



1. What are the most important contributions your institution makes to the economic, social and environmental health of B.C.?

- Camosun College provides the region with skilled employees, notably:
 - Second largest trades training provider in B.C.;
 - Largest business school on Vancouver Island;
 - Responsive to evolving demands from the growing tech-related sector;
 - Health care professionals including early childhood educators; and,
 - Mental health and addictions workers.
- Through the Dental Hygiene program and in collaboration with local dentists, the college provides dental care services for students and the broader community members without a dental plan. Additional services offered to vulnerable groups in the community include foot care, massage therapy and athletic therapy.
- Camosun has deep community connections with Indigenous communities and a well-deserved reputation for providing adult upgrading and ESL programs to support marginalized groups and newcomers to Canada. Over 1,100 Indigenous students participated in 2021/22, an increase from 80 students 20 years ago.
- Camosun is home to one of the largest dual credit programs in B.C.— working with industry, the South Island Partnership connects high-school students from five School Districts with post-secondary, enhancing graduation rates and transition to post-secondary education.
- In conjunction with the Victoria Conservatory of Music, Camosun offers three music programs.
- Camosun Innovates is home to the first Technology Access Centre in B.C. that provides support to small and medium-sized enterprises with access to specialized technology, equipment and expertise to enhance productivity and innovation without prohibitive overhead costs. Camosun Innovates' applied research expertise allows students from different disciplines to turn their ideas into reality, including capstone projects.
- Providing refugee students with job skills to participate in the economy, while meeting demands for industries facing a shortage of workers. A partnership between World University Services Canada and Camosun resulted in refugee youth from Kenya getting the training and work placement in the hospitality industry in Tofino, Kelowna, Vernon and Fairmont Hot Springs. The refugee students benefit from the care, support and job-ready training offered by Camosun.
- Through its Professional Studies & Industry Training department, Camosun continues to grow a range of micro-credentials to fill industry needs including electric vehicle maintenance, clean energy and efficient buildings and film production assistant. Shorter, competency-based education opportunities are a bridge for workers to enhance their skills and take advantage of job openings in high-demand fields.
- Camosun is currently working with industry and the local community towards the creation of a film studio on its Interurban campus, which will include education components for students in a number of areas. This is in response to industry demand and a growing need for high-paid trained workers in the film industry.



2. What is your institution doing to promote Reconciliation with Indigenous peoples and First Nations?

- For over 30 years, Eyē? Sqā'lewen, the Centre for Indigenous Education & Community Connections has developed and nourished relationships with Indigenous communities to support students and community initiatives. Camosun and Eyē? Sqā'lewen host a number of events to enhance and celebrate Indigenous student success and encourage community development and wellness such as an annual Welcome Feast, Orange Shirt Day, Pit Cook and smaller activities such as traditional basket weaving.
- The college launched an Indigenous canoe on National Indigenous Peoples Day 2021, which participated in the traditional canoe protocol at Royal Roads University.
- Camosun is committed to adopting the UN Declaration on the Rights of Indigenous Peoples and the Truth and Reconciliation Commission of Canada: Calls to Action to address systemic barriers and achieve systemic institutional change. Camosun's response plan to the Truth and Reconciliation Commission: Calls to Action contains a strong vision, guiding principles, and 39 action statements that have enabled the college to respond to the TRC and the Residential School survivors.
- In July 2021, following a two-year consultation period, Camosun launched a preferential or limited hiring initiative to increase the number of Indigenous employees to better meet the needs of Indigenous students. The program received approval under section 42(3) of the Human Rights Code.
- Longest serving Indigenous Advisory Council in the province.
- Elders Voices program draws on the knowledge and wisdom of local nations' Elders.
- Indigenous programs are delivered in local First Nations, urban Indigenous groups and community groups (WSÁNEĆ, Lekwungen, Victoria Native Friendship Centre, Tsawout, Pacheedaht).
- Eyē? Sqā'lewen has a number of Indigenous Advisors in place who support student planning and provide access to support services to ensure positive student outcomes.
- The new strategic plan for 2023 to 2028 will honour and reflect Indigenous ways of knowing and being.
- Camosun continues to work to increase Indigenous participation in decision-making processes, along with increased consultation, and representation:
 - Brought more Indigenous presence to our Senior Leadership Council;
 - Provided parking spaces for Elders;
 - Introduced Indigenization into the onboarding process, the welcome orientation, the employee handbook, and the Respect in the Workplace program.
 - Eyē? Sqā'lewen created and delivers TELFIN TFE WILNEW to provide employees with a course identifying the history of Indigenous people, local nations, and the history of residential schools. The bulk of Camosun employees have completed this program. Provincial ministry and school district employees have joined us in this learning.
 - Camosun offered a conference called S'TENISTOLW annually up until the COVID-19 pandemic. The college will re-initiate this conference which delves into means of supporting Indigenous community through post-secondary education. Our last conference welcomed Indigenous scholars from Australia, New Zealand, the United States and across Canada.
 - To ensure the college has Indigenous perspective, it created a non-voting Indigenous position on Education Council. The college would welcome revision of the College and Institute Act to establish Indigenous membership as a voting member on Education Councils. The college has also established an obligatory examination of new curriculum to ensure Indigenization of programming.



