OPEN SESSION AGENDA

Tuesday, October 28, 2025
4:00 p.m. – 5:30 p.m.
Staff Lounge, Castlegar Campus / Teams

BOARD OF GOVERNORS

BOARD MEMBERS EXPECTED:

Amed Naqvi, Chair
Christy Anderson
Debbie Bird
Satinder Kaur
Bronwyn Krause
Diksha Salwan
Darcy Falkenhagen, EdCo Chair
Thompson Hickey, Vice Chair
Ken Wyllie
Mary Austin
Roly Russell
Kim Pham
Gurwinder Singh
Maggie Matear, President

LEADERSHIP TEAM MEMBERS EXPECTED:

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

REGRETS:

OBSERVERS EXPECTED:

Pablo Pastor, SCFA
TBC, PPWC

TIME	TOPIC	SPEAKER	OUTCOME
4:00	1. TERRITORIAL ACKNOWLEDGEMENT	Bronwyn Krause	
	2. INTRODUCTIONS	Amed Naqvi/Roundtable	
	3. OATH OF OFFICE	All Board Members	
	4. ADDITIONS TO THE OPEN SESSION AGENDA OF OCTOBER 28, 2025	Amed Naqvi	
	5. ADOPTION OF THE OPEN SESSION AGENDA OF OCTOBER 28, 2025 **Motion:** "To adopt the open session agenda of Oct. 28, 2025 as circulated."	Amed Naqvi	**Motion to adopt**
	6. ADOPTION OF THE CONSENT AGENDA OF OCTOBER 28, 2025 a. Draft Open Session Minutes of June 24, 2025 b. Enrolment Dashboard – October 2025 c. EdCo Chair Report – October 2025 d. Approve Finance & Audit Committee Chair e. Tuition rate article_HESA_20250922 f. Castlegar Chamber Business Awards g. CICan 2026 Conference Dates **Motion:** "To adopt the consent agenda of October 28, 2025 as circulated."	Amed Naqvi	**Motion to adopt**
4:25	7. PRESENTATION (Strategic Plan Dimensions #3) • The College's Organizational Structure	Maggie Matear	Information

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

4:40	8.	PRESIDENT'S REPORT (Strategic Plan Dimension #3)	Maggie Matear	Information
4:50	9.	INFORMATION ITEM: (Strategic Plan Dimension #1) • Victoria Street Campus Closure	Maggie Mater	Information
5:00	10.	2024-25 INSTITUTIONAL ACCOUNTABILITY PLAN REPORT (Strategic Plan Dimension #2) **Motion:** "To approve the 2024-25 Institutional Accountability Plan and Report as circulated."	Taya Whitehead	**Motion to approve**
5:10	11.	NEW PROGRAM APPROVAL IN PRINCIPLE (Strategic Plan Dimension #2) • Professional Cooking Certificate • Sustainable Tourism and Destination Management **Motion:** "To approve, in principle, the proposed Certificate in Professional Cooking program, as recommended by Education Council, pending the completion of the full program development and final approval process." **Motion:** "To approve, in principle, the proposed Diploma in Sustainable Tourism & Destination Management, as recommended by Education Council, pending the completion of the full program development and final approval process."	Tracy Punchard	**Motion to approve**
5:20	12.	2025/26 BOARD COMMITTEE MEETING SCHEDULE AND MEMBERSHIP **Motion:** "To approve the 2025/26 committee meeting schedule and membership list as circulated."	Amed Naqvi	**Motion to approve**
	13.	BOARD CHAIR'S REPORT	Amed Naqvi	Information
	14.	MEMBERS' REPORT	All Board members	Information
	15.	STUDENTS' REPORT	Student Board member(s)	Information
5:30	16.	CLOSED SESSION **Motion**: "To move into the closed session."	Amed Naqvi	**Motion to move into the closed session**

STRATEGIC PLAN DIMENSIONS:

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

EVENTS INFORMATION:

Mir Lecture: Duncan McCue, October 29th, Capital Theatre, Nelson

Open House: November 6th, The Pit, Castlegar Campus

All events linked here.

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

The following Oath of Office is to be sworn before the Board at the commencement of all members' first meeting with the Board.

OATH OF OFFICE

I, _____, solemnly promise and affirm that I will truly, faithfully and impartially, to the best of my ability, execute the duties and responsibilities of my position as a Member of the Board of Selkirk College. I have read and agree to abide by the Code of Conduct and the Conflict of Interest By-laws of Selkirk College.

October 28, 2025

OPEN SESSION MINUTES

Tuesday, June 24, 2025
4:30 p.m. – 6:30 p.m.
Staff Lounge, Castlegar Campus / Teams

Selkirk College

BOARD OF GOVERNORS

BOARD MEMBERS ATTENDING:

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

REGRETS:

Udayveer Singh Miglani
Abina Thomas
Kim Pham
Debbie Bird
Mary Austin

LEADERSHIP TEAM MEMBERS ATTENDING:

Taya Whitehead, VP Education & Students
Lareena Rilkoff, VP College Services
Brier Albano, Associate VP Student Success
Andrea Hall, Executive Director Finance / CFO
Maggie Keczan, Dir. Comm. & Public Engagement
Tiffany Snauwaert, Dean
Donna Drover, Director Facilities & Business Services
Tracy Punchard, Dean
Allison Alder, Dean
Marissa Carrasco, Director Student Engagement & Wellness

GUESTS:

Brendan Wilson, School of Environment & Geomatics (SEG) Faculty, Researcher (?)
Pete Schroder, SEG Faculty, Woodlot Manager

OBSERVERS:

Pablo Pastor, SCFA

TOPIC

1. MEETING OPENING
   - Elder Murhi Kencayd opened the meeting in a good way.
2. BOARD NOMINATIONS
   - Moved to the end of the agenda.

   PRESENTATIONS TO DEPARTING MEMBERS
   - Moved to the end of the agenda.
3. TERRITORIAL ACKNOWLEDGEMENT
   - Provided by Lareena Rilkoff, VP College Services.
4. ADDITIONS TO THE OPEN SESSION AGENDA OF JUNE 24, 2025
   - Board elections were moved to the end of the agenda.
5. ADOPTION OF THE OPEN SESSION AGENDA OF JUNE 24, 2025

   MOTION: "To adopt the open session agenda of June 24, 2025, as amended."

   Carried

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

6. ADOPTION OF THE CONSENT AGENDA OF JUNE 24, 2025
    a. Draft Open Session Minutes of May 27, 2025
    b. Enrolment Dashboard – June 2025
    c. EdCo Chair Report – June 2025
    d. CABRO Diversity Survey Results

MOTION: "To adopt the consent agenda of June 24, 2025, as circulated."

Carried

7. PRESENTATION
- College Lands
- Presenters:
    - Brendan Wilson, School of Environment & Geomatics (SEG) Faculty, Researcher
    - Pete Schroder, SEG Faculty, Woodlot Manager
    - Tiffany Snauwaert, Dean
- Board members can access the presentation slides here.
- Topics included:
    - Overview and details for each land base; Castlegar Campus, Skattebo Education Forest, Woodlot 400: Maps, ownership/license agreement, management, uses.
    - Connection to the strategic plan and goals.

8. FINAL REFRESHED VISUAL IDENTITY
- Board member John Dutton, and a member of the project's working group, provided background information on the working/project group.
- The Director Communications and Public Engagement referenced the circulated briefing note, highlighting how this visual identity refresh project builds on the work needed for the strategic plan.
- The Brand strategy was determined first before logo. The brand story is geared toward employees and their work together.
- The Brand promise is student-focused. It will appear on the web, view book, etc.
- The brand strength is the primary focus of the project work and will be the toolkit for the Marketing/Communications Team.
- The logo or visual concept is not ready to share at this point. The final design will be shared with the board within the next two weeks.
- The new tag line has been confirmed: *Where Place meets purpose*
- The new visual identity will launch with employees at the welcome back employee event in late August
- Discussion ensued on traditional marketing plans, messaging and tailored messaging.

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

9. PRESIDENT'S REPORT

- The President referenced the circulated report, noting and providing verbal updates on the following:
    - Attended several planning meetings across the college, hearing how programs see themselves in the new strategic plan.
    - The SEM (Strategic Enrollment Management) Plan is nearly complete and scheduled for release by the end of June.
    - Domestic enrollment is up by 8%.
    - The bi-annual OCS (Organizational Culture Survey) was conducted in March; results were received yesterday. As anticipated, results are less positive than the previous survey, largely due to changes made resulting from the IRCC policy changes. Results have been shared with the Executive Leadership and will be presented to the Leadership Team soon. Notably, equity-deserving groups rated our efforts higher than non-equity groups. EDI (Equity, Diversity, and Inclusion) maturity is trending upward, though job satisfaction has declined. A summary will be provided at the next Board meeting.
- The President will be applying for a board position with the Degree Quality Assurance Board.
    - Grade 12 international students currently studying in Canada will be able to transition directly to post-secondary institutions.
    - CIP (Classification of Instructional Programs) codes will be realigned soon.
    - The City of Castlegar's Economic Development Committee has proposed a "College Town" initiative, which includes shared signage, student discounts, and welcoming community members to campus, among others. This initiative is still in development, with ongoing discussions involving the Columbia Basin Trust (CBT) as well.

10. MANDATE LETTER DATED JUNE 10, 2025

- The President highlighted that the mandate letter emphasizes financial stewardship, directing the college to maintain current operations and services efficiently, with no provision for new funding, by focusing on cost consciousness, accountability, and achieving efficiencies within existing resources.
- The VP Education & Students confirmed that the Institution Accountability Plan and Report (IAPR), which will be presented to the Board in October, serves as the reporting mechanism for the mandate letter.

MOTION: "To receive the Mandate letter dated June 10, 2025."

Carried

11. DRAFT 2025/26 BOARD CALENDAR

MOTION: "To approve the 2025/26 calendar as circulated."

Carried

12. DIGITAL FABRICATION & DESIGN TUITION REDUCTION

- The Associate VP Student Success highlighted key points from the briefing note.
- Key points included the rationale for the reduction, anticipated enrollment effects, and next steps for implementation pending approval.

MOTION: "That the Tuition and Supplementary Fee Bylaw, effective August 1, 2025, and approved by the Board on February 25, 2025, be amended to change the Domestic Tuition Fees for the Digital Fabrication and Design program from $11.25 to $9.70 per contact hour."

Carried

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

13. FIVE-YEAR CAPITAL PLAN

- The Director of Facilities & Business Services noted the information in the circulated briefing note.
- The two Priority 1 capital projects submitted to the Ministry for approval include:
  - Deep energy retrofit (Castlegar Campus)
  - Waste water treatment facility (Castlegar Campus)
- The Director reported that the Facilities Department's Wildly Important Goal (WIG) is to update the Campus Master Plan to ensure alignment with the Strategic Plan and to inform future Five-Year Capital Plans.

MOTION: "To approve the Five-Year Capital Plan as circulated."

Carried

14. BOARD CHAIR'S REPORT

- Events attended:
  - Foundation Board meeting
  - Foundation Board strategic planning sessions
  - Mount Sentinel Secondary School graduation ceremony to present Selkirk College scholarships

15. MEMBERS' REPORT

- Attended events marking Indigenous Peoples' History Month

16. STUDENTS' REPORT

- No report provided.

17. BOARD NOMINATIONS

- Board Chair
  Ken Wyllie nominated Amed Naqvi. No further nominations were received. Amed Naqvi was elected Chair by acclamation.
- Board Vice Chair
  Amed Naqvi nominated Thompson Hickey. No further nominations were received. Thompson Hickey was elected Vice Chair by acclamation.

PRESENTATIONS TO DEPARTING MEMBERS

- The President and newly elected Chair, Amed Naqvi, expressed gratitude to the outgoing board members for their dedicated service and significant contributions to the board and the college over the past seven years:
  - Margaret Sutherland
  - John Dutton

18. CLOSED SESSION

Motion: "To move into the closed session."

Carried

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

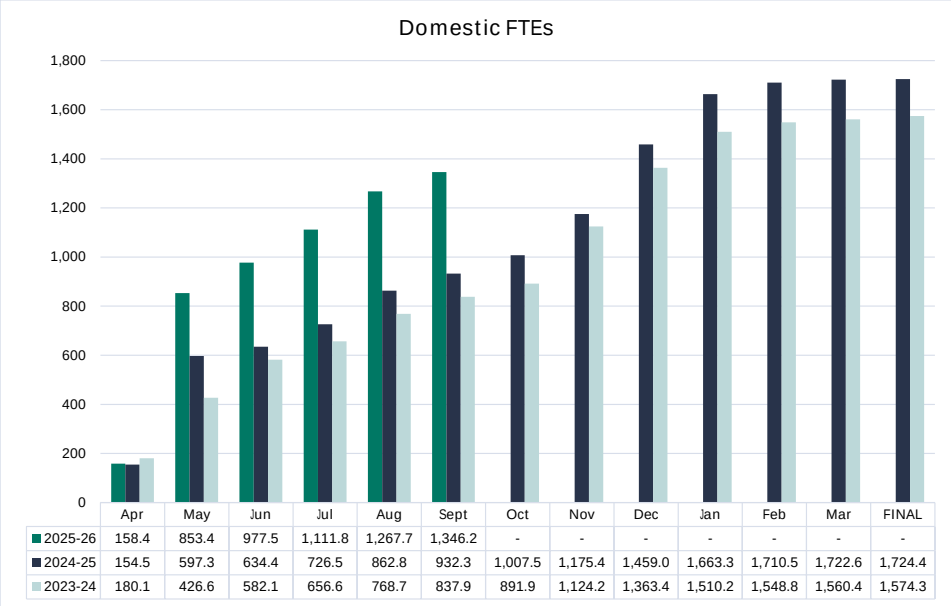
Selkirk College

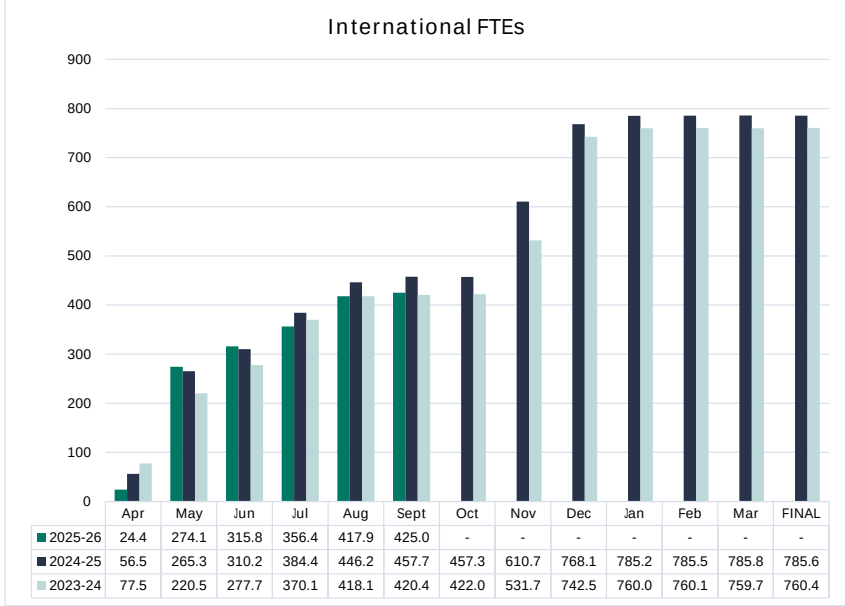
Monthly FTE Report, Summary by Program Type
2025/26 Fiscal Year

Monthly Report: Domestic FTE, as of:	Apr-25 May 1	May-25 Jun 11	Jun-25 Jul 2	Jul-25 Aug 1	Aug-25 Sep 3	Sep-25 Oct 1	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-26	Apr-26 FINAL
Developmental	24.0	37.6	37.9	52.8	112.9	154.0							
Health	59.0	286.2	296.4	326.7	337.4	347.8							
Trades	20.6	84.8	158.6	176.2	202.0	213.5							
Advanced Education	54.9	444.8	484.5	556.2	615.5	631.0							
Domestic FTE Total	158.4	853.4	977.5	1,111.8	1,267.7	1,346.2	-	-	-	-	-	-	-

Monthly Report: International FTE, as of	Apr-25 May 1	May-25 Jun 11	Jun-25 Jul 2	Jul-25 Aug 1	Aug-25 Sep 3	Sep-25 Oct 1	Oct-25	Nov-25	Dec-25	Jan-26	Feb-26	Mar-25	Apr-26 FINAL
Developmental	0.8	12.0	12.1	13.6	30.9	32.6							
Health	0.9	17.3	20.3	25.1	50.3	49.3							
Trades	0.0	0.0	0.0	0.0	0.0	0.0							
Advanced Education	22.7	244.9	283.5	317.7	336.7	343.2							
International FTE Total	24.4	274.1	315.8	356.4	417.9	425.0	-	-	-	-	-	-	-

Total FTEs 2025/26	182.8	1,127.5	1,293.3	1,468.2	1,685.6	1,771.3	-	-	-	-	-	-	-



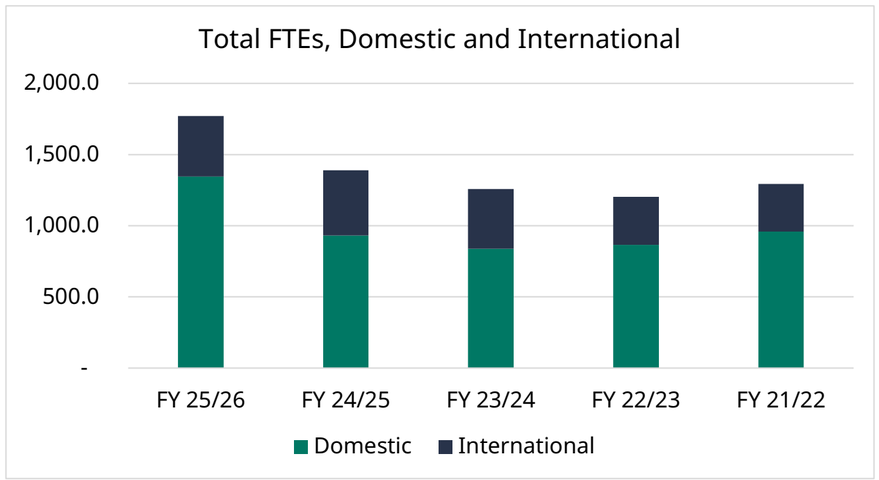


Selkirk College

FTE Program Detail Comparison
as of October 1, 2025

Summary, 5 Year as of	FY 25/26 Oct 1	FY 24/25 Oct 1	FY 23/24 Oct 3	FY 22/23 Oct 3	FY 21/22 Oct 1
Domestic FTE	1,346.2	932.2	837.9	865.3	958.2
International FTE	425.1	457.6	420.4	336.3	333.9
Total FTE	**1,771.3**	**1,389.8**	**1,258.3**	**1,201.6**	**1,292.1**
Domestic Students as a % of FTEs	76%	67%	67%	72%	74%
International Students as a % of FTEs	24%	33%	33%	28%	26%

Summary by School, Fiscal Year	Dom 25/26	Dom 24/25	Dom 23/24	Int 25/26	Int 24/25	Int 23/24
Academic Upgrading & Development	154.0	157.0	151.5	33.8	54.0	37.4
Arts & Technology	77.0	48.9	59.0	8.5	10.4	12.8
Business	59.9	35.0	31.1	109.2	144.7	140.2
Community Education & Workplace Training	72.5	61.0	61.4	3.5	2.0	1.5
Environment & Geomatics	185.3	80.9	77.4	8.8	2.7	4.5
Health & Human Services	398.2	266.7	191.2	123.0	64.2	43.4
Hospitality & Tourism	35.6	17.5	26.6	55.1	101.6	114.2
Industry & Trades Training	205.4	172.3	147.5	0.0	0.5	0.0
University Arts & Sciences	158.5	93.3	92.2	83.0	77.1	66.6
Total FTE by School	**1,346.2**	**932.4**	**837.8**	**425.0**	**457.3**	**420.5**



Notes:

1. Total FTE and Total FTE by School may differ due to rounding.
2. As of July 1, 2024, ELP falls under School of AUD. As of January 2, 2025, historic ELP stats are reported under School of AUD.
3. F25 registration (first year students), opens on June 4, therefore, FTE and Headcount monthly reporting pushed to the second week of June to capture registration data.
4. W26 registration started in June (November in prior years) accelerating FTE's early in the fiscal year for both domestic and international students. Year over year numbers will stabilize in December.

Selkirk College

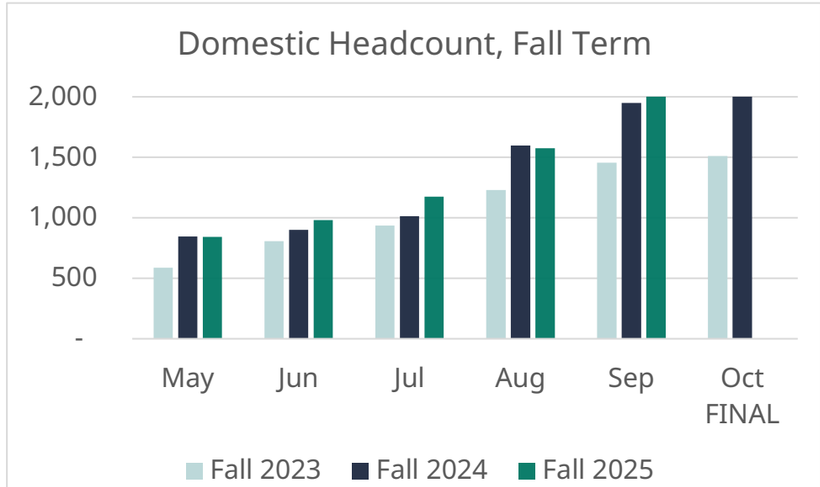
Early Headcount Report for Fall 2025
as of October 1, 2025

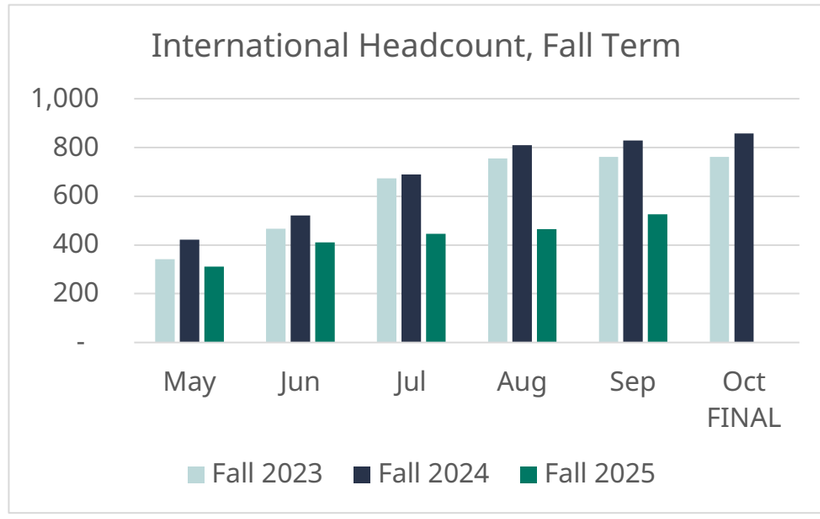
Fall 2025 as of	May Jun 11	Jun Jul 2	Jul Aug 1	Aug Sep 2	Sep Oct 1	Oct FINAL
Domestic Headcount	842	980	1,174	1,576	2,037	
International Headcount	311	411	445	465	526	
Total Headcount, Fall 2025	**1,153**	**1,391**	**1,619**	**2,041**	**2,563**	**-**

Fall 2024 as of	May Jun 12	Jun Jul 2	Jul Aug 1	Aug Sep 3	Sep Oct 1	Oct FINAL Nov 1
Domestic Headcount	845	901	1,013	1,598	1,950	2,077
International Headcount	421	521	689	809	828	858
Total Headcount, Fall 2024	**1,266**	**1,422**	**1,702**	**2,407**	**2,778**	**2,935**

Fall 2023 as of	May Jun 5	Jun Jul 4	Jul Aug 1	Aug Sep 4	Sep Oct 3	Oct FINAL Nov 1
Domestic Headcount	586	807	937	1,228	1,454	1,510
International Headcount	342	466	674	755	762	762
Total Headcount, Fall 2023	**928**	**1,273**	**1,611**	**1,983**	**2,216**	**2,272**

Notes:
1. As of July, 2024, English Language Program fall under School of Academic Upgrading & Development.
2. As of September 3, 2024, to be consistent with reporting all FTE programs, we have added: BC Electrical Code, Adult Literacy Program, Education to Go, and Learning in Retirement, that haven't been included in the past historical headcount.





Selkirk College Education Council (EdCo) Chair Report

For: Board of Governors
From Darcy Falkenhagen – October 14, 2025

Board of Governors:

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

October 2 &3, 2025 Board Retreat, Mir Centre, Castlegar Campus – Attended by Darcy

Education Council:

The Selkirk College EdCo shall undertake the responsibilities set out in the College and Institute Act. The meeting schedule, agendas, and minutes can be found online here.

October 7, 2025 meeting at the Mir Centre (agenda here)

- Motions passed: Approval in Principle for recommendation to the Board for two new programs in the School of Hospitality and Tourism:
  - Sustainable Tourism & Destination Management Diploma
  - TBD Certificate in Professional Cook

Program Quality Committee (PQC):

As a standing committee of EdCo, the purpose of the committee is to advise to the Education Council on matters related to Selkirk Colleges program policy and program quality. For the 2025-26 academic year, PQC is chaired by Allison Alder.

September 23, 2025 Meeting cancelled – no agenda items
October 14, 2025 Meeting – Attended by Darcy

- Motions passed/recommendations to EdCo for updates on the following policies:
  - Child and Youth Care Specialty – Human Services Diploma
  - Early Childhood Care and Education (Inclusive Practice) – Human Services Diploma
  - Early Childhood Care and Education (Infant and Toddler) – Human Services Diploma
  - Social Service Worker – Human Services Diploma
  - Health Care Assistant – Diploma and Certificate programs
- Discussion of Rural Data Science program; motion deferred to next meeting

Curriculum Committee (CC):

As a standing committee of EdCo, the purpose of the committee is to advise and make recommendations to the Education Council on college curriculum, primarily through the review of course outcomes. For the 2025-26 academic year, CC is chaired by Aanyta Fahrenbruch.

September 25, 2025 meeting –Attended by Darcy

- Discussion with fourth-year nursing student re project on student involvement in academic governance at the college

October 9, 2025 Meeting cancelled – no agenda items

Circle for Inclusive Indigenous Education (CIIE):

As a standing committee of EdCo, the purpose of this committee is to advance the goals and objectives of the Declaration on the Rights of Indigenous Peoples Act (DRIPA), the Truth and Reconciliation of Canada (TRC) Calls to Action, and the Selkirk College Indigenization Plan by providing advice to Education Council (EdCo) regarding the decolonization and indigenization of the Council's work, in particular regarding governance, curriculum and program development, educational policies and processes. For the 2025-26 academic year, CIIE is led by rotating chairs.

October 6, 2025 Meeting – Attended by Darcy

- Update on Indigenization Policy, discussed workflow process, reviewed the Expression of Interest for students' document, updated workplan

Education Policy Committee (EPC):

As a standing committee of EdCo, the EPC advises on educational policy. The purpose of the Committee is to ensure that Selkirk College meets necessary standards and forms a coherent body of policy by providing education and support to policy developers, soliciting, and considering College community feedback and renewing and recommending an approval of a final draft. For the 2025-26 academic year, EPC is chaired by Terri Macdonald.

September 17 and October 15, 2025 Meetings cancelled – no agenda items

Other events attended:

- August 28, 2025: Board of Governors Orientation Meeting
- September 3, 2025: Get Connected and Grand Opening of Gathering Place on Tenth Street Campus
- September 12, 2025: The Forgotten Metis Exhibit Opening and Welcome
- September 16, 2025: Education and Students Meeting
- September 19, 2025: Meeting with Nursing Students re Governance Project
- September 26, 2025: Academic Governance Council Community of Practice Meeting

Reminder: Board members are always welcome and encouraged to observe an Education Council meeting. Our next meeting is on **Tuesday, November 4, 2025 from 4:30 pm – 6:30 pm on Teams** only. If you are interested in attending the meeting, please contact Darcy Falkenhagen at dfalkenhagen@selkirk.ca to RSVP.

Should the Tuition Cap be Lifted?

September 22, 2025 | Alex Usher

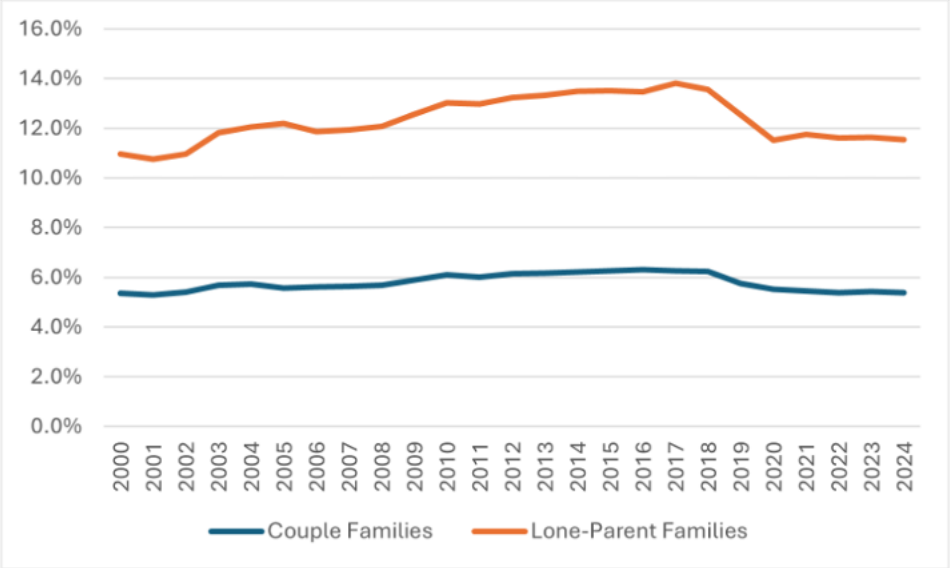
Note to the Board: Following up from our discussion at the retreat, you may be interested in this analysis of tuition rates over the past 25 years. Alex Usher includes a range of data points that suggest that the real cost of tuition has not risen, and is actually less expensive today for the average student because of dramatic increases in federal and provincial student aid.

Things have been bleak in higher education the last couple of years, and no doubt they will remain bleak for a while. But it recently became clear to me how we'll know that we are turning the corner: it will be the moment when provincial governments start allowing significant rises in domestic tuition.

