



Ministry of Advanced Education and Skills Training

Ministry Transition Binder

October 2022

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Ministry of Advanced Education and Skills Training

Transition Binder – 2022

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MINISTRY PROFILE

Ministry of Advanced Education and Skills Training:

We believe a well-educated, highly skilled, diverse workforce is the foundation for a strong and sustainable society and economy, and post-secondary education and skills training is the pathway to opportunity for all British Columbians.

Our purpose is to work with post-secondary and other partners, so all British Columbians have access to quality education and training opportunities leading to meaningful, good paying jobs, and that advancements in knowledge, skills, and innovation contribute to the social well-being and economic prosperity of our province.

We value a focus on the future, collaboration, equity of opportunity, and fully embrace our commitments under the Declaration on the Rights of Indigenous Peoples Act.

Ministry Mandate:

The Ministry provides leadership for post-secondary education and skills training to support an inclusive, accessible, responsive and future-focused post-secondary education and skills training system to build B.C.'s long-term economic prosperity. We work with post-secondary partners, private training institutions, Crown agencies, employers, industry, and Indigenous communities to deliver relevant education and training programs and services, and to enable post-secondary institutions to play a key role in generating knowledge and innovation.

The Ministry provides oversight of public and private post-secondary institutions through legislation, funding and accountability frameworks, and protecting the interests of domestic and international students. The Ministry provides oversight for BC's trades training system through SkilledTradesBC (formerly the Industry Training Authority) (a Crown corporation). We support learners' financial needs through StudentAidBC and work with institutions to provide additional supports such as student housing and mental health services. Through federal labour market transfer agreements the Ministry provides targeted skills training opportunities to British Columbians who need extra support, communities and employers. The Ministry provides information to ensure British Columbians can plan careers, access post-secondary education, workforce and skills development programs and connect to jobs. This information also supports the growth of B.C.'s economy through targeted investments in education in high demand and high priority sectors.

We contribute to reconciliation with Indigenous people by ensuring our institutions and training partners provide welcoming and culturally safe places to learn and work, ensuring Indigenous communities get the training they need for economic and social health, and through implementation of the Declaration of the Rights of Indigenous Peoples Act.

Full Time Equivalents (FTEs):

465

**FTEs provided represent a headcount of employees (including those on leave) as at Oct 01, 2022*

Executive Organizational Chart:



Budget:

Core Business Area	2021/22 Restated Estimates ¹	2022/23 Estimates	2023/24 Plan	2024/25 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	2,365,919	2,395,535	2,379,762	2,380,205
Student Services Programs	72,074	72,074	72,074	72,074
Private Training Institutions	1	1	1	1
Workforce Development and Skills Training ²	16,873	17,351	17,311	17,311
Transfers to Crown Corporations and Agencies	98,877	104,476	105,023	105,023
Executive and Support Services	23,197	23,251	23,020	23,020
Total	2,576,941	2,612,688	2,597,191	2,597,634
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-Secondary Institutions	498,391	547,521	647,163	666,221
Total	498,391	547,521	647,163	666,221

¹ For comparative purposes, amounts shown for 2021/22 have been restated to be consistent with the presentation of the 2022/23 Estimates.

* Further information on program funding and vote recoveries is available in the Estimates and Supplement to the Estimates.

² The Workforce Development and Skills Training (WDST) sub-vote budget is expressed net of Federal funding received under the Workforce Development Agreement (WDA) and Labour Market Development Agreement (LMDA).



Ministry Overview

October 2022



OUR WHY, WHO AND WHAT

WE BELIEVE a well-educated, highly skilled, diverse workforce is the foundation for a strong and sustainable society and economy, and post-secondary education and skills training is the pathway to opportunity for all British Columbians.



OUR PURPOSE is to work with post-secondary and other partners, so all British Columbians have access to quality education and training opportunities leading to meaningful, good paying jobs, and that advancements in knowledge, skills, and innovation contribute to the social well-being and economic prosperity of our province.

WE VALUE a focus on the future, collaboration, equity of opportunity, and fully embrace our commitments under the *Declaration on the Rights of Indigenous Peoples Act*.



OUR MANDATE

We provide leadership for post-secondary education and skills training to support an inclusive, accessible, responsive and future-focused post-secondary education and skills training system to build B.C.'s long-term economic prosperity.



We work with post-secondary partners, private training institutions, Crown agencies, employers, industry, Indigenous communities and Indigenous organizations to deliver relevant education and training programs and services, and to enable post-secondary institutions to play a key role in generating knowledge and innovation.



OUR MINISTRY PROVIDES:

- **Oversight of public and private post-secondary institutions** through legislation, funding and accountability frameworks, protecting the interests of domestic and international students.
- **Oversight for BC's trades training system** through the SkilledTradesBC (STBC) *formerly the Industry Training Authority* (a Crown corporation).
- **Support for learners' financial needs** through StudentAidBC and work with institutions to provide additional supports such as student housing and mental health services.
- **Targeted skills training and workforce development opportunities** for British Columbians who need extra support, and communities, sectors and employers, through funding provided under federal labour market transfer agreements
- **Information to ensure British Columbians can plan careers**, access post-secondary education, workforce and skills development programs and connect to jobs. This information also supports the growth of B.C.'s economy through targeted investments in education in high demand and high priority sectors.

RECONCILIATION WITH INDIGENOUS PEOPLES

We contribute to reconciliation with Indigenous Peoples by ensuring our institutions and training partners provide welcoming and culturally safe places to learn and work, ensuring Indigenous communities get the training they need for economic and social health, and through implementation of the *Declaration of the Rights of Indigenous Peoples Act* and Action Plan.

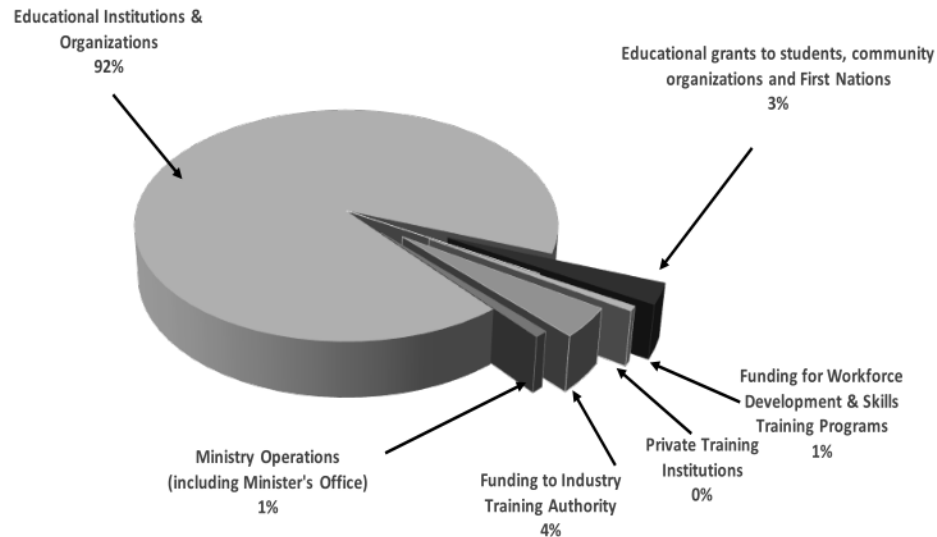


STRATEGIC DRIVERS

- **Addressing labour market challenges for strong economic recovery** - 400,000 British Columbians lost employment at the height of the first wave of the pandemic. AEST provides more access to education and skills training through *Stronger BC*, the development of the *Future Ready: Skills for the Jobs of Tomorrow Plan* and federal investments, with a particular focus on those most impacted/at risk of being left further behind (e.g. youth), hard-hit sectors (e.g. tourism), and sectors who need workers (e.g. health care).
- **Growing need for skills training and post-secondary education** – Almost 80% of job openings in the next 10 years will require a degree, diploma or certification. Breaking down systemic barriers to ensure equitable access to education and skills training ensures all British Columbians can benefit from good paying jobs and a higher standard of living and provide the highly skilled workforce BC needs as its economy strengthens.
- **Reconciliation with Indigenous Peoples** – Education and skills training enables individuals to benefit from good careers and improves the social and economic opportunities for Indigenous communities – AEST supports these outcomes in a comprehensive co-developed approach to Indigenous programs, policy and relationships.
- **Rapidly changing nature of work** – Working with our partners, AEST provides support for the delivery of innovative programming and training opportunities to ensure BC has a highly skilled and resilient workforce, enabling people and industry to thrive in a strong, dynamic, inclusive and sustainable economy.

MINISTRY BUDGET OVERVIEW

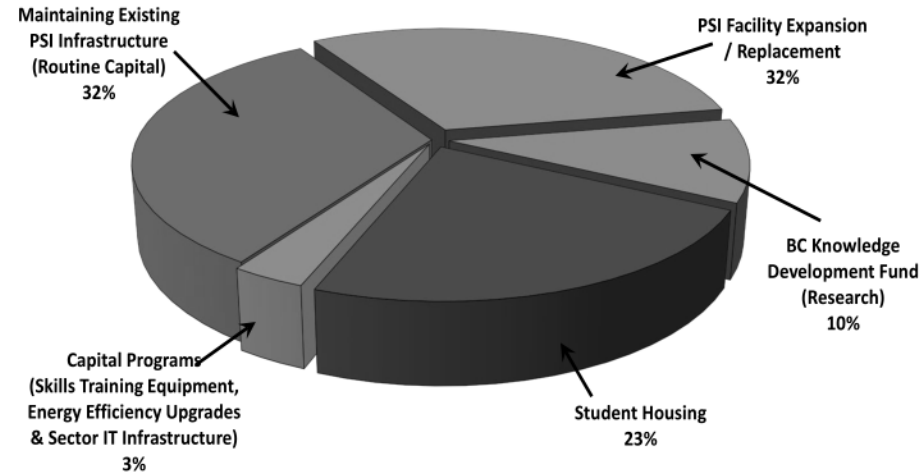
Ministry Operating Budget (Vote 12)



Budget 2022/23 - Vote 12

	(\$000)	Advice/Recommendations; Government Financial Information
Educational Institutions & Organizations		
Student Services Programs		
Private Training Institutions		
Workforce Development & Skills Training Programs		
Industry Training Authority		
Executive & Support Services	23,251	
TOTAL	2,612,688	

Ministry Capital Budget (Vote 46)



3-Year AEST Capital Plan Budget (\$000)¹

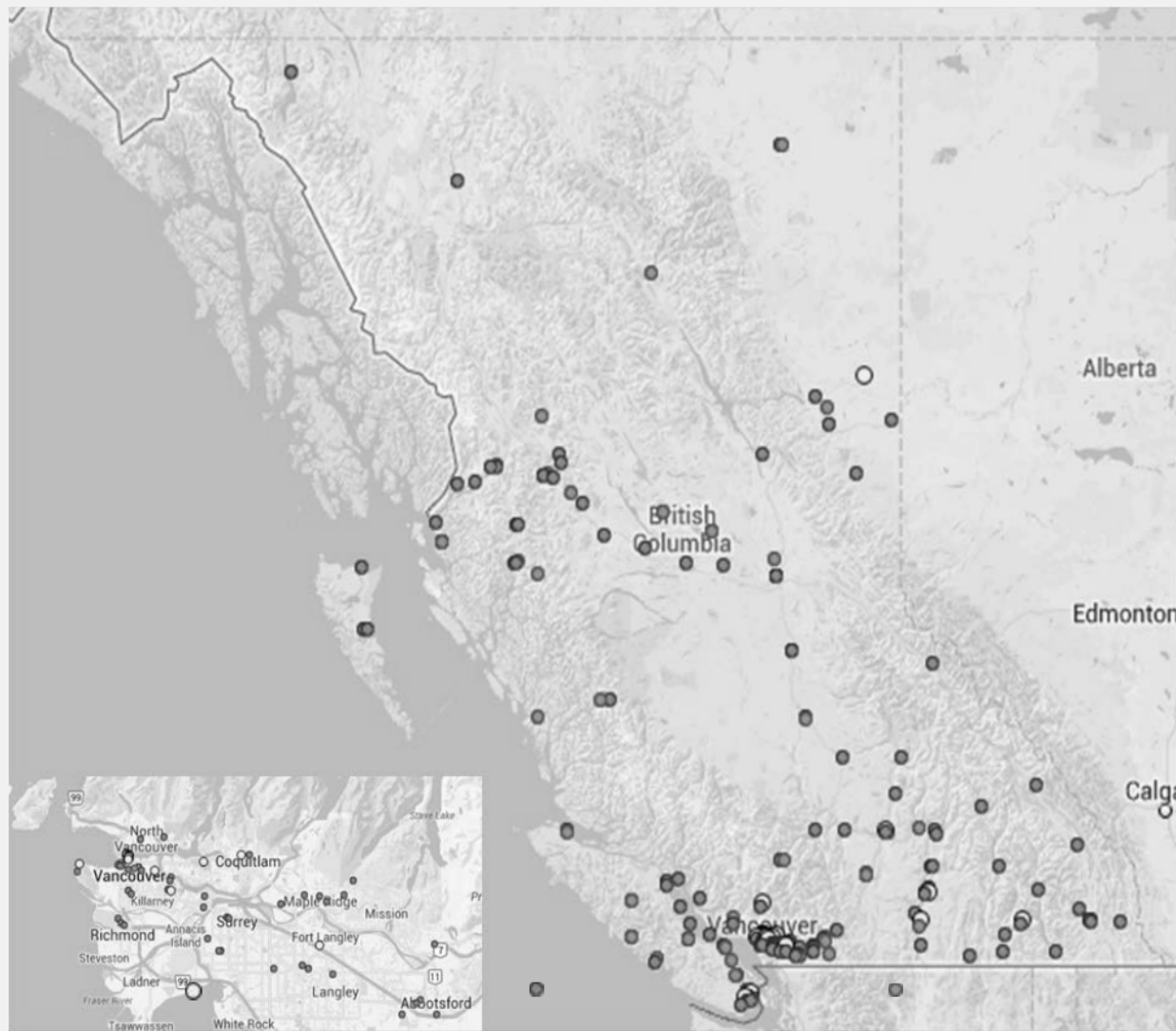
Categories	2022/23	2023/24	2024/25	Total
Maintaining Existing PSI Infrastructure				
PSI Facility Expansion / Replacement				
BC Knowledge Development Fund (Research)				
Student Housing				
Capital Programs				
Total				

¹ Per 2022/23 Q1 Budget

POST-SECONDARY SYSTEM

We reach more than
550,000 students*
annually, including over
14,000 Indigenous
students* (FTE)
at over
400
post-secondary
institutions
in more than
100 communities

* Based on 2020/21 enrollment in
 public post-secondary system



PUBLIC AND PRIVATE INSTITUTIONS

Public Post-Secondary Institutions

25

- 3 Provincial Institutes
- 4 Research Universities
- 7 Teaching Universities
- 11 Colleges



*Private & Out-of-Province
Public Degree Granting
Institutions*

20

APPROXIMATELY

40



Indigenous-controlled
Institutes

15 Seminaries &
Theological
Colleges



APPROXIMATELY

312 Private Career
Training
Institutions

APPROXIMATELY

30

Private
Language
Schools



WORKFORCE DEVELOPMENT PROGRAMS

Programs for People

- Skills Training for Employment (\$35M)
- BladeRunners (\$6.2M)
- ITA Pre-Apprenticeship Training (\$10M)
- WorkBC.ca info and supports (\$6M)

Programs for Employers

- BC Employer Training Grant (\$10M)
- WorkBC.ca job board

Programs for Communities/Sectors

- Community Workforce Response Grant (\$10M)
- Indigenous Skills Training and Education (\$24M)
- Sector Labour Market Partnerships (\$6M)

In 2021/22, programs served more than

**29,000 British
Columbians**

across all 8 economic regions



TRADES TRAINING SYSTEM



Industry

Industry/Labour
Organizations

10,000 +
Employer Sponsors
(Industry/on-the-job
training)



Governance

Ministry of Advanced Education
And Skills Training
(WDST-Trades Training Unit)

*Skilled Trades
BC Act*

SkilledTradesBC
(STBC - Crown Agency responsible
for administering BC's skilled
trades training system)

37,000 + Apprentices



Trainers

School Districts
(youth trades training
programs for Grades 10-12)

16 Public Post-Secondary
Institutions

26 Non-Public Training
Institutions



EXECUTIVE



Shannon Baskerville
Deputy Minister
Advanced Education



Nicola Lemmer
Assistant Deputy Minister
Post-Secondary Policy &
Programs



Tony Loughran
Executive Lead
Governance, Legislation &
Corporate Planning



Bindi Sawchuk
Assistant Deputy Minister
Workforce Development
& Skills Training



Jason Butler
Assistant Deputy Minister
Finance, Technology &
Management Services



DEPUTY MINISTER'S OFFICE



Shannon Baskerville
Deputy Minister

- Chief Executive responsible for Ministry operations, including budget, staffing and human resources.
- Strategic leadership and direction for post-secondary education and skills training systems.
- Connection between the Minister and fulfilling responsibilities that support government strategic priorities.
- Provides Minister options and advice to support policy directives and priorities and updates on key initiatives underway, and alerts Minister to emerging issues.

Division Responsibilities

- Coordinate, develop and deliver government priorities and commitments for the 25 public PSIs, including:
 - *Expansion of priority programs such as Medical & Health Education, Early Childhood Education and Technology-related programming, and creation of a second medical school*
 - *Fostering a more responsive post-secondary system through micro-credentials, work-integrated learning and strategic digital service delivery*
- Liaise with public post-secondary institutions and their sector associations to advance post-secondary education and training initiatives
- Coordinate with Indigenous partners to ensure Indigenous learners and communities are supported in achieving their post-secondary and skills training goals through implementation of the *Declaration of the Rights of Indigenous Peoples Act* Action Plan and in accordance with the Truth and Reconciliation Commission's 94 Calls to Action
- StudentAid BC - reduce financial barriers for learners to access and afford post-secondary education and skills training, including:
 - *Student financial assistance with loans and targeted grants*
 - *Implement and expand tuition free waiver program for Former Youth in Care*
 - *Expand the BC Access Grant*
- Post-secondary Education Quality Assurance for BC
- International Education Framework and oversight of BC Council for International Education (BCCIE)
- Intergovernmental Relations (post-secondary education)



Nicola Lemmer
ADM

GOVERNANCE, AND CORPORATE PLANNING



Tony Loughran
Executive Lead

Division responsibilities:

- Legislation and Governance at public PSIs
- HR and People Workplace Strategies
- Accountability and Analytics for the public PSI sector
- Ministry Corporate Planning and Strategic Initiatives
- Regulatory Oversight and student protection for Private Training system in BC
- Labour Relations at public post-secondary institutions
- Strategic HR, staff training and engagement;
- AEST's Ethics Advisor

WORKFORCE DEVELOPMENT AND SKILLS TRAINING DIVISION

Division responsibilities:

- Strategic workforce development policy to connect industry, Post-Secondary education and skills training systems.
- Provide effective governance and oversight of the provincial trades training system.
- Alignment of provincial Indigenous skills training initiatives.
- Inform British Columbians about labour market topics and trends.
- Oversight of Workforce Development Agreement annually for design and delivery of workforce development and skills training programs).
- Respond to emerging skills training needs (e.g. in 2022/23, StrongerBC initiatives Old growth deferral programs).

Government Financial
Information

Government Financial
Information

Government Financial
Information



Bindi Sawchuk
ADM



Jason Butler
ADM &
Executive
Financial
Officer

Division responsibilities:

- Operating & capital grants to 25 public PSIs, including student housing and business case development
- Ministry lead for COVID-19 emergency response with sector
- Responsible for balanced AEST budgets
- Manages AEST's connections and reporting to:
 - *Ministry of Finance and Treasury Board Staff*
 - *Office of the Comptroller General (Govt's accountant)*
 - *Office of the Auditor General (Govt's Auditor)*
- AEST/PSI sector shared service business improvements
- Information Technology, Privacy, and Security
- Funding Formula Review Office



Okanagan College, Penticton BC

MINISTRY EXECUTIVE TEAM BIOGRAPHIES and CONTACT INFORMATION



Shannon Baskerville
Deputy Minister
Ministry of Advanced Education and Skills Training

Shannon Baskerville was appointed Deputy Minister, Ministry of Advanced Education and Skills Training in July 2017, including responsibility for the SkilledTradesBC (formerly Industry Training Authority) and British Columbia Council for International Education crown corporations.

An executive with significant leadership experience in strategic policy, operations, complex project and change management, and corporate governance, Shannon has served the Province of British Columbia for over 28 years.

Prior to her current appointment, Shannon held the positions of Deputy Minister of Jobs, Tourism and Skills Training, and Deputy Minister of International Trade. Previous executive appointments also include Assistant Deputy Minister of Labour Market Development, Assistant Deputy Minister of Immigration, and Assistant Deputy Minister of Economic Development and Competitiveness.

Shannon holds a Master's in Public Administration from the University of Victoria, a Graduate Certificate in Project Management from Royal Roads University, and an Executive Program Certificate from Queen's University.



Jason Butler
Assistant Deputy Minister
Finance, Technology and Management Services Division
Ministry of Advanced Education and Skills Training

Jason Butler was appointed Assistant Deputy Minister and Executive Financial Officer for the BC Ministry of Advanced Education and Skills Training in September 2021.

MINISTRY EXECUTIVE TEAM BIOGRAPHIES and CONTACT INFORMATION

During his 15 year career with the BC Public Service, Jason has worked in a variety of corporate service positions across several government sectors.

Jason most recently worked as the Chief Financial Officer for the Ministry of Finance and the Premier's office. Jason has also held positions as Chief Financial Officer for the Ministry of Health, Executive Director of Finance and Corporate Services at Government Communications and Public Engagement, and various roles within the BC Public Service including Treasury Board Staff, Ministry of Transportation and the BC Public Service Agency.

Jason holds a designation as a Certified Professional Accountant.



Nicola Lemmer
Assistant Deputy Minister
Post-Secondary Policy and Programs Division
Ministry of Advanced Education and Skills Training

Nicola Lemmer was appointed Assistant Deputy Minister, Post-Secondary Policy and Programs Division at the Ministry of Advanced Education and Skills Training in May 2020. Prior to this role, Nicola was the Assistant Deputy Minister of Education Programs at the Ministry of Education from January 2019 to May 2020.

Nicola began her 27-plus year career in the BC Public Service as an income assistance worker in Sechelt. Since then, she has worked in a number of ministries, specializing in the areas of post-secondary education, labour market development, small business and social services helping to deliver large-scale policy change initiatives.

Nicola holds a Bachelor of Arts and Science from McMaster University.



Tony Loughran
Executive Lead
Governance and Corporate Planning Division
Ministry of Advanced Education and Skills Training

Tony Loughran is a well seasoned public servant who over the past 15 years has worked in many key leadership roles across the Ministry. Within the role of Executive Lead of the Governance and Corporate Planning Division of the Ministry.

Tony has responsibility for Post-Secondary governance, institution accountability, research and data analytics, and sector labour relations. Tony also provides regulatory oversight and student protection of the BC training system through the Private Training Institutions branch of British Columbia. As the Executive Lead for corporate planning, Tony leads the Ministry's strategic corporate initiatives including stakeholder engagement, and the strategic human resource office.

Prior to assuming his Executive Lead responsibilities, Tony served as the Executive Director for Research Universities and Health Programs within the Ministry of Advanced Education and Skills Training. Collectively over the years, Tony brings broad experiences and expertise in governance, legislation, intergovernmental relations and public policy development. Tony began his public service career in the Financial and Corporate Sector Policy group with the Ministry of Finance.



Bindi Sawchuk
Assistant Deputy Minister
Workforce Development and Skills Training Division
Ministry of Advanced Education and Skills Training

Bindi has close to two decades of public sector and policy leadership experience spanning workforce development, health, finance, and economic development. Known for her acumen in tackling complex systemic challenges, Bindi established a \$100M Provincial venture capital fund-of-funds, led the renegotiation of the Canada-BC Labour Market Agreement in addition to a variety of complex change

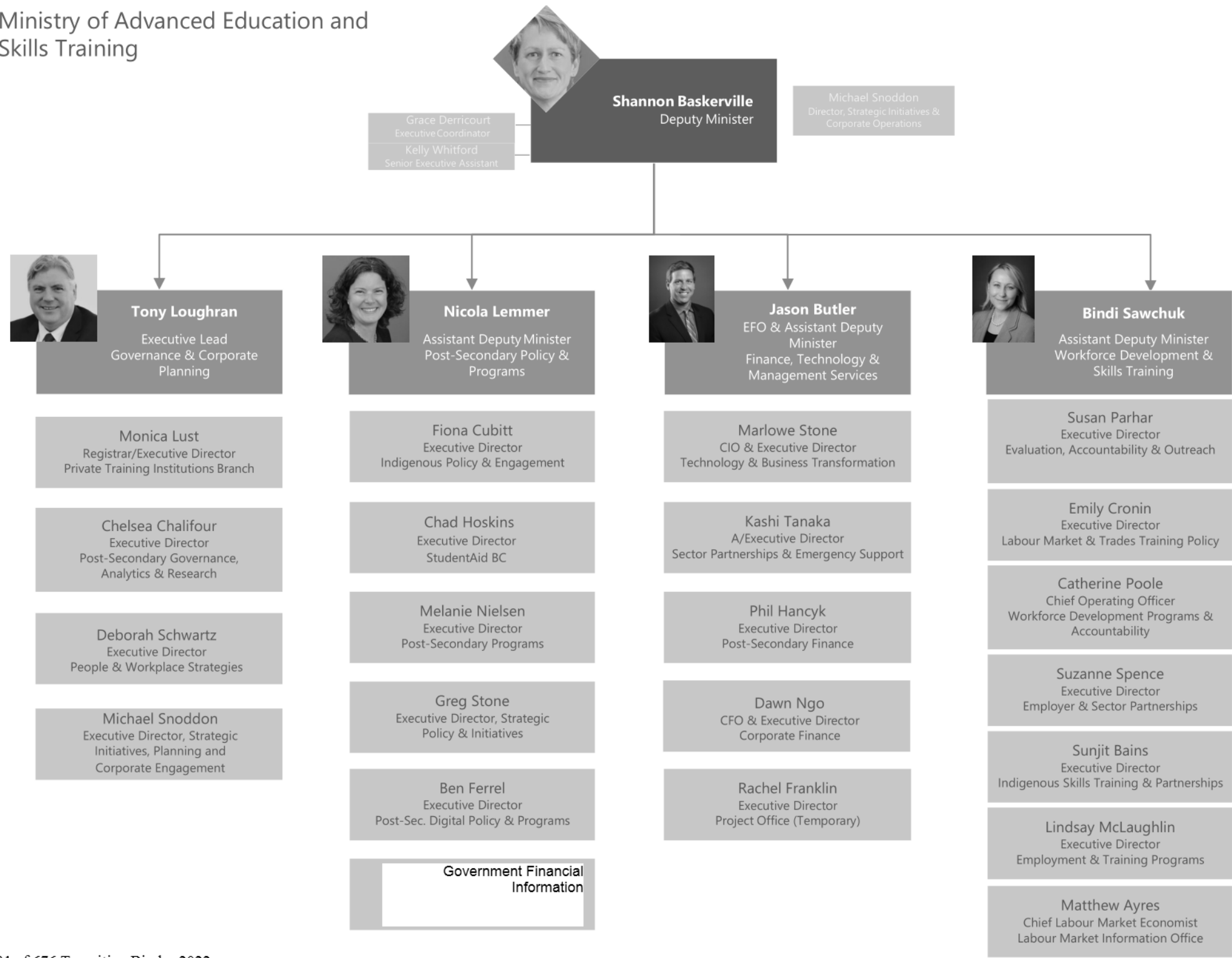
MINISTRY EXECUTIVE TEAM BIOGRAPHIES and CONTACT INFORMATION

management initiatives, including the transition of provincial immigrant settlement services to the federal government.

Over the last five years Bindi led significant growth in Provincial workforce development, including comprehensive cross-government response to Covid19 workforce impacts, implementing legislation for Skilled Trades Certification, and doubling Provincial skills training program delivery. Bindi is the Chair of the national Labour Market Information Council.

A strong champion of continuing education, Bindi has taught a wide range of courses through the Certified Management Accountants of British Columbia. Bindi received her Bachelor of Commerce degree from Royal Roads University, followed by her Certified Professional Accountant designation.

Ministry of Advanced Education and Skills Training



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BRIEFING NOTE
LEGISLATION OVERVIEW OF POST-SECONDARY SYSTEM

The British Columbia post-secondary system is established through six primary pieces of legislation that govern public and private institutions in the province

- *University Act*
- *College and Institute Act*
- *Degree Authorization Act*
- *Private Training Act*
- *Royal Roads University Act*
- *Thompson Rivers University Act*

Minister Authority: Universities (Corporations, Autonomous Legal Entities)

Reference: *University Act*

Overview:

Most of the public **universities** in British Columbia are governed under the *University Act*, although two of them operate under their own legislation: Thompson Rivers University and Royal Roads University. These two universities have unique governance structures that make them slightly different from the other universities.

The *University Act* governs **two categories of universities** – there are four **research-intensive** universities (University of British Columbia, Simon Fraser University, University of Victoria, University of Northern British Columbia). These universities are the most traditional, focused on academic research, and offering graduate degrees in a full range of specialized academic areas.

The second category of universities under the *University Act* are the five **teaching universities**: Capilano University, Emily Carr University of Art and Design, Kwantlen Polytechnic University, Vancouver Island University, and University of the Fraser Valley. These universities focus mainly on undergraduate (bachelor's) level education and applied graduate degrees.

Royal Roads University and Thompson Rivers University are also teaching universities but have slightly different mandates, with the former responsible for programs in professional fields and the latter responsible for providing opening learning in BC.

Minister Authority of Post-Secondary Governance and Legislation

The *University Act* establishes the governance structure for universities. Each university is composed of:

- a chancellor (who confers degrees);
- a convocation (graduation ceremony);
- the Board of Governors (responsible for management, administration and control of property, revenue, business & affairs of university);
- a Senate (who establishes academic policy, criteria for awarding credentials, curriculum content, admission qualifications and grading criteria); and
- faculties.

The Lieutenant Governor in Council (LGiC) appoints eight members of the **Board of Governors** for most of the universities, with eleven being appointed to the UBC board. Also on the board are the Chancellor, President, and elected faculty, staff, and student representatives.

The **President** is the chief employee of the university, charged with operating the university at the direction of the Board of Governors.

All of the public universities, except Royal Roads University, operate under a “bicameral” (or ‘two-chamber’) system whereby the Board and Senate share responsibility for governance. Royal Roads University uses unicameral system, as it does not have a senate, so the Board is the only governance body.

The **Minister** of Advanced Education and Skills Training must not interfere with the exercise of powers conferred on a university, the Board of Governors, Senate or other bodies respecting the formulation and adoption of academic policies and standards, the establishment of standards for admission and graduation, or the selection and appointment of staff.

One of the few matters on which the Minister of Advanced Education and Skills Training has control is the approval of land dispositions and leases of land. The Minister, along with the Minister of Finance, must approve the university borrowing money to finance a land acquisition or to construct or renovate a university building.

Minister’s Role and oversight within the University Act

Governance

- Through Cabinet, designate new special purpose and teaching universities, appoint board members, approve taxation exemptions, and approve designations of student societies
- Approve new degree programs

Fiscal Oversight

- With the Minister of Finance, approve land purchase, liabilities, debts or over-expenditures
- Require annual reports on the University’s balance sheet
- Specify the amount of a grant a University makes to a Municipality
- Provide consent for disposal of assets

Information

- Require any report from a University

Minister Authority of Post-Secondary Governance and Legislation

- Access any information, including personal, necessary to carry out the Minister's responsibilities

Minister Authority: Colleges and Institutes (Agents of Government)

Reference: *College and Institute Act*

Overview:

The 14 **colleges and institutes** that receive public funding from government are governed under the *College and Institute Act*.

Colleges are regionally organized, while Provincial institutes serve the entire province of BC.

The colleges are focused on offering courses at the first and second year levels of bachelor degree programs and some offer degrees. Many colleges offer trades education, adult education, and continuing education. The objectives of the three institutes are designated by the Minister.

Colleges and institutes are governed by boards comprised of eight or more appointed by LGiC. In addition, board members include a faculty member, a staff member, two students, the president, and Chair of the Education Council.

Colleges and institutes have an **Education Council** which plays a similar role to a university Senate by governing academic matters. The Education Council is comprised of 20 members: 10 faculty members, and the remainder being students, educational administrators and staff. The Education Council, advises the board on the development of educational policy, including curriculum content, criteria for academic standing and standards, and policies for examinations and evaluation of student performance.

Colleges and Institutes use a bicameral governance system; JIBC is unicameral as it does not have an education council.

The **Minister** of Advanced Education and Skills Training's authority over colleges and institutes is greater than it is for universities. The Minister must establish policy or directives for post-secondary education and training (in consultation with the institutions) and may designate the degrees that a college or institute may grant. In addition, the Minister, along with the Minister of Finance, may approve the borrowing of money to acquire land and equip buildings. The Minister must also approve the acquisition and disposal of land by the college.

Minister's Role & oversight within the College and Institute Act:

Academic Policy

- Provide an annual report to the Legislature about the state of Post-Secondary education and training in British Columbia
- Designate the education or training focus of a college or institute, or other functions it must perform
- Monitor education or training, whether funded by government or not
- Designate degree programs

Minister Authority of Post-Secondary Governance and Legislation

Governance

- Through Cabinet, designate colleges and institutes, transfer assets, appoint board members, designate student societies, and appoint a public administrator if in the public interest

Fiscal Oversight

- With the Minister of Finance, Approve land purchase, liabilities, debts or over-expenditures
- Require the establishment of any accounting and information systems necessary
- Require budgets, financial statements and reports
- *The Minister of Finance is the fiscal agent of an institution*

Information

- Require any report from a College or Institution
- Require any information, including personal, necessary to carry out the Minister's responsibilities

Minister Authority: Private Post-Secondary Institutions

Private Degree-Granting Institutions:

Reference: *Degree Authorization Act*

Overview:

Outside the public post-secondary system, there are private institutions operating both at the degree granting level and the vocational/career training levels. Private institutions receive no funding from government and are governed by legislation specific to the type of institution and the level of programming offered.

Private degree-granting institutions are governed by the *Degree Authorization Act*, which prescribes the process whereby private institutions and public institutions from out-of-province may obtain the authority to offer degree programs and grant degrees in B.C.

Some private institutions operate under their own legislation which establishes them as legal entities. For example, Trinity Western University is a private university that operates independently of the Ministry but is respected by government as a high-quality degree granting institution.

Finally, there are 14 seminaries and theological colleges operating in B.C. created by private acts. The *Degree Authorization Act* specifically excludes theological degrees from its scope, although, if an institution were to seek the authority to grant non-theological degrees, they must comply with the *Degree Authorization Act* and its regulations.

Minister's Role & oversight within the Degree Authorization Act:

Regulatory Oversight

- Establish criteria for the quality assessment process, conditions for granting of consent, and refuse consent if criteria not met
- Suspend/revoke consent if institution non-compliant
- Regulate anything indicating degree granting, including who can grant or confer degrees
- Authorize use of "university" designation at institutions, the provision of a program leading to a degree, & degree program advertisement

Minister Authority of Post-Secondary Governance and Legislation

Private Degree-Granting Institutions:

Reference: *Private Training Act*

Overview:

Private career training institutions do not offer degrees but instead offer at least one specific career training program with 40 hours or more of instructional time and have a tuition of at least \$4000. They are governed by the *Private Training Act*, which establishes the Private Training Institution Branch (PTIB), the standards for the registration and accreditation of private career training institutions, and consumer protection for students enrolled in such institutions.

Minister's Role & oversight within the Private Training Act:

Regulatory Oversight

- Set applicant requirements, criteria for registrar when evaluating applicants, and student-PTI dispute resolution processes
- Set student security requirements

Governance

- Exclude institutions from the Act
- Appoint PTI commissioner/acting commissioner

Finance

- Set fees paid to government, source of money and amounts paid to the Student Tuition Protection Fund, and processes for claims against the fund
- Set financial penalties under the Act

Information

- Determine applicant information and reporting
- Request student personal information

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Appendix 1 – List of Institutions Per Act

<u>Institutions under the <i>University Act</i></u>	<u>Research Universities</u>	<ol style="list-style-type: none"> 1. Simon Fraser University (SFU) 2. University of British Columbia (UBC) 3. University of Northern British Columbia (UNBC) 4. University of Victoria
	<u>Teaching Universities</u>	<ol style="list-style-type: none"> 1. Capilano University (CAPU) 2. Emily Carr University of Art and Design (ECUAD) 3. Kwantlen Polytechnic University (KPU) 4. Royal Roads University (RRU)* 5. Rivers University (TRU)* 6. University of the Fraser Valley (UFV) 7. Vancouver Island University (VIU)*also have standalone legislation 8. Royal Roads University – Royal Roads University Act 9. Thompson Rivers University – Thompson Rivers University Act
<u>Institutions under the <i>College and Institute Act</i></u>	<ol style="list-style-type: none"> 1. British Columbia Institute of Technology (BCIT) 2. Camosun College (CAM) 3. Coast Mountain College (CMC) 4. College of New Caledonia (CNC) 5. College of the Rockies (COTR) 6. Douglas College (DOUG) 7. Justice Institute of British Columbia (JIBC) 8. Langara College (LANG) 9. Nicola Valley Institute of Technology (NVIT) 10. North Island College (NIC) 11. Northern Lights College (NLC) 12. Okanagan College (OC) 13. Selkirk College (SEL) 14. Vancouver Community College (VCC) 	
<u>Institutions authorized under the <i>Degree Authorization Act</i></u>	<ol style="list-style-type: none"> 1. Acsenda School of Management – Vancouver 2. Adler University 3. Alexander College 4. Athabasca University 5. City University of Seattle 6. Columbia College 7. Coquitlam College 	

Minister Authority of Post-Secondary Governance and Legislation

	<ol style="list-style-type: none"> 8. Corpus Christi College 9. Fairleigh Dickinson University 10. Fraser International College 11. Gonzaga University 12. LaSalle College Vancouver (formerly the Art Institute of Vancouver) 13. Pacific Coast University for Workplace Health Sciences 14. New York Institute of Technology 15. Northeastern University 16. Queen's University 17. Quest University Canada 18. Trinity Western University 19. University Canada West 20. Yorkville University
<p><u>Theological Institutions</u> (each has its own Private Act)</p>	<ol style="list-style-type: none"> 1. Canadian Baptist Seminary 2. Canadian Chinese School of Theology 3. Carey Theological College 4. Columbia Bible College 5. Mennonite Brethren Biblical Seminary 6. Millar College of the Bible 7. Okanagan Bible College 8. Pacific Life Bible College 9. Northwest Baptist Seminary 10. Regent College 11. Seminary of Christ the King 12. St. Mark's College 13. Summit Pacific College 14. Trinity Western University 15. Vancouver School of Theology

Appendix 2 – Minister's Powers Under Legislation - Public Post-Secondary Institutions

<i>University Act</i>	<i>College and Institute Act</i>
<p>Legal Status</p> <p>Universities are corporations and essentially autonomous legal entities (section 3). They are not agents of government.</p> <p>Special purpose, teaching universities are designated by Cabinet (section 71(3)(a)) and thereby become universities under the Act (section 3 (1.1)).</p>	<p>Legal Status</p> <p>Colleges and Provincial institutes are agents of government (section 50(1)) – the Act does not legally establish them as corporations, but they become corporations upon designation under the Act (section 5).</p>
<p>Legal Authority to Act</p> <p>Universities have the power and capacity of a natural person of full capacity (section 46.1).</p>	<p>Legal Authority to Act</p> <p>The objects of colleges are as defined in the Act as including first and second year degree courses, applied programs, adult basic education and continuing education (section 6). The Minister can designate the objects of a Provincial institute (section 8).</p> <p>The institutions do not have the power and capacity of a natural person of full capacity.</p>
<p>Academic Policies and Standards</p> <p>The Minister is prohibited from interfering with a university's academic policies and standards, standards for admission and graduation, and selection and appointment of staff (section 48(1)).</p> <p>Subject to review by the Degree Quality Assessment Board, a university cannot establish a new degree program without approval of the Minister (section 48(2)).</p>	<p>Academic Policy and Standards</p> <p>The Minister must establish, in consultation with the institutions, policy or directives for post secondary education, and provide services to the institution, though this rarely happens in practice. The Minister must make an annual report to the Legislature about the state of post-secondary education and training in British Columbia (section 2(1)).</p> <p>The Minister may designate the education or training for which instruction must be given at a Provincial institute, or the other functions a Provincial institute must perform (section 2(2)).</p> <p>The Minister may establish educational, training, operational, administrative, management and other standards for the Act (section 3(c)).</p> <p>The Minister may require an institution to issue a diploma, certificate, or degree to a student who has completed an accredited course of instruction by the institution (section 3(d)).</p> <p>The Minister may monitor education or training, whether funded by government or not (section 3(e) and (f)).</p>

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	<p>The Minister may establish a method for accreditation of courses of education or training (section 3(g)).</p> <p>The Minister can establish articulation committees to advise on the equivalence of courses offered by institutions and require institutions to participate in the work of the committees (section 3(l) and (m)). The Minister can also require institutions to accept courses of instruction from other institutions as equivalent (section 3(n)).</p> <p>The Minister may designate degrees that institutions may grant (section 5.1).</p>
<p>Financial Accountability</p> <p>A university cannot incur any additional liability or over-expenditure in a fiscal year, unless the Minister and the Minister of Finance have given approval on the “estimated” increased liability or over-expenditure (section 29).</p> <p>Universities may invest money available for investment and must make the investments a prudent person would make (section 57).</p>	<p>Financial Accountability</p> <p>The Minister of Finance is the fiscal agent of an institution (section 52). The <i>Financial Information Act</i> applies to an institution (section 54).</p> <p>The Minister of Finance may designate a person to examine and report on the financial and accounting operations of an institution (section 56).</p> <p>An institution cannot incur any additional liability or over-expenditure in a fiscal year, unless the Minister and the Minister of Finance have given approval on the “estimated” increased liability or over-expenditure (section 31).</p> <p>Institutions may invest only as permitted under the provisions of the <i>Trustee Act</i> (section 30).</p>
<p>Financial Reporting</p> <p>The Board must provide the Minister with an annual report of a university’s balance sheet, revenue, and expenditure statements for the previous year, and any other report the Minister may require (section 32).</p>	<p>Financial Reporting</p> <p>The board must at the request of the Minister, prepare and submit budgets, financial statements, reports and other information that the Minister considers necessary to carry out the Minister’s responsibilities in relation to institutions (section 19(5)(a)).</p>
<p>Fiscal Controls over Universities</p> <p>The Minister can specify the amount of a grant the university makes to a municipality (section 27(2)(w)) provided it is not more than the municipal taxes that <i>would</i> apply were the property not exempt from municipal taxes.</p> <p>Unless repaid by the university, the Minister must withhold money from a future grant, related to a debt owed by a university to the government stemming</p>	<p>Fiscal Controls over Institutions</p> <p>The Minister can require an institution to establish accounting and information systems the Minister considers necessary (section 3(j)).</p> <p>Unless repaid by the institution, the Minister must withhold money from a future grant, related to a debt owed by an institution to the government stemming from unexpended amounts equal in value to the benefits not received by employees who were</p>

Minister Authority of Post-Secondary Governance and Legislation

from unexpended amounts equal in value to the benefits not received by employees who were involved in a labour dispute with a university (section 30).	involved in a labour dispute with an institution (section 44).
Assets A university cannot dispose of any interest it has in land without consent of the Minister – this includes dispositions by way of sale and lease (section 50(2)).	Assets An institution may acquire and dispose of land and buildings only with the consent of the Minister (section 50(2)). If the institution disposes of land or buildings, it must not spend the proceeds of the disposition without the consent of the Minister (section 50(4)).
Ability to Borrow The approval of the Minister and Minister of Finance are required in order for a university to borrow money to finance a land acquisition or construction or renovation of a university building (section 58).	Ability to Borrow The prior approval of the Minister and Minister of Finance are required for an institution to borrow money for purchasing land for the use of the institution or for constructing or renovating buildings (section 34(1)).
Access to Information The Minister can have access to any information the university may have, including personal information about a student, which the Minister considers necessary to carry out the Minister's responsibilities in relation to universities (section 49).	Access to Information The Minister may require an institution to provide information and proposals (section 3(h)). At the request of the Minister, the Board must prepare and submit budgets, financial statements, reports and other information the Minister considers necessary to carry out the Minister's responsibilities (section 19(5)(a)). This information may include personal information about a student (section 19(6)). At the request of the Minister, an institution must report on its plans for and evaluation of its programs and operations (section 63).
Appointments to Boards The Minister may recommend to Cabinet the appointment of 8 board members, including 2 appointed from among persons nominated by the alumni association (section 19) [11 members for UBC / 6 for RRU]. Cabinet may also remove an appointed member from the board (section 22(1)).	Appointments to Boards The Minister may recommend to Cabinet the appointment of 8 or more members of the board (section 9(a)). Cabinet may also remove an appointed member from the board (section 11(3)), and set the remuneration received by board members (section 10).
Cabinet Approval	Cabinet Approval

Minister Authority of Post-Secondary Governance and Legislation

<p>The Minister may refer certain matters to Cabinet for approval, including: providing conditions for the exemption from taxation of property used for university purposes (section 54(4)), and designation of special purpose, teaching universities (71(3)(a)).</p>	<p>Cabinet may designate colleges (and the regions for them) and Provincial institutes (section 5).</p> <p>Cabinet may order that government properties or assets be transferred or assigned to an institution and may order that the institution assume the liabilities and commitments of those properties and assets (section 65). As well, cabinet may order that school district properties or assets be transferred or assigned to an institution, with the institution assuming the liabilities and commitments of those properties and assets (section 66).</p>
	<p>Control over Board and Education Council</p> <p>Cabinet may appoint a public administrator to discharge the powers, duties and functions of a board and education council if considered necessary in the public interest, at which time the board and education council cease to hold office (section 41).</p>

Minister's Powers Under Legislation - Private Post-Secondary Institutions

<i>Degree Authorization Act</i>
<p>Regulatory Oversight</p> <p>The Minister may establish the criteria for the degree quality assessment process, the conditions for granting consent, and may refuse consent if the criteria are not met (section 4). The Minister can also regulate anything indicating degree granting, including who can grant or confer degrees (section 3(1)).</p> <p>The Minister authorizes the use of “university” designation at institutions, the provision of a program leading to a degree, and degree program advertisement (section 3(2)).</p> <p>The Minister can suspend or revoke consent if an institution fails to comply with the act (section 5) and can appoint inspectors to determine if it’s appropriate to suspend or revoke consent because of failure to comply (section 6).</p> <p>Cabinet can make regulations on requirements for student security and transcript access; information disclosure respecting applications and consents; fees payable by applicants for consent process; and the suspension and revocation of consent (section 9).</p>
<i>Private Training Act</i>
<p>Governance</p> <p>The Minister can, via regulation, exclude institutions from the Act (section 1 & section 63(3)).</p> <p>Cabinet can appoint the PTI commissioner (section 59(1)) and the Minister can appoint the acting commissioner (section 59(3)).</p>
<p>Regulatory Oversight</p> <p>Via regulations, the Minister may set the applicant requirements (section 6), the criteria for the registrar when evaluating applicants (section 7(1)(2)), and the student-PTI dispute resolution processes (section 19).</p> <p>Via regulations, Cabinet can set the student security requirements (section 7(1)(c)).</p>
<p>Finance</p> <p>Via regulations, Cabinet can set the fees paid to government (section 6(c)); the sources of money and amounts payable to the Student Tuition Protection Fund (section 22); and the processes for claims against the fund (section 23). Cabinet can also create fee penalties under the Act and determine the methods of payment (section 33(1)).</p>
<p>Information</p> <p>Minister can set the applicant information requirements (section 6), the PTI reporting requirements (section 13), and the information criteria for submission to the PTI online directory (section 17). The Minister may also request personal information on a student from a certified institution (section 16).</p> <p>The Minister can make regulations respecting reporting requirements for PTI’s; considerations for the registrar when deciding if a program needs approval; requirements for an application for registration; the compliance standards and additional requirements under the Act (section 63).</p> <p>Cabinet can make regulations respecting security, prescribing fees, and administrative penalties under the Act (section 64).</p>

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Ministry of Advanced Education and Skills Training

Transition Binder – 2022

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Ministry of Advanced Education and Skills Training
30-60-90

Issue	Status/Key Milestones/Next Steps
30 Days (November)	
	Advice/Recommendations
Mandate Letter for Public Post Secondary Institutions (PSIs)	Advice/Recommendations
Funding Formula Review	<ul style="list-style-type: none"> Report on findings to be released. Date TBD.
	Advice/Recommendations; Cabinet Confidences
Skilled Trades Certification Regulations	<ul style="list-style-type: none"> Cabinet approval November 16th/LG signing one-week later Nov 21st Minister to sign regulation package in advance of submission to Cabinet Operations.
Minister to visit Native Education College and present a plaque commemorating NEC's 55 th Anniversary.	<ul style="list-style-type: none"> November dates for visit suggested by MO and awaiting confirmation by NEC Leadership. TBD
Degree Decision Package (PSPP)	<ul style="list-style-type: none"> Recommendations from the Degree Quality Assessment Board (DQAB) on new degree decisions for public institutions, and decisions under the Degree Authorization Act for private and out of province institutions
Board appointment – Simon Fraser University	<ul style="list-style-type: none"> Going to the November 2nd Cabinet – 1 new member to fill recent vacancy.
UBCM Resolution responses to MUNI	<ul style="list-style-type: none"> UBCM Resolution responses due to MUNI by Nov 17, re: <ul style="list-style-type: none"> NR5 Registration of Internationally Educated Nurses (also to Health) NR72 Veterinarian Shortage

Issue	Status/Key Milestones/Next Steps	
		Advice/Recommendations
Board appointment – Emily Carr University of Art and Design	<ul style="list-style-type: none"> 1 vacancy to be filled by December 1. Targeting the November 23rd Cabinet. 	
Board appointments - Nicola Valley Institute of Technology	<ul style="list-style-type: none"> 2 members are eligible and have been recommended for reappointment. Terms expire December 31st but no additional review or recruitment is required and these could proceed to a November Cabinet date. 	

Issue	Status/Key Milestones/Next Steps
60 Days (December)	
Westshore Learning Centre	Advice/Recommendations; Cabinet Confidences
Advice/Recommendations; Cabinet Confidences; Government Financial Information	Advice/Recommendations; Cabinet Confidences; Government Financial Information
Updates to the Minister's quality assurance criteria for new degrees and degree granting institutions (PSPP)	Advice/Recommendations
	Advice/Recommendations
Sexual Violence Misconduct Policy Act	Advice/Recommendations; Cabinet Confidences
	Advice/Recommendations; Cabinet Confidences

Issue	Status/Key Milestones/Next Steps
International Education Framework	Advice/Recommendations
Board appointment - College of New Caledonia	<ul style="list-style-type: none"> • 1 outstanding vacancy from a member reaching his sixth year of service in July 2022. • Board is currently at 7 LGIC members. • There are three Indigenous members.
Board appointment - College of the Rockies	<ul style="list-style-type: none"> • 1 outstanding vacancy from a member reaching his sixth year of service in July 2022. • Board is currently at 7 LGIC members. • There are two Indigenous members.
Board appointments - Douglas College	<ul style="list-style-type: none"> • 4 new appointments required as soon as possible: 1 outstanding vacancy from May 2022, 2 vacancies from recent resignations and the Board requested 1 extra member for succession planning. • Board is currently at 5 LGIC members. • Currently there is one only Indigenous member, the Board is providing a nomination for an additional Indigenous member by mid-October. • Three members will be terming out/not seeking reappointment in 2023 so there is urgency to appoint as many new members now for crossover.
Board appointments – North Island College	<ul style="list-style-type: none"> • 3 new appointments required as soon as possible: 1 vacancy from recent resignation and the Board requested 2 extra members for succession planning. • Board is currently at 7 LGIC members.
Board appointments – Northern Lights College	<ul style="list-style-type: none"> • 2 new appointments required as soon as possible: 1 vacancy from recent resignation and the Board requested 1 extra member for succession planning. • Board is currently at 7 LGIC members. • Currently there is one only Indigenous member, the Board has a potential nomination for an additional Indigenous member – meeting with Tony/CABRO to discuss. • The Board is focusing on secession planning as it will be reaching a major transition in 2023/2024. Three members will be terming out in 2023 and three members in 2024. Currently, there are only one “new” member appointed in 2020.

Issue	Status/Key Milestones/Next Steps
Board appointment – Okanagan College	<ul style="list-style-type: none"> • 1 vacancy from recent resignation • Board is currently at 7 LGIC members. • There are three Indigenous members. • Accounting designation is required/requested competency.
Board appointment – Selkirk College	<ul style="list-style-type: none"> • The Board requested 1 extra member for succession planning. • Board is currently at 9 LGIC members. • Currently there are three Indigenous members. • Six members are expected to term out in 2023 and 2024, an additional member is requested for crossover time.
Board appointment – Emily Carr University of Art and Design	<ul style="list-style-type: none"> • 2 potential upcoming vacancies (next 60 days) are being proactively tracked by the ministry to ensure the Board is adequately resourced to effectively exercise its duties and obligations under the <i>University Act</i>.
Board appointment - University of Northern British Columbia	<ul style="list-style-type: none"> • 1 vacancy from a June 2022 resignation. • Board is currently at 7 LGIC members. • Currently there is one only Indigenous member.

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Issue	Status/Key Milestones/Next Steps
90 Days (January)	
Ministry 2023-2024 Annual Service Plan	<ul style="list-style-type: none"> Ministry Service Plan 2023-24 for approval to be published with Budget 2023 on February 28, 2023. Ministry Service Plan to adhere to corporate guidelines, and will be updated from previous versions to align with new Future Ready: Skills for the Jobs of Tomorrow Plan
SkilledTradesBC 2023-2024 Annual Service Plan	<ul style="list-style-type: none"> SkilledTradesBC (formerly ITA) submits a three-year Service Plan to be published February 21, 2023, with Budget 2023.
BCCIE Service Plan	<ul style="list-style-type: none"> BC Council for International Education submits three-year Service Plan for approval, to be published February 28, 2023, with Budget 2023. Service plan has been substantially updated to align with International Education Framework and government's review of BCCIE.
Labour Market Outlook 2022 Edition	<ul style="list-style-type: none"> Public release January 2023
Advice/Recommendations; Cabinet Confidences	
Degree Decision Package (PSPP)	<ul style="list-style-type: none"> Recommendations from the Degree Quality Assessment Board (DQAB) on new degree decisions for public institutions, and decisions under the Degree Authorization Act for private and out of province institutions.
Advice/Recommendations; Cabinet Confidences	
Advice/Recommendations; Cabinet Confidences	
Board appointment – Coast Mountain College	<ul style="list-style-type: none"> 1 extra member for succession planning. Board is currently at 8 LGIC members. Currently there are five Indigenous members.