3. What is your institution going to promote equitable access for people who come from disadvantaged socio-economic circumstances?

- The college supports students who come from disadvantaged and marginalized communities through its School of Access with programs and services so students can gain the entry requirements into a post-secondary program and receive wraparound supports, while enrolled in college programs.
- The college has Student Navigators in the School of Access to support students' entry into and preparation for post-secondary programs.
- Camosun students who were former youth in care are benefiting from the Provincial Tuition Waiver Program. The program is focused on making post-secondary education more accessible for former youth in care by covering tuition and mandatory fees for eligible students. Approximately 170 students at Camosun have accessed the program since its launch in 2017, with a total of \$915,000 distributed to date.
- Camosun has a system of support in place to ensure student success for former youth in care. There is support for students seeking funding supports as well as active outreach to build relationships and resolve issues facing former youth in care. Representatives from Camosun participate in community of practice gatherings to share in knowledge and resources. Camosun is committed to continued dialogue on best practices for supporting former youth in care to access post-secondary education, and to achieve positive learning outcomes
- Students from the two-year massage therapy diploma program at Camosun provided residents at New Roads Therapeutic Recovery Community the benefit of treatments. The partnership gave students the opportunity to share their skills with those who may not have otherwise had it available. As an integrated addictions centre operated through Our Place, New Roads provides therapeutic and medical supports, as well as employment, education, and more to men recovering from substance misuse.
- Through the Dental Hygiene program and in collaboration with local dentists, the college provides dental care services for students and the broader community members without a dental plan. Additional services offered to vulnerable groups in the community include foot care, massage therapy and athletic therapy.
- Student Support Managers within the Office of Student Support regularly work one-on-one with a variety of vulnerable and under-represented student populations including BIPOC students, those with diverse abilities and/or neurodiversity, students of diverse gender identities and sexual orientations, first generation students, sexualized and gender-based violence survivors among others.



4. What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of BC?

- The biggest challenge is resourcing. This includes funding FTE spaces and funding for ITA programs, combined with tuition structure, which has resulted in a structural deficit.
- The inability to correct historical funding problems is another issue.
- Ability to hire and retain instructors for trades and tech programs in particular as these sectors pay better for people in the field.
- Outdated structures governing the recognition of foreign credentials of instructors alongside the inability to support smooth, reasonable transitions utilizing skills from other countries.
- Restrictions around creating pathway programs transitioning students from other countries into the second year of health programs. Partnership with immigration structures.
- B.C. is the only province in Canada that does not provide provincial operating dollars to colleges for applied research to support regional economic development and competitiveness to match existing federal government grants through the tri-councils and the Canadian Foundation for Innovation. As a result, Camosun is unable to compete with other provinces as it relates to applied research funding which requires matching capacity. As a result, this leaves significant applied research dollars on the table that are then reallocated primarily to post-secondary institutions in Ontario and Quebec.
- Annual trades and technology funding from the Province is welcomed but the cost of ensuring students learn on industry-standard equipment is a challenge in technology, trades, and health programs. Often the college is reliant on donations of tools, equipment and supplies from industry. Keeping infrastructure and equipment up to date ensures that students can easily transition into the workforce and be familiar with tools, equipment, lab space, etc.



