

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Honourable Amrik Virk, Minister of Advanced Education

DATE AND TIME OF MEETING: October 2013, TBD

ATTENDEES: Honourable Amrik Virk, Minister of Advanced Education
Mr. Mark Hancock, President, C.U.P.E British Columbia Division

Response to budget reductions and student access:

- British Columbia remains on target to balance the 2013/14 budget.
- Ongoing challenges in the global and domestic economies mean we must continue to exercise the discipline that helped produce the balanced budget, and sustain our commitment going forward.
- Tuition increases in British Columbia have been capped at two percent annually since 2005.
- Undergraduate students attending British Columbia public post-secondary institutions are paying the fourth lowest tuition in Canada for 2013/14, an average of \$5,029, according to the latest Statistics Canada report on tuition fees.
- Overall, about 70 percent of British Columbia students do not 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.

Response to institutional facilities maintenance concerns:

- Since 2001, the Ministry of Advanced Education (the Ministry) has provided over \$727 million to address deferred maintenance at post-secondary institutions.
- The Ministry has completed the Facility Conditions Assessment project which resulted in the creation of a database containing the condition of the facilities at all public post-secondary institutions in British Columbia.
- This database enables government to budget target funding towards those projects that are the highest priority in addressing the backlog in deferred maintenance.

Response to Administrative Service Delivery Transformation Concerns:

- In Budget 2012, the Government of British Columbia committed to working with public post-secondary institutions to reduce overhead costs, look for efficiencies, and find savings through collaboration and shared services. Our goal was two-fold: ensure we maximized our investments in education, while having no impact on the delivery of education.

- Over the course of the last year, the post-secondary institutions and the Ministry worked collaboratively to identify opportunities for administrative efficiencies and sharing of best practices.
- The opportunities presented in the report (available on the Ministry's website) range from relatively straight-forward, to complex and challenging. More than 20 opportunities were organized into three tiers, based on their respective complexity, the estimated benefits, and the length of time required for implementation.
- The post-secondary sector and the Ministry have agreed on the opportunities that can provide significant improvement in service delivery over the near term, specifically, Tier 1 and Tier 2 opportunities. Tier 3 opportunities will not be pursued at this time. According to the report, the potential savings for the Tier 1 and Tier 2 opportunities are estimated at \$38 million to \$83 million per year, once fully implemented in up to six years.
- The Ministry will work with post-secondary institutions to plan the implementation of Tier 1 and 2 opportunities as supported by business cases, while respecting all collective agreements and regional contracts already in place.

Prepared by:	Lisa Ransom, Manager, Funding and Analysis	Reviewed by:	
	Post-Secondary Funding and Corporate Finance Branch	Director	
Phone #:	250-387-3448	Executive Director	
		Assistant Deputy Minister	
		Deputy Minister	

**MINISTRY OF ADVANCED EDUCATION
DECISION NOTE**

PREPARED FOR: Sandra Carroll
Deputy Minister of Advanced Education

ISSUE: “Chartered Public Accountant” bylaws proposed by the Institute of Chartered Accountants of British Columbia, Certified General Accountants Association of British Columbia, and Certified Management Accountants Society of British Columbia

BACKGROUND:

The members of the Institute of Chartered Accountants of British Columbia (ICABC), Certified General Accountants Association of British Columbia (CGABC), and Certified Management Accountants Society of British Columbia (CMABC) have agreed to unify into a new organization known as the “Chartered Professional Accountants of British Columbia” (CPABC). The three associations have requested that the Province enact unification legislation establishing the CPABC and its ability to regulate use of the “Chartered Public Accountant” (CPA) designation in British Columbia. This is part of a national unification initiative involving chartered accountant, certified general accountant and certified management accountant associations in most other Canadian provinces and territories.

Representatives of the three associations met with the Minister on July 25, 2013, and provided the Minister with background materials including rationale for the CPA designation and unification (see Attachment 1). The Minister advised that unification legislation would not proceed this year, but would be considered for a future legislative session.

On July 29, 2013 the associations wrote to the Minister seeking government support for the introduction of bylaws that would allow their members to use the CPA designation in conjunction with their existing designations, prior to CPA unification legislation being enacted (see Attachment 2).

DISCUSSION:

Bylaw Votes:

In late August 2013, Ministry staff learned that the three associations would be holding members’ meetings on September 19 (ICABC and CMABC) and September 21 (CGABC) to vote on the CPA bylaws. The process set out in the legislation does not include a mechanism for Ministry “pre-approval” or support of bylaws before they are voted on by association members.

While the official results of the votes are not yet confirmed, each of the associations has advised Ministry staff that the CPA bylaws were confirmed by their respective memberships as follows:

- approximately 20 percent of ICABC membership voted, with 80 to 85 percent voting in favour of the bylaws;
- approximately 43 percent of CMABC membership voted, with almost 99 percent voting in favour of the bylaws; and

- only 160 members of the CGABC voted, a low turnout since the association has approximately 10,700 CGA members. However, there was unanimous support for the bylaw amendments among those who voted.

Under their governing legislation, the ICABC and CMABC are required to file bylaws with the Minister within 30 days after members vote to approve them. The Lieutenant Governor in Council may disallow the bylaws within 45 days after they are filed. On September 23, the ICABC filed the CPA bylaw amendments with the Minister (see Attachment 3). Therefore, the date by which the Lieutenant Governor in Council must disallow the bylaws, if deemed necessary, is November 8, 2013. The CMABC has not yet filed its bylaw amendments with the Minister.

The CGABC's governing legislation does not include a bylaw filing requirement, but allows the Lieutenant Governor in Council to annul CGABC bylaws at any time.

Current Legislation and Legal Advice:

In British Columbia, each of the three accountants' associations is governed by a separate statute. The statutes set out the associations' powers in regulating their members, and reserve the use of certain designations (e.g., "Chartered Accountant," "Certified Management Accountant" and "Certified General Accountant") for association members. The statutes do not allow the associations to regulate the practice of accounting in British Columbia by individuals who are not association members.

s.12, s.13, s.14

Developments in other jurisdictions:

Accountants' associations in Quebec and Ontario have already passed bylaws allowing their members to use the CPA designation in conjunction with their existing designations. To date, only Quebec has enacted CPA unification legislation. However, the progress of negotiations across Canada is advancing quickly and several other provinces plan to introduce CPA legislation in Fall 2013 or Spring 2014. Once that occurs, accountants in most other jurisdictions in Canada will have authority to use the CPA designation in conjunction with their existing designations.

OPTIONS:

s.12, s.13, s.14, s.17

s.12, s.13, s.14, s.17

Approved / Not Approved 
Sandra Carroll

Date: OCT 23 2013

- Attachments:**
1. Summary of July 25, 2013 meeting materials.
 2. July 29, 2013 letter to Minister from ICABC, CGABC and CMABC.
 3. September 23, 2013 letter to Minister from ICABC, filing CPA bylaws.
 4. August 21, 2013 letter from Dr. Ian Rongve to ICABC, CGABC and MABC.
 5. August 23 letter from ICABC, CGABC and CMABC to Dr. Ian Rongve.

Prepared by:	Kelly Dunsdon Senior Legislative Analyst	Reviewed by:	
	Governance and Quality Assurance Branch	Director	KTW
Phone #:	(250) 387-1355	Executive Director	VB
		Assistant Deputy Minister	IR



Our Ask:

- We are asking the Ministry of Advanced Education to support the merger of BC's three accounting bodies, the Institute of Chartered Accountants of BC (ICABC), the Certified General Accountants Association of BC (CGA-BC), and the Certified Management Accountants Society of BC (CMABC) under the Chartered Professional Accountant (CPA) designation, and to:
 - Commit to a timeframe for enacting CPA Legislation in the province; and
 - Support bylaw changes that would allow CA, CMA, and CGA members to use the CPA designation with their legacy designation while legislation is pending.

Key Rationale for a Merger of BC's CAs, CMAs, and CGAs:

- Establishing a single regulatory body for BC's professional accountants—CPABC—supports the government's commitment to eliminate unnecessary red tape. Further, one set of rigorous, harmonized professional standards will enhance protection of the public interest and reduce public confusion.
- Unification under the CPA designation better serves British Columbia and Canada's economic interests, and facilitates labour mobility and inter-jurisdictional business. It aligns us with the most recognized global accounting designation, CPA—the one that is used by Canada's major trading partners (U.S., Japan, China, and Korea.).
- The CPA profession will enhance accessibility for students and foreign trained accountants through a flexible education program, and through international recognition agreements, which will be maintained and expanded with the world's most prominent accounting bodies.
 - Two training paths, one focused on careers in public practice and one focused on careers in industry, provide flexibility and accessibility for students enrolled in the CPA program.
 - Recognition agreements facilitate our members' mobility globally and allow access to the Canadian market for foreign trained accountants through provincially regulated bodies. Such agreements streamline access for immigrants while protecting users of accounting services, by ensuring all individuals holding themselves out as a designated accountant are regulated locally.
- The CPA profession will meet or exceed international standards, maintaining BC's financial markets and serving the needs of businesses of all sizes.
- Overall, creation of CPABC meets the government's educational, public policy, and economic goals.

Key Developments: National

- CPA has been established in Quebec and Ontario, and with 71,000 members, it is now the largest accounting designation in Canada.
- On January 1, 2013, the national CA and CMA bodies established CPA Canada, which became operational April 1; CGA Canada has signed a Participation Agreement with the new national body.
- Currently, bodies representing over 90% of Canada's 170,000 professional accountants, in every jurisdiction, are participating in discussions or have already united under the CPA designation.
- Provincial governments in BC, Alberta, Saskatchewan, Manitoba, Nova Scotia, PEI, Newfoundland and Labrador, and New Brunswick have been asked to implement CPA legislation.

Key Developments: Provincial

- The ICABC, CMABC, and CGA-BC signed a three-way merger agreement on May 8, 2013.
- With more than 34,000 members and students in BC, CPABC will be one of the largest professional organizations in western Canada. Our three bodies will jointly deliver the nationally-developed CPA Certification Program to BC students beginning in the fall of 2013, and should CPA legislation be enacted in a timely manner, our first candidates would convocate as Chartered Professional Accountants by 2016.
- BC's accounting profession is showing leadership in the west, and is working with other provincial partners to establish a regional educational entity that will deliver the CPA program to almost 20,000 students across BC, Alberta, Saskatchewan, and Manitoba, making it one of the largest post-graduate business schools in Canada.



July 29, 2013

Honourable Amrik Virk
Minister of Advanced Education
PO BOX 9080, STN PROV GOVT
VICTORIA, BC V8W 9E2

Dear Minister,

We would like to take this opportunity to thank you and Mr. Gorman for meeting with us on July 25, especially recognizing how many meeting requests you have likely received since your appointment was announced in early June. We also appreciate your depth of understanding regarding the merger of BC's accounting profession, given we had not yet had an opportunity to brief you in person.

We understand that setting the legislative calendar is a delicate balance of priorities and timing. As such, we realize that our initiative will be competing with many others for inclusion in the upcoming spring session, and that furthering the government platform will be a priority. However, we are hopeful that your positive support of our initiative and clear understanding of how it fits within the government's agenda will help move it forward in a timely way.

We look forward to working with you and your Ministry to highlight the positive economic benefits of the merger, in particular, the reduction of red tape and enhanced labour mobility. We will also be following up with Mr. Rongve shortly to address his information request and provide any additional details regarding our principles-based, minimalist approach to legislative reform.

