookies, and the college will supply the tea and coffee.

## TOPIC

### 8. FOUNDATION BOARD

- What is the process to identify college board members to join the foundation board?
- No restriction on the category of board members eligible (elected, appointed).
- **Decision:** Take the request to the entire board to ask for an expression of interest at the January meeting (can be an email indicating interest in role). Add a job description to the January open session agenda.

### 9. GUIDING QUESTIONS FOR PRESENTATIONS

- The Committee approved changes to incorporate the new strategic plan dimensions.

### 10. BOARD POLICIES:

- E 10 – Mission
- E 20 - Vision
- E 30 – Value Statements & Commitments
- E 40 – Strategic Directions
- E 60 – Territorial Acknowledgement – this was revised from the original brief acknowledgement that currently appears on agendas and web pages to reflect the longer version that appears in the new Strategy and in the Selkirk College Indigenization Plan.
- **Recommendation:** Combine policies E10, E20, E30, and E40 into one Primary Ends Policy, for the Board to approve, incorporating the new mission, vision, values, and dimensions from the new Strategic Plan 2025-2040.
- **Recommendation:** Confirm with the Director of Indigenous Education & Engagement on the need to revise policy E 60. POST MEETING NOTE: The Director's response was to not revise or change policy E 60 at this time.

### 11. ADJOURNMENT

The next meeting: May 5, 2025



NUMBER E 10

TITLE PRIMARY ENDS

APPROVAL DATE January 28, 2025

NEXT REVIEW November 15, 2030

## BOARD OF GOVERNORS POLICY

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**As information:** On January 20<sup>th</sup> the Governance Committee reviewed Board policies:

- E 10 Mission
- E 20 Vision
- E 30 Value Statements and Commitments
- E 40 Strategic Directions

After reviewing, the Committee suggested combining the above policies into one policy, E 10 Primary Ends, as drafted below for the Board's approval.

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## VALUE STATEMENTS AND COMMITMENTS

### 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 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, our employees, and communities. Excellence promotes creative and growth mindsets and approaches to our work that inspires innovation.

### Commitments

#### **EQUITY, DIVERSITY AND INCLUSION**

We are committed to diversity and inclusion and promoting equity. We aspire to provide a safe, supportive and inclusive community for all students, faculty, and staff to learn and work together.

#### **SUSTAINABILITY**

We integrate our respect for the land and natural environment through sustainable practices, carbon footprint reduction and responsible use of resources.

## **WELLNESS**

We recognize the critical importance of education as a key social determinant of health. Our commitment to wellness is guided by the nine dimensions of the wellness wheel<sup>1</sup>.

## **RESEARCH & INNOVATION**

We are inspired by innovation, which creates new ways of thinking and delivering education that help learners adapt and thrive in the face of change.

## **RECONCILIATION**

We are committed to reconciliation with Indigenous Peoples, which is the intentional process of establishing and maintaining respectful and right relationships with Indigenous governments, organizations, families and learners.

## **MISSION**

Together, we inspire generations of changemakers through relevant, inventive and sustainable education.

## **VISION**

We are Canada's destination for applied learning and inquiry grounded in a sense of land and place.

## **STRATEGIC DIMENSIONS**

### **1. SUSTAINABILITY: Seven Generations and Beyond**

Sustainability is not a fixed state but a continuous improvement process. It encompasses environmental, social and economic resiliency in a rapidly changing world. It demands that we ground our efforts in Indigenous ways of knowing that suggest holistic ways of seeing the world and considering the future. It implies responsibilities for reciprocity, co-learning and collaboration.

1.1 Deepen our relationship with the land and strengthen our commitment to environmental stewardship.

1.2 Nurture our role as a trusted partner.

1.3 Safeguard the college's long-term fiscal health.

### **2. FOCUS: Transformative, Distinctive Education**

As a college with an expansive footprint and legacy, we face wide-ranging expectations and complex challenges. Meeting these expectations requires careful planning, focus and deliberate action.

2.1 Support regional and community priorities through high-demand applied learning, continuing education and research initiatives.

2.2 Expand efforts to Indigenize and decolonize education and campuses.

2.3 Emphasize exceptional teaching and learning experiences across all programs.

### **3. DELIVER: A High-Performance, High-Support Organization**



A healthy workplace culture that advances continuous improvement and accountability requires robust systems and investments in innovation and technology. Selkirk College will empower employees through access to robust, adaptable systems and cultivate their potential through a focus on collaboration, support and shared responsibility.

3.1 Inspire a culture of engagement and accountability, energized by the possibilities of change.

3.2 Advance an informed, vibrant and respectful workplace culture.

3.3 Optimize processes and structures to support efficiency.

#### 4. **IMPACT:** Innovation for Thriving Communities

At Selkirk College, processes, structures and infrastructure are subject to continuous reflection and adaptation. We demonstrate our capabilities through a culture of exploration and problemsolving, offering students and employees a platform to develop innovative and impactful solutions to real-world challenges.

As education and research evolve, Selkirk College will continue to leverage its unique strengths and regional partnerships to deliver learning experiences that set it apart.

4.1 Prioritize innovative approaches to program and service delivery.

4.2 Create more engaging and memorable student experiences on our campuses and learning centres.

4.3 Cultivate an entrepreneurial spirit.

## 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 a step towards achieving this objective, following up on the first iteration published November 8, 2023.

**Authors:** Marta Abel and Leeza Perehudoff

**Date:** October 9, 2024

## Table of Contents

Introduction .....	3
Submission Notice.....	3
Methodology.....	3
Results.....	4
Regional Labour Force .....	4
Employment Opportunities .....	4
Job Applicants and Hires by Employment Equity Group .....	5
Recruitment and Selection: With Interviews.....	6
Recruitment and Selection: Without Interviews .....	6
Recruitment and Selection: Indigenous Peoples .....	7
Period 1: August 1, 2023, to January 31, 2024 .....	7
Period 2: February 1, 2024, to July 31, 2024 .....	8
Total: August 1, 2023, to July 31, 2024.....	9
Recruitment and Selection: Visible Minorities .....	10
Period 1: August 1, 2023, to January 31, 2024 .....	10
Period 2: February 1, 2024, to July 31, 2024 .....	11
Total: August 1, 2023, to July 31, 2024.....	12
Recruitment and Selection: Persons with Disabilities .....	13
Period 1: August 1, 2023, to January 31, 2024 .....	13
Period 2: February 1, 2024, to July 31, 2024 .....	14
Total: August 1, 2023, to July 31, 2024.....	15
Recommendations .....	16
Terminology .....	16
Further Analysis & Reporting.....	16
Appendix 1: Persons with Disabilities – Labour Market Availability.....	17

# 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 provided in response to this goal, following up on the first iteration of this research brief, published in November 2023.

## Submission Notice

This report is submitted as information, and we are not requesting any formal presentations at this time. If you have any questions or would like to discuss the findings further, please don't hesitate to contact the authors.

## Methodology

Selkirk College recruitment and selection data were pulled from the Hireserve application on September 11, 2024, and include applications to job postings between August 1, 2023, and July 31, 2024. These 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, visible minorities, or persons with disabilities. These categories reflect three of the four federally designated employment equity groups.<sup>1</sup>

Labour market availability data from the 2022 Canadian Survey on Disability are also provided (see **Appendix 1**).

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<sup>1</sup> 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>

# 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).<sup>2 3 4</sup> 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 (%)**

Geography	Labour Force Who Identify as Indigenous (%) (2021)	Labour Force Who Identify as a Visible Minority (%) (2021)	Labour Force Who Identify as Having a Disability (%) (2022)
British Columbia	5.9%	34.4%	20.5%
Selkirk College Region	5.8%	8.8%	x

## Employment Opportunities

Between August 1, 2023, and July 31, 2024, there were a total of 185 job postings at Selkirk College with 2021 applicants (Table 2). Of these applicants, 227 were invited to interview, 89 were hired after an interview, and 97 were hired without an interview. The upward trend of applicants hired without an interview suggests that more internal candidates are being selected.

**Table 2: Total employment opportunities, job applicants, and hires (#), August 1, 2023, to July 31, 2024**

Recruitment and Selection	August 1, 2023, to January 31, 2024	February 1, 2024, to July 31, 2024	Total
Total Postings	71	114	185
Total Applicants	697	1,324	2,021
Applicants Invited to Interview	115	112	227
Applicants Hired After an Interview	48	41	89
Applicants Hired Without an Interview	25	72	97
<b>Total Hires</b>	<b>73</b>	<b>113</b>	<b>186</b>

<sup>2</sup> 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>

<sup>3</sup> 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>

<sup>4</sup> Statistics Canada. (2024, March 28). *Persons with and without disabilities aged 15 years and over, by age group and gender* (Table 13-10-0374-01). <https://doi.org/10.25318/1310037401-eng>

## Job Applicants and Hires by Employment Equity Group

Between the two six-month periods from August 1, 2023, to January 31, 2024, and February 1, 2024, to July 31, 2024, employment equity groups recruited and selected for job postings increased in all but two instances: jobs applicants who identify as a person with disabilities hired with or without an interview (Tables 3, 4, and 5).

**Table 3: Job applicants who identify as Indigenous (%), August 1, 2023, to July 31, 2024**

Recruitment and Selection	August 1, 2023, to January 31, 2024	February 1, 2024, to July 31, 2024	Trend
Total Applicants	3%	4%	↑
Applicants Invited to Interview	3%	5%	↑
Applicants Hired After an Interview	2%	10%	↑
Applicants Hired Without an Interview	0%	7%	↑
<b>Total Hires</b>	<b>1%</b>	<b>8%</b>	<b>↑</b>

**Table 4: Job applicants who identify as a visible minority (%), August 1, 2023, to July 31, 2024**

Recruitment and Selection	August 1, 2023, to January 31, 2024	February 1, 2024, to July 31, 2024	Trend
Total Applicants	11%	13%	↑
Applicants Invited to Interview	8%	14%	↑
Applicants Hired After an Interview	6%	10%	↑
Applicants Hired Without an Interview	8%	10%	↑
<b>Total Hires</b>	<b>7%</b>	<b>10%</b>	<b>↑</b>

**Table 5: Job applicants who identify as a person with disabilities, August 1, 2023, to July 31, 2024**

Recruitment and Selection	August 1, 2023, to January 31, 2024	February 1, 2024, to July 31, 2024	Trend
Total Applicants	2%	4%	↑
Applicants Invited to Interview	3%	7%	↑
Applicants Hired After an Interview	2%	0%	↓
Applicants Hired Without an Interview	8%	6%	↓
<b>Total Hires</b>	<b>3%</b>	<b>4%</b>	<b>↑</b>

Of the total hires between August 1, 2023, and July 31, 2024, 9% identify as a visible minority, 5% identify as Indigenous, and 3% identify as a person with disabilities (Table 6).

**Table 6: Job applicants who identify as part of an employment equity group (%), August 1, 2023, to July 31, 2024**

Recruitment and Selection	Indigenous	Visible Minority	Disability
Total Applicants	4%	12%	3%
Applicants Invited to Interview	4%	11%	5%
Applicants Hired After an Interview	6%	8%	1%
Applicants Hired Without an Interview	5%	9%	6%
<b>Total Hires</b>	<b>5%</b>	<b>9%</b>	<b>3%</b>

## Recruitment and Selection: With Interviews

Figure 1 shows the percentage of total applicants, applicants invited to interview, and applicants hired after an interview. There is a positive trend in the applicants interviewed and hired who identify as Indigenous, and negative trends for applicants identifying as visible minorities or persons with disabilities.