5. What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?

- Camosun enjoys close collaboration with other post-secondary institutions on Southern Vancouver Island with examples being the partnership with UVic in the delivery of the BSN in Nursing as well as a number of engineering bridge programs.
- As part of the Camosun/UVic BSN program, students spend 2.5 years at Camosun, which includes five academic semesters and two spring practicum terms. Then they move to the UVic to finish up their final two semesters and consolidated practice experiences, which takes a total of 1.5 years.
- For several decades, Camosun has delivered the Engineering Bridge program to students. Students complete the engineering technology program at Camosun and can then continue their education to complete an engineering degree at either the UVic or UBC in Civil, Electrical, Mechanical or Mining. This is one of only two bridging programs in Canada, the other is at Lakehead University in Thunder Bay, Ontario.
- Camosun delivers the e-prentice program for the online delivery of the culinary Red CamSeal program for many post-secondary institutions in B.C. and across Canada.
- Camosun is working with Royal Roads University, UVic and the Justice Institute of B.C. on the proposal for a West Shore Campus to make post-secondary education more accessible to the rapidly growing western communities.
- Camosun led creation of I-lead, the Indigenous leads of public post-secondary education's Indigenous divisions.
- Camosun is a strong contributor to BCcampus Indigenous series of leadership materials.
- Camosun collaborates with other B.C. colleges and universities through the PacWest Athletic Conference to provide intercollegiate athletic opportunities for students and to engage with community partners such as youth sports programs.
- Camosun chairs the provincial Student Affairs group with representatives from almost all colleges and universities for the BC Council of Senior Student Affairs Leaders. The council has supported a number of ministry-directed sexualized violence and misconduct initiatives including training, policy community of practice, and data and reporting.
- Camosun has chaired the Standing Committee on Human Resource Practices and leads/participates on sub-committees regarding topics such as Minding the Mental Health of our Workforce, Meaningful Indigenous Inclusion and Flexible Work Arrangements/Remote Work.
- Camosun also provides financial administrative support to BC Colleges.
- The dual-credit partnership program is a partnership between Camosun, Greater Victoria School District, Sooke School District, Saanich School District, Gulf Islands School District and Cowichan School District. 833 local high school students enrol each year to get a jump-start on their college education in business, technology, trades, communication, sciences and health. 144 local teachers participate each year. Dual credits provide smooth transition for secondary students into post-secondary education and exciting future employment opportunities.



6. What stands in the way of you collaborating more with the BC PSE system?

- Some of the challenges to expanding on collaborative partnerships within the post-secondary ecosystem relate to policy and funding. As an example, on the post-secondary side there are residency requirements that set the minimum number of courses that must be taken at each public post-secondary institution to achieve a credential. This raises a question of why can't the credit follow the student rather than be tied to the individual post-secondary institution?
- There are different levels of accountability for individual public post-secondary institutions on shared, government-funded projects that are intended to be collaborative.
- When the Province expects collaboration between public post-secondary initiatives, there is never any accompanying additional resources or defined structure. Resources are pulled from other areas creating a deficit or are simply unavailable meaning the work is either not achieved or delayed, etc. This reflects the perception that post-secondary institutions are meant to do more without the accompanying resources.
- A primary major obstacle to greater collaboration with other public post-secondary institution is capacity. Colleges outside the lower mainland continue to operate as originally intended, with a keen sense of the geographic responsibility to the communities of Southern Vancouver Island. There are complex and sometimes contradictory expectations of post-secondary education. Camosun is largely expected to serve the communities in its region, while at the same time developing provincial expertise and collaboration.



7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?

