



# Okanagan College Board of Governors

## Open Session Meeting Agenda

December 10, 2024 at 12:30pm  
Room S103B, Kelowna Campus

*The meeting will be held on the unceded traditional lands of the Indigenous people who have inhabited and used the lands since time immemorial.*

Timing		Pages
12:30pm	<b>1. CALL TO ORDER</b>	
	<b>2. APPROVAL OF AGENDA</b>	1-4
	<u>Recommended Motion:</u> <b><i>"BE IT RESOLVED THAT Okanagan College Board of Governors approves the December 10, 2024 Open Session meeting agenda and thereby approves the consent agenda."</i></b>	
	2.1. Consent Agenda	
	2.1.1. Open Session Minutes – September 24, 2024	5-8
	2.1.2. Discrimination, Bullying and Harassment Policy Review	9-10
	2.1.3. Education Council Chair Report	11
	2.1.4. Minister Letter dated September 19, 2024	12-13
	2.1.5. Pay Transparency Report	14-18
	<b>3. DECLARATION OF CONFLICT</b>	
	<i>As per Board Bylaws section 14.2, a Board member will immediately upon becoming aware of a potential, real, or perceived conflict of interest situation, disclose the conflict to the Chair. The Member and the Chair will follow the Procedures for Disclosure under the Code of Conduct for Okanagan College Board of Governors Policy.</i>	
12:35pm	<b>4. PRESENTATIONS</b>	
	4.1. Sustainable Delivery Model (J. Ragsdale / S. Lenci)	19-21
1:00pm	<b>5. REPORTS</b>	
	5.1. Chair Report (D. Safinuk)	
	5.2. Governance Committee Report (D. Safinuk)	

## Okanagan College Board of Governors

### Open Session Meeting Agenda

December 10, 2024 at 12:30 PM

Timing		Pages
1:10pm	5.2.1. Distinguished Awards Policy (J. Ragsdale) <u>Recommended motion:</u> <b><i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Distinguished Achievement Awards Policy as recommended by the Governance Committee."</i></b>	22-27
1:20pm	5.2.2. Professional Development Session Feedback (N. Fassina / K. Wiebe)	28-39
1:30pm	5.3. Finance, Audit and Risk Committee Report (D. Safinuk) 5.3.1. International Tuition (C. Morcom) <u>Recommended motion:</u> <b><i>"BE IT RESOLVED THAT Okanagan College Board of Governors approve the following increases for international tuition rates:</i></b> <ul style="list-style-type: none"> <li>• <b><i>a 4.8% increase for all international students effective September 2025;</i></b></li> <li>• <b><i>a one-time increase of 40% for new international students effective September 2026; and</i></b></li> <li>• <b><i>a 4.8% increase for all returning students in 2026, 2027, and 2028</i></b></li> </ul> <b><i>as recommended by the Finance, Audit and Risk Committee."</i></b>	40-43
1:50pm	5.4. President's Report and Analysis (N. Fassina) 5.4.1. Second Quarter (Q2) Statement	44-50 51-52
2:00pm	5.5. Education Council 5.5.1. New Programs (J. Garrett) <u>Recommended Motions:</u> <b><i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Aircraft Maintenance Engineer Category "M" Mechanical as recommended by Education Council and as presented."</i></b>  <b><i>"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new programs:</i></b> <ul style="list-style-type: none"> <li>• <b><i>GIS Essentials Micro-Credential</i></b></li> <li>• <b><i>Advanced GIS Micro-Credential</i></b></li> <li>• <b><i>3D Modeling and Remote Sensing in GIS Micro-Credential</i></b></li> <li>• <b><i>GIS Database Management Micro-Credential</i></b></li> </ul> <b><i>as recommended by Education Council and as presented."</i></b>	53-65

## Okanagan College Board of Governors

### Open Session Meeting Agenda

December 10, 2024 at 12:30 PM

Timing		Pages
2:15pm	<p>5.5.1. Program Revisions (J. Garrett)</p> <p><u>Recommended Motion:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revisions for the following programs as recommended by Education Council and as presented:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Aircraft Maintenance Engineer Category “S” Structures Certificate</i></b></li> <li>• <b><i>Automotive Service Technician Foundation Certificate</i></b></li> <li>• <b><i>Entry Level Automotive Collision and Refinishing Certificate</i></b></li> <li>• <b><i>Heavy Mechanical Foundation Certificate</i></b></li> <li>• <b><i>Recreation Vehicle Service Technician Certificate</i></b></li> <li>• <b><i>Post Baccalaureate Diploma in Data Analytics and Economics</i></b></li> <li>• <b><i>Post-Baccalaureate Diploma in Marketing and Data Analytics</i></b></li> </ul> <p><b>6. NEW BUSINESS</b></p>	66-78
2:25pm	<p>6.1. Dual Degree Program with JAMK University of Applied Sciences (S. Lenci)</p> <p><u>Recommended motion:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the signing of Affiliation Agreements as follows:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Okanagan College’s Bachelor of Business Administration (BBA) in General Business and JAMK University of Applied Sciences’ BBA in International Business; and</i></b></li> <li>• <b><i>Okanagan College’s Bachelor of Business Administration (BBA) in Tourism and Hospitality Management and JAMK University of Applied Sciences’ Bachelor of Hospitality Management (BHM).”</i></b></li> </ul>	79-95
2:35pm	6.2. Okanagan College Foundation Annual Report 2023-24 (H. Jackman)	96-123
2:50pm	<p>6.3. Annual Elections (C. Morcom)</p> <p>6.3.1. Chair</p> <p>6.3.2. Vice Chair</p> <p><b>7. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA</b></p>	124-128
3:00pm	<b>8. ADJOURNMENT</b>	

**Okanagan College Board of Governors****Open Session Meeting Agenda**

December 10, 2024 at 12:30 PM

---

**NEXT MEETING DATES****Tuesday, February 11, 2025***via Zoom*

Finance, Audit and Risk Committee

**Tuesday, March 4, 2025***via Zoom*

Finance, Audit and Risk Committee

Campus Planning Committee

Governance Committee

Human Resource and Compensation Committee

Executive Committee

**Tuesday, March 11, 2025***Penticton Campus*

Regular Open Session

Regular Closed Session

**Tuesday, May 13, 2025***via Zoom*

Finance, Audit and Risk Committee

Campus Planning Committee

Governance Committee

Human Resource and Compensation Committee

Executive Committee

**Wednesday, May 21, 2025***Kelowna Campus*

Regular Open Session

Regular Closed Session





## Okanagan College Board of Governors Regular Open Session

**Tuesday, September 24, 2024**  
Room PC248, Penticton Campus

*Draft Minutes for approval December 10, 2024*

### IN ATTENDANCE

#### Board Members

- Dale Safinuk, Chair
- Andrea Alexander, Vice Chair
- Neil Fassina, President and Ex-officio
- Cindy Battersby
- Dustyn Baulkham
- Gurjit Chand
- Sheri Hamilton
- JoAnn Fowler
- Kevin Fukushima
- Ben Harris
- Jillian Garrett
- Roger Wheeler

#### Administration

- Curtis Morcom, CFO and Vice President, Corporate Services
- Samantha Lenci, Provost & Vice President Academic
- Jenn Goodwin, Associate Vice President, College Relations
- Gill Henderson, Associate Vice President, People Services
- Joanna Campbell, Manager, Executive Office
- Helen Jackman, Executive Director, Okanagan College Foundation
- Kristen Wiebe, Governance and Privacy Coordinator

#### ACTION

#### 1. CALL TO ORDER

Quorum was established and the meeting was called to order at 12:46p.m.

#### 2. APPROVAL OF AGENDA

Motion:

***“BE IT RESOLVED THAT the Okanagan College Board of Governors approves the September 24, 2024 Open Session meeting agenda and thereby approves the consent agenda.”***

*C. Battersby  
CARRIED*

##### 2.1. Consent Agenda

2.1.1 Open Session Minutes – June 18, 2024

2.1.2 Employee Discrimination, Bullying and Harassment Policy Update

2.1.3 Board Annual Workplan

**Okanagan College Board of Governors**  
**Open Session Meeting Agenda**  
 September 24, 2024 at 12:45 PM

ACTION

Motion:

***“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the 2025-2026 Board Workplan as recommended by the Executive Committee.”***

### 3. DECLARATION OF CONFLICT

No conflicts were declared.

### 4. REPORTS

#### 4.1. Chair Report

The Chair noted that the Executive Committee met on September 17 and recommended the Board and Committee workplan for approval.

The Chair highlighted attendance at events over the summer:

- The Centre for Food Wine Tourism groundbreaking (June 24)
- The Vernon Student Housing Opening event with Premier Eby and Harwinder Sandhu on (Aug 23).

The Chair also noted they met with new members for one-to-one meetings and two orientation sessions in August and September.

#### 4.2. Finance, Audit and Risk Review Committee Report

The Chair noted that the Committee met on September 17, and are making a recommendation for Domestic Tuition.

##### 4.2.1 Domestic Tuition

The CFO and Vice President Corporate Services outlined the proposal and described the application of the government Tuition Limit Policy.

Motion:

***“BE IT RESOLVED THAT the Okanagan College Board of Governors approve an increase in domestic tuition and mandatory fees of two per cent, effective September 2025 pending no change in limit in accordance with the BC Tuition Limit Policy as recommended by the Finance, Audit and Risk Committee.”***

D. Baulkham  
CARRIED

**Okanagan College Board of Governors**  
**Open Session Meeting Agenda**  
 September 24, 2024 at 12:45 PM

ACTION

4.3. President's Report and Analysis

The President noted the report is longer than normal due to activity over the summer, in particular the work related to capital projects.

The President outlined the following highlights:

- The government interregnum period until the election is held.
- The College's compliance with the Post-Secondary Overdose Prevention and Response Guidelines earlier than already planned.
- The Indigenous OC roadmap is complete. The Indigenous partnership tables (region specific) will feed up to the President's Advisory Committee.
- The flag raising with Okanagan Indian Band and naming ceremony for Vernon Student Housing.

A member asked about the Indigenous Teaching and Learning Advisor and it was noted the position has been posted.

4.3.1 First Quarter Financial Statement

A member asked about international enrolment and potential risk to the financial statement. It was noted that the figures provided in the Second Quarter Forecast have been adjusted for a softening of international enrolment in January.

A member asked about the requirement for a balanced budget, and it was clarified that the College is required to submit a balanced or surplus budget.

4.4. Education Council

The Education Council Chair noted that where there is a variance from the Academic Scheduling Policy, Board approval is required for the academic schedules. The policy is in the process of being revised to include some of the common variances.

A member asked about the number of instructional days and it was noted that the information reflects a deviation from the policy.

4.4.1 Academic Schedule 2025-26

Motion:

***"BE IT RESOLVED THAT the Okanagan College Board of Governors approve the variances to the Academic Schedule 2025-26 as recommended by Education Council and as presented."***

C. Battersby  
CARRIED

**Okanagan College Board of Governors**  
**Open Session Meeting Agenda**  
 September 24, 2024 at 12:45 PM

ACTION

4.4.2 New Program

The Edco Chair outlined the micro-credential, noting that it is a new program from Continuing Studies geared towards individuals working in Residential Construction. The Council Chair clarified that there is no overlap with other programs.

A member asked if there is demand for the program and it was noted that there is a high demand for individuals skilled in retrofitting buildings.

Motion:

***“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Window and Door Quality Retrofit Micro-credential as recommended by Education Council.”***

S. Hamilton  
CARRIED

4.4.1 Program Revision

The Education Council Chair outlined the program revision to the Pharmacy Technician Certificate, noting the program was revised to meet accreditation standards, increased from 26 to 41 weeks of full time studies, and now includes a combined 360-hour practicum in hospital and community settings in response to feedback from Program Advisory Committee. Other updates were made to course sequencing and to separate theory from practice. The program has been through PSIPS for implementation.

Motion:

***“BE IT RESOLVED THAT the Okanagan College Board of Governors approve program revisions to the Pharmacy Technician Certificate as recommended by Education Council and as presented.”***

D. Baulkham  
CARRIED

**5. OTHER BUSINESS AND BUSINESS ARISING FROM CONSENT AGENDA**

A motion was made to go in camera at 1:14p.m.

A motion was made to go out of camera at 1:22p.m.

**6. ADJOURNMENT**

Motion to adjourn at 1:24p.m.



## BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 2.1.2

<b>Title</b>	Employee Discrimination, Bullying and Harassment Policy Review		
<b>Action and/or Recommendation</b>	For Information		
<b>Meets OC's Inspire Plan...</b>	<b>Values</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students First</li> <li><input checked="" type="checkbox"/> Community</li> <li><input checked="" type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input checked="" type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<b>Responsibilities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input checked="" type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input checked="" type="checkbox"/> Effective and Efficient</li> </ul>	<b>Commitments</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input type="checkbox"/> Life-long learning partnerships</li> <li><input type="checkbox"/> Integration and focus</li> </ul>

### Background Statement

The Board has oversight of the Employee Discrimination, Bullying and Harassment policy under the College's Policy and Procedure Framework.

The College must annually review the policy statement and procedures under WorkSafe BC's policy that outlines the duties of employers. This was originally scheduled on the Board's workplan for September but was deferred to December. That review has taken place, and it has been determined that no updates to the Policy are required. Work is ongoing on the procedures.

### Reference Materials

- Link to [Employee Discrimination, Bullying and Harassment Policy](#)
- Link to [Policies Workers Compensation Act](#) (refer to Policy Item P2-21-2 Employer Duties Workplace Bullying and Harassment)

### Supporting Analysis

Any future changes to this policy will be recommended through the appropriate Committee and approved by the Board of Governors. The Board would receive an update if any substantive changes are made to the procedures following their approval by the Executive Team.

### Alignment to the Strategic Plan Roadmap

**Effective and Efficient.** The policy and procedures are reviewed annually based on their applications over the past year.

### Risk Implication & Mitigation Steps

Reviewing this policy regularly supports the effective application of this policy and procedures and ensures any gaps are identified and can be addressed as needed. The review also meets legal requirements for the College.

**Proposed and Prepared by**

Gillian Henderson, Associate Vice President People Services

<b>Consultation History</b>	<b>Reviewed</b>	<b>Recommended</b>	<b>Group/Individual, Title</b>	<b>Date</b>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	11/27/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Human Resource and Compensation Committee	12/03/2024
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>		



## BOARD OF GOVERNORS EDUCATION COUNCIL CHAIR REPORT

December 10, 2024  
Agenda #: 2.1.3

### Report

Education Council, with significant assistance from Kristen Wiebe and Joanna Campbell, continues its governance review and is on track for a June 2025 completion.

Additionally, I continue to look for opportunities to strategize with Sam Lenci on initiatives to further strengthen Education Council's role in academic decision making and quality assurance at Okanagan College. The most exciting of these is exploration of a standardized syllabus policy; these discussions are in very early days, but I look forward to updating you in the coming months.

Finally, on November 18<sup>th</sup> I attended the Fall meeting of Academic Governance Council (British Columbia Education Council chairs).

- Items of note:
  - Education Councils across the province are completing/have recently completed governance reviews including bylaws, onboarding materials, and other governance documents.
  - Several Councils are also working to make their processes and decisions more transparent, both institutionally and publicly.
  - Councils are also working to increase Indigenous representation, either through recruiting Indigenous faculty, or through voting or non-voting administrators. For example, at OC the Director of Indigenous Relations and Reconciliation is an ex officio non-voting member, while at North Island College the Director of Indigenous Education sits on Council as a voting educational administrator. At Douglas College, the Education Council chair is an ex officio member of their Indigenous Advisory Council.
  - Colleges across the province are grappling with the impact of the new immigration regulations, which, as we know, is already significant. Some institutions are revising programs so they will better align with Classification of Instructional Programs (CIP) codes.

I look forward to answering any questions you may have.

### Reference Materials

N/A

### Prepared by

Jillian Garrett, Education Council Chair



September 19, 2024  
Our Ref. 135667

Dear British Columbia Public Post-Secondary Institution Board Chairs:

With the academic year underway and as you welcome new and returning students, staff and faculty to your institutions, I want to highlight the importance I place as Minister of Post-Secondary Education and Future Skills on your work to ensure that post-secondary institutions are safe communities for everyone. I am looking to you, the leaders of the public post-secondary education system, to ensure safety in the areas of racism and antisemitism, sexualized violence and overdose prevention.

As Board Chairs of public post-secondary institutions, you take your responsibility for the management and administration of your institution seriously, and Government respects your accountability for these areas. We recognize the autonomy of academic governance at post-secondary institutions and value academic freedom and the protection of speech. I know that ensuring all post-secondary students, staff and faculty have access to safe, inclusive and high-quality learning environments that support them in achieving their best is a commitment shared across the post-secondary education sector.

Government has been very clear that violence, hate and discrimination, including antisemitism, have no place on post-secondary campuses or anywhere else in BC. While peaceful demonstrations are part of post-secondary institutions' free speech and exchange of ideas, none of us can tolerate expressions of hatred and acts of violence of any kind, and we recognize the need to ensure safety is maintained on campuses.

I expect that each public post-secondary institution has developed, implemented and enforced rules around racism and hate, including incidences of hate language used to bully, harass or harm others. Institutional policies should detail any applicable reporting processes, enforcement measures or potential disciplinary consequences that are in place. Additionally, as leaders of our public post-secondary institutions, it is up to you to ensure these policies are effectively communicated to your community, including students, faculty, staff and contractors. Post-secondary institutions are encouraged to work with their community to ensure their policies and procedures align with best practices to keep students, staff and faculty safe from violence in all forms.

.../2

-2-

I am also grateful for the input and advice your institutions, students and community members and partners have provided over the past year which has helped to inform the development of a draft *Post-Secondary Sexualized Violence Action Plan*. As the Ministry continues to develop and augment the *Action Plan*, I urge you to review your institution's policies and procedures to ensure alignment with trauma-informed and survivor-centered approaches. I also encourage you and your teams to make use of the existing synchronous and asynchronous training resources and supports available on the [Safe Campuses BC](#) website. This website also hosts a [Toolkit](#) on reporting of sexualized violence to support you when drafting your institution's annual report.

The safety of post-secondary communities is also at risk from the ongoing toxic drug crisis, which has resulted in significant increases in drug-related overdoses and deaths. In May 2024, I [convened a Post-Secondary Overdose Prevention and Response Steering Committee](#) (the Steering Committee) who, along with my Ministry, has [prepared guidelines](#) to inform your institutions as you develop focused strategies that reflect the individual nature of your post-secondary communities. In addition, a province-wide [toxic drug and naloxone awareness campaign](#) was launched in September to coincide with the return of students to campus. The Steering Committee will continue to keep you and your colleagues informed as you pursue your role in responding to this public health emergency over the short-, medium- and long-term.

My Ministry remains committed to inclusion, justice and equity for all and is dedicated to ensuring staff, students and faculty feel safe and supported. We are committed to working with all public post-secondary institutions to promote policies and procedures that recognize these elements while following best practices in responding to and preventing racism, hate and violence at public post-secondary institutions. My Ministry will continue to work with all post-secondary institutions to provide world-class post-secondary education to all students in a safe and supportive environment.

Sincerely,



Honourable Lisa Beare  
Minister of Post-Secondary Education and Future Skills

pc: All Public Post-Secondary Institution Presidents



# BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 2.1.5

<b>Title</b>	Pay Transparency Act Report		
<b>Action and/or Recommendation</b>	For Information		
<b>Meets OC's Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input checked="" type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

## Background Statement

In May 2024, the Pay Transparency Act was passed, placing new requirements on employers to address systemic discrimination in the workplace. Using a phased approach, provincially regulated employers above a certain size are required to complete and post pay transparency reports by November 1<sup>st</sup> each year. **This November 1, employers with 1,000 or more employees (as of January 1<sup>st</sup>) will be required to begin posting.**

The Pay Transparency Regulation sets out the requirements for completing pay transparency reports. The BC Government has provided a simple, online reporting tool for employers to create pay transparency reports. This tool was used to create the attached report. Employers had the choice of choosing their reporting period, either based on a 12-month period or the fiscal year, we have chosen the fiscal year ending on March 31, 2024, as this aligns with other reporting we do for the HR Information database, and so the relevant data can be easily found.

## Reference Materials

- Pay Transparency Report

## Supporting Analysis

In terms of the attached report the following comments can be made:

- Although we have two non-binary employees reported for the period from April 1, 2023, to March 31, 2024, they are not included in the report due to reporting guidelines. Specifically there are fewer than 10 individuals, which does not meet the minimum disclosure requirement.
- At OC, there is a disparity between genders in pay distribution, with more men occupying the highest-paid positions and more women in the lowest-paid positions. This can be seen on page 3 graphic of the Pay Transparency Report showing the percentage of each gender in each pay quartile.

- Regarding the overtime pay gap: during the reporting period, 57.58% of overtime hours were earned in IT Services, likely in response to the January 2023 cyber incident. Of those IT employees receiving overtime, 66.05% were in the highest wage category (Support Services Coordinator III). The gender breakdown of IT Services is 63.38% men, 23.94% women, 1.41% non-binary individuals, and 11.27% with an unknown gender.

A further analysis of the distribution by employee group, and the applicable maximum and minimum pay scales provides further context:

Employee Group	Men	Women	Prefer Not to Answer	Pay Scales Minimum	Pay Scales Maximum
Exempt	22%	65%	13%	\$ 68,446*	\$ 177,751*
OCFA Faculty	48%	43%	9%	\$ 71,846	\$ 115,129
BCGEU Vocational Instructors	38%	54%	8%	\$ 71,846	\$ 115,129
BCGEU Support Staff	32%	56%	12%	\$ 41,291	\$ 75,250
Overall	40%	60%	10%	n/a	n/a

\* Based on usual initial placement on salary scale

- From this analysis for example, of the 760 total BCGEU support staff, 423 are women. This accounts for 26% of our total workforce, and it is reasonable to say that these employees are clustered in lower paying positions and as a result reduce the average earnings of women employees.
- Looking at the gender divisions we see that, with the exception of OCFA Faculty, women account for more than 50% of employees in each group, and overall 60% of OC employees are women. What this shows us is that the likely primary issue we have is the distribution of women in lower pay scales.

At the Executive level, women account for 67% of the Executive group, and at the level of Deans and Directors women account for 43% of the group. The Pay Transparency report further identifies that women occupy 46% of the highest paid jobs and 52% of the lowest paid jobs.

### Alignment to the Strategic Plan Roadmap

The report relates to our EDISJ goals and is a part of understanding the environment of OC.

### Risk Implication & Mitigation Steps

**Reputational:** The public reporting of this data will potentially result in questions from community and the unions regarding the gender inequity superficially identified. It is also likely that the government may introduce further legislation requiring employers to undertake further analysis or action.

**Proposed and Prepared by:** Gill Henderson, Associate Vice President, People Services

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	OC Executive Team	10/29/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Human Resource and Compensation Committee	12/03/2024

# Okanagan College

## Pay transparency report

### Employer details

Employer:	Okanagan College
Address:	1000 KLO Road, Kelowna, BC
Reporting Year:	2024
Time Period:	April 1, 2023 - March 31, 2024
NAICS Code:	61 - Educational services
Number of Employees:	1000 or more



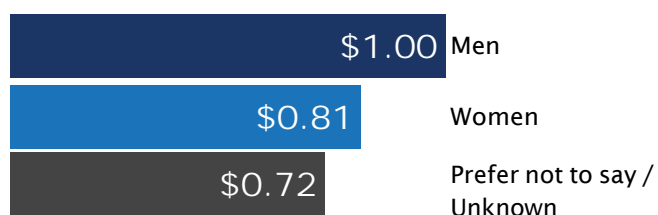
### Hourly pay

#### Mean hourly pay gap<sup>1</sup>



In this organization women's average hourly wages are 8% less than men's. For every dollar men earn in average hourly wages, women earn 92 cents in average hourly wages. \*

#### Median hourly pay gap<sup>2</sup>



In this organization women's median hourly wages are 19% less than men's. For every dollar men earn in median hourly wages, women earn 81 cents in median hourly wages. \*

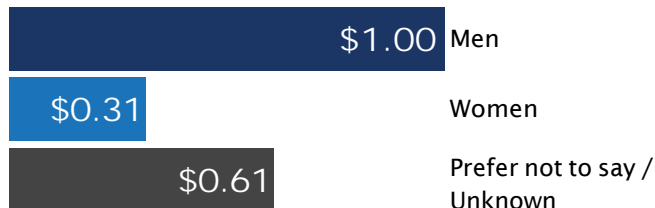
#### Explanatory notes

1. "Mean hourly pay gap" refers to the differences in pay between gender groups calculated by average pay. Hourly pay does not include bonuses and overtime.
2. "Median hourly pay gap" refers to the differences in pay between gender groups calculated by the mid range of pay for each group. Hourly pay does not include bonuses and overtime.



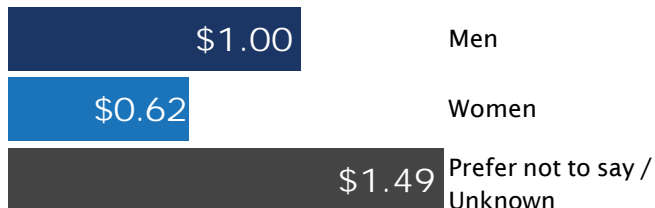
## Overtime pay

Mean overtime pay <sup>3</sup>



In this organization women's average overtime pay is 69% less than men's. For every dollar men earn in average overtime pay, women earn 31 cents in average overtime pay. \*

Median overtime pay <sup>4</sup>



In this organization women's median overtime pay is 38% less than men's. For every dollar men earn in median overtime pay, women earn 62 cents in median overtime pay. \*

Mean overtime paid hours <sup>5</sup>

Difference as compared to reference group (Men)

Women	-33
Prefer not to say / Unknown	-10

In this organization the average number of overtime hours worked by women was 33 less than by men. \*

Median overtime paid hours <sup>6</sup>

Difference as compared to reference group (Men)

Women	-5
Prefer not to say / Unknown	6

In this organization the median number of overtime hours worked by women was 5 less than by men. \*

Percentage of employees in each gender category receiving overtime pay



### Explanatory notes

3. "Mean overtime pay" refers to overtime pay when averaged for each group.
4. "Median overtime pay" refers to the middle point of overtime pay for each group.
5. "Mean overtime paid hours" refers to the average number of hours of overtime worked for each group.
6. "Median overtime paid hours" refers to the middle point of number of overtime hours worked for each group.



