



Ministry of Advanced Education

Overview for New Minister

September 2012





Ministry of Advanced Education

Vision:

Quality post-secondary education that fosters innovation, strong communities and bright futures.

Mission:

We provide leadership to a dynamic, integrated and responsive post-secondary system to maximize benefits to all British Columbians.

Plan on a Page

VISION

Quality post-secondary education that fosters innovation, strong communities and bright futures.

MISSION

We provide leadership to a dynamic, integrated and responsive post-secondary system to maximize benefits to all British Columbians.

GOAL 1 (System):

A quality post-secondary education system that provides BC with a global competitive advantage.

STRATEGIC PRIORITIES:

1. We must provide leadership to achieve a shared vision across our world class post-secondary education system.
2. We must develop a highly internationalized education system.
3. We must build on the current strengths to enhance the quality of our post-secondary education.

GOAL 2 (Society):

A relevant and sustainable post-secondary education system that maximizes returns on investment.

STRATEGIC PRIORITIES:

1. We must be exceptional stewards of a post-secondary education system that is strong, accountable, transparent and delivers value.
2. We must use and provide quality information for decision making and better outcomes.
3. We must increase collaboration, innovation and partnerships.

GOAL 3 (Students):

Students are empowered and supported to achieve their education, employment and training goals.

STRATEGIC PRIORITIES:

1. We must respond and adapt to the diverse and changing educational needs of students.
2. We must increase participation and successful completion of all students.
3. We must align post secondary education training and programs with labour market demand to achieve a highly skilled workforce.

GOAL 4 (Our Team):

A supportive environment and a sense of shared purpose that builds on our strengths and transcends change.

STRATEGIC PRIORITIES:

1. We must support, empower and inspire each other to achieve our shared vision.
2. We must communicate, collaborate and innovate.
3. We must exemplify a culture of learning to position us now and for the future.
4. We must provide employees the support and tools to



Key Issues and Priorities

- Regional Economic Development
- Supporting BC Jobs Plan and Trades Training
- International education
- Aboriginal education
- Shared Services, Facilities Renewal and Contractual Negotiations
- Accountability and Quality Assurance
- Student Financial Aid – Renewal and Integration with Canada
-

S. 16

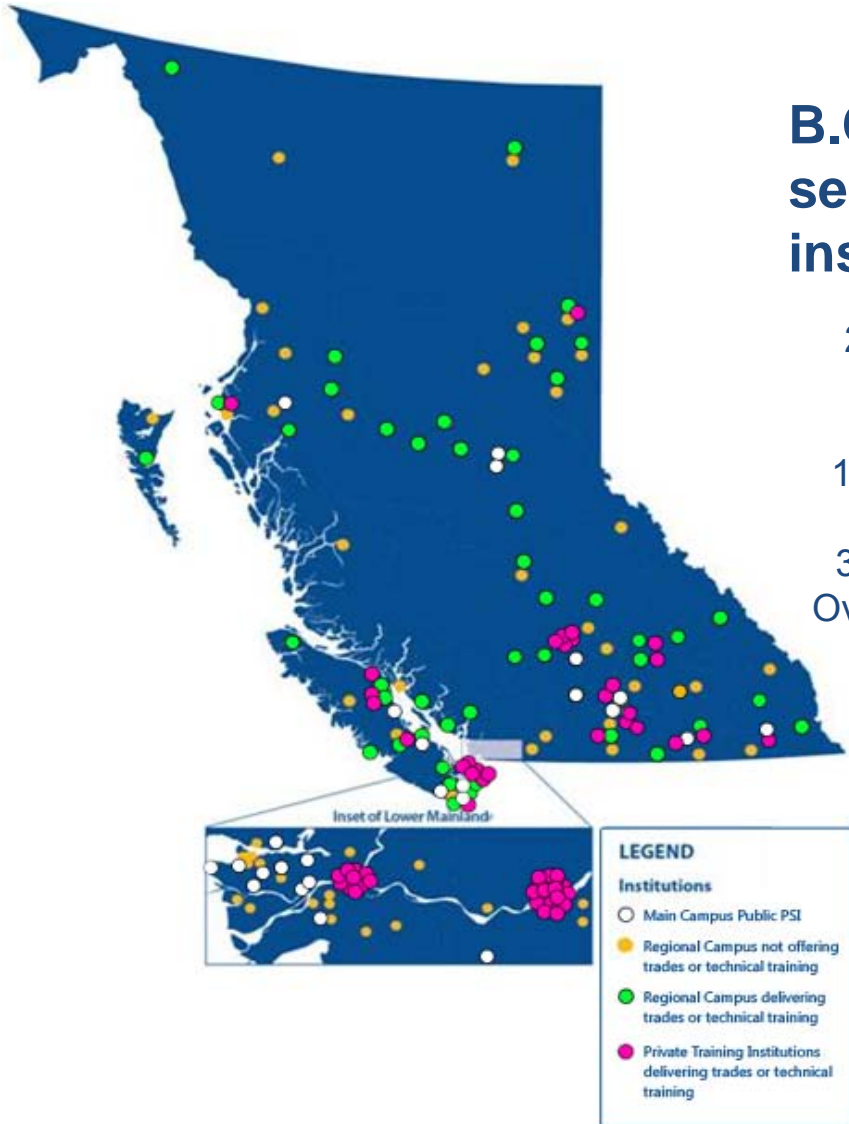


B.C. has a regional post-secondary system with diverse institution types

- 25 public post-secondary institutions throughout the province
- 13 private theological institutions
- 17 private and non-B.C. public degree granting institutions
- 327 private career training institutions
- Over 40 Aboriginal controlled institutions

Total public investment from direct funding to institutions and organizations, provincial student financial assistance, and AVED = \$1.96 billion

- **\$14 billion in capital assets**



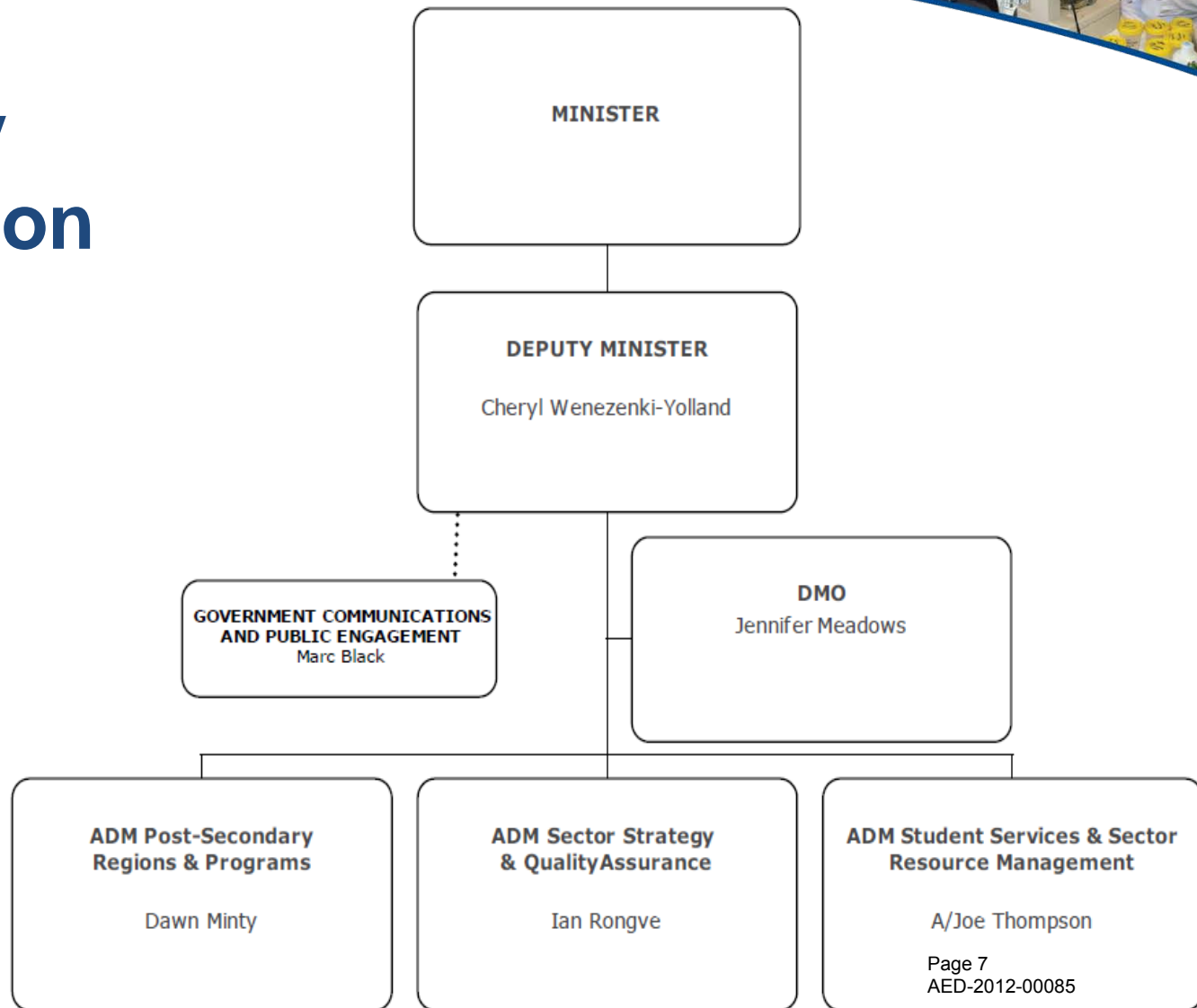


Accountability Reporting

- Education Quality Assurance (EQA) is B.C.'s brand of quality for private and public post-secondary education.
 - enhances credibility and reputation of excellence.
 - institutions must apply and meet quality standards
- Public Post-Secondary institutions submit annual reports to Ministry
- Private Post-Secondary institutions submit annual reports to PCTIA
 - Students at registered institutions are eligible for student financial aid and institutions must comply with regulatory processes to maintain their designation



Ministry Organization





Ministry Executive – Your Team

- Cheryl Wenezenki-Yolland: Deputy Minister
- Dawn Minty
ADM Post-Secondary Regions & Programs
- Ian Rongve
ADM Sector Strategy and Quality Assurance
- Joseph Thompson
A/ADM Student Services & Sector Resource Management



Key Achievements 2011/12:

- Negotiated Government Letters of Expectation with 25 public post-secondary institutions
- Initiated engagement with the public on a new quality assurance framework
- Developed an International Education Strategy to attract more international students, provide global learning opportunities for B.C. students and maximize social and economic benefits.
- Developed an Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan in collaboration with Aboriginal and post-secondary partners
- Began establishing regional workforce tables in Northern BC



Key Priorities for the Coming Year

- BC Jobs Plan
- Elevate the profile and promote pride in trades
- Continuing to work closely and collaboratively with the sector to achieve the targets in the fiscal plan
- Investing nearly \$1.9 billion in post-secondary education, along with more than \$460 million in capital investments over three years
- Service delivery transformation initiative
- We are continuing to help Aboriginal students start, stay in, and succeed in post-secondary education and training.
- A comprehensive review of Student Financial Aid.
- International Education
- Comprehensive quality assurance across the post-secondary education sector



**MINISTRY OF ADVANCED EDUCATION,
INNOVATION AND TECHNOLOGY
AND MINISTER RESPONSIBLE FOR MULTICULTURALISM**

Purpose of the Ministry:

The vision of the Ministry of Advanced Education, Innovation and Technology is for a quality post-secondary education that fosters innovation, strong communities and bright futures.

The Ministry was created to help British Columbians develop the knowledge and skills needed to reach their full potential and to ensure British Columbia successfully competes in the global knowledge economy.

In this regard, the Ministry provides leadership to a dynamic, integrated and responsive post-secondary system to maximize benefits for all British Columbians. A collaborative, innovative, high quality post-secondary education sector is vital to fulfilling provincial and regional labour market needs and positioning British Columbia for the future.

Further, the Ministry invests in innovation and research to fuel the continued growth and diversification of the economy and improve British Columbians' environment, health and quality of life. This results in high-paying jobs that give families economic stability and build vibrant communities for future generations.

Through EmbraceBC and a range of multiculturalism programs, the Ministry promotes the acceptance and appreciation of diverse cultures recognizing that this diversity enriches the lives and contributes to the prosperity of all British Columbia families and communities.

The Ministry plays a crucial role in supporting *Canada Starts Here: The BC Jobs Plan*. The success of individuals, families and businesses depends on their ability to gain the knowledge and skills they need to participate and prosper in both the provincial and global knowledge-based economy. British Columbia's post-secondary institutions prepare students to become leaders, innovators, entrepreneurs and highly skilled workers.

The Ministry provides programs and services designed to ensure post-secondary education is accessible and meets the diverse needs of citizens. This includes removing financial and geographic challenges.

The Ministry is responsible for ensuring accountability for the expenditures made related to British Columbia's post-secondary system. An accountability framework is used to assess the effectiveness of public post-secondary institutions in providing high quality educational opportunities relevant to the needs of students and the labour market. Through this accountability framework, funding agreements, legislation, letters of expectation, performance measures and reporting requirements the Ministry ensures institutions are held accountable for their spending as well as being strong stewards of the resources they manage.



Ministry Crown Corporations and Agencies:

- Private Career Training Institutions Agency
- British Columbia Council on Admissions and Transfers
- Degree Quality Assessment Board
- British Columbia Council for International Education
- BCcampus
- British Columbia Electronic Library Network
- BC Innovation Council
- Premier's Technology Council
- Multicultural Advisory Council

Budget 2012/13:

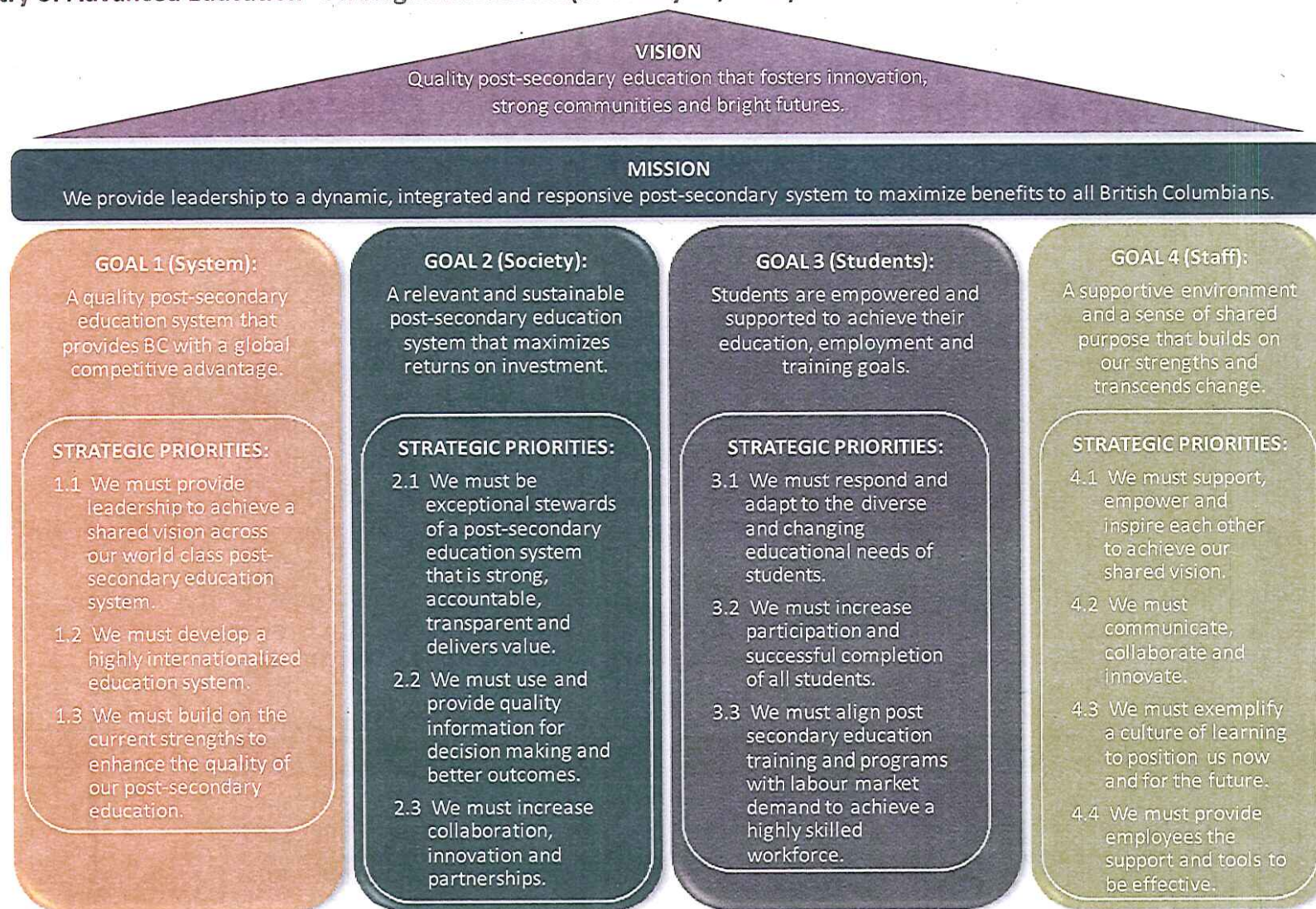
\$1,971,938 billion*

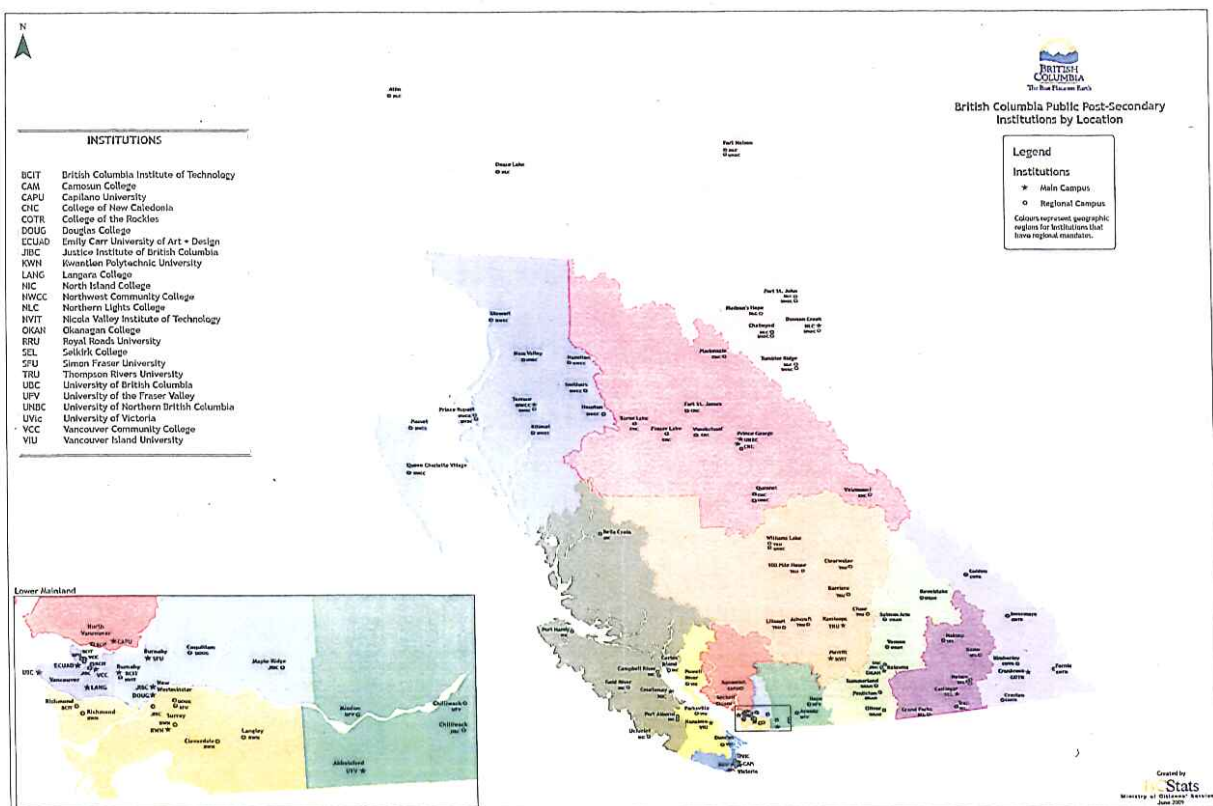
Full Time Equivalents (FTEs) 2012/13:

261 FTEs*

** Former Ministry of Advanced Education budget and FTEs only. Does not include any additional budget or FTEs related to the government reorganization (research and innovation and multiculturalism).*

Ministry of Advanced Education - Strategic Framework (as of July 24, 2012)





**Ministry of
Advanced Education**

**2012/13 – 2014/15
SERVICE PLAN**

February 2012



For more information on the British Columbia
Ministry of Advanced Education,
see Ministry Contact Information on Page 23 or contact:

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or visit our website at
www.gov.bc.ca/aved

Published by the Ministry of Advanced Education

Message from the Minister and Accountability Statement



I am pleased to present the *Ministry of Advanced Education 2012/13 – 2014/15 Service Plan*.

British Columbians can take pride in our post-secondary education system. Our universities, colleges and specialized institutes enjoy a well-deserved reputation for excellence, both here at home and around the world.

It is critically important to British Columbia's success that we meet the future demands for workers. Our government believes that post-secondary education is a key component to our province's economic growth and will support the *BC Jobs Plan*.

Over the last decade, we've built a reputation that we can be proud of, training hundreds of thousands of British Columbians for the careers and jobs that help them participate in the knowledge economy. Our \$1.9 billion in annual government funding is making education more accessible and affordable for citizens. It is training professionals and practitioners in fields from health care to trades, and helping to propel our economy.

The *BC Jobs Plan* was created to ensure B.C. is well-positioned to emerge from today's economic uncertainty even stronger than before, with a highly skilled workforce that will form the foundation for a renewed and re-energized economy that benefits B.C. families.

One of the ways in which my Ministry is working toward that goal is through our relationships with other countries – particularly around the Asia Pacific region. B.C.'s location and reputation for excellence makes it a natural destination for international students and investment.

My Ministry is also working to streamline the ways in which we communicate with students and their families, through improved online and mobile applications that provide better access to information, along with education and career planning tools.

B.C. is forecast to have more than one million job openings in the next ten years, and we already know that more than 78 per cent of those jobs will require at least some kind of post-secondary education. By continuing to work closely with our post-secondary institutions, we can ensure the training they offer supports an educated and highly-skilled workforce, ready to fill those jobs.

We will use our world-class advanced education system to harness the potential of B.C.'s workforce and close the gap between the supply and demand for skilled talent. We will also work to increase participation of Aboriginal learners by helping to eliminate barriers to achieving post-secondary success.

I'm proud of the work we do in this Ministry and our role in helping all British Columbians meet their true potential. Post-secondary education and training provides the foundation for good jobs to support our families and develops our capacity to compete in the global knowledge economy.

I want to thank Ministry staff and our many stakeholders and partners for their continuing support and dedication over the past year. I know that by working together, we can achieve our goals.

The *Ministry of Advanced Education 2012/13 – 2014/15 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.



Honourable Naomi Yamamoto
Minister of Advanced Education

February 21, 2012

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Purpose of the Ministry

The Ministry of Advanced Education was created to help British Columbians develop the knowledge and skills needed to reach their full potential and to ensure B.C. successfully competes in the global knowledge economy. The Ministry provides leadership to a dynamic, integrated and responsive post-secondary system to maximize benefits for all British Columbians. A collaborative, innovative, high quality post-secondary education sector is vital to fulfilling provincial and regional labour market needs and positioning B.C. for the future. This means the Ministry must ensure accessible, affordable, high quality post-secondary education and training opportunities are available.



