OPEN SESSION AGENDA

Tuesday, November 26, 2024
4:30 p.m. – 6:30 p.m.
Staff Lounge, <mark>Castlegar Campus</mark> /Teams

Selkirk College

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
Kim Pham	Bronwyn Krause
Darcy Falkenhagen, EdCo Chair	Udayveer Miglani
Maggie Matear, President	Abina Thomas

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

OBSERVERS EXPECTED:

Gerald Lightburn, PPWC
Ken Laing, SCFA

GUESTS EXPECTED:

Strategic Planning Steering Committee members
Marta Abel, People, Culture & Organizational Development Advisor

TIME	TOPIC	SPEAKER	OUTCOME
4:30	1. MEETING OPENING	Elder Rick Desautel	
	2. TERRITORIAL ACKNOWLEDGEMENT	Ken Wyllie	
	3. ADDITIONS TO THE OPEN SESSION AGENDA OF NOVEMBER 26, 2024	Margaret Sutherland	
	4. ADOPTION OF THE OPEN SESSION AGENDA OF NOVEMBER 26, 2024	Margaret Sutherland	**Motion to adopt**
	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. 1st) • 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	Margaret Sutherland	**Motion to adopt**
4:45	6. CONFLICT OF INTEREST	Margaret Sutherland Maggie Matear	Information
5:00	7. PRESENTATION • New Strategic Plan	Margaret Sutherland Maggie Matear	**Motion to approve**

Selkirk College acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwépemc (Shuswap) peoples.

5:30	8. PRESIDENT'S REPORT	Maggie Matear	Information
5:35	9. FALL HEAD COUNT AND FTE REPORT	Brier Albano	Information
5:45	10. QUARTERLY FORECAST REPORT	Andrea Hall	Update
5:55	11. BUDGET PLANNING 2025-26	Andrea Hall	Update
6:00	12. EQUITY, DIVERSITY AND INCLUSION • Equity in Employee Recruitment & Selection Report 2024	Marta Abel	Information
6:20	13. BOARD MEMBER AWARD NOMINATIONS	Margaret Sutherland Maggie Matear	Information
6:25	14. BOARD CHAIR'S REPORT	Margaret Sutherland	Information
	15. MEMBERS' REPORT	All Board members	Information
	16. STUDENTS' REPORT	Student Board member(s)	Information
6:30	17. CLOSED SESSION	Board Chair	**Motion to move into the closed session**

EVENTS INFORMATION:

Indigenous Market: Thursday, November 28th 10 A.M. to 2 P.M. Castlegar Campus Pit

Selkirk College Foundation Gala 2024: Saturday, November 30th, 7 P.M. to 9 P.M. Details and tickets are linked here.

Giving Tuesday: Tuesday, December 3rd. Details are linked here.

Students Business Plan Tradeshow: Wednesday, Dec. 4th, Noon to 3 P.M. Castlegar Campus Pit

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OPEN SESSION MINUTES

Tuesday, October 22, 2024
4:30 p.m. – 6:25 p.m.
Staff Lounge, Castlegar Campus /Teams

BOARD OF GOVERNORS

Selkirk College

BOARD MEMBERS ATTENDING:

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

REGRETS:

Bronwyn Krause

Udayveer Miglani

LEADERSHIP TEAM MEMBERS ATTENDING:

Taya Whitehead, VP Education & Students

Lareena Rilkoff, VP College Services

Stacey Matthews, Executive Director of HR

Andrea Hall, Interim Director Finance

James Heth, Registrar

Tammie Clarke, Dean

Tiffany Snauwaert, Dean

OBSERVERS ATTENDING:

Ken Laing, SCFA

TOPIC

1. MEETING OPENING
   - Elder Murhi Kencayd opened the meeting in a good way.

2. TERRITORIAL ACKNOWLEDGEMENT
   - Board member, Christy Anderson, provided a territorial acknowledgment and read the call to action #62 in the Truth and Reconciliation Commission of Canada's report. Action #62 focuses on the inclusion of Indigenous perspective, history and contemporary contributions in education.

3. INTRODUCTIONS
   - Round table introductions were made.

4. OATH
   - Board members in attendance swore the oath.

5. ADDITIONS TO THE OPEN SESSION AGENDA OF OCTOBER 22, 2024
   - There were no additions to the agenda of October 22, 2024.

6. ADOPTION OF THE OPEN SESSION AGENDA OF OCTOBER 22, 2024

   MOTION: "To adopt the open session agenda of October 22, 2024, as circulated."   *Carried*

7. ADOPTION OF THE CONSENT AGENDA OF OCTOBER 22, 2024
   - Draft open Session minutes of June 25, 2024
   - Draft Finance & Audit Committee Minutes of July 17th, 2024
   - Response letter to J. Barron and K Tillapaugh dated August 12, 2024
   - Response letter to Nelson4Palestine Members dated August 12, 2024.
   - Enrolment Dashboard – October 2024
   - EdCo Report – October 2024
   - Letter to PSI Board Chairs dated September 19, 2024
   - Finance & Audit Committee Chair, Amed Naqvi

   MOTION: "To adopt the consent agenda of October 22, 2024, as circulated."   *Carried*

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8. PRESENTATION
- Financial Statements 101
- Andrea Hall, Interim Director Finance presented on the following topics:
    - Statement of Financial Position (Balance Sheet), assets, liability, equity, accumulated surplus
    - Statement of Operations (Income Statement), deferred revenue, expenses, amortization, asset retirement obligation, structural deficit.
- Questions were welcomed and answered during the presentation.

9. PRESIDENT'S REPORT
- The President reviewed her report structure. Monthly reports include an update indicating progress on eleven goals and objectives that align with the strategic plan's objectives (colour-coded progress indicators), along with a list of activities since the last meeting.
- Activities of note:
    - Attended, along with board members, the college's Open House & Career Fair on the Castlegar Campus in October.
- Recently elected Chair of the Skilled Trades Training Consortium (STTC) which represents provincial post-secondary institutions offering trades training. The consortium is focused on shared goals: increasing the number of seats, boosting interest in trades training, and securing additional funding. Currently, seats are funded at approximately 50% of cost to offer, once indirect costs (overhead) are factored in.

10. GOVERNANCE
- 2024-25 Board Goals
- 2024-25 Committee Membership
- 2024-25 Committee meeting dates

MOTION: "To approve 2024-25 Board Goals, Committee membership and Committee meeting dates as circulated."

Carried

11. 2024-2025 PRESIDENT'S GOALS & OBJECTIVES
- The President incorporated the suggested changes from the Fall Board Retreat.

MOTION: "To approve the 2024-2025 President's Goals & Objectives as circulated."

Carried

12. 2019-2024 STRATEGIC PLAN DASHBOARD
- The President reviewed the circulated dashboard noting:
    - The Strategic Enrolment Management Plan (SEM) will be developed following the approval of the new Strategic Plan later this fall.
    - Directions from the 2019-2024 plan that are somewhat delayed or experiencing barriers will be brought forward into operational plans after the new strategic plan is in place.

13. FACILITIES
- The VP College Services reviewed the circulated briefing noting recent achievements:
    - Installation of a new climbing wall in the Castlegar gymnasium along with retractable bleacher seating and a floor refinishing
    - Roof replacements were completed across seven key buildings
    - Castlegar Campus student housing project (114 beds) complete
    - Castlegar campus connected to City water
    - Classroom grades in the Sentinel wing
    - Paving at Silver King and the Mir Centre
    - Asbestos remediation in several classrooms
- Routine Capital submission approved

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- Linear infrastructure enhancements, building envelope repairs and upgrades, classroom renovations and upgrades, fleet vehicle renewal, and fire alarm system upgrades.
- Five Year Capital Plan priorities:
  - Waste water treatment facility
  - Castlegar Campus window replacement

14. BOARD CHAIR'S REPORT
- The Board Chair provided a verbal update, stating she took part in:
  - The Finance & Audit Committee meetings in July and October
  - Replied to the open letter received by the Board in June
  - Participated in the Get Connected event on the Castlegar Campus
  - Participated in the Open House and Career Fair

15. MEMBERS' REPORT
- Members took part in:
  - Open House-Career Fair
  - Silver King Campus trades tour
  - Get Connected events on multiple campuses

16. STUDENTS' REPORT
- Looking forward to learning more about the Board

17. CLOSED SESSION

Motion: "To move into the closed session."

Carried

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MINUTES

Tuesday, October 22, 2024
11:00 a.m. – 12:00 p.m.
Castlegar Campus, Rm S-118 or
Teams

Selkirk College

FINANCE & AUDIT COMMITTEE

COMMITTEE MEMBERS:	LEADERSHIP TEAM MEMBERS:
Amed Naqvi	Lareena Rilkoff, VP College Services
Margaret Sutherland, Board Chair	Andrea Hall, Interim Director of Finance
Ken Wyllie	Kari Daley, Interim Manager of Reporting and FP&A Systems
Thompson Hickey	
Maggie Matear, President	

REGRETS:

Christy Anderson

TOPIC

1. TERRITORIAL ACKNOWLEDGEMENT
   - Amed Naqvi opened the meeting with a Territorial Acknowledgement and assumed Chair duties temporarily to accommodate the Chair election process.

2. ADDITIONS TO THE AGENDA OF OCTOBER 22, 2024
   - There were no additions to the agenda.

3. DISCLOSURE OF CONFLICTS OF INTEREST
   - None were disclosed.

4. ADOPTION OF THE AGENDA OF OCTOBER 22, 2024
   MOTION: "To adopt the agenda as circulated."

   Carried

5. ADOPTION OF THE FINANCE & AUDIT COMMITTEE MINUTES OF JULY 17, 2024
   MOTION: "To adopt the Audit Committee Minutes as circulated."

   Carried

6. ELECT A COMMITTEE CHAIR
   - Amed Naqvi, CPA, CA was re-elected Committee Chair by acclamation. A motion will be brought to the Board in October to approve the Finance & Audit Committee Chair.

7. TERMS OF REFERENCE
   - Reviewed; a minor formatting correction was made.
   - ACTION: Add ToR to audit focused agenda packages

8. DRAFT COMMITTEE 2024/25 PLANNING CALENDAR
   - Reviewed and approved.

9. FY24 SOFI REPORT (amended indemnity agreements list on pg. 32)
   - The interim Manager of Reporting and FP&A Systems stated that following the Board's approval of the SOFI Report in September, the Ministry informed the college that it holds two separate indemnities with Amazon Web Services; one for Amazon Web Services Inc. and the other for Amazon Web Services Canada, Inc. The indemnity list within the report has been updated.

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10. 2ND QUARTER FORECAST
    - The interim Director Finance reviewed the Q2 forecast section by section, noting:
        - The domestic FTE numbers were higher than the last two years; and
        - The international FTE numbers are experiencing a temporary increase from a larger January 2024 intake. This number is expected to drop and is not reflected in the report:
        - The deficit projection is down from $2.4M to $2.1. This is a conservative projection, as advised by the Ministry.

11. 2ND QUARTER RESULTS
    - The interim Director of Finance and the Interim Manager of Reporting and FP&A Systems reviewed the Q2 actual report, which compares the second quarter results this year to last year's Q2 report and is projecting a $2.1M deficit.
    - It was noted that the Selkirk College Foundation is now a registered BC charity, has a separate board, and is controlled and operated separately from Selkirk College. The college will remove the Foundation from its financial statements in 2026. The college will see a smaller endowment fund and donations as a result.
    - The Chair called for an in-camera: Lareena Rilkoff, Andrea Hall, Kari Daley, and Catherine Harder left the room. No minutes were taken.

12. ADJOURNMENT
    - Next meeting: Monday, January 20, 2025

Selkirk College acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwépemc (Shuswap) peoples.