I was having a discussion with a senior provincial official about tuition. I was arguing that with provincial budgets flat and declining international enrolment, domestic tuition needed to increase – and that there was plenty of room to do so given the affordability trends of the last couple of decades.

What affordability trends, you ask? Affordability is a ratio where the cost of a good or service is the numerator and some measure of ability to pay is the denominator. So, let's look at what it takes to pay average tuition and fees. Figure 1 shows average tuition as a percentage of the median income of couple families and lone- parent families aged 45-54. As you can see, for the average two-couple household, average tuition *has never been more affordable in the twenty-first century.* For lone-parent families, current tuition rates are at a 20-year low.

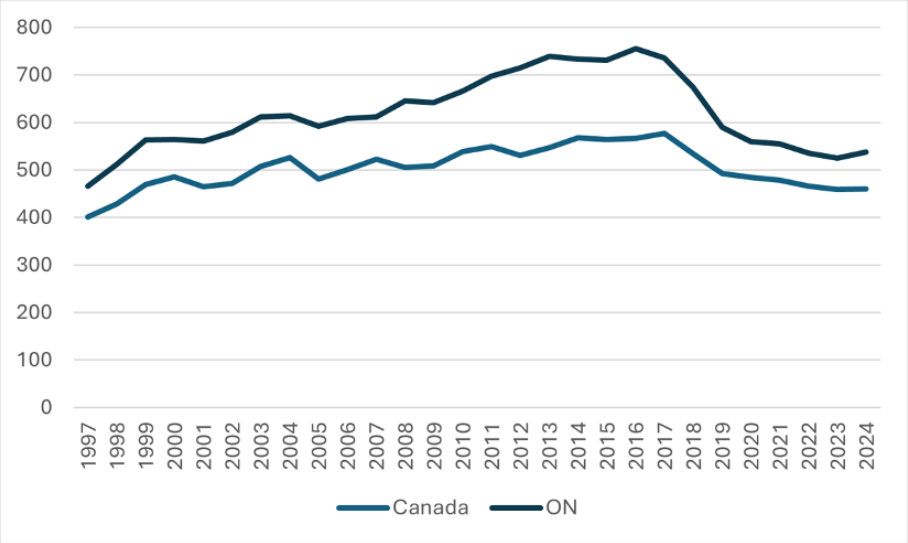
Figure 1: Average Undergraduate Tuition and Fees as a Percentage of Median Family Income, Couple Family and Lone-Parent Families aged 45-54, Canada, 2000-2024



Ah, you say, but that's tuition as a function of *parental* ability-to-pay – what about students? Well – calculated as a percentage of the average student wage, tuition has not been this cheap since the turn of the century, and in Ontario, it has dropped by 27% since 2017. And yes, the national story is to

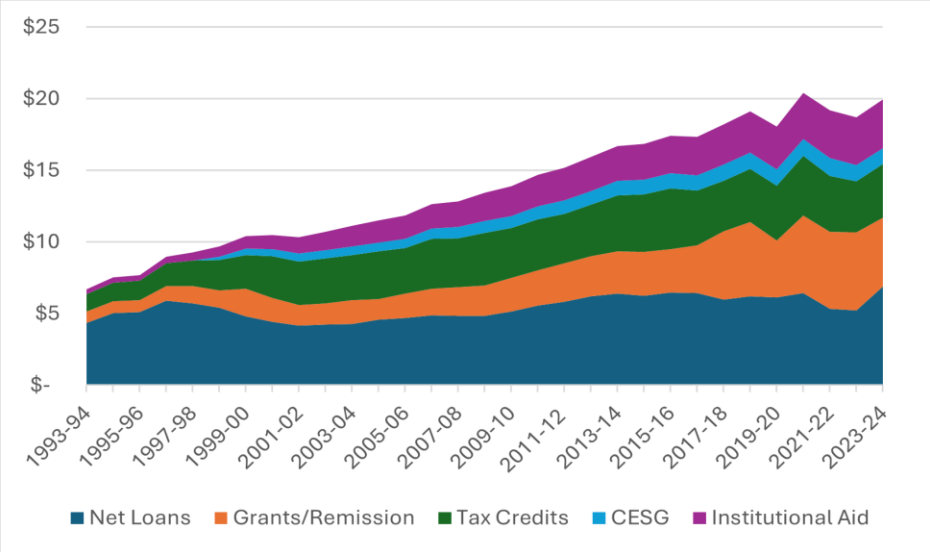
a large degree a function of what's been going on in Ontario, but over the past decade or so, this ratio has been declining in all provinces except Manitoba, Saskatchewan and Alberta.

Figure 2: Hours Worked at Median Hourly Income for Canadians Aged 15-24 Required to pay Average Undergraduate Tuition and Fees, Canada and Ontario, 1997-2024



And that's before we even touch the issue of student aid, which as you all know is way up this century even after we take student population growth into account. In real dollars, we've gone from a $10B/year student aid system to a $20B/year system with the vast majority of growth coming on the non-repayable side, rather than from loans.

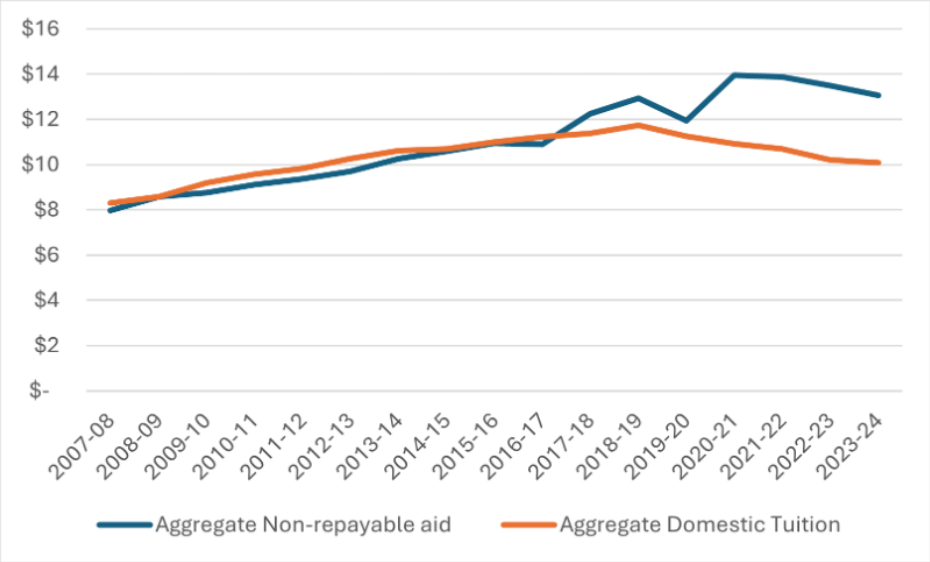
Figure 3: Total Student Financial Assistance by Type, Selected years, 1993-94 to 2023-2024, in Millions, in $2023



In fact, student aid expenditures are so high nowadays that across both universities and colleges we spend about $3 billion more in student aid than we take in from tuition fees. That's NEGATIVE NET

TUITION, PEOPLE.

Figure 4: Aggregate Non-Repayable Aid vs Aggregate Domestic Tuition fees, 2007-08 to 2023-24, in Billions, in $2023



So, yeah, affordability trends. They are much more favorable to students than most people think.

Anyway, the provincial official seemed a bit nonplussed by my reply: my sense is that they had never been briefed on the degree to which tuition increases have been thrown into reverse these past few years, and he certainly didn't know about the *huge* increase in non-repayable aid over the past few decades. They didn't push back on any of this evidence, BUT, they insisted, tuition fees weren't going up because doing so is *hard* and it's *unpopular*.

To which I responded: well, sure. But was raising tuition any easier or less unpopular in 1989 when the Quebec Liberal government more than doubled tuition? Than in the mid-90s when both the NDP and Conservative governments allowed tuition to rise? Than in 2001 when the BC Liberals allowed tuition to increase by 50%? This has been done before. There's absolutely no reason it can't be done again. The only thing it will take is the courage to put the requirements of institutions that actually build economies and societies ahead of the cheap, short-term sugar highs of chasing things like "affordability".

Now, to be fair, I don't for the moment see any provincial governments prepared to do this. If there is one thing that seems to unite provincial governments these days, it is an inability to make hard decisions. But this particular political moment won't last forever. It might take a serious, long-term recession to knock it into various heads that no matter how much money we sink into them, natural resources and construction alone won't run this economy. Eventually, we're going to have to re-build the great college and university system we're in the middle of trashing.

And we'll know that moment has come when provincial governments agree that domestic tuition should rise again.

From: Castlegar & District Chamber of Commerce <cdcoc@castlegar.com>
Sent: October 3, 2025 4:13 PM
To: Maggie Matear <mmatear@selkirk.ca>
Cc: Lareena Rilkoff <lrilkoff@selkirk.ca>
Subject: [EXTERNAL] Congratulations on Your 2025 Business Excellence Award Nomination!

Dear Maggie,

Congratulations!

We are delighted to share that Selkirk College has been nominated for a **2025 Castlegar & District Chamber of Commerce Business Excellence Award** in the following category:

The Green Award

Award recipients will be announced at our **Annual Business Excellence Awards Gala** on **Saturday, November 8, 2025, from 6:00 PM – 10:00 PM** at the **Castlegar Community Complex**.

This special evening will feature a delicious dinner catered by **Little Bear Golf Course**, cocktails, awards presentations, and a silent auction—all in celebration of the outstanding businesses and individuals who make Castlegar & District thrive. Seating is limited, so we encourage you to secure your tickets early.

Tickets are **$90 + GST per person**. For groups, full tables (seating for 6 or 8) may be reserved by contacting the Chamber office at **365-6313** or by completing the attached ticket purchase form. Completed forms can be emailed to **cdcoc@castlegar.com** or dropped off at our office at **1995 6th Avenue**.

Once again, congratulations on your well-deserved nomination! We sincerely thank you for your commitment to excellence in business and look forward to celebrating your achievements at this year's gala.

Warm regards,

Ashley Costa | Membership Manager and Confluence Booking Coordinator
Castlegar & District Chamber of Commerce
1995 6th Ave, Castlegar, BC V1N 4B7
P: (250) 365-6313 ext. 2 | Website: chamber.castlegar.com

In the spirit of respect, reciprocity and truth, we honour and acknowledge with gratitude that we are on unceded and ancestral territories of indigenous peoples. We would also like to recognize all other indigenous peoples who have come as guests to live, work and play on this land, and who honour and celebrate their territory.

CONFIDENTIALITY STATEMENT MESSAGE: This message, including any attached documents, is intended for the addressees only. It may contain information that is confidential, privileged and/or exempt from disclosure. No rights to privilege or confidentiality have been waived. Any unauthorized use or disclosure is prohibited. If you have received this message in error, please reply to the sender by e-mail and delete or destroy all copies of this message.