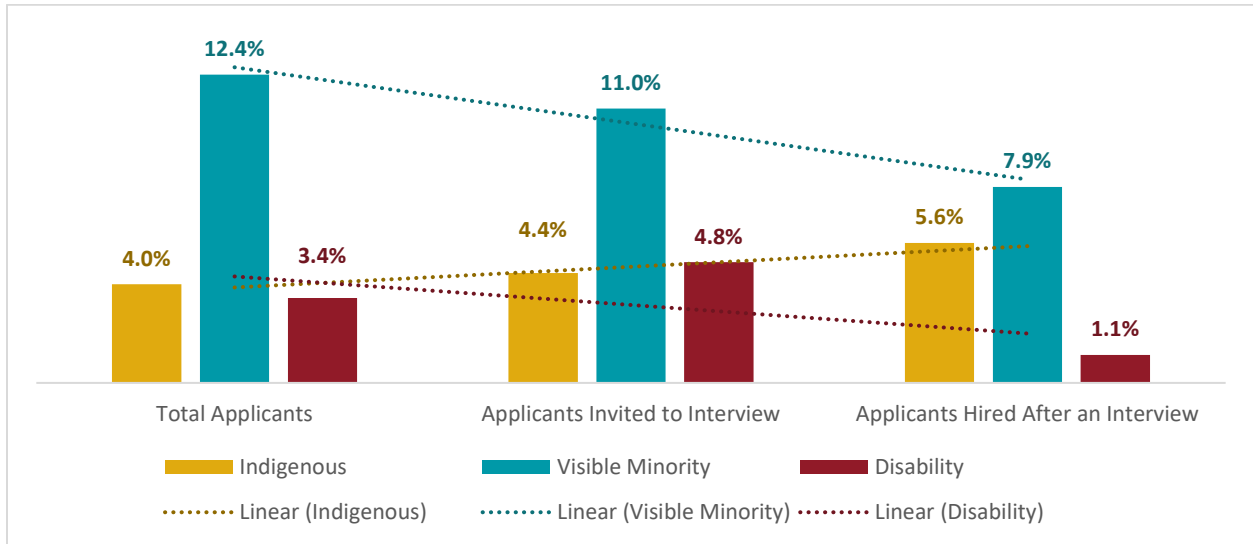


Figure 1: Recruitment and selection involving interviews (%), August 1, 2024, to July 31, 2024

## Recruitment and Selection: Without Interviews

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

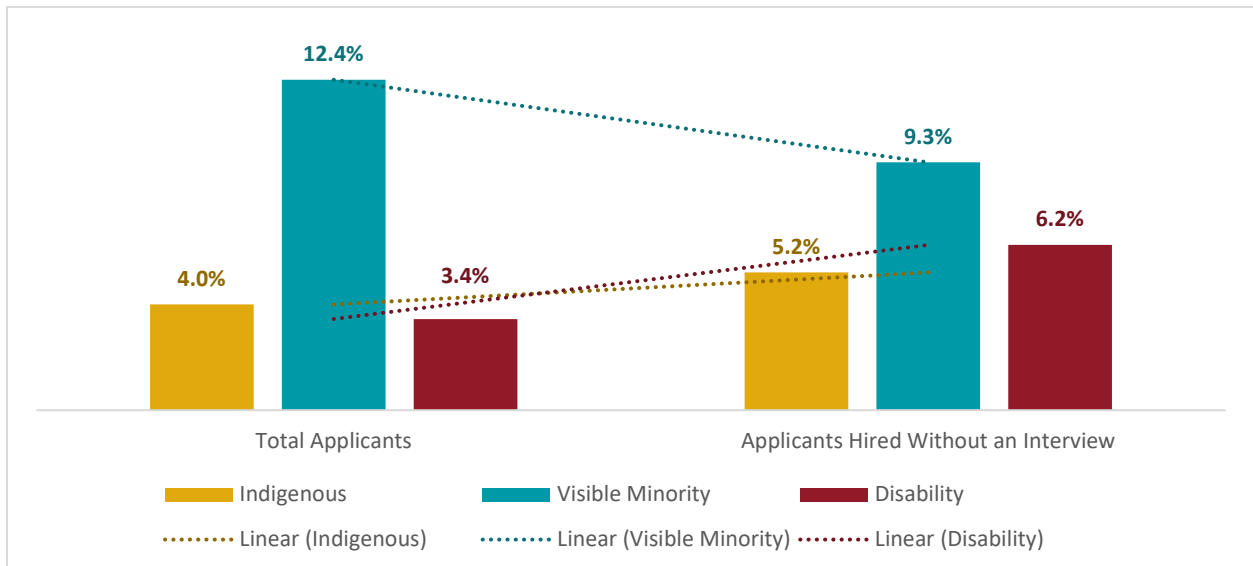


Figure 2: Recruitment and selection without interviews (%), August 1, 2023, to July 31, 2024

## Recruitment and Selection: Indigenous Peoples

### Period 1: August 1, 2023, to January 31, 2024

Of the total hires (n=73) recruited from August 1, 2023, to January 31, 2024, only one identifies as Indigenous and was an external candidate selected after an interview (Tables 7 and 8).

**Table 7: Job applicants' response when asked if they identify as Indigenous by candidacy type (#), August 1, 2023, to January 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Indigenous	0	22	0	22
Applicants - Non-Indigenous	57	385	51	493
Applicants - Prefer Not to Answer / No Response	10	161	11	182
Total Hires - Indigenous	0	1	0	1
Total Hires - Non-Indigenous	12	39	21	72
Selected After Interview - Indigenous	0	1	0	1
Selected After Interview - Non-Indigenous	2	38	7	47
Selected Without Interview - Indigenous	0	0	0	0
Selected Without Interview - Non-Indigenous	10	1	14	25

**Table 8: Job applicants' response when asked if they identify as Indigenous by candidacy type (%), August 1, 2023, to January 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Indigenous	0%	3%	0%	3%
Applicants - Non-Indigenous	8%	55%	7%	71%
Applicants - Prefer Not to Answer / No Response	1%	23%	2%	26%
Total Hires - Indigenous	0%	1%	0%	1%
Total Hires - Non-Indigenous	16%	53%	29%	99%
Selected After Interview - Indigenous	0%	1%	0%	1%
Selected After Interview - Non-Indigenous	3%	52%	10%	64%
Selected Without Interview - Indigenous	0%	0%	0%	0%
Selected Without Interview - Non-Indigenous	14%	1%	19%	34%



## Period 2: February 1, 2024, to July 31, 2024

Of the total hires (n=113) recruited from February 1, 2024, to July 31, 2024, nine identify as Indigenous (Tables 9 and 10). From these hires, four were selected after an interview and five were selected without an interview. These candidates were external or did not respond to the question asking if they were employed at the college at the time of application.

**Table 9: Job applicants' response when asked if they identify as Indigenous by candidacy type (#), February 1, 2024, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Indigenous	4	46	8	58
Applicants - Non-Indigenous	71	701	143	915
Applicants - Prefer Not to Answer / No Response	11	303	37	351
Total Hires - Indigenous	0	6	3	9
Total Hires - Non-Indigenous	14	33	53	100
Total Hires - Prefer Not to Answer / No Response	0	1	3	4
Selected After Interview - Indigenous	0	3	1	4
Selected After Interview - Non-Indigenous	5	24	7	36
Selected After Interview - Prefer Not to Answer / No Response	0	1	0	1
Selected Without Interview - Indigenous	0	3	2	5
Selected Without Interview - Non-Indigenous	9	9	46	64
Selected Without Interview - Prefer Not to Answer / No Response	0	0	3	3

**Table 10: Job applicants' response when asked if they identify as Indigenous by candidacy type (%), February 1, 2024, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Indigenous	0%	3%	1%	4%
Applicants - Non-Indigenous	5%	53%	11%	69%
Applicants - Prefer Not to Answer / No Response	1%	23%	3%	27%
Total Hires - Indigenous	0%	5%	3%	8%
Total Hires - Non-Indigenous	12%	29%	47%	88%
Total Hires - Prefer Not to Answer / No Response	0%	1%	3%	4%
Selected After Interview - Indigenous	0%	3%	1%	4%
Selected After Interview - Non-Indigenous	4%	21%	6%	32%
Selected After Interview - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected Without Interview - Indigenous	0%	3%	2%	4%
Selected Without Interview - Non-Indigenous	8%	8%	41%	57%
Selected Without Interview - Prefer Not to Answer / No Response	0%	0%	3%	3%

## Total: August 1, 2023, to July 31, 2024

As **Tables 11** and **12** summarize, of the total hires (n=186) between August 1, 2023, and July 31, 2024, 10 identify as Indigenous (five selected after an interview and five without an interview). None of these candidates identified as being internal to the college.

**Table 11: Job applicants' response when asked if they identify as Indigenous by candidacy type (#), August 1, 2023, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Indigenous	4	68	8	80
Applicants - Non-Indigenous	128	1,086	194	1,408
Applicants - Prefer Not to Answer / No Response	21	464	48	533
Total Hires - Indigenous	0	7	3	10
Total Hires - Non-Indigenous	26	72	74	172
Total Hires - Prefer Not to Answer / No Response	0	1	3	4
Selected After Interview - Indigenous	0	4	1	5
Selected After Interview - Non-Indigenous	7	62	14	83
Selected After Interview - Prefer Not to Answer / No Response	0	1	0	1
Selected Without Interview - Indigenous	0	3	2	5
Selected Without Interview - Non-Indigenous	19	10	60	89
Selected Without Interview - Prefer Not to Answer / No Response	0	0	3	3

**Table 12: Job applicants' response when asked if they identify as Indigenous by candidacy type (%), August 1, 2023, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Indigenous	0%	3%	0%	4%
Applicants - Non-Indigenous	6%	54%	10%	70%
Applicants - Prefer Not to Answer / No Response	1%	23%	2%	26%
Total Hires - Indigenous	0%	4%	2%	5%
Total Hires - Non-Indigenous	14%	39%	40%	92%
Total Hires - Prefer Not to Answer / No Response	0%	1%	2%	2%
Selected After Interview - Indigenous	0%	2%	1%	3%
Selected After Interview - Non-Indigenous	4%	33%	8%	45%
Selected After Interview - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected Without Interview - Indigenous	0%	2%	1%	3%
Selected Without Interview - Non-Indigenous	10%	5%	32%	48%
Selected Without Interview - Prefer Not to Answer / No Response	0%	0%	2%	2%

## Recruitment and Selection: Visible Minorities

### Period 1: August 1, 2023, to January 31, 2024

Of the total hires (n=73) recruited from August 1, 2023, to January 31, 2024, five identify as visible minorities (Tables 13 and 14). These candidates were external or did not respond to the question asking if they were employed at the college at the time of application.