MINUTES

Friday, November 1, 2024
9:00 a.m. – 10:30 a.m.
Rm S-118, Castlegar Campus & Teams

Selkirk College

GOVERNANCE COMMITTEE

COMMITTEE MEMBERS EXPECTED:

Amed Naqvi, Committee Chair

Margaret Sutherland, Board Chair

Ken Wyllie

Christy Anderson

Uv Migiani

Darcy Falkenhagen, EdCo Chair

Maggie Matear, President

REGRETS:

Kim Pham

Bronwyn Krause

TOPIC

1. TERRITORIAL ACKNOWLEDGEMENT
   - Committee Chair Amed Naqvi provided a territorial acknowledgment.

2. ADDITIONS TO THE AGENDA OF NOVEMBER 1, 2024
   - Board Recruitment

3. ADOPTION OF THE AGENDA OF NOVEMBER 1, 2024
   - The agenda was adopted as amended.

4. ADOPTION OF THE GOVERNANCE COMMITTEE MINUTES OF JUNE 11, 2024
   - The minutes were adopted as circulated.

5. TERMS OF REFERENCE
   - Reviewed section by section and one grammatical error corrected.

6. DRAFT COMMITTEE PLANNING CALENDAR 2024/25
   - Reviewed and approved.
   - A new column was added to the planning calendar for the Committee Chair to check off and confirm that each calendar item has been included in an agenda and reviewed or discussed.

7. BOARD RETREAT SURVEY RESULTS 🔗
   - Reviewed Fall 2024 survey results and the Fall 2023 & 2024 comparison survey results
   - The Committee appreciated the longer breaks for networking, and the presentation topics.

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8. CLOSED SESSION GUIDING QUESTIONS
   - The Committee favoured saving space on the closed session agenda to give people time to think and share what is on their minds in a safe space while keeping the generative discussion topic less prescriptive this year.
   - Suggested the following 'check out' questions:
     - What are you leaving this meeting with today?
     - What was most interesting for you that you heard from our meeting tonight?
     - What, if anything, is keeping you up at night about Selkirk College?

9. PROCESS FOR SENDING ADVOCACY LETTERS/RESPONSES FROM CHAIR
   - The following process was agreed upon:
   1. Determine the urgency of the response:
      - If the response can wait until the next board meeting:
        - The Board Chair or the President will draft a written response to be reviewed by the Board at the next scheduled board meeting. Board feedback will be considered/incorporated.
      - If the response cannot wait until the next board meeting:
        - The Board Chair or President will draft a written response promptly.
        - The draft response will be circulated to all Board members via email for input.
        - Board members will provide feedback within a specified deadline based on urgency.
        - The final response will be sent to the letter's author, and all Board members will be copied on the correspondence.

10. POLICY GP 30 BOARD OF GOVERNORS' PURPOSE, ROLES, RESPONSIBILITIES AND AUTHORITY 📎
    - The suggested edit was recommended. A new bullet point added to section 3 reads: Monitor the organization's response to cyber security requirements.

11. IN-HOUSE TRAINING SESSIONS (PROVIDED BY BOARD MEMBERS)
    - Ken and Amed will provide a presentation at an upcoming meeting to share an overview of the Board's legal obligation.
    - Other suggested presentation topics:
      - Reconciliation as an organization (Christy, other Indigenous voices)
      - Education Council overview (Darcy)
      - Student topics

12. PRE-BOARD MEETING RECEPTIONS
    - Committee is in favour of the idea but not the name (reception).
    - The President's Office will schedule and organize.

    Board recruitment
    - Please share the contact information of potential board candidates with the Board Chair
    - Competencies sought:
      - Accounting designation
      - Diversity of lived experiences
      - Knowledge of the area the college services

13. ADJOURNMENT
    - Next meeting date: Monday, January 20, 2025 at 2 pm.

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BOARD OF GOVERNORS POLICY

TITLE   **BOARD OF GOVERNORS' PURPOSE, ROLES, RESPONSIBILITIES AND AUTHORITY**

APPROVAL DATE   Approved by the Finance & Audit Committee on July 17, 2024
To be approved by the College Board on October 22, 2024

NEXT REVIEW   June 15, 2026

1. NATURE AND SCOPE

Selkirk College is a multi-campus comprehensive community college established and operating pursuant to the provisions of the statutes of the Province of BC. The College and Institute Act accords to the College Board the responsibility for the general welfare and overall management of the college. The College Board is the ultimate authority for the operation of the college subject to the provisions of the legislation. To fulfill its mandate, the College Board appoints a president who in turn is responsible for appointing staff, providing institutional direction and leading and managing the operations and activities of the college.

2. BOARD ORGANIZATION

Appointed Board members will be elected to the offices of Chair and Vice-Chair at each Annual General Meeting of the Board, with the ability to stand for re-election to either position during the length of their term on the Board. Board members are asked to serve on standing committees of the Board and may be appointed by the Board Chair to serve on ad hoc committees, which may be struck from time to time for a specific purpose.

Board members are encouraged to attend and participate on other college and/or program advisory committees in an ex-officio capacity and to attend and participate in college events including, but not limited to, graduation ceremonies, employee recognition functions, scholarship and bursary recognition events and meetings with Government.

3. BOARD AUTHORITY

The Board of Governors appoints and determines, with the approval of the Post Secondary Employers Association, the compensation and other terms of employment of the President and Chief Executive Officer (hereafter referred to as the President). The Board also approves the college's long-term vision and plans, the three-year Service Plans and annual Capital Plans, the college's annual budget, and the annual goals and objectives as submitted by the President. The Board delegates to the President the complete authority for college operation and activities within limits established by the policies of the Board and the organization.

The Board oversees the affairs of the Institution, provides oversight of college management as it carries out the day-to-day operations of the college and sets the standards of organizational conduct in concert with the President. The Board's main focus will be on the development, monitoring and review of its policies and guidance on the strategic planning process. This role is separate from the responsibility of the day-to-day management of the college and the achievement of Board approved goals which are the responsibility of the President.

The Board of Governors will clearly define and articulate its role and responsibilities through its Polices and Bylaws, with specific responsibility to:

- hires the President and ensure an appropriate succession plan exists;
- assess the President's performance annually;
- oversee and approve the Institution's capital and operating budgets and ensure integrity of the financial function of the college including risk-management;
- Monitor the organization's response to cyber security requirements.
- Incorporates environmental, social, and governance (ESG) factors into its investment choices, while fulfilling the college's fiduciary responsibilities.
- comply with monitoring, reporting and accountability requirements;

- establish controls and guidelines governing ethical conduct, conflict of interest, environmental protection, personal and public safety as well as articulating the consequences for failure to comply with such controls and guidelines;
- ensure an appropriate and effective communication strategy exists for the Institution;
- provide for good Board management and on-going effectiveness by ensuring measures for Board assessment and member self-assessment are carried out on an ongoing basis in addition to planned succession for the Board Chair; and
- identify the competencies and skill sets required by the Board and make recommendations to the Board Resourcing and Development Office in connection with filling Board vacancies.

The Board will regularly articulate and review Board development and its continuous improvement, including the development and maintenance of the orientation of new Board members.

The Board will monitor its process and performance over the course of the year.

Changes or amendments to existing Board policies, and the adoption of new Board policies may be publicized for the invitation of specific input from the internal or external college community.

Selkirk College Board of Governors Letter to Minister Marc Miller

October 25, 2024

The Honourable Marc Miller, P.C., M.P.
Minister of Immigration, Refugees & Citizenship Canada
House of Commons
Ottawa, Ontario K1A 0A6   Sent by email: Marc.Miller@parl.gc.ca

Dear Minister Miller:

Re: Recent Federal Announcements on International Student Reforms

On behalf of the Selkirk College Board of Governors, I am writing to express disappointment regarding recent changes instituted by Immigration, Refugees and Citizenship Canada (IRCC). As governors of a publicly funded college serving rural British Columbia, we are particularly dismayed by further restrictions to international student study permits and post-graduate work permit (PGWP) eligibility. These reforms will have a profound impact on building the skilled workforce that is so vital to strong rural economies.

For over 60 years, Selkirk College has addressed local workforce requirements through programming that aligns with labour market needs. Both domestic and international students have received the education, training and skills our region needs to thrive. From nurses and electricians to chefs and foresters, our graduates make a daily impact on our communities.

Over the last decade, Selkirk College has worked within the objectives of the federal government immigration system to design programs and produce outcomes ***that are working in rural British Columbia***. The federal government's adjustments to policy and its messaging (i.e. reducing the parity of esteem of colleges in the Canadian post-secondary landscape) have already had a significant negative impact on our college. These changes will result in inevitable cuts to essential programming that will impact not only international students but also domestic students, who may no longer have access to programming because future cohorts will be too small to sustain. While large census areas may be growing, the same cannot be said for rural areas of the country, and we need newcomers to meet the demands for services.
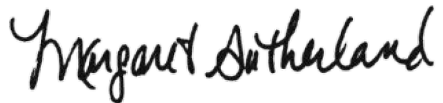
We support a well-managed immigration system that ensures a balance of community needs and aspirations is being met. The current approach taken by the federal government to address some of the larger challenges that come along with a robust immigration system has severely damaged the international reputation of Canada's public college system and unfairly favours universities.

We call on the federal government to work with public colleges to find solutions that work for all of Canada. Labour market needs—particularly in rural areas—need to be considered in consultation with provinces. Please commit to genuine partnerships with the institutions that are building a skilled workforce and sustaining local economies.

We look forward to your response and to actions that will carry us all towards a more prosperous future.

Sincerely,
On behalf of the Selkirk College Board of Governors

Margaret Sutherland

Margaret Sutherland
Chair, Board of Governors
Selkirk College

Cc: Maggie Matear, President & CEO, Selkirk College   mmatear@selkirk.ca
    Hon. Randy Boissonnault, MP   randy.boissonnault@parl.gc.ca
    Minister Employment, Workforce Development and Official Languages
    Richard Cannings, MP, South Okanagan-West Kootenay richard.cannings@parl.gc.ca
    Rob Morrison, MP, Kootenay-Columbia   rob.morrison@parl.gc.ca
    Brittny Anderson, MLA, Kootenay-Central   brittny.anderson@bcndp.ca
    Donegal Wilson, MLA, Boundary-Similkameen   donegal.wilson@conservativebc.ca
    Steve Morissette, MLA, Kootenay-Monashee   steve.morissette@bcndp.ca
    Pari Johnston, President & CEO, Colleges & Institutes pjohnston@cican.org
    Canada
    Larissa Bezo, President & CEO, Canadian Bureau of   LBezo@cbie.ca
    International Education
    Candace Laing, President & CEO, Canadian Chamber   info@chamber.ca
    of Commerce

October 25, 2024

Attn: Membership
Nelson4Palestine

Dear Members of Nelson4Palestine,

Thank you again for attending the Board of Governors' meeting on June 25th and for your written submission to the Board. We appreciate the careful attention you have brought to the matters of divestment and academic partnerships.

As promised in our letter dated August 12th which addressed divestment concerns, we have reviewed our current academic and exchange agreements. We would like to confirm that Selkirk College does not have any formal partnerships, exchange programs, or academic collaborations with Israeli universities or colleges, including Tel Aviv University, Israeli summer school programs, or the Canada-Israel Health Research Program.