As you are aware, CPA Canada is operational, and the new CPA Professional Education Program launches this September, as will an extensive national branding campaign. CPA is now an active Canadian designation with 71,000 members in Canada's two largest provinces, and five other jurisdictions are looking to introduce CPA legislation in the fall or spring 2014.

In light of these facts, and the potential that CPA legislation may not be passed in BC until at least sometime in 2014, we will likely come under increasing pressure from the public and our members to allow use of the CPA designation in order to alleviate confusion in the marketplace. Therefore, the three legacy bodies would like to introduce Bylaws in September that would allow their members to use the CPA designation in conjunction with their legacy designation prior to CPA legislation being enacted (i.e., CPA, CA; CPA, CMA; or CPA, CGA).

We seek the support of government in this regard and ask your permission to do so, recognizing that this request will only apply to designation usage by members, not firms. Until new CPA legislation is enacted, firms will only be authorized to use their legacy designation. It is also important to note that both members and firms will continue to be regulated under their respective legacy Acts until new legislation is proclaimed. We will be following up with your office shortly regarding this request prior to moving forward or introducing any new Bylaws.

We will keep you apprised of any national developments as they happen, including the progress of legislative initiatives in other provinces. As always, please do not hesitate to contact us directly should you require any further information.

Sincerely,

Karen Christiansen, FCA
President, ICABC

Candace Nancke, FCGA
Chair, CGA-BC

Tammy Towill, FCMA
Chair, CMABC

Vinetta Peek, CMA (Hon.), CMA
President & CEO, CMABC

Richard Rees, FCA
CEO, ICABC

Gordon Ruth, FCGA
CEO, CGA-BC

cc: James Gorman, Deputy Minister

COPY

FROM THE OFFICE OF Jason Herbert
DIRECT LINE 604.643.2928
DIRECT FAX 604.605.3564
E-MAIL jherbert@davis.ca

FILE NUMBER: 49480-00167

September 23, 2013

VIA XPRESSPOST

The Honourable Amrik Virk
Minister of Advanced Education
PO Box 9080, Stn Prov Gov
Victoria, BC V8W 9E2

Dear Minister:

Re: Institute of Chartered Accountants of British Columbia (the "Institute")

On behalf of the Council of the Institute and pursuant to section 8(6) of the *Accountants (Chartered) Act*, please find enclosed for filing an amendment to the Institute's Bylaws which was confirmed by the membership of the Institute at a Special General Meeting on September 19, 2013.

If you require any further information, kindly feel free to contact us.

Yours truly,

DAVIS LLP



Jason Herbert

JKH/mef

Encls.

- ✓ cc: - Ministry of Advanced Education, Governance and Quality Assurance Branch
Attention: Katherine Thiessen-Wale, Director, Legislation and Board Appointments
- Institute of Chartered Accountants of British Columbia
Attention: Karen Christiansen, CA; Richard Rees, FCA; Jan Sampson, FCA, CFE; Jamie Midgley, CA

RESOLUTION 1 **USE OF THE CHARTERED PROFESSIONAL ACCOUNTANT (CPA) DESIGNATION BY MEMBERS IN BC**

Preamble: Bylaw 371 has been amended to regulate how the designation "Chartered Professional Accountant, Chartered Accountant" or the initials "CPA,CA" may be used by members in good standing in BC.

Resolution **RESOLVED** that the following changes to Bylaw 371 (additions underlined and deletions shown as ~~strikeouts~~), which were approved by Council on August 27, 2013 be confirmed:

PART 3 - MEMBERS

...

370 Use of C.P.A. Designation

371 ~~A member who is authorized in another province or territory of Canada to~~ Any member in good standing may use or display the designation "Chartered Professional Accountant, Chartered Accountant" or the initials "CPA,CA" to signify the ~~that designation "Chartered Professional Accountant, Chartered Accountant" may use or display the initials "CPA,CA" in British Columbia, provided that such use or display complies with any applicable requirements governing the use or display of those initials in that other province or territory.~~

372 A member must not use or display the initials "CPA" in British Columbia to signify the designation "Chartered Professional Accountant", alone or in combination with any other words or initials, except in accordance with Bylaw 371.

...



Our Ref. 95418
X-Ref. 95545

August 21, 2013

Ms. Karen Christiansen, FCA, President,
Mr. Richard Rees, FCA, Chief Executive Officer, and
Ms. Kerri Wilcox, Director, External Affairs
Institute of Chartered Accountants of British Columbia
500 - One Bentall Centre
505 Burrard St, Box 22
Vancouver BC V7X 1M4

Ms. Tammy Towill, FCMA, Chair, and
Ms. Vinetta Peek, CMA (Hon.), CMA, President
and Chief Executive Officer
Certified Management Accountants Society of British Columbia
300 - 1867 W Broadway
Vancouver BC V6J 5L4

Ms. Candace Nancke, FCGA, Chair, and
Mr. Gordon Ruth, FCGA, Chief Executive Officer
Certified General Accountants Association of British Columbia
300 - 1867 W Broadway
Vancouver BC V6J 5L4

Dear Executive Members and Ms. Kerri Wilcox:

Thank you for your letter of July 29, 2013, and e-mail of August 16, 2013, sent to the Honourable Amrik Virk, Minister of Advanced Education, further to your meeting with Minister Virk and Deputy Minister James Gorman. Your correspondence has been forwarded to me for response on behalf of the Minister.

I would like to share the appreciation of Minister Virk and Deputy Minister Gorman, for the opportunity to meet with your associations on July 25, 2013, and to receive the information provided on the proposed merger of the accounting profession across Canada and in British Columbia.

... /2

Ministry of
Advanced Education

Sector Strategy and
Quality Assurance
Division

Mailing Address:
PO Box 9157 Stn Prov Govt
Victoria BC V8W 9H2

Location Address:
3rd Floor - 835 Humboldt Street
Victoria BC V8W 4W8

Telephone: (250) 356-0826
Facsimile: (250) 356-5468

As you have noted, it is unlikely that there will be an opportunity for the Ministry of Advanced Education to introduce new legislation governing the accounting profession in the immediate future. At this time, government Ministries are preparing legislative initiatives that may be considered by the Lieutenant Governor in Council for inclusion on the Spring 2014 legislative agenda. I can assure you that the Ministry will devote time to developing new legislation for the accounting profession as it is able, subject to the direction it receives from the Lieutenant Governor in Council.

In the meantime, until such time as legislation is introduced and passed by the Legislative Assembly, the three professional associations are bound by the *Accountants (Chartered) Act*, *Accountants (Certified General) Act*, and the *Accountants (Management) Act* as they stand. As you are aware, there is no authority under the existing legislation for members of any of the three professions to commence use of the title "Chartered Professional Accountant" or "CPA" designation to denote that title, either alone or in conjunction with their existing professional designations. There is also currently no provision within any of the Acts pursuant to which the associations' boards may enact bylaws to authorize use of the proposed new designation. The only designations that may be used by members of the associations are those named by the Legislative Assembly of British Columbia within the respective Acts.

Moreover, there is no means by which the Minister of Advanced Education or government may consent to the associations operating outside the existing legislation. As you may appreciate, it is the obligation of the Minister and all members of the Legislative Assembly to at all times uphold the legislation that is in force. While the Minister understands the reason for your request and is supportive of pursuing new legislation for the profession, it is beyond his authority to grant exceptions to the law pending the development and passage of new legislation.

On behalf of the Minister of Advanced Education, we look forward to working with your associations over the coming months to develop new legislation. Your continued co-operation is sincerely appreciated.

I trust this information is helpful to you with regard to your upcoming Annual General Meetings and Special General Meetings.

Sincerely,



Ian Rongve, Ph.D.
Assistant Deputy Minister

pc: Honourable Amrik Virk, Minister of Advanced Education

Mr. James Gorman, Deputy Minister, Ministry of Advanced Education

Ms. Valarie Bakowski, Executive Director, Governance and Quality Assurance Branch
Ministry of Advanced Education



August 23, 2013

Ian Rongve, Assistant Deputy Minister
Ministry of Advanced Education
PO Box 9157, Stn Prov Govt
Victoria, BC V8W 9H2

Dear Mr. Rongve:

By way of introduction, I am the Transition CEO of the CPABC Joint Venture, and the CEO of the Institute of Chartered Accountants of BC. I am writing in response to your letter dated August 21, 2013, regarding the use of the Chartered Professional Accountant (CPA) designation by BC members of the CA, CMA, and CGA bodies through a Bylaw change.

We appreciate the support we have received to date from the Minister and officials within the Ministry of Advanced Education regarding the unification initiative, and look forward to working with you and others over the coming months to develop new legislation that would merge our three organizations and create CPABC. To that end, we would appreciate an opportunity to discuss member use of CPA through Bylaw change, as the conclusions drawn in your recent letter conflict with information that we have received and considered.

It is important to note that it was not our intention to ask for a legal exemption, or operate outside of our existing legislative authority in fulfilling our role as regulatory bodies. Under our proposal, all CA, CMA, and CGA members would still be regulated by their legacy body, and governed by their respective legacy *Acts*.

The ICABC, CMABC, and CGA-BC each received legal advice that our proposed action through Bylaws is in accordance with our respective accounting *Act*. There are also existing precedents for allowing use of a designation other than those that are contemplated in legislation. The CMA Bylaws specifically authorize CMABC members who are "Technologists" to use a designation that is not contemplated by the *Act*. Bylaw 3.08 provides that Technologists who are in good standing may use the designation "Associate Accounting Technologist" or the initials "AAT." In addition, BC CA members recently ratified a Bylaw, which was not disallowed by the provincial government within the 45-day period, that allows BC members who are also members in Quebec or Ontario to use CPA, CA here in BC. These members received CPA certificates from CA Ontario and the Quebec CPA Ordre last year, and we did not want to erect a barrier to designation use for a valid Canadian designation, as this could lead to a dispute under the Agreement on Internal Trade.

As a result, we now have several hundred professional accountants who can, and do, use the CPA, CA designation in this province, putting BC CA members who do not hold dual memberships, and all CMA and CGA members at a disadvantage, especially given the momentum that will be generated through the national branding campaign, and as we launch the national CPA pre-certification program across western Canada this September. We feel that a unified approach for all designated accountants reduces the potential for confusion among consumers and better serves the public interest.

Allowing the timely use of the CPA designation (tagged with a legacy designation) by individual BC CA, CMA, and CGA members aligns our province with Canada's largest economy, BC's major trading partners, and reduces confusion in the marketplace for the public. We look forward to a continued dialogue on this matter.

Sincerely,

Richard Rees, FCA

cc: Hon. Amrik Virk, Minister of Advanced Education
James Gorman, Deputy Minister of Advanced Education

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: November 13, 2013 at 11:00 am

ATTENDEES: Bryn Kulmatycki, Interim President, College of New Caledonia

ISSUE(S): General discussion on the tuition limit policy.

BACKGROUND:

Since 1995/96, a range of tuition policies have been applied in British Columbia. During the 1990s, tuition fees were frozen. This created a number of challenges for both students and institutions, including reduced student access, services, and course availability, increased waiting lists and degree completion times.

In 2002/03, Government de-regulated tuition at British Columbia's public post-secondary institutions. Some institutions implemented significant tuition fee increases over a short period of time as part of their objective to "catch up" with the rest of Canada quickly and to bring tuition rates in line with the cost of program delivery. Other institutions planned more moderate increases over a longer period of time to ensure affordability of post-secondary education for their students.