**Table 13: Job applicants' response when asked if they identify as a visible minority by candidacy type (#), August 1, 2023, to January 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Visible Minority	4	61	10	75
Applicants - Non-Visible Minority	53	342	40	435
Applicants - Prefer Not to Answer / No Response	10	165	12	187
Total Hires - Visible Minority	0	2	3	5
Total Hires - Non-Visible Minority	12	37	18	67
Total Hires - Prefer Not to Answer / No Response	0	1	0	1
Selected After Interview - Visible Minority	0	2	1	3
Selected After Interview - Non-Visible Minority	2	36	6	44
Selected After Interview - Prefer Not to Answer / No Response	0	1	0	1
Selected Without Interview - Visible Minority	0	0	2	2
Selected Without Interview - Non-Visible Minority	10	1	12	23
Selected Without Interview - Prefer Not to Answer / No Response	0	0	0	0

**Table 14: Job applicants' response when asked if they identify as a visible minority by candidacy type (%), August 1, 2023, to January 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Visible Minority	1%	9%	1%	11%
Applicants - Non-Visible Minority	8%	49%	6%	62%
Applicants - Prefer Not to Answer / No Response	1%	24%	2%	27%
Total Hires - Visible Minority	0%	3%	4%	7%
Total Hires - Non-Visible Minority	16%	51%	25%	92%
Total Hires - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected After Interview - Visible Minority	0%	3%	1%	4%
Selected After Interview - Non-Visible Minority	3%	49%	8%	60%
Selected After Interview - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected Without Interview - Visible Minority	0%	0%	3%	3%
Selected Without Interview - Non-Visible Minority	14%	1%	16%	32%
Selected Without Interview - Prefer Not to Answer / No Response	0%	0%	0%	0%

## Period 2: February 1, 2024, to July 31, 2024

Of the total hires (n=113) recruited from February 1, 2024, to July 31, 2024, 11 identify as visible minorities (**Tables 15 and 16**). From these hires, four external candidates were selected after an interview, two internal candidates were selected without an interview, and another five candidates who did not respond to the question asking if they were employed at the college at the time of application were selected without an interview.

**Table 15: Job applicants' response when asked if they identify as a visible minority by candidacy type (#), February 1, 2024, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Visible Minority	6	156	13	175
Applicants - Non-Visible Minority	65	580	136	781
Applicants - Prefer Not to Answer / No Response	15	314	39	368
Total Hires - Visible Minority	2	4	5	11
Total Hires - Non-Visible Minority	11	36	50	97
Total Hires - Prefer Not to Answer / No Response	1	0	4	5
Selected After Interview - Visible Minority	0	4	0	4
Selected After Interview - Non-Visible Minority	5	24	8	37
Selected After Interview - Prefer Not to Answer / No Response	0	0	0	0
Selected Without Interview - Visible Minority	2	0	5	7
Selected Without Interview - Non-Visible Minority	6	12	42	60
Selected Without Interview - Prefer Not to Answer / No Response	1	0	4	5

**Table 16: Job applicants' response when asked if they identify as a visible minority by candidacy type (%), February 1, 2024, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Visible Minority	0%	12%	1%	13%
Applicants - Non-Visible Minority	5%	44%	10%	59%
Applicants - Prefer Not to Answer / No Response	1%	24%	3%	28%
Total Hires - Visible Minority	2%	4%	4%	10%
Total Hires - Non-Visible Minority	10%	32%	44%	86%
Total Hires - Prefer Not to Answer / No Response	1%	0%	4%	4%
Selected After Interview - Visible Minority	0%	4%	0%	4%
Selected After Interview - Non-Visible Minority	4%	21%	7%	33%
Selected After Interview - Prefer Not to Answer / No Response	0%	0%	0%	0
Selected Without Interview - Visible Minority	2%	0%	4%	6%
Selected Without Interview - Non-Visible Minority	5%	11%	37%	53%
Selected Without Interview - Prefer Not to Answer / No Response	1%	0%	4%	4%

## Total: August 1, 2023, to July 31, 2024

As **Tables 17** and **18** summarize, of the total hires (n=186) between August 1, 2023, and July 31, 2024, 16 identify as visible minorities (seven selected after an interview and nine selected without an interview). Of these hires, two candidates were internal to the college.

**Table 17: Job applicants' response when asked if they identify as a visible minority by candidacy type (#), August 1, 2023, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Visible Minority	10	217	23	250
Applicants - Non-Visible Minority	118	922	176	1,216
Applicants - Prefer Not to Answer / No Response	25	479	51	555
Total Hires - Visible Minority	2	6	8	16
Total Hires - Non-Visible Minority	23	73	68	164
Total Hires - Prefer Not to Answer / No Response	1	1	4	6
Selected After Interview - Visible Minority	0	6	1	7
Selected After Interview - Non-Visible Minority	7	60	14	81
Selected After Interview - Prefer Not to Answer / No Response	0	1	0	1
Selected Without Interview - Visible Minority	2	0	7	9
Selected Without Interview - Non-Visible Minority	16	13	54	83
Selected Without Interview - Prefer Not to Answer / No Response	1	0	4	5

**Table 18: Job applicants' response when asked if they identify as a visible minority by candidacy type (%), August 1, 2023, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Visible Minority	0.5%	10.7%	1.1%	12%
Applicants - Non-Visible Minority	5.8%	45.6%	8.7%	60%
Applicants - Prefer Not to Answer / No Response	1.2%	23.7%	2.5%	27%
Total Hires - Visible Minority	1%	3%	4%	9%
Total Hires - Non-Visible Minority	12%	39%	37%	88%
Total Hires - Prefer Not to Answer / No Response	1%	1%	2%	3%
Selected After Interview - Visible Minority	0%	3%	1%	4%
Selected After Interview - Non-Visible Minority	4%	32%	8%	44%
Selected After Interview - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected Without Interview - Visible Minority	1%	0%	4%	5%
Selected Without Interview - Non-Visible Minority	9%	7%	29%	45%
Selected Without Interview - Prefer Not to Answer / No Response	1%	0%	2%	3%

## Recruitment and Selection: Persons with Disabilities

### Period 1: August 1, 2023, to January 31, 2024

Of the total hires (n=73) recruited from August 1, 2023, to January 31, 2024, two identify as persons with disabilities (Tables 19 and 20). One external candidate was selected after an interview and one internal candidate was selected without an interview.

**Table 19: Job applicants' response when asked if they identify as a person with disabilities by candidacy type (#), August 1, 2023, to January 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Disability	4	12	1	17
Applicants - Non-Disability	53	401	50	504
Applicants - Prefer Not to Answer / No Response	10	155	11	176
Total Hires - Disability	1	1	0	2
Total Hires - Non-Disability	11	38	21	70
Total Hires - Prefer Not to Answer / No Response	0	1	0	1
Selected After Interview - Disability	0	1	0	1
Selected After Interview - Non-Disability	2	37	7	46
Selected After Interview - Prefer Not to Answer / No Response	0	1	0	1
Selected Without Interview - Disability	1	0	0	1
Selected Without Interview - Non-Disability	9	1	14	24
Selected Without Interview - Prefer Not to Answer / No Response	0	0	0	0

**Table 20: Job applicants' response when asked if they identify as a person with disabilities by candidacy type (%), August 1, 2023, to January 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Disability	1%	2%	0%	2%
Applicants - Non-Disability	8%	58%	7%	72%
Applicants - Prefer Not to Answer / No Response	1%	22%	2%	25%
Total Hires - Disability	1%	1%	0%	3%
Total Hires - Non-Disability	15%	52%	29%	96%
Total Hires - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected After Interview - Disability	0%	1%	0%	1%
Selected After Interview - Non-Disability	3%	51%	10%	63%
Selected After Interview - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected Without Interview - Disability	1%	0%	0%	1%
Selected Without Interview - Non-Disability	12%	1%	19%	33%
Selected Without Interview - Prefer Not to Answer / No Response	0%	0%	0%	0%

## Period 2: February 1, 2024, to July 31, 2024

Of the total hires (n=113) recruited from February 1, 2024, to July 31, 2024, four identify as persons with disabilities (**Tables 21** and **22**). One external candidate was selected without an interview, and three candidates who did not respond to the question asking if they were employed at the college at the time of application were also selected without an interview.

**Table 21: Job applicants' response when asked if they identify as a person with disabilities by candidacy type (#), February 1, 2024, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Disability	5	39	8	52
Applicants - Non-Disability	69	715	141	925
Applicants - Prefer Not to Answer / No Response	12	296	39	347
Total Hires - Disability	0	1	3	4
Total Hires - Non-Disability	13	39	52	104
Total Hires - Prefer Not to Answer / No Response	1	0	4	5
Selected After Interview - Disability	0	0	0	0
Selected After Interview - Non-Disability	5	28	8	41
Selected After Interview - Prefer Not to Answer / No Response	0	0	0	0
Selected Without Interview - Disability	0	1	3	4
Selected Without Interview - Non-Disability	8	11	44	63
Selected Without Interview - Prefer Not to Answer / No Response	1	0	4	5

**Table 22: Job applicants' response when asked if they identify as a person with disabilities by candidacy type (%), February 1, 2024, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Disability	0%	3%	1%	4%
Applicants - Non-Disability	5%	54%	11%	70%
Applicants - Prefer Not to Answer / No Response	1%	22%	3%	26%
Total Hires - Disability	0%	1%	3%	4%
Total Hires - Non-Disability	12%	35%	46%	92%
Total Hires - Prefer Not to Answer / No Response	1%	0%	4%	4%
Selected After Interview - Disability	0%	0%	0%	0%
Selected After Interview - Non-Disability	4%	25%	7%	36%
Selected After Interview - Prefer Not to Answer / No Response	0%	0%	0%	0%
Selected Without Interview - Disability	0%	1%	3%	4%
Selected Without Interview - Non-Disability	7%	10%	39%	56%
Selected Without Interview - Prefer Not to Answer / No Response	1%	0%	4%	4%

## Total: August 1, 2023, to July 31, 2024

As **Tables 23** and **24** summarize, of the total hires (n=186) between August 1, 2023, and July 31, 2024, six identify as persons with disabilities (one selected after an interview and five selected without an interview). Of these hires, one candidate was internal to the college.

**Table 23: Job applicants' response when asked if they identify as a person with disabilities by candidacy type (#), August 1, 2023, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Disability	9	51	9	69
Applicants - Non-Disability	122	1,116	191	1,429
Applicants - Prefer Not to Answer / No Response	22	451	50	523
Total Hires - Disability	1	2	3	6
Total Hires - Non-Disability	24	77	73	174
Total Hires - Prefer Not to Answer / No Response	1	1	4	6
Selected After Interview - Disability	0	1	0	1
Selected After Interview - Non-Disability	7	65	15	87
Selected After Interview - Prefer Not to Answer / No Response	0	1	0	1
Selected Without Interview - Disability	1	1	3	5
Selected Without Interview - Non-Disability	17	12	58	87
Selected Without Interview - Prefer Not to Answer / No Response	1	0	4	5

**Table 24: Job applicants' response when asked if they identify as a person with disabilities by candidacy type (%), August 1, 2023, to July 31, 2024**

Recruitment and Selection	Internal	External	No Response	Total
Applicants - Disability	0%	3%	0%	3%
Applicants - Non-Disability	6%	55%	9%	71%
Applicants - Prefer Not to Answer / No Response	1%	22%	2%	26%
Total Hires - Disability	1%	1%	2%	3%
Total Hires - Non-Disability	13%	41%	39%	94%
Total Hires - Prefer Not to Answer / No Response	1%	1%	2%	3%
Selected After Interview - Disability	0%	1%	0%	1%
Selected After Interview - Non-Disability	4%	35%	8%	47%
Selected After Interview - Prefer Not to Answer / No Response	0%	1%	0%	1%
Selected Without Interview - Disability	1%	1%	2%	3%
Selected Without Interview - Non-Disability	9%	6%	31%	47%
Selected Without Interview - Prefer Not to Answer / No Response	1%	0%	2%	3%



# Recommendations

## Terminology

Although the term “visible minorities” is currently used in the [Employment Equity Act](#), the Government of Canada is in the process of changing the terminology to “racialized workers,” which better acknowledges the impact of racialization on the experiences of many Canadians while recognizing that racial categories are socially and subjectively constructed.<sup>5</sup> Selkirk College may consider updating its job application form to reflect this change in terminology. This language is currently being used in [State of the Basin reporting](#).