Selkirk College is committed to engaging in ethical, thoughtful partnerships that reflect our values and priorities while considering diverse perspectives on global academic engagement.
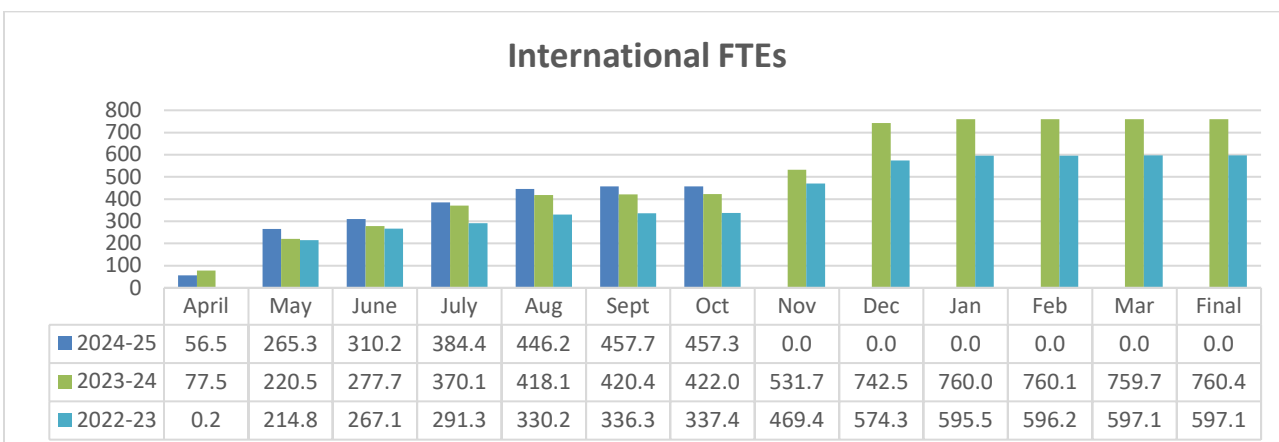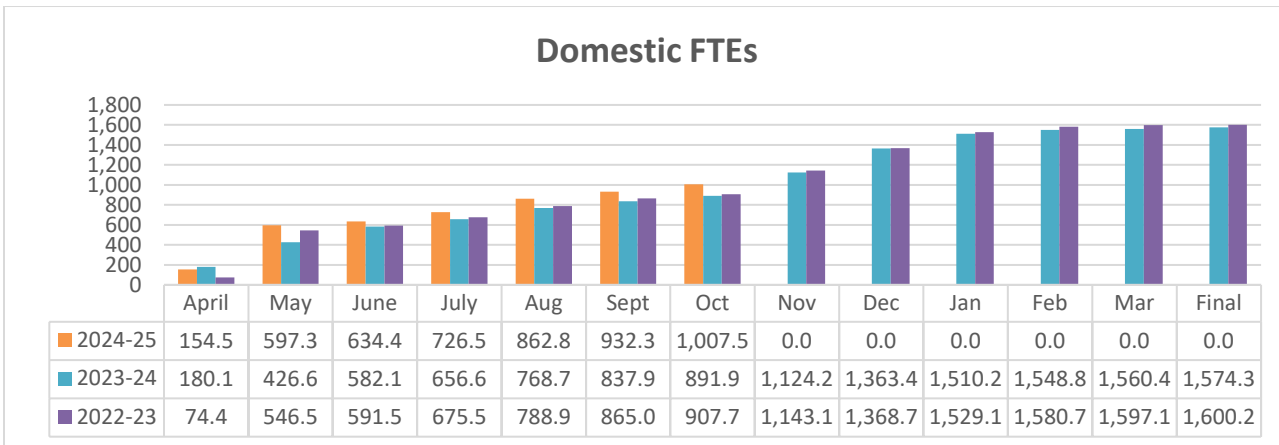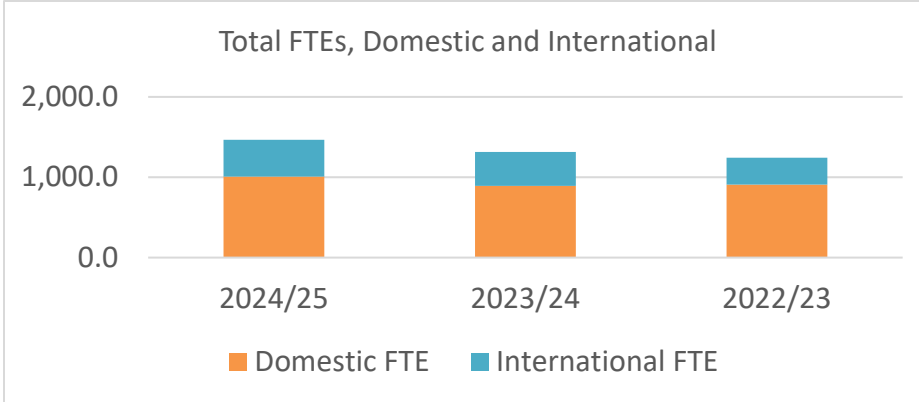
Sincerely,

Margaret Sutherland
Chair, Board of Governors

Cc: Maggie Matear, President & CEO, Selkirk College

Dashboard Report – November 2024

Monthly FTE Data (Full Time Equivalent Student)

SUMMARY	2024/25	%	2023/24	2022/23	2021/22	2020/21
Domestic FTE	1,007.5	69%	891.8	907.7	995.3	907.9
International FTE	457.3	31%	422.0	337.4	331.8	339.2
TOTAL FTE	1,464.8	100%	1,313.9	1,245.1	1,327.1	1,247.0

Total FTEs, Domestic and International

Domestic FTEs

	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Final
2024-25	154.5	597.3	634.4	726.5	862.8	932.3	1,007.5	0.0	0.0	0.0	0.0	0.0	0.0
2023-24	180.1	426.6	582.1	656.6	768.7	837.9	891.9	1,124.2	1,363.4	1,510.2	1,548.8	1,560.4	1,574.3
2022-23	74.4	546.5	591.5	675.5	788.9	865.0	907.7	1,143.1	1,368.7	1,529.1	1,580.7	1,597.1	1,600.2

International FTEs

	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Final
2024-25	56.5	265.3	310.2	384.4	446.2	457.7	457.3	0.0	0.0	0.0	0.0	0.0	0.0
2023-24	77.5	220.5	277.7	370.1	418.1	420.4	422.0	531.7	742.5	760.0	760.1	759.7	760.4
2022-23	0.2	214.8	267.1	291.3	330.2	336.3	337.4	469.4	574.3	595.5	596.2	597.1	597.1

Monthly FTE Data by School – November 1, 2024, 2023, and 2022

SUMMARY BY SCHOOL	Domestic			International		
	2024/25	2023/24	2022/23	2024/25	2023/24	2022/23
Academic Upgrading & Development	171.0	156.9	116.6	54.1	8.1	5.9
Arts & Technology	49.0	59.1	55.3	10.5	13.2	11.4
Business	36.2	31.1	30.6	144.6	140.2	104.0
Community Education & Workplace Training	71.0	73.0	91.5	2.4	1.9	0.8
Environment & Geomatics	82.0	77.8	76.2	2.8	4.4	6.6
Health & Human Services	309.0	214.0	184.4	64.3	43.4	34.7
Hospitality & Tourism	17.9	26.6	40.6	101.0	114.2	91.8
Industry & Trades Training	177.8	153.7	159.6	0.5	0.0	0.0
International Education & Development	0.0	7.3	4.7	0.0	30.0	26.1
University Arts & Sciences	93.5	92.3	105.7	77.1	66.6	55.0
Total	**1,007.5**	**891.8**	**865.3**	**457.3**	**422.0**	**336.3**

*Difference due to rounding

Final Headcount Comparison Report for Fall 2024

as of November 1, 2024, 2023 and 2022

	2024					
	May	June	July	Aug*	Sept	Oct
Domestic Headcount	845	901	1,013	1,598	1,950	2,077
International Headcount	421	521	689	809	828	858
TOTAL HEADCOUNT, Fall 2024	**1,266**	**1,422**	**1,702**	**2,407**	**2,778**	**2,935**

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

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

Note: 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.

Early Application Statistics for Fall 2025 Intake

as of November 1, 2024, 2023 and 2022

Fall 2025	2024			2025							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	352										
International	111										
Total Apps Received	**463**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

Fall 2024	2023			2024							
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July	Aug
Domestic	321	499	606	817	983	1,194	1,649	1,873	2,023	2,146	2,559
International	150	342	430	913	992	1,067	1,328	1,397	1,452	1,479	1,533
Total Apps Received	**471**	**841**	**1,036**	**1,730**	**1,975**	**2,261**	**2,977**	**3,270**	**3,475**	**3,625**	**4,092**

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

Selkirk College Education Council (EdCo) Chair Report
For: Board of Governors
From Darcy Falkenhagen – November 18, 2024

Board of Governors:

Education Council Chair participates as an ex-officio member of the Board

      Attended October 22 Open and Closed Meeting Sessions

      Attended Nov 1 BOG Governance Committee Meeting

Education Council:

The Selkirk College Education Council shall undertake the responsibilities set out in the College and Institute Act.

  Meeting held November 12, 2022 (Virtual)
    Motions Passed:
       Updated course outcomes for:
          ECCE 195 Practicum I
          ECCE 294 Practicum II
          MSK 01 Fundamental Math – Level 1
          MSK 02 Fundamental Math – Level 2
          MSK 03 Fundamental Math – Level 3
          MSK 04 Fundamental Math – Level 4
          MSK 05 Fundamental Math – Level 5
          MSK 06 Fundamental Math – Level 6
       Updated academic policies:
          Policy 8611 Admissions
       Updated program policies:
          Health Care Assistant – Certificate Program policy
          Health Care Assistant – Diploma Program policy
          Practical Nursing Program policy
          Pharmacy Technician Program policy
          Geographic Information Systems – Bachelor's Degree Program policy
          Geographic Information Systems – Advanced Diploma Program policy
          Geomatics in the Workplace Program policy
       Terms of Reference for Engagement Task Force approved

Program Quality Committee (PQC, formerly Admissions and Standards Committee):

The Program Quality Committee is a standing committee of the Education Council. The purpose of the committee is to advise to the Education Council on matters related to Selkirk Colleges program policy and program quality.

     Attended meeting on October 22, 2024
          Motions passed/recommendations to EdCo updates on the following policies:
               Health Care Assistant – Certificate Program policy
               Health Care Assistant – Diploma Program policy
               Practical Nursing Program policy
               Pharmacy Technician Program policy
               Geographic Information Systems – Bachelor's Degree Program policy
               Geographic Information Systems – Advanced Diploma Program policy
               Geomatics in the Workplace Program policy

Curriculum Committee (CC):
The Curriculum Committee is a standing committee of the Education Council. The purpose of the committee is to advise and make recommendations to the Education Council on college curriculum, primarily through the review of course outcomes.

     No meeting since October 9 (in October report)

Circle for Inclusive Indigenous Education (CIIE):
The purpose of this committee is to advance the goals and objectives of the Declaration on the Rights of Indigenous Peoples Act (DRIPA), the Truth and Reconciliation of Canada (TRC) Calls to Action, and the Selkirk College Indigenization Plan by providing advice to Education Council (EdCo) regarding the decolonization and indigenization of the Council's work, in particular regarding governance, curriculum and program development, educational policies and processes.

     No meeting since October 7 (in October report)

Education Policy Committee (EPC, formerly Policy Review Committee):
As a standing committee of Education Council, the Education Policy Committee advises on educational policy. The purpose of the Committee is to ensure that Selkirk College meets necessary standards and forms a coherent body of policy by providing education and support to policy developers, soliciting, and considering College community feedback and renewing and recommending an approval of a final draft.

Attended meeting October 16, 2024

    Presentation from James Heth on Governance

    Motions Passed/recommendation to EdCo:

        Amendment to Policy 8611 Admissions - goal to standardize the English Language Proficiency requirements

    Intent to review Policy 7000

    Policy 3300 Accessibility Services for Students with Specific Disabilities being reviewed by APRC (Academic Policy Review Committee)

    Reviewed Terms of Reference with discussion about integration of College Community Feedback process and the role of this Standing Committee

    Reviewed annual goals

Education Council Engagement Task Force:

This task force was originally struck as the Orientation Task Force at Education Council's June 2023 AGM. The task force was renewed at the June 2024 AGM so that this important work can be continued.

    Attended meeting on October 29, 2024

        Changed name to from Orientation to Engagement Task Force

        Drafted TOR for approved at Nov EdCo meeting

        Defined purpose: To review and develop resources for recruiting, onboarding and educating EdCo members with the aim of improving accessibility, transparency and engagement.

