



## Information Note Advice to Minister Melanie Mark

Date: July 11, 2019

Cliff #: 116600

Issue: Proposed Health Fee for International Students / Discussion points for Cabinet meeting

### Background / Facts:

- Effective January 1, 2020, the \$37.50/month premium for the Medical Service Plan (MSP) will be eliminated in accordance with government's decision to eliminate all MSP fees.
- MSP is a mandatory health insurance for everyone who lives in BC for six months or longer. MSP covers the cost of basic medical care, including most physician and hospital services, within BC and Canada.
- International students with a valid study permit planning to reside in BC for more than six months are required to apply for MSP as soon as they arrive in the province.
  - For the first three months, international students are to maintain private insurance
  - MSP coverage begins after three months
- Legislation eliminating MSP premiums for BC residents under the Medicare Protection Act is comprehensive for all categories of resident, and thereby includes international students.
- To ensure international students pay their share of health care costs, following repeal of the Medicare Protection Act government is introducing a new Health Fee for international students as follows:

• Sep 1, 2019 – Dec 31, 2019	\$75.00/month	(50% MSP + 50% Health Fee)
• Jan 1, 2020 and beyond	\$75.00/month	(100% Health Fee)
- The Health Fee will apply to international students studying in both public and private education systems, throughout BC's K-12 and post-secondary sectors.
- Current education sector practice for international students:
  - K-12 Does not require MSP enrolment
  - Post-secondary Requires MSP enrolment
- BC hosts approximately 25% of all international students in Canada. Based on 2017 data there were:
  - 152,000 students in BC

- 131,000 students studying at BC public and private post-secondary institutions
- Public PSIs with the highest proportion of international students in their populations are:
 

Langara College	26%	6,000
UBC	22%	14,900
SFU	22%	7,400
- Government does not provide funding for international students.
  - PSI boards have legislated authority to set tuition and fees for international students.
  - International students are expected to pay the full cost of their education, including program delivery and support services.
- Spaces for international students do not displace spaces for domestic students.

### **Statutory Authority to Charge the Health Fee**

Sep 1, 2019 – Dec 31, 2019	Medical and Health Care Services Regulation
Jan 1, 2020 and beyond	Financial Administration Act directive

### **Enrolment, Billing and Collection for MSP through Existing Structures**

- Enrolment through Health Insurance BC
- Billing and collection through Revenue Services BC

**Attachment(s):** *Speaking notes*

**Contact:** *Kevin Brewster, ADM and EFO (250-356-2496)*

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s.13

## Communicating the Health Fee to Post-secondary Sector

s.13

- With less than 2 months from the start of the new school year, I expect to hear negative feedback from:
  - Student associations speaking on behalf of international student cohorts.
    - They are already advocating for a cap on international student tuition increases.
    - The Health Fee will add fuel to their advocacy



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## Meeting Note

### Advice to Minister Melanie Mark

**Date:** July 15, 2019

**Cliff #:** 116480

**Prepared for:** Honourable Melanie Mark, Minister, Advanced Education, Skills and Training

**Date, Time of Meeting and Location:**

- 3:30 – 4:00 pm, Thursday, July 18, 2019
- Room 1010, West Building, Langley campus, Kwantlen Polytechnic University (KPU)

**Attendees:**

- Mr. Michael McAdam, Vice Chair, KPU Board of Governors
- Dr. Alan Davis, President and Vice Chancellor, KPU

**Issue(s):**

- Activities and initiatives KPU has taken to address priorities identified in Minister's current Mandate Letter.
- KPU has outlined other topics of interest, including efforts to contract and recalibrate within their fiscal reality (see Attachment 1).

**Background:**

- KPU receives sufficient funding to comply with Ministry domestic funded Full-Time Equivalent (FTE) targets,<sup>s.13; s.17</sup>  
s.13; s.17
- 

**Discussion:**

*Reconciliation*

- KPU has undertaken 73 projects, partnerships, events and learning opportunities, including curriculum development related to Indigenization and Reconciliation. Examples include:
  - KPU's Faculty of Trades and Technology offers courses for Indigenous students in Squamish, Pemberton and Cloverdale, and recently offered a second cohort of the Computer Aided Drafting and Design program at the Native Education Centre and Fraser Region Aboriginal Friendship Centre.
  - KPU requires its Bachelor of Journalism students to take an "Introduction to Indigenous Studies" course and offers courses on "Indigenous Perspectives on Settler Colonial Studies" and "Indigenous Activism".
  - KPU will be offering its first Indigenous language course in Cree, delivered by the Faculty of Arts, in Fall 2019.

- KPU is in the process of hiring a subject expert to develop a Halq'éméylem course which will be developed collaboratively with Indigenous faculty, partner First Nation Elders, education liaisons, and the KPU Indigenous Advisory Committee next year.
- All KPU employees are expected to take a three-module online Indigenous Awareness course.

#### *Greater access to Adult Basic Education (ABE) and English-language learning programs*

- KPU continues to provide tuition free ABE programming for domestic students in the KPU region. In fiscal year 2018/19, 1,937 students took at least one tuition-free adult basic education course at KPU. This activity represents 512 FTEs.
- KPU has decided to discontinue the Faculty of Academic and Career Advancement.
  - A re-named Faculty will have responsibility for English language preparatory studies, ABE in English at or above the Grade 10 level, and the Access Program for People with Disabilities. Responsibility for ABE programs in other disciplines will be transferred to other faculties.
  - KPU has indicated its intention to work with local school districts to provide ABE English programs at lower levels.

#### *Support co-op, apprenticeship and work experience programs*

- The School of Business is planning to launch co-operative education options for all of its post-baccalaureate programs.
- As part of the Ministry's recent co-op/work-integrated learning proposal process, KPU submitted expressions of interest to increase inclusivity and to boost workplace innovation through co-op/work-integrated learning. Decisions on proposals are expected in September.

#### *Former Youth in Care Tuition Fee Waiver Program*

- In 2018/19, 39 students received a Former Youth in Care tuition waiver to study at KPU.

s.13; s.17

- This demonstrates appropriate action by KPU and the Ministry looks forward to working with KPU as strategic opportunities for growth arise within the province's post-secondary ecosystem.

#### *Board Appointments*

- All of July KPU board expiries have been completed appointing one new member and reappointing two members.
- There is one member's term expiring in December, Douglas R. Beaton, he is not seeking reappointment.
- As part of the RFA package the Chair requested the following competencies for a future member: senior leadership experience in complex organizations, strong ties to the KPU Communities, and corporate real estate expertise. The board nominated one member:
  - Leonard Joachim Pierre - Cultural Safety Coordinator for Fraser Health Authority.
- Government is working towards upcoming Cabinet dates prior to the last Cabinet of the year, December 11, 2019. Once Cabinet has made its decisions, the Ministry will reach out to both the board and appointees to inform them as soon as possible.

**Suggested Response / Key Message:**

- *Thank you for informing me of KPU's activity in support of these critical priorities.*
- *Thank you for your due diligence for balancing the need for contracting and expansion within British Columbia's post-secondary education ecosystem.*

**Attachment(s):** 1. *Briefing note prepared by KPU for meeting*  
2. *Biography of President Alan Davis*  
3. *KPU Institutional Profile*

**Contact:** *Jeff Vasey, ADM Post Secondary Policy and Programs, 250-952-0697*



## BRIEFING NOTE

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July 15, 2019

Prepared for the Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

Re: KPU discussion points – July 18, 2019

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We thank the Minister in advance for the opportunity to explore the issues outlined below.

KPU is a large and complex organization, offering over 120 programs to 20,000 students across five campuses. We proudly serve the South Fraser Region, delivering excellence in teaching and learning, industry-responsive applied research, and a dedication to experiential learning opportunities that ensure our graduates are workforce ready and prepared to be global citizens. We have over 1,500 employees, and so are a major economic contributor to our communities.

However, KPU carries a legacy of having evolved from a college to a university college to a polytechnic university without a commensurate increase in operating budget. Community, industry and business all have high expectations of KPU, and we strive always to meet those expectations. But we are now stretched to our fiscal limit. We have pro-actively addressed this reality by developing a five-year fiscal plan which we will need to manage very carefully. Part of this plan involves actively seeking new revenue-generating opportunities that will provide long-term financial sustainability for the organization. We are also keenly focused on increasing operating efficiencies, especially with regard to filling seats in classes within the limits set out in our collective agreements.

However, budgetary pressures (for example, aging multi-campus facilities, related inflationary and amortization costs), and limited opportunities to increase current revenue streams (for example, no anticipated growth in our operating grant, capacity issues and a cap on domestic tuition) create a challenging financial outlook. Hence, the need for KPU to recalibrate in order to operate within our financial means. This recalibration includes a two-pronged approach: reducing our offerings and increasing operational efficiency. s.13; s.17

s.13; s.17

According to the BC 2018 Labour Market Outlook, 36 per cent of job openings to 2028 will require a Bachelor's, Graduate or First Professional Degree, and 41 per cent of job openings will require Diploma, Certificate or Apprenticeship training. At a time of immense need for talent and workforce

development, we believe that KPU should be growing, not contracting, especially given that we continue to experience waitlists that indicate unmet demand in our region.

Our offerings as a polytechnic university are broad and varied:

- We provide adult upgrading, English Language studies for newcomers and various pathways into post-secondary studies.
- Our students can earn certificates, vocational and red seal credentials, diplomas, degrees, and post-baccalaureate and graduate diplomas. From science, health, trades and technology to business, arts and design, KPU has the programs needed for today's workplace and for today's society.
- We have undertaken 73 projects, partnerships, events, and learning opportunities – including curriculum development – related to Indigenization and Reconciliation. This work spans most of our Faculties, and includes faculty, students, administration, external groups and our Indigenous communities.
- We are involved in a number of initiatives focused on innovation, and have been fully aligned with the progressive K-12 curriculum changes. We are joining the Future Skills Centre at Ryerson University, and will be partnering with a number of other post-secondaries both in B.C. and across Canada on workplace innovation projects. We also look forward to responding to the funding proposals from the Ministry of Advanced Education, Skills and Training regarding work-integrated learning and co-op opportunities.

In order to properly serve our communities, KPU needs to be able to respond to growth in our region, and to be ahead of the curve in terms of designing and offering programs of the future to support rapid change and technological growth in the workplace.

We appreciate any support you might be able to lend to initiating a process of exploring with government where opportunities for growth at KPU might lie. We cannot undertake this alone; we need financial support to expand our offerings.

Other areas in need of resourcing at KPU include:

- Further staffing to support our efforts to increase participation of Indigenous and Metis students;
- Additional health seats to accommodate a new Licensed Practical Nurse program with ladders to our Bachelor of Science in Nursing and Bachelor of Psychiatric Nursing programs; and
- Supporting our Sustainable Agriculture and Food Systems programs, research and teaching farms to provide a new generation of home-grown farmers and food growers to support food security across British Columbia.

Thank you, Minister, for making time to discuss these important issues.

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Attachment 1  
To 116480

**Dr. Alan Davis, President and Vice-Chancellor**

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*(source: KPU website, accessed July 4, 2019)*

## GOVERNANCE

Copyright

### PRESIDENT & Vice-Chancellor

Dr. Alan Davis  
(since September 1, 2012)

Copyright

### CHAIR OF THE BOARD

Ms. Sandra Case  
(board term expires July 31, 2021)

### Chancellor

Dr. George Melville (term expires October 1, 2020)

### Senate Chair

Dr. Alan Davis

### Student Association President

David Piraquive (affiliated with Alliance of BC Students)

### Faculty Association President

Bob Davis, FPSE (Local 5)

### Support Staff Association President

Amber Keane, BCGEU (Local 703)

## First Nations territory acknowledgement

**Applicable to Surrey & Cloverdale Campus:** *We (I) acknowledge with respect the traditional territories of the Kwantlen (kwant-len), Katzie (kate-zee), Semiahmoo (semi-ah-moo), Tsawwassen (tsa-wah-sen), Qayqayt (key-kite), and Kwikwetlem (kwee-kwet-lum) Nations.*

**See Attachment 3 for additional territory acknowledgements**

## OVERVIEW



### Regional mandate

To provide a broad range of programming and to undertake applied research and scholarly activities to support the programs of the institution.



### Legislation

Kwantlen Polytechnic University (KPU) operates under the authority of the the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*.

### Unique to KPU

- Approximately one-third of students enrolled in business programs.
- The only graphic design for marketing program in Canada.
- Brewing and Brewery Operations program is the only brewing diploma of its kind in B.C. and the first brewing program in Canada to be recognized by the Master Brewers Association for offering a high standard of brewing education.
- Only public institution to offer a Traditional Chinese medicine

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### Campuses

1. Surrey (main campus)
2. Cloverdale
3. Langley
4. Richmond

5

### Faculties

1. Academic and Career Advancement
2. Trades and Technology
3. Health
4. Arts
5. Science & Horticulture

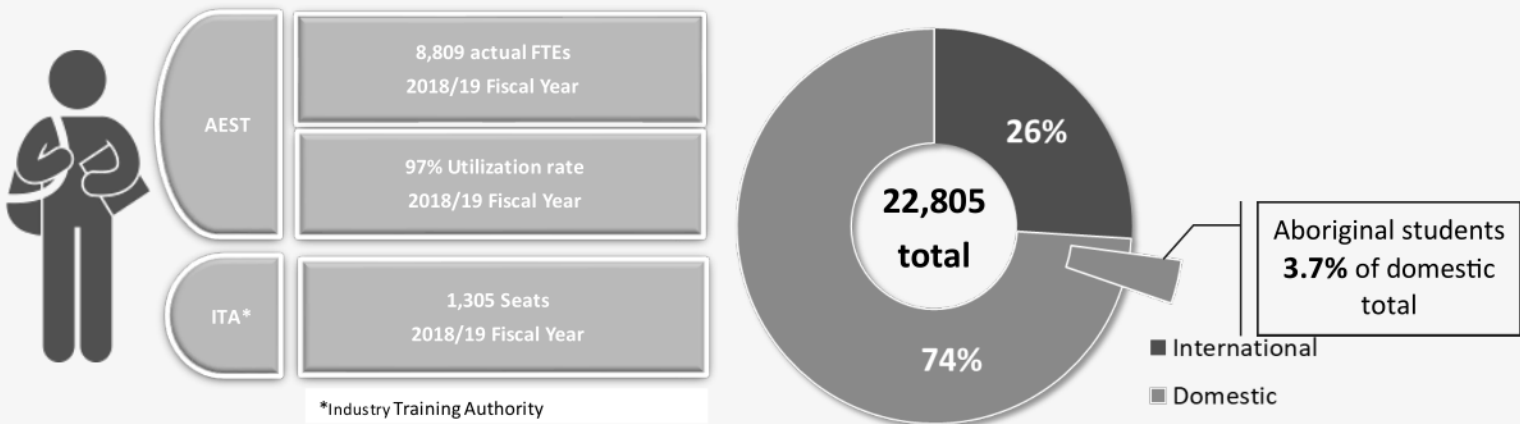
### Two Schools:

Business and the Wilson School of Design



## ENROLMENT

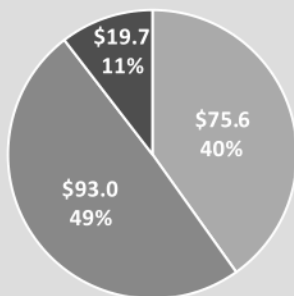
Annual Enrolment Headcount, 2017/18 Academic Year



## FINANCIAL INFORMATION

### Total Revenue

Financial Statement  
March 2018 (\$188.3 million total)



□ Total Provincial Grants □ Tuition and Mandatory Fees ■ Other Revenues

### Base Operating Grants

#### AEST Base Operating Grants

2019/20 (interim): \$71.2 million 9,117 (FTE target)

2018/19: \$68.8 million 9,097 (FTE target)

#### ITA Investment

2019/20: \$3.1 million 1,308 (seat target)

2018/19: \$3.3 million 1,429 (actual seats)

See Attachment 1 for info on One-time Funding

## ANNUAL OPERATING SURPLUS (DEFICIT)

Before Extraordinary Items and Endowment Contributions (in thousands of dollars)

	2017/18 Financial Statement	2018/19 Q3 Forecast
Surplus (Deficit)	\$13,284	\$5,557

## MAJOR CAPITAL PROJECTS UNDERWAY

*None.*

An example of a key past project is the Spruce Building Renewal in Surrey, which opened in September 2018.

# KPU PROFILE: ATTACHMENTS

## Attachment #1: One-time Funding Examples

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	Funded in	
	2017/18	2018/19
Aboriginal Community-Based Training Partnerships Program	\$949,042	\$76,844
Community Adult Literacy Program	\$78,675	\$108,375
Work-Integrated Learning	\$75,000	
Disabilities Project Funding	\$75,000	\$75,000
Indigenous Initiatives	\$125,000	
Traditional Chinese Medicine	\$203,000	
Indigenous Student Supports		\$125,000
Indigenous Emergency Assistance		\$6,400
Adult Special Education Program Support		\$100,000
Health Care Assistants		\$350,000

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*Examples include funding from AEST and partnership funding from other provinces/federal sources*

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## Attachment #2: Issues

### Budget 2019 and Five-Year Financial Plan

- s.13; s.17
- 
- KPU has also suspended or cancelled intake to programs from seven separate faculties including its Farrier (horseshoeing), Health Unit Coordinator, Music, and Fashion Design programs. The university is planning reviews of some of these programs to seek more sustainable models.

### Adult Basic Education (ABE)

- On November 2018, as part of organizational changes, KPU announced that Faculty of Academic and Career Advancement—which includes ABE and ESL programs--would be discontinued in 2019 and its component programs distributed to other faculties.
- In November 2018, the Kwantlen Faculty Association advised that it had formally grieved KPU's actions.
- The proposal to discontinue was passed by the Senate at its May 27, 2019 meeting and by the Board at its June 26, 2019 meeting. A re-named Faculty will have responsibility for English language preparatory studies, ABE in English at or above the Grade 10 level, and the Access Program for People with Disabilities. Responsibility for ABE programs in other disciplines will be transferred to other faculties. The practice of Continuous Intake will be replaced by other methods of enrolment.

### Traditional Chinese Medicine

- Traditional Chinese Medicine Practitioners and Acupuncturists have been regulated health professions in B.C. since December 2000.
- KPU began delivery of its Traditional Chinese Medicine (TCM) Acupuncture Diploma program with an intake in September 2016 of six students.
- The program consists of 3 academic years condensed into 2 calendar years.
- Graduates of the current KPU program are eligible to work as Registered Acupuncturists in B.C.
- The program is intended to be fully cost recovered although Government has provided some funding to assist with program development and implementation.
- Government supported KPU in establishing a functional student-run TCM Acupuncture clinic at its Richmond campus.
- In October 2017, the Parliamentary Secretary for Seniors was asked to review and make recommendations on a strategy to maximize the benefits of TCM to British Columbians, including the development of a training institution to improve quality of care, as well as the professionalism and the capacity of TCM practitioners.

