

## Shaw, Judy E AVED:EX

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**From:** Minister, AVED AVED:EX  
**Sent:** Monday, April 28, 2014 3:37 PM  
**To:** AVED MCRU Incoming Corresp Working Box AVED:EX  
**Cc:** Robson, William AVED:EX; Gill, Manjit AVED:EX  
**Subject:** Cliff 97106 - INFO/FILE: Flexible Pathways Framework, BCAIU  
**Attachments:** Flexible Learner Pathways - BCAIU Framework.doc  
  
**Categories:** Info/File, Minister

Please info/file as follows;

Branch: RUIE&HP  
Issue: SG-BCAIU

Judy Shaw  
Manager, Business Services & Ministerial Correspondence  
and Research Unit  
Office of the Deputy Minister  
Ministry of Advanced Education  
Telephone: 250 356-6284  
Fax: 250 356-5468

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**From:** Schaap, Samantha [<mailto:Samantha.Schaap@leg.bc.ca>]  
**Sent:** Monday, April 28, 2014 3:13 PM  
**To:** Minister, AVED AVED:EX  
**Subject:** FW: Flexible Pathways Framework, BCAIU

FYI



Samantha Schaap  
Constituency Assistant to  
**Hon. Amrik Virk, MLA**  
Surrey-Tynehead  
201-15135 101 Ave., Surrey, BC V3R 7Z1  
Tel: 604.586.3747 | Fax: 604.584.4741  
[www.amrikvirkmla.ca](http://www.amrikvirkmla.ca)

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**From:** Ruth Wittenberg [<mailto:Ruth.Wittenberg@ufv.ca>]  
**Sent:** April 28, 2014 1:45 PM  
**To:** Virk.MLA, Amrik; Carroll, Sandra AVED:EX

**Cc:** Leanne Brophy

**Subject:** Flexible Pathways Framework, BCAIU

Minister,

Please find attached a signed document entitled "Flexible Learner Pathways Framework". The document was signed on April 16, and reflects the commitment that all BCAIU members share to provide our students with optimal educational experiences at our institutions. The document also demonstrates our commitment to collaboration.

I am happy to discuss it with you at any time. The document will be posted to our public website in the next few weeks.

**Ruth Wittenberg**

President, BC Association of Institutes and Universities

Suite 222, 645 Fort St, Victoria V8W 1G2

Tel: 250 940 1142 | Cell: 250 217 6345 | Fax: 250 940 1150

Email: [ruth.wittenberg@ufv.ca](mailto:ruth.wittenberg@ufv.ca) | [www.bcaiu.com](http://www.bcaiu.com)

## **FLEXIBLE LEARNER PATHWAYS BRITISH COLUMBIA ASSOCIATION OF INSTITUTES AND UNIVERSITIES FRAMEWORK**

DATED for reference the 16 day of April, 2014

### **Background**

- A. The undersigned (the “Institutions”) are the members of the British Columbia Association of Institutes and Universities (“BCAIU”).
- B. The Institutions share a common value in working together as institutions of higher learning in British Columbia and responding to the needs of their respective students and communities.
- C. The Institutions want to enhance the opportunities for students to be admitted to multiple Institutions for the purpose of completing learning for transfer credit towards a credential(s) conferred by another member Institution(s) (“Flexible Learner Pathways”).
- D. Among many benefits, Flexible Learner Pathways will enable students to pursue and achieve their educational goals more easily and efficiently, facilitating higher student completion rates and more graduates to meet the social and economic needs of British Columbia.

### **Memorandum of Understanding**

1. The objective of this Framework is to initiate development of procedures and agreements among the Institutions to facilitate Flexible Learner Pathways which ensure the efficiency, quality and integrity of the programs offered by each of the Institutions.
2. This Framework establishes an outline to set planning responsibilities, explore programs and approaches, and coordinate and evaluate the effectiveness of Flexible Learner Pathways.
3. This Framework is not a legally binding agreement, but is an expression of common intention with regard to shared principles and a framework for facilitating Flexible Learner Pathways. It is expected that the Institutions will enter into future binding agreements to implement the principles and practices set out in this Framework.

### **Principles**

4. Multilateral agreements that identify curriculum, (e.g. courses or groups of courses, categories of programs, and / or learning outcomes) amenable to the development of Flexible Learner Pathways will be advantageous to students and institutions because:
  - a) each Institution will identify curriculum for which students may receive credit at other Institutions toward credential completion; and
  - b) each institution will develop complementary guidelines and practices for admission of transfer students and the application of transfer credit toward credential completion.