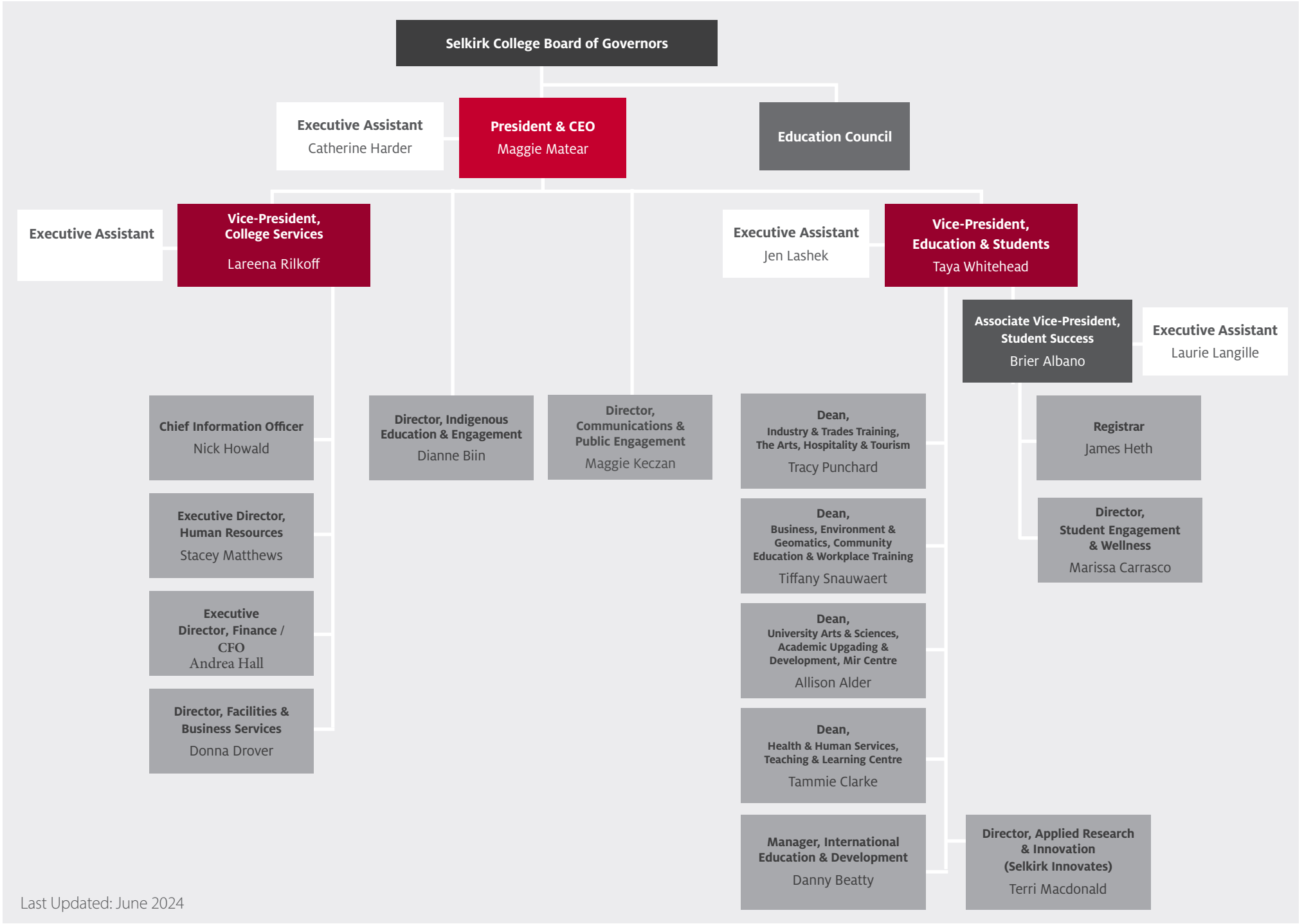
COLLEGES & INSTITUTES CANADA

COLLEGES & INSTITUTES CANADA | Connections Conference

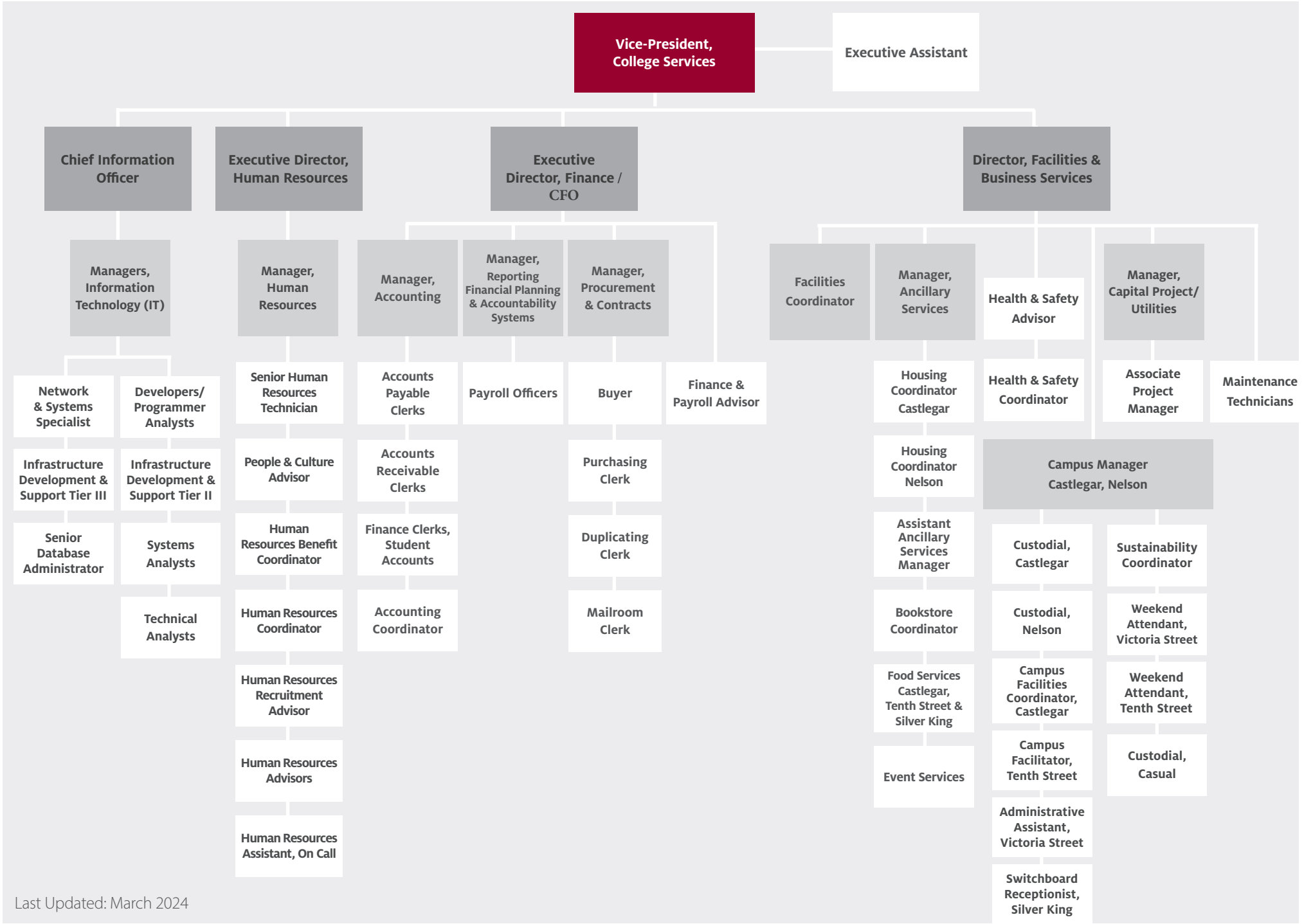
Save the Date

CICan's 2026 Connections Conference

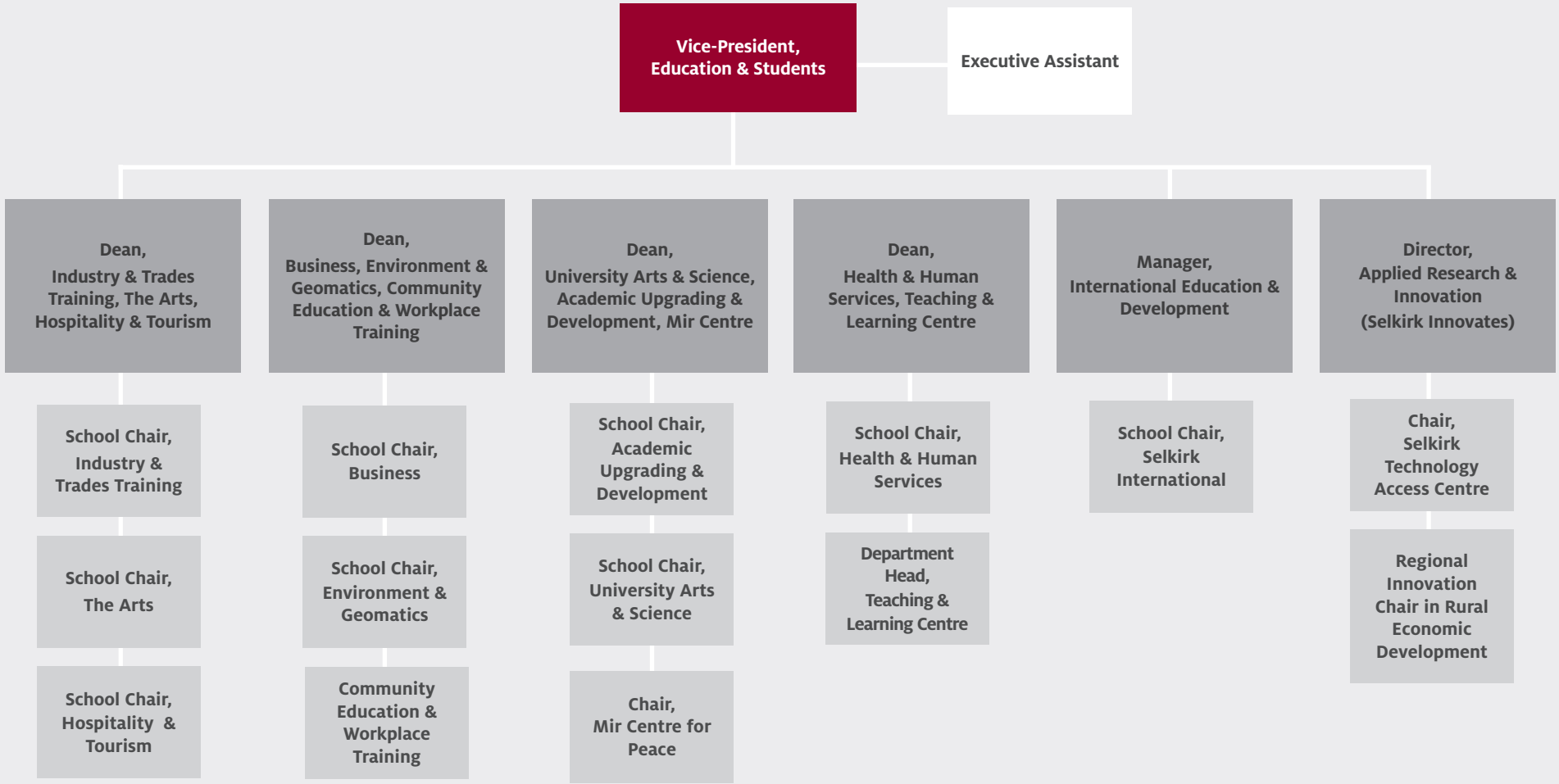
April 21 - 23
Ottawa, Ontario



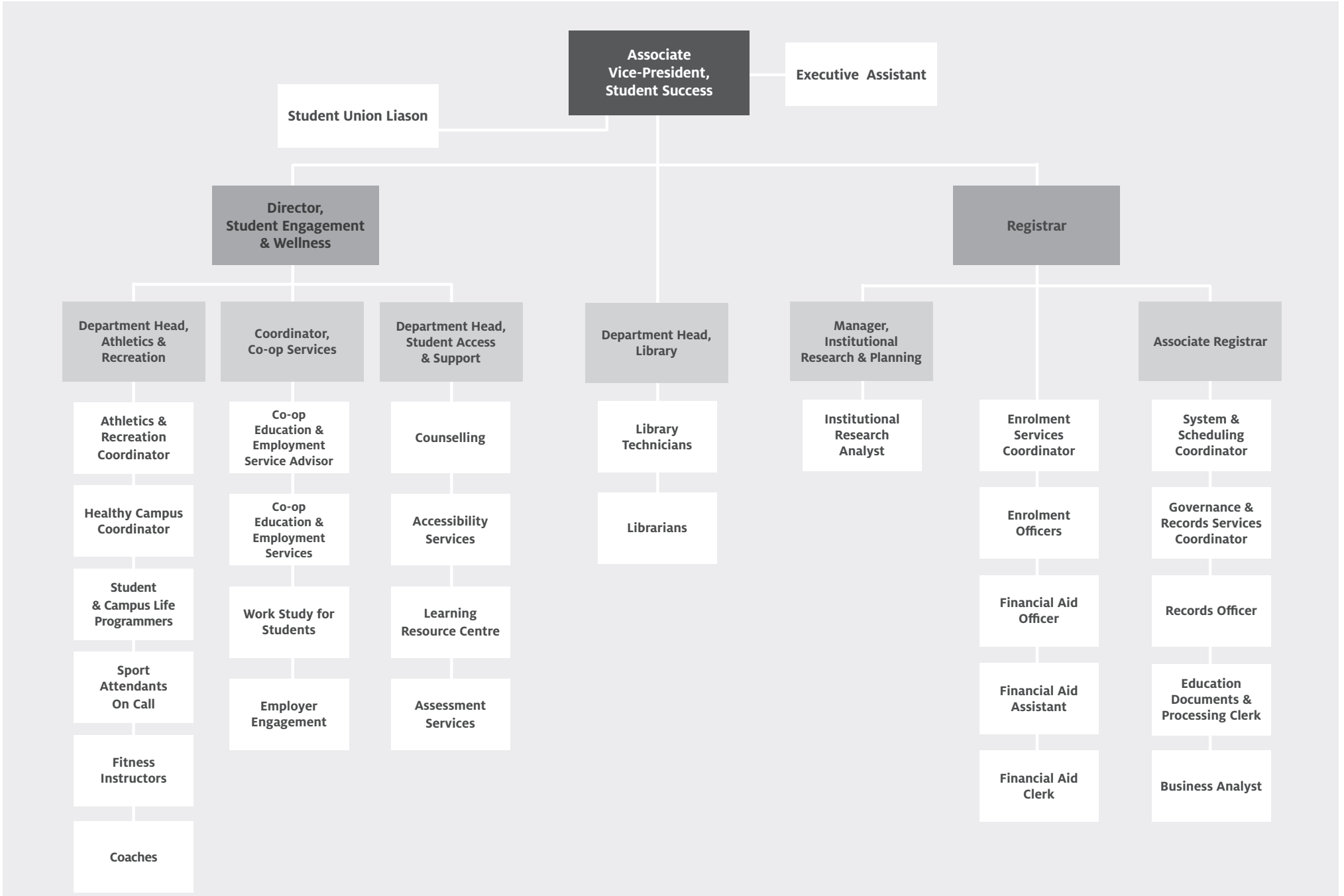
Last Updated: June 2024



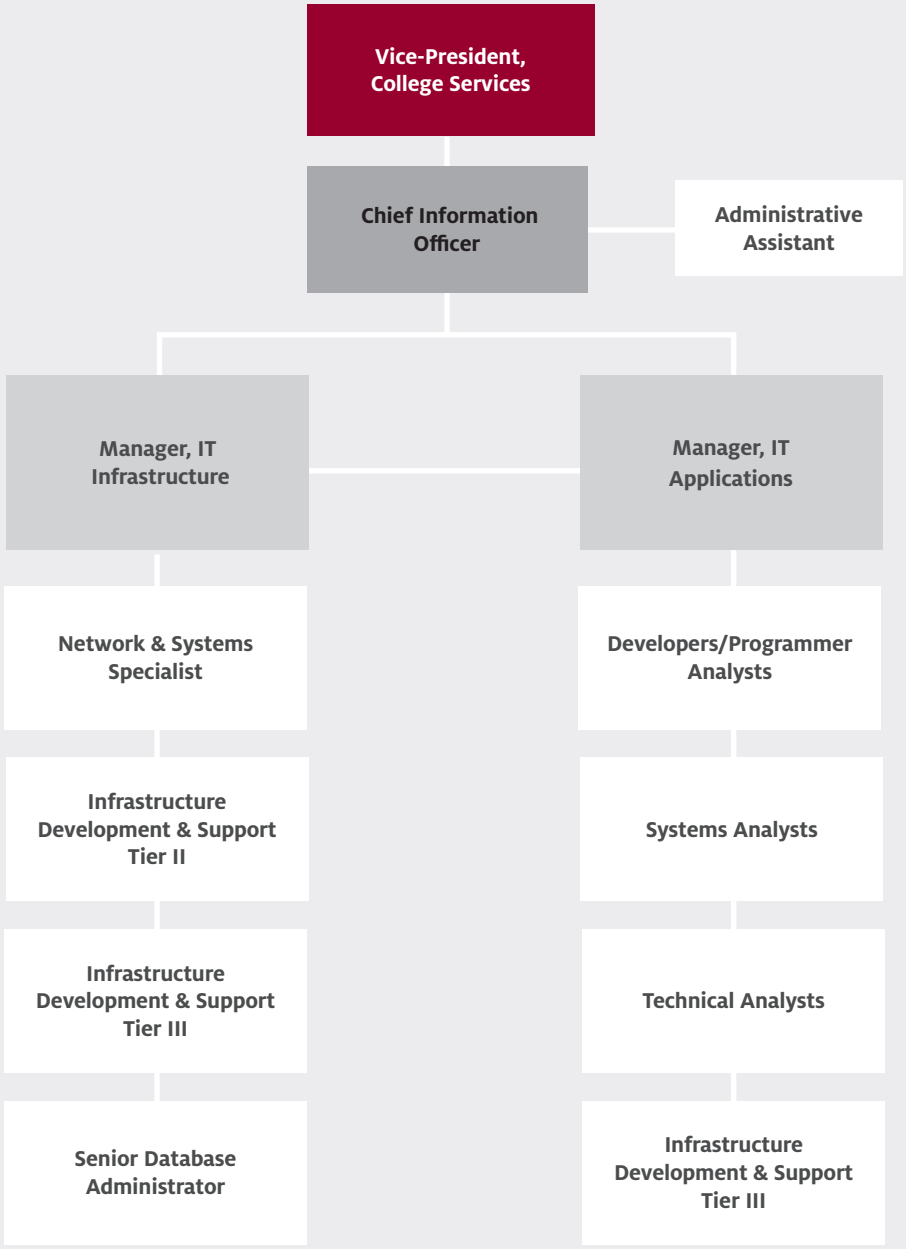
Last Updated: March 2024



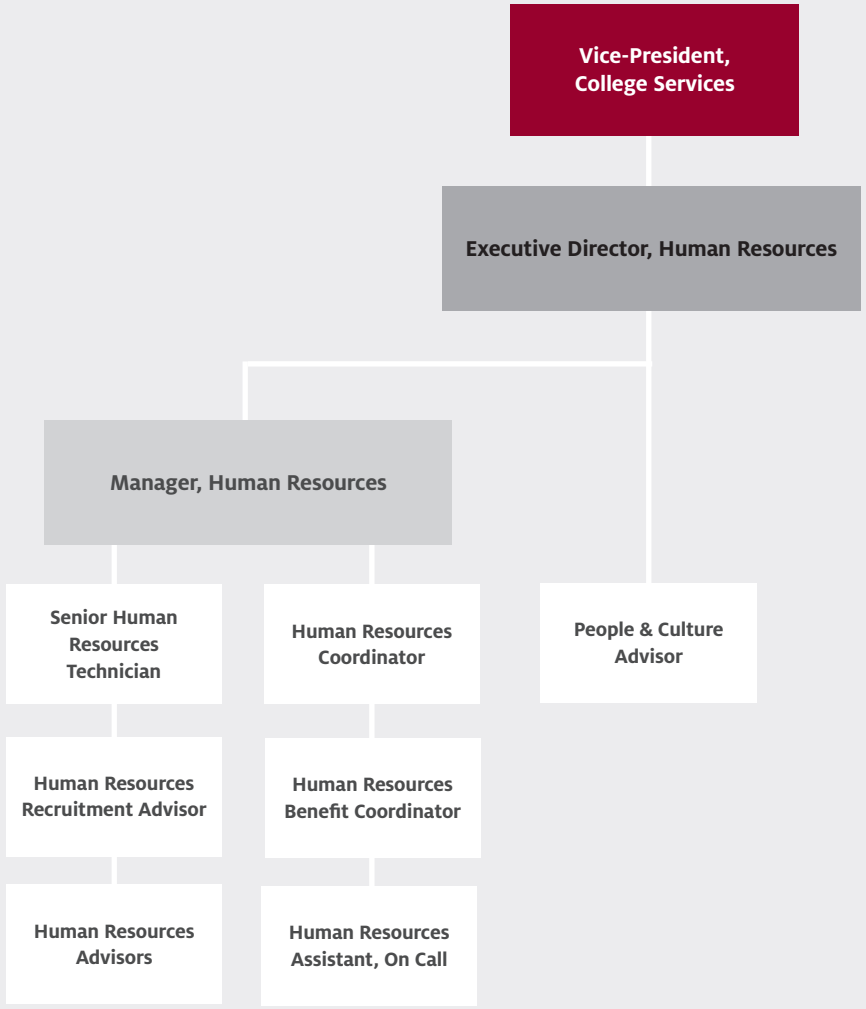
Last Updated: March 2024



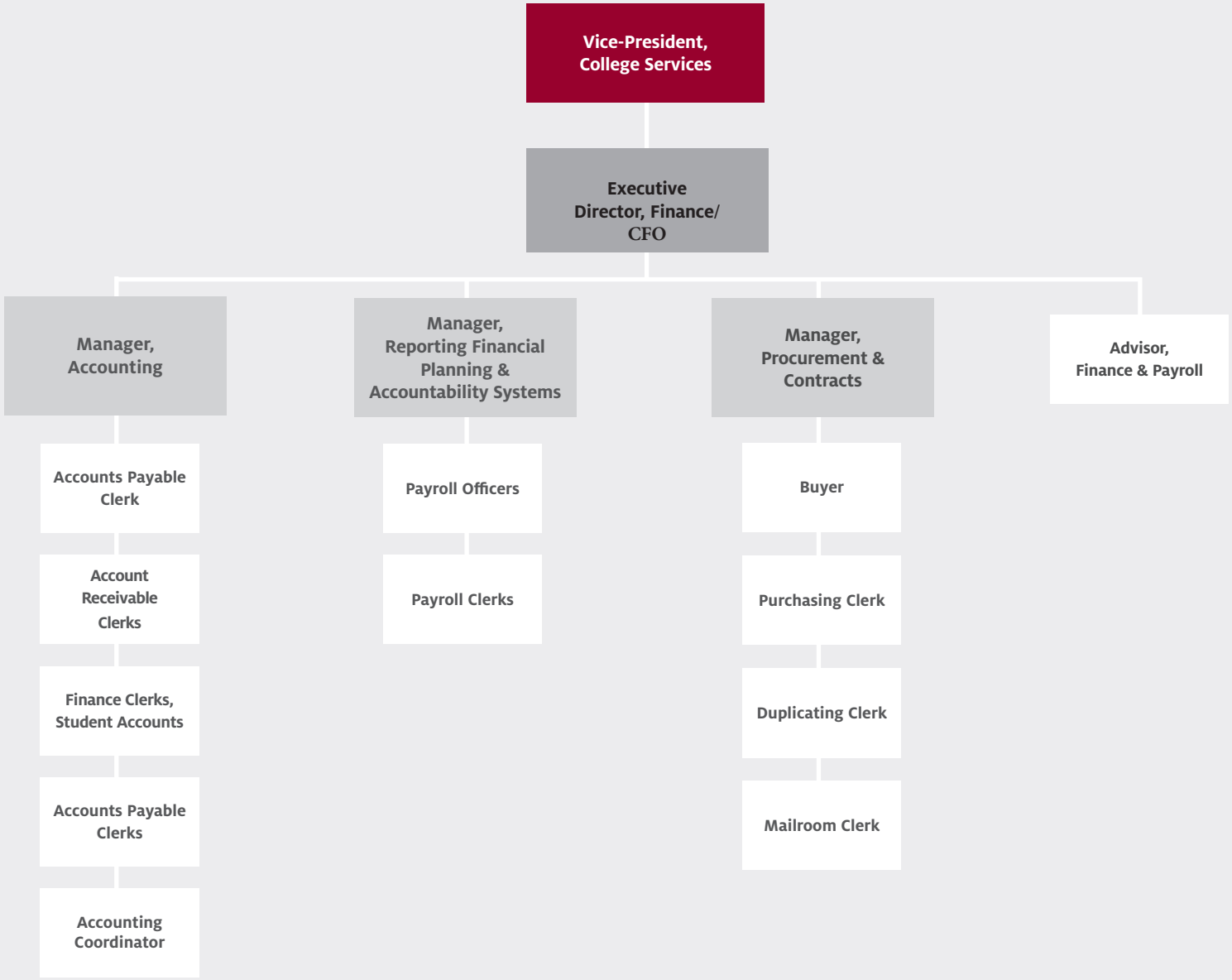
Last Updated: March 2024



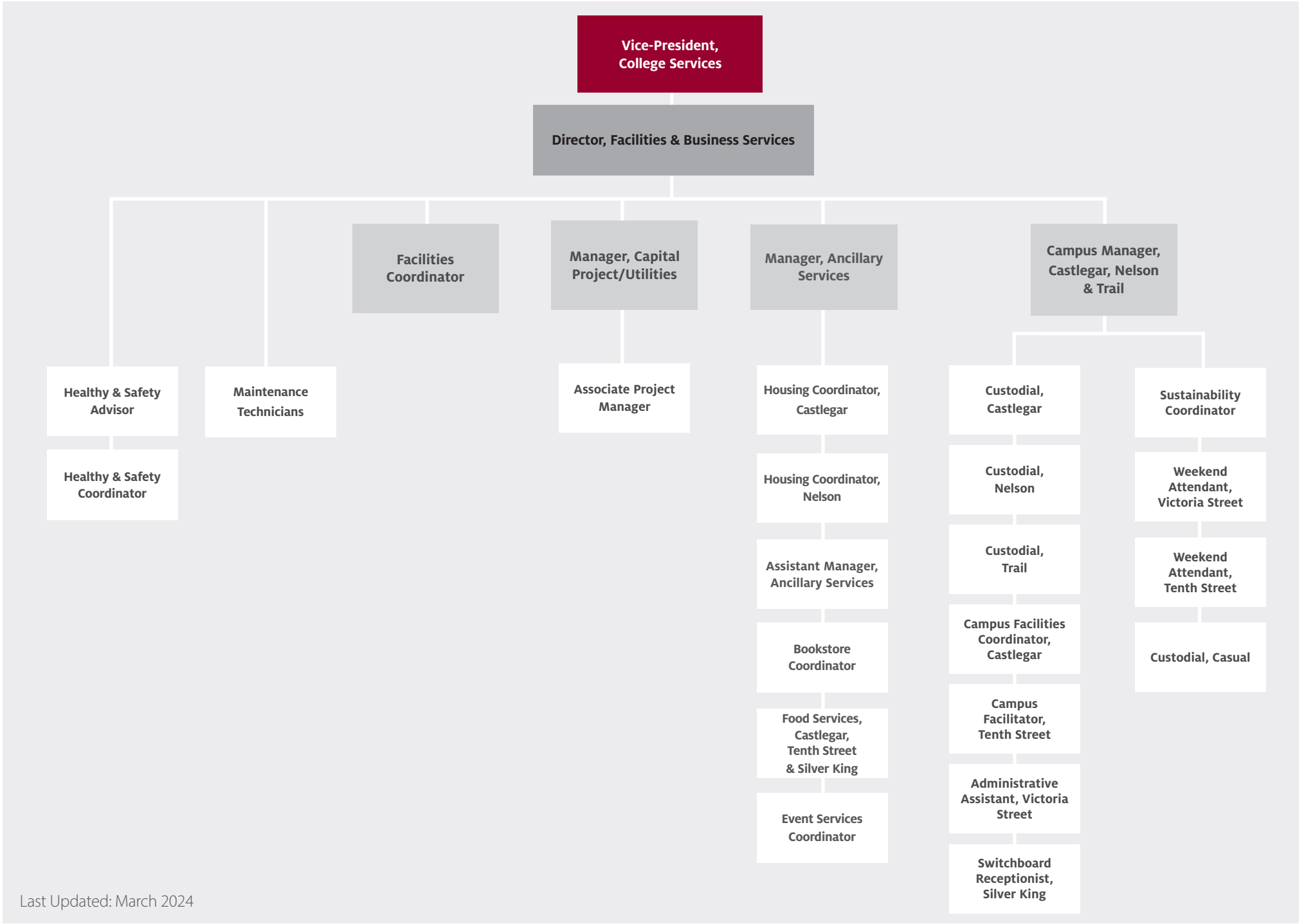
Last Updated: March 2024



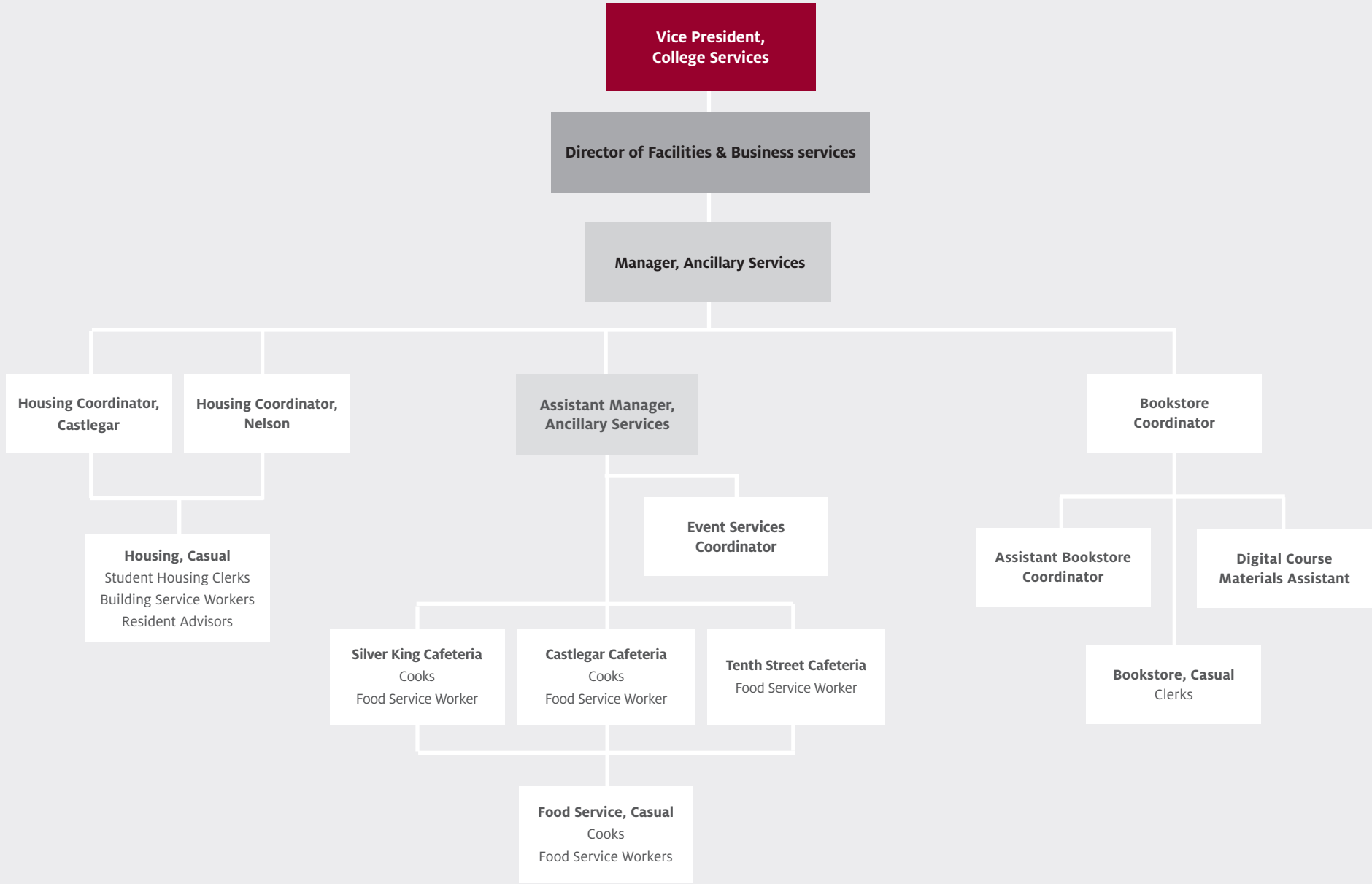
Last Updated: March 2024



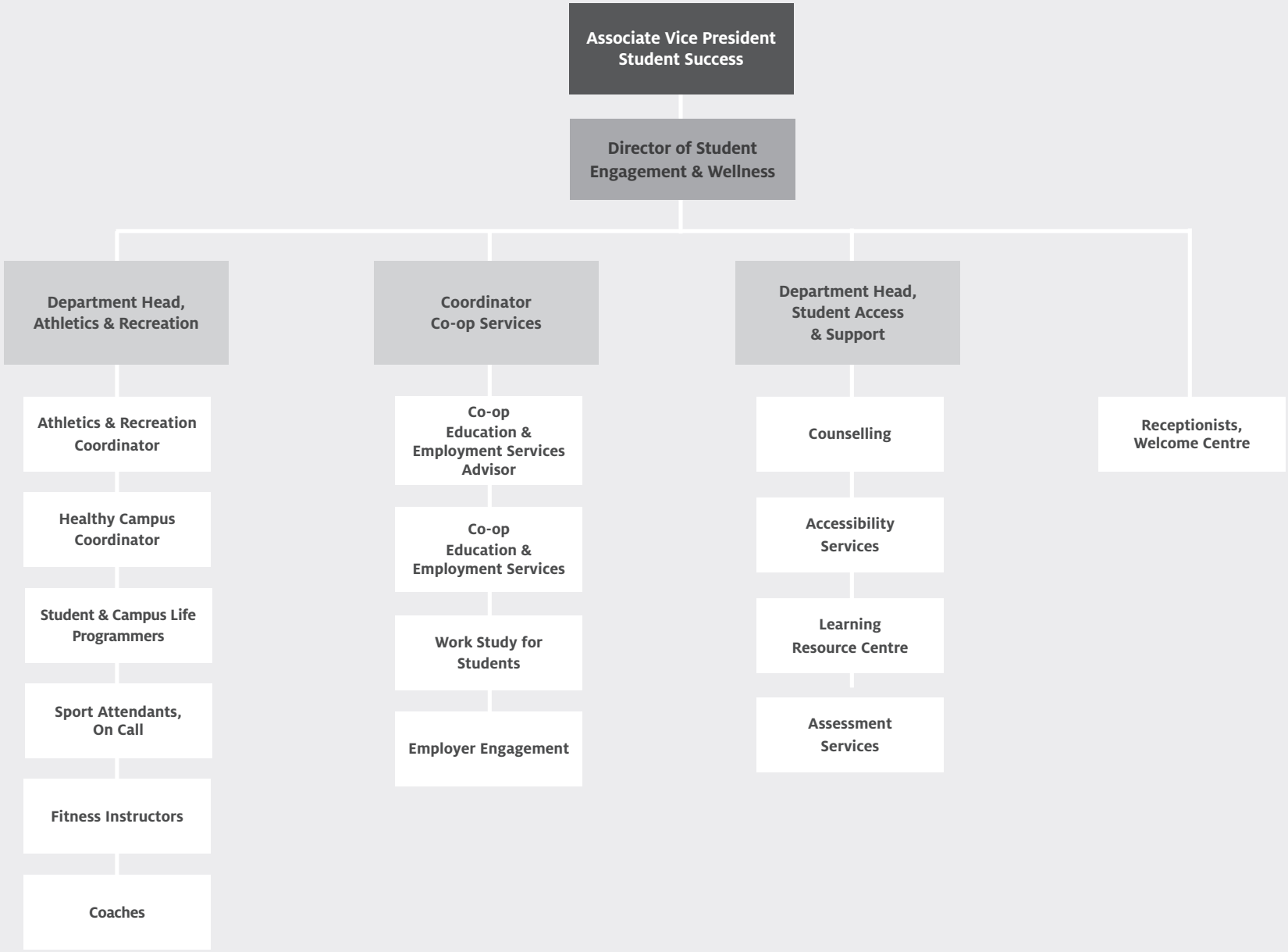
Last Updated: March 2024



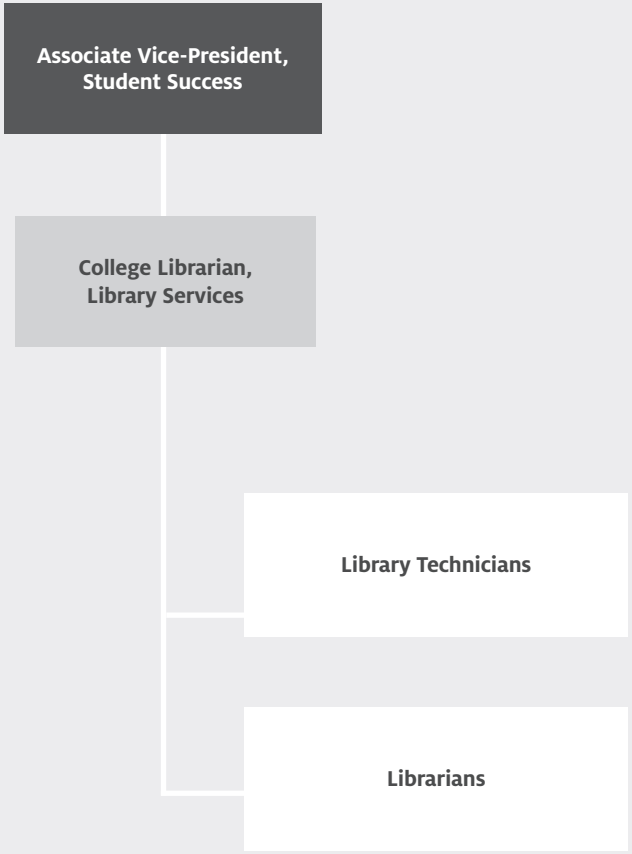
Last Updated: March 2024



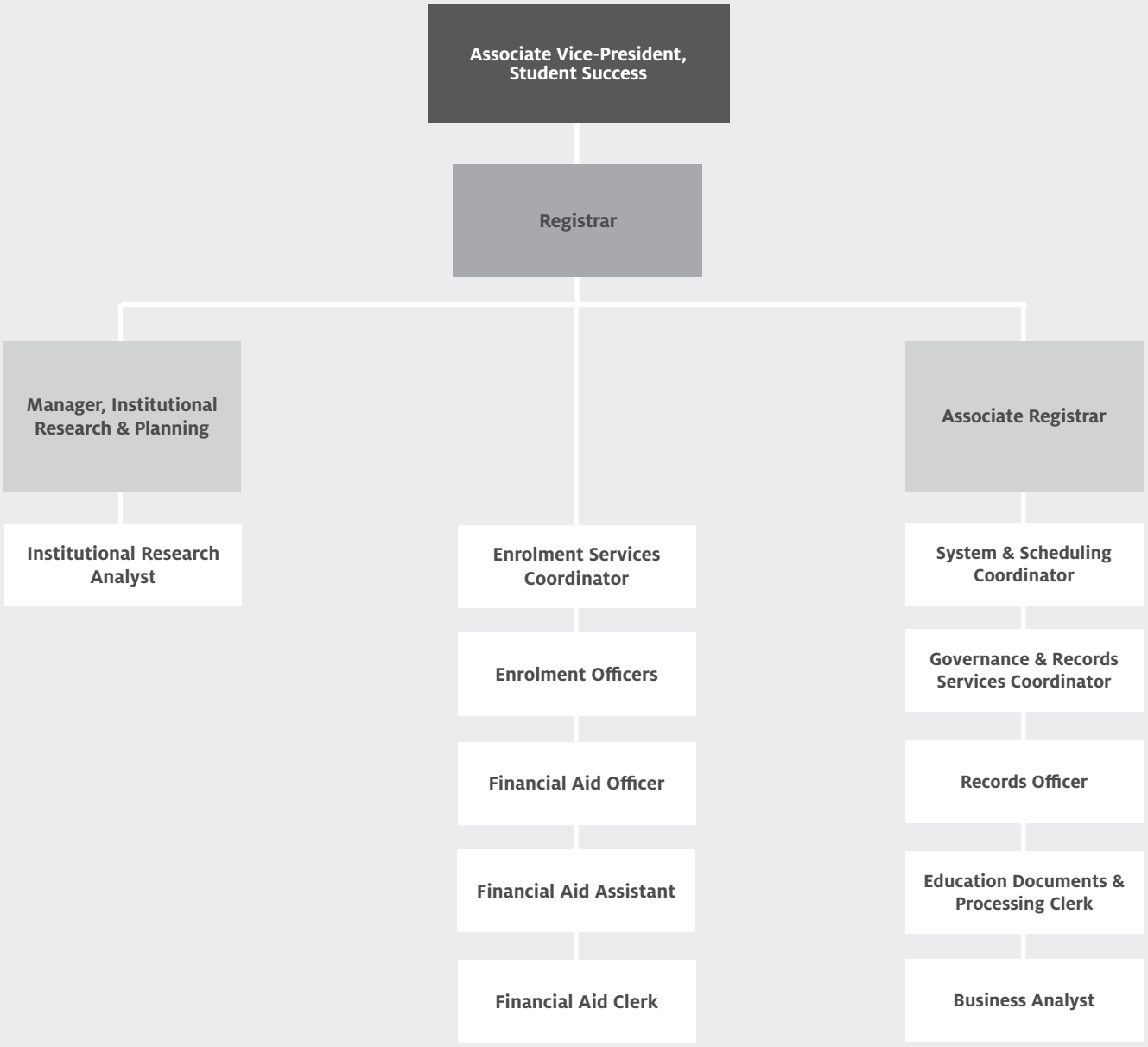
Last Updated: March 2024



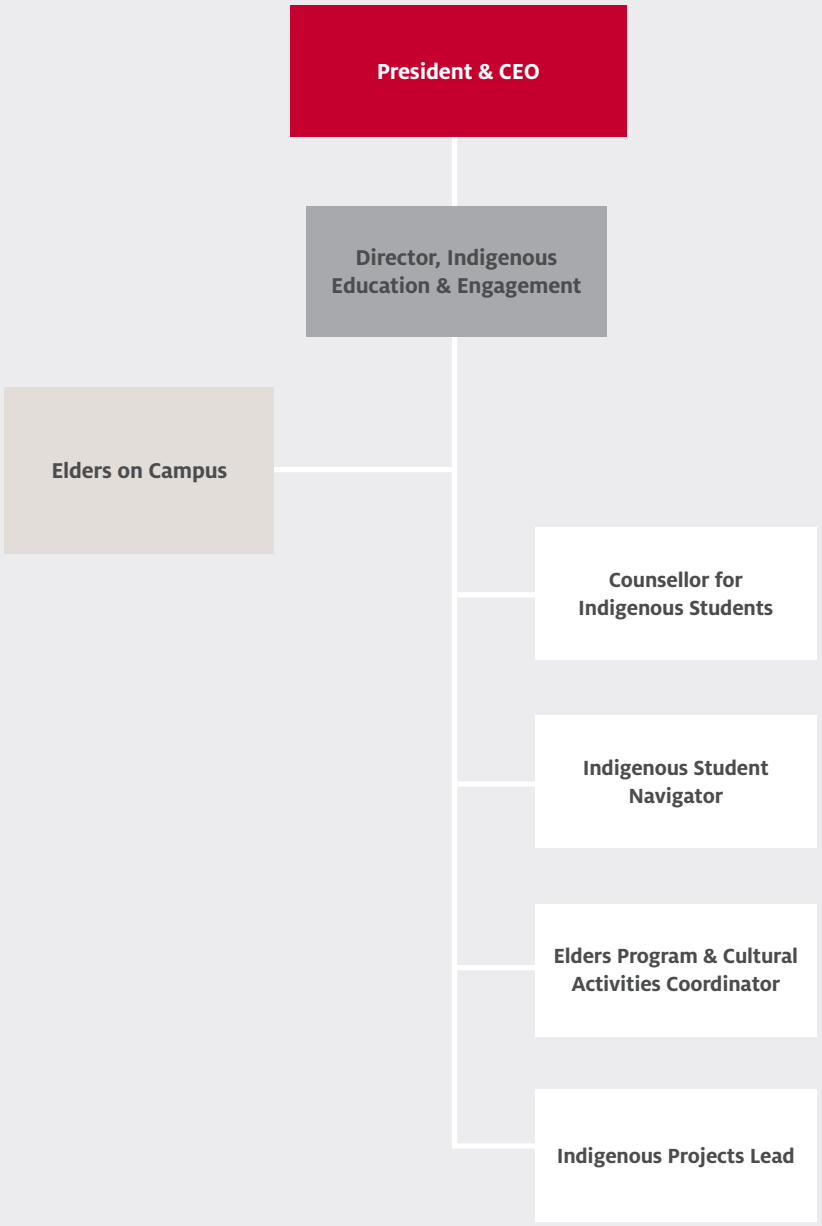
Last Updated: March 2024



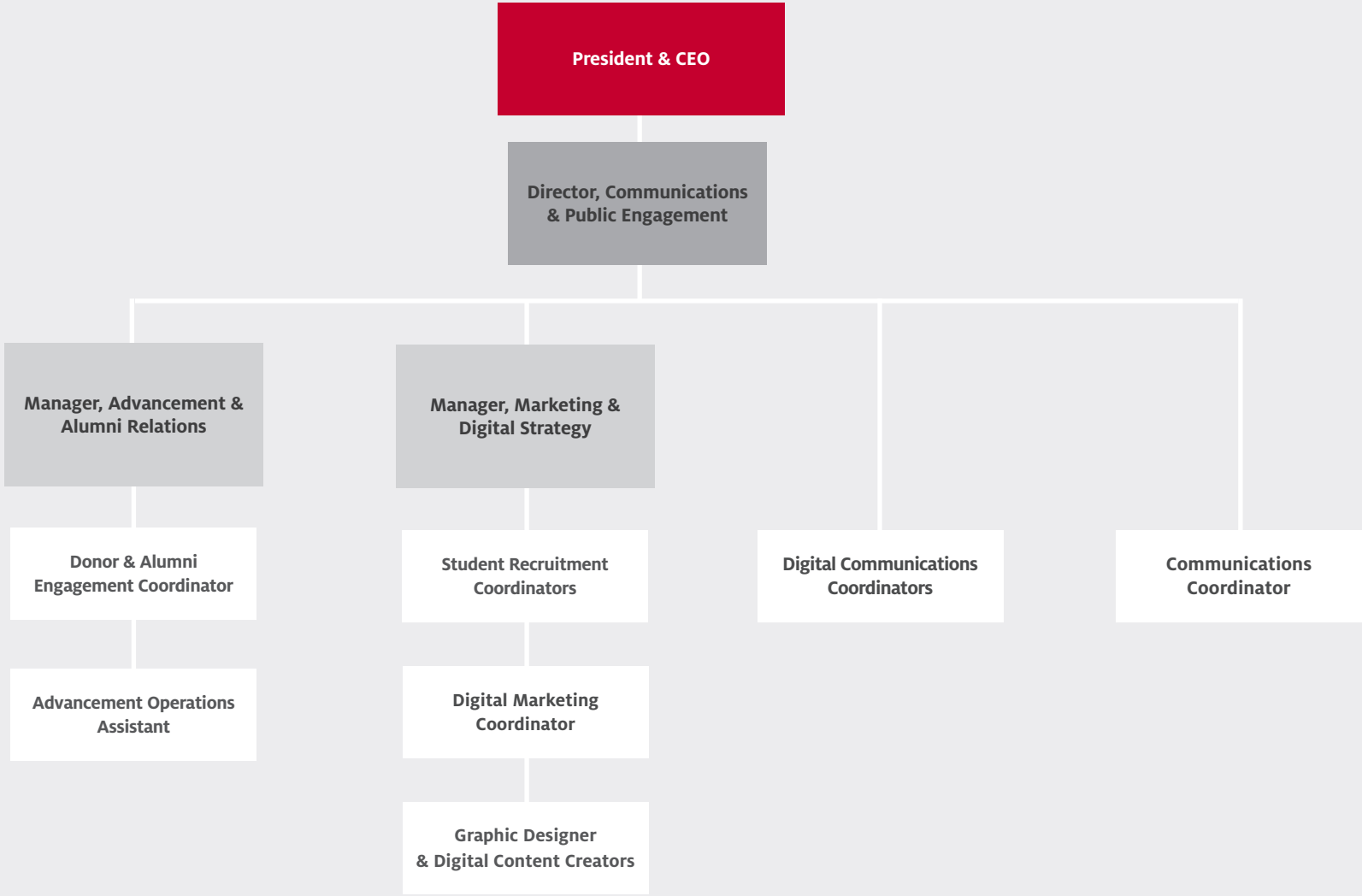
Last Updated: March 2024



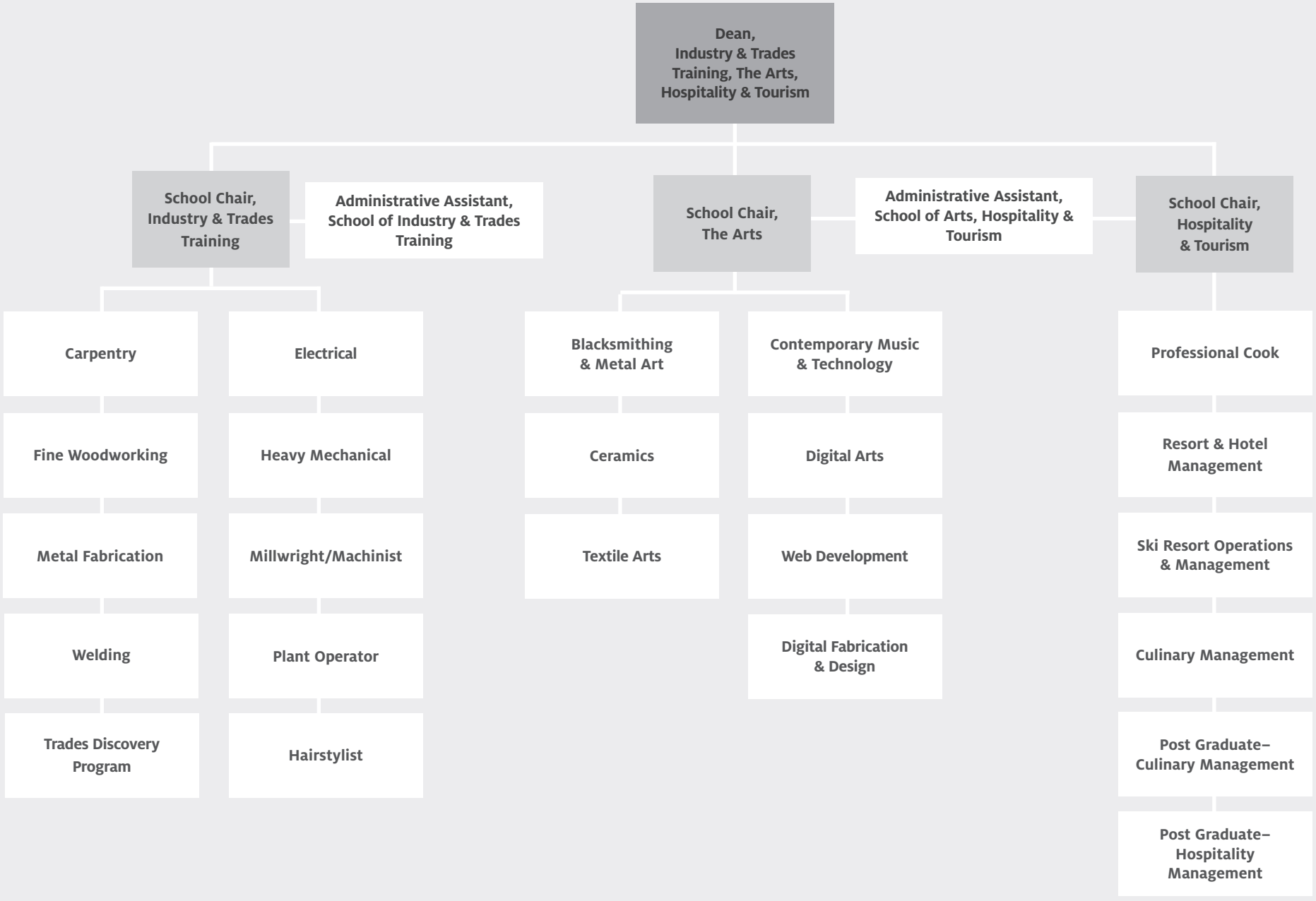
Last Updated: March 2024



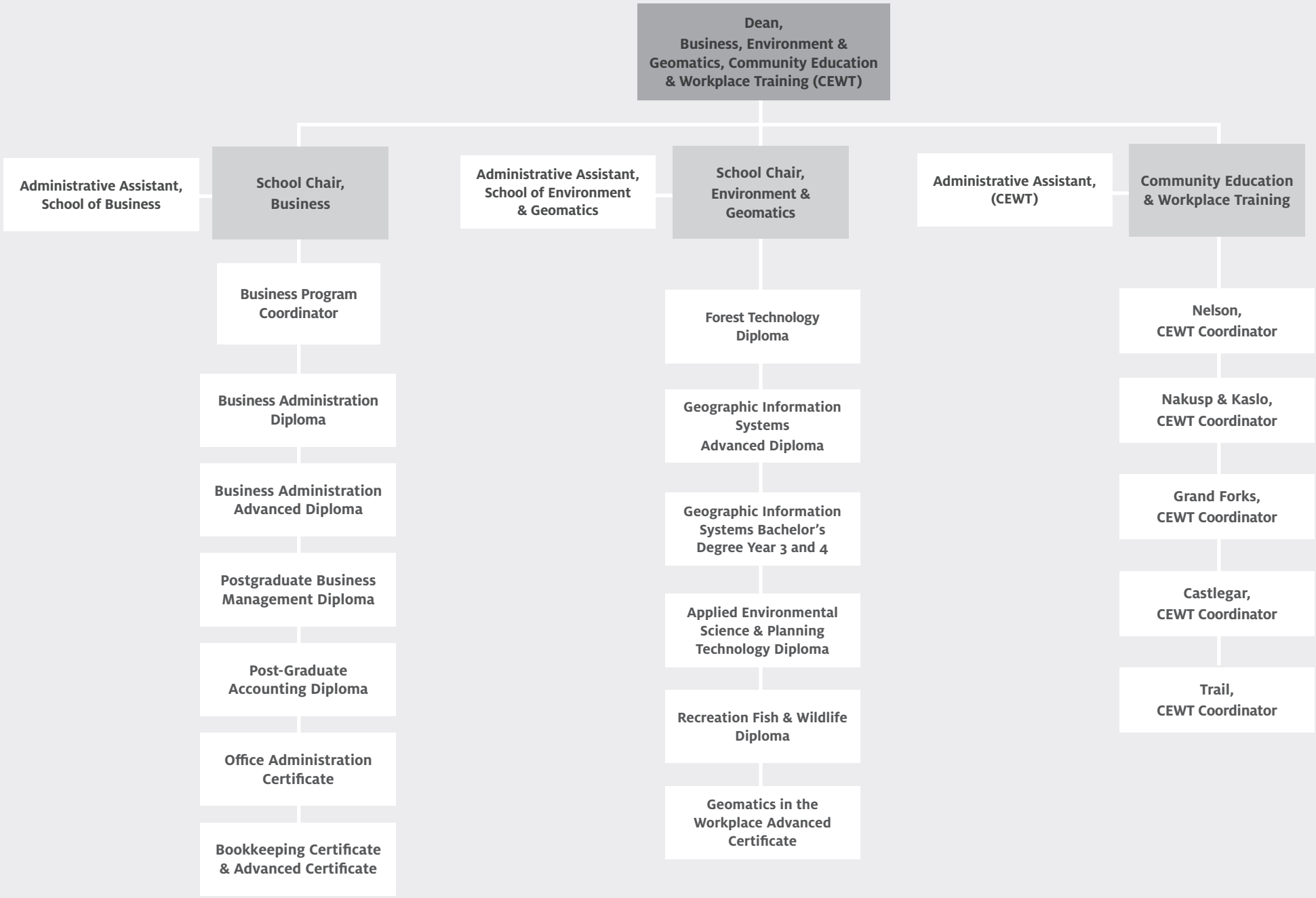
Last Updated: March 2024



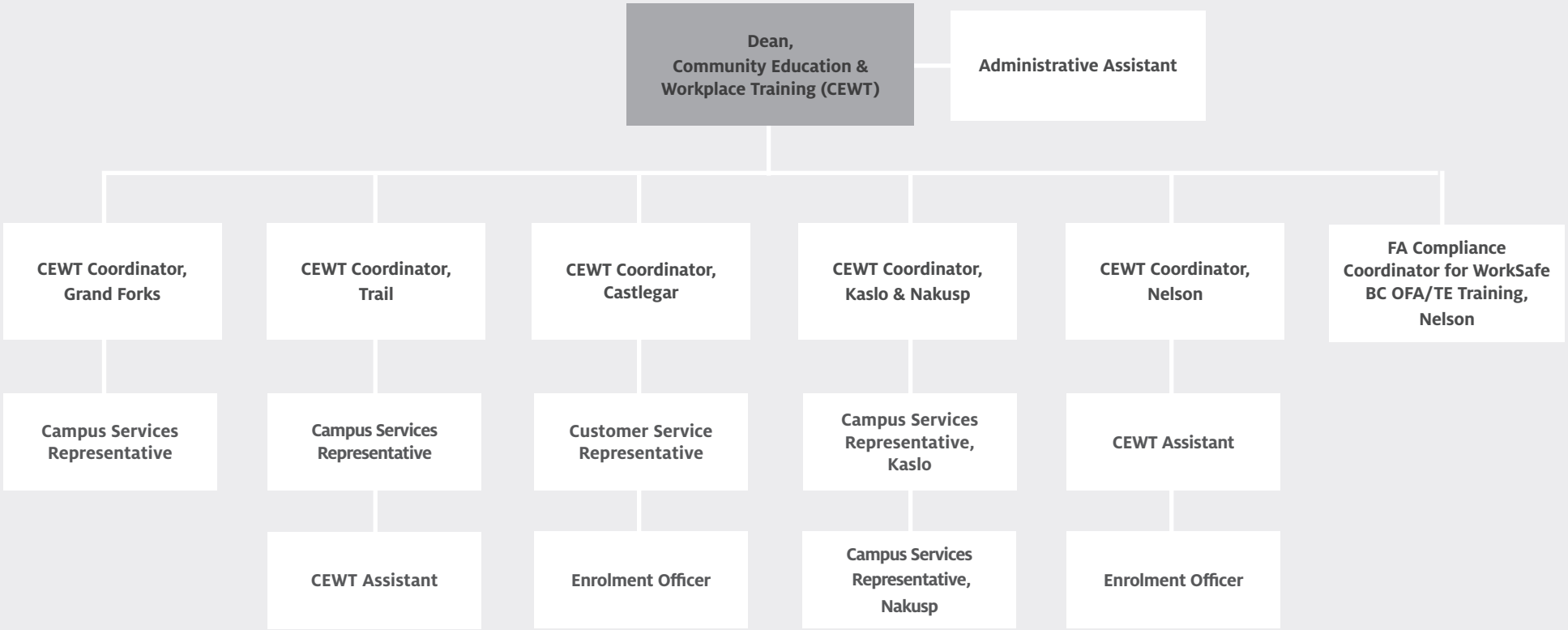
Last Updated: March 2024



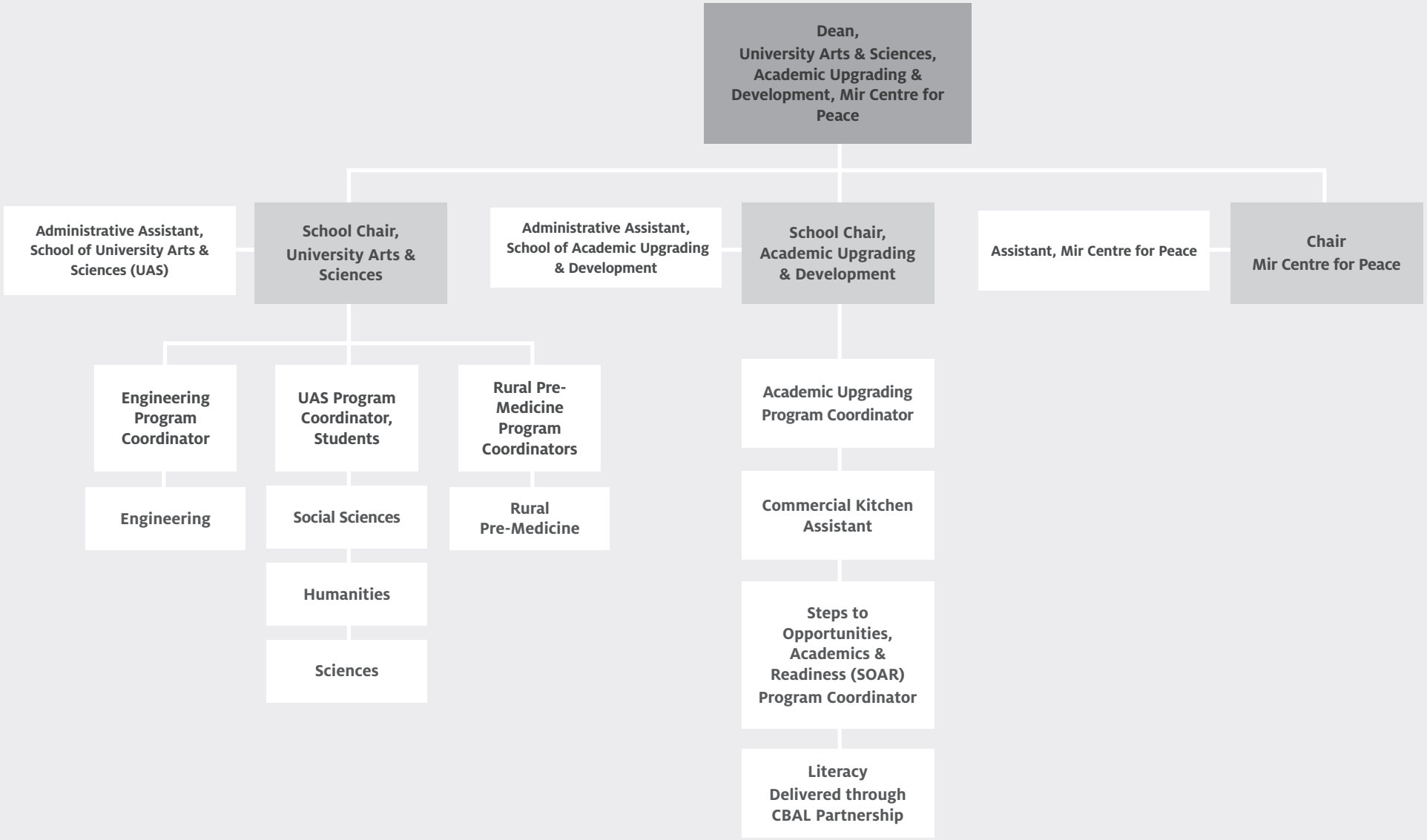
Last Updated: March 2024



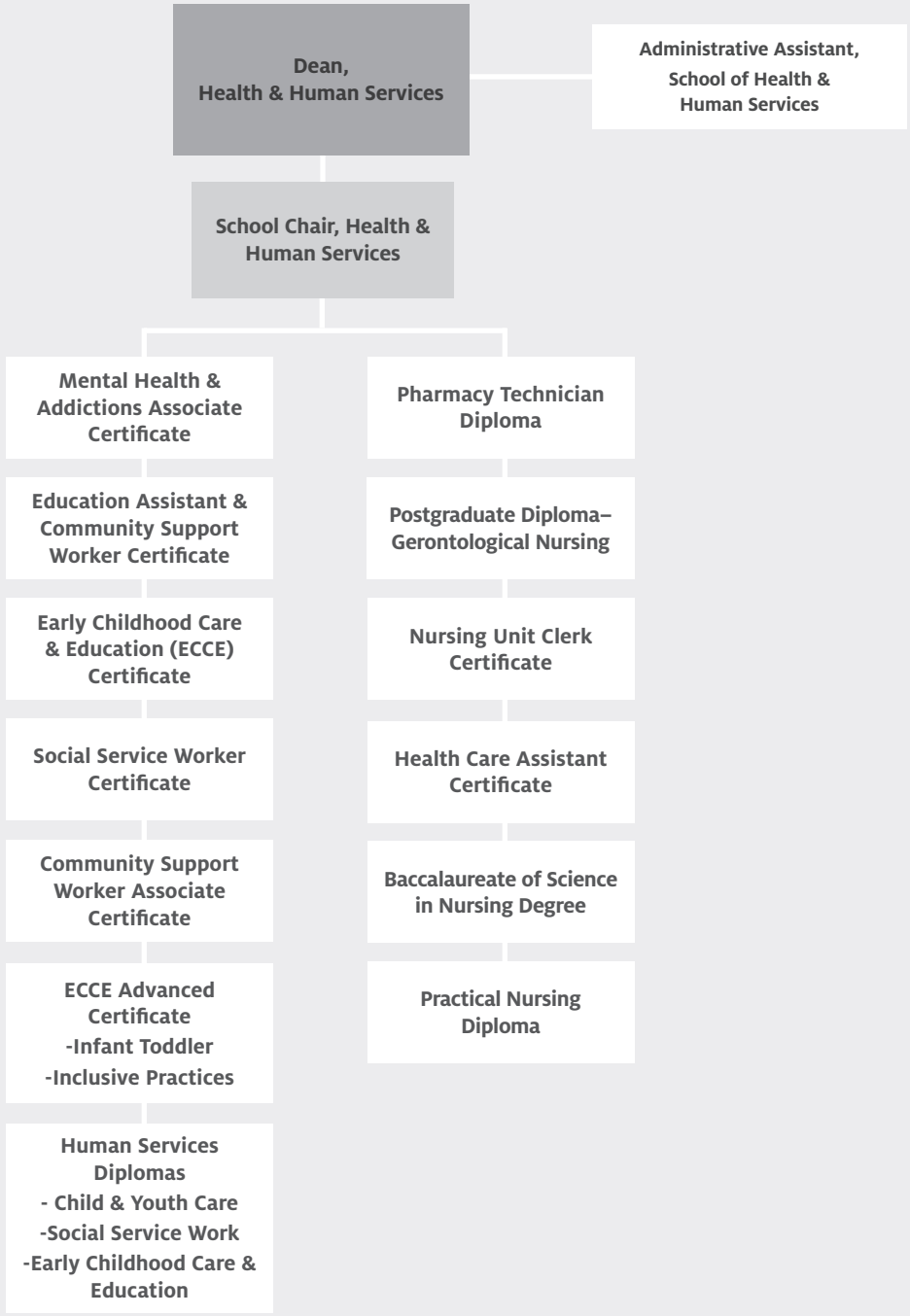
Last Updated: March 2024



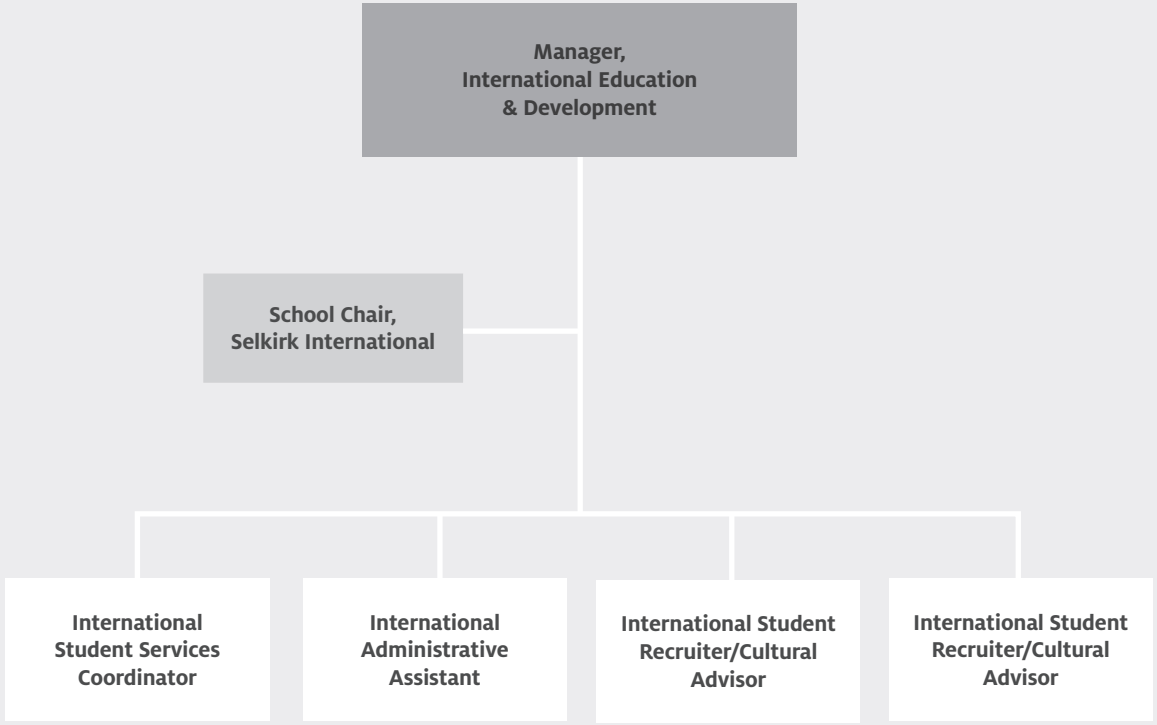
Last Updated: March 2024



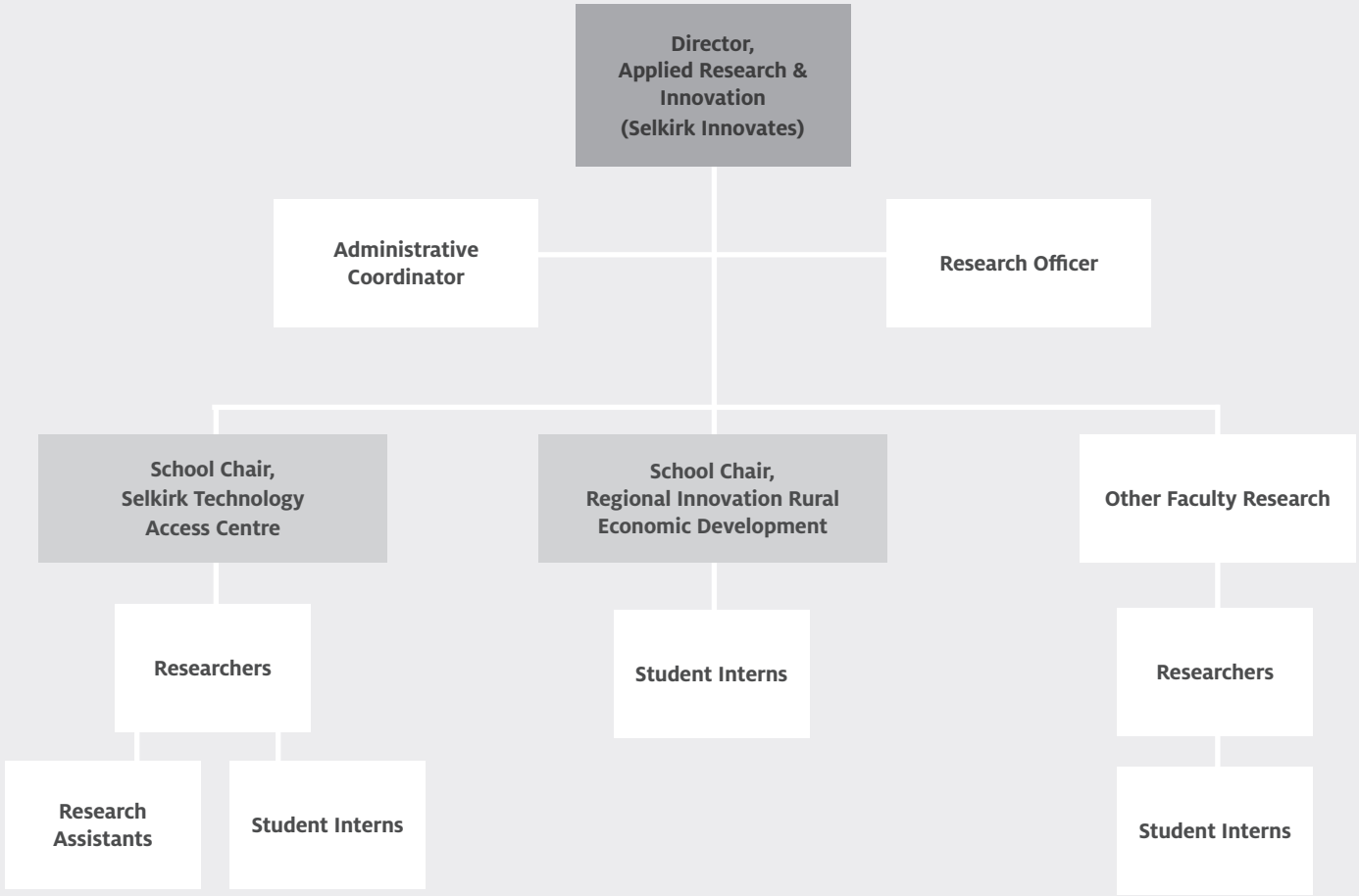
Last Updated: March 2024



Last Updated: March 2024



Last Updated: March 2024



Last Updated: March 2024

President's Report for October 2025

Communication and Relationship Building:

- Hosted three in-person meetings with the Ministry of the Attorney General Staff and Sons of Freedom Doukhobor community members
- As Skilled Trades Training Consortium (STTC) Chair, visited MLAs and Ministry staff in Vancouver and Victoria with the STTC CEO
- Presented a college update at the Greater Nelson Economic Development Committee meeting
- Hosted a meeting with Minister Brittny Anderson and MLA Steve Morrissette
- Attended the Castlegar & District Economic Development Partnership Advisory Committee meeting
- Discussed accepting a hand-carved gift from the Salmo Watershed Streamkeepers Society on behalf of the College
- Met with the Kootenay Art Gallery Executive Director
- Met with MP Konanz
- Attended the Celgar Stakeholder Q3 meeting
- Met with the Mayor of Trail
- Met with the CAO and Chair of the Regional District of Kootenay Boundary
- Facilitated a Town Hall for employees on the Castlegar and Trail Campuses

Student Focus:

- Participated in Get Connected events on the Castlegar, Nelson and Trail campuses
- Enjoyed a student prepared and served dinner at the Scholars' dining room
- Reviewed newly released B.C. Sexual Violence Action Plan and associated legislation for post-secondary institutions to identify new action items.
- Met with students informally in the Pit at Castlegar campus.
- Supported Selkirk College Standing Committee On Professional Excellence (SCOPE) awards (recognizing faculty excellence)
- Met with Teaching & Learning Centre team members

Indigenization, Equity, Diversity, and Inclusiveness:

- Reviewed evergreen learners' protocols with local Métis leaders
- Attended a Mural Welcoming ceremony at the Arbour on the Tenth Street Campus
- Attended the Forgotten Métis Exhibit: Opening and Welcome
- Attended the National Day for Truth & Reconciliation flag-raising ceremony
- Met with Ktunaxa Council members to discuss a learners' protocol
- Attended webinar on managing polarization in diverse organizations

Strategy, Creativity, and Innovation:

- Joined logo refresh meetings and supported the logo launch
- Met with STAC Chair and staff
- Reviewed CEWT report and developed next steps
- Met with internal and external community members to discuss the future of the Skattebo Education Forest
- Met with Selkirk Innovates staff to discuss grant funding
- Attended an AI predictive modelling presentation
- Attended the School of Industry & Trades planning meeting with the VPs
- Attended bargaining planning meeting
- Attended PSI Innovation meetings in Ottawa with CICan and

BC College presidents
- Attended an IT Governance Committee meeting

Leadership and Professionalism:
- Met bi-weekly with union executives
- Meet twice a month with the Leadership Team
- Joined weekly meetings with sector presidents
- Met monthly with the STTC CEO and executives
- Attended STTC, PSEA AGM, BC Colleges meetings in Vancouver
- Met with the CICan President
- Attended monthly CICan Presidents' Circle meetings