Other events attended:

- Education Council Student Orientation Meeting on October 28, 2024
- Academic Governance Council (AGC) Meeting – November 18, 2024
  - Bi-annual meeting of EdCo Chairs in BC
  - Institutional reports and trends discussed

Note: Reminder that Board members are always welcome and encouraged to observe an Education Council meeting. Our next meeting is on **Tuesday, December 10 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 to RSVP.

Selkirk College Strategic Plan Draft

Prepared for Selkirk College

Higher Education Strategy Associates (HESA) is a Toronto-based firm providing strategic insight and guidance to governments, postsecondary institutions, and agencies through excellence and expertise in policy analysis, monitoring and evaluation, and strategic consulting services. Through these activities, HESA strives to improve the quality, efficacy, and fairness of higher education systems in Canada and worldwide.

Authors: Janet Balfour, Maïca Murphy, and Alex Usher

Work completed on behalf of: Selkirk College

Any errors or omissions are the authors' alone.

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Indigenous Land Acknowledgement

waý • ki'su'k kyukyit • weyt-kp • tawnshi • greetings

Selkirk College acknowledges the traditional territories of the First Nations of the West Kootenay and Boundary regions: the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa and the Secwépemc (Shuswap) Peoples. The mountains, rivers, lakes and lands of these territories have sustained life and human communities since time immemorial. Learning and education have been part of this land for millennia.

Selkirk College is grateful to the keepers of these territories where we live and learn, and the wisdom and beauty that surrounds us. Selkirk College is honoured to work with an engaged and proud Métis community who make the West Kootenay and Boundary region their home. We honour and celebrate the values, cultures, and ways-of-knowing that all Indigenous learners bring to Selkirk College.

DRAFT

Message from the President

To be crafted by Maggie Matear.

DRAFT

How This Strategy Will Serve Us

This strategy will serve as the foundation for all our future decisions. It will guide the creation of further plans for education, research and operations so that we continue to transform our college to meet the needs of our communities.

To that end, the strategy doesn't provide specific instructions or projects to complete. It is not a task list, which is often how conventional strategic plans are presented. While such plans provide a sense of stability through their predictability, their rigidity can make them hard to uphold in the face of unanticipated and frequent changes. Recent years in particular have shown that change is a constant in our world. Instead, this strategy offers direction that guides us even in the face of uncertainty and ambiguity. It is a framework for determining priorities, making decisions and providing clarity of purpose. It doesn't tell our teams what to do, but rather equips them to make informed and logical choices that will advance our vision and prepare us for success over the next seven generations and beyond.

As we align our actions with this plan, we expect a positive shift in our college culture. Our priorities will become more focused, and our practices will evolve to support those priorities.

How We Got Here

The building of this strategic plan has been, since its beginnings, a collaborative effort.

Recognizing that we needed a strategy that captures our community's collective ambition and that would guide us into the future and through a transformative period for our college, the consultation process needed to be designed to be inclusive and iterative. A steering committee comprised of members from across the Selkirk College community—including members from the Board of Governors, Indigenous Partners, faculty, three employee unions, as well as operations, administrative, and student services staff—oversaw the process and advised on matters pertaining to carrying out the consultations, including reviewing questions beforehand, suggesting groupings, and offering consistent on-going feedback.

> *"The public consultation elements of this process were crucial to final outcomes … as the college belongs to everybody"*
>
> *-Maggie Matear, President, Selkirk College*

Beginning in January 2024 and extending into the spring, we convened groups of faculty members, staff, students, and community partners to solicit their input for the development of our next college strategic plan.

Understanding our collective ambition required our community to engage deeply with our current realities and potential futures; our community was therefore tasked with offering input into questions about their aspirations for our college and our region's future:

> *"I am very excited to be paddling in the same direction. I am happy to hear our values and commitments are not changing much and we are moving toward a focus on excellence." - Internal consultation participant*

- What is the most significant challenge we are facing?

- What is the most inspiring achievement we can strive for in the coming years?

- Why do we as a college matter?

- How will we make a meaningful difference, and what lasting impact do we want to make?

It was through questions like these that we as a college community wanted to address the importance of acknowledging our past and present realities, while guiding and challenging us to imagine our future, our purpose, and our identity.

Through hundreds of conversations, dialogues, and engagements with a broad range of constituent groups, our community was able to do the hard work of acknowledging what we are facing, where we want to go, and how we will get

there, building a bridge between what is the Selkirk College of today with the Selkirk College that we aspire to be over the coming years– a theme readers will see permeating the following pages.

Consultations by the Numbers:

- 20+ group and individual engagements with external partners and allies.
- 12+ group and individual engagements with First Nations and Métis peoples on campus and partners external to the college.
- 340+ responses to community surveys.
- 12+ focus group engagements with internal community groups across all campuses and learning sites.

All told more than 500 people engaged in our planning process, whether through interviews, online surveys, and regional community consultations. They told us what made them proud to be part of Selkirk College and the West Kootenay and Boundary regions, as well as shared their ideas for the future of the college.

Consultations revealed that our strategy needs to be situated in the present while firmly focused on the future. This strategy is therefore organized to reflect the elements of our journey to this moment. *What We Stand For* establishes the heart of our strategy, outlining core values and commitments, providing the guiding principles for all future actions. *What We're Facing* anchors our strategy in our immediate context so that we acknowledge and remain accountable to present realities as we build towards our envisioned future, which is articulated through our vision and mission statements in *Where We're Going*. Finally, *How We'll Get There* speaks to the strategies we will employ and the objectives that guide our decision making to make our vision a reality.

Timeline

- **February 2024**: Steering Committee is convened and endorses the proposed consultations plan
- **February 2024**: Selkirk Announces the Launch of the Strategic Planning & Consultation Process at Kick-off Town Hall
- **February – April 2024**: Selkirk College explores trends in the sector and the region resulting in the publication of an environmental scan circulated to committee for feedback.
- **February-May 2024**: Selkirk College engages in focus group consultations with community members across all campuses and learning centres. External interviewers conduct consultations with Indigenous leadership, industry partners, community partners, and government.
- **April 2024:** Community survey (follow-up from group consultations)

- **May 2024:** A "What We Heard" report, summarizing consultations and findings to date, is released to community.
- **August 2024:** Journey Recap and Feedback Session
- **October 2024:** Draft Strategic Plan submitted to Steering Committee and Board of Governors for comment,
- **November 2024:** Completion of the Strategic Plan
- **2025:** Implementation begins!

> *"Thank you for checking in and asking for comments and feedback." - Consultation participant*
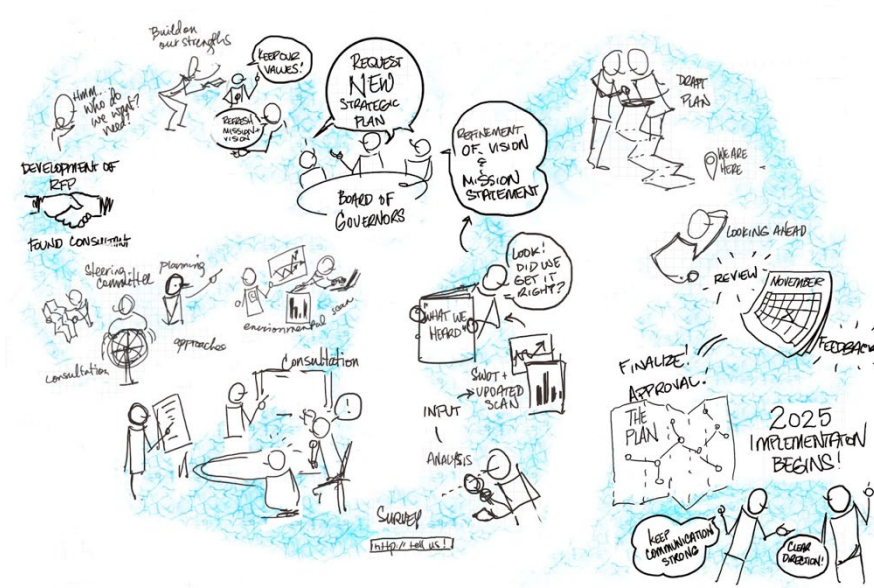
What We Stand For

Our values are what we stand for. These are enduring in the face of change and, even more than our mission and vision, they are our reason for being and doing. They shape our culture. They define us.

Our Values

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

> *Selkirk College is the heartbeat of the West Kootenay Boundary region. It nurtures local talent and invites international diversity. Without it, the region would lose a key contributor to its educational, cultural, and economic landscape. It's not just a college; it's a community builder. - Survey Respondent*

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.

Our Commitments

Our commitments emerge from our values. Community, access, respect, and excellence compel us to embed the following principles in all that we do, including programming, student and employee supports, planning, and operations.

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

Equity, Diversity & 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.

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.

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.

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[1].

Sustainability is a comprehensive philosophy that has its roots across time and cultures. The seven generations principle, which is based on Haudenosaunee philosophy forwards that the decisions we make today should result in a sustainable world seven generations into the future. The seven generations principle has been documented as early as in the 12th and 16th centuries, but has likely existed for much longer. In the early 18th century, the Germans used the word Nachhaltigkeit, which translates to "sustained yield." In the 19th century, the Sierra Club was founded in the US to protect landscapes from exploitation. The modern sustainability movement is often said to have started in 1987, however, with the United Nations Brundtland Commission, which defined sustainability as "meeting the needs of the present without compromising the ability of future generations to meet their own needs." These commitments underpin the UN Sustainable Development Goal (SDG) related to sustainability (SDG 12) and propelled the notion of sustainable development to the forefront of the public imagination.

Care for the future underpins all versions of sustainability – from those steeped in conservation to those concerned with development. These descriptions also teach us that care for the future is grounded in wisdom from our rich pasts as well as current realities. Our mountains, rivers, and forests were here long before any of our conceptions of sustainability. They have weathered every change and even the new, young trees grow from fragments of their ancestors. Their wisdom is in their eternity, adaptability, and resilience in the face of change spanning millennia. In that sense, they are the embodiment of sustainability. Our institutional notion of sustainability is therefore deeply rooted in our relationships with our environment, with one another, and the resources– financial, material, natural– that sustain us. How we think about sustainability is at the heart of our purpose and our approach to being a meaningful part of the future.

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[1] This reference to the Selkirk College Wellness Wheel has been adapted from *Capacity to Connect: Supporting Students' Mental Health and Wellness* by Gemma Armstrong; Michelle Daoust; Ycha Gil; Albert Seinen; Faye Shedletzky; Jewell Gillies; Barbara Johnston; and Liz Warwick, and is licensed under a Creative Commons Attribution 4.0 International License, except where otherwise noted.

What We Are Facing

It is the responsibility of every generation to create institutions equipped to meet both present and future challenges, and Selkirk College is a proud part of that legacy. As we at Selkirk College embarked on a mission to draft a new strategic plan, we recognized the profound changes, challenges, and opportunities shaping our path ahead.

We are a regional college deeply connected to both the land and the people of this place. The future of Selkirk College is intimately tied to the prosperity of the West Kootenay and Boundary regions. Our obligation therefore lies in uplifting the communities we serve, using the knowledge and resources of the college to benefit the West Kootenay and Boundary regions. The challenges of our time—shifting demographics, economic uncertainty, climate change—demand a bold vision that matches the dynamism of our region. Together, by drawing upon the collective wisdom and strength of our community and partners, we have articulated through this strategy a path forward that addresses our challenges while also seizing opportunities. Our goal is for Selkirk College to solidify its role as a beacon of the West Kootenay and Boundary regions and to be a meaningful ally in shaping a thriving future.

The impacts of climate change have taken an immediate and visible toll on our region. We have long standing commitments to promoting sustainability, mitigating climate impacts, and fostering resilience. Our research intentionally focuses on applied and social innovation that supports rural resilience and environmental stewardship. Yet, our college must continually adapt and never ignore these ongoing environmental changes in what we do.