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Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)

30 Days

Organization	Proposed Participants	Scheduling Contact	Description
British Columbia Institute of Technology (BCIT)	<ul style="list-style-type: none"> Interim President & CEO Paul McCullough Board Chair Dan Reader 	Executive Assistant to the President David Karppinen (604) 432-8201 David_Karppinen@bcit.ca	Public Post-Secondary Institution
Camosun College (CAM)	<ul style="list-style-type: none"> President Dr. Lane Trotter Board Chair Dr. Monty Bryant 	Executive Assistant to the President Rosemary Smedley (250) 370-3408 smedleyr@camosun.ca	Public Post-Secondary Institution
Capilano University (CapU)	<ul style="list-style-type: none"> President Paul Dangerfield Board Chair Duncan Brown 	Executive Assistant to the President Nooshin Shafieian (604) 984-4933 nooshinshafieian@capilanou.ca	Public Post-Secondary Institution
Coast Mountain College (CMTN)	<ul style="list-style-type: none"> President Dr. Laurie Waye Board Chair Nicole Halbauer 	Executive Assistant, Board of Governors & to the President's Office Kimberly Quibell (250) 638-5418 kquibell@coastmountaincollege.ca	Public Post-Secondary Institution
College of New Caledonia (CNC)	<ul style="list-style-type: none"> President Dr. Dennis Johnson Board Chair Shobha Sharma 	Executive Office Manager Marlene Beaulieu (250) 561-5825 beaulieum@cnc.bc.ca	Public Post-Secondary Institution
College of the Rockies (COTR)	<ul style="list-style-type: none"> President & CEO Paul Vogt Board Chair Randal Macnair 	Executive Assistant, President and Board of Governors Susan Woods (250) 489-8203 woods@cotr.bc.ca	Public Post-Secondary Institution
Douglas College (DOUG)	<ul style="list-style-type: none"> President Dr. Kathy Denton Board Chair Adel Gamar 	Executive Assistant to the President Jo Bilquist (604) 527-5380 bilquistj@douglascollege.ca	Public Post-Secondary Institution

Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)

Emily Carr University of Art and Design (ECUAD)	<ul style="list-style-type: none"> • President and Vice-Chancellor Dr. Gillian Siddall • Board Chair Keith Kerrigan 	Executive Assistant to the President Carina Clark (604) 844-3815 carina@ecuad.ca	Public Post-Secondary Institution
Justice Institute of British Columbia (JIBC)	<ul style="list-style-type: none"> • President Dr. Michel Tarko • Board Chair Stephen Gamble 	Executive Assistant to the President and Board Janet Haberfield (604) 528-5529 jhaberfield@jibc.ca	Public Post-Secondary Institution
Kwantlen Polytechnic University (KPU)	<ul style="list-style-type: none"> • President and Vice-Chancellor Dr. Alan Davis • Board Chair Ivy Chen 	University Secretary and Executive Assistant to the President Keri van Gerven (604) 599-2078 keri.vangerven@kpu.ca	Public Post-Secondary Institution
Langara College (LANG)	<ul style="list-style-type: none"> • President Dr. Paula Burns • Board Chair Michal Jaworski 	Executive Assistant to the Board of Governors Diana Falcon (604) 323-5016 dfalcon@langara.ca Executive Assistant to the President Alice Hsu (604) 323-5827 ahsu@langara.ca	Public Post-Secondary Institution
Nicola Valley Institute of Technology (NVIT)	<ul style="list-style-type: none"> • President Ken Tourand • Board Chair Sashia Leung 	Executive Assistant, President & Board & Elders Council Coordinator Pat Brown (250) 378-3306 pabrown@nvit.ca	Public Post-Secondary Institution
North Island College (NIC)	<ul style="list-style-type: none"> • President & CEO Dr. Lisa Domae • Board Chair Eric Mosley 	Executive Assistant to the President Amber Neumann (250) 334-5270 amber.neumann@nic.bc.ca	Public Post-Secondary Institution

Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)

Northern Lights College (NLC)	<ul style="list-style-type: none"> • President & CEO Todd Bondaroff • Board Chair Tyler Holte 	Executive Assistant to the President & Board Holly Larden (250) 784-7559 hlarden@nlc.bc.ca	Public Post-Secondary Institution
Okanagan College (OKAN)	<ul style="list-style-type: none"> • President Dr. Niel Fassina • Board Chair Juliette Cunningham 	Manager, Executive Office Joanna Campbell (250) 862-5403 jcampbell@okanagan.bc.ca	Public Post-Secondary Institution
Royal Roads University (RRU)	<ul style="list-style-type: none"> • President & Vice-Chancellor Dr. Philip Steenkamp • Board Chair Nelson Chan 	Executive Assistant, Office of the President Ann Reeves (250) 391-2557 ann.1reeves@royalroads.ca	Public Post-Secondary Institution
Selkirk College (SELK)	<ul style="list-style-type: none"> • President Dr. Maggie Matear • Board Chair Margaret Sutherland 	Executive Assistant to the President & Board Catherine Harder (250) 365-1225 charder@selkirk.ca	Public Post-Secondary Institution
Simon Fraser University (SFU)	<ul style="list-style-type: none"> • President & Vice-Chancellor Professor Joy Johnson • Board Chair Angie Lamarsh 	Executive Director & Chief of Staff, Office of the President James Beresford (778) 782-3038 james_beresford@sfu.ca	Public Post-Secondary Institution
Thompson Rivers University (TRU)	<ul style="list-style-type: none"> • President & Vice-Chancellor Dr. Brett Fairbairn • Board Chair Marilyn McLean 	Executive Assistant to the President Arlee Strachan (250) 371-5740 astrachan@tru.ca	Public Post-Secondary Institution
University of British Columbia (UBC)	<ul style="list-style-type: none"> • Interim President & Vice Chancellor 	Executive Director, Office of the President Julie Wagemakers (604) 822-9206 julie.wagemakers@ubc.ca	Public Post-Secondary Institution

Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)

	<ul style="list-style-type: none"> Dr. Deborah Buzzard Board Chair Nancy McKenzie 		
University of Northern British Columbia (UNBC)	<ul style="list-style-type: none"> President & Vice-Chancellor Dr. Geoff Payne Board Chair Catherine Wishart 	Executive Assistant Meaghan Wyatt (250) 960-5600 meaghan.wyatt@unbc.ca	Public Post-Secondary Institution
University of the Fraser Valley (UFV)	<ul style="list-style-type: none"> President & Vice-Chancellor Dr. Joanne MacLean Board Chair John Pankratz 	Executive Assistant to the President Lisa McMartin (604) 864-4608 lisa.mcmartin@ufv.ca	Public Post-Secondary Institution
University of Victoria (UVic)	<ul style="list-style-type: none"> President & Vice-Chancellor Dr. Kevin Hall Board Chair Merle Alexander 	Acting Executive Administrative Assistant to the President Leanna Wong (250) 721-7002 presadm@uvic.ca	Public Post-Secondary Institution
Vancouver Community College (VCC)	<ul style="list-style-type: none"> President & CEO Ajay Patel Board Chair Jocelyn Hartmas 	Executive Assistant to the President & CEO Keri Zwicker (604) 262-8328 kzwicker@vcc.ca	Public Post-Secondary Institution
Vancouver Island University (VIU)	<ul style="list-style-type: none"> President & Vice-Chancellor Dr. Deborah Saucier Board Chair Manley McLachlan 	Executive Assistant to the President Jennifer Adams (250) 740-6682 jennifer.adams@viu.ca	Public Post-Secondary Institution
Industry Training Authority (ITA) *New Name* Skilled Trades BC (STBC)	<ul style="list-style-type: none"> Board Chair Cindy Oliver 	E.A. to the CEO & Board of Directors Michelle Vucko (778) 785-2407 mvucko@itabc.ca	Leads and coordinates British Columbia's skilled trades system.

Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)

First Nations Education Steering Committee (FNESC)	<ul style="list-style-type: none"> President Tyrone McNeil 	Olivia Takaoka and Nicolas Mejia Oliviatt@fnesc.ca nicolasm@fnesc.ca	Policy and advocacy organization that represents and works on behalf of First Nations in British Columbia.
Métis Nation BC (MNBC)	<ul style="list-style-type: none"> President Lissa Smith 	President Lissa Smith lsmith@mnbc.ca	Works to develop and enhance opportunities for the thirty-nine Métis Chartered Communities in BC.
Indigenous Adult and Higher Learning Association (IAHALA)	<ul style="list-style-type: none"> Board Chair Tracey Kim Bonneau 	Nicolas Mejia nicolasm@fnesc.ca	Supports and represents Aboriginal-controlled adult and post-secondary institutes in BC.
BE Federation of Labour (BCFED)	<ul style="list-style-type: none"> President Laird Cronk 	Laird Cronk President (604) 291-9611 lcronk@bcfed.ca	Represents workers through more than 50 affiliated unions with over 800 locals, including BCGEU, CUPE, and FPSE.

60 Days

Organization	Proposed Participants	Scheduling Contact	Description
Research Universities' Council of British Columbia (RUCBC)	<ul style="list-style-type: none"> President Max Blouw 	Executive Administrative Assistant Riley Nicholson (250) 480-4869 riley.nicholson@rucbc.ca	Provides a voice on behalf of public policy issues including funding, research, accountability, admissions and transfer
BC Association of Institutes and Universities (BCAIU)	<ul style="list-style-type: none"> President Ruth Wittenberg 	Manager Leanne Brophy (250) 940-1142, (250) 881-5882 leanne.brophy@ufv.ca	Represents the interests of eight public post-secondary institutions: VIU, UFV, KPU, CapU, ECUAD, BCIT, NVIT, JIBC.
BC Colleges	<ul style="list-style-type: none"> President Colin Ewart 	Executive Assistant Stephanie DenOtter (250) 595-4866 stephanie@bccolleges.ca	Association of BC's public, post-secondary colleges (with the exception of Douglas College).
British Columbia Council for International Education (BCCIE)	<ul style="list-style-type: none"> Executive Director Dr. Randall Martin 	Executive Assistant Christina Barnett (604) 637-6757 cbarnett@bccie.bc.ca	Provincial Crown corporation that supports the internationalization efforts of BC's public and independent K12 schools, colleges, universities and language schools.

**Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)**

First Nations Leadership Council (FNLC)	<ul style="list-style-type: none"> • BCAFN: Regional Chief Terry Teegee • FNS: Executive Director Howard Grant • UBCIC: President Grand Chief Stewart Phillip 	<p>Chief Terry Teegee's Executive Assistant: Victoria Austin victoria.austin@bcagn.ca</p> <p>Howard Grant hegrant@fns.bc.ca</p> <p>President Grand Chief Stewart Phillip president@ubcic.bc.ca</p>	Political collaborative working council between the BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs.
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90 Days

Organization	Proposed Participants	Scheduling Contact	Description
British Columbia Council on Admissions & Transfer (BCCAT)	<ul style="list-style-type: none"> • Executive Director and Council Co-Chair Dr. Robert Fleming 	Office Coordinator Adina Dropol (604) 412-7793 adropol@bccat.ca	Facilitates admission, articulation, application, and transfer arrangements among BC PSIs.
British Columbia General Employees' Union (BCGEU)	<ul style="list-style-type: none"> • President Stephanie Smith 	President Stephanie Smith (604) 291-9611 president@bcgeu.ca	One of the largest and most diverse unions in British Columbia with over 85,000 members in 550 bargaining units in the public and private sector.
Confederation of University Faculty Associations of BC (CUFA BC)	<ul style="list-style-type: none"> • President Dr. Kenneth Christie • Executive Director Annabree Fairweather 	Executive Assistant Emi Mimiko executive.assistant@cufo.bc.ca	Represents approximately 5,500 faculty members, including professors, instructors, lecturers, and academic librarians through the faculty associations at BC's research universities.
Canadian Union of Public Employees (CUPE)	<ul style="list-style-type: none"> • President Karen Ranalletta 	President Karen Ranalletta kranalletta@cupe.bc.ca	Represents 15,000 employees in the post-secondary sector, with union locals representing support staff at a number of research and teaching institutions. Also represents faculty at Coast Mountain College.

Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)

Federation of Post-Secondary Educators of BC (FPSE)	<ul style="list-style-type: none"> President Brent Calvert 	President Brent Calvert (604) 873-8988 bcalvert@fpse.ca	The provincial voice of 10,000 faculty and staff at BC's teaching universities, colleges, institutes and private sector institutions.
Alliance of BC Students (ABCS)	<ul style="list-style-type: none"> Chair Aryanna Chartrand 	Chair Aryanna Chartrand (431) 200-3008 chair@bcstudents.ca	Coalition of five student associations across BC advocating for accessible and affordable post-secondary education in BC.
BC Federation of Students (BCFS)	<ul style="list-style-type: none"> Chair Melissa Chirino 	BC Chairperson Melissa Chirino (604) 733-1880 m.chirino@thebcfs.ca	Provincial alliance of more than 170,000 students at 15 universities, colleges, and institutes in BC.
Native Education College (NEC)	<ul style="list-style-type: none"> President Tammy Harkey Board Chair Rose Guerin 	Administrator Caroline Thomas cthomas@necvancouver.org President Tammy Harkey tharkey@necvancouver.org	NEC provides culturally safe higher education opportunities to urban Indigenous Peoples. AEST is working with NEC as it explores becoming a public post-secondary institution.
BC Campus	<ul style="list-style-type: none"> Interim Executive Director Amanda Coolidge 	Interim Executive Director Amanda Coolidge (250) 818-4592 acoolidge@bccampus.ca	Supports post-secondary institutions to adopt, adapt and evolve teaching and learning practices.
BCNet	<ul style="list-style-type: none"> President and CEO Bala Kathiresan 	President and CEO Bala Kathiresan (604) 822-1348 Bala.Kathiresan@BC.NET	Not-for-profit that represents the interests of colleges, universities and research institutes in BC.
Private Degree Granting Institutions Association (PDGIA)	<ul style="list-style-type: none"> Operations Committee Chair Greg Gerber Academic Committee Chair Thomas Gomes 	Vice President Daren Hancott dhancott@yorkvilleu.ca	Group of long-standing private universities and colleges offering some 59 degrees in BC.
Degree Quality Assessment Board (DQAB)	<ul style="list-style-type: none"> Chair Doug Owrap ADM Nicola Lemmer 	Chair Doug Owrap (250) 960-1638 Personal Information	Independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in B.C.
BC Career Colleges Association (BCCCA)	<ul style="list-style-type: none"> President Lois McNestry 	President Lois McNestry (604) 874-4419 execdirector@bccca.com	Promotes and supports post-secondary institutions, stakeholders, students and all interested parties involved in private post-secondary education and training in BC.

Ministry of Advanced Education and Skills Training
Stakeholder Engagement Schedule (30-60-90)

British Columbia Electronic Library Network (BCELN)	<ul style="list-style-type: none"> Executive Director Anita Cocchia 	Executive Director Anita Cocchia (778) 782-7004 anitac@bceln.ca	Consortium of 33 private and public post-secondary libraries.
BC Tech Association	<ul style="list-style-type: none"> President & CEO Jill Tipping Board Chair Dan Box 	President & CEO Jill Tipping jtipping@wearebctech.com	Member-led technology non-profit guided by their mission to make BC the best place to grow and scale a tech company.
EducationPlannerBC (EPBC)	<ul style="list-style-type: none"> Executive Director Karen McCredie 	Executive Assistant Angela Konieczny angela.konieczny@educationplannerbc.ca	Operates an online application service for BC's post-secondary institutions and a student data exchange hub to support the transition of BC students to post-secondary.
BC Building Trades	<ul style="list-style-type: none"> President Al Phillips Executive Director Brynn Bourke 	Director of Communications Jeremy Allingham (778) 397-2220 jallingham@bcbuildingtrades.org	Represents 25 local craft construction unions belonging to 13 international unions.
Skills Canada British Columbia	<ul style="list-style-type: none"> Executive Director Elaine Allan 	Executive Director Elaine Allan Elaine@skillscanada.bc.ca	Leads and coordinates youth engagement in trades and technology careers in BC.
BC Trucking Association	<ul style="list-style-type: none"> President and CEO David Earle 	President and CEO Dave Earle (604) 888-5319 (ext. 214), (604) 787-1335 davee@bctrucking.com	Member-based, province-wide, non-partisan, non-profit motor carrier association formed solely to advance the interests of BC motor carriers.
BC Construction Association (BCCA)	<ul style="list-style-type: none"> President Chris Atchison 	President Chris Atchison Chris.Atchison@bccasn.com	Construction organization that represents non-union and union contractors active in all sectors of the industry.
MITACS	<ul style="list-style-type: none"> Board Chair Philippe Gervais CEO John Hepburn 	Senior Advisor, Partnerships Ernest Yee (604) 822-4046 eyee@mitacs.ca	Links private sector and post-secondary institutions, to power research and development creation.
Languages Canada	<ul style="list-style-type: none"> President Cath D'Amico Executive Director Gonzalo Peralta 	Executive Director Gonzalo Peralta gperalta@languagescanada.ca	National association of private and public post-secondary language education providers.

MAJOR CORPORATE ISSUE NOTE

Ministry/Ministries: Advanced Education and Skills Training

Issue: Future Ready: Jobs for the Skills of Tomorrow plan

Background:

- Labour and skill shortages continue to grow across all sectors and regions while the potential sources of new workers are rapidly declining, and vulnerable British Columbians continue to struggle to access training and find good work opportunities.

Advice/Recommendations; Cabinet Confidences

- In the Spring, AEST worked with ministries to engage over 800 regional, sectoral and Indigenous representatives.

Advice/Recommendations; Cabinet Confidences

Advice/Recommendations; Cabinet Confidences

Advice/Recommendations; Cabinet Confidences

Issue/Opportunity:

Advice/Recommendations; Cabinet Confidences

Advice/Recommendations

Next Steps:

Advice/Recommendations; Cabinet Confidences

MAJOR CORPORATE ISSUE NOTE

Ministry/Ministries: Ministry of Advanced Education and Skills Training and Ministry of Health

Issue: Second Medical School Mandate Commitment

Background:

Mandate Commitment and Primary Care Gap

- The Minister of Advanced Education and Skills Training's mandate letter states: "With support from the Minister of Health, lead work to launch B.C.'s second medical school to expand our healthcare workforce."
- B.C. currently has the lowest ratio of undergraduate medical education (UGME) seats in Canada at 5.5 per 100,000 population and the lowest national ratio of overall postgraduate medical education (PGME, or residency) positions at 6.6 per 100,000.
- Media reports that up to 1 million British Columbians are unattached to a primary care provider¹.
- Government is implementing several initiatives aimed at increasing and supporting the number of family physicians including the development of new compensation models.
- While these initiatives will play an important role in closing the gap, additional training capacity will also be needed to meet longer-term needs.

Medical School Expansions

- The Premier's Office has directed the Ministry of Advanced Education and Skills Training (AEST) and the Ministry of Health (HLTH) to work with:
 - University of British Columbia (UBC) to expand UGME and PGME programs starting in 2023, to optimize existing capacity to help address medium-term needs for more doctors.
 - Simon Fraser University (SFU) on development of a detailed business case for a proposed new medical school in Surrey to support long-term population health needs.
- Appendix A provides an overview of the timeline and major milestones for both expansions.

UBC Medical School

- Each year 288 students begin their UGME at UBC at one of four regional campuses: 192 students in the Vancouver Fraser Medical Program, and 32 students each in the Island (Victoria), Northern (Prince George), and Southern (Kelowna) Medical programs.
- In 2023, UBC will begin to expand its UGME program by a total of 40 seats (+18 in 2023, +22 in 2024) shared across its four sites. This expansion is supported by \$4.9M in start-up funding in 2022/23. At steady state, the annual cost for the seat expansion is estimated at \$7.5M, plus funding to support preceptor and other costs.
- The first graduates from the expansion are expected in 2027, completing residency in 2029.

¹ Ministry of Health Legislative Fact Sheet: Attachment to a Primary Care Provider, February 1, 2022 states that between 700,000 and 800,000 British Columbians are estimated to be unattached to a primary care provider

- PGME (residency) expansions in family medicine will also begin as soon as possible, with newly expanded family physicians entering practice as soon as 2025.

SFU Proposed Medical School

- The Premier's Office has directed AEST and HLTH to work with SFU on a proposed medical school in Surrey with a planned initial intake date of September 2026.
- In March 2022, government provided SFU with \$1.5M in one-time funding to support planning for the province's second medical school.

• Advice/Recommendations

- SFU will also establish a Project Board to support development of the business case. Cabinet Confidences

Cabinet Confidences

- Government is providing start-up funding up to \$4.9M during the 2022/23 fiscal year, Advice/Recommendations; Cabinet Confidences

Advice/Recommendations; Cabinet Confidences

Advice/Recommendations; Cabinet Confidences

Issue/Opportunity:

- Development of a medical program at SFU is part of a longer-term solution to address future population health needs in B.C., including the need for more primary care providers.
- A new medical school aligns with HLTH's *Provincial Health Human Resources Strategy* and AEST's draft *Future Ready Skills Plan*, both of which include a focus on meeting the projected need for primary care professionals. Advice/Recommendations; Cabinet Confidences

• Advice/Recommendations; Cabinet Confidences

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Next Steps:

- Advice/Recommendations; Cabinet Confidences

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Appendix A: Medical Seat Expansion Timeline and Key Milestones

Table 1: Proposed undergraduate medical seat expansion

Date	Key Milestone	UBC Medical Expansion	SFU Second Medical
Advice/Recommendations; Cabinet Confidences			

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Advice/Recommendations ; Cabinet Confidences ; Government Financial Information ; Intergovernmental
Communications

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Advice/Recommendations ; Cabinet Confidences ; Government Financial Information ; Intergovernmental
Communications

Mandate Letter Deliverable



Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	Work with post-secondary institutions to support students to succeed in the context of pandemic and recovery – Mandate #1
What the initiative will achieve or problem it will address	The ministry's continued commitment to provide supports and resources to learners as well as strategic direction to the post-secondary education and skills training sector to succeed in the context of the COVID-19 pandemic and recovery.
Scope of Initiative	<p>This commitment consists of three elements, two of which are complete and one is ongoing:</p> <ol style="list-style-type: none"> 1. Supports for students implemented early in the pandemic <ul style="list-style-type: none"> • Emergency Student Assistance Funding (complete). • Indigenous Emergency Student Assistance Funding (complete). • Here2Talk, a free 24/7 mental health counselling and referral service for post-secondary students (ongoing). • Funding to support 45 work-integrated learning projects for nearly 3,000 student placements, helping one of the hardest hit demographics gain meaningful employment (complete by end of 2022). • Funding to support public post-secondary institutions to develop and deliver micro-credentials with a focus on high-demand/high-opportunity employment (ongoing). 2. Safe operation of post-secondary institutions (complete) <ul style="list-style-type: none"> • Ministry staff have worked in partnership with institutions, the BC Centre for Disease Control, WorkSafeBC, the Provincial Health Office to produce the COVID-19 Go-Forward Guidelines and Return-To-Campus Guidelines for BC's Post-Secondary Sector. 3. Creation of a Digital Learning Strategy and a new Digital Services Hub to connect education and skills training programs and pathways to high opportunity occupations and careers (ongoing) <ul style="list-style-type: none"> • As announced in the BC Economic Plan, the provincial government is developing a Digital Services Hub to make it easier for British Columbians to access education and training for in-demand jobs

Status Update and Implementation Timeline (high-level)	<p>Continued development of supporting micro-credential infrastructure including developing a provincial registry and additional calls for proposals for micro-credentials in high-demand areas is being undertaken with the \$5 million in one-time funding received for 2022/23. Recommendations from Digital Learning Advisory Committee in October 2022 to develop a strategic response to ensure digital technologies deliver positive learner outcomes and increase PSE access following COVID.</p> <p style="text-align: right;">Advice/Recommendations; Cabinet Confidences</p>
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Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	Launch BC's 2nd Medical School – Mandate # 2
What the initiative will achieve or problem it will address	<p>Access to primary care continues to be a challenge for British Columbians. The reasons for this continued access challenge are multi-faceted, including workforce distribution and shifts in how physicians practice.</p> <p>The planning and implementation of a new medical school will increase access to care and help the province's physician workforce keep pace with the health care needs of a growing, aging population.</p>
Scope of Initiative	<ul style="list-style-type: none"> • The new medical school's scope will need to align with anticipated workforce demand and the Provincial Health Human Resources Strategy, to ensure the right supply, mix and distribution of providers to meet service needs across BC. • Planning will also consider the announcement made by the BC NDP on October 13, 2020, indicating the new medical school would be primarily located on the SFU Surrey campus with sites across Fraser Health Authority. • All proposed approaches will be considered within the context of provincial priorities including primary care, surgical and diagnostic imaging, seniors, mental health, cancer care and COVID-19 response. As well, a new medical school could play a role in ushering in a new approach to integration of Indigenous competencies and build a strong partnership with the First Nations Health Authority (FNHA). • Business case development is underway to further define problem, scope, regulatory considerations, budget, and project milestones, and Advice/Recommendations; Cabinet Confidences • Establishing a new medical school is a multi-year commitment to implement successfully. Timelines will be driven by the rigorous accreditation process that is required for all Canadian medical schools. Key components of a new medical school are: <ul style="list-style-type: none"> ○ Academic infrastructure, including research capacity, leadership, faculty, governance. ○ Educational program, including competencies, curriculum, clinical. ○ Medical students and administrative infrastructure, including student selection, support. ○ Physical infrastructure, including academic space, specialized labs and equipment.

	<ul style="list-style-type: none"> ○ Resources, including planning, start up, operating, and capital for Undergraduate Medical Education (UGME) and funding for Post Graduate Medical Education (PGME). ● UGME (medical school seats) is funded by AEST. PGME (residency) is funded by the Ministry of Health (HLTH). Together, they create an ongoing commitment for government to ensure the long-term sustainability of the program <small>Government Financial Information</small> Full costing cannot be confirmed until program design and timelines are determined.
Status Update and Implementation Timeline (high-level)	<ul style="list-style-type: none"> ● Spring 2022: Concept Plan presented to Government by SFU ● Fall 2022: Health Workforce Cab sub Q1 FY 22/23 will include 2nd Medical School development and start-up; business case development initiated and governance structure convened. <small>Advice/Recommendations; Cabinet Confidences</small> ● Winter 2024 – Summer 2026: Regulatory and accreditation processes; operating and capital investments. ● Fall 2026: Launch medical school.

Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	<p>Expand BC Access Grant - Mandate # 3</p> <p>Expand the B.C. Access Grant program by increasing eligibility to reduce barriers and make sure more people are able to access the skills they need for the jobs of the future.</p> <p style="text-align: right;">Advice/Recommendations</p>
What the initiative will achieve or problem it will address	<ul style="list-style-type: none"> The B.C. Access Grant is an up-front, needs-based, demand-driven grant designed and launched in 2020 to help low- and middle-income students access, afford and complete post-secondary education and training. <p style="text-align: right;">Advice/Recommendations</p>
Scope of Initiative	<p style="text-align: right;">Advice/Recommendations; Cabinet Confidences</p>
Status Update and Implementation Timeline (high-level)	<p>Summer 2022: Scoping and Option Analysis</p> <p>Fall/Winter 2022/23: Undertaking policy review; Indigenous and Stakeholder Engagement</p> <p style="text-align: right;">Advice/Recommendations; Cabinet Confidences</p>

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Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	<p>Tech Seat Expansion (<i>a Future Ready Plan Initiative</i>) - Mandate # 4</p> <p>Create an additional 2,000 new tech-relevant spaces in public post-secondary institutions.</p>
What the initiative will achieve or problem it will address	<p>This initiative will address an area of high labour market demand and increase opportunities for British Columbia's post-secondary students to receive the education and training they need to participate in the growing tech sector and in tech-related jobs in other sectors of the economy.</p> <p>In addition to increasing the capacity of the post-secondary system in targeted tech-relevant program areas to meet industry demand, objectives include a balance between cost-effectiveness and regional distribution, and an opportunity to address diversity and inclusion.</p>
Scope of Initiative	<ul style="list-style-type: none"> • This proposal envisions developing, funding and implementing a plan for creating an additional 2,000 new tech-relevant spaces at public post-secondary institutions. • It builds upon the successful six-year plan to create 2,900 new tech spaces by 2022/23, currently in the final year of implementation, with steady-state funding of \$42 million. • Analysis suggests expanded and new programming is needed in a range of tech-relevant programs areas, at locations throughout the province. • Advice/Recommendations; Cabinet Confidences
Status Update and Implementation Timeline (high-level)	<ul style="list-style-type: none"> • Winter / Spring 2022: Sector consultations and labour market analysis (complete). • Spring/Summer 2022: PSI submissions received; draft plan developed (complete). <p>Advice/Recommendations; Cabinet Confidences</p>

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Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	<p>Tuition Fee Limit Policy - Mandate #5</p> <p>Keep student fee increases low by strengthening the existing Tuition Limit Policy to make sure institutions are not increasing fees beyond the prescribed limits.</p>
What the initiative will achieve or problem it will address	<ul style="list-style-type: none"> • Work will support post-secondary affordability by ensuring domestic tuition and fee increases remain low and predictable, so students and their families can plan for the costs of post-secondary education. • The Tuition Limit Policy (TLP) has been in place since 2005 and extended in 2007 to also include mandatory fees. It limits tuition and fee increases, for domestic students, to a maximum of 2% annually at public post-secondary institutions. • The policy is intended to create an appropriate balance of costs between students, institutions, and taxpayers so that students have affordable access to a post-secondary education system that is sustainable over the long term.
Scope of Initiative	As tuition is a key component of overall post-secondary institution revenue, work towards this mandate commitment is being be considered in conjunction with the mandate commitment to “Conduct a funding review of post-secondary education operating grants to make sure public post-secondary institutions have the resources they need to support economic recovery and student success.”
Status Update and Implementation Timeline (high-level)	Advice/Recommendations; Cabinet Confidences

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Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	<p>Expand Tuition Waiver Program to all former youth in care, regardless of age - Mandate #6</p> <p>Advice/Recommendations</p>
What the initiative will achieve or problem it will address	<ul style="list-style-type: none"> • With support from the Minister of Children and Family Development, AEST leads the work to expand tuition waivers to all former youth in care. The new initiative will eliminate the age cap (26 years of age) from the current eligibility criteria - meaning that all former youth in care (FYIC) will be eligible for the program regardless of age. • Preliminary analysis indicates that elimination of the age cap will result in approximately 49,000 FYIC aged 27 and older that could qualify for the waiver (in addition to 14,000 that are eligible for current program with the existing age cap). • Currently FYIC males, and in particular Indigenous males, are accessing the program at a much lower rate than originally envisioned. <p>Advice/Recommendations; Cabinet Confidences</p>
Scope of Initiative	<ul style="list-style-type: none"> • Proposed scope is to capture as many FYIC aged 27 years or older, and in particular both Indigenous and non-Indigenous males. • The current budget to support PTWP is \$4M annually. The Ministry of Children and Family Development (MCFD) also contributes \$1.4M annually to support educational grant funding for FYIC which is administered by AEST and the Victoria Foundation. <p>Advice/Recommendations; Government Financial Information</p>

Status Update and
Implementation
Timeline (high-
level)

Advice/Recommendations; Cabinet Confidences

Advice/Recommendations

Mandate Letter Deliverable



Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	Funding Review Formula - Public Post Secondary Education Funding Review (<i>a Future Ready Plan Initiatives</i>) - Mandate #7
What the initiative will achieve or problem it will address	<p>The mandate commitment is to conduct a funding review of post-secondary education operating grants to make sure public post-secondary institutions (PSIs) have the resources they need to support economic recovery and student success.</p> <p>Currently, the Ministry determines an institution's operating grant based on its operating grant from the previous year, with an adjustment to recognize collective agreements. This model has not been reviewed in over 20 years. There is no specific algorithm or formula to determine the grant. This has created inequities that have built up over time.</p> <p>The current model is out of date, and does not recognize key factors such as inflation, differences in revenue-generation ability among institutions, programming differences or changing enrolment and demographic trends. Many institutions feel that their funding is inequitable when compared to other institutions, that student supports are not adequately funded by government, and that costs have increased without an associated funding increase.</p> <p>The review will seek to achieve three main objectives:</p> <ul style="list-style-type: none"> • Establish a funding model that equitably distributes provincial financial resources across the public post-secondary sector. • Align provincial funding with the post-secondary education and skills training needs of British Columbians, including recognizing public post-secondary institutions as key drivers of regional economies. • Support students to succeed by ensuring access to affordable, high-quality post-secondary education and expanding critical student supports.

Scope of Initiative	<p>The review focuses only on block funding provided to the 25 public post-secondary institutions for general operations, which represents approximately 75% of government operating grants. Targeted funding, which represents approximately 25% of institutions' operating grants for high-demand occupations such as health and technology, is not within the scope of this review.</p> <p>Collective bargaining issues such as salary and workload, trades training funding, capital funding, and legislative changes are also out of scope of the review.</p> <p>During the engagement phase, Don Wright and Ministry staff met with key sector partners such as all 25 public post-secondary institutions, sector organizations, student, labour and sector associations, and the business community in over 40 targeted engagement sessions. The review has also received 50 written submissions as of October 2022. Engagement with Indigenous Partners is continuing.</p>
Status Update and Implementation Timeline (high-level)	<ul style="list-style-type: none"> • March 2022: Funding Review project and lead (Don Wright) announced • April-August 2022: Targeted Sector Engagement • Fall 2022 (TBD): Release of Engagement Summary / <i>What We Heard Report</i>. • <i>Winter 2022</i>: Policy work and formula development. Advice/Recommendations; Cabinet Confidences • Spring / Summer 2023: Further engagement as required. • Fall 2023: Final Report from Don Wright released Advice/Recommendations; Cabinet Confidences • Spring 2024 or 2025 (TBD): Implementation of new funding model

Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	<p>Student Housing - Mandate #8</p> <p>Continue to build 8,000 new student housing units as part of Homes for BC, our government's 10-year housing plan.</p>
What the initiative will achieve or problem it will address	<p>Launched in 2018 as part of the <i>Homes for B.C.</i> 10-year housing strategy, AEST's student housing initiative will create 8,000 new student housing units.</p> <p>Students attending British Columbia's 25 public post-secondary institutions currently face a shortage of on-campus housing, making it difficult to find affordable accommodation. Many are forced to seek housing off campus, adding to the pressure on affordable housing and rental rates in local communities. The housing shortage contributes to student anxiety, adds to their cost of living, and risks distracting them from succeeding in their learning.</p> <p>In addition, this initiative supports several key government priorities including Indigenous reconciliation, Clean BC, child care, Mass Timber Action Plan and the Wood First Initiative.</p>
Scope of Initiative	<ul style="list-style-type: none"> • Project scope includes the design, construction and operation of new on-campus student housing projects at B.C.'s 25 public post-secondary institutions. • Government allocated \$450M through the BC Student Housing Program, Cabinet Conferences; Government Financial Information to assist public post-secondary institutions in constructing approximately 5,000 new units. • An additional 3,000 units will be built through non-government partnerships and institutional self-financing for a total of approximately 8,000 units by 2028. • This will build on the current supply of approximately 23,000 student housing beds in the province at 17 of the 25 PSIs. • As of September 2022, 7,763 beds are open or underway: <ul style="list-style-type: none"> ○ 4,732 government financing (loans/grants) ○ 3,031 PSI financing and/or partnerships <p>Approach:</p> <ul style="list-style-type: none"> • In 2018, the Ministry established the Student Housing Working Group, with PSI representatives, to understand the needs of the sector and to help guide the initiative.

	<ul style="list-style-type: none"> • The Ministry has also engaged with Indigenous partners, including the First Nations Education Steering Committee and Métis Nations BC, and student associations as part of the Ministry's collaborative approach. • The Ministry hosted three student housing workshops with province-wide representation to engage on the strategy, share expertise and collaborate on leading practices. • Post-secondary institutions submit project proposals to the Ministry for the BC Student Housing Program. • Each student housing proposal is assessed for viability and alignment with government priorities as part of the review and approval process (e.g. Indigenous reconciliation, Clean BC, Wood First). • Projects have been initiated across the province to provide a regional distribution. • The Ministry estimates the unmet demand for more student housing across B.C. is more than 21,000 beds (as per the 2019 Student Housing Demand Survey). • The remaining demands are highest in the Lower Mainland, Southern Vancouver Island and the Thompson-Okanagan, where prices for rent are high and market vacancy rates are low.
Status Update and Implementation Timeline (high-level)	<p>Ongoing: Treasury Board Submissions for individual projects. Total 7,763 as of September 2022; target is 8,000 beds by 2028.</p> <p style="text-align: right;">Cabinet Confidences</p>

Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	<p>Future Read Skills Plan (<i>a Future Ready Plan Initiative</i>) – linked to Mandate #9 - CleanBC Workforce Readiness Plan</p> <p>Complete and implement the CleanBC Workforce Readiness Plan to train people for jobs in the low-carbon economy and help us meet our CleanBC commitments.</p> <p>Context: The CleanBC Workforce Readiness Plan was included in AEST's mandate letter in 2020. Workforce readiness was identified as a priority at the September 2021 Cabinet retreat. Following the retreat, the Premier's Office provided direction to AEST to coordinate all workforce-related mandate commitments into a single, cross-ministry framework to support the CleanBC Roadmap and Economic Plan. The approved Future Ready Plan includes 60 actions, currently underway and expanded and new actions, including a clean economy workforce development plan.</p>
What the initiative will achieve or problem it will address	<p>The Clean Economy Workforce Plan will ensure B.C. has an inclusive, highly skilled workforce that benefits from good-paying jobs in the growing clean economy. The plan will include recruitment and skilling initiatives for workers to fill new jobs and changing jobs as the clean economy grows. The plan will also consider how to transition workers where some industries/occupations contract.</p> <p>The plan will position B.C. as a global leader of low carbon workforce change and export-ready clean technology expertise.</p> <p>Other Ministry Mandate Commitments linked through FRSP.</p> <ul style="list-style-type: none"> ○ Expand Tuition Waiver Program ○ Tech Seat Expansion ○ Health Seat Expansion ○ Support Min of State for Child Care on early care and recruitment strategy ○ Apprenticeship Completion Strategy ○ PSE Funding Review (Funding Review Formula)

Scope of Initiative	<p>A workforce development plan for the clean economy will include:</p> <ul style="list-style-type: none"> • Future-proof LMI and forecasting methodologies for the clean economy. • Workforce gaps and barriers in the clean economy. • New initiatives to support the transition to the clean economy. • Post-secondary education and skills training to offer forward-thinking, in-demand skills training for a changing economy. • This project will be led by AEST in partnership with Climate Action Secretariat (CleanBC) and the Ministry of Jobs, Economic Recovery and Innovation (clean economy sector). The Plan will be aligned with the CleanBC Plan and emerging climate policy and government's objectives for the clean economy sector (economic recovery from COVID-19 and longer-term economic success). <p>An industry/government advisory group will be established to ensure the plan is relevant, to build support for recommendations and pave the way for successful implementation; and the Plan will be co-developed with Indigenous people.</p>
Status Update and Implementation Timeline (high-level)	<p>The plan is currently in development, with goal of completion by December 2023.</p>

Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	Support Minister of Jobs, Economic Recovery and Innovation (JERI) to invest in innovation clusters, focus on emerging industries - Mandate #10
What the initiative will achieve or problem it will address	This initiative represents an opportunity to accelerate economic growth in emerging industries where B.C. companies have developed the early lead – such as life sciences, emergency management technology, engineered wood, clean tech, artificial intelligence, and quantum and virtual reality technologies. Sector supports and targeted training initiatives can help ensure these leads are maintained and companies can continue to grow and attract the talent they need.
Scope of Initiative	<p>Through Mission Three of the StrongerBC Economic Plan, Government is fostering innovation across the economy by supporting talent development and collaboration between the innovation ecosystem and other sectors of the economy.</p> <p>Post-secondary institutions are an important part of the innovation ecosystem and play an essential role in supporting the talent needs of both established and emerging sectors of the economy.</p> <p>Graduate student scholarships and internships are further examples of the Ministry's support for innovation.</p>
Status Update and Implementation Timeline (high-level)	Minister of Jobs, Economic Recovery and Innovation is in the scoping phase, and engagement with AEST is pending.

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Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	Support the work of the Minister of State for Child Care to implement and enhance the Early Care and Learning Recruitment and Retention Strategy - Mandate #11
What the initiative will achieve or problem it will address	<p>Government continues to invest in children and families through large, multi-year investments in much-needed childcare spaces throughout the province. A key component to the success of these investments is ensuring childcare centres have regulated ratios of professional staff to operate.</p> <p>This commitment is focused on the training, recruitment and retention of Early Childhood Educators in the province.</p>
Scope of Initiative	<p>The scope is limited to ECE seat expansion through increasing access to programs via Government partners in the post-secondary sector.</p> <p>Approach will include working closely with partner ministries and stakeholders to understand needs and then collaborate across the postsecondary education sector to determine the most effective and efficient way to deliver the training and education required to fill identified gaps and meet new opportunities.</p>
Status Update and Implementation Timeline (high-level)	<ul style="list-style-type: none"> • Since 2017, \$14.66M in funding has added 1577 ECE seats to the post-secondary system. • Most recently, funding of \$1.3M was issued to 6 PSIs August 2022 (176 seats). • Advice/Recommendations; Cabinet Confidences; Government Financial Information •

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Mandate Letter Deliverable



Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	<p>Skilled Trades Certification (Compulsory trades system) - Mandate #12</p> <p>With support from the Ministry of Labour, work with the Industry Training Authority to restore the compulsory trades system to improve safety and give more workers a path to apprenticeship completion</p>
What the initiative will achieve or problem it will address	<p>This initiative would require workers to either be a certified journeyperson or registered as an apprentice to legally work in their trade.</p> <p>At the direction of the Priorities & Accountabilities Committee in 2019, AEST developed a comprehensive business case on implementing mandatory certification/compulsory trades. Benefits of the policy include:</p> <ul style="list-style-type: none"> • Improve equality of opportunity in trades careers by encouraging uncertified workers (many of whom come from marginalized groups including Indigenous peoples and other racialized communities) to gain the skills and formal recognition that puts them on par with their credentialed peers – leading to better jobs and sustainable livelihoods • Standardizing trades skills at a high level – resulting in increased wages and a better standard of living and the skills needed for workers to adapt to changing labour needs, while enhancing productivity and profit for employers and B.C.'s economy over the long-term. <p>Increasing prestige of the trades – encouraging more youth to enter the trades to replace retiring workers by improving the perception of trades occupations as being well paid, highly respected and equal to other professions that require post-secondary credentialing.</p>
Scope of Initiative	<p>Cabinet has approved that mandatory certification/compulsory trades be implemented beginning with 10 initial trades.</p> <p>The initiative includes setting journeyperson to apprentice ratios for these 10 trades to ensure adequate supervision and training quality assurance, as well as the creation of a new compliance and enforcement division within the SkilledTradesBC crown corporation (formerly Industry Training Authority).</p> <p>The policy would impact an estimated 8,150 uncertified workers across the province who would need to come into compliance to continue working in their trade.</p>

	<p>AEST conducted extensive public and Indigenous engagement over the summer and fall of 2021 to ensure that there are adequate supports to help uncertified workers in the transition to mandatory certification.</p> <p>The policy will be implemented in law in two phases between 2022/23 and 2025/26 to ensure that the trades training system can adapt while minimizing disruption to workers and employers.</p> <ul style="list-style-type: none"> • Phase 1: seven electrical and mechanical trades in 2022/23; • Phase 2: four automotive trades in 2024/25. <p>This approach provides a transition period of one year before employers and workers must come into compliance, allowing uncertified workers to continue working while accessing any additional supports they may need to register as apprentices or challenge an exam.</p> <p>This initiative includes a mechanism for industry to recommend additional trades to become mandatory in 2024/25 after evaluating the policy and implementation.</p>
Status Update and Implementation Timeline (high-level)	<p>Legislation (<i>Skilled Trades BC Act</i>) received Royal Assent March, 2022.</p> <p style="text-align: right;">Advice/Recommendations; Cabinet Confidences</p> <p>Implementation of phase 1 (electrical & mechanical trades) begins with introduction of the regulations.</p>

Mandate Letter Deliverable



Ministry of
Advanced Education
and Skills Training

Ministry	Ministry of Advanced Education and Skills Training (AEST)
Mandate commitment	Support the work of government to develop new skills training and career opportunities for people, including investments in new tech spaces, Early Childhood Education (ECE) learning opportunities and the new Health Career Access Program - Mandate #13
What the initiative will achieve or problem it will address	<p>Mandate letter commitment for Parliamentary Secretary for Skills Training. Supports specific commitments in AEST, MCFD, HLTH and other ministries' mandate letters.</p> <p>This is a broad commitment that includes support for new education and training seats, with examples from a variety of post-secondary program areas.</p> <p>It builds on past approvals, including the current tech expansion (2017), ECE learning to support Childcare BC (2018), first phase of health care assistant training within the Health Career Access Program (2020), and previous health education expansions (2018 and 2019).</p>
Scope of Initiative	<p>The scope is assumed to include not just the specific examples of health, tech and ECE, but all government commitments that include additional postsecondary training (e.g., Minister of Health commitment to <i>"Implement a comprehensive health care human resources strategy, expanding training in all fields of health care..."</i>).</p> <p>Approach in all cases will include working closely with partner ministries and stakeholders to understand needs and then collaborate across the postsecondary education sector to determine the most effective and efficient way to deliver the training and education required to fill identified gaps and meet new opportunities.</p> <p>Implementation phases will be pursued, with an initial focus on Health Care Assistants training and other health human resource needs, followed by other skills training, ECE and tech-relevant programming.</p> <p>Existing health care assistant seats will be repurposed for the Health Career Access Program where possible. Further details on other programming expansions are detailed in individual mandate commitment documents.</p> <p>Concurrent seat expansions across this range of program areas will need to be managed carefully with post-secondary institutions to ensure successful and sustainable implementation.</p>

**Status Update and
Implementation
Timeline (high-
level)**

Since 2017, \$14.66M in funding has added 1577 ECE seats to the post-secondary system. Most recently, funding of \$1.3M was issued to 6 PSIs August 2022 (176 seats).

Through the Health Career Access Program and a total of \$64M in funding for Health Care Assistant training for participants, more than 3,000 new seats have been offered since late 2020.

Advice/Recommendations; Cabinet Confidences

BRIEFING NOTE

CROWN AGENCIES

Name: SkilledTradesBC (STBC) *formerly the Industry training Authority (ITA)*

Legislative Authority: *Skilled Trades BC Act*

Mandate: The STBC was established in March 2004 as a Crown corporation under the *Industry Training Authority Act* (ITA Act) and replaced the Industry Training and Apprenticeship Commission (ITAC). The ITA Act was subsequently repealed and replaced with the *Skilled Trades BC Act* (STBC Act) in March 2022, sets out the purpose of the STBC to:

1. Manage and support an industry training and apprenticeship system in BC;
2. Ensure that the system meets the Province's need for skilled workers;
3. Work with government to achieve the government's objectives respecting the industry training and apprenticeship system;
4. Promote apprenticeship programs and industry training programs, including by encouraging persons to register in those programs and encouraging employers and sponsors to participate in those programs; and
5. Promote participation of Indigenous people in the industry training and apprenticeship system, including by encouraging Indigenous people to register in and complete industry training programs and apprenticeship programs.

Core Funding: In 2022/23 STBC received \$104.476 million. Preliminary budgets for 2023/24 (\$105.023 million) and 2024/25 (\$105.023 million).

Current STBC Board of Directors Appointees:

Name	Organization/Position	End Date
Cindy Oliver (Chair)	Chair of the Working Opportunity Fund Board Speaker/Deputy Speaker Canadian Association of University Teachers	May 1, 2025
Laird Cronk	BC Federation of Labour, President	May 1, 2025
Wally Penner	Previously with the Columbia Power Corporation	May 1, 2025
Peter Baker	Squamish Nation, Director Title and Rights	May 1, 2024
Bob Davis	Kwantlen Polytechnic University, President Faculty Association	May 1, 2024
Carolyn Jane Church	Project Manager at JDS Energy and Mining Inc.	May 1, 2024

Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

Last Updated: <October 7, 2022>

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Michelle Bryant	Ridley Terminals, Corporate Affairs Manager	May 1, 2023
Mary-Ann Bowcott	Westcom Plumbing and Gas Ltd., Chief Executive Officer	May 1, 2023
Dr. Jane Jae-Kyung Shin	Vice President, Students and Community Development at Vancouver Community College	May 1, 2023

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for May 2023 expiries within the next 90 days.

Issue(s):

- The *Skilled Trades BC Act* will come into force through regulation in November 2022 and will transform the Industry Training Authority into SkilledTradesBC, the modernized crown agency responsible for skilled trades training in BC.
- The renewed focus of SkilledTradesBC reflects the expanded responsibilities associated with skilled trades certification, and a new focus on promoting and supporting apprentices and trainees through their training journey to completion and certification.
-

Government Financial Information

Key Contact:

- Bindi Sawchuk
- Assistant Deputy Minister, Workforce Innovation & Skills Training, Ministry of Advanced Education and Skills Training
- (250) 216-0346

Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

Last Updated: <October 7, 2022>

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BRIEFING NOTE
CROWN AGENCIES

Name: British Columbia Council for International Education (BCCIE)

Legislative Authority: BCCIE is governed under the *Societies Act* and operates under its Constitution and Bylaws.

Mandate:

- BCCIE undertakes initiatives that support international education in British Columbia. It is currently the only provincial organization of its type in Canada dedicated to development of international education.
- The 2021/22 BCCIE Mandate Letter includes the following priorities:
 - o Support Government's mandate review of BCCIE, and implementation of recommendations from the review.
 - o Support Government's implementation of the provincial international education framework, with a focus on:
 - Supporting school districts and post-secondary institutions to further diversify their sources of international students, and work to identify new opportunities for BC Offshore Schools; and,
 - Supporting school districts and post-secondary institutions in regions outside the Lower Mainland to build their capacity to engage in international education, and work to promote these regions as study destinations
- BCCIE receives \$1.5 million in annual operating funding from the Ministry of Advanced Education and Skills Training, plus additional ad hoc project-based funding.

Current Appointees:

- The BCCIE Board is comprised of education sector representatives (K-12 public/independent, and public/private post-secondary). It also includes three senior government representatives.
- Board composition and appointment/nomination process is set out in the BCCIE bylaws. Directors are:

Name	Position	Organization Represented
Michel Tarko (Board Chair)	President and CEO, Justice Institute of BC	BC Association of Institutes and Universities
Feroz Ali	CEO, Asia Pacific Education	Education Quality Assurance designated institutions
Shawn Chisholm	Executive Director, FISA	Federation of Independent School Associations in BC
Patricia Gartland	CEO/Superintendent, School District No. 43 (Coquitlam)	B.C. School Superintendents Association
Nicola Lemmer	Assistant Deputy Minister	Ministry of Advanced Education and Skills Training
Blair Littler	Vice President, RUCBC	Research Universities' Council of British Columbia
Cloe Nicholls	Executive Director	Ministry of Education and Child Care
Ajay Patel	President, Vancouver Community College	BC Colleges Association
Kerry Pridmore	Assistant Deputy Minister	Ministry of Jobs, Economic Recovery and Innovation
Jay Yule	Superintendent, School District No. 24	B.C. School Superintendents Association

Contact Nicola Lemmer, ADM, Post-Secondary Policy and Programs Division,
Last Updated: <September 28, 2022>

(778) 698-9768
Page 1 of 2

	(Powell River)	
Jason Dewling	President of Western Canada and Asia Pacific, LCI Education Lasalle College, Vancouver	Private Degree Granting Institutions Association

Appointments required:

- **No government appointments required within 90 days.**
- The government appoints three senior-level government representatives from the ministry of Advanced Education and Skills Training; Education and Child Care; and Jobs, Economic Recovery and Innovation.
- The other board members are appointed by the education sector in accordance with BCCIE bylaws.

Issue(s):

- BCCIE supported the government's mandate review of the organization in Spring 2021. The organization has developed a new strategic plan that is in line with the B.C. International Education Framework and will provide an updated Service Plan with Budget 2023. Future service plan performance measures will be aligned with the new plan.

-

Advice/Recommendations

Key Contact:

- Nicola Lemmer
- Assistant Deputy Minister, Post-secondary Policy and Programs Division, Ministry of Advanced Education and Skills Training
- 778-698-9768

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: British Columbia Institute of Technology

Legislative Authority:

College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)

Mandate:

- The British Columbia Institute of Technology (BCIT) is one of BC's largest public post-secondary institutions with over 43,400 students (2020/21 academic year), offering over 300 programs and 1000 part-time courses in six general areas of study.
- Its mission is to support quality education and training to support student career goals and give BC the skills our economy needs, included partnering learners and industry for success through workforce development.
- BCIT has a provincial mandate and is the largest provider of apprenticeship, trades and technologist training in BC. Its student population is comprised of 90 percent domestic students and 10 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to BCIT were \$169.3 million, approximately 47 percent of their total revenue.
- BCIT also participates in a collaborative university campus that combines the strengths of four academic institutions: Simon Fraser University, the University of British Columbia, and Emily Carr University of Art and Design to intersect arts, technology, and innovation with development.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Michael Alan Bonshor	2022-07-31	2023-07-31	Order-in-Council
Robert (Bob) Leslie Enns	2019-12-31	2023-07-31	Order-in-Council
Balwant Singh Sanghera	2018-07-31	2023-07-31	Order-in-Council
Daniel Stuart Reader, Chair	2018-12-31	2023-07-31	Order-in-Council
Marcia Braundy	2019-07-31	2023-07-31	Order-in-Council
Chun (Claire) Wang	2021-12-31	2023-07-31	Order-in-Council
Donald John Matthew	2021-12-31	2023-07-31	Order-in-Council
Dr. Catherine Aczel Boivie	2021-07-31	2023-07-31	Order-in-Council
Marilyn Sophia Loewen Mauritz	2021-07-31	2023-07-31	Order-in-Council
Meredith Anne Sargent	2019-12-31	2024-07-31	Order-in-Council
Jeffrey (Jeff) Alcides Musialek	2021-03-05	2024-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- BCIT received approval for the 2021/22 fiscal year to run a deficit in the amount of \$14.4 million due to

COVID; however, BCIT completed fiscal 2021/22 with a \$12 million deficit.

Government Financial Information

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

British Columbia Institute of Technology

Territory Acknowledgment

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).



Interim President
Paul McCullough
Since July 1, 2022
604-432-8200
Paul_McCullough@bcit.ca



Chair of the Board
Dan Reader
Since June 29, 2021
604-866-9672
dan_reader@bcit.ca

Mandate

To provide specialized instruction in trades training, technology, and professional programs leading to certificates, diplomas, baccalaureate and applied master's 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 Qualities

- 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.

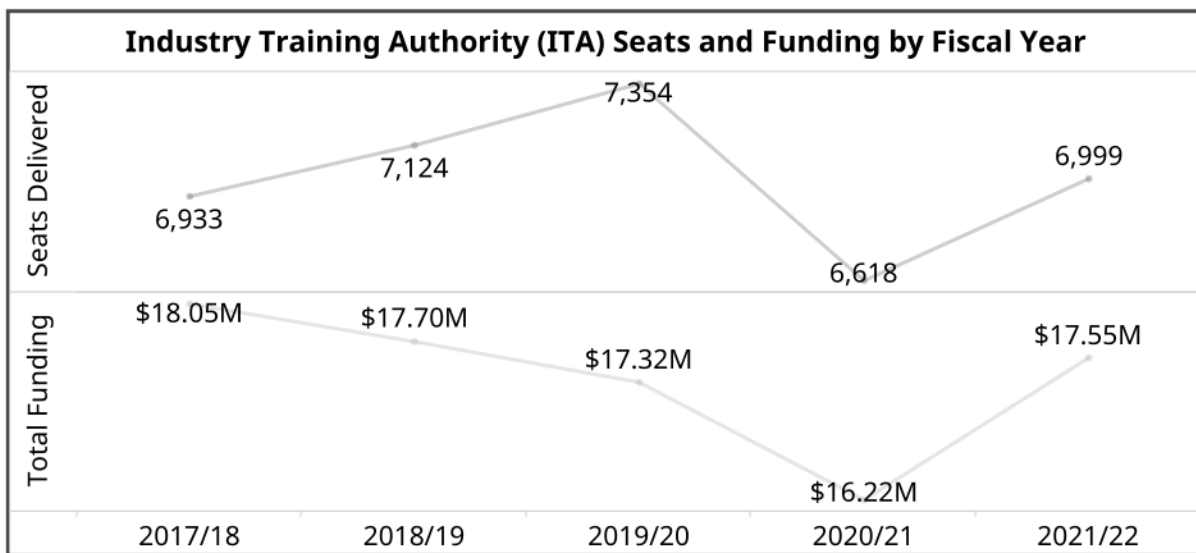
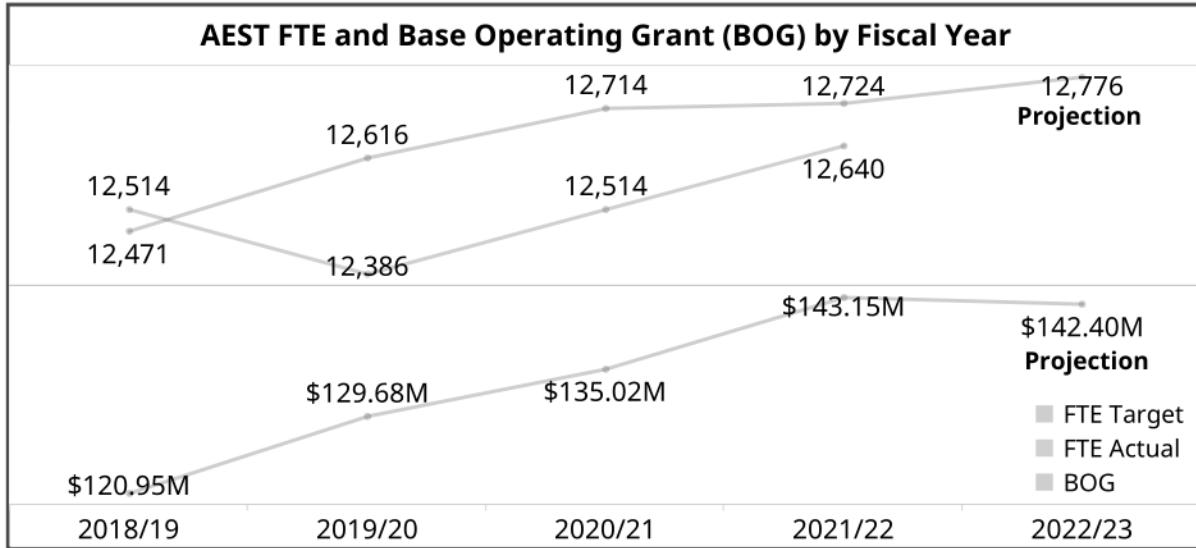
Campuses

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

Schools/Program Areas/Faculties

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

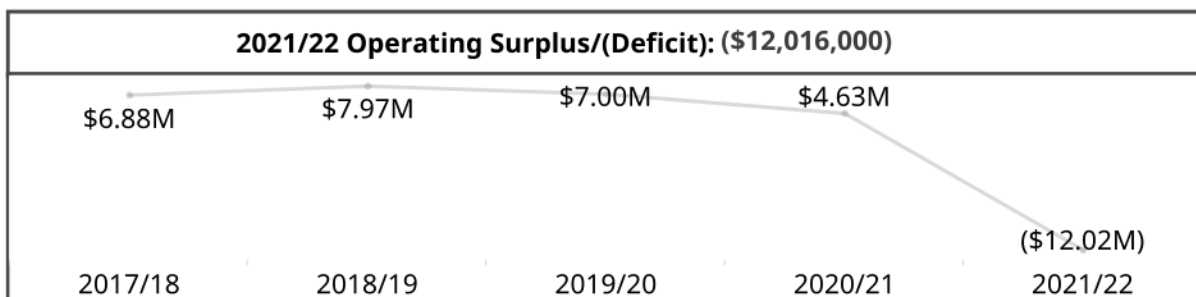
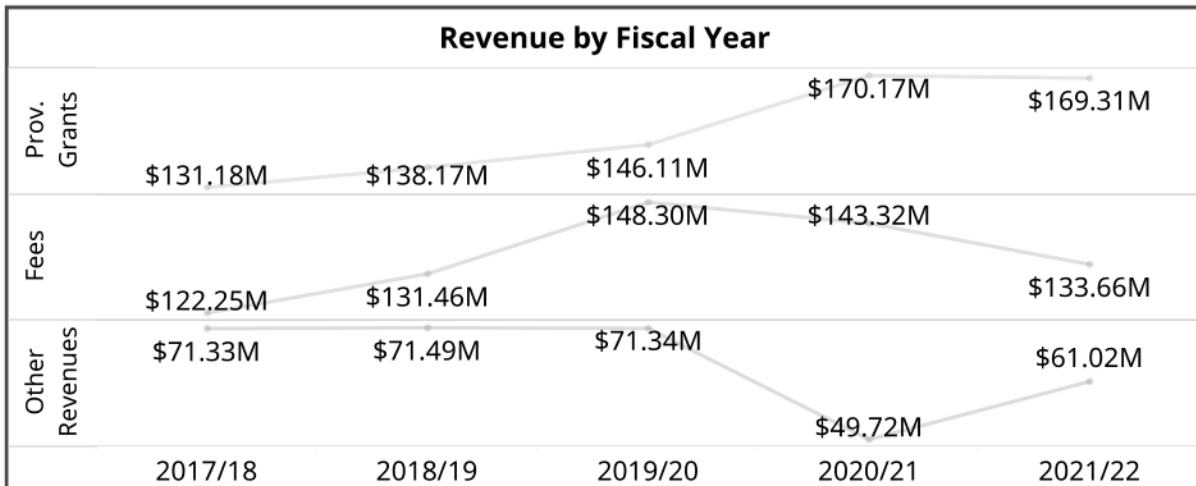
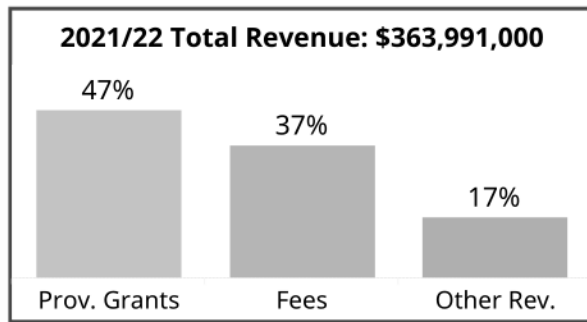
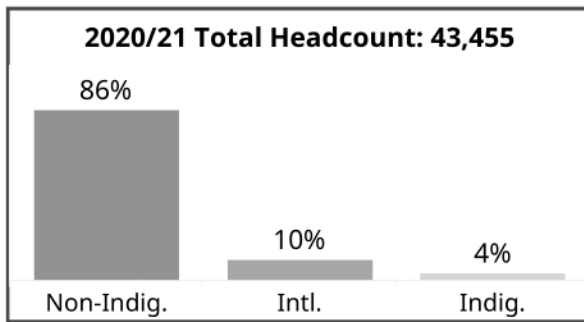
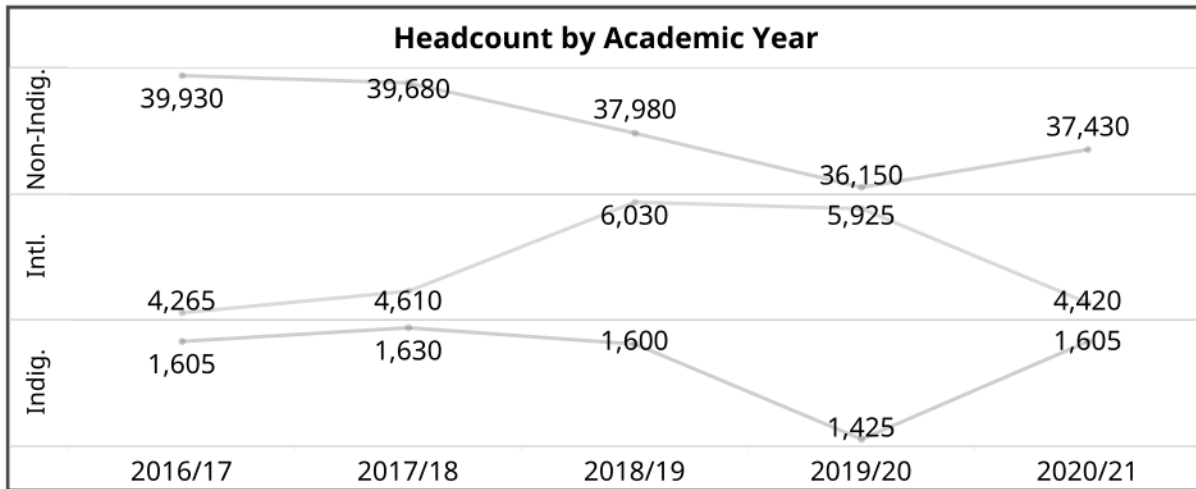
British Columbia Institute of Technology



2021/22 AEST FTEs	
Utilization Rate	99%
FTE Actual	12,640
FTE Target	12,724
BOG	\$143,151,098

2021/22 ITA Seats and Funding	
Seats Delivered	6,999
Total Funding	\$17,545,441

British Columbia Institute of Technology



British Columbia Institute of Technology

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Health Sciences Centre for Advanced Simulation	Completed June 29, 2022	A four-storey, 10,355 square meter building at the Burnaby Campus that 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.	\$66.57M	\$88.23M
Student Housing – Tall Timber House	Anticipated completion Summer 2024	Part of the BC Student Housing Program. This project will add 469 new student housing beds to the Burnaby campus and will include ground floor common areas and 11 storeys of student housing beds in a 12-storey mass timber building.	\$108.48M	\$119.69M
Tech Collider	Completed Fall 2021	This project modernizes the downtown campus and provides students with the space for industry-relevant, work-integrated learning projects.	\$9.85M	\$9.85M
Trades and Technology Complex	Anticipated completion Winter 2027	The project will modernize learning space for more than 20 trades-related programs.	\$136.62M	\$162.62M

British Columbia Institute of Technology

One-time Funding Examples

Project	2020/21	2021/22
Academic Communication Equity program	\$313,800	\$185,000
Advanced Timber and Wood Innovation	\$130,000	\$250,000
Annacis Island Lease	\$327,886	
Co-op and Work-Integrated Learning Initiatives		\$165,458
Covid 19 Initiatives		\$448,958
Diagnostic Medical Sonography		\$640,000
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$171,000	
Indigenous Student Supports	\$125,000	
Micro-Credentials	\$527,000	\$380,941
Sexual Violence Prevention		\$32,362
Specialty Nursing programs		\$4,043,000

British Columbia Institute of Technology

Issues

Financial Information

BCIT received approval for the 2021/22 fiscal year to run a deficit in the amount of \$14.4 million due to COVID.