## Bonus pay

Mean bonus pay <sup>7</sup>

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.

Median bonus pay <sup>8</sup>

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.

Percentage of employees in each gender category receiving bonus pay

This measure cannot be displayed because there is insufficient data to meet disclosure requirements.



## Percentage of each gender in each pay quartile <sup>9</sup>

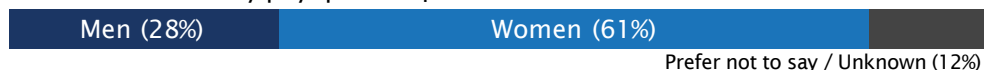
Upper hourly pay quartile (highest paid) †



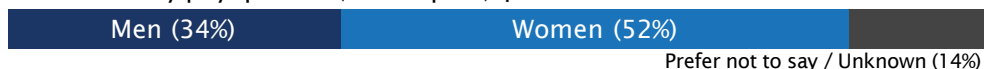
Upper middle hourly pay quartile †



Lower middle hourly pay quartile †



Lowest hourly pay quartile (lowest paid) †



■ Men  
■ Women  
■ Prefer not to say / Unknown

In this organization, women occupy 46% of the highest paid jobs and 52% of the lowest paid jobs.

† This pay quartile was reduced to suppress gender categories consisting of less than ten (10) employees.

### Explanatory notes

- 7. "Mean bonus pay" refers to bonus pay when averaged for each group.
- 8. "Median bonus pay" refers to the middle point of bonus pay for each group.
- 9. "Pay quartile" refers to the percentage of each gender within four equal sized groups based on their hourly pay.

\* In accordance with the Pay Transparency Act and reporting rules designed to protect the anonymity and privacy of respondents, one or more gender categories has been excluded due to insufficient numbers to meet disclosure requirements.



# BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 4.1

<b>Title</b>	Sustainable Delivery Model		
<b>Action and/or Recommendation</b>	For Discussion/Advice		
<b>Meets OC's Inspire Plan...</b>	<b>Values</b> <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Respect <input checked="" type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input checked="" type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input checked="" type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

## Background Statement

### Inspire Plan: Advancing Inclusive and Equitable Access in Post-Secondary Education

The Inspire Plan reaffirms the College's commitment to fostering inclusive and equitable access for all learners within the region. As part of an initiative within with the Inspire Plan, a dedicated working group was established to research and propose a *sustainable delivery model* that addresses the evolving and future needs of learners and learning.

### Framework Development

The working group considered the impacts of emerging technologies, socioeconomic trends, and the shifting landscape of work as it relates to post-secondary delivery modes to recommend a framework that:

- adapts to learners at all stages of life and in various life circumstances,
- reaches any learner, anywhere at anytime, that wants to learn, and in ways that meet individual learning needs,
- builds on the foundational elements of the Inspire RoadMap including the 2023 Learning Framework, and
- is deeply rooted in contemporary learning science.

### Proposed Framework

The proposed framework integrates best practices (e.g. Universal Design for Learning), current research, future projections, and the necessary ecological systems to support learners now and in the future. It focuses on the learner and adapting to meet learner need. It builds on the College's past successes and seeks to provide a robust foundation for the future.

## Reference Materials

- [Learning Framework](#) (web link) and [PDF](#)

## Supporting Analysis

The trend in educational delivery models is shifting towards personalized, on-demand learning strategies with tailored results to accommodate the evolving world *and* the requirements of underserved learners and employed adults. To meet this demand, higher education will need to consider several modes of delivery to facilitate teaching, learning, and evaluation across a wide range of contexts and environments.<sup>1</sup>

### Key Considerations

There are several social and economic disruptions occurring that suggest post-secondary education model will need to evolve to transform its learning practices, or delivery model, to retain value and relevance.

*Emerging Technologies:* Generative AI and other emerging technologies promise to change teaching and learning in ways that are not yet fully understood. Future proof delivery models will need to be able to leverage advancements in technology to enhance learning experiences and options.

*Socioeconomic Trends:* Older population, increased cost of living, a decline in the perception of the value of a credential, a growing digital divide, increasing demands for multiple ways of knowing, and flexible learning options suggest delivery models will need to adapt to a changing learner demographic and need to change to ensure equitable and inclusivity.

*Changing Landscape of Work:* Increased demand for workforce skills and competencies, challenges around employee retention, and emerging technology is shifting the landscape of work. Preparing learners for future job markets and career shifts and ensuring delivery models are accessible to working adults will be required to support the social, cultural and economic fabric of the region.

### Framework Engagement & Implementation

A presentation to the Board will introduce the Sustainable Delivery Framework, and how it guides new directions in learning as outlined in the Inspire Plan. The framework has been reviewed by a variety of audiences and broader College community engagement continues. Planning for the Framework's implementation is in the initial stages.

## Alignment to the Strategic Plan Roadmap

Inspire Commitment: Inclusive and Equitable Access

RoadMap Initiative: Sustainable Regional, Rural, Remote Program Delivery Model

## Risk Implication & Mitigation Steps

Enrolments and program viability are subject to significant risks based on delivery models. By proactively anticipating future trends, analyzing evidence, and developing a robust delivery framework, the College is better positioned to respond and adapt to emerging trends and ensure inclusive and equitable access.

<sup>1</sup> Kukulska-Hulme, A., et al. (2023) *Innovating Pedagogy 2023: Exploring new forms of teaching, learning and assessment to guide educators and policy makers*. The Open University. [www.open.ac.uk/innovating](http://www.open.ac.uk/innovating).

**Proposed and Prepared by**

Joan Ragsdale, Special Advisor to the President;  
 Dr. Carolee Clyne, Teaching and Learning Faculty  
 Jordan Perrey, College Information Officer  
 Danelle Greebe, Director Continuing Studies & Corporate Training  
 Executive Sponsors: Dr. Neil Fassina, President, Dr. Samantha Lenci, Provost and Vice President Academic

<b>Consultation History</b>	<b>Reviewed</b>	<b>Recommended</b>	<b>Group/Individual, Title</b>	<b>Date</b>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Roadmap Working Group	7/24/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Provost Council	9/18/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Leadership Council	9/26/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Education Council	12/5/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



## BOARD OF GOVERNORS – BRIEFING NOTE

December 3, 2024

Agenda #: 5.2.1

<b>Title</b>	Distinguished Achievement Awards Policy		
<b>Action and/or Recommendation</b>	For Approval <u>Recommended Motion:</u> <b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the Distinguished Achievement Awards Policy as recommended by the Governance Committee.”</i></b>		
<b>Meets OC’s Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input checked="" type="checkbox"/> Respect <input checked="" type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input checked="" type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

### Background Statement

Before 2005 and the establishment of the new Okanagan College, Okanagan University College had the authority to award honorary degrees. Once established as the new Okanagan College under the College and Institute Act, the College no longer had this authority. As a result, the Honorary Fellow award was developed and presented for the first time in 2006. The College continued to use the same process for assessing nominations that Okanagan University College had and to make recommendations to the Board, through the Tributes Committee and Education Council.

Education Council is in the process of conducting a governance review and through that process it was identified that their authority for awards of excellence is limited to academic awards. Given this context, it is suggested that Education Council retain responsibility for setting criteria for honorary degrees, even though they cannot currently be awarded at this time. On November 7, 2024 Education Council supported the removal of all clauses related to Honorary Fellow awards and distinguished service and other notable achievements from their Tributes Committee’s Terms of Reference.

It is recommended that a new policy and process be established for the awarding of non-academic distinguished achievement awards such as the Honorary Fellow Award and Distinguished Service Award. Under the proposed Distinguished Achievement Awards Policy, a new Awards Committee would be established to make award nominations for the Board’s approval. Following the Policy’s approval, detailed procedures will be developed to ensure a smooth implementation.

Attached for the Governance Committee’s consideration is the draft policy. In developing the policy, we have intentionally kept the criteria broad to allow for as diverse list of nominees as possible.

## Reference Materials

- Draft Distinguished Achievement Awards Policy

## Supporting Analysis

A review of honorific awards granted by other institutions in British Columbia has been completed. While some institutions have policies in place for awarding honorary fellowships or associate degrees, meaningful comparisons are limited. Notably, several institutions have not issued such awards in over a decade.

## Alignment to the Strategic Plan Roadmap

**Effective and Efficient.** Policy and Procedure Renewal.

## Risk Implication & Mitigation Steps

**Operational and Reputational:** Having a clear policy in place mitigates the reputational risk of making nominations for distinguished awards. As the awards are under the Board's authority, adopting the policy and future procedures developed will streamline the review and approval process.

## Proposed and Prepared by

Joan Ragsdale, Special Advisor and Tributes Committee Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	11/7/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Governance Committee	12/3/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



## DISTINGUISHED ACHIEVEMENT AWARDS POLICY

Policy Area:	Board		
Policy Number:	To be assigned by Office of Policy Coordination		
Policy Sponsor:	President		
Policy Contact:	Senior Administrative Officer, Coordination & Operations		
Stakeholders:	Employees, Students, Community Members		
Authority:	<i>College and Institute Act</i>		
Approval Authority:	Board of Governors		
Approval Date:			
Effective Date:			
Replaces or New:	New		
Last reviewed:	December 2024	Scheduled review date:	December 2029
Procedures:	<i>To be developed</i>		

### 1. Policy Statement

To recognize those individuals whose exemplary actions, work, study, or volunteerism have made direct and significant contributions to the regions served by the College, Okanagan College grants three categories of distinguished achievement awards. These awards are the Honorary Fellow, Distinguished Alumni, and the Distinguished Service Awards.

### 2. Purpose

This policy establishes the criteria for awarding the designation of "Honorary Fellow," or "Distinguished Service" to individuals of such standing that they may serve to inspire learners and reflect the values of the College in the wider community.

### 3. Scope and Application

Applies to all individuals who are or may become involved in the identification and selection process for these Awards and the recipients of the Awards. Honorary degree criteria and principles are not included in this policy.

#### 4. Definitions

<b>Award(s)</b>	Means either the Honorary Fellow or Distinguished Service awards outlined in this policy.
<b>Distinguished Service</b>	Means the award given to a past Okanagan College employee who has given outstanding service to the College, who has shared and supported the mission, vision and values of College.
<b>Honorary Fellow</b>	Means the award given to persons whose exemplary actions, work, study or volunteerism have inspired and made significant contributions to social, economic, environment, or cultural resiliency on a local, provincial, national or on an international level.

#### 5. Award Principles

The Awards are established by the Board of Governors to recognize individuals who have distinguished themselves by their significant contributions. They will be awarded based on the following principles:

- 5.1 Identification of deserving candidates for the consideration of an Award is a collaborative and community-based activity. Employees, students, alumni, and members outside the College's internal community can submit a nomination. Self-nominations will not be accepted.
- 5.2 Awards will not be given as a matter of routine and will be extended only to those who are most deserving.
- 5.3 Individuals holding public office are not eligible for nomination while serving in office and are not generally eligible until one (1) year after the end of their public position.
- 5.4 Former College employees are generally ineligible for nomination for a Distinguished Service Award for a period of one (1) year following retirement or conclusion of service.
- 5.5 Personal financial contributions to the College will not be considered when evaluating nominations for these Awards.
- 5.6 An Awards Committee, will be established by the President with terms of reference, to review nominations and make recommendations to the Board. Committee membership shall include:
  - a) President (Chair)
  - b) Academic Dean
  - c) Board Member
  - d) Dean, Community Relations & Careers
  - e) Director, Okanagan College Foundation
  - f) Member of the Administrators' Association or Excluded Support Staff
  - g) Member of BCGEU (Support)
  - h) Member of BCGEU (Instructional)
  - i) Member of the Okanagan College Faculty Association
  - j) Student
  - k) Vice President, Enrolment & College Relations

- 5.7 Recommendations from the Awards Committee will be presented to the Board of Governors for final approval.
- 5.8 Nominations will be strictly confidential; consequently, nominators must not inform or share details of the nomination process with nominees, including the fact that they have been nominated. In turn, successful nominees will be notified of their nomination prior to their public announcement.
- 5.9 The Board may revoke any Award designation it has conferred if the conduct of the recipient is such that to continue recognizing the recipient for the Award could reasonably cause harm to the reputation and public image of the College.

## 6. Honorary Fellow Award Criteria

The following criteria will be used to assess nominations for the Honorary Fellow Award. While recipients may not necessarily meet all the criteria, their actions and contributions must be consistent with and reflect Okanagan College values of students first, community, respect, courage, relationships, and distinction.

- 6.1 Accomplishment - attained notable achievements or successes that contributed positively to their field or community.
- 6.2 Community Service - contributions have strengthened the social, economic, environmental or cultural resiliency of the community
- 6.3 Diversity - actions and contributions have embodied or inspired the diversity that is our community.
- 6.4 Eminence - achieved recognition and respect within their field or community, reflecting significant influence or leadership
- 6.5 Excellence - demonstrated distinguished and noteworthy achievement in their field of study, profession, or business
- 6.6 Humanitarian - demonstrated contributions to the community through activities to support reconciliation, equity, inclusion, social justice and sustainability
- 6.7 Mentorship - demonstrated a commitment to guiding, advising, and supporting others in their personal or professional growth

## 7. Distinguished Service Award Criteria

The following criteria will be used to assess nominations for the Distinguished Service Award. While recipients may not necessarily meet all the criteria, their actions and contributions must be consistent with and reflect Okanagan College values of students first, community, respect, courage, relationships, and distinction.

- 7.1 College Service - demonstrated outstanding and sustained service and/or volunteerism within the Okanagan College
- 7.2 Community Service - contributions have strengthened the social, economic, environmental or cultural resiliency of the community
- 7.3 Diversity - actions and contributions have embodied or inspired the diversity that is our college community
- 7.4 Humanitarian - demonstrated contributions to the community through activities to support reconciliation, equity, inclusion, social justice and sustainability

**8. Related Acts and Regulations***College and Institute Act***9. Supporting References, Policies, Procedures and Forms***To be developed.***History / Revisions**

Date	Action
YYYY-MM-DD	Approved by Board, Education Council, Executive Team.: <i>Title of Policy</i>



# BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 5.2.2

<b>Title</b>	2024 Board Professional Development Survey		
<b>Action and/or Recommendation</b>	For Discussion/Advice		
<b>Meets OC's Inspire Plan...</b>	<b>Values</b> <input checked="" type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input checked="" type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input type="checkbox"/> Inclusive & Equitable Access <input checked="" type="checkbox"/> Life-long learning partnerships <input checked="" type="checkbox"/> Integration and focus

## Background Statement

In October 2024, the Board hosted a two-day Professional Development Session. A survey was distributed to collect feedback from each day of the session.

The Governance Committee is asked to review the attached feedback and provide advice on what was considered successful; where improvements might be made; and suggest any insights into what could be incorporated into future professional development sessions of the Board.

This information was reviewed by the Governance Committee on December 3, 2024.

## Reference Materials

- 2024 Board PD Professional Development Feedback

## Supporting Analysis

The surveys included several questions to rate the various sessions on a Likert scale along with opportunities to provide written feedback on each topic. The responses are summarized by question. The report reveals that all sessions on both days received positive ratings. The majority of respondents rated every session either Very Good or Excellent.

On Day 1, 9 Board members completed the survey. Feedback from Day 1 sessions suggested that, although generally well-received, for some Board members, the sessions ran long; particularly the Labour Market presentation. Some members would have appreciated less one-way dialogue and more opportunities for engagement discussion.

On Day 2, 8 Board members completed the survey. Overall, the sessions on Day 2 were well received. The Day 2 Session "Program Input from Deans" received the highest ratings and most positive comments, with a full 99% of respondents rated that session either Excellent (37%) or Very Good (62%). Additionally on Day 2, fully 100% of respondents indicated that the *opportunity for participant input* was either Excellent (50%) or Very Good (50%).

Board members also noted appreciation for the opportunity to hear about student perspective directly from students.

### Alignment to the Strategic Plan Roadmap

**Individualized life-long learning partnerships. Integration and focus.** A review and discussion of the session feedback will inform improvements to the Board’s learning and engagement at future professional development sessions.

### Risk Implication & Mitigation Steps

**Governance.** Ensuring the Board is supported in professional development and applying the knowledge and skills learned to be effective Governors mitigates governance risks.

#### Proposed and Prepared by

Neil Fassina, President

Kristen Wiebe, Governance Coordinator

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Governance Committee	12/3/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

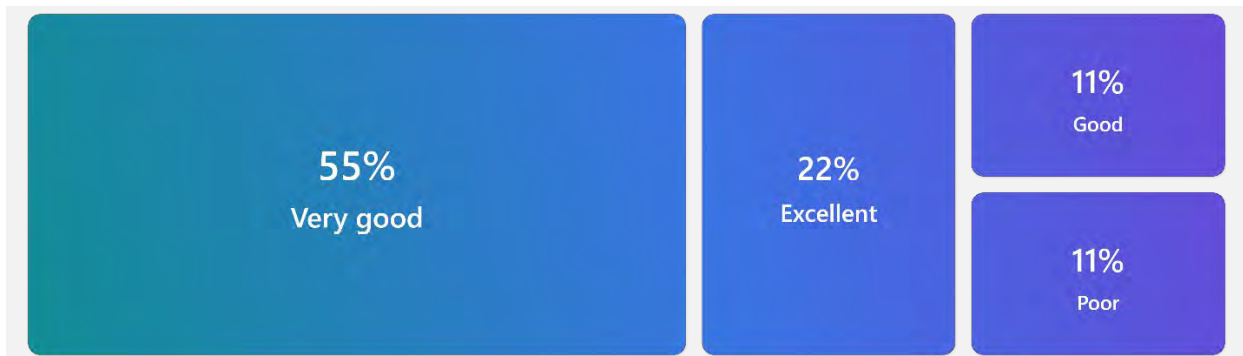
# OC Board of Governors Professional Development Session

## Day 1 - October 22, 2024

### DAY 1 – OVERALL

Total Respondents: 9

#1: How would you rate Day 1 of the PD Session overall:

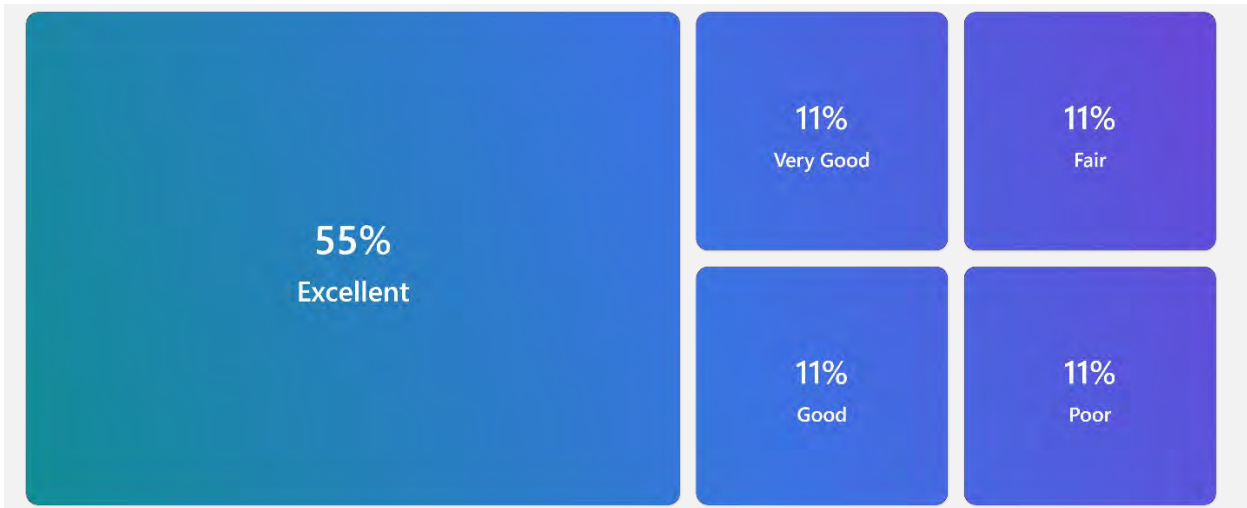


#2: Please provide any comments or suggestions on Day 1 overall:

- Sessions were long and I don't understand what the outcome was meant to be. Both sessions could have been accomplished in the 2 hours of the first session.
- Shorter presentation; more engaging.
- Great topics for PD.
- I really enjoyed Anita's presentation. Matt's was a little long, but very informative.
- Great speakers and information they have provided.
- Enjoyed and appreciated both speakers. Great info and food for thought. Appreciated the campus tour.
- Two very good presenters with valuable information provided to assist us in thinking about the future of OC.

GOVERNMENT ADVOCACY

#3: Please rate the session – Government Advocacy:



#4: Comments or feedback on the session – Government Advocacy:

- I was bored and honestly didn't understand what the purpose was or why she was talking to us.
- More engaging
- Too much reading of bullets on slides, not enough dialogue
- Great suggestions in advocacy approaches and connecting with decision makers and funding resources.

## FUTURE OF ECONOMY IN EDUCATION

#5: Please rate the session – Future of Economy in Education:

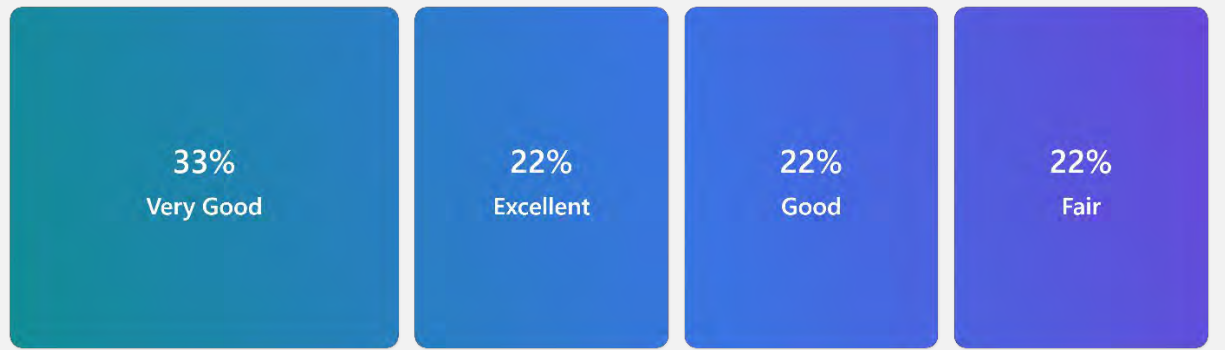


#6: Comments or feedback on the session – Future of Economy in Education:

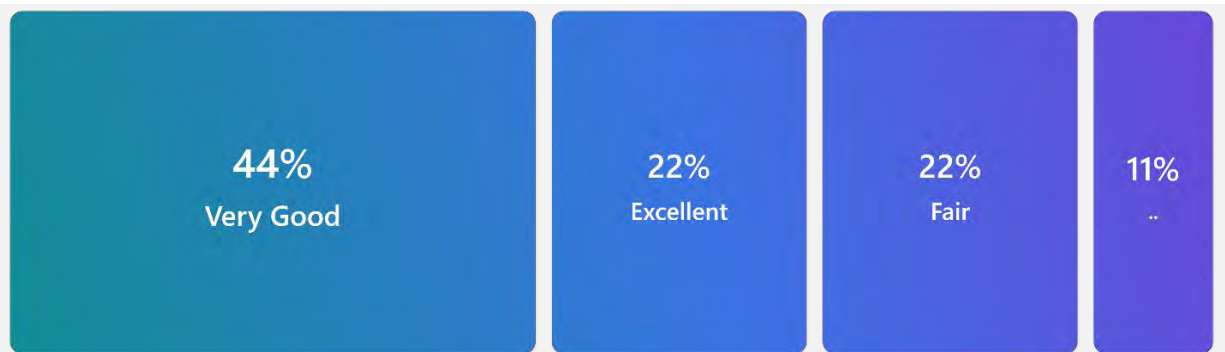
- Good info. But too much info. Could have been done in 45-60 mins max.
- Was good just shorter presentation and more engaging.
- Nice balance of info & discussion.
- Too much back information and more employment analysis would have been beneficial.
- I enjoyed Matt's presentation very much.
- Enjoyed and helpful insight on how this relates to the inspire strategic plan.
- The college has work ahead in planning for the future of economy in education.
- Too much data. Would have been helpful to have more discussion to connect the dots about impacts of data to OC.

ENGAGEMENT & PARTICIPATION

#7: How would you rate your overall personal engagement with the professional development content on Day 1?



#8: How would you rate the opportunities for participant input during the Day 1 sessions?



#9: If applicable, please provide:

- Comments on how your personal engagement or participation was supported within the Day 1 format.
- Suggested improvements that would have supported your personal engagement or participation within the Day 1 format.

- Engaging speaker in first session supported my engagement.
- Great to see many perspectives and #s brought to the table for discussion.
- See above comment about less info and more space for discussion.
- Too much one way dialogue. I was maybe engaged for the first 30 minutes of each presentation.