Our student population, too, is changing. Selkirk College has long been a regional destination college, fostering a sense of belonging and pride that spans generations for those in the region. However, while the overall population in the region is growing ever so slowly, it is also projected to age. The youth population most likely to attend college is shrinking, and our local employers are already feeling strained by a shortage of qualified workers. Fewer students at Selkirk College will mean fewer skilled workers for our region's future. This is a loss we can't afford.

Projected Youth Population to 2041, for all Columbia Basin - Boundary
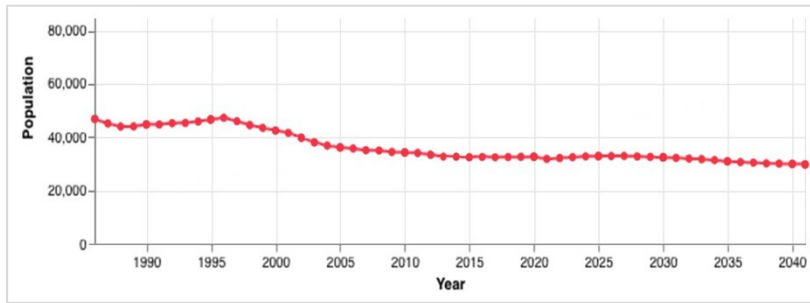
To mitigate the negative impacts of a declining domestic student population, Selkirk College took the approach of recruiting internationally.

International students have not only helped to stabilize enrollment but have enriched our learning environment and our region. We are proud to welcome international students on our campuses. They are also meaningful contributors to the economic prosperity of the college, allowing it up until recently to continue to offer a vast suite of programs despite the relatively small enrolment size of the college. Changing provincial and federal regulations mean not only that Canada may not be seen as attractive a region to pursue postsecondary education as it once had, but importantly that efforts to recruit internationally must be done in tandem with growth in domestic student numbers to achieve enrolment goals. Our financial sustainability, and therefore our ability to remain a perennial feature and contributor to the vibrant future of the West Kootenay and Boundary regions hinges on our ability to recruit more domestic students simultaneously with recruiting international students.

These changes are a call to action and a testament to the important work our college has ahead of itself. The decisions we make and the actions we take in the coming years will be pivotal in shaping the future of the West Kootenay and Boundary regions that we envision for ourselves and the next seven generations. There is much to be done so that we continue to be the college the region needs. Our challenge, to be met in this plan, is to prosper in concert with our region. This will require focused planning and action, it will require us to continually innovate, and to set ourselves apart from other colleges, and it will require us to act now.

> *Without Selkirk College, the West Kootenay Boundary region would lose a vital educational institution that serves as an anchor for the community. It provides accessible higher education opportunities, contributes to economic development, and fosters innovation and cultural enrichment. - Survey Respondent*

Where We Are Going

Our mission and vision are straightforward, focused, and built to guide our planning.

Our vision is what we want to be. It is what motivates people to commit their time and efforts to the future of the college, and it is what will make it easier to identify our priority actions. Intentionally, Selkirk College is *the* place to learn and *the* place to connect and listen to what our environment must teach us. It is the place to *be*.

> Vision
>
> We're Canada's destination for applied learning and inquiry grounded in a sense of land and place.
>
> Mission
>
> Together we inspire generations of change makers through relevant, inventive and sustainable education.

Our mission, on the other hand, is what we need to do to turn our vision into a reality. And very simply, that is: What we teach is relevant, inventive, and sustainable. Our mission is also what guides us in our quest to advance learning and inquiry.

Words matter. Our mission and vision are intentional. To learn about our mission and vision and what we mean by what we say, we have described each below:
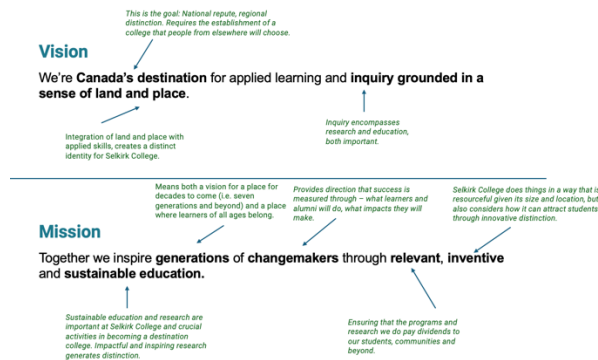
How We Will Get There

Our Foundational Goal: We are committed to positioning our college for sustainability.

Recent years have illustrated that sustainability is not a fixed state but a dynamic pursuit, encompassing environmental, social, and economic resiliency in a rapidly changing world. We are focused on being an integral ally in strengthening the West Kootenay and Boundary regions while offering unique and distinctive educational experiences that support learners—both those who come from the regions and those who come to the region to pursue their studies—in making meaningful contributions that have a local and global reach. Our plan is aimed to demonstrate our contribution towards building a brighter future for this part of the province, which requires us to be sustainable. This demands that we ground our efforts in the wisdom of several Indigenous ways of knowing that detail ways of seeing the world that encourage a holistic approach to considering to the future and imply responsibilities for reciprocity, co-learning, and collaboration.

There are four dimensions to our strategy:

Sustainability: Seven Generations and Beyond

Deepen our relationship with the land and strengthen our commitment to environmental stewardship.	We will cultivate a profound sense of place, recognizing the interconnectedness of our college with the natural world. Climate and geography have an enormous impact on shaping the culture of the region, and our relationship to the land affords us the opportunity to lead and innovate in ways that honour both the natural world and the traditions of its stewards. These relationships will guide our decision-making around policy, infrastructure, college services, education, applied research and partnerships.
Nurture our role as a trusted partner.	We will continue to build and maintain strong, collaborative relationships with groups in our region. These include First Nation partners—the Sinixt, the Syilx, the Ktunaxa, the Secwépemc and Métis peoples—communities, industry partners, governments, other education providers and the various peoples who call this place home.

Safeguard the college's long-term fiscal health.	Our college intends to be here for posterity, delivering unique learning experiences that will support the prosperity of the West Kootenay and Boundary regions for the next seven generations and beyond. Every one of us has a role to play in ensuring we use our resources as effectively and responsibly as possible.

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Sustainability is our foundational goal, underpinning all our efforts to create a college that best serves our students and communities.

The three core pillars below reinforce our foundational goal, providing the strategic direction to ensure Selkirk College excels well into the future.

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Focus: Transformative, Focused Education

As a college with an expansive footprint and legacy (we have a presence in six communities spread out across the West Kootenay and Boundary regions), the expectations placed upon us are wide-ranging and our challenges are complex. Meeting these expectations requires careful planning, focus, and deliberate action. These commitments will continue to lead our college to a more meaningful impact, a place that brings people here to study and succeed, to collaborate with, to learn from, and to give back to the region and beyond, to find out what it meant, means, and can mean to be thriving in the Kootenays.

Support regional and community priorities through high-demand applied learning, continuing education, and research initiatives	We will align our applied learning, continuing education and research efforts with the needs and aspirations of our region. We will ensure our programs and initiatives remain relevant and effective by monitoring market trends, emerging sectors and regional labour market demands.

Expand efforts to Indigenize and decolonize education and campuses.	We are guided by the principles of UNDRIP (particularly article 15), the Truth and Reconciliation Commission's Calls to Action, and our college's commitment to reconciliation. Through our Indigenization Strategy and our daily activities, our engagement with Indigenous peoples will be reciprocal, meaningful and supportive. Indigenous ways of knowing, doing, and being will inform the college's purpose, culture and curricular offerings.
Emphasize exceptional teaching and learning experiences for our students across all programs.	We will continually refresh and update spaces, services and curricula, and draw on our strengths as one of British Columbia's top research colleges. We will leverage our unique setting, facilities and proximity to nature to ensure our programs and student activities are infused with immersive learning experiences—whether in the lab or on the land—that enhance every stage of a student's academic journey.

Deliver: A High-Performance, High-Support Organization

A sustainable Selkirk college guided by purpose and innovation will require concomitant structures, systems, processes, and a culture that inspire action and drive visible and meaningful improvement When organizations have a good culture and robust systems, they are stronger, more adaptable, and produce and retain great talent. We want to be a place where people want to work because this also makes it a place where people work well. Being a place where people work well is one of the ways we aim to increase our sustainability. As part of our strategy for success, we will focus on empowering our people and cultivating their human potential through clear purpose, equipping them with the right tools and systems that inform their decisions and actions, and maintaining our great organizational culture that values people and collaboration. Working as a connected community, we will be able to live our values and actively contribute daily to the realization of our strategy and make a real difference shaping our college's future.

Inspire a culture of stewardship and accountability,	We're committed to nurturing an environment where everyone feels valued for their contributions and inspired to share their progress. Together, we can create a positive culture of shared responsibility and

energized by the possibilities of change.	continuous improvement. By embracing change as an opportunity for innovation, we can become more adaptable, resilient and responsive.
Advance an informed, vibrant, and respectful workplace culture.	We are dedicated to building a workplace where knowledge is shared, diversity is celebrated, and respect is foundational. We will encourage open dialogue, embrace diverse perspectives, and support continuous learning and collaboration. We will foster an inclusive environment where every member of our community feels valued, empowered and engaged in the vision and mission of the organization.
Optimize processes and structures to support efficiency.	We recognize that making our policies, processes, infrastructure and technologies more effective and efficient is integral to our vision. We'll work together to find ways that most effectively deliver our services.

Impact: Innovation for Thriving Communities

At Selkirk College, we don't just talk about leadership and innovation; we live it. Our processes, structures and infrastructure are subject to continuous reflection and adaptation under changing circumstances. We demonstrate our capabilities through a culture of exploration and problem-solving, offering students and faculty a platform to develop innovative and impactful solutions to real-world challenges. As education and research landscapes evolve, Selkirk College will continue to leverage its unique strengths and regional partnerships to deliver learning experiences that set it apart from other colleges.

Prioritize innovative approaches to program and service delivery.	Our surroundings are an extension of our classrooms, a living laboratory that creates an immersive learning experience. Our proximity to pressing environmental issues, such as wildfires, water management, vulnerable ecosystems, and sustainable resource extraction offers a unique setting for water- and land-based experiential learning. We are also well-positioned to lead in the fields

	of rural economic development and environmental stewardship.
Create more engaging and memorable student experiences on our campuses and learning centres.	We believe in creating a distinctive, transformative and inclusive learning environment. We will find more ways to nurture students' personal and social well-being, as well as their intellectual and professional growth.
Cultivate an entrepreneurial spirit.	Our region has long been characterized by its resourcefulness, resiliency and creativity, borne of the challenging landscape and beauty of the West Kootenay and Boundary regions. We will harness this spirit, capitalizing on our existing assets to actively pursue ideas – projects, programs, services or processes –that support our vision.

Acknowledgments and Gratitude

The college owes enormous thanks to the members of the Selkirk College community who devoted their time, insights and expertise as members of the strategic planning steering committee. Their tireless efforts ensured that this plan is the product of the college's collective aspirations. Throughout the course of the year, they guided the process to ensure that it was structured and conducted in a way that would produce consultation results that could be translated into a plan that is for Selkirk College by Selkirk College. This included providing thoughtful feedback on various materials from communications to the production of drafts, sharing wise counsel that helped shape direction and focus, and have deftly represented their peers and colleagues throughout the process.