BCIT completed fiscal 2021/22 with a \$12 million deficit due to a return to pre-COVID operating levels; recovery from the pandemic is still in progress.

Advice/Recommendations; Government Financial Information

Trades and Technology Complex

BCIT's \$163 million trades and technology complex (\$137 from AEST, \$26M from BCIT/fundraising) was announced earlier this year, consisting of a new four storey trades building, a carpentry pavilion that will house the new mass timber construction training program, a marine workshop, a campus services building and the ecological restoration of Guichon Creek. The project is AEST's first under governments Community Benefits Agreement and is currently undergoing procurement. Completion dates for the various components are unclear at the moment until tendering is completed.

BCIT Presidential Search

BCIT is currently undertaking a search process to select a new President. It is expected that the search will be complete by December 2022.

BCIT's has an interim President, Paul McCullough in place until a new President is selected.

Indigenous Information

As noted at the January 2022 First Nations Leadership Gathering, BCIT is providing funding to Kanaka Bar First Nations for an entrepreneurship program.

British Columbia Institute of Technology

Additional Information

Governance

Education Council Chair	Eric Fry	
Faculty and Staff Assoc. President	Colin Jones	Not affiliated with FPSE
Student Assoc. President	Liam Lauren	Independent student assoc.
Support Assoc. President	Darryl Wong	BCGEU (Local 703)
Vocational Assoc. President	Darryl Wong	BCGEU (Local 703)

British Columbia Institute of Technology

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	October, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Camosun College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Established in 1971, Camosun College (CAM) is mandated to serve Southern Vancouver Island and the Gulf Islands.
- CAM provides upgrading, certificate, diploma, bachelor's degree, post-degree diploma and continuing education programs in over eight program areas and across two campuses.
- In the 2020/21 academic year, CAM enrolled over 14,300 full-time and part-time students, comprised of 88 percent domestic students and 12 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to CAM were \$77.3 million, approximately 54 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Gregory Eric Atkins	2022-07-31	2023-07-31	Order-in-Council
Lindsay Margaret Heath Kearns	2021-07-31	2023-07-31	Order-in-Council
Ruth Atinuke Ramirez (Ruth Mojeed Ramirez)	2021-07-31	2023-07-31	Order-in-Council
Michael Mowbray Stubbing	2019-10-15	2024-07-31	Order-in-Council
Brenda McBain	2018-07-31	2024-07-31	Order-in-Council
Monty Marshall Bryant, Chair	2018-12-31	2024-07-31	Order-in-Council
Tanya Leslie Clarmont	2019-07-31	2025-07-31	Order-in-Council
Brent Palmer	2020-07-31	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- Camosun completed fiscal 2021/22 with a \$4.6 million deficit, due primarily to lower tuition and higher operating costs as the institution returned to normal levels of on-campus activity. Government Financial Information
Government Financial Information
- During the 2020 provincial election campaign, the BCNDP committed to providing \$150,000 to help Camosun College develop a business plan for a new film studio at its Interurban campus. AEST provided this \$150,000 in early 2021, and Camosun is developing a business case with Ministry representation on the Advisory Committee.
- In August 2022, the Province announced the new West Shore post-secondary campus that will be located in downtown Langford. The campus is a partnership between Camosun, Royal Roads University, University of Victoria, and the Justice Institute of British Columbia. It will also include space for programming by School District 62 (Sooke). The \$98 million project includes a \$77.8 million investment from the provincial government for the construction of the building. The campus is anticipated to open in fall 2024 with approximately 600 students.

- At the January 2022 First Nations Leadership Gathering, Heiltsuk noted they have some of the highest rates of post-secondary success and have successfully delivered post-secondary programs in partnership with Camosun and UVic.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Camosun College

Territory Acknowledgment

Applicable to all campuses: We (I) acknowledge with respect that Camosun's campuses are located on the traditional territories of the Esquimalt, Lekwungen (Esquimalt and Songhees), Malahat, Pacheedaht, Scia'new, T'Sou-ke and W̱SÁNEĆ (Pauquachin, Tsartlip, Tsawout, Tseycum) peoples.

Additional wording could include: Camosun learners, instructors, support staff and leadership are all enriched by the friendship and gracious welcome extended by our traditional hosts and by the beauty of the land on which we live, work and learn.



President

Dr. Lane Trotter
Since January 1, 2022
250-370-3410
Trotterl@camosun.ca



Chair of the Board

Dr. Monty Bryant
Since August 1, 2020
250-893-8193 (cell)
montybryant@outlook.com

Mandate

To serve Southern Vancouver Island and the Gulf Islands.

Legislation

Camosun College operates under the authority of the College and Institute Act.

Unique Qualities

- Provincial Centre of Excellence for Sport and Exercise Education housed with the Pacific Institute for Sports Excellence and the Canadian Sport Institute – Pacific.
- Host to the BC Regional Innovation Chair in Sport Technology.
- The first federally funded Technology Access Centre (TAC) 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 credentials while remaining employed.

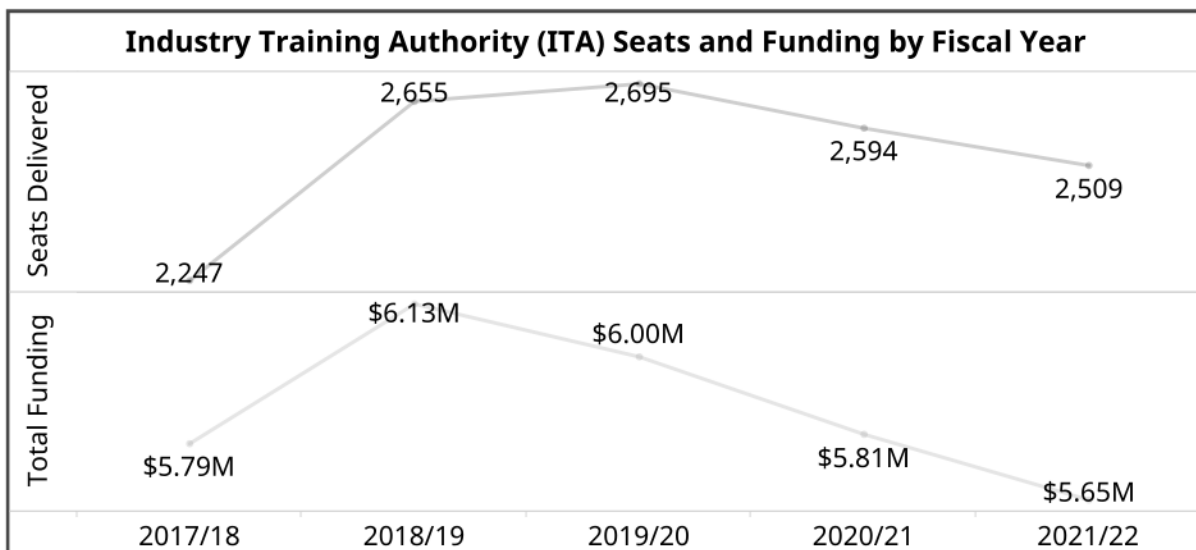
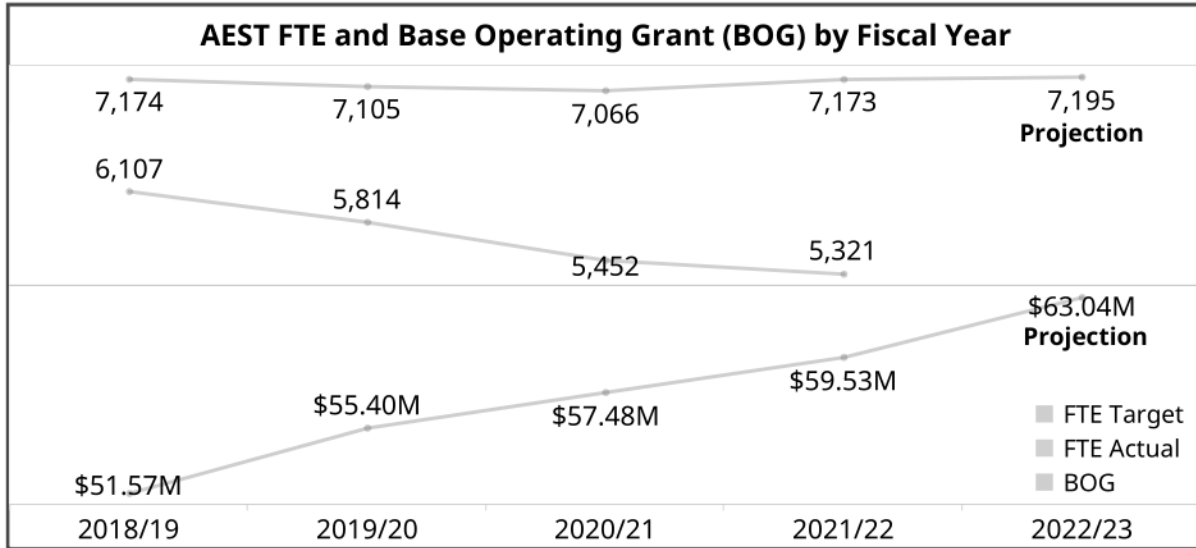
Campuses

1. Lansdowne (main campus)
2. Interurban

Schools/Program Areas/Faculties

1. Arts and Science
2. Business
3. Health and Human Services
4. Indigenous Education & Community Connections
5. Sport and Exercise Education
6. Trades and Technology
7. Access (adult upgrading)

Camosun College

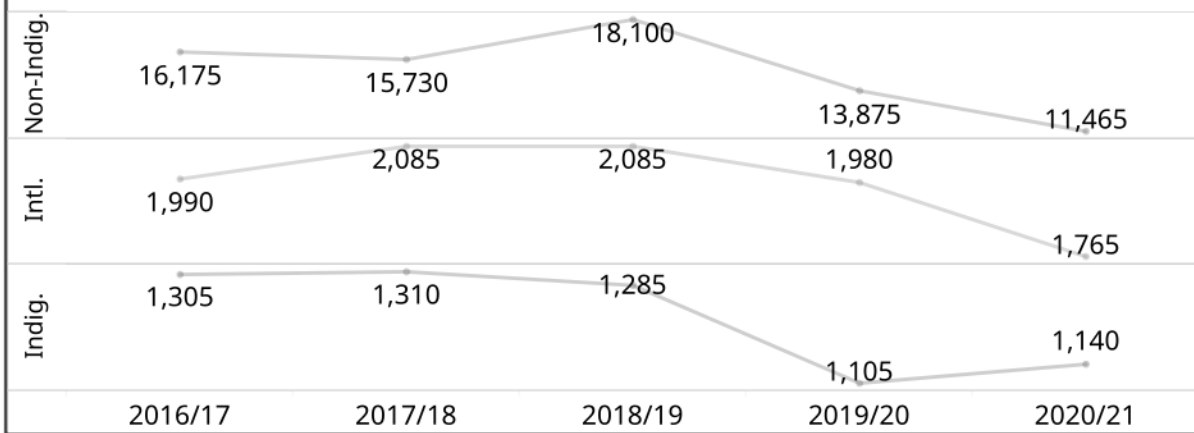


2021/22 AEST FTEs	
Utilization Rate	74%
FTE Actual	5,321
FTE Target	7,173
BOG	\$59,533,205

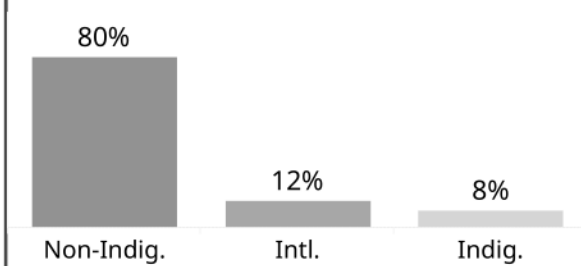
2021/22 ITA Seats and Funding	
Seats Delivered	2,509
Total Funding	\$5,647,431

Camosun College

Headcount by Academic Year



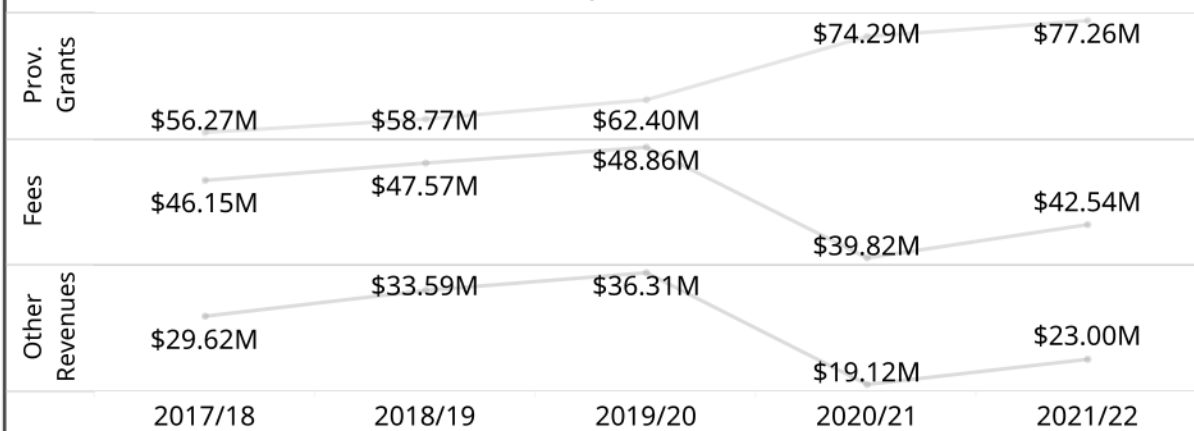
2020/21 Total Headcount: 14,370



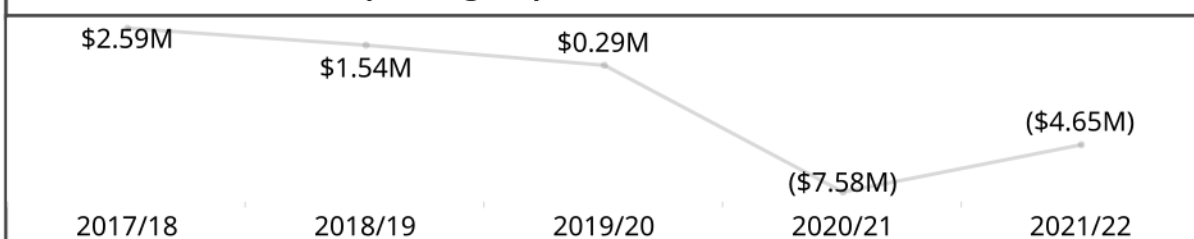
2021/22 Total Revenue: \$142,800,000



Revenue by Fiscal Year



2021/22 Operating Surplus/(Deficit): (\$4,646,000)



Camosun College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
		Camosun does not currently have any capital projects included in the Ministry's capital plan; an example of key past projects includes the Alex & Jo Campbell Centre for Health and Wellness and the Centre for Trades Education and Innovation.		

Camosun College

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Aboriginal Service Plan	\$450,000	
Community Adult Literacy Program	\$69,000	
Covid 19 Initiatives		\$75,070
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion	\$880,159	
Emergency Student Assistance Fund	\$154,000	
Indigenous Emergency Assistance Funding	\$41,000	\$10,000
Micro Credentials	\$211,000	
On-campus Film Studio	\$150,000	
Pedagogical Support for Health Care Assistant Students	\$20,000	
Priority Health Programs	\$119,700	
Sexual Violence Prevention		\$19,534

Camosun College

Issues

Financial Information

Camosun received approval for the 2021/22 fiscal year to run a deficit in the amount of \$6.2 million, due to COVID.

Camosun completed fiscal 2021/22 with a \$4.6 million deficit, due primarily to lower tuition and higher operating costs as the institution returned to normal levels of on-campus activity.

Advice/Recommendations; Government Financial Information

Film Studio

During the 2020 provincial election campaign, the BC NDP committed to providing \$150,000 to help Camosun College develop a business plan for a new film studio at its Interurban campus.

AEST provided this \$150,000 in early 2021, and Camosun is developing a business case (draft version shared in December 2021) with the help of film industry consultants.

The draft plan includes sound stages, production offices, support and educational spaces.

Camosun is working on finalizing the business plan and will be completing an assessment for determining the optimum method for procurement.

The project is intended to be financed by industry involvement and AEST has not been asked, nor is expected to provide capital funding to support its construction.

Depending on the outcome of the final business plan and assessment, Camosun will be required to bring forward any land or lease disposition requests that they may arrange with their proponent.

Camosun College

Issues

West Shore Post-Secondary Access

In August 2022 the Province announced the new West Shore post-secondary campus that will be located in downtown Langford. The campus is a partnership between Camosun, Royal Roads University, University of Victoria, and Justice Institute of British Columbia. It will also include space for programming by School District 62 (Sooke).

The \$98-million project includes a \$77.8-million investment from the provincial government for the construction of the building, and \$18.5 million from RRU for the land purchase plus an additional \$500,000 for capital costs. Additional capital contributions include \$200,000 from Camosun.

The public post-secondary institutions partnering on this project will offer a mix of programs and micro-credentials, including health-care assistant and educational assistant training from Camosun.

The campus is anticipated to open in fall 2024 with approximately 600 students. By 2035-36, at full capacity, the campus will serve an estimated 1,300 full-time students.

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$239,944 to CAM in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 24 FTEs.

In March 2022, AEST distributed \$345,061 in one-time federal funding under the July 2021 federal-provincial Early Learning and Childcare Agreement for CAM to offer ECE Work-Integrated Learning (WIL), resulting in 24 FTEs.

Since 2017, AEST has provided a total of \$2,058,914 to support ECE program expansion and ECE-WIL at CAM, resulting in 160 FTEs in addition to base-budget funded seats.

Indigenous Relationship Building

At the January 2022 First Nations Leadership Gathering (FNLSG) Lil'Wat Nation noted that it has an arrangement with CAM for trades training.

Also at the 2022 FNLG, Heiltsuk noted they have some of the highest rates of post-secondary success and have successfully delivered post-secondary programs in partnership with Camosun and UVic.

Camosun College

Additional Information

Governance

Education Council Chair	Bijan Ahmadi	
Faculty Assoc. President	Lynelle Yutani	FPSE (Local 12)
Student Society External Exec.	Jessie Naadei Niikoi	BC Federation of Students affiliated
Support Staff Assoc. President	Keith Todd	CUPE (Local 2081)
Vocational Assoc. Chairperson	Caelen Cook	BCGEU (Local 701)

Camosun College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	August, 2022

Notes

Financial Data

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Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Capilano University

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

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.
- Founded in 1968 as Capilano College, CAPU became a provincially designated special purpose teaching university authorized by the *University Act* to offer baccalaureate- and master-level degrees in 2008.
- CAPU operates across three campuses and its programs are divided among six schools or faculties.
- In the 2020/21 academic year, CAPU served over 10,300 students. Its overall student population was 69 percent domestic students and 27 percent international students.
- In the 2021/22 fiscal year, total Provincial grants provided to CAPU were \$48.7 million, approximately 40 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Andrew Justin Petrozzi	2017-12-31	2023-07-31	Order-in-Council
Duncan K. Brown, Alumni, Chair	2017-12-31	2023-07-31	Order-in-Council
Sarah Kathryn Thomas, Alumni	2022-07-31	2023-07-31	Order-in-Council
Troy Abromaitis	2022-07-31	2023-07-31	Order-in-Council
Sonny Wong	2020-07-31	2023-07-31	Order-in-Council
Ashraf Amin Amlani	2018-12-31	2024-07-31	Order-in-Council
Patricia M. Heintzman	2018-12-31	2024-07-31	Order-in-Council
Rodger Chi Hin So	2019-07-31	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- CAPU is planning to re-open a regional campus in Squamish that closed in 2016 due to low utilization. Population growth is expanding demand for post-secondary programming and CAPU has requested significant capital funding to build a new facility.

Annual Operating Deficit:

- CAPU received approval for the 2021/22 fiscal year to run a deficit in the amounts of \$5.1 million, due to COVID, but they completed the year with a \$3 million surplus, due primarily to lower operating costs than budgeted.
-

Advice/Recommendations: Government Financial Information

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Capilano University

Territory Acknowledgment

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 (seeshelt)/shíshálh Nation.



President

Paul Dangerfield
Since October 1, 2016
604-984-4925
pdangerfield@capilanou.ca



Chair of the Board

Duncan Brown
Since July 31, 2021
604-618-1465
dkbyyz@gmail.com

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 Qualities

- 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.

Campuses

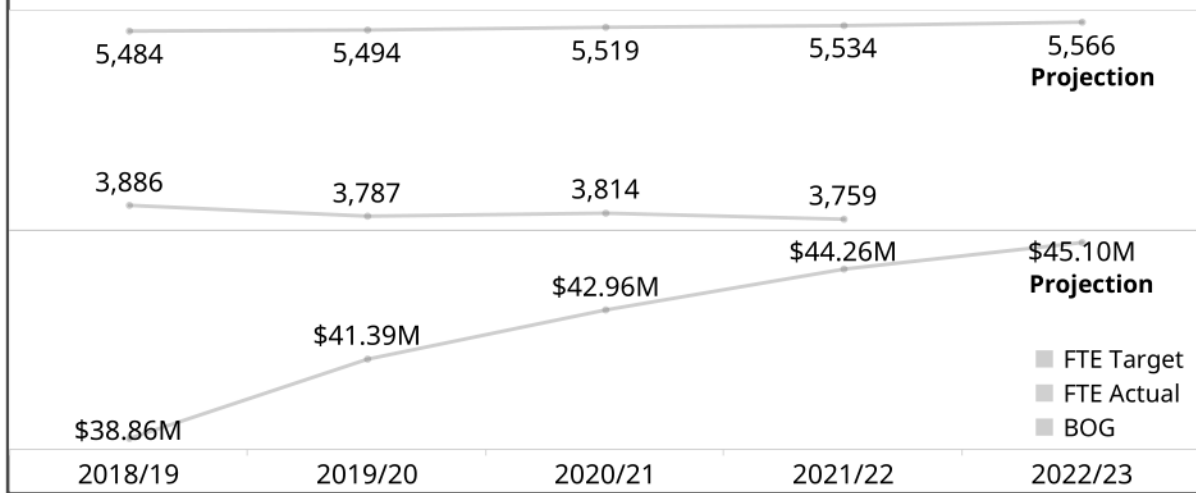
1. North Vancouver (main campus)
2. kalax-ay Sunshine Coast (Sechelt)
3. Lonsdale

Schools/Program Areas/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

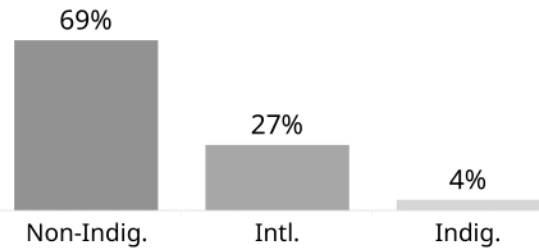
AEST FTE and Base Operating Grant (BOG) by Fiscal Year



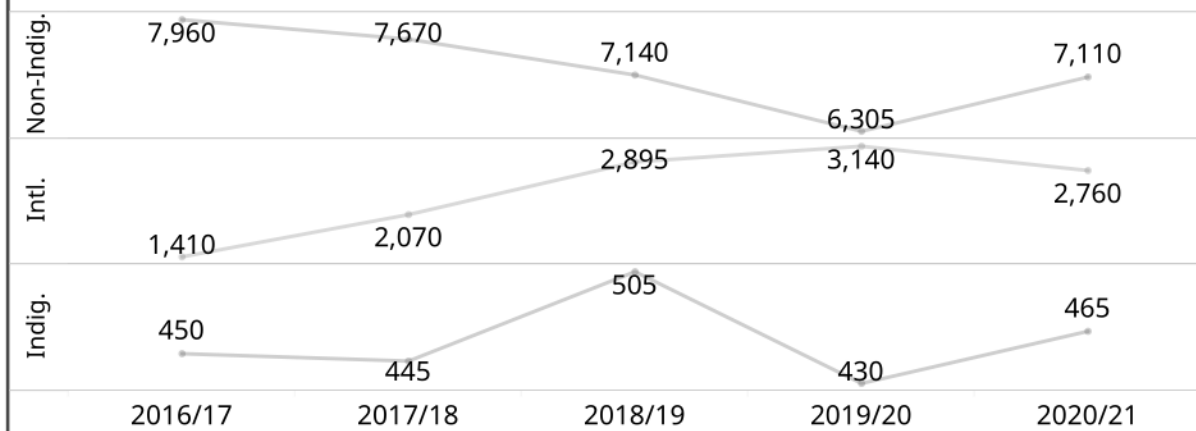
2021/22 AEST FTEs

Utilization Rate	68%
FTE Actual	3,759
FTE Target	5,534
BOG	\$44,257,898

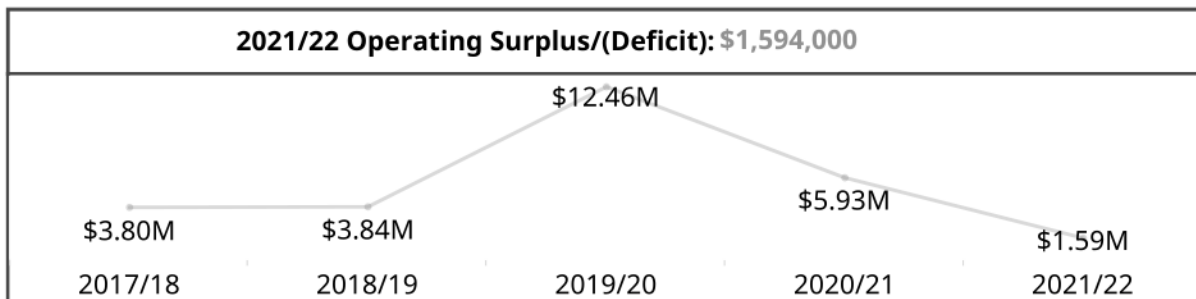
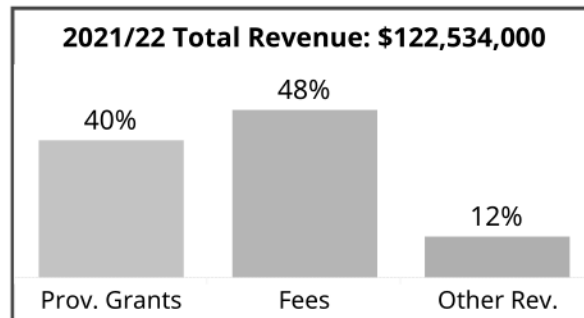
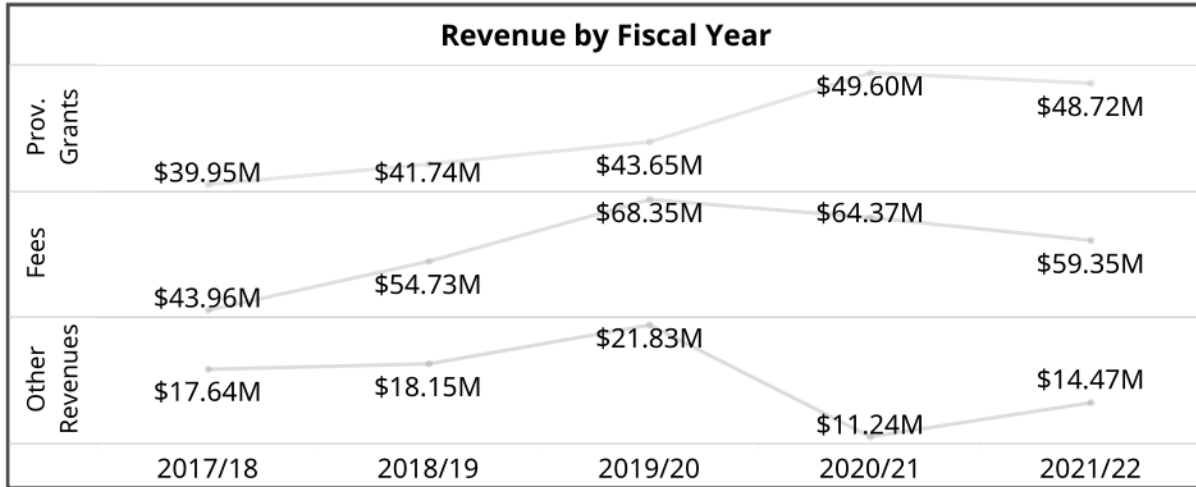
2020/21 Total Headcount: 10,340



Headcount by Academic Year



Capilano University



Capilano University

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Centre for Childhood Studies	Anticipated completion Summer 2024	The project includes a new early childhood education training centre and an additional 74 childcare spaces. The \$9.5 million in Provincial funding was provided by AEST (\$6.5 million) and the Ministry of Children and Family Development (\$3.0 million).	\$9.50M	\$21.80M
Advice/Recommendations; Government Financial Information				
Student Housing and Dining Hall	Anticipated completion Late 2024	Approved project includes 362 student housing beds and a mass timber dining hall.	\$41.53M	\$58.21M

Capilano University

One-time Funding Examples

Project	2020/21	2021/22
Aboriginal Service Plan	\$321,500	
Community Adult Literacy Program	\$353,500	
Covid 19 Initiatives		\$172,234
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion	\$255,435	
Emergency Student Assistance Fund	\$59,000	
Health Care Assistant	\$244,640	
Indigenous Emergency Assistance Funding	\$5,000	\$5,000
Sexual Violence Prevention		\$13,630

Capilano University

Issues

Financial Information

CAPU received approval for the 2021/22 fiscal year to run a deficit in the amounts of \$5.1 million, due to COVID.

CAPU completed fiscal 2021/22 with a \$3M surplus, due primarily to lower operating costs than budgeted.

Advice/Recommendations; Government Financial Information

Squamish Campus

CAPU closed its regional campus in Squamish in 2016 due to declining utilization. The space is currently leased to the Francophone Education Authority (FEA). AEST is working with the Ministry of Education and Child Care to release the property for CAPU and transfer it to the Francophone Education Authority, as there is an established need for a Francophone school in Squamish.

In February 2022, after identifying a site in downtown Squamish for the new campus development, CAPU secured Board approval to purchase the property for \$8M.

Advice/Recommendations; Cabinet Confidences; Government Financial Information

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding totaling of \$1,148,468 since 2017 to enable Early Childhood Education program expansion at CAPU, resulting in 79 FTEs in addition to base-budget funded seats. No funding was provided for 2021/22.

Capilano University

Issues

Domestic FTE Utilization

CAPU's domestic FTE utilization rate has declined since 2013/14 to 69% in 2021/22, the lowest among the teaching universities. According to CAPU, several factors contribute to low enrolment, including inadequate transportation options between the North Shore and Lower Mainland, lack of affordable housing for students, and limited bachelor's degree options at CAPU.

CAPU has developed a plan to counter these factors and increase its FTE utilization rate and overall enrolment through a combination of academic and supporting initiatives. One such initiative is the Centre for Childhood Studies project on CAPU's main campus in North Vancouver, which government approved in fall 2021 and announced in January 2022. Another initiative is the student housing and dining project, also on CAPU's main campus, which government approved in fall 2021. The project was announced in April 2022.

Indigenous Relationship Building

At the January 2022 First Nations Leadership Gathering, Lil'Wat Nation noted that Capilano is a core partner (CAPU and Lil'wat Nation signed an Affiliation agreement in 2019), and that the Nation has programs with CAPU for business and language training.

Capilano University

Additional Information

Governance

Chancellor	Yuri Fulmer	
Faculty Assoc. President	L. Eduardo Azmitia	FPSE (Local 1)
Senate Chair	Paul Dangerfield	
Student Union President	Karandeep Sanghera	Alliance of BC Students
Support Staff Assoc. President	Lori Mayhew	Movement of United Professionals (COPE Local 378)

Capilano University

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Coast Mountain College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Coast Mountain College (CMTN) is a public post-secondary institution that serves the northwest region of the province from Houston to Haida Gwaii.
- It offers a variety of programs including college access programs, health and human services, university credit programs, trades foundation and apprenticeship programs. It is the provincial headquarters for the BC Centre of Training Excellence in Mining (CTEM) as well as the School of Exploration and Mining and the Freda Diesing School of Northwest Coast Art.
- Across five campuses, CMTN supported over 2,200 full-time and part-time students in the 2020/21 academic year.
- The CMTN student body is comprised of 82 percent domestic students and 18 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to CMTN were \$26.3 million approximately 69 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Nicole Elaine Halbauer, Chair	2017-12-31	2023-07-31	Order-in-Council
Adelle Jonker	2022-07-31	2023-07-31	Order-in-Council
Diane M. McRae	2018-03-21	2024-07-31	Order-in-Council
David R. Try, VC	2018-03-21	2024-07-31	Order-in-Council
Jolene S. Wesley	2018-03-21	2024-07-31	Order-in-Council
Michelle Amanda Horner	2021-06-30	2024-07-31	Order-in-Council
Mary L. Denton	2018-07-31	2024-07-31	Order-in-Council
David James Smith	2018-07-31	2024-07-31	Order-in-Council
Shannon McPhail	2017-12-31	2024-07-31	Order-in-Council

Appointments required:

- 1 appointment needed within 90 days. CABRO and the ministry are working with the college to identify suitable candidates to fill this anticipated vacancy .
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- Security Concern
- CMTN received approval for the 2021/22 fiscal year to run a deficit in the amount of \$1.0 million, due to COVID, but they completed year with a \$192,000 surplus, due primarily to lower operating costs.
- Advice/Recommendations: Government Financial Information

Houston Campus

- CMTN closed its Houston campus in 2017. It continues to offer trades programming in the community in partnership with the school district, where demand exists.
- The District of Houston would like adult education and increased skills training offered in Houston, through Coast Mountain College (CMTN) or other means. Specifically, Houston cites opportunities to reskill adults to fill perceived labour shortages in areas including trades, clerical work and business administration.
- CMTN is working to increase access to communities in various ways, including use of mobile trades training units and partnerships with local school districts.
- In addition, CMTN has established a Contact North centre with the local school district in Houston, to support delivery of online or distance education programs offered by a variety of public post-secondary institutions (see below).
- The District of Houston is encouraged to continue to work with CMTN on opportunities to meet the education and training needs of learners in Houston.

Contact North BC

- The Ministry has provided \$5.7 million over three years to the Contact North pilot project to support the delivery of online or distance education programs offered by a variety of public post-secondary institutions to increase local access to education and training opportunities in communities across northwest British Columbia.
- Currently, centres have been established in 22 Indigenous and other remote communities in northwest B.C that provide technology and infrastructure and in-person supports to assist students with online or distance education programs and courses.
- If successful, the initiative could serve as a model for other regions to support educational and training opportunities in remote Indigenous communities.
- A review of the project's first three years will inform decisions regarding any potential future funding.

Health Program Expansion

- To meet on-going workforce needs in the Northwest, the Ministry has committed funding to CMTN for the development of a new practical nursing diploma program that will have a first intake of up to 24 students in Fall 2023. This will be delivered every second year.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Coast Mountain College

Territory Acknowledgment

Applicable to all campuses: We (I) acknowledge with respect the traditional territories of the Haida (hy-dah), Tsimshian (sim-she-an), Nisga'a (nis-gah), Haisla (highs-la), Gitksan (gicks-san), Wet'suwet'en (wet-so-a-den), and Tahltan (tall-tan) Nations.

Additional territory acknowledgements are on page 8.



President & CEO

Dr. Laurie Waye
Since Aug 16, 2022
250-631-7015 (cell)
lwayne@coastmountaincollege.ca



Chair of the Board

Nicole Halbauer
Since December 1, 2017
250-631-9131 (cell)
nichalbauer@gmail.com

Mandate

To serve the northwest region of the province from Houston to Haida Gwaii.

Legislation

Coast Mountain College operates under the authority of the College and Institute Act.

Unique Qualities

- Provincial headquarters for the BC Centre of Training Excellence in Mining (CTEM) as well as the School of Exploration and Mining.
- Freda Diesing School of Northwest Coastal Art - the only school of its kind in Canada, focusing on traditional First Nations Pacific Northwest Coast art.
- Serves a large region of approximately 254,000 square kilometers.

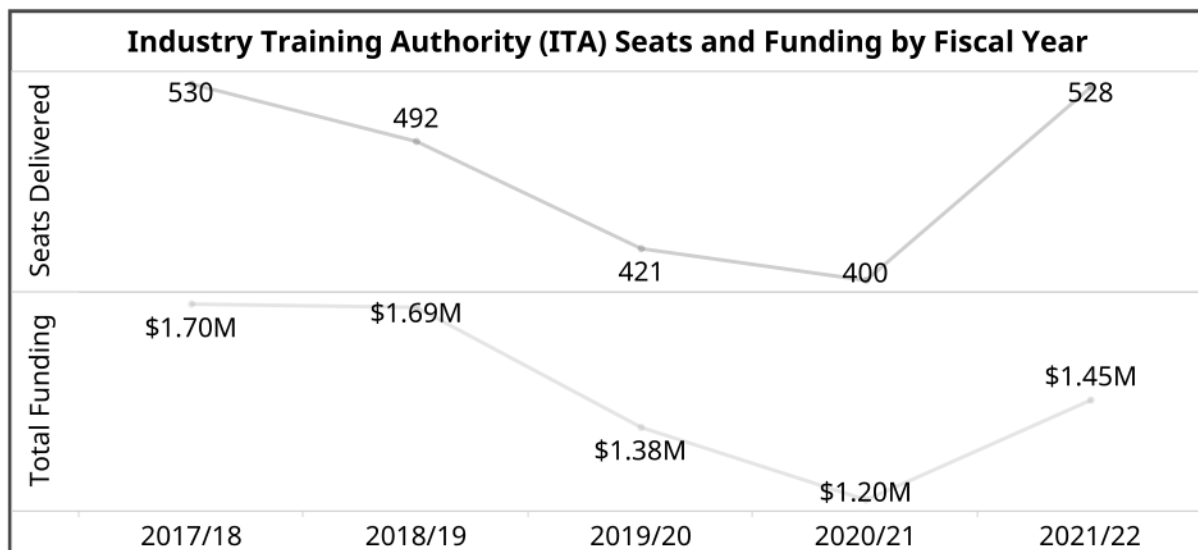
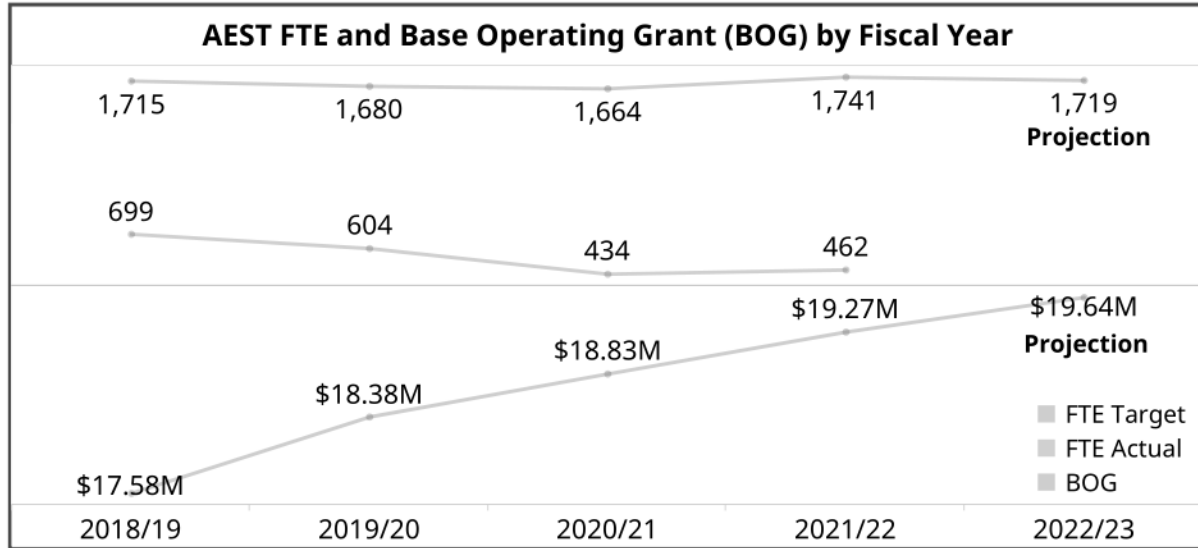
Campuses

1. Terrace (administration)
2. Hazelton
3. Smithers
4. Prince Rupert
5. Masset, Haida Gwaii

Schools/Program Areas/Faculties

1. Arts
2. Business
3. Fine Arts
4. Health & Social Sciences
5. Science
6. Trades
7. Upgrading

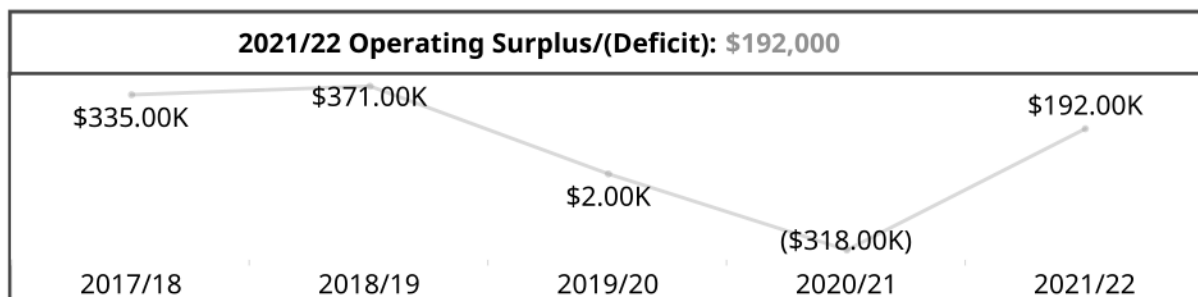
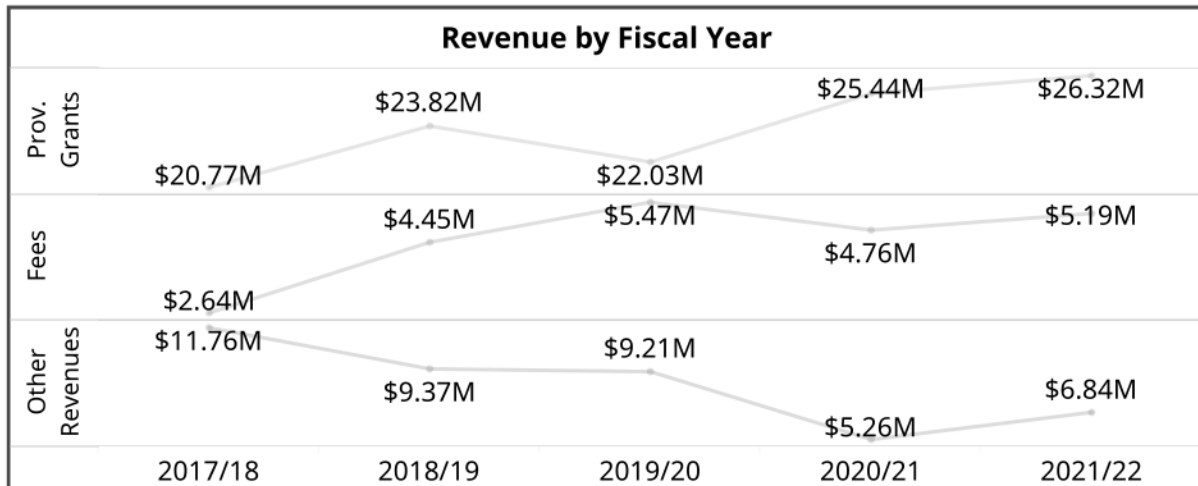
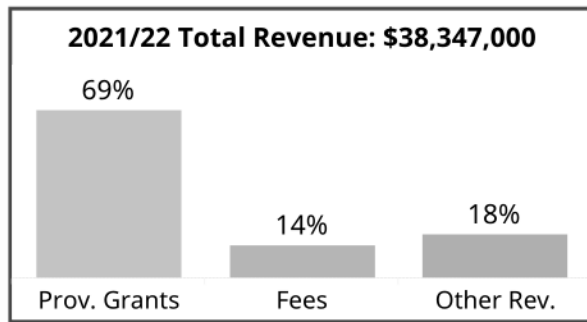
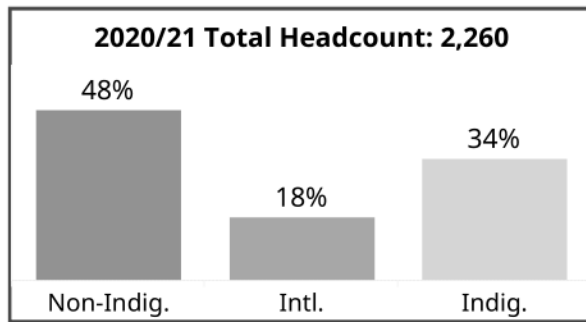
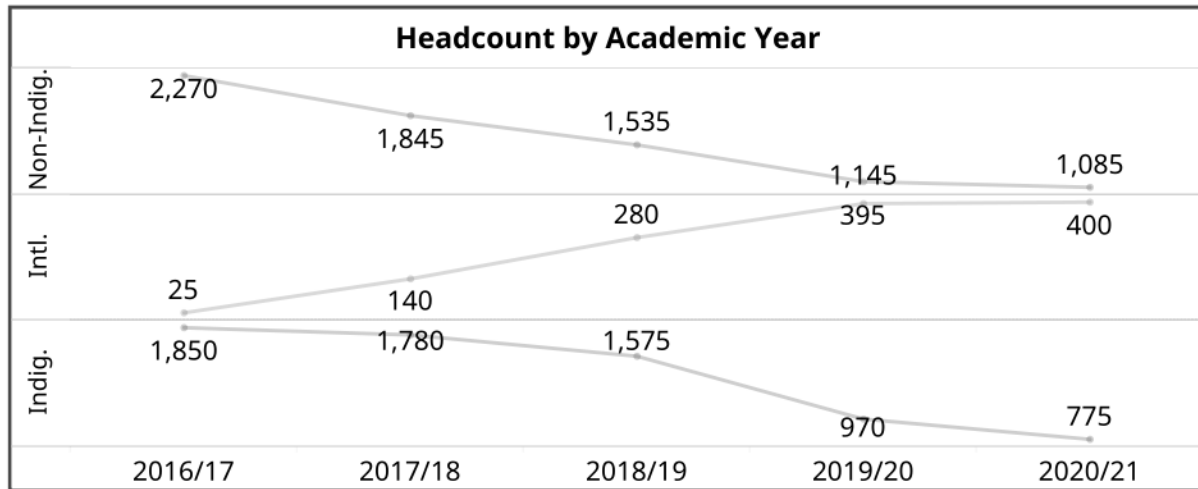
Coast Mountain College



2021/22 AEST FTEs	
Utilization Rate	27%
FTE Actual	462
FTE Target	1,741
BOG	\$19,272,913

2021/22 ITA Seats and Funding	
Seats Delivered	528
Total Funding	\$1,453,840

Coast Mountain College



Coast Mountain College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Spruce Building Refurbishments (Phases 1 & 2)	Anticipated completion Winter 2023	Renovate and provide updates to the Spruce Building including a new main campus library space (Phase 1) with interactive learning space for faculty and students. Phase 2 involves renewal of upper two floors to accommodate all forms of teaching.	\$17.93M	\$18.93M

Coast Mountain College

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Aboriginal Service Plan	\$355,000	
Centre for Training Excellence in Mining	\$125,000	\$150,000
Community Adult Literacy Program	\$313,454	
Contact North Initiative	\$1,852,000	\$2,337,000
Covid 19 Initiatives		\$92,303
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$30,000	
Health Care Assistants	\$545,534	
Indigenous Emergency Assistance Funding	\$16,000	\$25,000
Micro Credentials	\$30,000	
Sexual Violence Prevention		\$7,192

Coast Mountain College

Issues

Financial Information

CMTN received approval for the 2021/22 fiscal year to run a deficit in the amount of \$1.0 million, due to COVID.

CMTN completed fiscal 2021/22 with a \$192K surplus, due primarily to lower operating costs.

Advice/Recommendations; Government Financial Information

Houston Campus

CMTN closed its Houston campus in 2017. It continues to offer trades programming in the community in partnership with the school district, where demand exists.

The District of Houston would like adult education and increased skills training offered in Houston, through Coast Mountain College (CMTN) or other means. Specifically, Houston cites opportunities to reskill adults to fill perceived labour shortages in areas including trades, clerical work and business administration.

CMTN is working to increase access to communities in various ways, including use of mobile trades training units and partnerships with local school districts.

In addition, CMTN has established a Contact North centre with the local school district in Houston, to support delivery of online or distance education programs offered by a variety of public post-secondary institutions (see below).

The District of Houston is encouraged to continue to work with CMTN on opportunities to meet the education and training needs of learners in Houston.

Student Housing

CMTN's 108 bed housing project (\$21.6M total, \$20.6M from AEST) was completed in the fall of 2021.

Coast Mountain College

Issues

Health Program Expansion

To meet ongoing workforce needs in the North West, AEST has committed funding to CMTN for the development of a new practical nursing diploma program that will have a first intake of up to 24 students in Fall 2023. This will be delivered every second year.

Contact North BC

The Ministry has provided \$5.689 million over three years to the Contact North pilot project to support the delivery of online or distance education programs offered by a variety of public post-secondary institutions to increase local access to education and training opportunities in communities across northwest British Columbia.

Currently, centres are being established in approximately 22 Indigenous and other remote communities in northwest B.C. that provide technology and infrastructure and in-person supports to assist students with online or distance education programs and courses.

If successful, the initiative could serve as a model for other regions to support educational and training opportunities in remote Indigenous communities.

Funding for year three of the pilot has not been announced.

A review of the project's first three years will inform decisions regarding any potential future funding.

Coast Mountain College

Additional Information

Governance

Education Council Chair	Marja Burrows	
Faculty Assoc. President	Marja Burrows	Academic Workers' Union FSPE (Local 11)
Student Union Chairperson	Reilly Walker	BCFS
Support Staff Assoc. Chairperson	Jessica Scafe	BCGEU (Local 712)
Vocational Staff Assoc. Chairperson	Jessica Scafe	BCGEU (Local 712)

Additional Territory Acknowledgements

Applicable to Prince Rupert Campus: We (I) acknowledge with respect the traditional territories of the Tsimshian (sim-she-an) people of the Allied Tribes of Lax Kw'alaams (lacks-qwah-lambs) and Metlakatla (met-la-cat-la).

Applicable to Terrace Campus: We (I) acknowledge with respect the traditional territories of the Tsimshian (sim-she-an) people of Kitsumkalum (kits-um-kale-um).

Applicable to Kitimat Campus: We (I) acknowledge with respect the traditional territories the Haisla (highs-la) people of Kitamaat (kit-ah-mat) Village.

Applicable to Hazelton Campus: We (I) acknowledge with respect the traditional territory of the Gitksan (gicks-san) Nation.

Applicable to Smithers Campus: We (I) acknowledge with respect the traditional territory of Wet'suwet'en (wet-so-a-den) Nation.

Applicable to Haida Gwaii Campus: We (I) acknowledge with respect the traditional territory of the Haida people.

Coast Mountain College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	October, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTIONS

Name: College of New Caledonia

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- The College of New Caledonia (CNC) is a community college dedicated to helping meet the adult and post-secondary educational needs of the Central Interior region of BC, and by contributing to its economic and social progress.
- With six campuses, serving an area approximately 117,500 square kilometers in size, or 12 per cent of the province, CNC offers over 90 programs, including health sciences, trades and technologies, social services, developmental, business, and university transfer studies.
- In the 2020/21 academic year, CNC enrolled over 6,700 students, comprised of 76 percent domestic students and 23 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to CNC were \$45.5 million, approximately 60 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Vacancy			Order-in-Council
David Cameron Schroeter	2021-07-31	2023-07-31	Order-in-Council
Lisa Elizabeth Scott	2020-07-31	2023-07-31	Order-in-Council
Thomas William Lewis	2020-07-31	2023-07-31	Order-in-Council
Shobha Kumari Sharma, Chair	2018-07-31	2024-07-31	Order-in-Council
Derek David Orr	2018-07-31	2024-07-31	Order-in-Council
Regina Marie Toth	2018-07-31	2024-07-31	Order-in-Council
Miranda Dawn Paterson	2018-12-04	2025-07-31	Order-in-Council

Appointments required:

- **1 appointment** for succession planning within 60 days. The board currently at 8 LGIC members.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- CNC received approval for 2021/22 to run a deficit in the amount of \$2.5 million, due to COVID. CNC completed fiscal 2021/22 with a \$2.1 million deficit.
-

Advice/Recommendations; Government Financial Information

Burns Lake Campus:

- Over several years, CNC programs, student FTEs and staff have decreased substantially in Burns Lake.
- Some members of the Burns Lake community have been advocating for Nicola Valley Institute of Technology (NVIT) to take over post-secondary education delivery from CNC in Burns Lake.

Intergovernmental Communications

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

College of New Caledonia

Territory Acknowledgment

Applicable to Prince George Campus: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Lheidli T'enneh (clayt-clay ten-ay) Nation.

Additional territory acknowledgements are on page 9.



President

Dr. Dennis Johnson
Since October 1, 2019
250-561-5825
johnsond@cnc.bc.ca



Chair of the Board

Shobha Sharma
Since May 13, 2022
778-349-4498 (cell)
shobha.sharma@cinhs.org

Mandate

To serve the central interior region of the province.

