



**BOARD OF GOVERNORS  
REGULAR MEETING  
June 28, 2016; 1:00 p.m.  
Room PC 204, Penticton Campus**

**AGENDA  
OPEN SESSION**

	Attachment	Approximate Time
<b>1 APPROVAL OF AGENDA</b> <u>Recommended Motion</u> <i>"BE IT RESOLVED THAT the June 28, 2016 OC Board open session meeting agenda is approved".</i>		1:00 p.m.
<b>2 Election of Vice Chair</b> (R. Daykin)		1:05 p.m.
<b>3 DECLARATION OF CONFLICT</b>		
<b>4 CONSENT AGENDA</b> <u>Recommended Motion</u> <i>"BE IT RESOLVED THAT the Consent Agenda be approved as presented".</i>		1:10 p.m.
4.1 <b>MINUTES</b> – May 24, 2016	A	
4.2 <b>WRITTEN REPORTS</b>		
4.2.1 President's Report (J. Hamilton)	B	
4.2.2 Education Council Report (C. Bransfield)	C	
4.3 <b>APPROVAL</b> Board Observer <i>"BE IT RESOLVED THAT the Board of Governors approve the appointment of Jan O'Brien as observer for the Administrator's Association for the period June 30, 2016, to June 30, 2017".</i>		
4.4 <b>INFORMATION</b>		
4.4.1 Program Advisory Committee Update (A. Hay)	D	
4.4.2 Regional Advisory Committee Update (C. Kushner)	E	
<b>5 BUSINESS ARISING FROM THE MINUTES</b>		
<b>6 PRESENTATIONS/DELEGATIONS</b>		
<b>7 NEW BUSINESS/RESOLUTIONS</b>		
7.1 <b>Policies</b> (J. Coble/C. Rawson)		1:15 p.m.

7.1.1	Executive Committee Chair Report (C. Rawson)	F	
a)	Sexual Violence Policy <b><u>Recommended Motion</u></b> <b><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the Sexual Violence Policy as recommended by the Executive Committee”</i></b>		
b)	Discrimination, Bullying and Harassment Policy <b><u>Recommended Motion</u></b> <b><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve the revised Discrimination, Bullying and Harassment Policy as recommended by the Executive Committee”.</i></b>	G	
7.2	Finance, Audit and Risk Review Committee (J. Maciel)		2:05 p.m.
7.2.1	Chair Report		
7.2.2	Line of Credit <b><u>Recommended Motion</u></b> <b><i>“BE IT RESOLVED that the Okanagan College Board of Governors approve a Line of Credit with TD Canada Trust in the amount of \$1 million as recommended by the Finance, Audit and Risk Review Committee and as presented here”</i></b>	H	
7.3	Education Council (C. Bransfield)	I	2:15 p.m.
7.3.1	Program Proposals <b><u>Recommended Motions:</u></b> <b><i>“BE IT RESOLVED THAT the Board approve the program revision Associate of Science- Chemistry Emphasis, as recommended by Education Council and as presented”</i></b>  <b><i>“BE IT RESOLVED THAT the Board approve the new program Aboriginal Community Support Worker Certificate, as recommended by Education Council and as presented”</i></b>  <b><i>“BE IT RESOLVED THAT the Board approve the new program Leadership and Change Certificate, as recommended by Education Council and as presented”</i></b>		
7.4	Accountability Plan (A. Coyle) <b><u>Recommended Motion:</u></b> <b><i>“BE IT RESOLVED THAT the Board of Governors approve the draft Accountability Plan and Report 2015-2016 to 2018- 2019 as presented”.</i></b>	J	2:25 p.m.
7.5	Regional Dean Report (D. Lomas)	K	2:40 p.m.
<b>8</b>	<b>VERBAL REPORTS</b>		3:10 p.m.
8.1	Board Chair Report (C. Denesiuk)		
8.2	President’s Report (J. Hamilton)		
8.3	Reports from Conferences Attended		
8.3.1	Colleges and Institutes Canada (C. Denesiuk, J. Hamilton, C. Derickson, S. Lupul)		
<b>9</b>	<b>INFORMATION</b>		

**10 TOPICS FOR NEXT MEETING**

**11 OTHER BUSINESS**

**12 FOR THE GOOD OF THE INSTITUTION**

**13 DATE OF NEXT MEETING** September 27, 2016, Salmon Arm Campus

**14 ADJOURNMENT**

3:30 p.m.

**Consent Agenda Resolutions  
Attachment A**

**Item 4.1**

Recommended Motion

***“BE IT RESOLVED THAT the May 24, 2016, open session minutes be approved.”***

**MINUTES OF REGULAR MEETING OF THE  
OKANAGAN COLLEGE BOARD OF GOVERNORS  
Open Session**

**Tuesday, May 24, 2016, 1 p.m.  
Room S103B, Kelowna Campus**

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Members Present: C. Denesiuk (Chair)  
A. Beaumont  
C. Bransfield  
C. Derickson  
J. Hamilton (President)  
S. Lupul  
D. Manning  
B. McGowan  
L. Thurnheer

Regrets: C. Gerbrandt  
S. Johal  
S. Jung  
J. Maciel

Board Secretary: L. Le Gallee

Vice Presidents: R. Daykin  
A. Hay  
C. Kushner

Directors: A. Coyle

Observers: J. O'Brien (Administrative Association)  
B. Groves for T. Walters (OCFA)  
R. Vilene (BCGEU Support Staff)

Regrets: M. Moffat, Student Observers  
P. Bradley, Student Observer  
T. Thiessen, Student Observer  
C. McRobb, BCGEU Vocational

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There being a quorum present, the Chair called the meeting to order at 1:05 p.m.

**1. APPROVAL OF AGENDA**

**Motion:** A. Beaumont/B. McGowan

***"BE IT RESOLVED THAT the May 24, 2016, OC Board open session meeting agenda is approved".***

**MOTION CARRIED**

**2. DECLARATION OF CONFLICT**

No conflicts were declared.

**3. CONSENT AGENDA**

**Motion:** C. Derickson/D. Manning

***"BE IT RESOLVED THAT the Consent Agenda be approved"***

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**Items Approved:**

***“BE IT RESOLVED THAT the March 29, 2016, open session minutes be approved”.***

**MOTION CARRIED**

**4. BUSINESS ARISING FROM THE MINUTES**

**5. PRESENTATION/DELEGATIONS**

**6 NEW BUSINESS/RESOLUTIONS**

**6.1 Finance, Audit and Risk Review Committee (B. McGowan)**

**6.1.1 Chair Report**

**6.1.2 Audited Financial Statements – Report from In Camera**

The Board approved the financial statements for the fiscal year ending March 31, 2016, at the In Camera meeting earlier in the day. The Finance, Audit and Risk Review Committee met with the auditors of May 10<sup>th</sup> to be presented with Grant Thornton’s unqualified opinion. The College received a clean audit. At the Committee, the auditors expressed their gratitude for cooperation received by management.

The Board also approved the appointment of the auditors for one year.

**6.4 Education Council (C. Bransfield)**

Education Council meet on April 7<sup>th</sup> and May 12<sup>th</sup>.

**Motion:** C. Bransfield/D. Manning

***“BE IT RESOLVED THAT the Board approve the new program Viticulture Technician Diploma, as recommended by Education Council and as presented”***

This is a new two year diploma offered on the Penticton campus. Students will learn about the daily operations in a vineyard and winery.

**MOTION CARRIED**

**Motion:** C. Bransfield/B. McGowan

***“BE IT RESOLVED THAT the Board approve the revision to the Associate of Art: Studies in Resistance and Revolution Emphasis, as recommended by Education Council and as presented”***

This program is offered on the Salmon Arm campus.

**MOTION CARRIED**

The following changes are driven by external accreditation bodies.

**Motion:** C. Bransfield/C. Derickson

***“BE IT RESOLVED THAT the Board approve the revision to the Bachelor of Business Administration – Management Specialty, as recommended by Education Council and as presented”***

***“BE IT RESOLVED THAT the Board approve the revision to the Bachelor of Business Administration – Marketing Specialty, as recommended by Education Council and as presented”***

***“BE IT RESOLVED THAT the Board approve the revision to the Bachelor of Science in Nursing, Years One and Two, as recommended by Education Council and as presented”***

***“BE IT RESOLVED THAT the Board approve the revision to the Bachelor of Business Administration – Marketing Specialty, as recommended by Education Council and as presented”***

***“BE IT RESOLVED THAT the Board approve the revision to the Electronic Engineering Technology Diploma, as recommended by Education Council and as presented”***

***“BE IT RESOLVED THAT the Board approve the revision to the Associate of Science, as recommended by Education Council and as presented”***

***“BE IT RESOLVED THAT the Board approve the revision to the Certified Dental Assistant Certificate, as recommended by Education Council and as presented”***

**MOTIONS CARRIED**

**Motion:** C. Bransfield/B. McGowan

***“BE IT RESOLVED THAT the Board approve the new program Concentration in Computer Information Systems, as recommended by Education Council and as presented”***

This program ladders into the BBA to give students a concentration is CIS.

**MOTION CARRIED**

**7. VERBAL REPORTS**

**7.1 Board Chair Report (C. Denesiuk)**

The Chair recently attended a BCC Chairs meeting in Vancouver; topics of mutual interest were discussed (Board succession planning and the executive compensation freeze).

**7.2 President’s Report (J. Hamilton)**

The first of five convocations is on June 3<sup>rd</sup>.

Administration is waiting for confirmation from the federal government with regard approved funding under the Strategic Infrastructure Fund. Projects totalling \$40,000,000 were submitted; notice is expected by mid-June.

**7.3 Report from Conferences**

**7.3.1 Association of Governing Board (AGB) (C. Denesiuk, J. Hamilton)**

This conference was worthwhile attending and the pre-conferences are recommended as well. The quality of sessions was excellence focused on governance issues. There are a number of Canadian institutions who are members, Okanagan College is one of them. Workshops attended included but were not limited to: alternate methods of financing projects, as well as, managing risk (mental health and sexual violence).

While at the conference the Board Chair, the President and his assistant met with the organizers to discuss the AGB workshop that the College is hosting in October. Each institution from the BCC group will be limited to sending four members.

**7.3.2 Institute of Corporate Directors (ICD) (D. Manning, L. Thurnheer)**

The Vice Chair attended a workshop on CEO Evaluations in Kelowna and how to do them well. There are five trends in evaluations:

- 1) Happening in profit and non profit;
- 2) CEO evaluations are more than measuring KPIs;
- 3) Moving away from back room discussions, CEO is involved in the design of the evaluation;
- 4) CEOs want evaluations that have meaning
- 5) Alignment of CEO evaluation with staff evaluation.

The Chair of the Governance Committee attended a Not for Profit Essentials course in Winnipeg. This conference focused on what is required of Board members working towards being a Chair. It was facilitated by quality people and was very beneficial.

The Governance Committee is developing a training plan for Board members in which training will be targeted to fill in skills gaps.

## **8. INFORMATION**

The Vice Chair noted it was raised at the Tributes Committee that Honorary Fellows nominations can be submitted throughout the year. This information can be accessed at:  
[http://www.okanagan.bc.ca/Campus\\_and\\_Community/employees/publicaffairs/Convocation\\_and\\_Commencement/Honorary\\_Fellows.html](http://www.okanagan.bc.ca/Campus_and_Community/employees/publicaffairs/Convocation_and_Commencement/Honorary_Fellows.html)

## **9. TOPICS FOR NEXT MEETING**

## **10. OTHER BUSINESS**

## **11. FOR THE GOOD OF THE INSTITUTION**

Events attended by Board members included: Trades Funding announcement on April 29<sup>th</sup>.

Future events are: convocations; honorary fellows dinner, and donor and student events.

The Board will be hosting a reception for the Leadership Team in Penticton on June 28<sup>th</sup> after the Board meeting.

**12. DATE OF NEXT MEETING:** June, 2016, Penticton Campus

## **13. ADJOURNMENT**

**Motion** to adjourn: C. Derickson/D Manning

**MOTION CARRIED**

The meeting adjourned at 1:42 p.m.





# **President's Report to the Okanagan College Board of Governors June 2016**

## **Learner Readiness and Success**

- In late May, I attended the annual College and Institutes Canada (CICan) conference in Quebec City. Roy Daykin, Andrew Hay, Barry McGillivray and Joanna Campbell also attended, along with Board members Connie Denesiuk, Chris Derickson, Spencer Lupul and Charity Gerbrandt. This conference provides an excellent opportunity to network and also learn about initiatives occurring at other institutions.
- In my May report, I had mentioned that numerous Okanagan College trades students took part in the Skills Canada Provincial Competition in Abbotsford, bringing home three gold, four silver and three bronze medals. The three gold medal students, Zachery Andrews, Spencer Humphries and Aaron Schmidt went on to the National level. Zachery won the gold medal in Electronics and Aaron won the silver medal in Automotive Service Tech.
- The annual Leadership Team planning session took place at the Salmon Arm Campus on May 5<sup>th</sup> & 6<sup>th</sup>. The agenda included an Indigenization Workshop with the Indigenization Task Force Project Manager, discussion on a new vision and approach to unit planning, and a discussion and overview of the draft Master Capital Plan.
- The Salmon Arm awards night took place on June 15<sup>th</sup>. 40 students received bursaries totalling \$70,000 from the Okanagan College Foundation, the Shuswap Community Foundation, local community groups and individual donors.

## **Teaching, Programming and Applied Research**

- On June 3<sup>rd</sup> over 1000 Trades students were recognized at an evening commencement ceremony. The following day 481 students received credentials at two convocation ceremonies. On June 27<sup>th</sup> and June 29<sup>th</sup> summer convocation ceremonies were held in Vernon and Kelowna with an additional 380 students graduating. By the end of June, more than 2,100 students will have graduated from Okanagan College in 2016.
- On May 12<sup>th</sup> -14<sup>th</sup>, I welcomed attendees to the annual meeting of the American Physical Society (Northwest section) at the Penticton campus. Approximately 180 physics professionals and students from institutions across the northwestern US and western Canada participated.

## Indigenization

- On June 15<sup>th</sup>, Dr. Bill Cohen moderated the Indigenous Concepts of Knowledge Symposium. Several notable scholars were at Okanagan College, in the Centre for Learning, to discuss their perspective on topics such as connections between orality and literacy, Indigenous concepts of ownership and intellectual property, traditional ecology-based systems of knowledge, ethics of the use and curation of Indigenous knowledge, and research methods that respect Indigenous ways of knowing.

## Community Engagement and Service

- The 25<sup>th</sup> Annual Okanagan College Foundation / Western Financial Group Charity Golf Tournament took place on May 26<sup>th</sup> at the Okanagan Golf Club. Over \$50,000 in proceeds from this year's tournament and silent auction will assist Okanagan College students through scholarships, bursaries and program support.
- On June 4<sup>th</sup>, we hosted the annual Honorary Fellows Dinner to honor our three Honorary Fellows: Bill Redmond, Anthony von Mandl & Dr. Rita Winkler and the recipient of the Distinguished Service Award: Rick Gee. The culinary staff served up a delicious buffet.
- In early June, our employees took part in two challenges – Bike to Work Week and the Commuter Challenge. Fifty-four Okanagan College riders registered for Bike to Work week riding a combined total of 1763 kilometers, which is equivalent to riding from Kelowna to Brandon, Manitoba. The Commuter Challenge had 41 student and staff participants travelling a total of 3039 kilometers, which burned 36,232 calories, saving 181 litres of fuel, therefore avoiding 392 kilograms of CO<sub>2</sub> being expelled into the atmosphere.

## Organizational Sustainability

- By the end of July, the College will transition to the BCNET digital network, one of the most advanced networks in the world. BCNET is 10,000 times faster than the commercial Internet and part of the CANARIE Network that connects many of Canada's top institutions. With the move to the more robust BCNET, College network users will experience enhanced delivery of multimedia and other resources through their smart phones, tablets, and laptops in addition to College computer labs, classrooms, and workspaces.

## Education Council - Report to the Board June 2016

### Candidates for Graduation

#### May 27, 2016 Education Council Operations Committee meeting

Program	# of Students
Bachelor of Business Administration	123
Business Administration Diploma	86
Business Administration Certificate	4
Business Studies Certificate	11
Business Administration Post-Diploma Certificate	1
Post-Baccalaureate Diploma in Accounting	2
Commercial Aviation Diploma	10
Advanced Communications Certificate	1
Associate of Arts Degree	38
Diploma in Communications, Culture, and Journalism Studies	1
Diploma in Environmental Studies	9
Diploma in Criminal and Social Justice	30
Diploma in General Studies	2
Diploma in Journalism Studies	1
Diploma in Writing and Publishing	8
International Development Diploma	2
Associate of Science Degree	17
Bachelor of Computer Information Systems Degree	5
Computer Information Systems Diploma	30
Civil Engineering Technology Diploma	12
Early Childhood Education Diploma	10
Electronic Engineering Technology Diploma	20
Network and Telecommunications Engineering Technology Diploma	4
Human Kinetics Diploma	15
Practical Nursing Diploma – Penticton	5
Practical Nursing Diploma – Kelowna	21
<b>Total</b>	<b>468</b>

#### June 2, 2016 Education Council meeting

Advanced Communications Certificate	1
Business Studies Certificate for Health Care Professionals	1
Studio Woodworking Certificate (September 8, 2015 to May 13, 2016 – Kelowna)	17
Automotive Collision Repair/Painting and Refinish (Sept 8, 2015 – May 20, 2016 Kelowna)	11
Automotive Service Technician (Out of Sequence)	1
Office Assistant Certificate (Out of Sequence)	1
<b>Total</b>	<b>32</b>



## Submission of Information from Senior Staff to the Board of Governors

### REPORT TITLE

**Program Advisory Committees at Okanagan College**

### DATE

20-May-2016

### BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

To provide the Board with the current status of Okanagan College Program Advisory Committees. Please refer to the attached spreadsheet for a breakdown of advisory committees by program area.

### ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

For information

### STRATEGIC PLAN <sup>1</sup>ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

#### Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

### COMMENTS FROM THE PRESIDENT

The contribution made by members of the community on our Program Advisory Committees is substantial and very much appreciated by the instructors and faculty they advise.

### REPORT PREPARED AND SUPPORTED BY (include name and title)

*This document is intended to be a cover sheet only (e.g. one page)  
If supporting documents are required, please attach them.*

*Material is to be submitted to the relevant Vice President for review and submission to the President*

<sup>1</sup> Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)

## **Program Advisory Committees at Okanagan College**

### **About Okanagan College Program Advisory Committees**

Okanagan College establishes a program advisory committee (PAC) for each certificate, diploma or degree program or, where appropriate, for a group of related programs. Program advisory committees generally have at least seven members, drawn from more than one Okanagan College region, and who are knowledgeable and experienced in the program field of study. The members may be employers, retirees, professional staff, and program graduates working in the related field. The primary role of a program advisory committee is to advise Okanagan College on the purpose, development, revision and effectiveness of a program. They identify trends in the related area of study, participate in the program review and accreditation process, and if appropriate, support student job placements.