- Brier Albano
- Christy Anderson
- Dianne Biin
- Kerry Clarke
- Leesa Dean
- Donna Drover
- Rod Fayant
- Nick Howald
- Chantal Lortie
- Maggie Matear
- Tracy Punchard
- Tiffany Snauwaert
- Margaret Sutherland
- AJ Wearmouth
- Taya Whitehead
- Terri Macdonald

The college is also indebted to the members of its Board that give time, insight, and guidance as stewards of the college during this process. Their role in the coming years will be to ensure the college remains true to its vision, mission and values articulated in this plan and meet its commitments. Their involvement in this process thus far has been instrumental in laying the foundation for a successful future:

- Margaret Sutherland, Chair, Appointed Member
- Amed Naqvi, Vice Chair, Appointed Member
- Christy Anderson, Appointed Member
- Mary Austin, Appointed Member
- Debbie Bird, Appointed Member

- John Dutton, Appointed Member
- Thompson Hickey, Appointed Member
- Kim Pham, Elected Member (SCFA)
- Ken Wyllie, Appointed Member
- Bronwyn Krause, Elected Member
- Dr. Maggie Matear, Ex-Officio Member
- Darcy Falkenhagen, Ex-Officio Member

The strategic planning process and this resulting document would not have been possible without the often-invisible and unsung work of staff that worked with aplomb on the deployment of several parts of this project. They turned plans into action and without their efforts this strategic plan would still largely live in the ether as an idea. To them, the college has an immense debt of gratitude:

- Marta Abel

- Catherine Harder

- Maggie Kezcan

- Claire Phillipson

Finally, the college is immensely thankful to our First Nations and Métis partners, along with community, government, and industry partners. This process showed the extent to which our allies and partners are invested in our success. Many took time out of their busy schedules and traveled long distances to offer thoughtful and considered ideas, insights, and feedback for the future of our college. The college is immensely grateful for their contributions.

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Recommendations for Images to be used within the Strategic Plan

Feedback indicated that mention of any one specific campus/learning centre, facility, program, department, and/or research initiative within the text of the Strategic Plan - may not adequately or accurately convey the diverse offerings and strengths of Selkirk College. So, it was agreed that the body of the text does not include such specific references, but rather offer a series of chosen images, textbox examples, etc. of a variety of distinctive images/ideas TBD by the Selkirk College team.

Could include:

- Indigenous Gathering Places

- Selkirk Innovates and the Technology Access Centre (STAC)

- Examples of research advances, such as: prototyping and manufacturing design work, 3D modelling of large infrastructure, etc.

- Social justice innovation through the Mir Centre for Peace

- Teaching and Learning; ECE (also a places of innovation)

- Campus life photos

- Etc.

DRAFT

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Selkirk College

President's Report for November 2024

Communication and Relationship Building:

- Provided a second virtual town hall for employees
- Meet with the Ombudsperson to discuss Doukhobor apology support
- Met with Doukhobor community members
- Participated in City of Trail's stakeholder meeting.
- Welcomed the Post-Secondary Employers' Association (PSEA) President & CEO to campus
- Met with Assistant Deputy Minister (ADM) Multiculturalism and Anti-Racism Branch, Ministry of Attorney General
- Met with college union executives
- Met with MP Richard Cannings
- Wrote blog update *Navigating a Changing Landscape* for the weekly employee newsletter

Student Focus:

- Met with Student Union staff at Tenth Street Campus
- Chatted with students in Fine Woodworking and Welding
- Enjoyed a student-prepared and served dinner at Scholars on the Tenth Street Campus
- Had coffee in the cafeteria with students at Castlegar

Indigenization, Equity, Diversity, and Inclusiveness:

- Met with Ktunaxa Nation Council's new CAO
- Webinar: Reducing the Harm of Microaggressions in the Workplace

Strategy, Creativity, and Innovation:

- Engaged in a Rogers THINKLab Advisory Session

- Met with Higher Education Strategy Associates to review the draft strategic plan
- Completed risk register voting
- Attended a Strategic Planning Steering Committee meeting
- Enjoyed the Unite & Reunite Music Faculty Extravaganza

Leadership and Professionalism:

- Met weekly with the BC College Presidents
- Attended an IT Governance Committee meeting
- Attended a Public Interest Disclosure Act (PIDA) Workshop in Vancouver
- Joined the Associate of Arts External Review Team site visit
- Participated in a Media Training Workshop with board members and leadership team members
- As Chair, met with the Skilled Trades Training Consortium (STTC) executives, president, and directors.
- Joined Standing Committee on Human Resources Practices (SCHRP) planning session with (PSEA)
- Attended two virtual Colleges & Institutes of Canada (CICan) board sub-committee meetings (Governance, Audit & Risk) and an in-person two-day directors meeting in Ottawa
- Facilitated a full-day leadership team retreat

Board Relations:

- Attended the Board Governance Committee meeting
- Prepared a presentation on Conflict of Interest to address Board commitments
- Met with the Board Chair bi-weekly

President and CEO Goals and Objectives Monitor

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

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

Progress indicators: On track ▮(green) Somewhat delayed or barrier exists ▮(yellow) Substantially delayed or may not be achieved ▮(red) Complete ▮(black)

Objective and Demonstration / Measurement	Strategic Alignment	Outcome or achievement indicator	President's Comments Comments/ Factors affecting performance	Months				Board Rating 1-3
				Jun	Sep	Dec	Mar	
1. Oversee launch & communication of new strategic plan	1-5	Launch events	Planning process underway for launch in new year	🟩	🟩	🟩		
2. Oversee and monitor Strategic Plan implementation	1-5	Dashboard	Completed last meeting	🟩	🟩	🟩		
3. Continue/strengthen engagement with First Nations	1,2,4	1 renewed MOU	Continuing to reach out to Nations to try to arrange discussions	🟩	🟩	🟩		
4. Oversee development of new college logo	5	Process Underway	Request for Expressions of Interest issued	🟩	🟩	🟩		
5. Support achievement of Indigenization and EDI plan goals	1,2,4	LT performance goals	Ongoing journey - we are all seeking continuous improvement	🟩	🟩	🟩		
6. Lead response to change resulting from international cap	2,3,4	Minimal impact to OCS[1]	IRCC policy changes continue to be announced without warning	🟩	🟩	🟩		
7. Oversee achievement of Institutional Accountability goals	1,2	IAPR accepted by PSFS	Continuing to collect data and refine processes in preparation	🟩	🟩	🟩		
8. Demonstrate progress on reducing budget deficit	4,5	Financial reports	Preparing scenarios in an uncertain environment	🟩	🟩	🟨		
9. Engage in sectoral advocacy and service	3	3 prov/national committees	Advocacy efforts directed at IRCC and STTC	🟩	🟩	🟩		
10. Support Foundation in establishing new operating model	1,2,5	Foundation operating plan	Support as needed	🟩	🟩	🟩		
11. Monitors and reports on cybersecurity risk as needed.	5	Information at meetings	Regular meetings with CIO	🟩	🟩	🟩		

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[1] OCS is the Organizational Climate Survey, planned for winter 2025

FTE Program Detail Comparison

as of November 1, 2024, 2023, and 2022

SUMMARY	2024/25	2023/24	2022/23
Domestic FTE	1,007.5	891.8	907.7
International FTE	457.3	422.0	337.4
TOTAL FTE	**1,464.8**	**1,313.9**	**1,245.1**

Total FTEs, Domestic and International

■ Domestic FTE   ■ International FTE

	Domestic			International		
SUMMARY BY SCHOOL	2024/25	2023/24	2022/23	2024/25	2023/24	2022/23
Academic Upgrading & Development	171.0	156.9	116.6	54.1	8.1	5.9
Arts & Technology	49.0	59.1	55.3	10.5	13.2	11.4
Business	36.2	31.1	30.6	144.6	140.2	104.0
Community Education & Workplace Training	71.0	73.0	91.5	2.4	1.9	0.8
Environment & Geomatics	82.0	77.8	76.2	2.8	4.4	6.6
Health & Human Services	309.0	214.0	184.4	64.3	43.4	34.7
Hospitality & Tourism	17.9	26.6	40.6	101.0	114.2	91.8
Industry & Trades Training	177.8	153.7	159.6	0.5	0.0	0.0
International Education & Development	0.0	7.3	4.7	0.0	30.0	26.1
University Arts & Sciences	93.5	92.3	105.7	77.1	66.6	55.0
Total	**1,007.5**	**891.8**	**865.3**	**457.3**	**422.0**	**336.3**

*Difference due to rounding

Final Headcount Comparison Report for Fall 2024
as of November 1, 2024, 2023 and 2022

	2024					
	May	**June**	**July**	**Aug***	**Sept**	**Oct**
Domestic Headcount	845	901	1,013	1,598	1,950	2,077
International Headcount	421	521	689	809	828	858
TOTAL HEADCOUNT, Fall 2024	**1,266**	**1,422**	**1,702**	**2,407**	**2,778**	**2,935**

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

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

*As of Aug 2024: Headcount includes additional programs, see notes.
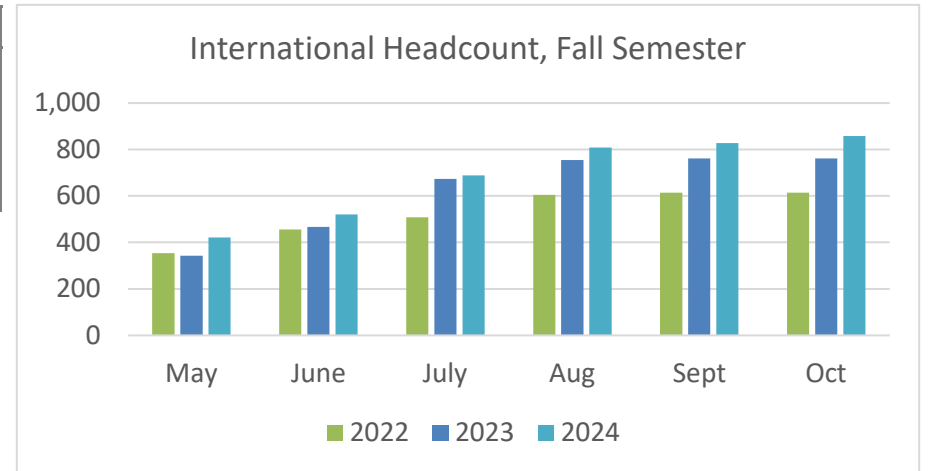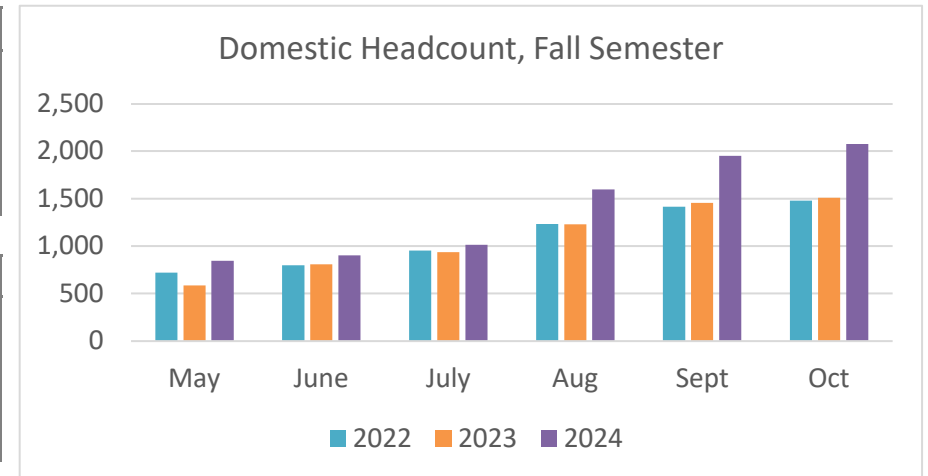
Domestic Headcount, Fall Semester

International Headcount, Fall Semester

Final Headcount Comparison Report for Fall 2024
as of November 1, 2024, 2023 and 2022

SUMMARY BY SCHOOL	Domestic			International		
	2024	2023	2022	2024	2023	2022
Academic Upgrading & Development	363	337	267	49	2	2
Arts & Technology	101	124	118	21	26	23
Business	56	62	59	294	273	201
Community Education & Workplace Training	511	32	42	34	0	0
Environment & Geomatics	163	157	154	6	8	7
Health & Human Services	384	317	320	124	90	77
Hospitality & Tourism	60	76	87	178	191	149
Industry & Trades Training	188	150	154	1	0	1
International Education & Development	0	6	4	0	41	19
University Arts & Sciences	251	249	273	151	131	108
Total	**2,077**	**1,510**	**1,478**	**858**	**762**	**614**