Legislation

College of New Caledonia operates under the authority of the College and Institute Act.

Unique Qualities

- Serves the northern regions with specialized programs in Medical Lab, Radiography and Natural Resources and Forestry.
- Offers the only Dental Hygiene and Sonography programs in Northern BC.
- Federally funded Industrial Research Chair in Forest Health to develop innovative tools to help mitigate impacts of forest diseases.

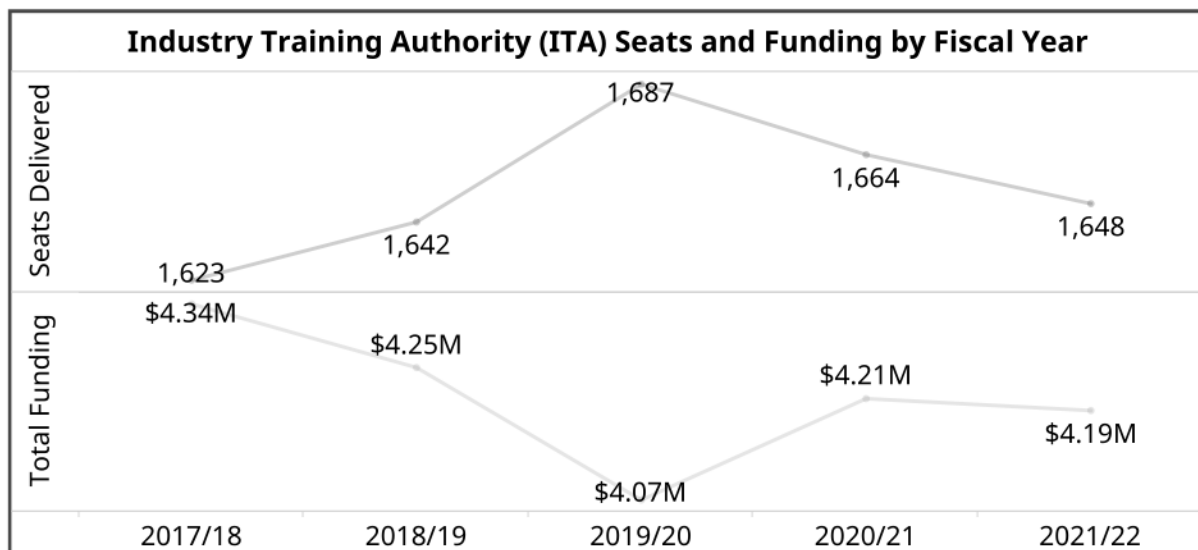
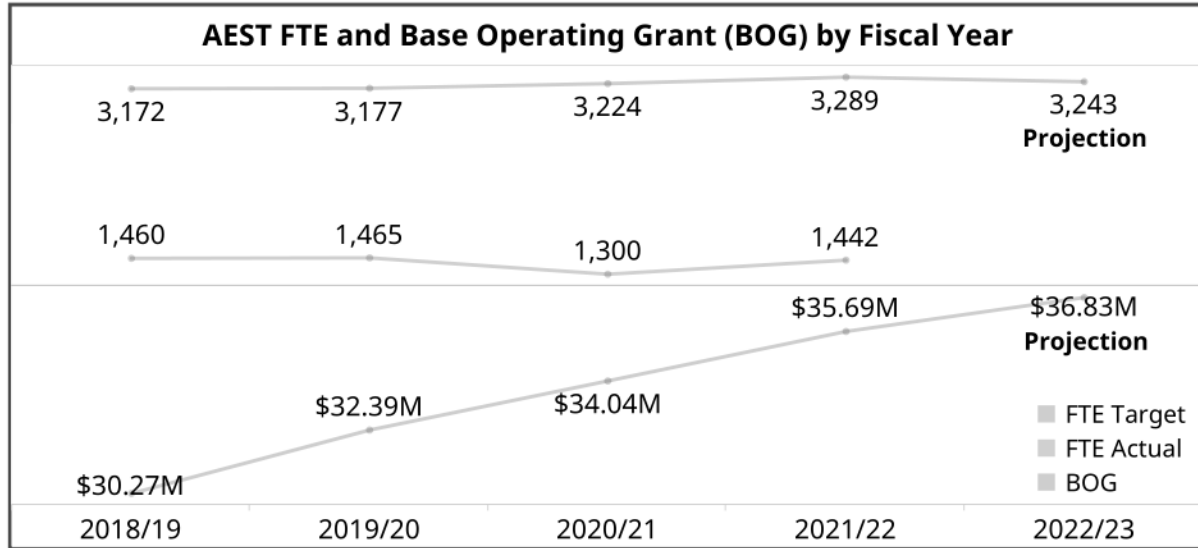
Campuses

1. Prince George (main campus)
2. Lakes District campus in Burns Lake
3. Mackenzie
4. Nechako Campus in Vanderhoof
5. Nechako Campus in Fort St. James
6. Quesnel

Schools/Program Areas/Faculties

1. Adult Upgrading and Access
2. Business and Management
3. Community & Continuing Education
4. Health Sciences
5. Human Services
6. Technologies
7. Trades and Industry
8. University Studies
9. University Transfer

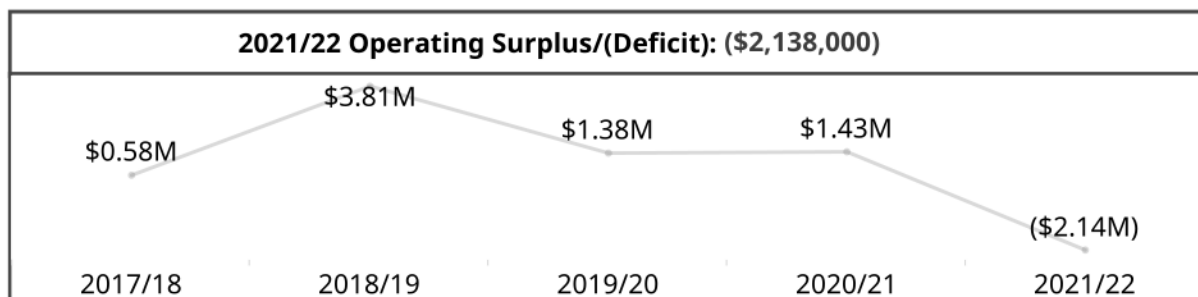
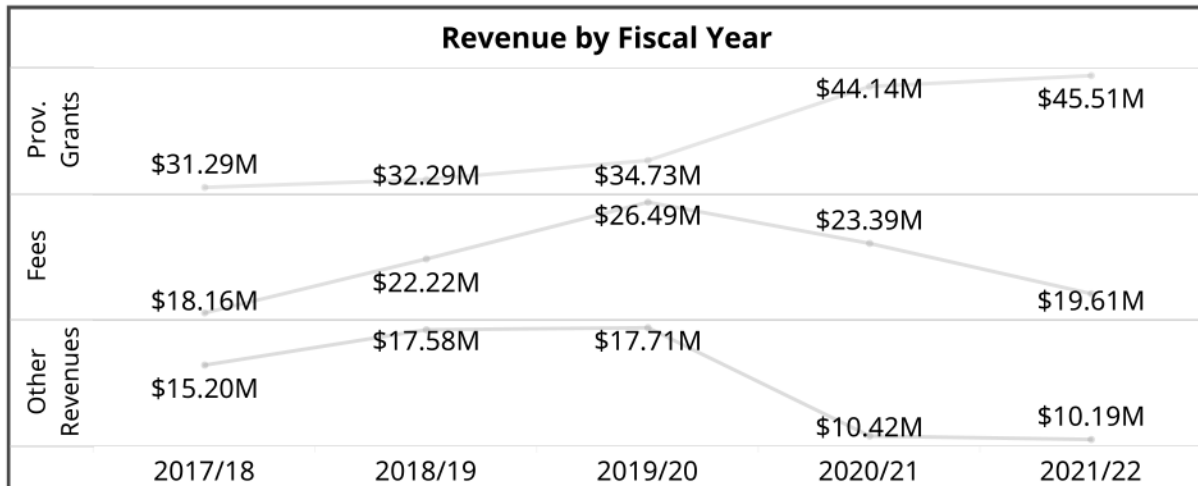
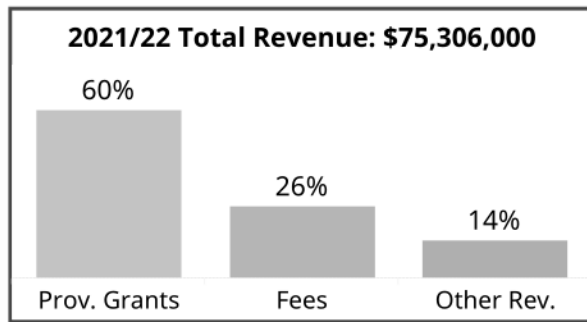
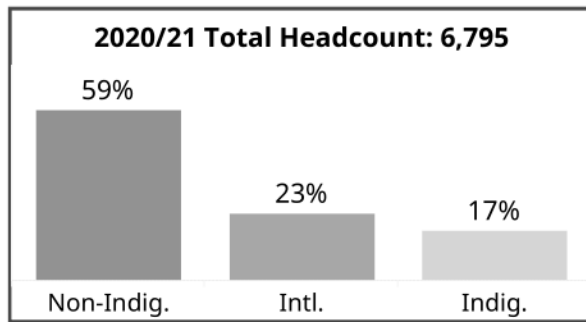
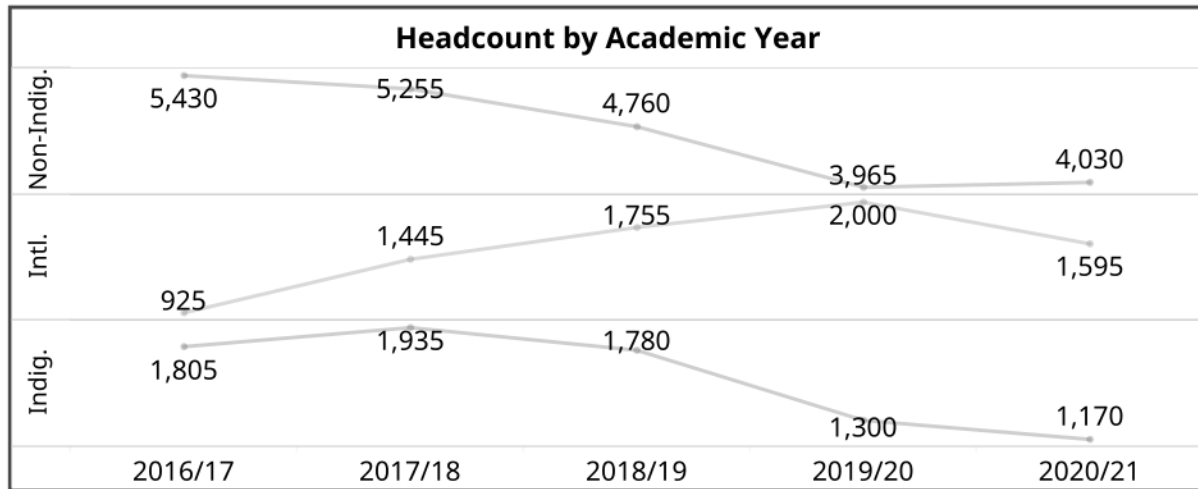
College of New Caledonia



2021/22 AEST FTEs	
Utilization Rate	44%
FTE Actual	1,442
FTE Target	3,289
BOG	\$35,693,756

2021/22 ITA Seats and Funding	
Seats Delivered	1,648
Total Funding	\$4,192,112

College of New Caledonia



College of New Caledonia

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
		College of New Caledonia does not currently have any capital projects included in the Ministry's capital plan. Examples of key past projects are the purchase and renovation to an existing building to establish a new campus in Vanderhoof, construction of a new Indigenous student housing facility in Prince George, and construction of a new Heavy-Duty Mechanical Trades Building in Prince George.		

College of New Caledonia

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Aboriginal Service Plan	\$300,000	
Community Adult Literacy Program	\$306,916	
Covid 19 Initiatives		\$39,729
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion	\$66,000	
Emergency Student Assistance Fund	\$64,000	
Health Care Assistants	\$360,559	
Indigenous Emergency Assistance Funding	\$63,000	
Micro Credentials	\$110,783	
Sexual Violence Prevention		\$8,708

College of New Caledonia

Issues

Financial Information

CNC received approval for 2021/22 to run a deficit in the amount of \$2.5 million, due to COVID.

CNC completed fiscal 2021/22 with a \$2.1 million deficit.

Advice/Recommendations: Government Financial Information

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding totaling of \$208,386 since 2017 to enable Early Childhood Education program expansion at CNC, resulting in 24 FTEs in addition to base-budget funded seats. No funding was provided for 2021/22.

Health Program Expansion

To increase regional distribution of health programs and to meet growing workforce demands, CNC in collaboration with Selkirk College will be offering a new Pharmacy Technician program with a first intake of 10 students starting Fall 2023.

College of New Caledonia

Issues

Burns Lake Campus

Over the years, some members of the Burns Lake community have been advocating for Technology (NVIT) to take over post-secondary education delivery from CNC in Burns Lake, where approximately 70% of students at the campus are Indigenous.

In November 2021, the Minister approved the renewal of leased space at 110 Roumieu Drive, Burns Lake, to accommodate ongoing delivery CNC's Trades Discovery, Residential Maintenance, and Trades Foundation programs. The renewal of the lease will allow these important programs to continue up to August 2024, with the option of a two-year renewal after that date.

In February 2022, the Mayor of Burns Lake and Chiefs of the Lake Babine and Cheslatta Carrier Nations wrote to Minister Kang expressing concern that CNC leadership is not working with local stakeholders and Indigenous partners to deliver relevant programming in the community. They also reiterated their strong support for transferring the local campus (facility and budget) to NVIT.

In April 2022 the Minister held a virtual meeting with representatives from Burns Lake, Lake Babine Nation and Cheslatta Carrier Nation to discuss local challenges in accessing quality post-secondary education, and committed to the Ministry facilitating strategic conversations around NVIT potentially expanding its role in post-secondary delivery in Burns Lake and the surrounding First Nations.

Since that time, AEST staff have facilitated discussions with CNC and NVIT leadership regarding possible solutions, and anticipate being able to provide an update to Burns Lake and the surrounding First Nations in the coming weeks as these discussions continue.

College of New Caledonia

Additional Information

Governance

Education Council Chair	Shannon Bezo	
Faculty Assoc. President	Art Williams	FPSE (Local 3)
Students' Union Chairperson	Harman Sandhu	BC Federation of Students
Support Staff President	Lily Bachand	CUPE (Local 4951)

Additional Territory Acknowledgements

Applicable to Quesnel Campus: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Lhtako Dene (lah-ta-ko den-ay) Nation.

Applicable to the Vanderhoof (Nechako) Campus: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Saik'uz (sigh-cuz) Nation.

Applicable to the Fort St. James Campus: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Nak'azdli Whut'en (na-kaz-lee whu-ten) Nation.

Applicable to the Mackenzie Campus: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the McLeod Lake Indian Band.

Applicable to the Burns Lake (Lakes District) Campus: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Ts'il Kaz Koh (Tsil-kazz-ko) Nation, Cheslatta (Chez-la-ta) Carrier Nation, Lake Babine Nation, Wet'suwet'en (Weh-tso-a-ten) Nation, Nee-tahi-Buhn (Knee-tie-bun) Band, and Skin Tyee (Skin-tie-ee) Nation.

Applicable to the Fraser Lake Office: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Stellat'en (stell-a-ten) Nation.

Applicable to Valemount Office: We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Simpcw (sim-ka) Nation and Lheidli T'enneh (Clayt-lee-tuh-nay) Nation.

College of New Caledonia

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	August, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: College of the Rockies

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Established in 1975, the College of the Rockies (CoTR) is a multi-campus college located in BC's Interior.
- The main campus is located in Cranbrook with regional campuses at Creston, Fernie, Golden, Invermere, and Kimberley.
- CoTR offers a full range of programs including skilled trades, university studies, adult upgrading, early childhood education, health and human services, business, office administration, tourism, recreation, fire services, continuing education and general community interest.
- Many programs are offered through non-traditional instructional methods, allowing the reach to extend beyond CoTR's geographical region.
- In the 2020/21 academic year, CoTR enrolled over 8,200 students, comprised of 96 percent domestic students and 5 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to CoTR were \$27.4 million, approximately 61 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Vacancy			Order-in-Council
Ian Randal Macnair, Chair	2017-12-31	2023-07-31	Order-in-Council
Jared Darwin Gene Basil	2020-07-31	2023-07-31	Order-in-Council
Nicolas Charles William Milligan	2020-07-31	2023-07-31	Order-in-Council
Darlene Edith Trach	2020-07-31	2024-07-31	Order-in-Council
Amber Kathleen van Drielen	2020-07-31	2024-07-31	Order-in-Council
Anna (Anne) Marie Glassford	2021-07-31	2024-07-31	Order-in-Council
(Lainee) Doreen Elaine Eccleston	2019-07-31	2025-07-31	Order-in-Council

Appointments required:

- **1 appointment** within 60 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- COTR received approval for the 2021/22 fiscal year to run a deficit in the amount of \$2.8 million, due to COVID. They completed fiscal 2021/22 with a \$2.0 million deficit, due primarily to the continuing slow recovery of enrolment.

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Advice/Recommendations; Government Financial Information

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Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

College of the Rockies

Territory Acknowledgment

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



President

Paul Vogt
Since August 1, 2020
250-489-8203
pvogt@cotr.bc.ca



Chair of the Board

Randal Macnair
Since December 31, 2017
250-423-7461 (cell)
randal@tessmac.com

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 Qualities

- 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 agreements with UVic and University of Lethbridge.

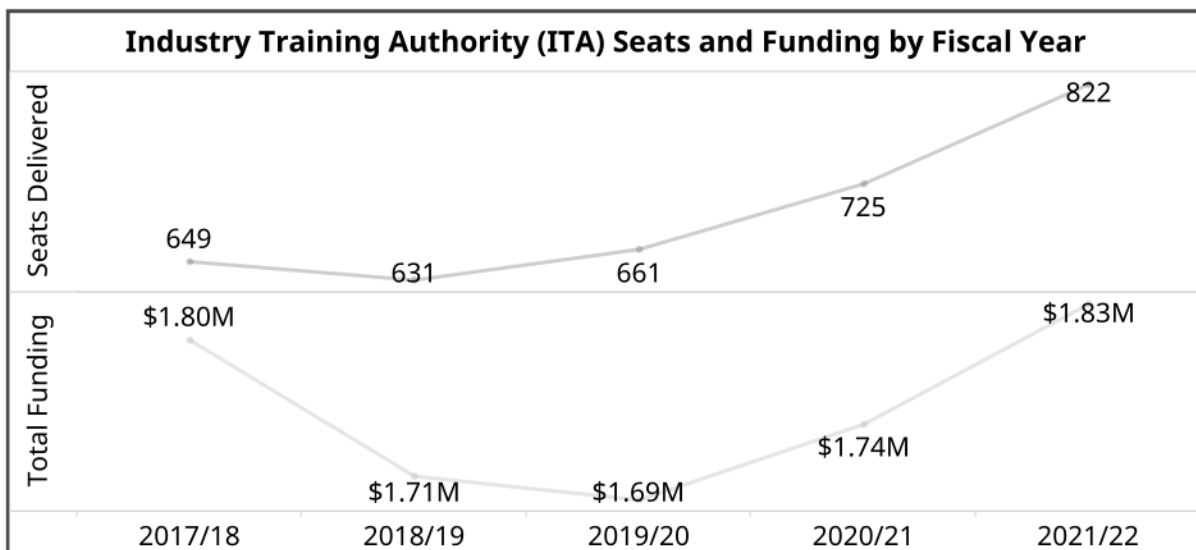
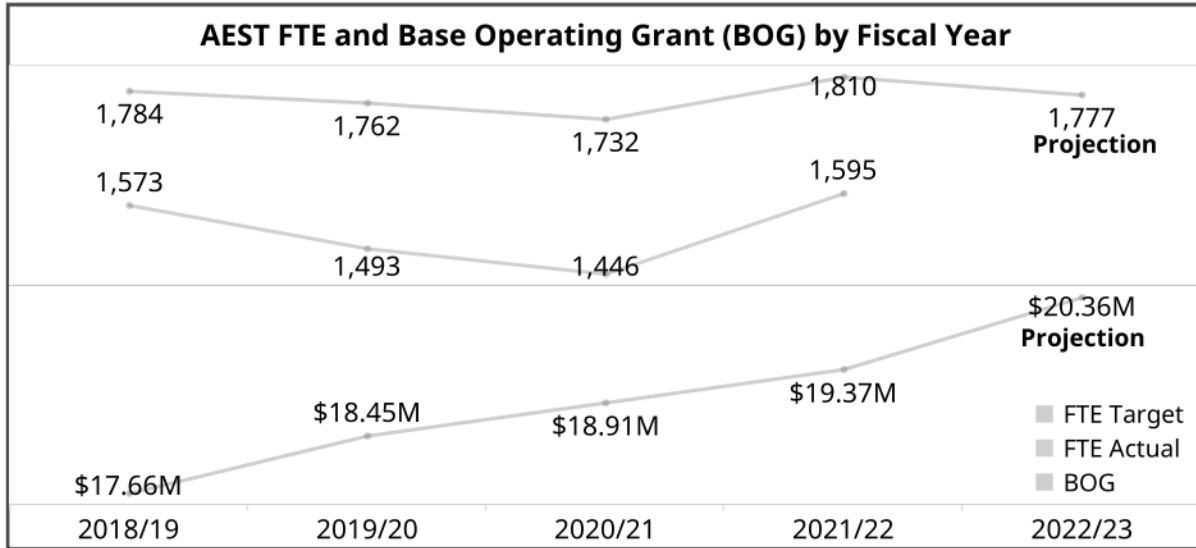
Campuses

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

Schools/Program Areas/Faculties

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

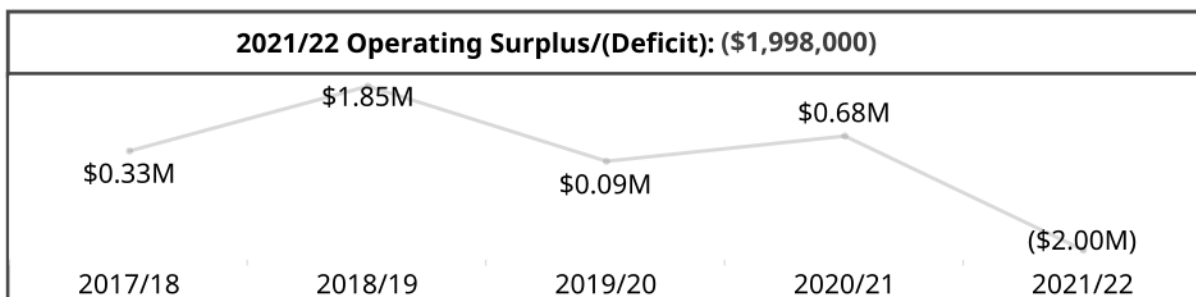
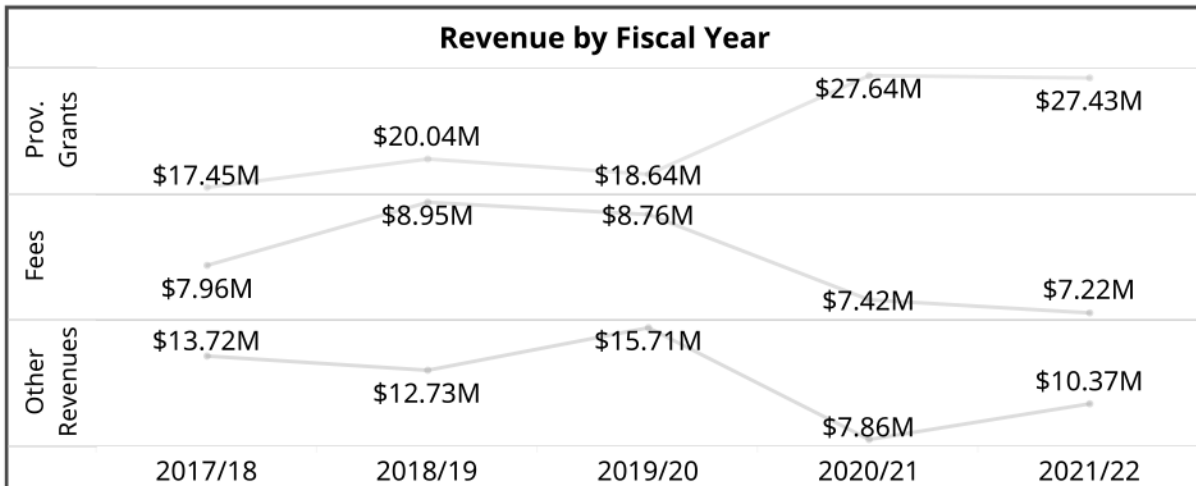
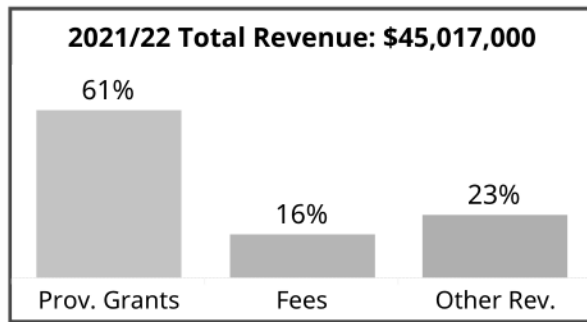
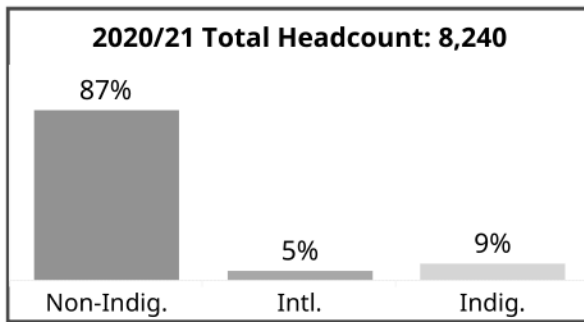
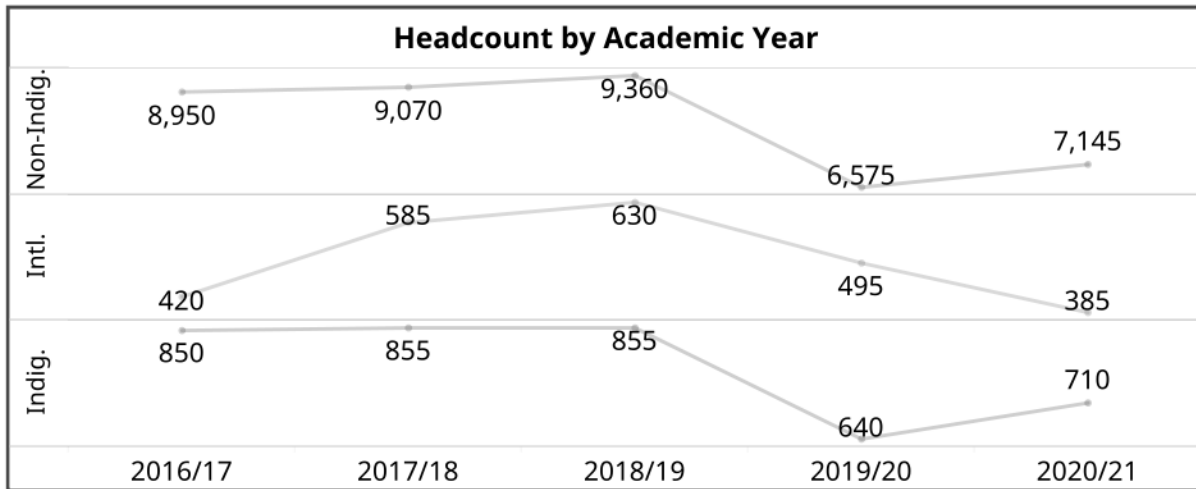
College of the Rockies



2021/22 AEST FTEs	
Utilization Rate	88%
FTE Actual	1,595
FTE Target	1,810
BOG	\$19,370,880

2021/22 ITA Seats and Funding	
Seats Delivered	822
Total Funding	\$1,828,660

College of the Rockies



College of the Rockies

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
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Advice/Recommendations; Cabinet Confidences; Government Financial Information

College of the Rockies

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Community Adult Literacy Program	\$96,672	
Disabilities Project Funding	\$75,000	
Early Childhood Education	\$129,549	
Health Care Assistants	\$550,400	
Indigenous Emergency Assistance Funding	\$43,000	\$5,000
Indigenous Student Supports	\$125,000	
Micro Credentials	\$17,500	
Sexual Violence Prevention		\$8,914

College of the Rockies

Issues

FTE Issues

COTR has raised the issue of being disadvantaged by the current grant/block funding model and assert that they receive less grant money per FTE than other colleges. They have made requests to the Ministry for an annual increase in their grant funding to help meet their FTE delivery costs; current FTE utilization rate is 88%.

Financial Information

COTR received approval for the 2021/22 fiscal year to run a deficit in the amount of \$2.8 million, due to COVID.

COTR completed fiscal 2021/22 with a \$2 million deficit, due primarily to the continuing slow recovery of enrolment due to COVID.

Advice/Recommendations; Government Financial Information

Leading Practice – Métis Advisory Committee

Established a Metis Advisory Committee, with commitment to acknowledge and honour that partnership to better meet the needs of Metis students and organizations.

This group along with the Indigenous Advisory Group, the Indigenous Services Team, and COTR's focus on the recommendations of the In Plain Sight Report provide a solid and inclusive foundation for reconciliation efforts.

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$128,574 to COTR in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 30 FTEs.

Since 2017, AEST has provided a total of \$528,010 to support ECE program expansion at COTR, resulting in 130 FTEs in addition to base-budget funded seats.

Student Housing

COTR's 100 bed housing project (\$19.0M total, \$12.9M from AEST) was completed in the fall of 2020.

College of the Rockies

Additional Information

Governance

Education Council Chair	Sharon Demaine	
Faculty Assoc. President	Joan Kaun	FPSE (Local 6)
Students' Assoc. President	Reginald Goldsbury	Independent student assoc.
Support Staff Assoc. President	Kristy Brons	CUPE (Local 2773)

College of the Rockies

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Douglas College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Centrally located in the Lower Mainland, Douglas College (DOUG) has a regional mandate to serve residents living north of the Fraser River from Burnaby to Maple Ridge.
- DOUG offers a wide range of applied programs at the certificate, diploma, degree, and post-degree level, as well as university transfer courses, associate degree programs, and developmental courses.
- In addition, DOUG has the largest number of degree and post-degree programs of any college in BC, and also provides more than 50 program options through Continuing Education and Contract Training Services.
- In the 2020/21 academic year, DOUG enrolled over 24,400 students, comprised of 83 percent domestic students and 17 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to DOUG were \$85.6 million, approximately 45 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Vacancy			Order-in-Council
Vacancy			Order-in-Council
Vacancy			Order-in-Council
Extra member			Order-in-Council
Eileen B. Stewart	2016-07-31	2023-07-31	Order-in-Council
Natasha Nicolette Knox	2021-12-10	2023-07-31	Order-in-Council
Susan Elizabeth Todd	2018-07-31	2023-07-31	Order-in-Council
Adel Abdulhafid Gamar, Chair	2017-12-31	2023-07-31	Order-in-Council
Brian Roy Haugen	2018-07-31	2024-07-31	Order-in-Council

Appointments required:

- **4 appointments** within 60 days – three vacancies and one extra member as requested by the board.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- With three vacancies and three members confirmed to not be seeking reappointment in 2023, board membership and recruitment is a critical issue.

Teaching University Interest

- Douglas College has expressed interest in becoming a teaching university and has lobbied the Ministry for this status.
- Douglas College is not part of the BC Colleges organization. Reasons for this include past political differences with the organization and its leadership; another important reason is Douglas College's

perceived view that BC Colleges is focused on areas such as trades training, which Douglas College does not do.

Maple Ridge and Pitt Meadows Needs Assessment

- In recent years the City of Maple Ridge has been vocal about the need for more local access to post-secondary education and skills training programs. Maple Ridge has been encouraged to raise these concerns and explore options with neighbouring municipalities and post-secondary institutions.
- In response to local concerns, the Ministry has asked public post-secondary institutions that deliver programming in or near Maple Ridge – Pitt Meadows area to work with Kwantlen Polytechnic University (KPU) to conduct an objective and informed assessment of the post-secondary education needs in Maple Ridge-Pitt Meadows area.
- Douglas College is currently working in collaboration with leadership from KPU, the Justice Institute of British Columbia, the University of the Fraser Valley, and other stakeholders to hire an external consultant to undertake the needs assessment. A final report is expected by summer 2023.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Douglas College

Territory Acknowledgment

Douglas College respectfully acknowledges that our campuses are located on the unceded traditional and ancestral lands of the Coast Salish Peoples, including the territories of the ǫíćǻý (Katzie), q̓ʷa:ńł'əń (Kwantlen), k̓wíkʷəłəm (Kwikwetlem), x̓məθkʷəýəm (Musqueam), and qiqéyt (Qayqayt) First Nations.



President

Dr. Kathy Denton
Since June 17, 2014
604-527-5381
dentonk@douglascollege.ca



Chair of the Board

Adel Gamar
Since December 31, 2017
604-818-5324 (cell)
adelgamar@gmail.com

Mandate

To serve residents living north of the Fraser River from Burnaby to Maple Ridge.

Legislation

Douglas College operates under the authority of the College and Institute Act.

Unique Qualities

- Offers specialized programs in Psychiatric Nursing; Sign Language Interpretation; Therapeutic Recreation; and Music Therapy.
- Largest number of degree and post-degree programs of any college in BC.
- Does not offer trades programs.
- Is not a member of BC Colleges or any other sector organization.
- One of six institutions piloting a Work Integrated Learning Early Childhood Educator (ECE) program, enabling current ECE workers to upgrade or obtain credentials while remaining employed.

Campuses

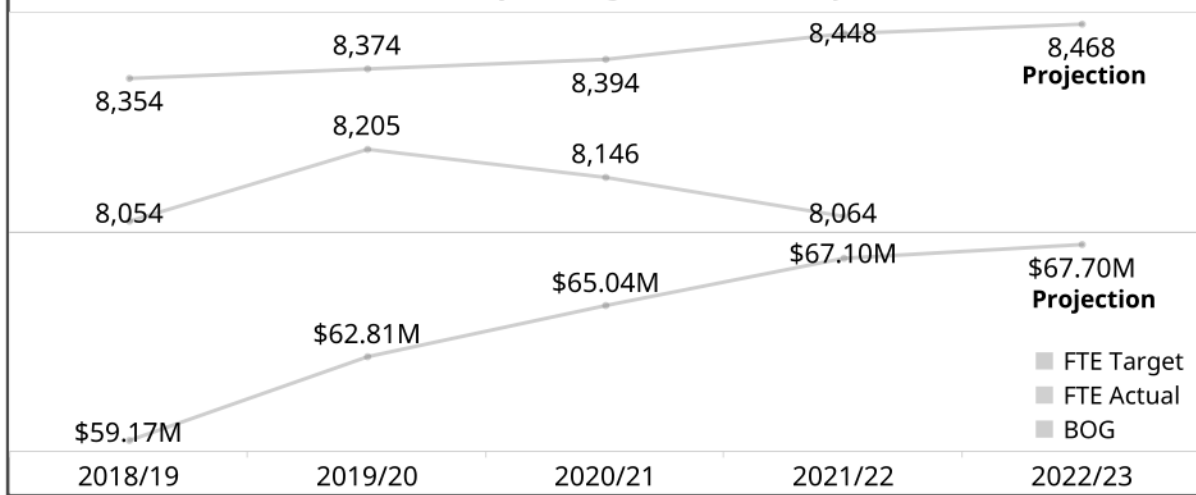
1. New Westminster (main campus)
2. David Lam Campus in Coquitlam
3. Surrey Training Centre

Schools/Program Areas/Faculties

1. Child, Family & Community Studies
2. Commerce & Business Administration
3. Health Sciences
4. Humanities & Social Sciences
5. Language, Literature & Performing Arts
6. Science & Technology

Douglas College

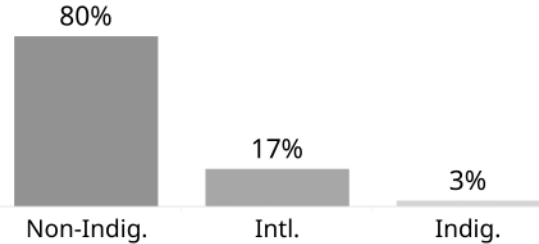
AEST FTE and Base Operating Grant (BOG) by Fiscal Year



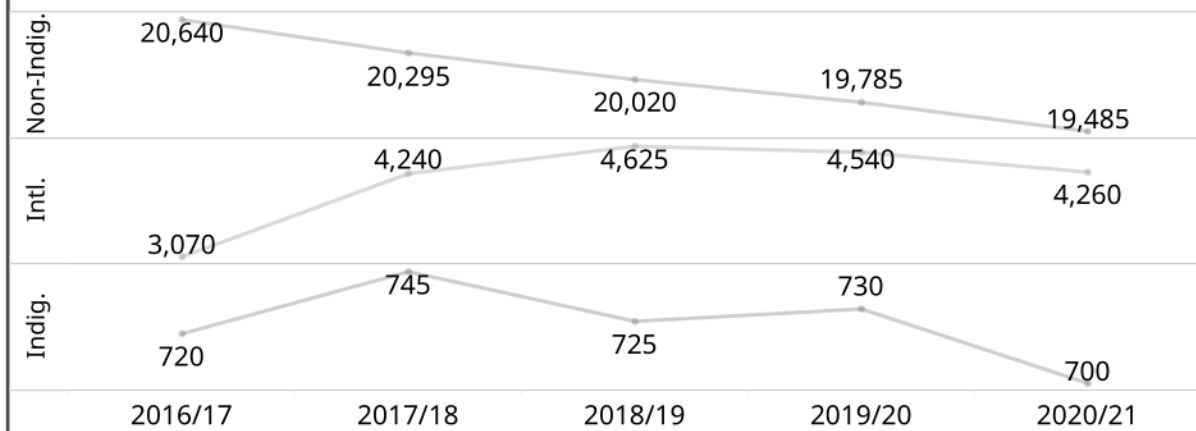
2021/22 AEST FTEs

Utilization Rate	96%
FTE Actual	8,064
FTE Target	8,448
BOG	\$67,098,564

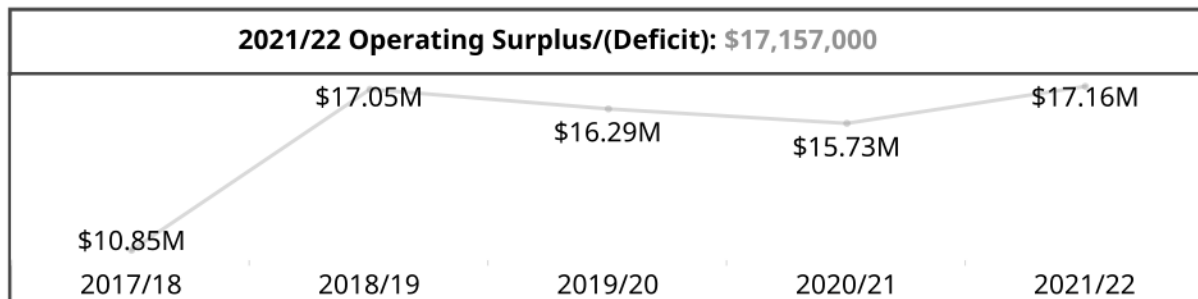
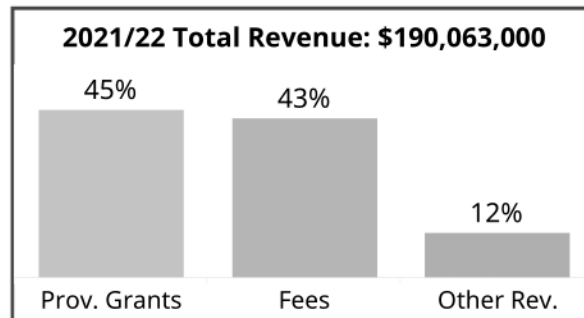
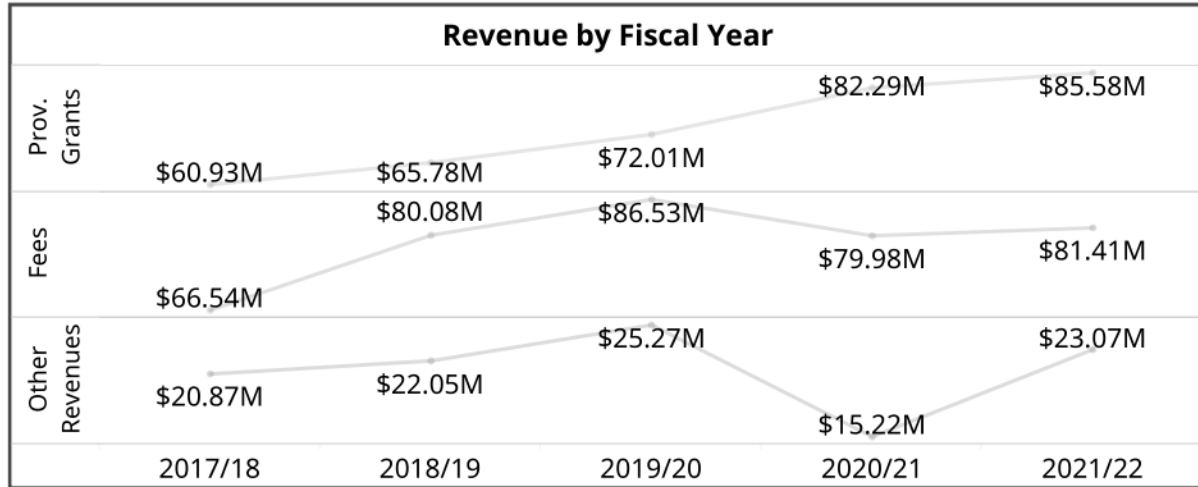
2020/21 Total Headcount: 24,445



Headcount by Academic Year



Douglas College



Douglas College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Student Housing/Academic Building (808 Royal Ave.)	Announced August 2022	This 20-storey project will add 11 storeys of modern academic space to the Douglas College New Westminster Campus and 368 beds of student housing.	\$202.30M	\$292.49M

Douglas College

One-time Funding Examples

Project	2020/21	2021/22
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$126,000	
Health Care Assistants	\$957,500	
Indigenous Emergency Assistance Funding	\$20,000	\$20,000
Indigenous Student Supports	\$125,000	
Sexual Violence Prevention		\$22,560
Work Integrated Learning Initiatives		\$391,600

Douglas College

Issues

Teaching University Interest

Douglas College has expressed interest in becoming a teaching university and has lobbied the Ministry for this status.

Douglas College is not part of the BC Colleges organization. Reasons for this include past political differences with the organization and its leadership; another important reason is Douglas College's perceived view that BC Colleges is focused on areas such as trades training which Douglas College does not do.

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding totaling of \$110,000 since 2017 to enable Early Childhood Education Work-Integrated Learning program delivery for 3 FTEs at Douglas College. No funding was provided for 2021/22.

Maple Ridge and Pitt Meadows Needs Assessment

In recent years the City of Maple Ridge has been vocal about the need for more local access to post-secondary education and skills training programs.

Maple Ridge has been encouraged to raise these concerns and explore options with neighbouring municipalities and post-secondary institutions.

In June 2022, the Province announced it was providing \$250,000 to Kwantlen Polytechnic University (KPU) to conduct a needs assessment to determine whether there is a need to improve access to post-secondary education and training in the communities of Maple Ridge and Pitt Meadows.

Douglas College is among a group of public post-secondary institutions working with KPU and the Ministry to design and implement the needs assessment, and to ensure an objective and informed analysis.

Note the purpose of this project is to determine whether there is a need to improve local access to post-secondary education, rather than to undertake a feasibility study on building a new campus.

Douglas College is collaborating with Ministry staff and leadership from KPU, Justice Institute of BC, and University of the Fraser Valley to hire an external consultant to undertake the needs assessment. The consultant will report to a steering committee comprised of Ministry and institution representatives and submit a final report by summer 2023.

Douglas College

Additional Information

Governance		
Education Council Chair	Graeme Bowbrick	
Faculty Assoc. President	Jasmine Nicholsfigueiredo	FPSE (Local 4)
Students' Union Director of External Relations	Mehre Dllir	BC Federation of Students
Support Staff Assoc. Chairperson	Darryl Wong	BCGEU (Local 703)

Douglas College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
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One-Time Funding	August, 2022
Issues	August, 2022

Notes

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Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Emily Carr University of Art and Design

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

Mandate:

- Originally founded in 1925 (as the Vancouver School of Decorative and Applied Arts), Emily Carr University of Art and Design (ECUAD) is one of the oldest post-secondary institutions in British Columbia with a learning community devoted to excellence and innovation in visual arts, media arts and design.
- ECUAD has a province-wide mandate to provide applied and professional programs leading to bachelor and master's degrees in visual arts, media arts and design, and to undertake applied research and scholarly activities to support the programs of the institution. ECUAD operates at one campus and its programs are divided among four faculties.
- Offers a range of degrees at the undergraduate and graduate levels.
- In the 2020/21 academic year, ECUAD enrolled about 3,400 students. The student body was comprised of 81 percent domestic students and 19 percent international students.
- In fiscal year 2021/22, total Provincial grants provided to ECUAD were \$26 million, approximately 51 percent of total revenue.
- ECUAD also participates in a collaborative university campus that combines the strengths of four academic institutions: Simon Fraser University, the University of British Columbia, and the British Columbia Institute of Technology to intersect arts, technology, and innovation with development.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Vacancy			Order-in-Council
Leslie Romaine Varley, Alumni	2022-07-31	2023-07-31	Order-in-Council
Esther Rausenberg	2018-07-31	2024-07-31	Order-in-Council
Keith Alexander Reynolds	2018-07-31	2024-07-31	Order-in-Council
Lorcan O'Melinn	2021-07-31	2024-07-31	Order-in-Council
Mary Locke Macaulay, Alumni	2021-07-31	2024-07-31	Order-in-Council
Megan Rehill Ellis	2021-03-08	2024-07-31	Order-in-Council
Keith Todd Kerrigan, Chair	2018-12-04	2024-07-31	Order-in-Council

Appointments required:

- **1 appointment** within 30 days. A further 2 potential upcoming vacancies (next 60 days) are being proactively tracked by the ministry to ensure the Board is adequately resourced to effectively exercise its duties and obligations under the University Act.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- Megan Rehill Ellis was recently reappointed to the Board for a term until July 2024. Personal Information
Personal Information CABRO and AEST are working on a mitigation plan to bring to Minister in the fall to help resolve this concern.
- ECUAD received approval to run a deficit for the 2021/22 fiscal year in the amount of \$8.3 million

due to COVID, and completed the year with a \$207K deficit, due primarily to the continued recovery from the pandemic.

Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information

-

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Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Emily Carr University of Art and Design

Territory Acknowledgment

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



President & Vice-Chancellor

Dr. Gillian Siddall
Since September 1, 2018
604-844-3890
gsiddall@ecuad.ca



Chair of the Board

Keith Kerrigan
Since December 4, 2018
250-565-5426 (cell)
haida.artist@gmail.com

Mandate

To provide applied and professional programs leading to bachelor and master's degrees in visual arts, media arts and design, and to undertake applied research and scholarly activities to support the programs of the institution.

Legislation

Emily Carr University of Art and Design operates under the authority of the University Act and the Designation of Special Purpose, Teaching Universities Regulation.

Unique Qualities

- Opened its new campus at Great Northern Way in Vancouver in September 2017.
- One of four degree granting, publicly-funded art and design institutions in Canada.
- Only provincial institution dedicated to visual arts, media arts and design.

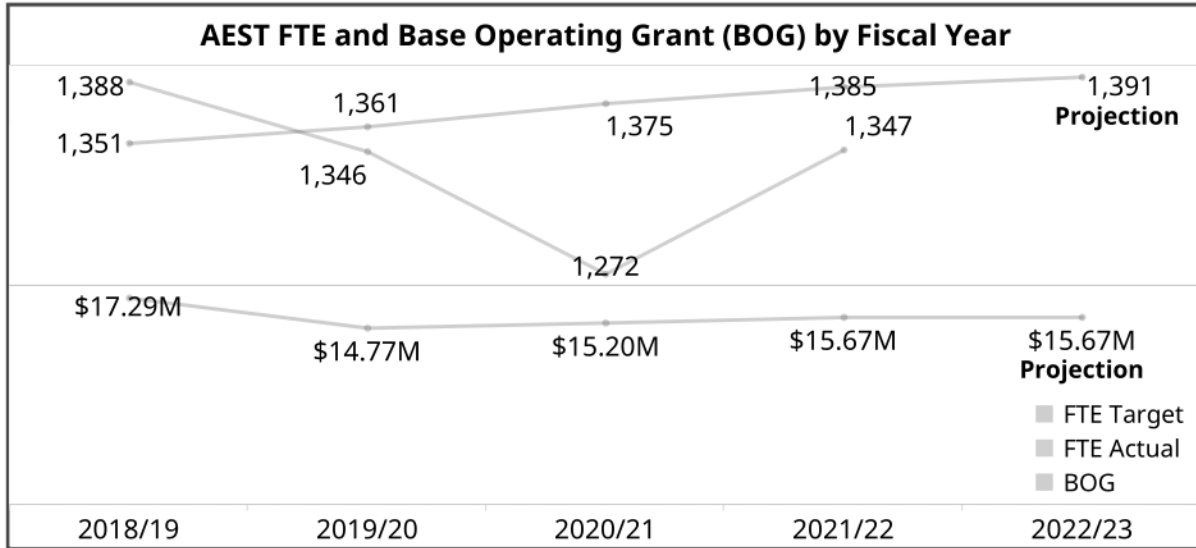
Campuses

1. Vancouver (main campus)

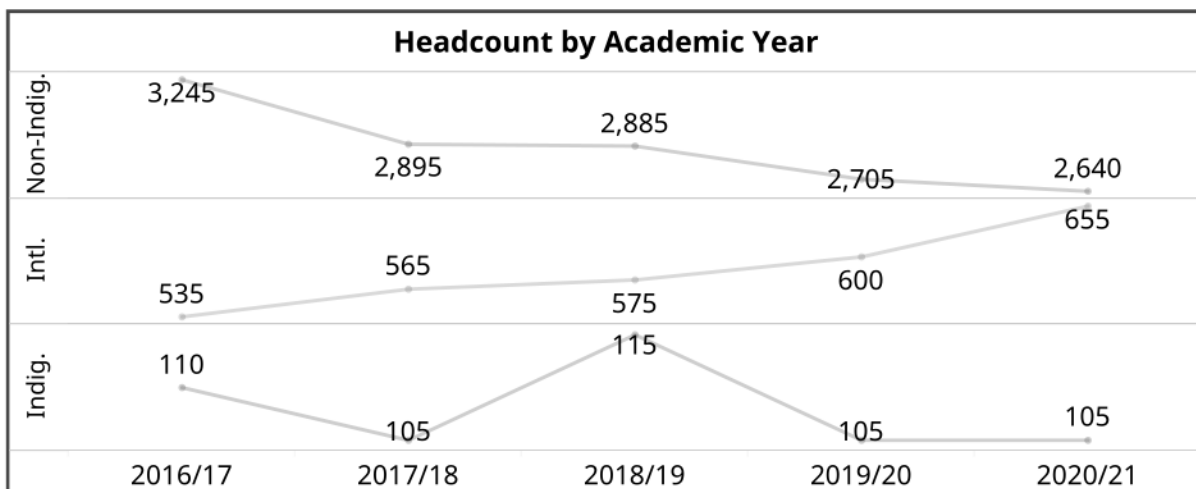
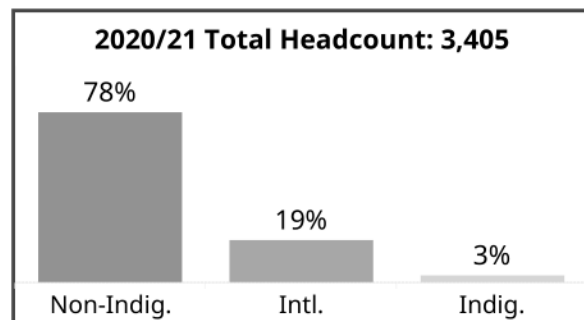
Schools/Program Areas/Faculties

1. Culture and Community
2. Ian Gillespie Faculty of Design and Dynamic Media
3. Jake Kerr Faculty of Graduate Studies
4. Audain Faculty of Art

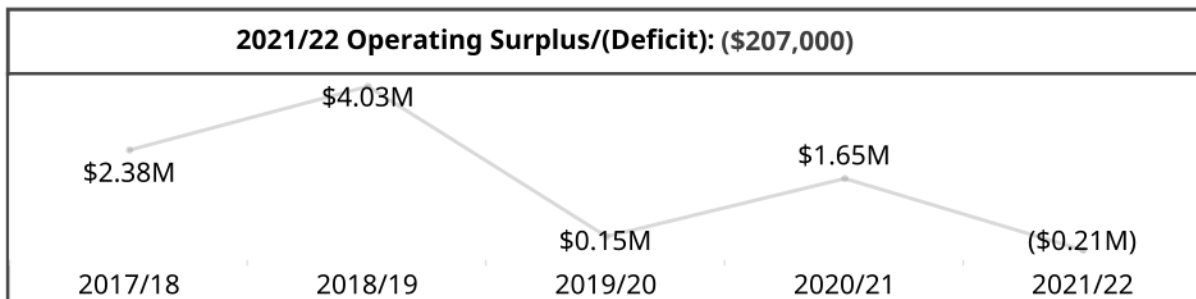
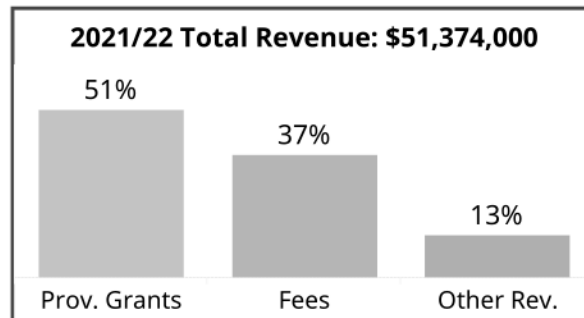
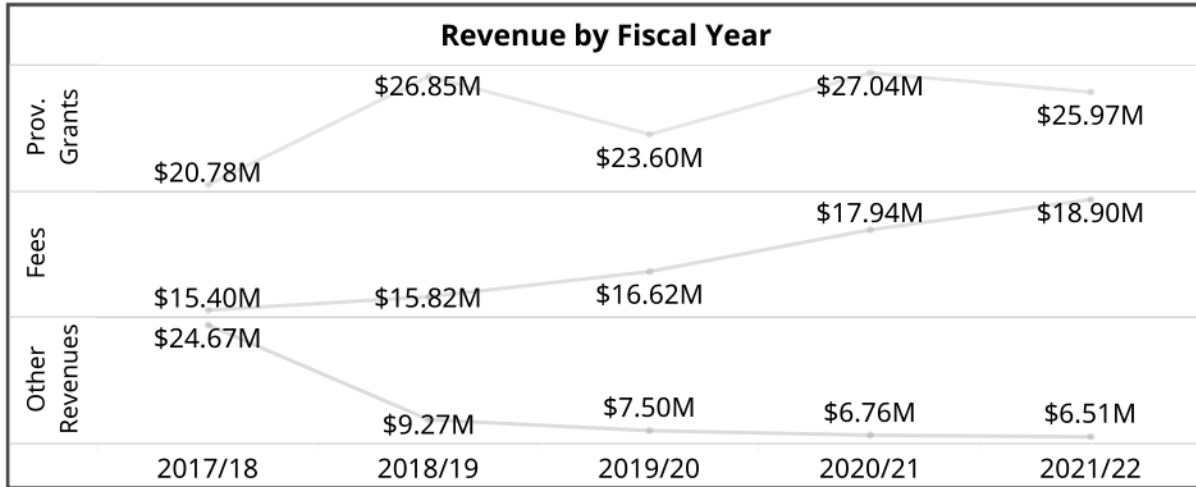
Emily Carr University of Art and Design



2021/22 AEST FTEs	
Utilization Rate	97%
FTE Actual	1,347
FTE Target	1,385
BOG	\$15,672,331



Emily Carr University of Art and Design



Emily Carr University of Art and Design

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
		ECUAD does not currently have any capital projects included in the Ministry's capital plan. An example of a key past project is the Great Northern Way Campus Development, which opened in September 2017.		

Emily Carr University of Art and Design

One-time Funding Examples

Project	2020/21	2021/22
Covid 19 Initiatives		\$360,000
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$60,000	
Emily Carr Structural Deficit		\$3,000,000
Indigenous Emergency Assistance Funding	\$5,000	\$25,000
Indigenous Student Supports	\$125,000	
Micro Credentials	\$210,000	
Sexual Violence Prevention		\$8,692
Work Integrated Learning Initiatives		\$143,000

Emily Carr University of Art and Design

Issues

New Chancellor

On August 3, 2021, ECUAD announced that its new chancellor would be Carleen Thomas, effective August 1, 2021. She was installed in a formal ceremony at ECUAD in May 2022.

Currently, Thomas is the special projects manager for the Treaty, Lands, and Resources department at the Tsleil-Waututh Nation. Previously, Thomas served as an elected council member for the Tsleil-Waututh Nation for 16 years.

She also has an extensive background in education. Thomas has a bachelor's degree in education from UBC and has previously worked for the North Vancouver and Burnaby school districts as a district resource teacher in Indigenous education. She also sat on the Burnaby School District's Aboriginal Advisory Committee and served as the Aboriginal Representative Chair in the Capilano University Senate.

As Chancellor, she will serve a three-year term, which can then be renewed for an additional three years.