When tuition fees became comparable to that of other provinces, Government acted to limit tuition fees through the introduction of the tuition limit policy. Since 2005, tuition fee increases have been limited to two percent annually. The policy was expanded to include mandatory fees in 2007.

The intent of the tuition limit policy is to help keep the cost of post-secondary education affordable and to ensure stability and certainty so that students and their families could plan for their future.

In the spring of 2013, government committed to limiting tuition fee increases to a maximum of two percent through their four year term.

DISCUSSION:

Some institutions were only part way through their planned incremental increases when the tuition limit policy was implemented and were not able to complete their plan to bring rates in line with the full cost of program delivery.

As a result, tuition fees for the same program can vary significantly from institution to institution in British Columbia, creating cost inequities for students. It has also created challenges for some institutions, including the College of New Caledonia.

s.13, s.17

s.13, s.17

SUGGESTED RESPONSE:

- I appreciate the opportunity to meet with you today.
- Government’s goal is to ensure that we have an accessible, high quality post-secondary education system that is affordable to students.
- Government reviews the tuition limit policy annually to ensure that it is providing affordable access to students and at the same time balancing costs between students and families, institutions, government and the private sector.
-

s.13, s.17

Program Area Contact:	Sandra Cavallin Policy Analyst	Reviewed by:	
	Strategic Policy and Planning	Director	AB
Phone #:	(250) 6168	Executive Director	SB
		Assistant Deputy Minister	n/a
		Deputy Minister	SC

OVERVIEW

President

Dr. Bryn Kulmatycki, Interim President
(As of July 1, 2013)

Chair of the Board

Mr. Robert Murray (Director for the Lakes Economic
Development Association and Skills Development North)

General Description

The College of New Caledonia (CNC) is a multi-campus community college serving British Columbia's central interior region through its educational programs and services. In addition to its main campus in Prince George, CNC has five regional campuses: Lakes District Campus in Burns Lake; Mackenzie Campus; Nechako Campuses in Vanderhoof and Fort St. James; and Quesnel Campus; as well as two learning centres in Fraser Lake and Valemount.

Key Facts

- Since 2001, over \$43.3 million in provincial funding has been invested in capital projects at CNC.
- Since 2001/02, annual operating funding to CNC has increased by \$6.9 million, or 31.2 percent.
- Since 2003/04, CNC has received enrolment growth of 255 full-time equivalent (FTE) student spaces, an increase of 8.8 percent.
- In 2013/14, CNC's operating grant is almost \$29.2 million, a decrease of 0.8 percent over last year.
- In 2013/14, CNC's FTE target is 3,146, a decrease of 0.7% percent from last year.
- In 2012/13, CNC delivered a total of 2,140 FTEs.

(Note: Budget planning numbers as of September 2013)

Updated: September 2013

Area of Expertise

- Offers a comprehensive array of career, technology, vocational, trades programs and university credit programming to the many communities across its large region.
- Expertise in the areas of allied health programming as well as natural resource management and applied research to serve the northern regions of the province; examples of diploma programs include: Dental Hygiene, Fetal Alcohol Spectrum Disorder (FASD) Advanced Diploma Online, Medical Lab Technology Science, Medical Radiography Technology, and Natural Resources and Environmental Technology.
- Expertise and capacity in providing increased access to relevant training programs for the Aboriginal learners and support services to enhance their learning success.

OVERVIEW CONTINUED

History

In 1969, CNC was established in Prince George as a regional college under the *BC Public Schools Act* following the acceptance of a plebiscite held by six school districts across the central interior of the province. Subsequently, the College incorporated the BC Vocational School in Prince George. In 1978, CNC was designated as a college under the *Colleges and Provincial Institutes Act* and has developed into a comprehensive community college. In 2003, all colleges, including CNC, were given authority to apply for Ministerial approval to offer applied baccalaureate degrees.

Programs

Developmental Programs

- Offers a range of developmental programs including: College and Career Preparation (formerly Adult Basic Education), English as a Second Language, General Education Development (GED) and Adult Special Education Programs.

Career/Technology/Vocational Programs

- Offers a range of career, technology and vocational programs including: Business, Health Science, Applied Sciences, Social Services and Tourism.
- Examples include: Certificates in Aboriginal Early Childhood Education, and Mining Industry training; Certificates and Diplomas in Business Administration and Social Service Worker; and Diplomas in Natural Resources and Environmental Technology, Dental Hygiene, Medical Lab Technology Science and Medical Radiography Technology - new September 2011 and offered in collaboration with BCIT (BCIT's curriculum and national program accreditation).
- Information and Communication Technology Certificate/Diploma (formerly Northern Collaborative Information Technology) offered online by CNC, Northwest Community College, Northern Lights College and Yukon College.
- New Provincial Practical Nursing Diploma Program for September 2012 (replaces the former certificate program).

University Transfer

- Offers a range of university credit programs including: Arts and Social Sciences, Commerce and Business Administration, and Science for transfer to degree-granting institutions. Associate degrees in Arts and Science are offered with options in a variety of subjects and disciplines.

OVERVIEW CONTINUED

Degree Programs Approved

- The Northern Collaborative Baccalaureate Nursing Program, offered collaboratively by UNBC and CNC in Prince George and Quesnel as well as Northwest Community College in Terrace, leads to a Bachelor of Science in Nursing awarded by UNBC.
- At this time, CNC has no applied baccalaureate degree programs.

Industry Training Authority Programs (Planned in 2013/14)

- Foundation Programs (previously known as Entry Level Trades Training): Automotive Collision Repair Technician, Automotive Service Technician, Automotive Service Technician/Automotive Collision Repair Technician, Carpenter, Carpenter/Joiner, Electrician, Heavy Duty Equipment Mechanic, Heavy Duty Equipment Mechanic/Commercial Transport Vehicle Mechanic, Millwright, Millwright/Machinist, Plumber, and Power Engineer.
- Apprenticeship Technical Training Programs: Automotive Service Technician, Carpenter, Commercial Transport Vehicle Mechanic, Cook (Institution Entry), Electrician, Heavy Duty Equipment Mechanic, Lumber Manufacturing Industry – Circular Sawfiler, Machinist, Millwright, Mobile Crane - Common Core, Mobile Crane Operator - Hydraulic 80 tonnes and under, Plumber, and Welder.
- Additional programs funded by AVED's Foundation Skills program: Power Engineering 4th class (Prince George), Heavy Duty Mechanics (Fort St. James).

Updated: June 25, 2013

Contact: Deborah Hull, Executive Director, Northern/Central Region, 250 387-1446

Additional Information

s.13, s.17

Pages 19 through 47 redacted for the following reasons:

s.12, s.13, s.17
s.13, s.17

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

DATE AND TIME OF MEETING: Monday, November 25, 2013; 1:00 – 1:30PM.

ATTENDEES:

Brenda Le Clair, Chief Executive Officer, Decoda Literacy Solutions
Leona Gadsby, Lead Director (Programs), Decoda Literacy Solutions
Bobbi Plecas, Assistant Deputy Minister, Ministry of Advanced Education
Nicola Lemmer, Executive Director, Ministry of Advanced Education

ISSUES: Introduction and updates from Decoda Literacy Solutions (Decoda)

BACKGROUND:

In May 2011, two leading provincial literacy organizations (Literacy BC and Literacy Now) merged to become Decoda Literacy Solutions, a non-profit organization. Decoda has defined their mission as follows: *to address and support the full continuum of literacy and learning priorities identified by communities across British Columbia so that people can better participate in society and the communities themselves become even more resilient.*

Through their administration and coordination of a network of 102 community-based literacy task groups representing 400 communities in BC, Decoda works with government, business and community organizations to improve literacy outcomes. Decoda coordinates BC's Community Literacy System, disburses funding from the Raise-a-Reader program, advocates for investment in community-based non-formal (outside school) learning systems and infrastructure, and manages strategic projects to further the field of adult literacy training and foundational skills development.

DISCUSSION:

In the meeting, it is anticipated that Decoda Literacy Solutions may wish to highlight the following three issues:

- Provincial Government Funding and Support
- BC's Community Literacy System
- Addressing the skills shortage – developing a BC Workforce Literacy Strategy

Provincial Government Funding and Support

Over the past decade, the provincial government, through the ministries of Advanced Education (AVED) and Education (EDUC), has invested over \$35 million with Decoda Literacy Solutions (including its predecessor organizations) to support community-based literacy planning and coordination, linkages between community programs and formal training systems, special literacy projects (research, development of literacy assessment tools, literacy awareness-building and promotion) and other key deliverables aligned with BC's former *Read Now* campaign.

EDUC has historically provided funding to Decoda to administer BC’s community literacy system, and AVED has provided funding through its Community Adult Literacy Program to support community-based organizations working in partnership with public post-secondary institutions to deliver foundational skills programming to adult learners.

Since 2011/12, discretionary grants have been reviewed in both AVED and EDUC with emphasis on ensuring limited resources are allocated to the direct provision of programs and services for learners. This has resulted in reduced funding to Decoda, not as a reflection on the organization but to ensure more learners are served.

Fiscal Year	AVED	EDUC	Total
2010/11	\$250,000	\$2.45M	\$2.7M
2011/12	\$250,000	\$1.0M ¹	\$1.25M
2012/13	\$130,000	\$2.5M ²	\$2.63M
2013/14	\$62,000	TBD	TBD

BC’s Community Literacy System

For a number of years, Decoda has been the lead administrator of BC’s community literacy process. Funding provided by EDUC (approximately \$33M since 2003) has supported 102 community literacy task groups and Literacy Outreach Coordinators (LOCs) that represent more than 400 communities across the province, supporting improved literacy planning and coordination, partnership building, awareness building, service delivery and coordination, and outreach in communities across the province. Appendix A, produced by Decoda Literacy Solutions, highlights outcomes and successes of the LOCs and the community literacy process. The Ministry agrees this is a valuable and worthwhile function.

Decoda’s Role in Addressing the Skills Shortage - Developing a BC Workforce Literacy Strategy
Decoda has identified that there is little in the BC Jobs Plan or the BC Skills and Training Plan to focus investment on the approximate 600,000 working-age adults who currently do not possess the literacy and essential skills they need to fully participate in the labour market or take further training.

To address this training gap for adult learners, Decoda, in 2012/13, brought together government, business, community and not-for-profit leaders to coordinate and lead the development of a workforce literacy strategy for BC. Decoda has demonstrated a desire and readiness to partner with and support government and other key stakeholders in moving this strategic discussion forward.

Decoda sought funding from the Province to undertake these efforts through an application for a Labour Market Partnership through the Ministry of Jobs, Tourism and Skills Training. No provincial funding has been provided.

On March 25, 2013, Decoda, in partnership with the Canadian Literacy and Learning Network, hosted a forum on *Addressing the Labour Shortage: Literacy and Essential Skills Solutions*. This session brought together senior public, private and non-profit leaders, including representation from BC’s public post-secondary institutions, to learn about the impact of low

¹ Decoda spent \$1.5 million of its own reserves in 2011/12 to maintain BC’s Community Literacy System due to reduced funding from EDUC.

² Includes \$1 million to support BC’s Community Literacy System and \$500,000 for the provincial Raise-A-Reader campaign. A further \$1 million was provided in March 2013 after concerns were raised with elected representatives and ministry officials on the impacts of funding cuts.

adult literacy rates and contribute to solutions for addressing the current and looming labour and skill shortages in BC. Since this time, Decoda has hosted focus groups in several communities across the province to gather additional input.