- Attended the virtual CICan board meeting
- Attended CICan Executive Committee meetings and a Governance Committee meeting
- Presented at the October Education Council meeting.

Board Relations:
- Met bi-weekly with the Board Chair
- Facilitated a board orientation meeting
- Developed PD session on Board Ownership Linkage
- Attended the Finance & Audit Committee meeting
- Attended a Foundation Board meeting
- Guest-Chaired the Foundation Board AGM
- Co-facilitated the fall board retreat

President and CEO Goals and Objectives Monitor

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

1. Sustainability: Seven Generations and Beyond
2. Focus: Transformative, Distinctive Education
3. Deliver: A High-Performance, High Support Organization
4. Impact: Innovation for Thriving Communities
5. Other – Government and Board Accountability
6. Other – Leadership and Legitimacy

Progress Indicators On track | Somewhat delayed, barrier exists | Substantially delayed, may not achieve | Complete

Objective and Demonstration / Measurement	Strategic Alignment	Outcome or achievement indicator	President's Comments Comments/ Factors affecting performance	Months				Board Rating 1-3
				Jun	Sep	Dec	Mar	
1. Oversee and monitor Strategic Plan implementation	1- 4	Dashboard	Developing new scorecard					
2. Continue/strengthen engagement with First Nations	1.2, 2.2	Ktunaxa MOU	Continuing to engage with Nations where capacity allows					
3. Oversee implementation of new college logo	3.3	Visible evidence in community	Brand story, Promise, assets being rolled out					
4. Support achievement of Indigenization & EDI goals	1.2, 2.2, 3.2	LT goals	Regular PD, discussions at LT to improve,					
5. Lead response to change from IRCC policy	1.3, 3.1, 3.3, 4.3	Minimal impact to OCS[1]	IRCC processes and policies continue to change					
6. Oversee achievement of Institutional Accountability goals	2.1, 2.3, 4.1	IAPR accepted by PSFS	First draft of IAPR accepted, minor edits requested.					
7. Demonstrate progress on reducing budget deficit	1.3, 4.3	Reg. financial reports	Making decisions needed to balance budget for 2026/27					
8. Engage in sectoral advocacy and service	1.1	3 prov/national committees	Advocacy efforts directed at IRCC, PSFS, STBC, local gov't					
9. Support Foundation in establishing new funding model	2.3, 4.3	Foundation operating plan	Support as needed –working on Fund development plan with staff					
10. Monitor and report on cybersecurity risk as needed.	1.3, 3.3	Information at BOG meetings	Regular meetings with CIO, reg. reports to Board					

[1] OCS is the Organizational Climate Survey, issued in winter 2025; Results will be available in June.

From: Maggie Matear
To: All Employees
Subject: Important Update: Closure of Victoria Street Campus
Date: Friday, October 17, 2025 11:26:35 AM

Dear Colleagues,

It's with a very heavy heart that I'm sharing news of a pending change affecting our college community. After careful review, and with Board of Governors' support, we will be closing the Victoria Street Campus at the end of this academic year, after all current students have completed their programs. Intakes of the Ceramics, Textile Arts, and Blacksmithing and Metal Art programs will then be suspended, and our building lease with the City of Nelson will end shortly afterwards.

This has been a very tough decision. Since 1958, the programs offered out of the Victoria Street Campus (originally the independent Kootenay School of the Arts) have been a cornerstone of arts education in our area. Our faculty and staff are dedicated and student-focused; many are themselves accomplished artists and craftspeople who have enriched our region with their talent and commitment. Unfortunately, the combination of IRCC policy changes, persistent financial challenges and rising costs have made sustaining these specialized programs impossible. As stewards of a publicly funded institution, we have to demonstrate responsible fiscal management, and direct our limited resources with great care. While we value the contributions that arts programs make to our college and region, the program limits and infrastructure requirements make them unsustainable.

These challenges are certainly not a reflection on the dedication or achievements of our students, colleagues and community partners, and we recognize how significant a loss this is for everyone involved.

Ten of our colleagues will face difficult changes in the coming months, and we'll support them as best we can. We remain committed to transparent communication wherever possible, and to that end, we'll be adding a news story with FAQs about this decision on Selkirk.ca later this afternoon.