## Further Analysis & Reporting

Based on the analysis conducted over two six-month periods, we recommend transitioning to a 12-month interval for future analysis. This will allow for a more comprehensive understanding of trends and outcomes.

Overall, the results from this report are encouraging, with most metrics indicating positive changes from Period 1 to Period 2. This progress may be attributed to recent changes implemented regarding EDI and recruitment practices.

In addition to quantitative analysis, a recommendation is to provide a more qualitative analytical lens on our EDI efforts. Using data from the Organizational Climate Survey and employee exit interviews could enhance insights into the current employee experience for equity-seeking groups.

While two areas indicate negative trends (the hiring of job applicants who identify as a person with disabilities, both with and without interviews), gathering data over another time period will help us determine whether these issues require targeted intervention. A longer evaluation period will provide clearer insights into these fluctuations and help us make informed decisions moving forward.

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<sup>5</sup> Statistics Canada. (2024, June 14). *Report and draft recommendations – Results of the consultative engagement on the visible minority concept*. <https://www.statcan.gc.ca/en/consultation/2022/visible-minority-concept/results#p2.1>

## Appendix 1: Persons with Disabilities – Labour Market Availability

These data are from the [2022 Canadian Survey on Disability](#) (Tables 25 and 26).<sup>6</sup>

**Table 25: Labour force population (ages 15 to 64) who identify as persons with disabilities by age cohort and gender (#), BC, 2022**

Age Cohort	Men+ With Disabilities	Women+ With Disabilities	Total Persons with Disabilities	Total Population
15 to 24 years	42,500	62,120	104,620	530,080
25 to 44 years	126,750	159,020	285,770	1,325,120
45 to 64 years	170,360	212,920	383,280	1,300,300
<b>Total Labour Force</b>	<b>339,610</b>	<b>434,060</b>	<b>773,670</b>	<b>3,155,500</b>

**Table 26: Labour force population (ages 15 to 64) who identify as persons with disabilities by age cohort and gender (%), BC, 2022**

Age Cohort	Men+ With Disabilities	Women+ With Disabilities	Total Persons with Disabilities
15 to 24 years	1%	2%	3%
25 to 44 years	4%	5%	9%
45 to 64 years	5%	7%	12%
<b>Total Labour Force</b>	<b>11%</b>	<b>14%</b>	<b>25%</b>

<sup>6</sup> Statistics Canada. (2024, March 28). *Persons with and without disabilities aged 15 years and over, by age group and gender* (Table 13-10-0374-01). <https://doi.org/10.25318/1310037401-eng>

## President's Report for January 2025

### Communication and Relationship Building:

- Enjoyed the employee holiday party held in Nelson
- Continued to meet regularly with college union executives
- Attended a virtual introductory meeting with PSFS Minister Kang
- Attended the City of Nelson annual reception
- Attended the Children's holiday party on campus

### Student Focus:

- Joined in Thrive Week activities on campus

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

- With Dianne and Taya, met virtually with Cindy Marchand, Secretary & Fisheries Chair & Natural Resources Chair, Colville Business Council of the Confederated Tribes of the Colville Reservation

### Strategy, Creativity, and Innovation:

- Hosted a strategic plan launch and lunch meeting with leadership and college unions
- Attended the Castlegar & District Economic Development

Partnership Advisory Committee meeting.

- Attended the college's Sustainability Committee meeting
- Joined the Logo Refresh Committee and participated in the vendor selection process

### Leadership and Professionalism:

- Participated in a 2-day BC Colleges Presidents' meeting & visioning session in Victoria and attended the evening social with Provincial Ministers and staff
- Met weekly with the BC College Presidents virtually
- Chaired the Skilled Trades Training Consortium (STTC) board meeting.

### Board Relations:

- Attended the HR Committee meeting
- Attended the Board Governance Committee meeting
- Attended the Finance & Audit Committee meeting
- Met with the Board Chair bi-weekly
- Attended a Foundation Board meeting

## President and CEO Goals and Objectives Monitor

Some objectives will be ongoing for the immediate future. Objectives align with the following strategic plan (2025-40) dimensions:

1. Sustainability: Seven Generations and Beyond	4. Impact: Innovation for Thriving Communities
2. Focus: Transformative, Distinctive Education	5. Other – Government and Board Accountability
3. Deliver: A High-Performance, High Support Organization	6. 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	Alignment	Outcome or achievement indicator	Factors affecting performance	Factors affecting performance				Board Rating 1-3
				Jun	Sep	Dec	Mar	
1. Oversee launch & communication of new strategic plan	3	Launch events	Planning process underway for launch in new year					
2. Oversee and monitor Strategic Plan implementation	1,2,3,4,6	Dashboard	Completed last meeting					
3. Continue/strengthen engagement with First Nations	1,2	1 renewed MOU	Continuing to reach out to Nations to try to arrange discussions					
4. Oversee development of new college logo	1,2,3	Process Underway	Vendor selected through Expression of Interest process					
5. Support achievement of Indigenization and EDI plan goals	1,2	LT performance goals	Ongoing journey - we are all seeking continuous improvement					
6. Lead response to change resulting from international cap	3,4,6	Minimal impact to OCS <sup>1</sup>	IRCC policy changes continue to be announced without warning					
7. Oversee achievement of Institutional Accountability goals	2,5	IAPR accepted by PSFS	Continuing to collect data and refine processes in preparation					
8. Demonstrate progress on reducing budget deficit	1,5,6	Financial reports	Preparing scenarios in an uncertain environment					
9. Engage in sectoral advocacy and service	1,4,6	3 prov/national committees	Advocacy efforts directed at IRCC, PSFS, BCTT, local gov't					
10. Support Foundation in establishing new operating model	1,2	Foundation operating plan	Support as needed					
11. Monitors and reports on cybersecurity risk as needed.	3,5	Information at meetings	Regular meetings with CIO					

<sup>1</sup> OCS is the Organizational Climate Survey, planned for winter 2025

# TUITION FEE ANALYSIS

2024/25



# contents

<b>Guiding Principles for the Development of Student Tuition and Fees .....</b>	<b>3</b>
<b>Summary of Provincial Policy Regarding Tuition and Fees</b>	
<i>Tuition Limit Policy .....</i>	<i>3</i>
<b>Tuition Comparisons in the BC Public Post-Secondary System .....</b>	<b>4</b>
<i>Tuition Fee Comparisons .....</i>	<i>5</i>
<i>International Tuition Rates in BC .....</i>	<i>6</i>
<b>Tuition Trends in Canada .....</b>	<b>7</b>
<b>Student Feedback .....</b>	<b>8</b>
<b>Additional Internal Financial Supports for Selkirk College Students .....</b>	<b>9</b>

## GUIDING PRINCIPLES FOR THE DEVELOPMENT OF STUDENT TUITION AND FEES

Selkirk College uses a set of guiding principles for the establishment of tuition and fees. Any tuition and supplementary fee increases are required to be in accordance with government policy. These principles include:

### 1. AFFORDABILITY

The potential impact of further increases, the economy in our region and the need to attract and retain students will be considered when determining fee amounts.

### 2. COMPARABILITY

Full-time tuition fees continue to be comparable to neighbouring institutions and on a system-wide basis. The college will work toward a supplementary fee structure that is more comparable system-wide by reviewing our method of charging tuition fees by contact hour rather than by credit for the purpose of increasing comparability. Community education, workplace training and advanced programs/ courses will have fees based on market rates.

### 3. ACCESS AND QUALITY FOR STUDENTS

The sustainability of access to and quality of programs and student services will be a primary consideration when determining fees.

### 4. PROGRAM AND SERVICE DELIVERY COSTS

Program and curriculum content will be reviewed for efficiencies without impacting quality. Supplementary fees will be assessed when required and will reflect the costs associated with programs, courses or student services.

### 5. EASY TO UNDERSTAND

Fees will be reported in two categories: tuition fees and supplementary fees. Appropriate communication processes will be employed to involve and inform students and staff.

## SUMMARY OF PROVINCIAL POLICY REGARDING TUITION AND FEES

### TUITION LIMIT POLICY

In September 2005, the BC government introduced the Tuition Limit Policy, which limited tuition and supplementary fee increases to an average rate of inflation, as represented by the consumer price index (CPI). Since the introduction of this policy, domestic tuition fee increases have been limited to 2% per year. The BC Provincial Tuition Limit Policy remained in place for the 2024/25 fiscal year.

### POST-SECONDARY FUNDING AT SELKIRK COLLEGE

The disparity between public post-secondary operating grants and operating expenses continues to grow across the province. Specifically, Selkirk College’s operating grants have increased by 33% over the past 10 fiscal years, while operating expenses have increased by 57.2%. A 2% increase to domestic tuition generates an additional approximately \$110,000 in revenue to the institution for funding programs and services. The individual impact to each student is in the range of \$70–\$90 per year.

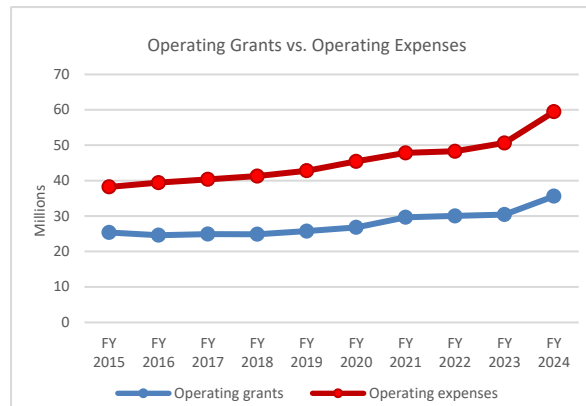


Figure 1. 10-year comparative of Selkirk College’s operating grants and operating expenses per fiscal year (FY)