#10: Please feel free to provide any other general comments/feedback.

- Thanks for the delicious lunch and treats.
- Thank you for a great day.

# OC Board of Governors Professional Development Session

## Day 2 - October 23, 2024

### DAY 2 – OVERALL

Total Respondents: **8**

# 1: How would you rate Day 2 of the PD Session overall:

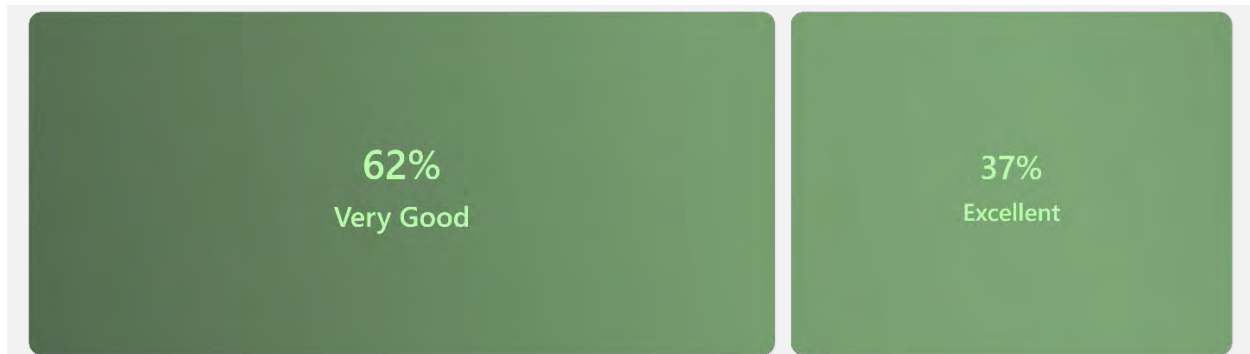


# 2: Please provide any comments or suggestions on Day 2 overall:

- All sessions on Day 2 were well delivered.
- Have larger print on the projector screens and on the handouts.
- I enjoyed the program unit from Dean's session.
- Enjoyed the program input hearing about the areas within OC and meeting the deans.
- Great day.
- It was more engaging so appreciated that and learning more about what ok college offers.
- Good overarching view of the institution and the various departments.

PROGRAM INPUT FROM DEANS

# 3: Please rate the session – Program Input from Deans:

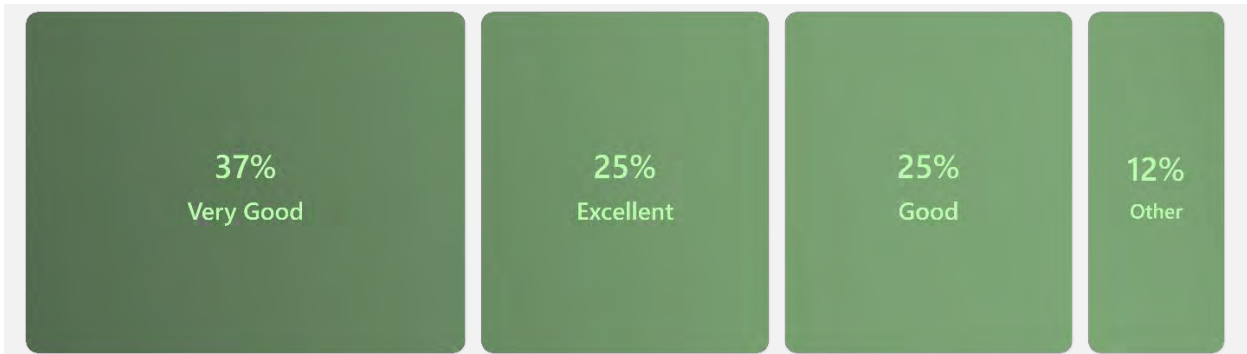


# 4: Comments or feedback on the session – Program Input from Deans:

- Enjoyed hearing from each of the deans on their programs. Their enthusiasm for OC was clearly evident.
- Appreciated the smaller group conversations with Deans.
- This was a valuable session for understanding the programs and structure.
- Well done!
- Great job

PROGRAM INPUT FROM COMMUNITY PARTNERS

# 5: Please rate the session – Program Input from Community Partners:

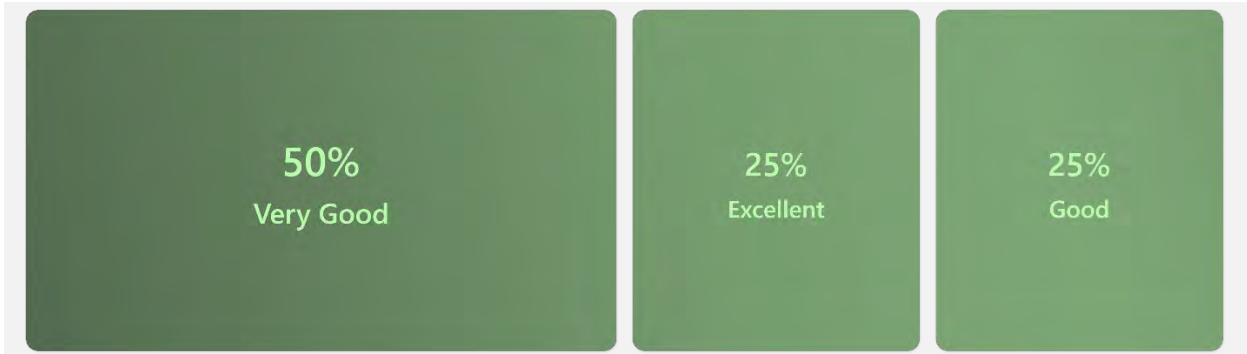


# 6: Comments or feedback on the session – Program Input from Community Partners:

- Worthwhile.
- Excellent information provided and insight on the framework executives are working on.
- More examples would have been helpful in understanding the different frameworks and committees.
- I enjoyed seeing more on the indigenous work being done.

CONNECTION AND APPLICATION TO PROGRAMMING

# 7: Please rate the Case Study activity – Connection and Application to Programming:



# 8: Comments or feedback on the Case Study activity – Connection and Application to Programming:

- This really gave us a better understanding of the process involved in program development, review and retirement. And the number of stakeholders these decisions impact.
- Helpful to learn the strategy for assessing, renewing and retiring programs.
- It was good to hear about the OC experience from a student.
- Good to see a strong framework for program review, renewal and retirement .

**PROGRAMMING IMPACT ON STUDENT OUTCOMES**

# 9: Please rate the session – Programming Impact on Student Outcomes:



# 10: Comments or feedback on the session – Programming Impact on Student Outcomes:

- Always enjoy hearing from a student on their experience at OC.
- Great two days. Informative As mentioned by another board member, perhaps a small bit regarding info on communication - clarity and how to handle situations even though it is within the board orientation binder.
- Always good to hear from students and their personal experiences with ok college.
- Always love hearing from the students and their experiences.

DAY 2 – ENGAGEMENT & PARTICIPATION

# 11: How would you rate your overall personal engagement with the professional development content on Day 2?



# 12: How would you rate the opportunities for participant input during the Day 2 sessions?



# 13: If applicable, please provide:

- Comments on how your personal engagement or participation was supported within the Day 2 format.
- Suggested improvements that would have supported your personal engagement or participation within the Day 2 format.
- I liked the program input session, as we moved through the different areas.
- Great variety. Enjoyed hearing from the Deans.
- Felt far more engaged in day 2 over day 1. Felt more relevant to being a governor.

# 14: Please feel free to provide any other general comments/feedback.

- I appreciate the PD days as it gives an understanding of the institution, where we see at and where we want to go and how we plan to get there.
- It was an informative day and appreciate the information today.



## BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 5.3.1

<b>Title</b>	International Tuition Rates		
<b>Action and/or Recommendation</b>	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><b><i>“BE IT RESOLVED THAT Okanagan College Board of Governors approve the following increases for international tuition rates:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>a 4.8% increase for all international students effective September 2025;</i></b></li> <li>• <b><i>a one-time increase of 40% for new international students effective September 2026; and</i></b></li> <li>• <b><i>a 4.8% increase for all returning students in 2026, 2027, and 2028 as recommended by the Finance, Audit and Risk Committee.”</i></b></li> </ul>		
<b>Meets OC’s Inspire Plan...</b>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students First</li> <li><input type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input checked="" type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Effective and Efficient</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input type="checkbox"/> Life-long learning partnerships</li> <li><input type="checkbox"/> Integration and focus</li> </ul>

### Background Statement

International tuition rates are reviewed annually in the fall and set for the following September. Unlike domestic tuition, the [B.C.’s tuition limit policy](#) does not apply to international tuition.

The following factors are considered in determining international student tuition rates:

- The impact of increases on current international students
- Tuition transparency and predictability for students
- That fees charged provide adequate coverage of the cost of courses, services and supports for international students
- Okanagan College’s international market position as an institution of choice
- Okanagan College’s financial sustainability

### Reference Materials

- None

## Supporting Analysis

Post-secondary institutions receive base funding from the provincial government each year, which is calculated based on the expected number of domestic students served. It is expected that international education programs are funded through international student tuition. For this reason, institutions assess their international student tuition rate on an annual basis, to ensure that it enables the provision of the educational services and supports that are required by international students.

Additionally, the provincial government [announced new measures this past summer](#) designed to provide tuition transparency to international students. Under the new requirements, institutions must have rates set for incoming students that provides them with information about the cost of their tuition for each year of their program (for a total of up to four years).

Last year, the Board provided direction that international tuition should be costed on a break-even basis. To meet this direction, administration conducted a complete costing exercise and determined the annual increase in expenses related to delivering international education is on average 4.8%.

Members will note that this value is higher than inflation. In part, this is due to the additional costs associated with international students that are not factors associated with domestic students (e.g., international student recruitment expenses).

Therefore, it is recommended that there be an international tuition increase for the next four years of 4.8% to keep pace with the average increase in expenses. In September 2025, a 4.8% increase is equivalent to an increase of \$81 for each three-credit course (\$1,696 to \$1,777).

Analysis further showed that OC was only at a break-even point when factoring in direct instructional costs (e.g. in-classroom) and secondary support costs (e.g. student services, Registrar's office), and direct international student recruitment costs. However, when tertiary costs such as facility expenses, interest, and amortization are factored in, break-even was not being achieved.

Following the costing exercise, several options were reviewed and considered, recognizing that to include the tertiary costs requires a significant one-time tuition increase. Each scenario was judged against a) the impact on students, b) the timing of the proposed increase (i.e., would it impact students who have already applied to start in Fall 2025), c) operational circumstances that would limit the potential successful implementation of the change (i.e. technical limitations), d) the timing of the decision relative to federal policy changes that impact international students, and e) the financial impacts and timing of those impacts.

Members will note that the scenario proposed below outlines the maximum value of the increase in future years. As the College adjusts its operations to reflect a decrease in international students over the coming two years, these values will be reassessed. In the event the College can financially lower the increase amounts, recommendations to do so will be made in future years.

### **Recommendation:**

Proposed step increase (4.8%) for all new and returning international students effective September 2025.

- *Cost per 3-credit course will increase by \$81 from \$1,696 to \$1,777.*

A 40% international tuition rate increase for new incoming international students effective September 2026.

- *Cost per 3-credit course will increase from \$1,777 to \$2,488 (by \$711).*

A 4.8% tuition increase for all returning international students effective September 2026.

- For returning international students enrolled in 2025 or prior, the cost per 3-credit course will increase from \$1,777 to \$1862 (by \$85).

A 4.8% tuition increase for returning international students in September 2027 and 2028.

- For returning international students enrolled in 2025 or prior, the cost per 3-credit course will increase from \$1,862 to \$1,951 (by \$89) in 2027, and from \$1,951 to \$2,045 (by \$94) in 2028.
- For returning international students who have enrolled in their program in 2026, the cost per 3-credit course will increase from \$2,488 to \$2,607 (by \$119) in 2027, and from \$2,607 to \$2,732 (by \$125) in 2028.

**Table 1. Proposed tuition rates per three-credit course**

	2024/25	2025/26	2026/27	2027/28	2028/29
Returning students (those who started a program in 2024/25 or earlier)	Current	4.8%	4.8%	4.8%	-
	\$1,696	\$1,777	\$1,862	\$1,951	-
Students starting a program in Fall 2025	-	4.8%	4.8%	4.8%	4.8%
	-	\$1,777	\$1,862	\$1,951	\$2,045
Students starting a program in Fall 2026	-	-	40%	4.8%	4.8%
	-	-	\$2,488	\$2,607	\$2,732
Students starting a program in Fall 2027	-	-	-	4.8%	4.8%
	-	-	-	\$2,607	\$2,732

By setting the 40% increase to come into effect for incoming students in September 2026, the increase will not impact students who have already applied to OC for September 2025 in good faith and without awareness of the change.

## Alignment to the Strategic Plan Roadmap

*Financial Sustainability*

## Risk Implication & Mitigation Steps

**Financial:** For each year that international tuition is not adjusted to reflect the cost of inflation and the full costs associated with program delivery, there is increasing pressures on College operations and finances. International tuition rates need to be at a level that is sustainable and recovers costs.

**Reputational:** Increasing international tuition rates comes with inherent risks of opposition and concern from students and the OC community. By delaying the implementation of the one-time increase until fall 2026, the College is able to be transparent with prospective international students about costs. Additionally, it mitigates the impact on current students and those who have applied to start in 2025 already and without knowledge of a change in tuition, and for the College to communicate with the broader community. It should also be noted that there are some opportunities for international students to receive bursaries or other supports.

**Proposed and prepared by**

Curtis Morcom, CFO &amp; Vice President, Corporate Services

<b>Consultation History</b>	<b>Reviewed</b>	<b>Recommended</b>	<b>Group/Individual, Title</b>	<b>Date</b>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Executive Team	11/27/2024
	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Finance, Audit and Risk Committee	12/3/2024



nam

# Okanagan College Board of Governors President's Report

December 2024

## INTRODUCTION

My December report addresses activities that have taken place between September and December 2024.

**Executive Summary:** Members will note that my December report addresses a series of updates related to international students at the College. This includes administration proposing an increase to International Tuition in [agenda item 5.3.1](#). Administration has worked through several costing exercises related to international student numbers to deliver on a request to post up to four years of international tuition projections.

Moreover, details are provided regarding anticipated enrolment impacts resulting from federal policy changes.

In the sections that follow, I address a series of strategic highlights, operational highlights, and points for potential advocacy and communication for Board members. I have endeavored to highlight the importance of different Board agenda items throughout the report.

## Part 1: Strategic Highlights and Questions

**Provincial Election:** David Eby was re-elected as Premier in BC in the 2024 election. Premier Eby's new cabinet was sworn in on November 18. MLA Anne Kang returns as the Minister responsible for Post Secondary Education and Future Skills, a role previously held prior to December 2022. It is anticipated that Okanagan College will receive a revised or new mandate letter from the Minister in the new year. What remains unclear is whether a new mandate letter would only cover the remainder of the 2024/25 fiscal year, extended into the 2025/26 year, or prescribe the College's mandate for the length of the new government's mandate. Further information will be available at the March meeting of the Board.

Following the confirmation of results from the B.C. election on October 19, Okanagan College sent letters of congratulations to locally elected MLAs, the Minister of Post Secondary Education and Future Skills, and relevant cabinet ministers. I have met with several of the new MLAs already, and the College hosted an initial meeting of Kelowna area representatives on campus on December 6.

**Indigenous OC:** The new Okanagan College Indigenous Strategic Framework is [now available on the OC website](#), as the Director, Indigenous Relations and Reconciliation leads coordinated engagement with communities through the region. The materials available online include descriptions of the purpose of the framework and each of the four pillars, as well as an overview of OC's approach to seeking input, guidance and direction from Indigenous partners. Communications to support OC staff to learn about the Strategic Framework, and to support the initiatives outlined in the Indigenous OC Roadmap, will continue through 2025.

**Student Housing – Indigenous naming ceremonies:** Okanagan College welcomed members of the Okanagan Indian Band (OKIB), students, staff, and local community members to raise the OKIB flag at the College's Vernon campus on Sept. 27. The event also marked the official name-giving ceremony for the newly constructed student housing building on site. The building was named eĆtaťix<sup>w</sup>əx<sup>w</sup>Im ł? řik<sup>w</sup>t l a? nkəkmaplqs, a Syilx term meaning 'Changing Colours of Kalamalka Lake.'

At the time of writing, a similar name-giving ceremony is scheduled on the Kelowna campus on Dec. 6. The new student housing building at K.L.O. Road will be gifted the name *ciṭxʷ kl snmymyaʔtn* a Sylix term meaning 'Home for School', and the first floor gathering space named *snullustn*, meaning 'Place to Gather'.

**Strategic Enrolment – International – IRCC Policy Changes:** Earlier this fall, Immigration, Refugees and Citizenship Canada (IRCC) announced changes which reduce the number of college programs eligible for a Post-Graduate Work Permit (PGWP). This decision came into effect on Nov. 1 and means international students who apply to colleges in Canada must be enrolled in one of a limited number of programs if they plan to pursue PGWP and a pathway to immigration. The current [list of affected programs](#) represents eight per cent of programs offered at OC.

At OC, we are already experiencing lower **new** international student enrolments. OC saw a decrease of approximately 50 per cent new international students in fall 2024 as compared to fall 2023, and for winter 2025, there are 70 per cent fewer new international students currently enrolled in classes compared to winter 2024. It is important to note, that for this current fiscal year, the total number of international students at OC remains consistent with last year, at approximately 2,000 students.

Over the coming months, OC will identify and implement strategies to prepare for reduced international student enrolment next fall. This work will include looking at opportunities in all areas of the College, both instructional and non-instructional, and across all positions.

To date, no programs have been closed as a result of the new IRCC policies at Okanagan College. However, several will have fewer sections in the winter semester and course availability may be more limited for students. This has had an impact on the teams in the Arts & Foundational programs portfolio and the School of Business where thirteen term faculty positions have been reduced.

With fewer new students this fall, we are taking initial steps to restructure the International Education department. This includes a reduction of five positions within the department, and a realignment of our international student recruitment approach and strategies to the new policy environment. Specifically, the role of International Marketing and Recruitment Specialist is being eliminated and will be replaced with a new recruiter position in early January. Okanagan College hosted the Central Okanagan Economic Development Corporation advisory group on Nov. 13, and provided an overview of the policy changes and their impact on OC. The advisory group includes municipal leaders as well as the Chamber of Commerce, UBC Okanagan and School District 23.

**Engagement:** The Provost and AVP People Services met with the heads of all four labour associations on Nov. 12 and provided both an overview of the impacts of the new IRCC policies on international student enrolment and of a phased approach to potential labour adjustment strategies. This meeting marked the first in what will be regular meetings between management and the associations, with a specific focus on ensuring all groups have the information the need related to potential and planned changes as a result of the declining international student enrolment. A second meeting is planned on December 6, to continue sharing information on potential labour adjustment strategies.

**Employee Experience Survey:** The bi-annual employee experience survey was opened for staff from November 3<sup>rd</sup> to November 28<sup>th</sup>. As of November 26, we had achieved a 46% response rate. Survey results will be available in January, and, once departments have had the opportunity to provide input and feedback, we will develop an organization-wide action plan.

**Canadian Bureau for International Education – Board of Directors:** I was elected to the Board of Directors of the CBIE on Nov. 20. The new Chair of CBIE is Sean Kennedy, President of Niagara College. Chair Kennedy and members of his executive team visited OC earlier this year.

I attended the Canadian Bureau of International Education (CBIE) annual conference in Ottawa in November and, while there, as part of ongoing advocacy efforts by post-secondary institutions to address the impacts of the IRCC policy changes this year, I met with staff in the Ministry of Employment and Social Development and the Member of Parliament for Kelowna-Lake Country. Federal Immigration Minister Marc Miller was a guest speaker at the CBIE conference, and Minister Miller also spoke at a subsequent event hosted by the Vancouver Board of Trade, which I also attended.

**City of Gastronomy – Invitation to apply to UNESCO Creative Cities Network:** Okanagan College is working with the City of Kelowna and Tourism Kelowna to co-lead an application process that, if successful, would see Kelowna recognized internationally as a 'City of Gastronomy.' Following an initial expression of interest application this summer, Kelowna was selected by the Canadian Council of UNESCO to be one of two applicants to the [Creative Cities Network](#). The application, which will be submitted formally by City Council, is due Jan. 31, 2025. The new Centre for Food, Wine and Tourism at OC is a key pillar of the bid.

## Part 2: Operational Highlights

**Financial Position (Q2):** As noted in [agenda item 5.4.1](#), for Q2 (September 30, 2024), OC is projecting a surplus of \$493K. Overall, as of the stable enrolment date in September OC, was trending 5% higher than budgeted in international tuition and 8.5% lower in domestic tuition which contributed to an overall increase of \$500k in tuition.

### **College Events:**

**Convocation (October):** More than 450 graduates were celebrated [at OC's fall convocation and commencement ceremonies](#) on Oct. 5, including over 130 new health professionals. Vaneet Verma, one of the student speakers, had inspiring words for his colleagues: "As graduates, we step into a role that is more than just a job; it is a calling.... As we move forward into our careers, let us remember that every person we encounter has a story, a history and a dream. Let's step boldly into the future, armed with the knowledge that our experiences and choices will light the way to a bright future." Winter convocation and commencement ceremonies are scheduled for Jan. 25, in Kelowna.

**OC Cultivates:** The third iteration of OC's new event series, [OC Cultivates](#), was a sold-out success on Oct. 27. For the first time, the event was held on the Penticton campus, expanding its reach and the celebration of food, beverage and tourism to the South Okanagan. More than 100 people attended to hear from a panel of speakers that included one of Canada's only Certified Master Chefs, as well as two prestigious winemakers and local leaders in agriculture and hospitality.

**Ask Us Anything:** Members of the Executive hosted regular open staff meetings at each campus Oct. 28 – 29, as well as a virtual meeting, to provide team members with updates on College strategies and priorities, and to answer questions. The meetings are scheduled throughout the year and are typically well-attended. I, along with Dr. Lenci, are hosting a student focused "ask us anything" on December 5.

**Jill of All Trades:** [Jill of All Trades™ is a day-long event](#) to inspire young women in Grades 9-12 to pursue education and careers in skilled trades and apprenticeship. The event, held on November 22 in Vernon, included hands-on workshops in the motive power, manufacturing, and construction trades sectors. Female mentors led these workshops to help young women develop a better understanding of the potential of skilled trades' careers. Provost and VP Academic Dr. Samantha Lenci attended the event to welcome students and encourage them in their pursuit of careers in the trades.

**Reflections on Belonging:** From November 15 to 29, Okanagan College People Services and the Okanagan College Student Union co-hosted Reflections on Belonging, a traveling art exhibition. In line with our shared commitments to transformative inclusion and the principles of equity, diversity, inclusion and social justice, this exhibition had artists working with community members to produce works expressing their experiences of discrimination. Led by Vernon and District Immigrant and Community Services Society and funded by the Government of Canada, this unique

project is now traveling to other communities in the Okanagan region and beyond. In the new year we will explore the possibility of hosting this exhibition on our campuses.

## 2023/24 Achievements or Other Operational Highlights

### **Capital Projects**

**Centre for Food, Wine and Tourism (CFWT):** Design work for the project is almost at the 60% completion milestone. Trades tendering is scheduled for early 2025 and construction is scheduled to begin in spring 2025 with completion in August 2027.

**Don Folk Family Recreation and Wellness Centre:** The design for the Wellness Centre is 90% completed and is expected to be fully complete by mid-February 2025. Groundwork will begin in early 2025 with construction starting in late February 2025. The project is currently on budget and on time.

**Vernon Student Housing:** A full occupancy permit was received at the end of October and final landscaping projects were completed in November. This project is now considered complete.

**Salmon Arm Student Housing:** We expect to have occupancy for the building in mid-December when we will be relocating four students who have been staying in a hotel since September. In addition, there may be some trades students taking occupancy in January.

**Penticton Student Housing:** At the end of October, the Transport Canada approved the Facility Alteration Permit (FAP) for the student housing project in Penticton. Also in October, the City of Penticton approved zoning changes and the Building Permit Application. This allows the College to begin the tendering process through December and January, with construction scheduled to begin in Spring 2025.

### **Staffing updates:**

**Dean, Teaching & Learning Innovations:** The College will welcome a new Dean of Teaching & Learning Innovations on January 6, 2025. Dr. Paul Martin joins OC with over 25 years of experience in teaching and learning positions at various institutions across BC and Alberta. Dr. Martin holds a PhD in Comparative Literature from the University of Alberta.

### **Other Operational Highlights:**

**Campus Master Plan:** Stakeholder engagement sessions have taken place throughout the fall including with Provost Council, Leadership Council, Corporate Services, College Relations, and OCSU. Additional user engagement sessions through town halls at all campuses will be scheduled early in the new year. It is anticipated that the Master Capital Plan will be finalized by February 2025, with the final version to be presented to the Board of Governors for approval in March.

**2025/26 Integrated Resource Planning:** The Executive Team established Planning Assumptions in August 2024 and the IRP process for Leadership Council's input began in September 2024. Leadership Council have developed their budgets and plans for their units and continue to meet weekly to discuss and finalize the IRP. It is expected final budgets and plans for their units will be completed in December 2024.

## Part 3: Communication and Advocacy Highlights

### **Foundation / Campaign Updates**

**Thrive Here Campaign:** The Thrive Here campaign for the Recreation and Wellness Centre at the Kelowna campus has built a fund of \$12M, nearing its \$14M goal. Notable gifts this quarter include a \$100,000 gift from a local grocery retailer, \$500,000 from the Torgerson Foundation, and \$50,000 from Doane Grant Thornton. OC Alumni Association stepped up with a \$25,000 matching initiative.