## **Attachment #3: First Nations Territory Acknowledgement**

### **Applicable to Langley Campus:**

We (I) acknowledge with respect the traditional territory of the Stó:lō (staw-low ) Nation.

### **Applicable to Richmond Campus:**

We (I) acknowledge with respect the traditional territory of the Musqueam (mus-kwee-um) Nation.

## Meeting Note Advice to Minister

**Date:** July 24, 2019

**Cliff #:** 116484

**Prepared for:** Honourable Melanie Mark, Minister, Advanced Education, Skills and Training

**Date, Time of Meeting and Location:**

- 4:00 – 4:30 p.m. Wednesday, July 31, 2019, Vancouver Cabinet Offices

**Attendees:**

- Mr. Cherian (Cherry) Itty, incoming Board Chair, Capilano University (CAPU)
- Mr. Paul Dangerfield, President and Vice-Chancellor, CAPU

**Issues:**

- Introduction to new Board Chair
- Proposal for CAPU Squamish campus
- Strategic plan for North Shore campus
- Attracting talent

**Background:**

- Mr. Itty assumes the office of Chair on August 1, 2019 (see Attachment 1 for biography).
- See Attachment 2 (CAPU Institutional Profile) for additional background information.

**Discussion:**

Strategic Plan for North Shore Campus

- CAPU's main campus is in North Vancouver (North Shore). CAPU also has a campus in Sechelt, and will soon be opening the Lonsdale campus to deliver educational programs beginning in Fall 2019, as part of the Shipyards development in North Vancouver.
- CAPU's domestic student FTE utilization rate has declined since 2013/14:
  - 70.9% is CAPU current utilization rate, the lowest among teaching universities
  - 95.6% utilization rate is the average among teaching universities
  - 109% utilization rate at Thompson River University is the highest of teaching universities.
  - See Attachment 3 for details.
- The Ministry's 2018/19 budget letter to CAPU (July 2019) highlights their domestic student FTE utilization rate as "low for a Lower Mainland teaching university" and states that:
  - "The Ministry supports an improved domestic FTE utilization rate at the North Vancouver campus, and strategically feels this should be Capilano's main focus."
- CAPU has indicated that its enrolment numbers have suffered from an increased student demand for bachelor's degree programs, with students attending CAPU for their first two years then transferring to SFU and UBC to complete their bachelor's degrees.
- In response, CAPU indicates they have taken steps to reverse the decline in domestic student FTE utilization by:

- adding new cohorts to successful programs such as Bachelor of Design, Diploma in 3D Animation for Film and Games, and Diploma in Acting for Stage and Screen; and
- developing new baccalaureate programs to attract new enrolments and improve retention (CAPU has submitted degree proposals for Bachelor of Arts in Psychology and English to the Degree Quality Assessment Board Secretariat for review).

#### CAPU Squamish Campus

- CAPU closed its regional campus in Squamish in 2016 due to declining utilization. The space is currently leased to the Francophone Educational Authority. CAPU continues to offer a small amount of community programming from a storefront office in downtown Squamish.
- s.13
- 
- The Ministry's 2018/19 budget letter to CAPU (July 2019) references the proposed Squamish campus, stating that:
  - "Capilano University's plan for significant investment in another community does not address the low student FTE utilization rate at your core campus in North Vancouver. The Ministry is willing to work with your institution on suitably scaled academic expansions into other communities for demand driven programming that compliments utilization improvements at your core campus."

#### Attracting Talent

- CAPU faces challenges in attracting students, due to growing competition from other post-secondary institutions, as well as continuing transportation challenges to the North Vancouver campus that factor into students' decision-making in choosing an institution.
- s.13

- CAPU's "Envisioning 2030," a collaborative planning process currently underway to develop a new strategic plan for the institution, may provide an opportunity for this.

#### **Suggested Response / Key Message:**

- *Thank you for informing me of CAPU's activity in support of these priorities.*
- *I encourage you to continue to take steps to improve the domestic student FTE utilization rate at the North Vancouver campus, and to strategically make this your main focus – including ways in which CAPU can leverage the strength of the post-secondary ecosystem.*

#### **Attachments:**

- |  |   |
|--|---|
| 1. Biography of Mr. Cherian Itty         | 4. Activities to Address Mandate Letter |
| 2. CAPU Institutional Profile            | 5. Memo prepared by CAPU, July 2019     |
| 3. CAPU Student Domestic FTE Utilization | 6. CAPU – Board of Governors Status     |

**Contact:** Jeff Vasey, ADM Post Secondary Policy and Programs, 250 952-0697

## **Attachment 1 - Cherian (Cherry) Itty, Chair, CAPU Board of Governors**

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*(source: Crown Agencies and Board Resourcing Office website)*



# CAPILANO UNIVERSITY (CAPU)

## GOVERNANCE

Copyright

### PRESIDENT

Mr. Paul Dangerfield  
since October 1, 2016)

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### CHAIR OF THE BOARD

Mr. Cherian (Cherry) Itty  
(board term expires Dec 31, 2019)

**Chancellor**

**Senate Chair**

**Student Union Vice-President External**

**Faculty Association President**

**Support Staff Association President**

Dr. David T. Fung (term expires April 19, 2022)

Mr. Paul Dangerfield

Happy Singh (affiliated with Alliance of BC Students)

Brent Calvert, FPSE (Local 1)

David Black, Movement of United Professionals (COPE Local 378)

## First Nations territory acknowledgement

**Applicable to North Vancouver campus:** *We (I) acknowledge with respect the traditional territories of the Musqueam (mus-kwee-um), Squamish (squa-mish) and Tsleil-Waututh (tSLAY-wah-tooth) Nations.*

**Sunshine Coast campus:** *We (I) acknowledge with respect the traditional territory of the Sechelt (see-shelt)/shishálh Nation.*

## OVERVIEW



### Regional mandate

Capilano University has a regional mandate to provide a broad range of programming and to undertake applied research and scholarly activities to support the programs of the institution.



### Legislation

Capilano operates under the authority of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*.

### Unique to CAPU

- Strong focus on music programs, including performance, musical theatre, music therapy and jazz studies
- Animation programs are well recognized by industry and in high demand by students
- Costuming for Stage and Screen diploma is unique in Canada, and combines motion picture and theatre costuming

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1. North Vancouver (main campus)
2. Sechelt

### Campuses

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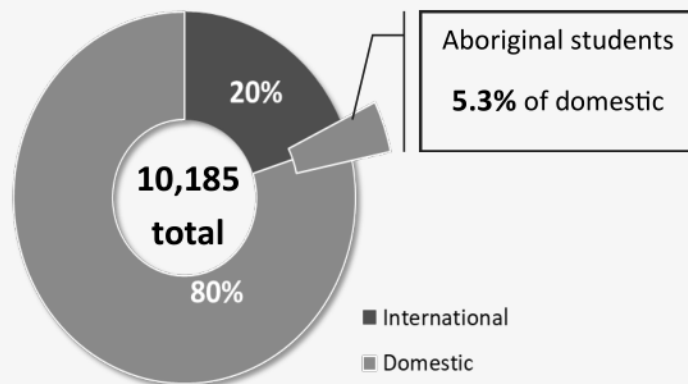
### Faculties

1. Arts and Sciences
2. Business and Professional Studies
3. Health and Human Development
4. Education
5. Fine and Applied Arts
6. Global and Community Studies

# CAPILANO UNIVERSITY (CAPU)

## ENROLMENT

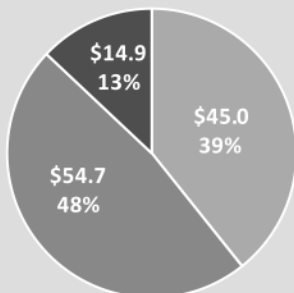
Annual Enrolment Headcount, 2017/18 Academic Year



## FINANCIAL INFORMATION

### Total Revenue

Financial Statement  
2018/19 4th Quarter Results (\$114.6 million total)



□ Total Provincial Grants □ Tuition and Mandatory Fees □ Other Revenues

### Base Operating Grants

#### AEST Base Operating Grants

2019/20 (interim):	\$40.2 million	5,474 (FTE target)
2018/19:	\$38.8 million	5,484 (FTE target)

#### ITA Investment

N/A

See Attachment 1 for information on One-time Funding

## ANNUAL OPERATING SURPLUS (DEFICIT)

Before Extraordinary Items and Endowment Contributions (in thousands of dollars)

	2017/18 Financial Statement	4th Quarter Financial Results
Surplus (Deficit)	\$3,800	\$3,840

## MAJOR CAPITAL PROJECTS UNDERWAY

*None with provincial funding.*

An example of a key past project is the Bosa Film School.

# CAPU PROFILE: ATTACHMENTS

## Attachment #1: One-time Funding Examples

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	Funded in	
	2017/18	2018/19
Aboriginal Community-Based Training Partnerships	\$428,921	\$323,917
Community Adult Literacy Program	\$320,655	\$299,008
Work-Integrated Learning	\$75,000	
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion		\$18,100
Health Programs — short duration	\$135,000	

*Examples include funding from AEST and partnership funding from other provincial/federal sources*

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# CAPU PROFILE: ATTACHMENTS

## Attachment #2: Issues

### Squamish Campus

- CAP closed its regional campus in Squamish in 2016 due to declining utilization. The space is currently leased to the Francophone Educational Authority, which has expressed an interest in acquiring the property.
- CAP continues to offer a small amount of community programming, including adult literacy and continuing studies programs, from a storefront office in downtown Squamish.
- s.13
- Any decision to transfer the Squamish property would be subject to the CAP Board of Governors declaring the property surplus;<sup>s.13</sup>
- s.13
- Ministry staff continue to have discussions with CAPU leadership about their plans for Squamish. To date, no substantive proposal has been submitted.

### Squamish Oceanfront Campus

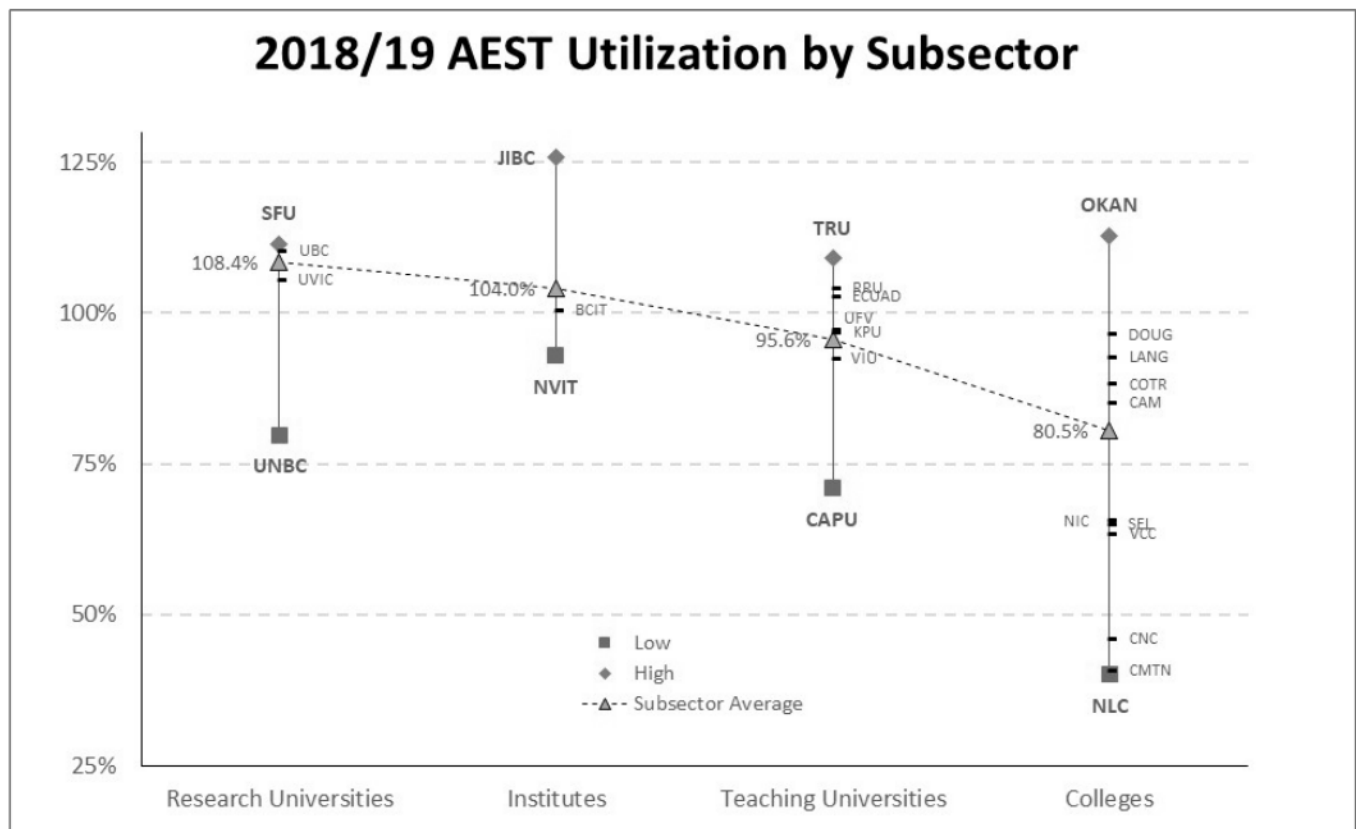
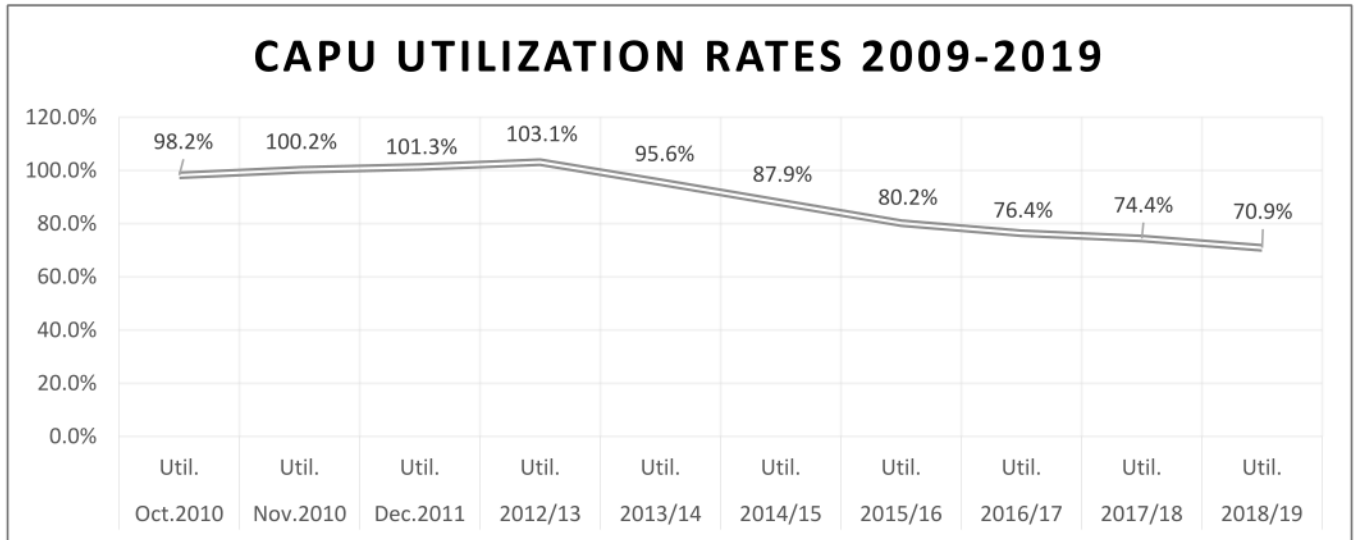
- At UBCM 2017, the District of Squamish met with Minister Mark to discuss the Squamish Oceanfront Innovation Hub, a proposed clean tech hub in partnership with the University of British Columbia (UBC), other post-secondary institutions, industry and international partners.
- A main component of the Hub is a proposed Squamish Oceanfront Campus, potentially involving UBC and SFU, and including student residences and campus research and education facilities. In addition, the Hub is intended to include a business accelerator and business park.
- In October 2017 the UBC President wrote the Minister advising that it was premature for UBC to commit to a new campus or new programmatic presence in Squamish.

### Lonsdale Campus

- At the end of August 2019, CAP will take occupancy of the second floor of 125 Victory Ship Way to deliver educational programs and services beginning in the Fall 2019 term. The new space is part of the Shipyards Redevelopment and is very close to the Lonsdale Quay and SeaBus terminal, making it convenient for both North Shore students and commuter students.
- All five of Capilano University's faculties (Business & Professional Studies; Fine & Applied Arts; Arts & Sciences; Education, Health & Human Development; and Global & Community Studies) will offer selected courses or programs at the branch campus. The Continuing Studies & Executive Education department will be relocated here, where its evening and weekend courses, programs and custom training opportunities will be more easily accessed from across the Lower Mainland.

### Attachment 3 – Capilano University Domestic Student FTE Utilization Rate

Oct.2010	Nov.2010	Dec.2011	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
Util.	Util.	Util.	Util.	Util.	Util.	Util.	Util.	Util.	Util.
98.2%	100.2%	101.3%	103.1%	95.6%	87.9%	80.2%	76.4%	74.4%	70.9%



## **Attachment 5 - CAPU Activities that Address Priorities in Minister's Mandate Letter**

### Reconciliation

- Currently, CAPU offers three 30-credit certificate programs, focused on Lil'wat Nation, Sechelt Nation or Squamish Nation language and culture.
- The President's First Nations and Indigenous Affairs Steering Committee began meeting in 2018; it supplements the work of the established Indigenization Committee.
- CAPU has consulted with the Sechelt and Squamish Nations and their First Nations advisor to help increase Indigenous enrolment and Indigenous student success. Outcomes include:
  - "University One for Aboriginal Learners," a new two-semester certificate that aims to provide Indigenous students with a meaningful curriculum and educational context to develop key academic skills; and
  - development of a retention-improvement program featuring peer mentorship in which all new Indigenous students will be encouraged to participate.
- CAPU also built a major new addition to its Mt. Currie campus, which serves the members of the Lil'Wat Nation, as well as non-Indigenous residents. The new Learning Centre now hosts programs such as the Education Assistant program, allowing that program to be taught for the first time at the Mt. Currie campus in Spring 2019.

### Support co-op, apprenticeship and work experience programs

- As of Spring 2019, 32 of CAPU core courses had an experiential component, comprising subjects as diverse as Applied Behavior Analysis, law, theatre and tourism.
- CAPU's Student Success and Retention Task Force has created a working group to explore how to better implement and expand experiential learning.
- As part of the Ministry's recent co-op/work-integrated learning proposal process, CAPU submitted an expression of interest to create work-integrated opportunities in the Sunshine Coast and Sea-to-Sky Corridor. Decisions on proposals are expected in late September.