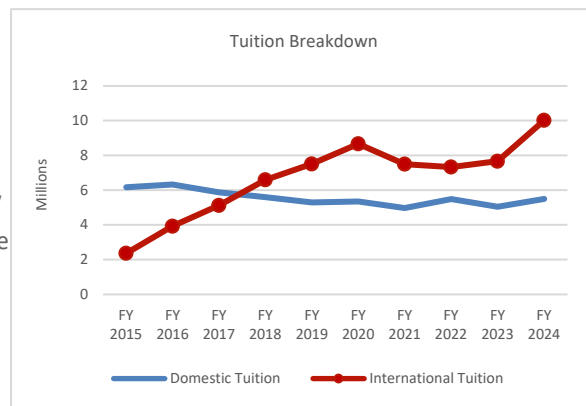


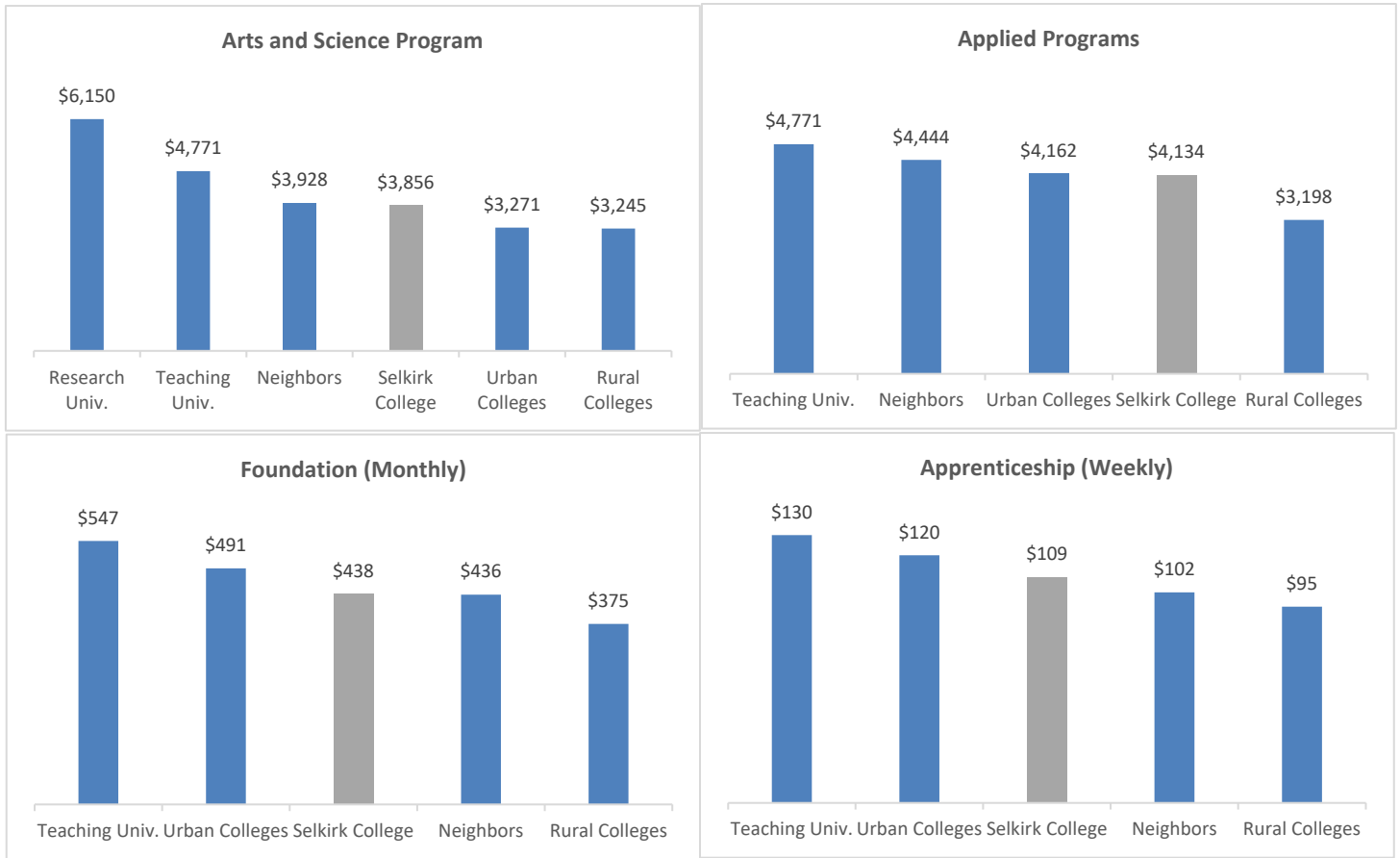
Figure 2. Selkirk College’s 10-year tuition trend for domestic and international tuition

# TUITION COMPARISONS IN THE BC PUBLIC POST-SECONDARY SYSTEM

## TUITION FEE COMPARISONS

Selkirk College continues to have among the lowest tuition fees for university transfer programs, applied programs and trades programs.

### DOMESTIC TUITION RATES IN BC



Note: Foundation tuition is calculated monthly. Apprenticeship tuition is calculated weekly. All other program area tuition is calculated based on an academic year.

Source: Ministry of Advanced Education, Skills and Training

To this analysis, the following comparison groups were utilized:

#### URBAN COLLEGES

- BCIT
- Camosun College
- Douglas College
- Langara College
- Okanagan College
- Vancouver Community College

#### RURAL COLLEGES

- Coast Mountain College
- College of New Caledonia
- College of the Rockies
- Nicola Valley Institute
- North Island College
- Northern Lights College

#### TEACHING UNIVERSITIES

- Capilano University
- Kwantlen Polytechnic University
- Thompson Rivers University
- University of the Fraser Valley
- Vancouver Island University

#### RESEARCH UNIVERSITIES

- Simon Fraser University
- University of BC<sup>1</sup>
- University of Victoria
- University of Northern BC

#### NEIGHBOURS

- College of the Rockies
- Okanagan College
- Thompson Rivers University



# TUITION COMPARISONS IN THE BC PUBLIC POST SECONDARY SYSTEM

## DOMESTIC TUITION RATES IN BC— CONTINUED

### Annual Tuition Fees for Arts Programs - Full-Time Domestic Students by Economic Development Region

BC Public Post-Secondary Institutions, Academic Year (AY) 2015/16 to 2024/25

Published Date: November 2024

Economic Development Region	Institution	AY 2015/16	AY 2016/17	AY 2017/18	AY 2018/19	AY 2019/20	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25
<b>Mainland/Southwest</b>											
	British Columbia Institute of Technology	\$5,350	\$5,455	\$5,563	\$5,674	\$5,787	\$5,901	\$5,570	\$5,681	\$5,795	\$5,911
	Capilano University	\$3,683	\$3,756	\$3,831	\$3,908	\$3,986	\$4,066	\$4,147	\$4,230	\$4,315	\$4,401
	Douglas College	\$2,931	\$2,990	\$3,050	\$3,110	\$3,171	\$3,234	\$3,299	\$3,365	\$3,431	\$3,500
	Emily Carr University of Art and Design	\$3,864	\$3,942	\$4,021	\$4,101	\$4,183	\$4,267	\$4,267	\$4,352	\$4,439	\$4,528
	Justice Institute of British Columbia	\$4,808	\$4,904	\$5,002	\$5,102	\$5,204	\$5,308	\$5,414	\$5,523	\$5,633	\$5,746
	Kwantlen Polytechnic University	\$4,010	\$4,089	\$4,170	\$4,253	\$4,339	\$4,425	\$4,514	\$4,604	\$4,696	\$4,790
	Langara College	\$2,756	\$2,811	\$2,867	\$2,924	\$2,983	\$3,042	\$3,103	\$3,165	\$3,229	\$3,293
	Simon Fraser University	\$5,322	\$5,428	\$5,537	\$5,648	\$5,761	\$5,876	\$5,994	\$6,114	\$6,236	\$6,361
	University of British Columbia	\$4,988	\$5,088	\$5,190	\$5,294	\$5,399	\$5,507	\$5,617	\$5,729	\$5,843	\$5,960
	University of the Fraser Valley	\$4,100	\$4,182	\$4,266	\$4,351	\$4,438	\$4,527	\$4,618	\$4,710	\$4,804	\$4,900
	Vancouver Community College	\$2,526	\$2,577	\$2,628	\$2,681	\$2,735	\$2,789	\$2,845	\$2,902	\$2,960	\$3,019
<b>Vancouver Island/Coast</b>											
	Camosun College	\$3,218	\$3,283	\$3,348	\$3,415	\$3,484	\$3,553	\$3,624	\$3,697	\$3,771	\$3,846
	North Island College	\$2,793	\$2,849	\$2,905	\$2,963	\$3,022	\$3,082	\$3,144	\$3,206	\$3,269	\$3,334
	Royal Roads University	\$6,790	\$6,925	\$7,060	\$7,200	\$7,340	\$7,487	\$7,637	\$7,789	\$7,945	\$8,104
	University of Victoria	\$5,262	\$5,368	\$5,475	\$5,585	\$5,696	\$5,810	\$5,926	\$6,045	\$6,166	\$6,289
	Vancouver Island University	\$4,177	\$4,261	\$4,346	\$4,433	\$4,521	\$4,612	\$4,704	\$4,798	\$4,894	\$4,992
<b>Kootenay</b>											
	College of the Rockies	\$2,591	\$2,643	\$2,695	\$2,749	\$2,804	\$2,860	\$2,917	\$2,975	\$3,035	\$3,095
	Selkirk College	\$2,697	\$2,751	\$2,802	\$2,855	\$2,907	\$2,960	\$3,019	\$3,077	\$3,136	\$3,200
<b>Cariboo</b>											
	College of New Caledonia	\$2,565	\$2,616	\$2,669	\$2,722	\$2,776	\$2,831	\$2,887	\$2,944	\$3,003	\$3,063
	University of Northern British Columbia	\$5,011	\$5,111	\$5,213	\$5,318	\$5,424	\$5,533	\$5,644	\$5,756	\$5,872	\$5,989
<b>North</b>											
	Coast Mountain College	\$2,633	\$2,686	\$2,739	\$2,794	\$2,850	\$2,907	\$2,965	\$3,024	\$3,085	\$3,147
	Northern Lights College	\$3,060	\$3,119	\$3,181	\$3,244	\$3,309	\$3,375	\$3,443	\$3,511	\$3,581	\$3,653
<b>Thompson Okanagan</b>											
	Nicola Valley Institute of Technology	\$2,423	\$2,472	\$2,521	\$2,572	\$2,623	\$2,675	\$2,729	\$2,783	\$2,839	\$2,896
	Okanagan College	\$3,332	\$3,277	\$3,343	\$3,410	\$3,478	\$3,547	\$3,618	\$3,690	\$3,764	\$3,839
	Thompson Rivers University	\$3,985	\$4,064	\$4,145	\$4,228	\$4,313	\$4,399	\$4,487	\$4,576	\$4,668	\$4,761

tuition fees for arts programs for domestic students by economic development region in BC (2024/25)

Source: Data submissions from BC public post-secondary institutions to the Ministry of Post-Secondary Education and Future Skills, 2024

#### Notes:

1. Academic Year (AY) is from September 1 to August 31.
2. In 2005, the BC Government introduced a Tuition Limit Policy under which domestic tuition fee increases for public post-secondary institutions are limited to two percent per year.
3. Tuition fees are based on two semesters (5 courses each semester) for a typical Arts student.
4. Tuition for British Columbia Institute of Technology (BCIT) is derived from the full-time Technology program. In 2021/22, BCIT revised the methodology for full-time Technology from a simple average to a weighted average using average headcount of sampled programs in three technology tuition bands. The amount for 2021/22 is \$5570, which is a 2% year-over-year increase from 2020/21.
5. Tuition for Justice Institute of British Columbia is derived from a Bachelor of Emergency and Security Management Studies.
6. Tuition for Royal Roads University is derived from a Bachelor of Science in Environmental Science.
7. The North Region includes the Northeast, North Coast, and Nechako economic development regions.

# TUITION COMPARISONS IN THE BC PUBLIC POST-SECONDARY SYSTEM

## INTERNATIONAL TUITION RATES IN BC

Selkirk International tuition remains the lowest as compared to neighbouring institutions.