**Food, Beverage, Tourism Campaign:** An ambitious campaign goal and priorities have been confirmed and work is under way to recruit a Campaign Cabinet, build the case for support, and identify major gift prospects. Our vision is that by 2028, we will raise \$20-25 million to position Okanagan College as a globally recognized leader in sustainable food, beverage, and tourism education.

**Annual Gratitude Report:** The OC Foundation's Gratitude Report was sent to all donors in December, featuring inspiring stories and transformational gifts from the last year. A copy is included for the Board of Governors.

**Giving Tuesday:** This event, held on December 3 and hosted by the OC Foundation, focused on food security, creating opportunities for the OC Community to support the student pantries on each campus.

**OCF Board:** Three new Directors joined the OC Foundation Board: Tom Dyck former senior executive at TD Bank Group; Riley Dunsmore, OC Business Alumnus and President of the Student Investment Fund; and, Scott Millard, Wealth Manager.

**Food, Beverage and Tourism – Brand campaign:** The marketing campaign designed to position OC as a leader in programs related to food, beverage and tourism careers is set to launch in December 2024, under the banner, *The Okanagan is Your College*. The communications strategy for this campaign will highlight the regional opportunities for students to gain real, hands-on experience through their programs: in vineyards, wineries, restaurants, hospitality settings, etc. and will be a precursor to the Okanagan College Foundation's fundraising campaign when it kicks off later in 2025.

**Student Awards Ceremonies:** Fall awards celebrations were held in Penticton, Vernon and Kelowna. Over \$600,000 in donor awards were distributed to deserving students from all programs Danielle Walker OC Business Alumna gave the address in Kelowna, reflecting on the impact of OC, her professors, and her involvement in Enactus on her personal growth and success.

**President's Entrance Scholarship:** In October, we invited this years' recipients of the President's Entrance Scholarship to dinner to recognize their accomplishments. Designed to support high school graduates who have demonstrated outstanding leadership skills and commitment to their communities, we award eight of these scholarships of up to \$5,000 each year.

**Employee Awards:** For the first time ever, the Employee Excellence Awards and Long Service Awards events were combined into one evening event. This gave us the opportunity to celebrate those employees nominated for their significant contributions in the past year along with those employees reaching milestones years of service (10, 15, 20, 25, 30, 35 years). Over 150 individuals attended and had the opportunity to enjoy food stations provided by the culinary program and celebrate their colleagues being recognized.

**Media and Public Relations:** Okanagan College continues to share stories about students, their achievements, and the impact of the College across our region. Since the end of May, the following news releases have been provided to media and have been covered by various/numerous outlets. OC's coverage is consistently more positive than negative, due to the volume and frequency of stories about OC students and employees.

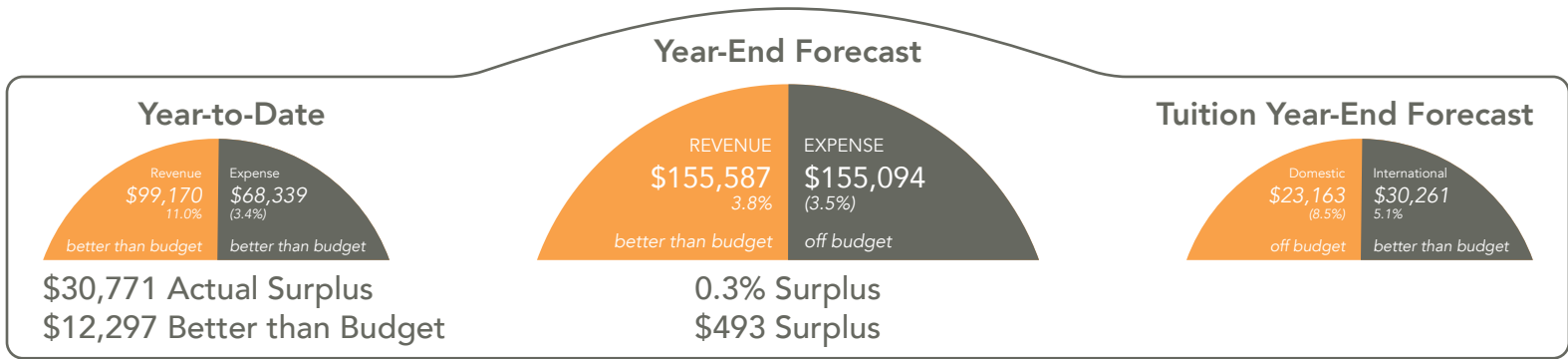
- September 3: [Madison Padgett: Thriving in Okanagan College's School of Business](#)
- September 5: [Welcome students: Excitement is high at Okanagan College](#)
- September 6: [OC professor Corinna Chong nominated for prestigious Giller Prize](#)
- September 10: [Local endurance athlete and OC grad shares insights on sport as keynote speaker at alumni AGM](#)
- September 20: [Honouring Tradition: Rhea Dupuis Reflects on Okanagan College's 15th Annual Youth Exhibition Powwow](#)
- September 26: [Okanagan College and Okanagan Indian Band Raise Flag and Celebrate Naming Ceremony at Vernon Campus](#)
- October 1: [Explore OC and apply for free this October](#)
- October 2: [Relationship builder, long-time leader to be honoured by OC at fall convocation](#)
- October 4: [National Day of Action for Missing and Murdered Indigenous Women and Girls, and Two-Spirit People](#)
- October 4: [Health grads and more set to enter the workforce after OC Convocation and Commencement ceremonies](#)
- October 16: [OC Cultivates tasting and learning series heads for Penticton](#)
- October 21: [Local playwright hits the right notes featuring 1950s Kelowna in original musical](#)
- October 23: [Award-Winning Chef Shucks Up Fun at Upcoming Tasting Festival](#)
- October 28: [Okanagan College students lead the charge with EnactusOC's project on renewable energy education](#)
- October 31: [Unwrap a winter of fun with Camp OC-inspired After School Programs at Okanagan College](#)
- November 8: [Okanagan College alum gives \\$25K to power of sport](#)
- November 13: [Vernon community help Sunflower Childcare Centre blossom into reality](#)
- November 14: [Update on International Education at Okanagan College](#)

### **Recent & Upcoming College Events:**

<b>Date</b>	<b>Activity</b>	<b>Location</b>
November 20	Mindfulness Drop-In Sessions	Penticton
November 20	Civil Connections Night	Kelowna
November 20	Careers Hub Virtual Drop-In	Virtual
November 20	International Education Week	All
November 21	Long Night Against Procrastination	Penticton/Salmon Arm
November 22	Lunchtime Yoga	Kelowna
November 22	Jill of All Trades™	Vernon
November 22	Career Skills: Resume and Cover Letter Workshop	Virtual

<b>Date</b>	<b>Activity</b>	<b>Location</b>
November 22	Career Skills: Interview Preparation Workshop	Virtual
November 25	Lunchtime Yoga	Penticton
November 29	Career Skills: Job Search Strategies Workshop	Virtual
December 4	Recreation Vehicle Technician Info Session (Online)	Virtual
December 5	Holiday Hurrah	Kelowna
December 7	Winter Party	Salmon Arm
January 6	First Day Fuel-Up	Kelowna/Penticton
January 25	Winter Convocation Ceremonies	Kelowna
February 1	Trades First Day Fuel-Up	Kelowna
February 2	OC Red Dot Players - Winter 2025 Production	Kelowna
February 3	What Were You Wearing	Kelowna
February 5	Careers Expo & Employment Fair 2025	Kelowna
February 11	Student Stress Buster Winter 2025	Kelowna
February 13	Campus Sexual Health Fair	Penticton
February 20	OC Retiree Celebration/ Social TBC	Kelowna
March 1	Trades Holiday Extravaganza	Kelowna
March 5	OC Wellness Fair 2025	Kelowna
March 8	Trades Kick Off	Kelowna
March 11	Student Ping Pong Tournament 2025	Kelowna
March 19	OC Students Connection Cafe	Kelowna
March 20	OC Students Puppies & Pizza 2025	Kelowna
March 23	Kangaroo Provincial Math Contest (Grade-School Students)	Kelowna

(amounts in \$000s)

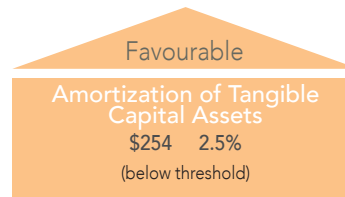
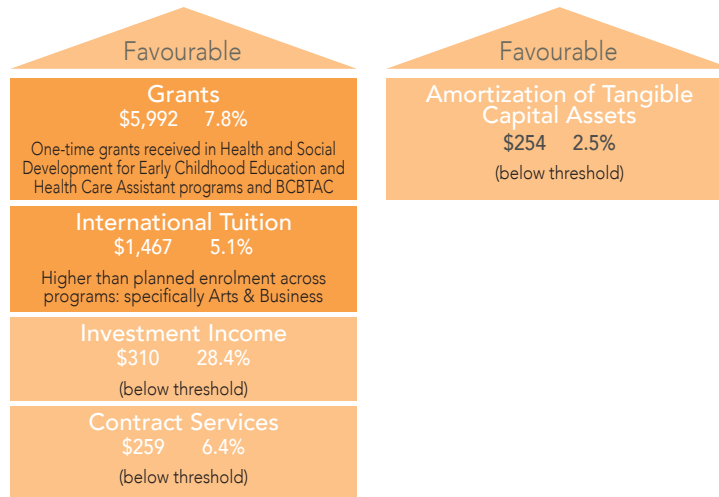


### Approved Budget

REVENUE	EXPENSE	BUDGETED SURPLUS
\$149,900	\$149,900	\$0

### Q2 Year-End Forecast Variance to Approved Budget

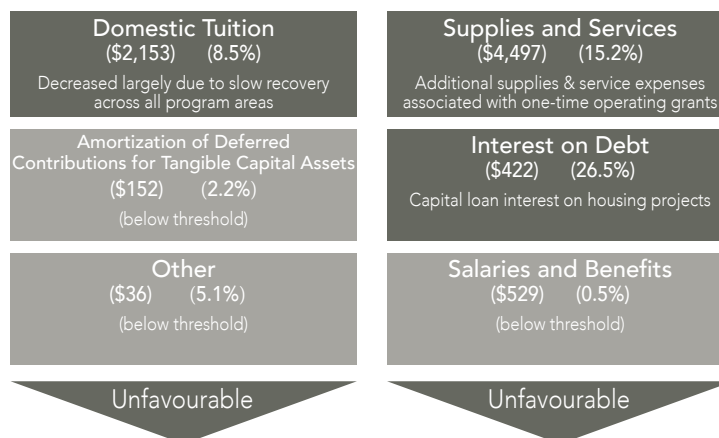
REVENUE	EXPENSE	FORECASTED SURPLUS
Variance \$5,688 (3.8%)	Variance (\$5,194) (3.5%)	Better than Budget \$493 (0.3%)



Budget line items with a material variance forecast for year-end are explained in detail. A material variance is \$400K and 2% of the budget line object or the components within the line item are above the \$400K and 2% threshold.

Note: the size of boxes is for illustrative purposes only and are not to scale

LEGEND	Material	<Material
Favourable	Orange	Light Orange
Unfavourable	Dark Grey	Light Grey



# Statement of Consolidated Operations 2024-25

## as at Quarter 2, September 30, 2024

### (Amounts in \$000s)

	A	B	Variance Favourable (Unfavourable) [A vs B]	Variance as a % of Budget	C	D	Variance Favourable (Unfavourable) [C vs D]	Variance as a % of Budget	Note
	Actual Q2	Budget Q2			Q2 Forecast Year End 2024-25	Budget Approved 2024-25			
<b>REVENUE</b>									
Grants	50,037	42,394	7,642	18.0%	82,961	76,969	5,992	7.8%	1
Domestic tuition and mandatory fees	18,186	18,591	(405)	-2.2%	23,163	25,315	(2,153)	-8.5%	2
International tuition and mandatory fees	21,239	19,089	2,150	11.3%	30,261	28,794	1,467	5.1%	3
Contract services	2,227	2,743	(516)	-18.8%	4,290	4,031	259	6.4%	
Ancillary service sales	2,513	2,236	277	12.4%	6,201	6,201	0	0.0%	
Investment income	1,069	502	567	112.9%	1,400	1,090	310	28.4%	
Other	772	351	422	120.3%	668	704	(36)	-5.1%	
Post construction contributions for tangible capital assets	0	0	0	0.0%	0	0	0	0.0%	
Amortization of deferred contributions for tangible capital assets	3,128	3,397	(269)	-7.9%	6,644	6,796	(152)	-2.2%	
<b>TOTAL REVENUE</b>	<b>99,170</b>	<b>89,302</b>	<b>9,868</b>	<b>11.0%</b>	<b>155,587</b>	<b>149,900</b>	<b>5,688</b>	<b>3.8%</b>	
<b>EXPENSE</b>									
Salaries and benefits	51,008	51,804	796	1.5%	109,295	108,766	(529)	-0.5%	
Supplies and services	12,720	14,001	1,281	9.1%	34,045	29,548	(4,497)	-15.2%	4
Interest on debt	131	27	(104)	-390.9%	2,015	1,593	(422)	-26.5%	5
Amortization of tangible capital assets	4,539	4,997	457	9.1%	9,739	9,993	254	2.5%	
<b>TOTAL EXPENSE</b>	<b>68,399</b>	<b>70,828</b>	<b>2,429</b>	<b>3.4%</b>	<b>155,094</b>	<b>149,900</b>	<b>(5,194)</b>	<b>-3.5%</b>	
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>30,771</b>	<b>18,474</b>	<b>12,297</b>	<b>14.5%</b>	<b>493</b>	<b>0</b>	<b>493</b>	<b>0.3%</b>	

Year End Forecast Variance to Budget Material Notes: > \$400K and 2% of the budget line or the components within the line item are above the \$400K and 2% threshold

1. Grants: exceeds budget due to one-time grants received in Health and Social Development for Early Childhood Education and Health Care Assistant programs and BC Beverage Technology Access Centre (BCBTAC)
2. Domestic tuition: less than budgeted due to reduced enrolment forecast in Business and Science
3. International tuition: exceeds budget due to increased enrolment in Arts and recognition of prior year deferred revenue
4. Supplies and services: exceeds budget due to costs associated with one-time grants received in Health and Social Development and BC Beverage Technology Access Centre (BCBTAC)
5. Interest on debt: exceeds budget due to revised forecast on capital loan for Kelowna Housing



# BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 5.5.1

<b>Title</b>	New Programs		
<b>Action and/or Recommendation</b>	<p>For Approval</p> <p><u>Recommended motions:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new program: Aircraft Maintenance Engineer Category “M” Mechanical Diploma as recommended by Education Council and as presented.”</i></b></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the new programs:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>GIS Essentials Micro-Credential</i></b></li> <li>• <b><i>Advanced GIS Micro-Credential</i></b></li> <li>• <b><i>3D Modeling and Remote Sensing in GIS Micro-Credential</i></b></li> <li>• <b><i>GIS Database Management Micro-Credential</i></b></li> </ul> <p><b><i>as recommended by Education Council and as presented.”</i></b></p>		
<b>Meets OC’s Inspire Plan...</b>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students First</li> <li><input checked="" type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input checked="" type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Effective and Efficient</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input checked="" type="checkbox"/> Life-long learning partnerships</li> <li><input type="checkbox"/> Integration and focus</li> </ul>

## Background Statement

The College and Institute Act states in section 23(1) that “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (b) proposals about implementation of (b) courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs;
- (d) priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (f) evaluation of programs and educational services;
- (m) qualifications for admission policies; and
- (n) criteria for awarding certificates, diplomas and degrees...”

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending Board approval of the following new programs:

- Aircraft Maintenance Engineer Category "M" Mechanical Diploma (AMEM)
- GIS Essentials Micro-Credential (MCGISE)
- Advanced GIS Micro-Credential (MCAGIS)
- 3D Modeling and Remote Sensing in GIS Micro-Credential (MCGISM)
- GIS Database Management Micro-Credential (MCGISD)

## Reference Materials

- Proposal for New Programs:
  - Aircraft Maintenance Engineer Category "M" Mechanical Diploma
  - GIS Essentials Micro-Credential
  - Advanced GIS Micro-Credential
  - 3D Modeling and Remote Sensing in GIS Micro-Credential
  - GIS Database Management Micro-Credential

## Supporting Analysis

Please see attached proposals for each new program.

## Alignment to the Strategic Plan Roadmap

The new programs represent OC's ability to pivot to meet the demands of the community and industry and provide prospective students with programming relevant to their needs.

## Risk Implication & Mitigation Steps

**Lack of Participants:** Mitigated by strong collaboration with community partners. Strong marketing collateral and a solid marketing plan with dedicated resources to ensure the reach of promotions throughout the Okanagan Valley.

**Instructor Availability:** Mitigated through collaboration between programs and faculty to source subject matter experts who will be qualified to teach.

**Content Quality:** This risk is mitigated with the use of subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

## Proposed and Prepared by

Jillian Garrett, Education Council Chair

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council	11/7/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Neil Fassina, President	12/4/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

**Okanagan College Education Council**  
**Proposal for New Program**  
**December 2024**

### Program Summary

<b>Name of Program:</b>	<b>Aircraft Maintenance Engineer Category "M" Mechanical (AMEM)</b>
<b>Program Outcome/Credential:</b>	Diploma
<b>Program Length:</b>	2035 hours
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

### Program Outline

<b>Program description:</b>	<p>This program contributes to the Basic Training for <i>Aircraft Maintenance Engineer - Mechanical</i> students to receive their 'AME-M' license through Transport Canada.</p> <p>Approximately 45 percent of the learner's day is spent on theory discussions in a classroom setting, followed by hands-on-practical training at the OC Aerospace Campus. The program follows a national set of standards and is accredited by Transport Canada.</p>
<b>Learners served by this program:</b>	The program will serve learners wanting to enrol in Transport Canada accredited courses towards the Aircraft Maintenance "M" license.
<b>Career Outcomes and Pathways:</b>	Transport Canada will grant graduates 18 months Basic Training credit to the required 48 months total credit that is required to obtain an Aircraft Maintenance "M" license.
<b>Program Hours:</b>	2035
<b>Admission Requirements:</b>	<p>BC Secondary School Graduation or equivalent <u>or</u>:</p> <ul style="list-style-type: none"> <li>• 19 years of age and out of secondary school for one year as of the first day of class <u>and</u>:</li> <li>• English 11 with minimum 50% or alternatives, or a Trades Entrance Assessment (TEA) reading comprehension score of at least 83%</li> <li>• Math Requirement: <ul style="list-style-type: none"> <li>○ A minimum of 50% in any of: <ul style="list-style-type: none"> <li>▪ Pre-calculus Grade 11</li> <li>▪ Foundations of Mathematics Grade 11</li> <li>▪ Apprenticeship and Workplace Mathematics Grade 11</li> <li>▪ Workplace Mathematics 11</li> <li>▪ Principles of Mathematics Grade 11</li> <li>▪ Applications of Mathematics Grade 11</li> <li>▪ Essentials of Mathematics 11</li> <li>▪ Adult Basic Education Math 011</li> <li>▪ Adult Basic Education Math 080</li> <li>▪ Adult Basic Education Math 084 and Math 085</li> <li>▪ Adult Basic Education IALG 011 or:</li> </ul> </li> </ul> </li> </ul>

## Program Outline

- A minimum of 63% on the TEA mathematics test. Test scores are good for two years.

Good color vision and an interest in mechanics are recommended

### Required Courses:

#### Year 1

##### *Semester 1*

AMEC101 - Orientation  
 AMEC102 - Practical Aviation Mathematics  
 AMEC103 - Aerodynamics and Aircraft Construction  
 AMEC104 - Basic Electrical Theory  
 AMEC105 - Canadian Aviation Regulations Level 1  
 AMEC106 - Aircraft Systems Level 1  
 AMEC121 - Machine Shop  
 AMEC122 - Metal Aircraft Construction Lab 1  
 AMEC123 - Aircraft Composites Level 1

##### *Semester 2*

AMEM201 - Aircraft Electricity Level 2  
 AMEM202 - Powerplants Level 2-Reciprocating Engines  
 AMEM203 - Reciprocating Engine Systems Theory  
 AMEM204 - Propeller Theory  
 AMEM221 - Electrical Components and Operation  
 AMEM222 - Reciprocating Engine Maintenance

#### Year 2

##### *Semester 3*

AMEM301 - Powerplants Level 2-Turbine Engines  
 AMEM302 - Turbine Engine Systems  
 AMEM303 - Aerodynamics Level 2  
 AMEM304 - Aircraft Systems Level 2  
 AMEM305 - Aircraft Instrumentation  
 AMEM306 - Rotary Wing Airframe Systems  
 AMEM321 - Turbine Engine Maintenance  
 AMEM322 - Basic Airframe Maintenance

##### *Semester 4*

AMEM401 - Canadian Aviation Regulations Level 2  
 AMEM421 - Helicopter Maintenance  
 AMEM422 - Fixed Wing Maintenance  
 AMEM423 - Engine Removal and Installation  
 AMEM424 - Landing Gear  
 AMEM425 - Hanger Support  
 AMEM426 - Aircraft System Maintenance  
 AMEM427 - Aircraft Troubleshooting and Repair

### Graduation Requirements:

A minimum grade of 70% is required in every course to complete the program.

## Program Outline

**Other comments:**

Transport Canada is the certificate issuing authority for Licensing of Aircraft Maintenance Engineers by law. There are three licenses, Structures, Maintenance, and Electrical.

Aircraft Maintenance Engineer Category "M" Mechanical will replace the Aircraft Maintenance Technician (AMT) program that was delivered through a collaboration between Northern Lights College and OC at the Vernon Airport.

**Okanagan College Education Council**  
**Proposal for New Program**  
**December 2024**

### Program Summary

<b>Name of Program:</b>	<b>GIS Essentials Micro-Credential (MCGISE)</b>
<b>Program Outcome/Credential:</b>	Microcredential
<b>Program Length:</b>	175 hours
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

### Program Outline

<b>Program description:</b>	Through a blend of theory and practice, learners will gain an in-depth understanding of how to create maps using ArcGIS software and the fundamentals of cartography; identify and work with the datasets used in Geographic Information Systems; the basics of project management; and various data collection methods.
<b>Learners served by this program:</b>	The GIS Essentials micro credential is the first of four stackable micro credentials and is the foundational information required by learners to enter the industry and start their GIS education.
<b>Career Outcomes and Pathways:</b>	<p>The essential skills learned in this micro-credential will prepare students for various employment opportunities in private industry, consulting, government, forestry, First Nations and mining sectors.</p> <p>This micro-credential is the pre-requisite to the Advanced Geographic Information Systems, Geographic Information Systems Database Management, and 3D Modeling and remote Sensing in Geographic Information Systems Micro-credentials.</p>
<b>Program Hours:</b>	175
<b>Admission Requirements:</b>	Not applicable
<b>Required Courses:</b>	<p>GISE101 - GIS Essentials  GISE102 - GIS Data  GISE103 - GIS Project Management  GISE104 - GIS Data Collection</p> <p>Learners must pass each course with a minimum grade of 60% to receive the micro-credential.</p>

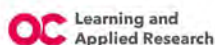
## Program Outline

### Other comments:

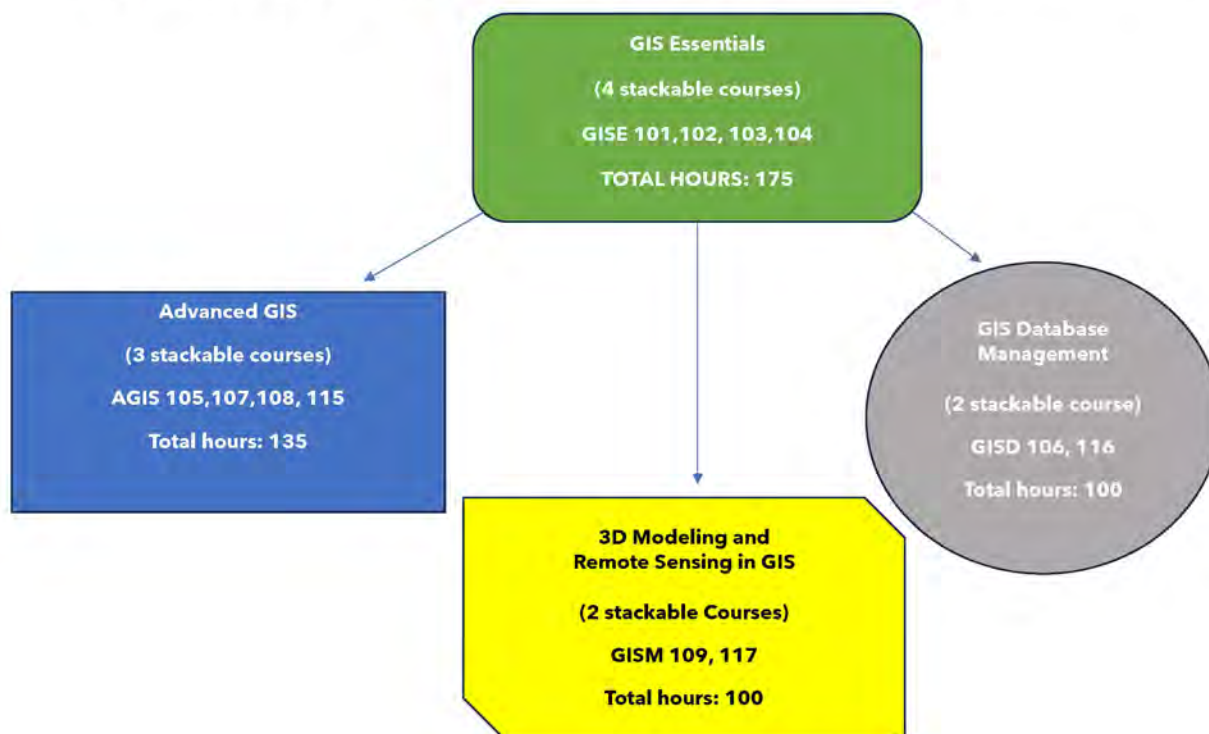
Funding was received from the Ministry to redevelop the existing Advanced GIS certificate to a series of stackable micro-credentials (see graphic below) based on industry demand.