Nominations for program advisory committee members are normally made by the program advisory committee, members of the program department and the program dean or director, or designate. Nominees are approved and appointed by the Vice President, Education, generally for a three year term, and shall not serve more than two consecutive terms. In addition to the members approved by the Vice President, Education, a member of the Okanagan College Board may be appointed by the chair of the Okanagan College Board. The program dean or director and chair attend the meetings and instructional staff may also participate in the meetings.

Program advisory committees elect a chair from among its regular members to co-chair the program advisory committee with a department chairperson or program administrator for a period of up to two years. The program advisory committee normally meets at least twice each year and requires a quorum of at least 50% of the regular members.

Program advisory committees are advisory in nature on program content. They do not have responsibility for operational or administrative matters such as curriculum development, teaching methods, student or staff evaluation or financial or management decisions or budget allocations.

### **Programs with Program Advisory Committees**

Okanagan College has a total of 32 program advisory committees and at least 292 community members serve on these committees. An overview of the program advisory committees for each portfolio follows.

#### **Okanagan School of Business**

All four programs within the Okanagan School of Business have active program advisory committees. There are a total of 38 community members serving on the committees.

#### **Science, Technology and Health and Social Development**

There are 16 programs within the Science, Technology and Health and Social Development portfolio, of which 13 have program advisory committees. There are a total of 92 community members serving on these committees. The Associate of Science Degree is a two year transfer

program so does not have a program advisory committee. The Bachelor of Science in Nursing is in partnership with UBCO, with the first two years at Okanagan College. The Sustainable Construction Management Technology program is a one-time program offering and therefore does not have a program advisory committee.

### **Trades and Apprenticeship**

There are 10 programs within the Trades and Apprenticeship portfolio, of which nine have program advisory committees. A total of 98 community members participate on program advisory committees for the Trades portfolio. The Trades, Technology Teacher Education diploma program is currently under revision. A new program advisory committee will be appointed upon completion of the revisions.

### **Continuing Studies and Corporate Development**

Continuing Studies has 22 certificate programs that are offered on a regular basis. Six programs have established program advisory committees. A total of 64 community members serve on these committees. The remaining programs have ad hoc review committees that are brought together when potential changes are being proposed for the program or at the end of an offering.

### **Programs with Program Advisory Committees Under Development**

#### **Arts and Foundational**

There are five diploma programs within the Arts and Foundational portfolio. Currently, the Criminal and Social Justice Diploma program and the Writing and Publishing Diploma program are developing their program advisory committees. The remaining three programs will develop their program advisory committees in the future.

**PROGRAM ADVISORY COMMITTEES - REPORT TO THE BOARD**

Program or Area	PAC in Place (Y or N)	Number of Current Members	Number of Meetings per Year	Most Recent Meeting	Comments
<b>ARTS AND FOUNDATIONAL</b>					
Criminal and Social Justice Diploma					In development.
Writing and Publishing Diploma					Plans are in place for a PAC to be formed as the proposed degree is developed
Diploma in Communications, Culture and Journalism Studies	N				
International Development Diploma	N				
Environmental Studies Diploma	N				
<b>OKANAGAN SCHOOL OF BUSINESS</b>					
Business Administration Degrees, Diplomas & Certificates	Y	12	2	Nov-15	
Commercial Aviation Diploma	Y	7	1	Jan-15	
Culinary Arts	Y	12	2	Jun-13	Area transferred from Trades to Business. New committee formed with meeting scheduled for fall 2015. Is part of the Food, Wine and Tourism agenda.
Office Administration Certificates	Y	7	2	May-15	Office and Legal Administration are combined
<b>SCIENCE, TECHNOLOGY AND HEALTH &amp; SOCIAL DEVELOPMENT</b>					
Associate of Science Degree	N				Two year transfer program
Computer Information Systems Degree & Diploma	Y	7	2	15-Jan-16	
Bachelor of Science in Nursing	N				Not degree completion, partnership with UBCO
Certified Dental Assistant Certificate	Y	7	2	Apr-16	
Civil Engineering Technology Diploma	Y	7	2	5-Nov-15	
Early Childhood Education Diploma & Certificates	Y	2	2	10-Nov-15	New members being recruited and renewed
Electronic Engineering Technology Diploma	Y	10	1	3-Dec-15	
Health Care Assistant	Y	14	2	3-Nov-15	
Human Service Work Diploma	Y	11	2	14-Oct-15	
Mechanical Engineering Technology Diploma	Y	4	2	Jan-16	More members being recruited
Network and Telecom Engineering Technology	Y	3	2	23-Apr-15	
Pharmacy Technician Certificate	Y	8	2	Feb-16	
Practical Nursing Diploma & Certificate	Y	4	2	25-Nov-15	New members being recruited

**PROGRAM ADVISORY COMMITTEES - REPORT TO THE BOARD**

<b>Program or Area</b>	<b>PAC in Place (Y or N)</b>	<b>Number of Current Members</b>	<b>Number of Meetings per Year</b>	<b>Most Recent Meeting</b>	<b>Comments</b>
Sustainable Construction Management Technology	N				One-time program offering
Therapist Assistant Diploma	Y	6	2	17-Nov-15	
Water Engineering Technology Diploma	Y	9	2	6-Oct-15	
<b>TRADES</b>					
Aircraft Maintenance Engineer (M license and S Structures )	Y	9	2	Dec-15	
Automotive Collision Repair / Painting & Refinishing (Automotive Collision Repair & Interprovincial Refresher, Automotive Refinishing & Interprovincial Refresher, and Collision Repair Technician Certificates)	Y	12	2	Apr-16	Name change to Department - Now Automotive Collision Repair and Painting
Automotive Service Technician & Interprovincial Refresher Certificates	Y	11	2	Jan-16	
Carpentry / Joinery (Carpentry & Interprovincial Refresher, Construction Assistant, Residential Construction, and Studio Woodworking Certificates)	Y	6	2	Nov-15	
Commercial Transport Vehicle Mechanic Interprovincial Refresher Certificate and Heavy Duty & Commercial Transport Mechanics	Y	11	2	Apr-16	Name change to Heavy Duty and Mechanical Trades <b>Should be Heavy Mechanical Trades</b>
Electrician Pre-Apprenticeship and Construction Electrician Interprovincial Refresher Certificates	Y	12	2	Jun-15	
Plumbing and Piping Trades, Plumber Pre-Apprenticeship, Refrigeration and Air Conditioning Mechanic Pre-Apprenticeship, and Sheet Metal Worker Pre-Apprenticeship Certificates	Y	12	2	May-16	
Recreation Vehicle Service Technician	Y	12	2	May-16	
Trades Technology Teacher Education Diploma	N				Program on hold
Welding Levels A, B, C, Welding Upgrading and Test Procedures, Welding Interprovincial Refresher, International Welding C, and Metal Fabricator Certificates	Y	13	2	May-16	
<b>CONTINUING STUDIES AND CORPORATE DEVELOPMENT</b>					



**PROGRAM ADVISORY COMMITTEES - REPORT TO THE BOARD**

<b>Program or Area</b>	<b>PAC in Place (Y or N)</b>	<b>Number of Current Members</b>	<b>Number of Meetings per Year</b>	<b>Most Recent Meeting</b>	<b>Comments</b>
Esthetics and Nail Technology	Y	10	As needed	Nov-12	The PAC is brought together when potential changes to program require discussion
Aboriginal Community Support Worker	Y	8	As needed	Mar-16	This group has been brought together for the consultation and guidance on this new certificate development.
Nursing Unit Assistant	Y	8	As needed	Apr-14	The PAC is brought together when potential changes to program require discussion
Advanced GIS Certificate	Y	8	As needed	Apr-13	The PAC is brought together when potential changes to program require discussion



## Submission of Information from Senior Staff to the Board of Governors

### REPORT TITLE

Regional Advisory Committee (RAC) Annual Reports

### DATE

June 28, 2016

### BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The Regional Advisory Committees (RAC) provide each Regional Dean with advice regarding community needs for Okanagan College programming and services. The RAC facilitates and promotes communication between the College and the communities it serves.

Please see attached reports from the four Regional Deans regarding their Regional Advisory Committees.

### ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

None.

For information only.

### STRATEGIC PLAN <sup>1</sup>ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

#### Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

### COMMENTS FROM THE PRESIDENT

None required

### REPORT PREPARED AND SUPPORTED BY (include name and title)

Charlotte Kushner, Vice President Students  
Donna Lomas, Regional Dean South Okanagan/Similkameen  
Heather Schneider, Regional Dean Central Okanagan  
Jane Lister, Regional Dean North Okanagan  
Joan Ragsdale, Regional Dean Shuswap/Revelstoke

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<sup>1</sup> Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)

## Regional Advisory Committee (RAC) Annual Reports

### South Okanagan–Similkameen (Donna Lomas, Regional Dean)

Meetings are held every two months and are scheduled for the 2<sup>nd</sup> Wednesday of the month excluding July, August and December.

Membership includes 10 members plus 3 ex-officio members. This year the committee was renewed by having 3 new community/school district members. The RAC always has representation from the School District, City of Penticton City Council and the Penticton Indian Band. The committee also had student representation at different times of the year. The Okanagan College Student Union also has representation. The chair of the committee is Walter Huebert, member at large from the public.

Topics that were discussed this year included: the childcare proposal that was sent to the Ministry of Children and Family Development, the College's new Strategic Plan, the Capital Master Plan that is in draft, community events such as the Solar Fair and Welcoming Communities Conference. The RAC was also fully aware of the changes to ABE funding and were able to direct questions that they received to the appropriate College office. During the course of the year members of the Advisory Committee volunteered their time to participate in the Holiday Lunch, Orientation Day, Experience OC and It's-a-Wrap events.

Goals for next Year need to be established but topics will include:

- 1) The building activities and fund raising for the daycare.
- 2) Completion of the Capital Master Plan.
- 3) New programming ideas.
- 4) Working with the new Regional Dean who will be starting in January 2017.

### Central Okanagan (Heather Schneider, Regional Dean)

Meetings are held every two to three months during the academic year. Typically there are two meetings in the fall and two in the winter/spring. The most recent meeting was held on May 19, 2016. The next meeting is scheduled for the middle of September to provide final advice and feedback on the Master Capital Plan.

There are 18 community members on the RAC along with the regional Kelowna Board of Governors members, the Director of Continuing Studies & Corporate Development, the Director of Advancement. The Okanagan College Foundation directors are invited as ex officio members to each meeting. The RAC members represent Peachland, West Kelowna, Kelowna and Lake Country communities. The current chair is Gary Dickinson who has agreed to stay on for another term. The vice chair is Sharon Peterson. She was elected in 2015 with the retirement of advisory member Rod Barrett.

Membership remained relatively stable in 2015/2016 with two members retiring from the Board. Rod Barrett as mentioned above and Peter Withers, our Lake Country representative, moved to the lower mainland. We are currently seeking a replacement for Mr. Withers. One other new board member joined in 2016. Mr. Jon Clare (IHA) joined representing health.

Over the course of the past year the RAC has provided advice and feedback on the Strategic Plan for the College, Master Capital Plan, Trades Complex and Health Science Centre along with advice on programming, student services and recruitment and retention at the College.

Goals for this upcoming year are:

1. Final feedback on the Master Capital Plan
2. Support and feedback on the Health Science Building (should it be approved)
3. Support for the new Strategic Plan and in particular the two plans being developed: Indigenization and Internationalization.
4. Feedback on program and student services at Okanagan College as applicable.
5. Maintenance of the important ambassadorial role the RAC plays in the community.
6. Recruitment of a Lake Country member.

One important part of each agenda is “what is new in your world”. This is an informal round table discussion and information sharing opportunity for the RAC members. This agenda item enables a RAC member to highlight news and issues from their specific community/business/profession of interest to the College and other RAC members. It is an important information exchange opportunity between RAC members and the college.

### **North Okanagan** *(Jane Lister, Regional Dean)*

The Vernon Campus’s Regional Advisory Committee meets four times a year on the last Tuesday of September, November, February and April. Agendas and minutes are documented so that all involved can follow-up on action items. Often at the meetings there is a presentation on a particular topic or initiative.

During the past year the key issues that were presented and/or discussed at the meetings include:

1. Campus enrollments and upcoming programming
2. Academic Dual Credit initiative
3. Kal View Café Opportunities
4. Kalamalka Press - Writer in Residence initiative
5. Demonstration Garden Project
6. Amphitheatre Project
7. Signature Event for fund raising
8. Tributes – Honorary Fellow nominations
9. Vernon Campus Unit Plan
10. Adult Basic Education Tuition Issue
11. Trades Building Opportunity
12. Capital Master Plan

The current membership includes eleven community members with representation from the School District and the City of Vernon. Members are invited to Campus functions and participate in consultations when requested.

### **Shuswap-Revelstoke** *(Joan Ragsdale, Regional Dean)*

#### **Salmon Arm**

The Salmon Arm Regional Advisory Committee met twice this year in January and May.

Membership includes 6 community members. The two newest members on the Committee are: Irene LaBoucane, Principal, Aboriginal Education, School District 83; and Steven DeBoer, Chartered Accountant and an Okanagan College Alumni.

Involvement in the development of the Strategic Plan, and in the hiring of the new Regional Dean have been the two main activities for the committee this year so far this year. Looking forward, the committee is interested in working on initiatives which will increase the College profile and engagement within the region.

#### **Revelstoke**

The Revelstoke Regional Advisory Committee met twice this year in January and June.

Membership includes: Linda Chell, Chair (Revelstoke Child Care Society), Mike Hooker (School District 19), Otti Brown (Revelstoke Employment Centre), Leslie Savage (retired teacher), Craig Brown (Community Futures), Judy Goodwin (Chamber of Commerce), Sheena Bell (Community Futures), Ron Glave (Vic Van Isle contractor), Betty Jung (Revelstoke Multi-Cultural Society), Julie Lowes (Interior Health), and Ken Norrie (retired University Vice President).

The RAC was actively involved in the development of strong community partnerships which resulted in a Culinary Arts Program being offered within Revelstoke this year. Support from the committee was integral in raising the money required to improve a local facility, which was used to offer the program. Future programming in trades, as well as an urgent need for Health Care Assistants were identified as two priorities moving forward. The RAC was also active in the recruitment of the new Regional Dean.



## Submission of Information from Senior Staff to the Board of Governors

### REPORT TITLE

Sexual Violence and Misconduct Policy

### DATE

June 16, 2016

### BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

In April 2015, on advice from Director, Legal Affairs and Policy Development, Okanagan College's Executive requested that a committee be struck to examine the development and implementation of a Sexual Violence/Assault policy for the College. From consultations and research, the Director of Legal Affairs and Policy Development had determined that this kind of policy would be a pro-active measure to ensure that the College has a response in place in to mitigate against any potential sexual misconduct occurrences within the College community. News reports from across Canada indicated that sexual misconduct on college and university campuses was a serious concern and OC's early response and activities have demonstrated leadership in this area.

In April 2015 a cross-departmental committee composed of Leadership Team members, faculty, support staff and students was initiated to examine best practices in post-secondary institutions, commence the development of a sexual violence and misconduct policy, and determine appropriate communication, training and support protocols.

New legislation *Sexual Violence and Misconduct Policy Act* requires post-secondary institutions to have a policy on sexual Violence by May 2017.

### ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

For approval.

Proposed Resolution:

***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Sexual Violence and Misconduct Policy as presented"***

### STRATEGIC PLAN <sup>1</sup>ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

#### Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability

<sup>1</sup> Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)

- Not an initiative driven by the Strategic Plan but necessary for operational purposes

**COMMENTS FROM THE PRESIDENT**

I support this recommendation.

**REPORT PREPARED AND SUPPORTED BY (include name and title)**

Jane Lister, Regional Dean, North Okanagan

Donna Olson, Director of Legal Affairs and Policy Development

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*This document is intended to be a cover sheet only (eg one page)  
If supporting documents are required, please attach them.*

*Material is to be submitted to the relevant Vice President for review and submission to the President*



<b>Title</b>	<b>Sexual Violence and Misconduct Policy – Students and Employees</b>
<b>Policy Area</b>	Operations – Human Resources
<b>Policy Number</b>	E.2.16
See also <i>(related policies and documents)</i>	Discrimination, Bullying and Harassment Policy Violent and Threatening Behaviour Policy Student Non-Academic Conduct Policy Code of Ethical Practices Policy Use of Information Technology Resources Policy Social Media Policy Collective Agreements

<b>Effective Date of Policy:</b>	
<b>Approval Date:</b>	
<b>Applies to:</b>	Students, Employees, Members of the Board of Governors
<b>Approving Body:</b>	Board of Governors
<b>New:</b>	New Policy
<b>Authority:</b>	<i>College and Institute Act Sexual Violence and Misconduct Policy Act</i>

The following is responsible for the administration of this policy:

<b>Primary Office</b>	<b>Contact</b>
Student Services	Vice President, Students

## Policy Statement

- 1.1 The College is committed to creating and maintaining a learning and working environment characterized by mutual respect, safety, civility and free inquiry. Safety at the College is a priority and any form of sexual misconduct will not be tolerated. The College will address sexual misconduct in the College community through support, awareness, training and prevention programs, and appropriate handling of complaints and disclosure of sexual misconduct. Those who have experienced sexual misconduct will be treated with compassion, dignity and respect.

## Purpose

- 2.1 The purpose of this policy is to clearly state the College's commitment to addressing sexual misconduct through:
- a) creating an atmosphere in which sexual misconduct is not tolerated;
  - b) providing education to the College Community about prevention of sexual misconduct;
  - c) assisting those who have experienced sexual misconduct by providing information and support, including provision of and/or referral to counseling and medical care, and appropriate academic and/or other accommodation; and
  - d) using clear, appropriate and fair processes for handling complaints of sexual misconduct.

See the following link for internal and external resources to assist those who have experienced sexual misconduct:

[http://www.okanagan.bc.ca/Campus\\_and\\_Community/Safety\\_Security.html](http://www.okanagan.bc.ca/Campus_and_Community/Safety_Security.html)

A complaint of sexual misconduct does not have to be filed to obtain these supports.

## Scope and Application

- 3.1 This policy applies to students, employees and members of the Board of Governors of the College in a College-related activity.
- 3.2 Procedures under the College's *Discrimination, Bullying and Harassment Policy* will govern the investigation and/or resolution process for this policy.
- 3.3 This policy is not intended to supersede or interfere with collective agreements or with prevailing laws.
- 3.4 Anyone who has experienced sexual misconduct has the right to pursue criminal or civil legal avenues whether or not they choose to proceed under this policy.



- 3.5 All processes must follow the principles of natural justice and must appropriately protect the rights of both the person making a complaint and the person accused.