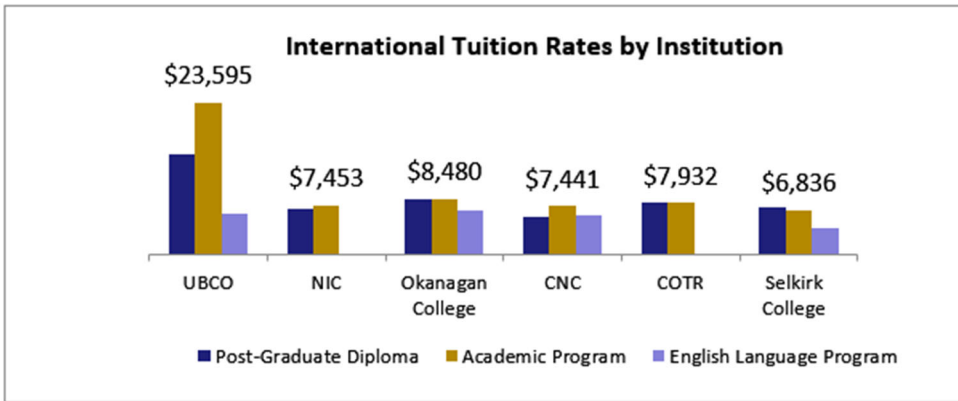


Figure 5. Comparison of international tuition by semester for post-graduate, undergraduate and English language programs

### Annual International Tuition Fees for Arts Programs - Full-Time International Students by Economic Development Region

BC Public Post-Secondary Institutions, Academic Year (AY) 2015/16 to 2024/25

Published Date: November 2024

Economic Development Region	Institution	AY 2015/16	AY 2016/17	AY 2017/18	AY 2018/19	AY 2019/20	AY 2020/21	AY 2021/22	AY 2022/23	AY 2023/24	AY 2024/25	
<b>Mainland/Southwest</b>	British Columbia Institute of Technology	\$18,688	\$19,060	\$19,441	\$19,828	\$20,223	\$20,627	\$19,709	\$20,104	\$20,941	\$21,969	
	Capilano University	\$16,500	\$16,830	\$17,160	\$17,490	\$17,853	\$18,210	\$18,570	\$18,941	\$19,320	\$19,707	
	Douglas College	\$15,600	\$15,900	\$16,200	\$16,500	\$16,800	\$17,100	\$17,400	\$17,700	\$18,000	\$18,300	\$18,600
	Emily Carr University of Art and Design	\$14,061	\$14,904	\$15,500	\$15,965	\$16,604	\$17,268	\$17,268	\$18,305	\$23,796	\$24,748	
	Justice Institute of British Columbia	\$14,424	\$14,713	\$15,007	\$15,037	\$15,613	\$15,925	\$16,243	\$16,568	\$16,899	\$17,237	
	Kwantlen Polytechnic University	\$16,500	\$16,830	\$17,166	\$17,741	\$17,741	\$20,136	\$20,538	\$20,949	\$21,368	\$21,793	
	Langara College	\$16,950	\$17,700	\$17,700	\$17,700	\$17,700	\$17,700	\$18,762	\$18,762	\$19,137	\$19,520	
	Simon Fraser University	\$21,613	\$22,046	\$24,250	\$25,220	\$28,247	\$29,377	\$30,552	\$31,775	\$33,046	\$35,028	
	University of British Columbia	\$26,399	\$30,359	\$34,847	\$36,588	\$38,052	\$39,574	\$41,156	\$42,803	\$44,342	\$47,189	
	University of the Fraser Valley	\$15,600	\$16,100	\$16,620	\$17,160	\$17,850	\$18,900	\$19,290	\$19,680	\$20,460	\$21,480	
	Vancouver Community College	\$14,808	\$15,104	\$15,406	\$15,714	\$16,028	\$16,349	\$16,676	\$17,003	\$17,343	\$18,037	\$18,578
<b>Vancouver Island/Coast</b>	Camosun College	\$13,000	\$14,000	\$14,000	\$14,000	\$14,560	\$14,840	\$15,190	\$15,540	\$15,851	\$16,432	
	North Island College	\$11,770	\$12,480	\$12,730	\$12,984	\$13,500	\$13,770	\$14,045	\$14,326	\$14,612	\$14,905	
	Royal Roads University	\$17,880	\$19,200	\$19,995	\$20,390	\$20,790	\$21,206	\$21,630	\$22,063	\$22,945	\$23,863	
	University of Victoria	\$17,027	\$17,368	\$18,062	\$21,675	\$24,326	\$25,861	\$26,830	\$27,836	\$29,715	\$31,721	
	Vancouver Island University	\$13,920	\$13,920	\$15,240	\$15,240	\$16,680	\$16,680	\$19,575	\$19,227	\$21,741	\$23,993	
<b>Kootenay</b>	College of the Rockies	\$8,869	\$9,351	\$9,640	\$10,311	\$11,179	\$12,095	\$13,107	\$14,701	\$14,895	\$15,194	
	Selkirk College	\$9,200	\$9,200	\$9,800	\$9,800	\$10,780	\$11,320	\$11,890	\$12,400	\$13,020	\$13,300	
<b>Cariboo</b>	College of New Caledonia	\$11,490	\$11,950	\$11,950	\$11,950	\$11,950	\$12,308	\$12,554	\$13,056	\$13,578	\$14,121	
	University of Northern British Columbia	\$17,538	\$17,863	\$18,247	\$18,612	\$21,563	\$22,021	\$22,461	\$23,818	\$24,771	\$26,753	
<b>North</b>	Coast Mountain College	\$7,899	\$8,057	\$11,642	\$11,875	\$12,113	\$12,355	\$12,602	\$12,854	\$13,111	\$13,373	
	Northern Lights College	\$8,852	\$8,852	\$8,852	\$8,852	\$8,852	\$9,960	\$10,770	\$10,965	\$11,580	\$12,300	
<b>Thompson Okanagan</b>	Nicola Valley Institute of Technology	\$10,067	\$10,268	\$10,474	\$10,683	\$10,897	\$11,115	\$11,337	\$11,337	\$11,564	\$11,795	
	Okanagan College	\$12,120	\$12,360	\$12,980	\$13,750	\$13,750	\$14,160	\$14,440	\$14,730	\$15,997	\$16,957	
	Thompson Rivers University	\$15,800	\$16,800	\$16,800	\$16,800	\$17,304	\$17,820	\$18,355	\$19,220	\$20,546	\$21,574	

Source: Data submissions from BC public post-secondary institutions to the Ministry of Post-Secondary Education and Future Skills, 2024

- Notes:**
- Academic Year (AY) is from September 1 to August 31.
  - Tuition fees are based on two semesters (5 courses each semester) for a typical international undergraduate Arts student.
  - Tuition for British Columbia Institute of Technology (BCIT) is derived from the full-time Technology (International Student) program. In 2021/22, BCIT revised the methodology used to calculate tuition for full-time Technology programs from a
  - At Emily Carr University of Art and Design, international undergraduate students first registered in 2023/24 and 2024/25 pay a different rate of tuition (\$24,747.90) compared to students registered up to and including 2022/23 (\$20,135.10).
  - Justice Institute of British Columbia started offering an international undergraduate degree (Bachelor of Emergency and Security Management) in 2021/23. A second program is offered for a Bachelor of Law Enforcement Studies with
  - Tuition for Simon Fraser University (SFU) has been restated since 2017/18 to reflect the amount a first year student would pay assuming 30 credit hours. This is the year SFU introduced cohorts for international tuition based on when a student
  - Tuition for Vancouver Community College has been restated for 2022/23 and 2023/24 to reflect actual tuition increases approved at 4%; previous reports stated 2%.
  - Tuition for Royal Roads University is based on an undergraduate degree in Environmental Science. The amount for 2023/24 has been updated; it was previously reported as \$22,503.75.
  - For interprovincial comparisons see Statistics Canada [Table 37-10-0045-01: Canadian and International Tuition Fees by Level of Study](#).
  - Discrepancy between the BC tuition data and Statistics Canada tuition data is the result of methodological differences including weighting and the types of programs and institutions included.

Figure 6. Comparison of annual tuition fees for arts programs for international students by economic development region in BC (2024/25)

## TUITION TRENDS IN CANADA

Statistics Canada reported average annual undergraduate tuition ranging from \$3,594 in Quebec to \$9,762 in Nova Scotia. Although tuition fees increased in BC from \$6,383 in 2023/24 to 6,607 in 2024/25, BC remains the fifth-lowest tuition amount, falling below Manitoba, which has the sixth-lowest tuition amount when compared to other provinces. All provinces and territories have seen year-on-year increases in tuition.

### UNDERGRADUATE TUITION FEES FOR FULL-TIME CANADIAN STUDENTS BY PROVINCE 2024/25

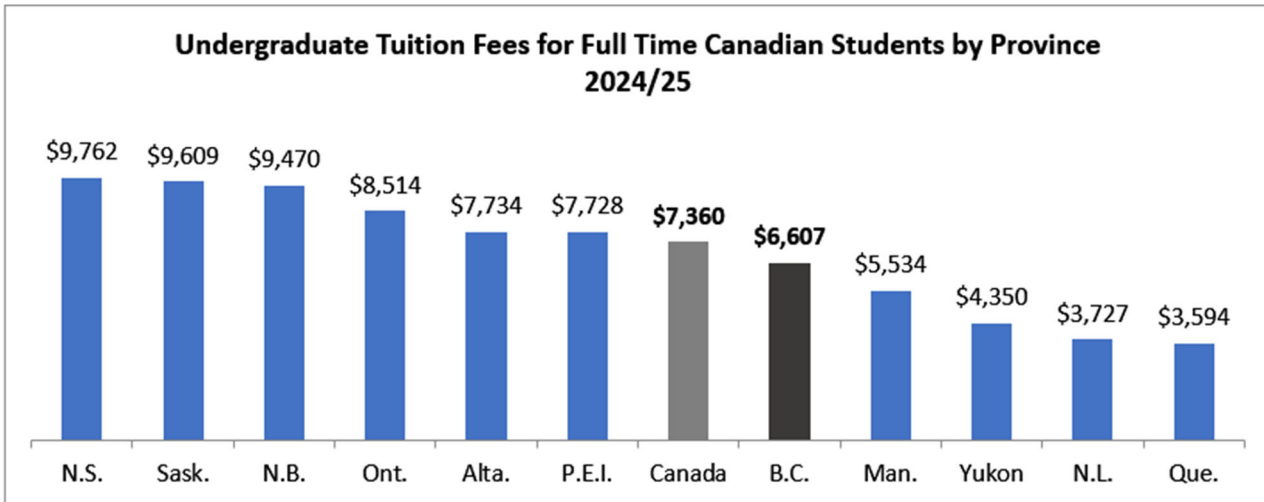


Figure 7: Undergraduate tuition fees 2024/25

Source: Statistics Canada, Centre for Education Statistics, Undergraduate Tuition Fees 2024/25

Across Canada, provinces and territories receive government funding to universities and colleges per student full-time equivalent (FTE). When comparing to other institutions in Canada, BC colleges remain one of the lowest for provincial government transfers to other institutions.

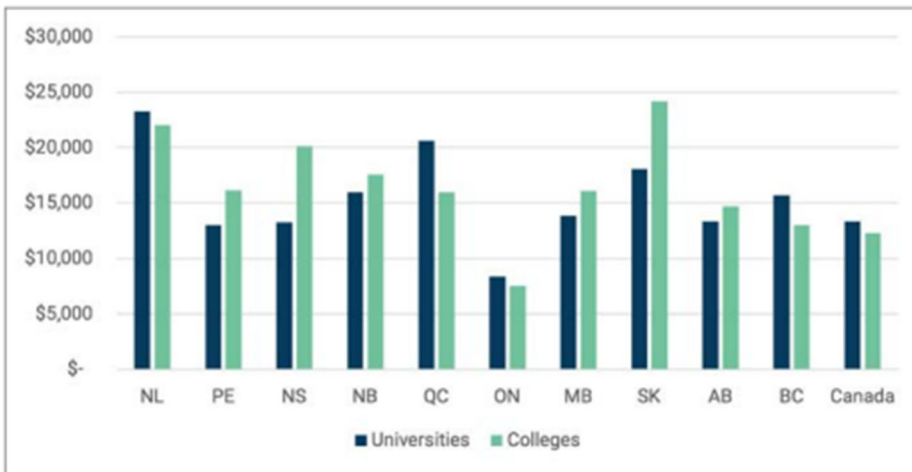


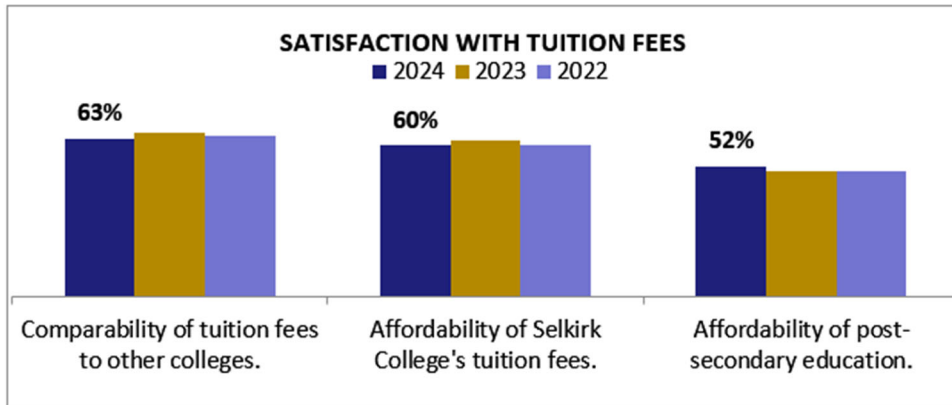
Figure 8: Provincial Expenditures per FTE Student, in 2022/23

Source: Higher Education Strategy Associates, *The State of Post-Secondary Education in Canada*

## STUDENT FEEDBACK

Students indicate a slight decrease in satisfaction with Selkirk College tuition rates over 2023. The annual Student Engagement Survey is the primary source of internal feedback.