- Within the Capital Regional District, the expected growth of the 65 years and older segment of society is projected to grow by 31.6 per cent in the next 10 years. This signals a greater demand for health care professionals and supportive positions in the future. Camosun is prepared to help educate what is going to be the labour supply of future health care workers keeping in alignment with the provincial high opportunity health occupations. With an overall projected growth rate of 14.8 per cent for the CRD population, it is expected that the need for skilled tradespeople to build and maintain the public projects and infrastructure will grow. These projects are going to be required to support an ever-growing community and will continue to be an important part of planning for the future. Camosun has a variety of trades and health care programs to help supply the current and future labour requirements.
- Camosun is experiencing similar trends that are being felt throughout the province including an increase in retirements coupled with a massive labour shortage. Responses to job postings from qualified applicants has noticeably diminished. Prospective employees are also expecting a more flexible work environment such as the ability to work remotely, particularly given the shift to remote working during COVID-19.
- One area that the college needs to tap in to is the availability of international students who are hoping to transition into the Canadian workforce. Camosun, similar to other employers, needs to encourage applications from potential employees who would not traditionally consider the college as an employer such as disadvantaged learners, newcomers to Canada, women and other underrepresented population groups.
- The cost and availability of housing in the Capital Regional District is often cited as a deterrent to moving to the area, particularly for young people. This has an impact on the ability of the college to attract and retain employees. While approximately 70 per cent of the student population is from the CRD, the availability of affordable housing is a major consideration for student attending from outside of the region.
- Increasingly urbanized/dense living environments. Growth of public outdoor spaces, gathering spaces outside of "home." Post-secondary environments need to provide a broader range of supports, study and living environments on campus.
- Rapid Indigenous population growth, projected to be proportionately greater than non-Indigenous populations, is resulting in more demand for supports for Indigenous youth especially those from remote and rural communities. There is also a critical need for economic integration for Indigenous communities to be the same as non-Indigenous communities.
- Better alignment between the federal and provincial governments is required with respect to immigration policies, especially as it relates to international students seeking to study and work in Canada.
- Depressed wages in the public post-secondary sector means it is hard to recruit new faculty and staff and keep existing faculty and staff, which makes it difficult to ramp up the delivery of new programs or expand capacity in high demand areas when industry hires our employees.



8. How do you think the PSE system needs to evolve in response to these trends?

- Increasingly, the typical four-year degree by a recent high school student is becoming a thing of the past. The college system is offering a more flexible approach to accommodate a range of learners who dip in and out of education after time in the workplace and are seeking a credential that results directly in employment or accelerates their career, while still offering the opportunity of an applied degree if so desired.
- The system needs to find a balance in meeting the needs of educational and support service delivery methods. There is currently a mix in the of delivery methods of education and support services ranging from in person to online and hybrid learning. This mix impacts the ability of post-secondary institutions to recruit faculty and staff since online is a particularly challenging learning environment.
- Following COVID-19, the demand for improved capacity for chat/on-line services and face-to-face advising has grown faster than anticipated.
- Prior Learning Assessment Recognition provides students with the ability to more easily gain recognition for past study/experiences.
- Technology and health programs will continue to experience expedient growth in the face of greater demand.
- Retirements indicate the need to drive student population to all critical areas – trades, health, business, arts, justice.
- Explore opportunities to respond to changing needs of students and expanding the availability of education and support services beyond the standard 9am to 5pm delivery hours.
- The public post-secondary sector in B.C. is heavily regulated with multiple restrictions placed on public post-secondary institutions, particularly colleges who are agents of government under the College and Institute Act. Colleges are unable to be as flexible, innovative or responsive as required to meet the changing needs of students, industry and employees. While colleges are an agent of government, they are inadequately funded to deliver on government priorities and expectations.
- The college is under pressure to improve wages to attract and retain the talent required to maintain institutional responsiveness. Camosun cannot compete with neighbouring public sector employers such as UVic, Island Health as well as the provincial government as it is constrained by current collective agreement provisions. Funding beyond bargaining mandate is required to “correct” a wage disparity particularly prevalent among support staff.
- Consider incentives or allowances to attract and retain the most qualified candidates for faculty and staff positions, especially in hard-to-recruit-to locations such as Victoria due to lack of affordable housing and increased cost of living. The current structure does not consider regional costs of living.