## Definitions

- 4.1 **College-related activity** includes an activity conducted under the authority of the College at any location. The conduct in question must have a real and substantial connection to the College, College activities or College-related functions, whether or not the conduct occurred on College property.
- 4.2 **College Community** means students, employees and members of the Board of Governors of the College.
- 4.3 **Complaint** or a report (“complaint”) is a statement of facts including a record of the dates, times, nature of any incidents and names of witnesses. The complaint must contain sufficient detail to allow the College to assess the complaint and conduct an investigation if required. A complaint can be made by a person who has experienced sexual misconduct or who has been a witness to sexual misconduct.
- 4.4 **Consent** means an active, direct, voluntary, un-coerced, ongoing, unimpaired and conscious choice and agreement between adults to engage in sexual activity. Consent can be withdrawn at any point.
- 4.5 **Employee** means any person employed by the College, and includes members of the Board of Governors.
- 4.6 **No-Contact Undertaking** means an agreement, mutually undertaken by two or more people, to refrain from contacting one another based on specified conditions.
- 4.7 **Sexual Misconduct** includes sexual violence and means any sexual act or act targeting a person’s sexuality, whether the act is physical or psychological in nature, that is committed, threatened or attempted against a person without the person’s consent, and includes without limitation:
- a) sexual assault;
  - b) sexual harassment;
  - c) stalking;
  - d) indecent exposure;
  - e) voyeurism;
  - f) sexual exploitation;
  - g) non-consensual posting of sexually explicit pictures or video with the intent to distress.

Reference to a person applies regardless of gender, sexual orientation or gender identity. Sexual Misconduct can include, but is not limited to:

- a) **Sexual Assault** means any form of sexual contact without consent from all parties, and includes:

- i) acquaintance sexual assault: sexual contact that is forced, manipulated, or coerced by a partner, friend or acquaintance; and
  - ii) drug-facilitated sexual assault: the use of alcohol and/or drugs by a person to control, overpower or subdue a person for purposes of sexual assault;
- b) **Sexual Harassment** means a course of unwanted remarks, behaviours, or communications of a sexually oriented nature and/or a course of unwanted remarks, behaviours or communications based on gender – where the person responsible for the remarks, behaviours or communications knows or ought reasonably to know that these are unwanted. It includes, but is not limited to:
- i) sexual solicitations, advances, remarks, suggestive comments and gestures (including songs and chants);
  - ii) the inappropriate display of sexually suggestive pictures, posters, objects or graffiti;
  - iii) non-consensual posting of sexually explicit pictures or video with the intent to distress the person in the picture or video, aggressive comments and slurs on any form of social media;
  - iv) physical contact of a sexual nature; and
  - v) sexual conduct that interferes with an individual's dignity or privacy such as voyeurism and exhibitionism;
- c) **Stalking** is a form of criminal harassment involving behaviours that occur on more than one occasion and which collectively instill fear in a person or threaten a person's safety or mental health. Stalking can also include threats of harm to a person's friends and/or family. These behaviours include, but are not limited to non-consensual communications (face to face, phone, email, social media); threatening or obscene gestures; surveillance; sending unsolicited gifts; "creeping" via social media/cyber-stalking; and uttering threats.

4.8 **Student** means any person enrolled as a student at the College.

## Procedures

### **MAKING A COMPLAINT OR DISCLOSURE OF SEXUAL MISCONDUCT**

- 5.1 Anyone who experiences or witnesses sexual misconduct, or has reason to believe that sexual misconduct has occurred or may occur, may pursue any of the following options (or pursue more than one option simultaneously):
- a) **Criminal Reporting Option:** individuals may report their allegations through the criminal justice system by contacting the RCMP or local police detachment. If an individual chooses this route, Campus Security can facilitate making a report to the police. The College will cooperate with any criminal investigation.

Contact Campus Security:

[http://www.okanagan.bc.ca/Campus\\_and\\_Community/employees/Ancillary-Business-Services/Security\\_and\\_Crisis\\_Management.htm](http://www.okanagan.bc.ca/Campus_and_Community/employees/Ancillary-Business-Services/Security_and_Crisis_Management.htm)

Phone: 250-317-2435

b) **Non-Criminal, On-Campus Complaint Option:** A complaint should be directed as follows:

- i) for students - a counsellor in Student Services, the Director, Student Services, Program Dean or Regional Dean;
- ii) for employees - a supervisor, Human Resources Advisor, Program Dean, Regional Dean or Director; or
- iii) for Board members - the Board Chair or Vice-Chair.

A complaint will initiate an investigation and/or resolution process.

Procedures under the College's *Discrimination, Bullying and Harassment Policy* will govern the investigation and/or resolution process under this policy.

c) **On-Campus Disclosure without a Complaint Option:**

- i) if a student who has experienced sexual misconduct, including sexual misconduct at a non-College related activity, and does not want to report the experience through the criminal justice system, or the College's non-criminal on-campus complaint option, the student has the option of disclosing their experience to a counsellor in Counselling Services to receive support and academic accommodations that may be needed;
- ii) an employee can seek assistance through the College's *Employee and Family Assistance Program* and may seek any necessary accommodations;
- iii) disclosure will not initiate a process to investigate the sexual misconduct or engage any resolution process.

### **Interim Measures**

5.2 Prior to the commencement of an investigation or resolution process, the College may impose interim measures as may be appropriate for safety of the individuals involved, and the College Community, in any complaint of sexual misconduct. Interim measures may include, but are not limited to:

- a) alteration of the academic schedule of any student involved in a complaint of sexual misconduct;
- b) no-contact undertakings or no-contact direction;
- c) temporary, non-disciplinary, leave of a person alleged to have committed sexual misconduct; and
- d) any other interim restrictions as may be determined by the College.

### **Academic Accommodations**

- 5.3 A student who has experienced sexual misconduct, including sexual misconduct at a non-College related activity, and who may require an academic accommodation (for example, exam deferral, an extension on an assignment, withdrawing from a class, changing location of studies to another campus or from home, etc.), will be supported by the Counseling Department and/or the Accessibility Services Office, in accordance with the College procedures for requesting and granting academic accommodations.
- 5.4 A student requesting an academic accommodation under this policy is not required to file a complaint of sexual misconduct to receive an academic accommodation.

### **Confidentiality**

- 6.1 Confidentiality is an important principle in creating an environment where those who have experienced sexual misconduct feel safe to disclose and seek support. The privacy and confidentiality of all members of the College community involved in any complaint of sexual misconduct, will be protected to the extent possible. However, disclosure of information may be made if:
- a) the sharing of personal information is necessary for the protection of health or safety;
  - b) the sharing of personal information is required or authorized by law; or
  - c) the person the information is about has consented to the release of the personal information.

### **Protection from Retaliation**

- 7.1 It is contrary to this policy for anyone to retaliate, engage in reprisals or threaten to retaliate against a person making a complaint, a witness or other individual for:
- a) having pursued options/rights under this policy or any other relevant Provincial or Federal legislation;
  - b) having participated or co-operated in a complaint under this policy; or
  - c) having been associated with someone who has pursued rights under this policy.
- 7.2 Anyone engaged in such conduct may be subject to discipline.

### **General**

- 8.1 This policy will be reviewed at least once every three years.
- 8.2 On an annual basis the President will report to the Board on the implementation of this policy.



## Submission of Information from Senior Staff to the Board of Governors

### REPORT TITLE

Discrimination, Bullying and Harassment Policy

### DATE

June 16, 2016

### BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

The Discrimination, Bullying and Harassment Policy was first approved on November 28, 2014.

In addition to responding to complaints of discrimination, bullying and harassment under this policy, the procedures in this policy will be applied for complaints under the Sexual Violence and Misconduct Policy.

This Policy has been updated to support the new *Sexual Violence and Misconduct Policy* and to make other improvements to the policy for operational needs.

### ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

For approval.

Proposed Resolution:

***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Discrimination, Bullying and Harassment Policy as revised"***

### STRATEGIC PLAN <sup>1</sup>ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

#### Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

### COMMENTS FROM THE PRESIDENT

I support this recommendation.

### REPORT PREPARED AND SUPPORTED BY (include name and title)

Donna Olson, Director of Legal Affairs and Policy Development

<sup>1</sup> Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)



<b>Title</b>	<b>Discrimination, Bullying and Harassment Policy</b>
<b>Policy Area</b>	Operations – Human Resources
<b>Policy Number</b>	E.2.1
<b>See also</b> <i>(related policies and documents)</i>	Sexual Violence and Misconduct Policy Violent and Threatening Behaviour Policy Student Non-Academic Conduct Policy Code of Ethical Practices Policy Use of Information Technology Resources Policy Social Media Policy Collective Agreements

<b>Effective Date of Policy:</b>	
<b>Approval Date:</b>	
<b>Applies to:</b>	Employees, Students, Members of the Board of Governors
<b>Approving Body:</b>	Board of Governors
<b>Supersedes:</b>	OUC Harassment & Discrimination Policy, January 27, 2005, Okanagan College Harassment & Discrimination Policy, Non-Bargaining Unit Employees, June 28, 2005; Discrimination, Bullying and Harassment, November 28, 2014
<b>Authority:</b>	<i>College and Institute Act</i> <i>Workers Compensation Act</i> <i>Sexual Violence and Misconduct Policy Act</i>

The following is responsible for the administration of this policy:

<b>Primary Office</b>	<b>Contact</b>
Student Services	Vice President, Students

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### **Policy Statement**

- 1.1 Okanagan College is committed to ensuring a working and learning environment that is free of discrimination, harassment and bullying, and supports a collegial environment that is characterized by mutual respect, safety, civility and free inquiry. This policy includes definitions and standards for appropriate conduct and provides an effective and fair procedure for receiving, assessing, investigating and acting on a complaint of discrimination, harassment and bullying.
- 1.2 The procedures in this policy will be followed when responding to complaints under the *Sexual Violence and Misconduct Policy*.

### **Policy Details**

## **2. Application**

- 2.1 This policy applies to students, employees and Members of the Board of Governors of the College in a College-related activity.
- 2.2 If a bargaining unit employee is either the Complainant or the Respondent and if the terms of his/her collective agreement apply to the circumstances, the collective agreement provisions will prevail as appropriate, unless agreed otherwise by all parties.

## **3. General Principles**

- 3.1 The fact that a Complaint is being pursued under this policy (or under this policy through the *Sexual Violence and Misconduct Policy*) does not preclude the Complainant from pursuing a process outside of the College, including filing a complaint with the B.C. Human Rights Tribunal, filing a claim under Worksafe BC, civil claim or criminal complaint.
- 3.2 If a Complaint is being pursued outside of the College, the College may elect to continue with the College process or may elect to suspend the College process until the outcome of the process outside of the College is determined. The College will cooperate with any criminal investigation.
- 3.3 All Complaints must be made in good faith. A Complaint which is frivolous, vexatious, or malicious, or made in bad faith may result in disciplinary or other corrective measures being taken against the person who made the Complaint.
- 3.4 There will be no retaliation against a Complainant for making a Complaint in good faith, regardless of the outcome. An individual retaliating may be subject to discipline or corrective action.

**Discrimination, Bullying and Harassment Policy**  
**Policy Number E.2.1**  
**page 3 of 9**

**4. Confidentiality**

- 4.1 The College is committed to the protection against any unauthorized disclosure of personal information of the parties to a Complaint. The College will protect personal information except to the extent that:
- a) the sharing of personal information is necessary for the protection of health or safety;
  - b) the sharing of personal information is required or authorized by law; or
  - c) the person the information is about has consented to the release of the personal information.
- 4.2 Personal information, whether oral and written, which is collected, received, or compiled from a Complaint and through the course of a resolution process will be treated as confidential by the College in accordance with privacy legislation. The College will require that the Complainant, the Respondent and any witnesses keep confidential any information that they receive during the resolution process. Unauthorized disclosure of personal information may cause substantial harm to the parties to a Complaint, including creating unfairness in the resolution process and could deter others who have experienced inappropriate conduct from making a complaint.

**5. Definitions**

- 5.1 **Bullying and Harassment** includes any inappropriate conduct or comment by a person who knew or reasonably ought to have known would cause a person to be humiliated or intimidated; or any other form of unwelcome verbal or physical behaviour which by a reasonable person standard would be expected to cause insecurity, discomfort, offence or humiliation to an employee or a group of employees, and has the purpose or effect of interfering with an employee's work performance or creating an intimidating, hostile or offensive work environment.

Bullying and Harassment excludes any reasonable action taken by the employer or a supervisor relating to the management and direction of employees or the place of employment. Not all inappropriate, offensive or disrespectful conduct is Bullying and Harassment. The behavior must be humiliating or intimidating to be considered Bullying and Harassment.

Bullying and Harassment applies to students and is conduct or comment(s) that have the purpose or effect of interfering with a student's performance or creating an intimidating, hostile or offensive learning environment. Bullying and Harassment excludes any reasonable action taken by an instructor relating to management of the classroom and assignment of course work.

- 5.2 **College Community** means students, employees and members of the Board of Governors of the College.
- 5.3 **College related activity** includes an activity conducted under the authority of the College at any location. The conduct in question must have a real and substantial connection to the College, College activities or College-related functions, whether or not the conduct occurred on College property.
- 5.4 **Complaint** or a report ("Complaint") is a statement of facts including a record of the dates, times, nature of any incidents and names of witnesses. The Complaint must contain sufficient detail to allow the College to assess the Complaint and conduct an



**Discrimination, Bullying and Harassment Policy**  
**Policy Number E.2.1**  
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investigation if required. A Complaint can be filed by a Complainant or anyone who witnesses inappropriate conduct as defined under this policy or under the *Sexual Violence and Misconduct Policy*. A Complaint must be made as soon as possible, but should be made no later than 6 months after the last incident alleged in the Complaint.

A Complaint of Sexual Misconduct under the *Sexual Violence and Misconduct Policy* can be filed at any time.

Please see the *Complaint Form* attached to the policy.

- 5.5 **Complainant** is a person who believes that he/she has experienced inappropriate conduct as described in this policy and who seeks relief under this policy or the *Sexual Violence and Misconduct Policy*.

In the event a Complainant is unwilling to proceed or unwilling to continue in the process, the College may decide to continue with an investigation or resolution processes without the participation of the Complainant.

- 5.6 **Discrimination** means discrimination based on a person's sex, race, colour, ancestry, place of origin, political belief, religion, marital status, family status, physical or mental disability, sexual orientation, age, or criminal conviction unrelated to the person's employment or program of study.
- 5.7 **Employee** means any person employed by the College and members of the Board of Governors.
- 5.8 **Response** is the written statement of the Respondent in reply to a Complaint.
- 5.9 **Respondent** is a person against whom an allegation has been made under this policy or under the *Sexual Violence and Misconduct Policy*.
- 5.10 **Sexual Harassment** means a course of unwanted remarks, behaviours, or communications of a sexually oriented nature and/or a course of unwanted remarks, behaviours or communications based on gender – where the person responsible for the remarks, behaviours or communications knows or ought reasonably to know that these are unwanted. It includes, but is not limited to:
- a) sexual solicitations, advances, remarks, suggestive comments and gestures (including songs and chants);
  - b) the inappropriate display of sexually suggestive pictures, posters, objects or graffiti;
  - c) non-consensual posting of sexually explicit pictures or video with the intent to distress the person in the picture or video, aggressive comments and slurs on any form of social media;
  - d) physical contact of a sexual nature; and
  - e) sexual conduct that interferes with an individual's dignity or privacy such as voyeurism and exhibitionism.
- 5.11 **Sexual Misconduct** – see *Sexual Violence and Misconduct Policy* for definitions and other related information.
- 5.12 **Student** means any person enrolled as a student at the College.

**Discrimination, Bullying and Harassment Policy**  
**Policy Number E.2.1**  
**page 5 of 9**

**Procedures**

**6. Procedures**

- 6.1 Any employee that experiences, observes or knows of conduct that may be Discrimination, Bullying or Harassment as defined by this policy must report that conduct. Students are strongly encouraged to report.
- 6.2 All Complaints, submissions, responses and decisions made under the terms of this policy and the *Sexual Violence and Misconduct Policy* should be made in writing where possible.
- 6.3 Complaints should be directed as follows:
  - a) for students - a counsellor in Student Services, the Director, Student Services, Program Dean or Regional Dean; or
  - b) for employees - a supervisor, Human Resources Advisor, Program Dean, Regional Dean or Director.
- 6.4 The individual who receives a Complaint that involves students as Complainant and Respondent, shall forward the Complaint to the Director, Student Services.
- 6.5 The individual who receives a Complaint that involves an employee, shall forward the Complaint to the Director, Human Resources, except as noted in section 6.6.
- 6.6 If a Complaint involves the Director, Human Resources, the Complaint shall be forwarded to the Director, Student Services.
- 6.7 If a Complaint involves the President or a member of the Board of Governors, the Complaint shall be forwarded to the Board Chair, or the Board Vice-Chair if the Complaint involves the Board Chair. The Board Chair or Board Vice-Chair will determine the appropriate procedures (follow the procedures in this policy to the extent possible) and will retain an external investigator as necessary.
- 6.8 The decision of a Complainant or a Respondent not to participate in a proceeding under this policy is not a bar to the continuation of the proceeding. A Respondent who chooses not to participate in an investigation under this policy may still be subject to discipline or other corrective measures based on the evidence available during an investigation.
- 6.9 Allegations which do not conform to the definition of a Complaint in this policy, or a Complaint that is outside the jurisdiction of this policy or beyond the 6 month reporting deadline may be dismissed by the Director, Human Resources or the Director, Student Services, after consultation with the appropriate Vice President.
- 6.10 Any reference to a position in the policy includes any person that may be appointed as a designate to that position.

**Resolution Processes**

**7. Informing the Respondent Directly**

- 7.1 If a Complainant believes he/she has been subjected to inappropriate conduct as defined in this policy or the *Sexual Violence and Misconduct Policy*, the Complainant

**Discrimination, Bullying and Harassment Policy**  
**Policy Number E.2.1**  
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is encouraged to make the disapproval and/or discomfort known to the person responsible for the behaviour and tell the person to stop.

- 7.2 If the Complainant does not feel comfortable with attempting to resolve the situation with the person directly, or if such resolution attempt was not successful then no later than 6 months after the last alleged incident the Complainant should notify one of the individuals listed in s.6 and may submit a Complaint in accordance with this policy.

**8. Joint Problem Solving Process**

- 8.1 A joint problem solving process is an informal process and refers to options other than an investigation process. It is a problem solving approach with a goal of achieving a resolution satisfactory to the Complainant, Respondent and the College.
- 8.2 If the Complaint falls within the jurisdiction of this policy or the *Sexual Violence and Misconduct Policy*, the Director, Human Resources or the Director, Student Services will discuss the allegation/situation with the Complainant and, with the Complainant's consent, may also discuss it with the Respondent with a view to reaching a resolution. Options under the joint problem solving process include, but are not limited to, facilitated discussion or mediation.
- 8.3 If the joint problem solving process does not result in a resolution of the issues, the Complaint may proceed under the investigation process.
- 8.4 If a resolution is achieved, the parties will sign a statement of the terms of the resolution. No resolution may impose obligations on the College without the College's consent.
- 8.5 The Director, Human Resources or Director, Student Services may refer the Complaint to the investigation process at any time.

**9. Investigation Process**

- 9.1 If the Complaint falls within this policy or the *Sexual Violence and Misconduct Policy* and it has not been resolved through the joint problem solving process, or it is determined by the Director, Human Resources or Director, Student Services that the investigative process is more suitable, then it will be investigated diligently and promptly. The investigation will be fair and impartial.
- 9.2 The Director, Human Resources or Director, Student Services shall provide the Respondent with a copy of the Complaint and ask that a Response be provided within a specified timeline. This timeline may be extended by the Director, Human Resources or Director, Student Services based on a reasonable request from the Respondent.
- 9.3 A College investigator or an outside consultant appointed by the Director, Human Resources or Director, Student Services, depending on the circumstances of the case, will conduct the investigation. The investigator will interview the Complainant, the Respondent and any other individual as necessary, and produce a report of the investigator's findings.
- 9.4 For employees, a copy of the investigator's report will be submitted to the Director, Human Resources and to the appropriate Vice President. The Vice President will decide whether to dismiss or uphold all or part of the Complaint.