The Advanced GIS, GIS Database Management, and 3D Modeling and Remote Sensing in GIS build on the skills in the GIS Essentials Micro-credential.

This program was developed by Continuing Studies in collaboration with subject matter experts from Arts (Geography and Earth and Environmental Science), College Relations (Okanagan College), and industry.



### AT A GLANCE: Geographic Information System (GIS) Stackable Micro Credentials



**Okanagan College Education Council**  
**Proposal for New Program**  
**December 2024**

### Program Summary

<b>Name of Program:</b>	<b>Advanced GIS Micro-Credential (MCAGIS)</b>
<b>Program Outcome/Credential:</b>	Microcredential
<b>Program Length:</b>	135 hours
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

### Program Outline

<b>Program description:</b>	Building on skills acquired in the Geographic Information Systems Essentials Micro-credential, learners will continue developing their Geographic Information Systems knowledge with this 135-hour micro-credential. Courses will focus on performing and automating Geographic Information Systems geoprocessing; working with and analyzing raster data; scripting Geographic Information Systems processes; and include a project incorporating the skills and knowledge gained in this micro-credential.
<b>Learners served by this program:</b>	Many potential students have reported that a 500-hour program is too much of a commitment and the opportunity to break a larger program such as this certificate into smaller, stackable micro-credentials provides significant opportunity. Micro-credentials will provide alternative pathways into the industry, open the opportunity for additional learners who are not able to fully commit to a full-time program, current employees looking to work and upskill at the same time, and entry level job seekers that may not require the full certificate to find gainful entry level employment in the field.
<b>Career Outcomes and Pathways:</b>	The Advanced GIS micro credential will build on skills learned in the GIS Essentials micro credentials to support continuous learning and upskilling to advance in the field.
<b>Program Hours:</b>	135
<b>Admission Requirements:</b>	Successful completion of GIS Essentials Micro credential.
<b>Required Courses:</b>	AGIS105 - GIS Analysis AGIS107 - GIS Project AGIS108 - Raster Analysis AGIS115 - GIS Automation  Learners must pass each course with a minimum grade of 60% to receive the micro-credential.

## Program Outline

**Other comments:**

Funding was received from the Ministry to redevelop the existing Advanced GIS certificate to a series of stackable micro-credentials based on industry demand.

This program was developed by Continuing Studies in collaboration with subject matter experts from Arts (Geography and Earth and Environmental Science), College Relations (Okanagan College), and industry.

**Okanagan College Education Council**  
**Proposal for New Program**  
**December 2024**

### Program Summary

<b>Name of Program:</b>	<b>3D Modeling and Remote Sensing in GIS Micro credential</b>
<b>Program Outcome/Credential:</b>	Microcredential
<b>Program Length:</b>	100 hours
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

### Program Outline

<b>Program description:</b>	This micro-credential will provide learners with skills to create and analyze three dimensional (3D) models using Geographic Information Systems and how to use and analyze data gathered using remote sensing.
<b>Learners served by this program:</b>	Many potential students have reported that a 500-hour program is too much of a commitment and the opportunity to break a larger program such as this certificate into smaller, stackable micro-credentials provides significant opportunity. Micro-credentials will provide alternative pathways into the industry, open the opportunity for additional learners who are not able to fully commit to a full-time program, current employees looking to work and upskill at the same time, and entry level job seekers that may not require the full certificate to find gainful entry level employment in the field.
<b>Career Outcomes and Pathways:</b>	The 3D Modeling and Remote Sensing in GIS micro credential will build on skills learned in previous micro credentials to support continuous learning and upskilling to advance in the field. This micro credential can also be viewed as a 'specialization' that will provide greater access to industry jobs and increased knowledge.
<b>Program Hours:</b>	100
<b>Admission Requirements:</b>	Successful completion of GIS Essentials Micro credential.
<b>Required Courses:</b>	<p>GISM109 - 3D Modeling in GIS  GISM117 - Using Remote Sensing in GIS</p> <p>Learners must pass each course with a minimum grade of 60% to receive the micro-credential.</p>

## Program Outline

**Other comments:**

Funding was received from the Ministry to redevelop the existing Advanced GIS certificate to a series of stackable micro-credentials based on industry demand.

This program was developed by Continuing Studies in collaboration with subject matter experts from Arts (Geography and Earth and Environmental Science), College Relations (Okanagan College), and industry.

**Okanagan College Education Council**  
**Proposal for New Program**  
**December 2024**

### Program Summary

<b>Name of Program:</b>	<b>GIS Database Management Micro-Credential (MCGISD)</b>
<b>Program Outcome/Credential:</b>	Microcredential
<b>Program Length:</b>	100 hours
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

### Program Outline

<b>Program description:</b>	Building on skills acquired in the Geographic Information Systems Essentials Micro-credential, learners will continue to advance their Geographic Information Systems knowledge and develop the skills required to work with modern database technologies within a Geographic Information Systems environment.
<b>Learners served by this program:</b>	Many potential students have reported that a 500-hour program is too much of a commitment and the opportunity to break a larger program such as this certificate into smaller, stackable micro-credentials provides significant opportunity. Micro-credentials will provide alternative pathways into the industry, open the opportunity for additional learners who are not able to fully commit to a full-time program, current employees looking to work and upskill at the same time, and entry level job seekers that may not require the full certificate to find gainful entry level employment in the field.
<b>Career Outcomes and Pathways:</b>	The GIS Database Management micro credential will build on skills learned in previous micro credentials to support continuous learning and upskilling to advance in the field. This micro credential can also be viewed as a 'specialization' that will provide greater access to industry jobs and increased knowledge.
<b>Program Hours:</b>	100
<b>Admission Requirements:</b>	Successful completion of the GIS Essentials Micro credential.
<b>Required Courses:</b>	GISD106 - Relational Databases GISD116 - Using Relational Databases  Learners must pass each course with a minimum grade of 60% to receive the micro-credential.

## Program Outline

**Other comments:**

Funding was received from the Ministry to redevelop the existing Advanced GIS certificate to a series of stackable micro-credentials based on industry demand.

This program was developed by Continuing Studies in collaboration with subject matter experts from Arts (Geography and Earth and Environmental Science), College Relations (Okanagan College), and industry.



# BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 5.5.2

<b>Title</b>	Program Revisions		
<b>Action and/or Recommendation</b>	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the revisions for the following programs as recommended by Education Council and as presented:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Aircraft Maintenance Engineer Category “S” Structures Certificate</i></b></li> <li>• <b><i>Automotive Service Technician Foundation Certificate</i></b></li> <li>• <b><i>Entry Level Automotive Collision and Refinishing Certificate</i></b></li> <li>• <b><i>Heavy Mechanical Foundation Certificate</i></b></li> <li>• <b><i>Recreation Vehicle Service Technician Certificate</i></b></li> <li>• <b><i>Post Baccalaureate Diploma in Data Analytics and Economics</i></b></li> <li>• <b><i>Post-Baccalaureate Diploma in Marketing and Data Analytics”</i></b></li> </ul>		
<b>Meets OC’s Inspire Plan...</b>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students First</li> <li><input checked="" type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Effective and Efficient</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input checked="" type="checkbox"/> Life-long learning partnerships</li> <li><input checked="" type="checkbox"/> Integration and focus</li> </ul>

## Background Statement

In alignment with its advisory role to the Board, Education Council has reviewed and is recommending that the Board approve revisions to the following programs:

- Automotive Service Technician Foundation Certificate
- Entry Level Automotive Collision and Refinishing Certificate
- Heavy Mechanical Foundation Certificate
- Recreation Vehicle Service Technician Certificate
- Post Baccalaureate Diploma in Data Analytics and Economics
- Post-Baccalaureate Diploma in Marketing and Data Analytics

The College and Institute Act states in section 23(1) that “An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:

- (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution;
- (f) evaluation of programs and educational services; and
- (n) criteria for awarding certificates, diplomas and degrees”

## Reference Materials

Proposals for Program Revisions:

- Automotive Service Technician Foundation Certificate (ASTF)
- Entry Level Automotive Collision and Refinishing Program (CLSN)
- Heavy Mechanical Foundation (HMFP)
- Recreation Vehicle Service Technician (RVST)
- Post Baccalaureate Diploma in Data Analytics and Economics (PBDDAE)
- Post-Baccalaureate Diploma in Marketing and Data Analytics (PBDMDA)

## Supporting Analysis

See attached proposals for program revisions.

## Alignment to the Strategic Plan Roadmap

- Increase meaningful work and purposeful lives for college graduates and alumni.
- Improve student and alumni engagement.
- Increase participation and success of historically and currently marginalized populations.

## Risk Implication & Mitigation Steps

**Content Quality:** Mitigated by consulting with subject matter experts who are currently working in the industry and are knowledgeable of the current trends, competencies and skills required.

### Proposed and Prepared by

Jillian Garrett, Education Council Chair

### Consultation History

Reviewed	Recommended	Group/Individual, Title	Date
☒	☒	Education Council	11/7/2024
☒	☒	Neil Fassina, President	12/4/2024

**Okanagan College Education Council**  
**Proposal for Program Revision**  
**December 2024**

**Program Revision Summary**

<b>Name of Program:</b>	<b>Aircraft Maintenance Engineer Category Structures S (AMES)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	1062 hours
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

**Proposed Revised Program Outline**

<b>Program description:</b>	The learner spends time on theory discussions in a classroom setting, followed by hands-on practical training in the shops located in OC's Aerospace Campus. The program follows a national set of standards and is approved by Transport Canada.
<b>Program revision process:</b>	Proposed changes to the program outcomes include adjustments to align with the proposed Aircraft Maintenance Engineer Category "M" Mechanical (AMEM) program. There are a few updates: - Updates to the program description and outline - Addition of qualifications for instructors to teach the program - Decrease the hours of the program from 1062 to 1058 hours
<b>Career Outcomes and Pathways:</b>	Transport Canada grants graduates of this program ten months experience credit towards the 36 month experience requirement. Upon completion of the required total work experience and successful completion of a regulatory exam learners will qualify for a Transport Canada AME "S" Licence.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Hours:</b>	<b>1062</b>	<b>1058</b>
<input checked="" type="checkbox"/> <b>Qualifications to teach the program:</b>	-	Transport Canada Aircraft Maintenance License
<input checked="" type="checkbox"/> <b>Program Description:</b>	The program consists of 37 weeks (1062 hours) of full-time studies.  Approximately 50 percent of the day is spent on theory discussions in a classroom setting, followed by hands-on practical training in the shops located in OC's Aerospace Campus at Kelowna International Airport.	The program consists of <b>40 weeks (1058 hours)</b> of full-time studies.  Approximately <b>35 percent</b> of the day is spent on theory discussions in a classroom setting, followed by hands-on practical training in the shops located at OC's Aerospace Campus.

**Proposed Revisions:****Current**

The program follows a national set of standards and is approved by Transport Canada.

Upon successful completion, the graduate will receive an Okanagan College certificate. Transport Canada also grants graduates of this program ten months experience credit towards the 36 month experience requirement. Upon completion of the required total work experience and successful completion of a regulatory exam you will qualify for a Transport Canada AME "S" Licence.

 **Program Outline:****Term 1**

(16 weeks)

AVST 100 - Introduction to Aviation Structures  
 AVST 101 - Metal A/C Construction 1  
 AVST 102 - Metal A/C Construction 2

**Term 2**

(16 weeks)

AVST 200 - Special Processes/Practices  
 AVST 201 - Composite Fabrication/Repair  
 AVST 202 - Damage Assessment/Repair 1

**Term 3**

(5 weeks)

AVST 300 - Damage Assessment/Repair 2

**Proposed**

**The program follows a national set of standards and is approved by Transport Canada as basic training required to obtain an Aircraft Maintenance Engineers Structures license.**

Upon successful completion, the graduate will receive an Okanagan College certificate. Transport Canada also grants graduates of this program ten months experience credit towards the 36 month experience requirement. Upon completion of the required total work experience and successful completion of a regulatory exam you will qualify for a Transport Canada AME "S" Licence.

**Semester 1**

AMEC101 - Orientation  
 AMEC102 - Practical Aviation Mathematics  
 AMEC103 - Aerodynamics and Aircraft Construction  
 AMEC105 - Canadian Aviation Regulations Level 1  
 AMEC104 - Basic Electrical Theory  
 AMEC106 - Aircraft Systems Level 1  
 AMEC123 - Aircraft Composites Level 1  
 AMEC122 - Metal Aircraft Construction Lab 1  
 AMEC121 - Machine Shop

**Semester 2**

AMES222 - Special Airframe Process and Practices  
 AMES223 - Aircraft Composites Level 2  
 AMES224 - Aircraft Metal Construction Level 2  
 AMES225 - Damage Assessment and Repair Lab  
 AMES221 - Metal Planishing and Forming

## Okanagan College Education Council

### Proposal for Program Revision

December 2024

#### Program Revision Summary

<b>Name of Program:</b>	<b>Automotive Service Technician Foundation (ASTF)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	990 hours
<b>Proposed Revision Effective:</b>	Winter 2025
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	This 33-week (990 hour) program takes students with little or no previous experience in the automotive repair trade and supplies them with the necessary skills to seek employment in this industry as an apprentice technician.
<b>Program revision process:</b>	Proposed changes to the program outcomes include adjustments to the program to fit industry recommendations and adequacy of students completing a 2-week work term. There is one update: - Update the graduation requirements to ensure students entering the 2-week work term are successful in the program.
<b>Career Outcomes and Pathways:</b>	The courses introduce the students to many aspects of servicing and repair in the automotive repair trade with a focus on developing practical skills. Graduates of this program will receive 450 hours towards Automotive Service Technician Year 1 (AST 1) certification and the opportunity to write the AST 1 Certificate of Qualification exam. The AST 1 Certificate of Qualification and 1590 workplace hours are required to proceed into AST 2.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Graduation Requirements</b>	ASTF 109 Industry Work Placement students must receive a "Pass" grade. Minimum passing grade is a GGA of seventy percent (70%).	Students must achieve a Graduation Grade Average (GGA) of 70% with no course less than 50%. Students must receive a "Pass" grade in ASTF 109 Industry Work Placement.

## Okanagan College Education Council

### Proposal for Program Revision

December 2024

#### Program Revision Summary

<b>Name of Program:</b>	<b>Entry Level Automotive Collision and Refinishing Program (CLSN)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	1080 hours
<b>Proposed Revision Effective:</b>	Winter 2025
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	This 36-week (1080 hour) program has been designed to take a student with little or no previous experience in the automotive collision repair trades and supply them with the necessary skills to seek employment in this industry as an apprentice.
<b>Program revision process:</b>	Proposed changes to the program outcomes include adjustments to the program to fit industry recommendations and adequacy of students completing a 2-week work term. There is one update: - Update the graduation requirements to ensure students entering the 2-week work term are successful in the program
<b>Career Outcomes and Pathways:</b>	Courses in this program follow the Industry training authority's automotive Collision and Refinishing common core level 1 and will introduce students to the many aspects of the automotive collision repair trades with a focus on developing practical skills.  Graduates of this program will receive SkilledTradesBC credit for Automotive Collision and Refinishing common core level 1 technical training and will also receive 625 work-based hours towards either their Automotive Collision Repair apprenticeship or 450 hours toward their Automotive refinishing apprenticeship.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Graduation Requirement</b>	Minimum passing grade is a GGA of seventy percent (70%) with no less than fifty percent (50%) per course.	Students must achieve a GGA of 70% with no course less than 50%. Students must receive a "Pass" grade in CLSN 115 Industry Work Term.

**Okanagan College Education Council**  
**Proposal for Program Revision**  
**December 2024**

### Program Revision Summary

<b>Name of Program:</b>	<b>Heavy Mechanical Foundation (HMFP)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	1,140 hours
<b>Proposed Revision Effective:</b>	Winter 2025
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

### Proposed Revised Program Outline

<b>Program description:</b>	This 38-week (1,140 hours) program provides learners with little or no previous experience in the Heavy Duty Mechanic, Commercial Transport Mechanic, Diesel Engine Mechanic, or Transport Trailer Technician trades with the skills necessary to seek employment in the industry. Instruction in theoretical and practical components of all four trades are included, giving students the opportunity to choose to enter any of the four trades as an apprentice. The program includes a two-week industry work placement.
<b>Program revision process:</b>	Proposed changes to the program outcomes include adjustments to the program to fit industry recommendations and adequacy of students completing a 2-week work term. There is one update: - Update the graduation requirements to ensure students entering the 2-week work term are successful in the program
<b>Career Outcomes and Pathways:</b>	Graduates of this program will receive an Okanagan College program certificate, Level 1 Technical Training credit and 450 work-based training hours towards one of the four trades from SkilledTradesBC.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Graduation Requirements:</b>	HMFP 111 Industry Work Placement students must receive a "Pass" grade. In all other courses minimum passing grade is 70%.	Students must achieve a GGA of 70% with no course less than 50%. Students must receive a "Pass" grade in HMFP 111 Industry Work Placement.

## Okanagan College Education Council

### Proposal for Program Revision

December 2024

#### Program Revision Summary

<b>Name of Program:</b>	<b>Recreation Vehicle Service Technician (RVST)</b>
<b>Program Outcome/Credential:</b>	Certificate
<b>Program Length:</b>	950 hours
<b>Proposed Revision Effective:</b>	Winter 2025
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	This 31-week (950 hour) program has been designed to take a student with little or no previous experience and supply him/her with the necessary skills to seek employment as an apprentice RV Service Technician. The program exposes the student to many aspects of servicing and repair in the RV repair trade with a focus on developing practical skills.
<b>Program revision process:</b>	Proposed changes to the program outcomes include adjustments to the program to fit industry recommendations and adequacy of students completing a 2-week work term. There is one update: - Update the graduation requirements to ensure students entering the 2-week work term are successful in the program.
<b>Career Outcomes and Pathways:</b>	Graduates of this program will receive credit for Level 1 Apprenticeship technical training and 550 hours practical credit from SkilledTradesBC.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Graduation Requirements:</b>	RVST 113 Industry Work Placement students must receive a "Pass" grade. Minimum passing grade is a GGA of seventy per cent (70%).	Students must achieve a GGA of 70% with no course less than 50%. Students must receive a "Pass" grade in RVST 113 Industry Work Placement.

## Okanagan College Education Council

### Proposal for Program Revision

December 2024

#### Program Revision Summary

<b>Name of Program:</b>	<b>Post Baccalaureate Diploma in Data Analytics and Economics (PBDDAE)</b>
<b>Program Outcome/Credential:</b>	Post-Baccalaureate Diploma
<b>Program Length:</b>	60 credit/20 course
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	This unique two-year post-baccalaureate diploma (60 credit/20 course) is aimed at students with a bachelor's degree in any science, arts, business, nursing, or management program who wish to pursue a career in Data Analytics and Economics. Students will receive thorough training in statistics and data science.
<b>Program revision process:</b>	Proposed changes were requested from the registration office, scheduling, and academic advisors. Updates include: <ul style="list-style-type: none"> <li>- Including a semester-by-semester break-down of the program</li> <li>- Adding information regarding comprehensive exams for DSCI 491</li> </ul>
<b>Career Outcomes and Pathways:</b>	Year one of this program sets the mathematical, statistical, and economic foundation for higher-level learning in the economics and data science areas. In second year, students build on and apply these foundational skills to a diverse set of areas. While many of the applications have an economic focus, the mathematical, statistical, and data science concepts learned are universally applicable to a wide range of disciplines.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Program Outline:</b>	<ul style="list-style-type: none"> <li>• Complete all of the following <ul style="list-style-type: none"> <li>○ DSCI300 - Data Wrangling and Visualization (3)</li> <li>○ DSCI310 - Mathematics Computation (3)</li> <li>○ STAT230 - Elementary Applied Statistics (3)</li> <li>○ ECON115 - Principles of Microeconomics (3)</li> <li>○ ECON125 - Principles of Macroeconomics (3)</li> </ul> </li> </ul>	<p><b>Semester 1</b></p> <ul style="list-style-type: none"> <li>• ECON115 - Principles of Microeconomics (3)</li> <li>• DSCI300 - Data Wrangling and Visualization (3)</li> <li>• DSCI310 - Mathematics Computation (3)</li> <li>• MATH314 - Calculus and Linear Algebra with Business Applications (3)</li> <li>• STAT230 - Elementary Applied Statistics (3)</li> </ul>

Proposed Revisions:	Current	Proposed
	<ul style="list-style-type: none"> <li>○ MATH314 - Calculus and Linear Algebra with Business Applications (3)</li> <li>○ DSCI400 - Machine Learning I (3)</li> <li>○ ECON201 - Intermediate Microeconomic Analysis (3)</li> <li>○ ECON202 - Intermediate Macroeconomic Analysis (3)</li> <li>○ DSCI420 - Mathematics for Machine Learning (3)</li> <li>○ DSCI401 - Machine Learning II (3)</li> <li>○ STAT310 - Regression Analysis (3)</li> <li>○ ECON251 - Economic Data: Prediction, Analysis and Presentation (3)</li> <li>○ STAT443 - Time Series Analysis and Forecasting (3)</li> <li>•</li> <li>○ STAT311 - Modern Statistical Methods (3)</li> <li>○ ECON231 - Introduction to Behavioural Economics (3)</li> <li>○ DSCI491 - Data Science Research Project (3)</li> <li>• Any 200, 300 or 400 level ECON course.</li> <li>• Any 2 electives selected from Okanagan College university transferrable courses.</li> </ul>	<p>Semester 2</p> <ul style="list-style-type: none"> <li>• ECON125 - Principles of Macroeconomics (3)</li> <li>• ECON201 - Intermediate Microeconomic Analysis (3)</li> <li>• DSCI400 - Machine Learning I (3)</li> <li>• DSCI420 - Mathematics for Machine Learning (3)</li> </ul> <p>Elective - any three credit academic course</p> <p>Semester 3</p> <ul style="list-style-type: none"> <li>• ECON202 - Intermediate Macroeconomic Analysis (3)</li> <li>• ECON251 - Economic Data: Prediction, Analysis and Presentation (3)</li> <li>• DSCI401 - Machine Learning II (3)</li> <li>• STAT310 - Regression Analysis (3)</li> </ul> <p>Elective - any three credit academic course with the ECON prefix</p> <p>Semester 4</p> <ul style="list-style-type: none"> <li>• ECON231 - Introduction to Behavioural Economics (3)</li> <li>• DSCI491 - Data Science Research Project (3)</li> <li>• STAT311 - Modern Statistical Methods (3)</li> <li>• STAT443 - Time Series Analysis and Forecasting (3)</li> </ul> <p>Elective - any three credit academic course</p> <p>Notes</p> <ul style="list-style-type: none"> <li>• Material from the following courses will be tested on your comprehensive examinations.</li> <li>• DSCI Comp: DSCI 300, DSCI 310, DSCI 400, DSCI 401</li> <li>• MATH/STAT Comp: MATH 314, STAT 230, DSCI 420, STAT 310</li> <li>• Economics Comp: ECON 115, ECON 125, ECON 201, ECON 202</li> </ul>

## Okanagan College Education Council

### Proposal for Program Revision

December 2024

#### Program Revision Summary

<b>Name of Program:</b>	<b>Post-Baccalaureate Diploma in Marketing and Data Analytics (PBDMDA)</b>
<b>Program Outcome/Credential:</b>	Post-Baccalaureate Diploma
<b>Program Length:</b>	60 credit/20 course
<b>Proposed Revision Effective:</b>	Fall 2025
<b>Education Council Approval Date:</b>	<b>11/7/2024</b>

#### Proposed Revised Program Outline

<b>Program description:</b>	This unique two-year post-baccalaureate diploma (60 credit/20 course) is aimed at students with a bachelor's degree in any business or science program who wish to pursue a career in Marketing and Data Analytics. Students will receive thorough training in statistics and data science.
<b>Program revision process:</b>	Proposed changes were consulted with Scheduling to rearrange courses to update semester workflow for students.
<b>Career Outcomes and Pathways:</b>	Term one of this program sets the mathematical and statistical foundation for higher level learning in the marketing and data science area. In subsequent terms, students build on, and apply, these foundational skills to a diverse set of areas. While many of the applications have a business or marketing focus, the mathematical, statistical, and data science concepts learned are universally applicable to a wide range of disciplines.