The Ministry plays a crucial role in supporting the provincial government's new strategy *Canada Starts Here: The BC Jobs Plan*. The success of individuals, families and businesses depends on their ability to gain the knowledge and skills they need to participate and prosper in both the provincial and global knowledge-based economy. B.C.'s post-secondary institutions prepare students to become leaders, innovators, entrepreneurs and highly skilled workers.

The Ministry provides programs and services designed to ensure post-secondary education in the province is accessible and meets the diverse needs of citizens. This includes removing financial and geographic challenges. Maintaining the affordability of post-secondary education for students must be balanced with government's responsibility to taxpayers. Tuition rates are the fourth lowest in Canada and increases remain capped at 2%. The Ministry administers student financial aid programs, which help eligible students with the costs of their post-secondary education through loans, grants, bursaries, scholarships and special programs. Additional funding programs are in place to assist under-represented students and learners with disabilities, including grants and supports for access to services.

Many programs offered by the post-secondary institutions can be completed on a part-time basis, in the evenings or on weekends, so that learners can balance family needs and their own professional development needs. B.C.'s regional system and online courses allow students to study from home, which helps families and benefits communities.

The Ministry is responsible for ensuring accountability for the expenditures made related to B.C.'s post-secondary system. An accountability framework is used to assess the effectiveness of public post-secondary institutions in providing high quality educational opportunities relevant to the needs of students and the labour market. Through this accountability framework, funding agreements, legislation, letters of expectation, performance measures and reporting requirements the Ministry ensures institutions are held accountable for their spending as well as being strong stewards of the resources they manage.

The Ministry is working to capitalize on B.C.'s educational advantages and to continue the worldwide recognition for quality, making B.C. a destination of choice for students to study, live, work and invest. Through partnerships with public universities, colleges and institutes, the Ministry enables these institutions to have the independence and flexibility needed to pursue unique areas of excellence in a way that provides better services for students. The Ministry strives to position the public post-secondary system as a leader in research and innovation, which attracts the brightest minds and facilitates their career development and ability to do advanced research. This investment will lead to new products, industries and career opportunities for British Columbians.

System at a Glance (2010/11)

- \$1.9 billion government funding generates:
 - \$4.8 billion annual expenditure
 - 36,000 employees
 - 50,000 annual credentials
 - 206,000 student spaces
 - \$35.6 billion annual impact on GDP
- High school to public post-secondary transition (3-yr rate): 67%
- Student satisfaction with public post-secondary education: 94%

The job market is changing. New careers, sectors and industries are emerging. B.C.'s public post-secondary institutions are focused on providing British Columbians with job-ready skills. They need to offer programs that are relevant and anticipate future trends and labour market needs for those who choose to live, work and study in B.C. The Ministry collaborates with post-secondary institutions and other partners to predict labour market trends and new emerging career opportunities to provide the provincial labour market with the right people with the right skills at the right time.

British Columbia has a diverse private post-secondary sector that offers further education choices through a range of programs including degrees, career training and English as a Second Language. Private degree granting and career training institutions are subject to legislative and regulatory frameworks. The Ministry is responsible for the Private Career Training Institutions Agency, which regulates private career training institutions across the province. The B.C. Education Quality Assurance designation identifies B.C. public and private post-secondary institutions that have met or exceeded provincial government recognized quality assurance standards and offer consumer protection.

The Ministry supports implementation of the provincial Climate Change Adaptation Strategy. This Strategy calls on government agencies to consider, where relevant, climate change and its impacts in planning, projects, policies, legislation, regulations and approvals by assessing business risks and opportunities related to climate change. Adaptation is a vital part of government's climate change plan. It means taking action now to prepare for a changing climate and its impacts on ecosystems, resources, businesses and communities.

Looking ahead, strong leadership is essential to balancing the challenges and opportunities facing the post-secondary education sector in meeting the needs of learners and the labour market. Fostering increased collaboration and building an integrated, innovative post-secondary sector is a challenge, an opportunity and a Ministry commitment.

Strategic Context

The Ministry operates within a challenging, complex and constantly changing environment. The Ministry must anticipate these challenges and act on opportunities to achieve its vision of quality post-secondary education that fosters innovation, strong communities and bright futures.

Key Strengths of British Columbia

High Quality Education – B.C. is recognized for having a high quality post-secondary system. To increase B.C.'s ability to attract students, B.C. has become the first, and only, province in Canada with a provincial seal of quality for post-secondary education. The Education Quality Assurance (EQA) designation serves as a signal to both domestic and foreign students that participating public and private post-secondary institutions have met or exceeded government recognized quality assurance standards.

Advances in Technology – The world is more connected and reliant on technology than ever before. The rapid pace of technological change is altering how students and their families are interacting with institutions and government. Students want to learn what, when and where they choose and have convenient access to information about educational and career opportunities. Technology has already



transformed the way learning takes place. It is eliminating geographic barriers through online learning opportunities. BCCampus is the provincial gateway to over 2,000 online courses, programs and student services for higher education.

The Ministry is improving and modernizing the way it does business and provides services to better meet the needs of students, their families, institutions and other stakeholders. To take advantage of the increasing use of web-based and other technologies, the Ministry is building an online gateway offering a no-wrong-door approach to online and mobile self-service information and education planning tools. Improved web-based and mobile information, support and services will help students and their families make timely, well-informed choices about their educational and career paths.

Opportunities

B.C.'s Competitive Advantage – B.C. is geographically located at an important global trade crossroad between Asia and United States, the world's two biggest markets. Proximity to the Asia Pacific region gives B.C. a strategic advantage. B.C. has a wealth of natural resources, a skilled workforce, world-class infrastructure, a strong, balanced fiscal foundation and diverse, inclusive communities. It is well positioned to attract investors, workers, entrepreneurs, innovators and students from around the world.

B.C. boasts many multi-cultural communities. Its post-secondary institutions are respected internationally for both their teaching and research. B.C. is seen as a hub for higher education. By leveraging these advantages, the Ministry can attract both provincial and international interest, bright minds and further investment.

Engaging Citizens – The Government of British Columbia is changing how it interacts with the public. It is talking with citizens more often about the issues that affect them. Engaging citizens helps government to better understand peoples' interests and opinions. Knowing what is important to people can lead to more responsive government and better solutions.

The Ministry is taking a more collaborative approach to innovation and problem solving through ongoing dialogue with the public on policies and programming related to post-secondary education. The Ministry will look for opportunities to engage students, families, institutions, businesses, employers, and other partners in conversations about complex issues related to education and training to build creative and innovative solutions together.

Key Challenges

B.C.'s Economy – The Economic Forecast Council estimates that British Columbia's real GDP grew by 2.2 per cent in 2011 and projects that the rate of real GDP growth will remain at 2.2 per cent in 2012, before increasing to 2.5 per cent in 2013. Risks to British Columbia's economic outlook include a return to recession in the United States; the European sovereign debt crisis threatening the stability of global financial markets; slower than anticipated economic growth in Asia dampening demand for B.C. exports; and a weakening of the U.S. dollar disrupting the financial markets and raising the cost of B.C. exports abroad.

Demographic Trends and Skills Shortages – The Conference Board of Canada predicts labour shortages, caused by demographic trends and skill shortages, will present a challenge to private and public sector employers for the next several years. B.C.'s Labour Market Outlook estimates there will be over one million new job openings by 2020¹. Approximately 78 per cent of those job openings will require some form of post-secondary education or training². Of that 78 per cent, approximately 365,000 will require a university education and 435,000 will require a college or trades certificate. At present, only 60 per cent of B.C. citizens possess post-secondary education³. B.C.'s continued economic prosperity depends on the post-secondary sector's ability to provide learners with the education and training they will need to thrive in domestic and international labour markets.

¹ Skills for Growth: British Columbia's Labour Market Strategy to 2020, p2

² British Columbia Labour Market Outlook: 2010-2020. Retrieved from <http://www.workbc.ca/docs/BCLMOutlook.pdf>

³ British Columbia Labour Market Outlook: 2010-2020. Retrieved from <http://www.workbc.ca/docs/BCLMOutlook.pdf>

Goals, Objectives, Strategies and Performance Measures

The Ministry's 2012/13 – 2014/15 Service Plan builds on plans and efforts from previous years. It aligns with and supports achievement of government's current province-wide priorities on:

- Jobs and the Economy
- Families First
- Open Government and Citizen Engagement.

Over the next three years, the Ministry will continue to build on the strengths of the post-secondary system to provide quality post secondary education that fosters innovation, strong communities and bright futures for students who choose to live, work and study in B.C.

Goal 1: British Columbia's post-secondary education system is relevant and responsive in meeting the needs of the economy and society

B.C.'s ability to compete and succeed in the global knowledge economy is dependent upon its ability to create a highly skilled, flexible and adaptable workforce. B.C. faces a growing demand for skilled workers at a time when the province is grappling with an aging population and worker shortages in high-skilled occupations and high-growth industries, such as health care, services, trades, transportation, and natural resources.

The Ministry is working to create a global competitive advantage that will attract domestic and international learners and create a 'social gateway'. Building new relationships between British Columbians and people from other countries will increase cultural awareness, foster innovation, encourage investment and develop global citizens. The Ministry will work with key ministries, including the Ministry of Education, stakeholders and institutions on the internationalization of our post-secondary education system in ways that will benefit students, families, society and B.C.'s economy.

The Ministry will strengthen B.C.'s quality assurance system to build a common quality assurance framework across the entire post-secondary system to serve as a signal to both domestic and foreign students that B.C. is a destination of choice for students to learn, live, work and invest.



Working together with the Ministry of Finance and post secondary institutions, the Ministry will improve student outcomes, employability and post-secondary education's contributions to B.C.'s economy and society. By strengthening institutional accountability and improving linkages to the funding model, the Ministry will ensure post-secondary institutions meet provincial quality, relevancy, efficiency, accessibility and capacity standards.

Objective 1.1: British Columbians are able to fulfill their full potential through access to high quality education and skills and trades training that stimulate innovation and meet future economic needs

Strategies

- Align programs and skills and trades training with current and projected labour market needs by:
 - targeting investment in priority areas such as health education programs
 - identifying and targeting expanding sectors of the economy such as liquefied natural gas and shipbuilding
 - sharing labour market data, analysis and forecasts with post-secondary education providers, and
 - working with public post-secondary institutions and the Ministry of Jobs, Tourism and Innovation to enhance labour market demand and supply modeling.
- Work with the Ministry of Jobs, Tourism and Innovation to create Regional Workforce Tables that will inform how institutions can effectively deliver regionally based skills development programs and ensure they align with regional employment needs.
- Work with post-secondary institutions to promote entrepreneurship education and realize additional returns on investments in research and innovation.
- Expand and strengthen B.C.'s quality assurance system to provide students with a recognizable symbol of quality education to make B.C. more attractive to domestic and international students.

Performance Measure 1: Student outcomes – Unemployment rate

Performance Measure	2010/11 Baseline	2011/12 Forecast ³	2012/13 Target	2013/14 Target	2014/15 Target
Unemployment rate by Level of Education completed	With high school credentials or less: 14.0% ¹	With less than or equal to high school credentials	With less than or equal to high school credentials	With less than or equal to high school credentials	With less than or equal to high school credentials
Overall	9.0% ²				
Diploma, associate degree and certificate graduates	10.9% ²				
Apprenticeship graduates	9.6% ²				
Bachelor degree graduates	6.6% ²				

Data Source: Baccalaureate Graduates Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey, Apprenticeship Student Outcomes Survey, and Labour Force Survey.

¹ Baseline is the unemployment rate for people aged 18 to 28 year with high school credentials or less from the 2010 annual Labour Force Survey.

² 2010 survey data are the latest available. The margin of error for the overall system unemployment rate was plus or minus 0.3%, for diploma, associate degree and certificate graduates it was plus or minus 0.5%, for apprenticeship graduates it was plus or minus 0.8% and for bachelor degree graduates it was plus or minus 0.4% (19 times out of 20). Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

³ It is not known what the unemployment rate for those aged 18 to 29 years with high school credentials will be over the next three years. For each annual report, the Ministry uses data from the most recent annual Labour Force Survey unemployment rate to assess the measure.

Discussion

One of the major objectives of a post-secondary education is to develop citizens with the knowledge and skills to fully participate in today's competitive and evolving economy. This measure reflects the relevance of post-secondary credentials to the market place and provides an indication of how successful public post-secondary institution graduates are in making the transition from post-secondary education to employment.

The measure compares British Columbia public post-secondary institution graduates' unemployment rates with the unemployment rate for British Columbians aged 18 to 29 years with high school credentials or less. There is a well-observed association between higher education and lower rates of unemployment. The target for this measure is that former students and graduates should have a lower level of unemployment than those people with high school credentials or less. Lower unemployment will positively affect individuals, families and whole communities as well as B.C.'s overall economic prosperity.

Performance Measure 2: Graduates reporting their knowledge and skills are useful in their employment

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percent of public post-secondary graduates reporting that their knowledge and skills are useful in their employment					
Overall	84%	Data not yet available	≥90%	≥90%	≥90%
Diploma, associate degree and certificate graduates	81%				
Apprenticeship graduates	96%				
Bachelor degree graduates	85%				

Data Source: Student Outcomes Surveys, Baccalaureate Graduates Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey, and Apprenticeship Student Outcomes Survey.

¹ 2010 survey data are the latest available. The margin of error for the overall percentage of graduates reporting useful knowledge and skills was plus or minus 0.4%, for diploma, associate degree and certificate, apprenticeship, and bachelor degree graduates the margin of error was plus or minus 0.6% (19 times out of 20). Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

Discussion

This measure is an indication of how successful public post-secondary institutions are in providing quality educational opportunities that are relevant to the needs of students and the needs of the labour market. It measures the percentage of employed graduates of B.C. public post-secondary institutions

who indicated the knowledge and skills they acquired through their education was very useful or somewhat useful in performing their job. Providing economically useful knowledge and skills equips individuals to participate in the work force, strengthens families, and contributes to a dynamic economy.

Performance Measure 3: Students satisfied with their education

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percentage of public post-secondary students satisfied with their education					
Overall	94%	≥90%	≥90%	≥90%	≥90%
Former diploma, associate degree and certificate students	94%				
Apprenticeship graduates	95%				
Baccalaureate degree graduates	95%				

Data Source: Student Outcomes Survey, Baccalaureate Graduates Survey, Diploma, Associate Degree, and Certificate Student Outcomes Survey and Apprenticeship Student Outcomes Survey.

¹ 2010 survey data are the latest available. The margin of error for the overall percentage of graduates rating the satisfaction with the education they received positively was plus or minus 0.2%, for diploma, associate degree and certificate students it was plus or minus 0.2%, for apprenticeship graduates it was plus or minus 0.6%, and for bachelor degree graduates it was plus or minus 0.3% (19 times out of 20). Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

Discussion

One of the major objectives of the post-secondary system is to provide a quality education to students. Student satisfaction is very important to student learning and the reputation of B.C.'s post-secondary sector. Students consistently report very high satisfaction with their education at B.C.'s public post-secondary institutions.

Objective 1.2: B.C. has an internationally recognized post-secondary education system

Strategies

- Develop and implement an International Education Strategy, capitalizing on B.C.'s education, economic and social advantages, in order to increase international enrolments and assist in the internationalization of BC's education system that includes:
 - expanding opportunities for B.C. students to gain knowledge and build relationships that will enable them to be successful in an increasingly global society;
 - promoting B.C. in key target markets to encourage international students to pursue further learning in B.C. and create opportunities for British Columbians to study abroad, and
 - providing international students with an online gateway offering a no-wrong-door approach to key information.

- Explore the potential for a single body to oversee formal credential assessments for foreign-trained professionals including the review of best practices and options for foreign credential recognition developed.

Performance Measure 4: International students studying in British Columbia

Performance Measure	2011/12 Baseline	2012/13 Target	2013/14 Target	2014/15 Target	2015/16 Target
50% increase of the total current number of international students studying in British Columbia over the next four years.					
Overall (K-12, private language, post-secondary)	94,000	TBD	TBD	TBD	141,000

Data Source: Citizenship and Immigration Canada, Ministry of Education, Public Post-Secondary Institutions, and Languages Canada

Discussion

International education offers valuable social and cultural opportunities for our educational institutions, domestic students and communities throughout British Columbia. International students enrich our campuses, classrooms and communities, and when British Columbians study or teach abroad, they develop lifelong international connections and global perspectives.

Significant economic benefits also accompany the increased internationalization of our education system. Students drive economic growth, create jobs, foster research and innovation and meet provincial labour market needs. As part of *Canada Starts Here: The B.C. Jobs Plan*, the Government of British Columbia announced plans to develop an International Education Strategy and set a goal of growing our international student presence by 50 per cent over four years. Each year, approximately 94,000 international students choose B.C. to pursue their educational goals, including 28,000 in our public post-secondary system, 11,000 attending private post-secondary, 43,000 in public/private language schools and 12,000 in public/independent K to 12.

This measure tracks our progress over a four-year period as we move towards the 50 per cent target. It is anticipated that growth will be higher in years 3 and 4, as a result of actions implemented under the International Education Strategy.

Objective 1.3: B.C.'s post-secondary education sector is fully accountable, transparent and demonstrates value

Strategies

- Strengthen institutional accountability with performance expectations to align investments to *The BC Jobs Plan* priorities including labour market and community needs.
- Improve financial and performance reporting by developing a financial community of practice across the provincial post-secondary sector.
- Complete an annual review of borrower default rates at institutions to ensure programs align with labour market needs so that students will be able to find jobs in the careers they have trained for thereby reducing the number of borrowers defaulting on their student loan.

Goal 2: A collaborative, innovative and dynamic education sector, built on a common vision and strong partnerships

The rate and magnitude of change, as well as the complexity of the challenges and opportunities facing B.C. and the world, mean cooperation and innovation are essential. Institutions need to work together as one system, not in competition or in isolation, but as an integrated whole. The Ministry will facilitate the development of a common vision and purpose across the post-secondary education system, building on collective strengths, minimizing duplication and maximizing the overall value of the system to the people of British Columbia while allowing institutions to maintain the autonomy necessary to preserve academic freedom and to flourish.

The Ministry will build on strengths, leverage resources and create new partnerships which will provide the greatest benefit to British Columbians. To improve engagement and student outcomes, the Ministry will build on existing relationships and forge new partnerships with students, business, communities, families and institutions.

Objective 2.1: B.C. has a dynamic, integrated post-secondary education sector with a common vision and direction

Strategies

- Lead discussions with institutions and the public to collaborate and participate in the development of services and policies.
- Provide access to post-secondary data and information to increase opportunities for engagement with institutions and improve decision making.

Performance Measure 5: Students satisfied with their transfer experience

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percentage of diploma, associate degree and certificate transfer students who rated their overall transfer experience positively					
Satisfaction with Transfer	83%	≥90%	≥90%	≥90%	≥90%

Data Source: Survey Outcomes Surveys, Diploma, Associate Degree, and Certificate Student Outcomes Survey 2010.

¹ 2010 survey data are the latest available. The margin of error for this measure was plus or minus 1.3% (19 times out of 20) attempts are made to contact all eligible students (about 26,000 each year) and a response rate of at least 50% is achieved.

Discussion

Many students in B.C. transfer from one institution to another. Diploma, associate degree and certificate students who had transferred were asked how satisfied they were overall with their transfer experience. In 2010, 83% of students who transferred were satisfied or very satisfied with their transfer experience, down slightly from the previous years' results. Ease of transfer contributes to seamlessness, which in turn improves access.

Objective 2.2: Government, post-secondary institutions and communities have strong partnerships

Strategies

- Lead discussions on creating a common vision and purpose across the post-secondary education system.
- Leverage and enhance partnerships with post-secondary institutions and other agencies, to encourage innovation in the post-secondary system (e.g.: BCcampus, BC Council on Admissions & Transfer, Private Career Training Institutions Agency, Aboriginal partner tables and the Industry Training Authority).

Goal 3: B.C.'s public and private post-secondary and K to 12 systems work with families, business and communities to support a student-centered experience that positions students for success

The needs of today's learners are changing. They want and need easy access to learning. They want to gain the knowledge and skills that will prepare and equip them to succeed in rewarding careers. A seamless student experience is one that provides students with information, support and services in a way that ensures a smooth, effortless transition throughout their educational experience and into the labour market. Seamlessness means learners can access education when, where and how they want. It also provides learning that is mobile, relevant, secure and connected.

An accessible post-secondary system provides opportunities for students with academic and creative potential. All citizens should have equitable and affordable access to post-secondary opportunities. The Ministry is working to meet current and future learner needs through improved access and affordability. It is improving students' access to financial planning information. Working with the Ministry of Labour, Citizen Services and Open Government the Ministry is modernizing the way services, information, and support are provided. It is using web-based technology to increase engagement and find new ways to interact with students, institutions and citizens.

To gain stakeholder input, the Ministry will use a variety of engagement tools and approaches. To encourage creativity and new solutions to complex situations as well as foster and model improved transparency, the Ministry is sharing more information through Open Data and Open Information initiatives. These efforts will encourage greater citizen engagement and public conversation. By facilitating the sharing of information, the Ministry is helping students, families, institutions, communities and businesses to plan the future together.



Objective 3.1: The student's journey from K-12 to post-secondary to the labour market is seamless

Strategies

- Work with the Ministry of Education to develop a joint strategy to increase the number of K-12 students entering post-secondary education and training programs.
- Support and enhance “dual credit” programs so high school students can earn post-secondary credits.
- Work with agencies such as the BC Council on Admissions and Transfer and BCcampus to implement and/or explore recommended actions from the BC transfer system business process review in order to create seamless mobility for students and greater portability of credits.

Performance Measure 6: Transition from high school to post-secondary

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
The percentage of high school graduates who enter a public post-secondary institution within three academic years of graduating from high school.					
3-yr Transition rate	68%	≥70%	≥70%	≥70%	≥70%

Data Source: Ministry of Advanced Education, Student Transitions Project

¹ Data for the 2010/11 baseline includes 2006/07 high school graduates whose year of entry into the public post-secondary system was 2007/08, 2008/09 or 2009/10.

Discussion

The transition rate of high school students to public post-secondary education gives insights into what proportion of high school students are accessing the public post-secondary system.

The Student Transitions Project was created to better understand the transition of students from high school to public post-secondary education.

Immediately after graduating from high school, about half (51%) of the high school graduates in B.C. enrol in post-secondary education. A significant group (11%) transition into post-secondary education after a “gap” year. After three years, two-thirds (67%) of high school graduates have enrolled in post-secondary education. Although these results pertain to the 2005/06 graduating cohort, the results are consistent for other cohorts.

Objective 3.2: Education and training are accessible, affordable and positions learners for success

Strategies

- Engage the public and stakeholders, particularly students and remote community members, in a dialogue on Aboriginal post-secondary education using face-to-face and online approaches.

- Develop an Aboriginal Post-Secondary Education and Training Framework and Action Plan to:
 - increase participation rates, learning outcomes and economic and social opportunities for Aboriginal learners,
 - support culturally relevant programs, and
 - provide funding for additional partnerships between public post-secondary institutions and Aboriginal communities for community-based delivery of programs that meet Aboriginal needs.
- Maintain affordable public post-secondary education and training through fair tuition policy.
- Provide tuition-free Adult Basic Education and provide support to disabled learners.
- Undertake a comprehensive review of student financial assistance programs and policies and implement service and program improvements.
- Review online learning opportunities and strategically target identified gaps to improve access to online and mobile learning.
- Improve access to post-secondary training by increasing literacy and workplace training.
- Continue to provide spaces and infrastructure to support accessible education and training opportunities.
- Work with stakeholders to eliminate barriers for persons with disabilities and those from lower income families.