**Discrimination, Bullying and Harassment Policy**  
**Policy Number E.2.1**  
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- 9.5 In the event that a direct report to a Vice President is a party in a Complaint, a copy of the investigation report shall be submitted to an alternative Vice President. Where a Vice President is a party in a Complaint, a copy of the investigator's report shall be submitted to the President.
- 9.6 For an employee, after consultation with the employee's supervisor the appropriate Vice President will impose or recommend corrective action or formal disciplinary action up to and including dismissal of the Respondent.
- 9.7 If the Complainant and Respondent are students, a copy of the investigator's report will be submitted to the Director, Student Services, and to the Vice President, Students. The Vice President will decide whether to dismiss or uphold all or part of a Complaint.
- 9.8 After consultation with the student's Program Dean as appropriate, the Vice President will impose or recommend corrective action or formal disciplinary action up to and including suspension/expulsion of the Respondent.
- 9.9 Depending on the nature of the disciplinary action, the President or the Board of Governors may have the final decision, subject to any appeals.

**10. Support during Investigations**

- 10.1 An employee who is either a Complainant or Respondent may access counseling, at their discretion, through the College's *Employee and Family Assistance Program* and will be provided with information on how to do so by the College's Pension & Benefits Coordinator.
- 10.2 At any investigatory or disciplinary meeting, employees who are bargaining unit members shall have the right to have a representative of his/her union in attendance.
- 10.3 At any investigatory or disciplinary meeting, exempt employees may choose to have a colleague in attendance. The colleague shall not be any person who may be placed in a conflict of interest.
- 10.4 A person who has experienced inappropriate conduct under this policy or the *Sexual Violence and Misconduct Policy* should refer to the College webpage for internal and external resources.

[http://www.okanagan.bc.ca/Campus\\_and\\_Community/Safety\\_\\_\\_Security.html](http://www.okanagan.bc.ca/Campus_and_Community/Safety___Security.html)

A Complaint does not have to be filed to obtain these supports.

**11. Investigation Reports**

- 11.1 The investigation report is confidential and will not be released by the College except as required by law.
- 11.2 The Complainant and Respondent will receive a written decision. The Complainant has the right to know the outcome of an investigation, but not the details of the disciplinary action, if any, against the Respondent.

**12. Powers of the President**

- 12.1 Nothing in this policy interferes with the authority of the President under the *College and Institute Act*.

**13. Record Keeping**

- 13.1 The Director, Human Resources or Director, Student Services is responsible for maintaining records.
- 13.2 A copy of the corrective or disciplinary action will be placed on the employee's personnel file or student's file with the Registrar's Office.

**14. Appeals**

- 14.1 An employee may appeal his/her discipline using the procedures that apply to any disciplinary decision involving a member of that group of persons to which that employee belongs.
- 14.2 A student may appeal his/her suspension/expulsion as provided under the *College and Institute Act*.

**15. General**

- 15.1 This policy will be reviewed annually.

**Discrimination, Bullying and Harassment Policy**  
**Policy Number E.2.1**  
**page 9 of 9**

**Complaint Form**

**Discrimination, Bullying and Harassment (including Sexual Misconduct)**

<p><b>Contact Information Of Complainant</b></p> <p>Name:</p> <p>Phone Number:</p> <p>Email:</p> <p>OC Student/Employee ID:</p>
<p><b>Name Of Respondent(s)</b></p> <p>Name:</p> <p>Contact Information (if known):</p>

**Personal statement**

Please describe, in as much detail as possible, the bullying and harassment or discrimination incident(s), including:

- the names of the parties involved;
- any witnesses to the incident(s);
- the location, date, and time of the incident(s);
- details about the incident(s) (behaviour and/or words used);
- any additional details that would help with an investigation.

Attach any supporting documents, such as emails, handwritten notes, screenshots of online activity or photographs.

<p>(Please attach additional pages as required)</p>
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<b>Signature</b>	<b>Date</b>
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## Submission of Information from Senior Staff to the Board of Governors

### REPORT TITLE

Line of Credit

### DATE

June 14, 2016

### BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Annually the Board has approved a line of credit with TD Canada Trust. The line of credit has historically been \$1 million.

We have not drawn on the line of credit and do not anticipate drawing on it in the current year. It is a safety valve if we run into unusual circumstances.

### ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)  
For approval.

Proposed Resolution:

**“BE IT RESOLVED THAT the Okanagan College Board of Governors approve a Line of Credit with TD Canada Trust in the amount of \$1 million as presented”**

### STRATEGIC PLAN <sup>1</sup>ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

#### Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

### COMMENTS FROM THE PRESIDENT

I support the motion

### REPORT PREPARED AND SUPPORTED BY (include name and title)

R. Daykin – Vice President, Finance and Administration

A. Johnson – Director of Finance

<sup>1</sup> Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)

*This document is intended to be a cover sheet only (eg one page)  
If supporting documents are required, please attach them.*

*Material is to be submitted to the relevant Vice President for review and submission to the President*



## Education Council – Submission to the Board June 2016

Education Council met on June 2, 2016 and approved 2 new programs, 1 program revisions, 6 new courses, 3 course revisions and graduands.

### *June 3, 2016 Education Council Meeting*

#### **Program Revision – Associate of Science – Chemistry Emphasis**

##### **Recommended Motion:**

***“BE IT RESOLVED THAT the Board approve the program revision Associate of Science- Chemistry Emphasis, as recommended by Education Council and as presented”***

##### **Program revision**

- Graduation requirements
- Program outline

##### **Rationale:**

English 154 was deleted in 2005 and is no longer available.

##### **Program outline/Graduation requirements:**

###### **Existing:**

The Associate of Science Degree is granted upon completion of 60 credits of prescribed study (below). A student with an Associate of Science Degree if admitted to B.C. universities is guaranteed full transfer credit (60 credits) for the work done for their Associate Degree.

In two B.C. universities (SFU and UNBC), a student with an Associate of Science Degree will be offered priority admission to the Faculty of Science (subject to a minimum GPA determined by the university). Check the B.C. Council on Admissions and Transfers website for updated information on B.C. Associate degrees at <http://www.bctransferguide.ca>.

Courses used to complete the Okanagan College Associate of Science Degree must have transfer credit to at least one B.C. research university (Simon Fraser University, University of British Columbia, University of Northern British Columbia, University of Victoria).

No course may be used to meet more than one of the specific requirements.

The Associate of Science Degree is granted upon the successful completion of the following courses:

- Two of the following: **ENGL 100, ENGL 150, ENGL 151, ENGL 153 or ENGL 154.**
- MATH 112 and at least one other three-credit course in Mathematics. MATH 120 (Pre-Calculus) can be used for the second mathematics course, however, the student should be aware that some institutions will not accept this course for credit toward a science degree.
- At least 12 credits (4 courses) from:
  - BIOL 111 and BIOL 121
  - One of CHEM 111 or CHEM 112 and one of CHEM 121 or CHEM 122
  - PHYS 111 and PHYS 121 or PHYS 112 and PHYS 122
- At least 24 other credits in Science, which shall include at least one course in a laboratory science and a minimum of six courses (18 credits) in Science at the second-year level taken in two or more subject areas.
- At least two three-credit courses in Arts other than English.
- At least two three-credit courses in Arts, Science or other areas.
- A total of 60 credits (at least 20 courses) of first- and second-year courses with a minimum average of 60% calculated from all courses counting towards the Associate of Science degree.

**Proposed:**

The Associate of Science Degree is granted upon completion of 60 credits of prescribed study (below). A student with an Associate of Science Degree if admitted to B.C. universities is guaranteed full transfer credit (60 credits) for the work done for their Associate Degree. In two B.C. universities (SFU and UNBC), a student with an Associate of Science Degree will be offered priority admission to the Faculty of Science (subject to a minimum GPA determined by the university). Check the B.C. Council on Admissions and Transfers website for updated information on B.C. Associate degrees at <http://www.bctransferguide.ca>.

Courses used to complete the Okanagan College Associate of Science Degree must have transfer credit to at least one B.C. research university (Simon Fraser University, University of British Columbia, University of Northern British Columbia, University of Victoria).

No course may be used to meet more than one of the specific requirements.

The Associate of Science Degree is granted upon the successful completion of the following courses:

- **Two of the following: ENGL 100, ENGL 150, ENGL 151, or ENGL 153**
- MATH 112 and at least one other three-credit course in Mathematics. MATH 120 (Pre-Calculus) can be used for the second mathematics course; however, the student should be aware that some institutions will not accept this course for credit toward a science degree.
- At least 12 credits (4 courses) from:
  - BIOL 111 and BIOL 121
  - One of CHEM 111 or CHEM 112 and one of CHEM 121 or CHEM 122
  - PHYS 111 and PHYS 121 or PHYS 112 and PHYS 122
- At least 24 other credits in Science, which shall include at least one course in a laboratory science and a minimum of six courses (18 credits) in Science at the second-year level taken in two or more subject areas.
- At least two three-credit courses in Arts other than English.
- At least two three-credit courses in Arts, Science or other areas.
- A total of 60 credits (at least 20 courses) of first- and second-year courses with a minimum average of 60% calculated from all courses counting towards the Associate of Science degree.

<b>New Program – Aboriginal Community Support Worker Certificate</b>
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**Recommended Motion:**

***“BE IT RESOLVED THAT the Board approve the new program Aboriginal Community Support Worker Certificate, as recommended by Education Council and as presented”***

**Rationale:**

Responding to demand from the local Aboriginal Communities, Okanagan College will develop a new certificate program to prepare individuals for entry-level positions in the Community Support and Service industry specific to supporting Aboriginal individuals and families. The local Aboriginal communities have provided both informal and formal support for this new credential. The Aboriginal Community Support Worker Certificate (ACSW) was initially proposed through application to the Post-Secondary Partnership Program (Indigenous and Northern Affairs Canada funding to assist post-secondary institutions to design and deliver courses or programs tailored to First Nations and Inuit students).

Each Okanagan and Secwepemc First Nation provides social development services to its members. Services include administering the Aboriginal Affairs and Northern Development Canada social assistance program and providing social support activities such as adult in-home care, adult institutional care, and community and family support services. Each social development office must employ workers trained and experienced in cultural safety and competency and provide a wide variety of supports and services to their members while respecting, preserving and promoting Sylix and Secwepemc culture and heritage.

Currently, there is little competition in British Columbia at the certificate level for Community Support Workers with Aboriginal-specific content. The University of Fraser Valley offers an Aboriginal Culture and Language Support Diploma and North Island College offers a Human Services Certificate - Educational

Assistant / Community Support, Indigenous Focus. The most comparable program is the Indigenous Family Support Certificate offered at Camosun College.

A major trend impacting the health and social services industry is the movement to specialization. Many professionals in this industry have found it easier to find employment when they have chosen to specialize. The ACSW program will fill a regional training gap in non-degree social work training whereby entry-level workers will be prepared with cultural competencies to work with Aboriginal clients in community services on- or off-reserve. This credential will increase the number of community support workers in the region and contribute to the overall health of local Aboriginal communities.

The Thompson-Okanagan has a high need for health and social services due to the demographics in the region. Second to the Lower Mainland and Vancouver Island, the Thompson-Okanagan has the highest concentration of jobs in this occupation in the province with 11.6% employment in this industry (Source: WorkBC industry profiles). According to British Columbia's WorkBC labour force statistics for the health and social assistance industry, the expected number of job openings for this region in the next 10 years is 1,330 with an annual employment growth rate of 1.7%. In the region, 44% of the current workforce in the industry is over the age of 45. As a result, 65% of job openings projected are due to retirement in the industry. Labour market analysts also predict new job creation in response to the local region's growing population. Growth is also expected in the area of First Nations outreach and community development, especially for youth and rehabilitation.

A recent review of job openings for community support workers resulted in 35 vacancies with 15 different employers in the Thompson-Okanagan Region. Of these postings listed on the Government of Canada's Job Bank, more than half required a minimum requirement of high school or technical training. This new certificate could provide foundational training for all these job openings.

This credential is being developed in close consultation with the OC Human Service Work (HSW) Diploma Department to ensure continuity with the human service worker training and to investigate transfer credits. The HSW Department Chair has confirmed that there is opportunity to consider transfer credits from the ACSW Certificate into the HSW Diploma based on a subsequent review of the curriculum. It has also been confirmed that the Aboriginal specific courses included in the certificate would be of definite interest to HSW Diploma graduates as professional development. Additionally, Okanagan College Aboriginal Services Department has been involved in the process and is very supportive of this proposed program.

Financial Services has confirmed that this program will qualify for student loan eligibility based on the program outline. The duration and weekly in-class time frame meets the eligibility criteria. Formal application can be submitted after Education Council approval.

**Calendar description:**

The 375-hour Aboriginal Community Support Worker Certificate prepares learners to support and assist Aboriginal individuals and families, both on- and off-reserve, to enhance their quality of life. In addition to covering the core training required by all community workers, this program enables learners to develop knowledge and direct employment-related skills required to work with the unique needs of Aboriginal people and communities.

This program emphasizes a person/family-centred and holistic approach to community support work and includes a 70-hour practicum at approved organizations. Graduates are prepared to work in entry-level positions under direction and supervision, and practice professionally as part of a support team in community-based organizations that work with Aboriginal persons.

**Admission requirements:**

- BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.
- A minimum grade of 60% in one of: English 12, English 12 First Peoples, TPC 12 (Technical and Professional Communications), or an equivalent Provincial Level ABE English course; or

- a minimum score of 24/40 (Level 4) on the LPI (Language Proficiency Index) test. Note: Communications 12 is not acceptable.
- A criminal record check clearance from the B.C. Ministry of Public Safety and Solicitor General's Criminal Records Review Office. Okanagan College's admission offices will provide applicants with instructions and forms for applicants to submit to the Solicitor General's Office and a deadline for the College to receive the clearance letter. Applicants should only initiate their criminal record check when instructed by Admissions. Failure to provide a clearance letter by the deadline will result in a cancellation of the applicant's admission application.

**Graduation requirements:**

Learners must pass the practicum and attain a minimum grade of 70% in each course in the program to receive the certificate.

**Program outline:**

ACSW 111	Aboriginal Peoples of Canada	20 hrs
ACSW 112	Social Determinants Within Aboriginal Communities	25 hrs
ACSW 113	Introduction to Aboriginal Traditional Knowledge Systems	25 hrs
ACSW 114	Introduction to Aboriginal Law	15 hrs
ACSW 115	Professional Practice in Human Service Work	25 hrs
ACSW 116	Holistic Supports and Services	25 hrs
ACSW 117	Health, Safety and Wellness	20 hrs
ACSW 118	Interpersonal Skills for Human Service Professionals	25 hrs
ACSW 119	Human Development/Lifespan	25 hrs
ACSW 120	Reconciliation: Relationships and Aboriginal Communities	20 hrs
ACSW 121	Introduction to Substance Abuse Counselling	25 hrs
ACSW 122	Group Facilitation	15 hrs
ACSW 123	Motivational Interviewing	20 hrs
ACSW 124	Workshops	20 hrs
ACSW 125	Practicum	70 hrs
Total		375 hrs

<b>ACSW 111</b>	<b>Aboriginal Peoples of Canada</b>	<b>20</b>
<b>Hours</b>		

This course introduces the Canadian Constitution definition of First Nation (status and non-status), Métis and Inuit peoples. Demographics related to on- and off-reserve urban, rural and remote communities are explored. The subpopulations of Aboriginal peoples are examined in relation to different cultural, historical, social, political, economic and geographical circumstances. How these subpopulations have been uniquely affected by colonization is also examined.

<b>ACSW 112</b>	<b>Social Determinants within Aboriginal Communities</b>	<b>25</b>
		<b>hours</b>
<b>Social Determinants (Short Title)</b>		

This course introduces social determinants of health, education, income and employment, social services and justice within Aboriginal communities. Learners gain an understanding of how social determinants impact life circumstances and examine the relationship between existing disparities and community support work. The role of Aboriginal Support Workers in assisting individuals and families to alleviate disparities and inequalities is also examined.

<b>ACSW 113</b>	<b>Introduction to Aboriginal Traditional Knowledge Systems</b>	<b>25 hours</b>
<b>Traditional Knowledge Systems (Short Title)</b>		

This course introduces cross-cultural awareness, understanding, communication and competence. Learners examine culture, language, identity, interconnectedness and sharing through Aboriginal traditional knowledge systems. Aboriginal epistemologies, practices and protocols are explored. Elder Albert

Marshall's concept of "two-eyed seeing," Aboriginal and decolonized methodologies are examined. Learners explore how to move beyond the concept of cultural sensitivity to analysing power imbalances and the impact of institutional discrimination, colonization and colonial relationships.

**ACSW 114 Introduction to Aboriginal Law 15 hours**

This course introduces learners to Aboriginal Peoples' law, legislation and legal frameworks within Band governance and within provincial and federal Canadian legal systems.

**ACSW 115 Professional Practice in Human Service Work 25 hours**  
**Professional Practice in HSW (Short Title)**

This course provides a historical overview of community services and supports as well as the responsibilities, beliefs, values and attitudes in the human service field. Learners examine their own inherent values, beliefs and attitudes and develop a "philosophy of practice" related to community support work. Professional and legislated standards and guidelines, and traditional Aboriginal ethics and frameworks are explored in relation to their application within professional responsibilities and code of conduct.

**ACSW 116 Holistic Supports and Services 25 hours**

This course provides an introduction to the concept and development of person/family-centred supports and services for individuals and families who experience various challenges. Learners examine the development of client-specific service plans in relation to individual/family and community-centred support.

**ACSW 117 Health, Safety and Wellness (Long/Short Title – 27) 20 hours**

This course introduces learners to basic concepts and issues related to health, safety and wellness. Learners examine values of caring and support strategies to promote safe and healthy lifestyles within Aboriginal communities and organizations that work with Aboriginal individuals. Topics covered include effective personal care, medication and nutrition, practicing safety as well as examining issues related to abuse and neglect.

**ACSW 118 Interpersonal Skills for Human Service Professionals 25 hours**  
**Interpersonal Skills (Short Title)**

This course introduces the learner to the theory and skills required to work effectively as a member of the human services team. The importance of positive, respectful and effective communication and interpersonal skills are emphasized including workplace ethics, basic self- and interpersonal awareness. Learners develop and utilize interpersonal skills to collaborate effectively with others, resolve conflicts and problem solve as part of the human services professional team.

**ACSW 119 Human Development/Lifespan 25 hours**

This course provides an overview of Aboriginal holistic human development and life stages. Theories of development are introduced emphasizing the understanding of human, social, emotional and cognitive behaviour. Learners gain the ability to distinguish between life stages and human development in relation to community support work.

**ACSW 120 Reconciliation: Relationships and Aboriginal Communities 20 hours**  
**Reconciliation: Relationships (Short Title)**

This course introduces the concept of "reconciliation" and provides insight into understanding and building relationships with Aboriginal peoples, families, communities, Nations and organizations.