SUMMARY BY CAMPUS	Domestic			International		
	2024	2023	2022	2024	2023	2022
Castlegar	828	806	782	595	537	425
Distance/Online Programs Programs	75	34	112	0	0	0
Grand Forks	28	41	27	0	0	0
Kaslo	28	22	18	0	0	0
Nakusp	21	20	10	0	0	0
Silverking	838	292	268	35	1	0
Tenth Street	95	155	139	195	211	180
Trail	136	114	101	33	12	7
Victoria Street (KSA)	28	26	21	0	1	2
Total Students	**2,077**	**1,510**	**1,478**	**858**	**762**	**614**

Academic Upgrading & Development	Domestic			International		
	2024	2023	2022	2024	2023	2022
Academic Upgrading - Castlegar	59	45	43	4	1	4
Academic Upgrading - Grand Forks	28	41	27	0	0	1
Academic Upgrading - Kaslo	28	22	18	0	0	0
Academic Upgrading - Nakusp	21	20	10	0	0	0
Academic Upgrading - Silver King	109	94	71	0	1	0
Academic Upgrading - Trail	66	67	55	0	0	0
Adult Literacy Program	0	*	*	0	*	*
English Language Program	2	*	*	45	*	*
Steps to Opportunities, Academics & Readiness	50	48	43	0	0	0
Sub Total - Academic Upgrading & Development	**363**	**337**	**267**	**49**	**2**	**5**

Arts & Technology	Domestic			International		
	2024	2023	2022	2024	2023	2022
Blacksmithing & Metal Art	8	7	7	0	1	1
Ceramics Certificate	13	11	11	0	0	1
Contemporary Music & Technology I	15	24	23	3	7	5
Contemporary Music & Technology II	23	14	25	7	3	4
Contemporary Music & Technology III	2	12	1	0	0	0
Digital Arts I	8	14	15	4	6	4
Digital Arts II	12	12	10	3	3	5
Digital Fabrication & Design I	5	5	8	2	3	2
Digital Fabrication & Design II	4	6	4	2	2	1
Textiles Certificate	7	8	3	0	0	0
Web Development Program	4	11	11	0	1	0
Sub Total - Arts & Technology	**101**	**124**	**118**	**21**	**26**	**23**

Business	Domestic			International		
	2024	2023	2022	2024	2023	2022
Accounting - Postgraduate Diploma I	0	1	2	53	60	35
Accounting - Postgraduate Diploma II	1	1	2	60	33	23
Advanced Bookkeeping Diploma	0	0	0	0	0	0
Business Administration I	17	25	17	13	13	11
Business Administration II	19	14	19	12	8	8
Business Administration III	0	0	1	0	0	0
Business Management - Postgraduate Diploma I	0	0	0	65	105	62
Business Management - Postgraduate Diploma II	1	0	1	91	54	62
Office Administration & Technology - Bookkeeping (OTEC B1)	8	12	7	0	0	0
Office Administration & Technology Certificate (OTEC 1)	10	9	10	0	0	0
Sub Total - Business	**56**	**62**	**59**	**294**	**273**	**201**

Community Education & Workplace Training	Domestic			International		
	2024	2023	2022	2024	2023	2022
BC Electrical Code	42	*	*	0	*	*
Community, Corporate, & International Development (CCID 1)	121	*	*	32	*	*
Education to Go	3	*	*	0	*	*
Learning in Retirement	328	*	*	2	*	*
Refrigeration Plant Operator	1	28	6	0	0	0
Selkirk Innovates (CEWT EXT)	16	2	29	0	0	0
Spectrum	0	2	7	0	0	0
Sub Total - Community Education & Workplace Training	**511**	**32**	**42**	**34**	**0**	**0**

Environment & Geomatics	Domestic			International		
	2024	2023	2022	2024	2023	2022
Applied Environmental Science & Planning Technology I (was IEP I)	25	14	15	2	0	2
Applied Environmental Science & Planning II Technology (was IEP II)	18	17	13	0	2	1
Forest Technology I	32	25	26	0	0	2
Forest Technology II	17	21	20	0	2	2
Geographic Information Systems - Advanced Diploma	12	11	9	1	2	0
Geographic Information Systems - Degree III	3	4	2	0	0	0
Geographic Information Systems - Degree IV	2	6	6	0	0	1
Geomatics in the Workplace	9	8	8	0	0	0
Recreation, Fish & Wildlife I	29	24	28	2	0	3
Recreation, Fish & Wildlife II	16	27	27	1	2	2
Sub Total - Environment & Geomatics	**163**	**157**	**154**	**6**	**8**	**13**

Health & Human Services	Domestic			International		
	2024	2023	2022	2024	2023	2022
Early Childhood Care & Education	48	40	31	2	24	12
Early Childhood Care & Education - Inclusive Practice	7	~	~	0	~	~
Early Childhood Care & Education - Infant & Toddler	2	~	~	0	~	~
Early Learning & Childcare - Diploma I	0	~	~	24	~	~
Education Assistant & Community Support Worker	15	5	15	4	14	0
Gerontological Nursing - Postgraduate Diploma I	0	0	0	9	25	11
Gerontological Nursing - Postgraduate Diploma II	0	0	0	25	10	36
Health Care Assistant	61	34	27	4	0	4
Health Care Assistant - Diploma I	0	~	~	24	~	~
Human Services Diploma - CYC I	0	2	0	3	0	0
Human Services Diploma - CYC II	3	7	7	5	0	0
Human Services Diploma - ECCE I	4	9	10	2	0	2
Human Services Diploma - ECCE II	4	5	12	12	3	4
Human Services Diploma - SSW I	6	13	14	3	3	2
Human Services Diploma - SSW II	16	13	16	2	2	1
Mental Health & Addictions - Associate Certificate	1	5	8	0	0	0
Nursing I	33	28	32	0	0	0
Nursing II	26	30	23	0	0	0
Nursing III	29	23	26	0	0	0
Nursing Unit Clerk	41	19	45	1	0	0
Pharmacy Technician I	44	46	27	0	0	0
Pharmacy Technician II	35	22	22	0	0	0
Practical Nursing	0	11	~	0	0	~
Social Service Worker	9	5	0	4	2	3
Gerontology (cancelled)	0	0	5	0	7	0
Sub Total - Health & Human Services	**384**	**317**	**320**	**124**	**90**	**75**

Hospitality & Tourism	Domestic			International		
	2024	2023	2022	2024	2023	2022
Culinary Management Diploma I	0	1	2	7	4	2
Culinary Management Diploma II	2	1	0	4	2	3
Culinary Management - Postgraduate Diploma I	0	0	0	16	35	21
Culinary Management - Postgraduate Diploma II	0	0	0	33	21	25
Hospitality Management - Postgraduate Diploma I	0	0	0	29	53	41
Hospitality Management - Postgraduate Diploma II	1	0	0	49	42	39
Professional Cook, Level I	5	8	6	0	0	0
Professional Cook, Level II	2	4	6	0	0	0
Professional Cook YTT	3	4	7	0	0	0
Resort & Hotel Management I	3	3	2	15	16	7
Resort & Hotel Management II	2	1	2	17	8	13
Ski Resort Operations & Management I	7	8	10	4	5	5
Ski Resort Operations & Management II	6	9	19	4	5	6
Ski Resort Operations & Management Distance	29	37	33	0	0	0
Sub Total - Hospitality & Tourism	**60**	**76**	**87**	**178**	**191**	**162**

Industry & Trades Training	Domestic			International		
	2024	2023	2022	2024	2023	2022
Carpentry Apprenticeship, Level II	16	0	18	0	0	0
Carpentry Apprenticeship, Level III	0	12	15	0	0	0
Carpentry Foundation	13	4	7	0	0	0
Carpentry Foundation YTT	2	1	1	0	0	0
Electrical Apprenticeship, Level I	14	11	8	0	0	0
Electrical Apprenticeship, Level III	11	11	0	0	0	0
Electrical Foundation	17	14	7	0	0	0
Electrical Foundation YTT	0	1	1	0	0	0
Fine Woodworking	20	20	17	1	0	0
Fine Woodworking YTT	3	0	2	0	0	0
Hairstylist	16	10	12	0	0	0
Hairstylist YTT	6	4	3	0	0	0
Heavy Mechanical Foundation	5	4	7	0	0	0
Heavy Mechanical Foundation YTT	13	11	11	0	0	0
Millwright/Machinist Foundation	13	10	8	0	0	0
Millwright/Machinist YTT	3	2	1	0	0	0
Plant Operator	13	10	15	0	0	0
Welding Level A	1	1	0	0	0	0
Welding Level B	3	6	2	0	0	0
Welding Level 1	0	0	0	0	0	0
Welding Level 2	2	0	1	0	0	0
Welding Level 3	0	1	1	0	0	0
Welder Foundation	7	6	6	0	0	0
Welder Foundation YTT	10	8	1	0	0	0
Welder Upgrading	0	3	10	0	0	0
Sub Total - Industry & Trades Training	**188**	**150**	**154**	**1**	**0**	**0**

International Education & Development	Domestic			International		
	2024	2023	2022	2024	2023	2022
English Language Program (Moved to AUD - see notes)	*	6	4	*	41	29
Sub Total - International Education & Development	*****	**6**	**4**	*****	**41**	**29**

University Arts & Sciences	Domestic			International		
	2024	2023	2022	2024	2023	2022
Associate of Arts Degree I	67	71	105	66	53	65
Associate of Arts Degree II	39	35	27	51	36	21
Associate of Science Degree I	38	38	49	13	19	13
Associate of Science Degree II	18	20	11	8	5	7
Engineering I	19	8	11	0	0	0
Liberal Arts Diploma - Law & Justice I	10	7	6	1	0	1
Liberal Arts Diploma - Law & Justice II	5	5	5	0	0	0
Liberal Arts Diploma - Peace & Justice Studies I	0	0	0	0	0	1
Open Studies I	26	33	13	11	17	0
Rural Pre-Medicine - Advanced Diploma I	16	11	18	0	1	0
Rural Pre-Medicine - Advanced Diploma II	8	9	15	1	0	0
Rural Pre-Medicine - Advanced Diploma III	5	12	13	0	0	0
Sub Total - University Arts & Sciences	**251**	**249**	**273**	**151**	**131**	**108**

*Notes:

-As of July 1, 2024, English Language Program falls under School of AUD, 2023 and 2022 application count can be found under School of International Education and Development.

-As of September 3, 2024, in order to be consistant 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.