Advice/Recommendations; Government Financial Information

Emily Carr University of Art and Design

Issues

Financial Information

Advice/Recommendations; Government Financial Information

Emily Carr University of Art and Design

Additional Information

Governance

Chancellor	Carleen Thomas	
Faculty Assoc. President	Cameron Cartiere	FPSE (Local 22)
Senate Chair	Dr. Gillian Siddall	
Student's Union External Representative	Ishika Tripathi	BC Federation of Students
Support Staff Assoc. President	Warren Williams	CUPE (Local 15)

Emily Carr University of Art and Design

Date Institutional Profile Sections Updated

Governance	October, 2022
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Notes

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Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Justice Institute of British Columbia

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (2) (a)*

Mandate:

- The Justice Institute of British Columbia (JIBC) has a provincial mandate to serve as BC's justice and public safety institution and is recognized provincially, nationally and internationally for innovative education and applied research.
- JIBC's programming is designed to provide the educational foundation required to enter practice and meet the ongoing professional development needs across careers in law enforcement, security, corrections, fire protection, paramedicine, and emergency management.
- In the 2020/21 academic year, JIBC enrolled over 33,000 students, comprised of 81 percent domestic students and 18 percent international students.
- Over half of the credentials JIBC awards are short term certificates.
- In 2021/22 fiscal year, total Provincial grants provided to JIBC were \$27.3 million, approximately 50 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Helen Szewello Allen	2020-07-31	2023-07-31	Order-in-Council
Mary Ellen Thorburn	2020-07-31	2023-07-31	Order-in-Council
Stephen R. Gamble, Chair	2017-12-31	2023-07-31	Order-in-Council
Maria Demetra Preovolos	2018-07-31	2024-07-31	Order-in-Council
Terence (Terry) Yung	2021-07-31	2024-07-31	Order-in-Council
William James (Jamie) Sterritt	2021-07-31	2024-07-31	Order-in-Council
John Stubbs	2019-07-31	2024-07-31	Order-in-Council
Ralph Leonard Goerke	2018-10-19	2025-07-31	Order-in-Council
Samina Tajwar	2019-07-31	2025-07-31	Order-in-Council
Laurel Douglas	2019-12-31	2025-07-31	Order-in-Council

Appointments required:

- **1 potential appointment** within 90 days - the board may return to 11 members.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

Annual Operating Deficit:

- JIBC received approval for the 2021/22 fiscal year to run a deficit of \$3.9 million due to COVID; however, JIBC completed fiscal 2021/22 with a \$68,000 surplus.
- [JIBC's 2021/22 Annual Report](#)

Government Financial Information

Police Academy:

- JIBC is responsible for training all municipal police recruits in B.C. through its Police Academy and receives an annual grant from the Ministry of Public Safety and Solicitor General (PSSG) to deliver

this training. However, since 2017 JIBC has been experiencing financial challenges with this program.

- An independent third-party financial review completed in February 2021 confirmed the existing funding framework at the JIBC Police Academy is not sustainable and provided the analysis to support a new funding formula involving municipalities over time.
- Initially, PSSG communicated to the police chiefs and police boards that municipalities would be required to contribute to the costs of recruit training at JIBC under a new funding formula by April 2024. However, due to changing circumstances and direction from PSSG, JIBC subsequently communicated to these stakeholders that municipalities would be responsible for paying beginning in September 2022.
- Municipalities have expressed concerns to PSSG that the shift in the timeline for implementing the municipal contributions will create serious financial pressures.

Maple Ridge and Pitt Meadows Needs Assessment

- In response to local concerns, the Ministry has asked public post-secondary institutions that deliver programming in or near Maple Ridge – Pitt Meadows area to work with Kwantlen Polytechnic University (KPU) to conduct an objective and informed assessment of the post-secondary education needs in Maple Ridge-Pitt Meadows area.
- JIBC is currently working in collaboration with leadership from KPU, Douglas College, the University of the Fraser Valley, and other stakeholders to hire an external consultant to undertake the needs assessment. A final report is expected by summer 2023.

West Shore post-secondary campus

- In August 2022, the Province announced the new West Shore post-secondary campus that will be located in downtown Langford. The campus is a partnership between Camosun, Royal Roads University, University of Victoria, and the Justice Institute of British Columbia. It will also include space for programming by School District 62 (Sooke). The \$98 million project includes a \$77.8 million investment from the provincial government for the construction of the building. The campus is anticipated to open in fall 2024 with approximately 600 students.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Justice Institute of British Columbia

Territory Acknowledgment

Main campus (New Westminster Campus): We (I) acknowledge with respect the traditional territories of the Qay'qayt (key-kite) and Musqueam (mus-kwee-um) Nations.

Additional territory acknowledgements are on page 10.



President & CEO

Dr. Michel Tarko
Since October 1, 2012
604-528-5528
mtarko@jibc.ca



Chair of the Board

Dr. Stephen Gamble
Since August 1, 2019
604-340-5209 (cell)
sgamble@tol.ca

Mandate

To serve as British Columbia's justice and public safety institution.

Legislation

The Justice Institute of British Columbia operates under the authority of the College and Institute Act.

Unique Qualities

- Provides public safety, justice, paramedical, conflict resolution and emergency management programs.
- Provides training for municipal police officers, provincial correctional staff and sheriffs.
- Each year trains firefighters from across BC, Canada and internationally.
- Over half of the credentials JIBC awards are short term certificates.

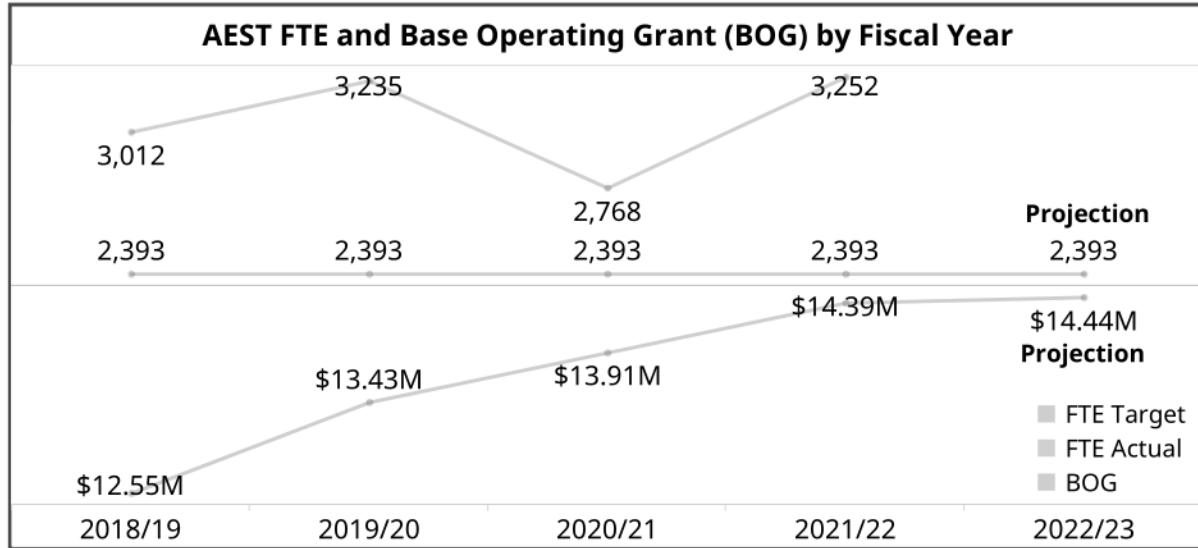
Campuses

1. New Westminster
2. Maple Ridge
3. Victoria
4. Kelowna
5. Chilliwack
6. Pitt Meadows

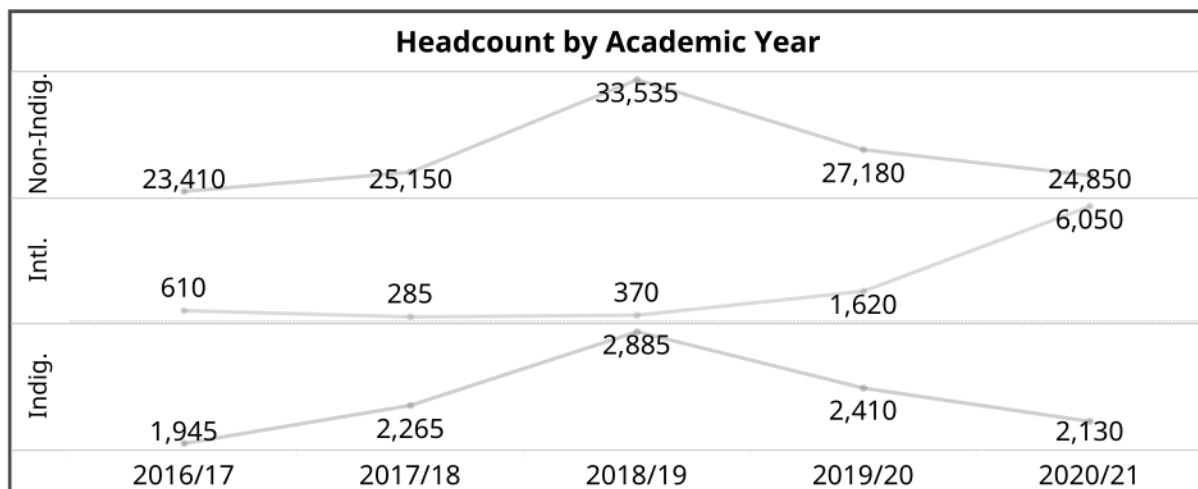
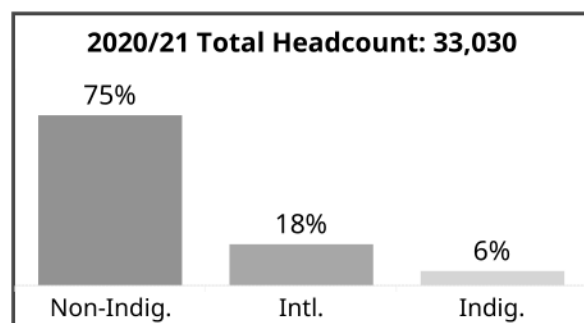
Schools/Program Areas/Faculties

1. Public Safety
2. Criminal Justice and Security
3. Health, Community and Social Justice

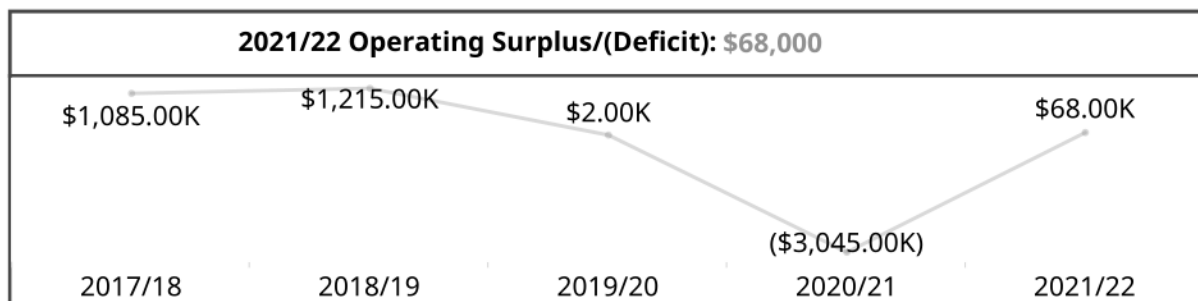
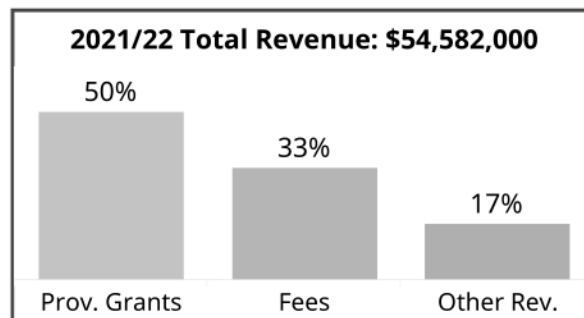
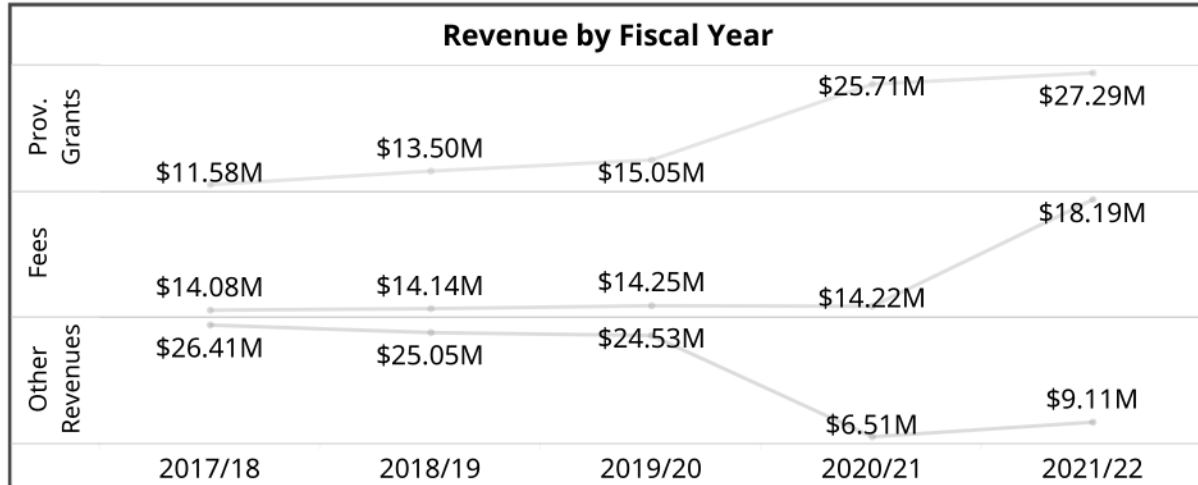
Justice Institute of British Columbia



2021/22 AEST FTEs	
AEST FTE Util. Rate	136%
FTE Actual	3,252
FTE Target	2,393
BOG	\$14,386,320



Justice Institute of British Columbia



Justice Institute of British Columbia

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
		JIBC does not currently have any capital projects included in the Ministry's capital plan. Examples of key past projects include a roof replacement on three buildings at the main JIBC campus in New Westminster, the purchase of a new fire engine, and construction of a new modular learning facility at JIBC's Driver Education Centre in Pitt Meadows.		

Justice Institute of British Columbia

One-time Funding Examples

Project	2020/21	2021/22
Covid 19 Initiatives		\$62,000
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$167,000	
Indigenous Student Supports	\$125,000	
Sexual Violence Prevention		\$12,654
Work Integrated Learning Initiatives		\$235,000

Justice Institute of British Columbia

Issues

Financial Information

JIBC received approval for the 2021/22 fiscal year to run a deficit of \$3.9 million due to COVID; however, JIBC completed fiscal 2021/22 with a \$68K surplus.

Government Financial Information

Police Academy

JIBC is responsible for training all municipal police recruits in B.C. through its Police Academy and receives an annual grant from the Ministry of Public Safety and Solicitor General (PSSG) to deliver this training. However, since 2017 JIBC has been experiencing financial challenges with this program.

An independent third-party financial review completed in February 2021 confirmed the existing funding framework at the JIBC Police Academy is not sustainable and provided the analysis to support a new funding formula involving municipalities over time.

Initially, PSSG communicated to the police chiefs and police boards that municipalities would be required to contribute to the costs of recruit training at JIBC under a new funding formula by April 2024. However, due to changing circumstances and direction from PSSG, JIBC subsequently communicated to these stakeholders that municipalities would be responsible for paying beginning in September 2022.

Municipalities have expressed concerns to PSSG that the shift in the timeline for implementing the municipal contributions will create serious financial pressures.

Provincial Public Safety Training

Internally, Government has expressed concerns that the public safety training system in B.C. is fragmented and poorly coordinated. Consistency of training varies across the province as various ministries negotiate separate contracts with the JIBC and other service providers for training in firefighting, policing, corrections, emergency management and paramedicine.

In 2021 AEST and the Ministry of Public Safety and the Solicitor General (PSSG) hired an external consultant to undertake a needs assessment of the public safety training system in B.C.

Due to concerns regarding the quality of the consultant's work, AEST and PSSG staff terminated the contract in July 2022 and are now exploring options for completing the needs assessment.

Justice Institute of British Columbia

Issues

Maple Ridge and Pitt Meadows Needs Assessment

In recent years the City of Maple Ridge has been vocal about the need for more local access to post-secondary education and skills training programs.

Maple Ridge has been encouraged to raise these concerns and explore options with neighbouring municipalities and post-secondary institutions.

In June 2022, the Province announced it was providing \$250,000 to Kwantlen Polytechnic University (KPU) to conduct a needs assessment to determine whether there is a need to improve access to post-secondary education and training in the communities of Maple Ridge and Pitt Meadows.

JIBC is among a group of public post-secondary institutions working with KPU and the Ministry to design and implement the needs assessment, and to ensure an objective and informed analysis.

Note the purpose of this project is to determine whether there is a need to improve local access to post-secondary education, rather than to undertake a feasibility study on building a new campus.

JIBC is collaborating with Ministry staff and leadership from KPU, Douglas College and the University of the Fraser Valley to hire an external consultant to undertake the needs assessment. The consultant will report to a steering committee comprised of Ministry and institution representatives and submit a final report by summer 2023.

Government Financial Information

Health Program Expansion

AEST has committed funding to JIBC for the development of an Advanced Care Paramedic Bridging program to help prepare paramedics trained outside of BC enter the workforce.

Justice Institute of British Columbia

Issues

Paramedic Training

JIBC is the primary public deliverer of Emergency Medical Assistant (paramedic) training in British Columbia.

In British Columbia, the Primary Care Paramedic (PCP) program is currently a 9-month certificate program.

Due to expanded scope for paramedics and pressure from stakeholder groups, JIBC is currently working on a proposal to increase the PCP program from the certificate level to a 2-year diploma program.

Program approval will need to be made in consultation with the Ministry of Health and BC Emergency Health Services (BCEHS) as the public employer.

West Shore Post-Secondary Access

JIBC joined in late 2021 as a fourth partner in the West Shore post-secondary access project development.

Government Financial Information

Justice Institute of British Columbia

Additional Information

Governance

Student Assoc. Director External Relations	Lief Garrett	BC Federation of Students
Support Staff Assoc. Chairperson	Darryl Wong	BCGEU (Local 703)

Additional Territory Acknowledgements

Applicable to Maple Ridge Campus: We (I) acknowledge with respect the traditional territories of the Katzie (kate-zee) and Kwantlen (kwant-len) Nation.

Applicable to Okanagan Campus: We (I) acknowledge with respect the traditional territory of the Okanagan*/Syilx (say-el-ks) Nation.

*Can choose pronunciation – note: 'Okanagan' is anglicized version.

Applicable to Downtown Victoria Campus: We (I) acknowledge with respect the traditional territories of the Songhees (song-geez), and Esquimalt (es-kwai-malt) Nations.

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

Applicable to 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.

Justice Institute of British Columbia

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Kwantlen Polytechnic University

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

Mandate:

- Kwantlen Polytechnic University (KPU) 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.
- KPU enrolled over 19,600 students in the 2020/21 academic year (71 percent were domestic students and 29 percent were international students).
- KPU operates across four campuses and its programs are divided among seven schools and faculties.
- In the 2021/22 fiscal year, total Provincial grants provided to KPU were \$80.6 million, approximately 35 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Muhammad Afzal Malik	2021-06-30	2023-07-31	Order-in-Council
Amanda Kelly Fredrick	2021-12-17	2023-07-31	Order-in-Council
Mohammed Shiraz Mahabub, Alumni	2017-12-31	2023-07-31	Order-in-Council
Ivy Chen, Chair	2020-07-31	2023-07-31	Order-in-Council
Jack King Tong Wong	2020-07-31	2023-07-31	Order-in-Council
Che Cheng (Michael) Chang, Alumni	2022-06-09	2024-07-31	Order-in-Council
Amos Mubunga Kambere	2018-07-31	2024-07-31	Order-in-Council
Rhiannon May Bennett	2019-07-31	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- Government Financial Information
- In response to local concerns, the Ministry has asked public post-secondary institutions that deliver programming in or near Maple Ridge – Pitt Meadows area to work with KPU to conduct an objective and informed assessment of the post-secondary education needs in Maple Ridge-Pitt Meadows area.
- KPU is currently working in collaboration with leadership from Douglas College, the Justice Institute of British Columbia, the University of the Fraser Valley, and other stakeholders to hire an external consultant to undertake the needs assessment. A final report is expected by summer 2023.

Key Contact:

- Tony Loughran, Executive Lead
- Governance & Corporate Planning Division, Ministry of Advanced Education & Skills Training
- 250 387-8871

Kwantlen Polytechnic University

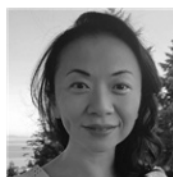
Territory Acknowledgment

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. Additional territory acknowledgements are on page 8.



President & Vice-Chancellor

Dr. Alan Davis
Since September 1, 2012
604-599-2078
alan.davis@kpu.ca



Chair of the Board

Ivy Chen
Since June 29, 2022
778-751-9567 (cell)
ichen.kpu@gmail.com

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 University Act and the Designation of Special Purpose, Teaching Universities Regulation.

Unique Qualities

- 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 program.

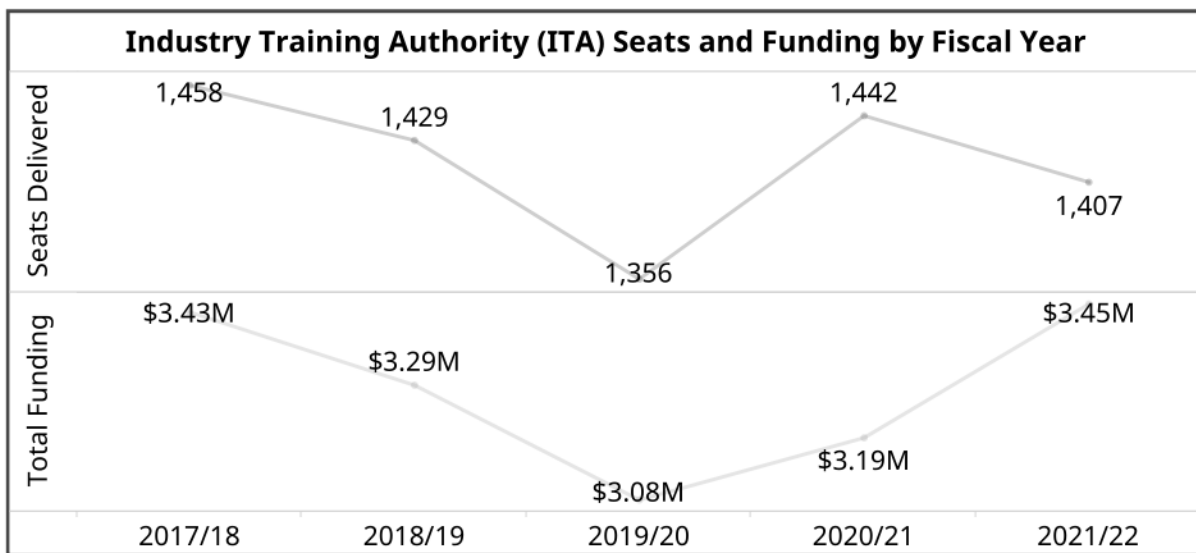
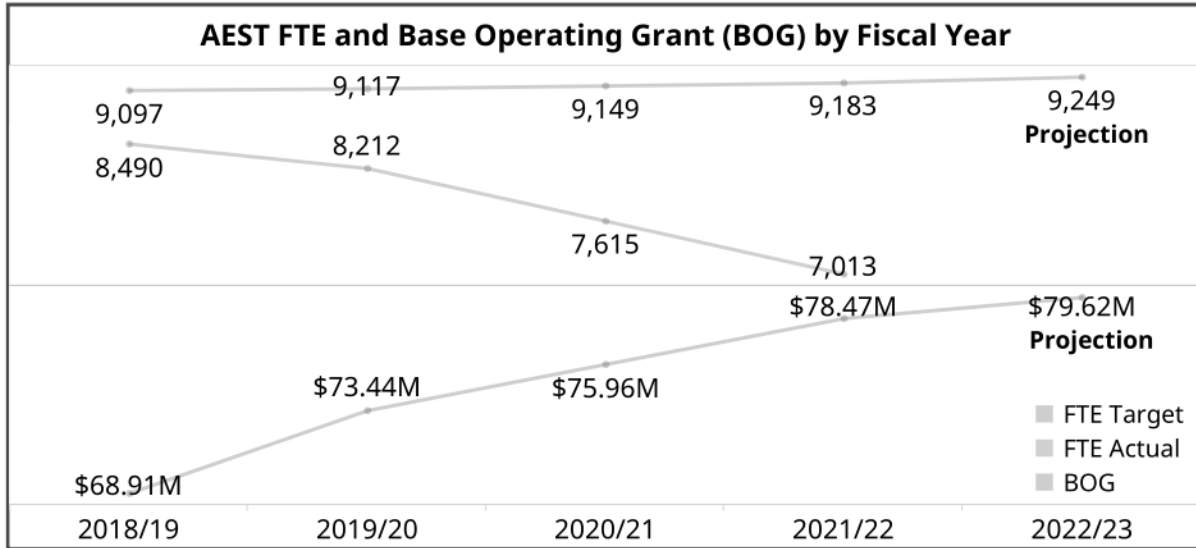
Campuses

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

Schools/Program Areas/Faculties

1. Academic and Career Advancement
2. Trades and Technology
3. Health
4. Arts
5. Science & Horticulture
6. Melville School of Business
7. Wilson School of Design

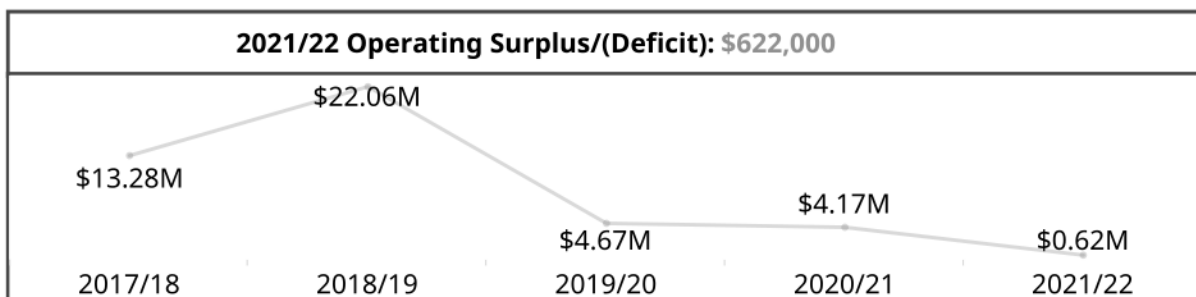
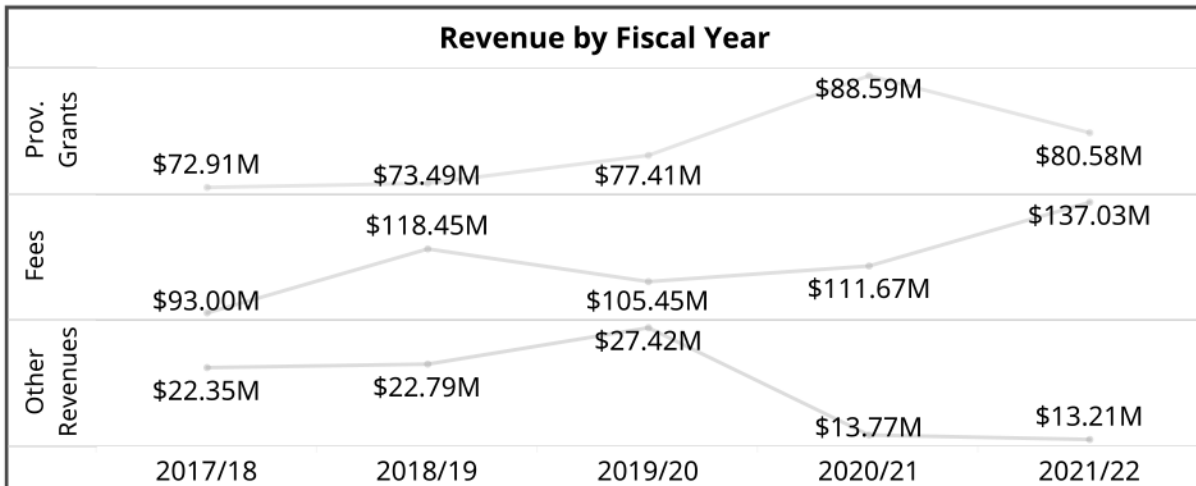
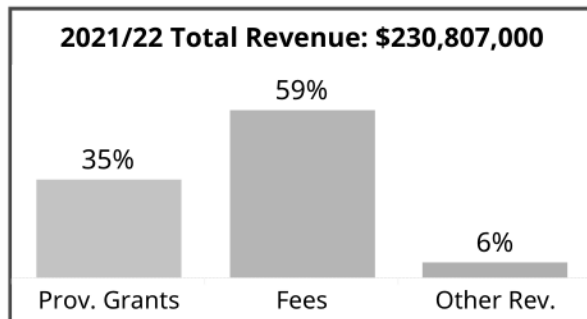
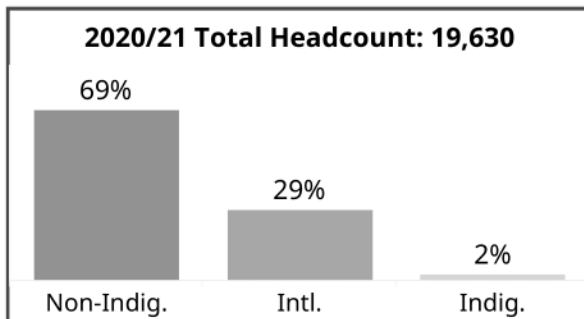
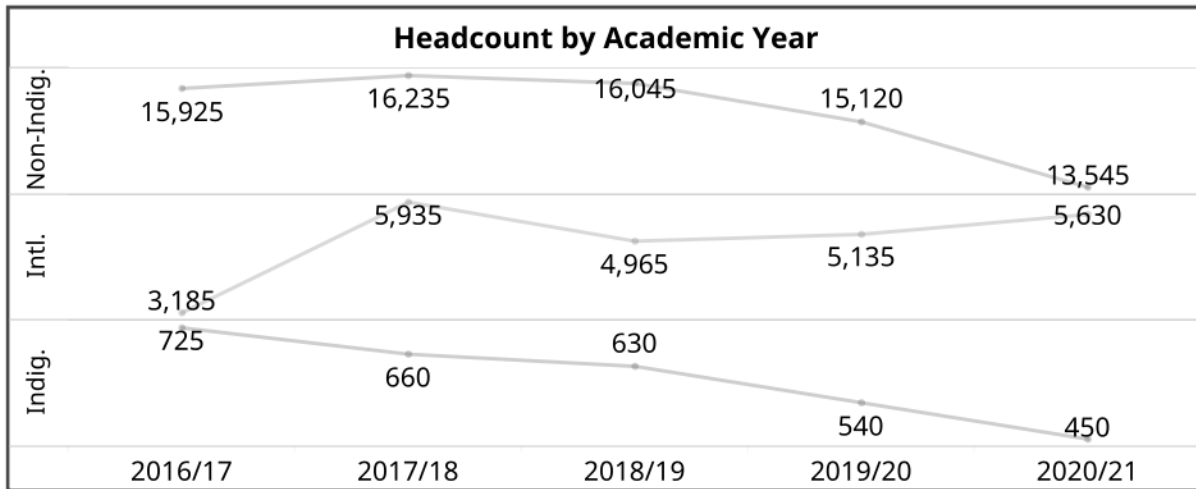
Kwantlen Polytechnic University



2021/22 AEST FTEs	
Utilization Rate	76%
FTE Actual	7,013
FTE Target	9,183
BOG	\$78,468,635

2021/22 ITA Seats and Funding	
Seats Delivered	1,407
Total Funding	\$3,446,623

Kwantlen Polytechnic University



Kwantlen Polytechnic University

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Security and Lighting Project	Anticipated completion 2024	Various security systems and lighting upgrades at Langley, Tech, Surrey, Richmond and 3 KPU Farm School locations	\$10.63M	\$10.63M

Kwantlen Polytechnic University

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Community Adult Literacy Program	\$155,165	
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$153,000	
Health Care Assistants	\$849,465	
Indigenous Emergency Assistance Funding	\$24,000	
Indigenous Student Supports	\$125,000	
Maple Ridge Needs Assessment		\$250,000
Sexual Violence Prevention		\$20,538
Work Integrated Learning Initiatives		\$124,681

Kwantlen Polytechnic University

Issues

Maple Ridge and Pitt Meadows Needs Assessment

Note the purpose of this project is to determine whether there is a need to improve local access to post-secondary education and training, rather than to undertake a feasibility study on building a new campus.

In recent years the City of Maple Ridge has been vocal about the need for more local access to post-secondary education and skills training programs.

KPU is currently working in collaboration with Ministry staff and leadership from Douglas College, JIBC and UFV to hire an external consultant to undertake the needs assessment. The consultant will report to a steering committee comprised of Ministry and institution representatives and submit a final report by summer 2023.

In June 2022, the Province announced it was providing \$250,000 to conduct a needs assessment to determine whether there is a need to improve access to post-secondary education and training in the communities of Maple Ridge and Pitt Meadows.

KPU, with the expectation that KPU would work in collaboration with the Ministry to design and implement the needs assessment and include appropriate staff from public post-secondary institutions with nearby campuses, specifically Douglas College, the Justice Institute of British Columbia (JIBC), and the University of the Fraser Valley (UFV), to ensure an objective and informed analysis.

Government Financial Information

Kwantlen Polytechnic University

Issues

Traditional Chinese Medicine

KPU began delivery of its Traditional Chinese Medicine (TCM) Acupuncture Diploma program in September 2016.

Graduates of the current KPU program are eligible to work as Registered Acupuncturists in B.C., though KPU has conveyed that actual entry-to-practice usually requires that graduates have additional experience or education.

AEST and the Ministry of Health reviewed a draft KPU proposal for a TCM degree program in Spring 2019 and provided feedback, but no formal proposal has been received and no review undertaken by the Degree Quality Assessment Board.

There are no degree level programs for TCM in Canada. Entry-to-practice educational requirements in B.C. for all TCM qualifications is a diploma.

KPU announced that the Fall 2021 intake into the diploma program was cancelled due to the impacts of COVID-19 (clinical practice hours are being made up over the summer by past cohorts), with the next intake scheduled for Fall 2022.

Kwantlen Polytechnic University

Additional Information

Governance

Chancellor	Kim Baird	
Faculty Assoc. President	Gillian Dearle	FPSE (Local 5)
Senate Chair	Dr. Alan Davis	
Student Assoc. President	Armaan Dhillon	Alliance of BC Students
Support Staff Assoc. Chairperson	Darryl Wong	BCGEU (Local 703)

Additional Territory Acknowledgements

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.

Kwantlen Polytechnic University

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
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One-Time Funding	August, 2022
Issues	October, 2022

Notes

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Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Langara College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Established as a public college in 1994, Langara College (LANG) provides accessible, high-quality undergraduate, career, and continuing educational programs and services that meet the needs of diverse learners and the communities it serves.
- LANG offers a comprehensive university transfer system that includes seven baccalaureate programs, 23 career programs and continuing studies in over 70 subject areas.
- The majority of LANG transfer students go on to complete their undergraduate education at UBC.
- In the 2020/21 academic year, LANG enrolled over 19,600 full-time and part-time students, comprised of 68 percent domestic students and 32 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to LANG were \$57.5 million, approximately 33 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Amardeep Singh Dhillon	2016-12-02	2022-12-31	Order-in-Council
Stephen John Howard	2022-07-31	2023-07-31	Order-in-Council
So Hyeun Won	2022-07-31	2023-07-31	Order-in-Council
Janelle Louise Dwyer	2017-12-31	2023-07-31	Order-in-Council
Ian Gordon Mas	2017-12-31	2023-07-31	Order-in-Council
Akhtar Raza Mirani	2018-07-31	2023-07-31	Order-in-Council
Michal Jaworski, Chair	2018-07-31	2023-07-31	Order-in-Council
Krishna Kaur Dhaliwal	2018-07-31	2024-07-31	Order-in-Council
Mary Lynn Baum	2018-12-31	2024-07-31	Order-in-Council
Scott Michael Murray	2020-07-31	2024-07-31	Order-in-Council
Cole Rheume	2020-07-31	2024-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- Langara completed the 2021/22 fiscal year with a \$900,000 surplus

Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information
- One of the key priorities in the Campus Master Plan for Langara is construction of a 350,000 square foot building for Technology, Animation & Humanities.

Advice/Recommendations; Cabinet Confidences; Government Financial Information

Advice/Recommendations; Cabinet Confidences; Government Financial Information

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Langara College

Territory Acknowledgment

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



President & CEO

Dr. Paula Burns
Since June 6, 2022
604-323-5215
pburns@langara.ca



Chair of the Board

Michal Jaworski
Since August 1, 2021
604-219-6622
mjaworski@langara.ca

Mandate

To serve its catchment areas of Vancouver, Richmond and Burnaby.

Legislation

Langara College operates under the authority of the College and Institute Act.

Unique Qualities

- Theatre Arts at Studio58 is recognized as one of the best theatre schools in Canada offering professional theatre training in acting and production.
- Majority of university transfer students go on to complete their undergraduate education at UBC.
- Does not offer trades programming.
- Musqueam First Nation name is snə́weyət̓ lelə́h (sno-WAY-ith LAY-lum), which means house of teachings.
- One of six institutions piloting a Work Integrated Learning Early Childhood Educator (ECE) program, enabling current ECE workers to upgrade or obtain credentials while remaining employed.

Campuses

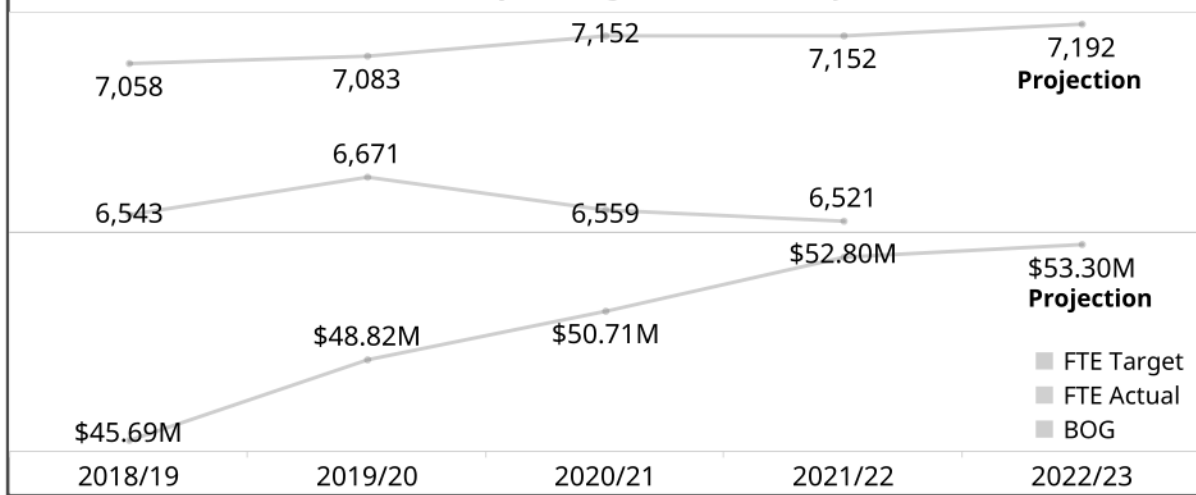
1. Langara College Main Campus
2. West Broadway Centre

Schools/Program Areas/Faculties

1. Arts
2. Business
3. Health
4. Humanities & Social Sciences
5. Science and Technology

Langara College

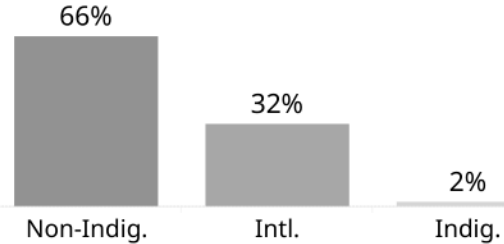
AEST FTE and Base Operating Grant (BOG) by Fiscal Year



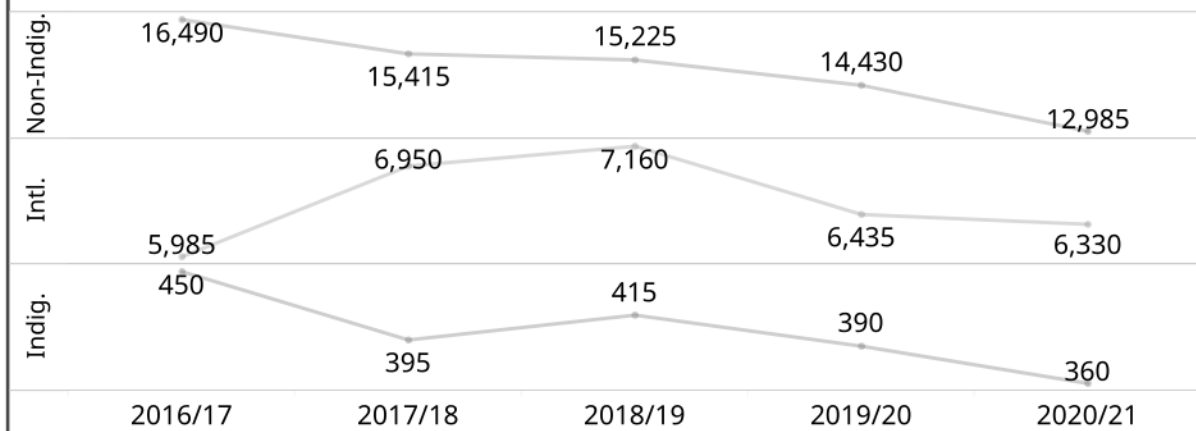
2021/22 AEST FTEs

Utilization Rate	91%
FTE Actual	6,521
FTE Target	7,152
BOG	\$52,804,515

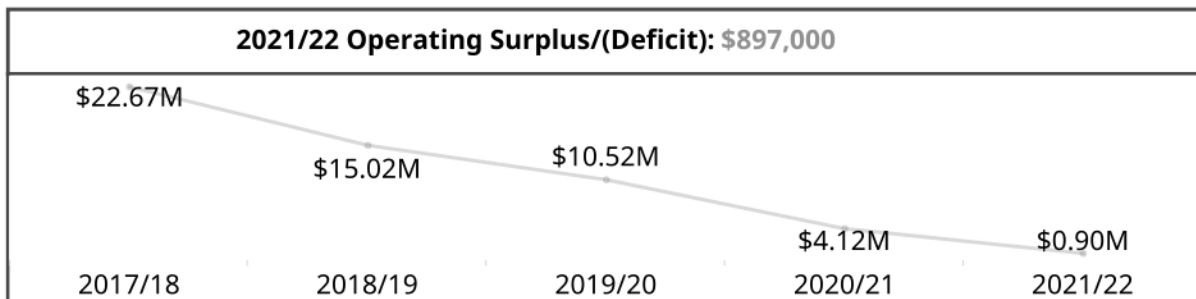
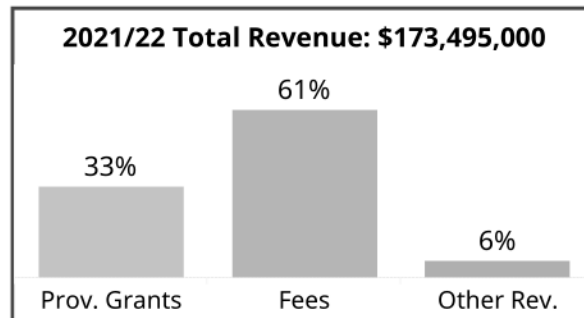
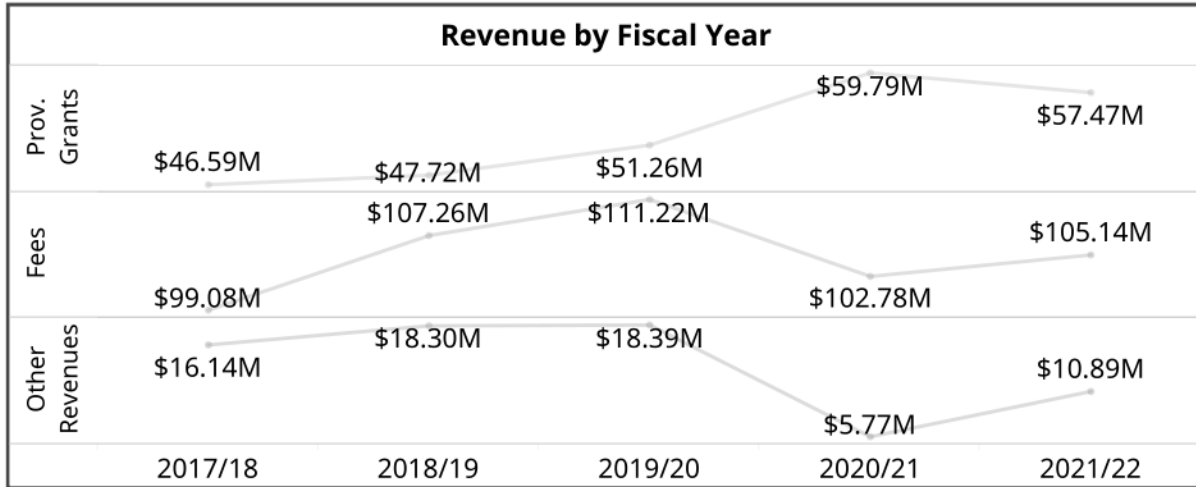
2020/21 Total Headcount: 19,680



Headcount by Academic Year



Langara College



Langara College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
		Langara does not currently have any capital projects included in Ministry's capital plan. Examples of key past projects include the rebuilding of two air handling units and converting the duct distribution system to a variable air volume reheat system in their main classroom facility, and the upgrade and retrofit of the old library and renovations to convert vacant space to classroom and study space.		

Langara College

One-time Funding Examples

Project	2020/21	2021/22
Centre for Accessible Post-Secondary Education Resources	\$591,000	
Covid 19 Initiatives		\$23,100
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$152,000	
Health Care Assistants	\$868,081	
Indigenous Emergency Assistance Funding	\$5,000	\$30,000
Indigenous Student Supports	\$125,000	
Sexual Violence Prevention		\$19,508
Work Integrated Learning Initiatives		\$195,000

Langara College

Issues

Financial Information

Advice/Recommendations; Government Financial Information

Campus Master Plan

Langara has developed a new 25-year Campus Master Plan that pursues campus densification. The Plan is focused on alleviating anticipated classroom space shortages as a result of projected year-over-year enrollment growth.

One of the key priorities in the Master Plan for Langara is construction of a 350,000 square foot Technology, Animation & Humanities Building in Budget 2021. Advice/Recommendations; Government Financial Information

Advice/Recommendations; Cabinet Confidences; Government Financial Information

This project remains Langara's highest priority in the current capital planning process.

All capital project submissions are assessed against government priorities and availability of funding, with outcomes of this process communicated to the sector following finalization of Budget 2023, which will occur in Spring 2023.

Langara has not submitted any proposals for student housing.

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding totaling of \$328,349 since 2017 to enable Early Childhood Education (ECE) program expansion and ECE Work-Integrated Learning at LANG, resulting in 56 FTEs in addition to base-budget funded seats. No funding was provided for 2021/22.

Langara College

Additional Information

Governance

Education Council Chair	Tess MacMillan	
Faculty Assoc. President	Pauline Greaves Aylward	FPSE (Local 14)
Student Union President	Harpreet Kaur	Alliance of BC Students
Support Staff Assoc. President	Warren Williams	CUPE (Local 15)

Langara College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
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Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	October, 2022

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Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: North Island College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- North Island College (NIC) is a comprehensive regional community college, which serves the people and communities across approximately 80,000 square kilometers of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola.
- NIC offers a full range of pathway and credentialed programming (with 90 credit programs and more than 900 individual courses) across four campuses, one learning centre, and distance learning as well as many in-community programs throughout the region.
- NIC also offers four-year degrees in business administration and nursing (in partnership with Vancouver Island University) as well as short-term trades foundation and apprenticeship programs, technology programs, wide-ranging health and human services programs, business, tourism, fine art and design, and sector-specific industry training programs and courses.
- In the 2020/21 academic year, NIC served over 6,700 students, comprised of 93 percent domestic students and 7 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to NIC were \$36.7 million, approximately 66 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Vacancy			Order-in-Council
Extra Member			Order-in-Council
Nancy Arsenault	2022-07-31	2023-07-31	Order-in-Council
Shelley Patricia Humble	2022-02-28	2023-07-31	Order-in-Council
Eric John Mosley	2016-12-02	2023-07-31	Order-in-Council
Jane Marie Atherton, Chair	2017-12-31	2023-07-31	Order-in-Council
Barry A. Minaker	2018-07-31	2024-07-31	Order-in-Council
Patricia Mary Trasolini, Vice Chair	2019-07-31	2025-07-31	Order-in-Council
Andrew (Arlo) Peter McCubbin	2019-07-31	2025-07-31	Order-in-Council
Valery Sheila Puetz	2019-07-31	2025-07-31	Order-in-Council

Appointments required:

- **3 appointments** within 60 days – one vacancy from recent resignation and two extra member as requested by the board.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

Financial Information:

- NIC received approval for the 2021/22 fiscal year to run a deficit in the amount of \$2.3 million, due to COVID, but completed the year with a \$57,000 surplus.

Advice/Recommendations; Government Financial Information

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

North Island College

Territory Acknowledgment

All campuses: We (I) are (am) honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth (New-chan-lulth), Kwakwaka'wakw (Kwak-wak-ya-wak) and Coast Salish traditions, on whose traditional territories the College's campuses are situated.



President & CEO

Dr. Lisa Domae
Since April 12, 2021
250-334-5270
lisa.domae@nic.bc.ca



Chair of the Board

Jane Atherton
Since October 6, 2022
778-874-4491
janers.atherton@gmail.com

Mandate

To serve the northern two-thirds of Vancouver Island and the mainland coast from Desolation Sound to Klemtu/Swindle Island.

Legislation

North Island College operates under the authority of the College and Institute Act.

Unique Qualities

- Serves a population of 159,000 and a geographic region of 80,000 square kilometres.
- Specialized programs include Adventure Guiding, Aircraft Structures Technician and Aquaculture Technician.

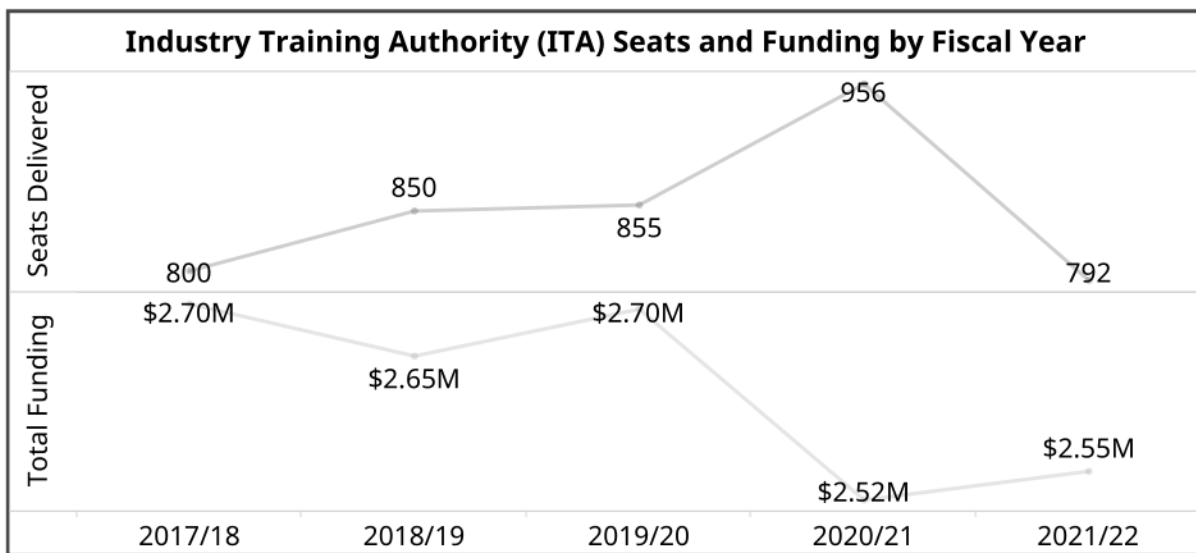
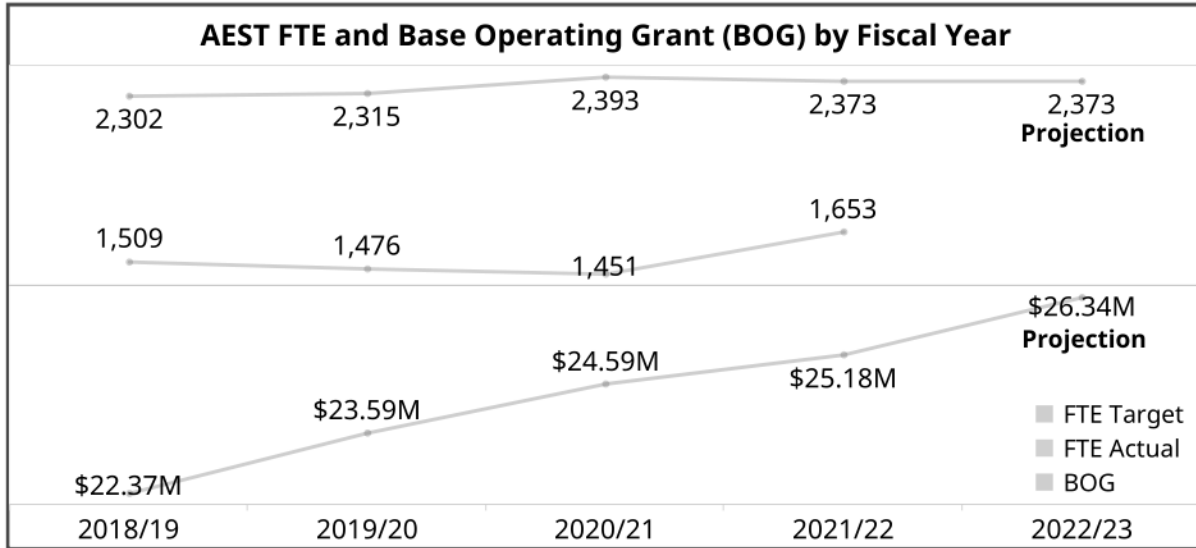
Campuses

1. Comox Valley (main campus)
2. Campbell River
3. Micalakwila (Port Hardy)
4. Port Alberni
5. Learning centre in Ucluelet

Schools/Program Areas/Faculties

1. Upgrading & Access
2. Indigenous Studies
3. Business & Applied Studies
4. University Arts, Science & Technology
5. Health & Human Services
6. Trades, Apprenticeship & Technical
7. Continuing Education and Training

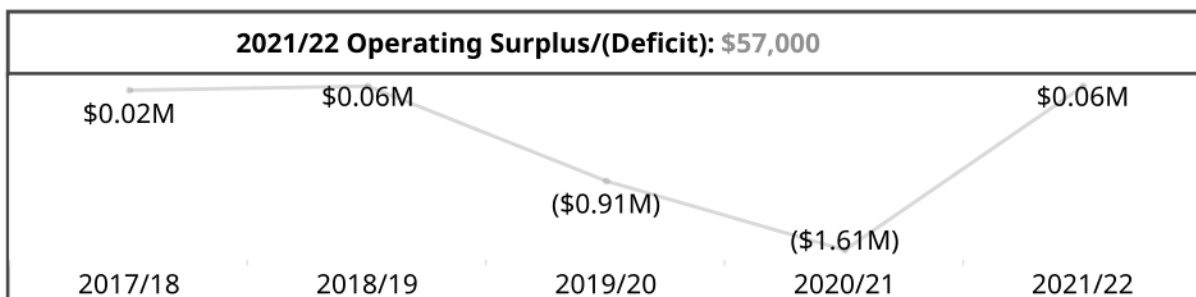
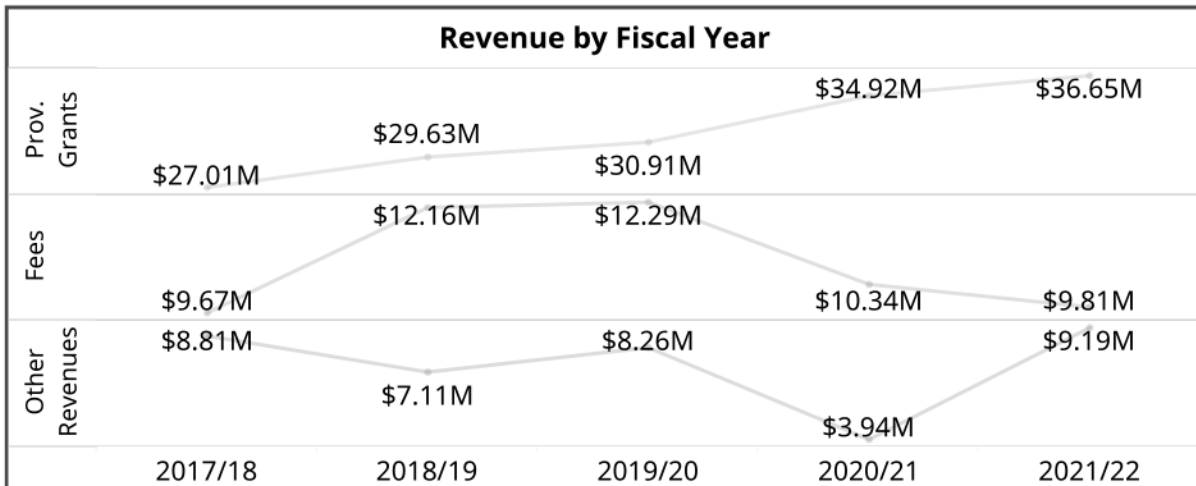
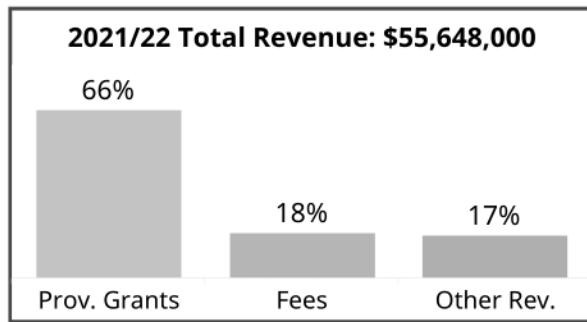
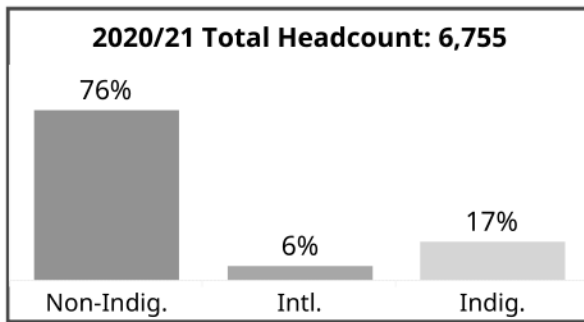
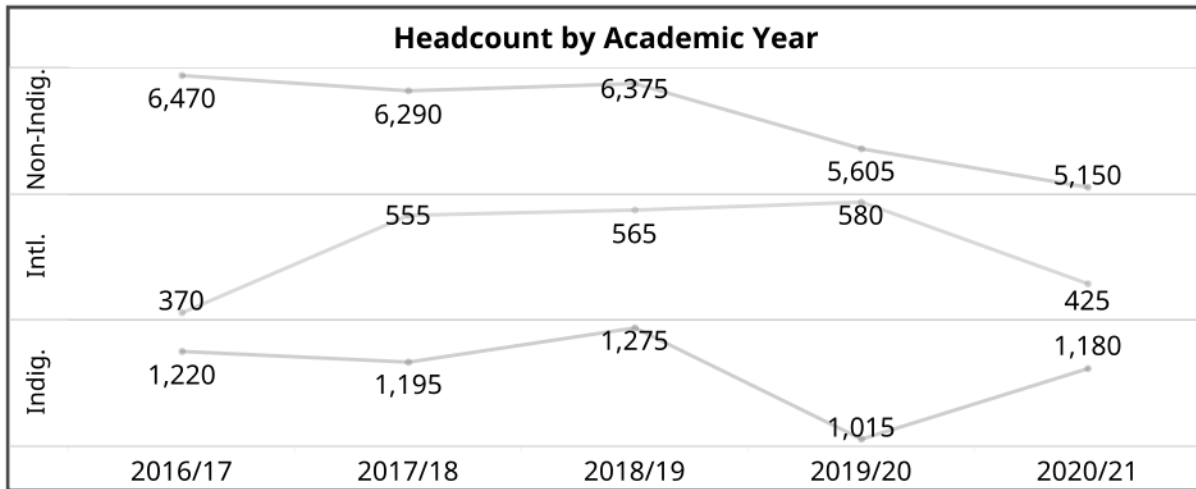
North Island College



2021/22 AEST FTEs	
Utilization Rate	70%
FTE Actual	1,653
FTE Target	2,373
BOG	\$25,178,767

2021/22 ITA Seats and Funding	
Seats Delivered	792
Total Funding	\$2,549,824

North Island College



North Island College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Advice/Recommendations; Cabinet Confidences; Government Financial Information				
Mass Timber Student Housing	Anticipated completion Summer 2024	This project is located at the Courtenay campus and is part of the BC Student Housing Program. The project will deliver 2 mass timber student housing buildings, offering a total of 217 beds and the Housing Commons will include 157 individual and 60 family-specific beds.	\$63.88M	\$65.91M

North Island College

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Aboriginal Service Plan	\$410,000	
Community Adult Literacy Program	\$210,896	
Covid 19 Initiatives		\$540,440
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion	\$733,539	
Emergency Student Assistance Fund	\$91,000	
Health Care Assistants	\$862,695	
Indigenous Emergency Assistance Funding	\$27,000	\$15,000
Micro Credentials	\$307,000	
Sexual Violence Prevention		\$9,186
Work Integrated Learning Initiatives		\$167,000

North Island College

Issues

Financial Information

NIC received approval for the 2021/22 fiscal year to run a deficit in the amount of \$2.3 million, due to COVID.