### Former Youth in Care Tuition Fee Waiver Program

- In 2018/19, 20 students received a Former Youth in Care tuition waiver so they could pursue studies at CAPU.

### Expand technology-related programs, establish technology and innovation centres

- In 2018/19, CAPU expanded its tech-related programming in the Design in Visual Communication and Motion Picture Arts programs.
- CAPU also obtained Ministry funding to create an additional 50 seats in its 2D and 3D Animation programs, to be fully implemented by 2020/21.
- CAPU is developing a number of bachelor's degrees in tech-related program areas, including: Bachelor of Arts major in Environmental Studies; Bachelor of Science majors in Data Science and Environmental Technology; Bachelor of Digital Animation and Visual Effects; and Bachelor of Business Administration Information Management Concentration.
- CAPU has also recently signed agreements with local tech firms to build a Creative Tech Community on campus, and with Western Economic Diversification Canada to develop an Indigenous Digital Accelerator project within that Community.

# MEMO

## PURPOSE

This memo provides a summary note of several Capilano University initiatives: Envisioning 2030; the CapU Campus Master Plan: housing and research; degree development; Universities Canada membership; CapU Lonsdale and Squamish/Quest University.

## ENVISIONING 2030

Envisioning 2030, Ch'ech'awátway txwnam ta smén hemcecəwatəl ʔə tə sməne:m “Helping each other for future descendants”, is a collaborative process of consultation between senior leadership and students, faculty, staff and the wider community to help define Capilano University’s mission, vision and values for the next decade. This work will inform the University’s direction for 2019-20, and will develop into the University’s long-term directional plan. At present, the University’s two strategic priorities are to strengthen capacity in all aspects of its operations and to generate growth in the number of domestic students attending CapU.

## CAMPUS MASTER PLAN: HOUSING

In December of 2018, Capilano University published a campus master plan, developed with input from the campus community and external stakeholders, to outline a framework for decision-making for long-term campus development. Aligned with Envisioning 2030, the plan envisions what our main campus in North Vancouver could look like ten years from now through development initiatives underway and future capital projects. Among the plan’s guiding principles are commitments to green energy; outdoor learning spaces to enrich the academic experience; respect for the natural environment and the land’s Indigenous heritage; mobility and accessibility. As we begin to implement the plan, priorities focus upon enhancing the student experience by adding additional learning spaces (e.g., Learning Commons) and building on-campus housing for students and employees.

*CMP aligns with Ministerial mandate to “work to establish technology and innovation centres in key areas of the economy”.<sup>1</sup>*

## DEGREE DEVELOPMENT

Capilano University offers 13 bachelor’s degrees in areas as diverse as film, jazz, early childhood education and tourism management. While these degrees represent appealing and relevant options, the relatively small number restricts CapU’s ability to interest, and retain, a broader range of potential domestic students intent

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<sup>1</sup> Government of British Columbia, Office of the Premier. Mandate letter to Melanie Mark, Minister, Advanced Education, Skills & Training. 18 July 2017



upon pursuing a degree. To increase our ability to offer a wider range of relevant programs we are investing additional resources in new program development.

Of the 19 degrees under development, 13 are bachelor's degrees and directly align with the Minister's mandates to develop more degree and certificate programs to increase the number of skilled workers in B.C.'s forestry sector and to increase B.C.'s technology-related post-secondary programs. Of note are the Bachelor of Arts with a Major in Environmental Studies; Bachelor of Science with a Major in Data Science; Bachelor of Science with a Major in Environmental Technology; Bachelor of Digital Animation and Visual Effects and the Information Management Concentration.

## UNIVERSITIES CANADA MEMBERSHIP

CapU has applied for membership with Universities Canada (UC) with a site visit anticipated in the late Fall. This requires CapU to invest in Library services, build capacity for research and scholarly activity, continue to innovate in teaching and learning, and develop additional relevant and in-demand programs. Membership in UC facilitates CapU's voice as an advocate of higher education (including key topics as equity; diversity and inclusion; academic freedom and work-integrated learning); research and innovation at our institution and the advancement of our mission and mandate—including facilitating collaboration between universities and government bodies, the private sector, communities and international partners to leverage education for a better world.

## CAPU LONSDALE

CapU Lonsdale will begin to offer select programming at our new location this Fall. Plans for programming include Continuing Studies & Executive Education and the location establishes a presence for CapU in North Vancouver's revitalized Shipyards community.

*Request of Minister Mark: awareness; speaking engagement and photo opportunity at official opening (date to be determined).*

## SQUAMISH/QUEST UNIVERSITY

Delivering high quality post-secondary education in Squamish is a standing priority for Capilano University. Since 2016, CapU has been exploring a number of options to provide a strong and compelling suite of higher education programming in Squamish. Capilano University executive continue to explore options with Quest University in relation to this priority.



## Attachment 6 - CAPU Board of Governors Status

### Background/Facts:

- Capilano University (CAPU) is governed by the *University Act*. The board is comprised of, among other people, eight persons appointed by the Lieutenant Governor in Council (LGIC), two of whom are nominees of the alumni association.
- There are currently eight LGIC appointed members on the CAPU Board.
- There were two positions that expired July 31, 2019:
  - **Mr. Kim Soon**, Chair, he has reached his sixth year of service, and
  - **Ms. Carleen A. Thomas**, Indigenous member, <sup>s.13</sup>
- As part of the Request For Appointment package the Chair requested the following competencies for a future member: accounting; investment, business and/or risk management. Also seeks gender balance and ethnic diversity. The board nominated two members:
  - **Mr. Kim Soon**, Chair, he has reached his sixth year of service, and
  - **Ms. Carleen A. Thomas**, Indigenous member, <sup>s.13</sup>
- All of the July board expires have been completed appointing two new members to the Board:
  - **Ms. Barbara Joe**, Kaska Dena heritage, Financial Management and Governance Consultant; and
  - **Mr. Rodger Chi Hin So**, Tax Partner at Ernst & Young LLP.
- There is one member eligible for reappointment whose term expires December 31, 2019:
  - **Mr. Cherian (Cherry) Itty**, Alumni, newly appointed Chair and has been with the board since 2016.

### Key Messages:

- Government is working towards upcoming Cabinet dates prior to the last Cabinet of the year, December 11, 2019. Once Cabinet has made its decisions, the Ministry will reach out to both the board and appointees to inform them as soon as possible.

### Capilano University Board Composition:

Name	First Joined Board	Term Expiry	Qualifications/Skills
<b>Appointed:</b>			
Cherry Itty, Alumni, Chair	2016-07-31	2019-12-31	MBA, Hospitality Management
Barbara Joe **	2019-07-31	2020-07-31	Financial Management and Governance Consultant
Rodger Chi Hin So	2019-07-31	2020-07-31	Tax Partner at Ernst & Young LLP
Patricia M. Heintzman	2018-12-11	2020-07-31	Former mayor of Squamish and Journalist
Raj Paul Dhillon	2018-12-31	2020-07-31	Journalist
Ashraf Amin Amlani	2018-12-31	2020-07-31	Public health policy advisor
Andrew Justin Petrozzi	2017-12-31	2021-07-31	Commercial Real Estate, Journalism, Communications
Duncan K. Brown, Alumni	2017-12-31	2021-07-31	Retired/Law/Communications

\*\* Indigenous

## Meeting Note

### Advice to Minister Melanie Mark

**Date:** August 6, 2019

**Cliff #:** 116487

**Prepared for:** Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

**Date, Time of Meeting and Location:**

- August 14, 2019, 1:45 to 2:45 PM
- BCIT Burnaby campus, 3700 Willingdon Avenue (see Attachment 1 for campus map)

**Attendees:**

- Doug Eveneshen, Chair of the Board of Governors, BCIT (see Attachment 2 for biography)
- Kathy Kinloch, President, BCIT (see Attachment 3 for biography)

**Issues:**

BCIT has identified several discussion items to follow the tour of the Burnaby campus (see Attachment 4 for the draft agenda prepared by BCIT):

- Ministry one-time funding
- Update on BCIT's capital campaign
- Indigenous Vision and Strategic Plan
- Update on Minister's mandate letter priorities

**Background:**

- See BCIT's Institutional Profile (Attachment 5) for additional background information.
- For details on BCIT's Board of Governors, including current composition and appointment/expiry dates, see Attachment 6.

**Discussion:**

Ministry funding

- BCIT leadership would like to thank the Ministry for one-time funding provided during the last two fiscal years.
- See BCIT's Institutional Profile for list of one-time funding that the Ministry provided BCIT in March 2018 and March 2019.

Inspire capital campaign

- BCIT's "Inspire" capital campaign is fundraising for significant investments in campus re-development, access, and teaching/learning innovation.
- The goal of the campaign is to raise \$125 million.
- The campus re-development plan is to construct five new buildings at the Burnaby campus:
  - **Health Sciences Centre** is a four-storey, 10,355 square meter building that will deliver simulation-based training for health science students. Construction is currently underway with \$66.6 million in provincial funding (total cost \$78.3 million)

- **Trades and Technology Complex** is a multi-phase project that will build capacity for 700 new full-time student spaces annually, alleviating waitlists and ensuring the trades employment needs of the province are not impeded. The projected cost is \$152 million, and it is ranked #1 in BCIT's 5-Year Capital Plan.
- **Centre for Ecological Restoration and Climate Adaptation** is a new research and teaching centre that will solidify BCIT's role as the leader in the field of ecological restoration. The projected cost is \$35 million (phase one) and it is ranked #2 in BCIT's 5-Year Capital Plan.
- **Student Hub** is a project to build a central location for all BCIT students to collaborate. The projected cost is \$77 million, and it is ranked #4 in BCIT's 5-Year Capital Plan.
- **Learning Innovation Centre** will serve as a hub for accessing specialized equipment and expertise for projects and research, and will include a revitalized library, learning commons, and a new entrepreneurship centre. The projected cost is \$90 million, and it is ranked #5 in BCIT's 5-Year Capital Plan.

#### Indigenous Vision and Strategic Plan

- In 2019, BCIT introduced *An Indigenous Vision: A Framework for Action and Accountability* to provide a focal point for the celebration of the institution's 25-year commitment to the enrolment and success of Indigenous learners.
- *An Indigenous Vision* was developed in parallel with the renewal of the *BCIT Strategic Plan 2019-2022*. The two documents are complementary and reflect similar commitments and objectives.
- *An Indigenous Vision* includes a wide range of actions to:
  - Make Indigenous education a priority at BCIT;
  - Ensure governance structures recognize and respect Indigenous peoples;
  - Implement cultural traditions of Indigenous peoples through new curriculum;
  - Support students and employees to increase understanding among Indigenous and non-Indigenous peoples;
  - Commit to increasing the number of Indigenous employees at BCIT;
  - Establish Indigenous-centred holistic services and learning environments; and,
  - Build relationships with Indigenous communities in support of self-determination.

#### Mandate letter priorities

- See Attachment 7 for summary of BCIT's progress in implementing priorities in the Minister's mandate letter.

#### **Suggested Response / Key Message:**

- *Thank you for taking the time to meet with me today. I look forward to continuing to work together to implement the shared priorities of Government and BCIT.*

#### **Attachments:**





















- |                               |   |
|-------------------------------|---|
| 1. BCIT Burnaby Campus map    | 5. BCIT Institutional Profile           |
| 2. BCIT Board Chair biography | 6. BCIT Board appointments              |
| 3. BCIT President biography   | 7. Minister's mandate letter priorities |
| 4. Draft Agenda               |   |

**Contact:** Jeff Vasey, ADM, Post-Secondary Policy and Programs, 250 952-0697



BCIT

The site plan of the University of Victoria campus is a detailed map showing the layout of various buildings, streets, and landmarks. The campus is divided into several sections: North (NE), South (SE), West (NW), and East (SW). Key buildings include the First Aid, Library & ehPod, Health Services, Student Athletic Centre, Maquinna Residences, Childcare Centre, ICBC, and CARI. Streets shown include Carey Avenue, Wayburne Drive, Roper Avenue, Lister Avenue, White Avenue N, White Avenue S, Willingdon Avenue, Smith Street, English Street, Goard Way, Fairway Street, Kyle Street, and Laurie Jack Lane. The plan also shows various parking lots (P1-P28), loading docks (A1-A17), and service areas (V1-V5).

- |  |                 |   |               |   |                    |   |                                 |   |   |   |      |
|--|-----------------|---|---------------|---|--------------------|---|---------------------------------|---|---|---|------|
|  | Assembly Area   |  | Security Desk |  | Tree Area          |  | Electric Vehicle Charge Station | Building  |  | SW  |      |
|  | Emergency       |  | First         |  | Landscape Area     |  | Motorcycle Parking              |  | NE  |  | CARI |
|  | Emergency Phone |  | Work          |  | Accessible Parking |  | Gate                            |  | NW  |   |      |
|  | Bus             |  | Guichon Creek |  | Car Share          |   |                                 |  | SE  |   |      |

**N1-W4** Campus Entrances

Z 

Coordinate System: NAD 1983 UTM Zone 10N  
Projection: Transverse Mercator  
Datum: North American 1983

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## **Attachment 2 – Biography of Doug Eveneshen, Chair of BCIT Board**

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In July 2019 BCIT announced that Doug Eveneshen was elected by the Board of Governors as Chair, effective June 25, 2019.

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## **Attachment 3 – Biography of Kathy Kinloch, BCIT President**

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**Attachment 4 – Draft agenda prepared by BCIT for Minister’s tour of Burnaby campus**

<b>Time</b>	<b>Activity</b>
1:45 to 2:15 pm	<b>Campus tour</b> <ul style="list-style-type: none"><li>• Meet at the entrance of the SW1 Building</li><li>• Minister will be greeted by Cynthia Pierce, Executive Director, Stakeholder Relations</li></ul>
2:15 to 2:45 pm	<b>Meeting in SW1 Building, Room 3307, to discuss following items:</b> <ul style="list-style-type: none"><li>• BCIT to thank Ministry for funding received</li><li>• Update on BCIT’s capital campaign</li><li>• Indigenous Vision and Strategic Plan - key initiatives</li><li>• Update on Mandate letter priorities</li></ul>



## GOVERNANCE

Copyright

### PRESIDENT

Ms. Kathy Kinloch  
(since January 1, 2014)

Education Council Chair

Student Association President

Faculty and Staff Association President

Vocational Association President

Support Association President

Copyright

### CHAIR OF THE BOARD

Mr. Doug Eveneshen  
(board term expires July 31, 2021)

Jennifer Figner (term expires May 31, 2020)

Justin Cervantes (independent student association)

Peter Fenrich (independent union not affiliated with FPSE)

Amber Keane, BCGEU (local 703)

Amber Keane, BCGEU (local 703)

## First Nations territory acknowledgement

**Applicable to all campuses, except satellite schools:** *We (I) acknowledge with respect the traditional territories of the Coast Salish Nations of Musqueam (mus-kwee-um), Squamish (squa-mish) and Tsleil-Waututh (tSLAY-wah-tooth).*

## OVERVIEW



### Provincial mandate

To provide specialized instruction in trades training, technology, and professional programs leading to certificates, diplomas, baccalaureate and applied masters degrees.



### Legislation

- *College and Institute Act*
- In 2004, the *Institute of Technology Act* was repealed and the *College and Institute Act* amended to include BCIT. At the same time, BCIT's role as a polytechnic was formally recognized in the legislation.

### Unique to BCIT

- Largest provider of apprenticeship, trades and technologist training in BC.
- Trains a significant number of health care professionals, and delivers the only Prosthetics and Orthotics, Clinical Genetics Technology and Cardiovascular Perfusion programs in Western Canada.
- Centre for Applied Research and Innovation dedicated to applied high tech research and development.

5

### Campuses

1. Burnaby (main campus)
2. North Vancouver (marine campus)
3. Richmond (aerospace technology campus)
4. Vancouver
5. Motive Power Centre of Excellence at Annacis Island (partnership with VCC)

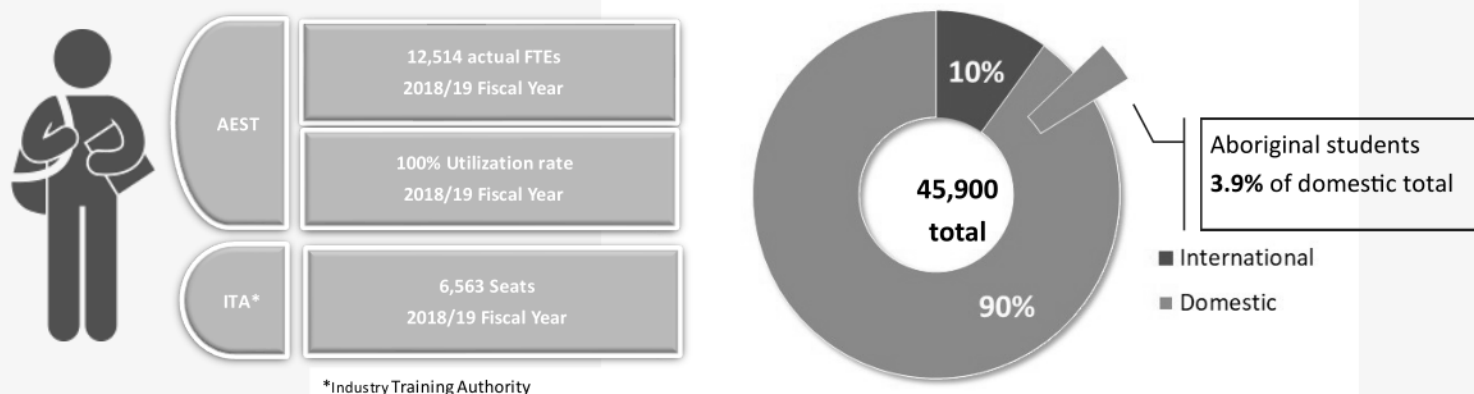
6

### Schools

1. Business
2. Computing and Academic Studies
3. Construction and the Environment
4. Energy
5. Health Sciences
6. Transportation

## ENROLMENT

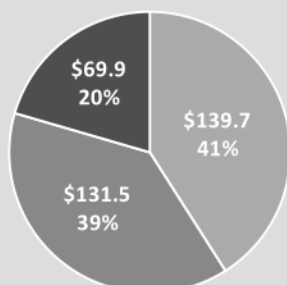
Annual Enrolment Headcount, 2017/18 Academic Year



## FINANCIAL INFORMATION

### Total Revenue

Financial Statement  
2018/19 4th Quarter Results (\$341.1 million total)



□ Total Provincial Grants □ Tuition and Mandatory Fees □ Other Revenues

### Base Operating Grants

#### AEST Base Operating Grants

2019/20 (interim):	\$126.4 million	12,615 (FTE target)
2018/19:	\$120.9 million	12,471 (FTE target)

#### ITA Investment

2019/20:	\$18.2 million	7,383 (seat target)
2018/19:	\$17.7 million	7,124 (actual seats)

See Attachment 1 for information on One-time Funding

## ANNUAL OPERATING SURPLUS (DEFICIT)

Before Extraordinary Items and Endowment Contributions (in thousands of dollars)

	2017/18 Financial Statement	4th Quarter Financial Results
Surplus (Deficit)	\$6,878	\$7,968

## MAJOR CAPITAL PROJECTS UNDERWAY

### Canada Way Electrical Service Replacement

- Total \$48.8 million: \$33.7 million provincial funding / \$11.4 million federal funding
- The project replaces the electrical infrastructure that currently powers approximately 50% of the BCIT Burnaby Campus including all of the Burnaby-based trades education programs.