Performance Measure 7: Credentials awarded to Aboriginal students

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Credentials ² awarded to Aboriginal ³ students in the public post-secondary system					
Total	2,634	Data not yet available	Target to be determined	Target to be determined	Target to be determined
Graduate or First Professional ⁴	118				
Bachelor	547				
Diploma ⁵	410				
Certificate ⁶	1,421				
Developmental	138				

Data Source: Ministry of Advanced Education, Student Transition Project

¹ Data for the 2010/11 baseline are from 2010 and are the latest available.

² Excluded are apprenticeship, short certificates and other credential types, and programs awarding credentials for participation without evaluative components.

³ Aboriginal students include those who have self-declared at a BC public post-secondary institution or identified through Ministry of Education linkages to a declaration of Aboriginal identity at the K-12 level.

⁴ Includes Doctorate, Master's Degrees, First Professional Degrees, Graduate Diplomas, Graduate Certificates, Post-Degree Diplomas, and Post-Degree Certificates.

⁵ Includes Diplomas, Associate Degrees and Advanced Diplomas.

⁶ Includes Certificates and Advanced Certificates.

Discussion

Ministry discussions with Aboriginal post-secondary education and training partners identified the number of credentials awarded to Aboriginal students as an important performance measure in tracking Aboriginal student success. Credentials awarded to Aboriginal students are reported at the system level as a descriptive performance measure for monitoring outcomes of Aboriginal students in the public post-secondary system. Performance targets will be determined in partnership with stakeholders.

In the last three Service Plans, the number of Aboriginal students in public post-secondary institutions was reported as a performance measure. In academic year 2010/11, the number of Aboriginal students identified in the public post-secondary education system was 24,118 or 5.9 per cent of the total public-post secondary student population.

Performance Measure 8: Total student spaces in public post-secondary institutions

Performance Measure	2010/11 Baseline ²	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Total student spaces in public post-secondary institutions ¹	201,792	206,320	201,307	201,467	201,605

Data Source: The forecast actual reflects anticipated delivery (source: 2011/12 Post-Secondary Institutional Full-Time Equivalent Interim Report).

¹ Total student spaces includes Industry Training Authority Full-Time Equivalents.

² The 2011/12 Service Plan student space target may be restated to reflect changes in the planned Industry Training Authority allocation and Ministry funded growth.

Discussion

Student spaces are an indicator of the ability of B.C.'s public post-secondary institutions to meet the demand for high quality educational and training programs. Access to student spaces at public post-secondary institutions creates the conditions that enable learners to gain the knowledge and skills that are required to participate and prosper in both the provincial and global knowledge-based economy. Achieving the total student spaces targets in partnership with B.C.'s public post-secondary institutions is vital to ensuring that the post-secondary system optimizes its contribution to the future supply needed to meet forecast labour market demands.

Performance Measure 9: Loan repayment as a percent of income

Performance Measure	2010/11 Baseline ¹	2011/12 Forecast	2012/13 Target	2013/14 Target	2014/15 Target
Percent of income used to pay educational debt or Student loan payment as a percent of income.	5%	≤ 8%	≤ 8%	≤ 8%	≤ 8%

Data Source: Student Outcomes Surveys, Baccalaureate Graduates Survey (BGS) and Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Survey.

¹ 2010 survey data are the latest available. Attempts are made to contact all eligible graduates (about 48,000 each year) and a response rate of at least 50% is achieved.

Discussion

Undertaking post-secondary education is an investment for both the individual and the province. Students who choose to pursue post-secondary studies tend to have lower unemployment rates and higher lifetime earnings. However, the initial investment can be substantial.

Linked with the strategic objective of access, one way to measure whether the public post-secondary system is affordable is student's educational debt level after graduation. Students self-report the total amount of debt from government and other sources, as well as their income. Monthly debt as a percent of monthly income approximates the proportion of income an average student might expect to pay towards loan repayment. A lower percentage means that a smaller portion of a student's monthly income is being spent on educational debt repayment.

A limit of eight percent for non-mortgage credit commitments is often used by lending institutions, such as banks, as a recommended maximum debt load⁴. While this level is designed to minimize default levels, it does provide a starting point for a discussion of student debt loads. In this context, the average percentage of income used for education debt repayment for most B.C. students can be described as manageable.

After full integration of the BC/Canada Student Loan project, a performance measure representing default rates on student loans will be developed.

Objective 3.3: Students and families make informed choices about education and career options

Strategies

- Modernize the Ministry's web presence to provide no-wrong-door access to information about education and career opportunities.
- Work with the Ministry of Labour, Citizens' Services and Open Government to expand the data, information and knowledge the Ministry shares with the public and invite public participation in conversations about the post-secondary education issues that matter to students and their families.
- Provide financial planning and loan repayment information to students and their families to ensure that they are better informed about available resources and their loan related responsibilities.

⁴ Baum, Sandy and Schwartz, Saul (2006). *How Much Debt is Too Much? Defining Benchmarks for Manageable Student Debt*. New York, New York: The College Board.

Resource Summary

Core Business Area	2011/12 Restated Estimates ¹	2012/13 Estimates	2013/14 Plan	2014/15 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	1,858,014	1,867,129	1,847,129	1,817,129
Student Support Programs	84,594	84,594	84,594	84,594
Executive and Support Services	20,761	20,215	20,215	20,215
Total	1,963,369	1,971,938	1,951,938	1,921,938
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	896	504	504
Total	504	896	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-Secondary Institutions	140,935	143,781	135,205	183,027
Total	140,935	143,781	135,205	183,027
Other Financing Transactions (\$000)				
Educational Institutions and Organizations - (Knowledge Infrastructure Program)				
Receipts	72,644	10,000	0,000	0,000
Disbursements	(72,644)	(10,000)	0,000	0,000
Net Cash (Requirements)	0,000	0,000	0,000	0,000

¹ For comparative purposes, amounts shown for 2011/12 have been restated to be consistent with the presentation of the 2012/13 Estimates.

Public Universities, Colleges and Institutes Income Statement Resource Summary

Post-Secondary Institutions	2011/12 Forecast	2012/13 Budget	2013/14 Plan	2014/15 Plan
Combined Income Statement (\$000)				
Total Revenue	5,049,865	5,193,782	5,234,201	5,256,953
Total Expense	5,006,444	5,145,419	5,189,138	5,217,890
Operating Results	43,421	48,363	45,063	39,063
Gain (Loss) on sale of capital assets (if applicable)	0	0	0	0
Net Results	43,421	48,363	45,063	39,063

This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

Appendix 1: Ministry Contact Information

General Inquiries

E-mail: AVED.GeneralInquiries@gov.bc.ca

Mailing address

Ministry of Advanced Education
PO BOX 9884
STN PROV GOVT
VICTORIA, B.C. V8W 9T6

Minister

Telephone: 250 356-0179
Fax: 250 952-0260
Email: AVED.Minister@gov.bc.ca

Deputy Minister

Telephone: 250 356-5170
Fax: 250 356-5468
E-Mail: AVED.DeputyMinister@gov.bc.ca

Government Communications and Public Engagement - media inquiries

Telephone: 250 952-6508
Fax: 250 356-6942

Appendix 2: Hyperlinks to Additional Information

BCcampus: <http://www.bccampus.ca/>

B.C. Education Quality Assurance: <http://bceqa.ca>

B.C. Online Credit Transfer Program: <http://www.bctransferguide.ca/>

B.C. Public Post Secondary Accountability Framework: www.aved.gov.bc.ca/framework/

B.C. Public Institutions – an Overview: <http://www.aved.gov.bc.ca/institutions/welcome.htm>

Degree Quality Assessment Board Secretariat: <http://www.aved.gov.bc.ca/degree-authorization/board/welcome.htm>

Industry Training Authority: <http://www.itabc.ca>

International Students: <http://www.aved.gov.bc.ca/internationaleducation/welcome.htm>

Private Career Training Institutions Agency: <http://www.pctia.bc.ca/>

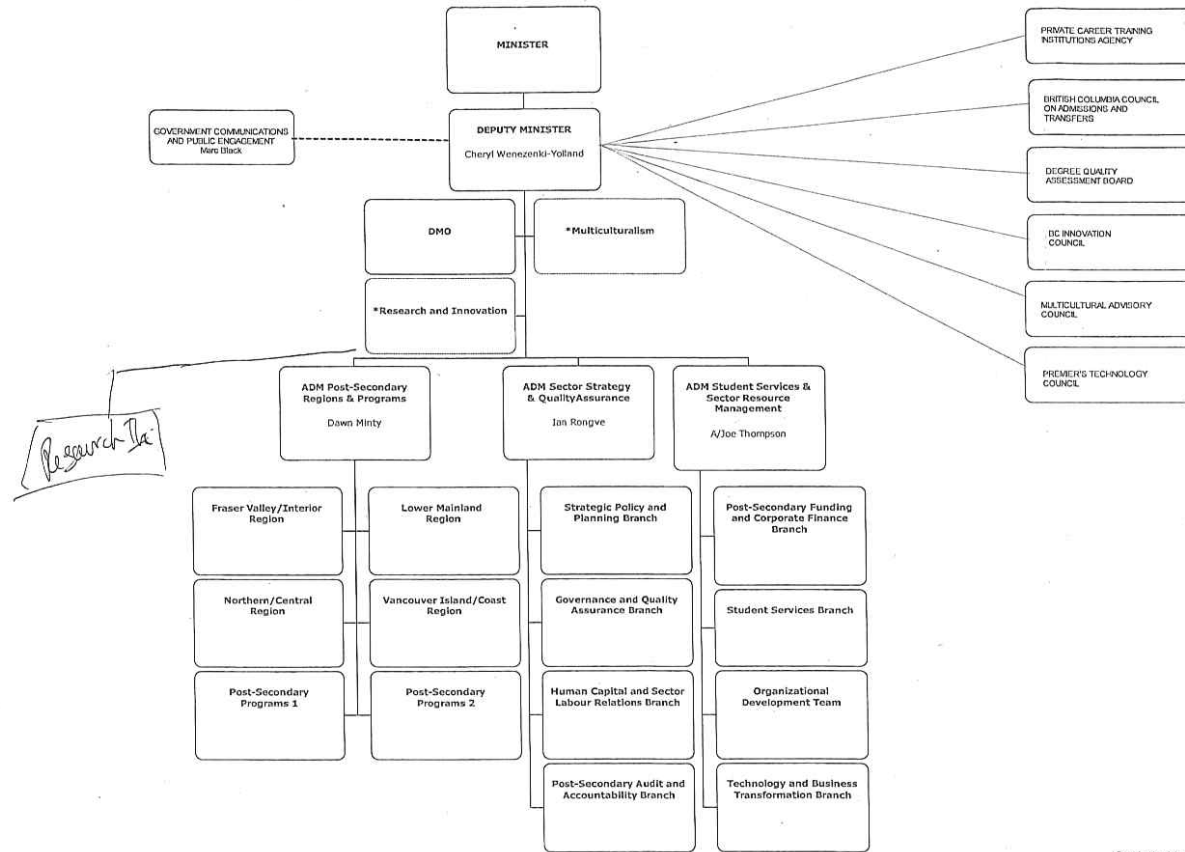
StudentAid BC (B.C. Student Financial Assistance): <http://www.aved.gov.bc.ca/studentaidbc/>

Appendix 3: Legislation Administered by the Ministry

- Accountants (Certified General) Act
- Accountants (Chartered) Act
- Accountants (Management) Act
- Applied Science Technologists and Technicians Act
- Architects Act
- Architects (Landscape) Act
- College and Institute Act
- Degree Authorization Act
- Engineers and Geoscientists Act
- Music Teachers (Registered) Act
- Private Career Training Institutions Act
- Public Education Flexibility and Choice Act
- Public Education Labour Relations Act
- Royal Roads University Act
- Thompson Rivers University Act
- University Act
- University Foundations Act

MINISTRY OF ADVANCED EDUCATION, INNOVATION & TECHNOLOGY AND MINISTER RESPONSIBLE FOR MULTICULTURALISM

Organization Chart



*Organizational Structure to be determined

Last Modified: 2012-09-07

CONFIDENTIAL



**MINISTRY OF ADVANCED EDUCATION,
INNOVATION AND TECHNOLOGY**

OVERVIEW OF BRITISH COLUMBIA'S POST-SECONDARY SECTOR

British Columbia's post-secondary education system is comprised of a variety of public and private institutions, which offer a range of education and training options.

Public Institutions

British Columbia has 25 public post-secondary institutions: 11 universities, 11 colleges and three institutes.

The 11 public universities offer an array of undergraduate degree programs and a range of programs at the graduate level. Some also offer courses and programs in trades, vocational, and career technical studies leading to certificates and diplomas, as well as developmental programs (such as adult basic education) that prepare adult learners for post-secondary studies. Some universities undertake original and applied research in a range of disciplines, while others undertake applied research and scholarly activities in support of their programming.

The 11 colleges provide developmental programs that prepare adult learners for post-secondary studies, as well as courses and programs in trades, vocational, career technical and academic studies leading to certificates, diplomas and associate degrees.

The three institutes are organized according to career, vocational and technical specialties, covering a variety of occupations. They may offer credentials from certificates to degrees. One institute has an Aboriginal focus.

In addition, public institutions have established a level of cooperation and collaboration that permits the system as a whole to operate as more than a collection of autonomous institutions. This collaboration enables institutions to offer students integrated and articulated programming through extensive laddering and credit transfer arrangements. The result is a more effective response to learner needs, at a lower cost to students and taxpayers than would be possible in a less integrated system.

Private Institutions:

British Columbia also has:

- 13 private theological institutions with authority to grant theological degrees.
- 17 private and non-British Columbia public degree granting institutions authorized to offer and grant degrees.
- 327 private career training institutions offering a wide variety of certificate and diploma-level programs that are responsive to market demands including trades, business, arts, health care, and flight training.



CONFIDENTIAL ADVICE TO CABINET

September 2012

- Over 40 Aboriginal controlled institutions.
- An unknown number of unregulated private language schools offering English as a Second Language programs.
- An unknown number of unregulated private post-secondary academic (non-degree granting) institutions that offer academic programs such as first and second year university transfer courses, or university foundation programs.

FACTSHEET

August 2012

Ministry of Advanced Education, Innovation
and Technology and Minister Responsible for
Multiculturalism

The facts on B.C.'s post-secondary education system

This school year, more than 400,000 students are expected to enrol in at least one course at British Columbia's 25 public post-secondary institutions – taking courses at one of 130 campuses, satellite or learning centres across the province. Here are the facts on B.C.'s post secondary education system:

More Opportunity:

- Since 2001 more than 32,000 student seats, and seven new public university campuses, have been added to the public post-secondary system.
- 2,500 new graduate student spaces have been funded in the last five years.
- Over 4,500 new nursing seats have been added, and 26 new nursing programs created, since 2001. Over that time, the number of doctors graduating per year in B.C. has also doubled.
- Currently, there are over 100 trades for which apprenticeship training is available in B.C.
- The Industry Training Authority (ITA) funded 16 post-secondary institutions and 25 private training service providers throughout the province to provide trades-related training to over 27,000 students in 2011/12.
- There are more than 32,000 apprentices in the system – more than double the number of registered apprentices since the Industry Training Authority was created in 2004.
- The number of Aboriginal students enrolled in public post-secondary studies has increased by 18 per cent from 2007/08 to 2010/11.
- There are more than 8,000 students attending the 17 other degree-granting institutions in B.C. with authority to offer undergraduate, graduate and doctoral degree programs.
- There are more than 320 private career training institutions in B.C. offering programs to more than 51,000 students every year.

A Profile of B.C. Students:

- Every year, approximately 30,000 B.C. post-secondary students are surveyed, two years after graduation: the 2011 survey finds 94 per cent of all grads were satisfied with their education.
- Of former apprenticeship students:
 - 4 in 5 (82 per cent) took their training at a public post-secondary institution.
 - When surveyed (8-18 months after graduation), 75 per cent had earned their "ticket".
 - 95 per cent of former apprenticeship students were in the labour force and making a \$27 per hour median hourly wage.
- Of baccalaureate graduates:
 - 45 per cent graduated from an Arts or Science program.
 - 54 per cent of respondents had enrolled in additional training since leaving their program.
 - 88 per cent of baccalaureate graduates were in the labour force; 73 per cent of those not in the labour force were attending school full-time.
 - The median annual income of those surveyed was \$48,000.
- Of diploma, associate degree or certificate students:
 - 78 per cent had taken Applied programs, leading to employment in specific fields, like health technology or business management.
 - 89 per cent of respondents were in the labour force.
 - 44 per cent had since enrolled in additional training.
 - The median hourly wage of diploma, associate degree and certificate graduates was \$18.

Paying for School:

- Tuition fees at public post-secondary institutions cover approximately one-third of the cost of a post-secondary education.
- Undergraduate students attending B.C. public post-secondary institutions paid the fourth lowest tuition in Canada last year – an average of \$4,852.
- Since 2005, B.C. tuition increases have been capped at two per cent annually.
- Overall, about 70 per cent of B.C. students don't use government financial assistance.
- For those who do borrow, taxpayers offer government loans interest-free to students during their studies and for six months after graduation.

- Over \$2.6 billion has been invested in student financial assistance since 2001 to make education more accessible.
- The 2011 survey of B.C. baccalaureate graduates shows:
 - 49 per cent of graduates reported some form of financial debt, with 36 per cent using government student loans.
 - The median amount borrowed by baccalaureate graduates was \$20,000.
 - 23 per cent of respondents had fully paid off their government loans at the time of the survey.
- The 2011 survey of Diploma, Associate Degree and Certificate students in B.C. shows:
 - 50 per cent of respondents borrowed to finance their studies, 25 per cent using a government student loan.
 - The median amount borrowed by diploma, associate degree and certificate graduates was \$10,000.

Taxpayers' investment:

- Taxpayers' investment in operating grants for post-secondary education has increased 47 per cent since 2001.
- B.C. taxpayers put a record \$1.9 billion into post-secondary education this year --
 - That's an investment of more than \$5 million every single day.
 - It's the equivalent of \$400 a year from every man, woman and child in B.C.
- In addition to funding for operational costs and student programs, Budget 2012 also provides \$460 million over the next three years for capital investments at B.C.'s post-secondary campuses.
- More than \$2.1 billion has been invested in capital and infrastructure projects at B.C.'s public post-secondary institutions since 2001, including over 1,000 capital projects on campuses province-wide.

Media Marc Black
 Contact: Communications Director
 Ministry of Advanced Education, Innovation
 and Technology and Minister Responsible for
 Multiculturalism
 250 952-6508



September 2012

MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

Post-Secondary Regions and Programs Division

ADM Responsible:

Dawn Minty

Core Business/Program Area Description:

The Post-Secondary Regions and Programs Division provides leadership to a dynamic, integrated and responsive post-secondary system to maximize benefits to all British Columbians. The Division works with public and private post-secondary institutions, industry associations, local employers, school districts, communities, Aboriginal organizations and other partners to advance government priorities and to build on the strengths of British Columbia's post-secondary system.

The Division is a key resource in fulfilling the Ministry of Advanced Education, Innovation and Technology's strategic priorities, including:

1. Implementation of the International Education Strategy.
2. Implementation of the Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.
3. Supporting Sector and Regional Workforce Tables.
4. Ensuring that post-secondary programs are aligned with regional and provincial labour market needs.

Key Priorities:

Key priorities being managed by the Division include:

S. 13
S. 16
S. 13, S. 17

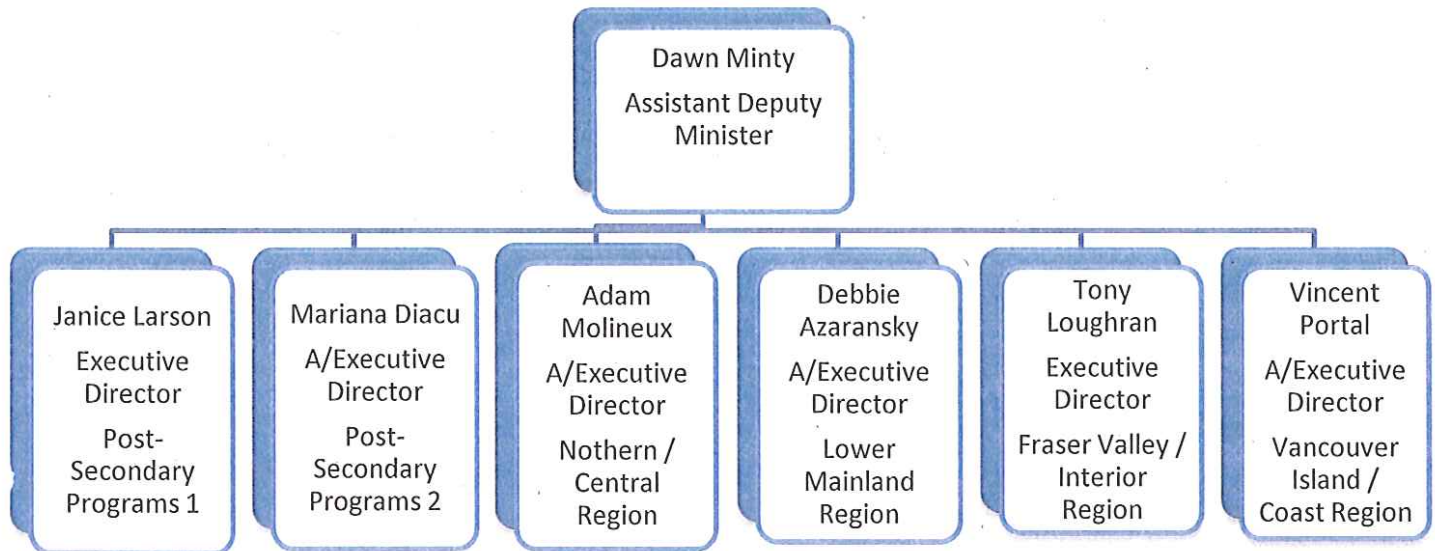
Key Facts and Figures:

- 440,000 – the approximate number of students enrolled in at least one course at a public post-secondary institutions in B.C. over a year. This number includes:
 - Over 23,000 students coming directly from B.C. high schools.
 - Over 24,000 public post-secondary students who identified themselves as Aboriginal – a significant increase since reporting began in 2003.
 - Over 29,000 international students.
 - Over 20,000 graduate students in master's and doctoral programs.
- Over 50,000 – credentials (certifications, diplomas, degrees) awarded by the public post-secondary system each year.
- 94,000 – the approximate number of international students in B.C. (K-12, post-secondary and Language Canada schools)
- Over 7,000 – the approximate number of students enrolled in private and non-BC public post-secondary institutions with degree granting authority in B.C.
- Over 50,000 – the approximate number of enrolments at PCTIA registered private career training institutions.
- Seven – the number of new B.C. public university campuses since 2001.
- 2,500 – the number of new graduate student spaces funded at B.C.'s four public research-intensive universities since 2007-08.
- More than double – the number of doctors who will graduate in B.C., compared to 2001 – up to 288 per year by 2014-15. The University of British Columbia now has the highest number of seats of any English-speaking medical school in Canada.
- The number of nursing education spaces has more than doubled, with over 4,500 new seats added and 26 new nursing programs created since 2001.