Learners review the concepts of privilege and oppression and how the intersections of demographics and population segments contribute to reconciliation and relationships. Learners examine the role and recommendations set out by the Truth and Reconciliation Commission of Canada (TRC) and methods to build and repair relationships with Aboriginal peoples, families, communities, Nations and organizations to support healing and transformation.

**ACSW 121 Introduction to Substance Abuse Counselling 25 hours**

**Substance Abuse Counselling (Short**

**Title)**

This course provides an overview of major trends and helping approaches in substance counselling and strategies that assist people in creating recovery plans and relapse prevention. Specific skills and techniques such as developing rapport, building empathy, and encouraging trust are examined. Foundational counselling skills to help support those in need and in their recovery are explored.

**ACSW 122 Group Facilitation 15 hours**

This course introduces group communication and facilitation skills in the community support environment such as: group effectiveness, group structure, group organization, group formation and group dynamics. The facilitation process including how to plan, guide and manage a group whereby the objectives of the group are met effectively, with clear thinking and excellent participation from everyone involved is examined.

**ACSW 123 Motivational Interviewing 20 hours**

This course focuses on motivational interviewing strategies as well as other motivation models and their application in community support activities. Learners examine methods to work with complications and ambivalence, and practice strategies for assessing readiness for change while matching strategies with appropriate interventions.

**ACSW 124 Workshops 20 hours**

Learners explore current and relevant topics that provide preparation for work in the community support field. Traditional knowledge and culture applicable to the local Aboriginal communities is examined.

**ACSW 125 Practicum 70 hours**

This supervised experience provides learners with the opportunity to integrate theoretical concepts into practice. During this hands-on experience, the learners gain further insights, awareness and knowledge through practical experience in a work setting.

**Implementation date:** October 2016

**Costs:**

Library	One time	On going
	0	250.00

**Cost to students:**

- ACSW 111 = \$ 293.00
- ACSW 112 = \$ 366.00
- ACSW 113 = \$ 366.00
- ACSW 114 = \$ 220.00
- ACSW 115 = \$ 366.00
- ACSW 116 = \$ 366.00

ACSW 117 = \$ 293.00  
ACSW 118 = \$ 366.00  
ACSW 119 = \$ 366.00  
ACSW 120 = \$ 293.00  
ACSW 121 = \$ 366.00  
ACSW 122 = \$ 220.00  
ACSW 123 = \$ 293.00  
ACSW 124 = \$ 293.00  
ACSW 125 = \$1,027.00  
Total Tuition: \$5,495.00

Textbooks and Materials: Approximately \$250.00

### **New Program – Leadership and Change Certificate**

#### **Recommended Motion:**

***“BE IT RESOLVED THAT the Board approve the new program Leadership and Change Certificate, as recommended by Education Council and as presented”***

#### **Rationale:**

Continuing Studies receives a significant number of contract training requests for leadership training from organizations in the Okanagan region. Examples of organizations that have purchased customized leadership training include the City of Penticton, Westbank First Nations, Askews, Downie Timber, Dinoflex, Canoe Brand Forest Products, Gorman Bros. Lumber Ltd and Kohler. In addition, numerous businesses and organizations have purchased seats in open enrollment leadership training.

Currently, Continuing Studies has a Leadership Essentials Series and a Leadership Skills Certificate. The Leadership Essentials Series is a series of workshops on leading workplace teams, engaging the workforce, communication skills, managing conflict, goal setting and time management. The Leadership Skills Certificate provides foundational and administrative leadership skills such as planning, human relations, hiring techniques and performance management.

The training provided in the current Leadership workshops and Certificate is beneficial to any leader. However, the most positive feedback comes from individuals new to a supervisory or management position. Continuing Studies has heard from businesses and organizations in the Okanagan that they would like a next step in their leadership training and a more advanced leadership program. This new Leadership and Change Certificate will provide a program for individuals preparing to move to more senior or advanced leadership roles who are not interested in a diploma or degree.

As this is a transdisciplinary program, with strong ties to and support from many parts of the institution, the certificate will provide opportunities for various departments to build on and extend the work completed for this credential.

The demand for leadership training is not only supported by anecdotal information provided by employers in the Okanagan, but also by numerous publications.

The "Growing in the Okanagan 2020 Labour Market Outlook" report created by the Central Okanagan Economic Development Commission provides an analysis of the human resource issues facing the Okanagan. Key findings in the report are:

"The majority of employers do not have an HR plan or a succession plan. Only one-third of employers reported having an HR strategy to address their workforce requirements. Additionally, only two-fifths of employers reported having a succession plan for their management and more senior positions" (p.2).

"The ability of the local labour force to fill vacancies is limited" (p.2).

"Between 2014 and 2020, the number of managerial occupations is expected to increase in the Thompson-Okanagan Region and Okanagan Region by 5.3%"(p.40). From 2014-2020 there will be 1,457 new workers required in the Okanagan Region for NOC 4 code which includes construction managers, managers in healthcare, managers in social, community and correctional services, other administrative services managers, human resources managers, senior managers - financial, communications and other business services, senior managers - goods production, utilities, transportation and construction, facility operation and maintenance managers, sales, marketing and advertising managers and accommodation service managers (p.41).

The limited labour force and the recognition by employers that succession planning is required for management and leadership positions is creating demand for leadership certificate programs.

On a provincial level, information provided by The BC Labour Market Outlook 2014-2024 provides the following information:

"About half of total projected job openings over the outlook period are expected to be in three major occupational groups: Sales and Service Occupations, Business, Finance and Administrative Occupations and Management Occupations" (p.13)

Top Management Occupations and corresponding number of job openings to 2024 include: Retail and wholesale trade managers (27,400), Insurance, real estate and financial brokerage managers (9,400), Restaurant and food service managers (7,900), Construction managers (7,200), Corporate sales managers (5,100), Banking, credit and other investment managers (4,900), Financial managers (4,500), Senior managers - financial, communications and other business services (4,100), Facility operation and maintenance managers (3,900), Home building and renovation managers (3,600), Senior managers - construction, transportation production and utilities (3,500), Computer and information systems managers (3,500), Advertising, marketing and public relations managers (3,300), Human resources managers (2,900), Accommodation service managers (2,800), Managers in transportation (2,300), Administrators - Post-secondary education and vocational training (2,100) and Engineering managers (1,200). Total job openings for Management Occupation in B.C. to 2024 projected to be: 99,600. (P.16)

The demand for the Leadership and Change Certificate is supported by regional and provincial labour market research as well as individual consultation (Appendix 1) with organizations Okanagan College serves.

#### **Calendar description:**

The 144-hour Leadership and Change Certificate is designed for individuals preparing for more senior or advanced leadership roles in their organization. This program will be of interest to individuals who want to nurture their own leadership character and competencies and be agents of change.

Leaders are called upon to respond to new challenges in new ways. Bureaucratic, mechanistic and traditional business thinking models and frames of reference no longer work for the 21<sup>st</sup> century. This applied leadership certificate is designed to enhance the character and competencies of learners and future leaders in five critical areas: enhancing personal credibility and authenticity; building team commitment; becoming positive change agents; building a community of learners and aligning systems, values, processes and structure to deliver results consistently.

Learners participate in a blend of three online courses and one five-day residency.

#### **Admission requirements:**

- BC secondary school graduation, or equivalent, or 19 years of age and out of secondary school for at least one year as of the first day of classes.



- Minimum two years of work experience in a position of responsibility, such as supervisor, manager, project or team leader.

**Graduation requirements:**

Learners must pass all courses with a minimum grade of 70% in each to receive the Certificate.

**Program outline:**

LC 111 - AUTHENTICITY AND PERSONAL MASTERY

LC 112 - LEADING CHANGE IN TEAMS

LC 113 - LEADING CHANGE IN ORGANIZATIONS

LC 114 - LEADERSHIP RESIDENCY

**LC 111 Authenticity and Personal Mastery 36 Hours**

In this course, learners will focus on the personal qualities, abilities, and character that are critical for the practice and modelling of effective leadership. As traditional and hierarchical command and control approaches to leadership are being replaced by leadership through influence, credibility is established through how values and purposes are consistently embodied and enacted in one's life.

Learners are offered an intentional shift away *from* deeply rooted individualistic and non-systemic views of leadership and their corresponding practices *to* building personal mastery where individuals are able to continually expand their capacities to create their own futures and increase learning. Learners are offered the thinking and tools to overcome barriers to personal innovation and change.

**LC 112 Leading Change in Teams Change in Teams (short title) 36 hours**

In this course, learners will focus on a systems thinking approach to team learning and leadership. A systemic perspective will be used to enhance collaborative inquiry with the immediate organizational environment using knowledge of environmental influences on the team. Learners will develop an appreciation of collaborative leadership in team work and its relevance in the context of organizational demands.

Learners will engage in fostering productive dialogue by embracing and sharing diverse viewpoints. Learners will be offered the thinking and tools to help them learn to express themselves authentically so they can learn from each other. This course offers concrete ways to increase awareness, choices and serious creativity with personal integrity and accountability. For the purpose of enabling an innovative culture, specific tools are offered for building enduring relationships and greater trust in and between teams.

**LC 113 Leading Change in Organizations Organizational Change (Short Title) 36 hours**

"All organizations are perfectly aligned for the results they are getting." (Arthur W. Jones) In this course, learners will explore organizations as open systems with a focus on the nature, dynamics and challenges of leadership in the 21<sup>st</sup> century.

Learners begin to understand what it means to: view organizations as systems; build high performance cultures that are founded on creating a culture of candor and trust and distinguish between transactional and transformational leadership. Learners will also be exposed to four dominant metaphors of organizations: machine, organism, political system and flux. They will further explore transformation, their corresponding practices and implications for leading change within each respective metaphorical context. Learners will examine systems thinking and change leadership tools to enable them to effect change.

**LC 114 Leadership Residency 36 hours**

This five-day, on-campus residency offers learners the opportunity to transform their cohort into a community and to work with others to promote leadership and learning. It will be organized and delivered from an experiential perspective. Leadership competencies will be applied and practiced in ways that are aligned against the five program themes: enhancing personal credibility and authenticity; building commitment; building a learning community; enabling change and creating alignment.

**Implementation date:** October 2016

**Costs:**

LC 111 = \$1,008  
LC 112 = \$1,008  
LC 113 = \$1,008  
LC 114 = \$1,008  
Total Tuition: \$4,032

Textbooks and materials: Approximately \$400.00



## Submission of Information from Senior Staff to the Board of Governors

### REPORT TITLE

Annual Institutional Accountability Plan and Report 2015-2016, 2018-2019 (IAPR)

### DATE

June 21, 2016

### BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Each year, post-secondary institutions in British Columbia are required to submit an "Accountability Plan & Report" to the Ministry of Advanced Education.

The submissions are reviewed at the Ministry level and are posted on a provincial website. In addition, they are posted on the websites of the individual institutions. The reports provide an instrument for communicating with both government and the public.

This year the final submission is due July 15, 2016.

### ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

Board approval is required prior to submission to the Minister.

Proposed Resolution:

***"BE IT RESOLVED THAT the Board of Governors approve  
the draft Accountability Plan and Report 2015-2016 to 2018-2019 as presented"***

### STRATEGIC PLAN <sup>1</sup>ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

#### Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- Not an initiative driven by the Strategic Plan but necessary for operational purposes

### COMMENTS FROM THE PRESIDENT

I support this recommendation

### REPORT PREPARED AND SUPPORTED BY (include name and title)

Allan Coyle, Director, Public Affairs

Jan O'Brien, Manager, Institutional Research

<sup>1</sup> Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)

# OKANAGAN COLLEGE ACCOUNTABILITY PLAN AND REPORT 2015-16 to 2018-19

DRAFT

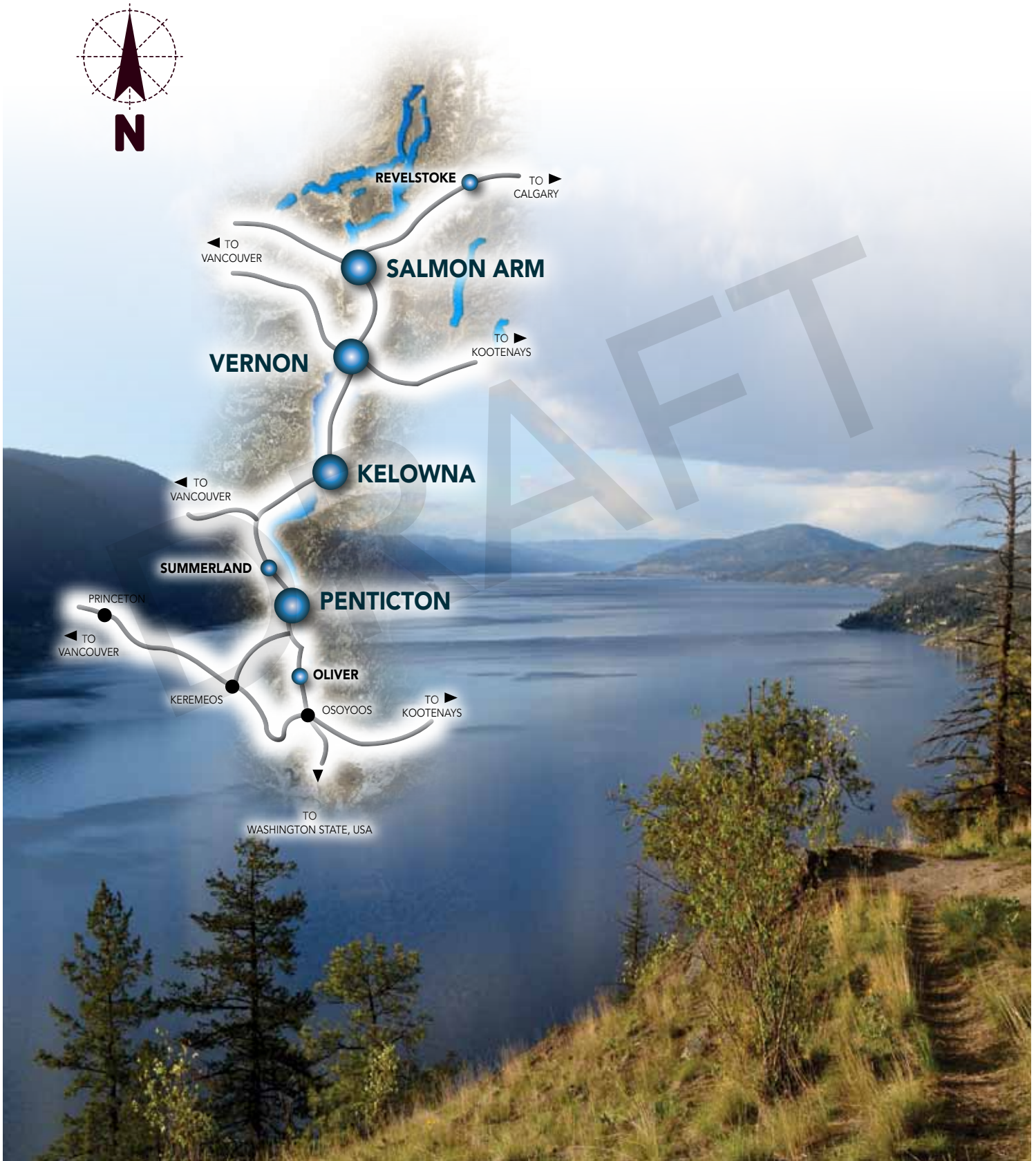


*Okanagan College Transforms Lives and Communities*



# Our Region

Okanagan College  
2015-16 – 2018-19  
Accountability Plan and Report



## Letter from the Board Chair and the President

Dear Minister Wilkinson,

We are pleased to submit Okanagan College's Accountability Plan and Report for the 2015-16 year.

The report has been prepared in accordance with the Budget Transparency and Accountability Act and we are accountable for meeting the objectives outlined in the plan.

Our institution continues to meet and exceed expectations and goals, demonstrating commitment to our students and communities, our employees and the public policy objectives of government. In addition to the measures included in this report, Okanagan College has a robust array of other indicators that gauge our performance against goals.

We continue to provide a wide range of programming that speaks directly to the forecast needs of the regional and provincial labour market. Much of our programming is closely aligned with needs of industry and reflects input from key employers.

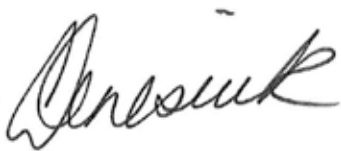
Okanagan College has exceeded government enrolment targets for the 12th year in a row, with growing full-time equivalent student numbers. In the 2015-16 fiscal year, we served nearly 19,000 individuals at our four major campuses and nine additional centres – those students represent a significant portion of the approximately 400,000 people who live within our catchment area.

We have made considerable progress toward the goal of helping the province achieve significant growth in the number of international students studying in British Columbia. Since 2011-12, our full-time equivalent international student numbers have grown by nearly 39 per cent.

In the past year, we invested considerable energy and thought in developing a Strategic Plan for the coming five years. You'll see that reflected in the following pages and arising from that plan we have identified significant areas of focus for Okanagan College, including indigenization, internationalization and supporting learner readiness and success.

As you consider our report, we hope it reinforces your appreciation of Okanagan College's commitment and capacity to meet expectations and needs at the individual, community, regional, provincial, national and international level.

Sincerely,



Connie Denesiuk,  
Chair, Okanagan College Board of Governors



Jim Hamilton,  
President, Okanagan College Board of Governors

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## Institutional Overview and Strategic Direction

**OKANAGAN COLLEGE CONTINUES TO DEVELOP IN ITS ROLE** as a key provider for post-secondary education in the region it serves. With more than 18,000 people attending its four major campuses and nine other learning locations annually, the institution provides access and opportunity for nearly five per cent of the region's population on a yearly basis.

The College has grown to become B.C.'s second-largest trades training institution and provider of engineering technology programs. It offers several programs unique within the province, including Recreation Vehicle Service Technician and Winery Assistant and continues to build its partnerships with other post-secondary institutions for student and regional benefit. For the 12th consecutive year, Okanagan College has successfully met government-established FTE domestic enrolment targets, as well as experiencing dramatic increases in international student enrolment.

Through 2015-16, Okanagan College revisited and redeveloped its strategic plan (see Pages 11-12), which has been approved by the Board of Governors and is being realized through institutional activity that focuses on the plan's four key directions:

- o Supporting learner readiness and success
- o Excelling in teaching, programming and applied research
- o Working with, and learning from, the Indigenous community
- o Serving and engaging the community

(These are discussed below in the context of Ministry goal alignment and performance.)

In 2015-16, Okanagan College has met or exceeded Ministry performance measures, including the Ministry's mandate letter priorities of implementing the BC Skills for Jobs Blueprint, and assisting in advancing key strategies with Aboriginal and international student success. The College continues to work within the BC Taxpayer Accountability Principles and supports the Administrative Service Delivery Transformation initiative.