<b>Proposed Revisions:</b>	<b>Current</b>	<b>Proposed</b>
<input checked="" type="checkbox"/> <b>Hours:</b>	Semester 1 <ul style="list-style-type: none"> <li>• DSCI300 - Data Wrangling and Visualization (3)</li> <li>• DSCI310 - Mathematics Computation (3)</li> <li>• BUAD116 - Marketing (3)</li> <li>• STAT230 - Elementary Applied Statistics (3)</li> <li>• MATH314 - Calculus and Linear Algebra with Business Applications (3)</li> </ul>	Semester 1 (no changes) <ul style="list-style-type: none"> <li>• DSCI300 - Data Wrangling and Visualization (3)</li> <li>• DSCI310 - Mathematics Computation (3)</li> <li>• BUAD116 - Marketing (3)</li> <li>• STAT230 - Elementary Applied Statistics (3)</li> <li>• MATH314 - Calculus and Linear Algebra with Business Applications (3)</li> </ul>

Proposed Revisions:	Current	Proposed
	<p>Semester 2</p> <ul style="list-style-type: none"> <li>• DSCI400 - Machine Learning I (3)</li> <li>• BUAD123 - Management Principles (3)</li> <li>• BUAD200 - Digital Marketing (3)</li> <li>• BUAD210 - Introduction to Marketing Research (3)</li> <li>• DSCI420 - Mathematics for Machine Learning (3)</li> </ul>	<p>Semester 2</p> <ul style="list-style-type: none"> <li>• DSCI400 - Machine Learning I (3)</li> <li>• BUAD123 - Management Principles (3)</li> <li>• BUAD210 - Introduction to Marketing Research (3)</li> <li>• DSCI420 - Mathematics for Machine Learning (3)</li> </ul> <p>Completed at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• DSCI351 - Discrete Structures for Data Science (3)</li> <li>• MATH251 - Introduction to Discrete Structures (3)</li> </ul>
	<p>Semester 3</p> <ul style="list-style-type: none"> <li>• DSCI401 - Machine Learning II (3)</li> <li>• BUAD283 - Management Information Systems (3)</li> <li>• STAT310 - Regression Analysis (3)</li> <li>• BUAD344 - Marketing Analytics and Data Analysis (3)</li> </ul> <p>Elective - any three credit academic course</p>	<p>Semester 3</p> <ul style="list-style-type: none"> <li>• DSCI401 - Machine Learning II (3)</li> <li>• STAT310 - Regression Analysis (3)</li> <li>• BUAD200 - Digital Marketing (3)</li> <li>• BUAD315 - Management Science (3)</li> </ul> <p>Elective - any three credit academic course</p>
	<p>Semester 4</p> <ul style="list-style-type: none"> <li>• STAT311 - Modern Statistical Methods (3)</li> <li>• BUAD315 - Management Science (3)</li> <li>• DSCI490 - Data Science Project (3)</li> </ul> <p>Completed at least 1 of the following:</p> <ul style="list-style-type: none"> <li>• DSCI351 - Discrete Structures for Data Science (3)</li> <li>• MATH251 - Introduction to Discrete Structures (3)</li> </ul> <p>Elective - any three credit academic course</p>	<p>Semester 4</p> <ul style="list-style-type: none"> <li>• STAT311 - Modern Statistical Methods (3)</li> <li>• DSCI490 - Data Science Project (3)</li> <li>• BUAD344 - Marketing Analytics and Data Analysis (3)</li> <li>• BUAD283 - Management Information Systems (3)</li> </ul> <p>Elective - any three credit academic course</p>
	<p>Notes</p> <ul style="list-style-type: none"> <li>• Material from the following courses will be tested on your comprehensive examinations.</li> <li>• DSCI Comp: DSCI 300, DSCI 310, DSCI 400, DSCI 401</li> <li>• MATH/STAT Comp: MATH 314, STAT 230, DSCI 420, STAT 310</li> </ul>	<p>Notes</p> <ul style="list-style-type: none"> <li>• Material from the following courses will be tested on your comprehensive examinations.</li> <li>• DSCI Comp: DSCI 300, DSCI 310, DSCI 400, DSCI 401</li> <li>• MATH/STAT Comp: MATH 314, STAT 230, DSCI 420, STAT 310</li> </ul>

**Proposed Revisions:****Current**

- Marketing Comp: BUAD 116, BUAD 200, BUAD 210, BUAD 283, BUAD 344

**Proposed**

Marketing Comp: BUAD 116, BUAD 200, BUAD 210



## BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 6.1

<b>Title</b>	Bachelor of Business Administration (BBA) Dual Degree Program Agreement with JAMK University of Applied Sciences		
<b>Action and/or Recommendation</b>	<p>For Approval</p> <p><u>Recommended Motion:</u></p> <p><b><i>“BE IT RESOLVED THAT the Okanagan College Board of Governors approve the signing of Affiliation Agreements as follows:</i></b></p> <ul style="list-style-type: none"> <li>• <b><i>Okanagan College’s Bachelor of Business Administration (BBA) in General Business and JAMK University of Applied Sciences’ BBA in International Business; and</i></b></li> <li>• <b><i>Okanagan College’s Bachelor of Business Administration (BBA) in Tourism and Hospitality Management and JAMK University of Applied Sciences’ Bachelor of Hospitality Management (BHM).”</i></b></li> </ul>		
<b>Meets OC’s Inspire Plan...</b>	<p><b>Values</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Students First</li> <li><input checked="" type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input checked="" type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<p><b>Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Effective and Efficient</li> </ul>	<p><b>Commitments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input checked="" type="checkbox"/> Life-long learning partnerships</li> <li><input type="checkbox"/> Integration and focus</li> </ul>

### Background Statement

Okanagan College and JAMK University of Applied Sciences of Finland have a long-standing relationship that includes the exchange of students and faculty and the awarding of dual degree credentials. The attached agreement sets out the admission and graduation requirements for students participating in dual degree programs (DDP), along with the transfer of credit between the institutions.

Once enacted, students graduating from Okanagan College with a Bachelor of Business Administration Degree in General Business will also receive a Business Administration degree from JAMK in International Business. Also, students graduating from OC with a Bachelor of Business Administration Degree in Tourism & Hospitality Management will receive a Business Administration degree from JAMK in Hospitality Management.

Students who participate under this agreement have the opportunity to study and gain practical experience abroad, learn about the cultures in the host country and its surrounding countries and learn the basics of the host country’s native language adding value to their degree.

### Reference Materials

- 2024 OC JAMK Dual Degree Program Agreement

## Supporting Analysis

Under [s25\(a\)\(i\)](#) of the College and Institute Act, agreements that include the transfer of courses or programs from or to another institution must receive joint approval by the Board of Governors and Education Council.

As the Affiliation Agreement involves the awarding of a credential between the two institutions the agreement requires approval of both Education Council and the Board.

Education Council has reviewed the agreement and are satisfied that all educational requirements for the affiliation and the awarding of a credentials are meet. Therefore, on November 7, 2024 they approved the signing of the agreement.

## Alignment to the Strategic Plan Roadmap

**Students first.** Creating meaningful life-long educational opportunities of the highest quality for alumni, current, and future students is at the heart of everything we do.

**Relationships:** We steward meaningful relationships built on a foundation of reciprocity. We are compassionate, empathic, and care for the holistic well-being of students, employees, community members, and the land.

## Risk Implication & Mitigation Steps

**Operational/Reputational:** The exchange program, host institution, or the receiving institution could experience operational or reputational risks due to negative events, perceptions, or actions related to the program. This risk is mitigated by effective communication, planning, and supports for students throughout the term of their exchange.

## Proposed and Prepared by

Dr. Samantha Lenci, Provost & Vice President Academic

Consultation History	Reviewed	Recommended	Group/Individual, Title	Date
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OSB Tourism Program Committee	8/15/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OSB Department	8/26/2024
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Education Council (approved)	11/7/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

**AFFILIATION AGREEMENT**  
**OKANAGAN COLLEGE - SCHOOL OF BUSINESS**  
**JAMK UNIVERSITY OF APPLIED SCIENCES - SCHOOL OF BUSINESS**

**THIS AGREEMENT** is dated for reference <DATE> 2024.

**BETWEEN:**

**OKANAGAN COLLEGE**

with offices at 1000 KLO Road, Kelowna, British Columbia, Canada, V1Y 4X8

("OC")

**AND:**

**JAMK UNIVERSITY OF APPLIED SCIENCES**

with offices at Rajakatu 35, Jyväskylä, Finland

("JAMK")

(individually each a "Party" and, collectively, the "Parties")

**BACKGROUND:**

**WHEREAS** OC is a public, comprehensive community college created under the *College and Institute Act*, RSBC 1996, c.52, providing post-secondary education at various campuses throughout the Okanagan region of British Columbia, Canada.

**AND WHEREAS** JAMK is a public university providing post-secondary education in the city/region of Jyväskylä, Finland.

**AND WHEREAS** the DDP will award a  
Bachelor of Business Administration – General from OC and Bachelor of Business Administration – International Business (BBA) from JAMK

or

a Bachelor of Business Administration – Tourism and Hospitality Management from OC and Bachelor of Hospitality Management ("BHM") from JAMK

to those students from each Party who enroll and complete the DDP.

**AND WHEREAS** the Parties wish to enhance the relationships between the two institutions by developing closer academic and cultural ties and exchanges in the areas of education and research have

agreed to cooperate and work together, on a reciprocal and not-for-profit basis, towards the shared goal of internationalization of higher education.

**NOW THEREFORE**, the Parties agree as follows:

## **ARTICLE 1: DEFINITIONS**

1.1. The following terms and expressions where used in this Agreement will have the meanings set out below:

“Academic Exchange Period” means the duration of a DDP Student’s exchange at the Host Institution pursuant to the DDP;

“Academic Year” normally consists of two Semesters and is approximately eight (8) months in length. The actual beginning and ending dates for the Academic Year will be defined by the institutional policies of the Host Institution;

“Agreement” means this double degree program agreement;

“Commencement Date” means the date this agreement is dated for reference on page 1;

“DDP” means the double degree program between the Parties as contemplated by this Agreement;

“DDP Manager” means the staff person appointed by each Party to manage and implement this Agreement at their institution;

“DDP Student” means a student enrolled in the DDP;

“Home Institution” means the institution at which the DDP Student is enrolled as a full-time student;

“Host Institution” means the institution that receives the DDP Student during the Academic Exchange Period; and

“Semester” is normally a period of approximately four (4) months but can be extended with the agreement of the Parties.

## **ARTICLE 2: GOALS AND PURPOSES**

2.1 The DDP will enhance the competitiveness of the Parties by adding value to their existing degrees.

2.2 The DDP will increase professional insight, deeper intercultural experience, and higher competence for the DDP Students and academic staff.

2.3 DDP Students will have the opportunity to gain substantial competencies in the fields of International Business or Tourism Management through education and applied research.

2.4 DDP Students will study and gain practical experience abroad; learn about the cultures in the host country and its surrounding countries; and learn the basics of the host country’s native language.

### **ARTICLE 3: DDP PROGRAM**

- 3.1 The Parties agree to manage the DDP Program according to this Agreement, and in keeping with their respective institutional mandates and policies. The admission requirements and graduating requirements are outlined in Schedule A and fees and other terms and conditions in Schedule B attached hereto.
- 3.2 DDP is a bachelor level business degree program between the Parties. A DDP Student who successfully completes the DDP will be awarded a Bachelor of Business Administration – General from OC and a Bachelor of Business Administration - International from JAMK.
- or
- a Bachelor of Business Administration Tourism and Hospitality Management from OC and a Bachelor of Hospitality Management from JAMK.

### **ARTICLE 4: DDP MANAGER**

- 4.1 Each Party will appoint a DDP Manager who will liaise with his or her counterpart appointed by the other Party for the purpose of managing and implementing the DDP and the Agreement. It is understood that the DDP Managers will draw on available resources, financial and otherwise, from their respective institutions to carry out this function.

### **ARTICLE 5: NUMBER OF DDP STUDENTS**

- 5.1 The number of DDP Students for each Semester shall be determined by each Host Institution with a maximum of five (5) students from each Party each Academic Year.
- 5.2 In principle, the exchange of DDP Students will occur on a one-for-one basis. Each Party will use best efforts to exchange an equal number of students over the term of the Agreement.
- 5.3 Notwithstanding Article 5.2, the Parties recognize that there will be occasions when one Party recruits more eligible students than the other Party. In such cases, it will be in the discretion of the Host Institution whether to accept such additional DDP Students. If additional DDP Students are accepted, the Host Institution shall be entitled to provide a reciprocating number of additional DDP Students to the other Party in the subsequent academic years.
- 5.4 If there is an imbalance in the total number of DDP Students at the end of a semester due to withdrawal or other departure of a DDP Student, then the Institution with the higher number of students shall have discretion to accept fewer DDP Students in the following Academic Year until the balance is restored.

### **ARTICLE 6: STUDENT SELECTION**

- 6.1 The Home Institution will solicit applications from its students and recommend students to the Host Institution for invitation. The Host Institution must be notified of the recommendation at

least four (4) months prior to the intended commencement date of the Academic Exchange Period.

- 6.2 The DDP Manager at the Host Institution shall process the applications and shall make the final selection, after taking into consideration qualification, prerequisites, available space in the selected courses, language proficiency and completion all other admission requirements.
- 6.3 The DDP Manager at the Host Institution shall notify successful candidates via the Home Institution's DDP Manager as early as possible with a general guideline that each institution shall use their reasonable best efforts to give notice of three (3) months prior to the beginning of the Academic Exchange Period.
- 6.4 The Home Institution, in consultation with the Host Institution, will assess the language proficiency and other prerequisites required for each course in which the DDP Student intends to enroll.
- 6.5 The Home Institution will ensure that each DDP Student meets the prerequisites for enrollment and takes only those courses approved by their Home Institution's academic advisors.

#### **ARTICLE 7: ACADEMIC EXCHANGE PERIOD**

- 7.1 A DDP Student may attend at the Host Institution for a maximum Academic Exchange Period of two Semesters in each Academic Year. Notwithstanding this, the parties recognize and agree that a DDP student may attend the JAMK International Business summer school held annually for three weeks in June as an extension to their Academic Exchange Period and as further recognized in Article 13.3.

#### **ARTICLE 8: STUDENT ORIENTATION**

- 8.1 Prior to departure from the home country, the Home Institution will provide the DDP Student with briefing materials provided by the Host Institution. These briefing materials will include relevant information on the Host Institution; the program of study or courses to be taken; academic requirements; policies and regulations of the Host Institution; evaluation and marking criteria; anticipated costs to be incurred by the DDP Student; potential accommodation information, and other general orientation materials.
- 8.2 On arrival in the host country, the Host Institution will provide the DDP Student with an orientation to the host country and Host Institution, which may include: an overview of the Host Institution's educational system, a tour of campus, and information regarding the campus and community services available to the DDP Student.
- 8.3 The Home Institution will ensure that the DDP Students recruited from its student body are informed of and fully understand the responsibilities of the DDP Students as set out herein.

**ARTICLE 9: IMMIGRATION REQUIREMENTS**

- 9.1 The DDP Student is responsible for obtaining a passport, visas, permits and any other travel documents required by the host country. Acceptance by the Host Institution into the DDP does not guarantee that the DDP Student will obtain a visa or necessary travel documents.

**ARTICLE 10: HEALTH**

- 10.1 The DDP Student is required to obtain health insurance coverage and all necessary vaccinations prior to departure for the Host Institution. The DDP Student may be required to confirm his health insurance coverage to the Host Institution at the time of registration.

**ARTICLE 11: ACCOMMODATION**

- 11.1 Each DDP Student is responsible for arranging and paying for their own accommodation for the Academic Exchange Period. If requested, the Host Institution will provide information and assistance with arrangements for student residence or host family accommodation, provided the Host Institution's application procedures are fulfilled by the DDP Student.

**ARTICLE 12: COSTS & EXPENSES**

- 12.1 The DDP Student shall bear all costs associated with their participation in the DDP and attendance at the Host Institution including, but not limited to:
- a) Student association fees and other general service fees.
  - b) The cost of books, equipment and all other supplies required for study at the Host Institution.
  - c) All travel expenses, including but not limited to flight costs, immigration applications and vaccination and health insurance costs.
  - d) All living expenses, meals and costs of accommodation recognizing that both parties shall provide guidance to each DDP student to enable the DDP student to apply for residence if they desire.
- 12.2 Neither the Host Institution nor the Home Institution shall bear any responsibility for providing funds to a DDP Student for any purpose. DDP Students are not entitled to any financial awards or bursaries at the Host Institution.

**ARTICLE 13: TUITION & ADMINISTRATION FEE**

- 13.1 The DDP Student will be registered as a student at their Home Institution and will pay tuition fees to the Home Institution throughout the Academic Exchange Period.
- 13.2 For an OC DDP Student with non-EU/EEA citizenship, there is a tuition fee required to be paid to JAMK, as obligated by Finnish legislation. See Schedule B.

13.3 All OC DDP Students will be offered the opportunity to register and attend the JAMK International Business Summer School. No administration fee will be charged for the summer school.

13.4 The DDP Student will be required to pay to the Host Institution fees for student activities, membership in student societies and related administrative fees throughout the Academic Exchange Period and as notified by the Host Institution.

#### **ARTICLE 14: STUDENT SERVICES**

14.1 The Host Institution will make available to the DDP Students those student services generally available to all students enrolled in its programs during the Academic Exchange Period.

#### **ARTICLE 15: ACADEMIC RESULTS**

15.1 The Host Institution will evaluate the academic performance of all DDP Students using the same criteria used for students registered in academic programs of the Host Institution.

15.2 Upon completion of the DDP, the Host Institution will issue to the Home Institution the DDP Student's academic results and the Home Institution shall apply those results to the DDP Student's academic record at the Home Institution. DDP Students will not receive academic credit or credentials directly from the Host Institution.

15.3 The Parties will set a mutually agreed upon standard equivalency key that will outline the equivalency of academic grades issued by OC with those issued by JAMK.

#### **ARTICLE 16: NO GUARANTEES**

16.1 Participation in the DDP does not constitute nor guarantee admission at a later date as a regular student to the Host Institution.

16.2 Participation in the DDP does not guarantee approval of any immigration visas or permits required for travel and study at the Host Institution, nor does it establish residence in the jurisdiction of the Host Institution.

16.3 Participation in the DDP does not guarantee the DDP Student will be able to work in Canada or in Finland.

#### **ARTICLE 17: DISCIPLINARY ACTION**

17.1 DDP Students' academic and non-academic conduct will be governed by the policies of the Host Institution during the Academic Exchange Period. In the event a DDP Student is disciplined by the Host Institution in accordance with the Host Institutions policies, and the Home Institution will be advised of the details of the matter in order for the Home Institution to apply any discipline or sanction at the Home Institution as it may determine.

- 17.2 Discipline may include suspension or termination of a DDP Student from the DDP. In such circumstances, the DDP Student will not be entitled to any refund of tuition or other fees paid to the Home Institution and/or Host Institution.
- 17.3 In the event there is an academic appeal by the DDP Student while participating in the DDP, the academic appeal process of either the Host Institution or the Home Institution will apply, depending on the circumstances and as determined by the Parties. The Host Institution agrees to cooperate in the appeal process by providing documents and information as required.
- 17.4 The DDP Student's stay in the host country is determined by the terms of his visa or other travel documents, and any breach of the conditions of his visa or travel documents could result in the DDP Student being required to depart from the host country prior to completion of the Academic Exchange Period.

#### **ARTICLE 18: OTHER FORMS OF COOPERATION**

- 18.1 The Parties agree to explore areas of cooperation beyond the DDP which is felt to be desirable and suitable for the development of cooperative relationships between the two institutions. Such programs may include, but are not limited to exchange of faculty, exchange of students, joint research projects, joint seminars and conferences and exchange of research materials and resources. The specific terms of cooperation shall be agreed upon in writing and annexed to this agreement or outlined in a separate agreement. Any agreements must be agreed upon by the authorized officer from both Parties.

#### **ARTICLE 19: INDEMNITY**

- 19.1 Except to the extent caused or contributed by the negligent acts or omissions of the 'indemnifying party', each Party will indemnify and hold harmless the other from and against all claims, demands, losses, damages, judgments, costs, liability, expenses (including reasonable legal fees and expenses), actions and other proceedings made, incurred, sustained, brought, prosecuted or threatened to be brought or prosecuted that are based upon, occasioned by or arising out of any act or omission, error, deed or other matter on the part of each Party's institution, institution staff, or students arising out of this Agreement.

#### **ARTICLE 20: TERM**

- 20.1 This Agreement will become effective upon the Commencement Date and shall be effective for five (5) years or until earlier terminated by either Party in keeping with the terms of this Agreement. This Agreement will be renewed for successive additional terms of five (5) years based upon mutual agreement between the parties.

**ARTICLE 21: TERMINATION**

- 21.1 Either Party may terminate this Agreement at any time and for any reason by providing six (6) months prior written notice to the other Party.
- 21.2 Notwithstanding the termination of this Agreement:
- a) each Party agrees that it will continue to honour and fulfill its responsibilities to any DDP Students that are accepted or enrolled at the time of the effective termination date until the completion of their Academic Exchange Period; and
  - b) both Parties agree to work together to ensure that other co-operative activities that have already commenced are, wherever possible, completed under the terms of the relevant arrangement.

**ARTICLE 22: ASSIGNMENT**

- 22.1 This Agreement shall not be assignable by either Party.

**ARTICLE 23: AMENDMENT**

- 23.1 No modification or amendment to this Agreement may be made unless agreed to by both Parties in writing.
- 23.2 The Parties agree that any modification or amendment to this Agreement shall become effective upon a date agreed to in writing.

**ARTICLE 24: AUTHORITY**

- 24.1 Nothing in this Agreement shall be deemed to create a relationship of agency, partnership, or joint venture between the Parties. The Parties shall not incur any debt or obligation on behalf of the other Party except as authorized in writing by the other Party.

**ARTICLE 25: REVIEW**

- 25.1 The Parties will undertake a joint review of the DDP and its operations on a yearly basis, or more frequently as the Parties may feel necessary.

**ARTICLE 26: DISPUTE RESOLUTION**

- 26.1 Should a dispute arise between the Parties regarding the interpretation or application of this Agreement or the operation of the DDP, the DDP Managers at both institutions will work together to negotiate a satisfactory resolution to the dispute.

**ARTICLE 27: SEVERABILITY**

27.1 If any provision of this Agreement is determined to be invalid, void, illegal or unenforceable in whole or in part for any reason whatsoever, such provision shall be severable from all other provisions and shall not in any way affect or impair the validity of this Agreement.

**ARTICLE 28: EXECUTION**

28.1 The Parties agree that this Agreement may be executed and delivered by facsimile or electronic scan and such a copy shall be deemed to be an original for all intents and purposes.

**ARTICLE 29: NOTICE**

29.1 Any notice to be served on either of the Parties shall be sent by email and also by registered mail at the following addresses and shall be deemed to have been received by the recipient ten (10) days after the date of sending by registered mail as stated on the registered slip:

**TO OC:**

School of Business, Okanagan College  
 Attention: Dean Joe Baker  
 Address: 1000 KLO Road, Kelowna, BC V1Y 4X8  
 Email: [jbaker@okanagan.bc.ca](mailto:jbaker@okanagan.bc.ca)

With a copy to:

Okanagan College  
 Attention: Provost & VP, Academic Dr Samantha Lenci  
 Address: 1000 KLO Road, Kelowna, BC V1Y 4X8  
 Email: [slenci@okanagan.bc.ca](mailto:slenci@okanagan.bc.ca)

**TO JAMK:**

School of Business  
 Attention: Director, School of Business: Anne Eskola;  
 Head of Global Education: Matti Hirsilä; or Head of Tourism Management, Niko Kiviaho  
 Address: Rajakatu 35, PI 207, 40101 Jyväskylä, Finland  
 Email: [anne.eskola@jamk.fi](mailto:anne.eskola@jamk.fi); [matti.hirsila@jamk.fi](mailto:matti.hirsila@jamk.fi) or [niko.kiviaho@jamk.fi](mailto:niko.kiviaho@jamk.fi)

With a copy to:

Attention: International Services  
 Address: Rajakatu 35, PI 207, 40101 Jyväskylä, Finland  
 Email: [international.agreements@jamk.fi](mailto:international.agreements@jamk.fi); [incoming@jamk.fi](mailto:incoming@jamk.fi); [outgoingA@jamk.fi](mailto:outgoingA@jamk.fi)

**ARTICLE 30. ENTIRE AGREEMENT**

30.1 This Agreement contains the entire agreement between the parties in respect of the subject matter hereof and there are no warranties, representations, terms, conditions, or collateral agreements, express, implied, or statutory, other than as expressly set forth in this Agreement and this Agreement supersedes all of the terms of any written or oral agreement between the parties.

**IN WITNESS WHEREOF**, this Agreement is executed by the Parties on the date first above written.

**OKANAGAN COLLEGE** by its duly authorized signatories:

---

Per: Joe Baker  
Dean, School of Business

---

Per: Dr. Samantha Lenci  
Provost & VP, Academic

**JAMK UNIVERSITY OF APPLIED SCIENCES** by its duly authorized signatories:

---

Per: Dr. Vesa Saarikoski  
Rector and President

---

Per: Dr. Anne Eskola  
Director, School of Business

## SCHEDULE A

### ADMISSION REQUIREMENTS & GRADUATING REQUIREMENTS

#### I. ADMISSION REQUIREMENTS

1. Okanagan College – Bachelor of Business Administration – General  
Okanagan College – Bachelor of Business Administration – Tourism and Hospitality Management

To be eligible for admission to JAMK, OC DDP students shall be selected by the DDP Manager at OC and must have completed 60 OC credits (120 ECTS credits) and completed 2 years and have attained 3rd year standing. The OC DDP Manager shall complete a personal degree plan for each OC DDP Student prior to the DDP Student departing to the Host Institution and will share that plan with the Host Institution.

2. JAMK – Bachelor of Business Administration – International Business  
JAMK – Bachelor of Hospitality Management

To be eligible for admission to OC, JAMK DDP students shall be selected by the DDP Manager at JAMK and must have completed 180 ECTS credits (90 OC credits), in addition to the other general admission requirements at OC as set out in the Academic Calendar, as amended from time to time, accessible on the OC website. The JAMK DDP Manager shall complete a personal degree plan for each JAMK DDP Student prior to the DDP Student departing to the Host Institution and will share that plan with the Host Institution.