### Health Sciences Centre for Advanced Simulation

- Total \$78.3 million: \$66.6 million provincial funding
- A four-storey, 10,355 square meter building on the Burnaby Campus that will deliver simulation-based training for health science students. The new centre will be one of the largest centres for health simulation training in Canada, and will be unique in its ability to replicate a variety of hospital and laboratory settings.

Examples of key past projects are the Boiler Facility Replacement and the Renewal of Building SW1 and adjacent areas to improve classroom/lab functionality. (The SW1 Gateway Building, a 3-storey structure and courtyard infill that includes office, study and gathering space, was the first BCIT building to achieve LEED Gold Certification.)

# BCIT PROFILE: ATTACHMENTS

## Attachment #1: One-time Funding Examples

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	Funded in	
	2017/18	2018/19
Aboriginal Emergency Assistance Funding	\$20,000	\$56,000
Annacis Island Campus	\$968,000	\$655,772
Work-Integrated Learning	\$75,000	
Disabilities Project Funding	\$75,000	\$75,000
Training for Forestry Sector	\$75,000	\$85,000
Graduate Student Scholarship	\$75,000	
Indigenous Initiatives	\$125,000	\$125,000
Post Secondary Communications Access Services	\$335,000	\$185,000
Sonography and Civil Engineering Technologist	\$50,000	
Sonography Program Expansion		\$880,000
Specialty Nursing Funding	\$7,943,000	\$7,943,000
Trades Training System Review		\$500,000

*Examples include funding from AEST and partnership funding from other provincial/federal sources*

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## Attachment #2: Issues

### Specialty Nursing

- BCIT trains a significant number of health care professionals, including Specialty Nursing.
- Graduates of the Specialty Nursing certificate program at BCIT meet the ongoing demand for trained specialists to work in high-skills, high-reward practice areas in the healthcare system.
- The Ministry is working in partnership with the Ministry of Health and BCIT to determine the appropriate level of Specialty Nursing training for the next three years and will fund the BCIT program as appropriate.
- Additional spaces for specialty nurses support a commitment by the provincial government as set out in the collective agreement with the British Columbia Nurses' Union.

## Attachment 6 – BCIT Board Appointments

### Background/Facts:

- The BCIT board is governed by the *College and Institute Act*. The Board is comprised of 9 persons appointed by the Lieutenant Governor in Council (LGIC).
- All of the BCIT Board members with terms expiring in 2019 have either been replaced (one member) or re-appointed (four members).
- In July 2019, BCIT announced that Douglas Eveneshen was appointed as the new Chair of BCIT Board.

### BCIT Board Composition (8+):

<b>BCIT's Current LGIC Board Members:</b>			
<b>Member</b>	<b>First Appointment</b>	<b>Term Expiry</b>	<b>Occupation</b>
Catherine A. Young	2014-05-29	2020-07-31	Accountant
Robert Larry Timothy Phillips **	2018-01-29	2020-07-31	Executive First Nations Summit
Daniel Stuart Reader	2018-12-31	2020-07-31	Accountant/Engineer
Marcia Braundy	2019-07-31	2020-07-31	Principal of Journeywomen Ventures Consulting & Construction
Kathleen Elizabeth Corrigan	2017-12-31	2021-07-31	Former MLA / Lawyer
Ryan Peter Tones	2016-12-02	2021-07-31	Senior Vice President and District Manager Peter Kiewit Sons ULC
Douglas George Eveneshen, Chair	2018-07-31	2021-07-31	CEO, Stabilization Central Credit Union
Anne Harvey	2018-07-31	2022-07-31	Executive Coach and Management Consultant
Balwant Singh Sanghera	2018-07-31	2022-07-31	Educator, Psychologist

\*\* Indigenous

## Attachment 7 – Priorities in Minister’s Mandate Letter

### Reconciliation with Indigenous Peoples

- In May 2019, BCIT introduced *An Indigenous Vision: A Framework for Action and Accountability* to provide a focal point for the celebration of the institution’s 25-year commitment to the enrolment and success of Indigenous learners.
- *An Indigenous Vision* was developed in parallel with the renewal of the *BCIT Strategic Plan 2019-2022*. The two documents are complementary and reflect similar commitments and objectives. More than 500 students, faculty, staff and community members were consulted in the development of *An Indigenous Vision*.
- *An Indigenous Vision* includes a wide range of actions to:
  - Make Indigenous education a priority at BCIT;
  - Ensure governance structures recognize and respect Indigenous peoples;
  - Implement traditions of Indigenous peoples through changes to curriculum;
  - Support students and employees to increase understanding among Indigenous and non-Indigenous peoples;
  - Commit to increasing the number of Indigenous employees at BCIT;
  - Establish Indigenous-centred holistic services and learning environments; and,
  - Build relationships with Indigenous communities in support of self-determination.
- In response to the TRC Calls to Action and the U.N. Declaration on the Rights of Indigenous Peoples, BCIT has begun developing the following programs and resources:
  - New course for the Bachelor of Science in Nursing program that will teach nurses about the true history of Indigenous peoples in Canada and how to best provide care in a culturally appropriate way;
  - New Indigenous entrepreneurial program; and,
  - “Indigenous Wellness Toolkit” that outlines support for learners.
- Also in support of the TRC Calls to Action and the U.N. Declaration, BCIT delivered “Indigenous 101” training to approximately 600 BCIT employees to support understanding and reciprocity among Indigenous and non-Indigenous people.
- BCIT has also worked with the City of Vancouver to develop “Indigenous Awareness Modules” that are now mandatory for all city employees.

### Co-op and Work-Integrated Learning

- In March 2018 the Ministry provided BCIT with a one-time grant to expand opportunities for co-op and work-integrated learning.
- BCIT is relying on these funds to enhance their software system for managing work-integrated learning placements, and to develop strategic partnerships with employers in non-traditional and emerging industries.
- Annually, BCIT works collaboratively with industry partners to place over 350 students in more than 14 different co-op programs across different fields of study.
- BCIT President Kathy Kinloch is a member of the Business/Higher Education Roundtable (BHER), a national-level organization where post-secondary advocates work with key business leaders across all sectors to expand work-integrated learning opportunities.

### Tuition Waiver Program

- Over the past two fiscal years, a total of 30 BCIT students who are former youth in care have benefited from the Tuition Waiver Program, saving more than \$130,000 in costs related to tuition and fees.
- BCIT also offers tuition for students formerly in care who are not eligible to participate in the Ministry's Tuition Waiver Program. This past year, 5 BCIT students were awarded close to \$24,000 in waived tuition. BCIT is seeking to expand this support, including bursary opportunities and easing access to housing.

### Expansion of Technology-Related Programs

- As part of the Technology Programming expansion announced in early 2018, BCIT will be receiving funding for 300 additional student spaces in information technology programming.
- This includes \$300,000 provided in 2017/18 for start up costs, and on-going funding of \$825,000 in 2018/19 for program delivery, increasing to a steady state of \$3.3 million in on-going funding in 2020/21.
- The Ministry has also provided capital funding of \$9.85 million to help accommodate the additional spaces.
- Planning is also underway for a fall announcement of BCIT's Tech Collider at its downtown campus.
- BCIT has recently developed diploma/advanced diploma programs in Industrial Full Stack Web Development and Network Cyber Security.
- BCIT has also expanded capacity in existing diploma programs such as:
  - New Media and Web Development;
  - 3D Modelling, Art and Animation;
  - Digital Design and Development; and,
  - Computer Information Technology

### Forestry Degree and Certificate Programs

- In March 2018, as part of the \$1 million targeted to forestry-related programming, the Ministry provided BCIT with \$75,000 to support curriculum development and to help launch innovative wood manufacturing programming.
- BCIT has worked with industry to develop a five-course, online Associate Certificate in Industrial Wood Processing, for upskilling current employees. To date, over 123 students have enrolled in or completed the program.
- BCIT is also developing a second Associate Certificate with industry partners, on the business of sawmilling, with a focus on emerging trends, innovation and the shifting business model.
- s.13; s.17



## Meeting Note

### Advice to Minister Melanie Mark

**Date:** July 31, 2019

**Prepared for:** Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

**Date, Time of Meeting and Location:**

- Friday, August 9, 2019, 3:35 – 4:25 pm
- President's office, Nanaimo campus, Vancouver Island University
- Room 301c, Building 300

**Attendees:**

- Dr. Deborah Saucier, President and Vice-Chancellor, Vancouver Island University (VIU)

**Issue:**

- Introductory meeting with President Saucier

**Background:**

- Dr. Deborah Saucier began her five-year term as President and Vice-Chancellor of VIU on July 4, 2019. See Attachment 1 for a biography.
- Dr. Saucier succeeded Dr. Ralph Nilson, who served as president of both VIU and its predecessor institution, Malaspina University-College, since 2007, and completed his final term on June 30, 2019.

**Suggested Response / Key Message:**

- *Thank you for the opportunity to learn more about you and your ideas for VIU's progress as an institution. I look forward to working with you.*

**Attachments:** Attachment 1 - Biography of President Saucier  
Attachment 2 - VIU Institutional Profile  
Attachment 3 - VIU Nanaimo campus map

**Contact:** Jeff Vasey, ADM, Post-Secondary Policy and Programs, 250 952-0697

**Attachment 1 - Biography of Dr. Deborah Saucier, VIU President and Vice-Chancellor**

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# VANCOUVER ISLAND UNIVERSITY (VIU)

## GOVERNANCE

Copyright

### **PRESIDENT & Vice-Chancellor**

Dr. Deborah Saucier  
(since July 4, 2019)

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### **CHAIR OF THE BOARD**

Ms. Makenzie Leine  
(board term expires July 31, 2019)

**Chancellor**

**Senate Chair**

**Students' Union Chairperson**

**Faculty Association President**

**Support Staff Association President**

**Vocational Instructors' Association Chairperson**

Ms. Louise Mandell (term expires October 23, 2020)

Dr. Deborah Saucier

Anouck Borris (affiliated with BC Federation of Students)

Chris Jaeger, FPSE (Local 8)

Deborah Hopper, CUPE (Local 1858)

Colleen Nelson, BCGEU (Local 702)

## First Nations territory acknowledgement

**General acknowledgement encompassing all campuses:** *We (I) acknowledge with respect the traditional territories of the Snuneymuxw (snue-ney-mowck) First Nation, Tla'amin First Nation, Cowichan Tribes, Snaw-Naw-As (snaw-naw-as) First Nation and Qualicum First Nation.*



### Regional mandate

To provide a broad range of programming and to undertake applied research and scholarly activities to support the programs of the institution.

## OVERVIEW



### Legislation

VIU operates under the authority of the *University Act* and the *Designation of Special Purpose, Teaching Universities Regulation*.

### Unique to VIU

- Known as a national leader in building relationships with Indigenous peoples and communities; supporting the process of reconciliation; and in building a supportive learning environment and experience for Indigenous students.
- Centre for Shellfish Research, the Deep Bay Marine Field Station, the International Centre for Sturgeon Studies and the Centre for Coastal Health.
- First post-secondary institution in BC to launch a Youth-in-Care Tuition Waiver program.
- One of six institutions piloting a Work Integrated Learning Early Childhood Educator (ECE) program, enabling current ECE workers to upgrade or obtain credential while remaining employed

3

### Campuses

1. Nanaimo (main campus)
  2. Duncan
  3. Powell River
- + Campus centre in Parksville

8

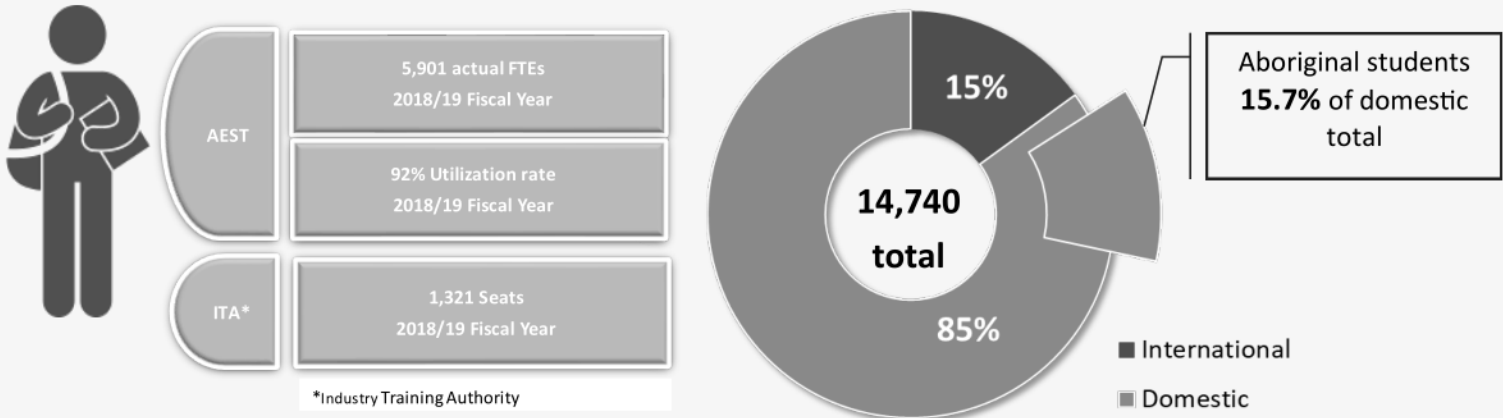
### Faculties

1. Academic and Career Preparation
2. Arts and Humanities
3. Education
4. Health and Human Services
5. Management
6. Science and Technology
7. Social Sciences
8. Trades and Applied Technology

# VANCOUVER ISLAND UNIVERSITY (VIU)

## ENROLMENT

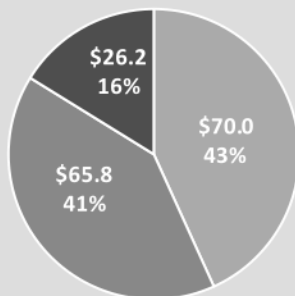
Annual Enrolment Headcount, 2017/18 Academic Year



## FINANCIAL INFORMATION

### Total Revenue

Financial Statement  
2018/19 4th Quarter Results (\$162.0 million total)



■ Total Provincial Grants ■ Tuition and Mandatory Fees ■ Other Revenues

### Base Operating Grants

#### AEST Base Operating Grants

2019/20 (interim):	\$54.6 million	6,425 (FTE target)
2018/19:	\$52.7 million	6,381 (FTE target)

#### ITA Investment

2019/20:	\$5.0 million	1,432 (seat target)
2018/19:	\$4.9 million	1,709 (actual target)

See Attachment 1 for information on One-time Funding

## ANNUAL OPERATING SURPLUS (DEFICIT)

Before Extraordinary Items and Endowment Contributions (in thousands of dollars)

	2017/18 Financial Statement	4th Quarter Financial Results
Surplus (Deficit)	\$759	\$6,673

## MAJOR CAPITAL PROJECTS UNDERWAY

*None*

Examples of key past projects include the new Health and Science Centre and the renewed and expanded Automotive and Marine Trades Training Centre, both opened in September 2018.

# VIU PROFILE: ATTACHMENTS

## Attachment #1: One-time Funding Examples

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	Funded in	
	2017/18	2018/19
Aboriginal Community-Based Training Partnerships	\$926,213	\$1,461,627
Aboriginal Emergency Assistance Funding	\$15,000	\$95,000
Child Care and Early Learning Initiative		\$99,690
Centre for Fish Health	\$215,000	
Community Adult Literacy Program	\$210,000	\$234,800
Co-op and Work-Integrated Learning	\$75,000	
Disabilities Project Funding	\$75,000	\$75,000
Graduate Student Scholarship	\$180,000	
Health Programs - short duration	\$168,000	
Power Engineering	\$121,600	\$125,000
Training for Forestry Sector	\$200,000	\$85,000
Aboriginal Service Plan	\$568,467	\$552,661
Indigenous Teacher Education Funding		\$70,000
Regional Initiatives Fund		\$250,000
Inside Out Program		\$115,000
Curriculum Development Funding (TRC Calls to Action)		\$50,000
Innovative Canada Learning Bond		\$180,000

*Examples include funding from AEST and partnership funding from other provincial/federal sources*

---

# VIU PROFILE: ATTACHMENTS

## **Attachment #2: Issues**

*None.*



# VANCOUVER ISLAND UNIVERSITY



## VIU Student Residences

- 2 Arbutus qan l h p
- 3 Alder kwulala'ulhp
- 4 Cedar Center xpey
- 5 Fir csey
- 6 Pine
- 7 Hemlock 'thqinlhp
- 8 Yew tux wa'culhp
- 9 Spruce
- 10 Cottonwood
- 11 Maple qumuluhp

## PARKING INFORMATION

- GENERAL
- SHORT TERM
- EMPLOYEE
- ECONOMY

## VIU Student Residences

- Bicycle Parking
- Covered Bicycle Parking
- Welcome Centre
- Motorcycle / Scooter
- Electric
- Carpool

## Building Reference

- |                                       |  |  |
|---------------------------------------|--|--|
| 105 Equipment Storage                 | 190 Gymnasium                                  | 345 Faculty of Arts & Humanities Classrooms        |
| 108 Trades Discovery Centre           | 193 Students' Union / Students' Union Pub      | 350 The High School at Vancouver Island University |
| 110 Heavy Mechanical / Carpentry Shop | 200 Student Affairs                            | 355 Arts & Sciences                                |
| 115 Electrical Technologies Complex   | 205 Academic & Career Preparation              | 356 Education / Social Sciences                    |
| 120 Facilities Services & Campus Dev. | 210 Health & Science Centre                    | 359 Offices  |
| 130 Welding Shop                      | 250 Faculty of Management Centre               | 360 Math / Chemistry                               |
| 140 Storage                           | 255 Centre for International Education         | 365 Log Cabin                                      |
| 150 Automotive Shop                   | 300 Administration / Cafeteria - Main          | 370 Environmental Sciences                         |
| 160 GeoExchange Pump Building         | 305 Library / Campus Store / I.T. / Print Shop | 373 Centre for Shellfish Research                  |
| 164 Hairdressing / Barbering          | 310 Theatre / University Relations             | 375 Hatchery / Tank Farm                           |
| 165 Classrooms                        | 315 Physics                                    | 376 Aeration Tower                                 |
| 170 The Gathering Place               | 320 Music                                      | 380 Fisheries & Aquaculture / P.I.A.F.             |
| 177 Offices                           | 325 Visual & Applied Arts                      | 385 Soils Lab (A.E.R.L.)                           |
| 179 Offices                           | 330 VIEW Gallery & Exhibition Centre           | 390 Header House                                   |
| 180 ASTEC                             | 335 Childcare / Offices                        | 391 Greenhouse                                     |
| 185 Bakery / Cafeteria - Lower        | 340 Faculty of Arts & Humanities Offices       | 395 International Centre for Sturgeon Studies      |



## Meeting Note Advice to Minister Melanie Mark

**Date:** July 31, 2019

**Cliff:** 116796

**Prepared for:** Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

**Date, Time of Meeting and Location:**

- Friday, August 16, 2019
- 3:30 p.m., Kitimat Valley Institute

**Attendees:** To be confirmed. Haisla Nation Council members below:

- |   |   |
|---|---|
| • Crystal Smith, Chief Councillor         | • Harvey Grant, Councillor              |
| • Arthur Renwick, Deputy Chief Councillor | • Margaret Grant, Councillor            |
| • Taylor Cross, Councillor                | • Raymond 'Sonny' Green, Councillor     |
| • Brenda Duncan, Councillor               | • Joseph Starr, Councillor              |
| • Dayna Grant, Councillor                 | • Kevin Stewart, Councillor             |
|   | • Jason Majore, Chief Executive Officer |

**Issue(s):** This meeting is in follow-up to an invitation extended to Minister Mark during the 2018 First Nations Leaders' Gathering to visit Haisla territory.