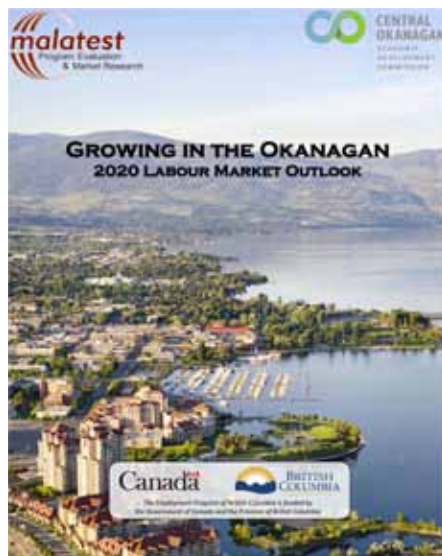
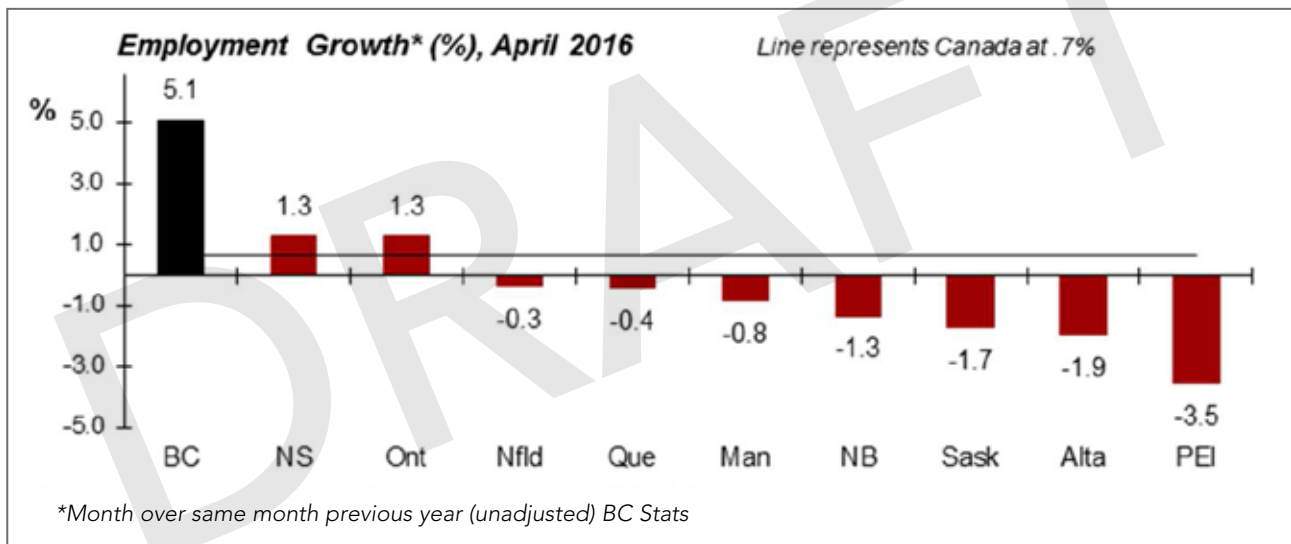
# Institutional Overview and Strategic Direction

## Organizational Context

### Regional and B.C. Economy

BC has the best provincial economic outlook in Canada with real GDP growth of 2.7 per cent (Provincial Outlook Winter 2016 Economic Forecast: Conference Board of Canada, April 20, 2016). The housing market is a main driver of the economy. There is expected to be net growth in interprovincial migration as well as international migration. Oil and mineral prices are expected to remain low, especially affecting the Albertan and Saskatchewan economies.

The BC labour market will remain flat as the baby-boomer cohort continues to retire. Strong migration from the rest of Canada may increase the labour supply. B.C. employment has grown by more than five per cent from April 2015 (BC Stats, April 2016), the largest increase in Canada.



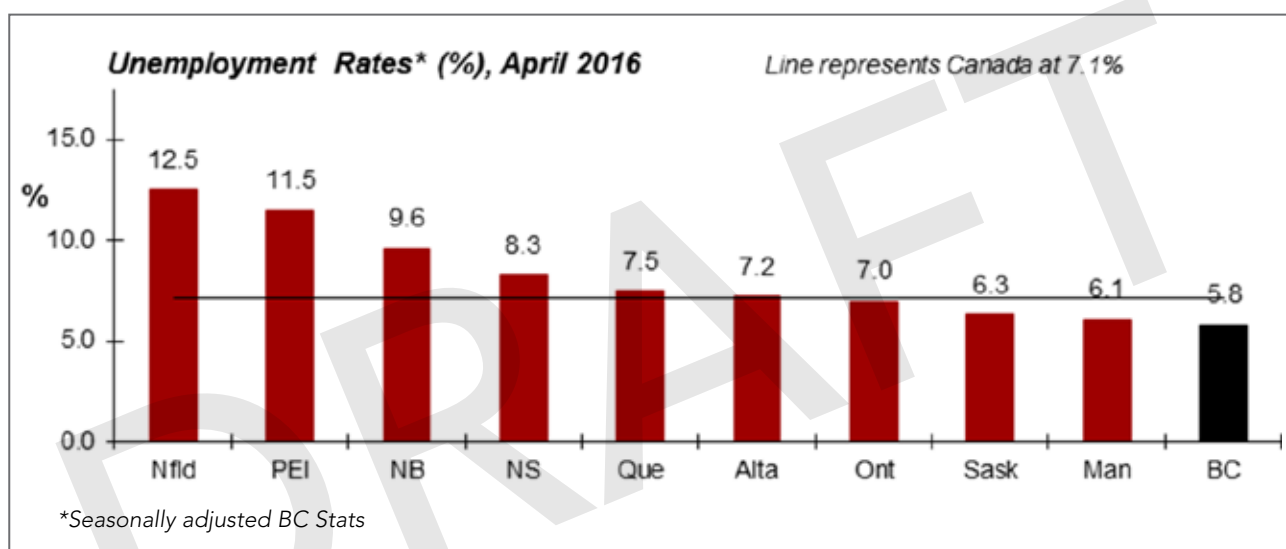
According to the *BC Labour Market Outlook 2012 – 2022*, demand for workers in the Okanagan region is expected to grow by 0.7 per cent each year on average in forecast period, with the most significant growth expected in nursing and allied health. The Central Okanagan Economic Development Commission (COEDC) has launched a campaign to attract labour market talent to the Okanagan, especially in the technology sector. Features attracting technology businesses are the Okanagan Centre for Innovation, Accelerate Okanagan, access to Dark Fiber (in-place but unused optical fiber), and several digital media companies already established in the Okanagan, such as Bardel Entertainment, Yeti Farm Creative, Disney Interactive and Hyper Hippo Productions. The local technology sector employs over 6,550 people and is the fastest growing tech hub in BC. According to the COEDC, the trained labour force is one of the main factors that makes the Okanagan a prime destination for small business relocations.

# Institutional Overview and Strategic Direction

According to the commission’s research,

The Okanagan has a diverse economy with prime industry sectors including agriculture, tourism, retail trade, manufacturing, forestry and construction. Key growth industries for the Valley include information and high technology, film, viticulture and wine production as well as aviation and health care.

Most of these sectors are likely to do well with a lower Canadian dollar, higher interprovincial migration and improving U.S. and B.C. economies. Forestry and construction should do well with the current housing activity in BC in the next two years, and with the demand for materials and human resources associated with the rebuilding after the devastating Fort McMurray fire. Manufacturing, and services will also benefit from the low Canadian dollar.

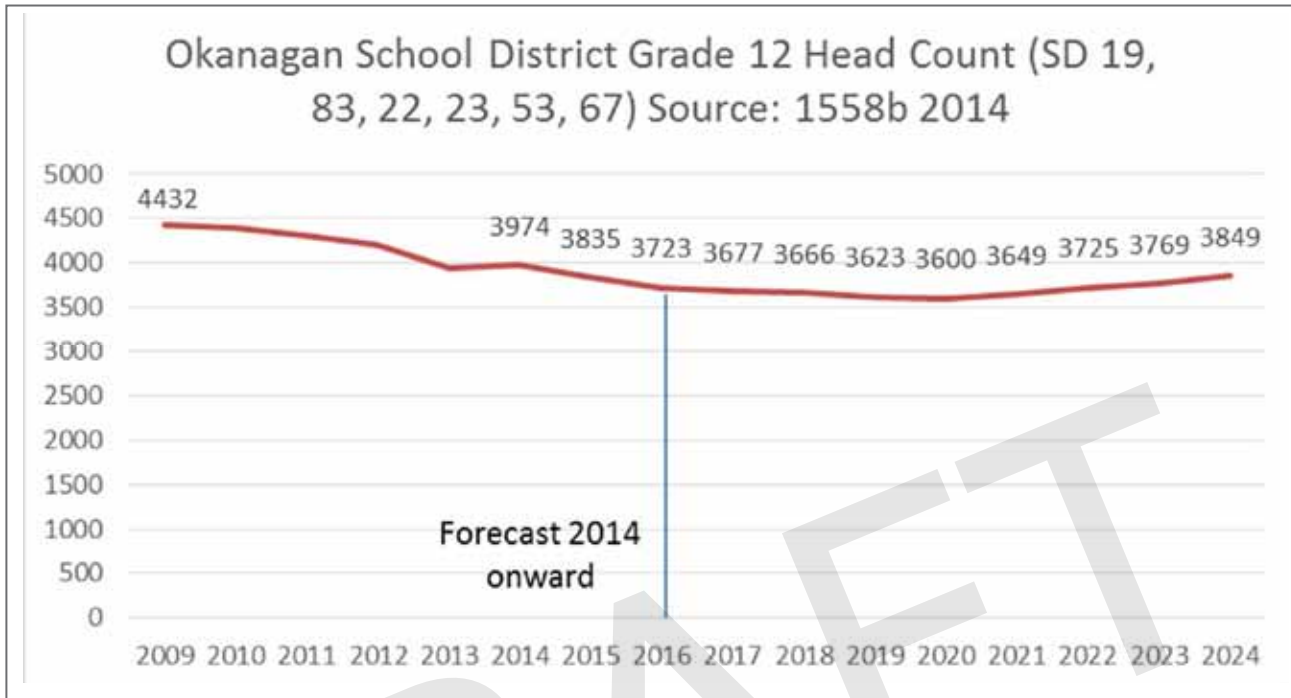


Interprovincial migration will likely come from three sources. First, the Okanagan can expect to see the retirement cohort grow with lifestyle amenities, a good climate, and an active community of retired people. With housing prices in Vancouver and Toronto at a premium, retirees can sell and move to the Okanagan with surplus resources. With housing prices unaffordable for younger people in Vancouver, the Okanagan could see a migration of young people. Lastly, there will likely be a migration or boomerang of British Columbians who had migrated to Alberta, returning as a consequence of a weakened Alberta economy, as well as migration from other parts of Canada.

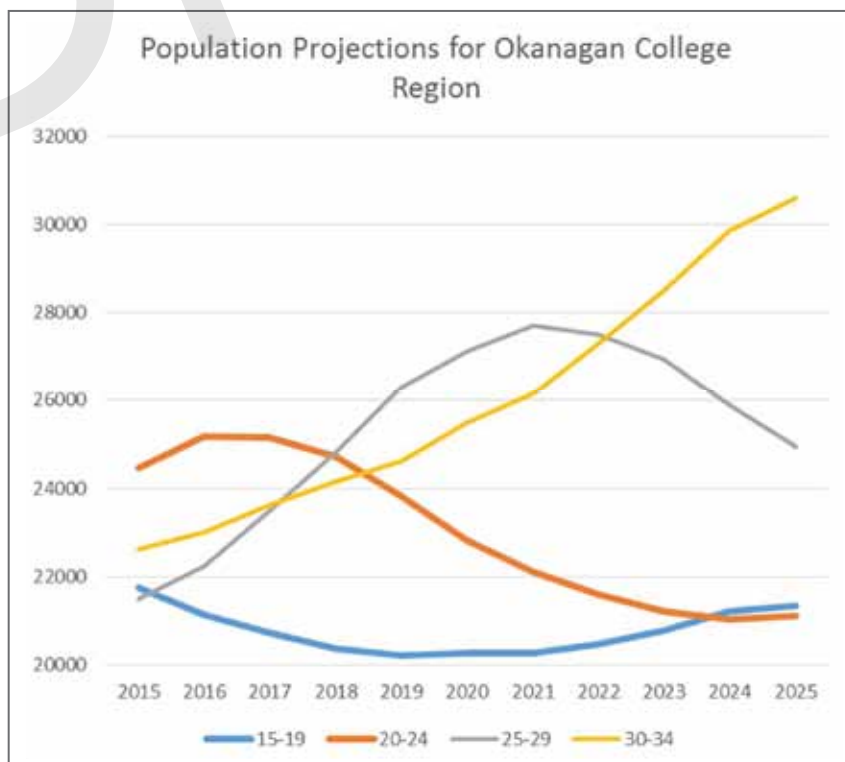
In the first quarter of 2016, Kelowna development applications up 30 per cent over the previous year – the busiest since 2000. The Kelowna airport (YLW) saw an increase of 7.8 per cent in client traffic over the past year. Regionally, the Central Okanagan real estate market is very busy with a 48 per cent increase in sales. The North Okanagan was up 34 per cent, and the Shuswap increased 12 per cent with residential unit sales declining over one per cent. Rental rates in Kelowna are currently very low, estimated to be 0.5 per cent, according to CMHC.

Economic and demographic circumstances will have an effect on Okanagan College. A strengthening local and provincial economy could improve employment rates, with an inverse effect on college enrolments, at the same time that regional Grade 12 populations are forecast to decline for the coming four years.

# Institutional Overview and Strategic Direction

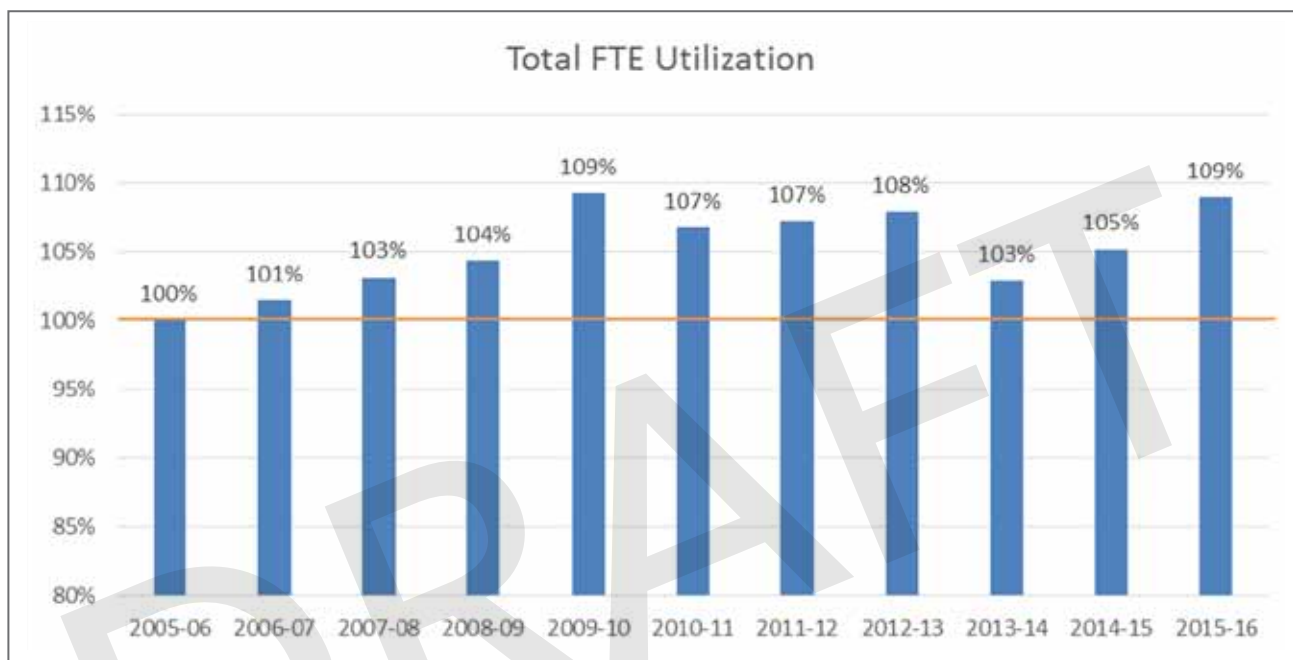


Opportunities will exist to attract International students, in contract training, and in programming for job-ready skills. Other programming enrolments may tend toward stasis. Opportunities could exist for migrant workers coming to the province and re-skilling to the new market, for example, out of oil and gas into technology, aviation, agriculture, or construction. Other opportunities may exist for the College in entrepreneurship studies.



## Institutional Overview and Strategic Direction

While FTEs are up, this is mostly in specially funded trades programming. The trend for the next 10 years is for fewer people in the typical college enrolment ages 15 to 19 and 20 to 24 with the latter declining steeply after 2018. There may be opportunities for programming focused on career and professional development targeted to the 25-29 and 30-34 year-old cohorts, recognizing the financial and family demands that are associated with these age groups.



Okanagan College has seen an increase the last few years in distance education; the main reason cited by students for taking distance courses is to continue their education while working. Additional distance education offerings would likely appeal to these age groups as they struggle with balancing their careers and families. This past year, Okanagan College launched the nation's first online Gastroenterology Nursing Certificate program to address a need among practicing nurses. The program provides online curriculum bolstered by a practicum. The College will continue to develop innovative, sustainable programming.



## Institutional Overview and Strategic Direction

Immediate transition from Okanagan region secondary school graduates to BC public post-secondary fell slightly in academic year 2014-15 to 45 per cent after steadily increasing in the past 10 years from 36 per cent in 2005-06 to 46 per cent in 2013-14. The Okanagan region lags the BC average of over 52 per cent of Grade 12 graduates immediately transitioning to BC public post-secondary schools, and is far behind the Vancouver/Langara region of 63 per cent. Okanagan College receives more than half of the immediately transitioning grads from the region, with about 25 per cent going to UBC Okanagan and the last quarter to other institutions.

### International and Canadian Context

The international economic outlook is an important consideration for Okanagan College as it continues to build its profile of international students. According to the Conference Board of Canada, the US, Europe, and Japan are expected to have better performing economies, and China's economy is expected to slow, creating softer prices for commodities. Low commodity prices will hamper the Russian and Latin American economies. The price for oil is not expected to rise much in the next year, which will likely have a suppressing effect on the value of the Canadian dollar. The Canadian economy will be sluggish with only BC, Ontario, Manitoba, and Nova Scotia expecting growth above two per cent in 2016. Canadian federal government spending will increase with an additional \$10 billion in each 2016-17 and 2017-18.

The lower Canadian dollar and the rising reputation of post-secondary education in British Columbia and Canada are improving the College's prospects for recruiting additional international students.

## Institutional Overview and Strategic Direction

Okanagan College  
2015-16 – 2018-19  
Accountability Plan and Report



### MISSION

**Okanagan College transforms lives and communities.**

We engage, lead and serve through:

- A high quality educational experience for our learners.
- An environment that supports employees and encourages personal and professional growth.
- Collaborative relationships that are responsive to our communities.

### CORE VALUES

These serve to guide decision-making as an organization and our actions as individuals.