#### II. GRADUATION REQUIREMENTS

Okanagan College – Bachelor of Business Administration – General  
Okanagan College – Bachelor of Business Administration – Tourism and Hospitality Management

##### A. Credit Requirements

In addition to the graduating requirements set out in the Academic Calendar at OC, in order to graduate from OC with a BBA General (240 ECTS or 120 OC credits), JAMK DDP students must successfully complete 60 ECTS credits (30 OC credits) at OC, so that OC requirements for graduation of 240 ECTS or 120 OC credits are fulfilled.

These 60 ECTS credits (30 OC credits) completed at OC will also be included accordingly in the JAMK degree graduation requirements (210 ECTS credits or 105 OC credits).

Upon graduation from OC in addition to the 60 ECTS (30 OC credits) done in the DDP program, a minimum of 180 ECTS (90 OC credits) of JAMK degree credits will be adopted by OC for their degree to ensure that the JAMK DDP Student has completed three Academic Years at JAMK.

## B. Content of the 60 ECTS (30 OC credits) at OC for JAMK students under the DDP program

JAMK DDP students must complete courses equating to 60 ECTS credits (30 OC credits) while at OC. These courses must include 30 ECTS (15 OC credits) of courses that are defined as applied courses involving a combination of primary and secondary research and working on a supervised project for a real client. These courses are outlined under sub paragraph D) and may be modified by OC during the term of the Agreement and if so, OC shall provide JAMK with an updated list of applied courses.

If any or all these credits cannot be completed while on exchange during the exchange year, they may be finished via online after exchange if needed. The Host Institution and the Home Institution will determine if online completion is possible and will make the necessary arrangements.

## C. Requirement of Final Graduating Thesis and Practical Training/Practicum

JAMK DDP Students will do a Final Graduating Thesis (15 ECTS or 7.5 OC credits) required for JAMK degree at JAMK prior to their arrival at OC. They may also choose to do their Practical Training/Practicum (30 ECTS or 15 OC credits) required by JAMK prior to arrival at OC. Students are not required to complete additional thesis and practicum or parts of it at OC.

## D. Applied Courses

DDP Students from JAMK may enroll in any of the following OC courses, subject to availability, to complete the practical training/practicum requirement while studying at OC if they so choose.

<b>Okanagan College – Bachelor of Business Administration – General</b>	<b>Okanagan College – Bachelor of Business Administration – Tourism and Hospitality Management</b>
<p>The courses that have an applied focus are as follows:</p> <ul style="list-style-type: none"> <li>BUAD 246 Recruitment and Selection</li> <li>BUAD 247 Training and Development</li> <li>BUAD 305 Logistics &amp; Supply Chain Management</li> <li>BUAD 309 Social Entrepreneurship</li> <li>BUAD 331 Project Management</li> <li>BUAD 333 Search Marketing</li> <li>BUAD 334 Events Planning</li> <li>BUAD 335 E-Commerce</li> <li>BUAD 336 Service Design &amp; Development</li> <li>BUAD 341 Introduction to Non-Profit Management</li> </ul>	<p>The names of the courses that have an applied focus as well as the number of OC credits for each course are as follows:</p> <ul style="list-style-type: none"> <li>BUAD 215 Restaurant Management (3.0)</li> <li>BUAD 220 Hotel Management (3.0)</li> <li>BUAD 230 Wine &amp; Culinary Tourism (3.0)</li> <li>BUAD 308 Multicultural Management (3.0)</li> <li>BUAD 309 Social Entrepreneurship (3.0)</li> <li>BUAD 333 Search Marketing (3.0)</li> <li>BUAD 334 Events Planning (3.0)</li> <li>BUAD 335 E-Commerce (3.0)</li> <li>BUAD 336 Service Design &amp; Development (3.0)</li> <li>BUAD 358 Global Trends in Tourism &amp; Hospitality (3.0)</li> </ul>

Okanagan College – Bachelor of Business Administration – General	Okanagan College – Bachelor of Business Administration – Tourism and Hospitality Management
BUAD 370 Leadership BUAD 382 Operations Management BUAD 412 Strategic Performance Management BUAD 438 Applied Business Project	BUAD 370 Leadership (3.0) BUAD 438 Applied Business Project (3.0) BUAD 449 Sustainable Tourism Stewardship (3.0)

#### JAMK – Bachelor of Business Administration – International Business

#### JAMK – Bachelor of Business Administration – Hospitality Management

#### E. Credit Requirements

To graduate from JAMK with a BBA in International Business or Hospitality Management (210 ECTS credits), OC DDP students must successfully complete 60 ECTS (30 OC credits) at JAMK, which will be included in the OC graduation requirements of 240 ECTS credits (120 OC credits).

Upon graduation from JAMK in addition to the 60 ECTS done in the DDP program, a minimum of 150 ECTS (75 OC credits) of OC degree credits will be adopted by JAMK for their degree.

#### F. Content of the 60 ECTS at JAMK for OC students under the DDP program

OC DDP Students must complete courses equating to 45 ECTS (17.5 OC credits) including compulsory courses while at JAMK. Compulsory courses include

JAMK – Bachelor of Business Administration – International Business	JAMK – Bachelor of Business Administration – Hospitality Management
Finnish language courses (10 ECTS), one academic track (5 ECTS), and Research and Development (5 ECTS) and Data Analysis for Business Management (5 ECTS).	Finnish language courses (5 ECTS), one academic track (10 ECTS), and Research and Development (5 ECTS).

The rest of the courses can be selected from the course offerings from the second and third year. The weblink to these courses is:

<https://opetussuunnitelmat.peppi.jamk.fi/offerings/12/47500?lang=en>. Please note that the composition of these courses is subject to change if there are changes to the Jamk curriculum.

OC students will undertake to do the Bachelor's Thesis (15 ECTS or 7.5 OC credits, required for JAMK degree) at JAMK. The Parties agree that OC will advise the OC DDP Students that their thesis shall relate to a topic with their chosen academic track. The thesis must fulfill the criteria and requirements of JAMK and may include a Canadian organization. If all of these credits cannot be completed while on exchange during the exchange year, they may be finished via online after exchange if needed. The Host Institution and the Home Institution will determine if online completion is possible and will make the necessary arrangements.

### G. Practical Training/Practicum

DDP students may choose to do the Practical Training/Practicum (30 ECTS or 15 OC credits) while at JAMK. DDP students may also choose to do the Practical Training/Practicum at OC by taking one of more the applied courses listed above in this agreement under sub paragraph 1. D. Students who enroll in these courses are not required to complete additional practicum or parts of it while at JAMK.

DDP Students from both institutions may also fulfill the practical training requirements by working for a company full time for a total of 3 months (such work term may be broken into 3 individual months or a consecutive term of 3 months), with approval of the Host Institution. The Host Institution's faculty shall issue a certificate to the DDP student as proof of such practical training upon proper proof being provided by the DDP Student to their Host Institution.

### III. CHANGES TO REQUIREMENTS

1. The Parties may amend their course curriculums, courses offered, admission requirements and graduation requirements from time to time without consent of the other Party. To maintain the DDP, to the extent possible, the Parties will collaborate in advance, with as much lead time as possible regarding any proposed changes that may have an impact on the DDP.

## **SCHEDULE B**

### **OTHER TERMS AND CONDITIONS**

OC will advise OC DDP Students with non-EU/EEA citizenship that a tuition fee in the amount of 1,500 € (Euros) is required to be paid by an OC DDP Student with non-EU/EEA citizenship to JAMK before starting the Academic Exchange Period. The tuition fee is based on the academic year of entry into the DDP. The fee is charged for the semester(s) that a student is physically present and studying at JAMK. OC will be informed of potential changes to the tuition fees at the start of the DDP application period.

OC will advise OC DDP Students to carefully review the JAMK guidelines “Guidelines for Administration of Double Degree Programs at JAMK University of Applied Sciences” and consult the relevant website link at JAMK for policies and regulations pertaining to the DDP.

JAMK will advise JAMK DDP Students to carefully review the OC website and OC Calendar for OC policies and regulations pertaining to admission at OC and the DDP.



## BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 6.2

<b>Title</b>	Okanagan College Foundation Annual Report and Audited Financial Statements 2023-24		
<b>Action and/or Recommendation</b>	For Information		
<b>Meets OC's Inspire Plan...</b>	<b>Values</b> <input type="checkbox"/> Students First <input checked="" type="checkbox"/> Community <input type="checkbox"/> Respect <input type="checkbox"/> Courage <input checked="" type="checkbox"/> Relationships <input type="checkbox"/> Distinction	<b>Responsibilities</b> <input type="checkbox"/> Reconciliation <input type="checkbox"/> EDISJ <input type="checkbox"/> Sustainability <input type="checkbox"/> Resilience <input checked="" type="checkbox"/> Effective and Efficient	<b>Commitments</b> <input checked="" type="checkbox"/> Inclusive & Equitable Access <input type="checkbox"/> Life-long learning partnerships <input type="checkbox"/> Integration and focus

### Background Statement

Okanagan College Foundation leads community fundraising for Okanagan College. It exists only to advance the mission and priorities of Okanagan College and its students.

The mission of the Foundation is to ***"Inspire Giving to Transform Lives and Communities."*** The Foundation engages community to invest in Okanagan College's campuses, learning spaces, equipment, and programs, and creates opportunities for donors to help students fulfill their potential through education.

The Foundation is a charitable public foundation registered with the CRA and the BC Society Registry. As a separate legal entity from Okanagan College, the Foundation holds funds from donors in trust for designated projects, programs, and student awards.

Helen Jackman is the Executive Director of Okanagan College Foundation and Director of Advancement for Okanagan College. The staff dedicated to delivering the mission of the Foundation are employees of the College, within the Advancement Department.

At the end of each fiscal year (March 31), an independent audit of the Okanagan College Foundation is conducted. Grant Thornton LLP conducted the audit for 2023-24. A copy of the audited financial statements is attached with this submission.

After completion of the audit, the Foundation produces and distributes its annual Gratitude Report. The report is distributed to all donors and to key stakeholders. A copy of the 2023-24 Gratitude Report is attached with this submission and a hard copy will be provided to the Board of Governors.

### Reference Materials

- 2023-24 Okanagan College Foundation Audited Financial Statements
- 2023-24 Okanagan College Foundation Gratitude Report

## Supporting Analysis

The 2023-24 OC Foundation audited financial statements show:

- Total assets of \$29,067,949 compared to \$26,124,762 in 2022-23
- \$10,090,070 designated for capital projects
- \$3,381,277 designated for program support
- \$15,514,646 is endowed, the returns from which support student awards

Revenue for the fiscal year totalled \$5,234,773, compared to \$3,747,638 in 2022-23.

Disbursement of \$1,170,825 in student awards, compared to \$1,074,664 in 2022-23.

## Alignment to the Strategic Plan Roadmap

**Community and Relationships.** By developing reciprocal relationships with community, the Foundation advances and supports the *Inspire* Plan and helps community donors fulfill their philanthropic goals.

**Effective and Efficient.** The Foundation’s revenues support the priorities of the College set out in the *Inspire* Plan and the Capital Plan.

**Inclusive and Equitable Access.** The Foundation’s revenues also directly support student success and equitable access by providing financial awards, scholarships and bursaries.

## Risk Implication & Mitigation Steps

**Financial.** If the Foundation fails to effectively plan and invest in campaigns and fundraising programs, steward existing donors and cultivate new relationships, there is a risk that revenue goals will not be achieved. Mitigation strategies focus on feasibility studies, community awareness campaigns, and effective staffing.

**Financial.** If the culture of philanthropy is not enhanced within the College, opportunities to o philanthropic revenues will be reduced. Mitigation strategies seek to enhance the culture of philanthropy. This includes leveraging the ambassadorial role of OC Executive, OC Leadership Council, OC Board of Governors and the OC Foundation Board.

<b>Proposed and Prepared by</b>		Helen Jackman, Executive Director, Okanagan College Foundation		
<b>Consultation History</b>	<b>Reviewed</b>	<b>Recommended</b>	<b>Group/Individual, Title</b>	<b>Date</b>
	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	OC Foundation Board	6/13/2024
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.

OKANAGAN COLLEGE OKANAGAN COLLEGE  
OKANAGAN COLLEGE OKANAGAN COLLEGE  
OKANAGAN COLLEGE OKANAGAN COLLEGE  
**OKANAGAN COLLEGE FOUNDATION** OKANA



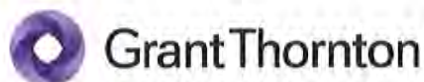
**OC** OKANAGAN COLLEGE  
**FOUNDATION**

OKANAGAN COLLEGE FOUNDATION  
**FINANCIAL STATEMENTS**  
MARCH 31, 2024

# Okanagan College Foundation

## Contents

	Page
Independent Auditor's Report	1-2
Statement of Financial Position	3
Statement of Operations	4
Statement of Changes in Net Assets	5
Statement of Cash Flows	6
Notes to the Financial Statements	7-12



## Independent Auditor's Report

---

Grant Thornton LLP  
200-1633 Ellis Street  
Kelowna, BC  
V1Y 2A8  
T +1 250 712 6800  
F +1 250 712 6850

To the Directors of  
Okanagan College Foundation

### Opinion

We have audited the financial statements of Okanagan College Foundation ("the Foundation"), which comprise the statement of financial position as at March 31, 2024, and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies and other explanatory information.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Foundation as at March 31, 2024, and its results of operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

### Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Statements* section of our report. We are independent of the Foundation in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Foundation's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Foundation or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Foundation's financial reporting process.

### Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Foundation's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Foundation's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Foundation to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

### Report on other legal and regulatory requirements

As required by the Societies Act of British Columbia, we report that, in our opinion, these financial statements were prepared on a basis consistent with that applied in preparing the financial statements of the preceding year.

Kelowna, Canada  
May 29, 2024

*Grant Thornton LLP*  
Chartered Professional Accountants

## Okanagan College Foundation Statement of Financial Position

For the Year Ended March 31, 2024

2024

2023

**Assets**

## Current assets

Cash and cash equivalents	\$	4,022,149	\$	10,596,444
Investment portfolio (Note 3)		24,637,186		15,370,553
Receivables		255,273		13,281
		<u>28,914,608</u>		<u>25,980,278</u>

Life insurance policies (Note 4)

153,341 144,484

	\$	<u>29,067,949</u>	\$	<u>26,124,762</u>
--	----	-------------------	----	-------------------

**Liabilities**

## Current liabilities

Payables and accruals	\$	400	\$	400
-----------------------	----	-----	----	-----

**Net Assets**

## Unrestricted

81,556 88,462

## Restricted

Capital campaign		10,090,070		8,569,018
Scholarship and program support		3,381,277		3,013,959
Endowment		15,514,646		14,452,923
		<u>29,067,549</u>		<u>26,124,362</u>

	\$	<u>29,067,949</u>	\$	<u>26,124,762</u>
--	----	-------------------	----	-------------------

Approved on behalf of the Board:



Director



Director

## Okanagan College Foundation

### Statement of Operations

For the Year Ended March 31, 2024

	Unrestricted	Restricted			2024	2023
	Operating	Capital campaign	Scholarship and program support	Endowment	Total	Total
<b>Revenue</b>						
Donations						
Capital campaign	\$ -	\$ 1,575,442	\$ -	\$ -	\$ 1,575,442	\$1,151,096
Annual awards	7,148	-	607,461	-	614,609	637,139
Program Support	-	104,306	239,692	-	343,998	747,807
Endowment contributions	-	-	16,584	380,102	396,686	654,163
Investment income	(95)	266	1,108,596	443,979	1,552,746	938,228
Unrealized gain (loss)	-	-	7,760	368,996	376,756	(554,513)
Forgiveness of line of credit payable	-	291,623	-	-	291,623	93,712
Gaming event revenues	-	-	59,055	-	59,055	65,810
Other revenues	-	15,000	-	-	15,000	5,338
Increase in cash surrender value of life insurance policies	-	-	-	8,858	8,858	8,858
	<u>7,053</u>	<u>1,986,637</u>	<u>2,039,148</u>	<u>1,201,935</u>	<u>5,234,773</u>	<u>3,747,638</u>
<b>Expenses</b>						
Scholarships and bursaries Okanagan College	120	-	1,170,705	-	1,170,825	1,074,664
program support and other	2,683	205,187	539,142	-	747,012	432,191
Fundraising expenses	-	283,444	-	-	283,444	93,712
Gaming event expenses	-	-	30,290	-	30,290	28,023
Investment management fees	-	-	55,295	-	55,295	53,753
Other expenses	-	-	4,720	-	4,720	7,984
	<u>2,803</u>	<u>488,631</u>	<u>1,800,152</u>	<u>-</u>	<u>2,291,586</u>	<u>1,690,327</u>
<b>Net revenue</b>	<u>\$ 4,250</u>	<u>\$ 1,498,006</u>	<u>\$ 238,996</u>	<u>\$ 1,201,935</u>	<u>\$ 2,943,187</u>	<u>\$ 2,057,311</u>

See accompanying notes to the financial statements.

---

**Okanagan College Foundation**  
**Statement of Changes in Net Assets**  
**For the Year Ended March 31, 2024**

---

	Unrestricted		Restricted		2024	2023
	Operating	Capital campaign	Scholarship and program support	Endowment	Total	Total
<b>Balance, beginning of year</b>	\$ 88,462	\$ 8,569,018	\$ 3,013,959	\$ 14,452,923	<b>\$ 26,124,362</b>	\$ 24,067,051
Net revenue	4,250	1,498,006	238,996	1,201,935	<b>2,943,187</b>	2,057,311
Interfund transfers	(11,156)	23,046	128,322	(140,212)	-	-
<b>Balance, end of year</b>	<b>\$ 81,556</b>	<b>\$ 10,090,070</b>	<b>\$ 3,381,277</b>	<b>\$ 15,514,646</b>	<b>\$ 29,067,549</b>	<b>\$ 26,124,362</b>

---

## Okanagan College Foundation

### Statement of Cash Flows

For the Year Ended March 31, 2024

	2024	2023
<b>Cash provided by (used in) operating activities</b>		
Net revenue	\$ 2,943,187	\$ 2,057,311
Items not affecting cash		
Increase in cash surrender value of life insurance policies	(8,858)	(8,858)
Gain on disposal of investments	(350,248)	(96,656)
Unrealized (gain) loss on investments	(376,756)	554,513
Forgiveness of line of credit payable	(291,623)	(93,712)
	<u>1,915,702</u>	<u>2,412,598</u>
Changes in non-cash working capital		
(Increase) decrease in receivables	(241,992)	3,755
Decrease in payables and accruals	-	(77)
Net advances of line of credit	291,623	93,712
	<u>1,965,333</u>	<u>2,509,988</u>
<b>Cash provided by (used in) investing activities</b>		
Purchase of investments	(15,304,573)	(7,119,416)
Proceeds from disposal of investments	6,764,945	1,422,187
	<u>(8,539,628)</u>	<u>(5,697,229)</u>
Decrease in cash and cash equivalents during the year	(6,574,295)	(3,187,241)
Cash and cash equivalents, beginning of the year	10,596,444	13,783,685
Cash and cash equivalents, end of the year	<u>\$ 4,022,149</u>	<u>\$ 10,596,444</u>

See accompanying notes to the financial statements.

---

# Okanagan College Foundation

## Notes to the Financial Statements

March 31, 2024

---

### 1. Nature of organization

The Okanagan College Foundation (the "Foundation") raises funds from Okanagan College's alumni and from the community. The Foundation's purpose is to further the goals, objectives, and strategic interests of Okanagan College; stimulate and provide financial support for the development and expansion of educational programs, services, capital projects, and other initiatives as recommended by Okanagan College that support the mission and goals of Okanagan College; and provide financial support to enable students to participate in learning at Okanagan College and other institutions providing post-secondary education in Canada. The Foundation is a registered charity with the Canada Revenue Agency and accordingly is not subject to income tax. In accordance with its constitution and bylaws, the Foundation's operations are exclusively for charitable purposes.

---

### 2. Summary of significant accounting policies

#### Basis of presentation

The Foundation has prepared these financial statements in accordance with Canadian accounting standards for not-for-profit organizations (ASNPO).

#### Fund accounting

The Foundation follows the restricted fund method of accounting for contributions. Accordingly, the resources and operations of the Foundation are segregated into various funds for accounting and financial reporting purposes, each with responsibility for the stewardship of the assets allocated to it.

Capital campaign fund – The fund includes contributions restricted by the donor for the purpose of funding Okanagan College capital projects and other programs.

Scholarship and program support fund – The fund includes contributions restricted by the donor for scholarships, bursaries, and student awards; earnings on the Endowment Fund allocated to fund annual awards; and program support donations.

Endowment fund – The fund includes those amounts relating to endowments, bequests and trust funds made available to the Foundation under trust agreements specified by donors and independent trustees for the purpose of providing scholarships, bursaries and assets for Okanagan College, the University of British Columbia, or any other educational institution in Canada.

Operating fund – The fund includes undesignated contributions and earnings that are available for use at the discretion of the Foundation.

---

# Okanagan College Foundation

## Notes to the Financial Statements

### March 31, 2024

---

#### 2. Summary of significant accounting policies (continued)

##### Donations and donated property

Donations are recorded as received. Donated property is recorded at fair value, which is determined by appraisal. Donations pledged but not received and volunteered time have not been recorded.

##### Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

##### Investments

The Foundation has invested in marketable securities for revenue generation. Investments are recorded at fair value with unrealized and realized gains recognized in the statement of operations. Interest and dividend income is recognized when earned.

##### Life insurance policies

Life insurance policies owned by the Foundation, which are non-cancellable and whose premiums are fully funded, are included in assets to the extent of their cash surrender value.

##### Contributed services and supplies

Okanagan College provides administrative staff and necessary supplies for the Foundation's operations. Because of the difficulty in tracking and determining their fair value, contributed services and supplies are not recognized in these financial statements.

##### Financial instruments

The Foundation considers any contract creating a financial asset, liability or equity instrument as a financial instrument, except in certain limited circumstances. A financial asset or liability is recognized when the Foundation becomes party to the contractual provisions of the instrument.

Initial measurement - The Foundation's financial instruments are measured at fair value when issued or acquired. For financial instruments subsequently measured at cost or amortized cost, fair value is adjusted by the amount of the related financing fees and transaction costs, if applicable. Transaction costs and financing fees relating to financial instruments that are measured subsequently at fair value are recognized in operations in the year in which they are incurred.

Financial assets and financial liabilities in related party transactions are initially measured at cost, with the exception of certain instruments which are initially measured at fair value. The Foundation does not have any assets or financial liabilities in related party transactions which are initially measured at fair value. Gains or losses arising on initial measurement differences are generally recognized in net income when the transaction is in the normal course of operations, and in equity when the transaction is not in the normal course of operations, subject to certain exceptions.

(continued)

---

# Okanagan College Foundation

## Notes to the Financial Statements

### March 31, 2024

---

#### 2. Summary of significant accounting policies (continued)

Subsequent measurement - At each reporting date, the Foundation measures its financial assets and liabilities at cost or amortized cost (less impairment in the case of financial assets), except for equities quoted in an active market, which are measured at fair value. The Foundation has also irrevocably elected to measure its investments in bonds at fair value. All changes in fair value of the Foundation's investments in equities quoted in an active market and in bonds are recorded in the statement of operations.

#### Financial instruments (continued)

The Foundation uses the effective interest rate method to amortize any premiums, discounts, transaction fees and financing fees to the statement of operations. The financial instruments measured at amortized cost (which approximates fair value for cash and cash equivalents) are cash and cash equivalents, receivables, payables and accruals. Unless otherwise noted, it is management's opinion that the Foundation is not exposed to significant credit, liquidity or market risks arising from these financial instruments.

Impairment – Financial assets and financial liabilities recognized in related party transactions are subsequently measured based on how the Foundation initially measured the instrument. Financial instruments initially measured at cost are subsequently measured at cost, less any impairment for financial assets. Financial instruments initially measured at fair value, of which the Foundation has none, would be subsequently measured at amortized cost or fair value based on certain conditions.

For financial assets measured at cost or amortized cost, the Foundation regularly assesses whether there are any indications of impairment. If there is an indication of impairment, and the Foundation determines that there is a significant adverse change in the expected timing or amount of future cash flows from the financial asset, it recognizes an impairment loss in the statement of operations. Any reversals of previously recognized impairment losses are recognized in the statement of operations in the year the reversal occurs to the extent that the reversal of the impairment loss does not exceed the carrying value of the asset.

#### Use of estimates

Management reviews the carrying amounts of items in the financial statements at each balance sheet date to assess the need for revision or any possibility of impairment. Certain items in the preparation of these financial statements require management's best estimate. Management determines these estimates based on assumptions that reflect the most probable set of economic conditions and planned courses of action. These estimates are reviewed periodically and adjustments are made to the Statement of Operations as appropriate in the year they become known.