Budget: \$17,562,000

Full Time Equivalents (FTEs): 56

Organizational Chart:





MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

Sector Strategy and Quality Assurance Division

ADM Responsible:

Ian Rongve, Ph D.

Core Business/Program Area Description:

The Sector Strategy and Quality Assurance Division is a key resource in fulfilling the Ministry's mandate within the post-secondary education sector and serves as a supports for the other Divisions in the Ministry.

The Division plays a key role in supporting the Ministry's strategic priorities including:

1. Provision of policy and legislative advice;
2. Development of corporate policy;
3. Providing advice on strategic labour relations policy and human capital planning in the post-secondary sector;
4. Analytics and post-secondary education data and research;
5. Management of the Legislation and Board appointments;
6. Oversight to the Private Career Training Institutions Agency, the crown agency responsible for regulations of the private career training;
7. Management of the program audit, compliance and investigation for student financial assistance;
8. Leadership of the accountability framework for the public post-secondary institutions; and
9. Administration of the British Columbia Post-Secondary Education Quality Assurance Framework in the private and public sector.

Key priorities:

We are aligning the training offered by post-secondary institutions with government priorities by:

- Providing clear expectations for each public post-secondary institution through the Government Letter of Expectations;

- Continuing to work closely and collaboratively with the sector to achieve the targets in the fiscal plan with the objective of protecting program quality;
- Develop and communicate strategic labour relations policy and objectives for the public post-secondary system that advance the overall priorities of the Ministry and Government.
- Through the Post-Secondary Education Leadership Council, to identify and advance a strategic agenda for the post-secondary education and training system;
- Completing a comprehensive review of student financial assistance.

13
5

13
5

- Working with the Ministry of Jobs, Tourism and Skills Training to establish a qualifications framework that supports benchmarking of foreign education credentials against British Columbia education credentials, allowing easier entry into the workforce for skilled immigrants;
- Enhancing the quality assurance system for our post-secondary sector to ensure that students – both British Columbia and international – are receiving the best education and experience possible;
- Alignment of the accountability framework for the post-secondary section; and
- Enhancing business processes involved in the annual designation of post-secondary institutions, which makes their student eligible to receive student financial assistance.

Data:

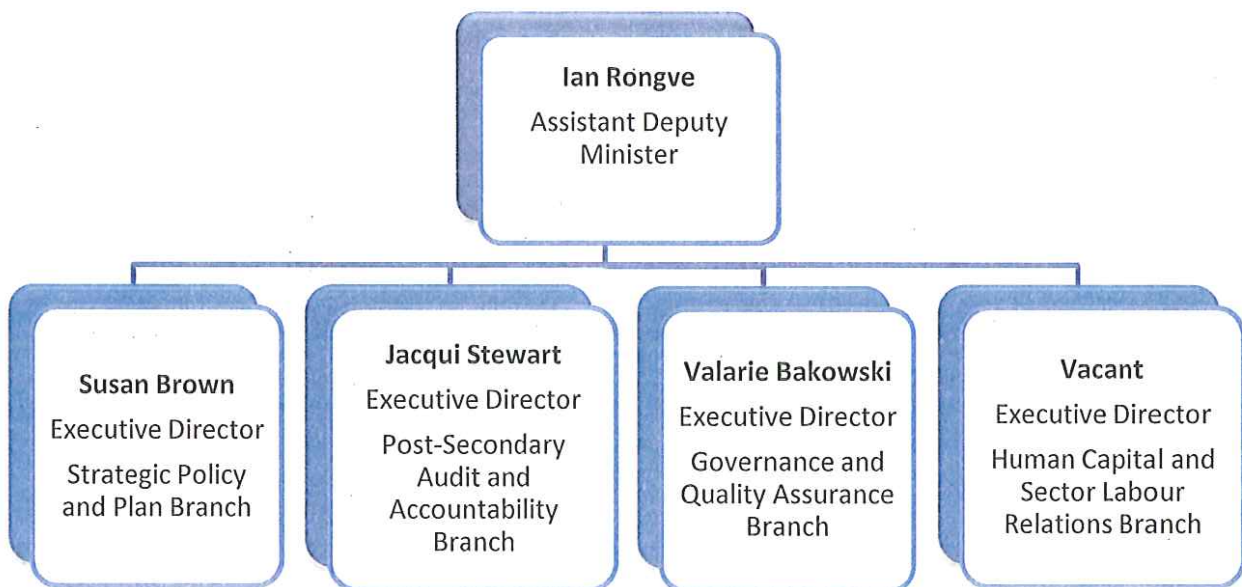
- 25 public post-secondary institutions throughout the province
- 11 colleges, Six research universities, five teaching universities, three institutes
- Private and Out-of-Province public degree granting institutions regulated under the *Degree Authorization Act* – 17 (48 degree programs)
- Degree granting theological institutions chartered under a private Act – 14
- Non-degree career colleges regulated by the Private Career Training Institutions Agency:
 - Registered only – 164
 - Registered and Accredited 164
 - Total schools - 328
- Education Quality Assurance designated language schools – 18 (Note: as language schools are unregulated, the total number of language schools operating in BC is unknown).
- New Degrees approved by the Minister since 2001(public and private institutions) – 360
- Number of collective agreements – 70

- 25 information sharing agreements with public post-secondary institutions and Ministry of Education
- 10 years of K-12 records linked with public post-secondary enrolments
- Over 200,000 student financial assistance and 1.5 million enrolment records for analytic reports

Budget: \$7,285,000

Full Time Equivalents (FTEs): 81

Organizational Chart:





September 2012

MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

Student Services and Sector Resource Management Division

ADM Responsible:

Joe Thompson

Core Business/Program Area Description:

The Student Services and Sector Resource Management Division is responsible for delivering a wide range of programs and services, including providing leadership and management in the areas of financial control, budgets, human resources, project management, internal communications, corporate planning, information management and information technology support. The Division is also responsible for providing direct services to students through multi-channel delivery of student financial assistance programs on behalf of both the federal and provincial governments.

The Divisions top priorities include:

- Administrative Service Delivery Transformation Project with Post-Secondary Education Institutions
- Delivery of key initiatives under the transformation plan, which include:
 - o Modernization of Student Aid BC; this includes the integration/automation of current systems, policy review and policy framework changes, the review of program design and funding model, as well as a student centered service delivery, an example of this includes a student online portal;
 - o An internet strategy that takes a under centric approach modernizing its web presences and establishes online engagement opportunities;
 - o Expanding learning opportunities through a coordinated online learning strategy; and,
 - o Enabling sector transformation by increasing network connectivity.
- Development and implementation of a workforce plan customized to the Ministry

- Coordinating Ministry level implementation of corporate wide programs and initiatives that include:
 - o Lean;
 - o Leading Workplace Strategies (LWS);
- Essential Services Strike Plan
- Trades Training Equipment Review
- The Transition to Public Sector Accounting Board (PSAB) accounting policies
- Post-Secondary Fiscal Management Plan

Key Facts and Figures:

- In the 2011/12 fiscal year, Student Aid BC provided financial assistance to over 65,000 British Columbia students, who received over \$730 million in student financial aid, including:
 - o \$365 million in Canada Student Loans;
 - o \$237 million in BC Student Loans;
 - o \$93 million in Canada Student Grants;
 - o \$37 million in BC Student Loan Reduction
 - o \$19 million in provincial and federal assistance for students with disabilities
 - o \$8 million through the Canada Student Transition Grant program
 - o \$2 million through the BC Loan Forgiveness program

Budget: Divisional - \$195,463,000

- Salaries and benefits: \$8,044,000
- Operating Costs: \$5,444,000
- Grants and Transfers: \$1,966,376,000 (Mainly operating grants to Post-Secondary Institutions and funding for Student Aid BC)
- Recoveries: (\$34,401,000)

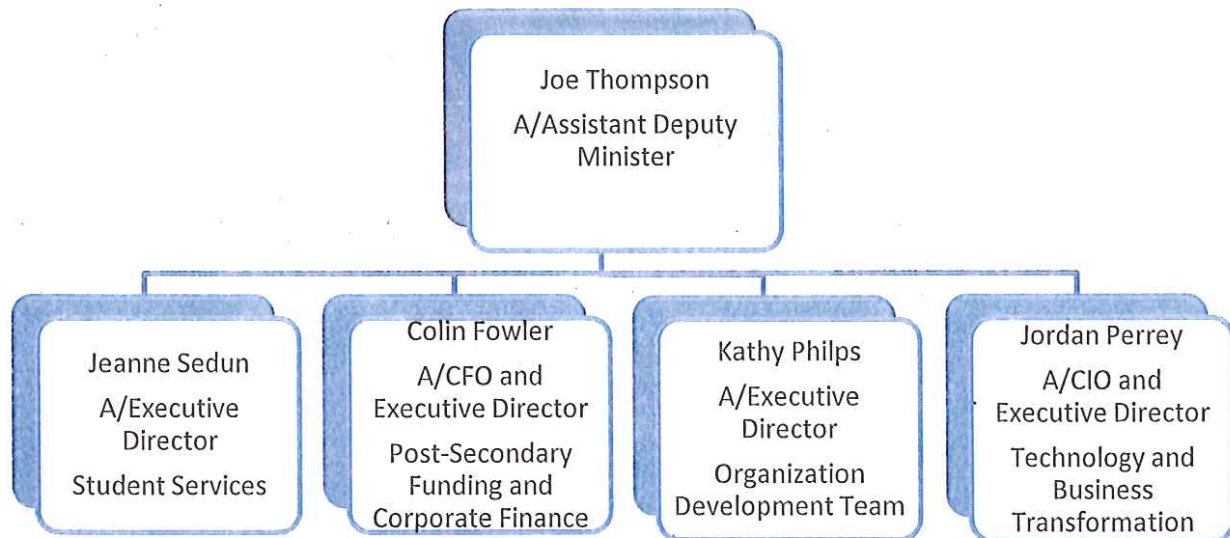
2012/13 College and Institutes Operating Grants Allocation - \$516,892,364

2012/13 University Operating Grants Allocation - \$1,328,516,943

2012/13 Student Aid BC Government Transfers - \$78,100,000

Full Time Equivalents (FTEs): 108

Organizational Chart:



MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

Agency: Multiculturalism Unit/EmbraceBC

Description:

- The Multiculturalism Unit is responsible for delivering the B.C. Government's Anti-Racism and Multiculturalism initiative EmbraceBC and ensuring the 1993 Multiculturalism Act is understood, upheld, and implemented by government, communities, and individuals.
- EmbraceBC was launched in 2009 to enhance policy direction; support implementation of the Act within the Provincial Government; and, administer intercultural community programming, in urban and rural communities, to address racism, promote multiculturalism and build inclusive communities.
- Provincial funds (\$620,000) are enhanced by a portion (\$1.85m) of federal contributions under the Canada-British Columbia Immigration Agreement.
- EmbraceBC funds community-based projects through six program elements outlined below:
 1. **Arts Engagement** supports projects that use the arts to bring diverse groups together through the arts to increase awareness and understanding of social, cultural, ethnic, linguistic and religious diversity among British Columbians.
 - Currently funding 24 contracts until December 2013 at an overall cost of \$840,000.
 2. **Community Engagement and Dialogue** supports projects that foster trust and relationship building between various sectors of government and diverse cultural communities, including Aboriginal and non-Aboriginal peoples, youth and elders and recent immigrants and long-time residents in Canada.
 - Completed 19 projects in August 2012 at an overall cost of \$475,000.
 3. **Inclusive Leadership Development and Mentorship (Safe Harbour Program)** supports the development, mentorship and recognition of leaders in the fields of diversity and anti-racism. Through 900 locations (Including

Safeway, Vancity, Rona) in partnership with AMSSA at an annual cost of \$250,000.

4. **Interfaith Bridging** supports projects and initiatives that facilitate the building of relationships between diverse faith communities and seeks to promote understanding of intersectional identities between one's faith and spirituality to culture, ethnic or racial identity.
 - Currently funding 14 contracts until December 2013 at an overall cost of \$490,000)
5. **Organizing Against Racism and Hate (OARH)** supports projects that enhance a community's ability to effectively address racism and hate crime. As part of a progressive three year, three step process communities work to develop capacity and skill, foster community engagement and build local community action and sustainability plans to address racism and hate. OARH also supports the six OARH Regional Networks; the Regional Networks provide communities that have completed all three steps of the OARH with further opportunities to network, discuss, share and develop regional anti-racism and anti-hate resources.
 - An annual cost of \$154,000 to support all six established networks.
 - Currently funding seven networks in the three step program at a total cost of \$140,000 per annum.
6. **Public Education** supports projects that seek to create innovative and interactive public education strategies to engage various communities around issues of racism, multiculturalism and inclusion.
 - Currently funding a project to create a high profile ambient art experience in November 2012 at a cost of \$75,000.

○
Multiculturalism Unit Outreach activities to address racism and promote multiculturalism:

- **Report on Multiculturalism (ROM)** is a legislated requirement under the *Multiculturalism Act* where each year every ministry and Government Corporation within the meaning of the *Financial Administration Act* must submit an annual report to the minister responsible for multiculturalism setting out initiatives undertaken in the reporting period to promote multiculturalism policies. The ROM is posted on EmbraceBC web page.
- **Multiculturalism Advisory Council (MAC)** is a legislated body that provides advice to the Minister responsible for Multiculturalism on issues related to multiculturalism and anti racism. It also performs any other duties or functions specified by the Minister as set out in Section 5(1) of the *Multiculturalism Act*.

MAC recommendations also inform EmbraceBC program design and action items. The MAC has thirteen members and its chair is Mo Dhaliwal.

- MAC is holding its 4th annual **Provincial Nesika Awards** in November 2012 to honour and celebrate British Columbia's cultural diversity and indigenous communities. These awards have four categories of recognition of exceptional work that helps to bring our diverse cultures together: individual, organization, youth and community.
- **Embracing Difference, Engaging Community Symposium** a two-day symposium in October hosted by EmbraceBC that will provide an opportunity for participants to learn, reflect and discuss how the changing environment related to racism and multiculturalism is impacting communities, programs and service delivery. The symposium is open to the public. It will be of interest to those who are familiar with the concepts and practices related to multiculturalism and/or anti-racism in British Columbia, including current and past EmbraceBC contractors; Anti-racism and Diversity trainers in British Columbia; and external stakeholders whose work connects with anti-racism and multiculturalism, such as schools, post-secondary institutions, non-profit organizations, students, and government.
- **Change Agent** is a youth focused anti-racism print resource that provides information such as myths and facts about racism, questions to consider, and definitions. It can be used by youth to develop personal pride and accountability in creating positive change in their communities and to understand that as individuals, they have the ability to prevent racism. Currently the Multiculturalism Unit is releasing an RFP to develop Change Agent into an online resource, including a teaching/discussion component, that promotes youth (age 12-16) to become catalysts for change in their communities by increasing knowledge about Racism, and engagement around Anti-racism in British Columbia.
- **EmbraceBC Web Presence & Social Media:** The Multiculturalism Unit makes resources (e.g. information campaigns, workbooks etc.) created under EmbraceBC programming available to the public on its web-site. EmbraceBC has, in the past, also experimented with the creation and maintenance of a multiculturalism blog. In 2011/2012 the Multiculturalism Unit identified a need for support related to web-site design, maintenance and communications thereon and through social media.
- **BC Hate Crimes Team:** The Multiculturalism Unit is a member of this integrated cross-Ministry team including program staff, police officers from the Hate Crime investigation team, Crown Counsel, Victim Services, and Police Services. The

focus of the Team is to exchange information and raise awareness about hate and encourage community groups to report hate incidents to local police.

- **Proclamations** are announced for the provincial Multiculturalism Week held the third week of November starting 2011 and the International Day for the Elimination of Racial Discrimination held March 21 each year. Many community groups funded through EmbraceBC initiate events and/or public education resource projects to commemorate these dates. In addition, each year there are multiple proclamations announced as prioritized by the Minister's office.

Minister of State for Multiculturalism – Spending Plan

To honour and celebrate the diverse cultures that have shaped this province, funding was requested and secured by the MOS for cultural celebration and engagement of cultural organizations until April 2013:

- **Multiculturalism grants** (\$750,000) are offered by the Minister of State for Multiculturalism and are administered by the Gaming Policy and Enforcement Branch.
 - Maximum of \$5,000 per organization.
 - Only for Non-profit societies and community-based organization.
 - Available for cultural expression (e.g. festival) and capacity building (e.g. purchase of musical instruments)
 - Application period one closed August 31st 2012
 - Application period two closes February 15th 2013.
- **Community Liaisons** (\$100,000) – contracting with community leaders experienced in working with the ethnic not-for-profit sector, who are recognized for their leadership in supporting multiculturalism activities in British Columbia. General Service Agreements are currently being established with four consultants following an RFQ in August 2012.
- **Gifts** such as BC People's Books (\$30,500) – to recognize the importance of gift gifting within many cultures.
- **Hosting Multiculturalism Tables** (\$48,000) to support open dialogue with stakeholders in communities.

MINISTRY OF JOBS, TOURISM AND INNOVATION
INFORMATION NOTE

Cliff #: 69338
Date: September 6, 2012

PREPARED FOR: Information

ISSUE: Research and Innovation (R&I) branch program profile.

BACKGROUND:

Program Objectives:

- To promote British Columbia's presence in a global knowledge-based economy; collaborate with the province's research universities, industry partners, innovation organizations and other levels of government; set the policy direction for R&I in British Columbia; and maximize the social and economic return from R&I investments through effective strategic planning.

Program Description:

The Research and Innovation branch is the Province's central policy group in the area of research, technology and innovation. The branch has ongoing responsibility for three program areas:

- The BC Innovation Council (BCIC), which is a Crown Agency under the responsibility of the ministry. BCIC's focus is on advancing commercialization and supporting entrepreneurship programs at British Columbia's research universities, developing a provincial mentorship program and increasing the linkages between industry and universities. It also supports the University-Industry Liaison Offices (UILOs), the regional Science and Technology Councils (which, together, make up the BC Regional Science and Technology Network, or BCRSTN), and the Premier's Technology Council (PTC).
- The BC Knowledge Development Fund (BCKDF), which supports research infrastructure at British Columbia's post-secondary institutions, by matching grants made by the Canada Foundation for Innovation (CFI).
- The Leading Edge Endowment Fund (LEEF), which was formally announced by the Province in 2002 in an effort to support the establishment of 29 research leadership chairs at post-secondary institutions across British Columbia.

There are a number of interjurisdictional initiatives around innovation, for which the R&I branch provides support. Among these are the Federal / Provincial / Territorial Ministers of Innovation process, the New West Partnership's innovation component and

innovation items that arise in the Western Premiers' Conference and Council of the Federation.

The branch has the primary role in coordinating research across government, including facilitating information sharing between ministries. The branch also has responsibility for government's 2012 Technology Strategy.

Client Profile:

- Federal/provincial/territorial government partners, including New West Partners.
- International and national organizations.
- Research and innovation stakeholders, including technology industry associations, academia and research organizations.
- Government staff.

DISCUSSION:

Program Outcomes (Impacts) and Service Statistics:

- The B.C. Government has invested over \$1.8 billion in R&I since 2001. This investment has leveraged a further \$1 billion from other sources and has helped establish strong research platforms in B.C., including in life sciences, digital media, clean technology, wireless and ocean sciences. Some examples include:
 - The Blusson Spinal Cord Centre, built with \$12.9M from the provincial government, is the world's largest, most advanced and most comprehensive facility devoted to spinal cord injury research and patient care.
 - Our \$42.9M investment in NEPTUNE Canada has helped build the world's largest cabled seafloor observatory, making B.C. a leader in marine research and technology.
 - B.C. is home to TRIUMF, one of the world's leading subatomic physics laboratories, which has received \$48.5 million from the provincial government. TRIUMF partnered with PAVAC Industries to produce unique super-conducting radio frequency cavities for TRIUMF's research, which has led to PAVAC capturing global markets for this technology. TRIUMF also has a 30-year contract with MDS Nordion to produce 2.5 million patient doses of medical isotopes annually.
 - The Michael Smith Foundation for Health Research, which has received \$275 million from the provincial government, funded the B.C. team that sequenced the SARS genome, preventing loss of life in B.C, Canada and the world (the economic impact has never been comprehensively estimated).



CONFIDENTIAL ADVICE TO CABINET

September 6th 2012**Budget:
Multiculturalism Unit**

Salaries / benefits	\$336,000
Board, Commissions	\$35,000
Travel	\$46,000
Systems, Office	\$45,000
Contracts and GSA's for services	\$2,008,000
TOTAL	\$2,470,000

Minister of State for Multiculturalism – Spending Plan

	2012/13
Multiculturalism Celebration and Events	
Grant Program	\$ 750,000
Community Liaisons	\$ 100,000
BC People's Books and other Gifts	\$ 30,500
	\$ 880,500
Multiculturalism Assessment & Awareness	
Hosting Multiculturalism Tables	\$ 48,000
Final Report on Findings	\$ 5,000
	\$ 53,000
Contingency/Administration	\$ 41,500
Total Proposed Multi Program Funding	\$ 975,000



CONFIDENTIAL ADVICE TO CABINET

September 6th 2012

Full Time Equivalents (FTEs):

Director, Multiculturalism	s. 22	Mark Seeley
Program Manager		Anneke Van Vliet
Program Manager		Carmen Lavoie
Program Manager	s. 22	Madhavee Inamdar
Program Manager		Clare Sadike Whelan
Public Education Coordinator	s. 22	Melany Nugent
Classification TBD		Vacant

s. 22

Priorities/Key Initiatives:

Foster commercialization and knowledge development through investments and policies that support post-secondary education, research and innovation by:

- Investing in research and innovation infrastructure at post-secondary institutions through the BCKDF.
- Developing research and innovation policy, manage research related investments, and ensure programs and agencies are aligned with the priorities of the B.C. Technology Strategy.
- Encouraging the development, commercialization and adoption of technologies and processes that align with and contribute to BC's Job Plan.
- Working with partners to advance a culture of innovation and commercialization across B.C. that supports the development of entrepreneurs, and promotes economic development.

ATTACHMENTS:

BCIC Issue Note

BCKDF Issue Note

Commercialization Voucher Program Issue Note

Food Innovation Centre of BC Issue Note

PTC Issue Note

Prepared by: Kevin Butterworth

Telephone: (250) 356-1894

Reviewed by:				
Dir:	ED:	ADM:	DM:	MIN:

Resource Summary

Core Business Area	2011/12 Restated Estimates ¹	2012/13 Estimates	2013/14 Plan	2014/15 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	1,858,014	1,867,129	1,847,129	1,817,129
Student Support Programs	84,594	84,594	84,594	84,594
Executive and Support Services	20,761	20,215	20,215	20,215
Total	1,963,369	1,971,938	1,951,938	1,921,938
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	896	504	504
Total	504	896	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post Secondary Institutions	140,935	143,781	135,205	183,027
Total	140,935	143,781	135,205	183,027
Other Financing Transactions (\$000)				
Educational Institutions and Organizations - (Knowledge Infrastructure Program)				
Receipts	72,644	10,000	0,000	0,000
Disbursements	(72,644)	(10,000)	0,000	0,000
Net Cash (Requirements)	0,000	0,000	0,000	0,000

¹ The amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2012/13 Estimates

Public Universities, Colleges and Institutes Income Statement Resource Summary

Post-Secondary Institutions	2011/12 Forecast	2012/13 Budget	2013/14 Plan	2014/15 Plan
Combined Income Statement (\$000)¹				
Total Revenue	5,049,865	5,193,782	5,234,201	5,256,953
Total Expense	5,006,444	5,145,419	5,189,138	5,217,890
Operating Results	43,421	48,363	45,063	39,063
Gain (Loss) on sale of capital assets (if applicable)	0	0	0	0
Net Results	43,421	48,363	45,063	39,063

This income statement includes estimates from all public post-secondary institutions. Numbers do not include the elimination entries required to consolidate these agencies within the government reporting entity.