- 1. Learner Success.** Learners are at the heart of everything we do.
- 2. Access.** We advocate and promote access to education.
- 3. Continuous Improvement.** We strive to do better tomorrow than we did today.
- 4. Collegiality.** In all our interactions we act with respect and integrity.
- 5. Diversity.** We support an inclusive environment.
- 6. Sustainability.** We strive for social, environmental and economic sustainability.
- 7. Collaboration.** We embrace the opportunity to work with and learn from each other.
- 8. Innovation.** We introduce, evaluate and embrace new ideas.

# TOWARD 2020

# Institutional Overview and Strategic Direction

## KEY DIRECTIONS

### Supporting Learner Readiness and Success

Through their educational experience, learners are better prepared for work, life and further study.

- Improve pathways for students into, within, and beyond Okanagan College.
- Provide the best possible support services for learners.
- Enhance the learner experience by improving administrative systems and processes, and by creating an engaging college environment.
- Implement an internationalization plan so that students better understand the world around them.

### Excelling in Teaching, Programming, and Applied Research

Students, employers, and the community will benefit from the College's commitment to innovative and responsive education.

- Use the best combination of course delivery methods, such as face-to-face, E-learning, and blended approaches, to address diverse learner and community needs.
- Provide an array of programming that effectively responds to the needs of our students, employers and communities.
- Provide opportunities for teaching professionals to continuously enhance their skills, knowledge and practice.
- Significantly develop applied research, scholarly activity, and knowledge transfer activities to better serve students, communities, and employers.

### Working With, and Learning From, the Indigenous Community

The College values and respects Indigenous culture and ways of knowing and is working towards indigenization. The goal is an authentic partnership that benefits all parties and enriches the education of learners.

- Commit to an indigenization plan through engagement with Indigenous communities. The plan will address:
  - Enhancing ties with Indigenous partners.
  - Strengthening support services as well as physical, cultural, and spiritual spaces that are available to learners.
  - Increasing opportunities for the college community to learn from Indigenous knowledge and culture.
  - Identifying possible changes to College policies, structure, and processes that will benefit all.

### Serving and Engaging the Community

Strengthening relationships with alumni, employers, and community groups contributes to the health and prosperity of the region the College serves.

- Increase the number and strength of connections.
- Build and sustain relationships with alumni and donors.
- Increase opportunities for engagement with all communities through approaches such as applied research, experiential learning, student employment programs, guest speakers, and events.

### Focusing on Organizational Sustainability

The College needs to address the human and financial resources, infrastructure, and environmental challenges that will accompany anticipated demographic, economic, and social changes.

- Seek additional sources of funding to sustain and further develop the College.
- Ensure there are sustainable operations in each of the four regions.
- Augment the College's human resource plan through improved strategies in key areas such as succession planning, employee development and the recruitment and retention of a diverse employee base.
- Complete and implement a sustainability plan that addresses environmental, financial and social sustainability.

# Performance Plan

## Okanagan College Key Directions Align with Ministry Objectives

The College is working on an updated set of key performance measures to align with its new Strategic Plan. The provincial performance measures listed in the following pages are determined by the Performance Measures Working Group, a group of institutional and Ministry members to determine system and institutional measures. Included are the Ministry’s Objectives and the Minister’s Service Plan objectives, where appropriate.

Okanagan College Key Direction: <b>Supporting Learner Readiness and Success</b>		
Okanagan College Objectives	Ministry Objectives Aligned	BC AVED Performance Measure
<ul style="list-style-type: none"> <li>Improve pathways for students into, within, and beyond Okanagan College.</li> <li>Provide the best possible support services for learners.</li> <li>Enhance the learner experience by improving administrative systems and processes, and by creating an engaging college environment.</li> <li>Implement an internationalization plan so that students better understand the world around them.</li> </ul>	<p><b>Capacity Access Efficiency</b></p> <p><b>Service Plan Goal 1:</b> Students are supported to achieve their education, employment and training goals</p> <p><i>Objectives</i></p> <ul style="list-style-type: none"> <li>1.2 Respond and adapt to the diverse and changing needs of students</li> <li>1.3 Increase participation and successful completion of all students</li> <li>2.1 Increase international participation throughout our education system.</li> </ul>	<ul style="list-style-type: none"> <li>Student Spaces – total and designated program areas</li> <li>Credentials Awarded</li> <li>Transition rate of secondary school students to public Post-secondary Education.</li> <li>International student spaces</li> <li>Year-to-year retention rate</li> <li>Time to completion</li> </ul>

### Discussion:

In June, 2015, 920 Trades students and 438 vocational and academic students were conferred their credentials.

Okanagan College offered its Professional Cook Level One program to prepare the chefs of tomorrow, offered in partnership with School District 19 and the City of Revelstoke.

More than 100 Grade 10, 11 and 12 students received a great deal of career advice and encouragement from members of Salmon Arm’s Rotary Clubs and their community partners at a career mentoring day held on April 23 at the Salmon Arm campus.





## Performance Plan

A class of 11 students from Okanagan College's Residential Construction program, under the guidance of their instructor David Lovisa, experienced hands-on training as they built a high-end home in the South Okanagan in concert with Greyback Construction.

Okanagan College was one of five post-secondary institutions to receive \$50,000 in one-time funding from the B.C. government to develop coding-related skills to support the province's growing tech sector. Growing out of that funding, Okanagan College and Accelerate Okanagan partnered to offer a new Mobile Coding for Android and iOS program. Upon completing the program, students were able to pitch their app idea to Accelerate Okanagan for a chance to earn a scholarship that will help the individual build a business around the app in order get it ready for market.

2015 was the 25th anniversary of the British Columbia Secondary School Mathematics Contest (BCSSMC), founded and chaired by Okanagan College Math Professor Dr. Clint Lee since its inception in 1990 and hosted at Okanagan College.

Destination Osoyoos and Okanagan College partnered to deliver Passport to Employment – an innovative program that aims to grow the food, wine and tourism industry by providing free, hands-on training to high school students in Osoyoos and Oliver. Passport to Employment's curriculum contains hands-on training and certification options in areas that the food, wine and tourism industry has long recognized are skill gaps. Topics included essential employment skills, professionalism in the workplace, as well as front desk, housekeeping and cashier training. Students will also earn valuable industry recognized certificates, including FoodSafe, WorldHost, Serving it Right, WorkSafe BC Occupational First Aid, WHMIS (Workplace Hazardous Materials Information System) and BC Wine Server.

A new partnership between two publicly-funded post-secondary institutions means that beginning in September, 2016, Okanagan College graduates of the Criminal and Social Justice Diploma in Penticton will have an opportunity to complete Justice Institute of BC's Bachelor of Law Enforcement Studies degree. JIBC guarantees 24 seats to CSJ students who meet the academic standards set out by OC and JIBC.

The new 302-hour online Gastroenterology Nursing Certificate program, developed by Okanagan College with support and input from the health care community, is unique and addresses a national need among practicing nurses. The Okanagan College program provides online curriculum bolstered by a practicum.

Okanagan College has earned the designation of Registered Education Provider (R.E.P.) from the Project Management Institute (PMI), the world's largest project management member association.

Graduating students, alumni and community members met with over 60 companies at the ninth annual Business Expo & Employment Fair at Okanagan College's Kelowna campus.



## Performance Plan

Okanagan College's 34th annual Career Fair in November, 2015 saw hundreds of high school and College students (as well as their families and members of the community) come to the Kelowna campus seeking insights and opportunities about careers and educational paths.

Okanagan College's Student Services International Education Advisor Danai Bélanger earned her Regulated Canadian Immigration Consultant (RCIC) certification. She joined the College in January 2014, advising international students on opportunities Okanagan College can afford them and providing support on the process of studying abroad.

A new version of "View my Application" in myOkanagan that will benefit applicants and also facilitate a smoother administrative process has been developed using an application of LEAN process management and mapping. It is part of the multi-year Registrar's Office Admissions and Registration Project (RARP) that was worked on collaboratively with the IT Services department.

Okanagan College has activated B.C.'s second largest solar panel system at its Kelowna campus, taking another step towards its goal to be energy net zero by 2025. The 194 kW electrical solar photovoltaic array system is the second largest in the province, only slightly smaller than the 258 kW system built on top of the LEED Platinum certified Jim Pattison Centre of Excellence at the College's Penticton campus. From 2007 to 2013 the College successfully reduced its energy consumption per square meter by 32.2 per cent.

Okanagan College's Jim Pattison Centre of Excellence earned LEED Platinum certification recently for the Penticton building from the Canada Green Building Council. It is globally recognized as a means of assessing green building practices and outcomes. The building has been recognized for its sustainable features with several prestigious awards, including:

- International Architecture Awards' Green GOOD DESIGN Award from the European Centre for Architecture Art Design and Urban Studies
- Two awards from the Illuminating Engineering Society
- A Canadian Green Building Award from SAB (Sustainable Architecture Building) Magazine.

In early 2016, Corporate Knights Magazine recognized the building as the greenest in the Canada's post-secondary built environment.



# Performance Plan

## Okanagan College Key Direction: **Excelling in Teaching, Programming, and Applied Research**

Okanagan College Objectives	Ministry Objectives Aligned	BC AVED Performance Measure
<ul style="list-style-type: none"> <li>Use the best combination of course delivery methods, such as face to face, E learning, and blended approaches, to address diverse learner and community needs.</li> <li>Provide an array of programming that effectively responds to the needs of our students, employers and communities.</li> <li>Provide opportunities for teaching professionals to continuously enhance their skills, knowledge and practice.</li> <li>Significantly develop applied research, scholarly activity, and knowledge transfer activities to better serve students, communities, and employers.</li> </ul>	<p><b>Quality</b></p> <p><i>Objectives</i></p> <p>2.2 Enhance quality of PSE system.</p>	<ul style="list-style-type: none"> <li>Student satisfaction with education</li> <li>Student assessment of quality of instruction</li> <li>Student assessment of skill development</li> </ul>

### Discussion:

Okanagan College students claimed half a dozen medals at the annual Skills BC provincial competition held in Abbotsford in April, including gold in two categories, earning berths into the national competition in Saskatoon next month. The College’s Nathan Schulte took gold in Plumbing and Ethan Delichte also won gold in Automotive Service Tech, both outperformed competitors from across the province. Daniel Forbes won silver in Automotive Collision Repair and bronze was won by the following apprentices: Samantha Wardrop in Aerospace Technology, Maxwell Anderson in Automotive Service Tech, and Nathan Barg in Cabinetmaking.



Graduating Okanagan College students demonstrated their expertise once again at the 2015 Skills Canada National Competition held in Saskatoon in late May. Josh Wams won gold in Electronics and bronze medals went to Ethan Delichte in Automotive Service Tech and Nathan Schulte in Plumbing.

Okanagan College’s business administration students achieved podium finishes for three teams at the Enactus Western Canadian regional championships held in Calgary.

Three Okanagan College business students impressed judges at the TRU Human Resources Management Case Competition taking first place in a high-pressure challenge that put their business knowledge to the test.

Fourth-year Okanagan College Bachelor of Business students Karen Vandergaag, David Langille and Curtis Loyd, coached by College professor Dr. Yunke He (a CFA Charterholder) faced a challenging business case competition as part of an academic exercise on the global stage.



Catherine Links, a student in the Health Care Assistant program at the Penticton campus, was awarded the \$750 prize for a project she has developed to strengthen care-giver/resident connections in complex care situations.

## Performance Plan

An Okanagan College student's ingenuity has the potential to provide running parents with a better experience as they push their children's strollers or wheelchairs while jogging. Melissa Lang undertook a capstone graduating project as part of her Therapist Assistant Diploma program at Okanagan College's Kelowna campus. The prototype, built by Lang using a recycled elliptical machine, has attachable arms that easily lock onto any stroller or wheelchair without changing their structure. Runners are able to push while keeping natural swinging arm-motions that reduces the risk of injury by keeping the body moving fluidly. A nationally accredited program, the Therapist Assistant Diploma at Okanagan College uniquely offers assistant-level training in all three disciplines: physiotherapy, recreational, and occupational therapy.

The Arts Experience (ArtsX) program was designed by faculty to provide an avant-garde learning option for the two-year university-transferable Associate of Arts Degree. The first students were admitted to the program in Fall 2015.

In the 2015 Institute of Electrical and Electronics Engineers (IEEE) Xtreme Programming world-wide competition, one of Okanagan College's first-year Bachelor of Computer Information Systems teams placed in the top 25 teams across Canada, and top 500 world-wide out of 2,000 global teams (and more than 6,400 students).

The inaugural Interprofessional Training Event (IPE) was hosted at Okanagan College on July 15, in partnership with the Justice Institute of BC (JIBC). The day's events were geared towards promoting teamwork and providing communications tools to help the various health care disciplines collaborate in providing best-practice patient care. A total of 52 students from the College's Practical Nursing, Health Care Assistant and Pharmacy Technician programs participated along with students from JIBC's Primary Care Provider (paramedic).

Working with the Regional Services department of the City of Kelowna (and its partners), fourth-year Bachelor of Business Administration Honours student Alex Fullerton conducted a study throughout the Central Okanagan. Fullerton's research helps to provide insights about citizens' perceptions and attitudes towards idling and air quality to inform decision making during future considerations of anti-idling bylaws in the region.



In a crowded Toronto ballroom, Okanagan College professor Alix Hawley was named the recipient of the national Amazon.ca First Novel Award for her debut novel "All True Not a Lie in It." The novel also earned Hawley B.C. Book Prize's Ethel Wilson Fiction Prize.

The culmination of five years of research and putting pen to paper, Okanagan College's Criminology Professor Dr. Jarkko Jalava and Psychology Professor Dr. Stephanie Griffiths have co-authored (with SFU professor Michael Maraun) the analytical and research based book "The Myth of the Born Criminal."

Advancing Early Childhood Educators' (ECE) training curricula to include the benefits of unstructured outdoor play for children's wellbeing is no child's play for Dr. Beverlie Dietze, Okanagan College's Director of Learning and Teaching. It's serious work that received a significant \$195,000 national funding boost from the Lawson Foundation, one of 14 projects across Canada to receive funding as part of an Outdoor Play Strategy.

# Performance Plan

## Okanagan College Key Direction: **Working With, and Learning From, the Indigenous Community**

Okanagan College Objectives	Ministry Objectives Aligned	BC AVED Performance Measure
<ul style="list-style-type: none"> <li>Commit to an indigenization plan through engagement with Indigenous communities.</li> </ul> <p>The plan will address:</p> <ul style="list-style-type: none"> <li>Enhancing ties with Indigenous partners. Strengthening support services as well as physical, cultural, and spiritual spaces that are available to learners.</li> <li>Increasing opportunities for the college community to learn from Indigenous knowledge and culture.</li> <li>Identifying possible changes to College policies, structure, and processes that will benefit all.</li> </ul>	<p><b>Capacity Access</b></p> <p><b>Service Plan Goal 1:</b></p> <p><i>Objectives</i></p> <p>1.2 Continue to implement the Aboriginal PSE and training Policy Framework and Action Plan</p>	<ul style="list-style-type: none"> <li>Aboriginal Student spaces</li> <li>Credentials awarded to Aboriginal students.</li> </ul>

### Discussion:

The Stepping Forward program was developed by Okanagan College in coordination with First Nation partners to provide a well-rounded education program for Aboriginal learners experiencing barriers to employment, including lack of high school graduation, work and life skills training. The Ministry of Advanced Education supported the program with funds from the Aboriginal Community Based Delivery Partnership Program.

Okanagan College launched a new Construction Craft Worker two-level apprenticeship program. Last November, the College created an intake tailored specifically for Aboriginal students. In addition to the WFN and ALIB, the College partnered with agencies throughout the province to break down barriers for students. The Aboriginal Community Based Training Partnerships (ACBTP) Program provided tuition and books, tools, lunches, safety gear and transportation.

Weeks after rolling out the Toward 2020 Strategic Plan, Okanagan signed a Memorandum of Understanding with its partners in the Westbank First Nation (WFN). During a WFN regular Council meeting on Feb. 1 Chief Robert Louie and Okanagan College President Jim Hamilton signed the agreement for the College and Band, which have a long history of partnership in educational and training programs, as well as cultural events. Included in the MOU is a commitment by both organizations to work together on projects and programs that will increase access to post-secondary education and build professional capacity. Okanagan College has also committed to support WFN students in their success in post-secondary.



Aboriginal culture was celebrated and recognized at the Kelowna campus during the seventh annual Powwow. This year marked a significant milestone: Okanagan College and several First Nations and Metis partners signed a commitment that recognizes the school’s responsibility and commitment to indigenous education and collaboration with Aboriginal communities. The Indigenous Education Protocol was developed by Colleges and Institutes Canada (CICAN) through its Indigenous Education Committee.

Okanagan College Bachelor of Business Administration student and Nisga’a Nation member Tina Miller joined forces with UBCO student Mary Song to help organize the fifth annual Women’s Memorial Vigil to Honour Missing and Murdered Indigenous Women in Kelowna on Feb. 14. A crowd of about 50 gathered in front of the Kelowna courthouse to remember the victims, give voice to the ongoing tragedy, and provide healing support to families and friends of the victims.

# Performance Plan

## Okanagan College Key Direction: **Serving and Engaging the Community**

Okanagan College Objectives	Ministry Objectives Aligned	BC AVED Performance Measure
<ul style="list-style-type: none"> <li>• Increase the number and strength of connections.</li> <li>• Build and sustain relationships with alumni and donors.</li> <li>• Increase opportunities for engagement with all communities through approaches such as applied research, experiential learning, student employment programs, guest speakers, and events.</li> </ul>	<p><b>Relevance</b></p> <p><i>Objectives</i></p> <p>1.2 Align PSE and training with labour market demand to achieve a highly skilled workforce.</p> <p>2.3 Increase collaboration, innovation and partnerships.</p>	<ul style="list-style-type: none"> <li>• Student assessment of the usefulness of knowledge and skills in performing job</li> <li>• Unemployment rate</li> </ul>

### Discussion:

Sarah Comba, a Business Administration Diploma alumna, partnered with the Okanagan College Alumni Association for the 10th year to lead the Pay It Forward Giving Challenge, that benefits a local shelter for the homeless.



With a little help from modern technology, Okanagan College English Professor Dr. Shona Harrison has given Kelowna’s rich history a collective voice. In late April, the Old Kelowna Facebook page created by Harrison celebrated its one-year anniversary and more than 8,400 followers.

More than 400 runners crossed the finish line at Okanagan College’s 13th annual Half Marathon, 10 K and Relay Race in Kelowna, an event that raises funds to support student bursaries.

A British Aerospace Model Jetstream 31, valued at nearly \$700,000 was donated to support of the College’s Aircraft Maintenance Engineering (AME) M-License program. The donation marks the most valuable gift of equipment the College has received in its 50-plus-year history.



First Things First Okanagan’s Solar Fair: A Symposium on Solar Energy, took place at Okanagan College’s Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation. The College joined Berry and Smith Trucking, the Penticton Indian Band, Terrateck, Swiss Solar and Penticton Whole Foods as sponsors of the event.

The Penticton campus hosted a reception recognizing the Jim Pattison Centre of Excellence’s LEED Platinum designation, the first for a building of its size in the Okanagan. A group of nearly 100 supporters that included employees, donors, students, contractors, architects and neighbours attended the event. President Jim Hamilton and Regional Dean Donna Lomas had the opportunity to address the group as they unveiled the plaque that represents the LEED Platinum achievement.