9. How does your institution need to evolve in response to those trends?

- Camosun requires enhancements in the availability of wraparound supports for students who are disadvantaged or marginalized, Indigenous, refugee or newcomers to Canada. Additional supports are required to help students confidently plan and access their learning pathway.
- A growth in programming is required to respond to evolving local economic demands as well as supporting Camosun Innovates' ability to solve problems facing small and medium size enterprises so that they can maintain a competitive edge.
- Camosun needs to be able to move forward in a timely manner with new program ideas that meet the demands of employers and industries, while being able to sunset programs that have reached their end-of-life.
- Expectation has increased exponentially for responsive student services. Camosun is expected to provide more services that have flexible service delivery options. This includes phone, online or in-person services to support mental health and other support services critical to student success and optimal learning outcomes.
- Supporting a more diverse range of learners at various stages in their post-secondary journey as well as responding to marginalized communities who traditionally would not consider post-secondary education.
- Recruitment and retention are expected to become greater issues particularly with current compensation restrictions on support staff. Camosun needs to review the CUPE job evaluation plan to recognize higher-level knowledge and technical workers to compensate support staff at a fair market value.
- Camosun needs additional resources to be able to better respond to important issues such as:
 - Climate action and sustainability;
 - Justice, equity, diversity, and inclusion; and
 - Data development for informed decision making.
- Unfortunately, there is the perception that the current provincial governance structure for post-secondary education is seen as having a slow responsiveness and is not flexible when it comes the unique needs and requirements of individual post-secondary institutions.
- Camosun is currently working to improve its Strategic Enrolment Management processes and structures to better coordinate admission management, retention, research, and marketing. By making these areas work together, Camosun will increase the likelihood that students will achieve success and want to remain connected as alumni.
- Creating a signature learning experience for Camosun students. Enhanced educational and training opportunities which includes work integrated learning/ work experience, and where appropriate, capstones or other forms of projects and experiential learning.



10. Considering the above, what modifications to the funding formula would you recommend?

- Camosun recommends a new funding formula with a mechanism to realign government funding and the cost of tuition. The actual cost of delivering quality education and skills training is not covered by the cost of tuition and the operating grant provided by the Province. The resulting pressure on the college to cover the outstanding balance of 22 per cent has placed unprecedented financial pressure with few additional revenue options that are reliable and constant.
- Funding from the Province and contributions from the Industry Training Authority leaves a gap of approximately 30 per cent on trades training at Camosun College between funding and the actual cost of program delivery. A correction is required to allow base funding to come closer to covering actual costs.
- The current Financial Aid models create a barrier for students combining ABE, ESL and post-secondary courses as they move toward their ultimate goal of completion of a post-secondary credential. The funding formula needs to recognize that ABE, ESL and 100 plus level courses need to be taken concurrently. It is critical for student success that financial aid models allow and encourage courses of different levels to be taken together. For example, a student who is taking two ABE courses and two University Transfer courses becomes ineligible for financial aid.
- It is important that the funding formula considers that the biggest challenge facing Camosun is not a need for more seats but ensuring the existing seats are appropriately funded. Adding more seats simply exacerbates the funding gap and adds to the funding pressure placed on the college to come up with the shortfall.
- Years of budget shortfalls have resulted in massive gaps in funding. Revisiting the funding formula is an opportunity to recalibrate FTE targets in alignment with the actual cost of program delivery.
- Government has made it clear that it wants to limit the number of international students and that international students should not be treated solely as a revenue stream. However, if government places limits on numbers of international students or tuition for international students, then post-secondary institutions will be placed in an even greater untenable situation.
- The funding formula needs to consider the increased expectation for wraparound supports and services to support success, particularly among marginalized and vulnerable student groups.
- The current funding formula is unsustainable and has created impossible-to-meet cost structures. For every additional seat Camosun is allocated, the college falls further behind. Health and Human Services programs are a good example given the shortfall after operating grants and student tuition are accounted for, leaving the college to make up the difference. The funding gap that has emerged in long-running programs such as nursing are far greater than newer programs such as sonography where the costs are covered.
- Camosun has many programs – particularly health and tech – where tuition was set decades ago with escalating costs and inflation outstripping the combined grant and tuition. A correction would require either a tuition increase far greater than the current limit of two per cent, which would be hard on students, or a significant cash injection by the Province.