Resource Summary

Resource Summary Table

Core Business Area	2011/12 Restated Estimates¹	2012/13 Estimates	2013/14 Plan	2014/15 Plan	Explanation of Changes
Operating Expenses (\$000)					
Educational Institutions and Organizations	1,858,014	1,867,129	1,847,129	1,817,129	
Student Support Programs	84,594	84,594	84,594	84,594	
Executive and Support Services	20,761	20,215	20,215	20,215	
Total	1,963,369	1,971,938	1,951,938	1,921,938	
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)					
Executive and Support Services	504	896	504	504	
Total	504	896	504	504	

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Core Business Area	2011/12 Restated Estimates ¹	2012/13 Estimates	2013/14 Plan	2014/15 Plan	Explanation of Changes
Capital Plan (\$000)					
Educational Institutions and Organizations - Post Secondary Institutions	140,935	143,781	135,205	183,027	
Total	140,935	143,781	135,205	183,027	
Other Financing Transactions (\$000)					
Educational Institutions and Organizations - (Knowledge Infrastructure Program)	72,644	10,000	0	0	
Receipts	72,644	10,000	0,000	0,000	
Disbursements	(72,644)	(10,000)	0,000	0,000	
Net Cash (Requirements)	0,000	0,000	0,000	0,000	

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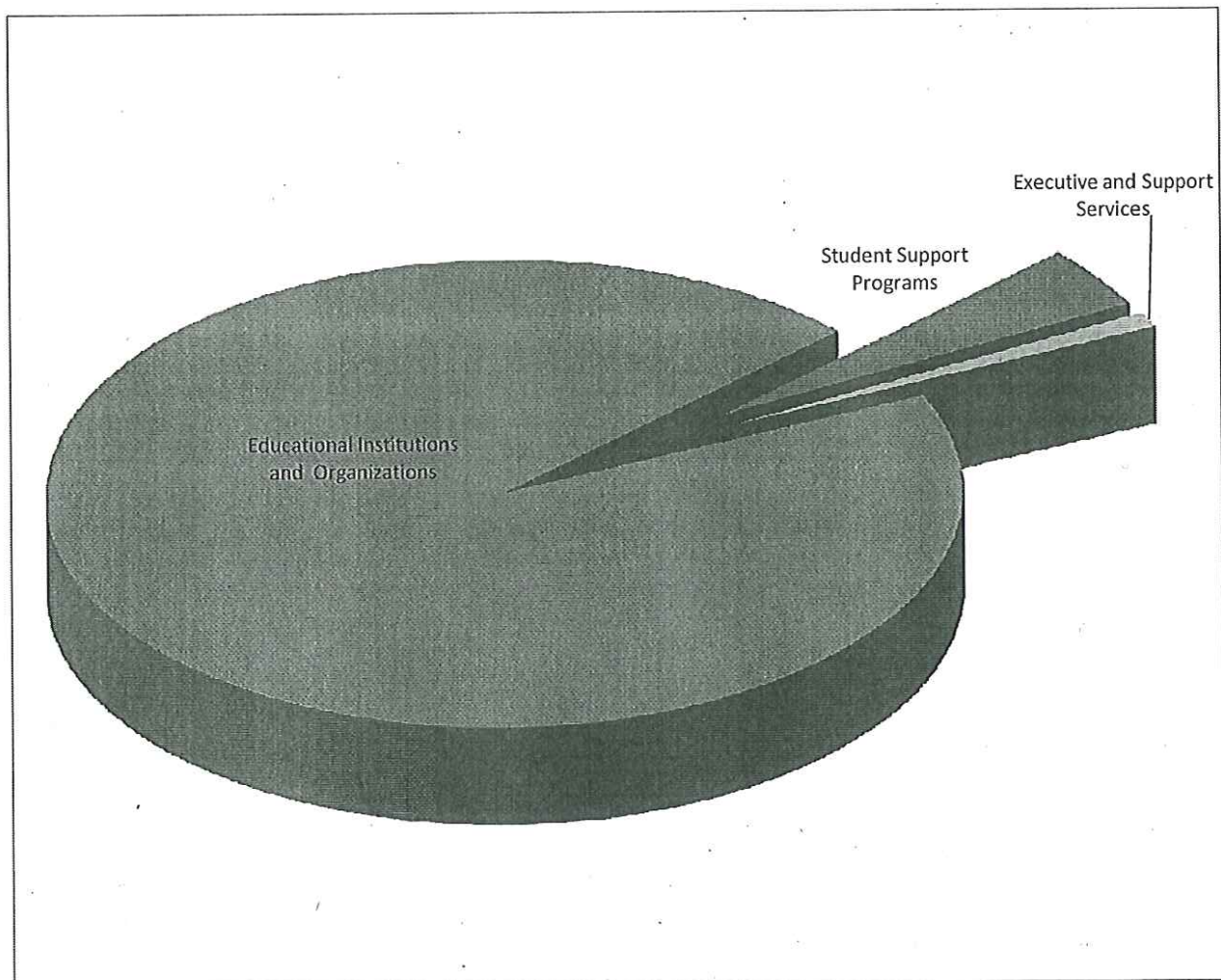
¹ The amounts have been restated, for comparative purposes only, to be consistent with Schedule A of the 2012/13 *Estimates*

MINISTRY SUMMARY

MINISTRY OF ADVANCED EDUCATION

Estimates
For the Year Ending March 31, 2013
(000's)

	<i>Net</i>	<i>% of Total</i>
Educational Institutions and Organizations	1,867,129	94.68%
Student Support Programs	84,594	4.29%
Executive and Support Services	20,215	1.03%
	<u>\$ 1,971,938</u>	<u>100.00%</u>



MINISTRY SUMMARY

MINISTRY OF ADVANCED EDUCATION

Estimates
For the Year Ending March 31, 2013
(\$000)

VOTED APPROPRIATIONS

2011/12 Restated Estimates (Net)		2012/13 Estimates			Change	
		Gross	External Recoveries	Net	\$	%
1,858,014	Educational Institutions and Organizations	1,884,248	(17,119)	1,867,129	9,115 ¹	0.49
84,594	Student Support Programs	84,596	(2)	84,594	0	0.00
20,761	Executive and Support Services	20,733	(518)	20,215	(546) ²	(2.63)
1,963,369	Total Operating Expenses	1,989,577	(17,639)	1,971,938	8,569	0.44

CAPITAL EXPENDITURES (CRF)

(Net)		2012/13 Estimates			Change	
		Disbursements	Receipts	Net	\$	%
504	Executive and Support Services	896	-	896	392 ³	77.78

REVENUE COLLECTED FOR, AND TRANSFERRED TO, OTHER ENTITIES

(Net)		2012/13 Estimates			Change	
		Disbursements	Receipts	Net	\$	%
-	Educational Institutions and Organizations	10,000	(10,000)	-	-	n/a

Notes:

1 - Increased funding for Health programs (e.g. Pharmacy, Physiotherapy) of \$1.444 million, for Medical programs at UBC of \$2.416 million and \$5.255 million targeted for emerging BC Job Plan priorities.

2 - Government reallocation of funding for "Advertising & Publications".

3 - CRF capital increase of \$392K for IT modernization of the Student Aid BC online application system - part of the Ministry transformation technology plan submission

EDUCATIONAL INSTITUTIONS AND ORGANIZATIONS

BUDGET SUMMARY:

	Estimates 2011/12 Restated	Estimates 2012/13	Increase/ (Decrease)	Increase/ (Decrease)
	\$000	\$000	\$000	%
Educational Institutions and Organizations	1,858,014	1,867,129	9,115	0.49%

HIGHLIGHTS FOR 2012/13:

This sub-vote provides for funding for funding to colleges, universities, institutes, educational agencies and other organizations to support the post-secondary education system and for initiatives that enhance student performance and access. Recoveries may be received from other ministries, educational organizations and from the federal government under cost sharing agreements for programs provided for within this sub-vote.

- The most significant component of government transfers are operating grants to public post secondary institutions of \$1,855 million. This funding covers the vast majority of the programs that institutions offer to students.
- Public post secondary institutions have approximately 200,000 full-time equivalent (FTE) students taking classes each year, and this funding is used by institutions to fund the costs associated with serving these students. Examples include faculty costs, laboratory costs, student service costs (e.g. registrar's office).

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Standard Object of Expenditures

In Thousands	2012/13 Budget
Salaries and Benefits	-
Operating Costs	1
Government Transfers	1,901,247
Recoveries	- 34,119
Total	1,867,129

Government Transfers

In Thousands	2012/13 Budget
Operating Grants	1,855,347
Routine capital maintenance	12,620
Veterinarian, Optometry training	7,818
Health and Medical programs start-up	5,157
Leased facility space	4,400
BC Campus – online learning	3,081
Insurance coverage	2,000
Native Education Centres	1,952
Targeted for International Education	1,500
Other targeted funding	7,372
Total	1,901,247

Table 1: August 20, 2012		Operating Grants			FTEs			Notes
		2011/12		2012/13	2011/12	2012/13		
		2011/12 Allocation		2012/13 Allocation	Change from Prior Year	2011/12 Target	2012/13 Target	
Institution								
Colleges & Institutes								
British Columbia Institute of Technology		\$114,701,874	\$115,032,774	\$330,900	11,801	11,825	24	Reduction in one time skills funding offset by an increase in base health funding.
Camosun College		\$51,585,954	\$51,786,987	\$201,033	7,157	7,152	(5)	Increase in base health funding; decrease in one time skills funding.
College of New Caledonia		\$28,840,950	\$29,439,775	\$598,825	3,106	3,169	63	Increase in base health, one time health, and one time skills funding.
College of the Rockies		\$17,529,432	\$17,729,512	\$200,080	1,758	1,770	12	Increase in one time health and one time skills funding.
Douglas College		\$58,422,034	\$58,366,834	(\$55,200)	8,360	8,354	(6)	Removal of funding for targeted Aboriginal FTEs.
Justice Institute of BC		\$11,301,273	\$11,392,473	\$91,200	2,395	2,350	(45)	Decrease in one time health offset by base increase.
Langara College		\$43,973,177	\$43,973,177	-	7,056	7,056	-	
Nicola Valley Institute of Technology		\$7,592,781	\$7,447,025	(\$145,756)	538	523	(15)	Removal of one-time health funding.
North Island College		\$21,902,419	\$21,902,239	(\$180)	2,224	2,208	(16)	Increase in one time health offset by decrease in one time skills.
Northern Lights College		\$17,483,075	\$17,472,915	(\$10,160)	1,488	1,497	9	Increase in one time skills offset by removal of funding for targeted Aboriginal FTEs and removal of one-time health funding.
Northwest Community College		\$17,639,147	\$17,769,707	\$130,560	1,696	1,728	32	Increase in one time skills.
Okanagan College		\$44,116,984	\$44,520,196	\$403,212	4,797	4,833	36	Increase in base health and one time skills funding.
Selkirk College		\$25,400,147	\$25,356,647	(\$43,500)	2,350	2,333	(17)	Removal of funding for targeted Aboriginal FTEs and removal of one time health funding.
Vancouver Community College		\$54,325,511	\$54,702,103	\$376,592	6,512	6,550	38	Increase in base health and one time skills funding.
Sub-total		\$514,814,758	\$516,892,364	\$2,077,606	61,238	61,348	110	
Universities								
Capilano University		\$37,788,796	\$37,788,796	-	5,450	5,450	-	
Emily Carr University of Art and Design		\$13,345,464	\$13,345,464	-	1,391	1,391	-	
Kwantlen Polytechnic University		\$67,952,990	\$67,486,550	(\$466,440)	9,170	9,141	(29)	Increase in one time skills offset by decrease in one time health.
Royal Roads University		\$17,182,093	\$17,182,093	-	1,980	1,980	-	
Simon Fraser University		\$217,029,283	\$216,789,283	(\$240,000)	20,215	20,203	(12)	Removal of funding for one time graduate spaces.
Thompson Rivers University		\$64,777,522	\$64,615,922	(\$161,600)	8,018	7,986	(32)	Removal of funding for targeted Aboriginal FTEs and removal of one time skills funding.
University of British Columbia		\$579,340,595	\$582,856,470	\$3,515,875	42,016	42,099	83	Increase in base health and physician funding offset by removal of one time graduate space funding.
University of Northern British Columbia		\$47,406,725	\$47,390,011	(\$16,714)	3,455	3,455	-	Removal of one time health start up funding for rural nursing.
University of the Fraser Valley		\$53,776,084	\$53,952,084	\$176,000	6,677	6,688	11	Increase in base health funding.
University of Victoria		\$176,381,012	\$176,381,012	-	16,528	16,528	-	
Vancouver Island University		\$50,821,844	\$50,729,258	(\$92,586)	6,672	6,659	(13)	Removal of one time health funding.
Sub-total		\$1,325,802,408	\$1,328,516,943	\$2,714,535	121,572	121,580	8	
Total Allocated		\$1,840,617,166	\$1,845,409,307	\$4,792,141	182,810	182,928	118	

Note: Negative year over year changes reflect the removal of one time skills, health or graduate funding or base funding for underutilized Aboriginal programs.

Page 73 redacted for the following reason:

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STUDENT SUPPORT PROGRAMS

BUDGET SUMMARY:

	Estimates 2011/12 Restated	Estimates 2012/13	Increase/ (Decrease) \$000	Increase/ (Decrease) %
	\$000	\$000		
Student Support Programs	84,594	84,594	0	0

HIGHLIGHTS FOR 2012/13:

- This sub-vote provides for the administration, operations and delivery of student support programs. This sub-vote also provides financial, income and other assistance to and for students including scholarships, bursaries, loan forgiveness programs, transfers to students, and transfers for initiatives that enhance student performance and access. Costs are recovered from organizations and the federal government for payments administered on their behalf for programs provided within this sub-vote.
- StudentAid BC helps eligible students with the cost of their post-secondary education through loans, grants, bursaries, scholarships and special programs. It also has programs for borrowers who need help repaying their loans.
- Most StudentAid BC programs are based on need, providing financial assistance where students and their immediate families do not have the resources to meet the costs of post-secondary education and basic living expenses. StudentAid BC also offers scholarships based on merit.

Standard Object of Expenditures

In Thousands	2012/13 Budget
Salaries and Benefits	5,711
Operating Costs	784
Government Transfers	78,100
Other Expenses	1
Recoveries	-2
Total	84,594

Government Transfers

Disability Programs

In Thousands	2012/13 Budget
BC Permanent Disabilities Program	2,250
Disabled Students Grants	800
Colleges & Institutes Library Services	780
Supplemental Bursaries	1,800
Learning Disability Assessment Bursary	300
Total	5,930

BC Loan Reduction/Forgiveness Programs

In Thousands	2012/13 Budget
BC Loan Reduction	39,338
Targeted Loan Forgiveness	1,500
Total	40,838

Aboriginal Programs

In Thousands	2012/13 Budget
Aboriginal Service Plans	4,400
First Nations Education Steering Committee	100
Wilp Wilxo'oskwhl Nisga'a (WWN)	371
Total	4,871

Scholarships, Bursaries and Grants

In Thousands	2012/13 Budget
Passport to Education	9,521
Provincial Scholarships	5,630
Adult Basic Education Student Assistance	5,700
Nurses Education Bursary	1,000
Student Society Emergency Aid Fund	100
Total	21,951

Other Student Support Programs

In Thousands	2012/13 Budget
Community Adult Literacy	2,400
ATBC Contract	1,300
Part Time Student Assistance	210
Student Aid BC Information Centre	600
Total	4,510

Executive and Support Services

BUDGET SUMMARY:

	Estimates 2011/12 Restated	Estimates 2012/13	Increase/ (Decrease)	Increase/ (Decrease)
	\$000	\$000	\$000	%
Executive and Support Services	20,761	20,215	(546)	(2.63%)

HIGHLIGHTS FOR 2012/13:

- This sub-vote provides for the office of the Minister of Advanced Education and includes salaries, benefits, allowances, and operating expenses of the minister and minister's staff. This sub-vote also provides for ministry executive support including the Deputy Minister's Office.
- Funding is provided for post-secondary development and implementation activities, research, and national and international education initiatives. Costs may be recovered from participation in federal/provincial agreements and activities, from government organizations, and from other ministries.

YEAR OVER YEAR CHANGE:

- The ministry's decrease in funding of \$546,000 is due to a Government reallocation of funding for "Advertising & Publications".

Minister's Office

Standard Object of Expenditures

In Thousands	2012/13 Budget
Salaries and Benefits	431
Operating Costs	165
Government Transfers	-
Other Expenses	-
Recoveries	-
Total	596

Corporate Services

In Thousands	2012/13 Budget
Salaries and Benefits	13,626
Operating Costs	6,256
Government Transfers	-
Other Expenses	257
Recoveries	-520
Total	19,619

MINISTER'S OFFICE SUMMARY:

	(000's)	11/12 Estimates	Increase/ (Decrease)	11/12 Restated Estimates
50 - Base Salaries		307		307
52 - Benefits		71		71
54 - Legislative Salaries		53		53
Salaries and Benefits		431	-	431
57 - Employee Travel		105		105
60 - Professional Services - Operational		14	-14	-
63 - Systems - Operating		15		15
65 - Office and Business Expenses		43		43
73 - Amortization Expenses		2		2
Operating Costs		179	-14	165
TOTAL Operating Budget		\$610	\$-14	\$596

Notes:

STOB 50 - Salary for 5 support staff.

STOB 60 - Reallocated to ministry corporate services consistent with cross government presentation.

STOB 63 - Includes all costs related to data, voice, image and text processing operations and services.

STOB 73 - Amortization expense for items such as office furniture & equipment and leasehold improvements.

Ministry of Advanced Education
Summary of Recoveries and Revenue
(\$000)

Recoveries	2011/12 Restated Estimates	2012/13 Estimates	Change
Educational Institutions and Organizations <i>Internal recovery from Ministry of Social Development under the Skills Development Employment Benefit.</i> <i>External recovery from Government of Canada, previously recorded as CRF revenue.</i>	(34,118)	(34,119)	1
Student Support Programs <i>Costs may be recovered from organizations and the federal government for payments administered on their behalf.</i>	(2)	(2)	-
Executive and Support Services <i>Application fees paid by both public and private institutions for Degree quality assessments.</i>	(520)	(520)	-
TOTAL RECOVERIES - Ministry Operations	(34,640)	(34,641)	1

Revenue	2011/12 Restated Estimates	2012/13 Estimates	Change
Educational Institutions and Organizations	(15,000)	(15,000)	-
- Skills Development Employment Benefits Program	(15,000)	(15,000)	-
Student Support Programs	(3,400)	(1,400)	2,000
- Interest from Student Loans ¹	(2,000)	-	2,000
- Student Loan Admin Fee	(1,400)	(1,400)	-
Executive and Support Services	(6,749)	(6,749)	-
- Recovery of Prior Year Expenditures	(120)	(120)	-
- Labour Market Agreement for Persons with Disabilities	(6,633)	(6,633)	-
- Less: Commissions Paid/Withheld	2	2	
- Less Doubtful Account - Misc Revenue	2	2	
TOTAL REVENUES - Ministry of Advanced Education	(25,149)	(23,149)	2,000

¹ Student Loan Program transferred to the Ministry of Finance.

Ministry of Advanced Education Post Secondary Capital Plan (Vote 46)

Introduction:

The Ministry of Advanced Education Capital Plan provides an overview of how the Ministry will prioritize and manage capital funding to safeguard the Province's investment in capital assets, deliver core services and support government priorities. British Columbia's Post-Secondary Sector accommodates 440,000 students in 25 public institutions with more than 3.6 million square meters of space.

Ministry of Advanced Education

Routine Capital Plan

INTRODUCTION:

The Ministry of Advanced Education Routine Capital Plan provides an overview of how the Ministry will prioritize and manage routine capital envelopes to safeguard the Province's investment in capital assets, deliver core services and support government priorities. British Columbia's Post-Secondary Sector accommodates 440,000 students in 25 public institutions with more than 3.6 million square meters of space.

The following incremental new routine capital funding targets have been provided to the Ministry of Advanced Education which are the basis of this plan.

Upgrades and Renovations

- To modify existing infrastructure (no net new programming/capacity).
- To improve functionality or for policy purposes.
- Generally does not extend the useful life of the asset or improve facility condition indexes.
- Capitalized in accordance with GAAP accounting policy.

Allocation Methodology

The Ministry has established a Capital Asset Management System (CAMS) which populates a facility condition database based on post-secondary institution facility building audits for the purpose of targeting funding and developing a sector-wide facility renewal program. The Ministry already has completed audits on all PSI's and launched a facilities renewal program. Specific projects are identified based on the Facility Condition Index (FCI) and in alignment with prioritization criteria.

The post-secondary education system is regionally focused and uses labour market information to assist in the long-term planning and delivery of programs, training and student spaces that respond to provincial and regional economic needs. Annual funding is allocated as follows:

- A reserve will be set aside by the Ministry for emergent/emergency projects and ongoing CAMS audits;
- An envelope will be allocated to each institution to undertake minor (<\$250K) maintenance and rehabilitation; and
- Major (>\$250K) maintenance and rehabilitation projects will be prioritized based on government and Ministry priorities, initiatives and goals, objectives and key strategies.

Project Prioritization

The following factors are considered in the allocation of funding:

Maintenance and Rehabilitation Capital Envelope	Upgrade and Renovation Capital Envelope
<ol style="list-style-type: none">1. Health and Safety;2. Operating cost reduction;3. Access to quality education;4. Job creation/ Economic benefit; and5. Infrastructure sustainability	<ol style="list-style-type: none">1. Utilization rate;2. Program delivery (priority sectors);3. Learning outcomes;4. Operational cost savings; and5. Attract and retain students, faculty and staff.

**MINISTRY OF ADVANCED EDUCATION,
INNOVATION AND TECHNOLOGY**

Summary of Statutes and the Minister's Powers under those Statutes

PUBLIC POST-SECONDARY EDUCATION LEGISLATION

University Act

The *University Act* constitutes the University of British Columbia, the University of Victoria, Simon Fraser University, and the University of Northern British Columbia as corporations. Through designation (which occurred in September, 2008), the Act also establishes 5 special purpose, teaching universities, namely Capilano University, Emily Carr University of Art and Design, Kwantlen Polytechnic University, Vancouver Island University and University of the Fraser Valley.

Universities are corporations created by statute that are by and large autonomous entities. Universities, unlike colleges and institutes, are not agents of government. As such, a university's authority to act is not confined to the authority conferred on it by government. Consequently, the *University Act* contains few references to the Minister's powers. Section 48 provides that the Minister must not interfere with the exercise of powers conferred on a university, the Board of Governors, Senate or other constituent bodies respecting the formulation and adoption of academic policies and standards, the establishment of standards for admission and graduation, or the selection and appointment of staff.

Despite the prohibition of Ministerial intervention, the Minister has some discretionary powers under the Act, which include:

- approving new degree programs (s. 48);
- requiring reports and other information that the Minister considers necessary to carry out the Minister's responsibilities in relation to universities (s. 49);
- approving land dispositions and leases of land to a college affiliated with the University (s.50(2)); and
- approval by the Minister and Minister of Finance are required in order for a university to borrow money to finance a land acquisition or construction or renovation of a university building (s.58).