## Performance Plan

Courtney Miller, a young Kelowna nurse completing her Bachelor of Science in Nursing degree (BSN) this year, saw her decision-making confidence put to the test in April during an aid trip to Zambia. She helped set up a health clinic accompanied only by one doctor and another student nurse in a rural Zambian village. Each day she would assess, diagnose and prescribe medications to more than a hundred patients. "I even got to deliver babies." For her embodiment of the true spirit of philanthropy in our community, the Okanagan College student was named the recipient of the W. Brett Wilson Prize. A group of students in the Vernon Residential Construction Program were recognized at a community BBQ event celebrating their contribution to building the new Lake Country Food Bank facility. Students stepped up to help the Food Bank by providing labour and materials to get the building to lock-up stage, a donation value worth approximately \$15,000, all part of their hands-on training and education.

As a culmination of their learning, Okanagan College students from the Adult Special Education department's course "History of People with Disabilities in BC" went on a field trip to Tranquille Farm in the Kamloops area. Previously, the farm was a care institution for people with disabilities. In recognition of the history, the students, accompanied by College Instructor Wanda Radies, planted a rose bush and installed a commemorative plaque.



Opportunities for more public art displays in downtown Vernon will be considered as a result of Okanagan College student Kaitlyn Kendall's class project for her Social Entrepreneurship course, taught by Dr. Kyleen Myrah. Combining learning and real-world needs Kendall provided the Downtown Vernon Association (DVA) with a much-needed Public Art Plan for the city's core.

The Okanagan Centre for Innovation (OCI), including a digital media centre that Okanagan College is participating in, received \$3.4 million from the federal government. The College is planning a digital media lab and equipment space in the new building as an additional learning location for its students. At a news

conference, the Hon. Michelle Rempel, then the Minister of State for Western Economic Diversification (WD), described how the new centre is anticipated to benefit start-ups and the region's booming technology sector.

Okanagan College welcomed 88 students and three instructors from the Toyota Technical College (TTC) in Nagoya, Japan; 2015 was the 24th year that Okanagan College has partnered and hosted a group from the TTC. There were a total of 210 Study Tour students studying at the College over the summer and fall.



Students and instructors in Okanagan College's entry-level carpentry/joinery class were joined by Vernon Fire Chief Keith Green and Deputy Fire Chief Jack Blair in Kelowna as they handed over a set of custom cabinets for the fire hall at Predator Ridge. The 12 students worked on the project as part of their hands-on curriculum in the foundational program and as a result, the Predator Ridge fire hall will be better equipped to support the fire fighters in the region.

One of the wine industry's most renowned figures experienced the best of B.C.'s food and wine during a collaborative chefs' dinner at Vancouver's acclaimed L'Abattoir restaurant. Okanagan College's Culinary Manager Chef Bernard Casavant, also President of the Okanagan Chefs' Association, was part of a team tasked with impressing honoured guest Steven Spurrier. Visiting B.C. from London, U.K. Spurrier is the editor of renowned Decanter Magazine. The dinner was part of the BC Wine Institute's celebration of the 25th anniversary of BC VQA.

## Performance Plan

Okanagan College's Director of Continuing Studies and Corporate Development, Dr. Dennis Silvestrone, was honoured by the Canadian Institute of Management (CIM).

Advancing Early Childhood Educators' (ECE) training curricula to include the benefits of unstructured outdoor play received a significant national funding boost from Lawson Foundation as it announced funding for 14 projects across Canada as part of its \$2.7 million Outdoor Play Strategy, including one led by Okanagan College's Dr. Beverlie Dietze.

For the fourth year in a row, Okanagan College's erudite team of spelling aficionados displayed exceptional spelling talents, earning first place in the 2015 Junction Literacy Centre Adult Spelling Bee Fundraiser.

The Okanagan College Art Show held on May 3 at the Volcanic Hills Winery showcased the artistic talents of 15 individuals from our College community. The artists gathered their paintings and easels to display for visitors and art aficionados who were enjoying the Okanagan Spring Wine Festival simultaneously.

In 2015, 84 OC riders joined Bike to Work week, the biggest team to date. Breaking another record, the team also rode the longest distance with 2,918 kms collectively logged.

During the Campus Commuter Challenge, 125 Okanagan College employees and students participated, up significantly from the 73 registered in 2014. In addition 14,562 km of alternate transportation (i.e. walking, public transit) were logged. Again a significant increase from the 6,500 km logged the previous year.

In October, Okanagan College's Infusions Restaurant dedicated its early dinner seating to those interested in discussing ideas that will make our community an even better place to live. Part of the Central Okanagan Foundation's 100 Dinners series, conversations are meant to be informed by the 2015 Vital Signs report and citizens' own experiences living in the region. The Vital Signs Report is a national program led by community foundations and compiles knowledge about the communities in which we live to evaluate and bring awareness to our quality of life.

Twenty-two individuals and two teams of Okanagan College employees were selected as finalists for the fourth annual Employee Excellence Awards in 2015.

Okanagan College's Electrical Department Chair Jim Gamble was one of five Canadian instructors who participated in a workshop to update and create an Interprovincial Standardized Exam (IPSE) questions bank that will be used to assess students completing their electrical trades training. Gamble was selected by the Industry Training Authority (ITA) to represent B.C. post-secondary instructors in the workshop, which was held in Ottawa and hosted by the Red Seal Program for national standards.

Armed with only their creativity and the words at their fingertips, 60 budding writers participated in Okanagan College's annual 3-Hour Short Story contest. Up against a 180-minute ticking clock, the Grade 11, 12 and Okanagan College students were also challenged with needing to incorporate the secret phrase - "downy moustache" - into their story, a phrase only revealed at the start of the contest. For his tale about family history, alcoholism, and memories painted in watercolours, as recounted by a grandmother to her grandson, second-year Associate of Arts degree student Daniel Greene from Vernon took home the overall top prize for his story "Watercolours." He received an additional \$250 tuition credit and will have his story published in a limited fine-print edition by the Kalamalka Press.



## Performance Plan

Steaming bowls of soup made by local restaurants warmed things up on a cold winter's day at the inaugural Enactus Okanagan College Soup's On event in Salmon Arm; 109 guests tasted samples to raise awareness and funds for the Second Harvest food bank. The event raised \$1,000 that will help those most in need, especially at a time when food bank shelves need replenishing. The event also raised an additional \$1,000 to support ongoing Enactus Okanagan College community projects.

Industry partnerships and applied learning models proved once again to be successful when Okanagan College School of Business students partnered with the Dairy Farmers of Canada to bring to life the sold-out Poutine and Pinot event on Feb. 20, part of the Okanagan Wine Festivals signature events.

Two Grade 3 classes at AS Matheson Elementary in Kelowna received an early education in financial literacy thanks to the innovative CANSave curriculum integration program developed by five Enactus Okanagan College students in partnership with Valley First. Over a five-week period, the College students created a simulated economy within the classroom to teach the children the values of needs vs. wants, saving for the future, and the importance of giving back. Valley First committed to providing \$25 for each student who successfully completed the program. The dollars earned were donated to the class's charity of choice, the SPCA, during a cheque presentation for \$1,125.



The 33rd annual Okanagan College Spaghetti Bridge Building Heavyweight competition came to a surprising finish after a series of disqualifications launched the team of Anna Offenwanger and Ephraim Nowak from UBC Okanagan into the top spot; their bridge withstood an impressive 184.3 kgs of load before exploding in front of a packed lecture theatre at the College

Kelowna entrepreneur Chris Danek, CEO and founder of Monster Money, took home the \$5,000 grand prize from the 10th Venture Okanagan Investors' Forum that was held at Okanagan College. The company (which will be rebranding to Spot) provides a person-to-person digital money transfer system

Kelowna's WTFast (a private gaming network provider), the Natural Sciences and Engineering Research Council of Canada (NSERC), and Okanagan College have come together to collectively contribute \$750,000 in funding and resources for an applied research project led by Okanagan College Computer Science department Chair Dr. Youry Khmelevsky.

Okanagan College business and civil engineering technology students and alumni Trevor Tuck, Dylan Decker, Colton Cheney and Shelby Miller have created an online company that caters to a niche market in the two-wheeled world. TBS Bike Parts (tbsbikeparts.com) is a company that retails mountain bike parts across North America, without extensive investment in salespeople or bricks-and-mortar storefront, saving consumers between 30 and 40 per cent.



## APPENDIX: Performance Measures

**Okanagan College**  
**2015/16 Accountability Framework Performance Measure Results**

Performance measure	Reporting year					
	2014/15 Actual	2015/16 Target	2015/16 Actual	2015/16 Assessment		
<b>Student spaces<sup>2</sup></b>						
Total student spaces	5,004	4,751	4,978	Achieved		
Nursing and other allied health programs	526	409	475	Exceeded		
Developmental	960	984	965	Substantially Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	1,992	1,922	2,034	Achieved		
<b>Aboriginal student spaces<sup>4</sup></b>						
Total Aboriginal student spaces	748	N/A	828	Not assessed		
Ministry (AVED)	555		583			
Industry Training Authority (ITA)	193		245			
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	94.0%	0.9%	≥ 90%	90.1%	1.2%	Achieved
Apprenticeship graduates	92.4%	2.5%		93.7%	2.1%	Achieved
Bachelor degree graduates	98.0%	2.0%		99.0%	1.3%	Exceeded
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.2%	0.8%	≥ 90%	90.3%	1.2%	Achieved
Apprenticeship graduates	93.7%	2.3%		94.4%	2.0%	Achieved
Bachelor degree graduates	97.0%	2.5%		96.1%	2.5%	Achieved
<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	Results not comparable <sup>7</sup>		≥ 85%	86.5%	1.4%	Achieved
Apprenticeship graduates	Results not comparable <sup>7</sup>			82.7%	3.8%	Achieved
Bachelor degree graduates	93.8%	3.5%		93.2%	3.3%	Exceeded

Continued on next page....

# APPENDIX: Performance Measures

Student assessment of usefulness of knowledge and skills in performing job <sup>5</sup>						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	83.4%	2.2%	≥ 90%	84.5%	2.2%	Substantially achieved
Apprenticeship graduates	93.3%	2.9%		90.7%	2.8%	Achieved
Bachelor degree graduates	89.1%	4.8%		94.7%	3.2%	Achieved
Unemployment rate <sup>5,6</sup>						
	%	+/-		%	+/-	
Diploma, associate degree and certificate graduates	9.3%	1.6%	≤ 10.8%	9.4%	1.7%	Achieved
Apprenticeship graduates	11.5%	3.3%		8.1%	2.5%	Exceeded
Bachelor degree graduates	3.2%	2.6%		4.0%	2.7%	Exceeded

### Notes:

TBD - for measures where results are still to be received, the fields have been labelled as "To Be Determined".

N/A - Not applicable

<sup>1</sup> Please consult the 2015/16 Standards Manual for a current description of each measure. See [http://www.aved.gov.bc.ca/framework/docs/standards\\_manual.pdf](http://www.aved.gov.bc.ca/framework/docs/standards_manual.pdf)

<sup>2</sup> Results from the 2014/15 reporting year are based on data from the 2014/15 fiscal year; results from the 2015/16 reporting year are based on data from the 2015/16 fiscal year. Excludes Industry Training Authority student spaces.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2015/16 reporting year are a three-year average of the 2012/13, 2013/14, and 2014/15 fiscal years.

<sup>4</sup> Results from the 2014/15 reporting year are based on data from the 2013/14 fiscal year; results from the 2015/16 reporting period are based on data from the 2014/15 fiscal year.

<sup>5</sup> Results from the 2014/15 reporting year are based on 2014 survey data; results from the 2015/16 reporting year are based on 2015 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> Target is the unemployment rate for those aged 18 to 29 with high school credentials or less for the province.

<sup>7</sup> In 2015 the wording of the skills development questions changed. Until 2014, respondents were asked to indicate the "extent to which their in-school training provided them with opportunities to develop various professional skills" and used a five-point scale. In 2015, respondents were asked "how helpful their program was at developing a number of professional skills" and used a four-point scale.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

# APPENDIX: Performance Measures

## Okanagan College 2015/16 Accountability Framework Performance Measure Results

Performance measure	Reporting year					
	2014/15 Actual		2015/16 Target	2015/16 Actual		2015/16 Assessment
<b>Former diploma, certificate, and associate degree students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	77.6%	1.8%	≥ 85%	86.5%	1.4%	Achieved
Written communication	73.2%	2.1%		82.0%	1.8%	
Oral communication	69.6%	2.3%		78.4%	1.9%	
Group collaboration	81.2%	1.6%		90.3%	1.2%	
Critical analysis	83.0%	1.5%		89.0%	1.3%	
Problem resolution	73.7%	1.9%		87.5%	1.4%	
Learn on your own	79.8%	1.7%		87.0%	1.4%	
Reading and comprehension	82.4%	1.6%		91.6%	1.2%	
<b>Apprenticeship graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	77.0%	4.8%	≥ 85%	82.7%	3.8%	Achieved
Written communication	71.2%	7.0%		71.7%	6.0%	
Oral communication	69.4%	7.1%		75.7%	5.3%	
Group collaboration	82.9%	3.9%		82.4%	3.6%	
Critical analysis	82.8%	3.8%		87.0%	3.0%	
Problem resolution	75.3%	4.5%		82.6%	3.5%	
Learn on your own	79.6%	4.1%		86.8%	3.1%	
Reading and comprehension	77.6%	4.2%		92.3%	2.4%	
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skill development (avg. %)	93.8%	3.5%	≥ 85.0%	93.2%	3.3%	Exceeded
Written communication	92.8%	3.8%		90.0%	4.0%	
Oral communication	97.0%	2.5%		92.0%	3.6%	
Group collaboration	96.0%	2.8%		93.1%	3.4%	
Critical analysis	97.0%	2.5%		98.0%	1.8%	
Problem resolution	90.0%	4.3%		93.1%	3.3%	
Learn on your own	91.8%	4.1%		94.0%	3.2%	
Reading and comprehension	91.8%	4.0%		92.1%	3.6%	

## APPENDIX: Financial Information

Financial Statements for Okanagan College are available here:

[http://www.okanagan.bc.ca/Campus\\_and\\_Community/employees/finance-corporate-services/financial-services/Financial\\_Statements.html](http://www.okanagan.bc.ca/Campus_and_Community/employees/finance-corporate-services/financial-services/Financial_Statements.html)



SALMON ARM



VERNON



KELOWNA



PENTICTON

DRAFT



## Submission of Information from Senior Staff to the Board of Governors

### REPORT TITLE

Regional Dean Report  
South Okanagan / Similkameen

### DATE

June 28<sup>th</sup>, 2016

### BACKGROUND INFORMATION

For example: • Purpose • History • Other relevant information

Regional Dean's report to the Board of Governors on the South Okanagan / Similkameen region.  
Summary of significant events happening in the south during the past year.

### ACTION REQUIRED

For example: • For consultation • For information • For approval (including resolution; see language below)

None

For information only.

### STRATEGIC PLAN <sup>1</sup>ALIGNMENT

With which Key Directions is this topic aligned?? (please choose all those that are applicable)

#### Key Directions:

- Support learner readiness and success
- Excelling in teaching, programming, and applied research
- Working with, and learning from, the Indigenous community
- Serving and engaging the community
- Focusing on organizational sustainability
- N/A - Not a Strategic Plan initiative

### COMMENTS FROM THE PRESIDENT

None required

### REPORT PREPARED AND SUPPORTED BY (include name and title)

Charlotte Kushner, Vice President Students  
Donna Lomas, Regional Dean South Okanagan Similkameen

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<sup>1</sup> Strategic Plan can be found at: [www.Okanagan.bc.ca/toward2020](http://www.Okanagan.bc.ca/toward2020)



## **Report to the Board of Governors, Okanagan College**

**June 2016**

### **South Okanagan-Similkameen Region, Penticton Campus**

Submitted by Donna Lomas

This report is a synopsis of some of the activities that the Penticton Campus has been engaged in during the past year.

#### **Enrollment/Recruitment**

Applications for the fall 2016 are down slightly from this time last year. Most programs are about the same but there is a slight dip in the Adult Basic Education applications which was not unexpected due to the introduction of tuition for this programming.

We had a series of successful spring recruitment events including "Experience OC" involving over 100 grade 10's and 11's and three "Jump Start" sessions to help students prepare for the fall.

#### **Community Partnerships/Collaborations**

The College has been involved in a number of community events. In February we hosted a "Solar Fair" that was developed by *First Things First Okanagan*. Over 600 people attended the one day conference. June 17-18 the College partnered with the Immigrant Aid Society to offer a two day conference entitled "Welcoming Communities." This conference provided insight into how the broader community can assist immigrants and refugees in transitioning into their new community. BC Winter Games came to the City of Penticton this past February. We worked with the City in support of this event and hosted volleyball games on our campus. In May the National Ski Team was on campus doing training in the fitness centre.

The College also partnered with the Penticton and District Community Resource Society to submit a proposal for funding to build a childcare facility on campus. At the time of writing this report we have been unofficially informed that our request was successful. The College and the Society will complete an operating agreement and the design and site work for the facility will start in the summer of 2016 and actual construction will start in January 2017. The facility should be ready to receive children in June 2017.

The Penticton Campus also hosted a number of academic conferences this spring. May 12-14 the Physics Astronomy department hosted the American Physical Society Conference. Approximately 120 delegates attended three days of meetings and social events. On June 6-7 the campus hosted the Canadian Association of Diploma in Agriculture Programs Deans and Directors from across Canada. They also visited local farms, wineries and restaurants.

School District 67 had a one day Mental Health Awareness day that was held on campus. Approximately 120 students attended and had an opportunity to visit the campus and participate in a series of events.

The Monday night *Speakers Series* had an ambitious and successful run this year. A number of themes were woven into the series to give people a chance to hear presentations on a wide variety of topics including: sustainability, fine arts, history, astronomy, low cost housing and financial planning.

### **Facilities**

The final mechanical renovations of the Sunoka building will be taking place in the summer of 2016. This 3 phase renovation has resulted in an older building being made new again and the Sunoka building now has another 20 years of life.

The Centre of Excellence continues to perform very well and continues to attract international attention. We recently hosted visitors from New Zealand, from the Federal Government, and from the province.

We have been working with our Facilities Department to identify top priorities for cyclical maintenance on campus.

The announcement of funding from the Ministry of Children and Family Development means we will be starting the daycare project almost immediately. The first phase is design, tendering and site preparation. The project will be a "*Childcare for Learning*" project that will allow our Trades and Sustainable Construction Management Technology students to participate in the design and construction of the facility.

### **Programming**

The new Viticulture Diploma has passed Education Council and is waiting for pilot funding. The program has been "ghosted" into the 2016-2017 schedules so, should a decision be made to run it in September 2016, it can be incorporated into the schedule.

We are waiting to hear on funding for the Sustainable Construction Management Technology Program. The pilot for this program has been very successful. The 12 students are very pleased with the program and there has been a lot of positive industry and community feedback. The program has been keeping a list of interested, prospective students.

The Trades Department is working on developing some short programming on Solar Energy and installation of solar technology.