NIC completed fiscal 2021/22 with a \$57K surplus.

Advice/Recommendations; Government Financial Information

Face-to-Face Instruction

At UBCM 2021, the Mayor of Port Hardy expressed concerns regarding the availability of face-to-face instructional options at NIC's Mixalakwa Campus (Port Hardy location). NIC subsequently provided an update to the Ministry about programming, including availability of face-to-face instruction. NIC's Mixalakwa Campus serves remote/rural communities that are only accessible by boat or plane, which makes it challenging to offer accessible course offerings to students living in these communities.

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$116,760 to NIC in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 12 FTEs.

Since 2017, AEST has provided a total of \$2,058,914 to support ECE program expansion at NIC, resulting in 120 FTEs in addition to base-budget funded seats.

Health Program Expansion

To meet ongoing workforce needs, AEST has committed funding to NIC for the development of a new Access to Practical Nursing program for Health Care Assistants interested in transitioning into Licensed Practical Nursing roles.

The new program will have a first intake of up to 24 students January 2023.

North Island College

Issues

Indigenous Education and Regional Advisory Committees

NIC developed its first ever Indigenization plan, Working Together – North Island College Indigenization Plan 2021-2026, in 2020/21 under the direction of the College's Indigenous Education Council (IEC) using the CICan Indigenous Education Protocol for Colleges and Institutes as a guiding document. The plan will serve as a companion document to NIC's 2021-2026 strategic plan and NIC's new academic plan.

NIC worked with Indigenous communities, regional advisory committees and the IEC to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC's programming priorities.

NIC has three regional advisory committees (Northern, Central and West Coast) with members appointed by First Nations communities and urban Indigenous organizations including the North Island Metis Association. The committees meet a minimum of three times per year to identify local education and training priorities and advise on local community development and economic development plans.

In July 2022, AEST received a letter from NIC's IEC expressing concerns regarding the decrease in Aboriginal Service Plan (ASP) funding. The ASP program has expanded to all 25 public post-secondary institutions and will provide ongoing, even allocations of funding (\$250k). This means that some institutions received reduced amounts from previous years, including NIC, which received \$410k in 2021-22. In March 2022, AEST provided NIC with a one-time amount of \$120k to ease this transition.

NIC also includes Indigenous representation on the Board of Governors and Education Council. The IEC, Board of Governors and Education Council meet annually to review relationships and share progress regarding the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples.

Indigenous Relationship Building

At the 2022 First Nations Leadership Gathering, the Ahousaht First Nation indicated they wished to explore a relationship with NIC. In a follow up letter, the Ministry offered assistance in providing an introduction.

Following the 2022 First Nations Leadership Gathering, the Ministry indicated they would connect Heiltsuk Nation with NIC, VIU or another post-secondary institution to look at delivering in-person Licensed Practical Nurse and Registered Nurse programming in the community.

North Island College

Additional Information

Governance

Education Council Chair	Wilma Gus	
Faculty Assoc. President	Jen Wrye	FPSE (Local 16)
Students' Union Federation & Governance Relations Director	Alex McColm	BC Federation of Students
Support Staff Assoc. President	Michelle Waite	CUPE (Local 3479)

North Island College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	August, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTIONS

Name: Northern Lights College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Northern Lights College (NLC) is BC's Energy College, regionally mandated to serve northern BC from the Alaskan Panhandle to the Alberta border.
- Geographically, NLC serves a region of approximately 324,000 square kilometers, with its largest campuses in Dawson Creek and Fort St. John.
- Programming at NLC covers subject areas in business, health, education, social services, culture, trades, workforce development, and continuing education.
- In the 2020/21 academic year, NLC enrolled over 3,000 full-time and part-time students, comprised of 76 percent domestic students and 24 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to NLC were \$26.5 million, approximately 70 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Sharon Lori McLeod	2016-12-14	2023-07-31	Order-in-Council
Tyler J. Holte, Chair	2017-12-31	2023-07-31	Order-in-Council
Olu Donald Fajemisin	2017-12-31	2023-07-31	Order-in-Council
Stephanie Goudie	2020-07-31	2023-07-31	Order-in-Council
Judy Ann Fox-McGuire	2018-07-31	2024-07-31	Order-in-Council
Lorraine Audrey Archibald	2018-07-31	2024-07-31	Order-in-Council
Michael Neil Gilbert	2018-07-31	2024-07-31	Order-in-Council
Karen Louise Mason-Bennett	2018-07-31	2024-07-31	Order-in-Council

Appointments required:

- **2 appointments** within 60 days, 1 from resignation and board requested 1 extra member for succession planning.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- NLC completed fiscal 2021/22 with a \$651,000 surplus
Advice/Recommendations; Government Financial Information
- To meet ongoing workforce needs, the Ministry has committed funding to NLC for the development of a new Access to Practical Nursing program for Health Care Assistants interested in transitioning into Licensed Practical Nursing roles. The new program will have a first intake of up to 16 students in September 2023.
- The Fort Nelson First Nation has an MOU with NLC; however, their relationship had a difficult start due to issues associated with a remediation and reclamation program. Overall, the Fort Nelson First Nation wants to have more contact and discussions with NLC, as they conveyed to the

Ministry at the January 2022 First Nations Leadership Gathering.

- There are no programs currently running at NLC that support the Saulteau First Nation, and they are interested in connecting with NLC, as was conveyed at the January 2022 First Nations Leadership Gathering.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Northern Lights College

Territory Acknowledgment

All campuses: We (I) express gratitude to the First Nations people of the Cree, Dane-zaa (De-ney-za), Dene (De-ney), Denek'éh (de-ney-kay), Dunne-za (De-ney-za), Iroquois, Kaska, Sauteaux (So-tow), Tsaa' Ché Ne Dane (zaa-kay-ney-da-ney), Tse'khene (Tse-kan-ay), Tahltan (tall-ten), and Tlingit (Kling-kit) for sharing their territory with us.



President & CEO

Todd Bondaroff
Since January 1, 2022
250-784-7500
tbondaroff@nlc.bc.ca



Chair of the Board

Tyler Holte
Since August 22, 2018
250-686-5786 (cell)
holte@czlaw.ca

Mandate

To serve Northern BC from the Alaskan Panhandle to the Alberta border.

Legislation

Northern Lights College operates under the authority of the College and Institute Act.

Unique Qualities

- Serves a region of approximately 324,000 square kilometres.
- Provincial headquarters for the BC Centre of Training Excellence in Oil and Gas in Fort St. John.
- On-site Simulated Well-Site Training Facility with operational service rig for hands on training.
- Offers BC's only Wind Turbine Maintenance Technician program.

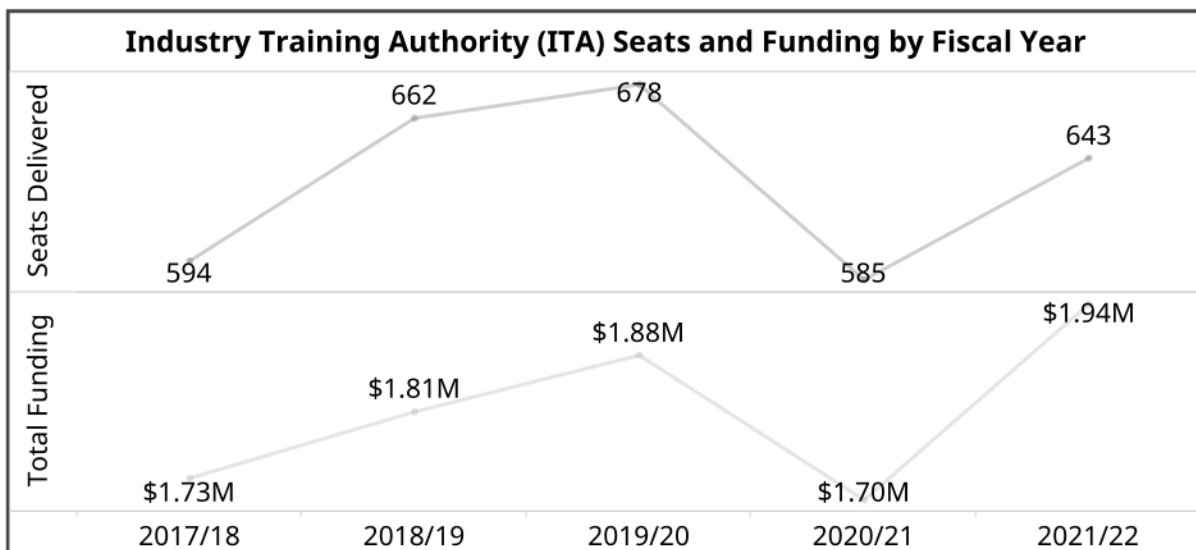
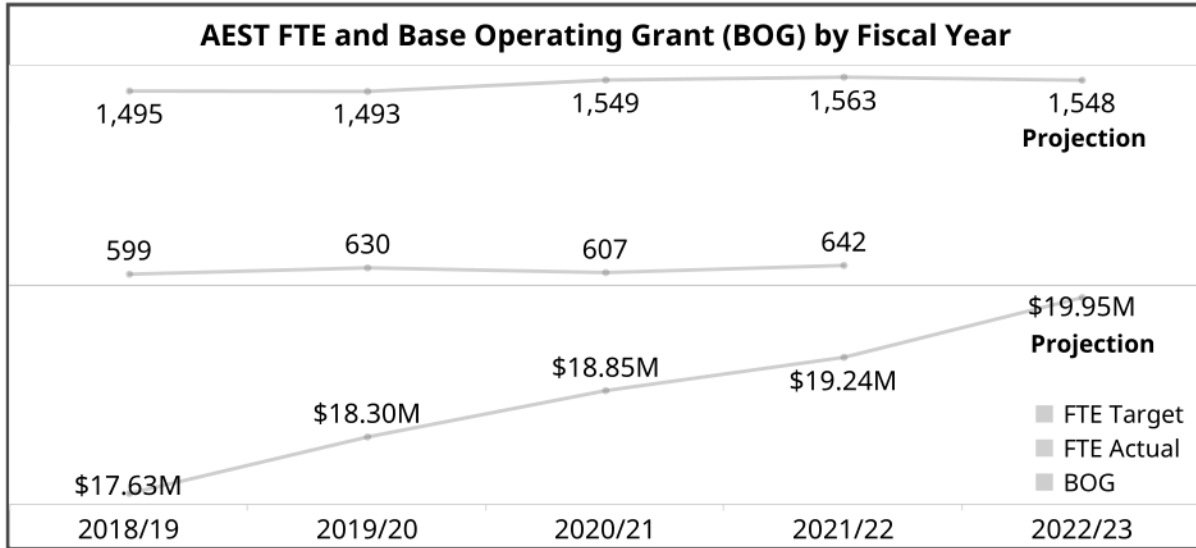
Campuses

1. Dawson Creek (administration)
2. Chetwynd
3. Fort Nelson
4. Fort St. John
5. Tumbler Ridge
6. Atlin Access Centre
7. Dease Lake Access Centre

Schools/Program Areas/Faculties

1. Adult Upgrading
2. Business Management and Technology
3. Education (Pre-School and K-12)
4. Health Sciences and Human Services
5. Trades & Apprenticeships
6. University Transfer: Arts and Sciences

Northern Lights College

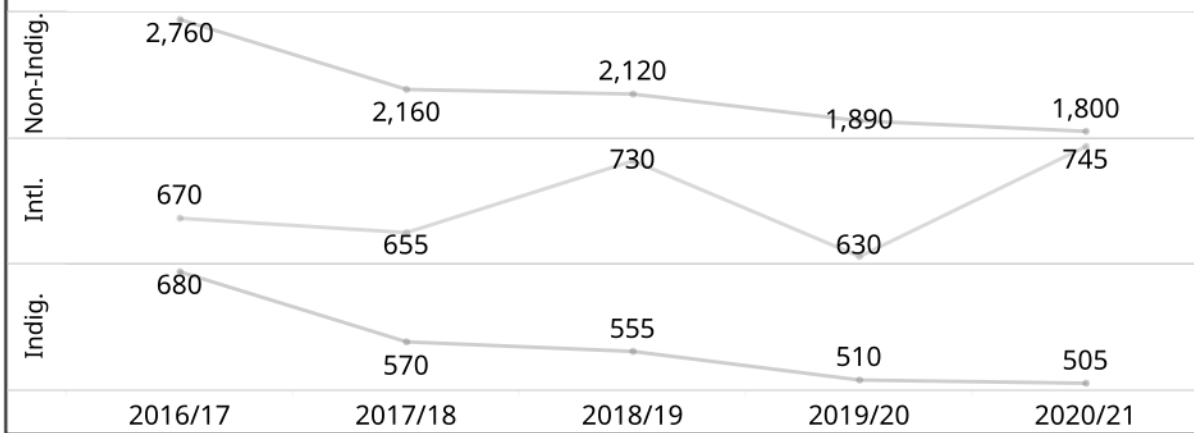


2021/22 AEST FTEs	
Utilization Rate	41%
FTE Actual	642
FTE Target	1,563
BOG	\$19,239,232

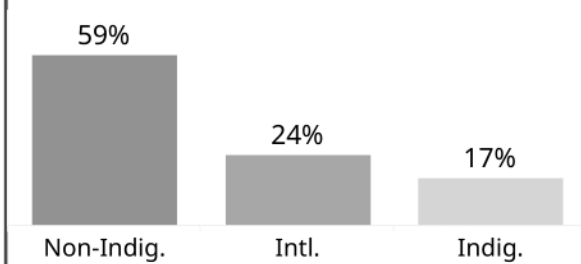
2021/22 ITA Seats and Funding	
Seats Delivered	643
Total Funding	\$1,938,153

Northern Lights College

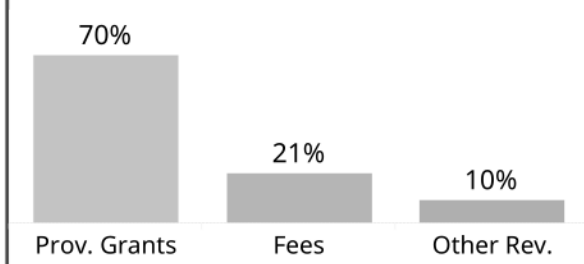
Headcount by Academic Year



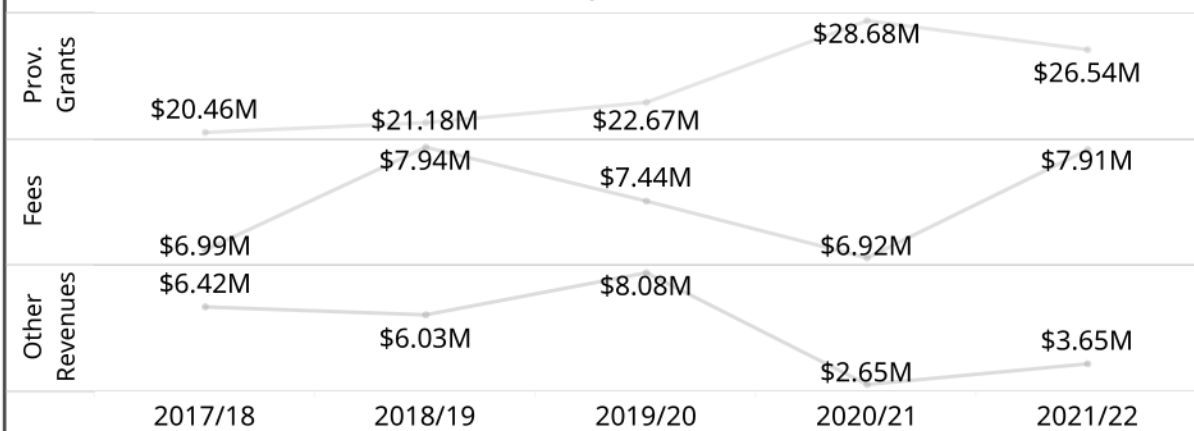
2020/21 Total Headcount: 3,050



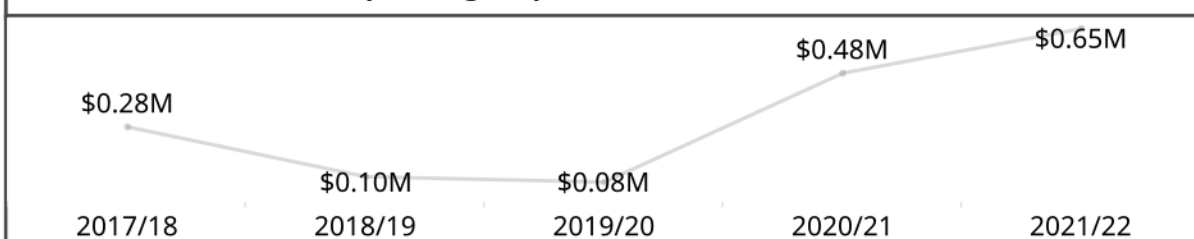
2021/22 Total Revenue: \$38,110,000



Revenue by Fiscal Year



2021/22 Operating Surplus/(Deficit): \$651,000



Northern Lights College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
		Northern Lights College does not currently have any capital projects included in the Ministry's capital plan. Examples of key past projects include the construction of a new trades training facility, upgrades and renovations to the Health Sciences building to accommodate expanded nursing programs, and construction of Energy House, a multi-use facility that produces energy through wind turbine, solar panels, biomass, and geexchange systems.		

Northern Lights College

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Community Adult Literacy Program	\$220,880	
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion	\$304,458	
Emergency Student Assistance Fund	\$8,000	
Health Care Assistants	\$288,624	
Indigenous Emergency Assistance Funding	\$5,000	\$10,000
Indigenous Student Supports	\$125,000	
Sexual Violence Prevention		\$7,820
Work Integrated Learning Initiatives		\$34,000

Northern Lights College

Issues

Financial Information

NLC received approval for the 2021/22 fiscal year to run a deficit in the amounts of \$171K, due to COVID.

NLC completed fiscal 2021/22 with a \$651K surplus

Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information

Advice/Recommendations; Government Financial Information

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$190,361 to NLC in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 34 FTEs.

In March 2022, AEST distributed \$306,105 in one-time federal funding under the July 2021 federal-provincial Early Learning and Childcare Agreement for NLC to offer ECE Work-Integrated Learning (WIL), resulting in 52 FTEs.

Since 2017, AEST has provided a total of \$955,882 to support ECE program expansion and ECE-WIL at NLC, resulting in 160 FTEs in addition to base-budget funded seats.

Health Program Expansion

To meet ongoing workforce needs, AEST has committed funding to NLC for the development of a new Access to Practical Nursing program for Health Care Assistants interested in transitioning into Licensed Practical Nursing roles.

The new program will have a first intake of up to 16 students September 2023.

Northern Lights College

Issues

Indigenous Relationship Building

The Fort Nelson First Nation has an MOU with NLC; however, their relationship had a difficult start due to issues associated with a remediation and reclamation program. Overall, the Fort Nelson First Nation wants to have more contact and discussions with NLC, as they conveyed to AEST at the January 2022 First Nations Leadership Gathering. In a follow up letter to Fort Nelson, AEST offered to make an introduction.

There are no programs currently running at NLC that support the Saulteau First Nation, and they are interested in connecting with NLC, as was conveyed at the January 2022 First Nations Leadership Gathering. A follow up letter from AEST to Saulteau offered to make an introduction.

Northern Lights College

Additional Information

Governance

Education Council Chair	Rob-Roy Douglas	
Faculty Assoc. Chairperson	Tanya Boyd	BCGEU (Local 710)
Student Assoc. President	Andrey Florita	Independent student assoc.
Support Staff Assoc. Chairperson	Tanya Boyd	BCGEU (Local 710)

Northern Lights College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
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One-Time Funding	August, 2022
Issues	August, 2022

Notes

Financial Data

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Fiscal Year is April 1 - March 31.

Headcount Data

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Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Nicola Valley Institute of Technology

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Nicola Valley Institute of Technology (NVIT) is an Aboriginal-governed institute with a mandate to serve Aboriginal learners throughout the province.
- It strives to offer programming that meets the needs of Indigenous students and communities.
- NVIT has campuses in Merritt and Vancouver and delivers programs on yearly average, in 30 different communities across the province.
- NVIT offers a range of certificates, diplomas, and associate degrees.
- The Institute also has the authority to jointly confer a Bachelor of Social Work Degree with Thompson Rivers University.
- In academic year 2020/21, NVIT's student body was over 1,300 students with approximately 81 percent of NVIT's domestic students identifying as Aboriginal.
- In 2021/22 fiscal year, total Provincial grants provided to NVIT were \$13.1 million, approximately 71 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Lennard Percy Joe	2019-10-28	2022-12-31	Order-in-Council NVIT's 5 Founding Communities
Joseph (Joe) Thomas Bevan	2021-03-05	2022-12-31	Order-in-Council NVIT's 5 Founding Communities
Melanie Teresa Nelson	2022-06-03	2023-07-31	Order-in-Council BC Indigenous member-at-large
Carla Rose George	2022-06-03	2023-07-31	Order-in-Council BC Indigenous member-at-large
Paul A. Donald	2015-12-31	2023-07-31	Order-in-Council BC Indigenous member-at-large
Maynard L. McRae	2017-12-31	2023-12-31	Order-in-Council BC Indigenous member-at-large
Melissa A. Louie	2017-12-31	2023-12-31	Order-in-Council BC Indigenous member-at-large
Sashia Mayleen Leung (Chair)	2016-12-02	2024-07-31	Order-in-Council BC Indigenous member-at-large

Appointments required:

- **2 reappointments** within 90 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- NVIT is working with the City of Vancouver, the Urban Native Youth Association (UNYA), the Nicola Valley Institute of Technology (NVIT) and other provincial and federal partners on the Urban Indigenous Youth Project business case which will provide integrated youth services and post-secondary programs ,

a permanent home for NVIT and UNYA, along with childcare and housing. The concept plan approval by government was announced in March of 2023.

Post-Secondary Education in Burns Lake:

- Over several years, College of New Caledonia (CNC) programs, student FTEs and staff have decreased substantially in Burns Lake.
- Some members of the Burns Lake community have been advocating for NVIT to take over post-secondary education delivery from CNC in Burns Lake.

Intergovernmental Communications

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Nicola Valley Institute of Technology

Territory Acknowledgment

Merritt (main campus): We (I) acknowledge with respect the traditional territories of the Nlaka'pamux (Inghla-kap-muh) Nation.

Burnaby/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.



President

Ken Tourand
Since November 1, 2013
250-378-3305
ktourand@nvit.bc.ca



Chair of the Board

Sashia Leung
Since February 8, 2021
604-619-2779 (cell)
sleung@bctreaty.ca

Mandate

Aboriginal-governed provincial institute with a mandate to serve Aboriginal learners throughout the province.

Legislation

Nicola Valley Institute of Technology operates under the authority of the College and Institute Act and serves as British Columbia's only public Aboriginal post-secondary institute.

Unique Qualities

- Originally established in 1983 as a private Indigenous institute by the Coldwater, Lower Nicola, Nooaitch, Shackan, and Upper Nicola Bands of the Nicola Valley.
- Governed by an Indigenous Board of Governors.
- Indigenous cultures, views and traditions are integral to all courses, programs and services through the involvement of Elders' Council and NVIT's founding communities.

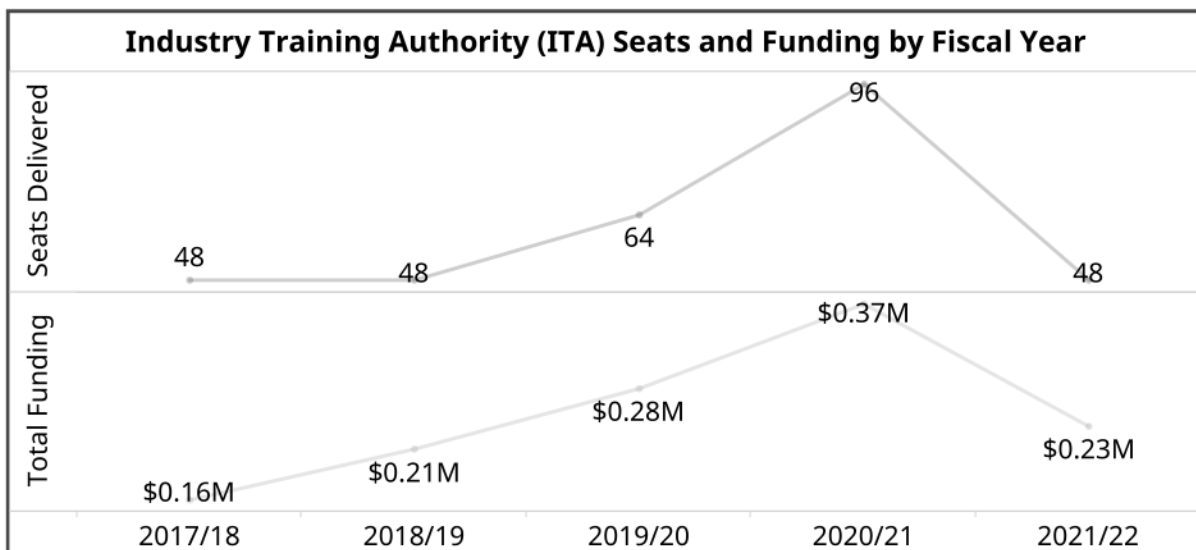
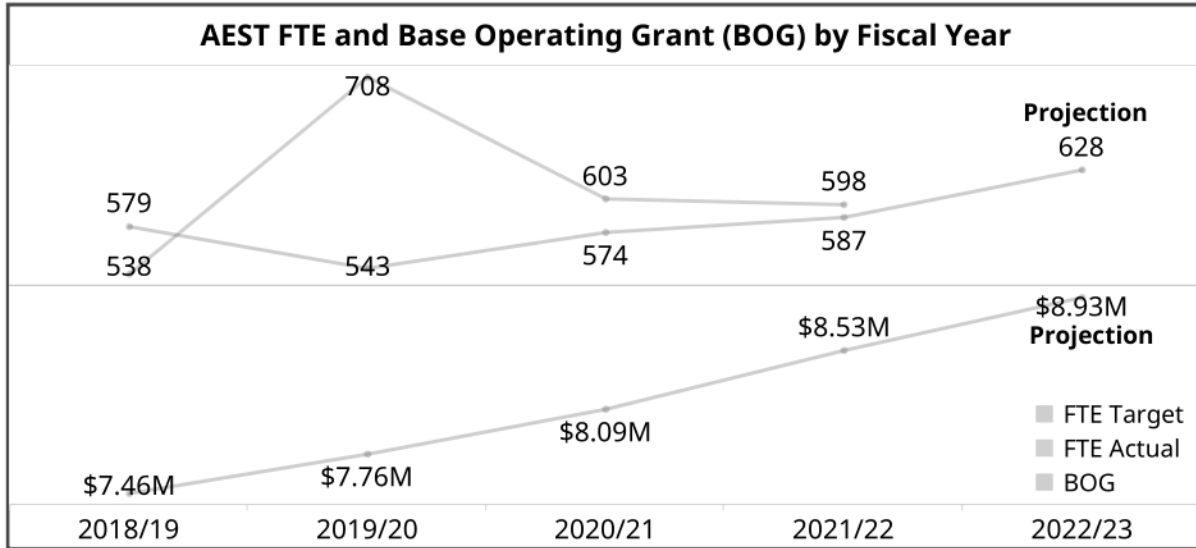
Campuses

1. Merritt (main campus)
2. Burnaby

Schools/Program Areas/Faculties

1. Trades
2. Career Training
3. Developmental
4. Health
5. Human Services..

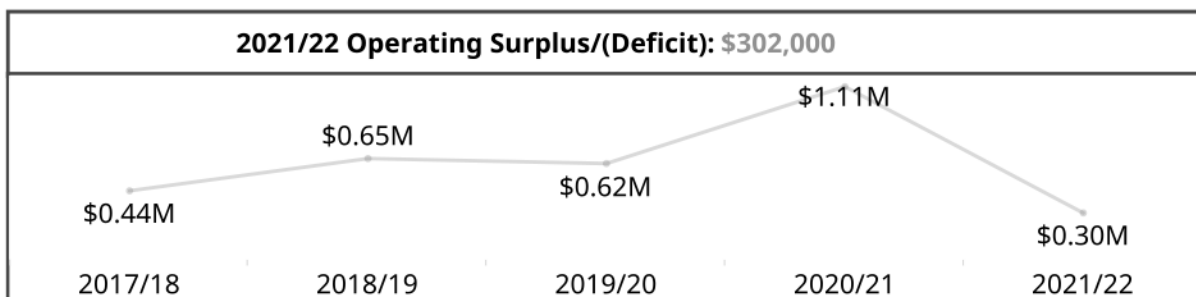
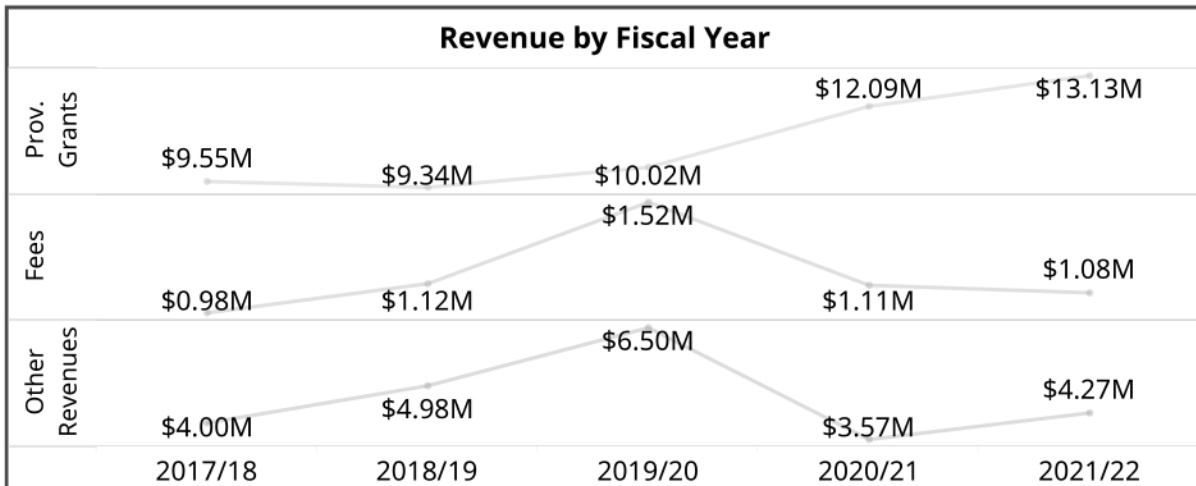
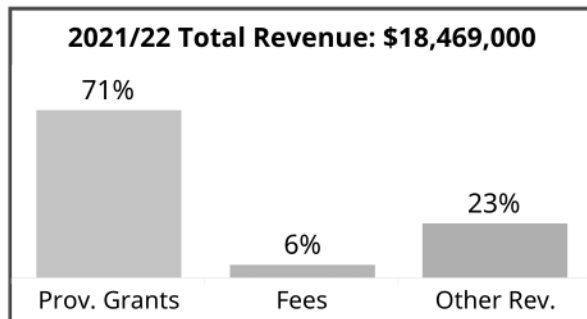
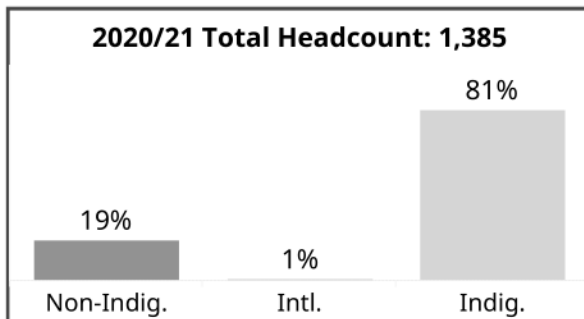
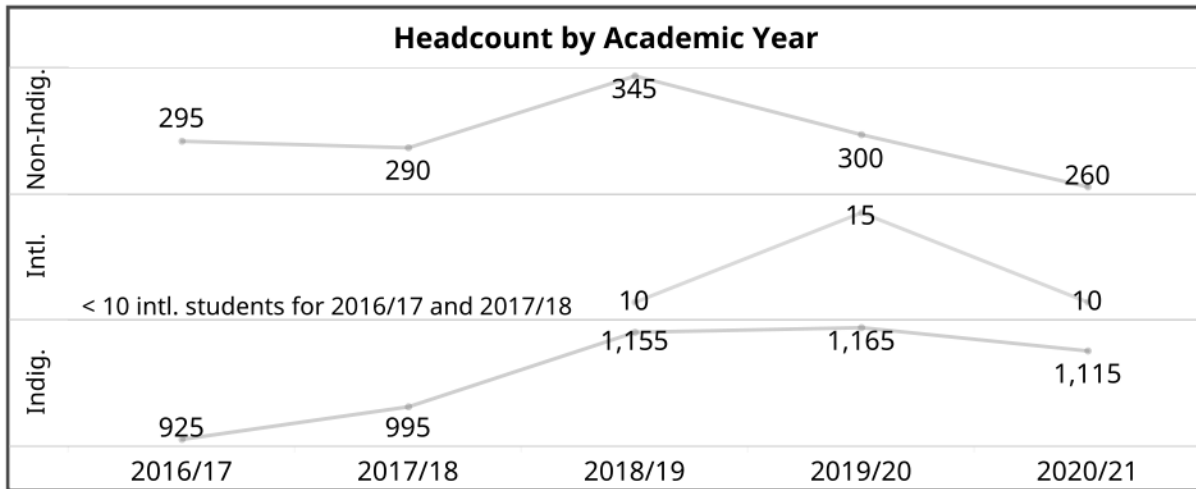
Nicola Valley Institute of Technology



2021/22 AEST FTEs	
Utilization Rate	102%
FTE Actual	598
FTE Target	587
BOG	\$8,530,927

2021/22 ITA Seats and Funding	
Seats Delivered	48
Total Funding	\$234,400

Nicola Valley Institute of Technology



Nicola Valley Institute of Technology

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Mobile Technology Training Facility and Mobile Health Care Unit	Anticipated completion late 2022	These mobile units will allow NVIT to provide access to relevant and current training in health and technology to Indigenous communities across the province and will alleviate issues with securing appropriate facilities and having consistent connectivity in remote communities. The units will include simulators, beds, computers/workstations and multi-media.	\$3.38M	\$3.38M
Urban Indigenous Youth and Education Project	Anticipated completion 2028	NVIT is partnering with the City of Vancouver, the Urban Native Youth Association (UNYA) and other provincial and federal partners on a business case to deliver community centre in Vancouver with a permanent home for NVIT and UNYA, along with childcare and housing. The concept plan approval by government was announced in March of 2023.	\$35.80M	\$217.30M

Nicola Valley Institute of Technology

One-time Funding Examples

Project	2020/21	2021/22
Aboriginal Service Plan	\$250,000	
Community Adult Literacy Program	\$29,487	
Community Mental Health Worker Programs	\$525,702	
Covid 19 Initiatives		\$252,370
Disabilities Project Funding	\$75,000	
Early Childhood Education Programs Expansion	\$370,700	
Emergency Student Assistance Fund	\$125,000	
Extreme Weather Relief		\$38,782
Health Care Assistants	\$624,000	
Indigenous Emergency Assistance Funding	\$26,000	\$10,000
NVIT Budget lift		\$2,000,000
Sexual Violence Prevention		\$7,276
Trades Training Trailers	\$200,000	
Work Integrated Learning Initiatives		\$167,000

Nicola Valley Institute of Technology

Issues

Burnaby Campus

NVIT is leasing space from BCIT for its Lower Mainland campus. The lease ran out in February 2022 and has been extended on a month-to-month basis. AEST anticipates renewing the lease until NVIT establishes a permanent campus in the City of Vancouver.

In 2021, AEST staff worked with NVIT, the Urban Native Youth Association (UNYA), the City of Vancouver and other partners to develop a concept plan for an Urban Indigenous Youth and Education Project, which will be a permanent purpose-built home for UNYA and NVIT.

The project scope includes shared use educational/programming space, childcare and housing for urban Indigenous learners and their families.

In February 2022, government approved the concept plan and to proceed with developing a business case.

NVIT currently holds \$2.5M of AEST funds to develop the business case.

The project is located on the territories of the Coast Salish people, which includes the xʷməθkʷəy̓əm (Musqueam), skwxwú7mesh (Squamish) and selílwitulh (Tsleil-Waututh) Nations and will be located at the corner of East Hastings Street and Commercial Drive in Vancouver, near UNYA's current building.

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding totaling of \$742,542 since 2017 to enable Early Childhood Education program expansion at NVIT, resulting in 54 FTEs in addition to base-budget funded seats. No funding was provided for 2021/22.

Health Program Expansion

As part of the Budget 2021 health education program expansions, NVIT is implementing a new community-based Access to Practical Nursing program to increase ladder opportunities for Health Care Assistants who wish to further their career in nursing. AEST will provide ongoing targeted funding of \$399,000 to support the program.

Nicola Valley Institute of Technology

Issues

Post-Secondary Education in Burns Lake

Over the past few years, some members of the Burns Lake community have been advocating for NVIT to take over post-secondary education delivery from College of New Caledonia (CNC) in Burns Lake, where approximately 70 percent of students are Indigenous.

The Ministry has indicated it would not explore this possibility unless the six local First Nations and the Village of Burns Lake all agreed they wanted the change.

In November 2021, the Minister approved the renewal of leased space at 110 Roumieu Drive, Burns Lake, to accommodate ongoing delivery CNC's Trades Discovery, Residential Maintenance, and Trades Foundation programs. The renewal of the lease will allow these important programs to continue up to August 2024, with the option of a two-year renewal after that date.

In February 2022, the Mayor of Burns Lake and Chiefs of the Lake Babine and Cheslatta Carrier Nations wrote to Minister Kang expressing concern that CNC leadership is not working with local stakeholders and Indigenous partners to deliver relevant programming in the community. They also reiterated their strong support for transferring the local campus (facility and budget) to NVIT.

In April 2022 the Minister held a virtual meeting with representatives from Burns Lake, Lake Babine Nation and Cheslatta Carrier Nation to discuss local challenges in accessing quality post-secondary education.

Since that time, AEST staff have facilitated discussions with CNC and NVIT leadership regarding possible solutions, and anticipate being able to provide an update to Burns Lake and the surrounding First Nations in the coming weeks as these discussions continue.

Immediate Entry Secondary School Transition Bursary

In 2018, NVIT launched an Immediate Entry Bursary for the school districts in its campuses' school district regions of Merritt (SD58) and Burnaby (SD41).

In 2019, the Immediate Entry Bursary was expanded to include all of the First Nation School Association's Grade 12 graduates across the Province.

In 2020, a further expansion of the program will include all Indigenous Grade 12 graduates across the province.

Qualifying Indigenous Grade 12 graduates applying to either of NVIT's campuses in Merritt or Burnaby will receive an Immediate Entry Bursary of \$2,676.

Nicola Valley Institute of Technology

Issues

Indigenous Language Fluency Framework

In a unique partnership, UBC Okanagan, NVIT and the En'owkin Centre have come together to offer the Bachelor of Nsyilxcn [N-seal-ik-chin] Language Fluency program. This is the first degree under the Indigenous Language Fluency Framework that bridges community-based certificates and diplomas into a bachelor's degree.

WilpWilxo'oskwhl Nisga'a Institute (WWN) is poised to offer the second Language Fluency Degree to come out of the Framework. In partnership with UNBC, WWN has now had its curriculum pass UNBC's Senate and Board of Governors and expects to submit to AEST's DQAB in the Spring of 2022.

Relationship Building

Gitanyow Hereditary Chiefs note they have an MOU with NVIT (Post FNLG meeting with AEST staff, April 2022).

Nicola Valley Institute of Technology

Additional Information

Governance

Education Council Chair	Elaine Herbert	
Employees' Assoc. President	Elaine Herbert	FPSE (Local 19)
Student Society President	Lindsay Morrison	Independent student society

Nicola Valley Institute of Technology

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	October, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Okanagan College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Okanagan College (OKAN) is mandated to serve the south-central region of the province.
- OKAN offers more than 130 programs that provide a wide variety of career, continuing education, applied degree, developmental, trades and technologies, university transfer, and vocational programs.
- Over the past 15 years, Okanagan College has become BC's second-largest trades training provider.
- In the 2020/21 academic year, OKAN served over 16,400 students, of which 90 percent were domestic students and 10 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to OKAN were \$65.1 million, approximately 55 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
JoAnn Fowler	2020-07-31	2023-07-31	Order-in-Council
Andrea Sandra Alexander	2020-07-31	2023-07-31	Order-in-Council
Dustyn Timothy Baulkham	2022-07-31	2023-07-31	Order-in-Council
Victoria Wing Chi Chan	2022-07-31	2023-07-31	Order-in-Council
Juliette Marie Cunningham, Chair	2018-07-31	2024-07-31	Order-in-Council
Tina Merrie Lee	2018-07-31	2024-07-31	Order-in-Council
Dale Safinuk	2019-07-31	2025-07-31	Order-in-Council
Karley Ann Scott Rosowsky (Karley Scott)	2019-07-31	2025-07-31	Order-in-Council

Appointments required:

- 1 appointment within 60 days due to recent resignation.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- OKAN received approval for the 2021/22 fiscal year to run a deficit in the amount of \$5.7 million, due to COVID. OKAN completed fiscal 2021/22 with a \$489,000 deficit.
- Advice/Recommendations; Government Financial Information

Early Childhood Education Program Expansion

- In support of the Province's 10-year Childcare B.C. Plan, the Ministry has provided targeted funding of \$233,000 to OKAN in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 15 FTEs.
- In March 2022, the Ministry distributed \$534,000 in one-time federal funding under the July 2021 federal-provincial Early Learning and Childcare Agreement for OKAN to offer ECE Work-Integrated

Learning (WIL), resulting in 50 FTEs.

- Since 2017, AEST has provided a total of \$1.3 million to support ECE program expansion and ECE-WIL at OKAN, resulting in 145 FTEs in addition to base-budget funded seats.

Health Program Expansion

- As part of the Budget 2021 health education program expansions, OKAN is expanding its existing Pharmacy Technician program and starting a new Access to Practical Nursing program to increase laddering opportunities for Health Care Assistants wanting to further their career in nursing. AEST is providing a total of \$561,000 in on-going targeted funding to support both programs.

Indigenous Partnership

- As discussed at the January 2022 First Nations Leadership Gathering, Kanaka Bar First Nation has funding from OKAN for an entrepreneurship program.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Okanagan College

Territory Acknowledgment

All campuses: We (I) acknowledge with respect the traditional territories of the Okanagan*/Syilx (see-ulk) and Shuswap* (shoo-shwahp)/Secwepemc (sec-wep-emc)* Nations.

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



President

Dr. Neil Fassina
Since April 1, 2021
250-862-5403
nfassina@okanagan.bc.ca



Chair of the Board

Juliette Cunningham
Since November 30, 2021
250-309-2432
BoardChair@okanagan.bc.ca

Mandate

To serve the south central region of the province.

Legislation

Okanagan College operates under the authority of the College and Institute Act.

Unique Qualities

- Jim Pattison Centre of Excellence in Sustainable Building Technologies and Renewable Energy Conservation (Penticton) focusing on geo-thermal, onsite alternative energy sources and life cycle site management.
- Offers a nationally accredited Water Engineering Technology Program.
- Offers a range of culinary and wine programs, and is home to the federally funded BC Beverage Technology Access Centre (provincial funding not yet announced).
- One of six institutions piloting a Work Integrated Learning Early Childhood Educator (ECE) program, enabling current ECE workers to upgrade or obtain credentials while remaining employed.

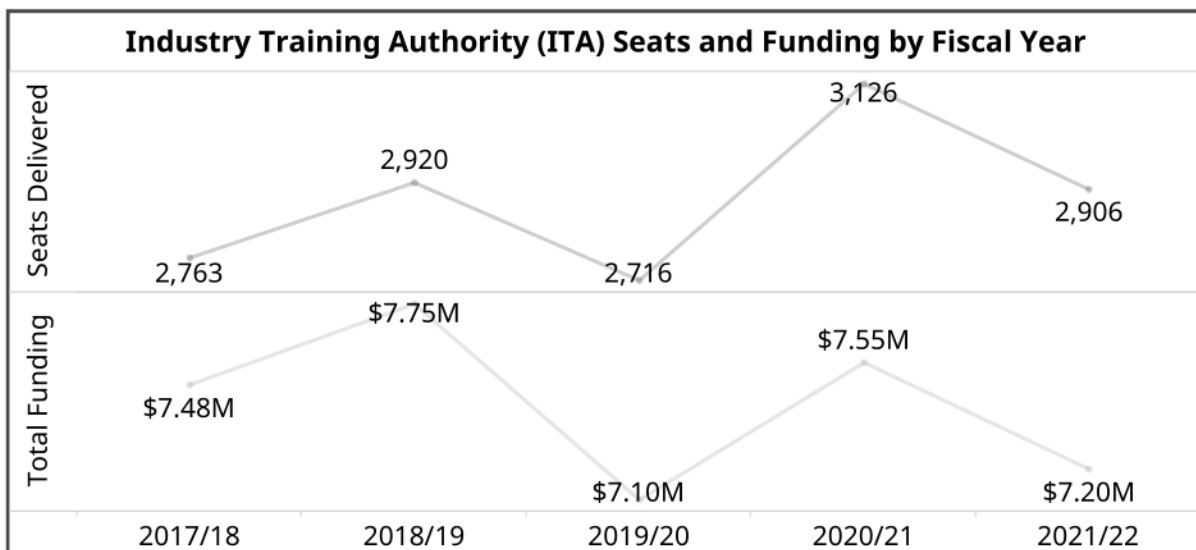
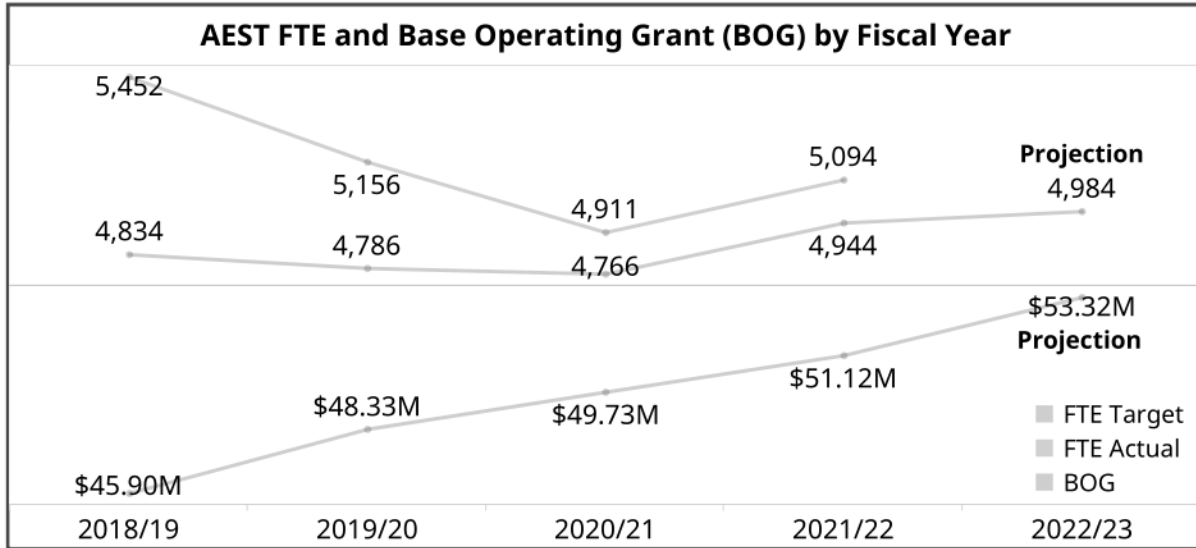
Campuses

1. Kelowna
2. Penticton
3. Vernon
4. Salmon Arm

Schools/Program Areas/Faculties

1. Trades and Apprenticeship Training
2. Technologies (engineering)
3. Business
4. Arts and Sciences
5. Health and Social Development
6. Food, Wine and Tourism

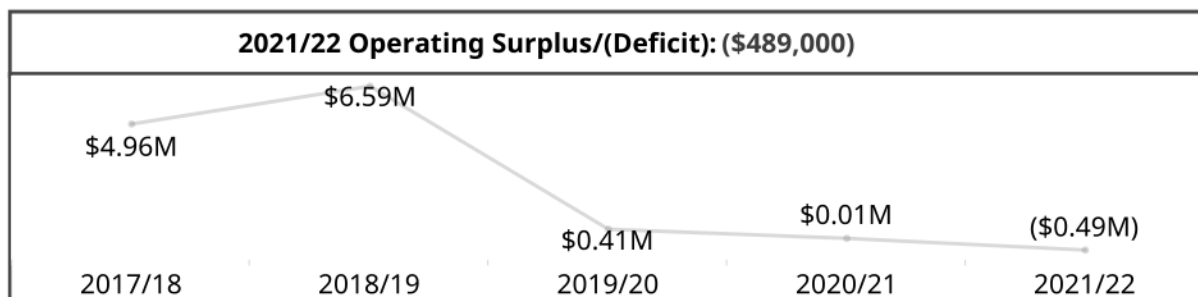
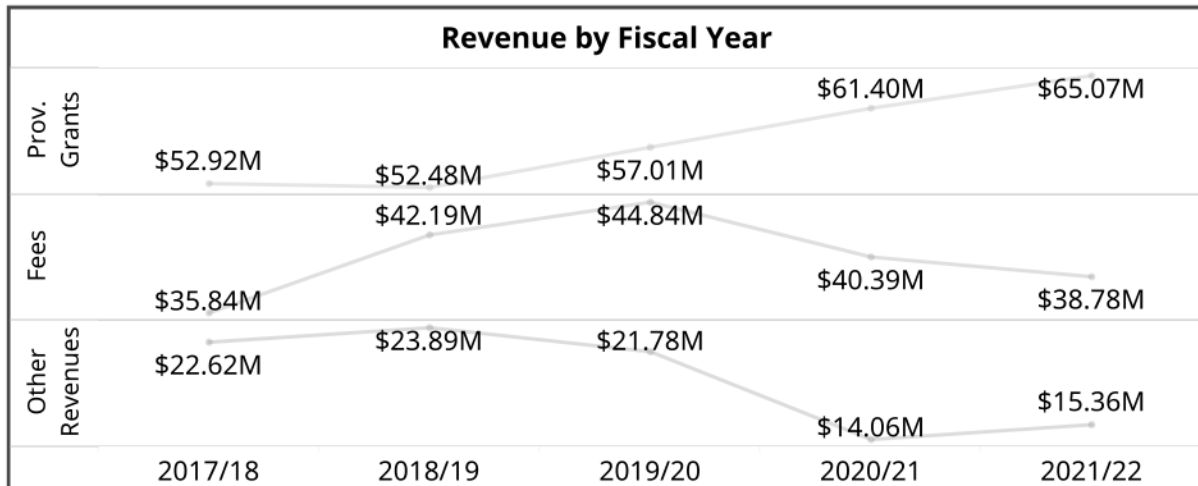
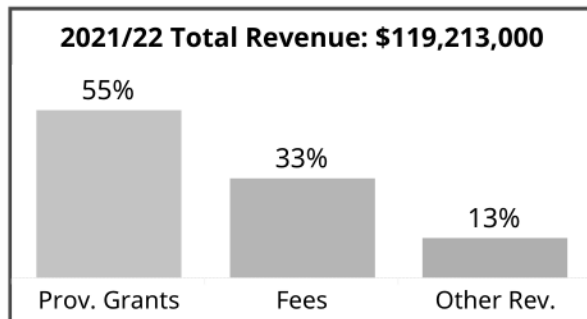
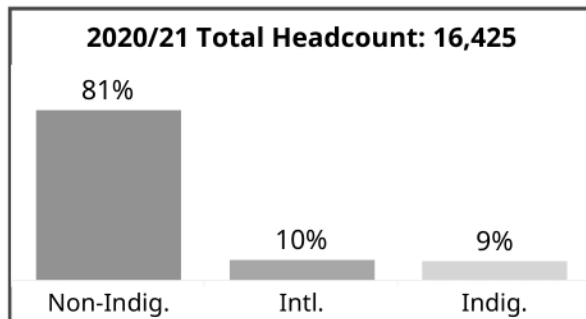
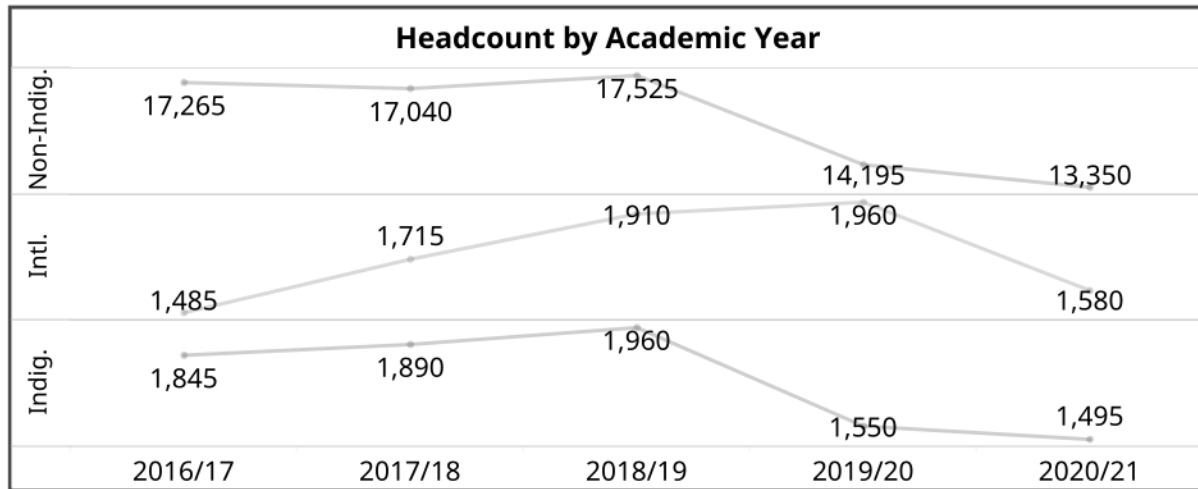
Okanagan College



2021/22 AEST FTEs	
Utilization Rate	103%
FTE Actual	5,094
FTE Target	4,944
BOG	\$51,118,486

2021/22 ITA Seats and Funding	
Seats Delivered	2,906
Total Funding	\$7,200,168

Okanagan College



Okanagan College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Advice/Recommendations; Cabinet Confidences; Government Financial Information				
Student Housing	Anticipated completion Summer 2024	This is an ongoing project across three campuses and is part of the BC Student Housing Program. This project will deliver 376 new student housing beds as follows: Kelowna - 216 beds; Vernon - 100 beds; and Salmon Arm - 60 beds.	\$66.54M	\$69.56M

Okanagan College

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Community Adult Literacy Program	\$96,393	
Covid 19 Initiatives		\$320,062
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$63,000	
Health Care Assistant	\$1,214,388	
Indigenous Emergency Assistance Funding		\$15,000
Indigenous Student Supports	\$125,000	
Priority Health Programs	\$100,000	
Sexual Violence Prevention		\$16,228
Work Integrated Learning Initiatives		\$203,604

Okanagan College

Issues

Financial Information

There is continued variability associated with out-year forecasts due to enrolment; therefore, these forecasted results are subject to change as future fiscal years progress.