This is a deeply difficult decision. But it's a necessary one. We need to address ongoing financial pressures and ensure that Selkirk College can continue serving our communities for the next seven generations and beyond. KSA was part of Selkirk College for 19 years of its 56-year history; it is now time for its next iteration, and we'll be bringing the arts community

together for a conversation to explore what that might look like.

As always, I encourage you to continue supporting each other, giving each other grace and keeping lines of communication open. And thank you for your strength and understanding as we move through this demanding transition together.

Take good care,

Maggie

Dr. Maggie Matear *Pronouns: she, her, hers*
Selkirk College | President and CEO
(250) 365-4764
301 Frank Beinder Way, Castlegar, BC V1N 4L3

Selkirk College acknowledges the traditional territories of the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa, and the Secwépemc (Shuswap) peoples.

INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT

2024/25 REPORTING CYCLE

JUNE 2025

Selkirk College

DRAFT

Selkirk College acknowledges the traditional territories of the Sinixt (Lakes), the Syilx (Okanagan), the Ktunaxa and the Secwépemc (Shuswap) Peoples

Table of Contents

ACCOUNTABILITY STATEMENT 3

STRATEGIC DIRECTION AND CONTEXT 4

Strategic Direction 4
Strategic Plan 2025-2040 6

Strategic Context 10

MANDATE PRIORITY REPORTING 12
Strengthen Health Care 12
Grow the Economy 13
Advance Reconciliation 16
Reduce Costs for Families 17
Climate Action 17

Reporting on Strategic Initiatives 19
Lasting and Meaningful Reconciliation 19
Sexualized Violence Prevention and Response Initiatives 34
Former Youth in Care – Supports for Students who are Former Youth in Care, Including Participation in the Provincial Tuition Waiver Program 35
K-12 Transitions and Dual Credit Programming 36
Work-Integrated Learning 37
Developing and Implementing Protections for International Students that Support Their Fair Treatment 41

PERFORMANCE PLAN AND REPORT 42

Performance Measures, Targets and Results 42
2024/25 Institutional Performance Measures, Targets and Results 42
2024/25 Accountability Framework Performance Measure Results 59

2025/26 Goals and Objectives 66
2025/26 Institutional Strategic Directions, Priorities and Targets 66
2025/26–2027/28 Accountability Framework Performance Measure Targets 67

FINANCIAL INFORMATION 68

Accountability Statement

LETTER FROM SELKIRK COLLEGE BOARD CHAIR AND PRESIDENT

Honourable Anne Kang
Minister of Post-Secondary Education and Future Skills
Victoria, British Columbia

Dear Minister Kang,

On behalf of the Board of Governors and Selkirk College employees, we affirm our commitments and accountabilities to government under the direction of the following documents:

- Minister Robinson's 2023/24 Mandate Letter to Selkirk College
- Minister Kang's January 16, 2025, Mandate Letter
- Selkirk College's *Land, Learning & Legacy: Our Path to 2040: Strategic Plan 2025–2040*
- Selkirk College's *Our Journey Together: Land, Life, Learning: Indigenization Plan 2019–2024*

As you will note from our report, we're committed to providing students with a high-quality, affordable and relevant post-secondary education experience that prepares them for the future. Selkirk College will continue to contribute to meaningful reconciliation with Indigenous Peoples and promote environmental sustainability, innovation and a greener economy. We're proud to provide accessible education to a diverse student population—particularly to vulnerable and under-represented students—and to advance equity, diversity, inclusion and anti-racism initiatives.

Selkirk College's 2024/25 accountability plan aligns with the government's commitment to economic recovery through the StrongerBC, Future Ready and CleanBC plans. Furthermore, the government's current post-secondary priorities support Selkirk College's goals well into the future, particularly around increasing technology programming and adding capacity in high-demand areas such as trades and health care.

We look forward to further discussion and opportunities for collaboration on these goals with your ministry.

Sincerely,

<signature entered after board approves (Oct)>

Amed Naqvi, Board Chair

<signature entered after board approves (Oct)>

Maggie Matear, President and CEO

Strategic Direction and Context

Strategic Direction

Established in 1966, Selkirk College is British Columbia's oldest rural community college. Situated in the Interior region of British Columbia, the college currently has eight campuses and learning centres in Castlegar, Nelson, Trail, Grand Forks, Kaslo and Nakusp. Its main campuses are located in Castlegar, Nelson and Trail, offering vibrant community settings and abundant recreational opportunities.

Selkirk College serves a community of over 2,800 students, including approximately 700 international learners, through an extensive array of programs. Students can pursue certificates, diplomas, associate degrees and select applied degrees across a broad spectrum of disciplines, such as business, health and human services, environment and geomatics, hospitality and tourism, industry and trades training, and arts and technology. To ensure accessibility and flexibility, Selkirk College offers a blend of in-person, hybrid and online learning options, connecting students not only within the college region and British Columbia but also across Canada and around the globe. The college's strong partnerships with community organizations provide students with valuable work-integrated learning (WIL) opportunities, enriching their educational experience and preparing them for success in their chosen fields.

Selkirk College's new strategic plan, *Land, Learning & Legacy: Our Path to 2040*, sets a bold, long-term vision to become Canada's destination for applied learning and inquiry rooted in a strong sense of land and place. Developed through extensive engagement with over 500 stakeholders, the plan emphasizes sustainability as its foundational goal, focusing on environmental, social and economic resilience. It reaffirms the college's core values—community, access, respect and excellence—and makes explicit commitments to equity, diversity and inclusion, reconciliation, research and innovation, and wellness. The strategy prioritizes transformative, place-based education, deepening relationships with Indigenous communities and the land, supporting regional priorities, and ensuring exceptional teaching and learning experiences. Designed as a flexible road map rather than a rigid set of five-year goals, the plan positions Selkirk College to remain responsive and resilient in a rapidly changing post-secondary landscape while inspiring generations of changemakers through relevant, inventive and sustainable education.

DRAFT

LAND, LEARNING & LEGACY: OUR PATH TO 2040

STRATEGIC PLAN 2025–2040

OUR VISION

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

OUR MISSION

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

1 Sustainability: Seven Generations and Beyond

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

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

1.2 Nurture our role as a trusted partner.

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

2 Focus: Transformative, Distinctive Education

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

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

2.2 Expand efforts to Indigenize and decolonize education and campuses.

2.3 Emphasize exceptional teaching and learning experiences across all programs.

3 Deliver: A High-Performance, High-Support Organization

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

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

3.2 Advance an informed, vibrant and respectful workplace culture.

3.3 Optimize processes and structures to support efficiency.

4 Impact: Innovation for Thriving Communities

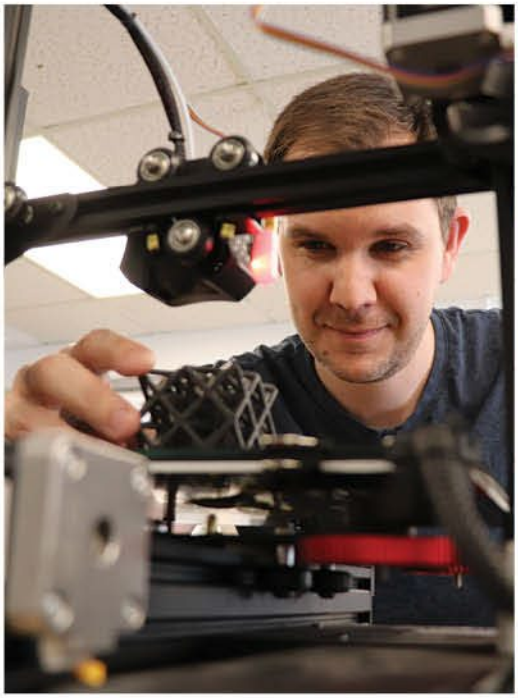
At Selkirk College, processes, structures and infrastructure are subject to continuous reflection and adaptation. We demonstrate our capabilities through a culture of exploration and problem-solving, offering students and employees a platform to develop innovative and impactful solutions to real-world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

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

4.1 Prioritize innovative approaches to program and service delivery.

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

4.3 Cultivate an entrepreneurial spirit.



OUR VALUES

Our values are what we stand for. Enduring in the face of change, they are our reason for being and doing. They shape our culture. They define us.

- Community
- Access
- Respect
- Excellence

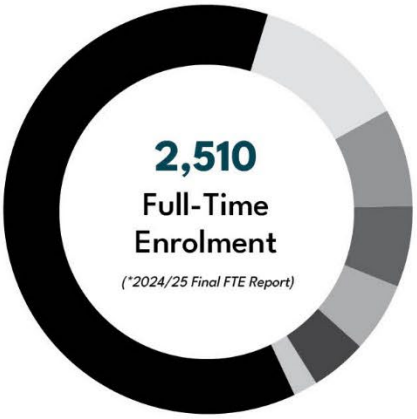
OUR COMMITMENTS

We aim to embed our commitments in everything we do, including programming, student and employee supports, planning, and operations.

- Equity, diversity and inclusion
- Reconciliation
- Research and innovation
- Sustainability
- Wellness

DRAFT

Our Students



1,724 Domestic

785 International

- **467** India
- **92** Philippines
- **59** China
- **48** South Korea
- **43** Nigeria
- **34** Taiwan
- **13** Mexico

Student Ages

13%	21%	37%	21%	8%
<18:	19-21	22-30	31-45	46+

*(*SRS Enrolment Management Report, as of November 14, 2024)*

Student Outcomes

91% of students were satisfied with their education at Selkirk College

95% of students reported a high quality of instruction

*(*BC Student Outcomes survey of diploma, associate degree and certificate students)*

Regional Impact

$18 million in research and innovation activities

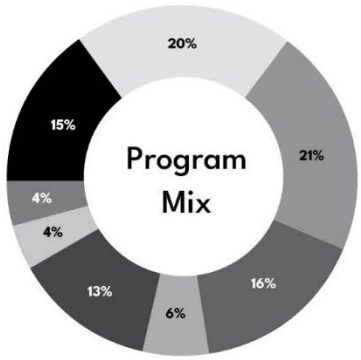
**Five-Year Key Performance Measures (FY2020–FY2024)*

2025 Revenue Sources

$79.1 million
Total Revenue Sources

- **56%** Government Grants
- **13%** International Tuition
- **7%** Domestic Tuition
- **21%** Contracts/Other
- **2%** SkilledTradesBC
- **0.2%** Donations

(selkirk.ca/financial-statements)



- **15%** Adult Upgrading
- **20%** Business & Tourism
- **21%** Health & Human Services
- **16%** Trades & Industry
- **6%** Environment
- **13%** University Transfer
- **4%** Arts & Technology
- **4%** Continuing Education

*(*Based on student FTEs, 24–25 Final FTE Report)*

Student Financial Support

SELKIRK COLLEGE FOUNDATION

267 Total students supported

$517,276
Amount distributed to students

(selkirk.ca/giving-stories)

Strategic Context

Selkirk College operates within a dynamic environment influenced by several significant external factors. Demographically, the Kootenay-Boundary regional population is expected to remain relatively stable over the coming two decades, with small growth in the 65+ age group. The rapid reduction in international students, especially in postgraduate programs, further shapes the college's external environment.

Economically, the college plays a critical role in supporting regional post-pandemic recovery and workforce development, particularly in high-demand sectors, such as health care, trades and technology. The institution aligns closely with provincial government initiatives, including StrongerBC, Future Ready and CleanBC, which emphasize economic recovery, student housing expansion, green economy development and capacity building in priority fields, such as health care and early childhood education. Social and environmental challenges, including rural housing shortages, homelessness and climate change adaptation, also impact the college's operating context.

In response to these external factors, Selkirk College has expanded program offerings in high-demand areas—such as Health Care Assistant, Practical Nursing, Pharmacy Technician, and Early Childhood Care & Education—while also introducing innovative micro-credentials in emerging fields like drone technology; equity, diversity and inclusion (EDI); and mass timber. The college has embedded work-integrated learning (WIL) opportunities—including internships and co-op placements—across many programs to enhance student preparedness and community engagement.

To support student success, Selkirk College has enhanced mental health services and tailored supports for Indigenous and under-represented students, alongside efforts to increase affordable student housing with two new student housing developments. The institution's alignment with provincial priorities ensures that its programming and capital projects contribute to broader economic and social recovery goals. Through Selkirk Innovates, the college conducts community-engaged research addressing rural economic development, climate adaptation, advanced manufacturing, ion source technologies and homelessness, often in collaboration with local governments and organizations.

Selkirk College employs strategic and integrated planning processes that align internal priorities with external mandates. Staff development initiatives and equity policies are continuously refined, supported by governance structures that include Indigenous input. The college actively pursues funding for capital improvements, including expanded student housing and campus renewal projects. Quality assurance is maintained through regular program reviews and a commitment to instructional and service excellence. Institutional planning and governance incorporate Indigenous perspectives through strategic frameworks such as the Indigenization plan, which informs governance, curricula and student services.

Overall, Selkirk College's operating environment is shaped by a balance of external forces—such as demographic changes, economic needs and government policies—and internal commitments to quality, equity and modernization. The institution effectively addresses these factors through targeted program growth, enhanced support for students and staff, infrastructure renewal, and strong alignment with regional and provincial priorities.

Mandate Priority Reporting

Selkirk College recognizes the important role that post-secondary education plays in preparing students for the evolving workforce and supporting the economic and social well-being of our region. The January 2025 Minister's Mandate Letter highlights the need for cost reductions and operational efficiencies in response to financial pressures, particularly those stemming from changes to federal policies on international student enrolment and increasing global instability. The letter highlights the importance of addressing labour shortages by expanding skilled worker training and ensuring programs meet the province's economic needs. Additionally, it prioritizes increasing student housing, maintaining affordability and accessibility, and advancing equity, diversity and inclusion as well as reconciliation with Indigenous communities.

Despite the challenges facing Selkirk College, our commitment to serving students and communities remains strong, and we are focused on working collaboratively with the government and partners to find innovative solutions that ensure everyone has the opportunity to learn, grow and contribute to a vibrant and inclusive future.

Selkirk College has achieved key milestones toward the mandate priorities:

Strengthen Health Care

- Leveraged Rural Pre-Medicine (RPM) alumni connections to aid RPM student recruitment and support current students. Alumni who practice as physicians, pharmacists, nurses and researchers, and dozens more currently in medical, pharmacy, public health and allied health training programs, returned to speak to current and prospective students.
- Implemented Mental Health & Substance Use – Health Career Access Program (MHSU-HCAP) and continued delivery of Health Care Assistant – Health Career Access Program (HCA-HCAP) programs.
- Developed a MHSU distributive learning curriculum.
- Requested an annual intake of Licensed Practical Nursing (LPN) Program.
- Finalized the collaborative Pharmacy Technician Diploma (PTEC) Program with Island (Vancouver Island University) and Northern (College of New Caledonia) communities to address underserved communities.

Grow the Economy

Ensure programs remain relevant, efficient, offer meaningful training opportunities, grow the economy, and help keep costs low.

- Increased seats in Engineering and Rural Pre-Medicine (RPM) programs and provided additional support for learner retention and success to meet increased applications.
- Facilitated six students in the Digital Fabrication and Design Program's participation in job shadowing.
- Hosted 20 high school students to compete in BC SKILLS graphic design competition through the Digital Arts Program.
- Facilitated the participation of 100 students in Hospitality & Tourism in work terms.
- Hosted hospitality-specific job fair and information session attended by 10 local and regional employers.
- Completed Level 3 Program Reviews in 2024/2025: Associate of Arts Degrees (UAS), Advanced Interprofessional Gerontology Diploma, Carpentry Apprentice/Foundation, Early Childhood Care & Education, Education Assistant and Community Support Worker, Mental Health & Addictions, Pharmacy Technician Diploma. Level 3 Reviews still "in progress": English Language Program, Geomatic Information Systems (Bachelor & Advanced Diploma), Human Services Diploma, Social Service Worker Certificate, Nursing Unit Clerk.

Find practical, fast and efficient ways to address shortages of skilled workers through training, credential recognition, career laddering, and other innovative approaches.

- Approved an Associate Certificate in Entrepreneurship.
- Expanded the number of seats in the Hairstylist Foundation Program in response to the wait-list.
- Submitted nine micro-credential funding applications, which include:
  - Drone Technologies – Advanced Mission Planning and Data Analysis
  - Artificial Intelligence and Geographic Information Systems
  - Foundations in Composites for Digital Fabrication
  - Introduction to Industrial Robotics and Automation
  - Mass Timber Erection & Assembly
  - Licensed Practical Nurse Acute Care Practice Pathway
  - Project Management in Organizations
  - Retail Management
  - Geomatics in the Workplace
- Partnered with Fortis BC, RDH and Community Energy to develop and deliver training modules for Green Building Science.
- Hosted a trades-specific career fair to connect local industries with trades students with 20 employers and service providers in attendance.

Respond to the federal government's changes related to international students and identify structural solutions, new revenue streams, and cost reductions.

- Implemented two new diploma programs: Health Care Assistant Diploma (HCAD) & Early Learning and Child Care Diploma (ELCD) for international students with approved classification of instructional programs (CIP) codes.
- Piloted a new service model in the Tenth Street Campus Bistro to improve student applied learning outcomes and increase revenue generation.

Enhance employment training and skills training for people facing multiple and complex barriers.

- Applied for future skills grants to deliver several short-term training opportunities.
- Hosted Diversity in Trades and Women in Trades events to support recruitment and retention of under-represented peoples in trades programming.
- Partnered with Teck to develop funding sources for women in the Plant Operator Program.

- Built and delivered Pathways to High-Demand Careers, which has supported over 250 learners to prepare for, apply to and succeed in studies in health care, human services, engineering and general and environmental sciences through four years of successful delivery (enhance skills training for people facing barriers).

- Supported over 300 learners, many with multiple and complex barriers, through Academic Upgrading to engage in an enduring return to relevant education and training by supporting them throughout the registration process, assisting them in identifying their needs for success and helping to access funding to move forward.

- Supported rural and remote students in mitigating their increased barriers—including transportation, digital access, childcare, financial resources, absence of a learning community, first in families to seek post-secondary education, fewer libraries, teachers and study spaces—and prepare, apply and remain engaged and successful in post-secondary programs through Academic Upgrading & Development student intake positions.

- Increased access to foundational upgrading education across the region by offering in-person, remote, online and hyflex options to help learners complete courses, even those who are working, parenting, in poor health or otherwise unable to regularly attend traditional classes.

- Piloted "pop-up" upgrading classes in underserved communities with weekly drop-in instruction.

- Supported all learners to build student success skills and work toward goals while earning prerequisites and credits toward the Adult Dogwood credential.

- Developed a course to credit life, workplace and community learning toward Adult Dogwood.

Advance Reconciliation

Work with Indigenous partners to ensure that Indigenous learners can achieve their higher educational goals in ways that reflect a diversity of Indigenous cultures and values.

- Supported collaboration with Indigenous partners through the Teaching & Learning Centre (TLC) Indigenous education developer to ensure educational programs reflect diverse Indigenous cultures and values, thereby creating culturally responsive learning environments and improving outcomes for Indigenous learners.

- Tasked Indigenous nursing instructor to focus on integration of Indigenous perspectives in the Bachelor of Science in Nursing (BSN) curriculum, which supports culturally relevant teaching and mentorship for Indigenous students and strengthens partnerships with Indigenous communities to align curriculum with their values and health priorities.

- Facilitated the attendance of nearly all School of Environment & Geomatics (SEG) program students (three diplomas, one advanced diploma and one bachelor's degree) at an all-day immersive and holistic visit to the Nelson Museum, Archives & Gallery's exhibition of the Witness Blanket and the Tenth Street Indigenous Gathering Space.

- Invited Ktunaxa Nation citizen high school members to a SEG integrated lab day at Champion Lakes.

- Held a School of Business (SSB) student-initiated event as part of a course in Event Management at the college's Gathering Place. Called Hennai and Harmony, it was a fusion of Indigenous and international cultures, including business students and Indigenous Elders exploring sense-making and intercultural competency through the art of Hennai.

- Facilitated the attendance of students in the Textile Arts Program at the Nelson Museum, Archives & Gallery's exhibition of the Witness Blanket.

- Developed a process to recognize the community and life learning of Indigenous artist to hire them to deliver Indigenous Ways through Art, a fine arts upgrading course.

Reduce Costs for Families

Ensure that post-secondary institutions that have identified opportunities in relation to using housing as an economic development tool are supported in delivering that housing.

- Officially celebrated the grand opening of the Castlegar new student housing, adding 114 beds to the Castlegar Campus. Both the Castlegar and Silver King buildings have achieved Step 4 of the BC Energy Step Code and meet CleanBC's energy-efficiency requirements for new buildings. The student housing buildings were constructed with mass timber and modular wood materials, aligning with BC's Wood First Initiative.

Climate Action

- Purchased a fleet of electric bikes through a grant from the Columbia Basin Trust. These bikes will be available for students in Castlegar, Tenth Street and Silver King student housing to sign out. This project will reduce transportation barriers for students living in student housing and offer an emissions-free transportation option that supports student health and well-being.

- Launched a new FoodCycler organic waste diversion program at Silver King Campus, with improvements to organic waste storage infrastructure at the Castlegar Campus. The FoodCycler is an organic waste pre-treatment appliance that dehydrates and grinds food waste, reducing its volume by up to 90%.

- Developed and expanded recycling facilities at all student housing buildings. Pens, pencils and markers were added to accepted recycling streams across all campuses.

- Implemented a reusable cup system at all college cafeterias, discontinuing the use of disposable cups. As of 2024, Selkirk College no longer serves disposable dishware, aside from grab-and-go options.

- Facilitated diverse hands-on workshops aimed at encouraging responsible consumption and production and environmental stewardship, including regular workshops in textiles repair and repurposing, handmade recycled paper making, sustainable food wrap creation, seed starting and native plant identification.

- Recognized in the Sustainable Campus Index for a commitment to organic grounds management. Native plants were planted at the Mir Centre for Peace in 2024, and in 2025, the Spirit Garden at our Castlegar Campus (Indigenous) Gathering Place is being rejuvenated with native plants that will provide ecological and cultural values and a new plan for sustainable and cultural management.

- A full version of the 2024 PSO Climate Change Accountability Report.

Reporting on Strategic Initiatives

Lasting and Meaningful Reconciliation

The following tables outline Selkirk College's progress on the implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, and In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care Report Recommendations for Public Post-Secondary Institutions in B.C.

IMPLEMENTATION OF THE TRC'S CALLS TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

NOTES
Progress is described as: New or Continuing Planned, In Progress, Implemented or Ongoing
New initiatives and partnerships start in the current reporting year and have not been previously reported on.
Continuing initiatives and partnerships are defined as: Initiatives begun prior to and continued through 2024/25 and how relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation.

INSTITUTION-WIDE

INITIATIVES AND PARTNERSHIPS	PROGRESS
Continued to identify and implement actions from the Indigenization plan. The Indigenization plan will undergo a refresh in 2025/26.	Continuing, Ongoing
Continued to explore and develop land-based learning into various disciplines, including School of Environment & Geomatics, School of Business, School of Health & Human Services, School of Industry & Trades Training, School of Academic Upgrading & Development, School of the Arts & Technology and School of University Arts & Sciences.	Continuing, Ongoing
Facilitated attendance of several schools and programs at the Nelson Museum, Archives & Gallery's exhibition of the Witness Blanket as well as the Tenth Street Indigenous Gathering Space.	New, Ongoing
In alignment with institutional commitments to equity, reconciliation and inclusive excellence, a new Indigenous education developer position was established and successfully recruited through a collaborative process involving Indigenous Services and the Teaching & Learning Centre. In 2024/2025, 25 faculty participated in seven communities of practice and the education developer supported 15 instructors to Indigenize courses.	Implemented, Ongoing
Partnered with Fortis BC, RDH Building Science and Community Energy Association to develop and deliver training modules for Green Building Science in the Carpentry Program.	Implemented, Ongoing
Officially celebrated the grand opening of the Tenth Street Indigenous Gathering Space in cooperation with City of Nelson & other community partners. Over 100 guests were in attendance, including Sinixt Nation partners.	New, Ongoing
Continued to assess and develop an Indigenous Studies Associate of Arts Degree, Liberal Arts Diploma and institution-wide Indigenous designation, including the development of a capstone project, Indigenous science and math courses, and transfer options. In relations with Nation partners, delivered courses: INDG 100: Regional Perspectives in Indigenous Language and Culture; INDG 101: Indigenous People's Relationships: Once You've Heard the Story; INDG 102: Walk the Talk: Indigenous Worldview Applications, NSLX 101: Beginners ṅsəl̓xčiṅ 1: Colville-Okanagan Salish and NSLX 102: Beginners ṅsəl̓xčiṅ 2 in the 2024/25 academic year.	Continuing, Ongoing
Offered the Elements of Truth: Before Reconciliation training for over faculty and staff.	New, Implemented
Hosted events, workshops, learnings and more to support a meaningful move toward reconciliation leading up to September 30. This included a flag-raising ceremony.	Implemented, Ongoing
Indigenous Services presented to 27 individual classes (614 students) on the TRC calls to action.	Implemented, Ongoing

INITIATIVES AND PARTNERSHIPS	PROGRESS
Indigenous counsellor engaged in 1,418 interactions (email, phone calls, online and in-person counselling) with 499 students (current and prospective students) on a combination of educational advising and personal counselling.	Implemented, Ongoing
Indigenous Services reached out to over 5,000 Indigenous students across the province through various recruitment events.	Implemented, Ongoing
Several college staff and faculty attended the annual salmon fry release.	Implemented, Complete
Indigenous Services staff attended the Celebrating Salish Language conference.	Implemented, Complete
Indigenous Services staff attended a healing/medicine camp.	Implemented, Complete

1: SOCIAL WORK

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by… Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Required students in the Social Service Worker (SSW) Diploma to take Indigenous Studies (INDG) 287: Introduction to Indigenous Teachings and Practices in Year 2 of the program.	Implemented, Ongoing
Embedded the KAIROS blanket exercise in Year 1 coursework of the SSW Program. This activity is led by community/college Elders and Indigenous Services.	Implemented, Ongoing
Included a dedicated section in the course Family Studies (FAM) 180: Family Dynamics to explore culturally appropriate solutions to family healing. When possible, the program faculty invite Indigenous community partners to support this module.	Implemented, Ongoing
Provided culturally appropriate and sensitive support and culturally appropriate assessment options for Indigenous students to enhance success.	Implemented, Ongoing
Included a new section in the course ADD 184: Introduction to Addictions that addresses Indigenous perspectives on health and healing as well as the intersections of addiction issues and the impact of intergenerational trauma and colonization. A new student-led group presentation focuses on Indigenous approaches to recovery.	Implemented, Ongoing
The Level 3 Quality Assurance Process Audit (QAPA) report is currently in progress, with a dedicated emphasis on advancing reconciliation within the SSW and Child and Youth Care (CYC) programs and institutional practices.	New, In progress
Integrated principles of Universal Design for Learning (UDL) into the SSW and CYC programs to enhance accessibility, inclusivity and learner success across diverse student populations.	New, In progress

12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Indigenous families.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Continued to have teams within the School of Health & Human Services conduct a review of the *In Plain Sight* report and the BCcampus Indigenization guides as part of ongoing team development.	Continuing, Implemented
Required Early Childhood Care & Education (ECCE) - Diploma students to take Indigenous Studies (INDG) 287: Introduction to Indigenous Teachings and Practices in Year 2 of the program.	Continuing, Implemented
Included a dedicated section in the course Family Studies (FAM) 180: Family Dynamics to explore culturally appropriate solutions to family healing. When possible, the program faculty invite Indigenous community partners to support this module.	Continuing, Implemented
Developed, through the ECCE Program, a relationship with local Indigenous organizations that provide services to children. These organizations regularly participate in core courses within the program as guests to ensure that students receive culturally appropriate programming.	Continuing, Implemented
Embedded the KAIROS blanket exercise in Year 1 coursework of the ECCE Program. Indigenous Services and Elders from the college and community lead this activity.	Continuing, Implemented
Continued to develop ECCE curricula grounded in Indigenous worldviews, including cultural values, storytelling and spiritual teachings.	New, In progress
Developed assessments and learning outcomes that honour multiple ways of knowing and learning (e.g., UDL).	New, In progress
Ensured ECCE students engage in practicum placements within Indigenous communities or culturally inclusive settings when available.	New, In progress
Designed land-based learning experiences that reflect local traditions, seasonal activities and environmental knowledge.	New, In progress
Conducted a comprehensive Program Quality Assurance review of the ECCE Program, with a strategic emphasis on integrating principles of reconciliation into both the curriculum and the pedagogical framework.	New, In progress

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS

We call upon post-secondary institutions to create university and college degree and diploma programs in Indigenous Languages.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Offered partner delivery of NSLX 101: Beginners ɲsəl̓xčiɲ 1: Colville-Okanagan Salish and NSLX 102: Beginners ɲsəl̓xčiɲ 2 with fluent speaker teachers from the Salish School of Spokane. Supporting ongoing connection, learning and speaking opportunities for previous learners to foster further nascent language fluency.	In progress, Ongoing
Ongoing consultation and development of Indigenous Studies credential and Indigenous designation. Exploring revision of INDG 100 and other 200-level courses to support laddered learning.	Continuing, Ongoing

23: HEALTH CARE PROFESSIONALS

We call upon all levels of government to increase the number of Indigenous professionals working in the health care field, ensure the retention of Indigenous health care providers in Aboriginal communities, and provide cultural competency training for all health care professionals.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Reserved seats for Indigenous students in the BSN Program.	Continuing, Implemented
Offered (through PSFS) an Indigenous health bursary for BSN and Practical Nursing (PN) students.	New, In progress
Began to implement new BSN curriculum with a focus on new Indigenous elements (e.g., philosophical underpinning and perspectives on Indigenous knowledge) and a new concept model: reconciliation.	New, In Progress
Ensured that upon completion of the PN and BSN programs, all students will be able to fully meet the core concepts and principles of the British Columbia College of Nursing & Midwives (BCCNM) practice standard Indigenous Cultural Safety, Cultural Humility and Anti-Racism.	Continuing, Implemented
Reserved seats for Indigenous students in the PN Program.	Continuing, Implemented
Focused on attracting and supporting Indigenous students interested in laddering into higher-level programs through Academic Upgrading's Pathways to Nursing Program.	Continuing, Implemented
Implemented a workplan in the BSN Program, with a focus on Indigenous, anti-racist, equity, diversity and inclusion (EDI) to inform curriculum content and delivery, student support and needs. Individual teams continue to work collaboratively with the intention of regrouping each term.	Continuing, Implemented
Required INDG 302: Indigenous Health & Healing for Year 1 BSN students. Ways of knowing, including Indigenous ways of knowing, are key concepts in Year 1 of the BSN Program.	Continuing, Implemented
Offered online and in-person theory courses with in-person labs and practicums in the HCA Program, improving regional accessibility for students.	Continuing, Implemented
Continued to have teams within the School of Health & Human Services conduct a review of the *In Plain Sight* report and the BCcampus Indigenization guides as a part of their ongoing team development, including BSN, HCA, Pharmacy Technician and Nursing Unit Clerk programs.	Continuing, Implemented
Shared podcasts for PD for health instructors.	New, ongoing
Integrated principles of UDL into all health programs to enhance accessibility, inclusivity and learner success across diverse student populations.	New, Ongoing
Focused on attracting and supporting Indigenous students interested in the RPM Program by providing culturally sensitive support and encouragement to apply to and succeed in RPM.	Continuing, Ongoing

24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Required INDG 302: Indigenous Health & Healing for Year 1 BSN students. Ways of knowing, including Indigenous ways of knowing, are key concepts in Year 1 of the BSN Program.	Continuing, Implemented
Included conflict resolution in Nursing (NURS) 342: Global Health Issues.	Continuing, Implemented
Offered INDG 100: Rural Indigenous Perspectives on Languages and Cultures as a non-nursing elective.	Continuing, Implemented
Continued to have teams within the School of Health & Human Services conduct a review of the *In Plain Sight* report and the BCcampus Indigenization guides as part of ongoing team development, including the HCA, BSN, Pharmacy Technician and Nursing Unit Clerk programs.	Continuing, Implemented
Ensured that upon completion of the PN and BSN programs, all students will be able to fully meet the core concepts and principles of the British Columbia College of Nursing & Midwives (BCCNM) practice standard Indigenous Cultural Safety, Cultural Humility and Anti-Racism.	Continuing, Implemented
Explored how to ensure culturally safe and inclusive lab skills spaces for instructors and students in the BSN, HCA and PN programs.	New, In Progress
Appointed an instructor who identifies as Indigenous to ensure the new BSN curriculum meaningfully incorporates reconciliation and Indigenous perspectives.	New, In progress
Offered an Indigenous bursary for BSN and PN students.	New, In progress
Integrated principles of UDL into all health programs to enhance accessibility, inclusivity and learner success across diverse student populations.	New, Ongoing
Required all students in Associate of Science in Rural Pre-Health and Advanced Diploma in Rural Pre-Medicine to take INDG 101, Indigenous People's Relationships: Once You've Heard the Story.	New, Ongoing
Required all students in Advanced Diploma in Rural Pre-Medicine to take INDG 302: Indigenous Health and Healing.	Continuing, Implemented
Required all students in Associate of Science in Rural Pre-Health to take four courses in Rural Health Issues and students in Advanced Diploma in Rural Pre-Medicine to take six courses in Rural Health Issues, all of which weave Indigenous ways of knowing, perspectives, challenges and solutions throughout.	Continuing, Implemented

28: LAW SCHOOLS

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal– Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Selkirk College does not have programming in this area.	N/A

57: PUBLIC SERVANTS

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Hosted an Indigenous education community of practice through the Teaching & Learning Centre.	New, Implemented
Offered the Elements of Truth: Before Reconciliation training for over 40 faculty and staff.	New, Implemented

62: TEACHER EDUCATION

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: … Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Selkirk College does not have programming in this area.	N/A

86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Selkirk College does not have programming in this area.	N/A

92: BUSINESS SCHOOLS

We call upon the corporate sector in Canada to … Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Explored the incorporation of Indigenous cases and learning tools provided by CPABC into select accounting courses in the SSB.	Continuing, In Progress
SSB and SEG dean participated in an Indigenous education community of practice hosted by the Teaching & Learning Centre.	New, Implemented
Continued to discuss current events in economics, strategy and organizational behaviour courses.	Continuing, In Progress
Modelled land acknowledgements in select SSB courses.	New, In progress
Facilitated a student-initiated event called Hennai and Harmony as part of course in Event Management in the Gathering Place. It was a fusion of Indigenous and international cultures, including business students and Indigenous Elders exploring sense-making and intercultural competency through the art of Hennai.	New, Implemented

UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.