The Lieutenant Governor in Council appoints eight members of the Board of Governors to each of the universities with the exception of the University of British Columbia, to which government appoints 11 members.

The *Royal Roads University Act* and the *Thompson Rivers University Act* incorporate provisions of the *University Act* by reference.

Royal Roads University Act

The *Royal Roads University Act* constitutes Royal Roads University (RRU) as a corporation with the powers and capacity of a natural person. The Lieutenant Governor in Council appoints up to six members of RRU's Board of Governors.

Many of the provisions of the *University Act* are incorporated by reference into the *Royal Roads University Act*.

Thompson Rivers University Act

The *Thompson Rivers University Act* constitutes *Thompson Rivers University* (TRU) as a corporation with the powers and capacity of a natural person. One of TRU's central purposes is to serve the open learning needs of British Columbia. The Lieutenant Governor in Council appoints eight persons to TRU's Board of Governors.

Many of the provisions of the *University Act* are incorporated by reference into the *Thompson Rivers University Act*.

University Foundations Act

The *University Foundations Act* constitutes the following foundations as corporations and agents of the Government:

- The University of British Columbia Foundation;
- Simon Fraser University Foundation;
- Foundation for the University of Victoria;
- University of Northern British Columbia Foundation;
- Royal Roads University Foundation.

A foundation consists of a board of 5 members appointed by the board of governors of the relevant university.

There are no powers of the Minister under this Act. The Lieutenant Governor in Council may direct that some or all of the *Business Corporations Act* applies to the foundation(s).

PUBLIC POST-SECONDARY EDUCATION LEGISLATION

College and Institute Act

The *College and Institute Act* provides for the designation of colleges and Provincial institutes by the Lieutenant Governor in Council. Upon designation, colleges and institutes are constituted as corporations. Presently, the designated institutions are:

- British Columbia Institute of Technology;
- Camosun College;
- College of New Caledonia;
- College of the Rockies;
- Douglas College;
- Justice Institute of British Columbia;
- Langara College;
- Nicola Valley Institute of Technology;
- North Island College;
- Northern Lights College;
- Northwest Community College;
- Okanagan College;
- Selkirk College; and
- Vancouver Community College.

All are agents of government; as such, their powers are exercised as agents of government and they can only act within the authority that the government has conferred on them. Consequently, the Minister's authority with regard to these institutions is significantly more comprehensive than it is for universities.

The Lieutenant Governor in Council appoints eight or more board members to each college and institute board.

Under section 2 of the Act, the Minister must do the following:

- establish, in consultation with the boards, policy or directives for post-secondary education and training;
- provide services the Minister considers necessary to an institution, and may require the institution to use the services provided; and
- make an annual report for the fiscal year to the Legislature about the state of post-secondary education and training in British Columbia.

The Minister may designate baccalaureate degrees and honorary degrees that a college or institute may grant.

In addition, the Minister has discretionary powers under the Act, which include:

- requiring institutions to issue diplomas or certificates to students who have successfully completed courses of instruction, or degrees to students meeting the applicable standards for the degree;
- approving (with the Minister of Finance) the borrowing of money for the purpose of acquiring land or equipping a building for the use of the institution; and
- approving (with the Minister of Finance) the acquisition and disposition of land.

PRIVATE UNIVERSITY LEGISLATION

*The following are private Acts assigned to the Ministry by OIC 62/2011

Sea to Sky University Act

The *Sea to Sky University Act* established Sea to Sky University as a corporation. Sea to Sky University is a private university that operates under the name Quest University. The Minister has no powers under the Act.

Trinity Western University Foundation Act

The *Trinity Western University Foundation Act* incorporates the Trinity Western University Foundation as a corporation. Trinity Western University is a private university, incorporated under the *Trinity Western University Act*, also a private Act. The Minister has no powers under either Act.

POST-SECONDARY EDUCATION LEGISLATION

Degree Authorization Act

The *Degree Authorization Act* regulates the granting of degrees and the use of the word "university". Except for the public institutions listed in section 2 of the Act, no person may confer a degree, provide a program leading to a degree, advertise a program leading to a degree, sell a degree, or directly or indirectly use the term "university".

The Minister may provide consent for an applicant to engage in any of the restricted activities. If the Minister is satisfied that the applicant has the necessary security to protect student interests and has met the criteria required by the quality assessment process, consent may be granted. The Minister is required to establish and publish the criteria used in the decision to grant or refuse consent. The Minister may suspend or revoke consent or change the terms of consent if a person fails to comply with the Act, regulations or terms and conditions of consent.

The Minister's powers under the Act include the authority to authorize persons to:

- grant or confer a degree;
- provide a program leading to a degree to be conferred inside or outside British Columbia;
- advertise programs offered in British Columbia which lead to a degree to be conferred inside or outside British Columbia;
- sell, offer for sale or advertise for sale a diploma, certificate, document indicating or implying the granting or conferring of a degree;
- use the word "university".

POST-SECONDARY EDUCATION LEGISLATION

As well, the Minister may appoint inspectors to determine whether a consent should be suspended, revoked or amended, or whether a person has failed to comply with the Act or terms and conditions attached to a consent.

Private Career Training Institutions Act

The *Private Career Training Institutions Act* constitutes the Private Career Training Institutions Agency (PCTIA) as a corporation. The Agency's board consists of 10 members and is responsible for governing the affairs of the Agency.

The PCTIA provides consumer protection for students enrolled in British Columbia's private career training institutions. The PCTIA establishes quality standards that institutions must meet in order to be registered and potentially accredited by the Agency. The Act prohibits the provision of career training, as defined in the Act, unless providers are registered institutions. The Student Training Completion Fund, from which students may receive a refund of tuition fees paid to registered institutions that cease to operate, is administered by the Agency.

The Minister's powers under the Act include the appointment of three persons to the Agency's board, and the authority to order the board to amend or repeal a bylaw or create a new bylaw if he or she finds it necessary or advisable.

The Lieutenant Governor in Council's powers under the Act include the authority to appoint a public administrator to discharge the functions of the board if the Lieutenant Governor in Council believe it to be in the public's best interest.

PUBLIC SECTOR LEGISLATION

Public Education Labour Relations Act

The purpose of the Act is to improve collective bargaining practices and procedures in the public school system and to promote positive working relationships in the public school system. The Act establishes the employers' association as the accredited bargaining agent for every board of education in British Columbia, which has exclusive authority to bargain collectively for the boards of education and to bind the boards of education by collective agreement. The employers' association is also the accredited bargaining agent for the purpose of bargaining collectively with support staff unions.

The Minister has no particular powers under this Act. The Labour Relations Board has exclusive jurisdiction to decide a question arising under the Act. The Lieutenant Governor in Council has the power to make regulations under the Act.

INNOVATION LEGISLATION

British Columbia Innovation Council Act

The British Columbia Innovation Council Act constitutes the British Columbia Innovation Council (BCIC) as a corporation. A Crown Agency of the Province, the Council consists of no more than 15 directors appointed by the Lieutenant Governor in Council (LGIC) for a term of no more than three years, with no member serving more than six consecutive years. The LGIC may designate a chair from among the directors.

BCIC has a statutory mandate to develop entrepreneurial talent and commercialize technology. It focuses on competitively positioning British Columbia in today's global knowledge economy in order to provide significant employment opportunities and a high standard of living for British Columbians. BCIC's mandate includes providing recommendations to government regarding technological, scientific, and scholarly knowledge, advising on science policy and research and recommendations on government funding.

The minister may bring specific matters to the BCIC and ask it to report on its finding.

The council has the power to award funding, and may also engage consultants and invest in discoveries and inventions.

MULTICULTURALISM LEGISLATION

Multiculturalism Act

The purposes of the *Multiculturalism Act* are to recognize that the diversity of British Columbians is a fundamental characteristic of our society, to encourage respect for their multicultural heritage, to promote racial harmony and cross-cultural understanding and respect, and to foster a society where there are no impediments to full and free participation by all.

The Act constitutes the Multicultural Advisory Council, which advises the minister on issues respecting multiculturalism. Its members are appointed by the Lieutenant Governor in Council.

The Act requires the council to report to the minister annually, and it also requires each ministry and government corporation to report annually to the minister on the initiatives it is undertaking to promote the government's multicultural policies.

The Act also provides for the making of grants by the Minister to not for profit organizations for the purposes of promoting multiculturalism.

PROFESSIONAL LEGISLATION

Accountants (Certified General) Act

The *Accountants (Certified General) Act* constitutes the Certified General Accountants Association of British Columbia. The Association is responsible for administering the Act and regulating its members. Members are entitled to use the designation "Certified General Accountant" but membership is not mandatory in order to practice as an accountant or an auditor.

The Lieutenant Governor in Council appoints one person to the Board of Governors of the Association. Bylaws of the Association may be annulled by the Lieutenant Governor in Council.

Accountants (Chartered) Act

The *Accountants (Chartered) Act* constitutes the Institute of Chartered Accountants of British Columbia. The Institute is responsible for administering the Act and regulating its members. Members are entitled to use the designations of "Certified Accountant," "Chartered Accountant," "Fellow of the Chartered Accountants" or "Associate of the Chartered Accountants," but membership is not mandatory in order to practice as an accountant.

The Lieutenant Governor in Council appoints up to three persons to the Council of the Institute. Bylaws of the Institute may be annulled by the Lieutenant Governor in Council. The Minister may request that the Council amend or repeal an existing bylaw, or make a new bylaw regarding the ownership or control of licensed firms.

Accountants (Management) Act

The *Accountants (Management) Act* constitutes the Society of Management Accountants of British Columbia. The Society is responsible for administering the Act and regulating its members. Members are entitled to use of the designation of "Certified Management Accountant" but membership is not mandatory in order to practice as an accountant.

The Lieutenant Governor in Council appoints four persons to the Board of Directors. The Lieutenant Governor in Council may disallow a bylaw within forty-five days of its being filed with the Minister.

PROFESSIONAL LEGISLATION

Applied Science Technologists and Technicians Act

The *Applied Science Technologists and Technicians Act* constitutes the Association of Applied Science Technologists and Technicians of British Columbia. The Association is responsible for administering the Act and regulating its members. Members are entitled to use the designations "Applied Science Technologist" or "Certified Technician," but membership is not mandatory in order to practice.

Architects Act

The *Architects Act* constitutes the Architectural Institute of British Columbia. The Institute is responsible for administering the Act and regulating its members. Membership is mandatory in order to practice as an architect.

The Lieutenant Governor in Council appoints four persons to the Council of the Institute. The Lieutenant Governor in Council may disallow any bylaw within forty-five days of its filing with the Minister. The Lieutenant Governor in Council may require the registrar of the Institute to provide information to Government under the seal of the Institute.

Architects (Landscape) Act

The *Architects (Landscape) Act* constitutes the British Columbia Society of Landscape Architects. The Society is responsible for administering the Act and regulating its members. Members are entitled to use the designation "Landscape Architect," but membership is not mandatory in order to practice.

The Lieutenant Governor in Council appoints four or more persons to the Board of Examiners.

Engineers and Geoscientists Act

The *Engineers and Geoscientists Act* constitutes the Association of Professional Engineers and Geoscientists of the Province of British Columbia. The Association is responsible for administering the Act and regulating its members. Members are entitled to use the designations of "Professional Engineer" or "Professional Geoscientist". Membership is mandatory in order to practice.

The Lieutenant Governor in Council appoints four persons to the Council of the Association. The Lieutenant Governor in Council may disallow a bylaw within forty-five days of its filing with the Minister.

PROFESSIONAL LEGISLATION

Music Teachers (Registered) Act

The *Music Teachers (Registered) Act* constitutes the British Columbia Registered Music Teachers' Association. The Association is responsible for administering the Act and regulating its members. Members are entitled to use the designation "Registered Music Teacher" but membership is not mandatory in order to practice.

The Lieutenant Governor in Council appoints one person to the Board of Examiners. The Lieutenant Governor in Council approves the bylaws of the Association.

AGENCIES, BOARDS AND COMMISSIONS

Colleges and Institutes

The following public post-secondary institutions are governed by the *College and Institute Act*, and have boards consisting of eight or more persons appointed by the Lieutenant Governor in Council, one faculty member elected by faculty members, one staff member elected by support staff, two students elected by the students, the president, and the chair of the Education Council.

The Justice Institute of British Columbia Board consists of 8 or more persons appointed by the Lieutenant Governor in Council and the President only.

British Columbia Institute of Technology (Burnaby)
Camosun College (Victoria)
College of New Caledonia (Prince George)
College of the Rockies (Cranbrook)
Douglas College (New Westminster)
Justice Institute of British Columbia (New Westminster)
Langara College (Vancouver)
Nicola Valley Institute of Technology (Merritt)
North Island College (Courtenay)
Northern Lights College (Dawson Creek)
Northwest Community College (Terrace)
Okanagan College (Kelowna)
Selkirk College (Castlegar)
Vancouver Community College (Vancouver)

Universities

The following institutions are public universities and with the exception of Royal Roads University (governed under the *Royal Roads University Act*) and Thompson Rivers University (governed under the *Thompson Rivers University Act*), are governed by the *University Act*. The boards of governors of the universities, including Thompson Rivers University, are comprised of 15 members, including eight persons appointed by the Lieutenant Governor in Council, two of whom are to be appointed from among persons nominated by the alumni association, two faculty members elected by faculty members, two students elected from the students, one person elected by and from employees who are not faculty members, the chancellor, and the president.

AGENCIES, BOARDS AND COMMISSIONS

Given that it comprises two campuses, the University of British Columbia board has 21 members, with three additional Lieutenant Governor in Council appointees appointed in addition to the above members. As well, the UBC board has additional representation of a faculty member, student, and employee from the Okanagan campus as part of the university board of governors.

The Royal Roads University Board of Governors is comprised of the president, a professor elected by the professors, up to six persons appointed by the Lieutenant Governor in Council, a student elected by the students, and employee elected by the employees, and up to two persons who are not employees of the university, appointed by the board.

Capilano University (North Vancouver)
Emily Carr University of Art and Design (Vancouver)
Kwantlen Polytechnic University (Surrey)
Royal Roads University (Victoria)
Thompson Rivers University (Kamloops)
Simon Fraser University (Burnaby)
University of British Columbia (Vancouver) & (Kelowna)
University of Northern British Columbia (Prince George)
University of Victoria (Victoria)
Vancouver Island University (Nanaimo)
University of the Fraser Valley (Abbotsford)

Professional Associations

The boards of the eight professional associations which fall under the administrative responsibility of the Ministry are each governed by the provisions of their respective Acts.

Architectural Institute of British Columbia (AIBC)
Association of Professional Engineers and Geoscientists of British Columbia (APEGBC)
British Columbia Registered Music Teachers Association (BCRMTA)
British Columbia Society of Landscape Architects (BCSLA)
Certified General Accountants Association of British Columbia (CGABC)
Certified Management Accountants Society of British Columbia (CMABC)
Institute of Chartered Accountants of British Columbia (ICABC)
Applied Science Technologists and Technicians of British Columbia (ASTTBC)

AGENCIES, BOARDS AND COMMISSIONS

The Lieutenant Governor in Council appoints members to represent the public interest to all but the board of the Applied Science Technologists and Technicians of British Columbia (ASTTBC). In particular, the Lieutenant Governor in Council appoints members of the Boards of AIBC (4), APEGBC (4), BCRMTA Board of Examiners (1), BCSLA Board of Examiners (4), CGABC (1), CMABC (4), and ICABC (3).

British Columbia Council on Admissions and Transfer

The British Columbia Council on Admissions and Transfer (BCCAT) was established in 1989 by the Minister of Advanced Education. The Council, comprised of 19 members appointed by the Minister, is funded annually by the Ministry and reports to the Minister.

The mandate of the Council is to facilitate admission, articulation and transfer arrangements among colleges, institutes, and universities. In co-operation with post-secondary institutions, the Council develops policies and practices that facilitate transferability of post-secondary credit courses so that credit can be applied toward baccalaureate degrees in degree granting institutions. The Council fulfills its mandate through leadership and co-ordination of activities bringing together institutional representatives. This results in the co-ordinated planning and administration of programs and admissions policies to ensure an accessible and responsive system.

The following data provide a snapshot of the credit transfer system:

- There are 38 institutions participating in formal credit transfer: all 25 public post-secondary institutions, eleven private institutions and two out-of-province institutions (Yukon College and Athabasca University).
- There are currently about 900 block transfer agreements and about 75,000 active course credit articulations.
- In 2008/09 (most recent available data), there were 4,126 university transfer students who were able to transfer from their initial institution to the four main research universities to continue their degree programs.
- In 2008/09, there were 18,447 other students who transferred between different institutions.

AGENCIES, BOARDS AND COMMISSIONS

Degree Quality Assessment Board

Under the *Degree Authorization Act* (DAA), private and out-of-province public post-secondary institutions may apply for ministerial consent to offer and advertise degree programs, grant degrees, or use the word “university” for educational purposes in British Columbia. The Act also is intended to increase the degree-granting opportunities for BC public post-secondary institutions by expanding the mandate of public colleges and institutes to offer applied degree programs.

The Degree Quality Assessment Board (DQAB) was established by the Minister of Advanced Education in May 2003 and is composed of 11 voting members and 3 ex-officio members. The DQAB reviews and makes recommendations to the Minister on applications for new degree programs and exempt status submitted by BC public post-secondary institutions and private and out-of-province public post-secondary institutions, and use of the word “university” submitted by private and out-of-province public post-secondary institutions, ensuring degree programs meet consistent and high quality standards.

Private Career Training Institutions Agency

The ten-member board of the Private Career Training Institutions Agency (PCTIA), established under the *Private Career Training Institutions Act*, governs the affairs of the agency in accordance with the Act, regulations and the bylaws. Pursuant to the Act, seven members of the board are elected by registered institutions while three members are appointed by the Minister to represent the public interest. The PCTIA is a provincial Crown Agency responsible for registering private institutions which offer career training programs of 40 hours or longer in duration and \$1,000 or more in tuition fees. In addition, the PCTIA offers a voluntary accreditation process to registered institutions. The PCTIA is responsible for administering the Student Training Completion Fund, which will refund students the unearned portion of their tuition fees if the registered institution that they attend closes prior to the completion of their program.

BC StudentAid Appeal Committee

The British Columbia StudentAid Appeal Committee, established by the Minister of Advanced Education, consists of five voting members who are appointed for terms commencing at the beginning of each school year. The responsibility of the Appeal Committee is to review and recommend courses of action with respect to student financial assistance appeals under StudentAid BC.

AGENCIES, BOARDS AND COMMISSIONS

The StudentAid BC Program provides approximately 51,000 post-secondary students with financial assistance to supplement money available from work, savings, investments, assets, parents, spouse and other awards during their studies. The Program is needs-based, and a student may request a review of his or her application when exceptional circumstances exist that are not contemplated under standard program policy.

BCcampus

BCcampus is a collaborative online learning agency funded by the Ministry to help British Columbia's public post-secondary institutions meet their students' learning needs. It does so by identifying, developing, implementing and promoting information and communication technologies that benefit the entire post-secondary system. It is also responsible for managing the Online Program Development Fund which encourages institutions to develop courses and programs collaboratively. The materials developed are made freely available to British Columbia's public institutions.

British Columbia Electronic Library Network

British Columbia Electronic Library Network (BC ELN) is a partnership between the ministry and post-secondary libraries. Its purpose is to develop, promote and maintain system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of the province's learners, researchers, and educators at the lowest possible cost. Among its activities is negotiating consortium licenses for research databases on behalf of partner libraries. It operates out of Simon Fraser University with core funding from the Ministry and additional project funding and staff time contributed by partner libraries.

SECTOR PROFILES

Sector Organization:

BC Colleges

Description:

BC Colleges is a consortium representing British Columbia's 11 public community colleges serving more than 200,000 students annually, with campuses in close to seventy communities throughout British Columbia.

The BC Colleges offer a comprehensive range of programs – from university studies to baccalaureate degrees to career, technical and trades education – that are designed to be accessible, affordable and responsive to the evolving needs of BC students, communities, business and industry.

Mr. Jim Reed serves as the BC Colleges president and, Dr. David Ross (President of Langara College) is the chair. The organization is funded by member institutions and is independent of government.

Sector Organization:

The British Columbia Association of Institutes and Universities

Description:

The British Columbia Association of Institutes (BCAIU) represents three institutes (British Columbia Institute of Technology, Justice Institute of British Columbia, and Nicola Valley Institute of Technology) and five teaching-intensive universities (Capilano University, Emily Carr University of Art and Design, Kwantlen Polytechnic University, University of the Fraser Valley and, and Vancouver Island University). The current chair is Dr. Mark Evered, President of the University of the Fraser Valley.

The BCAIU's member institutions offer a broad range of post-secondary education programs from trades and technical training, certificates, diplomas to master's degrees. The three institutes and Emily Carr University of Art and Design have provincial mandates to deliver programs in specialty areas. The other member institutions have mandates to deliver a full range of programs from adult education to degrees that meet the needs of the regions they serve.



The BCAIU is funded by member institutions and is independent of government.

Ms. Ruth Wittenberg was appointed President of the Association in January, 2010. Her role is to provide counsel to members on strategies, policy, legislation, or other actions; coordinate research, develop information to represent members' point of view; and to evaluate the effects of public policy on members and keep them informed of developments.

Sector Organization:

The Research Universities' Council of British Columbia

Description:

The Research Universities' Council of British Columbia (RUCBC) represents four research-intensive universities (University of British Columbia, Simon Fraser University, University of Victoria and University of Northern British Columbia), as well as Royal Roads University and Thompson Rivers University. RUCBC's current chair is Dr. George Iwama, President of the University of Northern British Columbia.

The four research-intensive universities provide a range of academic, professional and applied programs, with significant graduate enrolment, and they have a mandate to undertake research in all fields of knowledge to the extent that resources permit. They each have a provincial mandate, although in policy and practice, the University of Northern British Columbia also has a particular focus on the North, and the University of British Columbia Okanagan is responsive to the needs of the Okanagan:

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RUCBC works on behalf of its members to improve the quality, accessibility and coordination of university education in British Columbia. RUCBC provides a single voice on behalf of the four research-intensive universities on public policy issues including funding, research, accountability, admissions and transfer.



RUCBC is funded by the member universities and is independent of the provincial government. RUCBC's council office and small staff are located in Victoria. Ms. Robin Ciceri is the president of RUCBC, assuming the position in November 2009, after a long career in the provincial government. Ms. Ciceri formerly held positions in intergovernmental relations and post-secondary education. She was also the Deputy Minister of the Ministry of Human Resources and the Ministry of Small Business and Revenue, and immediately prior to joining the council, was the Deputy Minister of Advanced Education and Labour Market Development.

Professional Associations Assigned to the Ministry of Advanced Education

August 2012

Profession and Association title	Legislation	Critical Issues	Cabinet and Ministerial Responsibilities
S. 13			

Profession and Association title	Legislation	Critical Issues	Cabinet and Ministerial Responsibilities
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S. 13

Profession and Association title	Legislation	Critical Issues	Cabinet and Ministerial Responsibilities
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S. 13

Profession and Association title	Legislation	Critical Issues	Cabinet and Ministerial Responsibilities
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S. 12

Profession and Association title	Legislation	Critical Issues	Cabinet and Ministerial Responsibilities
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GOVERNMENT COMMUNICATIONS & PUBLIC ENGAGEMENT OVERVIEW

Government Communications and Public Engagement (GCPE) leads and co-ordinates communications with internal and external stakeholders, ensuring that citizens are informed about government policies, programs and services and that information is communicated in an open and transparent manner.