Seeking to expand the collaboration, in July 2013, Decoda Literacy Solutions, along with the Presidents of BC Colleges (BCC) and the BC Association of Institutes and Universities (BCAIU), submitted a proposal to the Ministry to discuss a process to develop an adult literacy policy framework.

In September 2013, Ministry staff met with representatives from Decoda, BCC and BCAIU to outline ongoing work and provide updates on consultations currently underway in the area of adult education – both at the community and public post-secondary levels – that would support the development of an adult education policy framework. The Ministry advised that we would continue to provide updates on the adult education work currently underway, and would seek opportunities to engage both Decoda and public post-secondary institutions as work progressed.

SUGGESTED RESPONSE:

- Your organization continues to be a valued partner in the Province’s literacy work and we are committed to working with you to improve the literacy skills of British Columbians.
- Like other jurisdictions around the world, our government is facing economic conditions that require some difficult decisions and the balancing of priorities – and this has resulted in some difficult financial impacts.
- Since 2003, Government has invested over \$35 million with Decoda Literacy Solutions (and its predecessor organizations).
- Investments in adult learning continue to be of significant importance to ensure all individuals have the opportunity to participate fully in further training and labour market opportunities.
- In addition to investments in community-based learning for adults, the Province invests approximately \$101 million annually in Adult Basic Education supporting approximately 85,000 learners in programming delivered across the K-12 and post-secondary systems.
- The Ministry will continue to engage your organization, community-based providers and our public post-secondary institutions as we look towards next steps on how we continue to support adult learners in BC.

Attachments:

- A. Decoda’s Investment in Literacy Delivers Big Returns

Prepared by:	Steven Rumpel	Reviewed by:	
	Vancouver Island / Coast Branch	Executive Director	NL
Phone #:		Assistant Deputy Minister	BP
		Deputy Minister	SC

APPENDIX A: FUNDING REDUCTIONS TO DECODA LITERACY SOLUTIONS

Funding to Decoda from the Ministry of Advanced Education

- In 2011/12, AVED allocated \$250,000 from the \$2.4M Community Adult Literacy Program (CALP) budget to a service contract that would support key community-based literacy projects, initiatives and service providers across the province.
- This contract was to undertake nine key projects in the areas of: 1) provincial coordination and the development of a community of practice; 2) capacity development of service providers; and 3) research into the areas of assessment practices and learner transitions.
- This service contract was procured through a formal Notice of Intent process, in which Decoda Literacy Solutions was the successful proponent.
- In 2012/13, the Ministry made the decision to maximize the funding that went into the delivery of community-based literacy programs – those services directly reaching learners. This decision resulted in a reduction in the amount of funding allocated to a Decoda contract that would support service providers with professional development, capacity building, provincial coordination, promotion and awareness building, etc.
- The contract funding to Decoda was reduced to \$130,000 (from \$250K the prior year) allowing an additional five community-based organizations to be supported.
- In 2013/14, again, the Ministry received CALP proposals significantly in excess of the available \$2.4M budget. The Decoda allocation was reduced to approximately \$62,000 to support participation of CALP providers and tutors in a provincial professional development conference hosted by Decoda through the establishment of a travel bursary.

Funding to Decoda from the Ministry of Education

- Due to a shift in provincial priorities, literacy funding to Decoda was reduced by more than 50 per cent from \$2.45 million in 2010/11 to \$1 million in 2011/12. Provincial funding for literacy outreach coordination remained at \$1 million in 2012/13 – *until late March 2013 when an additional \$1 million was provided.*
- In 2011/12, Decoda spent \$1.5 million out of its reserve resources to maintain the funding level at \$2.45 million, and advised they were no longer able to add additional funds from their reserve and, in 2012/13 must operate with the reduced funding grant of \$1 million from the Ministry of Education.
- Decoda maintained that the reduction in funding from \$2.5 million (\$1M from MEd, \$1.5M from Decoda reserves in 2011/12) to \$1 million (all MEd funding) in the 2012/13 fiscal year, would have significant impacts across B.C. Specifically, it maintained there was no replacement for the reduced funding in the coming year

and as a result 56 communities would not receive any funding for Decoda literacy programs. There would also be significant staff cuts.

- In February 2013, via e-mail, Decoda notified over 50 communities (including local service providers, elected representatives, ministry officials) of their cut in funding resulting from the \$1.5 million reduction in funding from the Ministry of Education.
- In March 2013, the Ministry of Education provided an additional \$1 million grant to Decoda to support the organization's literacy outreach programs in communities throughout British Columbia.
- This \$1 million in funding brought total grant funding to Decoda to \$2.5 million from the Ministry of Education in 2012/13. This included \$500,000 provided in September 2012 for the Raise-A-Reader campaign.
- Funding for literacy coordination through the Ministry of Education appears to remain at \$1 million for 2013/14.

Investment in Literacy Delivers Big Returns!

In British Columbia, there are 102 community literacy task groups and Literacy Outreach Coordinators representing more than 400 communities across the province.

Working with community groups, businesses and government, they plan and take action to ensure literacy development for all community members.

The return on the \$2.5-million investment in 2012-13:

- \$6,934,502 in locally-leveraged grants, fundraising and in-kind support
- 1,920 community members from school districts, colleges, literacy organizations, healthcare, employment agencies, business, justice, libraries, early childhood and community service organizations participating in meetings to plan and take action
- 1,784 organizations partnering to provide literacy services
- 436 new literacy initiatives and 806 expanded and continuing literacy programs supported
- 18,278 adults participating in community adult literacy programs
- 27,361 adults and 39,536 children attending community family literacy programs
- 14,391 school-aged children participating in community programs designed to support their learning
- 3,688 youth participating in community programs designed to support literacy development
- 4,508 seniors attending programs that assist them to keep up to date and technology connected
- 65,520 children and adults attending community literacy events
- 10,904 people attending literacy-related workshops and seminars
- 126,755 games, books and other materials provided to community members

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Honourable Amrik Virk, Minister of Advanced Education
Honourable Peter Fassbender, Minister of Education
Honourable Shirley Bond, Minister of Jobs Tourism and Skills Training

DATE AND TIME OF MEETING: October 4, 2013, 12:00p.m. - 12:45p.m.

ATTENDEES: Sandra Carroll, Deputy Minister, Advanced Education
Dave Byng, Deputy Minister, Jobs Tourism and Skills Training
Rod Allen, A/Deputy Minister, Education
Dawn Minty, Assistant Deputy Minister, Advanced Education
Scott MacDonald, Assistant Deputy Minister, Jobs Tourism and Skills
Training
Nicola Lemmer, Executive Director, Advanced Education

ISSUE(S): To provide a briefing for Ministers regarding the release of Programme for the International Assessment of Adult Competencies planned for October 8, 2013.

BACKGROUND:

The Programme for the International Assessment of Adult Competencies (PIAAC) is the most comprehensive international survey of adult skills ever undertaken. The survey was administered across Organisation for Economic Co-operation and Development (OECD) countries in 2011, with results reported October 8, 2013. British Columbia contributed \$1.5M (funded through the Canada-British Columbia Labour Market Agreement) to the collection of PIAAC sample in Canada. The total cost of the initiative in Canada was \$23M which yielded a national sample of 27,000 adults aged 16-65.

The OECD conducts an adult skills/literacy survey approximately every 10 years – PIAAC in 2011, the International Adult Literacy Skills Survey in 2001, and the Adult Literacy Skills Survey in 1994. These surveys are used to provide inter-jurisdictional rankings and comparisons of skills that are key to economic and global competitiveness.

The results of the survey will be released on October 8, 2013. While the OECD report will make comparisons between the 25 participating countries, the PIAAC report released by Statistics Canada will outline how each province and territory compares to other jurisdictions (within Canada and internationally) and if the number and percent of people struggling with literacy in our country has improved since the last international skills survey conducted in 2001.

In British Columbia, government is not planning a news release or event around the PIAAC release, however, Ministers responsible for K-12 education, post-secondary education and economic development will be expected to be available to respond when the report is released nationally.

DISCUSSION:

In 2003, with the OECD release of the International Adult Literacy Skills Survey, the Province was able to establish baseline data for literacy levels across British Columbia. Subsequent to

this, significant attention and provincial investment was made to improve literacy rates. It is estimated that between 2001 and present, over \$1.5 billion in provincial funding was used to support literacy-specific activities.

Data regarding progress toward improving literacy rates in British Columbia has been sparse over the last decade, making it difficult to gauge the impact and effectiveness of literacy interventions introduced between 2001 and 2011. PIAAC will be the first formal assessment in 10 years that will provide data allowing British Columbia to see if the number and proportion of adults struggling with literacy has improved in this province.

Ministry staff will receive an embargoed copy of the pan-Canadian PIAAC report prior to October 8, 2013. Under strict confidentiality requirements, the findings from the report cannot be shared with any individual prior to October 8, 2013 who has not signed the attached confidentiality agreement (see Attachment 1).

Communications material have been developed to provide the key messages, background, and potential Qs & As to support Ministers in the release of PIAAC (see Attachment 2). These materials have been vetted through a cross government Steering Committee led by the Ministry of Advanced Education.

The British Columbia Steering Committee for PIAAC was designed to ensure Ministries of Education and Advanced Education, Jobs Tourism and Skills Training, Health, Aboriginal Relations, Social Development, and Children and Family Development all had the opportunity to contribute to provincial response and key messaging around PIAAC.

It is worth highlighting that while the national report will include important information about literacy trends across Canada, it will not provide the information needed to conduct important research and address policy questions relating to the distribution of skills across the province and across key populations such as immigrants and aboriginal people.

To achieve this, it is necessary that British Columbia receive the data from Statistics Canada. The Ministry of Advanced Education is poised to sign a bilateral data sharing agreement with Statistics Canada which will allow the British Columbia government to receive the dataset for the 27,000 respondents concurrent to the October 8, 2013 release.

Additionally, a series of Canadian thematic reports on key topics (eg. Aboriginal literacy) will be published by Council of Ministers of Education, Canada between 2013 and 2015.

SUGGESTED RESPONSE:

Once confidentiality documents are signed, a review of the communications materials will outline key information regarding British Columbia's results.

- Attachments:**
1. Confidentiality Agreements
 2. Communications Materials

Prepared by:	Emily Horton/Senior Policy Analyst	Reviewed by:	
	Vancouver Island Coastal Region	Director	
Phone #:	250-952-6776	Executive Director	NL

	Assistant Deputy Minister	DM
	Deputy Minister	



CONFIDENTIALITY AGREEMENT

PROGRAMME FOR THE INTERNATIONAL ASSESSMENT OF ADULT COMPETENCIES (PIAAC) 2012

Please type or print in the fields below.

Name: _____

Email: _____ **Telephone:** _____

Street: _____

City: _____ **Province:** _____

Postal code: _____

I,

require access to the PIAAC 2012 international and Canadian results/data prior to their publication on October 8, 2013, as part of my employment with

_____.

In consideration of receiving information related to the above, I agree to maintain the confidentiality of PIAAC data and related information not publicly released by OECD, and will not disclose or divulge this information, by any means, in any way, or to any person not authorized to receive it. In signing this agreement I agree to the terms of the:

- OECD Agreement on the use of material from the OECD Programme for the International Assessment of Adult Competencies (PIAAC)
- Statistics Canada Acknowledgement of Confidentiality for Work-in-Progress Release (WiP) – International Study of Adults (Programme for the International Assessment of Adult Competencies)

including the sanction for non-compliance stated therein. I am aware that failure to maintain confidentiality of PIAAC data could seriously jeopardize the ability of my jurisdiction, of all provinces and territories through CMEC, and of Canada to participate in similar projects in the future.