- Indigenous individuals, particularly children, have the right to all levels and forms of education.

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

INITIATIVES AND PARTNERSHIPS	PROGRESS
Establishing a new affiliation agreement with the Lower Similkameen Indian Band (LSIB) that includes UNDRIP articles 14, 15 and 21.	New, In Progress
Offered NSLX 101: Beginners n̓səl̓xčiṅ 1: Colville-Okanagan Salish and NSLX 102: Beginners n̓səl̓xčiṅ 2 with curriculum and learning outcomes developed and managed by Indigenous language champions at the Salish School of Spokane. Course is delivered by visiting Indigenous community faculty.	New, In Progress
Offered INDG 100: Regional Indigenous Perspectives on Languages and Cultures, which is led by Nation partners, annually. In this multi-module course, modules are led by Nation partner instructors. The course is accredited and recommended as an elective in the BSN Program. It is open to community members, students and employees and offered two times a year.	Continuing, Ongoing
Delivered INDG 102: Walk the Talk: Indigenous Worldview Applications, which involves worldviews and scholarship shared by visiting Knowledge Keepers, activists and scholars, for the first time in 2024.	New, In Progress
Established INDG 101: Indigenous Peoples Relationships: Once You've Heard the Story as a required elective in the RPM Program.	New, Implemented
Connected with 387 unique students through 61 events and 105 unique students through 11 cultural workshops hosted through the Cultural Connections Program.	Continuing, Ongoing

INITIATIVES AND PARTNERSHIPS	PROGRESS
Provided support and cultural teachings to students through the Elders Program, which includes three community Elders for five hours a week. These part-time exempt college employees host scheduled days throughout the year, and are often invited into classrooms, to sit on committees and to help with other events happening on college campuses. Elders and visiting Nation Elders are frequently called upon to support instructors with their learning and class instruction, and they engage with students through cultural sharing, such as fire teachings and drumming. In 2024/25, Elders were invited to share and hold cultural space at over 43 events and engaged with 2,400 students, employees and guests.	Continuing, Ongoing
Continued to implement the *Indigenization Plan: Our Journey Together 2019–2024*, a five-year plan that was co-developed with community input over the last several years. It is a living document.	Continuing, In Progress
Invited Ktunaxa Nation citizen high school members to attend SEG integrated lab day at Champion Lakes.	New, Completed
Invited partner Nation representatives to participate in several college events, including sturgeon nose canoe fixing, TRC flag raising, convocation, Mir Centre for Peace speaker series and Indigenous 100 course.	Continuing, Ongoing

IN PLAIN SIGHT: ADDRESSING INDIGENOUS-SPECIFIC RACISM AND DISCRIMINATION IN B.C. HEALTH CARE

IN PLAIN SIGHT RECOMMENDATION #8

Health programs offered and accreditation standards that relate to cultural safety and humility training.

PROGRAM NAME	ACCREDITATION STANDARD DETAILS
Bachelor of Science in Nursing	https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx
Practical Nursing	https://www.bccnm.ca/RN/PracticeStandards/Pages/CulturalSafetyHumility.aspx
Pharmacy Technician	https://ccapp.ca/wp-content/uploads/2020/10/2020-PT-CCAPP-PharmTech-Standards_ENG.pdf https://library.bcpharmacists.org/6_Resources/6-1_Provincial_Legislation/5288-HPA_Bylaws_CSH_Practice_Standard.pdf
Health Care Assistant	N/A - Instructors' minimal qualifications – strongly recommend completion of further coursework in Indigenous cultural safety and humility.
Nursing Unit Clerk	N/A

IN PLAIN SIGHT RECOMMENDATION #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

PROGRAM	PROGRESS	ACTIONS
Teaching & Learning Centre (all program areas)	Completed, Ongoing	Recruited an Indigenous education developer at 50% full-time employment (to support all program areas).
Bachelor of Science in Nursing	Ongoing	Three Indigenous BSN faculty members with regular/ongoing contract.

IN PLAIN SIGHT RECOMMENDATION #18

The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

STRATEGIES	TARGETS BY PROGRAM AREA	OUTCOMES
Tuition bursaries	• Bachelor of Science in Nursing • Practical Nursing • Distribute, through funding from the Ministry of Post-Secondary Education and Future Skills, tuition bursaries for those students who identify as Indigenous	Reduced financial barriers.
Reserved seats for students who identify as Indigenous	• Bachelor of Science in Nursing • Practical Nursing	Increased access.
Creation of safe learning spaces	• Bachelor of Science in Nursing (ongoing) • Health Care Assistant and Practical Nursing (new) • Include culturally appropriate design in health skills labs that supports a trauma-informed approach to teaching and learning	Enhanced student engagement, confidence and psychological safety. Improved skill acquisition and readiness for compassionate, culturally safe health care practice.

IN PLAIN SIGHT RECOMMENDATION #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

PROGRAM	PROGRESS	ACTIONS
Bachelor of Science in Nursing (BSN)	Ongoing	• Require an Indigenous health and healing course in Year 1 and cultural safety and humility practice standard and trauma-informed care levelled throughout the four-year program. • Launching new curriculum starting in fall 2025 that integrates Indigenous epistemologies and pedagogies into curriculum design and development; also includes culturally appropriate spaces, resources and levelled seminars focusing on cultural safety, humility and anti-Indigenous racism. • Applying Ministry of Post-Secondary Education and Future Skills funding for FY25 to address elements of Truth and Reconciliation Commission and *In Plain Sight* report.
Health Care Assistant	Ongoing, new	• Include the Witness Blanket exhibit for each Health Care Assistant cohort. • Incorporate the new 2024 provincial curriculum that includes culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols.
Practical Nursing	Ongoing, new	• Include the Witness Blanket exhibit for each Practical Nursing cohort. • Include ontology, epistemology and explanatory models as they relate to Indigenous health and healing in the curriculum. • Incorporate cultural safety and humility practice standards and trauma-informed care levelled throughout the two-year program.

PROGRAM	PROGRESS	ACTIONS
Pharmacy Technician	Ongoing	• Introduce students to the new practice standard adopted by the College of Pharmacists of BC - Indigenous Cultural Safety, Cultural Humility and Anti-Racism in PTEC 103: Professional Practice I. 5288-PA_Bylaws_CSH_Practice_Standard.pdf (bcpharmacists.org) • Require students to complete two training modules offered by UBC Faculty of Pharmaceutical Sciences (offered for free) in PTEC 213: Professional Practice III. Cultivating Relationships and Creating Safer Spaces in Pharmacy for First Nations Clients - Cultural Safety and Humility (ubc.ca) and A Case-Based Approach for Pharmacy Teams on Providing CARE for First Nations Clients - Cultural Safety and Humility (ubc.ca)

Sexualized Violence Prevention and Response Initiatives

INITIATIVES	PROGRESS
Transferred BC Campus Sexualized Violence Prevention Training onto Moodle—this will provide the ability to track completions and issue digital certificates. This was completed in spring and number of students who complete the training virtually will be able to be reported in the next IAPR.	Completed, Implemented
Offered in-person sexualized violence prevention training, which includes consent, bystander training and responding to a disclosure provided: • In class: 238 students, 13 employees • Open sessions: 8 students, 3 employees, 25 community members • Housing: 18 students; 2 employees In the open sessions and with housing students, a meal was offered as an incentive to attend.	Implemented, Ongoing
Director of student engagement & wellness attended a webinar put on by the Ministry of Public Safety/Civil Resolution Tribunal regarding intimate images. Also attended the training Third Party Reporting for Survivors of Sexualized Violence put on by Ending Violence Association of BC along with two counsellors and the Healthy Campus coordinator.	Completed, Implemented
Drafted a Sexual Violence Procedure for students, which is being reviewed and should be finalized by fall 2025. • The results of the Student Perceptions of Sexualized Violence Survey as well as trainings are informing procedure updates. • Goal of updated procedures is to make more clear to students the difference between disclosing and reporting and the supports available	New, Ongoing

Former Youth in Care – Supports for Students who are Former Youth in Care, Including Participation in the Provincial Tuition Waiver Program

Former Youth in Care self-identify on the college application form and through counsellor referrals. If students come to the college through community partners, they are connected directly with the campus navigator.

INITIATIVES	PROGRESS
Hired an additional dedicated campus navigator with critical provincial funding in December 2024 to provide dedicated support to former youth in care (FYIC). This support has been two days/week and will be ongoing if funding continues.	Implemented, Ongoing
Updated intake process to ensure consistency of care and accurate records. The new process allows for easy access to data on how FYIC hear about the Provincial Tuition Waiver Program (PTWP).	New, Ongoing
Updated funding processes to improve access to government and external funding sources.	Implemented, Ongoing
Created a newsletter that allows us to update PTWP students about funding opportunities, award deadlines, community services, campus activities and campus navigator availability. Newsletter includes FYIC-made art and an opportunity to contribute art pieces.	New, Ongoing
Updated college website to include specific instructions for how students apply to PTWP at Selkirk College. This included updating language to ensure clarity on eligibility, adding person-centred language and ensuring the external funding opportunities posted were accurate.	Implemented, Ongoing
Facilitated outreach by campus navigators with potential students identified through high schools, Ministry of Children and Family Development, and community partners. Also meeting with community agencies to ensure they have up-to-date information on the PTWP.	Implemented, Ongoing
Continued identification of institutional barriers, such as methods of payment for application fees, access to technology, transportation barriers and collaboration across departments, to find solutions to mitigate or eliminate these barriers.	Implemented, Ongoing
In 2024/25, 31 former youth in care benefited from the BC government's tuition waiver program, with a total of $111,817 distributed, representing an increase of 144% over 2023/24 and 198% over 2022/23.	Implemented, Ongoing

K-12 Transitions and Dual Credit Programming

INITIATIVES	PROGRESS
Reserved 16 seats for dual credit students in the Early Childhood Care & Education (ECCE) Program in fall 2025.	Continuing, Ongoing
Number of dual credit students during the 2024/25 academic year: • Early Childhood Care & Education – 13 students • Health Care Assistant – 7 students • Introduction to Business – 16 students • Carpentry – 16 students • Cooking – 3 students • Electrical – 15 students • Fine Woodworking – 3 students • Hairstyling – 5 students • Heavy Mechanic – 13 students • Millwright/Machinist – 14 students • Metal Fabrication – 8 students • Welding – 8 students	Continuing, Ongoing
The college has memorandums of understanding with local school districts, which are given information annually on eligible dual credit opportunities. These include SD#8 – Kootenay Lake, SD#10 – Arrow Lakes, SD#20 – Kootenay Columbia, and SD#51 – Boundary.	Continuing, Ongoing

Work-Integrated Learning

Selkirk College offers a variety of opportunities for students to engage in Work Integrated Learning. These include co-op & work terms, research internships, practicum, clinical practicum or field placements, community-based projects & service learning and apprenticeships.

INITIATIVES	PROGRESS
Selkirk Innovates (Applied Research) • Continued to administer the Selkirk Innovates internship program providing paid four-to six-month internships (each valued at $10,000) for 47 students to work on industry and/or community-driven projects under the guidance of a faculty advisor and in collaboration with the external employer partner.	Implemented, Ongoing
Co-op Education & Employment Services • Hosted two career fairs - Fall 2024 – Hosted 53 employers and attracted over 288 Selkirk College students and 165 high school attendees - Winter 2025 – Hosted a Trades-Focused Career Fair to better align with hiring timelines and employer recruitment needs in trades and technical fields • Facilitated 49 student co-operative (co-op) education experiences (420 hours each) – see below for school-specific information. • Facilitated 14 micro-internships (80 hours each) – see below for school-specific information. • Provided $523,183 of funding through iHub to support unpaid WIL experiences for 326 students. The funding helps to address barriers for underrepresented groups, improves employer engagement, supports hands-on learning through new equipment and spaces, and strengthens Selkirk College's capacity to respond to sector-specific workforce needs. - Enhancing Equitable Access – Health & Human Services: $366,099.00 - Equipment Provision – School of Environment & Geomatics: $64,903.35 - Equitable Access – Practical Nursing & HCA: $45,540.00 - Career Boost – Micro-Internships: $28,500.44 - 3D Fabrication Resource Centre: $18,139.59	Implemented, Ongoing
Community Education & Workplace Training • Paid mentorship placements in train-the-trainer for first aid trainers.	Implemented, Ongoing

INITIATIVES	PROGRESS
School of Academic Upgrading & Development Steps to Opportunities, Academics & Readiness Program: • Markets – 40 students across four campuses hosted markets for other vendors and created and sold their own products at three holiday markets and four garden markets. • Food Hampers – 25 students raised funds, shopped for, prepared and delivered food hampers to over 20 students in need. • Popcorn – 30 students participate in the operation of a popcorn business, delivering bags of hot, buttered popcorn to subscribers and buyers across three campuses. • Recycling – 12 students participate in running the Green Team business, holding a campus recycling contract. • Smooth Moves – 12 students run a weekly cafe and re-sale store, serving fancy coffees and treats and upcycling donated items.	Implemented, Ongoing
School of Arts & Technology • Web Development: - Two students participated in industry partner internships through Riipen. - One student participated in a co-op placement. - Two students participated in a micro-internship. • Ceramics - One student participated in a micro-internship. • Textiles - Two students participated in a micro-internship. • Contemporary Music & Technology Diploma: - 60 students gained field experience in live venue production and performance. • Digital Arts: - 15 students gained WIL experience through the *Black Bear Review*. - Two students participated in a micro-internship. • Digital Fabrication & Design: - Six students participated in job shadowing. - One student participated in a co-op placement. - One student participated in a micro-internship.	Implemented, Ongoing

INITIATIVES	PROGRESS
School of Business • Business Administration Diplomas (Accounting/Finance & Professional Management): - 7 students participated in a co-op placement. - 1 student participated in a micro-internship. • Postgraduate Diploma in Accounting: - Nine students participated in a co-op placement. • Postgraduate Diploma in Business Management: - 13 students participated in a co-op placement. • Bookkeeping Advanced Certificate: - One student participated in a professional preceptorship.	Implemented, Ongoing
School of Environment & Geomatics • Applied Environmental Science & Planning Technology Diploma: - 18 students participated in field placement. - One student participated in a co-op placement. - Four students participated in a micro-internship. • Forest Technology Diploma: - 17 students participated in field placement. - Two students participated in a co-op placement. • Recreation, Fish & Wildlife Technology Diploma: - 19 students participated in field placement. - Two students participated in a co-op placement. • Bachelor of Geographic Information Systems: - 13 students participated in a co-op placement.	Implemented, Ongoing
School of Health & Human Services • Education Assistant and Community Support Worker Certificate: 14 students participated in two professional practicums. • Social Service Worker Certificate: 15 students participated in two professional practicums. • Early Childhood Care & Education Certificate & Diploma: 24 students participated in two-to-four professional practicums. • Human Services Diploma: 18 students participated in professional practicums. • Bachelor of Science in Nursing: 119 students participated in mandatory professional practicum and/or clinical placement. • Nursing Unit Clerk Certificate: 32 students participated in a professional practicum and/or clinical placement. • Health Care Assistant Certificate: 110 students participated in professional practicum and/or clinical placement. • Practical Nursing Diploma: 21 students participated in a professional practicum and/or clinical placement.	Implemented, Ongoing

INITIATIVES	PROGRESS
School of Hospitality & Tourism • Culinary Management and Resort & Hotel Management: 100 students participated in work terms (work experience) • Ski Resort Operations & Management: 13 students participated in work terms (work experience).	Implemented, Ongoing
School of Industry & Trades Training (non-SkilledTradesBC programming) • 18 Plant Operator students participated in an industry partner practicum placement.	Implemented, Ongoing
School of University Arts & Sciences • One student participated in a micro-internship. • 19 First Year Common Core Engineering Program learners participated in real-life problem analysis and solution design for four industry partners. • Eight Rural Pre-Medicine (RPM) Program learners participated in hosting the Selkirk College Foundation Gala, including engaging in focused program fundraising during and leading up to the event. • Five RPM students partnered with the Kootenay Boundary Patient Advisory Committee and Community (PACC) to conduct qualitative applied research on the recruitment and retention of health care professionals throughout the Kootenay-Boundary Region. • 21 students received certification in Psychological First Aid. • Five third-year RPM students presented in local high schools to support the recruitment of rural students to pathways in the health sciences. • Four RPM students assisted hosting the Selkirk College Employee Children's Holiday Party. • 26 Peace and Conflict Studies students engaged in service-learning in a variety of community organizations. For example, some students did their service learning with the Mir Centre for Peace, the Doukhobor Discovery Centre, the Salvation Army, Our Daily Bread soup kitchen and Habitat for Humanity. All 26 students volunteered for the Coldest Night of the Year campaign in the communities of Trail, Castlegar and Nelson. • 24 Creative Writing students participated in creating content and publishing the *Black Bear Review* literary journal and podcast in collaboration with Digital Arts students.	Implemented, Ongoing

Developing and Implementing Protections for International Students that Support Their Fair Treatment

INITIATIVES	PROGRESS
Continued to offer free immigration guidance to international students through an on-campus Regulated International Student Immigration Advisor (RISIA).	Continuing, Implemented
Offered transparent, clear information on post-graduation work permit (PGWP)-eligible programs based on Immigration, Refugees and Citizenship Canada (IRCC) changes.	New, Implemented
Added and continue to update a new FAQ section on the college website addressing IRCC changes affecting current and prospective international students.	New, Implemented
Linked programs to CIP code on the website to provide clarity on which programs are PGWP eligible.	New, Implemented
Provided end-of-term free PGWP application workshops for students graduating, conducted by the RISIA.	New, Implemented
Completed International Strategic Plan and submitted to the ministry in December 2024 in line with EQA provincial requirements.	New, Implemented
Refined and improved agent management policies and code of conduct.	Continuing, Implemented
Completed new student housing in Castlegar, fully available to international students to alleviate the housing shortage.	New, Implemented
Drafting the *Student Feedback & Concerns Policy*, which is planned to be completed in Fall 2025.	Continuing, Ongoing

Performance Plan and Report

Performance Measures, Targets and Results

2024/25 Institutional Performance Measures, Targets and Results

Selkirk College is undergoing a significant transition from its Strategic Plan 2019–2024: Building Remarkable Futures to its new long-term vision, Land, Learning & Legacy: Our Path to 2040, Strategic Plan 2025-2040.

The 2019–2024 plan focused on five-year priorities, learner success, excellence in education, community development, workplace health, and modernization of facilities and operations, with an emphasis on data-driven decision-making, student support and regional partnerships. In contrast, the 2025–2040 strategic plan sets out a bold 15-year road map grounded in environmental, social and economic sustainability that is deeply informed by the college's connection to the land and people of the West Kootenay and Boundary regions.

Developed through extensive engagement with students, employees and community partners, the new plan reimagines Selkirk College's vision as "Canada's destination for applied learning and inquiry grounded in a sense of land and place," and aims to inspire generations of changemakers through relevant, inventive and sustainable education.

This shift marks a move from short-term, operational goals to a flexible, value-driven framework that positions the college to adapt to evolving workforce demands, advances in technology and the needs of our communities well into the future.

The following is a summary of institutional performance measures, targets and results by school and/or department. These reflect our final accomplishments in 2024/2025 toward the achievement of *Strategic Plan 2019-2025: Building Remarkable Futures*.

ACADEMIC UPGRADING & DEVELOPMENT

The School of Academic Upgrading & Development (AUD) programs include:

- Academic Upgrading (AU)
- Steps to Opportunities, Academics & Readiness (SOAR) (1 to 4 years)
- English Language Program (ELP) (1 to 6 terms)

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Placed ELP learners in local hotels, schools and events through the renewed Community Outreach Career Skills and Volunteer Skills seminar.	1.1(1)
Achieved full participation in all provincial articulation groups across AU, ELP and SOAR programs.	1.2(1)
Worked with learners in AU and the Pathways to High-Demand Careers programs to identify and mitigate barriers to success, including schedules and funding to support child-minding, transportation and other costs to participate in upgrading education and to begin post-secondary programs.	1.3(1)
Continued to offer and support online upgrading courses across the region to prepare learners for post-secondary programs.	2.1(1)
Revised credits and courses offered in the ELP Program in accordance with provincial standards and articulation.	2.6
Collaborated with Columbia Basin Alliance for Literacy on the delivery of community-level literacy learning, for example, the Salmo upgrading learning pilot project to expand access within the region. Integrated SOAR learners in work placements throughout the region, as well as pop-up entrepreneurial events.	3.1
Refreshed and offered Indigenous Ways through Art upgrading course led by an Indigenous artist/instructor.	3.2
Hosted, through SOAR students, a variety of entrepreneurial events, including a plant sale, craft markets and weekly popcorn sales, resulting in a number of permanent work placements.	3.3
Instructors participated in a number of community-level boards and advisory groups to enhance inclusion and support for various learner groups.	3.4
Instructional staff participated in the newly developed Neurodiversity Community of Practice.	4.1

ARTS & TECHNOLOGY

The School of Arts & Technology delivers studio arts programs along with applied learning programs that prepare students for in-demand professions in technology-driven fields.

Diploma programs:

- Contemporary Music & Technology (2 years)
- Digital Arts (2 years)
- Digital Fabrication & Design (2 years)

Certificate programs:

- Ceramics (10 months)
- Textile Arts (8 months)
- Blacksmithing & Metal Art (8 months)
- Web Development (8 months)

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Facilitated job shadowing for students in the Digital Fabrication & Design Program.	1.1
Hosted a site visit from the Berklee Academy of Music and renewed MOU of academic partnership.	1.2
Developed a transfer agreement with Northern Alberta Institute of Technology for the Bachelor of Technology degree.	1.2
Developed the Advanced Certificate in Ceramics for fall 2025 delivery.	1.6
Supported artists-in-residence in each of the ceramics, textile arts and blacksmithing studios.	2.1
Developed new and ongoing partnerships with local industries to provide industry-relevant, client-based learning experiences for students in Digital Arts and Digital Fabrication & Design.	3.1
Provided hands-on learning experiences with digital manufacturing technologies for over 400 high school students in the East and West Kootenay regions.	3.1
Worked with Okanagan Career Society to place and support Indigenous students in the Digital Fabrication & Design Program.	3.2
Partnered with XYC Makerspace in Cranbrook to host a community networking event, including Kootenay Association of Science and Technology, Community Futures East Kootenay and College of the Rockies.	3.4
Integrated 3D ceramic printing and clay printing technology to support innovative, sustainability focused outcomes and reduce waste materials in the delivery of the Digital Fabrication & Design Program.	5.4

BUSINESS

The School of Business offers a variety of programs offered both in person and online preparing learners for both careers and transfer:

- Business Administration Accounting/Finance – Diploma (2 years, in person)
- Business Administration Professional Management – Diploma (2 years, in person)
- Business Administration – Advanced Diploma (1 year, in person) (students taking this can transfer into fourth year at Okanagan College toward their Bachelor of Business Administration Program)
- Accounting – Postgraduate Diploma (2 years, in person)
- Business Management – Postgraduate Diploma (2 years, in person)
- Office Administration & Technology (all online)
    - Office Assistant – Certificate (6 months)
    - Bookkeeping – Certificate (9 months)
    - Bookkeeping – Advanced Certificate (3.5 months)
    - Bookkeeping Skills – Associate Certificate (6 months, micro-credential) *New 2024/25
    - Word Processing Skills – Associate Certificate (4 months) *New 2024/25

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Created two new micro-credentials to support place-based online learning for students to stay in their local communities.	1.1(1), 1.6(4)
Initiated conversations with UBC Okanagan to explore a potential block transfer agreement from Business Administration diplomas.	1.2(1, 3)
Renewed block transfer agreement with College of the Rockies.	1.2(1, 3)
Hosted approximately 80 students for Selkirk College Business Student for a Day event with all local high schools participating except two (Nakusp and Grand Forks).	1.2(2)
Partnered with College of the Rockies and Kootenay Association for Science and Technology to deliver an entrepreneurship simulation competition, with school district students participating.	1.6(1)
Submitted a proposal for micro-credential funding for a HyFlex Associate Certificate in Retail Management to help offset the lack of graduates into industry with the decline of international enrolments.	1.6(4), 2.1(1)
Approved, through Education Council, a new Associate Certificate in Entrepreneurship for fall 2025 delivery.	2.1(1)
Supported two different current student groups to participate in an international simulation competition (third place) and an interprovincial accounting case competition (fourth place).	3.5(2)
Continued comprehensive evaluations being conducted where possible.	4.3(3)

ENVIRONMENT & GEOMATICS

The School of Environment & Geomatics offers a variety of programs offered both in person and online preparing learners for both careers and transfer:

- Applied Environmental Sciences & Planning – Diploma (2 years, in person)
- Forest Technology – Diploma (2 years, in person)
- Recreation, Fish & Wildlife – Diploma (2 years, in-person)
- Geographic Information Systems – Advanced Diploma (1 year, in person)
- Geographic Information Systems – Bachelor's Degree (4 years, in person)
- Geomatics in the Workplace – Advanced Certificate (1 year, online)

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Held agreement renewal conversations with two institutions, with one new pathway created for Applied Environmental Science & Planning Diploma to UNBC.	1.2(1)
Facilitated participation for all SEG programming, except for Geomatics in the Workplace, in all-day holistic programming by visiting and reflecting on the Witness Blanket exhibit at the Nelson Museum, Archives & Gallery.	2.2(1)
Completed a review of existing accreditations for three two-year diplomas and compare against *Professional Governance Act* to determine an accreditation plan for 2025/26 of all three programs.	2.5(5)
Completed a draft Level 3 review for bachelor's degree and advanced diploma in Geographic Information Systems (external review virtual site visit anticipated August 2025).	2.5(4)
Hosted Ktunaxa Nation high school citizens to join integrated lab day at Champion Lakes.	3.1(1)
Worked with Ktunaxa Nation Council to try and combine a Recreation, Fish & Wildlife field trip in the East Kootenay and meet with Nation Elders. Logistics did not allow for an actual visit, but we will continue to explore in future years.	3.2(2)
Continued comprehensive evaluations being conducted where possible.	4.3(3)
Facilitated select Geographic Information Systems – Bachelor's Degree students completing research projects on possible wildfire fuel mitigation mapping on Castlegar campus.	5.4(4)

HEALTH & HUMAN SERVICES

The School of Health and Human Services delivers high-quality, applied education that prepares students to meet the evolving needs of the health care and social service sectors. Programs emphasize culturally safe, trauma-informed and community-responsive approaches, ensuring graduates are well-equipped to support the province's priorities in health equity and workforce development