GCPE ensures that essential communication mechanisms are available to give citizens quick and easy access to the information they need — when they need it — whether it is via media relations, advertising, events, community relations, publications, e- links and social media and engagement, or cross promotional activities.

Clients include citizens of British Columbia, members of the media, the Premier's Office, members of Cabinet, senior government officials and ministry program staff.

The GCPE team at Advanced Education, Innovation and Technology (AEIT) currently includes five FTEs - a communications director, a manager and three public affairs officers. With support available from GCPE centrally (organization chart attached for reference).

AEIT Communications contacts:

Marc Black

Communications Director

Office: 250. 952-6508

Cell: 250. 889.1295

E-mail: Marc.Black@gov.bc.ca

Dan Gilmore,

Communications Manager

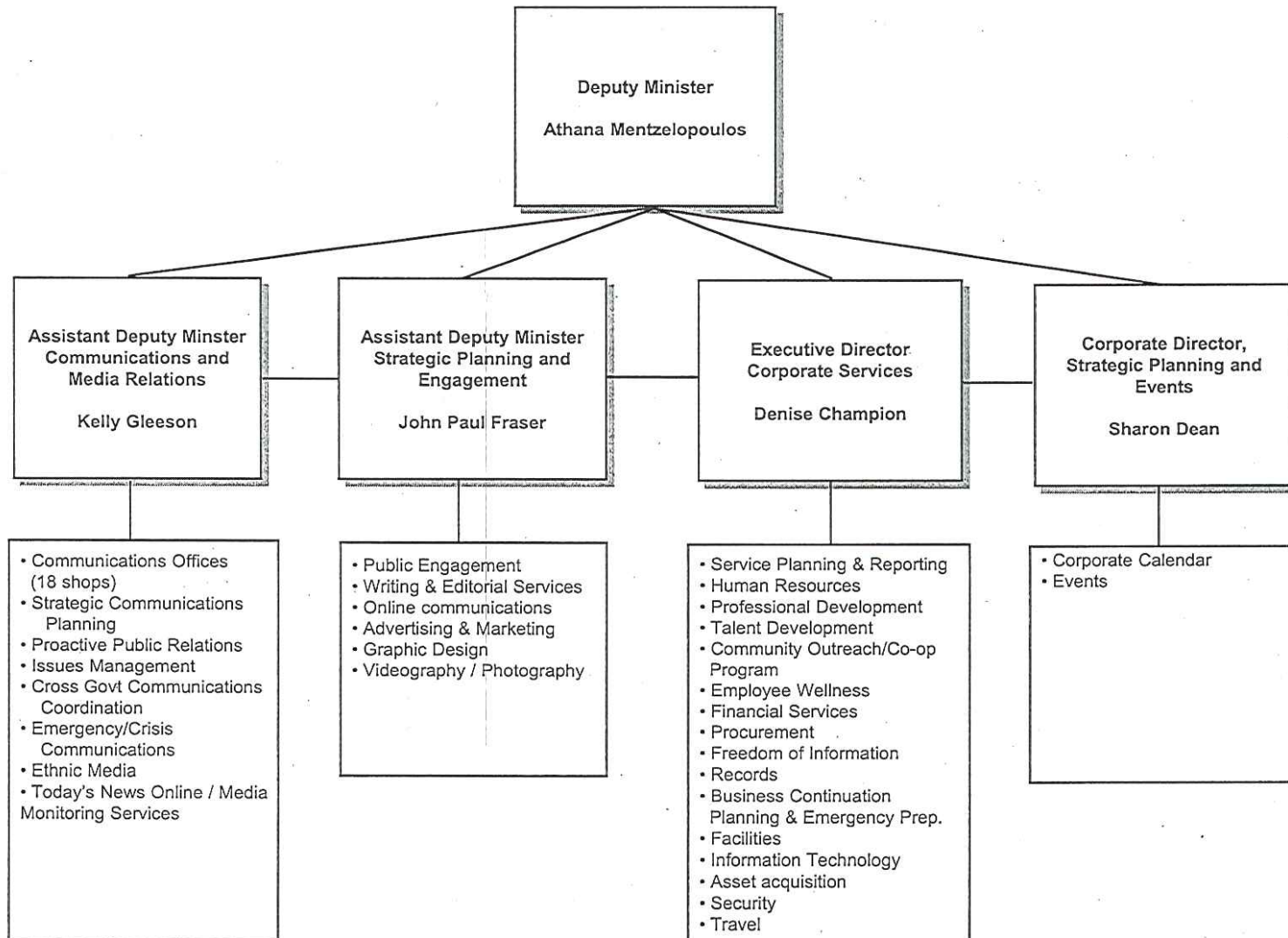
Office: 250. 952-6400

Cell: 250. 213-2302

E-mail: Dan.Gilmore@gov.bc.ca

GOVERNMENT COMMUNICATIONS AND PUBLIC ENGAGEMENT

Executive



Administrative Service Delivery Transformation

The Administrative Service Delivery Transformation (ASDT) Initiative (the Initiative) is a project to study, review and recommend shared procurement and back office administrative services for implementation across the public post secondary sector. The Initiative will ensure the sector is operating as efficiently as possible in delivering the services; achieving the best value and achieving the fiscal plan targets. Governments Budget 2012 includes targeted savings in post-secondary non-academic administrative services. The fiscal targets are \$20 million in 2013/14 and a further \$30 million in 2014/15. The "Opportunity Assessment Phase" began on June 25, 2012 and will conclude with a consulting firms report to be delivered in October 2012. This phase will study, review and recommend specific non-academic administrative services delivery options and will develop a "roadmap" with options for moving forward with service delivery changes in future phases. A Treasury Board Submission is due to the Ministry of Finance by October 15, 2012.

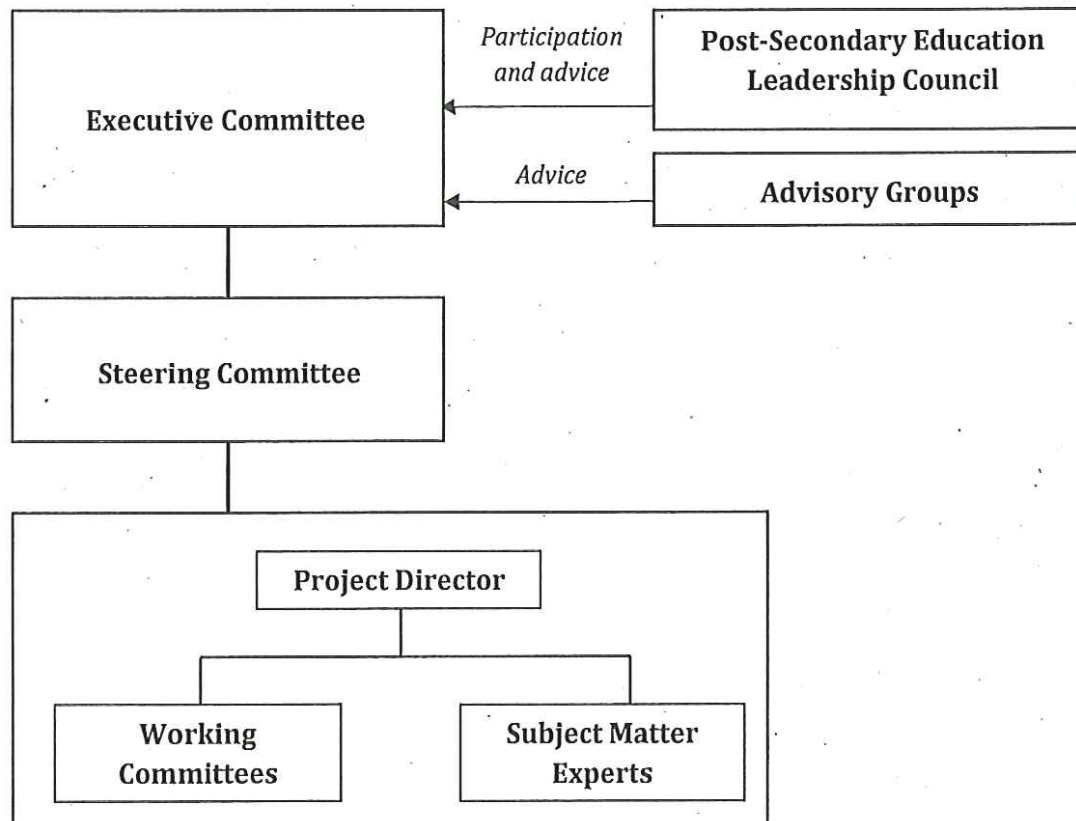
Governance Framework

(a) Governance framework objectives

The objectives of the governance organization, responsibilities and decision-making process are to

- i. establish clear lines of responsibility and decision-making accountability to facilitate delivery of the Initiative and resolve issues as quickly as possible;
- ii. provide clear and centralized channels of communication so that the participants receive consistent and relevant information;
- iii. provide a mechanism that enables a flexible, well-managed project;
- iv. ensure a service delivery model that reflects the vision, values and principles of the Initiative.

(b) Organization



(c) Roles and Responsibilities

September 2012

Role	Membership	Responsibilities
Executive Committee	<ul style="list-style-type: none"> • Dr. Mark Evered, Chair, BCAIU • Dr. David Ross, Chair, BCC • Dr. George Iwama, Chair, RUCBC • Mr. Jim Hamilton, President, Okanagan College • Ms. Kathy Kinloch, President, Vancouver Community College • Dr. Don Wright, President, British Columbia Institute of Technology, • Prof. Stephen Toope, President, University of British Columbia • Ms. Cheryl Wenezenki-Yolland, Deputy Minister, Ministry of Advanced Education • Mr. Joe Thompson, Acting Assistant Deputy Minister, Ministry of Advanced Education 	<ul style="list-style-type: none"> • Ownership and overall sponsorship of the Initiative • Provide strategic direction • Obtain funding and resources for the Initiative • Approve key deliverables • Approve project committees and other participating groups • Overall scope management • Issue resolution and mediation • Oversight of the budget • Stakeholder engagement and communications
Steering Committee	<p>Co-Chairs are Joe Thompson and Oliver Grüter-Andrew.</p> <p>Members:</p> <ul style="list-style-type: none"> • Eileen Bray (UNBC) • Lorcan O'Melinn (BCIT) • Robert Eby (Okanagan) • Oliver Grüter-Andrew (UBC) • Diane Teslak (COTR) • Pat Hibbitts (SFU) • Roy Daykin (Langara) • Doug Callbeck (VCC) • Pat Eager (VIU) • Joe Thompson (AVED) • Deborah Rasnick (AVED) • Jordan Perrey (AVED) 	<ul style="list-style-type: none"> • Strategic advice • Relationship management • Approve deliverables, and recommend Executive Committee approval of key deliverables • Define Initiative scope and approve changes in scope • Sponsor the project at the institution level • Escalation point for the Initiative within the organization • Issue resolution and mediation • Provide support and leadership as advocates of the Initiative • Provide executive support to the Project Director

Role	Membership	Responsibilities
Post-Secondary Education Leadership Council	Members of the current Council	<ul style="list-style-type: none"> • Provide advice to the Executive Committee within the Council's mandate • Comment on key project documents • Provide input on strategies, policies and issues upon request of the Executive Committee
Advisory Groups	To be determined and approved by the Executive Committee	<ul style="list-style-type: none"> • Provide advice upon request of the Executive Committee • Comment on project documents upon request
Project Director	<ul style="list-style-type: none"> • Pam Stewart • To be approved by the Executive Committee 	<ul style="list-style-type: none"> • Reports to Steering Committee Co-Chairs • Management of the Initiative including: <ul style="list-style-type: none"> ○ Status reporting ○ Delivery performance ○ Management of Working Committee and sub-committees, SMEs and any contracted resources ○ Project management support for stakeholder engagement and communications ○ Monitoring of deliverables ○ Planning, risk management and issue resolution. • Communicates Executive Committee and Steering Committee direction to the Working Committee and SMEs. • Acts as executive support at Executive Committee and Steering Committee meetings to prepare agendas and minutes, table items for decision, and provide project management advice.
Working Groups	<ul style="list-style-type: none"> • Institution representatives to be determined by the institutions • Ministry representatives to be determined by the Ministry 	<ul style="list-style-type: none"> • Lead data gathering at institution level • Point of contact at institution level for information gathering and interviews • Remove barriers at institution level • Participate in approval/ validation/ prioritization of roadmap strategy • Validate assumptions in opportunity profiles • Participate in working sessions • Participate in producing assigned deliverables • Follow project processes communicated by the Project Director
Subject Matter Experts	<ul style="list-style-type: none"> • Deloitte • Contracted and staff resources to be determined 	<ul style="list-style-type: none"> • Provide subject matter expertise • Support the Working Committee as required • Participate in activities as assigned through the planning process and communicated by the Project Director • Raise issues to the Project Director

September 2012

Role	Membership	Responsibilities
		<ul style="list-style-type: none">• Provide status to the Project Director

Page 112 redacted for the following reason:

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Board Chairs

Institution	Name	Title
British Columbia Institute of Technology	Mr. Tony Gugliotta	Chair of the Board
Camosun College	Mr. Kyman Chan	Chair of the Board
Capilano University	Dr. Robin Brayne	Chair, Board of Governors
College of New Caledonia	Mr. Robert Murray	Chair of the Board
College of the Rockies	Mr. Orest Federko	Chair of the Board
Douglas College	Mr. Paul Wates	Chair of the Board
Emily Carr University of Art and Design	Ms. Evaleen Jaager Roy	Chair of the Board
Justice Institute of British Columbia	Mr. Doug Eastwood	Chair of the Board
Kwantlen Polytechnic University	Mr. Gordon Schoberg	Chair of the Board
Langara College	Ms. Anne Lippert	Chair of the Board
Nicola Valley Institute of Technology	Ms. Angela Wesley	Chair of the Board
North Island College	Mr. Bruce Calder	Chair of the Board
Northern Lights College	Ms. Karen A. Simpson	Chair of the Board
Northwest Community College	Ms. Rhoda Witherly	Chair of the Board
Okanagan College	Mr. Lance Kayfish	Chair of the Board
Royal Roads University	Dr. J. Peter Meekison	Chair, Board of Governors
Selkirk College	Mr. Bruce Morrison	Chair of the Board
Simon Fraser University	Mr. Brian E. Taylor	Chair, Board of Governors
The University of British Columbia	Mr. William Levine	Chair, Board of Governors
Thompson Rivers University	Ms. Fiona Chan	Chair, Board of Governors
University of Northern British Columbia	Mr. John Turner	Chair, Board of Governors
University of the Fraser Valley	Mr. Laurence Stinson	Chair of the Board
University of Victoria	Ms. Susan Mehinagic	Chair, Board of Governors
Vancouver Community College	Ms. Cathy Young	Chair of the Board
Vancouver Island University	Mr. Michael W. Brown	Chair of the Board

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Presidents			
Institution	Name	Title	Phone
British Columbia Institute of Technology	Dr. Don Wright	President	
Camosun College	Ms. Kathryn Laurin	President	
Capilano University	Dr. Kris Bulcroft	President	
College of New Caledonia	Mr. John Bowman	President	
College of the Rockies	Dr. Nick Rubidge	President and CEO	
Douglas College	Dr. Scott McAlpine	President	
Emily Carr University of Art and Design	Dr. Ron Burnett	President and Vice-Chancellor	
Justice Institute of British Columbia	Mr. Jack McGee	President	
Kwantlen Polytechnic University	Dr. Alan Davis	President and Vice-Chancellor	
Langara College	Dr. David Ross	President	
Nicola Valley Institute of Technology	Mr. Ken Tourand	President	
North Island College	Dr. Jan Lindsay	President	
Northern Lights College	Ms. Laurie Rancourt	President	
Northwest Community College	Dr. Denise Henning	President	
Okanagan College	Mr. Jim Hamilton	President	
Royal Roads University	Dr. Allan R. Cahoon	President and Vice-Chancellor	
Selkirk College	Mr. Angus Graeme	President and CEO	
Simon Fraser University	Prof. Andrew Petter	President and Vice-Chancellor	
University of Northern British Columbia	Dr. George Iwama	President and Vice-Chancellor	
Thompson Rivers University	Dr. Alan Shaver	President and Vice-Chancellor	
University of British Columbia	Prof. Stephen Toope	President and Vice-Chancellor	
University of the Fraser Valley	Dr. Mark D. Evered	President and Vice-Chancellor	
University of Victoria	Dr. David Turpin	President and Vice-Chancellor	
Vancouver Community College	Ms. Kathy Kinloch	President	
Vancouver Island University	Dr. Ralph Nilson	President and Vice-Chancellor	

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External Stakeholders

Institution	Name	Title	W Telephone	Cell Phone	Toll Free
Academic Governance Council	Ms. Laura Cullen	Chair			
Applied Science Technologist & Technicians of BC	Mr. Bill MacPherson	President			
Association of Student Awards Personnel British Columbia Institute of Technology	Ms. Joelle Ebner	Chair			
Automotive Training Standards Organization	Mr. Lloyd Stamm	Chief Executive Officer			
BC Assembly of First Nations	Ms. Jody Wilson-Raybould	Regional Chief			
BC Association of Institutes and Universities	Ms. Ruth Wittenberg	President			
BC Career Colleges Association	Mr. Greg Culos	President c/o Julie Bradley, Executive Director			
BC Colleges	Mr. Jim Reed	President			
BC Council for International Education	Dr. Emery Dosdall	President			
BC Council on Admissions and Transfer	Dr. Robert Fleming	Executive Director & Council Co-Chair			
BC Electronic Library Network	Ms. Anita Cocchia	Executive Director			
BC Federation of Labour	Mr. Jim Sinclair	President			
BC Government Employee's Union	Mr. Darryl Walker	President			
BCCampus	Dr. David Porter	Executive Director			
BCNet	Mr. Michael Hrybyk	President and CEO			
Business Council of British Columbia	Mr. Greg D'Avignon	President and CEO			
Canadian Alliance of Student Associations External Affairs Alma Mater Society - University of British Columbia	Mr. Jeremy McElroy	Vice-President, External			
Canadian Federation of Students British Columbia Yukon Office	Ms. Nimmi Takkar	Chair			
Canadian Union of Public Employees BC CUPE BC Division Office	Mr. Barry O'Neill	President			

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External Stakeholders

Institution	Name	Title	W Telephone	Cell Phone	Toll Free
Confederation of University Faculty Associations of BC	Dr. David Mirhady	President			
Construction Industry Training Organization	Mr. George Douglas	Chief Executive Officer			
Council of Post Secondary Library Directors c/o Douglas College	Ms. Carole Compton-Smith	Chair			
Council of Senior Student Affairs Leaders (CSSAL)	Mr. Blaine Jensen	Chair			
Decoda Literacy Solutions	Ms. Brenda LeClair	Executive Director, Community Engagement			
Degree Quality Assessment Board c/o Governance and Quality Assurance Branch	Dr. Nicholas Rubidge	Chair			
Electronic Health Library of BC	Ms. Leigh Anne Palmer	e-HLbc Coordinator			
Federation of Post-Secondary Educators of BC	Ms. Cindy Oliver	President			
First Nations Education Steering Committee	Mr. Tyrone McNeil				
First Nations Leadership Council First Nations Summit	Grand Chief Ed John				
HortEducation BC	Ms. Anne Kadwell	President			
Industry Training Authority	Mr. Kevin Evans	Chief Executive Officer			
Knowledge Network	Mr. Rudy Buttignol	President & CEO			
Literacy BC	Ms. Judy Cavanagh	Executive Director			
Metis Nation British Columbia	Mr. Bruce Dumont	President			
Post Secondary Employers' Association	Ms. Anita Bleick	Executive Director			
Premier's Technology Council	Mr. Andrew Wynn-Williams	Director, Operations			
Private Career Training Institutions Agency of BC	Ms. Karin Kirkpatrick Campbell	Registrar and CEO			
PROPEL	Ms. Debbie Yule	Director of Industry Training			
Research Universities' Council of British Columbia	Ms. Robin Ciceri	President			

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S. 22

External Stakeholders

Institution	Name	Title	W Telephone	Cell Phone	Toll Free
Residential Construction Industry Training Organization	Ms. Mary Kenny	Chief Executive Officer	S. 15, S. 17		
Resource Training Organization	Mr. Doug MacLaren	Chief Executive Officer			
Skills Canada BC	Mr. Adam Thorvaldson	Executive Director			
Transportation Career Development Association	Mr. Russel Robertson	Chief Executive Officer			
Union of BC Indian Chiefs	Grand Chief Stewart Philip	President			

REGIONAL PROFILE

MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

NORTHERN/CENTRAL REGION

OVERVIEW

This regional profile provides an overview of the Northern/Central region, which consists of the combined geographic areas of Northwest Community College, College of New Caledonia, Northern Lights College and Thompson Rivers University. (See Appendix 1 for a map of the region.)

There is a wide range of public and private post-secondary institutions located in the region, including:

- Six public institutions:
 - College of New Caledonia
 - Nicola Valley Institute of Technology
 - Northern Lights College
 - Northwest Community College
 - Thompson Rivers University
 - University of Northern British Columbia
- 25 private institutions, one of which has degree-granting status and 24 of which are registered with the Private Career Training Institutions Agency¹. Of these, 12 are also accredited.
- A number of Aboriginal controlled post-secondary institutes, 20 of which are members of the Indigenous Adult and Higher Learning Association².

KEY INITIATIVES AND OPPORTUNITIES

A number of initiatives identified in and related to the BC Jobs Plan are of particular relevance to the Northern/Central region, including, for example:

Regional Workforce Tables

The *BC Jobs Plan* commits to the creation of regional workforce tables to bring people together to discuss how to best align training programs to meet regional needs. The Northeast and the Northwest of the province – which includes the North Coast, Nechako and Northeast Development regions – were chosen as the pilot locations for the regional workforce tables. An initial open house forum for the Northwest table was held in Terrace on January 30, 2012. This was followed by an open house for the Northeast table in Dawson Creek on February 10. Tables are now up and running in both regions. The knowledge gained from these pilot programs will be transferable to other regions in BC.

¹ The Private Career Training Institutions Agency is the regulatory body for private career training institutions in BC. It sets basic education standards for registered private career training institutions and establishes standards of quality which must be met by accredited institutions.

² The Indigenous Adult and Higher Learning Association supports and represents Aboriginal-controlled adult and post-secondary education institutes in BC.

Liquefied Natural Gas

The *BC Jobs Plan* commits government to working with Liquefied Natural Gas proponents to bring at least one Liquefied Natural Gas pipeline and terminal online by 2015 and have three in operation by 2020, assuming all environmental and permitting applications are granted. This commitment may see thousands of new jobs for skilled workers in construction, exploration, pipeline and facility operation and related services across northern BC. The four northern post-secondary institutions have committed to supporting government's Liquefied Natural Gas priority and helping meet the labour force needs of the Liquefied Natural Gas industry.

Supply of Skilled Workers

Along with the Liquefied Natural Gas industry noted above, mining and other industries across northern BC are forecasted to see significant growth in the years ahead, and employers will be challenged to find sufficient numbers of skilled workers to fill available jobs.

Labour Market Partnership Project: The Northwest Transmission Line

This is a two phase human resources project led by BC Hydro. Phase one, which is now complete, was to develop a human resources strategy to ensure that communities in the region take maximum advantage of employment opportunities flowing from the construction of the Northwest Transmission Line and beyond, and that employers have an adequate, skilled workforce to implement planned major capital projects. Phase two will focus on the implementation of specific actions and strategies identified in the human resources strategy.