### SATISFACTION WITH TUITION FEES



Note: Includes domestic and international student feedback.

Figure 9: Three-year comparison of student satisfaction rates on different aspects of Selkirk College's tuition fees

Fifty-three percent (53%) of students cite affordable tuition as one of the main reasons for choosing Selkirk College for their studies, representing an increase of 4% from 2023.

### MAIN REASONS FOR ATTENDING SELKIRK COLLEGE

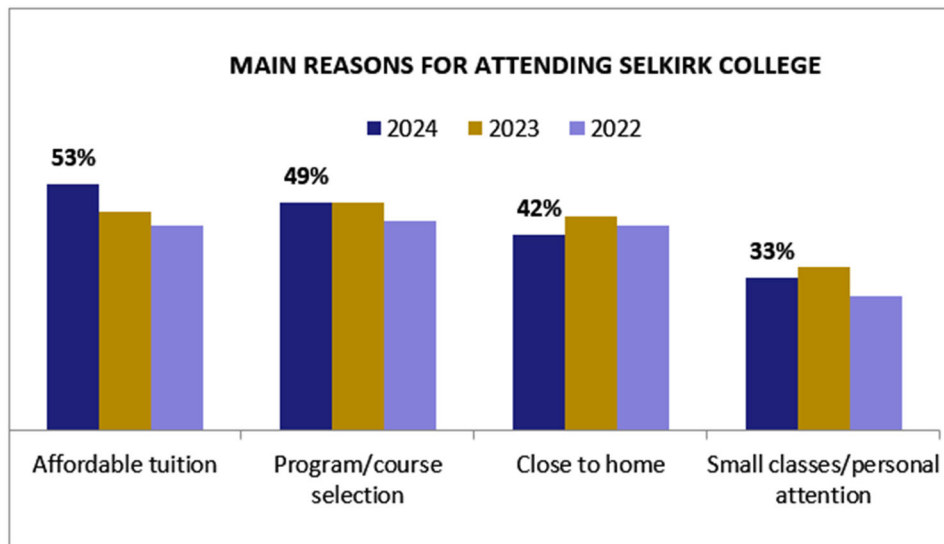


Figure 10: Three-year comparison of the main reasons students chose to attend Selkirk College

## STUDENT SERVICES FEE (2016)

In 2016, the Selkirk College Board of Governors approved a new Student Service Fee (4.5% of tuition). The basis for implementing this new fee was to respond to increasing need for additional supports for students, primarily in health and transition to employment. Revenue generated from the fee is combined with any one-time grants for these services received from government. The fee has been a very effective means of enhancing and sustaining student supports including:

- Providing mental health interventions, additional supports and educational programming through the development of a campus life coordinator role, a Healthy Campus Plan and a Mental Health Framework (aligned with the Okanagan Charter): [Okanagan Charter — Canadian Health Promoting Campuses \(chpcn.ca\)](#).
- Participation in provincial Violence Free BC policies and initiatives to prevent and respond to the issue of sexual violence on campus and implement strategies and plans.
- Sustained implementation of enhanced employment services and promotion of the Student Jobs Board to connect all students, international and domestic, with employers. This includes co-op positions, part-time work, postgraduation employment and work-study positions.
- Implementation of the Student Ambassador program to provide additional employment-related work experiences and opportunities for student engagement.
- Development and implementation of the co-curricular record transcript to document volunteerism and extra-curricular learning.

## ADDITIONAL INTERNAL FINANCIAL SUPPORTS FOR SELKIRK COLLEGE STUDENTS

### FINANCIAL AID

The Financial Aid Office at Selkirk College assists students and prospective students in seeking and securing financial assistance to enable them to pursue their scholastic objectives. Student financial assistance is available in various forms, including government financial aid—in the form of student loans and/or bursaries—scholarship and bursary programs, and corporate scholarship programs.

In addition, students have access to emergency funds by accessing student food banks, grocery cards, and emergency bursaries. Additionally, Financial Aid provides budgeting tools and resources to help students with budgeting for school.

Description	2023-2024	2022-2023	2021-2022	2020-2021	2019-2020
Entrance Scholarships	\$ 84,835.00	\$ 78,275.00	\$ 94,130.00	\$ 53,735.00	\$ 63,585.00
Scholarships	\$ 135,545.00	\$ 133,790.00	\$ 108,116.00	\$ 95,946.00	\$ 96,235.00
Bursaries	\$ 303,847.75	\$ 727,045.15	\$ 260,999.18	\$ 322,814.89	\$ 278,366.33
Awards	\$ 141,092.60	\$ 31,525.89	\$ 26,835.03	\$ 45,337.40	\$ 59,960.08
COVID Emergency Funds	\$ 9,368.50	\$ 10,168.00	\$ 115,632.70	\$ 353,098.65	
<b>Total Awarded</b>	<b>\$674,688.85</b>	<b>\$980,804.04</b>	<b>\$605,712.91</b>	<b>\$870,931.94</b>	<b>\$498,146.41</b>

Figure 11: Five-year financial summary of scholarships, bursaries and awards disbursed by Selkirk College

## **EMERGENCY FUNDING FOR STUDENTS IS AVAILABLE THROUGH THE FOLLOWING BASE-FUNDED ACTIVITIES**

### **STUDENT FOOD BANKS**

Selkirk College supports food banks at the Castlegar, Trail, Silver King and Tenth Street campuses. Students can access the food banks by connecting with Student Union staff or counsellors.

### **GROCERY CARDS**

Financial Aid has supplied grocery cards in \$50 denominations to the counsellors at the Castlegar, Trail, Silver King, Victoria Street and Tenth Street campuses. Students meet with a counsellor who determines which supports are required. In the event of a short-term crisis, the counsellor can give out up to \$100 in grocery cards.

### **EMERGENCY BURSARIES**

Emergency bursaries for \$200 to \$1,500 are available. Students meet with a Student Access and Support representative and complete an Emergency Bursary application. The representative and Financial Aid Office assess the application and determine financial need.

### **BUDGETING TOOLS**

Financial Aid provides budgeting tools and resources to help students with budgeting for school.

## **OTHER SERVICES PROVIDED BY SELKIRK COLLEGE**

### **HEALTHY CAMPUS OFFICE/HEALTHY MINDS-HEALTHY CAMPUS**

Bystander training, creating safe spaces, consent and sexual violence dialogue and training, dinner basket conversations on, for example, healthy substance use, safety and inclusion strategy for LGBTQ students, cultural competency, inclusivity and diversity training, cannabis education, Options for Sexual Health clinic, the new Nurse Practitioner clinic and the Student Ambassador program.

### **EMPLOYMENT SERVICES**

Helping students with employment readiness, increased co-op education offerings, connecting students with summer and career job opportunities.

### **SUPPORT FOR FORMER YOUTH-IN-CARE PROGRAM (TUITION WAIVER) INDIGENOUS**

### **SERVICES AND PROGRAMMING**

For example, Indigenous counsellor (1.0 FTE), Orange Shirt Day, Sisters in Spirit, Cultural Expressions, Elders program, reconciliation speaker series, etc.

### **STUDENT CLUBS**

“Sustainable Selkirk” initiatives, cultural events.



**Notice of Motion:** “To approve the 2025/2026 Tuition and Supplementary Fee Bylaw/Schedule as provided.”

*The Board will vote on this motion during the February 25, 2025 regular meeting.*

**TUITION AND  
SUPPLEMENTARY FEE BYLAW  
Effective August 1, 2025**

**RATIONALE:**

Tuition fees (including supplementary fees) will be students’ contribution to the overall costs for direct instructional activities, including materials and supplies used in the delivery of programs, and studio and/or lab facilities.

Ancillary fees provide necessary support to the primary activities or operations related to improved student experience, services and learning, including: a Learning Resource fee for the enhancement of learning resources (inclusive of technology), a Student Services fee to support Healthy Campus initiatives and student’s Transition to Work enhancements, an Activity fee for recreation facilities and programming, and miscellaneous service fees supporting services to students.

Student Union Fees are established by the Selkirk College Student Union and collected by Selkirk College on their behalf.

Separate fee schedules will be determined as required, specific to the requirements of individual Memorandums of Understanding that extend the College’s programming opportunities through public/private partner arrangements.

2025/26 FEE SCHEDULES: (inclusive of In-Person, Online, Hybrid and HyFlex Learning)

<b>DOMESTIC TUITION FEES</b>	<b>FEE AMOUNT</b>	<b>UNIT/COMMENT</b>
Career Technology	\$5.30	Per contact hour
University Transfer	\$5.57	Per contact hour
Plant Operator / Metal Fabricator / KSA	\$5.44	Per contact hour
Degree Programs / Courses – GIS Courses (Nursing not included)	\$8.45	Per contact hour
Web Development and Digital Fabrication and Design	\$11.25	Per contact hour
Office Administration	\$6.74	Per contact hour
Practical Nursing	\$12.47	Per contact hour - Lecture & Lab
	\$4.45	Per contact hour - Practicum & Clinical
Vocational / Entry Level Trades Training / English Language Program (ELP)	\$3.68	Per contact hour
Apprenticeship Trades	\$111.60	Per week
Steps to Opportunities, Academics and Readiness (SOAR)	\$650.11	Per course
	\$325.04	Per half course
	\$1,950.33	Per semester maximum
Adult Upgrading	Tuition Free	Notional fee of \$650.11/full or \$325.04/half courses (to max \$1,950.33) used to calculate Supplementary & Ancillary fees
Adult Upgrading ADGD 60	Tuition Free	Per course
Student Success - College Preparation (below level 10)	Tuition Free	Pay Activity fee and Student Union fee only
CO-OP Fee (Course Level 100 or higher)	\$348.74	Per course
	\$174.35	Per course extension rate
Adult Literacy	Tuition Free	Per course
Nursing Labs (NURS 116, 126, 216 & 226 or equivalent)	\$147.76	Per semester (plus regular tuition rate)
Clinical/Practicum/Work Term	\$594.35	Per semester (course specific)
Music - Private Lessons	\$947.37	Hour per semester
	\$474.99	30 minutes per semester
Indigenous Students in INDG or NSLX	Tuition Free	Per course for INDG or NSLX courses
Senior (65 years of age or above on first day of class)	50% of Approved Course Tuition	Limited to available seats on first day of class
Public / Private Partnerships	As Negotiated	By project
Audit Fee	Approved Course Tuition	Per course
Prior Learning Assessment	Approved Course Tuition	Per course