- Bachelor of Science in Nursing (4 years)
- Early Childhood Care & Education – Certificate (9 months)
- Early Learning & Childcare – Diploma (2 years)
- Education Assistant & Community Support Worker – Certificate (9 months)
- Gerontological Nursing – Postgraduate Diploma (2 years)
- Health Care Assistant – Certificate (30 weeks)
- Health Care Assistant – Diploma (2 years)
- Human Services Diploma (2 years)
- Mental Health and Substance Use – Certificate (6 months)
- Nursing Unit Clerk – Certificate (8 months)
- Pharmacy Technician – Diploma (15 months)
- Practical Nursing – Diploma (2 years)
- Social Service Worker – Certificate (9 months)

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Incorporated WIL practicums in all HHS programs.	1.1(1)
Expanded dual credit seats in Health Care Assistant (HCA) and Early Childhood Care & Education (ECCE) programs.	1.1(2)
Expanded Pharmacy Technician (PTEC) Program partnership to include College of New Caledonia.	1.2(1)
Launched HCA Diploma and ECCE Diploma programs for international students.	1.3(1)
Offered hybrid delivery of HCA and Education Assistant & Community Support Worker (EACSW) programs.	2.1(1)
Continued involvement in Colleges and Institutes Canada initiative focusing on simulation education.	2.2(1)
Continued application of electronic health record platform in health programs.	2.2(2)
Completed Level 3 reports for the EACSW and Mental Health & Addictions programs. Started ECCE Level 3 report.	2.5(1)
Completed PTEC CCAPP accreditation.	2.5(2)
Engaged, through all members in the School of HHS, with community partners regularly through clinical placements, field practicums, advisory committees and collaborative initiatives to ensure programs remain responsive to local needs and workforce demands.	3.1(1)

HOSPITALITY & TOURISM

The School of Hospitality & Tourism provides students with opportunities to gain leadership, business, human resources and marketing training alongside applied skills with a focus on hotel and resort, culinary and ski resort industries. The following programs are offered:

- Culinary Management Diploma (2 years) and Postgraduate Diploma (2 years)
- Hospitality Management – Postgraduate Diploma (2 years)
- Resort & Hotel Management – Diploma (2 years)
- Ski Resort Operations & Management – Diploma (SROAM) (2 years)

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Facilitated WIL experiences for students in all programs through college-hosted and industry-hosted events.	1.1
Facilitated participation in industry-related work terms for 113 students.	1.1
Converted Selkirk College Risk Management textbooks used by colleges and industry to an accessible electronic format.	2.1
Initiated Level 3 review of the SROAM Program and completed curriculum mapping.	2.5
Established strategic partnership with CanWest Ski Association to promote the SROAM Program to ski industry employees across Canada.	3.1
Hosted tourism-specific career fair to connect regional employers with students.	3.1
Revised student-led operation of the Tenth Street Campus Bistro piloted to enhance learning outcomes, community service and revenue generation.	3.3

INDUSTRY & TRADES TRAINING

The School of Industry & Trades Training provides a range of youth exploratory training. Youth train in trades programming, foundation and apprenticeship-level training in the following areas:

- Carpentry Foundation (6 months) and Apprenticeship Level 1 to 4 (7 weeks)
- Electrical Foundation (6 months) and Apprenticeship Level 1 to 4 (10 weeks)
- Fine Woodworking – Certificate (9 months)
- Hairstylist Foundation (9 months) and Apprenticeship Level 2 (5 weeks)
- Heavy Mechanical Foundation – Certificate (9 months)
- Metal Fabricator Foundation – Certificate (23 weeks)
- Millwright/Machinist Foundation – Certificate (9 months or 8 months)
- Plant Operator – Certificate (6 months)
- Welding Foundation (7 months) and Apprenticeship Level 1 to 3 (8 to 10 weeks)

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Hosted and supported Diversity in Trades and Women in Trades events.	1.3
Expanded programming in Hairstylist Foundation program to alleviate wait-list.	1.6
Partnered with Fortis BC, RDH Building Science and Community Energy Association to develop and deliver training modules for Green Building Science in the Carpentry Program.	2.5, 5.4
Supported the development and delivery of Great Teaching 101 as part of orientation for new trades instructors.	2.2
Completed a Level 3 review of the Carpentry Program.	2.5
Hosted a trades-specific career fair to connect local industries with trades students.	3.1
Strengthened industry connections with the Plant Operator Program.	3.1
Partnered with Teck to develop funding sources for women in the Plant Operator Program.	3.4
Obtained and installed new veneer press for the Fine Woodworking Program.	5.2

UNIVERSITY ARTS & SCIENCES

The School of University Arts & Sciences programs include:

- Associate of Arts Degrees (2 years)
  - Creative Writing
  - Elementary Education
  - English
  - General Studies
  - History
  - Psychology
  - Sociology
- Liberal Arts & Sciences Diploma (2 years)
- First-Year Common Core Engineering Transfer (1 year)
- Rural Pre-Medicine – Advanced Diploma (2 years)
- Associate of Science Degrees (2 years)
  - Biochemistry
  - Biology
  - Chemistry
  - Entry to Pharmacy
  - Rural Pre-Health
  - General Studies
- Liberal Arts Diploma (2 years)
  - Creative Writing
  - Law & Justice Studies
  - Peace & Conflict Studies

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Facilitated collaborations in many programs. Creative Writing students collaborated with Digital Arts students to produce *Black Bear Review* literary arts magazine. Engineering students collaborated with industry partners to generate practical solutions to real-time dilemmas, resulting in co-op education opportunities. Computer Science and Mathematics students have internships on Selkirk Innovates projects. Peace & Conflict Studies students participated in a Rights Action delegation in Guatemala regarding the impact of Canadian mining operations on indigenous communities.	1.1
Made Open Studies course offerings fully available to local school districts for dual credit.	1.2(2)
Robust transfer agreement between UAS and UBCO is in the final stages of approval, facilitating the block transfer of Selkirk College's two-year associate of arts into the third year of a number of appealing UBCO BA programs. The transfer agreements between the Advanced Diploma in Rural Pre-Medicine or Diploma in Rural Pre-Health and Bachelor of Health Science degrees at UNBC and TRU-OL are being refined for smoother transition, and a new agreement for transfer into SFU Biomedical degree is under development.	1.2(3)
Continued with the development and delivery of critically endangered Indigenous language course in Ńsəl̓xčiṅ, NSLX 101 and NSLX 102 and on-the-land-learning course INDG 102: Walk the Talk: Indigenous Worldview Applications.	2.2(1)
Produced, through an AI working group, a school-wide best practices document. Faculty established content expertise in the process.	2.2(4)

	Strategic Direction
Completed Associate of Arts Level 3 program review and began Liberal Arts Diploma review.	2.5
Facilitated UAS coordinator and faculty visits to regional high schools and connected with high school counsellors for visits by students to UAS classrooms. Engaged local industries and professionals in Engineering and Rural Pre-Medicine programs.	3.1
Continued to offer and enhance INDG 100: Regional Indigenous Perspectives on Language and Culture, in which Nation partners provide instructors to teach from their perspectives, and NSLX 101 and 102, Ńsəl̓xčiṅ language.	3.2
Facilitated Engineering students' participation in a design seminar to tackle real-time dilemmas with practical solutions, culminating in a final presentation to faculty, administration and industry partners.	3.3
RPM learners partnered with the Kootenay Boundary Patient Advisory Committee and Community to conduct qualitative research involving regional doctors and a nurse practitioner to explore rural recruitment and retention strategies.	3.5
Facilitated faculty participation in the newly developed Neurodiversity Community of Practice.	4.1

COMMUNITY EDUCATION & WORKPLACE TRAINING

This department delivers non-credit training on all physical locations of the college, online training, open enrolment and contract training initiatives, as well as soft-funded programming when funded. It operates on a cost-recovery basis but also provides service to the college by staffing front-line support staff on the Grand Forks, Trail and Castlegar campuses and the Nakusp and Kaslo learning centres.

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Met with a local cross-community career development organization to discuss possible new training opportunities twice throughout the year.	1.1(2), 3.1(2), 3.4(1)
Completed the development and delivery of the Digital Career Transitions Foundation in Grand Forks with blended delivery.	1.1(8), 3.3(4)
Submitted micro-credential funding application in partnership with City of Castlegar to develop project management training, including community of practice framework.	1.1(1)
Plan to deliver Forest Worker Essentials programming in partnership with BC Forest Safety Council in fall 2025 in Nakusp, BC (planning took place during 2024/25).	2.1(1)
Submitted programming for Future Skills Grant funding.	3.3(1), 3.5(1)

SELKIRK INNOVATES

Selkirk Innovates is a self-funded applied research and innovation department that delivers non-credit technology training aligned with its federally funded Technology Access Centre (advanced manufacturing and advanced computing). It provides applied research and innovation support to company and community clients through fee-for-service and grant-leveraged initiatives. It also offers a robust student internship program that provides students with the opportunity to engage in industry- and/or community-driven projects in ways that strengthen their link to the future workforce.

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Continued to administer the Selkirk Innovates internship program providing paid 4-to-6-month internships (each valued at $10,000) for students to work on industry- and/or community-driven projects under the guidance of a faculty advisor and in collaboration with the external employer partner.	1.1
Delivered a series of provincially funded micro-credentials: Drones – Applications & Operations; Enterprise GIS Ecosystem Implementation; Design for Mass Timber; Advancing Equity, Diversity & Inclusion in Organizations.	1.6(1)
Developed a series of provincially funded micro-credentials: Drones – Complex Operations; Foundations & Applications in 3D Scanning; Particle Accelerator Technologies; Mass Timber Fabrication Foundations.	1.6(2)
Developed a Colleges and Institutes Canada (CICan)-funded micro-credential: Integrated Design, Fabrication & Data Analysis in Advanced Manufacturing.	1.6(3)
Continued development on a provincially funded technology seats certificate program: Interdisciplinary Applications in Rural Data Science.	1.6(4)
Continued to support regional partners in fee-for-service and grant-leveraged projects focused on priority challenges and opportunities that were directly linked to the student internship program (see 1.1).	3.1
Continued to specifically support the Digital Fabrication & Design Program and the GIS Advanced Diploma and Bachelor's Degree programs through the Selkirk Innovates internship program (see 1.1 and 3.1).	3.3
Continued to engage in collaborative, innovation, fee-for-service and grant-leveraged projects with partners (see 1.1, 3.1, 3.3).	3.5
Continued to modernize applied research infrastructure through the purchase of grant-funded equipment.	5.2

TEACHING & LEARNING CENTRE

The Teaching & Learning Centre (TLC) plays a pivotal role in supporting the institution to achieve its educational goals. With expertise in course development and delivery, staff support instructors to the use of diverse and inclusive teaching strategies and align assessments with desired outcomes.

The TLC team works closely with IT Services to provide critical structure for courses, including a learning management system (LMS), an e-Portfolio system, a media storage space, generative artificial intelligence and writing support, and a virtual meeting platform. These educational technologies are important for online and hybrid learning environments, but they serve an increasingly vital role within in-person teaching as well.

Committed to advancing pedagogies such as WIL, Indigenization, internationalization, kindness, UDL and academic integrity, the TLC team fosters a holistic approach to education. Additionally, they actively collaborate with a range of educational stakeholders, including colleges, school districts, literacy groups, public libraries, government agencies and businesses, to contribute to a dynamic learning region.

TLC staff serve on committees throughout the college, including Education Council, Curriculum; Equity, Diversity and Inclusion; and Policy Review. They also create working groups where necessary, write briefing notes, and develop policies and procedures. Their recent involvement in gender equity, trauma-informed teaching and mental health, neurodiverse learning and learning accommodations speak to their commitment to inclusion.

The TLC's work is crucial to student recruitment, retention and engagement initiatives. The goal for every activity is to optimize the student learning experience.

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Participated in CICan Virtu-WIL initiative in the BSN Program and supported WIL practicums/projects across the education division.	1.1(1)
Integrated PebblePad e-portfolio software into health care programs, tourism, Selkirk Innovates and other programs.	1.1(2)
Supported instructors to embed accessibility best practices in their teaching practices to create inclusive learning environments, including workshops on neurodiversity and the formation of a Gender Equity working group of the EDI Committee.	1.3(3)
Hired an Indigenous education developer for the 2024/25 academic year to support instructors to examine their positionality (community of practice), decolonize themselves and respectfully integrate Indigenous ways of knowing, being and teaching into curriculum and pedagogy to foster more inclusive and culturally responsive learning environments.	1.3(2), 2.2(1), 2.4, 3.2

	Strategic Direction
Hired a mental health educational developer who works in both counselling and TLC, forming a bridge between the two services. A year-long community of practice on trauma-informed teaching, workshops for a variety of programs and one-on-one consults raised awareness of trauma-informed practices. This work will inform a year-long assisted leave where a handbook on trauma-informed teaching will be created as open-education resource.	1.4, 1.5
Collaborated with faculty to design and update curriculum that aligns with emerging technologies and digital applications relevant to in-demand occupations.	1.6(1)
Provided instructional design support for integrating skills development and competency-based learning into new and existing courses.	1.6(2)
Facilitated professional development workshops on best practices for WIL and experiential education.	1.6(3)
Assisted in mapping program outcomes to labour market forecasts and regional employment trends for program QAPA reviews. This included guiding faculty in using data and feedback from industry partners to inform program development.	1.6(4), 2.5(1)
Advised on the development and integration of micro-credentials to enhance flexibility and responsiveness to regional workforce demands. TLC provided educational development and educational media services for several micro-credentials, including mass timber, data science and ion transfer, paying careful attention to how this curriculum might enhance existing program or serve as a bridge or post-certificate/diploma offering.	1.6(5)
Supported instructors in designing and delivering high-quality blended and online courses using evidence-based practices, including one-on-one consults, workshops and Provincial Instructor Diploma-equivalent courses.	2.1(1)
Redeveloped the Learning Management procedures, which when implemented will clearly communicate best practices to deans, chairs and instructors.	2.1(2)
Provided guidance on flexible course design to accommodate varied scheduling needs, including accelerated formats needed for micro-credentialing.	2.1(3)
Assisted instructors in identifying and implementing technology solutions that support program and student learning needs.	2.1(4)
Facilitated the development of asynchronous, hybrid and HyFlex learning modules to increase flexibility for learners.	2.1(5)
Promoted inclusive teaching strategies that support diverse learners in varied delivery formats.	2.1(6)
Created a demonstration research project on effective classroom design with Facility Services and IT Services in SEN218 and SEN219.	2.1(7)

	Strategic Direction
Collaborated with Indigenous educators and Knowledge Keepers to support faculty in respectfully integrating Indigenous ways of knowing into curriculum and teaching practices.	2.2(2)
Supported the implementation of experiential learning strategies, such as project-based learning, community-engaged learning and simulations.	2.2(3)
Continued to focus on a preventative approach to academic integrity, including instructor modelling (workshop delivered with Library Services and guest from BC Campus), asynchronous module released for instructors and students, and continued to support the development of a policy and procedures with the Registrar's Office.	2.2(4)
Participated in strategic enrolment management plan development.	2.3(1)
Led the creation of AI guidelines for the college.	2.4(2)
Educational developer devoted to quality assurance process, including being an advisor to deans and chairs and instructors conducting program reviews.	2.5(1)
Participated in the environmental scans for program review and renewal.	2.6(1)
Continued to play a key role in the learning region, communicating regularly with College of the Rockies and Community Colleges of Spokane.	3.1(1)
Attended the Salish Language Conference with an Indigenous Services Elder and student advisor and a school district cultural liaison, where relationships were renewed and revitalized.	3.2(1)
Visited Inchelium with an Indigenous Services Elder to attend a high school class and a community dinner.	3.2(2)
Incorporated outcomes related to entrepreneurship, research and innovation in many course redevelopments and program renewal processes.	3.3(1)
Harnessed a key aspect of the e-Portfolio software PebblePad to build relationships with community.	3.4(1)
Implemented simulations from the VirtuWIL project that relies on the involvement of community partners.	3.4(2)
Spearheaded, with Human Resources, the creation of an orientation/onboarding course in iLearn through two educational developers.	4.1(1)
Developed and delivered several instances of the Great Teaching 101 workshop (4 hours) for new instructors focusing on best practices. Continue to offer the Instructional Skills Workshop (30 hours).	4.1(2)
Continued to emphasize, through involvement in Curriculum Committee, the importance of Indigenous Peoples leading the development and delivery of Indigenous outcomes.	4.2(1)

	Strategic Direction
Developed, taking the lead of the Indigenous educational developer, an Indigenous perspective in each module in *Selkirk Keep Teaching*.	4.2(2)
Planned for an Advanced Certificate in Post-Secondary Teaching, which will be built using Indigenous frameworks to decolonize the entire approach.	4.2(3)
Gave TLC employees annual informal feedback on their work and a formal performance evaluation every three years.	4.3(1)
Mentored several of the TLC staff who did not have formal training in educational development when they started and encouraged them to take professional development that builds their skills in teaching and learning.	4.3(2)
Contributed to institution-wide events, such as the *Decolonizing Ourselves* series.	4.4(1)
Sent out a newsletter 8-10 times a year to over 400 people, including instructors and other staff, as well as external parties who subscribe to the newsletter.	4.5(1)
Generated events and news stories for the all-employee newsletter.	4.5(2)
Led the Classroom Configurations research project, which will inform the Facilities Master Plan.	5.1(1)
Prepared briefing notes leading to the purchase of Grammarly for all staff and students and recommending the continuation of Zoom licenses for instructors and students. Moved the college from internal servers to BCNET, reducing from nine instances to two, and then integrated both PebblePad and Zoom into those instances. Added five new plug-ins into the LMS and upgraded the LMS at least once annually. Recommended decommissioning Kaltura Classroom. Worked with IT Services and recommended the decommissioning of several more sites, including ILearn, work.selkirk.ca, Committees and others.	5.3(1)

STUDENT SUCCESS

The Student Success Division encompasses Student Engagement & Wellness, Library, Institutional Research and the Registrar's Office, with a focus on how students navigate towards their educational goals. Work aims to mitigate barriers to educational access, educational success, social success and community integration through the application of best practice and innovation from an andragogical framework.

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Added to process documentation for standardization in the Registrar's Office.	2.5, 2.6
Created micro-credential governance structure.	2.5, 3.1
Revitalized the Academic Integrity Policy to a student-focused restorative model.	2.5
Moved to year-long scheduling for student success.	2.1
Developed a Service Standards Framework for the Registrar's Office.	1.4, 2.6
Created operational dashboarding from new Strategic Plan.	2.6
Revitalized the Student Engagement Survey.	2.6
Investigated system options for improved retention reporting.	2.6
Reviewed the Survey Management Policy to mitigate student spam.	2.5
Expanded the archives and historical records in the library.	1.4, 3.1
Revitalized study space use and tutor spaces in the library.	1.3, 1.5
Reconfigured student meeting space/rooms for additional capacity in the library (includes opportunities for pods and other quiet study areas).	1.3, 1.5
Increased circulation by 5%.	2.6
Increased quality and opportunities for student engagement in non-curricular activities.	1.1, 3.4
Increased proactive and preventative supports for students.	1.3, 1,4
Formalized processes and procedures for student wellness.	1.5
Completed strategic enrolment management work.	2.3

COLLEGE SERVICES

The College Services Division encompasses Facilities & Business Services, IT Services, Human Resources, Finance and Privacy & Risk, with a focus on providing support to faculty and other administrative employees and improving student experiences with campus infrastructure and services.

Accomplishments from 2024/25 related to the 2019–2024 strategic plan include:

	Strategic Direction
Created guidelines for designated rooms in student housing for former youth-in-care and Indigenous students.	1.5, 5.3
Increased classroom and lab capacity in conjunction with the scheduling team.	2.1, 5.2
Implemented a classroom innovation research project.	2.2, 5.2
Installed and opened the Tenth Street Indigenous Gathering Space.	3.2, 4.2
Revamped new employee orientation process and materials.	4.1
Installed overdose prevention supplies and shared information and supports.	4.1
Implemented international student health and safety orientation process.	4.1
Created 50-30 challenge and unconscious bias materials for employee recruitment.	4.2
Revised careers website to add inclusive language to job postings and included alternative definitions for gender identities.	4.2
Implemented diverse hiring panels for exempt hiring panels.	4.2
Created tracking site for monitoring evaluation processes for employees.	4.3
Updated various trainings for annual employee learnings and new employee onboarding.	4.4
Implemented weekly communications updates on employee wellness, employee trainings, project statuses and information.	4.5
Celebrated the opening of the new Castlegar Campus student housing building.	1.3, 5.1
Improved structured cabling infrastructure at the Trail Campus.	1.3, 5.1
Completed a cafeteria and servery refresh at the Castlegar Campus.	1.3, 5.1
Major roof replacement projects at the Nelson, Castlegar and Trail campuses.	5.2
Improved accessibility with d-levers doorknobs at the Castlegar Campus.	4.1, 5.2
Implemented ERP system improvement cycles to increase data availability and reporting.	4.4, 5.3
Implemented student computer give-back program.	1.3, 5.4
Completed energy efficiency upgrades, including heating and cooling replacements.	5.4

2024/25 Accountability Framework Performance Measure Results

Selkirk College is committed to maintaining high standards in its educational offerings and institutional operations. This commitment is reflected in its alignment with the Accountability Framework Reporting, which sets rigorous standards for transparency, performance and accountability. The framework includes specific performance measures and targets that Selkirk College must meet, ensuring that the institution adheres to government priorities and supports the economic and social well-being of the region. The following tables include targets and assessment of 2024/25.

Assessment Scale:

Target Assessment Scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	<90% of the target
N/A	*Not assessed*

Please consult the 2024/25 Standards and Guidelines Manual for a current description of each measure (see BC Accountability Framework for manual).

STUDENT SPACES

	ACTUAL			TARGET	ASSESSMEMT
	2022/23	2023/24	2024/25	2024/25	
Total student spaces (PSFS)	1,239	1,238	1,318	≥2,580	Not Achieved
Nursing and other allied health programs	223	237	360	≥360	Achieved
Developmental programs	219	246	239	≥297	Not Achieved

Student spaces: Results from the 2024/25 reporting year are based on data from the 2024/25 fiscal year; results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year. Only Ministry-funded Full-Time Equivalents are included.

Domestic full-time equivalent (FTE) student enrolment at Selkirk College remained relatively stable during the pandemic, with 1,395 FTEs in 2020/21 and 1,357 in 2021/22. A decline followed in 2022/23, with enrolment dropping to 1,239 FTEs, and holding steady at 1,238 in 2023/24. However, in 2024/25, the college experienced a 6.5% increase, reaching 1,318 FTEs. Notably, nursing and allied health programs saw a robust 52% growth in FTEs compared to the previous year. This surge is largely attributed to new intakes in the Health Career Access Program, a second cohort in the Practical Nursing Diploma Program and the expansion of the Pharmacy Technician Diploma Program.

CREDENTIALS AWARDED

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Total Credentials	603	613	610		Not Assessed
Bachelor				N/A	Not Assessed
Certificate		335	315	≥343	Substantially Achieved
Developmental		27	53	≥24	Achieved
Diploma		236	230	≥238	Substantially Achieved
Graduate, First Professional and Post-Degree				N/A	Not Assessed
Short Certificate				N/A	Not Assessed

Credentials Awarded: The total number of credentials awarded are reported but only the Credentials awarded for each credential type are assessed. The credential target assessment is based on the number of credentials awarded in the most recent fiscal year as a percentage of the average number of credentials awarded in the previous three fiscal years. Targets are set in the previous reporting year for the next reporting cycle. In accordance with the data masking policy, any value less than 10 has been excluded to protect confidentiality.

Prior to the 2023/24 reporting cycle, the credential target was based on the average number of credentials awarded in the last three fiscal years and the year over year change in FTEs.

Following two consecutive years of enrolment falling below historical averages, the college saw a modest decline in the number of certificate and diploma credentials awarded. This downward trend is anticipated to reverse in the 2025/26 academic year, following a projected recovery in enrolment figures. Moving forward, the institution remains committed to supporting student achievement and aligning credential targets with enrolment trends.

INDIGENOUS STUDENT SPACES

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Total Indigenous Student Spaces	207	211	234	223	Achieved
Ministry (PSFS)	155	159	184		
SkilledTradesBC	52	52	50		

Indigenous Student Spaces: For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2024/25 reporting year are based on data from the 2023/24 fiscal year; results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC (formerly the Industry Training Authority) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

STUDENT OUTCOMES MEASURES

Results from the 2024/25 reporting year are based on 2024 survey data; results from the 2023/24 reporting year are based on 2023 survey data.

For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

STUDENT SATISFACTION WITH EDUCATION

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Former diploma, associate degree and certificate students	92.4% ±1.6%	92.8% ±1.6%	90.3% ±2.0%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	85.7% ±5.6%	91.8% ±5.1%	91.2% ±4.9%		Achieved
Former apprenticeship students	95.5% ±6.1%	N/A	N/A		Not Assessed

STUDENT ASSESSMENT OF THE QUALITY OF INSTRUCTION

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Former diploma, associate degree and certificate students	97.5% ±0.9%	96.1% ±1.2%	92.4% ±1.7%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	93.5% ±4.0%	93.5% ±4.5%	91.3% ±4.8%		Achieved
Former apprenticeship students	95.7% ±5.7%	N/A	N/A		Not Assessed

STUDENT ASSESSMENT OF SKILL DEVELOPMENT

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Former diploma, associate degree and certificate students	88.4% ±2.0%	88.8% ±1.9%	88.8% ±2.2%	≥85%	Achieved
Trades foundation and trades-related vocational graduates	81.3% ±7.5%	88.2% ±5.6%	86.3% ±5.7%		Achieved
Former apprenticeship students	N/A	N/A	N/A		Not Assessed

STUDENT ASSESSMENT OF USEFULNESS OF KNOWLEDGE AND SKILLS IN PERFORMING JOB

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Former diploma, associate degree and certificate students	83.6% ±3.7%	87.5% ±3.1%	88.0% ±3.5%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	78.8% ±8.1%	89.8% ±6.8%	77.2% ±8.5%		Substantially Achieved
Former apprenticeship students	90.0% ±9.6%	N/A	N/A		Not Assessed

UNEMPLOYMENT RATE

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Former diploma, associate degree and certificate students	7.3% ±2.4%	4.1% ±1.8%	5.3% ±2.3%	≤11.2%	Achieved
Trades foundation and trades-related vocational graduates	7.1% ±4.7%	10.5% ±6.0%	9.5% ±5.5%		Achieved
Former apprenticeship students	8.7% ±7.8	N/A	N/A		Not Assessed

FORMER DIPLOMA, ASSOCIATE DEGREE AND CERTIFICATE STUDENTS

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Skill development	88.4% ±2.0%	88.8% ±1.9%	88.8% ±2.2%	≥85%	Achieved
Written communication	87.6% ±2.3%	87.7% ±2.4%	89.4% ±2.2%		
Oral communication	82.2% ±2.6%	87.3% ±2.4%	86.2% ±2.5%		
Group collaboration	87.4% ±2.0%	88.1% ±2.1%	86.8% ±2.3%		
Critical analysis	91.0% ±1.7%	93.0% ±1.7%	91.9% ±1.8%		
Problem resolution	85.8% ±2.2%	87.4% ±2.2%	86.3% ±2.4%		
Learn on your own	91.6% ±1.7%	90.0% ±2.0%	90.2% ±2.0%		
Reading and comprehension	92.7% ±1.6%	89.6% ±2.0%	92.6% ±1.8%		

TRADES FOUNDATION AND TRADES-RELATED VOCATIONAL GRADUATES

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Skill development	81.3% ±7.5%	88.2% ±5.6%	86.3% ±5.7%	≥85%	Achieved
Written communication	N/A	N/A	N/A		
Oral communication	81.0% ±9.4%	N/A	82.6% ±9.1%		
Group collaboration	81.8% ±7.2%	91.5% ±5.3%	94.0% ±4.2%		
Critical analysis	85.2% ±5.9%	91.8% ±5.1%	86.4% ±6.1%		
Problem resolution	82.0% ±6.4%	91.7% ±5.2%	86.4% ±6.1%		
Learn on your own	78.9% ±7.3	86.4% ±6.5	87.9% ±5.8		
Reading and comprehension	87.7% ±5.9	98.3% ±2.5	90.9% ±5.1		

FORMER APPRENTICESHIP STUDENTS

	ACTUAL			TARGET	ASSESSMENT
	2022/23	2023/24	2024/25	2024/25	
Skill development	N/A	N/A	N/A	≥85%	Not Assessed
Written communication	N/A	N/A	N/A		
Oral communication	N/A	N/A	N/A		
Group collaboration	N/A	N/A	N/A		
Critical analysis	N/A	N/A	N/A		
Problem resolution	N/A	N/A	N/A		
Learn on your own	N/A	N/A	N/A		
Reading and comprehension	87.0% ±9.4%	N/A	N/A		

2025/26 Goals and Objectives

2025/26 Institutional Strategic Directions, Priorities and Targets

Integrated planning is at the heart of Selkirk College's new strategic plan, *Land, Learning & Legacy: Our Path to 2040*. This comprehensive approach ensures that every aspect of the institution—academic programming, operations, infrastructure, and community engagement—works in harmony to realize the college's vision: becoming Canada's destination for applied learning deeply rooted in a sense of land and place. By coordinating supporting plans for equity, diversity, inclusion, Indigenization and sustainability, integrated planning ensures that each initiative strengthens the college's overarching goal of fostering resilient, innovative and inclusive learning environments. This holistic strategy empowers Selkirk College to adapt to change while remaining steadfast in its core values and commitments.

Across the college, each division will play a key role in bringing this vision to life through targeted priorities. College Services is dedicated to securing a sustainable future for Selkirk College for seven generations and beyond, supporting students and the broader college community by achieving an unrestricted accumulated surplus position by fiscal 20290–2030. Student Success will drive growth by increasing domestic enrolment FTEs by 4% through the implementation of a strategic enrolment management plan, thereby expanding the college's reach and impact. Meanwhile, the Education Division will position Selkirk College as a leader in innovative rural education by 2030, aligning 80% of academic programs and student support services with the college's strategic vision. This alignment will embed applied learning opportunities, integrate land and place-based curriculum, and emphasize environmental stewardship and sustainability—ensuring that every effort collectively advances the college's mission and long-term goals.

2025/26–2027/28 Accountability Framework Performance Measure Targets

Please consult the 2024/25 Standards and Guidelines Manual for a current description of each measure (see BC Accountability Framework for manual).