5. In order to establish guidelines and protocols for Flexible Learner Pathways, significant work is required to identify which and what amount of curriculum can be applied as earned credits for a particular program and credential at a conferring institution.
6. It is acknowledged that while Flexible Learner Pathways are a worthwhile goal, not all curriculum is amenable.
7. It is acknowledged that while Flexible Learner Pathways between BCAIU Institutions can provide students of these institutions with more mobile pathway options, they are not intended to and will not limit but rather supplement pathways that are developed and which will continue to be developed through credit transfer agreements with non-BCAIU institutions.
8. It is acknowledged that British Columbia Council on Admissions & Transfer ("BCCAT") has developed principles, guidelines, and protocols in relation to academic credit transfer that are agreed to by all Transfer System members. Drawing from the expertise of BCCAT and the robust practices concerning credit transfer between BC Transfer System members, the Institutions will undertake the following in planning Flexible Learner Pathways:
  - a) ensure that each Institution's board of governors, academic governance bodies (e.g. Senates, Education Councils and Faculties), including relevant committees, are consulted and that all necessary approvals are obtained to permit Flexible Learner Pathways;
  - b) determine the types of curricular agreements and practices appropriate to Flexible Learner Pathways, including those operating on a system-wide basis, such as associate degrees and flexible pre-majors;
  - c) identify a senior individual within each Institution to lead discussions on behalf of that Institution on Flexible Learner Pathways, and a back-up person for that individual;
  - d) consult as appropriate with licensing and professional bodies that may have an interest in courses and programs which are the subject of Flexible Learner Pathways; and
  - e) establish a timetable for evolving the agreement(s) which will be required for Flexible Learner Pathways.

## Programs

9. Programs of the Institution must be identified which would benefit from Flexible Learner Pathways. The following high level criteria should be considered to identify those programs:
  - a) Would students enjoy expanded opportunities in a program offered by one Institution by taking courses or programs offered by other Institutions?
  - b) Would access to advanced education be enhanced?
  - c) Would improved bridging opportunities result (e.g. changing majors or minors without beginning anew; accessing post-degree, graduate and continuing education)?
  - d) Would more timely and effective response to emerging issues and demands result (e.g. economy, labour market, social trends and provincial policy)?
  - e) Would student recruitment, retention and credential completion be improved?
  - f) Are the relevant decision maker sand governance bodies in the Institutions supportive?

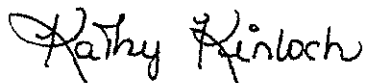
## Coordination

10. The Institutions will establish a Flexible Learner Pathways Steering Committee ("SC") made up of the Presidents of the Institutions, or their designates.
11. The SC will establish its rules and procedures and will guide the development of Flexible Learner Pathways through activities that will include the following:
  - a. ensuring that governance bodies for their respective Institutions are appropriately informed and engaged in decisions with respect to Flexible Learner Pathways;
  - b. approving and maintaining agreements which outline roles and responsibilities among the Institutions with regard to Flexible Learner Pathways;
  - c. allocating human, financial, capital and other resources for implementation of Flexible Learner Pathways;
  - d. establishing a process and framework for periodic evaluation of Flexible Learner Pathways;
  - e. setting out the terms upon which agreement(s) on Flexible Learner Pathways may be terminated or Institutions may withdraw; and
  - f. developing communication strategies to promote Flexible Learner Pathways to students, communities, government, licensing and professional bodies and other stakeholders.
12. The SC will establish an Operating Committee (the "OC") which will be made up of the Vice Presidents Academic of each of the Institutions, or their designates.
13. The OC will ensure that leadership and support is provided within each Institution to promote and facilitate Flexible Learner Pathways through activities that include the following:
  - a) identifying courses and programs to be considered for Flexible Learner Pathways;
  - b) enabling individuals and groups to develop and support Flexible Learner Pathways;
  - c) developing assessment tools and practices to determine the effectiveness of Flexible Learner Pathways in relation to student learning, student satisfaction, employment outcomes, and cost effectiveness;
  - d) resolving issues and concerns which arise in the administration of Flexible Learner Pathways and when required, refer such issues and concerns for resolution to the SC;
  - e) consulting licensing and professional bodies to ensure that Flexible Learner Pathways do not impair the achievement of their requirements; and
  - f) working with BCCAT to ensure appropriate agreements are incorporated within the Transfer Credit Evaluation System database for the purpose of making credit transfer information available to students through BCCAT websites, and for web service sharing with Institutions.

The Institutions hereby confirm their intention to implement Flexible Learner Pathways as contemplated in this Framework and as may be further agreed by them in the future.

**BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY**

Per:



Name: Kathy Kinloch  
Title: President

**UNIVERSITY OF THE FRASER VALLEY**

Per:



Name: Dr. Mark Evered  
Title: President & Vice-Chancellor

**EMILY CARR UNIVERSITY OF ART + DESIGN**

Per



Name: Dr. Ron Burnett  
Title: President & Vice-Chancellor

**JUSTICE INSTITUTE OF BRITISH COLUMBIA**

Per



Name: Dr. Michel Tarko  
Title: President

**KWANTLEN POLYTECHNIC UNIVERSITY**

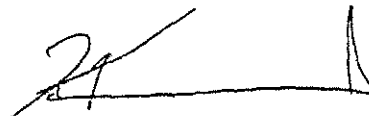
Per:



Name: Dr. Alan Davis  
Title: President

**NICOLA VALLEY INSTITUTE OF TECHNOLOGY**

Per:



Name: Ken Tourand  
Title: President

**VANCOUVER ISLAND UNIVERSITY**

Per:



Name: Dr. Ralph Nilson  
Title: President & Vice-Chancellor



MAR 31 2014

Our Ref: 96579

Ms. Ruth Wittenberg  
President  
BC Association of Institutes and Universities  
Suite 222 - 645 Fort St  
Victoria BC V8W 1G2

Dear Ms. Wittenberg:

This letter is in follow up to our recent meeting and phone conversation. I want to thank you for your draft submission regarding the tuition limit policy and your comments and insight into this complex issue.

Under the current policy, Government has limited tuition fee increases to two percent per year since 2005, and is committed to continuing these limits. However, we are aware that a number of institutions have identified specific challenges and concerns with the current policy.

Addressing these challenges needs to be balanced against Government's objective of keeping post-secondary education affordable, ensuring that the costs of education are appropriately shared and Government's commitment to retain the current tuition policy limit over the next term is maintained.

Regarding our recent conversation about your paper: *Increasing BC Post-Secondary Participation*, I would like to confirm that a response was provided on July 17, 2013 following your meeting with the Honourable Amrik Virk.

Your thoughtful suggestions are appreciated and will continue to help inform discussions as we move forward. We would be open to a further dialogue with you on these important matters.

Sincerely,

Bobbi Plecas  
Assistant Deputy Minister

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Ministry of  
Advanced Education

Institutions and  
Programs Division

Mailing Address:  
PO Box 9191 Stn Prov Govt  
Victoria BC V8W 9E6

Location Address:  
3<sup>rd</sup> Floor - 835 Humboldt Street  
Victoria BC V8V 4W8

Telephone: (250) 952-0697  
Facsimile: (250) 356-5468

pc: Dr. Mark Evered  
BC Association of Institutes and Universities Board Chair  
President and Vice-Chancellor  
University of the Fraser Valley



Page 9 redacted for the following reason:

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## **Meadows, Jennifer L AVED:EX**

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**From:** Ruth Wittenberg <Ruth.Wittenberg@ufv.ca>  
**Sent:** July 8, 2014 11:37 AM  
**To:** Avison, Claire AVED:EX; Carroll, Sandra AVED:EX  
**Subject:** Paul Cappon's report

Sandra and Claire,

I sent you this yesterday, and read through it in detail last night. I am concerned about what Paul is saying – and he has some influence, certainly federally. I also know that there's a "keenness" about the German model at both the provincial and federal level that needs further review.

Paul relies on policy texts from countries like Australia, and results around funding and policy changes there have not resulted in an appreciable reduction in the labour market gap, while at the same time university and college grads are being hired at record levels.

His description of the German system completely ignores that the culture accepts streaming in ways we don't. As I understand it, by the time a student is in their early teens they are direct to trades or other study, same in Switzerland. I understand that employer expectations in Germany are changing and demanding more knowledge economy type skills despite the "successful" streaming approach. So a caution that the German system isn't necessarily working to expectations anymore either.

We need to understand, for BC and for Canada, what we mean by industry, specify what we mean by needs and become more scientific when we make claims about employment prospects.

Paul's analysis has been done "in situ" and much of what he says has not been discussed or debated by the post secondary system (faculty, staff, students).

Just a heads up in case it's seen that our sector supports what Paul has tabled. We don't, primarily because the analysis is incomplete. The issue needs more work and models that work in Europe don't necessarily work here.

Ruth

## **Meadows, Jennifer L AVED:EX**

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**From:** Ruth Wittenberg <Ruth.Wittenberg@ufv.ca>  
**Sent:** July 7, 2014 4:02 PM  
**To:** Avison, Claire AVED:EX  
**Cc:** Carroll, Sandra AVED:EX  
**Subject:** FW: a national education strategy for Canada/paper commissioned by the Canadian Council of Chief Executives  
**Attachments:** Final\_CCCE Report April 8.doc

Released today, and on the website of Canadian Council of Chief Executives. It will be on the agenda for Council of Education Ministers next week I suspect.