Wood Innovation and Design Centre

The Wood Innovation and Design Centre is to be a new facility constructed in Prince George that will be a centre of excellence for wood innovation, design and product diversification to expand the use of wood in construction and innovative wood product manufacturing.

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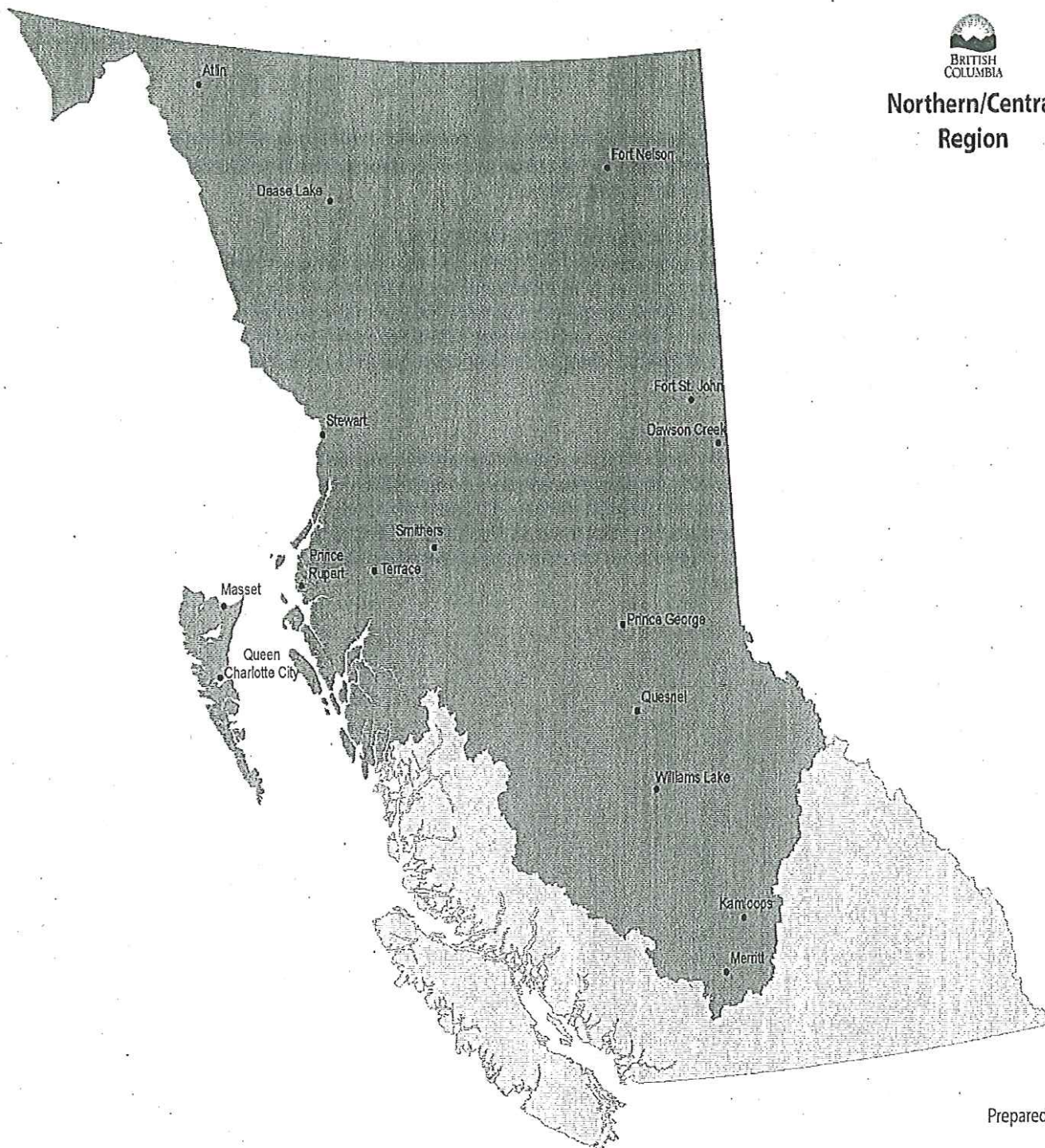
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Appendix 1

NORTHERN/CENTRAL REGION
REFERENCE MAP



Northern/Central
Region



Prepared By: BC Stats
June 2012

REGIONAL PROFILE

MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

VANCOUVER ISLAND/COAST REGION

OVERVIEW

This regional profile provides an overview of the Vancouver Island/Coast region, which consists of the combined geographic areas of North Island College, Vancouver Island University, Camosun College and Capilano University. (See Appendix 1 for a map of the region.)

There is a wide range of public and private post-secondary institutions located in the region, including:

- Six public institutions:
 - Camosun College
 - Capilano University
 - North Island College
 - Royal Roads University
 - University of Victoria
 - Vancouver Island University
- 83 private institutions, two of which have degree-granting status and 81 of which are registered with the Private Career Training Institutions Agency¹. Of these, 38 are also accredited.
- A number of Aboriginal controlled post-secondary institutes, 11 of which are members of the Indigenous Adult and Higher Learning Association².

KEY INITIATIVES AND OPPORTUNITIES

A number of initiatives identified in and related to the BC Jobs Plan are of particular relevance to the Vancouver Island / Coast region, including, for example:

Shipbuilding

Camosun College, the University of Victoria and Royal Roads University, in collaboration with other post-secondary institutions, are actively involved in planning to meet the human capital requirements associated with the National Shipbuilding Procurement Strategy contract.

Regional Economic Investment Pilot - Campbell River

Campbell River was selected as a pilot community for the Province's Regional Economic Investment Pilot, a key initiative of the BC Jobs Plan. Campbell River is the economic gateway to North Vancouver Island. The Province has partnered with Rivercorp and the Campbell River Economic Development Corporation to identify key job creation and investment attraction projects as the region undergoes significant economic transition. As a result of this collaboration, Geoscience BC and the Island Coastal Economic Trust funded an airborne magnetic survey and a stream sediment geochemical sampling in Northern Vancouver Island.

¹ The Private Career Training Institutions Agency is the regulatory body for private career training institutions in BC. It sets basic education standards for registered private career training institutions in BC and establishes standards of quality which must be met by accredited institutions.

² The Indigenous Adult and Higher Learning Association supports and represents Aboriginal-controlled adult and post-secondary education institutes in BC.

Data collected will increase understanding of mineral potential and will be used to attract mineral exploration interest and investment.

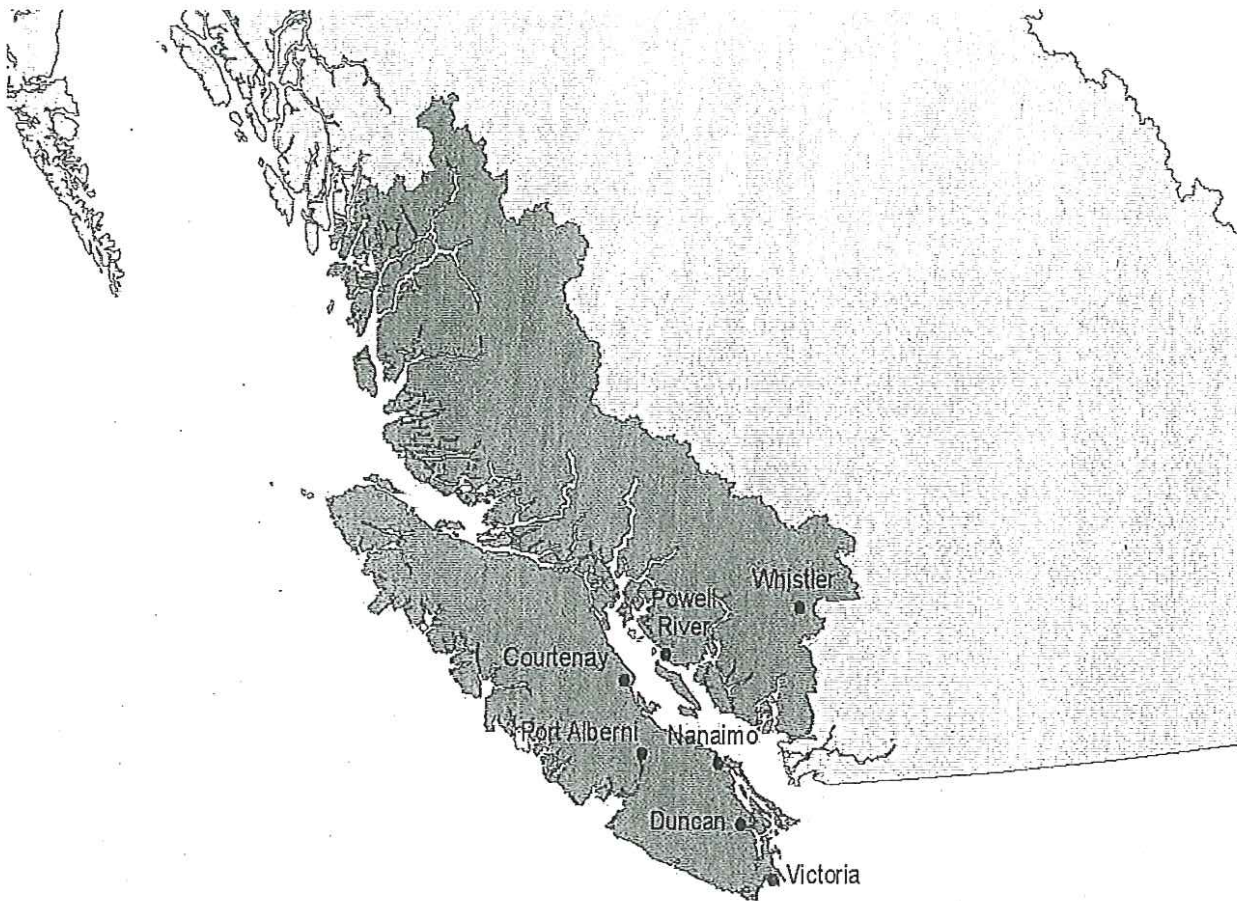
North Island Education and Training Planning

In 2010, the Regional District of Mount Waddington received funding through the Labour Market Partnerships Program to support the implementation of the regional workforce strategy first developed in 2009. The duration of this project is from November 2010 through to December 2012. A key component of the project is to bring together education, community and employer representatives to develop a training strategy tailored to labour market requirements.

Tofino and Clayoquot Sound

The District of Tofino in partnership First Nations, residents, businesses and the Biosphere Trust have initiated collaboration with Vancouver Island University, North Island College and Royal Roads University to promote Tofino and Clayoquot Sound as a post secondary education destination to attract domestic and international students to the area.

VANCOUVER ISLAND/COAST REGION
REFERENCE MAP



REGIONAL PROFILE
MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY
FRASER VALLEY/INTERIOR REGION

OVERVIEW

This regional profile provides an overview of the Fraser Valley/Interior region, which consists of the combined geographic areas of Kwantlen Polytechnic University, University of the Fraser Valley, Okanagan College, Selkirk College and College of the Rockies. (See Appendix 1 for a map of the region.)

There is a wide range of public and private post-secondary institutions located in the region, including:

- Seven public institutions:
 - College of the Rockies
 - Kwantlen Polytechnic University
 - Okanagan College
 - Selkirk College
 - Simon Fraser University
 - University of the Fraser Valley
 - University of British Columbia - Okanagan
- 137 private institutions, four of which have degree-granting status and 133 of which are registered with the Private Career Training Institutions Agency¹. Of these, 68 are also accredited.
- A number of Aboriginal controlled post-secondary institutes, four of which are members of the Indigenous Adult and Higher Learning Association².

KEY INITIATIVES AND OPPORTUNITIES

A number of initiatives identified in and related to the BC Jobs Plan are of particular relevance to the Fraser Valley/ Interior region, including, for example:

Agrifoods Greenhouse Sector Report

A special report on the greenhouse industry was released in December 2011. The report provides a foundation on which the greenhouse industry, in partnership with government, can improve its long-term competitiveness. There are approximately 480 greenhouse vegetable and floriculture operations in BC, employing an estimated 5,420 workers. The majority of large scale greenhouse vegetable operations are located within the Fraser Valley region.

¹ The Private Career Training Institutions Agency is the regulatory body for private career training institutions in BC. It sets basic education standards for registered private career training institutions and establishes standards of quality which must be met by accredited institutions.

² The Indigenous Adult and Higher Learning Association supports and represents Aboriginal-controlled adult and post-secondary education institutes in BC.

Kootenay Regional Workforce Table

The BC Jobs Plan commits to the creation of Regional Workforce Tables to bring people together to discuss how to best align training programs to meet regional needs. A Regional Workforce Table Open House Forum took place in Cranbrook on June 19, 2012, resulting in interest to establish a Kootenay Regional Workforce Table. Follow-up meetings to discuss the formation of a single table to represent the Kootenay region took place in Kimberley on July 12 and in Castlegar on July 17. The first meeting of the Kootenay Regional Workforce Table will take place prior the end of September, with the development of a Regional Skills Training Plan completed in Spring 2013.

Labour Market Partnership – Mining Project

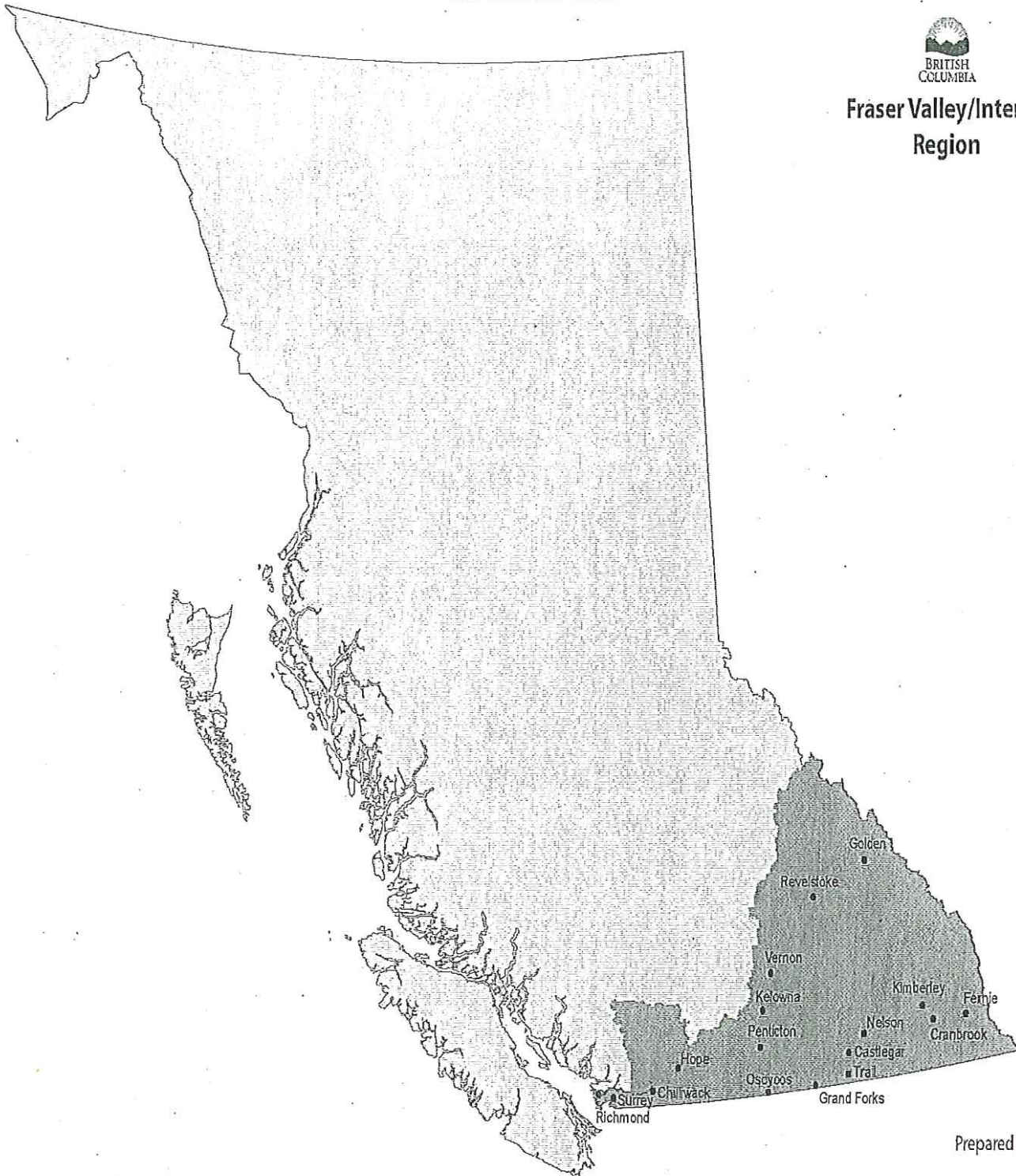
In December 2011, the Ministry of Jobs, Tourism and Skills Development announced \$1 million in funding to support a Labour Market Partnership project with BC mining associations. The project will identify industry-specific training, education and promotional needs and will develop human resource strategies to meet increasing demand for skilled labour in the mining sector.

Appendix 1

FRASER VALLEY/INTERIOR REGION
REFERENCE MAP



Fraser Valley/Interior
Region



Prepared By: BC Stats
June 2012

REGIONAL PROFILE

MINISTRY OF ADVANCED EDUCATION, INNOVATION AND TECHNOLOGY

LOWER MAINLAND REGION

OVERVIEW

This regional profile provides an overview of the Lower Mainland region, which consists of the combined geographic areas of Vancouver Community College-Langara College and Douglas College. (See Appendix 1 for a map of the region.)

There is a wide range of public and private post-secondary institutions located in the region, including:

- Seven public :
 - British Columbia Institute of Technology
 - Douglas College
 - Emily Carr University of Art and Design
 - Justice Institute of British Columbia
 - Langara College
 - University of British Columbia
 - Vancouver Community College
- 151 private institutions, 11 of which have degree-granting status and 140 of which are registered with the Private Career Training Institutions Agency¹. There are also 2 public, out-of-province, degree-granting institutions.
- A number of Aboriginal controlled post-secondary institutes, 2 of which are members of the Indigenous Adult and Higher Learning Association².

KEY INITIATIVES AND OPPORTUNITIES

A number of initiatives identified in and related to the BC Jobs Plan are of particular relevance to and provide opportunities in the Lower Mainland region, including, for example:

The Pacific Gateway Transportation Strategy 2012 – 2020

The Strategy will expand BC's world-class transportation network, strengthening BC's infrastructure to get BC goods to market and generate sustainable growth. At least \$25 billion in total investment will be required by 2020, creating at least 17,000 additional jobs. Key projects in the Lower Mainland region include:

- Improve rail efficiency and provide safer travel for residents by completing the \$307 million Roberts Bank Rail Corridor projects and the \$410 million investments in the North and South Shore Trade Area projects in Vancouver;
- Expansion of coal terminal capacity in Vancouver and Prince Rupert with new private sector investments of between \$300 million and \$1.1 billion to accommodate up to 93 million tonnes of a coal a year by 2020;

¹ The Private Career Training Institutions Agency is the regulatory body for private career training institutions in BC. It sets basic education standards for registered private career training institutions and establishes standards of quality which must be met by accredited institutions.

² The Indigenous Adult and Higher Learning Association supports and represents Aboriginal-controlled adult and post-secondary education institutes in BC.

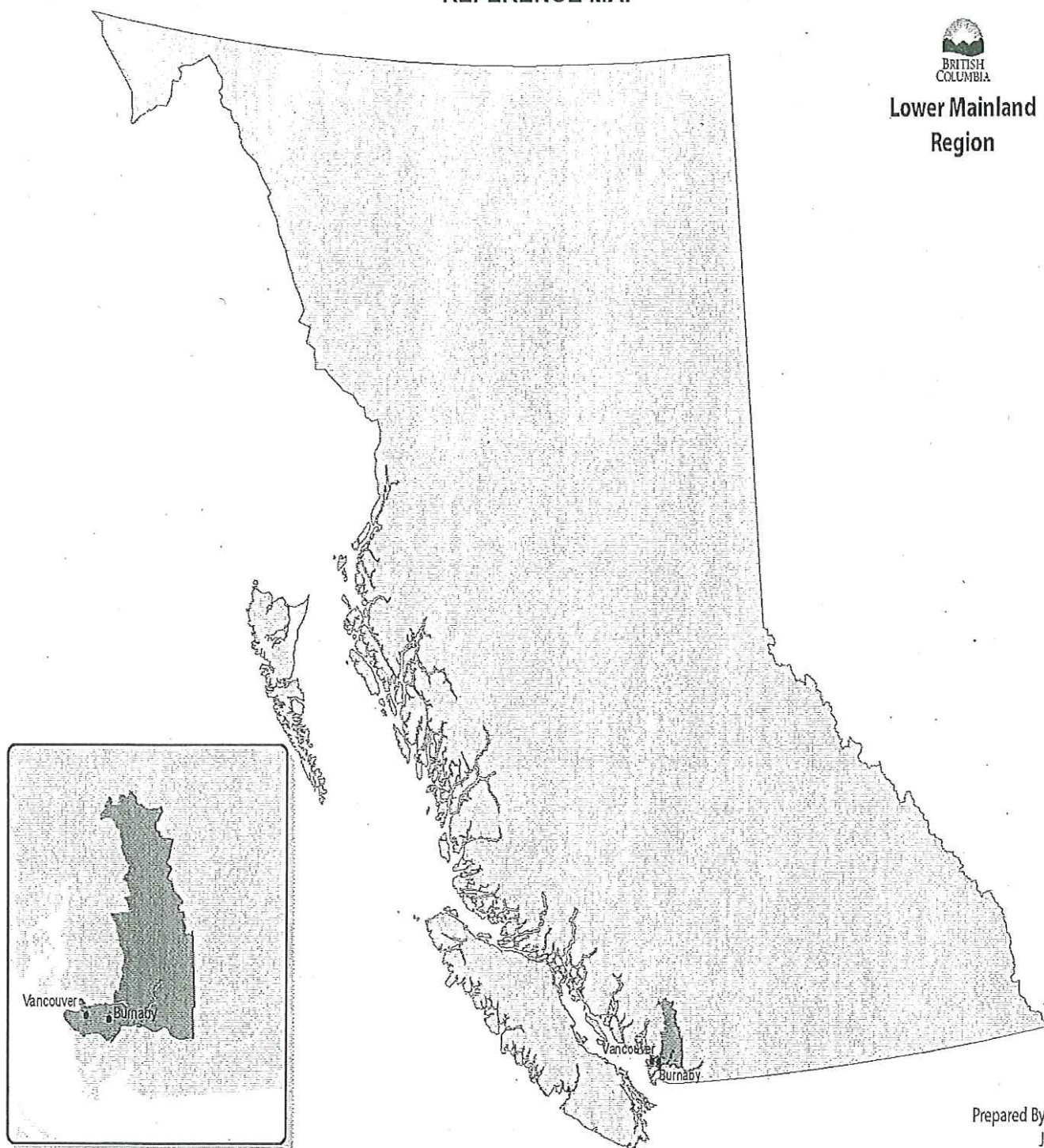
- Expanding metal and mineral port terminal capacity in Northwest BC and Vancouver with new private sector investments of up to \$60 million to accommodate seven million tonnes a year by 2020;
- Complete the Vancouver International Airport \$1.8 billion terminal, baggage and runway improvements; and,
- Work with stakeholders to realize Vancouver's potential as a Maritime Centre of Excellence.

Appendix 1

LOWER MAINLAND REGION
REFERENCE MAP



Lower Mainland
Region



Prepared By: BC Stats
June 2012