STUDENT SPACES

	TARGET		
	2025/26	2026/27	2027/28
Total student spaces*	2,506	2,506	2,506
Nursing and other allied health programs	286		
Developmental programs – Tuition Compensation Eligible	297		

** FTE Student Enrolment Targets as of April 2, 2025.*

DOMESTIC* CREDENTIALS AWARDED

	TARGET		
	2025/26	2026/27	2027/28
Bachelor	Not Assessed	TBD	TBD
Certificate	345		
Diploma	239		
Developmental	36		
Short Certificate	Not Assessed		
Graduate, First Professional and Post-Degree	Not Assessed		

** Student Transitions Project, Fall 2024 submission. Credentials awarded to international students are excluded, except for those awarded to international graduate students at research intensive universities. Credentials awarded by other agencies, such as SkilledTradesBC, are excluded. The institution-specific credential target is based on the average number of credentials awarded by an institution in the 2021/22 to 2023/24 Fiscal years. Targets are set in the previous reporting year for the next reporting cycle. Targets are not assessed where three years of credentials are not reported, or less than 10 credentials are awarded in a given year. See the 2024/25 Standards Manual for details.*

STUDENT OUTCOMES

	TARGET		
	2025/26	2026/27	2027/28
Student satisfaction with education	≥ 90%		
Student assessment of the quality of instruction			
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate	≤ unemployment rate of the population aged 18-29 with high school credentials or less		

Financial Information

Financial information and additional explanations, including audited financial statements, are available at selkirk.ca/annual-reports-statements.

DRAFT

Selkirk College

Appendix C: Formal Approval in Principle Template

Credential Name TBD Certificate in Professional Cook

CREDENTIAL RATIONALE: Certificate, 37 credits (14 + 14 + 9)

This certificate program is comprised of two semesters of full-time study followed by a six-month co-op placement.

EXPECTED START DATE:

Enter Fall 2026

PURPOSE:

To provide international students with training and education that prepares them for employment as cooks and kitchen assistants.

To provide international students with training and education in a CIP approved program, providing eligibility to apply for a 14-month work permit upon graduation.

To provide a pathway for graduates to gain employment through the Rural Community Immigration Pilot program, thus gaining eligibility to apply for permanent residency.

To provide a pathway for graduates to obtain the Professional Cook 1 certification leading to future certifications and Red Seal status.

TRANSFERABILITY:

Enter TBD potential transfer into culinary diploma programs

ALIGNMENT:

1. Sustainability: Graduates of the program will be equipped to meet immediate labour demands in priority occupations with the RCIP. They will also be prepared and encouraged to challenge the STBC Cook Level 1 certification. This certification will open a pathway to future training towards the Red Seal certification and additional career pathways in the chef industry. This program leverages the college's existing facilities and faculty expertise, thus enhancing the utilization of current facilities and increasing the number of students on campus and the college's International FTE count.

2. Focus: Transformative, Distinctive Education. The curriculum will parallel the STBC Professional Cook One program and provide additional components in cultural and professional readiness for working in our local communities. Students and employers will be connected with each other to ensure successful employment outcomes. Students will gain practical work experience in the Selkirk College Bistro and by supporting college events.
4. Impact: Innovation for Thriving Communities. This is a nimble response to demonstrated demand from employers in the region at a time when our ability offer culinary management programs have been curtailed by they IRCC. Cooks, Bakers, Food & Beverage Servers are identified as priority occupations in the West Kootenay RCIP. This program will enhance Selkirk College's reputation for swiftly meeting emergent labour demands in the region.

LABOUR MARKET DEMAND AND CONSULTATION:

To be updated

We are in the process of surveying our restaurant industry partners to ensure the availability of co-op positions. There are currently over 50 food-service related employers designated with the West Kootenay RCIP. We will graduate approximately 14 students per year thus ensuring a reasonable ratio of graduates to employment positions.

TARGET STUDENT AND STUDENT DEMAND:

International students who have graduated from high school and have some culinary or food service experience. Conversations with agents indicate strong demand for the program given the coop placement and RCIP eligibility.

PROGRAM DELIVERY AND ACCESS:

In-person

COLLABORATION:

Enter

CURRICULUM:

Curriculum will be similar to the first year of our Culinary Management program. Students will be registered in two semester-long 14-credit courses that include theoretical training, kitchen training, and cultural and professional readiness.

The theoretical and kitchen training will follow the STBC Professional Cook Level 1 including the preparation and presentation of vegetables, soups, sauces, meat, fish and poultry, cold kitchen items; desserts, baking, pastry; basic menu planning/costing as well as knowledge of safety, sanitation and food storage, and knowledge of human and customer relations. A cook at this level usually works in a supervised environment and performs basic cooking and food preparation tasks utilizing knife skills, correct terminology, and a variety of cooking methods. They must be able to follow recipes, weigh and measure food accurately, and have an understanding of the major techniques and principles used in cooking, baking, and other aspects of food preparation.

The final semester will be a six-month co-op placement enabling students to apply and extend their knowledge through a directly related employment position. The co-op term/course will also include an introduction to the community, culture and education in Canada and prepare students for success in the workplace including resume and interview preparation and expectations of professionalism.

INSTITUTIONAL RESOURCES:

Related admissions, student services, enrollment services, etc. Use of classroom and kitchen facilities.

POTENTIAL COSTS:

Note: The risk to the college is minimal. We are already committed to delivering the professional cook level 1 program to domestic students. The proposal is to integrate the students in this certificate program into the existing class. Because the existing class size is larger, there is a cost to increase the budgeted Instructional Assistant to Faculty: $25,000 . There is an additional cost to supervise the work term course approximately $14,000 Total additional costs to run this program: $39,000

Food costs and kitchen equipment to be offset by student fees

ALL TENTATIVE AT THIS TIME

$16,000 tuition for the two kitchen/class semesters +, $3500 coop fee
$19.500 x 14 students = $273,000 revenue. NOTE: if enrollment in PC 1 low, additional seats in this program will be offered.

$500 food fee and $650 equipment fee will be offset by costs

ANALYSIS OF SUCCESS:

Enrollment and completion rates; co-op placements, student satisfaction, revenue generation, reported employer satisfaction

TRANSITION PLAN:

Enter N/A

PROGRAM

COURSE CODE	COURSE NAME	INSTRUCTOR HOURS	WEEKS OF DELIVERY	NEW COURSE DELIVERY	SELF-PACED DISTANCE LEARNING COURSE CREDITS	COMMENTS
FALL – YEAR 1						
	Culinary 101	420	14		15	
WINTER – YEAR 1						
	Culinary 102	420	14		15	
	SPRING Co-op		24		**9**	
FALL – YEAR 2						
WINTER - YEAR 2						
TOTAL PROGRAM CREDITS					**ENTER**	

Briefing Note – New Program

Step One: Approval in Principle – Pre-Submission Stage

Date: September 24, 2025

Submitted by: Tracy Punchard

Program Title: Certificate in Professional Cooking

School Chair: Marting Keyserlingk

Rationale for the development of this new program:

Recent decisions by the IRCC resulted in the suspension of our highly enrolled Post Graduate program in Culinary Management and yet demand for skilled cooks and kitchen assistants in the region and nationally remains strong. The proposed program will provide 8-months of classroom and kitchen training and support students to obtain a 4 to 6-month co-op work placement. Culinary skills are universally transferable, making this program attractive to students seeking both Canadian and international opportunities. Upon completion of the program, students will be eligible to challenge the Skilled Trades BC Professional Cook 1 certification which will position them for further certification and training. Students will also have the opportunity to pursue work permits and permanent residency under the Rural Community Immigration Pilot program (RCIP).

How does this proposal fit with the College Strategic Plan?

Sustainability: This program leverages the college's existing facilities and faculty expertise, thus enhancing the utilization of current facilities and increasing the number of students on campus and the college's International FTE count. 2. Focus: Transformative, Distinctive Education. The curriculum will parallel the STBC Professional Cook One program and the first year of the CULM diploma program and provide additional components in cultural and professional readiness for working in our local communities. Students and employers will be connected with each other to ensure successful employment outcomes. 4. Impact: Innovation for Thriving Communities. This is a nimble response to demonstrated demand from employers in the region. Cooks, Bakers, Food & Beverage Servers are identified as priority occupations in the West Kootenay RCIP. This program will enhance Selkirk College's reputation for swiftly meeting emergent labour demands.

Selkirk College

Describe the overall purpose of this program.

To provide international students with training and education that prepares them for employment as cooks and kitchen assistants.
To provide international students with training and education in a CIP approved program providing eligibility to apply for a 14-month work permit upon graduation.
To provide a pathway for graduates to gain employment through the Rural Community Immigration Pilot program thus gaining eligibility to apply for a permanent residency.
To provide a pathway for graduates to challenge and thereby obtain the Professional Cook 1 certification leading to future certifications and Red Seal status.
To generate revenue through a low-risk venture by maximizing existing facilities, staffing, and programming.

Target Student Population – What kind of students are most likely to be attracted to this program?

International students who have graduated from high school and have some culinary or service experience. Conversations with agents indicate strong demand for the program given the global transferability of culinary skills, the co-op placement and RCIP eligibility

Labour Market information – What makes you believe there is demand for this program?

To be updated. We are in the process of surveying our restaurant industry partners to ensure the availability of co-op positions. There are currently over 50 food-service related employers designated with the West Kootenay RCIP. We will accept approximately 14 students per year while the RCIP program is in place thus ensuring a reasonable ratio of graduates to employment positions. BC labour market outlook forecasts 9,160 openings for the position of cook and 16,360 openings for the position of kitchen assistant over the next 10 years.

Transition Plan (complete only if the proposed program is replacing a current program being discontinued).

N/A

Which program is the proposed program replacing? None

Do you want students currently in the discontinued program to be able to graduate from the proposed program providing they have met all the new program requirements?

If yes, are course substitutions and exemptions allowed?

If yes, specify which one(s):

N/A

Are there technology requirements?

If yes, indicate what they are:

N/A

Who have you consulted with on the development of this new program?

Selkirk International, faculty, local employers

What is the desired implementation date for the new program? September 2, 2026

Approval in Principle signatures:

School Chair

____Martin Keyserlingk_____

School Dean

Tracy Punchard
_____

Vice President, Education and Students

___Taya Whitehead_____

Education Council Chair

_____

Advise to the Board of Governors

Education Council reviewed and discussed this new program proposal at the October 7, 2025 meeting. The Council agreed to send this proposal to the Board of Governors for consideration to approve the Approval in Principle request.

"Pursuant to the CIA Section 23(1)(b), Education Council recommends to the Board of Governors the Approval in Principle for the new Certificate in Professional Cook Program."

CARRIED

Step Two – enter new program details into the Curriculum Strategy (CS) workflow.

Final approval signatures:

School Chair

_____

School Dean

_____

Vice President, Education and Students

_____

Education Council Chair

_____

Appendix C: Formal Approval in Principle Template

Credential Name: Sustainable Tourism & Destination Management (Diploma)

CREDENTIAL RATIONALE:

To keep pace with emerging trends across the tourism sector, the School of Hospitality & Tourism is proposing to modernize its curriculum and align its programming with Selkirk College's strategic vision with the creation of the Sustainable Tourism and Destination Management diploma program (STAD). While adjusting to the impact of changes from the IRCC, the Resort and Hotel Management (RHOT) program was suspended for Fall 2025 and we propose to phase it out. Data showing strong industry growth and labour demand in the tourism sector along with feedback and encouragement from industry and program advisory partners supports a transition away from our current hotel-specific RHOT programming to a more wide-ranging curriculum focused on sustainable tourism and destination business management. The intent is to appeal to a larger domestic demographic, engage a larger scope of tourism partners with Selkirk College, improve career opportunities for graduates, and secure transfer pathways.

EXPECTED START DATE:

Fall 2026

PURPOSE:

This program is designed to appeal to domestic students aged 19–25 who are seeking career-focused education with real-world relevance. It provides clear pathways to employment and entrepreneurship while supporting the regional tourism economy. Graduates will be equipped to take on roles in event management, destination marketing, guest experience coordination, food and beverage operations, and tourism business development—strengthening local communities and championing sustainable tourism practices. Through five themed semesters—including a paid work-integrated learning term and student-run hospitality events—students develop skills in tourism marketing, financial management, destination planning, guest service, event operations, and responsible leadership. With a strong emphasis on place-based learning and Indigenous perspectives, the program nurtures a new generation of tourism professionals who are equipped to innovate, collaborate, and lead in an evolving, growing global industry.

TRANSFERABILITY:

Existing RHOT articulation agreements are expected to be updated and expanded transfer opportunities put in place. The curriculum contains articulated business and tourism courses which block transfer into third year degrees in tourism, business and management.

ALIGNMENT:

Built on a foundation of sustainability, community engagement, and business strategy, the program integrates academic theory with applied learning in real-world settings. The program emphasizes learning by exploring the relationships between people, land, and local economies. Students will have opportunities to develop both foundational skills and leadership abilities through collaboration, creative problem-solving, field trips, event planning, and direct work experiences. The following table highlights the Dimensions of the Strategic Plan that are embraced by the STAD Program.

Table 1.

Dimension	Strategic Plan Goal	Program Learning Outcomes (PLO)
1.1	Deepen our relationship with the land and strengthen our commitment to environmental stewardship	1, 2, 3
1.2	Nurture our role as a trusted partner	6
1.3	Safeguard the college's long-term fiscal health	3
2.1	Support regional and community priorities through high demand applied learning, continuing education and research initiatives	3, 4, 5
2.2	Expand efforts to Indigenize and decolonize education and campuses	1, 2
2.3	Emphasize exceptional teaching and learning experiences across all programs	1, 4, 6
3.1	Inspire a culture of engagement and accountability, energized by the possibilities of change	5, 7, 8
3.2	Advance an informed, vibrant and respectful workplace culture	6
4.1	Prioritize innovative approaches to program and service delivery	2, 4, 5, 7
4.2	Create more engaging and memorable student experiences on our campuses	1, 4, 5, 6, 8
4.3	Cultivate an entrepreneurial spirit	3, 7

The following Table highlights the STAD Program Learning Outcomes, aligned key courses, and Strategic Plan Goals that align with each PLO.

PLO	***Program Learning Outcomes (PLO)***	***Strategic Directions***	***Key Aligned Courses***
1	Demonstrate responsible leadership by applying ethical, inclusive, and place-based approaches to tourism and destination management.	• 1.1 • 2.2 • 2.3 • 4.2	• STAD 120 – Introduction to Tourism • STAD 240 – Emerging Leaders • STAD 130 – Indigenous Rights and Enviro. Mgmt. • STAD 270 – Human Resources Mgmt. • STAD 265 – Liability and Risk Mgmt. • STAD 155 – Leadership Perspectives

2	Integrate Indigenous and community perspectives into tourism planning and guest experience design, by recognizing the importance of reciprocity, collaboration, and cultural understanding.	• 1.1 • 2.2 • 4.1	• STAD 170 – Field Studies • STAD 130– Indigenous Rights and Enviro. Mgmt. • STAD 155 – Leadership Perspectives
3	Develop sustainable tourism business strategies that balance economic viability with environmental stewardship and social responsibility.	• 1.1 • 1.3 • 2.1 • 4.3	• STAD 165 – Food Systems/Sustainable Culinary • STAD 160 – Destination Marketing/Brand Mgmt. • STAD 130 – Indigenous Rights and Enviro. Mgmt. • STAD 250 – Capstone Project • STAD 140 – Outdoor Recreation Mgmt. • STAD 235 – Business Case
4	Apply financial, operational, and marketing tools to create, manage, and promote tourism events, destinations, and experiences.	• 2.1 • 2.3 • 4.1 • 4.2	• STAD 225 – Profit and Performance • STAD 160 – Destination Marketing/Brand Mgmt. • STAD 250 – Capstone Project • STAD 255 – Simulation Lab • STAD 135 – Financial Accounting • STAD 260 – Conferences and Events • STAD 265 – Liability and Risk Mgmt.
5	Collaborate effectively in diverse, interdisciplinary teams to solve problems and deliver tourism services that meet real-world community and industry needs.	• 2.1 • 3.1 • 4.1 • 4.2	• STAD 150 – Professional Communications • STAD 230 – Experience Lab • STAD 181 – Work Term • STAD 235 – Business Case
6	Demonstrate professional communication and service excellence in tourism and hospitality settings through writing, speaking, and digital engagement.	• 1.2 • 2.3 • 4.2 • 3.2	• STAD 125 – Digital Applications • STAD 150 – Professional Communications • STAD 175 – Reservations/Guest Service Mgmt. • STAD 230 – Experience Lab

			• STAD 220 – BC Craft and Culture • STAD 181 – Work Term • STAD 160 – Destination Marketing/Brand Mgmt. • STAD 155– Leadership Perspectives
7	Use critical thinking and entrepreneurial skills to identify opportunities and innovate within the tourism sector.	• 3.1 • 4.1 • 4.3	• STAD 250 – Capstone Project • STAD 255 – Simulation Lab • STAD 235 – Business Case • STAD 260 – Conferences and Events
8	Reflect on personal and professional growth through experiential learning, applied projects, and work-integrated experiences.	• 2.3 • 3.1 • 4.2	• STAD 150 – Professional Communications • STAD 181 – Work Term • STAD 170 – Field Studies

LABOUR MARKET DEMAND AND CONSULTATION:

- *Tourism export revenue is up 7% year on year (inflation adjusted). As Canada's second-largest services export, tourism continues to contribute more to GDP than some of the largest industrial sectors like mining or automotive manufacturing*
- *Tourism sustains more than 265,000 businesses in 5000 communities from coast to coast to coast*
- *The number of jobs generated by tourism increased - 1 in 10 workers across the economy are supported by tourism industries*
- *Tourism activities generated $129.7 billion in revenues in 2024 - that's $350 million per day and represents a 3.5% increase (inflation adjusted) from 2023.*

*figures released by Destination Canada in July 2025

The School of Hospitality & Tourism underwent a far-reaching survey of industry which indicated a need for more trained workers in subject matter that has been woven into the STAD program. We have also been well supported by our long-standing and well represented industry advisory members for this update to our current curriculum.

TARGET STUDENT AND STUDENT DEMAND:

This program is designed to meet the needs of students interested in hospitality and tourism. Welcoming students from around the world but focusing on domestic students, this program targets students aged 19–25 looking for a business-savvy, experience-driven education rooted in sustainability, community, and relationship-building.

PROGRAM DELIVERY AND ACCESS:

With a strong emphasis on place-based learning and Indigenous perspectives, the program nurtures a new generation of tourism professionals who are equipped to innovate, collaborate, and lead in an evolving, growing global industry. Courses delivery will mirror other face-to-face programs in the School of H&T – it will be a student-centered approach which will blend theory and practice. Experiential opportunities will be had within the classroom, community and in industry settings where possible.

COLLABORATION:

The School of Hospitality & Tourism is fortunate to have extensive collaboration with industry, private businesses, resorts, hotels, tourism destinations and destination management organizations. We have successfully leveraged these relationships and plan to continue to manage these with our new program. We also have strong articulation agreements and exposure via other institutions. Within Selkirk College, further consultation and collaboration with the Circle for Inclusive Indigenous Education will be undertaken.

CURRICULUM:

Special attention was made to align and map out the STAD program themes, learning outcomes, and courses to ladder skill development and to align the program with the strategic vision and goals of Selkirk College.

Semester 1:

Start Your Journey – Foundations of Tourism, Place & Purpose *(15 credits)*

Start with an immersive introduction to the tourism industry. This semester sets the tone for learning by exploring the relationships between people, land, and local economies. Students develop foundational business skills while building appreciation for community, culture, and responsible travel.

Semester 2:

People & Place – Culture, Communication & Connection *(15 credits)*

Tourism is about people. In this semester students explore how strong communication, cultural awareness, and authentic relationship-building are essential for creating welcoming, sustainable, and community-driven experiences. Students define their leadership styles while engaging deeply with place-based tourism practices.

Semester 3:

Dive In – Work Practicum *(1 credit)*

This hands-on semester deepens students' understanding of how tourism supports local communities and builds meaningful connections between people and place. Through real-world experience, students begin to see the impact of their learning on guests, coworkers, and destinations.

Semester 4:

Build It – Business in Action *(15 credits)*

Apply learning to real-life challenges. In this action-packed semester, students design, deliver, and evaluate live hospitality and tourism events. They develop business plans, operate food and beverage service, and grow their leadership abilities through collaboration and creative problem-solving — all while prioritizing community, sustainability, and guest experience.

Semester 5:

Make Your Mark – Strategy, Stewardship & Sustainability *(15 credits)*

The final semester ties it all together. Students reflect on their learning journey and take on advanced challenges in event planning, human resources, and tourism risk management. With a strong focus on environmental and social responsibility, this semester empowers students to lead sustainable change within the tourism sector.

INSTITUTIONAL RESOURCES:

This program will make use of the resources already available to the RHOT program. Continued and renewed marketing and recruitment will need to accompany the new program.

POTENTIAL COSTS:

The majority of the program and course development will be completed by the end of the 25-26 fiscal year. Additional program development to a maximum of 20% FTE should be budgeted. The cost of delivering the program will be parallel with the existing RHOT program (2.7 FTE). As program reviews and curriculum development proceed across programs, further integration of courses across programs may be pursued resulting in efficiencies.

COST/BENEFIT:

It is expected that enrollment will increase and we will open 30 seats annually. As mentioned above, there is also potential to cross list several courses with other programs so that we can combine multiple cohorts.

ANALYSIS OF SUCCESS:

Sustainable application and conversion rates, SES surveys, PAS reports

TRANSITION PLAN:

Learning plans are in place to graduate all existing students in the RHOT and PGHM programs. If a previous RHOT student who did not graduate does appear, we will develop an internal course transfer to place them at an appropriate place in the STAD program.

PROGRAM

COURSE CODE	COURSE NAME	INSTRUCTOR HOURS	WEEKS OF DELIVERY	NEW COURSE DELIVERY	SELF-PACED DISTANCE LEARNING COURSE CREDITS	COMMENTS
FALL – YEAR 1						
STAD 120	**Introduction to Tourism**	45	15	All courses are in person, hybrid and online offerings may be developed	3	
STAD 125	**Digital Applications**	45	15		3	
STAD 130	**Indigenous Rights and Environmental Management**	45	15		3	
STAD 135	**Financial Accounting**	45	15		3	
STAD 140	**Outdoor Recreation Management**	45	15		3	
						15 credits
WINTER – YEAR 1						
STAD 150	**Professional Communications**	45	15		3	
STAD 155	**Leadership Perspectives: Voices from the Tourism Landscape**	30	12		2	
STAD 160	**Destination Marketing and Brand Management**	45	15		3	
STAD 165	**Food Systems and Sustainable Culinary Practices**	45	15		3	
STAD 170	**Field Studies: Relationships and Destination Immersion**	45	2		1	
STAD 175	**Reservations and Guest Service Management**	45	15		**3**	15 credits
FALL – YEAR 2						
STAD 181	**Work Practicum (*summer semester between yr 1 and yr 2)**	45	12		1	500hr paid summer work term
STAD 220	**BC Craft & Culture: Wine, Spirits, Cannabis, and Beer**	45	15		3	
STAD 225	**Profit & Performance: Sustainable Cost Controls**	45	15		3	
STAD 230	**The Experience Lab: Hospitality and Events in Action**	45	15		3	
STAD 235	**Business Case: Business Planning and Entrepreneurship**	45	15		3	
STAD 240	**Emerging Leaders: Finding Your Voice and Style**	45	15		**3**	16 credits
WINTER - YEAR 2						
STAD 250	**Capstone Project**	45	15		3	
STAD 255	**Simulation Lab: Business Strategy & Forecasting**	45	15		3	
STAD 260	**Conferences & Events**	45	15		3	
STAD 265	**Liability and Risk Management**	45	15		3	
STAD 270	**Human Resources Management**	45	15		3	
						15 credits

COURSE CODE	COURSE NAME	INSTRUCTOR HOURS	WEEKS OF DELIVERY	NEW COURSE DELIVERY	SELF-PACED DISTANCE LEARNING COURSE CREDITS	COMMENTS
TOTAL PROGRAM CREDITS					ENTER	

Briefing Note – New Program

Step One: Approval in Principle – Pre-Submission Stage

Date: September 24, 2025

Submitted by: Tracy Punchard

Program Title: Sustainable Tourism and Destination Management

School Chair: Marting Keyserlingk

Rationale for the development of this new program:

To keep pace with trends in tourism and economic development in that industry , the School of Hospitality & Tourism is proposing to modernize its curriculum and align its programming with Selkirk College's strategic vision with the creation of the Sustainable Tourism and Destination Management program (STAD). While adjusting to major IRCC changes in regard to international students, the decision was made to suspend the long standing Resort and Hotel Management (RHOT) program for the Fall 2025. This program will be phased out. Data showing strong industry growth and labour demand in the tourism sector along with energetic feedback and encouragement from industry and program advisory partners supports a transition away from our current hotel-specific RHOT programming to a more wide-ranging curriculum focused on sustainable tourism and destination business management. The intent is appeal to a much larger domestic demographic, engage a much larger scope of tourism partners with Selkirk College and ensure transfer pathways.

How does this proposal fit with the College Strategic Plan?

Tourism is a vital contributor to British Columbia's economy, particularly in rural and resort communities. Yet, the industry continues to face challenges in workforce development, sustainable planning, and business resilience. The STAD diploma addresses these gaps by offering a forward-thinking curriculum that aligns with Selkirk College's strategic priorities: fostering sustainability, Indigenization, community responsiveness, and experiential place--based learning. The program emphasizes learning by exploring the relationships between people, land, and local economies. Students will have opportunities to develop both foundational skills and leadership abilities through collaboration, creative problem-solving, field trips, event planning and direct work experiences.

Selkirk College

Describe the overall purpose of this program.

This program is purposefully designed to appeal to domestic students, particularly those aged 19–25 who are seeking career-focused education with real-world relevance. It provides clear pathways to employment and entrepreneurship while supporting the regional tourism economy. Graduates will be equipped to take on roles in event management, destination marketing, guest experience coordination, food and beverage operations, and tourism business development—strengthening local communities and championing sustainable tourism practices.

Through five themed semesters—including a paid work-integrated learning term and student-run hospitality events—students develop skills in tourism marketing, financial management, destination planning, guest service, event operations, and responsible leadership. With a strong emphasis on place-based learning and Indigenous perspectives, the program nurtures a new generation of tourism professionals who are equipped to innovate, collaborate, and lead in an evolving, growing global industry.

Target Student Population – What kind of students are most likely to be attracted to this program?

Domestic students, particularly those aged 19–25 who are seeking career-focused education with real-world relevance.

Labour Market information – What makes you believe there is demand for this program?

Based on figures released by Destination Canada in July 2025:

Tourism export revenue is up 7% year on year (inflation adjusted). As Canada's second-largest services export, tourism continues to contribute more to GDP than some of the largest industrial sectors like mining or automotive manufacturing

Tourism sustains more than 265,000 businesses in 5000 communities from coast to coast to coast

The number of jobs generated by tourism increased - 1 in 10 workers across the economy are supported by tourism industries

Tourism activities generated $129.7 billion in revenues in 2024 - that’s $350 million per day and represents a 3.5% increase (inflation adjusted) from 2023.

Transition Plan (complete only if the proposed program is replacing a current program being discontinued).

Which program is the proposed program replacing? *The current Resort and Hotel Management program suspended intake in Fall 2025. As such, no transition plan is required. If former students who did not graduate from RHOT inquire, we will work on internal transfer credit on a case by case basis.*

Do you want students currently in the discontinued program to be able to graduate from the proposed program providing they have met all the new program requirements?

If yes, are course substitutions and exemptions allowed?

If yes, specify which one(s):

Are there technology requirements?

If yes, indicate what they are:

Who have you consulted with on the development of this new program?

Faculty, students, program advisory members, local industry representatives

What is the desired implementation date for the new program? September 2026

Approval in Principle signatures:

School Chair

____Martin Keyserlingk_____

School Dean

Tracy Punchard

Vice President, Education and Students

___Taya Whitehead_____

Education Council Chair

Advise to the Board of Governors

Education Council reviewed and discussed this new program proposal at the October 7, 2025, meeting. The Council unanimously agreed to send this proposal to the Board of Governors for consideration to approve the Approval in Principle request.

"Pursuant to the CIA Section 23(1)(b), Education Council recommends to the Board of Governors the Approval in Principle for the new Sustainable Tourism & Destination Management Diploma Program." CARRIED

Step Two – enter new program details into the Curriculum Strategy (CS) workflow.

Final approval signatures:

School Chair

_____

School Dean

_____

Vice President, Education and Students

_____

Education Council Chair

_____

DRAFT 2025 -2026 Board Committee Calendar

Finance & Audit Committee

- Thursday, October 23, 2025 from 11:00 am – Noon, Rm S-118 & Teams
- Monday, January 19, 2026 from 1:00 pm – 2:00 pm, Rm S-118 & Teams
- Wednesday, March 11, 2026 from 1:00 pm – 2:00 pm, Rm S-118 & Teams
- Friday, May 29, 2026 from 10:30 am – Noon, Rm S-118 & Teams
- Late June/early July 2026 meeting TBC

Governance Committee

- Thursday, November 13, 2025 from 1:30 pm to 3:00 pm, Rm S-118 & Teams
- Monday, January 19, 2026 from 2:30 pm to 4:00 pm, Rm S-118 & Teams
- Monday, May 4, 2026 from 2:30 pm to 4:00 pm, Rm S-118 & Teams

HR Committee

- Friday, December 12, 2025 from 1 pm to 2 pm, Rm S-118 & Teams
- Tuesday, March 10, 2026 from 2:30 pm – 3:30 pm, Rm S-118 & Teams
- Thursday, June 4, 2025 from 1 pm to 2 pm, Rm S-118 & Teams

Selkirk College
Where place meets purpose.

DRAFT Board Committee Membership 2025/26

	Finance & Audit	Governance	Human Resources
	No fewer than 5 members, all of whom are appointed or elected students (no elected staff) 5 meetings a year	At least 3 members of the board, plus the Board Vice Chair. The Board Vice Chair chairs the committee. 3 meetings a year	No fewer than 3 appointed & not more than 5 appointed members (**no** elected students or employees) 3 meetings a year
Amed Naqvi, Chair	Yes	Yes	Yes
Thompson Hickey, Vice Chair	Yes	Yes	
Christy Andeson (Appointed member)	Yes	Yes	
Debbie Bird (Appointed member)			Yes
Ken Wyllie (Appointed member)	Yes	Yes	
Mary Austin (Appointed member)			Yes
Satinder Kaur (Appointed member)	Yes		
Roly Russell (Appointed member)		Yes	
Bronwyn Krause (PPWC elected)		Yes	
Kim Pham (SCFA elected)		Yes	
Darcy Falkenhagen (EdCo Chair)		Yes	
Diksha Salwan (Student Member)			
Gurwinder Singh (Student member)			
Chair	To be elected	Thompson (Vice Chair as per ToR, not elected)	To be elected