<b>SUPPLEMENTARY FEES</b>	<b>FEE AMOUNT</b>	<b>UNIT/COMMENT</b>
Career Technology	\$11.60	Per course
University Transfer	\$11.60	Per course
Vocational / Entry Level Trades Training	\$11.60	Per course
Trades & KSA Programs	\$73.88	Per semester Apprenticeship Carpentry
	\$147.76	Per semester Carpentry, Electrical, Heavy Duty Mechanical & Welding Foundations
	\$221.64	Per semester Fine Woodworking & Millwrite Machinist
	\$295.55	Per semester Digital Fabrication, Textiles & Ceramics
	\$444.65	Per semester Metal Fabricator & Blacksmithing and Metal Art
Rural Pre-Medicine Program	\$559.49	Per semester: Year 1 & 3
	\$248.65	Per semester: Year 2
Studio Fee: Digital Arts Diploma, Digital Fabrication and Design Diploma, Web Development Certificate	\$21.78	Per credit: Year 1
	\$31.50	Per credit: Year 2
Studio Fee: Music & Technology Diploma	\$10.05	Per credit

<b>ANCILLARY FEES</b>	<b>FEE AMOUNT</b>	<b>UNIT/COMMENT</b>
Learning Resource Fee (LRF)	10% of Tuition and supplemental fees to a maximum of \$111.40	Per semester
Student Services Fee (SSF)	4.5% of Tuition and supplemental fees to a maximum of \$275	Per semester
Student Activity Fee - Castlegar	\$35.64	Per semester
Student Activity Fee – All other locations	\$23.68	Per semester
	\$1.43 per week to a maximum of \$53.30	Per week (exception for Trades programs under 15 weeks or over 30 weeks)
Indigenous Students in INDG & NSLX	LRF, SSF, and Activity Fee not charged	Per course
Adult Upgrading ADGD 60	LRF, SSF, and Activity Fee not charged	Per course

STUDENTS' UNION FEES	FEE AMOUNT	UNIT/COMMENT
Students' Union Fee, British Columbia Federation of Students Fee, Student Media Fee, and Student Health and Dental Fee	As determined by the Student Union	(AUD is not eligible for the Health and Dental Program)

# SELKIRK COLLEGE

## FORECASTED CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS FOR THE PERIOD ENDED DECEMBER 31, 2024

	2025 Budget FY	2025 Forecast Q3	Difference to Budget	2025 % Diff	2024 Budget FY	2024 Forecast Q3	Difference to Budget	2024 % Diff
<b>REVENUE</b>								
Government grants	\$ 40,620	\$ 46,923	\$ 6,303	16% <b>A</b>	\$ 34,629	\$ 44,100	9,471	27%
Skilled Trades BC funding	1,865	1,843	(22)	-1%	1,919	1,850	(69)	-4%
Tuition	14,926	15,825	899	6% <b>B</b>	14,542	13,993	(549)	-4%
Ancillary Sales	3,351	3,350	(1)	0% <b>C</b>	2,403	2,280	(123)	-5%
Investment income	867	350	(517)	-60% <b>D</b>	749	940	191	26%
Donations	200	300	100	50%	375	370	(5)	-1%
Amortization of deferred capital contributions	3,708	3,899	191	5%	2,780	3,410	630	23%
Contracts and other revenue	5,276	5,705	429	8%	4,366	3,001	(1,365)	-31%
	<u>70,813</u>	<u>78,195</u>	<u>7,382</u>	<u>10%</u>	<u>61,763</u>	<u>69,944</u>	<u>8,181</u>	<u>13%</u>
<b>EXPENSES</b>								
Salaries and benefits	52,409	58,015	5,606	11% <b>E</b>	46,184	52,467	6,283	14%
Cost of goods sold	995	1,045	50	5%	995	687	(308)	-31%
Other operating costs	13,653	15,272	1,619	12% <b>F</b>	11,739	12,274	535	5%
Capital asset amortization	4,514	4,526	12	0%	3,310	4,204	894	27%
Asset retirement obligation accretion expense	70	68	(2)	-3%	250	18	(232)	-93%
Awards and related costs	930	990	60	6%	1,107	1,107	-	0%
Other operating costs	650	653	3	0%	613	1,704	1,091	178%
	<u>73,221</u>	<u>80,569</u>	<u>7,348</u>	<u>10%</u>	<u>64,198</u>	<u>72,461</u>	<u>8,263</u>	<u>13%</u>
Annual (deficit) surplus before endowment contributions	(2,408)	(2,374)			(2,435)	(2,517)		
Endowment contributions	-	100			-	50		
<b>ANNUAL (DEFICIT)</b>	<u>(2,408)</u>	<u>(2,274)</u>			<u>(2,435)</u>	<u>(2,467)</u>		
Accumulated surplus, beg of year	18,412	18,412			17,478	17,478		
<b>ACCUMULATED SURPLUS, end of period</b>	<u>\$ 16,004</u>	<u>\$ 16,138</u>			<u>\$ 15,043</u>	<u>\$ 15,011</u>		

### NOTES

**A** Grant revenue consists of the following:

	FY 2025 Forecast Q3	FY 2024 Forecast Q3
Operating Grant	38,465	35,842
Operating Grant - Leases	426	425
Other Grants (AUG, HCAPP, ECE, Pathways, NSERC)	7,789	7,590
Minor Capital Funding	243	243
	<u>46,923</u>	<u>44,100</u>

	2025 Budget FY	2025 Forecast Q3	Difference to Budget	% Diff	2024 Budget FY	2024 Forecast Q3	Difference to Budget	% Diff
<b>B</b> Tuition revenue consists of the following:								
Tuition - Domestic	5,412	5,412	-	0%	5,654	5,105	(549)	-10%
Tuition - International	9,513	10,413	900	9%	8,888	8,888	-	0%
	<u>14,926</u>	<u>15,825</u>	<u>899</u>		<u>14,542</u>	<u>13,993</u>	<u>(549)</u>	

**C** Delay of Castlegar Student Housing opening has reduced housing revenue, but we do expect full capacity for the Winter semester.

**D** Decrease related to fewer excess cash in CDP (due to fewer capital projects) and interest rates declining this fiscal year.

**E** Higher wages due to support additional intakes, also additional funded projects in health programs and AUD pathways funding.

**F** Additional costs expected with expanded health programs and AUD pathways funding. TheSIS costs incurred will be expensed this year.

## Selkirk College Foundation Board Roles and Responsibilities

*Current to May 2024*

### Background

The Selkirk College Foundation is a distinct legal entity incorporated as a Society in the Province of British Columbia. It has its own membership and Board of Directors.

Its board members are the fiduciaries who guide the Foundation towards a sustainable future by adopting sound, ethical legal governance and financial management, as well as participating in fund development to advance the purposes of the Foundation in alignment with the key priorities of Selkirk College

A Parallel Operating Agreement between Selkirk College and the Selkirk College Foundation articulates the collaborative and distinct functions of each organization, the respective expectations of both boards, and the sharing of resources to support operations.

The Board has a duty of care to support the important mandate of the Selkirk College Foundation and Selkirk College by providing mission-based fiduciary leadership, strategic governance, and inspiring fund development.

### Board Member Qualifications

This is an extraordinary opportunity for individuals who are passionate about making an impact in the community by supporting the mission of Selkirk College.

Board members will have experience in business, government, philanthropy, health care, education, community organizations, or the nonprofit sector. Their accomplishments will allow them to attract other well-qualified, enthusiastic Board members.

Ideal candidates will have the following qualifications and characteristics:

- Professional or volunteer experience with accomplishments in business, government, philanthropy, health, or the nonprofit sector;

**BUILDING  
REMARKABLE  
FUTURES**

- A commitment to and understanding of the important role of Selkirk College and its communities where it operates;
- Diplomatic skills and a natural affinity for cultivating relationships and convening, facilitating, and building consensus among diverse individuals;
- Personal qualities of integrity, credibility, and a passion advancing educations and supporting students;
- Service on the Selkirk College Foundation's Board of Directors is without remuneration, except for administrative support, travel, and accommodation costs in relation to Board Members' duties.

## **Expectations of Selkirk College Foundation Board Members**

Board members will:

- Abide by the bylaws and constitution of the Selkirk College Foundation Society;
- Understand and respect the distinct roles of the Foundation and Selkirk College;
- Develop a thorough knowledge of Selkirk College's mission, strategic priorities, programs, challenges and opportunities;
- Accept the fiduciary responsibilities of the Foundation and adhere to the Foundation's policies and practices;
- Declare any conflicts of interest that may exclude participation in board decisions;
- Declare if they become unqualified to be a director;\*
- Exercise independent judgement and participate actively in board and committee meetings;
- Willingly share time and expertise with fellow board members and Selkirk College staff;
- Set an example by personal giving and active participation in the fund development process so that the Foundation can credibly solicit contributions from foundations, organizations, and individuals;

## **Specific Responsibilities of Directors**

Directors on the board take on roles that ensure the Foundation is supported in terms of leadership, governance, fundraising and financial oversight.

Board members will:

- Help develop and implement the Foundation's operating plan, which is in turn aligned with Selkirk College's strategic priorities;
- Review outcomes and metrics created by the Foundation for evaluating its impact, and regularly measuring its performance and effectiveness using those metrics;
- Review agenda and supporting materials prior to board and committee meetings;

- Approve the Foundation' annual budget, audit reports, and material business decisions; being informed of, and meeting all, legal and fiduciary responsibilities;
  - Oversee the investment of funds and the development of policies and practices to prudently manage and preserve funds;
  - Assist in identifying and recruiting other Board Members ensuring a diverse, skilled board reflective of the broader community;
  - Serve on one or more of the Board's committees or task forces, and taking on special assignments;
  - Represent the Foundation in stewarding donors and stakeholders, acting as an ambassador for the organization.
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- Consider the Selkirk College Foundation a philanthropic priority and make annual gifts that reflect that priority;
  - Approve an annual fund development plan, based on Selkirk College priorities and incorporating comprehensive strategies;
  - Help identify prospective donors, grantors and sponsors;
  - Help cultivate relationships with donors and prospective donors;
  - Help solicit donations where appropriate;
  - Ensure good stewardship by establishing gift recognition and donor relations policies, and by participating in thanking and recognizing donors;
  - Be advocates; tell the organization's story and its impact.

## **Board Terms and Meetings**

Selkirk College Foundation's Board members will serve three-year terms and will be eligible for re-appointment for one additional term. Board meetings are held quarterly, or more frequently as required. Board members are also expected to attend and annual planning retreat and the Annual General Meeting (AGM) of the Society.

Committee meetings are scheduled quarterly to precede full board meetings. Directors are also expected to participate in occasional joint meetings of the Selkirk College Board and Selkirk College Foundation to foster collaboration and communication in planning and priority setting.

# Considerations and Guiding Questions

## FOR THE SELKIRK COLLEGE BOARD OF GOVERNORS

### 2025-2040 STRATEGIC PLAN DIMENSIONS

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Vision: We are Canada's destination for applied learning and inquiry grounded in a sense of land and place.

Strategy Dimensions:

1. Sustainability: Seven Generations and Beyond
2. Focus: Transformative, Distinctive Education
3. Deliver: A High Performance, High-Support Organization
4. Impact: Innovation for Thriving Communities



### APPLYING PRINCIPLES OF CITIZEN-CENTRED GOVERNANCE

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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

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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 dimensions 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?