Advice/Recommendations; Government Financial Information

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$233,059 to OKAN in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 15 FTEs.

Since 2017, AEST has provided a total of \$1,260,941 to support ECE program expansion and ECE-WIL at OKAN, resulting in 145 FTEs in addition to base-budget funded seats.

Health Program Expansion

As part of the Budget 2021 health education program expansions, OKAN is expanding its existing Pharmacy Technician program and starting a new Access to Practical Nursing program to increase ladder opportunities for Health Care Assistants wanting to further their career in nursing. AEST is providing a total of \$561,167 in ongoing targeted funding to support both programs.

Proposed Capital Projects

Advice/Recommendations; Cabinet Confidences; Government Financial Information

OKAN one of our only PSIs without athletic facilities, which is abnormal for an institution of its size that has athletics teams and programs, that currently operate out of high school facilities.

Advice/Recommendations; Cabinet Confidences; Government Financial Information

Indigenous Partnership

As discussed at the January 2022 First Nations Leadership Gathering, Kanaka Bar First Nation has funding from OKAN for an entrepreneurship program.

Okanagan College

Additional Information

Governance		
Education Council Chair	Danny Marques	
Faculty Assoc. President	Sharon Mansiere	FPSE Local 9
Students' Union Executive Chairperson	Jennifer Gullins	BC Federation of Students
Support Staff Assoc. Chairperson	Marcel Beerkens	BCGEU (Local 707)
Vernon Students' Assoc. Okanagan College VP External	Bridgitte Zinck	Independent student assoc.
Vocational Instructors Chairperson	Marcel Beerkens	BCGEU (Local 707)

Okanagan College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	October, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

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Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Royal Roads University

Legislative Authority: *Royal Roads University Act, R.S.B.C. 1996, ss. 5 (c) and 6 (1)*

Mandate:

- Royal Roads University (RRU) is mandated to provide applied and professional programs at the undergraduate and graduate levels and to maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia. Established by the provincial government in 1995 through the *Royal Roads University Act*, RRU's blended-learning model makes life-long learning and educational opportunities highly accessible and responsive to the labour market needs of BC. The majority of RRU students are already employed full-time and are enrolled in graduate level programs.
- RRU operates at one campus and its programs are divided among three faculties.
- In the 2020/21 academic year, RRU served almost 4,700 students. The student body was about 83 per cent domestic and 17 per cent international.
- In the 2021/22 fiscal year, total Provincial grants provided to RRU were \$25.5 million, approximately 32 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Monique Gray Smith	2020-07-31	2023-07-31	Order-in-Council
David Allan Saunders	2019-12-31	2023-07-31	Order-in-Council
Lori Anne Simcox	2017-12-31	2023-12-31	Order-in-Council
Nelson Chan, Chair & Chancellor	2017-12-31	2023-12-31	Order-in-Council
Christina Marie Benty	2021-04-06	2024-07-31	Order-in-Council
Geoffrey Francis Pearce	2019-03-12	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- In August 2022, it was announced that RRU would receive \$77.8 million from the Province for construction of the new West Shore Learning Campus in downtown Langford. The Campus is a partnership of RRU, Camosun College, the Justice Institute of BC, and the University of Victoria.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Royal Roads University

Territory Acknowledgment

We (I) acknowledge with respect the traditional territories of the Esquimalt (es-kwai-malt), Songhees (songgeez), Beecher Bay/Scia'new (chee-a-new) and Sooke/T'Sou-ke (tsa-awk) Nations.



President & Vice-Chancellor

Dr. Philip Steenkamp
Since January 1, 2019
250-391-2600 ext. 4909
Philip.Steenkamp@royalroads.ca



Chair of the Board & Chancellor

Nelson Chan
Since January 1, 2020
250-580-3423 (cell)
nchan@crd.bc.ca

Mandate

To provide applied and professional programs at the undergraduate and graduate levels and to maintain teaching excellence and research activities that support the university's programs in response to the labour market needs of British Columbia.

Legislation

Royal Roads University operates under the authority of the University Act and the Royal Roads University Act.

Unique Qualities

- Known for its non-traditional admissions policies and delivery models that are tailored to working professionals and their employers.
- The majority of RRU students are employed full-time and primarily enrolled in graduate level programs.
- Unique cohort-based blended delivery model which combines on-line learning with short, interactive on-campus residencies. Pioneered this model in Canada when it became a public university in 1995.

Campuses

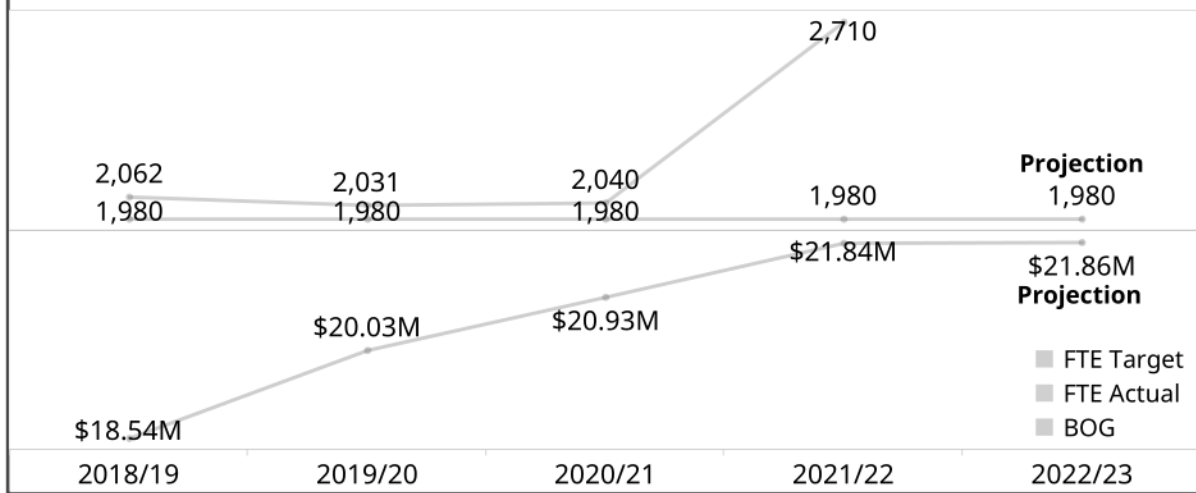
1. Victoria

Schools/Program Areas/Faculties

1. Management
2. Social and Applied Sciences
3. College of Interdisciplinary Studies

Royal Roads University

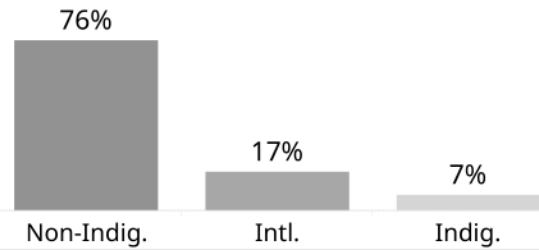
AEST FTE and Base Operating Grant (BOG) by Fiscal Year



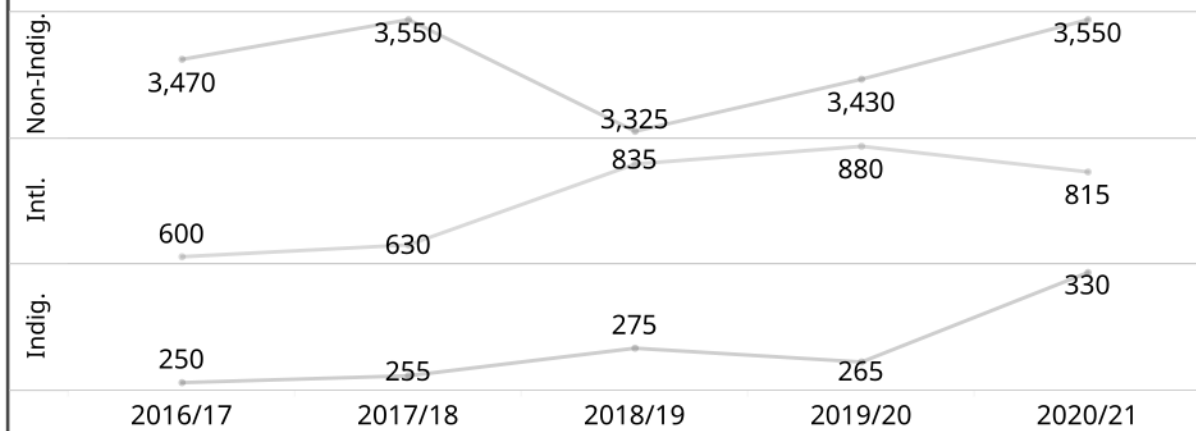
2021/22 AEST FTEs

Utilization Rate	137%
FTE Actual	2,710
FTE Target	1,980
BOG	\$21,843,244

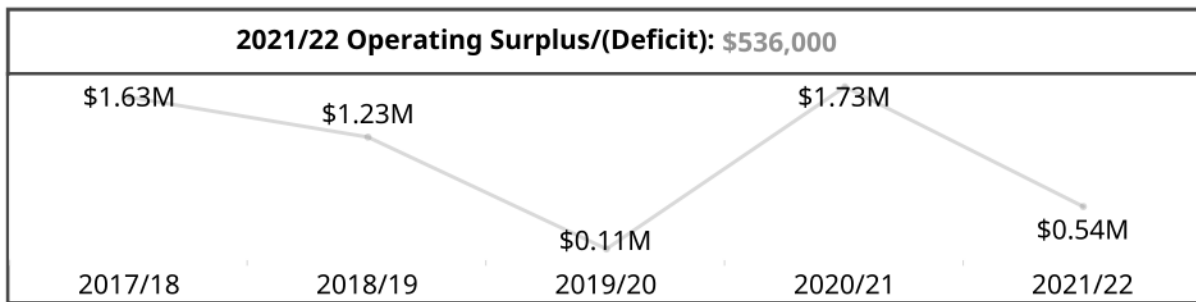
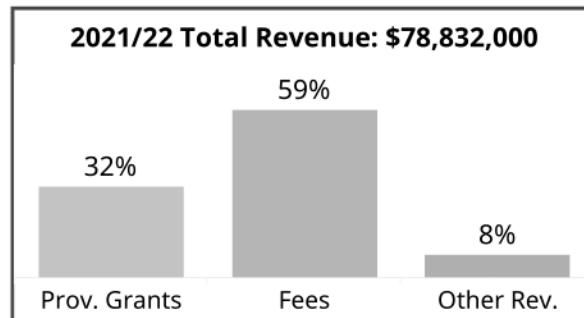
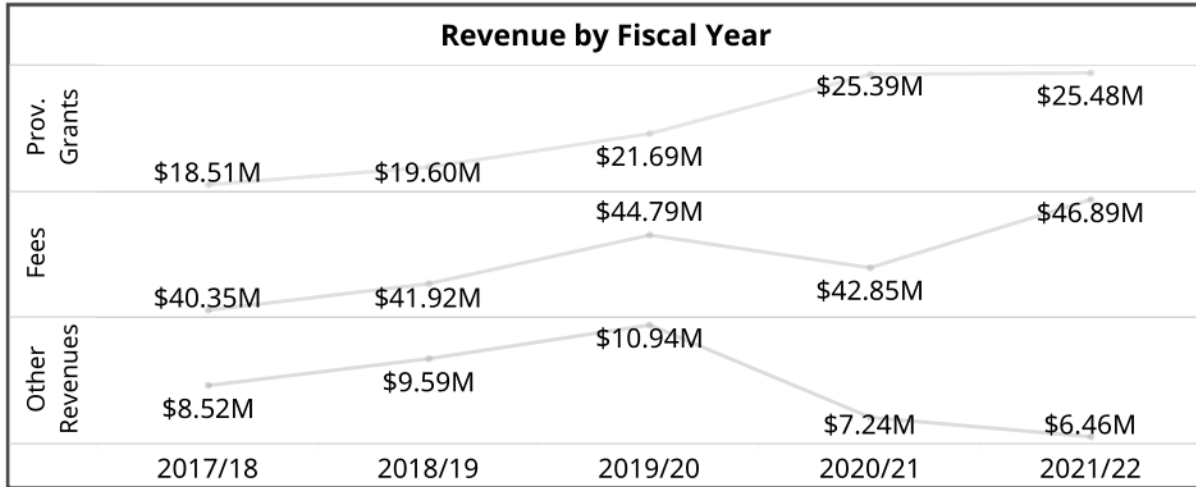
2020/21 Total Headcount: 4,695



Headcount by Academic Year



Royal Roads University



Royal Roads University

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
West Shore Learning Centre	Announced Aug 2022	5 storey, 8,904 m2 hybrid mass timber building with flexible classrooms, Indigenous spaces, Learning Commons, an Innovation Studio, academic and student support offices and staff workspaces. The site has the potential to build additional structures in future phases where the opportunities for new child care spaces and student housing beds will be explored. Anticipated for Fall 2024 opening.	\$77.80M	\$98.00M

Royal Roads University

One-time Funding Examples

Project	2020/21	2021/22
Covid 19 Initiatives		\$177,000
Emergency Student Assistance Fund	\$101,000	
Indigenous Emergency Assistance Funding	\$5,000	\$5,000
Indigenous Student Supports	\$125,000	
Micro Credentials	\$350,000	
Sexual Violence Prevention		\$11,528
Work Integrated Learning Initiatives		\$100,000

Royal Roads University

Issues

West Shore Post-Secondary Access

In August 2022 the Province announced the new West Shore post-secondary campus that will be located in downtown Langford. The campus is a partnership between RRU, Camosun College, University of Victoria, and Justice Institute of British Columbia. It will also include space for programming by School District 62 (Sooke).

The \$98-million project includes a \$77.8-million investment from the provincial government for the construction of the building, and \$18.5 million from RRU for the land purchase plus an additional \$500,000 for capital costs.

The public post-secondary institutions partnering on this project will offer a mix of programs and micro-credentials, including business, hospitality, environmental practice and communications studies from RRU.

The campus is anticipated to open in fall 2024 with approximately 600 students. By 2035-36, at full capacity, the campus will serve an estimated 1,300 full-time students.

Disposition of Hatley Park Lands

RRU currently operates on a 565-acre property known as the Hatley Park Lands located in the City of Colwood near Victoria. The RRU campus was established in 1995 through a 99-year lease with the Department of National Defence (DND).

In 2016, DND declared the Hatley Park Lands surplus and initiated a disposition process.

The property is within the traditional territories of the Songhees Nation and Esquimalt Nation. Both have expressed an interest in having some/all the lands included in a treaty settlement.

The Songhees and Esquimalt have each signed a memorandum of understanding with RRU that supports RRU's interest in purchasing 170-180 contiguous acres of land as fee simple ownership.

On June 17, 2020, DND advised RRU that stakeholders were being canvassed to identify any public purpose interest in the property in order to inform the federal land disposal strategy. DND indicated that Crown-Indigenous Relations and Northern Affairs Canada (CIRNAC) will be given priority to the property in an effort to advance reconciliation and to support ongoing treaty negotiations.

The Ministry of Indigenous Relations and Reconciliation (MIRR) and the Ministry of Advanced Education and Skills Training (AEST) submitted a joint expression of interest to the federal government in July 2020 – in collaboration with RRU – confirming public interest in the property on behalf of the Province.

Royal Roads University

Issues

Disposition of Hatley Park Lands Continued

The expression of interest acknowledged the importance of reconciliation and the role of the property in ongoing treaty negotiations with the Songhees and Esquimalt, B.C.'s interest in the land for continued delivery of post-secondary education, and the specific interests of RRU in purchasing the RRU portion of the lands.

On October 13, 2020, a joint proposal from MIRR/AEST was sent to Public Services and Procurement Canada, in collaboration with RRU.

The proposal recognized and supported the acquisition of the property by CIRNAC for ongoing treaty negotiations and noted that a tripartite agreement was under development between the Songhees, Esquimalt and RRU. It was proposed that RRU would acquire fee simple title to a contiguous 72.8 ha (180 acres) area of land.

The Federal Government is reviewing all proposal submissions and will inform proponents of next steps in the process.

Royal Roads University

Additional Information

Governance

Academic Council Chair	Dr. Philip Steenkamp	
Faculty Assoc. President	Rick Kool	
Program and Research Council Chair	Dr. Philip Steenkamp	
Student Assoc. President	Riley Huntley	Independent student assoc.
Support Staff Assoc. President	Donal Burrows	CUPE (Local 3886)

Royal Roads University

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	August, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Selkirk College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Selkirk College (SEL) is a regional college located in the Selkirk Mountains in the southeast corner of BC.
- It offers programs that provide certificate, diploma, advanced diploma, degree, or on-the-job experience, as well as pathways to careers in trades and technical, environmental, business, and health and human service careers.
- SEL has more than 60 programs and disciplines across five campuses and three learning centres.
- In the 2020/21 academic year, SEL enrolled 8,600 students, comprised of 88 percent domestic students and 12 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to SEL were \$38 million, approximately 64 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Kenneth Maryland Wyllie	2022-07-31	2023-07-31	Order-in-Council
Scott Edward Weatherford, Chair	2017-02-01	2023-07-31	Order-in-Council
Daniel Francis Bradford	2018-07-31	2023-07-31	Order-in-Council
Audrey Repin	2018-07-31	2024-07-31	Order-in-Council
John Dutton	2018-07-31	2024-07-31	Order-in-Council
Kristine Louise Salikin	2018-07-31	2024-07-31	Order-in-Council
Margaret Elaine Sutherland	2018-07-31	2024-07-31	Order-in-Council
Deborah Gay Bird	2021-04-19	2025-07-31	Order-in-Council
Christy Lynn Anderson	2021-04-19	2025-07-31	Order-in-Council

Appointments required:

- Extra member requested, **1 appointment** within 60 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- SELK received approval for the 2021/22 fiscal year to run a deficit in the amounts of \$2.8 million due to COVID. SELK completed fiscal 2021/22 with a \$395,000 surplus.
- Advice/Recommendations; Government Financial Information

Early Childhood Education Program Expansion

- In support of the Province's 10-year Childcare B.C. Plan, the Ministry has provided targeted funding of \$156,000 to SELK in 2021/22 for the expansion of its Early Childhood Education (ECE) program,

creating an additional 14 FTEs.

- In March 2022, the Ministry distributed \$146,000 in one-time federal funding under the July 2021 federal-provincial Early Learning and Childcare Agreement for SELK to offer ECE Work-Integrated Learning (WIL), resulting in 4 FTEs.
- Since 2017, the Ministry has provided a total of \$1.1 million to support ECE program expansion and ECE-WIL at SELK, resulting in 118 FTEs in addition to base-budget funded seats.

Health Program Expansion

- As part of the Budget 2021 health education program expansions, SELK is implementing a new Practical Nursing program and expanding its existing Pharmacy Technician program through new regionally based partnerships with Vancouver Island University and College of New Caledonia. The Ministry will provide ongoing targeted funding of \$481,000 to support both programs.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Selkirk College

Territory Acknowledgment

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.



President & CEO

Dr. Maggie Matear
Since May 30, 2022
250-365-1225
mmatear@selkirk.ca



Chair of the Board

Margaret Sutherland
Since June 28, 2022
250-771-4807 (cell)
msutherland2@selkirk.ca

Mandate

To serve the West Kootenay/Boundary Region.

Legislation

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

Unique Qualities

- BC Regional Innovation Chair in Rural Economic Development Research.
- Mir Centre for Peace focuses 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 credentials while remaining employed.

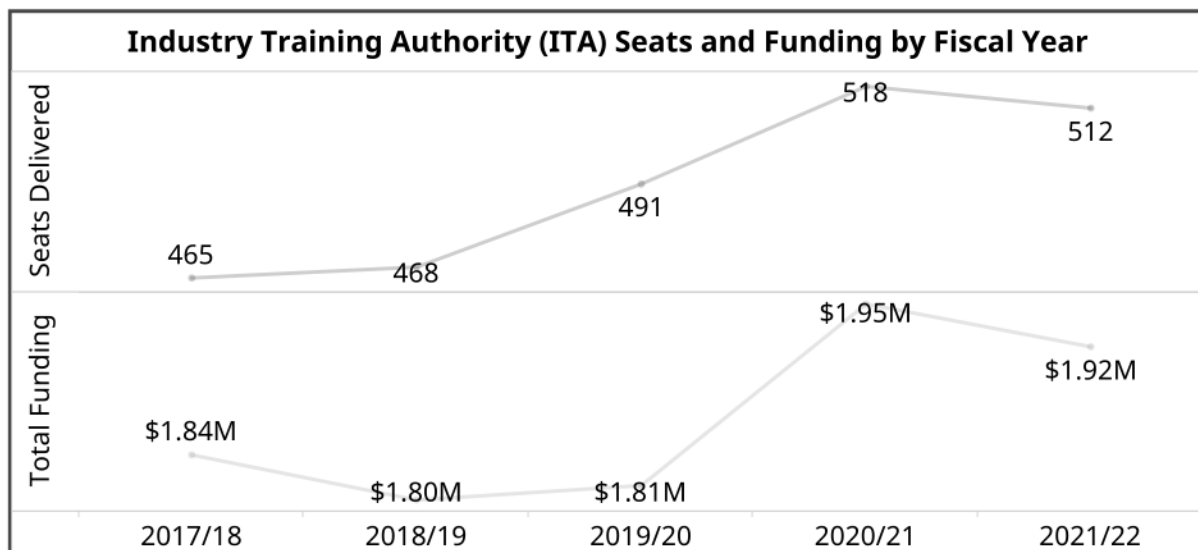
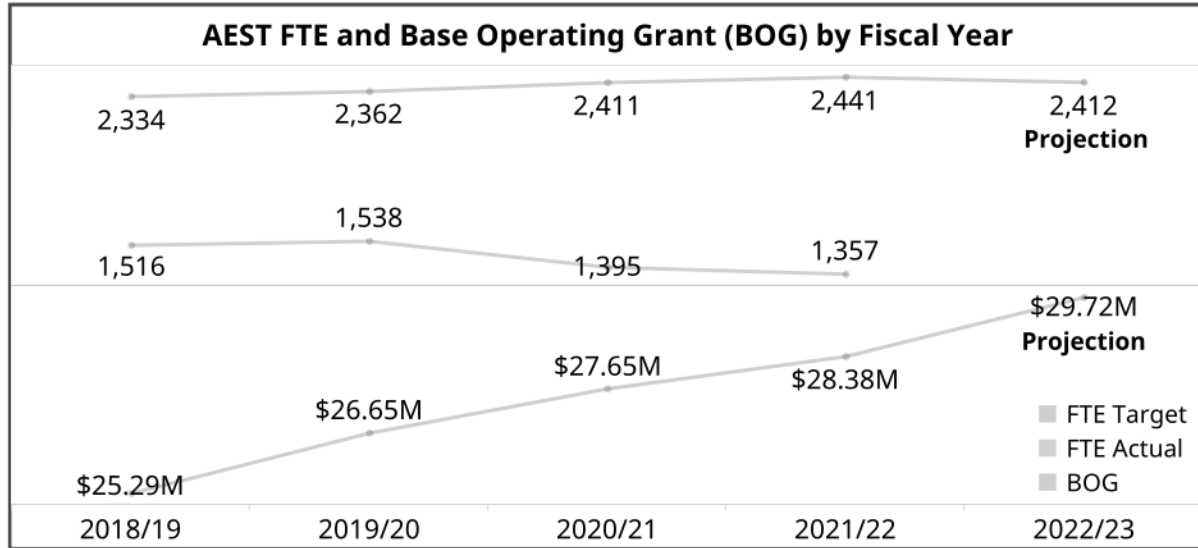
Campuses

1. Castlegar (main)
2. Nelson - Tenth Street
3. Nelson - Victoria Street
4. Nelson - Silver King
5. Trail
6. Grand Forks
7. Kaslo Learning Centre
8. Nakusp Learning Centre
9. Selkirk Technology Access centre (STAC)
10. The Applied Research & Innovation Centre

Schools/Program Areas/Faculties

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

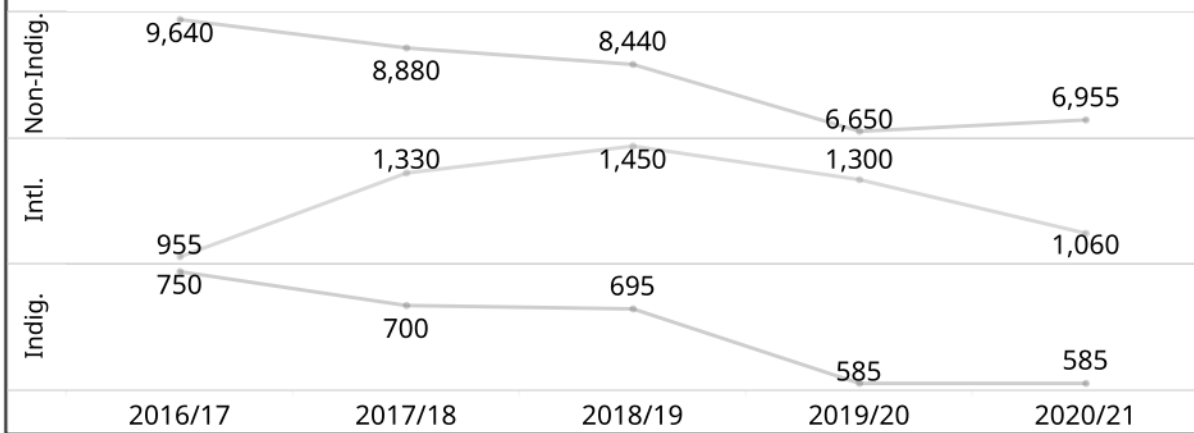


2021/22 AEST FTEs	
Utilization Rate	56%
FTE Actual	1,357
FTE Target	2,441
BOG	\$28,384,295

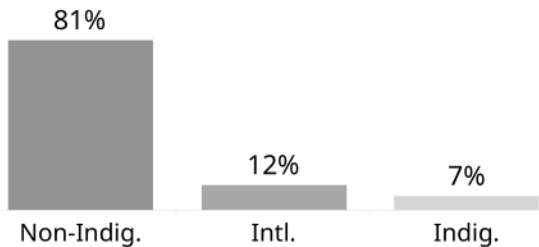
2021/22 ITA Seats and Funding	
Seats Delivered	512
Total Funding	\$1,915,044

Selkirk College

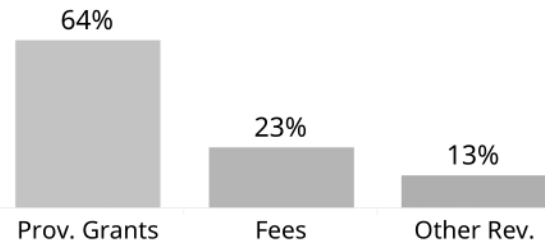
Headcount by Academic Year



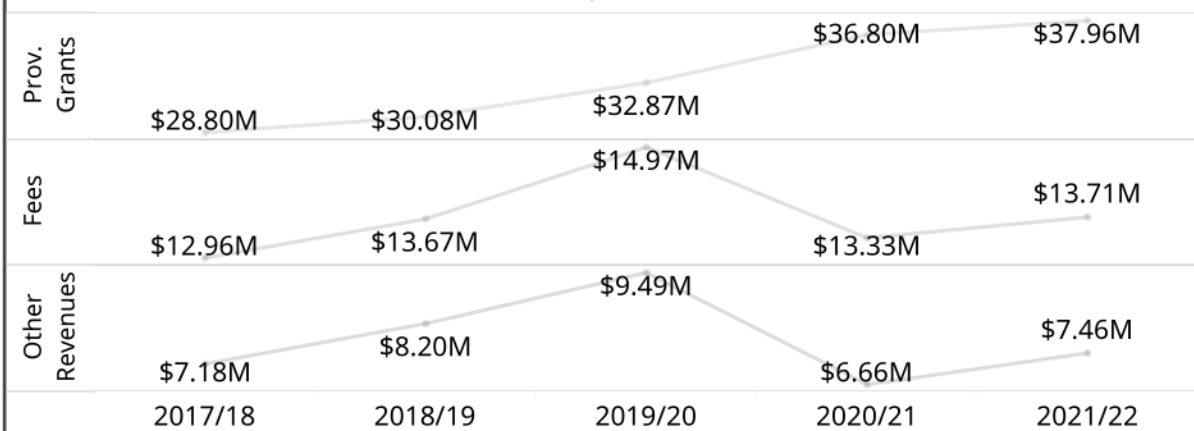
2020/21 Total Headcount: 8,600



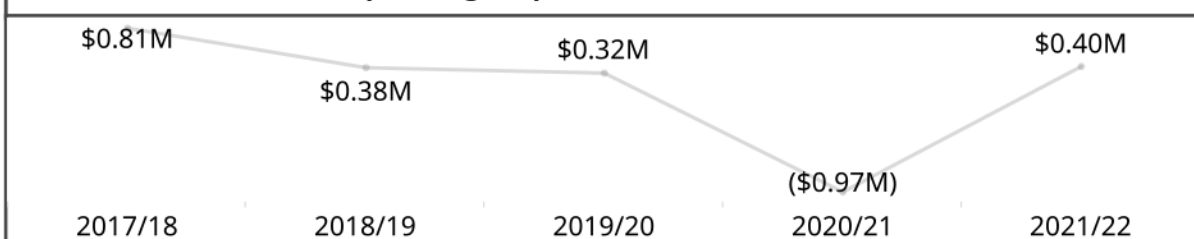
2021/22 Total Revenue: \$59,117,000



Revenue by Fiscal Year



2021/22 Operating Surplus/(Deficit): \$395,000



Selkirk College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Potable Water System	Anticipated completion Summer 2023	Selkirk has successfully worked through all necessary municipal requirements for this project.	\$2.94M	\$2.94M
Student Housing (Nelson and Castlegar)	Anticipated completion Fall 2023	This student housing project will deliver a total of 148 new student housing beds across 2 campuses with 112 beds in Castlegar and 36 beds in Nelson.	\$29.13M	\$31.13M

Selkirk College

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Community Adult Literacy Program	\$69,000	
Community Mental Health Worker Programs	\$28,875	
Covid 19 Initiatives		\$294,180
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion	\$155,500	
Emergency Student Assistance Fund	\$147,000	
Health Care Assistants	\$761,528	
Indigenous Emergency Assistance Funding	\$28,000	\$15,000
Indigenous Student Supports	\$125,000	
Micro Credentials	\$179,460	
Sexual Violence Prevention		\$9,114
Work Integrated Learning Initiatives		\$229,267

Selkirk College

Issues

Financial Information

SELK received approval for the 2021/22 fiscal year to run a deficit in the amounts of \$2.8 million due to COVID.

SELK completed fiscal 2021/22 with a \$395K surplus.

Advice/Recommendations; Government Financial Information

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$155,833 to SELK in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 14 FTEs.

In March 2022, AEST distributed \$145,698 in one-time federal funding under the July 2021 federal-provincial Early Learning and Childcare Agreement for SELK to offer ECE Work-Integrated Learning (WIL), resulting in 4 FTEs.

Since 2017, AEST has provided a total of \$1,057,081 to support ECE program expansion and ECE-WIL at SELK, resulting in 118 FTEs in addition to base-budget funded seats.

Health Program Expansion

As part of the Budget 2021 health education program expansions, SELK is implementing a new Practical Nursing program and expanding its existing Pharmacy Technician program through new regionally based partnerships with Vancouver Island University and College of New Caledonia. AEST will provide ongoing targeted funding of \$481,100 to support both programs.

Selkirk College

Additional Information

Governance

Education Council Chair	Sarah Lechthaler	
Faculty Assoc. President	Victor Villa	FPSE (Local 10)
Students' Union Chairperson	Brock Browett	BC Federation of Students
Support Staff Assoc. President	Rod Fayant	PPWC (Local 26)
Vocational Staff Assoc. Chairperson	Jennifer Cliff-Marks	BCGEU (Local 709)

Selkirk College

Date Institutional Profile Sections Updated

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Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Simon Fraser University

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

Mandate:

- Established in 1965, Simon Fraser University (SFU) is the second largest of the province's four research-intensive universities. The institution's vision is to be the leading engaged university defined by its dynamic integration of innovative education, cutting-edge research, and far-reaching community engagement.
- As a research university, SFU offers a broad range of academic, applied and professional programming leading to baccalaureate, masters and doctoral degrees and undertakes significant research. In various branches of knowledge.
- Consistently ranked as one of the top comprehensive universities in Canada, SFU offers several interdisciplinary programs and is the only university in British Columbia to offer courses/programs on a year-round trimester schedule.
- SFU has three campuses, located in: Burnaby (main campus); Surrey; and Vancouver.
- In the 2020/21 academic year, SFU enrolled over 34,000 full-time and part-time undergraduate and graduate students in its eight Faculties.
- The student population for 2020/21 was comprised of 76 percent domestic students and 24 percent international students.
- In the 2021/22 fiscal year, total Provincial grants provided to SFU were \$311 million, approximately 36 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Vacancy			Order-in-Council
Gregory Troy Malpass	2022-07-31	2023-07-31	Order-in-Council
Harkamal (Kamal) Jit Kaur Basra, Alumni	2022-02-28	2023-07-31	Order-in-Council
Angela Beth George, Alumni	2021-12-10	2023-07-31	Order-in-Council
Michael Johnny McDonald	2021-12-31	2023-01-14	Order-in-Council
Paula Martin	2020-01-15	2023-07-31	Order-in-Council
Elizabeth Angelica Lamarsh (formally Hall), Chair	2018-07-31	2024-07-31	Order-in-Council
Neelam Kaur Sahota	2021-03-15	2025-07-31	Order-in-Council

Appointments required:

- **1 appointment** within 90 days due to a recent resignation, currently scheduled for Cabinet review in November.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

Second Medical School

- During the 2020 election period, the BC NDP announced the commitment to a second medical school at SFU,

- Establishing a medical school is a multi-year commitment which will require time, consultation, and careful planning to accomplish successfully. The Ministry is early in the process of exploring how to make this happen.
- The Ministry will be able to share more details about the scope, funding, and timeline in the coming months.
- SFU provided a Concept Plan in May 2022, with a business case anticipated for fall 2022.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Simon Fraser University

Territory Acknowledgment

Burnaby (main campus): We (I) acknowledge with respect the traditional territories of the Musqueam (muskwee-um), Squamish (squa-mish) and Tsleil-Waututh (tSLAY-wah-tooth) Nations.



President & Vice-Chancellor

Dr. Joy Johnson
Since September 1, 2020
778-782-4641
pres_office@sfu.ca



Chair of the Board

Angie Lamarsh
Since January 1, 2022
778 879-4679 (cell)
angie.lamarsh@hsbc.ca

Mandate

Simon Fraser University is a research university and the province's second largest public post-secondary institution.

Legislation

Simon Fraser University operates under the authority of the University Act.

Unique Qualities

- Ranked highly in Canada (currently first) in Maclean's University Rankings (comprehensive category).
- Only university in BC to offer courses/programs on a trimester schedule (year-round).
- UniverCity in Burnaby provides housing and services to about 5,000 residents, offering a complete community on campus and generating revenue for SFU.

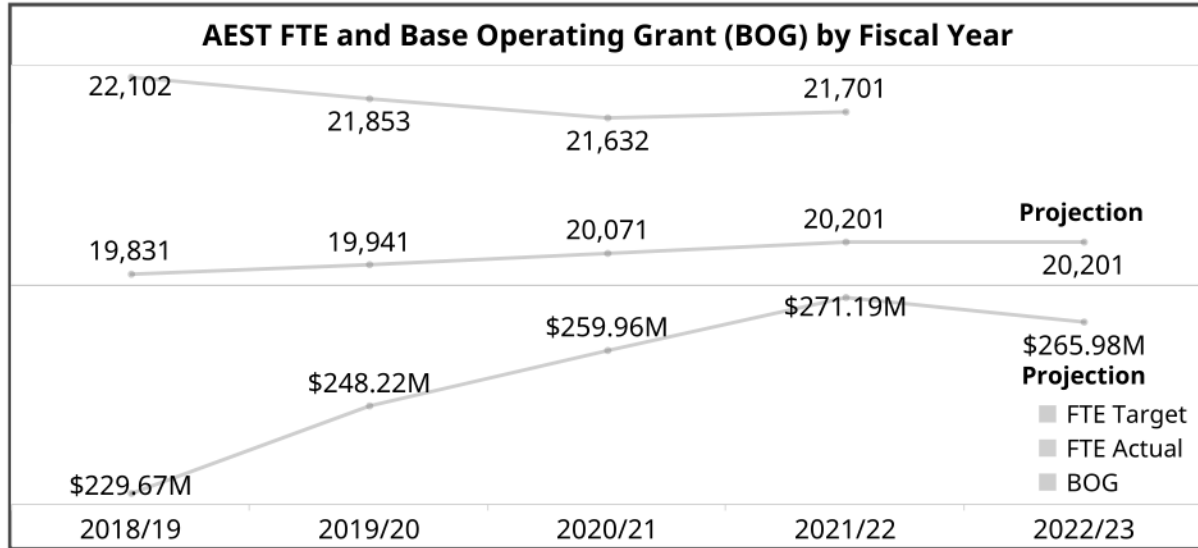
Campuses

1. Burnaby (main campus)
2. Surrey
3. Vancouver

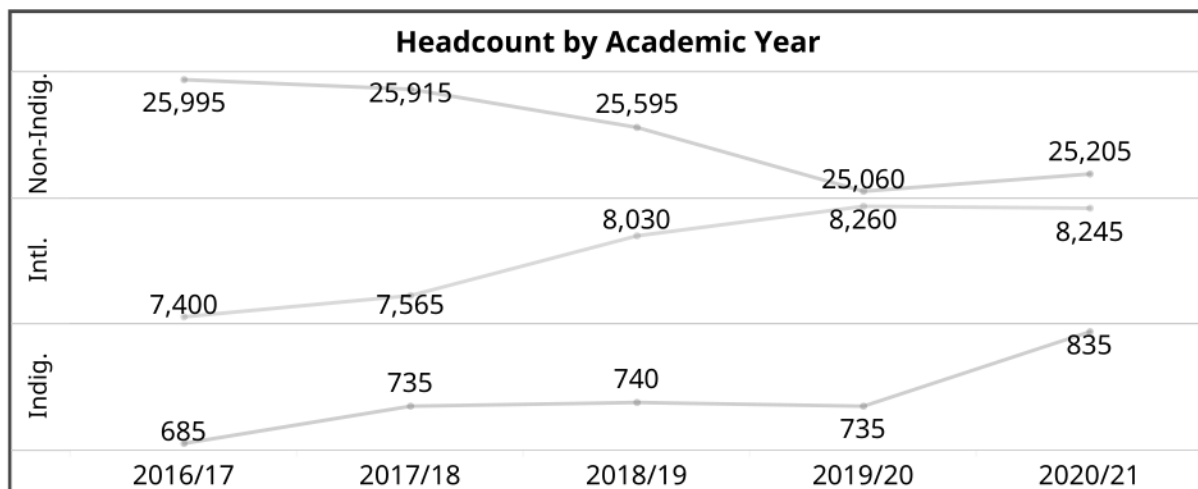
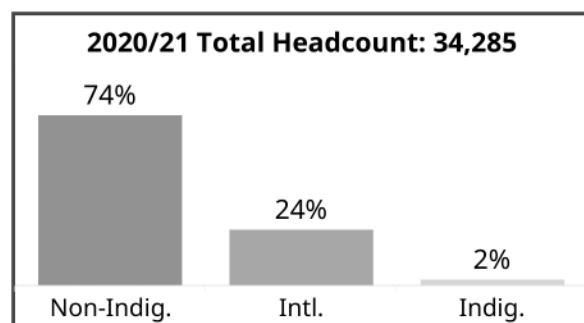
Schools/Program Areas/Faculties

1. Applied Sciences
2. Arts and Social Sciences
3. Beedie School of Business
4. Communication, Art and Technology
5. Education
6. Environment
7. Health Sciences
8. Science

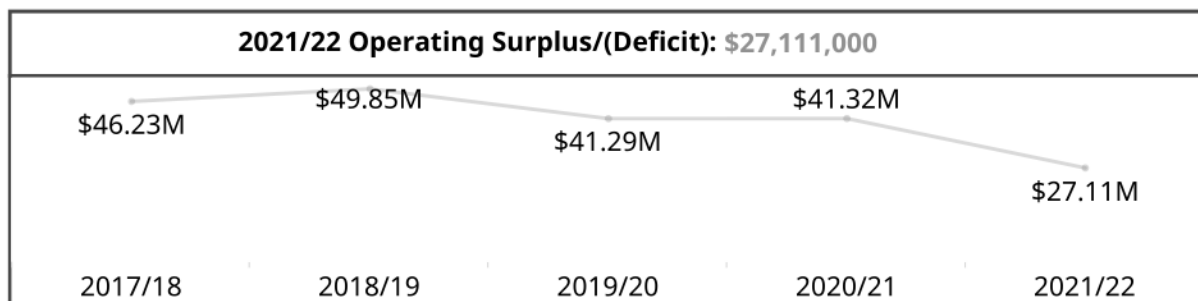
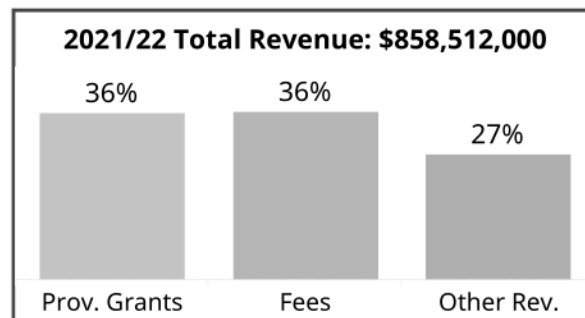
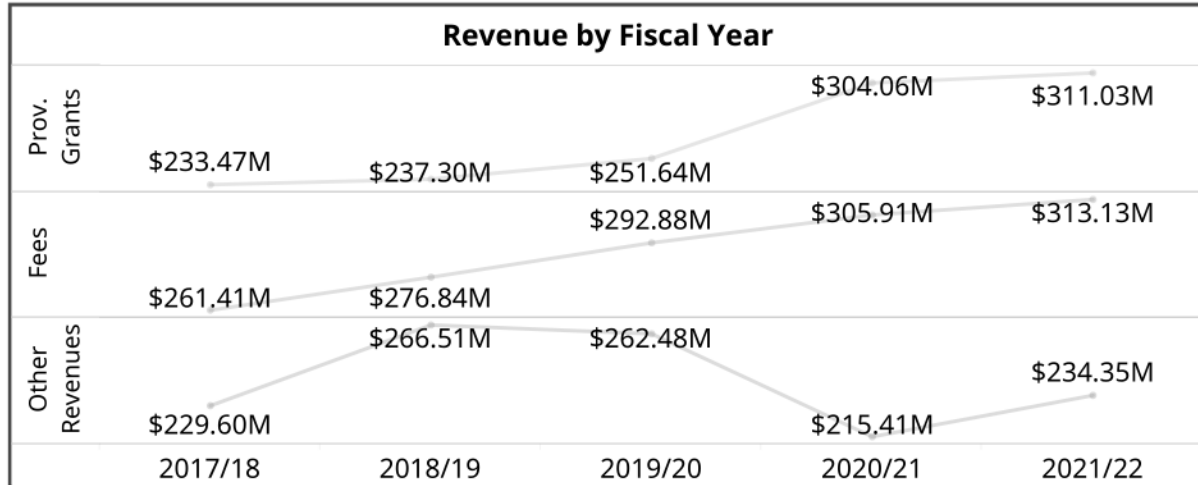
Simon Fraser University



2021/22 AEST FTEs	
Utilization Rate	107%
FTE Actual	21,701
FTE Target	20,201
BOG	\$271,186,155



Simon Fraser University



Simon Fraser University

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
First Peoples Gathering House	Anticipated 2023	The project will include a large Ceremonial Hall with the capacity to accommodate approximately 300 attendees for ceremonial and learning events, along with related support spaces for food preparation and meeting spaces.	\$6.40M	\$17.59M
Student Housing Phase 2	Anticipated 2022	Total project budget of \$104 million with \$73 million provincial funding (\$55 million student housing / \$18 million dining). The project will construct a 369 bed student housing building (plus repurpose 17 beds for a total of 386 beds) and renovate and construct an addition to the dining commons to accommodate an 800 seat capacity (256 existing; 544 new).	\$72.96M	\$103.60M

Simon Fraser University

One-time Funding Examples

Project	2020/21	2021/22
BC Electronic Library Network		\$60,000
Community Adult Literacy Program	\$34,500	
Covid 19 Initiatives		\$52,000
Emergency Student Assistance Fund	\$161,000	
Establishing a medical school		\$1,500,000
Health Care Assistants	\$300,000	
Indigenous Emergency Assistance Funding	\$85,000	
Indigenous Student Supports	\$125,000	
Micro Credentials	\$438,558	
Sexual Violence Prevention		\$49,730
Specialized Teacher Education	\$161,500	
Work Integrated Learning Initiatives		\$145,000

Simon Fraser University

Issues

Quantum Algorithms Institute

In October 2019, the provincial government announced an investment of \$17 million over the next five years to establish a new Quantum Algorithms Institute located at Simon Fraser University's Surrey campus.

The institute, one of the first facilities of its kind, will focus on building quantum computing software and algorithms.

Quantum computing is still an emerging technology, with fundamental research in progress.

The institute will help collaboration between post-secondary institutions throughout B.C. and industry to position the province as a world leader in the emerging field of quantum computing technology.

It is also expected to help tap B.C.'s world-class research capabilities and globally recognized companies to develop new education and training in quantum computing.

The funding announcement is part of a larger B.C. government commitment to promote the City of Surrey as a second Lower Mainland downtown. It will also help build an innovation corridor that will bolster economic growth and ramp up employment in Surrey and the Fraser Valley.

In July 2021, the federal government provided \$2.2 million in Western Economic Diversification Canada funding to the institute, to help it accelerate the innovation and commercialization of quantum technologies.

French Teacher Education Program Expansion

Through a partnership with the Ministry of Education and Child Care (ECC) and with funding provided by the Canadian Ministry of Heritage under the Federal French Teacher Recruitment and Retention Strategy, AEST has provided targeted funding of \$220,000 in 2021/22 to SFU for the expansion of its French Teacher Education Program, creating an additional 22 FTEs.

Since 2018, AEST has provided a total of \$671,500 to support French Teacher Education Program expansion at SFU, resulting in 66 FTEs in addition to base-budget funded seats.

Burnaby Mountain Gondola

SFU has long been advocating for a gondola project to address transportation challenges. Government's responsibility for this rests with TRAN/Translink, which has added the project to its 10-year priorities, but sources of funding and timelines have not been announced.

Simon Fraser University

Issues

Second Medical School

Minister Anne Kang's mandate letter states: "With support from the Minister of Health, lead work to launch B.C.'s second medical school to expand our healthcare workforce".

The Premier's Office has directed AEST and HLTH to work with SFU on a proposed medical school in Surrey with a planned initial intake date of September 2026. The Premier's Office has directed AEST and HLTH to work with SFU on a proposed medical school in Surrey with a planned initial intake date of September 2026. AEST and HLTH have directed SFU to develop a detailed business case specifying the operation, cost, and timing of a medical school with an initial cohort of at least 40 UGME students starting fall 2026 and 48 PGME students starting 2030.

SFU will also establish a Project Board to support development of the business case. The business case is due to the ministries on May 31, 2023 and will support a Cabinet submission in fall 2023.

Government is providing start-up funding up to \$4.9M during the 2022/23 fiscal year, with 2023/24 start-up funding to be requested through Budget 2023.

Additional start-up funding, ongoing operating funding, and capital costs will be requested through Budget 2024, pending Cabinet approval to proceed.

Integrated Life Sciences Building

SFU is proposing to replace the Shrum Biology and South Science buildings with a new state-of-the-art Integrated Life Sciences Building on their Burnaby campus.

The facility condition index (FCI) of the Shrum Biology and South Science buildings are 0.92 and 0.98 respectively, meaning the cost to upgrade and maintain the buildings is almost as much as the replacement value.

The facility would bring together Life Science and Computational Science programs, with a focus on infectious disease and immunology, bioinformatics, and disease modelling.

Advice/Recommendations; Cabinet Confidences; Government Financial Information

Advice/Recommendations; Cabinet Confidences; Government Financial Information

Indigenous Information

Ulkatcho First Nation has a good working relationship with SFU (January 2022, First Nations Leadership Gathering)

SFU Page 7

Simon Fraser University

Additional Information

Governance

Admin. & Professional Staff Assoc. President	David Agosti	
BC Regional Council of Carpenters	Mark Derton	Local 1907
Chancellor	Dr. Tamara Vrooman	
Construction and Specialized Workers Union	Mark Olsen	Local 1611
Faculty Assoc. President	Kumari Beck	
Graduate Student Society Director of External Relations	Nackiket Desai	Graduate Students Societies of BC
International Assoc. of Machinists & Aerospace Workers President	Pete Konrad	Lodge 692
International Brotherhood of Electrical Workers President	James D. Dyball	Local 213
International Union of Operating Engineers President	Colleen Wiens	Local 882
International Union of Painters and Allied Trades President	Patrick Byrne	Local 138
Senate Chair Professor	Andrew Petter	
Support Staff Union President	Fiona Brady Lenfesty	CUPE Local 3338
Teaching Support Staff Union Chair	Kayla Hilstob	
Teamsters Local Union Principal Officer	Tony Santavenere	Local 213
Trades Staff Unions	Poly Party	8 Union Locals
Undergraduate Student Society President	Helen Sofia Pahou	Independent student society
United Assoc. of Journeymen and Apprentices of the Plumbing and Pipefitting Industry President	Russel J.L. St Eloi	Local 170

Simon Fraser University

Date Institutional Profile Sections Updated

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Headcount Data

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Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Thompson Rivers University

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21 and the Thompson Rivers University Act, S.B.C. 2005, s.7*

Mandate:

- Thompson Rivers University (TRU) is a learner-centered, sustainable university that serves its regional learners and their communities through high quality and flexible education, training, research, and scholarship.
- TRU also has a mandate to serve the open learning needs of the province.
- TRU evolved from a community college, into a university in 2005, as articulated in the Thompson Rivers University Act (2005) and based on amalgamating the University College of the Cariboo with the BC Open University and other aspects of the Open Learning Agency.
- TRU offers more than 140 programs ranging from undergraduate and master's degrees, certificate and diploma programs, vocational training and adult basic education, foundation and apprenticeship, and Open Learning programs and courses.
- TRU has campuses in Kamloops and Williams Lake, as well as at five regional centres in the BC Interior, and 480 courses and 60 programs online through TRU Open Learning.
- In the 2020/21 academic year, TRU enrolled over 33,500 full-time and part-time students, comprised of 82 percent domestic students and 18 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to TRU were \$76.4 million, approximately 34 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Jimmy Joseph Lulua	2020-07-31	2023-07-31	Order-in-Council
Marilyn Kay McLean, Alumni, Chair	2018-07-31	2024-07-31	Order-in-Council
Katy Elizabeth Gottfriedson, Alumni	2018-07-31	2024-07-31	Order-in-Council
Hee-Young Chung	2021-05-17	2024-07-31	Order-in-Council
Kathleen (Kathy) Marjorie Kendall	2021-05-17	2024-07-31	Order-in-Council
Lillian Kwan	2019-02-11	2025-07-31	Order-in-Council
Katherine (Kathy) Lynn Humphrey	2021-05-17	2025-07-31	Order-in-Council
James (Jim) Stuart Hamilton	2021-07-31	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- There is currently a third-party independent investigation underway regarding senior executive behaviour. The Board is expected to receive the final report from the independent investigators in November 2022 and has publicly committed to releasing the report's key findings.
- One of more faculty members with the TRU Law School has filed a Human Rights complaints about alleged sexist discrimination and harassment by faculty colleagues, following upon several internal

investigations into similar complaints involving law faculty.

-

Advice/Recommendations

Williams Lake Campus:

- During the past three years, community leaders in Williams Lake, including the previous MLA, have repeatedly raised concerns regarding the availability of programs at the local TRU campus; leadership at TRU have previously indicated that they will explore opportunities for additional programming at the Williams Lake campus where there is a strong business case.
- The Ministry has provided TRU with additional ongoing targeted funding of \$155,000 beginning in 2020/21 for a new annual cohort of 18 seats in the Health Care Assistant Program at the Williams Lake campus.
- In addition, the Ministry provides targeted funding for delivery of the Bachelor of Science in Nursing (first 2 years) and Practical Nursing, with the expectation that TRU will continue to meet its regional mandate and address ongoing student demand in Kamloops and in Williams Lake; this includes funding provided as part of Budget 2021 for 10 advanced placement seats for licensed practical nurses to bridge into the Bachelor of Science in Nursing program.
- In March 2022, AEST provided TRU with one-time funding of \$200,000 to run a Pre-Practical Nursing program cohort in Williams Lake, which will support students to obtain the pre-requisites they need to transition into TRU's Practical Nursing program.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Thompson Rivers University

Territory Acknowledgment

Kamloops Campus: We (I) acknowledge with respect the traditional territories of the Secwepemc (sec-wep-emc) Nation.

Williams Lake Campus: We [I] acknowledge with respect the traditional territory of the T'exelceme (teh-huwl-emc) Nation.

Additional territory acknowledgements are on page 9.



President & Vice-Chancellor

Dr. Brett Fairbairn
Since December 1, 2018
250-828-5001
btfairbairn@tru.ca



Chair of the Board

Marilyn McLean
Since July 31, 2021
250 879-0589
marilyn.mclean2@gmail.com

Mandate

Thompson Rivers University has a regional mandate to provide a broad range of programming and to undertake research and scholarly activities that support the programs of the institution. TRU also has a mandate to serve the open learning needs of the province.

Legislation

Thompson Rivers University operates under the authority of the Thompson Rivers University Act.

Unique Qualities

- Provincial mandate to provide distance education programs through TRU Open Learning.
- Six Tier 2 Canada Research Chairs (CRC)—including Canada's first CRC in Indigenizing Higher Education, Dr. Shelly Johnson—a \$3M investment from the CRC Program.