SELKIRK COLLEGE

CONSOLIDATED STATEMENT OF OPERATIONS AND ACCUMULATED SURPLUS

FOR THE PERIOD ENDED SEPTEMBER 30, 2024

	2025 Budget FY	2025 Actual Q2	Budget Remaining		2025 % Rem	2024 Budget FY	2024 Actual Q2	Budget Remaining	2024 % Rem
REVENUE									
Government grants	$ 40,620,062	$ 21,407,833	$ 19,212,229	A	47%	$ 34,628,811	$ 16,828,719	17,800,092	51%
Industry Trades Authority funding	1,865,424	917,068	948,356		51%	1,918,844	910,242	1,008,602	53%
Tuition	14,925,763	5,741,526	9,184,237	B	62%	14,542,480	4,770,877	9,771,603	67%
Ancillary Sales	3,350,500	1,134,455	2,216,045	C	66%	2,403,000	1,376,609	1,026,391	43%
Investment income	867,187	468,042	399,145	D	46%	749,308	398,375	350,933	47%
Donations	200,000	125,059	74,941		37%	375,000	20,000	355,000	95%
Amortization of deferred capital contributions	3,707,993	1,894,566	1,813,427		49%	2,780,301	1,546,699	1,233,602	44%
Contracts and other revenue	5,275,788	2,566,115	2,709,673	E	51%	4,365,741	2,569,960	1,795,781	41%
	70,812,717	34,254,664	36,558,053		52%	61,763,485	28,421,481	33,342,004	54%
EXPENSES									
Education programming	34,689,260	16,263,918	18,425,342		53%	30,837,280	14,114,810	16,722,470	54%
Student support	7,487,753	4,682,713	2,805,040		37%	6,809,663	3,978,119	2,831,544	42%
Research and innovation	3,631,275	2,423,654	1,207,621		33%	3,221,569	2,562,580	658,989	20%
Administrative support	8,129,809	3,668,631	4,461,178		55%	7,262,288	3,164,193	4,098,095	56%
Facilities support	15,454,153	7,922,763	7,531,390		49%	13,200,835	6,941,665	6,259,170	47%
Ancillary services	2,839,581	996,417	1,843,164		65%	1,950,114	953,820	996,294	51%
Awards and related costs	989,750	543,008	446,742		45%	916,750	134,519	782,231	85%
	73,221,581	36,501,104	36,720,477	F	50%	64,198,499	31,849,706	32,348,793	50%
Annual surplus (deficit) before endowment contributions	(2,408,864)	(2,246,440)				(2,435,014)	(3,428,225)		
Endowment contributions	-	105,532				-	1,005		
ANNUAL SURPLUS	(2,408,864)	(2,140,908)				(2,435,014)	(3,427,220)		
Accumulated surplus, beg of year	18,412,454	18,412,454				17,478,408	17,478,408		
ACCUMULATED SURPLUS, end of period	$ 16,003,590	$ 16,271,546				$ 15,043,394	$ 14,051,188		

NOTES

	FY 2025 Actual Q2			FY 2024 Actual Q2
A Grant revenue consists of the following:				
Operating Grant	18,513,440			15,500,892
Operating Grant - Leases	213,253			213,253
Other Grants (AUG, NSERC, HCAPP, ECE, WIL)	2,438,140			871,574
Minor Capital Funding	243,000			243,000
	21,407,833			16,828,719

B Tuition revenue consists of the following:	2025 Budget FY	2025 Actual Q2	Budget Remaining	% Rem	2024 Budget FY	2024 Actual Q2	% Rem
Tuition - Domestic	5,412,332	2,322,669	3,089,663	57%	6,774,300	1,863,417	72%
Tuition - International	9,513,432	3,418,857	6,094,575	64%	7,768,180	2,907,460	63%
	14,925,764	5,741,526	9,184,237		14,542,480	4,770,877	

C Cafeteria & Bookstore sales comparable with FY24 Q2. Difference due to FY24 Q2 Adjustments on housing and student housing opening delays.

D CDP interest rate has decreased since FY24 Q2 although an excess cash balance held in CDP has generated additional income.

E An estimate of the special project revenue related to the remainder of fiscal 2025 and future fiscal years has been deferred. Difference due to timing of project work.

F Overall, expected to see expenses rise above prior year comparisons due to inflationary costs. Retro wages in FY24 did not occur till Q3.

SELKIRK COLLEGE
CONSOLIDATED STATEMENT OF FINANCIAL POSITION
AS AT SEPTEMBER 30, 2024

	Sep 30, 2024 FY25	Sep 30, 2023 FY24
FINANCIAL ASSETS		
Cash and cash equivalents	$ 25,268,030	$ 22,096,864
Accounts receivable	4,010,273	2,151,257
Inventories for resale	473,649	514,990
Total Assets	29,751,952	24,763,111
LIABILITIES		
Accounts payable and accrued liabilities	14,363,890	15,049,042
Deferred revenue	18,187,388	14,364,547
Employee future benefits	4,958,068	4,762,561
Asset retirement obligation	1,985,105	2,151,997
Deferred capital contributions	95,199,784	80,519,885
Total Liabilities	134,694,235	116,848,032
NET FINANCIAL DEBT	(104,942,283)	(92,084,921)
NON-FINANCIAL ASSETS		
Tangible capital assets	108,853,113	94,810,729
Investments	11,841,717	10,746,200
Prepaid expenses	518,999	579,180
Total Non-Financial Assets	121,213,829	106,136,109
ACCUMULATED SURPLUS	$ 16,271,546	$ 14,051,188

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

Selkirk College | SELKIRK INNOVATES

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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.[1]

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

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

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**).[2] [3] [4] 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
Total Hires	**73**	**113**	**186**

[2] 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

[3] 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

[4] 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%	↑
Total Hires	**1%**	**8%**	↑

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%	↑
Total Hires	**7%**	**10%**	↑

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%	↓
Total Hires	**3%**	**4%**	↑

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%
Total Hires	**5%**	**9%**	**3%**

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.

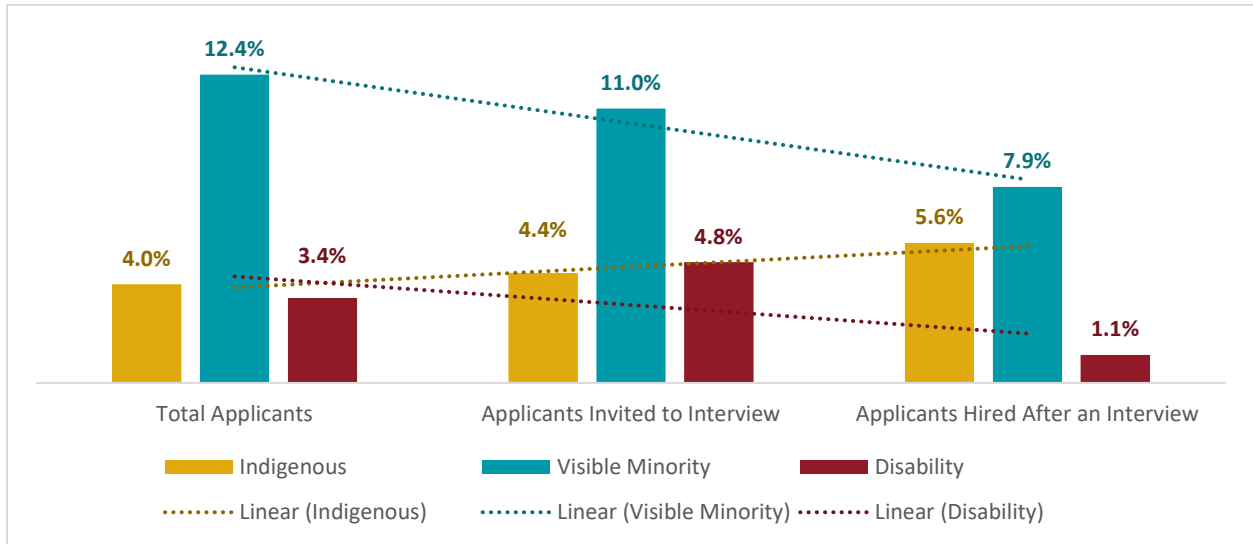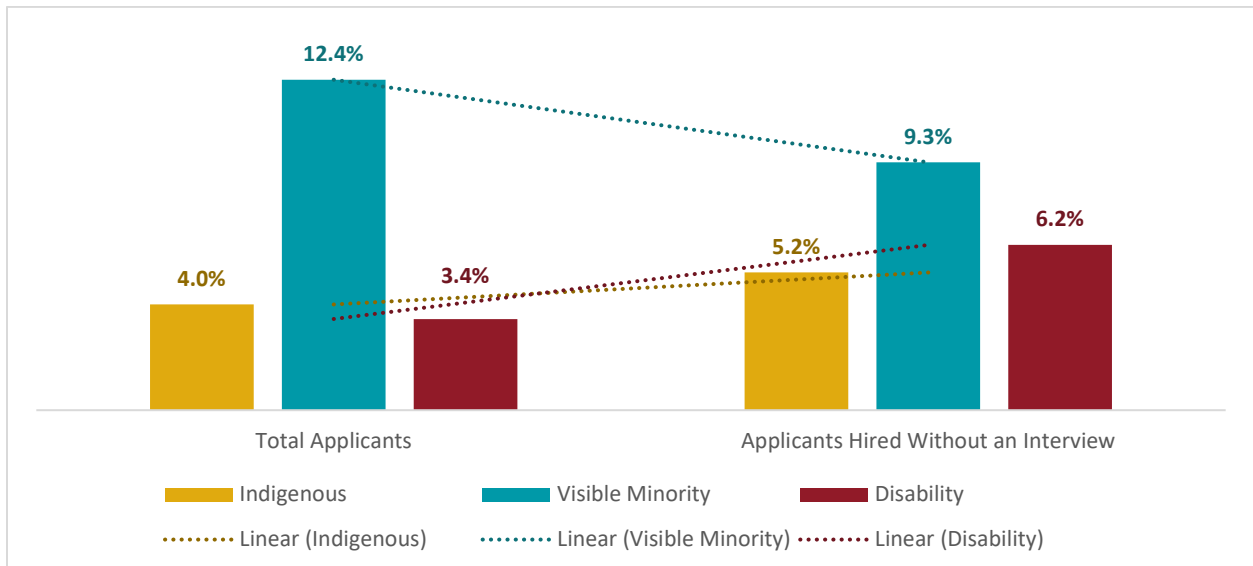**Figure 2: Recruitment and selection without interviews (%), August 1, 2023, to July 31, 2024**

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.[5] 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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[5] 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**).[6]

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
Total Labour Force	**339,610**	**434,060**	**773,670**	**3,155,500**

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%
Total Labour Force	**11%**	**14%**	**25%**

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[6] 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

Briefing Note: Discussion

DATE: November 13, 2024	Prepared by: The President's Office
SUBJECT: Board Award Nominations from Board Members	
Decision by (if applicable): Prior to January 27, 2025	

AUDIENCE	Selkirk College Board of Governors

KEY MESSAGES
The annual Board Awards—recognizing distinguished educators, alumni, and honorary diploma recipients—celebrate excellence, dedication, and impactful contributions within and beyond our college community. Traditionally nominations have been received from the college community. Would Board members wish to consider nominating candidates who embody these qualities this year?

BACKGROUND/SITUATION
The **Distinguished Educator Award** is provided to retired employees. Nominees shall not be current members of the College Board, current employees or students at Selkirk College, or individuals with direct political, legal, or budgetary authority over the college. Criteria include: - Outstanding and superior faculty work that has been consistently evaluated as excellent by students and peers over a period of at least ten years;   - Contribution to their discipline through scholarship and notable teaching methods, development of exceptional or innovative curriculum, outstanding service to students; and   - Contribute to their department or school in a positive way, providing leadership, sharing expertise, and motivating others.   The **Distinguished Alumnus-Alumna Award** is provided to previous students of Selkirk College. Nominees shall not be current members of the College Board, current employees or students of Selkirk College, or individuals with direct political, legal or budgetary authority over the college. Criteria include: - Outstanding and superior faculty work that has been consistently evaluated as excellent by students and peers over a period of at least ten years;   - Contribution to their discipline through scholarship and notable teaching methods, development of exceptional or innovative curriculum, outstanding service to students; and   - Contribute to their department or school in a positive way, providing leadership, sharing expertise, and motivating others.   An **Honorary Diploma** is typically awarded to external community members and/or alumni. Nominees shall not be current members of the College Board, current employees or students at

Selkirk College, or individuals with direct political, legal, or budgetary authority over the college.
Criteria include:
1. Outstanding and sustained service to Selkirk College and/or the educational community which Selkirk College serves;
2. Outstanding accomplishments that have benefited Selkirk and/or the community; and
3. Important contributions to the college's mission, vision and values.

The nomination deadline for this year is 4:00 p.m. Monday, January 27, 2025. Please contact Catherine for a nomination form(s).

DISCUSSION/DECISIONS
1. Would Board members like to consider nominating community members for a Board Award(s) this year?
2. Would two Board members be willing to volunteer to join 2-3 Leadership Team members on the Board Awards Selection Committee in late January/early February to review nominations before the Board approves the recipients in February?

COMMUNICATIONS PLAN

N/A