Signature

Date

**Acknowledgment of confidentiality for
Work-in-Progress Release**

**Entente de confidentialité sur la diffusion des
données en cours d'élaboration**

**Organizations receiving protected release
information from Statistics Canada:**

- a. Acknowledge receiving the information and undertake to protect the confidentiality of the protected release information provided to them
- b. Limit access to the protected information to those designated officials within their organizations for work-related purposes ('need-to-know' basis)
- c. Undertake not to further disseminate the protected release information, even subsequent to final release of the data by Statistics Canada.

**Les organismes recevant des renseignements protégés
de Statistique Canada :**

- a. Accusent réception de l'information et s'engagent à respecter la confidentialité des renseignements protégés qui leur sont confiés;
- b. Restreignent l'accès aux renseignements protégés aux représentants désignés de leur organisme, à des fins professionnelles (selon le principe de l'accès sélectif);
- c. S'engagent à ne pas diffuser les renseignements protégés, et ce, même après la diffusion finale des données par Statistique Canada.

I / Je _____
name / nom

understand that the information provided to me, / comprends que l'information qui m'est soumise,

International Study of Adults (Programme for the International Assessment of Adult Competencies)

_____ name of the survey / nom de l'enquête

is protected information and that I will not divulge its content until it is officially released by Statistics Canada.
est protégée et que je n'en dévoilerai pas le contenu avant que Statistique Canada ne le diffuse officiellement.

_____ signature _____ Date Y/A - M - D/J

_____ Statistics Canada Representative / Personne représentant Statistique Canada _____ Date Y/A - M - D/J

Pages 59 through 70 redacted for the following reasons:

s.13, s.17

Appendix 1: Program for the International Assessment of Adult Competencies Summary of Key Findings

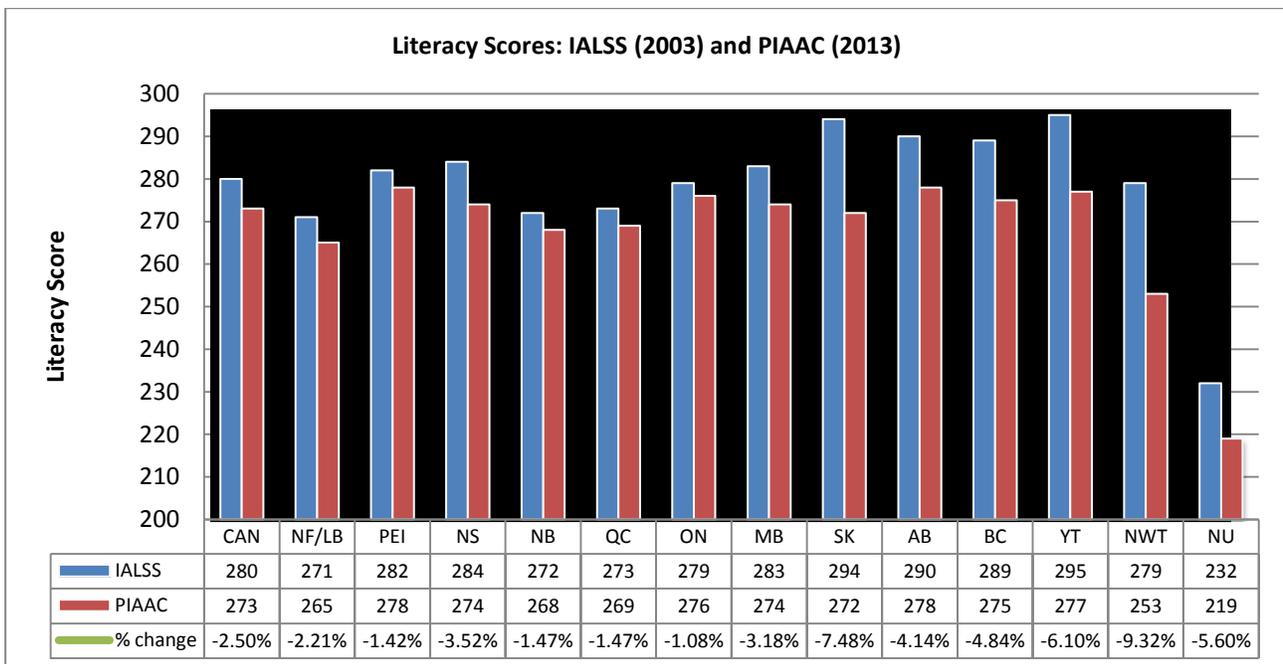
Comparison of 2013 PIAAC to 2003 International Adult Literacy Skills Survey (IALSS):

Canada:

- Between 2003 and 2013, literacy and numeracy skills in adults aged 16-65 in Canada have decreased. The average literacy score dropped from 280 to 273 (out of 500) and the average numeracy score dropped from 272 to 265.
- Patterns and distribution of skill across key demographic variables in 2013 is consistent with findings from 2003. For example, higher levels of education were associated with higher skill levels in 2003 and 2013.
- Literacy and numeracy scores dropped more significantly for women than for men.

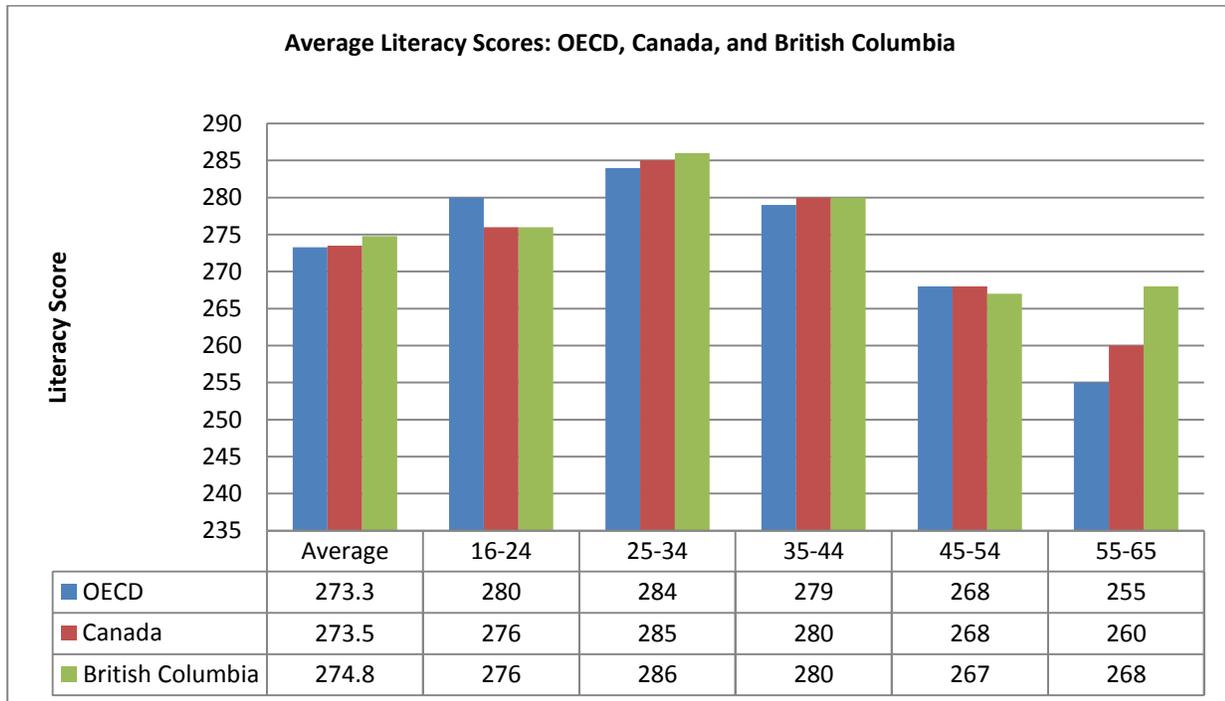
British Columbia:

- In British Columbia, literacy scores dropped by almost 5 per cent, considerably more than in most other Canadian jurisdictions. Only Saskatchewan, the Yukon and Northwest Territories experienced a drop in scores greater than that experienced in BC (see chart below).
- Despite this drop, BC scores are at or above the OECD average in literacy, numeracy, and problem solving in a technology rich environment (computer skills) domains.
- The number and per cent of people at the lowest levels of literacy has increased, while the proportion of people at the highest levels of proficiency has decreased. It is worth noting that despite this, BC has a higher proportion of people at the highest skill levels as compared to the Canadian average.



PIAAC Literacy Scores:

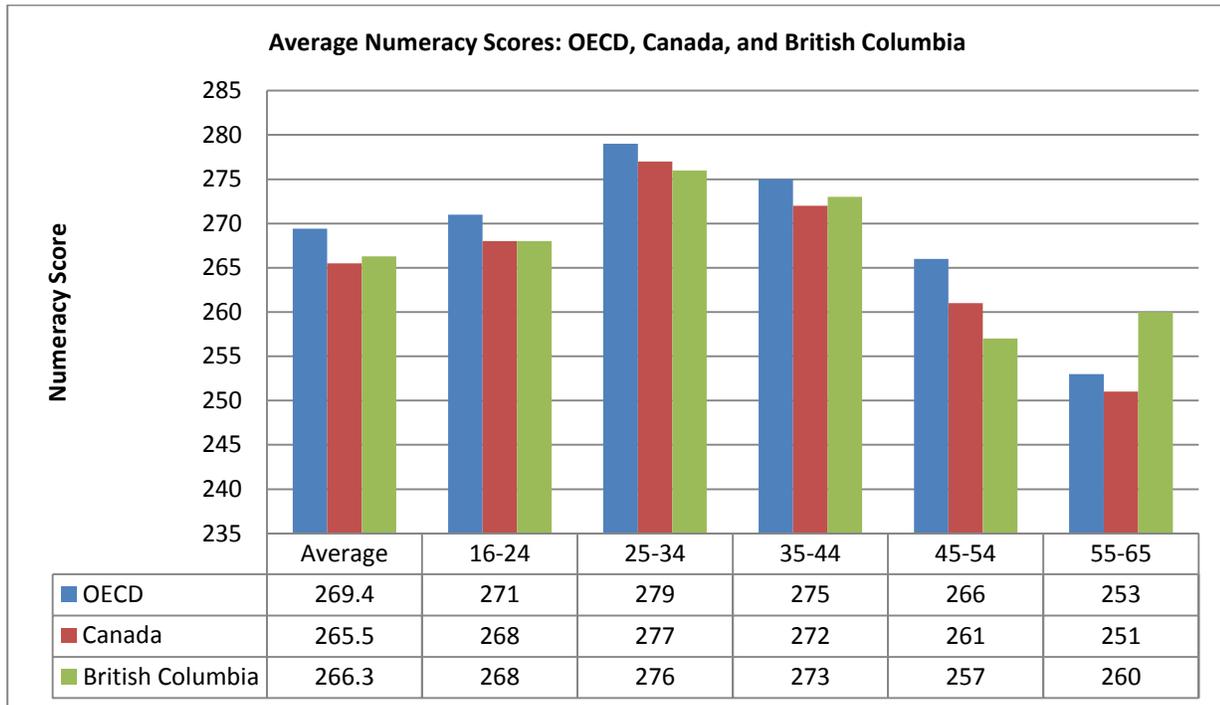
- BC adults have literacy scores comparable to the OECD average for adults 16-65.
- BC’s literacy score is virtually the same as the general Canadian score (see chart below).
- Compared to other provinces/territories, BC ranks:
 - slightly lower than Alberta and Ontario;
 - higher than five other provinces and territories; and
 - at the same level as five other jurisdictions including Manitoba and Saskatchewan.