**Background:**

- Haisla Nation (pronunciation "Highs-la"), also known as the Kitamaat Village Council, is the band government of the Haisla people living in the Kitimat area of B.C. (the home community of Kitamaat Village is 10 km south of Kitimat).
- In June 2019, Haisla Nation had a registered population of 1,944.
- Kitimat Valley Institute (KVI), a private training institution with Haisla Nation representatives on its Board of Directors, is an Indigenous Adult and Higher Learning Association member. KVI's campus in Kitimat is owned by Haisla Nation and leased to KVI.
- Haisla Nation is located in the college region served by Coast Mountain College (CMTN).
- Haisla Nation has benefitted from a number of Ministry projects (see *Attachment 1*).

**Discussion:**

- In April 2018, Haisla Nation representatives met with the Minister to share information about Haisla Nation activities, s.13; s.16  
s.13; s.16
- CMTN is no longer delivering programs at the Kitimat campus and is leasing the space to Haisla Nation Council.  
s.13; s.16

- 
- NVIT submitted a proposal in October 2018 to establish a campus in Kitimat. NVIT is proposing a campus of 150-200 FTEs at \$3 million/year to serve the operations phase/long term needs in Kitimat. Haisla Nation Council issued a Band Council Resolution and a press release in support of NVIT's proposal. Haisla Nation Council would like NVIT to replace KVI as the post-secondary education and training provider in Kitimat.
- NVIT and the British Columbia Institute of Technology have both been partnering with KVI to provide programming in Kitimat.
- On May 9 and 10, 2019, Assistant Deputy Minister Jeff Vasey and Executive Directors Deborah Hull and Emily Cronin met with Haisla, KVI, NVIT, BCIT, and industry representatives at KVI to discuss the NVIT proposal and to get a better understanding of the training needs in Kitimat.
- s.13; s.16

**Suggested Response :**

- s.13; s.16
- Ministry staff are reviewing NVIT's proposal to create a northern campus. We need to understand what the post-secondary education and training needs are going to be in Kitimat, both during the construction phase of the LNG plant and other industry activity, and during the long-term operations phase, to determine whether a campus is needed.

**Attachment(s):** *Attachment 1: Summary of AEST Funding*

s.13; s.16

**Contact:** *Jeff Vasey, ADM (250 952-0698)*

Page 055 of 110

Withheld pursuant to/removed as

s.13 ; s.16

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Our Ref. 114840

March 1, 2019

Chief Councillor Crystal Smith  
Haisla Nation  
500 Gitksan Ave.  
Haisla PO Box 1101  
Kitamaat Village BC V0T 2B0

Dear Chief Councillor Smith:

I am writing to express my appreciation to you and your colleagues for meeting with me at the fifth annual BC Cabinet & First Nations Leaders' Gathering, which took place on November 29-30, 2018, in Vancouver, on the territories of the Musqueam, Squamish, and Tsleil-Waututh First Nations.

Thank you for taking the time out of your busy schedules as First Nations leaders to meet with me and my Cabinet Minister colleagues, Deputy Ministers and ministry staff to bring forward and discuss important issues and ideas on behalf of your Nation. I appreciate your leadership and your advocacy with respect to advancing post-secondary and skilled trades training for your community members.

s.16

Thank you for the invitation to visit the Haisla territory. I will look for future opportunities when I am travelling to your territory.

It was a pleasure to meet with you to discuss these important matters. The Province is committed to renewing and strengthening relationships with Indigenous peoples in British Columbia, and working towards government-to-government relationships based on respect. I believe that our relationship will provide a strong foundation as we continue on this path together.

.../2

In the meantime, if you have any questions or require additional information please contact Deborah Hull, Executive Director, Indigenous Policy and Engagement at (250) 387-1446 or by email at [Deborah.Hull@gov.bc.ca](mailto:Deborah.Hull@gov.bc.ca).

I look forward to working with you in the future. Again, thank you for your time at the gathering.

Respectfully,

A handwritten signature in black ink, appearing to read 'Melanie Mark', with a stylized flourish at the end.

Melanie Mark  
Hli Haykwhl Wii Xsgaak  
Minister

pc: Honourable Scott Fraser  
Minister of Indigenous Relations and Reconciliation

Honourable Rob Fleming  
Minister of Education



## **Meeting Note Advice to Minister Melanie Mark**

**Date: August 18, 2019**

**Cliff #: 116842**

**Prepared for:**

- Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

**Date, Time of Meetings and Locations:**

- August 26, 2019, 1:40–2:35 PM
- College of the Rockies (COTR), Creston Campus, 301 16 S, Creston, B.C.

**Attendees:**

- David Walls, President, COTR

**Issues:**

COTR has identified the following items for discussion:

- Tech programming expansion
- Disadvantages of current funding model

**Background:**

- COTR serves the southeastern region of the province, with the main campus and Gold Creek campus both in Cranbrook, and five regional campuses in Creston, Golden, Invermere, Kimberley, and Fernie.
- COTR serves approximately 10,000 full-time and part-time students, of which 6% are international students. 8.3% self-identify as Aboriginal students (of domestic total).
- Program areas at COTR include trades, university studies, adult upgrading, early childhood education, health and human services, business, office administration, tourism, recreation, fire services, and continuing education.
- Among its programs are a Bachelor of Education and a Bachelor of Science in Nursing, both of which are delivered in partnership with the University of Victoria and can be completed in their entirety at the main campus in Cranbrook.
- COTR offers a variety of courses and programs that align with the Truth and Reconciliation Commission's (TRC) Calls to Action, including:
  - The Human Service Worker program for Indigenous students, which incorporates cultural components and social repercussions to Indigenous communities from residential schools.
  - Two Ktunaxa (te-nawh-ha) language courses that support the local Indigenous people in language revitalization.
  - COTR employs 13 Ktunaxa Knowledge Holders who share Indigenous knowledge and perspectives in the classroom.

### Tech Programming Expansion

- As part of the Ministry's six-year tech programming expansion announced in early 2018, each post-secondary institution is receiving an investment that will be either on-going funding to increase programming, or one-time capacity-building funding.
- COTR has very limited tech-related programming and previously closed programs due to insufficient student and regional employer demand.
- In March 2019, the Ministry provided COTR with a one-time contribution of \$250,000 to support a needs assessment study. This contribution was also intended to assist in the planning and development of tech-related programming at COTR in response to regional labour market needs.
- According to COTR's 2018/19 Institution Accountability Plan and Report, COTR has completed a program demand gap analysis and has been consulting with external stakeholders to explore options for sustainable technology programming that will address the future labour market needs in the region.
- Currently, there is no additional ongoing funding available under the technology programming expansion.

### *Suggested Response:*

- *I am pleased to hear that the college is engaging with local stakeholders about regional programming needs.*
- *I look forward to hearing about the impact the Ministry's investment and the outcome of your capacity-building activities.*
- *The Ministry will continue to work collaboratively with partners to support learners as the six-year expansion plan is implemented.*

### Disadvantages of Current Funding Model

s.13; s.17

**Attachments:** Attachment 1 - Biography of COTR President  
Attachment 2 - COTR Institutional Profile

**Contact:** Jeff Vasey, 250-952-0697



## **Attachment 1 – Biography of David Walls, President and CEO, College of the Rockies**

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# COLLEGE OF THE ROCKIES (COTR)

## GOVERNANCE

Copyright

### PRESIDENT

Mr. David Walls  
(since August 19, 2013)

Education Council Chair

Students' Association President

Faculty Association President

Support Staff Association President

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### CHAIR OF THE BOARD

Jesse Nicholas  
(board term expires July 31, 2020)

Sharon Demaine (term expires Dec 31, 2019)

Reginald Goldsbury, (independent student association)

Joan Kaun; FPSE (Local 6)

Kristy Brons; CUPE (Local 2773)

## First Nations territory acknowledgement

**Applicable to all campuses:** *We (I) acknowledge with respect the traditional territories of the Ktunaxa-Kinbasket (te-nah-ha kinbasket) and Shuswap (shoo-shwahp )/Secwepemc (sec-wep-emc) \* Nations.*

*\*can choose pronunciation – note: 'Shuswap' is anglicized version*

## OVERVIEW



### Regional mandate

To serve the southeastern region of the province.



### Legislation

College of The Rockies operates under the authority of the *College and Institute Act*.

### Unique to COTR

- Specialty programs specific to the geographic area, such as Adventure Tourism Business Operation and Mountain Adventure Skills Training programs
- Partnership with University of Victoria (UVic) to offer Bachelor of Nursing and Bachelor of Education programs
- Dual admission agreement with UVic and University of Lethbridge

7

### Campuses

1. Cranbrook (main campus)
2. Gold Creek
3. Creston
4. Fernie
5. Invermere
6. Golden
7. Kimberley

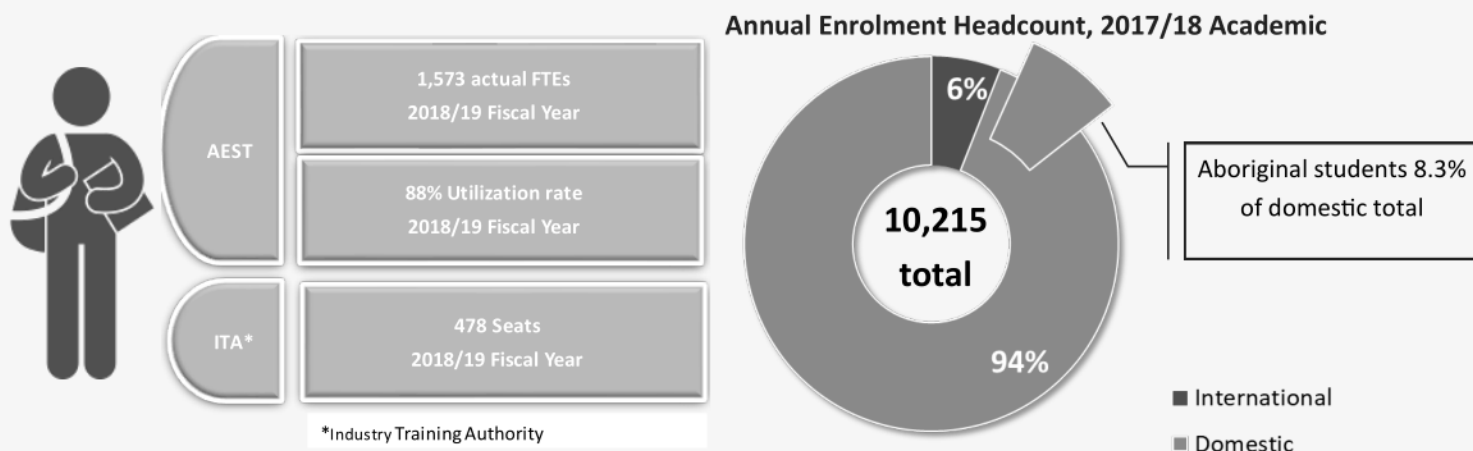
8

### Program Areas

1. Adult Upgrading
2. Business Management
3. Child, Youth and Family Studies
4. Computer Studies
5. Fire Services Training
6. Tourism Management
7. Trades and Apprenticeship
8. Arts and Sciences

# COLLEGE OF THE ROCKIES (COTR)

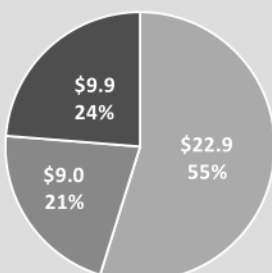
## ENROLMENT



## FINANCIAL INFORMATION

### Total Revenue

Financial Statement  
2018/19 4th Quarter Results (\$41.7 million total)



□ Total Provincial Grants □ Tuition and Mandatory Fees ■ Other Revenues

### Base Operating Grants

#### AEST Base Operating Grants

2019/20 (interim):	\$18.0 million	1,748 (FTE target)
2018/19:	\$17.6 million	1,784 (FTE target)

#### ITA Investment

2019/20:	\$1.7 million	649 (seat target)
2018/19:	\$1.7 million	631 (actual seats)

See Attachment 1 for information on One-time Funding

## ANNUAL OPERATING SURPLUS (DEFICIT)

Before Extraordinary Items and Endowment Contributions (in thousands of dollars)

	2017/18 Financial Statement	4th Quarter Financial Results
Surplus (Deficit)	\$326	\$1,847

## MAJOR CAPITAL PROJECTS UNDERWAY

### Student Housing Development

- Total \$17.7 million: \$11.6 million provincial funding.
- Construction of 96 new student housing beds in six new cottage-style buildings with 16 beds in each building.

Examples of key past projects are the construction of a new trades facility, and a renovation to the south entrance building.

# COTR PROFILE: ATTACHMENTS

## Attachment #1: One-time Funding Examples

	2017/18	2018/19
Aboriginal Community-Based Training Partnerships Program	\$45,669	\$273,223
Bachelor of Science –Nursing Startup		\$150,000
Indigenous Initiatives	\$125,000	\$125,000
Community Adult Literacy Program	\$59,200	\$38,800
Governance Training	\$75,000	
Work-Integrated Learning	\$75,000	
Disabilities Project Funding	\$75,000	\$75,000
Early Childhood Education		\$113,000
Health Programs – short duration	\$395,000	


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*Examples include funding from AEST and partnership funding from other provincial/federal sources*

# COTR PROFILE: ATTACHMENTS

## Attachment #2: Issues

s.13; s.17





## **Meeting Note Advice to Minister Melanie Mark**

**Date: August 18, 2019**

**Cliff #: 116842**

**Prepared for:**

- Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

**Date, Time of Meetings and Locations:**

- August 26, 2019, 9:10 AM-12:10 PM
- Selkirk College ("Selkirk"), Silver King Campus, 2001 Silver King Rd, Nelson, B.C.

**Attendees:**

- Bruce LeRose, Chair of the Board, Selkirk
- Angus Graeme, President, Selkirk

**Issues:**

- Tour of Selkirk's Silver King Campus
- Announcement of Silver King Trades Facilities Renovation (with Minister Michelle Mungall)
- Selkirk has identified the following discussion topics for the meeting with the Minister:
  - Positive impact of Ministry supports
  - Indigenous supports
  - Capital improvements at Castlegar campus
  - Technology access centre
  - Student housing proposals

**Background:**

- Selkirk operates five campuses in the West Kootenay/Boundary region, including a main campus in Castlegar, three campuses in Nelson (Silver King, Tenth Street and Victoria Street), and a campus in Trail. Opened in 1964, the Silver King Campus houses most of the trades training and industry programs that Selkirk offers.
- Selkirk has undertaken a \$23.2-million renovation of the Silver King Campus, with \$13.6-million in provincial funding, and \$5.8-million in federal funding through the Strategic Investment Fund (SIF), and \$2 million provided by Selkirk. The project included the renewal of three existing buildings, and construction of a new building for a cafeteria, open study, and Indigenous gathering place.

**Discussion:**

Ministry supports provided to Selkirk College

- Selkirk would like to discuss the various supports the Ministry has provided their institution and their positive impacts (see Attachment 3 for further details).

Capital improvements at Castlegar campus

- Selkirk leadership would like to discuss proposed capital improvements to the health and environmental wings of existing buildings at the main campus, and new student spaces.
- The Ministry provides two types of capital funding for public post-secondary institutions: priority investments are for larger new or replacement capital projects, while routine capital funding is provided for re-investment in existing assets at the discretion of the institution.
- In 2019/20 the Ministry provided Selkirk with \$2.7-million in routine capital funding.
- Provincial capital funding is only one funding source for capital re-investment. Other funding sources include donations, internal sources, research grants, and the federal government.
- In April 2019, the Ministry requested each institution submit a five-year capital plan. These submissions will form part of the Ministry's capital plan submission as part of Budget 2020.
- All submitted projects are subject to the Ministry's prioritization process and availability of capital funding.

#### Student housing proposals

- In April 2019 Selkirk submitted a business plan to the Ministry for expanded student housing in Nelson and Castlegar. <sup>s.13</sup>

s.13

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#### Support for Indigenous students, communities and partners

- Selkirk has received one-time grants from the Ministry for Indigenous initiatives. These have included year-end funding of \$75,000 in 2016/17, \$125,000 in 2017/18, and \$125,000 in 2018/19, to enhance the educational experiences of Indigenous learners and respond to the Calls to Action of the Truth and Reconciliation Commission (TRC).
- Selkirk does not receive funding through the Ministry's Aboriginal Service Plan program, which currently provides funding to 11 public post-secondary institutions. The program recently underwent an external review, and the Ministry is considering next steps.

#### Technology Access Centres (TACs)

- TACs are a federally-funded model that combines post-secondary institutions, industry and students to support business productivity and innovation. TACs align closely with the Ministry's education and training mandate, and a commitment to establish technology and innovation centres (TICs) in the province.
- TAC grants are federally funded through the Natural Sciences and Engineering Research Council (NSERC), provide up to \$350,000 per year for five years and are renewable.
- To date, Camosun College and Okanagan College have been successful.
- s.13

- The Ministry has previously signalled support for Selkirk's efforts to pursue TAC funding.



- In June 2019, Selkirk applied to NSERC and will hear in Fall 2019 if it will be asked to proceed to the next stage of the TAC competition. At that time, the Ministry will consider whether a conditional letter of funding support from the Ministry could be provided.