### **Ruth Wittenberg**

President, BC Association of Institutes and Universities

Suite 222, 645 Fort St, Victoria V8W 1G2

Tel: 250 940 1142 | Cell: 250 217 6345 | Fax: 250 940 1150

Email: [ruth.wittenberg@ufv.ca](mailto:ruth.wittenberg@ufv.ca) | [www.bcaiu.com](http://www.bcaiu.com)



June 26, 2013

Honourable Amrik Virk  
Minister of Advanced Education  
Parliament Buildings  
Victoria, BC V8V 1X4

Déar Minister Virk,

Re: Ministerial Mandate Letter

We look forward to working with you to support the government's goal of ensuring that British Columbians are first to take advantage of the million job openings predicted by the year 2020. We must offer opportunities for young people to gain skills and education that they need to successfully enter the workforce, and provide older workers with opportunities to upgrade their skills. We believe that government's goal of offering the right training to people in different regions of our province fits well with the mandate of our BCAIU member institutions.

The BC post-secondary system is unique in Canada in terms of its geographical distribution and tight academic integration across institutions and programs. We propose that our mutual focus be to increase post-secondary participation in BC, and by addressing some of the barriers that exist, will lead to a more efficient and effective system better able to translate taxpayer funded capacity increases into increased participation. In our "Increasing BC Post-Secondary Participation" white paper that we provide to you on June 11, 2013, these ideas are outlined in detail.

In your role as Minister of Advanced Education, the initiatives outlined in the Ministerial Mandate letter of June 10 highlight nine specific goals:

- Goals one and two require controlled spending, meeting budget targets, and efficient utilization of resources. In our "Increasing BC Post-Secondary Participation" paper, we identify opportunities for government to address revenue recognition rules, risk management requirements, and faculty collective agreement considerations that currently negatively impact our ability to utilize our resources as efficiently and effectively as possible.
- Goal three identifies setting targets that will enable us to match skills with graduates. We believe that an integrated approach to tuition policy and operational funding, as well as creation of the right incentives for students, who would otherwise not enter post-secondary education for financial reasons, will enable institutions to provide teaching capacity and increased participation. We are not proposing a fundamental overhaul of post-secondary operating funding

to accomplish this goal, but we propose that incremental funding be directed not to funding seats either generally or in specific programs, but rather by increasing funding for academic and trades programs where there is demonstrated unmet student demand and strong labour market demand. Taking an approach whereby incremental funding would focus clearly on increasing participation would ultimately address the more fundamental distortions embedded in block funding. We propose changes to the tuition policy that recognizes the reality around the need to maintain tuition caps, but also addresses inherent inequities in the current system and allows for higher tuition for high demand programs. We also propose that Industry Training Authority funding be incrementally adjusted by continuing to use existing ITA funding bands but allocating trade training programs to address the current mismatch between funding and cost levels for various apprenticeship programs, along with a ten year equipment replacement plan to ensure students are trained on current equipment.

- Goal four identifies the need to minimize overheads and where possible consolidate functions across institutions, and goal six a need to review programming to ensure seats are filled. We have been actively involved in the Alternative Services Delivery project and will continue to work with the Ministry on ways to better manage and deliver administrative services in the sector. We recently joined the BCNET organization, and as a result of that membership, will be leveraging the already solid foundation built by BCNET to enhance our connectivity, take advantage of block pricing on major information technology infrastructure, and utilize expertise and services that we have been challenged to provide in our institutions. We work with the BC Colleges and Research Universities Council on a variety of challenges and opportunities that we face as a sector, including how best to ensure seats are filled and avoiding program duplication.

- Goal five seeks improvement to the student loan system. An incremental change to enhance incentives to complete programs with a completion program that offsets student loan debt on program completion could increase participation rates.

- International education is a critical component in terms of our institutions success, and our commitment to provide a global education to our students. We support the government's strategy on increasing international education and will continue to put significant efforts into international relationships.

Minister, thank you for considering our proposals, and we look forward to exploring these matters with you and your Ministry officials in the coming months.

Yours very truly,



Ruth Wittenberg  
President

Cc:  
Dr. Mark Evered  
BCAIU Board Chair  
President & Vice-Chancellor  
University of the Fraser Valley

Chris Golding  
Acting President, British Columbia Institute of Technology

Dr. Kris Bulcroft  
President, Capilano University

Dr. Ron Burnett  
President & Vice-Chancellor, Emily Carr University of Art + Design

Dr. Michel Tarko  
President, Justice Institute of B.C.

Dr. Alan Davis  
President, Kwantlen Polytechnic University

Ken Tourand  
President, Nicola Valley Institute of Technology

Dr. Ralph Nilson  
President & Vice-Chancellor, Vancouver Island University

Deputy Minister James Gorman