- Results suggest about 46 percent of BC adults aged 16-65 have lower levels of literacy. Over a third of these individuals score at the lowest level of literacy skills – below or at level 1 on a 5 level scale.
- The distribution of literacy skills within BC is broad – meaning we have a larger proportion of people performing at both the highest and lowest literacy levels.
 - BC has a larger percentage of adults who perform at the highest levels of literacy – 15 per cent (as compared to the Canadian average).
 - 16 per cent of BC’s adult population performs at the lowest levels of literacy – a higher proportion than the Canadian average.

PIAAC Numeracy Scores:

- Not a single province or territory in Canada performs above the OECD average score for numeracy.
- BC and three other provinces perform **at** the OECD average for numeracy (Alberta, PEI and Yukon). All other provinces/territories perform below the OECD average.



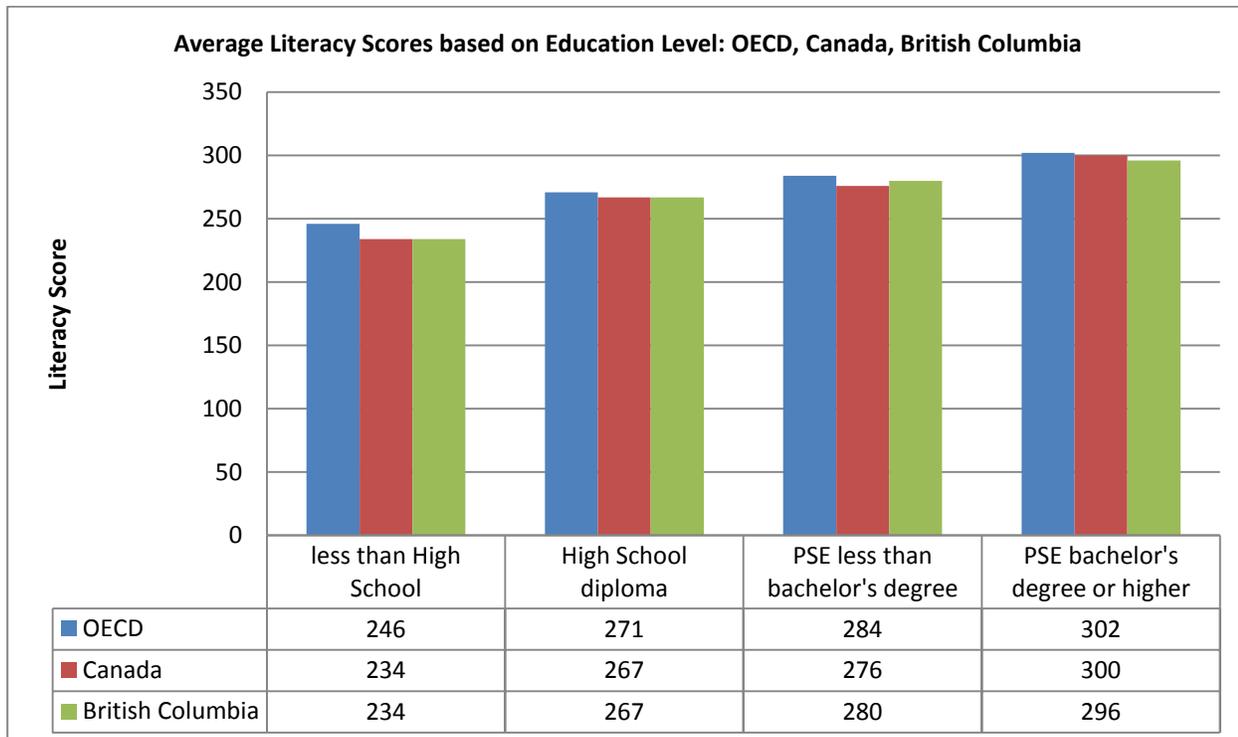
- BC, like Canada in general, shows a wider distribution between highest and lowest performers in numeracy:
 - BC has more people at the highest levels of numeracy than any other province except Alberta.
 - Despite this, BC also has a significantly higher proportion of individuals at the lowest levels of numeracy – a far higher proportion than the OECD average.

Problem-solving in technology rich environments (computer skills):

- BC ranks among the highest jurisdictions within Canada and internationally in terms of the proportion of adults performing at the highest levels of computer skills.
- 39 per cent of adults in BC are proficient in a technology rich environment compared to 34 per cent of adults across other OECD countries.
- Younger individuals (aged 16-24) are much more proficient in a technology rich environment than older ones.

Relationship between education and skills:

- Higher levels of education are associated with higher levels of literacy and numeracy skills.
- Having a post-secondary education is not necessarily associated with higher skill levels when it comes to the ability to use digital technology.
- Regardless of education, literacy and numeracy skills, on average, decline with age. However the decline across age is greatest for those with less than high school education and least for those with a university degree.
- In BC, skill levels were lower across all education levels when compared to the OECD average. The same trend was observed for numeracy (see chart below).



Skills of (off-reserve) Aboriginal individuals compared to non-Aboriginals:

- Aboriginal individuals had lower literacy and numeracy skills than the non-Aboriginal population in Canada.
- However, in Canada, literacy levels for Aboriginal (off-reserve) and non-Aboriginal people with the same education levels are almost the same.
- Differences in average literacy levels for the Aboriginal population (off-reserve) and non-Aboriginal population are minimal
- However the difference in literacy skills between these groups is narrowest in BC and Ontario.
- In BC there is almost an equal proportion of Aboriginal and non-Aboriginal individuals at all skill levels except the highest levels, where there are fewer Aboriginal people.
- In BC and Manitoba there is no difference, at any skill level, between Aboriginal and non-Aboriginal people when it comes to their ability to use digital technology.

Relationship between employment status and skills:

- Skill levels for literacy, numeracy and the ability to use digital technology are highest for the employed population.
- Skilled occupations (managers, professionals, technicians, associate professionals) are associated with higher literacy, numeracy and digital technology skills.

Relationship between age and skills:

- Literacy and numeracy are highest among the 25-34 aged cohort and are observed to be lower in older age cohorts.
- In general, younger individuals are much more skilled in using digital technology than older individuals.
- Nearly 50 per cent of individuals between the ages of 45 and 65 are at the lowest skill level when it comes to using digital technology.
- While both men and women experienced a decrease in scores between 2003 and 2013, the drop was more significant for women.

Relationship between gender and skills:

- No significant gender differences are observed in terms of literacy skill levels.
- Men significantly outperform women in numeracy skills across the entire age spectrum.

Skills of immigrants compared to non-immigrants:

- Immigrants, aged 16-65 have lower literacy scores than the Canadian-born population.
- There is no significant difference between average literacy scores for recent immigrants compared to established immigrants.
- Out of all of the provinces, BC has the largest proportion of recent immigrants at the lowest level of literacy.
- In BC, 28 per cent of the people that took the test did not have have English or French as their native language.

**MINISTRY OF ADVANCED EDUCATION
MEETING NOTE**

PREPARED FOR: Honourable Amrik Virk, Minister

DATE AND TIME OF MEETING: October 25, 2013 at 10:45a.m. – 11:30a.m.

ATTENDEES: Tom Sigurdson, Executive Director, BC Building Trades Council,
Brynn Bourke, Researcher, BC Building Trades Council
Don Homewood, Administrator, Construction and Specialized Workers
Training Society
Jim Paquette, Business Manager, Sheet Metal workers Local 280
Brad Randall, Administrator, Operating Engineers Training Association
Andy Cleven, Administrator, Electrical Workers Local 213/EAC of BC
Derek Dinzey, Administrator, Ironworkers Trade Improvement Committee
Dawn Minty, Assistant Deputy Minister, Advanced Education

ISSUE(S): Discuss the challenges and opportunities that exist in training the next generation of construction trades workers in British Columbia.

BACKGROUND:

BC Building Trades Council

The British Columbia and Yukon Territory Building and Construction Trades Council (BC Building Trades) was established in 1967. The BC Building Trades is an umbrella organization for 14 construction unions representing approximately 40,000 members.

The 14 union members of the Council collectively train over 4,500 apprentices each year and lead the industry with an average completion rate of over 90 percent.

BC Building Trades' unions train bricklayers, tile setters, cement masons, electricians, ironworkers, operating engineers, construction truck drivers, flaggers, labourers, painters, glaziers, drywallers, plumbers and sheet metal workers.

The construction industry is one of the largest sectors in the province, employing about 200,000 people. Projections indicate that over 18,000 new construction jobs will be created over the next decade. Most of these jobs will be created in the lower mainland, but the North Coast and Thompson-Okanagan are also projected to experience high growth rates.

DISCUSSION:

The BC Building Trades Council Executive Director, Tom Sigurdson, sent a letter to the Minister of Advanced Education on June 11, 2013 offering to work collaboratively with the Government of British Columbia to meet the training challenges that lie ahead. Mr. Sigurdson would like to specifically discuss the challenges and opportunities that exist in training the next generation of construction workers in British Columbia.

On September 9, 2013, Premier Clark met with the BC Building Trades and the BC Federation of Labour to start a conversation on a partnership approach to building a skilled workforce in British Columbia. The invitation was positively received by the labour movement.

On September 27, 2013, the BC Building Trades, along with some of its affiliate members, met with Jessica McDonald as part of the Industry Training Authority (ITA) Review. The Review, which is to be completed by the end of November, will provide Government with options to improve the industry training system in British Columbia.

Recently, the BC Construction Association announced a recruitment mission to Ireland to hire 600 tradespeoples. The labour movement has been vocal about this and previous missions arguing that employers can find skilled unionized workers right here in Canada.

The labour movement has been critical of the current training system and it is expected that the BC Building Trades will highlight that recruitment missions, whether targeting permanent or temporary foreign workers, are not a solution to ensuring British Columbians are first in line for jobs. It is likely that the BC Building Trades will argue for greater partnership between unions, post-secondary institutions and industry as being a better approach.

In the summer, BC Ferries announced plans to build three new ships to replace aging ones and the BC Building Trades has been advocating for those ships to be built in British Columbia. It is anticipated that the BC Building Trades will raise the need for the Province to make "built in British Columbia" a condition to the procurement process as one solution to addressing skills training challenges.

Government recognizes the many challenges to getting people with the right skills, at the right time, in the right place. Attracting more young people to the trades and getting more employers to take on apprentices (despite the BC Building Trades members taking on a significant number of apprentices yearly) remains a challenge.

Significant and recent investments have been made by the Ministry of Advanced Education to promote the trades as a rewarding career, purchase new equipment, build new facilities and increase training programs across the education system. Please see Attachment 1 for a summary of the Ministry of Advanced Education's funding provided over the past five years to post-secondary institutions for trades training programming, equipment and infrastructure. This funding is in addition to the over \$100 million provided annually to the ITA by the Ministry of Jobs, Tourism and Skills Development to ensure the quality and quantity of industry training programs meets the need of industry, including those of the construction sector.