**Suggested Response / Key Message:**

- *Thank you for taking the time to meet with me today. I look forward to continuing to work together to implement the shared priorities of Government and Selkirk College.*

**Attachments:**

1. *Biography of Selkirk Board Chair*
2. *Biography of Selkirk President*
3. *Ministry supports for Selkirk*
4. *Selkirk College - Institutional profile*
5. *Silver King Campus Map*

**Contact:**      *Jeff Vasey, ADM, Post-Secondary Policy and Programs, 250 952-0697*

## **Attachment 1 – Biography of Bruce LeRose, Chair of the Board Selkirk College**

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## **Attachment 2 – Biography of Angus Graeme, President of Selkirk College**

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### Attachment 3 – Ministry supports provided to Selkirk College

Selkirk College leadership have highlighted the following Ministry supports provided to their institution, and would like to discuss their positive impacts with the Minister.

Policy/Initiative/Program	Description
<i>Adult upgrading and Community Adult Literacy Program</i>	<ul style="list-style-type: none"> <li>• The Ministry's Community Adult Literacy Program (CALP) serves adults most in need of basic literacy, numeracy, computer skills and other life skills.</li> <li>• There are two CALPs delivered in partnership between Selkirk College and Columbia Basin Alliance for Literacy (CBAL) that serve 850 learners each year across eight communities in the West Kootenay/Boundary region.</li> <li>• CBAL has been providing literacy programs for 18 years.</li> <li>• For 2019/20, CBAL received \$60,000 in total for the two CALPs (both received the maximum amount available of \$30,000).</li> <li>• In 2018/19, the Ministry directed \$500,000 of Skills Development Employment Benefit funding under the Labour Market Development Agreement to additional support for CALP programs.</li> <li>• All successful 2019/20 CALP applicants will receive a one-time top-up with this funding. CBAL will receive an additional \$9,000 in top-up funding this fall.</li> </ul>
<i>Tuition Waiver Program for Former Youth in Care and other supports for vulnerable students including students with differing abilities and adults with special needs</i>	<ul style="list-style-type: none"> <li>• As of April 2019, 8 students studying at Selkirk who were former youth in care had their tuition and mandatory fees waived through the Provincial Tuition Waiver Program.</li> <li>• In March 2018 and March 2019, the Ministry provided Selkirk with one-time grants (each for \$75,000) to increase the success of students with disabilities in programs with high labour market demand.</li> </ul>
<i>Sexual violence and prevention policies on campus</i>	<ul style="list-style-type: none"> <li>• The Ministry will be undertaking several initiatives to help support institutions with reviewing and implementing their Sexual Violence and Misconduct Policies, including facilitating a Policy Community of Practice.</li> <li>• The Ministry was delighted to have had Rhonda Schmitz, Director of Student Development at Selkirk, participate on the Ministry's Working Groups to develop a Sexual Misconduct and Violence and Action Plan, and to plan the Ministry's June 2019 <i>Moving Forward Together</i> Forum.</li> <li>• She has brought a critically important rural lens to these discussions, and the Ministry is delighted that she will continue to participate on the Ministry's Advisory Group.</li> </ul>
<i>Annual year-end funding for Indigenous initiatives</i>	<ul style="list-style-type: none"> <li>• Selkirk has received one-time grants from the Ministry for Indigenous initiatives.</li> </ul>

	<ul style="list-style-type: none"> <li>• These have included year-end funding of \$75,000 in 2016/17, \$125,000 in 2017/18, and \$125,000 in 2018/19, to enhance the educational experiences of Indigenous learners and respond to the Calls to Action of the Truth and Reconciliation Commission (TRC).</li> </ul>
<i>Tech program expansion</i>	<ul style="list-style-type: none"> <li>• As part of the Ministry's Tech Programming expansion announced in early 2018, Selkirk is receiving on-going funding to support an additional 40 FTEs in the following new programs: <ul style="list-style-type: none"> <li>○ Web Application Development (Certificate); and</li> <li>○ Digital Fabrication and Design (Diploma).</li> </ul> </li> <li>• Selkirk received one-time funding of \$100,000 for start-up and development costs in March 2018. At steady state, Selkirk will receive on-going Ministry funding of \$400,000 per year, once fully implemented in 2020/21.</li> </ul>

# SELKIRK COLLEGE (SEL)

## GOVERNANCE

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### PRESIDENT & CEO

Mr. Angus Graeme  
(since April 1, 2011)

Education Council Chair

Students' Union Organizer

Faculty Association President

Support Staff Association President

Vocational Staff Association Chairperson

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### CHAIR OF THE BOARD

Mr. Bruce LeRose  
(board term expires Dec 31, 2019)

Allison Alder

Dave Westmacott (affiliated with BC Federation of Students)

Lui Marinelli, FPSE (Local 10)

Rod Fayant, PPWC (Local 26)

Tom Babott, BCGEU (Local 709)

## First Nations territory acknowledgement

**Castlegar (main campus):** *We (I) acknowledge our (my) respect for and deep gratitude to the First Nations of the West Kootenay and Boundary regions: the Sinixt (Lakes), the Okanagan/Syilx (Say-el-ks)\*, the Ktunaxa (te-nah-ha), and the Shuswap (shoo-shwahp)/Secwepemc (sec-wep-emc)\* peoples on whose traditional territories we are honoured to operate.*

*\*can choose pronunciation – note: 'Okanagan' and 'Shuswap' are anglicized versions.*

## OVERVIEW



### Regional mandate

To serve the West Kootenay/Boundary Region.



### Legislation

Selkirk College operates under the authority of the *College and Institute Act*.

### Unique to SEL

- BC Regional Innovation Chair in Rural Economic Development Research
- Mir Centre for Peace focused on peace and justice studies in the world
- The Selkirk Geospatial Research Centre specializes in mapping technologies to aid in solving environmental and socio-economic problems
- The only Ski Resort Operations Management and Golf Club Operations diploma programs in the province
- One of six institutions piloting a Work Integrated Learning Early Childhood Educator (ECE) program, enabling current ECE workers to upgrade or obtain credential while remaining employed

5

### Campuses

1. Castlegar (main)
  2. Nelson - Tenth Street
  3. Nelson - Victoria Street
  4. Nelson - Silver King
  5. Trail
- + Learning centres in Grand Forks, Kaslo and Nakusp

9

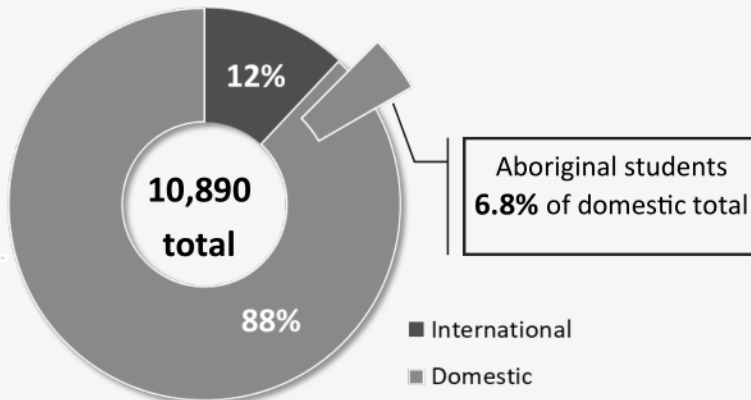
### Program Areas

1. Adult Upgrading
2. Business
3. Environment & Geomatics
4. Hospitality and Tourism
5. Health
6. Human Services
7. Arts and Music
8. Trades & Apprenticeship
9. Arts & Sciences

# SELKIRK COLLEGE (SEL)

## ENROLMENT

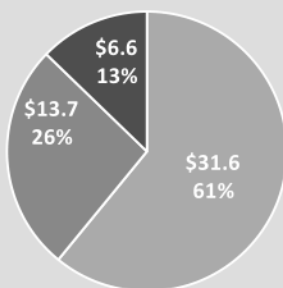
Annual Enrolment Headcount, 2017/18 Academic Year



## FINANCIAL INFORMATION

### Total Revenue

Financial Statement  
2018/19 4th Quarter Results (\$52.0 million total)



□ Total Provincial Grants □ Tuition and Mandatory Fees □ Other Revenues

### Base Operating Grants

#### AEST Base Operating Grants

2019/20 (interim):	\$26.1 million	2,362 (FTE target)
2018/19:	\$25.3 million	2,334 (FTE target)

#### ITA Investment

2019/20:	\$1.9 million	522 (seat target)
2018/19:	\$1.8 million	468 (actual seats)

See Attachment 1 for information on One-time Funding

## ANNUAL OPERATING SURPLUS (DEFICIT)

Before Extraordinary Items and Endowment Contributions (in thousands of dollars)

	2017/18 Financial Statement	4th Quarter Financial Results
Surplus (Deficit)	\$811	\$382

## MAJOR CAPITAL PROJECTS UNDERWAY

### **Silver King Trades Facilities Renovation**

- Total: \$23.2 million: \$13.6 million provincial funding / \$5.8 million federal
- The funding will support the Silver King Trades Campus Renewal project, which will encompass the repurposing of three existing buildings, as well as expanded and improved spaces for several trades programs.
- The project will also include the demolition of an old cafeteria and administrative services building and the construction of a new building for the cafeteria, multi-purpose open-study area and an Aboriginal gathering place at Selkirk College.

An example of a key past project is the Renewal of Student Residences (Castlegar campus).



# SEL PROFILE: ATTACHMENTS

## Attachment #1: One-time Funding Examples

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	Funded in	
	2017/18	2018/19
Aboriginal Emergency Assistance Funding	\$10,000	
Community Adult Literacy Program	\$63,400	\$49,600
Work-Integrated Learning	\$75,000	
Disabilities Project Funding	\$75,000	\$75,000
Early Childhood Education Program Expansion		\$85,500
Health Programs - short duration	\$192,000	
Indigenous Initiatives	\$125,000	\$125,000
Training for Forestry Sector	\$75,000	\$85,000

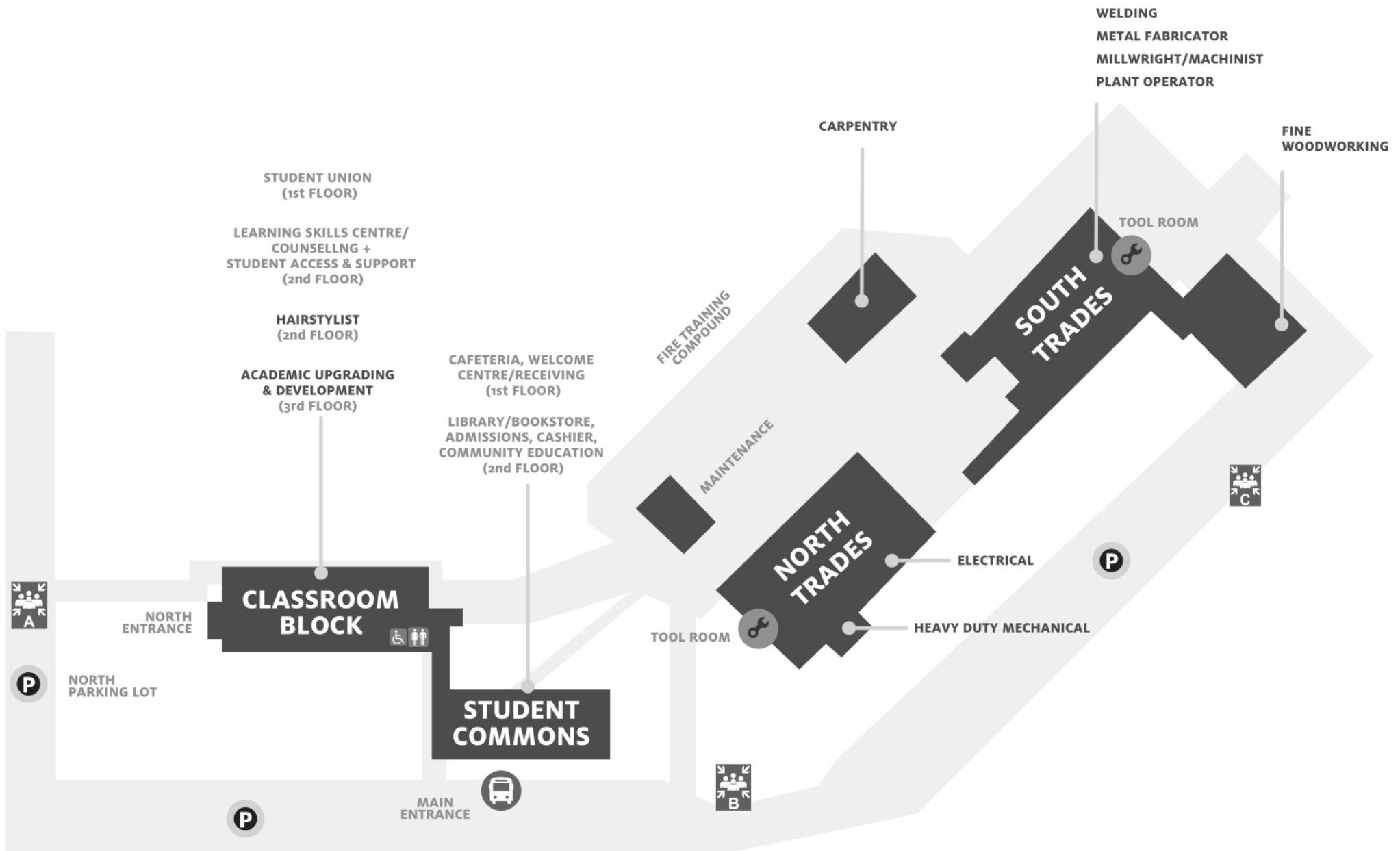
*Examples include funding from AEST and partnership funding from other provincial/federal sources*

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# SEL PROFILE: ATTACHMENTS

## Attachment #2: Issues

*None.*



## SILVER KING CAMPUS



**Meeting Note  
Advice to Minister Melanie Mark**

**Date: August 21, 2019**

**Cliff #: 116842**

**Prepared for:**

- Honourable Melanie Mark, Minister of Advanced Education, Skills and Training

**Date, Time of Meetings and Locations:**

- Lunch on Campus
- August 26, 2019, 11:25 AM-12:05 PM
- Selkirk College ("Selkirk"), Silver King Campus, 2001 Silver King Rd, Nelson, B.C.

**Attendees:**

- President Angus Graeme
- Selkirk College Faculty Union
- Selkirk Instructional Faculty (BCGEU)
- Selkirk Student Union
- Selkirk Support Staff Union (PPWC)

**Issues:**

**Collective Bargaining**

- The Selkirk Instructional Faculty (BCGEU) have achieved a ratified collective agreement, however, the Selkirk College Faculty Union has not yet begun its collective bargaining.
- SCFU may seek to engage and highlight its position in light of ongoing bargaining in the sector.
- In this round of bargaining, faculty members' primary issue is sessional instructors and precarious employment in the sector.
- Secondary scales are the rates of pay for sessionals/non-regular/casual faculty members that are different from the rates of pay used to pay regular faculty members.
- The objective is to negotiate same rates of pay for casuals/sessionals as regular faculty for fairness and equity.
- Parties are working on the development of secondary scales sectoral framework which would define the parameters for a solution where the costs are contained.

**Recommended Response:**

- Thank you for bringing me your perspective on these issues, I am always interested in hearing about issues that affect post-secondary institutions.
- In light of ongoing negotiations in the sector, I am unable to speak directly to matters related to collective bargaining as in any bargaining relationship, the "give and take" required to get to "fair agreements" should take place between the parties at the bargaining table.

- You may wish to connect with Christina Zacharuk, CEO, Public Sector Employers' Council Secretariat, or Don Wright, Deputy Minister to the Premier.
- Currently, there is work underway to address the salary scale for sessionals/precarious work that that would decrease the difference in the rates of pay between the regular and non-regular/casual faculty members.
- The Public Sector Employers' Council (PSEC), employer associations and Federation of Post-Secondary Educators of BC (FPSE) are working together to develop a framework for s salary scale for sessional instructors.

## **Background:**

### **Selkirk Instructional Faculty (BCGEU)**

- A Collective Agreement between Selkirk College and the Selkirk Instructional Faculty (BCGEU) was ratified by the PSEA Board of Directors on May 16, 2019, for the term of April 1, 2019 to March 31, 2022.
- Selkirk, along with four other institutions (Camosun, Coast Mountain, Northern Lights, and Okanagan) participated in the BCGEU Faculty Common Agreement and all have settled with ratified agreements.
- The Collective Agreement includes the following provisions:
- Selkirk Instructional Faculty to encourage and support innovation in instruction that will tangibly improve the student experience, learning outcomes, accessibility, and/or sustainability of programming.
- Retaining existing flexibility of employer respecting workload and scheduling, and adding a requirement for professional development leave to be scheduled in annual instructional plans.
- Implementation of cap on massage benefit (\$2,000/yr) – unlimited earlier.
- Cost savings from the establishment of the massage benefits cap will more than fund a modest improvement to dental benefits equivalent to level of all other unionized employees at Selkirk.

### **Selkirk College Faculty Union (SCFU)**

- The Selkirk College Faculty Union is a member of FPSE, a federation of member locals representing faculty, researchers, librarians, and IT technicians in 22 out of 25 post-secondary institutions (excluding British Columbia Institute of Technology, Justice Institute of BC, and Northern Lights College).
- All faculty bargaining is on hold for summer and will resume in fall after the FPSE common table is settled.
- Parties to the FPSE common table are discussing a negotiating framework. The main issue is Secondary Scales (pay grid for sessionals). The concept of equal pay for equal work is under discussion. Any cost increases for sessionals are to be addressed within the mandate - through service allocation fund and net zero trade-offs in the collective agreement.
- Once the FPSE common table is settled, the individual institutions can start bargaining.
- There are no dates set for fall.

**Selkirk College Support Staff (PPWC 26):**

- Support staff at Selkirk are members of the Public and Private Workers of Canada. It is the only post-secondary focused local of PPWC.
- Collective bargaining has not started for Selkirk support Staff. There are no dates set and no specific issues have been raised.
- Selkirk Support Staff are not participating in the Multi Employer Table (MET) that has been set up for support staff bargaining at multiple institutions. This table includes Coast Mountain College, College of New Caledonia, College of the Rockies, North Island College, Northern Lights College, Okanagan College, Douglas College and the Justice Institute of BC, as well as CUPE and BCGEU representatives.

**Selkirk Student Union**

- The Selkirk Student Union is engaged with the following issues:
  - Tuition – SSU has engaged with the Selkirk Board of Governors and requested a tuition freeze.
  - International Students – SSU has asked that government amend the Tuition Fee Limit Policy to include the regulation of fees for international students.
  - Open Textbooks – SSU supports lowering costs to students through the use of open textbooks and open education resources (OER).
  - Investing in Indigenous education – SSU supports promoting reconciliation through investment in Indigenous education.
  - \$15 Minimum wage – SSU has lobbied government to implement a \$15 minimum wage in BC.
  - More Sustainable Campuses – SSU promotes individual action to maximize sustainable practise, and lobbies for policy change in government to eliminate or strongly regulate products harmful to the environment.
  - Social Justice Issues – SSU works on a range of social justice issues, including homelessness, violence against women, justice for Aboriginal peoples, and improving rights for persons with disabilities.