---

---

## Okanagan College Foundation

### Notes to the Financial Statements

March 31, 2024

---

#### 3. Investment portfolio

Current marketable securities are managed by RBC Phillips Hager & North. Investments comprise the following:

	<u>RBC/PH&amp;N</u>	<u>TD</u>	<u>BMO</u>	<u>CIBC</u>	<u>2024</u>	<u>2023</u>
Fixed Income	\$ 2,898,142				\$ 2,898,142	\$ 2,317,485
Equities	6,598,340				6,598,340	6,401,530
Other	1,026,846				1,026,846	1,051,216
Term Deposits	3,000,000	\$ 3,500,000	\$ 7,500,000		14,000,000	5,500,000
Student Investment Fund				\$ 113,858	113,858	100,322
<b>Total Investments</b>	<b>\$13,523,328</b>	<b>\$ 3,500,000</b>	<b>\$ 7,500,000</b>	<b>\$ 113,858</b>	<b>\$24,637,186</b>	<b>\$15,370,553</b>

---

#### 4. Life insurance policies

The Foundation has been given life insurance policies under which it is the owner and beneficiary. The policies are treated as an investment and shown as an asset to the extent of the cash surrender values of \$153,341 (2023 - \$144,484). The total coverage provided under the policies owned by the Foundation is approximately \$290,000 (2023 - \$290,000).

---

#### 5. Line of credit payable

Under the Capital Campaign Line of Credit Agreement between the Foundation and Okanagan College, the College may provide funds to the Foundation, up to a maximum of \$1,250,000, by way of a line of credit so as to cover the costs to be incurred by the Foundation in operating and running the Capital Campaign(s).

The line of credit payable shall be made free of interest provided that the Foundation shall comply strictly with the terms of the agreement.

The Foundation shall repay amounts owed on the line of credit payable pursuant to the terms of this Agreement on the following basis:

- On March 31 in each year, repayment of a minimum of 20% of the pledge payments that are received, to a maximum amount of all outstanding credit; and
- At any time forthwith upon demand from the College.

The balance outstanding of the line of credit payable under the Capital Campaign Line of Credit Agreement as at March 31, 2024 was \$nil (2023 - \$nil).

Okanagan College forgave approximately 18% (2023 - 8%) of the pledges received in the amount of \$291,623 for the fiscal year ending March 31, 2024 (2023 - \$93,712).

---

---

## Okanagan College Foundation

### Notes to the Financial Statements

March 31, 2024

---

#### 6. Endowment funds

The Foundation has invested with various community foundations funds donated for scholarship and bursary purposes. These investments are held in perpetuity by the respective community foundations and interest will be paid annually to the Foundation to fund the respective scholarships and bursaries.

The following table lists the foundations holding endowment funds for the benefit of the Foundation, the fund balances as at March 31 and the investment income amounts received by the Foundation during the fiscal year.

	<u>2024</u>		<u>2023</u>	
	Fund balance	Investment income	Fund balance	Investment income
The Vancouver Foundation	\$ 500,000	\$ 36,348	\$ 500,000	\$ 35,624
The Community Foundation of the South Okanagan	160,000	7,500	160,000	6,860
The Central Okanagan Foundation	104,030	4,343	103,000	4,376
The Community Foundation of the North Okanagan	100,000	6,798	100,000	5,250
The Shuswap Community Foundation	100,000	7,761	100,000	7,232
The Revelstoke Community Foundation	5,000	250	5,000	250
	<u>\$ 969,030</u>	<u>\$ 63,000</u>	<u>\$ 968,000</u>	<u>\$ 59,592</u>

As the investments in community foundations are not controlled by the Foundation, these investments have not been recognized in the financial statements.

---

#### 7. Related party transactions

Included in donations revenue is \$158,909 (2023 - \$366,608) received from Okanagan College to be used towards annual awards and other program support.

During the year, Okanagan College approved \$291,623 (2023 - \$93,712) for forgiveness of the line of credit.

During the year, the Foundation awarded to Okanagan College grants in the amount of \$575,583 (2023 - \$282,894) to fund specific programs and transferred \$197,008 (2023 - \$127,383) raised in the legacy Health Sciences capital campaign for program support.

Transactions with related parties are recorded at the exchange amount, the amount of consideration agreed to between the related parties.

---

---

## Okanagan College Foundation

### Notes to the Financial Statements

March 31, 2024

---

#### 8. Financial instruments risks

The Foundation's main financial instrument risk exposure is market risk. Market risk is the risk that the fair value or expected future cash flows of a financial instrument will fluctuate because of changes in market prices. Market risk comprises three types of risk: currency risk, interest rate risk and other price risk.

Currency risk – Currency risk is the risk that the fair value of a financial instrument will fluctuate because of changes in foreign exchange rates. The Foundation is exposed to this risk on its investments in U.S. and international equities quoted in an active market. There was no significant change in exposure from the prior year.

Interest rate risk - Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Foundation is exposed to interest rate risk with respect to investment in fixed income instruments. Interest rate risk was impacted in the 2024 fiscal year by fluctuations in market prices for fixed income investments and by increases in Canadian interest rates, including prime lending rates for financial institutions.

Other price risk – Other price risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of the changes in market prices (other than those arising from interest rate risk), whether these changes are caused by factors specific to the individual financial instrument or its issuer, or factors affecting all similar financial instruments traded in the market. The Foundation is exposed to other price risk on its investment in equities quoted in an active market. There was no significant change in exposure from the prior year.

---

#### 9. British Columbia Societies Act

The British Columbia Societies Act includes a requirement to disclose the remuneration paid to all directors, the ten highest paid employees, and all contractors who are paid at least \$75,000 annually. There are no items to disclose in the current year.

---

# Gratitude

## report

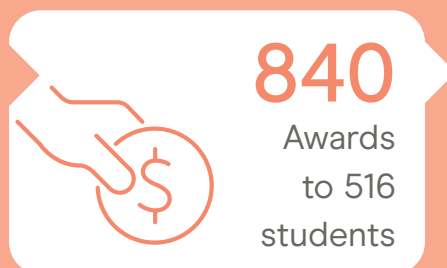
2023-2024



**Brian Wawryk**

Award recipient and Michelin star chef

# Student success with your support



*"I've always loved animals, and I've wanted to be a veterinarian for as long as I can remember. My sister and I moved here from South Africa with my family joining us later in the year. It's been a large financial burden for my family so this award has made a huge impact. The award has given me more chances to study which is great because applying to veterinary school is extremely competitive. I'm so grateful. They are helping my dreams come true!"*

~Mayine Pillay  
Jilly Box Award recipient

# Families give to power of sport

## Recsky family honour shared passion



Alex and Ruth Recsky

The Recsky family are honouring Alex and Ruth Recsky, who are both in their 90s, with a \$30,000 donation to the Thrive Here campaign for the Recreation and Wellness Centre at Okanagan College's (OC) Kelowna campus.

Alex was hired as OC's first recreation and intramurals programmer in 1986. It was a job he loved and pursued with passion until his retirement 10 years later, introducing thousands of students to sports and recreational opportunities.

*"All four generations of our family have been involved with sports of all kinds in Kelowna, some more serious than others. Many of our most memorable moments come when we are at arenas, gyms, and outdoor spaces,"* says Kyle Recsky, Alex's grandson.



Kelly with his sons, Leo and Cru.

## OC alum champions lessons learned from sport

Kelly Loudoun, an Okanagan College (OC) alum and father of two, believes in the power of sport and giving back, which is why he is donating \$25,000 towards building a Recreation and Wellness Centre at the Kelowna campus.

While studying business, Loudoun, who now owns his own development company, started the first hockey team at Okanagan College. For Loudoun, sport inspires a sense of purpose and drive. It also helps him manage the highs and lows that come with running a company.

*"I find many lessons from sport apply to my business. The importance of showing up, trying to be a better version of myself each day and learning how to handle any challenge,"* he says.

Loudoun also gives to an annual student award and has made a legacy gift.

# Constructing dreams

## Highstreet and Canerector lay the foundation for next generation of skilled trades

When 18-year-old Evan Woodroff discovered he received a Highstreet Ventures entrance bursary, he recalls letting out a whoop of excitement before running upstairs to tell his parents the good news.

Woodroff, who recently graduated from W.L. Secondary School in Vernon, received one of 13 annual bursaries of \$6,500 as part of a \$1,000,000 award fund setup by Highstreet Ventures.

The bursaries cover the full tuition costs with room for additional student expenses, such as textbooks or tools. “Full ride” bursaries are rare for an OC Trades program — and Highstreet hopes it will incentivize more students to explore the potential of an in-demand trades career.

*“This is about giving back to an industry we love and encouraging high school students and young people to see a trades education as just as valuable as a university program,”* says Scott Butler, CEO of Highstreet, a Kelowna-based developer, builder and property manager.

Woodroff is enrolled in the Carpenter and Joiner Foundation program, a choice he feels confident in after attending an OC Trades Sampler in Grade 12.

*“It was a great program and opportunity to try out all the trades and see what you enjoy,”* says Woodroff.

Woodroff decided to pursue carpentry with the goal of contributing to the housing crisis by building more homes.

*“I want to say a huge thanks,”* says Woodroff, adding that several people close to him have struggled with debt. *“This is not only going to help me with school but it’s a great jump start for my future career and life.”*



**Evan Woodroff**

Highstreet Ventures entrance bursary recipient

Highstreet’s gift is one of two significant funds created to support more people entering the skilled trades. The Canerector Foundation has created a \$500,000 awards fund that supports students entering any trades program.

Students are selected for their community involvement, including coaching or volunteering, among other factors.

Award recipients become Canerector Scholars and commit to participate in mentorship activities while studying their trades program.



## Reya Tibando-Balliston

Stober Family Foundation Business Administration award recipient

# Inspired giving that transforms lives and communities

### The acts are big and small.

It's a scholarship that instills confidence in a student's career choice.

It is an award fund started decades ago that has helped countless students while honouring a loved one's legacy.

It's the feeling of pride and motivation a student feels as they enter one of our six state-of-the-art educational facilities.

As Okanagan College celebrates its 60th anniversary, we share a sprinkling of stories that highlight the many ways your giving is transforming lives and communities.

# Dorothy Thomson

## Generational generosity



Ken and Dorothy Thomson

### It was my husband Ken's idea to set up an award.

He was a third-generation farmer, his family have roots in Kelowna going back to 1892. Together, with his brother Clifford, Ken started Thomson Brothers Dairy and later they were hay farmers.

I created the Ken Thomson Memorial award in 2005. The award is to help any student attending Okanagan College's Kelowna campus from out of town. Ken knew that these students often struggled with the additional cost of finding a place to live.



Julie (centre) with her children Anwen and Corwin.

This award has supported so many students, many from Alberta and northern B.C. Through the years I've met students taking construction, automotive, health care and business. I always feel good after meeting the students because you can tell they are all very appreciative.

Last year, after years of being ill, my daughter Julie passed away from cancer. She was a very loving and bubbly person who was always thinking about others. She was daddy's little girl.

When I learned she made a donation in her will to support her dad's award fund, I felt so proud.

Ken has been gone for 20 years now and his award will continue to support students thanks to Julie's meaningful gift.

Losing a child is never easy. I miss her every day. Although Julie is not here, knowing her impact lives on makes me happy.

To me, supporting students is about being part of the community. I think if you live here, it's important to take interest in your community and find ways to help it grow.

# Brian Wawryk

## Michelin ambition

After high school, I knew I wanted to do something that would make people happy and I had always loved to cook.

A friend of mine was going to Okanagan College and I decided to come along, and enrolled in a one-year culinary arts program.

From the start, I remember feeling excited about what I was learning and wanting to learn as much as I could. I would seek out my instructors, some who had worked in Michelin star restaurants, and pick their brain for hours. I just remember asking a million questions and everyone was quite helpful to answer.

I didn't realize it at the time, but I had found my people. People who worked with passion and put their heart and soul into what they do.

I won a scholarship, which felt great because it recognized my dedication and work ethic. It made me feel as though there was an invested interest in educating and promoting students within culinary arts. I remember feeling there was a bright future ahead with gastronomy.

After graduation I worked in several local restaurants including Raudz. Chef Rod Butters was very influential. He was always pushing to be a little better every day. I don't think I would have had the desire, drive or mentality to go on to work in Europe without that experience.

In Europe, I worked in a number of Michelin star restaurants, including Marcus Wearing in London, England and Maaemo in Oslo, Norway. These roles required extreme dedication with few mistakes tolerated. The standards were extremely high and the hours were long.

My partner Daniela and I were ready to do something on our own and were lucky to find a small inn and restaurant in Efringen-Kirchen, Germany. We created Traube Blansingen, with a mission to invest in the future with sustainable cuisine. Our menu comes from 50-100 km away and we process ingredients in their entirety.



My goal was to get one Michelin star after a year of opening. We achieved that goal, which felt great because early on working for myself there wasn't a lot of feedback.

It's been six years now, and we have received the accolade of one Michelin star each year as well as recently the Michelin green star for sustainability.

This industry is very difficult. You are away from family and have different days off. What is remarkable about this industry, is that every day you have an opportunity to potentially give someone an amazing experience. A regular Wednesday night can be an evening they will never forget.

It's only now when I look back at my time at Okanagan College, Raudz, and other restaurants where I learned something, that I can't help but feel pure, dumb gratitude for all the experiences.

# Together, we build



## Jim Pattison Centre of Excellence

Penticton campus, opened 2011 | \$9M raised

Students learn in (and from) one of the most sustainable educational buildings in Canada.



## Trades Training Complex

Kelowna campus, opened 2016 | \$8.5M raised

Okanagan College is the second-largest trades training institute in B.C.



## Little Learners Academy

Penticton campus, opened 2017 | \$150,000 raised

64 new childcare spaces created for student parents and community members.

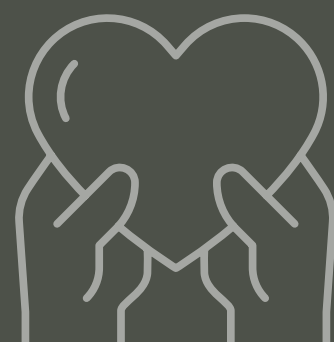
A look back since the OC Foundation was founded in 2000 reveals an awe-inspiring transformation on all our campuses. You have played an integral role in building world-class learning environments for students that are uplifting and sustainable. Below is a summary of the major projects you, our community, has supported:



### Trades Training Centre

Vernon campus, opened 2018 | \$1M raised

Created 40 per cent more capacity for Trades students in North Okanagan.



### Health Sciences Centre

Kelowna campus, opened in 2021 | \$5.1M raised

In partnership with Province of B.C. and Interior Health, we've graduated more than 700 Health Care Assistants since 2021.



### Sunflower Childcare Centre / smúk<sup>w</sup>a?x<sup>h</sup> scəcəmalla itskn snma?maya?tn

Vernon campus, opened 2024 | \$1.1M raised

44 new childcare spaces at a time when many parents are on wait-lists for childcare.

# Current capital projects



## Recreation and Wellness Centre

Kelowna campus, opening Fall 2026

Despite 8,000 students attending annually, our Kelowna campus does not have a gymnasium for intramurals, team sports or community events. This needs to change.

Generous community members have helped us build a fund of \$12 million towards our \$14 million Thrive Here campaign goal to build a Recreation and Wellness Centre. This includes the largest gift ever to the college, a \$5 million donation from the Folk family.

With state-of-the-art fitness facilities and a multipurpose gymnasium, students will enjoy better physical and mental health that will benefit their studies. Plus, active students are more engaged and more likely to stay on track toward graduation.

To learn more about how you can help students and our community thrive, visit [okanagan.bc.ca/thrivehere](http://okanagan.bc.ca/thrivehere).



## Centre for food, beverage and tourism

Kelowna campus, opening: Fall 2027

In June, we celebrated the groundbreaking of a new centre that will be the first purpose-built facility in Canada integrating culinary arts, beverage arts, and tourism education. This facility will create an opportunity for Okanagan College to build a centre of excellence, providing skilled workers in the food, beverage and hospitality sectors.

The \$60-million project received \$53 million in provincial funding. A fundraising goal to support capital costs, program development and student support is in development.

# Year in review

## Income

Total revenue  
**\$5,234,773**



Student support  
**\$1,011,295**



Program support  
**\$343,998**



Capital projects  
**\$1,575,442**



Investment and other income  
**\$2,304,038**



## Expenses

Total expenses  
**\$2,291,586**



Student support  
**\$1,170,825**



Program support  
**\$541,825**



Capital projects  
**\$205,187**



Fundraising and other expenses  
**\$373,749**



**Net revenue \$2,943,187**

Designated for future projects.

# Together, we're building a vibrant region

Thank you for giving to the transformative power of education.

Know that when you give to Okanagan College (OC) you are investing in our community's vibrancy and resiliency.

Our graduates have careers building homes, working in hospitals and long-term care homes and growing businesses, to name a few.

Our grads work in the private, public and not-for-profit sectors, making contributions every day to the vitality of our region.

Your support helps fuel their dreams. It is incredibly motivating for our students to know that our community stands proudly behind them, cheering them on as they pursue meaningful and in-demand careers.

And it takes a community for OC and our students to be successful. Think of Brian's story (page 7). A scholarship reminded him that his hard work was recognized and celebrated. A local chef inspired him to work harder and improve every day. Now, Brian is one of the top chefs in the world creating unforgettable experiences for others.

Stories of transformation happen every day at OC with your support. Hundreds of students have studied in the six state-of-the-art facilities you've helped build. Now they are using their skills and education to pursue their passion and help others. Joining our graduates soon will be Evan (page 4), building homes and Mayine (page 2), caring for your cherished pets. You are contributing to many stories of passion and commitment to making this world a better place.

This report is a reminder that Okanagan College is truly a community college.

With every step we take, our community is in lock step, creating new opportunities for individuals to chase their educational dreams and weave a stronger, more vibrant social fabric for all.



**Katie Newman**  
 Board chair  
 OC Foundation



**Helen Jackman**  
 Executive director  
 OC Foundation



# PLANTING SEEDS

## NURTURING DREAMS



### Asia Dehart

Prospera Credit Union Women  
in Trades Bursaries recipient

 Okanagan College Foundation  
 @OkanaganCollegeFoundation

Okanagan College respectfully acknowledges that our Penticton, Kelowna and Vernon campuses are located on the traditional and unceded territory of the Syilx Okanagan People, our Salmon Arm campus is located on the traditional and unceded territory of the Secwépemc, and our Revelstoke centre is located on the traditional and unceded territories of the Ktunaxa, Secwépemc, Sinixt and Syilx Okanagan Peoples.

Okanagan College Foundation

Website: [okanagancollegefoundation.ca](http://okanagancollegefoundation.ca)

Telephone: 250-862-5630

Toll Free: 1-888-650-6968

Email: [foundation@okanagan.bc.ca](mailto:foundation@okanagan.bc.ca)

Charitable Registration #86248 8194 RR0001

 OKANAGAN COLLEGE  
**FOUNDATION**



## BOARD OF GOVERNORS – BRIEFING NOTE

December 10, 2024

Agenda #: 6.3

<b>Title</b>	Annual Election of Chair and Vice Chair		
<b>Action and/or Recommendation</b>	For Information		
<b>Meets OC's Inspire Plan...</b>	<b>Values</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Students First</li> <li><input type="checkbox"/> Community</li> <li><input type="checkbox"/> Respect</li> <li><input type="checkbox"/> Courage</li> <li><input type="checkbox"/> Relationships</li> <li><input type="checkbox"/> Distinction</li> </ul>	<b>Responsibilities</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reconciliation</li> <li><input type="checkbox"/> EDISJ</li> <li><input checked="" type="checkbox"/> Sustainability</li> <li><input type="checkbox"/> Resilience</li> <li><input type="checkbox"/> Effective and Efficient</li> </ul>	<b>Commitments</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Inclusive &amp; Equitable Access</li> <li><input type="checkbox"/> Life-long learning partnerships</li> <li><input type="checkbox"/> Integration and focus</li> </ul>

### Background Statement

Elections for the Board Chair and Vice Chair are normally held annually during the last meeting of the calendar year.

The Chair and Vice Chair are elected for a one-year term and may serve up to three consecutive terms provided they remain under a government appointment by Order in Council.

The election process is governed by the Board Bylaws and in the absence of a rule or procedure, the process defers to Robert's Rules of Order (Parliamentary Procedure). [Board Bylaws section 9.1](#) outlines the rules for the election of Chair and Vice Chair as follows:

- The Chair and the Vice Chair will be elected by the Board from those Members who are appointed by the Lieutenant Governor in Council annually.
- Any Member may nominate an appointed Member to these positions of the Board.
- The election of the Chair and Vice Chair requires the affirmative votes of a majority of voting Members present at a Board meeting in which a quorum is present. In the event no candidate obtains the necessary majority on the first ballot, the two candidates with the highest number of votes will be eligible for the second ballot.
- The elections will be conducted by secret ballot.
- In the event of a tie vote, the tie will be broken by drawing lots.
- If only one candidate is nominated, and that nominee is willing to serve, then that nominee will be elected without conducting a vote.
- If there is a vacancy in the office of the Chair or the Vice Chair, an election to fill that vacancy will be held during the next Open Session meeting of the Board.

[Board Bylaws section 8.8](#) describes the voting rules at meetings as follows:

- At all meetings of the Board all questions will be decided, and all resolutions will be passed, by the votes of a majority of voting Members present at a meeting at which a quorum is present except where specified in the Bylaws.

Each Member present, except the President and Chair of Education Council, will be entitled to one vote on the Board. Voting by proxy is not permitted.

## Reference Materials

- Role of the Chair

## Supporting Analysis

Elections for Chair and Vice Chair are governed under the Board's Bylaws and election procedures are conducted based on Robert's Rules of Order. The election of Chair and Vice Chair is described in Bylaw [section 9.1](#).

Based on Robert's Rules of Order, the following procedures are used in elections of Chair and Vice Chair of the Board as follows:

1. The CFO & Vice President, Corporate Services chairs the meeting during elections.
2. The CFO & Vice President, Corporate Services calls for nominations for Chair and continues such calls until three successive calls produce no further nominations. At that point the CFO & Vice President, Corporate Services declares nominations closed.
3. Nominations require only a mover, not a seconder. The CFO & Vice President, Corporate Services asks nominees if they are prepared to stand and accepts nominations only where the reply is affirmative.
4. Voting, if necessary, is by secret ballot, tallied by officers appointed by the CFO & Vice President, Corporate Services. Note that elections require a majority of the votes cast and where no majority is obtained a run-off election is held between the two candidates with the greatest number of votes.
5. In the event of a tie during the runoff, the CFO & Vice President, Corporate Services will toss a coin and break the tie in secret (witnessed by the Vice President's assistant). The result of the election will be announced. No indication of the fact that there was a tie will be announced.
6. After the election, the CFO & Vice President, Corporate Services asks if ballots can be destroyed.
7. The vote itself is not announced.

Following the election of CFO & Vice President, Corporate Services repeats the process for the position of Vice Chair.

## Alignment to the Strategic Plan Roadmap

**Responsibilities and Commitments.** Annual Elections of the Chair and Vice Chair will ensure that College continues to align with its mission, vision and values under effective Board leadership.

## Risk Implication & Mitigation Steps

**Operational.** Elections are conducted to ensure continued leadership and oversight of the Board of Governors and the College.

**Proposed and Prepared by**

Neil Fassina, President

<b>Consultation History</b>	<b>Reviewed</b>	<b>Recommended</b>	<b>Group/Individual, Title</b>	<b>Date</b>
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.
	<input type="checkbox"/>	<input type="checkbox"/>		Select a date.



# Role of the Chair

## Okanagan College Board of Governors

June 2022

The principal role of the Board Chair is to provide leadership to the Board of Governors.

The Board Chair is accountable to the Board, acts as a direct liaison between the Board and the Administration, and represents the Board internally and externally, including acting as a spokesperson for Board decisions where appropriate.

### A. THE CHAIR'S RESPONSIBILITIES INCLUDE, BUT ARE NOT LIMITED TO:

#### i) Leadership

- Lead the Board and be responsible for the effective management of the affairs of the Board;
- Serve as the official spokesperson for the Board;
- Liaise with and provide direction to the Board Secretary;
- Contribute to positive internal relationships by representing the Board of Governors at College community functions and activities;
- Foster good relations between the College and the external community by representing the Board at community functions and activities;

#### ii) Communication

- Ensure effective relationships and communications among Members and between the Board and the President concerning matters impacting the College and the functioning of the Board;
- Act as the primary liaison between the Board and the President and manage appropriate communication between the Board and the President;
- Act as the primary liaison between the Board and the Minister;
- Ensure that the Vice-Chair and other Members are informed of current and pending Board issues and processes;

#### iii) Meetings

- Chair and facilitate all meetings of the Board after developing the agenda with the Executive Committee;
- Ensure that the Board deliberates upon appropriate topics with an effective distinction between governance and administration;
- Attend all committee meetings and serve as a full or ex officio Member as appropriate;

#### iv) Governance

- Appoint Committee Chairs and Committee members to Board Committees after having received recommendations from the Governance Committee considering the skills and abilities required to carry out its terms of reference;
- Ensure that Members respect the Bylaws, policies and practices of the Board and carry out their responsibilities as Members;
- Oversee any issues raised with regard to conflict of interest with Members;

- In conjunction with the President, the Governance Committee, and the Board Secretary, oversee the onboarding and orientation of incoming Members and the offboarding and exit transitions for outgoing Members;
- v) President
- Counsel the President on the Board's expectations and be available to act as a sounding board to the President;
  - Regularly liaise with the President;
  - Ensure that there is an appropriate policy and practice in place for the recruitment, selection, evaluation, and compensation of the President;
  - Oversee the annual evaluation of the President as part of the Human Resources and Compensation Committee;
  - Review and approve the President's leave requests.

In addition, the Board Chair shall perform other such functions as may be ancillary to the responsibilities described above and as may be delegated to the Board Chair by the Board of Governors from time to time.

## B. SUPPORT

The Board Chair is supported by the Board Secretary; the Board Secretary reports to the Board Chair and to the President.

## C. REVIEW HISTORY

Date	Review
2022-06-22	NEW: Approved by Okanagan College Board of Governors <i>Developed from Board Bylaws</i>