SUGGESTED RESPONSE:

- Thank you for offering to work collaboratively with the Government of British Columbia to meet the provincial skills training challenges that lie ahead.
- Government is committed to building a skilled workforce to help ensure that British Columbians have the skills they need to be first in line for the many opportunities coming our way across the province.
- I would also like to thank the BC Building Trades Council and its members for taking on a significant number of apprentices. I am sure your recent input and contributions into the ITA Review will inform next steps for the industry training system in British Columbia.

Attachment 1: Ministry of Advanced Education Trades Training Programs and Funding Summary

Prepared by:	Tim Ewanchuk	Reviewed by:	
	Vancouver Island/Coast Region Branch	Director	VP
Phone #:	250-952-6117	Executive Director	NL
		Assistant Deputy Minister	DM
		Deputy Minister	

Pages 79 through 80 redacted for the following reasons:

s.17

**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

PREPARED FOR: Honourable Amrik Virk, Minister of Advanced Education

ISSUE: Appointment to the Board of the Private Career Training Institutions Agency

BACKGROUND:

The Private Career Training Institutions Agency (PCTIA) is a Crown agency which governs its affairs in accordance with the *Private Career Training Institutions Act*, regulations and bylaws. PCTIA is 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, PCTIA offers a voluntary accreditation process to registered institutions. 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 programs.

PCTIA is a ten-member Board consisting of seven members elected by registered institutions and three members appointed by the Minister of Advanced Education to represent the public interest.

DISCUSSION:

On November 6, 2013, Order in Council 468 (Attachment A) was approved and ordered by the Lieutenant Governor in Council appointing Claire Avison as Assistant Deputy Minister, Ministry of Advanced Education, as well as the appointment of Ian Rongve as an Assistant Deputy Minister, Ministry of Education.

Currently, Dr. Ian Rongve is a member of the PCTIA Board appointed by Minister's Order M 086 (Attachment B) on March 26, 2012.

The Board Resourcing and Development Office has instructed Ministry staff to proceed with drafting a Ministerial Order to rescind the appointment of Ian Rongve and appoint Claire Avison as a member of the PCTIA Board.

NEXT STEPS:

Ministry staff prepared draft Ministerial Order (Attachment C) which, upon Minister's signature, rescinds the appointment of Ian Rongve and appoints Claire Avison as a member of the PCTIA Board to serve at the pleasure of the Minister of Advanced Education. The attached Ministerial Order must be approved prior to the next PCTIA Board meeting, which is scheduled December 5, 2013.

Attachments: Attachment A – OIC 468/2013
Attachment B – M 086/2012
Attachment C – Draft Ministerial Order

Prepared by:	Paula McHerron, Board Coordinator Governance and Quality Assurance Branch	Reviewed by:	
Phone #:	250 356-8696	Director Executive Director Deputy Minister	

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. 468

, Approved and Ordered November 06, 2013


Lieutenant Governor

Executive Council Chambers, Victoria

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that

- (a) the appointment of Bobbi Plecas as an Assistant Deputy Minister, Ministry of Technology, Innovation and Citizens' Services, made by Order in Council 389/2011, is rescinded and she is appointed Assistant Deputy Minister, Ministry of Advanced Education,
- (b) the appointment of Claire Avison as an Assistant Deputy Minister, Ministry of Education, made by Order in Council 509/2012 is rescinded and she is appointed as an Assistant Deputy Minister, Ministry of Advanced Education,
- (c) the appointment of Ian Rongve as an Assistant Deputy Minister, Ministry of Advanced Education, made by Order in Council 87/2012 is rescinded and he is appointed as an Assistant Deputy Minister, Ministry of Education, and
- (d) Joseph Thompson is appointed as an Assistant Deputy Minister, Ministry of Advanced Education, and
- (e) Trish Dohan is appointed as an Assistant Deputy Minister, Ministry of Forests, Lands and Natural Resource Operations.



Presiding Member of the Executive Council

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: Public Service Act, R.S.B.C. 1996, c. 385, s. 12

Other: OIC 154/2010; OIC 389/2011; OIC 87/2012; OIC 509/2012

November 5, 2013

page 1 of 1

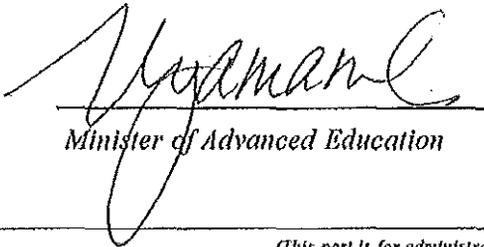
Resub 1/O/695/2013/33

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF ADVANCED EDUCATION

Ministerial Order No. M 086

I, Naomi Yamamoto, Minister of Advanced Education, hereby

- a) rescind the appointment of Dr. Mark Zacharias to the board of the Private Career Training Institutions Agency made by Ministerial Order M 156 on June 2, 2010, and
- b) appoint Dr. Ian Rongve to the board of the Private Career Training Institutions Agency.


Minister of Advanced Education

MARCH 26, 2012.
Date

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: Private Career Training Institutions Act, sections 4(1) and (2)

Other (specify): M 156/2010

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF ADVANCED EDUCATION

Ministerial Order No.

I, Amrik Virk, Minister of Advanced Education, hereby

- a) rescind the appointment of Dr. Ian Rongve as a member of the board of the Private Career Training Institutions Agency made by Ministerial Order M 086 on March 26, 2012, and
- b) appoint Claire Avison as a member of the board of the Private Career Training Institutions Agency.

Minister of Advanced Education

Date

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: Private Career Training Institutions Act, sections 4(1) and (2)

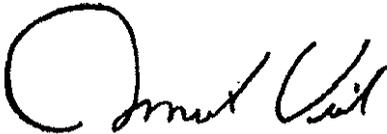
Other (specify): M 086/2012

PROVINCE OF BRITISH COLUMBIA
ORDER OF THE MINISTER OF ADVANCED EDUCATION

Ministerial Order No. M 290

I, Amrik Virk, Minister of Advanced Education, hereby

- a) rescind the appointment of Dr. Ian Rongve as a member of the board of the Private Career Training Institutions Agency made by Ministerial Order M 086 on March 26, 2012, and
- b) appoint Claire Avison as a member of the board of the Private Career Training Institutions Agency.



November 20, 2013

Minister of Advanced Education

Date

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: Private Career Training Institutions Act, sections 4(1) and (2)

Other (specify): M 086/2012

**MINISTRY OF ADVANCED EDUCATION
BRIEFING NOTE**

PREPARED FOR: Honourable Amrik Virk
Minister of Advanced Education

ISSUE: The Unique Legislative Mandate of Thompson Rivers University

BACKGROUND:

Thompson Rivers University (TRU), located in Kamloops with satellite campuses and centres in neighbouring communities, was established in March 2005, upon enactment of the *Thompson Rivers University Act* (the Act, Attachment A). In 2004, the Premier announced that the existing University College of the Cariboo would be transformed into a "special purpose" university, serving the needs of the Central Interior region. During its first term in office, government had committed to add 50,000 post-secondary student spaces to the system, and expand access to education and training for students outside the Lower Mainland and Victoria, so they could stay closer to home while pursuing their education.

At the time, British Columbia's university colleges occupied a middle ground between universities -- having a mandate to pursue original research in all branches of knowledge in addition to providing instruction -- and colleges, which offered courses of study at the first and second year baccalaureate level, in addition to vocational and trades programs, adult basic education and continuing education. Under the *College and Institute Act*, university colleges were mandated to offer baccalaureate degree programs, post-secondary education and training, adult basic education, and continuing education, and faculty generally did not engage in academic research. The university college model, unique to British Columbia, was not well understood outside the province, and communities consistently requested that government establish degree-granting universities throughout the province to better meet their local needs.

During the Core Review of 2001, government identified the Open Learning Agency -- which had since the 1970's delivered open learning education through Open University and Open College and operated the Knowledge Network as British Columbia's public educational broadcaster -- as an entity in need of restructuring. Government was exploring options for entities outside government to modernize and deliver online education in an environment of rapidly advancing technology and expansive growth in student demand. It was initially planned that the Knowledge Network would be wound up, but consultations confirmed there was strong public support for its continued operation.

It was planned that the new university based in Kamloops would offer undergraduate and applied master's degrees, trades, apprenticeship and vocational training, and adult basic education, and undertake research and scholarly activities to support its predominantly undergraduate courses and programs. The transition created 3,000 additional student spaces, with key areas of growth including education, physical education, sports sciences and sports tourism programs, and Aboriginal studies. In addition to serving as a regional university focused on teaching, the new university would house and advance the delivery of online and distance education learning opportunities and flexible degree-completion options for the Province as a whole. It was later determined that government would wind up the Open Learning Agency and continue Knowledge Network as a separate entity.

DISCUSSION:

Due to the unique mandate of the new university, a governance structure reflective of the combined focus on teaching and open learning access was developed. Rather than amend or add sections to the *University Act*, which governed British Columbia's four "traditional" research universities, the new university would have its own legislation. The Act was drafted to merge the University College of the Cariboo, governed under the *College and Institute Act*, with components of the Open Learning Agency, then governed under the *Open Learning Agency Act*, to create a new kind of university. The Act defines TRU's purposes as follows:

- to offer baccalaureate and masters degree programs;
- to offer post-secondary and adult basic education and training;
- to undertake and maintain research and scholarly activities for the purpose of its degree programs, post-secondary and adult basic education; and
- to provide an open learning educational credit bank for students.

As TRU remains a university having much in common with the other universities, a number of sections of the *University Act* were incorporated by reference into the Act. However, the Act also included some features reflective of the university college model. While the Act clearly requires TRU to promote teaching excellence and the use of open learning methods for the province as a whole, it is at the same time directed to serve the educational and training needs of the region, in keeping with the *College and University Act's* focus on regional educational delivery. Rather than managing academic governance through a senate, the Act originally established a University Council, which possessed powers drawn partly from those of a senate model for universities, and partly the education council model of colleges.¹ At TRU, this body includes representation from among faculty and students of the Open Learning Division.

As well, the governance structure set out in the Act established a Planning Council for Open Learning to implement the provincial open learning mandate and set admission and residency requirements for the Open Learning Division. It was intended that the Planning Council for Open Learning maintain the "openness" principles of its predecessor Open University, with flexible admission policies, residency requirements and prerequisites, and the ability for students to accumulate in an educational credit bank transfer credits for courses and programs taken at other public institutions for recognition toward a degree program in the open learning division of TRU. Upon enactment, it was emphasized that the Planning Council for Open Learning would ensure that TRU acts as a system partner in the ongoing development and expansion of online and distance learning; the Planning Council would therefore include representatives from other post-secondary institutions in addition to members of faculty, administration and students of TRU.

CONCLUSION:

TRU has grown to host 13,170 students on campus, and 11,794 through distance and online studies, and has continued to successfully meet its legislated mandate as the original special

¹ Upon the creation of other teaching universities – Capilano University, Emily Carr University of Art and Design, Kwantlen University, University of the Fraser Valley, and Vancouver Island University -- in 2008, TRU's University Council was renamed a senate, so all research universities and teaching universities now have senates serving as the academic governance body.

purpose teaching university in British Columbia. TRU reports that 11 percent of its student body is Aboriginal, and there are 2,589 international students.

Attachments: A – *Thompson Rivers University Act*

Prepared by:	Katherine Thiessen-Wale Director, Legislation	Reviewed by:	
	Governance and Quality Assurance Branch	Executive Director	
Phone #:	250-952-6782	Assistant Deputy Minister	
		Deputy Minister	

Attachment A

Copyright (c) Queen's Printer,
Victoria, British Columbia, Canada.