**Suggested Response / Key Message:**

- We deeply value all of our faculty and staff as important members of the post-secondary sector who help the Ministry of Advanced Education, Training and Technology fulfil our commitment to students in this province. Again, thank you for your thoughts.
- I am always impressed when I meet with student unions in the collective enthusiasm and passion shown towards the issues that matter most.
- I am unable to speak directly to matters related to collective bargaining as in any bargaining relationship, the “give and take” required to get to “fair agreements” should take place between the parties at the bargaining table.
  - You may wish to connect with Christina Zacharuk, CEO, Public Sector Employers’ Council Secretariat, or Don Wright, Deputy Minister to the Premier.

**Attachments: Appendix 1 -Backgrounder on Labour Relations**

**Contact:** Tony Loughran, Executive Lead,  
Governance, Legislation, and Corporate Planning Division, 250-217-0452

## Appendix 1 -Backgrounder on Labour Relations

### Collective Bargaining in the post-secondary sector

Currently, there are 5 settlements in the colleges, institutes and teaching universities sector and 6 ratified and tentative settlements in the research universities sector.

#### Colleges, Institutes, and Teaching Universities Sector

	Employer	Union	Settlement Status
1	Camosun College	BCGEU-Local 701 Vocational Faculty	Ratified - May 3, 2019
2	Okanagan College	BCGEU-Local 707 Vocational Faculty	Ratified - May 3, 2019
3	Northern Lights College	BCGEU-Local 710 Vocational Faculty	Ratified - April 25, 2019
4	Coast Mountain College	BCGEU-Local 712 Vocational Faculty	Ratified - May 14, 2019
5	Selkirk College	BCGEU-Local 709 Vocational Faculty	Ratified - May 16, 2019

#### Research Universities

<u>Settlements</u>	Employer	Union	Settlement Status
1	UVic	Professional Employees Association	Ratified - January 29, 2019
2	UBC	International Union of Operating Engineers	Tentative - April 26, 2019
3.	UBC Okanagan	BCGEU Support Staff	Ratified – June 24, 2019
4.	UBC	CUPE 116 Support Staff	Ratified - June 9, 2019
5.	UNBC	CUPE 3799 Support Staff	Ratified - July 17, 2019
6.	UVic	Faculty Association	Ratified – July 18, 2019

- Bargaining has generally slowed down in summer to be resumed in the fall.



# CleanBC Workforce Readiness Plan

Briefing for: **Green Caucus**  
July 10, 2019



# Briefing Purpose



To provide an update on the CleanBC Workforce Readiness Plan (CBCWRP) and seek input on the engagement approach.

# Context

- CleanBC strategy outlines how B.C. will build a low-carbon economy to meet the challenges and opportunities climate change presents.
- As a core component of the CleanBC strategy, the CBCWRP is expected to:
  - Identify workforce opportunities resulting from implementation of the CleanBC strategy
  - Identify the kinds of skills that workers will need
  - Inform future investment in related skills training

# CBCWRP Development

- Workforce Readiness Plan is led by The Delphi Group, (an industry partner) with a multi-perspective Governance Committee. (See Appendix A for Committee membership)



The Workforce Readiness Plan will include:

- Labour market research and data to understand the readiness of the workforce in B.C.'s low-carbon economy (See Appendix B for research details),
- Input from the Emerging Economy Task Force survey and Innovation Lab, and
- Recommendations on workforce opportunities and related skills training.

# Proposed Engagement Approach

**As part of the research phase we intend to engage British Columbians this fall to:**

- 1) Inform them on what a low carbon economy is
- 2) Understand their values and ideas on workforce opportunities in a low carbon economy

WHO	HOW
<ul style="list-style-type: none"> <li><b>Broad perspectives</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Different approach for each group</b></li> </ul>
Industry partners (employers, training institutions, industry organizations)	<ul style="list-style-type: none"> <li>Steering Committee</li> <li>Sub-committees</li> <li>Interviews</li> <li>Online survey</li> </ul>
Indigenous peoples and communities	<ul style="list-style-type: none"> <li>Steering Committee</li> <li>Sub-committees</li> <li>Telephone calls</li> <li>Face-to-face regional session</li> <li>Direct engagement in communities</li> </ul>
Public (youth, seniors, rural and remote communities, job seekers, workers, interested citizens, parents, and broad public)	<ul style="list-style-type: none"> <li>Face-to-face sessions in rural, remote and urban areas</li> <li>Broad online survey</li> <li>Other?</li> </ul>

Perspectives and information from the engagement will be used to ensure the CBCWRP is responsive to British Columbians needs.

# Discussion

1. Are there any questions on the development of the CBCWRP?
2. Are there other groups or people that should be engaged in the development of the plan? Are there any other engagement methods we should be considering?
3. Are there any considerations with the timing of the proposed engagement this fall?

# Appendix A

Name	Title	Organization / Affiliation
Meredith Adler	Executive Director	Student Energy
Shannon Baikie	Regional Manager	North Island Employment Foundations Society
Sunjit Bains	A/Executive Director, Governance, Engagement and Corporate Services	BC Ministry of Advanced Education, Skills and Training
Francois Bertrand	Executive Director	BC Ministry of Jobs, Trade and Technology
David Black	President	MoveUP
John Chenowith	Dean of Academic Partnerships & Development	Nicola Valley Institute of Technology
Laird Cronk	President	BC Federation of Labour
Kim Dotto	Dean, Applied Research	BCIT
Jill Doucette	Executive Director	Synergy Enterprises
Jody Drope	VP, HR & EHS	FortisBC
Mark Feldinger	SVP, Energy, Environment, Transportation & Sourcing	Canfor
Sasha Hobbs	A/Director Skills Development	First Nations Technology Council
Maya Kanigan	CEO & Founder	Women in Leadership
Aaron Lamb	VP Asset Management	BC Transit
Blair Littler	President	Research Universities' Council of BC
Max Logan	Chief of Strategic Operations	Engineers & Geoscientists BC
Lisa Mattheus	Provincial Lead	Organizing for Change
Theresa McCurry	CEO	Applied Science Technologists and Technicians of British Columbia
Gavin McGarrigle	BC Area Director	Unifor
Caroline Merner	Co-Director	Climate Guides
Kristin Rasmussen	VP, People & Culture	TELUS
Bob Redden	CEO	Environmental Dynamics Inc.
Archie Riddell	Executive Director	BC Climate Action Secretariat
Carolynn Ryan	Chief HR Officer	BC Hydro
Paulette Sangalang	Director, Training Investment	Industry Training Authority BC
Bindi Sawchuk	ADM	BC Ministry of Advanced Education, Skills and Training
John Simmons	CEO	Carmanah Technologies
Jill Tipping	President & CEO	BCTECH
Terry Van Horn	Executive Director	Lower Columbia Initiatives Corporation

# Appendix B

- Evidence-based labour market information through secondary research:
  - Identifying occupations within a low-carbon economy: US Bureau of Labour Statistics, The Brookings Institute, GLOBE Advisors, Vancouver Economic Commission, Statistics Canada
  - Identifying key occupations that will support B.C.'s low-carbon economy.
  - Understanding demand and supply of occupations within B.C.'s low-carbon economy: Western Economic Diversification, Clean Energy Canada, GreenJobs BC, Modus, GLOBE Advisors, Vancouver Economic Commission, and previous sector specific LMI reports.
- Validation of secondary research through primary sources:
  - Regional interviews with experts, key organizations and stakeholders in the low-carbon economy.
  - Engagement with Indigenous Peoples, Indigenous organizations, communities and First Nations.
  - Community and regional meetings with experts, key organizations and stakeholders.



**Meeting Note  
Advice to Minister**

**Date:** August 15, 2019

**Cliff #:** 116512

**Prepared for:** Minister Melanie Mark, Advanced Education, Skills and Training

**Meeting:** British Columbia Government and Service Employees' Union (BCGEU)

**Date, Time of Meeting and Location:**

- Tuesday, August 20, 2019
- 2:45pm -3:15pm
- BCGEU Offices, 4911 Canada Way, Burnaby, V5G 3W3

**Attendees:**

- Minister Melanie Mark
- Stephanie Smith, President, BCGEU

**Agenda items:**

1. Native Education College
2. Wider Problems in the college and institutes sector
3. StudentAid BC Access Grants for Labour Market priorities
4. Compulsory certification in the trades
5. Money laundering and tuition

**Topic Details:**

**1. Native Education College (NEC)**

*BCGEU statement:*

NEC needs stable, increased funding, as well as improved compensation and working conditions for staff. Notable problems include:

- Heavy workloads due to shortages of supports and resources impacting services and the overall reputation of the school.
- Current staff and new hires are not offered sufficient pay and support, resulting in a high turnover. For example, Adult Basic Education teachers are paid less at NEC than at Vancouver Community College.
- NEC lacks a human resources department, and the work of hiring often falls upon the teachers themselves.



**Recommended Response:**

- NEC's board and senior administration have been advocating for an increase in operating funding, and we are working with them regarding NEC's request.
- Considerations are underway in the context of a proposed Urban Indigenous Youth and Education strategy.

**Background:**

- NEC is a private not-for-profit college that is designated under the *Private Training Act*.
- AEST provides \$1.95 million annual operating funding through Vancouver Community College.
- Wages for NEC faculty are significantly lower than wages in the public post-secondary system. Hence, since 2011 it has been advocating for an increase in its operating funding, or designation as a public college.
- In 2018, AEST has been in discussions with NEC regarding operating funding increase. AEST senior staff also began discussions with the Urban Native Youth Association (UNYA) regarding their proposal for a Native Youth Centre and with the Nicola Valley Institute of Technology (NVIT) for a Lower Mainland campus.
- As a result of those discussions, UNYA, NEC and NVIT have agreed to pursue a joint solution involving co-location of programs and services at the UNYA site and the NEC site.
- AEST is working with UNYA, NEC and NVIT with a view to submitting a Concept Plan for consideration as part of the Budget 2020 process. NEC has been clear that a necessary condition of NEC's participation is wage parity for NEC faculty and staff. NEC has estimated the cost of wage parity at \$1.4M annually.
- NEC's board is currently considering whether NEC should reinstate its request to be designated as a public college. If government designated NEC as a public college, faculty and staff would be paid on provincial salary scales.

**2. Wider Problems in the college and institutes sector***BCGEU statement:*

Members have identified a number of problems that require government attention. We believe the government should look at better coordination and more consistent standards across the colleges and institutes.

***Support staff compensation***

- College and trades instructors represented by the BCGEU are paid according to a common salary grid across the province, while compensation for support staff is negotiated separately for each institution and varies widely.
- For example, support staff at Douglas College in New Westminster are paid less than staff performing the same or similar duties at Coast Mountain College in Terrace.
- Wages are not consistent across the sector, and in some institutions are barely above minimum wage.
- Compensation is often below what is paid for comparable work in universities and the IT sector, contributing to staff retention problems in colleges.

- A lack of consistency in job classifications and evaluations between institutions furthers pay discrepancies.

**Recommended Response:**

- Thank you for bringing me your perspective on these issues, I am always interested in hearing about issues that affect post-secondary institutions.
- In light of ongoing negotiations in the sector, I am unable to speak directly to matters related to collective bargaining as in any bargaining relationship - the “give and take” required to get to “fair agreements” should take place between the parties at the bargaining table.
- You may wish to connect with Christina Zacharuk, CEO, Public Sector Employers’ Council Secretariat, or Don Wright, Deputy Minister to the Premier.

***Instructor compensation, hours and equity***

- The common salary grid for college instructors does not capture differences in hours of instruction required for some programs.
- For example, nursing instructors are typically required to work more hours than trades instructors, but are paid the same salary.
- Gender equity considerations as health and human services fields require longer hours and are more often taught by women, compared to lower instruction time required in traditionally male-dominated trades programs.
- Instructors at Native Education College and similar (private) institutions are not part of the common salary grid for college instructors and are paid less for comparable work.

**Recommended Response:**

- Again, I am unable to speak directly to matters related to collective bargaining as these discussions should take place between the parties at the bargaining table.
- However, I am aware that under the 2019 Sustainable Service Negotiating Mandate, in the BCGEU Vocational Group settlements, parties have agreed to form a joint committee to gather data on contract time and instructional hours. The BCGEU representatives will be on this committee and these matters will be discussed through committee process which would then support future local bargaining discussions.

**3. StudentAid BC Access Grants for Labour Market priorities*****BCGEU statement:***

Members are concerned that StudentAid BC Access Grants for Labour Market Priorities are not dispersed in a timely manner, leading to students dropping out of their training if funding has not arrived at the start of study.

**Recommended Response:**

- I appreciate you raising the issue of the timely disbursement of this grant and the impact this is having on students. Our government is committed to affordable and accessible post-secondary education and training.
- I have heard from students directly that the up-front education costs are a barrier to access and I share the concerns about a delay in receiving funds.
- I have asked my team in StudentAid BC to review our current procedures and to identify potential opportunities to improve the timeliness.

**Background:**

- The BC Access Grant for Labour Market Priorities (LMP) was designed to align student financial aid to labour market needs by providing grant funding and debt relief to students participating in identified in-demand programs.
- Last year, approximately 800 students received an average of over \$3,400 in funding or debt relief through this program.

**4. Compulsory certification in the trades***BCGEU statement:*

Members would like an update on the progress of the committee that is studying the issue of compulsory certification in the trades.

**Recommended Response:**

- My Ministry is in the final stages of an internal review on the effects of eliminating compulsory trades in 2003, to determine the impact to workers, public safety, and labour force development.
- Our government is committed to ensuring BC has a robust trades workforce with the right skills to build 21st century infrastructure.
- Further exploration of how mandatory certification can help achieve these goals will be continuing over the coming months.
- An announcement on this work is anticipated in the early fall.

**Background:**

- Initial findings from this review suggest that the elimination of compulsory trades has not negatively impacted consumers, workers and employers. Apprentices (i.e., workers) continue to have opportunities to enter into trades occupations.
- Due to limited available data, a conclusion cannot be drawn as to whether employers ability to access trades workers (certified or uncertified) has improved or decreased since the elimination of compulsory trades.



## **5. Money laundering and tuition**

### *BCGEU statement:*

The BCGEU would like to hear about the ministry's plans regarding money laundering through post-secondary institutions. In particular, ensuring that any measures planned do not become a barrier for legitimate students or an unnecessary burden for staff in B.C. post-secondary institutions.

### **Recommended Response:**

- I appreciate your concerns regarding this issue and share your interest in ensuring that legitimate students and post-secondary staff are not unduly impacted.
- The Ministry has begun the process of collecting information about post secondary private and public institutions' financial policies related to money laundering.
- This is a first step to understanding and taking action to detect, deter and prevent the ability to launder money throughout the post-secondary system.
- Staff are currently analyzing the information received to-date, and that work has not yet completed.
- Once that work has finished, the Ministry will be able to identify if and what further steps are necessary.
- The Ministry appreciates institutions' quick responses to the request.

### **Background:**

- On May 28, 2019, letters were issued to all BC public and private post-secondary institutions requesting that they review their financial policies regarding acceptance of cash payments, and share with the Ministry their existing policies or timeline to develop a policy.
- The purpose was to identify policies in place and whether there are inconsistencies or gaps across the sector that may result in vulnerabilities to money laundering through the institutions.

### **Backgrounders:**

Appendix 1      Backgrounder on Labour Relations  
Appendix 2      Biography, Stephanie Smith

**Contact:**                      Chelsea Chalifour, (250) 216 - 0452  
**Total length:**              7 pages

## Appendix 1 -Backgrounder on Labour Relations

### Collective Bargaining in the post-secondary sector

Currently, there are 5 settlements in the colleges, intitutes and teaching universities sector and 6 ratified and tentative settlemetns in the research univerisites sector.

#### Colleges, Insitutes, and Teaching Universities Sector

- In this sector, BCGEU represents 3,000 members. This makes up for 26% unionized membership with a compensation base of \$230 million.
- *BCGEU Support Staff* is represented at seven instituions: BCIT, CMNT, Douglas, JIBC, NLC, Okanagan, and KPU.
  - For support staff common table bargaining, eight employers formed the Multi-Employer Table (MET) but could not reach an agreement. As a result of lack of commont table framework all support staff bargaining will proceed in a single employer, stand-alone format in the fall.
- *BCGEU Vocational Faculty* is represented at seven instituions: BCIT, Camosun, CMNT, NLC, Okanagan, Selkirk, and VIU. Out of the seven, five tables have been settled under the BCGEU Vocational common table bargaining. BCIT and VIU did not join the common table and will start individual bargaining in fall.

	Employer	Union	Settlement Status
1	Camosun College	BCGEU-Local 701 Vocational Faculty	Ratified - May 3, 2019
2	Okanagan College	BCGEU-Local 707 Vocational Faculty	Ratified - May 3, 2019
3	Northern Lights College	BCGEU-Local 710 Vocational Faculty	Ratified - April 25, 2019
4	Coast Mountain College	BCGEU-Local 712 Vocational Faculty	Ratified - May 14, 2019
5	Selkirk College	BCGEU-Local 709 Vocational Faculty	Ratified - May 16, 2019

#### Research Universities

- BCGEU is only represented at UBC (Three groups are: BCGEU OkanaganSupport Staff, BCGEU Okanagan Teaching Assistants, BCGEU Childcare). In total, it represents 630 members that makes up for only 3% unionized membership with a compensation base of \$23.7 Million in the research unviersiteis sector.

<u>Settlements</u>	Employer	Union	Settlement Status
1	UVic	Professional Employees Association	Ratified - January 29, 2019
2	UBC	International Union of Operating Engineers	Tentative - April 26, 2019
3.	UBC Okanagan	BCGEU Support Staff	Ratified – June 24, 2019
4.	UBC	CUPE 116 Support Staff	Ratified - June 9, 2019
5.	UNBC	CUPE 3799 Support Staff	Ratified - July 17, 2019
6.	UVic	Faculty Association	Ratified – July 18, 2019

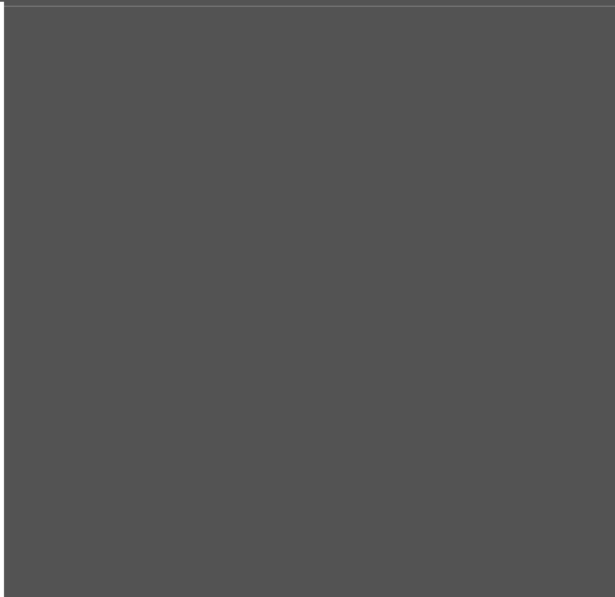
- Bargining has generally slowed down in summer to be resumed in the fall.



## Appendix 2: Biography

Stephanie Smith  
BCGEU President

Copyright



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# ***BRIEFING NOTE***

August 12, 2019

**TO:** The office of the Honourable Melanie Mark  
Minister of Advanced Education, Skills and  
Training

**FROM:** Research and Interactive  
Services, BCGEU

**SUBJECT:** Issues for discussion at the August 20, 2019 meeting with Minister Mark

## **1. Native Education College**

NEC needs stable, increased funding, as well as improved compensation and working conditions for staff. Notable problems include:

- There is a heavy workload due to shortages of supports and resources. This impacts services and hurts the overall reputation of the school.
- Current staff and new hires are not offered sufficient pay and support, resulting in a high turnover.
  - For example, Adult Basic Education teachers are paid less at NEC than at Vancouver Community College.
- NEC lacks a human resources department, and the work of hiring often falls upon the teachers themselves.

## **2. Wider problems in the college and institutes sector**

Members have identified a number of problems in the sector that require government attention. We believe the government should begin looking at approaches to better coordination and more consistent standards across the colleges and institutes sector.

### ***Support staff compensation***

While college and trades instructors represented by the BCGEU are typically paid according to a common salary grid across the province, compensation for support staff is negotiated separately for each institution and varies widely. For example, many support staff at Douglas College in New Westminster are paid significantly less than staff performing the same or similar duties at Coast Mountain College in Terrace.

Wages are not consistent across the sector, and in some institutions are barely above minimum wage. Compensation is also often well below what is paid for comparable work in other sectors, most notably

in comparison with universities and the IT sector. This contributes to staff retention problems in colleges as workers get recruited for better compensated work in universities and elsewhere.

An additional problem is a lack of consistency in job classifications and evaluations between institutions in the sector, which can further exacerbate the pay discrepancies noted above.

***Instructor compensation, hours and equity***

While college instructors represented by the BCGEU are on a common salary grid, that grid does not currently capture differences in hours of instruction required for some programs. For example, nursing instructors are typically required to work more hours than trades instructors, but are paid the same salary. There is a gender equity dimension to this issue, as many of the programs requiring longer hours of instruction are in health and human services fields and most often taught by women, as compared to lower amounts of instruction time required in some traditionally male-dominated trades programs.

In addition, instructors in some institutions, such as Native Education College, are not part of the common salary grid for college instructors and are paid less for comparable work.

**3. StudentAid BC Access Grants for Labour Market Priorities**

Members working in the sector have voiced concerns that StudentAid BC Access Grants for Labour Market Priorities are not being dispersed in a timely manner. In some cases, this has led to students dropping out of their training due to funding not arriving at the start of study, as stated on their Notice of Awards letters.

**4. Compulsory certification in the trades**

If available, members would like an update on the progress of the committee that is studying the issue of compulsory certification in the trades.

**5. Money laundering and tuition**

The BCGEU has noted discussions in the media regarding the issue of potential money laundering through post-secondary institutions, and the possibility that the government will move to restrict cash payments for tuition. We would like to hear more about the ministry's plans in regard to this issue, with particular attention to ensuring that any measures planned do not become an barrier for legitimate students or an unnecessary burden for staff in B.C. post-secondary institutions.



# International Education

MLA/CASA Briefing

July 30, 2019



Ministry of  
Advanced Education,  
Skills and Training

*Draft – for discussion*

# International Education in BC — Context

- Past international education efforts focused on growing student numbers. Target set in 2012 to increase by 50% by 2016 was achieved (+47,000 students).
- No new public policy direction on international education since 2002. Existing guidelines do not apply to private post-secondary institutions.
- A shift is required to address the issues stemming from unrestricted growth in the international education sector, while maintaining B.C.'s international reputation.
- Students and system stakeholders are looking to government for direction to help navigate the pressure points and unintended consequences of sector growth.

# Current State

- **Population:** More than 171,400 international students in K-12 and post-secondary institutions in 2018, up 48% since 2013. About 42% of international students are in public PSIs; 46% in private PSIs; 12% in K-12
  - **Public PSIs:** international student headcount is approx. 71,300, an increase of 101% since 2013 (domestic enrollment down 8%), now 16% of the student post-secondary population up from 8%.
  - **K-12:** international student headcount is 21,131, an increase of over 60% since 2013, now over 3% of students.
- **Gender:** Approx. 50% of international students are male and 50% are female.
- **Home Countries:** 59% of international students in public PSIs from India & China (79% from top 10).
- **Destination:** 68% of international students in public PSIs are in the Lower Mainland (domestic 60%).
- **Economic Impact (2017 figures):** \$4.7 billion in student spending; \$246M in tax revenue; 35,500 jobs; Equivalent to 10% of BC goods exports.

*Draft – for discussion*

# International Education Supports Students and Communities

## ✓ **Benefits BC student achievement, learning and growth**

Develops global, educated citizens by bringing international experiences, cultures & ideas to classrooms. BC students who study and work abroad develop key global competencies.

## ✓ **Supports local access and affordability for B.C. students**

Expands domestic educational programming and helps sustain local access and affordability—particularly where domestic enrolment is declining.

## ✓ **Delivers short- and long-term economic benefits for BC Communities**

*Short-term:*

- Creates B.C. jobs and supports regional economies
- Increased revenue for education sector growth
- Supports tourism and local hospitality industry throughout B.C.

*Long term:*

- Develops global connections for trade, investment, innovation and culture.

*Draft – for discussion*

# But there are Challenges...

Rapid, concentrated growth in international students has led to pressure points, including:

- 1. Increased numbers** → risks of displacement; system-wide strains; student protection concerns.
- 2. International tuition** → international students lack certainty on future tuition costs, vs. risks of public perception of subsidy.
- 3. Concentration in south-west B.C.** → capacity/community constraints; many regional institutions & School Districts need capacity-building to support further increases.
- 4. Few source countries** → lack of diversity in classrooms/campuses and risk of market reliance.
- 5. Acculturation** → strained adaptation to Canadian society; lack of Indigenous awareness.
- 6. System integrity** → reputational concerns; compliance, reporting and monitoring.

*As the global middle class expands and seeks quality post-secondary education, the demand from international students to study in B.C. and Canada is expected to grow.*

# Current Direction

- A strategic focus for British Columbia's international education sector ecosystem that is ***student-centred*** and ***sustainable*** .
- A **balanced approach** to international education that delivers **positive education outcomes** for international students and global opportunities for domestic students, underpinned by a commitment to **education quality assurance**.
- Prioritize quality over quantity and aim to:
  - Put **students first**, and generate positive education outcomes for all learners through **diversity** and **global experiences**.
  - Ensure **all B.C. communities benefit** from international education.
  - Drive **system integrity** across the education ecosystem through high quality standards.

## Key International Education Statistics – UVIC

### Student headcount by International and Domestic student status

Academic Year 2012/13 to 2017/18

		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	% Change since 2012/13
<b>UVIC</b>	International	2,665	3,150	3,765	4,000	4,080	4,250	59%
	Domestic	20,180	20,350	20,065	20,100	20,065	19,900	-1%
<b>Total</b>		<b>22,845</b>	<b>23,500</b>	<b>23,830</b>	<b>24,100</b>	<b>24,145</b>	<b>24,150</b>	<b>6%</b>
% International		12%	13%	16%	17%	17%	18%	

<b>BC</b>	International	35,385	39,240	45,415	50,720	59,355	71,280	101%
	Domestic	396,350	392,725	380,870	376,930	369,810	366,235	-8%
<b>Grand Total</b>	<b>Grand Total</b>	<b>431,730</b>	<b>431,960</b>	<b>426,285</b>	<b>427,650</b>	<b>429,170</b>	<b>437,515</b>	<b>1%</b>
% International		8%	9%	11%	12%	14%	16%	

Source: Student Transitions Project, Fall 2018 submission

### Headcount<sup>1</sup> of International Students, by Study Level (UVIC)

Academic Year 2012/13 to 2017/18

Study Level	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Graduate	845	920	1,095	1,175	1,190	1,235
Undergraduate	1,880	2,290	2,790	2,940	2,975	3,110
Developmental	*	*	*	*	*	*
<b>Grand Total</b>	<b>2,725</b>	<b>3,215</b>	<b>3,890</b>	<b>4,115</b>	<b>4,165</b>	<b>4,350</b>
<b>Unique Total<sup>2</sup></b>	<b>2,665</b>	<b>3,150</b>	<b>3,765</b>	<b>4,000</b>	<b>4,080</b>	<b>4,250</b>

Source: Student Transitions Project, Fall 2018 submission

### Credentials Awarded to International Students, by Study Level (UVIC)

Academic Year 2012/13 to 2017/18

Study Level	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Graduate	165	180	145	200	260	290
Undergraduate	190	220	235	310	385	490
Developmental	*	*	*	*	*	*
<b>Grand Total</b>	<b>355</b>	<b>400</b>	<b>380</b>	<b>510</b>	<b>645</b>	<b>775</b>

Source: Student Transitions Project, Fall 2018 submission

### Arts tuition fees 2018/19

	Tuition Fees 2018/19		Increase since 2012/13, by Fees and Percent	
	International	Domestic	International	Domestic
<b>UVIC</b>	\$21,675 (Research Universities Average: \$25,180)	\$5,585	\$5,630 (35%)	\$626 (13%)

<sup>1</sup> Data are restated annually to maintain accuracy and reflect institutional updates. Each number has been rounded to the nearest five, and numbers less than five are masked with an \*. Where provided, subtotals and totals are calculated prior to rounding or masking of the data. The effects of rounding may result in different reports not matching exactly when they would be expected to match.

<sup>2</sup> In a given year, some students are enrolled in more than one credential category at the same institution. Since these students are included in the headcount of each credential category they are enrolled in, the sum of all headcounts counts some students more than once, producing an overstated headcount total. The unique headcount represents the total number of international students enrolled at the institution.

### Arts international tuition fees – 2012/13 to 2018/19; by fees and percent increase year over year

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
UVIC	\$16,045	\$16,366	\$16,693	\$17,027	\$17,368	\$18,062	\$21,675
	n/a	2%	2%	2%	2%	4%	20%

Source: Public post-secondary institution data submissions to AEST

### International student tuition revenue as a % of total revenue\*\*

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
UVIC	7%	8%	8%	10%	10%	10%	11%
Research Universities Average	6%	6%	7%	10%	12%	14%	16%

\*\* In 2018/19 international student tuition as revenue source (for all BC public PSIs) comprised over 17% of total revenue, up from approx. 7% in 2012/13.

### International education

	Key Points
UVic	<p>UVic's international strategy is called: "Making a World of Difference: 2017 – 2022"</p> <p>Key goals and objectives include:</p> <ul style="list-style-type: none"> <li>• <b>Create a culture of exchange</b> <ul style="list-style-type: none"> <li>○ Double the number of UVic students (domestic) going abroad</li> </ul> </li> <li>• <b>Enhance the international student experience</b> <ul style="list-style-type: none"> <li>○ Implement an international student experience framework</li> </ul> </li> <li>• <b>Provide intercultural curricula for a global-ready institution</b> <ul style="list-style-type: none"> <li>○ Assist staff, students, faculty so they're effective in culturally diverse settings</li> </ul> </li> <li>• <b>Make a vital impact through international engagement</b> <ul style="list-style-type: none"> <li>○ Enhance opportunities for integrating international educational opportunities</li> </ul> </li> <li>• <b>Establish an extraordinary environment for internationalization</b> <ul style="list-style-type: none"> <li>○ Provide opportunities to celebrate international environment</li> </ul> </li> </ul> <p>The draft UVic 2018-19 IAPR additionally notes the following:</p> <ul style="list-style-type: none"> <li>• Commitment to diversifying the international undergraduate student population.</li> <li>• Community and international opportunities for students - More than 6,500 students participate in community-engaged learning at UVic each year, and UVic offers over 1,300 community engagement initiatives in 85 countries.</li> <li>• UVic continues to work with the Ministry to develop a balanced approach to international education while also enhancing its reputation, building off the success of faculty and alumni and using The UVic Edge to position the institution to the world.</li> <li>• International opportunities for students – UVic has seen increases in a number of international student mobility initiatives since implementing its International Plan. In 2018, UVic saw a 9 per cent increase in the number of outbound international student exchanges and a 17 per cent increase in inbound student exchanges. UVic has 18 new partnerships with international institutions to support faculty and student exchanges for teaching and research, and now has 216 active agreements. Since 2016, UVic has offered 27 international field schools.</li> <li>• Over 71,000 of our alumni reside in BC. Globally, UVic has approximately 130,000 UVic alumni living in 131 countries around the world.</li> </ul>



## Key International Education Statistics – CAM

### Student headcount by International and Domestic student status

Academic Year 2012/13 to 2017/18

		2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018	% Change since 2012/13
<b>CAM</b>	International	775	1,135	1,495	1,615	1,935	2,080	168%
	Domestic	17,600	17,255	17,055	17,730	17,535	16,980	-4%
<b>Total</b>		<b>18,375</b>	<b>18,390</b>	<b>18,550</b>	<b>19,350</b>	<b>19,470</b>	<b>19,060</b>	<b>4%</b>
% International		4%	6%	8%	8%	10%	11%	

<b>BC</b>	International	35,385	39,240	45,415	50,720	59,355	71,280	101%
	Domestic	396,350	392,725	380,870	376,930	369,810	366,235	-8%
<b>Total</b>		<b>431,730</b>	<b>431,960</b>	<b>426,285</b>	<b>427,650</b>	<b>429,170</b>	<b>437,515</b>	<b>1%</b>
% International		8%	9%	11%	12%	14%	16%	

Source: Student Transitions Project, Fall 2018 submission

### Headcount<sup>1</sup> of International Students, by Study Level (CAM)

Academic Year 2012/13 to 2017/18

Study Level	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Graduate	*	*	*	*	*	*
Undergraduate	615	830	1,180	1,450	1,770	1,910
Developmental	350	520	585	490	540	470
<b>Grand Total</b>	<b>965</b>	<b>1,350</b>	<b>1,765</b>	<b>1,945</b>	<b>2,310</b>	<b>2,380</b>
<b>Unique Total<sup>2</sup></b>	<b>775</b>	<b>1,135</b>	<b>1,495</b>	<b>1,615</b>	<b>1,935</b>	<b>2,080</b>

Source: Student Transitions Project, Fall 2018 submission

### Credentials Awarded to International Students, by Study Level (CAM)

Academic Year 2012/13 to 2017/18

Study Level	2012/2013	2013/2014	2014/2015	2015/2016	2016/2017	2017/2018
Graduate	*	*	*	*	*	*
Undergraduate	70	95	100	190	275	360
Developmental	125	145	220	195	195	190
<b>Grand Total</b>	<b>190</b>	<b>235</b>	<b>320</b>	<b>385</b>	<b>470</b>	<b>550</b>

<sup>1</sup> Data are restated annually to maintain accuracy and reflect institutional updates. Each number has been rounded to the nearest five, and numbers less than five are masked with an \*. Where provided, subtotals and totals are calculated prior to rounding or masking of the data. The effects of rounding may result in different reports not matching exactly when they would be expected to match.

<sup>2</sup> In a given year, some students are enrolled in more than one credential category at the same institution. Since these students are included in the headcount of each credential category they are enrolled in, the sum of all headcounts counts some students more than once, producing an overstated headcount total. The unique headcount represents the total number of international students enrolled at the institution.

## Arts tuition fees 2018/19

	Tuition Fees 2018/19		Increase since 2012/13, by Fees and Percent	
	International	Domestic	International	Domestic
<b>CAM</b>	\$14,000 (Colleges Average: \$13,121)	\$3,415	\$1,000 (8%)	\$383 (13%)

Source: Public post-secondary institution data submissions to AEST

## Arts international tuition fees – 2012/13 to 2018/19; by fees and percent increase year over year

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
<b>CAM</b>	\$13,000	\$13,000	\$13,000	\$13,000	\$14,000	\$14,000	\$14,000
	n/a	0%	0%	0%	8%	0%	0%

Source: Public post-secondary institution data submissions to AEST

## International student tuition revenue as a % of total revenue\*\*

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19
<b>CAM</b>	7%	8%	13%	13%	16%	17%	17%
<b>Colleges Average</b>	6%	7%	9%	12%	16%	20%	23%

\*\* In 2018/19 international student tuition as revenue source (for all BC public PSIs) comprised over 17% of total revenue, up from approx. 7% in 2012/13.

## International education

	Key Points
<b>CAM</b>	<p><b><u>Strategic Direction for International Education at CAM</u></b></p> <ul style="list-style-type: none"> <li>While no specific strategic international plan exists, international education and internationalization is contemplated in the broader Camosun Strategic Plan. <ul style="list-style-type: none"> <li>In “Corner Post 2” Camosun states that it wishes to “Build internationalization opportunities for the college.”</li> </ul> </li> </ul> <p><b>The draft CAM 2018-19 IAPR additionally notes the following:</b></p> <ul style="list-style-type: none"> <li>Camosun Exchange with New Zealand Maori – 5 Maori visitors from Ara Institute in Canterbury, New Zealand spent two weeks in Victoria in September 2018 on a visit coordinated by the Indigenous Education Chair. Both institutions have prioritized Indigenous education in recent years.</li> <li>Camosun has a headcount of about 2,100 International students enrolled (representing over 1,600 FTEs), four short-term partnership independent study programs, four field schools, 17 exchange opportunities, 18 work/volunteer abroad opportunities and several global agreements.</li> <li>Camosun Partnership with Kenya Coast National Polytechnic - In 2017, Camosun was chosen from a shortlist of Canadian institutions to lead a component of a multi-year partnership between Canada and Kenya focussed on strengthening and supporting technical and vocational education and training (TVET). Camosun’s successful bid as a Canadian institutional partner with KCNP is part of Colleges and Institutes Canada (CICan)’s Kenya Education for Employment Program (KEFEP) with funding provided by Global Affairs Canada for a three- and half-year contract to work on electrical and hospitality education streams with KCNP. <ul style="list-style-type: none"> <li>In April 2018, Camosun welcomed the Kenyan delegation to Victoria with a shared commitment to enhancing educational opportunities through applied learning as well as trades, technical and vocational training to meet the needs of industry partners.</li> </ul> </li> </ul>