This Act is Current to November 6, 2013

Thompson Rivers University Act

[SBC 2005] CHAPTER 17

Assented to March 3, 2005

Contents

- 1 Definitions
- 2 Thompson Rivers University
- 3 Purposes
- 4 Application of *University Act*
- 5 Chancellor
- 6 Vacancy in office of chancellor
- 7 Powers and duties of the board
- 8 Senate
- 9 Powers of senate
- 10 Advisory council of senate
- 11 Planning Council for Open Learning
- 12 Powers of the Planning Council for Open Learning
- 12.1 *Offence Act* does not apply
- 13–30 Consequential Amendments
- 31 Commencement

Definitions

1 In this Act:

"**alumni association**" means the association for graduates of the university;

"**board**" means the board of governors of the university;

"**chancellor**" means the chancellor appointed under section 5;

"**convocation**" means the convocation of the university;

"faculty" means an educational administrative division of the university constituted by the board;

"faculty member" means a person employed by the university as an instructor, a lecturer, an assistant professor, an associate professor, a professor, or in an equivalent position designated by the senate;

"Planning Council for Open Learning" means the Planning Council for Open Learning established under section 11;

"president" means the president appointed under section 7;

"registrar" means the registrar appointed under section 7;

"senate" means the university council continued as the senate under section 8;

"student" means a person who is enrolled in a credit course at the university;

"university" means the Thompson Rivers University continued by this Act;

"university council" means the university council continued as the senate under section 8.

Thompson Rivers University

2 (1) The University College of the Cariboo is continued as a corporation under the name Thompson Rivers University and is composed of the members of the board and members of the convocation.

(2) The university has the power and capacity of a natural person of full capacity.

(3) The university has the power in its own name to grant degrees and to award certificates and diplomas established in accordance with this Act.

(4) The *Business Corporations Act* does not apply to the university, but on the recommendation of the minister, the Minister of Finance, by regulation, may declare that all or part of that Act applies to the university.

(5) Despite other provisions of this Act,

(a) the board of the University College of the Cariboo remains the board of the university until the members of the board are elected and appointed as provided in this Act,

(b) the education council of the University College of the Cariboo is the university council until the members of the university council who require election or appointment are elected and appointed as provided in this Act, and

(c) the chancellor to serve until the board makes an appointment under section 5 (1) is the person the board of the University College of the Cariboo appoints to serve as chancellor on the coming into force of this Act.

Purposes

3 (1) The purposes of the university are

- (a) to offer baccalaureate and masters degree programs,
- (b) to offer post-secondary and adult basic education and training,
- (c) to undertake and maintain research and scholarly activities for the purposes of paragraphs (a) and (b), and
- (d) to provide an open learning educational credit bank for students.

(2) The university must promote teaching excellence and the use of open learning methods.

(3) In carrying out its purposes, the university must serve

- (a) the educational and training needs in the region specified by the Lieutenant Governor in Council, and
- (b) the open learning needs of British Columbia.

Application of *University Act*

4 (1) Part 4, sections 13, 14 (2) and (3), 16, 17, 19, 19.1, 19.2, 20, 21, 22, 23, 24, 25, 26, 27.1, 28, 29, 30, 31, 32, 33, 34, 36, 38, Parts 8 and 9, sections 48, 49, 50, 51, 52, 53, 54, 55, 56, 57 and 58, Part 11 and sections 68, 69, 70, 70.1 and 71 of the *University Act* apply for the purposes of this Act.

(2) [Repealed 2008-24-25.]

(3) A reference in section 36 of the *University Act* to

(a) "senate" is to be read as a reference to "senate or Planning Council for Open Learning", and

(b) "section 35 (2) (h)" is to be read as a reference to "section 8 (2) (h) or 11 (h) of the *Thompson Rivers University Act*".

(4) A reference in section 38 of the *University Act* to "section 37 (1) (i), (p) and (u)" is to be read as a reference to "section 10 (e) and (k) of the *Thompson Rivers University Act*".

Chancellor

5 (1) The chancellor of the university is to be appointed by the board, on nomination by the senate after its consultation with the alumni association.

(2) The chancellor holds office for 3 years and thereafter until a successor is appointed.

(3) The chancellor is eligible for reappointment.

(4) A chancellor may not hold office for more than 6 consecutive years which, as calculated, must not include time in office as a result of

(a) being appointed for the unexpired term of the predecessor in office, or

(b) continuing to hold office until a successor is appointed.

(5) The chancellor must not be employed by the university.

Vacancy in office of chancellor

6 (1) If the office of chancellor becomes vacant for any reason before the expiration of the chancellor's term of office, the vacancy must be filled as soon as practicable as described in section 5 (1).

(2) A person appointed under subsection (1) holds office for the unexpired term of the predecessor in office.

Powers and duties of the board

7 (1) The management, administration and control of the property, revenue, business and affairs of the university, except those vested in the senate or the Planning Council for Open Learning, are vested in the board.

(2) Section 27 (2) to (7) of the *University Act* applies for the purposes of subsection (1).

(3) For the purposes of subsection (2), a reference in the *University Act* to the "senate" is to be read as a reference to the "senate" referred to in this Act.

Senate

8 (1) The university council is continued as the senate.

(2) The senate is composed of the following:

(a) the chancellor;

- (b) the president, who is its chair;
- (c) the academic vice president or equivalent;
- (d) the deans of faculties;
- (e) the chief librarian;
- (f) the registrar;
- (g) two faculty members for each faculty, elected by faculty members of the faculty;
- (h) four students elected by the students;
- (i) one alumni member who is not a faculty member, appointed by the president on nomination by the alumni association;
- (j) one administrator of the Open Learning Division, appointed by the president;
- (k) subject to subsection (5), 4 members of the teaching staff in the Open Learning Division, elected by members of the teaching staff in the Open Learning Division;
- (l) two support staff, elected by the support staff;
- (m) one non-voting member of the senate, if appointed to the senate by the board to serve for one year.

(3) For the purposes of subsection (2) (g), "faculty" does not include the Open Learning Division.

(4) For the purposes of subsection (2) (l), "**support staff**" means employees of the university who are not

- (a) officers of the university, or
- (b) deans or faculty members.

(5) If the total number of faculty members elected for the purposes of subsection (2) (g) exceeds 20, the number of members of the teaching staff in the Open Learning Division to be elected under subsection (2) (k) is

- (a) 20% of the total number of faculty members elected for the purposes of subsection (2) (g), if the number so calculated is a whole number, and
- (b) if the number calculated under paragraph (a) is not a whole number, the whole number that is next highest to the number calculated as described in paragraph (a).

Powers of senate

9 (1) The senate must make bylaws for the conduct of the business of the senate, including bylaws specifying the duties of members of the senate in conflict of interest situations.

(2) The senate has the power and duty to do all of the following:

(a) regulate how its meetings and proceedings are conducted, including determining

(i) the quorum necessary for the transaction of its business, and

(ii) how a vice chair, who is to chair meetings in the absence of the president, is annually elected;

(b) set criteria for awarding certificates, diplomas and degrees, including honorary degrees;

(c) set curriculum content for courses leading to certificates, diplomas and degrees;

(d) set qualifications for admission;

(e) set policies concerning examinations and evaluation of student performance;

(f) set residency requirements for awarding credentials for courses and programs;

(g) set policies concerning student withdrawal from courses, programs or the university;

(h) set criteria for academic standing, academic standards and the grading system;

(i) set criteria for awards recognizing academic excellence;

(j) set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals;

(k) set policies on curriculum evaluation for determining whether

(i) courses or programs, or course credit, from another university or body are equivalent to courses or programs, or course credit, at the university, or

(ii) courses or programs, or course credit, from one part of the university are equivalent to courses or programs, or course credit, in another part of the university.

Advisory council of senate

10 The senate must advise the board, and the board must seek advice from the senate, on the development of educational policy for the following matters:

- (a) the mission statement and the educational goals, objectives, strategies and priorities of the university;
- (b) the establishment, revision or discontinuance of courses and programs at the university;
- (c) the preparation and presentation of reports after implementation by the university without prior review by the senate of
 - (i) new non-credit programs, or
 - (ii) programs offered under service contract;
- (d) the priorities for implementation of new programs and courses leading to certificates, diplomas or degrees;
- (e) the establishment or discontinuance of faculties at the university;
- (f) the evaluation of programs and educational services;
- (g) the library and resource centres;
- (h) the setting of the academic schedule;
- (i) the qualifications for faculty members;
- (j) the adjudication procedure for appealable matters of student discipline;
- (k) the terms for affiliation with other post-secondary bodies;
- (l) the consultation with community and program advisory groups concerning the university's educational programs;
- (m) other matters specified by the board.

Planning Council for Open Learning

11 The Planning Council for Open Learning is established and is composed of the following members:

- (a) the academic vice-president, who is its chair;

- (b) two deans, appointed by the president;
- (c) two officers of the university, appointed by the president;
- (d) two persons who are faculty members referred to in section 8 (2) (g), elected by the senate;
- (e) two members of the teaching staff in the Open Learning Division, elected by the teaching staff in the Open Learning Division;
- (f) two persons nominated by the presidents of the universities under the *University Act* and the *Royal Roads University Act*, appointed by the president;
- (g) two persons nominated by the presidents of the institutions under the *College and Institute Act*, appointed by the president;
- (h) one student enrolled in the Open Learning Division and elected by the students;
- (i) one alumni member who is not a faculty member, appointed by the senate on nomination by the alumni association;
- (j) up to 2 additional persons appointed by the president.

Powers of the Planning Council for Open Learning

12 (1) Despite section 9, the Planning Council for Open Learning has the power to set the admission requirements for courses and programs, and residency requirements for awarding credentials, offered through the Open Learning Division.

(2) The Planning Council for Open Learning may advise or make recommendations to the board on the following:

- (a) matters concerning the educational mandate of the Open Learning Division;
- (b) the establishment, revision or discontinuance of courses and programs in the Open Learning Division;
- (c) strategic direction for the Open Learning Division, including its role as a system partner in the ongoing development and expansion of distance and online learning in British Columbia;
- (d) other matters at the request of the board.

(3) The Planning Council for Open Learning must report any resolutions it makes to the senate.

Offence Act does not apply

12.1 Section 5 of the *Offence Act* does not apply to this Act or a regulation made under it.

Consequential Amendments

[Note: See Table of Legislative Changes for the status of sections 13 to 30.]

Section(s)	Affected Act
13	<i>College and Institute Act</i>
14	<i>Criminal Records Review Act</i>
15	<i>Degree Authorization Act</i>
16	<i>Financial Information Act</i>
17	<i>Freedom of Information and Protection of Privacy Act</i>
18	<i>Libel and Slander Act</i>
19	<i>Motor Vehicle Act</i>
20	<i>Municipal Finance Authority Act</i>
21	<i>Notaries Act</i>
22	<i>Nurses (Registered) Act</i>
23	<i>Ombudsman Act</i>
24	<i>Pharmacists, Pharmacy Operations and Drug Scheduling Act</i>
25	<i>Pharmacy Operations and Drug Scheduling Act</i>
26	<i>Private Career Training Institutions Act</i>
27	<i>Public Sector Employers Act</i>
28–29	<i>School Act</i>
30	<i>University Act</i>

Commencement

31 This Act comes into force by regulation of the Lieutenant Governor in Council.

Copyright (c) Queen's Printer, Victoria, British Columbia, Canada