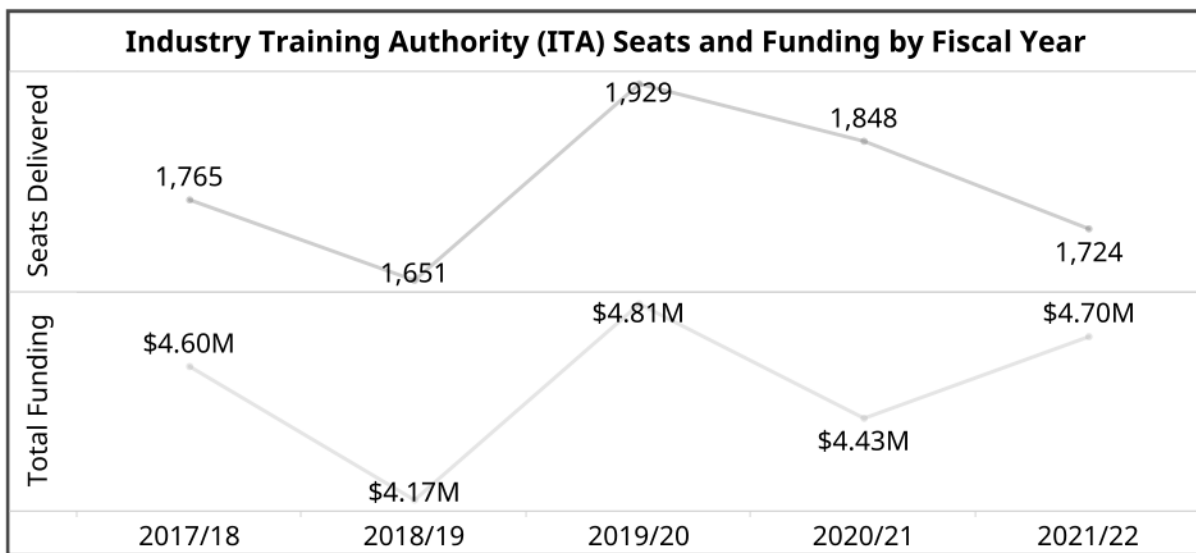
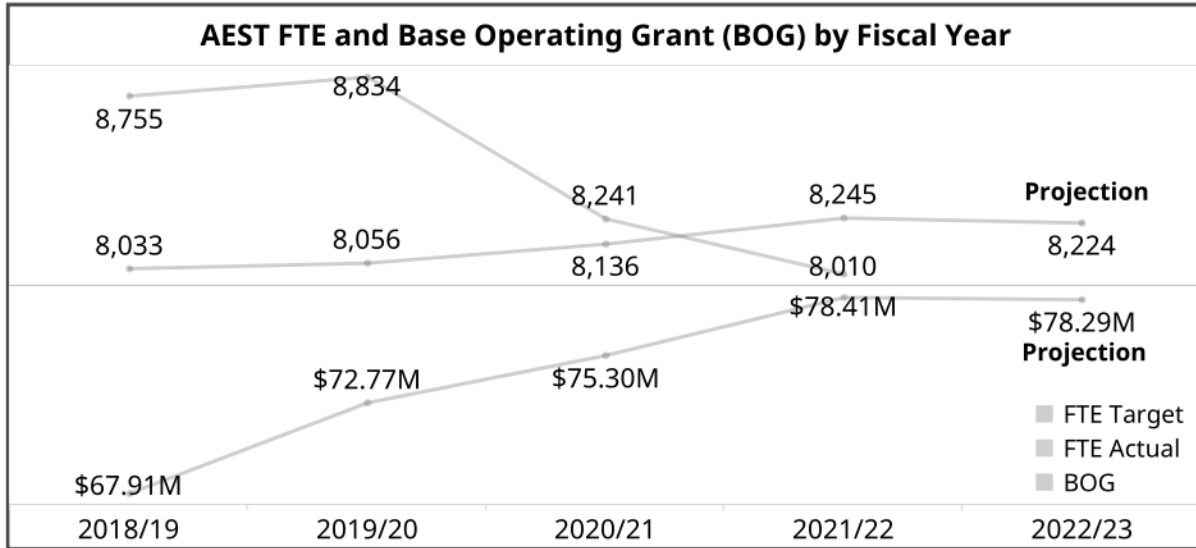
Campuses

1. Kamloops (main campus)
2. Williams Lake
3. 100 Mile House Regional Centre
4. Ashcroft/Cache Creek Regional Centre
5. Lillooet/Lytton Regional Centre

Schools/Program Areas/Faculties

1. Adventure, Culinary Arts and Tourism
2. Arts
3. Education and Social Work
4. Law
5. Science
6. Student Development
7. Bob Gaglardi School of Business and Economics
8. School of Nursing
9. School of Trades and Technology

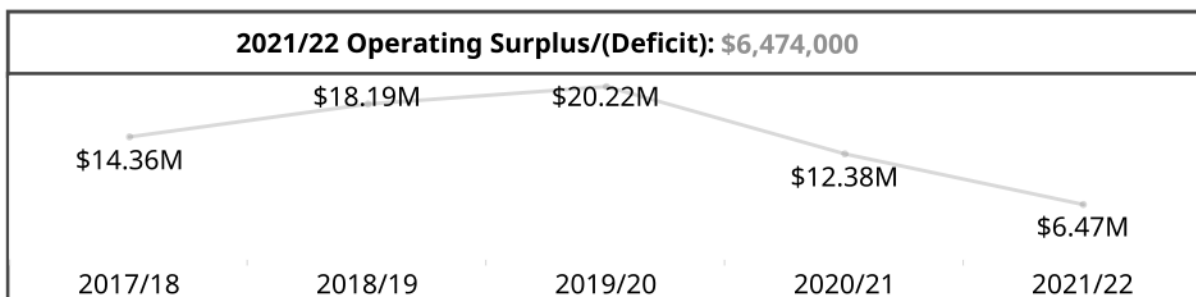
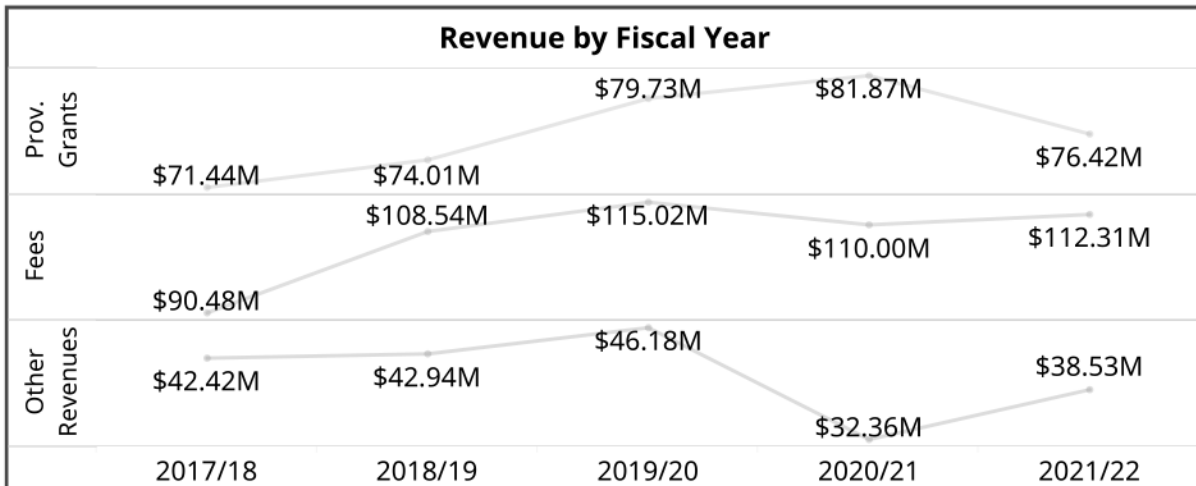
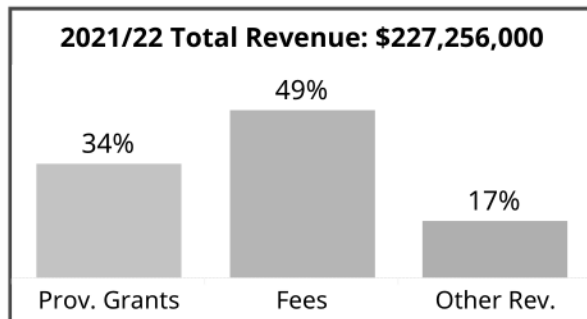
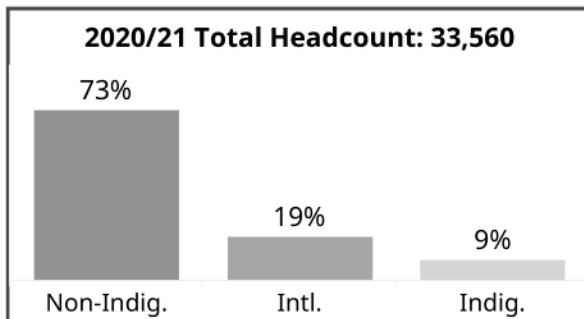
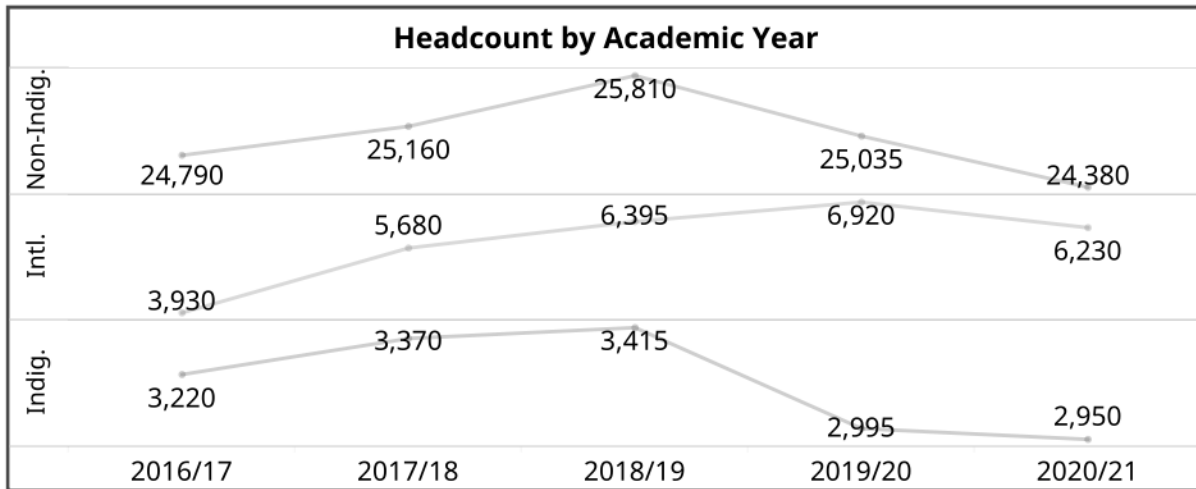
Thompson Rivers University



2021/22 AEST FTEs	
Utilization Rate	97%
FTE Actual	8,010
FTE Target	8,245
BOG	\$78,409,484

2021/22 ITA Seats and Funding	
Seats Delivered	1,724
Total Funding	\$4,699,440

Thompson Rivers University



Thompson Rivers University

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Modular Student Housing Phase 1 (NOT YET ANNOUNCED)	Anticipated Funding Announcement September 2022	Four-storey, 80-room (1 accessible), 148-bed student housing building, using fast-tracked modular construction. Each unit is self-contained with one or two beds, desk(s), wardrobe(s), bathroom with a shower, toilet and sink, and kitchenette with a two-burner cooktop. This is Phase 1 of 3 to construct a total of 3 student housing buildings on this site.	\$10.85M	\$18.76M
Cabinet Confidences; Government Financial Information				

Thompson Rivers University

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Aboriginal Service Plan	\$228,000	
Community Adult Literacy Program	\$315,597	
Covid 19 Initiatives		\$32,000
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$141,000	
Health Care Assistants	\$1,165,833	
Indigenous Emergency Assistance Funding	\$37,000	\$10,000
Micro Credentials	\$197,950	
Priority Health Programs	\$320,000	
Sexual Violence Prevention		\$21,992
Work Integrated Learning Initiatives		\$148,750

Thompson Rivers University

Issues

Williams Lake Campus

During the past three years, community leaders in Williams Lake, including the previous MLA, have repeatedly raised concerns regarding the availability of programs at the local TRU campus.

TRU's Williams Lake campus offers a variety of programs including adult basic education, trades, health and human services, and university transfer.

The Ministry has provided TRU with additional ongoing targeted funding of \$155,000 beginning in 2020/21 for a new annual cohort of 18 seats in the Health Care Assistant Program at the Williams Lake campus.

In addition, the Ministry provides targeted funding for delivery of the Bachelor of Science in Nursing (first 2 years) and Practical Nursing, with the expectation that TRU will continue to meet its regional mandate and address ongoing student demand in Kamloops and in Williams Lake.

This includes funding provided as part of Budget 2021 for 10 advanced placement seats for licensed practical nurses to bridge into the Bachelor of Science in Nursing program.

In March 2022, AEST provided TRU with one-time funding of \$200,000 to run a Pre-Practical Nursing program cohort in Williams Lake, which will support students to obtain the pre-requisites they need to transition into TRU's Practical Nursing program.

Leadership at TRU have previously indicated that they will explore opportunities for additional programming at the Williams Lake campus where there is a strong business case. Increasing the number of students served by the Williams Lake campus is a goal listed in TRU's Strategic Enrolment Management Plan (December 2020).

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$117,506 to TRU in 2021/22 for the expansion of its Early Childhood Education (ECE) program, resulting in 10 FTEs in addition to base-budget funded seats.

Health Program Expansion

As part of the Budget 2021 health education program expansions, TRU is expanding its existing Respiratory Therapy and Bachelor of Science in Nursing programs, providing new regional delivery of its Medical Laboratory Assistant and Anesthesia Assistant programs, and implementing a new Nurse Practitioner program. AEST will provide ongoing targeted funding of \$2.1 million to support these programs.

Thompson Rivers University

Issues

Investigation at TRU

In February 2021, TRU's Board of Governors received complaints from several current and former employees alleging Matt Milovick, Vice-President of Finance, and Larry Phillips, Assistant Vice-President of People and Culture, had engaged in discriminatory conduct, discriminatory statements and/or harassment.

TRU's student union and faculty association, the Canadian Association of University Teachers, and both the local and national branches of the Canadian Union of Public Employees (CUPE) have all called for Milovick to be placed on paid leave until the investigation is complete.

In late 2021, Phillips left TRU and his position as the Assistant Vice-President of People and Culture.

The decision of whether to place an individual on leave while being investigated rests with Thompson Rivers University, Government does not interfere in that decision-making process.

The ongoing investigation at TRU is being managed independently by the TRU Board of Governors, who have retained independent investigators.

It is not appropriate for the Minister to comment on or intervene in the ongoing investigation process.

AEST has ensured that TRU has access to human resources expertise in the public service to help ensure their process is as strong as it needs to be.

In an effort to improve the transparency of the investigative process, TRU has created a website to make sharable information about the investigation accessible to the public.

TRU anticipates that the investigation will be completed before end of Fall 2022.

TRU Civil Lawsuit

On April 5, 2022, the local Kelowna media reported that a former TRU basketball coach had filed a civil lawsuit against TRU, alleging wrongful dismissal and defamation by the institution. The media also reported that the executives already under investigation at TRU were named in the civil suit.

The media report states that this civil suit is unrelated to the allegations for which Phillips and Milovick are under investigation.

The Ministry is aware of the civil lawsuit but as the matter is now before the courts it is not appropriate for the Minister to comment on the matter.

Thompson Rivers University

Issues

Indigenous Relationship Building

At the January 2022 First Nations Leadership Gathering (FNLG), Lil'Wat Nation noted that it has an arrangement with TRU for trades training. Also at the 2022 FNLG, Ulkatcho First Nation noted it has a good working relationship with TRU. They also noted that, while the Ministry does not have capital funding for Ulkatcho, that partnerships with local post-secondary institutions such as TRU could be a solution as they have student housing.

Thompson Rivers University

Additional Information

Governance

Faculty Assoc. President	Tara Lyster	FPSE (Local 2)
Open Learning Faculty Assoc. President	Mark Salopek	
Planning Council for Open Learning Chair	Gillian Balfour	Provost and Vice-President Academic
Students' Union Vice-President External	Azul-Sky Billy	BC Federation of Students
Support Staff Union President	Lois Rugg	CUPE (Local 4879)

Additional Territory Acknowledgements

Applicable to 100 Mile House Regional Centre: We (I) acknowledge with respect the traditional territories of the Tsq'escenemc (Chess-ken-emc) Nation.

Applicable to Ashcroft Regional Centre: We (I) acknowledge with respect the traditional territories of the Nlak'pamux (ent-la-cap-um) Nation

Applicable to Lillooet Regional Centre: We (I) acknowledge with respect the traditional territories of the St'at'imc (Stat-lee-um) Nation that includes Bridge River/Nxwisten, Pavilion/Ts'kw'aylacw (tisk-why-lah), Cayoose Creek/Sekw'el'was, Mount Currie/Lil'wat (lil-watt), Seton Lake/Chalath, Lillooet/T'it'q'et, Fountain/Xaxl'Ip (hawk-leap), Anderson Lake/N'quatqua (neh-qwa-qwa), Douglas/Xa'xtsa, Skatin (skuh-teen) and Samahquam.

*Note: Anglicized version appears first.

Thompson Rivers University

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	October, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: University of British Columbia

Legislative Authority: *University Act, R.S.B.C. 1996, s. 19 (2) (e), 20(1.1), 21*

Mandate:

- Established in 1908 University of British Columbia (UBC) is the largest of the province's four research-intensive universities. The institution's vision is to inspire people, ideas and actions for a better world.
- As a research university, UBC offers a broad range of academic, applied and professional programming leading to baccalaureate, masters and doctoral degrees and undertakes significant research. In various branches of knowledge.
- Consistently ranked among the top 20 public universities in the world, UBC is the only institution in British Columbia to offer a number of specialized programs including medicine, dentistry, physical and occupational therapy, pharmacy and audiology.
- UBC has two major campuses, in Vancouver (Point Grey) and in Kelowna, along with an additional campus in Downtown Vancouver. As established in the *University Act*, UBC has two separate Senates – one for Vancouver and one for the Okanagan campus. With 12 different Faculties and Schools, UBC enrolled more than 73,200 undergraduate and graduate students during the 2020/21 academic year. The student population in 2020/21 was comprised of 75 percent domestic students and 25 percent international students.
- In fiscal 2021/22, total Provincial grants provided to UBC were \$1 billion, approximately 32 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Joel Warren Solomon	2017-12-31	2023-07-31	Order-in-Council
Chaslynn Samantha Gillanders	2017-12-31	2023-07-31	Order-in-Council
Nancy L. McKenzie, Chair	2017-12-31	2023-07-31	Order-in-Council
Byron Matthew Thom	2022-07-31	2023-07-31	Order-in-Council
Miranda Leslie Lam, Alumni	2022-02-04	2023-07-31	Order-in-Council
Azim Nathoo Lalani, Alumni	2019-12-31	2023-07-31	Order-in-Council
Balwinder William Sundhu	2018-07-31	2023-07-31	Order-in-Council
Alison Patricia Brewin	2018-07-31	2024-07-31	Order-in-Council
Anthonia Tolulope Ogundele	2021-05-17	2024-07-31	Order-in-Council
Natalie Datwai Chan	2021-05-17	2024-07-31	Order-in-Council
Jessie Jasbinder Singh Dusangh	2018-12-31	2024-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- After six years as President and Vice-Chancellor of UBC, Prof. Santa Ono will be stepping down to assume the presidency of the University of Michigan effective October 13, 2022. Dr. Deborah Buszard has been announced as Interim President and Vice-Chancellor and will formally assume her role on

October 14, 2022 as the Board of Governors conducts a search for the university's next president.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

University of British Columbia

Territory Acknowledgment

Point Grey (main campus): We (I) acknowledge with respect the traditional ancestral territories of the Musqueam (mus-kwee-um) Nation.

Additional territory acknowledgements are on page 9.



Interim President

Dr. Deborah Buszard

Since October 2, 2022

604-822-0663

presidents.office@ubc.ca



Chair of the Board

Nancy McKenzie

Since July 1, 2020

604 313-0577 (cell)

Nancy.McKenzie@ubc.ca

Mandate

The University of British Columbia (UBC) is an internationally recognized research university and the province's oldest and largest public post-secondary institution.

Legislation

UBC operates under the authority of the University Act.

Unique Qualities

- Ranked highly in Canada (currently second overall) in Maclean's University Rankings and 3rd in the medical/doctoral category.
- Only institution in BC to offer a number of specialized programs including medicine, dentistry, physical and occupational therapy, pharmacy and audiology.
- The province's only medical school, with a total of 1,152 students in the four locations of the four-year Medical Doctor program.

Campuses

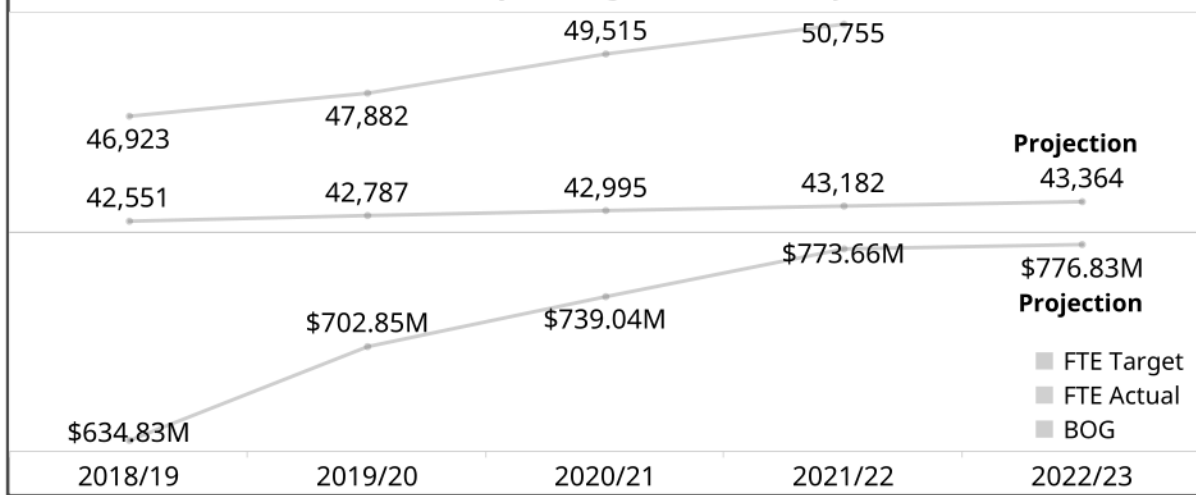
1. Point Grey (main campus)
2. Okanagan (Kelowna)
3. Downtown Vancouver

Schools/Program Areas/Faculties

1. Applied Science
2. Arts
3. School of Business
4. Dentistry
5. Education
6. Forestry
7. Graduate Studies
8. Land and Food Systems
9. School of Law
10. Medicine
11. Pharmaceutical Sciences
12. Science

University of British Columbia

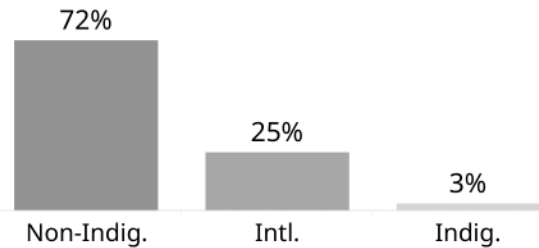
AEST FTE and Base Operating Grant (BOG) by Fiscal Year



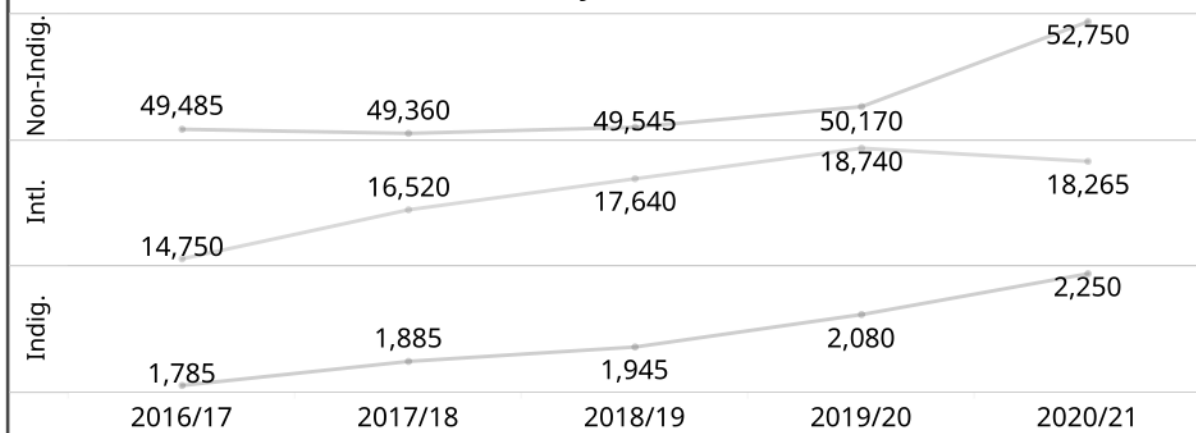
2021/22 AEST FTEs

Utilization Rate	118%
FTE Actual	50,755
FTE Target	43,182
BOG	\$773,657,490

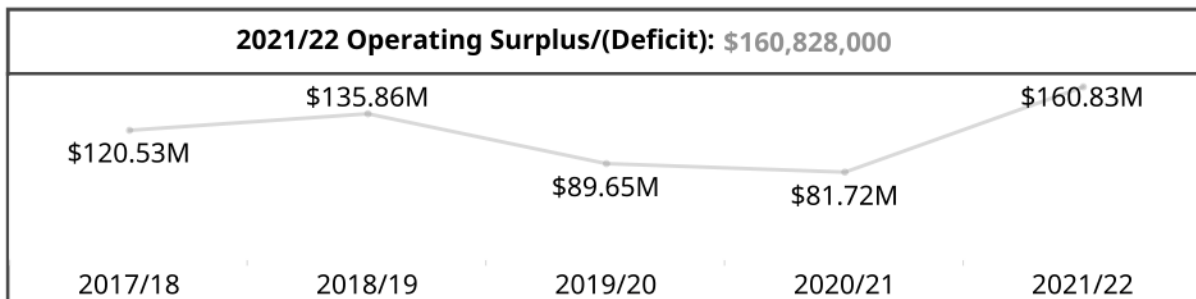
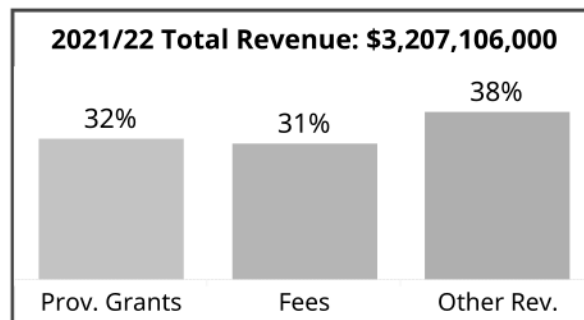
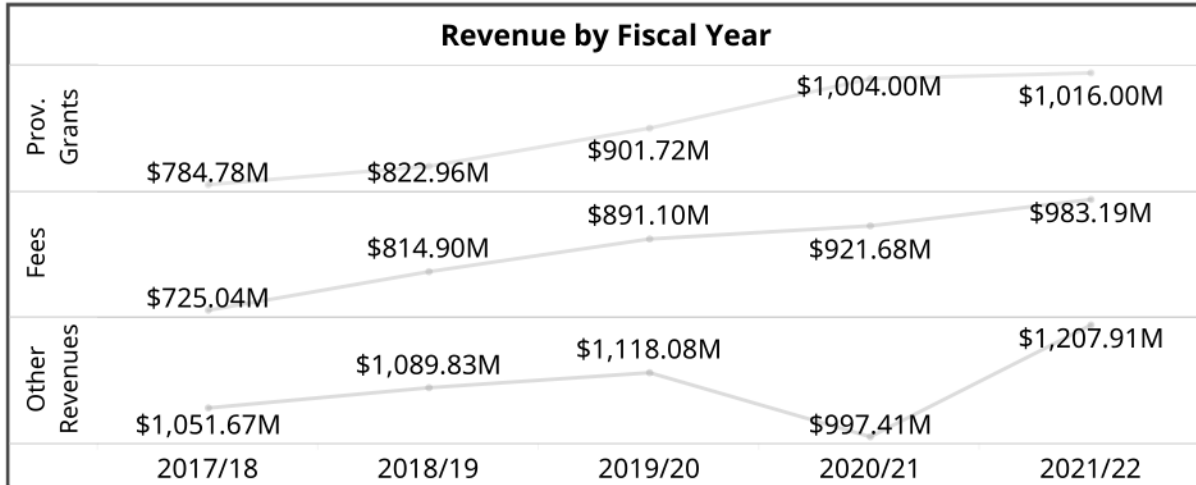
2020/21 Total Headcount: 73,260



Headcount by Academic Year



University of British Columbia



University of British Columbia

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Physical and Occupational Therapy Program Expansion (not announced)	Anticipated Fall 2023	Master of Physical Therapy (MPT) and Master of Occupational Therapy (MOT) program expansion – Fraser Health Region. Purchase and fit-out of a 2,209 square metre floor in the City Centre 1 Building to accommodate the expansion of the MPT and MOT programs in the Fraser Health region.	\$24.94M	\$32.80M
UBC Vancouver School of Biomedical Engineering	Anticipated completion 2025	Construction of a 14,520 square metre five-storey plus basement facility to accommodate 720 students, 355 of which are part of government's 2,900 tech seat expansion.	\$25.00M	\$139.40M

University of British Columbia

One-time Funding Examples

Project	2020/21	2021/22
Covid 19 Initiatives		\$1,286,073
Early Childhood Education Program Expansion	\$240,160	
Emergency Student Assistance Fund	\$181,000	
Feed BC Partner Project-Local Food Procurement	\$15,000	
Indigenous Emergency Assistance Funding	\$74,000	\$115,000
Indigenous Student Supports	\$125,000	
Master of Nursing – Nurse Anesthetist (MN-NA) Program	\$250,000	
Micro Credentials	\$733,569	
Sexual Violence Prevention		\$109,096
Work Integrated Learning Initiatives		\$1,214,693

University of British Columbia

Issues

SkyTrain along the Broadway corridor to the UBC campus

UBC would like to see an extension of SkyTrain along the Broadway corridor to the UBC campus and wishes to seek senior government support.

The project to extend Sky Train past Arbutus St. will be a unique opportunity to partner with three local First Nations (Musqueam, Squamish and Tsleil-Waututh) (MST), the City of Vancouver, the University and senior levels of government to complete the extension of the Millennium Line.

An MOU signed in November 2019 between the MST Development Corporation, UBC and the City of Vancouver focuses on joint advocacy and communications.

UBC officials have met with Ministers Fleming and Heyman to advocate for funding for a business case for this project.

UBC officials have also met with Ministry executive regarding this project and understand that AEST does not provide funding for transportation projects, but are seeking Ministerial support.

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding totaling of \$583,040 since 2017 to enable Early Childhood Education program expansion at UBC, resulting in 112 FTEs in addition to base-budget funded seats. No funding was provided for 2021/22.

French Teacher Education Program Expansion

Since 2018, through a partnership with the Ministry of Education and Child Care (ECC) and with funding provided by the Canadian Ministry of Heritage under the Federal French Teacher Recruitment and Retention Strategy, AEST has provided targeted funding totalling \$220,000 to support French Teacher Education Program expansion at UBC and UBC-Okanagan, resulting in 40 FTEs in addition to base-budget funded seats. No funding was provided for 2021/22.

Indigenous Language Fluency Framework

In a unique partnership, UBC Okanagan, NVIT and the En'owkin Centre have come together to offer the Bachelor of Nsyilxcn [N-seal-ik-chin] Language Fluency program. This is the first degree under the Indigenous Language Fluency Framework that bridges community-based certificates and diplomas into a bachelor's degree.

University of British Columbia

Issues

Medical School Expansion

Each year 288 students begin their undergraduate medical education at UBC at one of four regional campuses: 192 students in the Vancouver Fraser Medical Program, and 32 students each in the Island (Victoria), Northern (Prince George), and Southern (Kelowna) Medical programs.

In 2023, UBC will begin to expand its UGME program by a total of 40 seats (+18 in 2023, +22 in 2024) shared across its four sites. This expansion is supported by \$4.9M in start-up funding in 2022/23 through Ministry of Health. At steady state, the annual cost for the seat expansion is estimated at \$7.5M, plus funding to support preceptor and other costs, to be requested through Ministry of Health's Health Human Workforce Plan.

The first graduates from the expansion are expected in 2027, completing residency in 2029.

PGME (residency) expansions in family medicine will also begin as soon as possible, with newly expanded family physicians entering practice as soon as 2025.

Health Program Expansions

Timelines for UBC will depend on regulatory decisions and other relevant information to be provided by the Ministry of Health to support planning and ensure a 2024 program launch. UBC is expanding its Bachelor of Science in Nursing (Vancouver and Okanagan campuses) and Master of Social Work (Okanagan campus) programs, as well as expanding and regionally distributing its midwifery, genetic counselling, occupational therapy, physical therapy, and speech language pathology programs. AEST will provide ongoing targeted funding of approximately \$14 to support these programs at steady-state.

At the request of the Ministry of Health, UBC has also developed a proposal for a Master of Nursing – Nurse in Anesthesia (MN-NA) program, which would prepare advanced practice nurses for a new role in anesthesia care in B.C.

UBC has received \$350,000 in one-time funding to support a portion of program start-up activities.

UBC continues to work with AEST and the Ministry of Health on program development. Timelines for UBC will depend on regulatory decisions and other relevant information to be provided by the Ministry of Health to support planning and ensure a 2024 program launch.

Indigenous Relationship Building

Gitanyow Hereditary Chiefs note that they recently reconnected with UBC on shorter law-based credential courses. (Post First Nations Leadership Gathering meeting with AEST staff, April 2022).

University of British Columbia

Additional Information

Governance

Alma Mater Society VP External (UBC-V)	Eshana Bhangu	Independent student society
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Chancellor	Steven Point
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Deputy Vice-Chancellor & Principal (Okanagan Campus)	Professor Deborah Buszard
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Faculty Assoc. President (UBC V & O)	Dory Nason
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Interim President	Dr. Deborah Buszard
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Senate Chair	Dr. Santa Ono
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Student Union President (UBC-O)	Jakson Pashelka	BC Federation of Students
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UBC Okanagan Administrative Professionals & Staff Assoc. President	Afsaneh Sharif
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UBC Okanagan Library, Clerical and Theatre Staff Union President	Chloe Martin-Cabanne	CUPE (Local 2950)
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UBC Okanagan Support Staff Union President	Dave Lance	CUPE (Local 116)
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UBC Okanagan Support Staff, Childcare Staff & Teaching Assistants	Marcel Beerkens	BCGEU (Local 707)
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UBC Okanagan Teaching, Marking and English Language Staff Union President	Gillian Glass	CUPE (Local 2278)
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UBC Okanagan Trade Unions President	Don Swerdan	IUOE (Local 115)
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UBC Vancouver Administrative Professionals & Staff Assoc. President	Afsaneh Sharif
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UBC Vancouver Childcare Staff Chairperson	Darryl Wong	BCGEU (Local 703)
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UBC Vancouver Graduate Student Society President	Kimani (Philip) Karangu	Alliance of BC Students and Graduate Students Societies
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UBC Vancouver Library, Clerical and Theatre Staff Union President	Chloe Martin-Cabanne	CUPE (Local 2950)
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UBC Vancouver Support Staff Union President	Dave Lance	CUPE (Local 116)
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UBC Vancouver Teaching, Marking and English Language Staff Union President	Gillian Glass	CUPE (Local 2278)
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UBC Vancouver Trade Unions President	Don Swerdan	IUOE (Local 115)
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University of British Columbia

Additional Information

Additional Territory Acknowledgement

Applicable to Downtown 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.

Applicable to Kelowna Campus: We (I) acknowledge with respect the traditional territories of the Okanagan*/Syilx (see-ulk) Nation.

*Can choose pronunciation – note: 'Okanagan' is anglicized version.

University of British Columbia

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: University of the Fraser Valley

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

Mandate:

- The University of the Fraser Valley (UFV) 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.
- UFV operates three campuses and two regional centres. Its programs are divided among seven schools and faculties.
- In the 2020/21 academic year, UFV enrolled almost 15,000 full-time and part-time students. The student body was comprised of 86 percent domestic students and 14 percent international students.
- In the 2021/22 fiscal year, total Provincial grants provided to UFV were \$75.3 million, approximately 50 percent of total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Adam Ward Van Steinburg	2017-12-31	2023-07-31	Order-in-Council
Maxine Bouthot, Alumni	2019-07-31	2023-07-31	Order-in-Council
Fennigje (Fran) Vanderpol	2019-12-02	2023-07-31	Order-in-Council
Cristen Leigh Gleeson	2020-07-31	2023-07-31	Order-in-Council
Connie Lynn Swan	2018-07-31	2024-07-31	Order-in-Council
Manjinder (Jinder) Singh Sarowa	2021-06-21	2024-07-31	Order-in-Council
Bailey Amanda Jean Savage	2021-07-31	2024-07-31	Order-in-Council
John Pankratz, Alumni, Chair	2020-03-27	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- UFV completed fiscal 2021/22 with a \$1.4 million surplus.
- Advice/Recommendations: Government Financial Information
- In response to local concerns, the Ministry has asked public post-secondary institutions that deliver programming in or near Maple Ridge – Pitt Meadows area to work with Kwantlen Polytechnic University (KPU) to conduct an objective and informed assessment of the post-secondary education needs in Maple Ridge-Pitt Meadows area.
- The University of the Fraser Valley is currently working in collaboration with leadership from KPU, Douglas College, the Justice Institute of British Columbia, and other stakeholders to hire an external

consultant to undertake the needs assessment. A final report is expected by summer 2023.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

University of the Fraser Valley

Territory Acknowledgment

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



President & Vice-Chancellor

Dr. Joanne MacLean

Since May 1, 2018

604 557 4015

Joanne.maclean@ufv.ca



Chair of the Board

John Pankratz

Since August 1, 2020

604-308-8094 (cell)

john.pankratz@ca.gt.com

Mandate

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

Legislation

UFV operates under the authority of the University Act & the Designation of Special Purpose, Teaching Universities Regulation.

Unique Qualities

- Agriculture Centre of Excellence includes a large demonstration barn and several greenhouses.
- Canada Research Chairs in Indigenous and Community-Engaged History and Health and Community.
- Has operated a campus in Chandigarh, India since 2007.

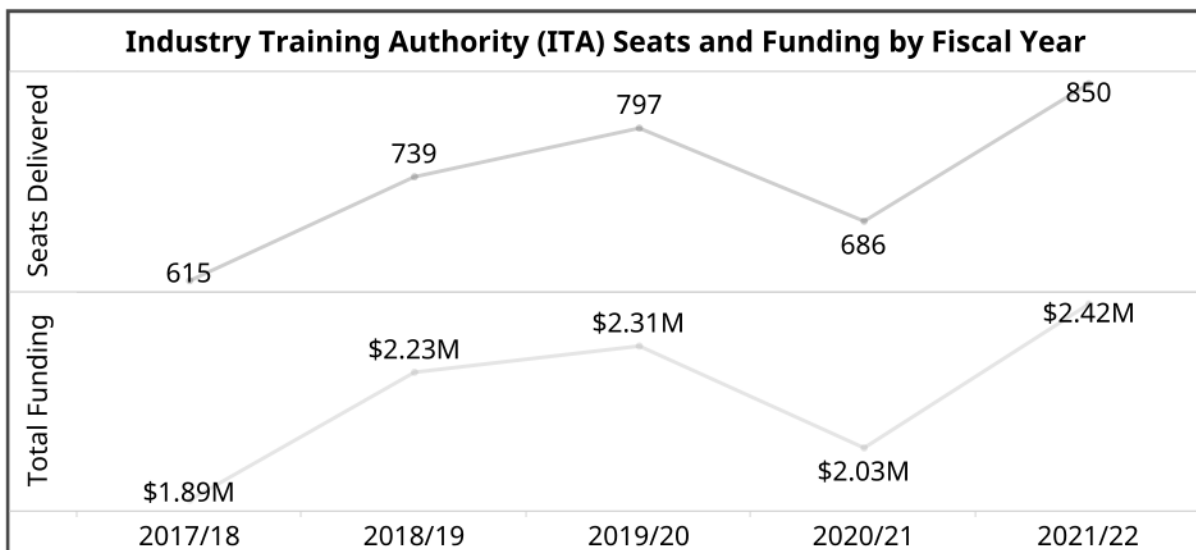
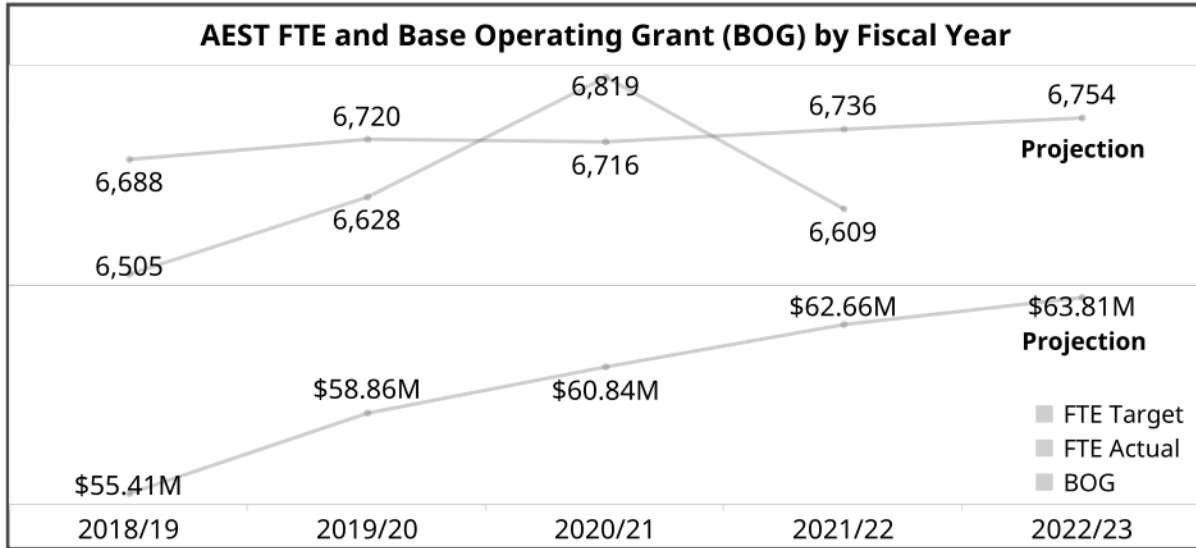
Campuses

1. Abbotsford (main campus)
2. Chilliwack
3. Mission
4. Hope Centre
5. Chandigarh, India

Schools/Program Areas/Faculties

1. Access and Continuing Education
2. Applied and Technical Studies
3. Health Sciences
4. Professional Studies
5. Science
6. College of Arts
7. School of Graduate Studies

University of the Fraser Valley

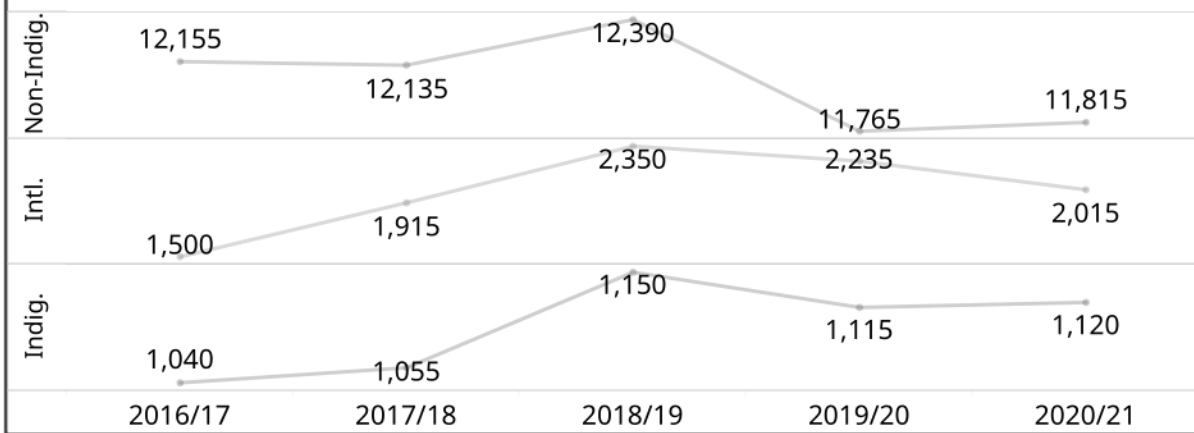


2021/22 AEST FTEs	
Utilization Rate	98%
FTE Actual	6,609
FTE Target	6,736
BOG	\$62,655,562

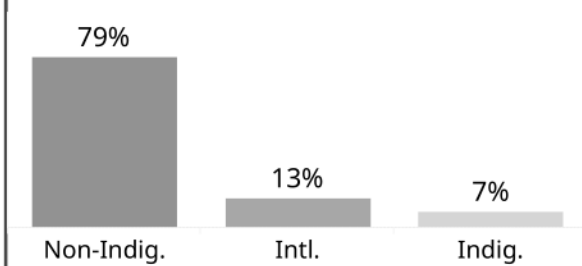
2021/22 ITA Seats and Funding	
Seats Delivered	850
Total Funding	\$2,419,540

University of the Fraser Valley

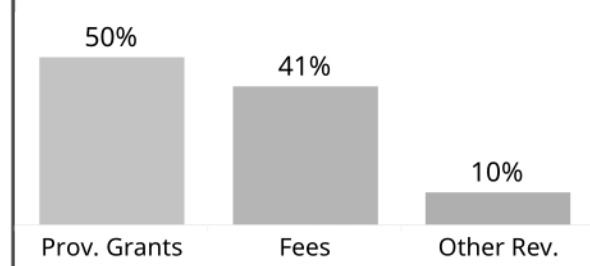
Headcount by Academic Year



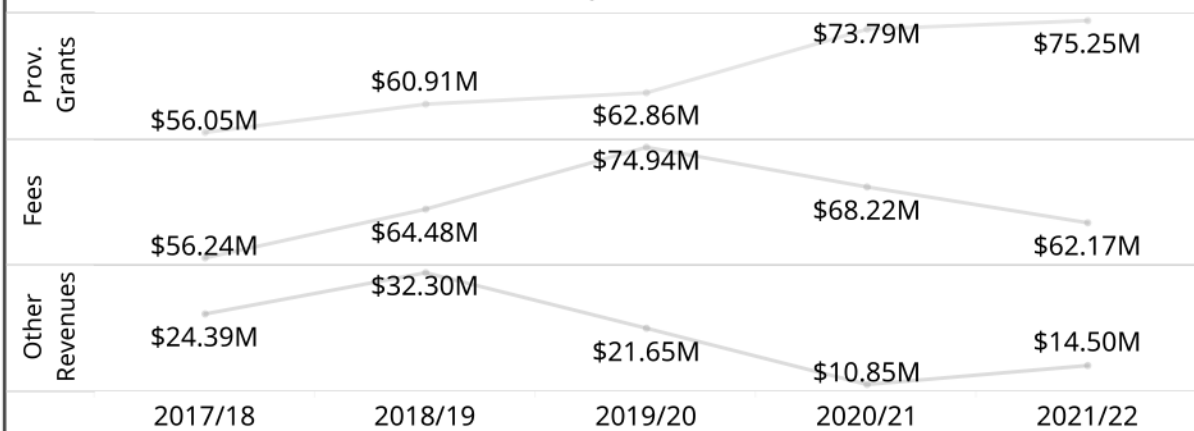
2020/21 Total Headcount: 14,955



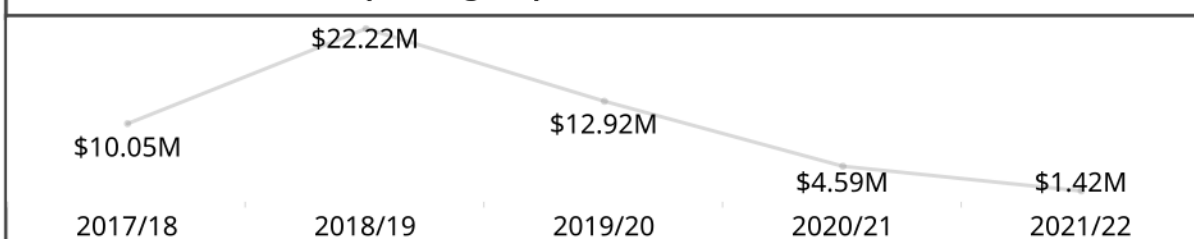
2021/22 Total Revenue: \$151,920,000



Revenue by Fiscal Year



2021/22 Operating Surplus/(Deficit): \$1,423,000



University of the Fraser Valley

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Building Envelope Remediation Project	Completed 2022	Building envelope remediation are repairs and improvements to everything that separates the interior of a building from the elements outside. External walls, insulation, foundational and structural elements all make up the envelope. Envelope remediation, roof replacement, and energy efficiency upgrades to Buildings A-East and D on the Abbotsford campus.	\$19.90M	\$22.44M
Dining Hall Renewal and Expansion (not announced)	Anticipated completion Spring 2024	Renovation and expansion of the dining hall at the Abbotsford campus.	\$8.00M	\$8.60M
Student Housing	Anticipated completion Fall 2024	New 6-storey, 398-bed hybrid mass timber student housing building, with 5 storeys of 125 triple-occupancy (18 accessible) and 23 single-occupancy dorms (all accessible), all of which contain a washroom, kitchenette and lounge space, as well as central kitchens, lounges, and laundry. The ground level includes housing, offices, student amenity & cultural spaces.	\$62.33M	\$73.71M

University of the Fraser Valley

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Community Adult Literacy Program	\$202,375	
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$122,000	
Indigenous Emergency Assistance Funding	\$19,000	\$10,000
Indigenous Student Supports	\$125,000	
Micro Credentials	\$102,000	
Pedagogical Support for Health Care Assistant Students	\$20,000	
Sexual Violence Prevention		\$19,280
Work Integrated Learning Initiatives		\$295,180

University of the Fraser Valley

Issues

Financial Information

UFV completed fiscal 2021/22 with a \$1.4M surplus

Advice/Recommendations; Government Financial Information

Maple Ridge and Pitt Meadows Needs Assessment

In recent years the City of Maple Ridge has been vocal about the need for more local access to post-secondary education and skills training programs.

Maple Ridge has been encouraged to raise these concerns and explore options with neighbouring municipalities and post-secondary institutions.

In June 2022, the Province announced it was providing \$250,000 to Kwantlen Polytechnic University (KPU) to conduct a needs assessment to determine whether there is a need to improve access to post-secondary education and training in the communities of Maple Ridge and Pitt Meadows.

UFV is among a group of public post-secondary institutions working with KPU and the Ministry to design and implement the needs assessment, and to ensure an objective and informed analysis.

Note the purpose of this project is to determine whether there is a need to improve local access to post-secondary education, rather than to undertake a feasibility study on building a new campus.

UFV is collaborating with Ministry staff and leadership from KPU, Douglas College and JIBC to hire an external consultant to undertake the needs assessment. The consultant will report to a steering committee comprised of Ministry and institution representatives, and submit a final report by summer 2023.

Health Program Expansions

As part of the Budget 2021 health education program expansions, UFV is expanding its Bachelor of Science in Nursing bridging program for Licensed Practical Nurses. AEST will provide ongoing targeted funding of \$972,014 to support the program.

Issues

Advice/Recommendations; Government Financial Information

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding totaling of \$267,980 since 2017 to enable Early Childhood Education program expansion at UFV, resulting in 36 FTEs in addition to base-budget funded seats. No funding was provided for 2021/22.

Fast-Track Bachelor of Science in Nursing Program

Due to staffing shortages, UFV canceled the summer 2022 semester of the Fast-Track Bachelor of Science in Nursing (BSN) program, impacting 10 students.

Program leaders at UFV developed an option that would allow the impacted students to graduate in December 2023, four months later than originally scheduled, and are working to prevent a similar challenge from happening in the future.

In February 2022, Government announced the addition of 602 new nursing education seats in post-secondary institutions around the province to meet the growing demand for nursing services in healthcare.

The announcement also included \$475,000 in funding targeted to graduate nursing education at three universities (UBC, UNBC and UVic) to support more nurses in pursuing faculty and educator roles.

Additionally, a plan for ongoing faculty and leadership support is being developed in partnership with education and health-sector experts.

University of the Fraser Valley

Additional Information

Governance

Chancellor	Dr. Andy Sidhu	
Faculty/Support Staff Assoc. President	Rod Hayward	FPSE (Local 7)
Senate Chair	Dr. Joanne MacLean	
Student Union Society President	Nikiel Lal	Alliance of BC Students

University of the Fraser Valley

Date Institutional Profile Sections Updated

Governance	October, 2022
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Issues	August, 2022

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Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: University of Northern British Columbia

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

Mandate:

- Established in 1990, the University of Northern British Columbia (UNBC) is the smallest of the province's four research-intensive universities, and has a special focus on the social, economic and environmental issues of Northern British Columbia.
- The institution's vision is to be Canada's leading destination University, personal in character, that transforms lives and communities in the North and around the world.
- As a research university, UNBC offers a range of academic, applied and professional programming leading to baccalaureate, masters and doctoral degrees and undertakes research. In various branches of knowledge
- Consistently ranked as one of the top primarily undergraduate universities in Canada, UNBC has a focus on environmental leadership and the sustainability of resource-based communities and partners with the University of British Columbia in offering distributed medical education programs in the north (medical and physiotherapy and occupational therapy programs).
- UNBC's main campus is located in Prince George, with regional campuses located in the Northwest (Terrace and Prince Rupert), Peace River-Liard (Fort St. John) and South-Central (Quesnel). The University enrolled over 4,200 undergraduate and graduate students in the 2020/21 academic year, across 5 different faculties. The overall student population in 2020/21 was 89 percent domestic and 11 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to UNBC were \$75.2 million, approximately 60 percent of their total revenue).

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Vacancy			Order-in-Council
Ibolya Borbala Agoston	2022-06-03	2023-07-31	Order-in-Council
Catherine Anne Wishart, Chair	2020-07-31	2023-07-31	Order-in-Council
Joel Christian McKay	2020-07-31	2023-07-31	Order-in-Council
Gregory Allen Myles Stewart	2020-04-27	2023-07-31	Order-in-Council
Amanda Maria Alexander	2021-07-31	2024-07-31	Order-in-Council
Allison Jane Beswick, Alumni	2019-07-31	2025-07-31	Order-in-Council
Michael Reed, Alumni	2019-07-31	2025-07-31	Order-in-Council

Appointments required:

- **1 appointment** within 60 days.
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

Annual Operating Deficit:

Advice/Recommendations; Government Financial Information

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

University of Northern British Columbia

Territory Acknowledgment

Applicable to Prince George: We (I) acknowledge with respect the traditional territory of the Lheidi T'enneh (clay-clay den-ay) Nation.

Additional territory acknowledgements are on page 8.



President & Vice Chancellor

Dr. Geoff Payne
Since January 29, 2020
250-960-5600
Geoff.payne@unbc.ca



Chair of the Board

Catherine (Cathe) Wishart
Since June 19, 2021
778-349-2586
wishartc@unbc.ca

Mandate

The University of Northern British Columbia (UNBC) is a research university with a special focus on the social, economic and environmental issues of the North.

Legislation

UNBC operates under the authority of the University Act.

Unique Qualities

- Ranked highly in Canada (currently second) in Maclean's University Rankings (primarily undergraduate category).
- Partners with the University of British Columbia in distributed medical education programs (Northern Medical Program and distributed physiotherapy and occupational therapy programs).
- Trademarked itself as "Canada's Green University", with campus bioenergy systems and a focus on environmental leadership and the sustainability of resource-based communities.

Campuses

1. Prince George (main campus)
2. Northwest (Terrace and Prince Rupert)
3. Peace River-Liard (Fort St. John)
4. South-Central (Quesnel)

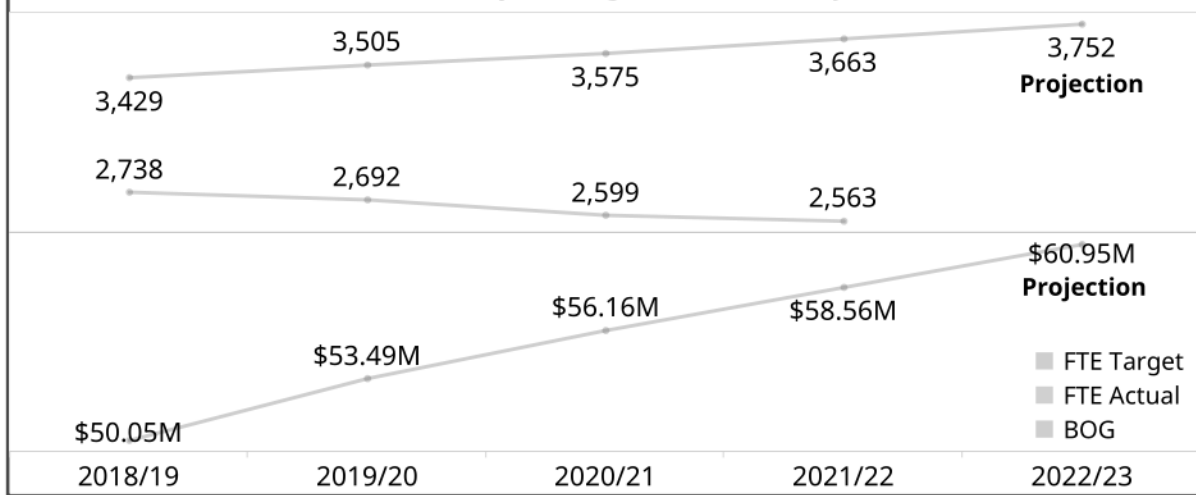
Affiliated Institution: Wilp Wilxo'oskwhl
Nisga'a Institute in Gitwinksinlkw

Schools/Program Areas/Faculties

1. Human and Health Sciences
2. Science and Engineering
3. Indigenous Studies, Social Sciences and Humanities
4. Environment
5. Business and Economics

University of Northern British Columbia

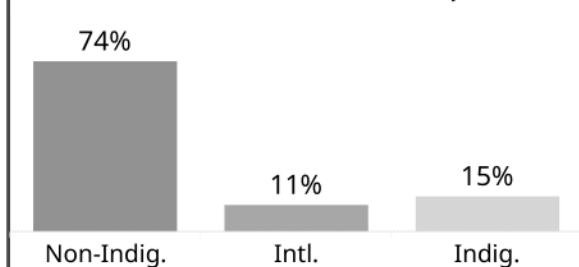
AEST FTE and Base Operating Grant (BOG) by Fiscal Year



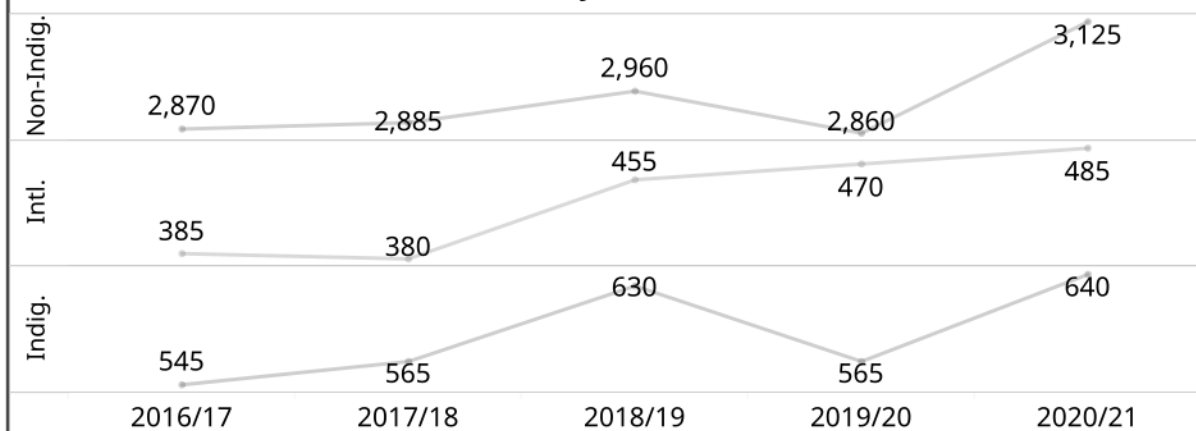
2021/22 AEST FTEs

Utilization Rate	70%
FTE Actual	2,563
FTE Target	3,663
BOG	\$58,560,893

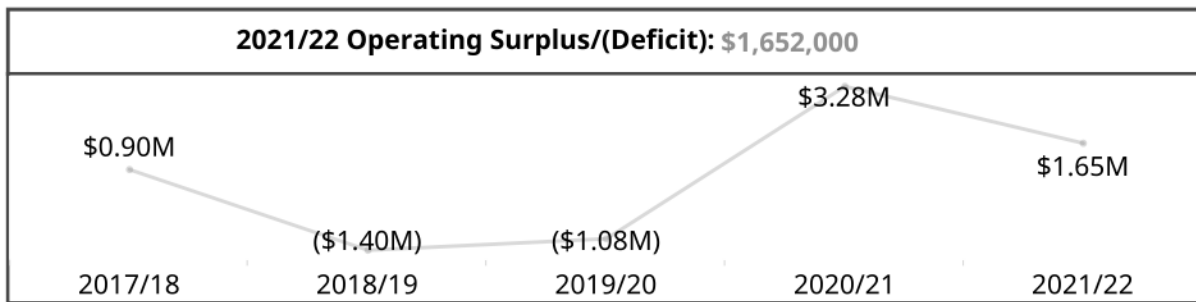
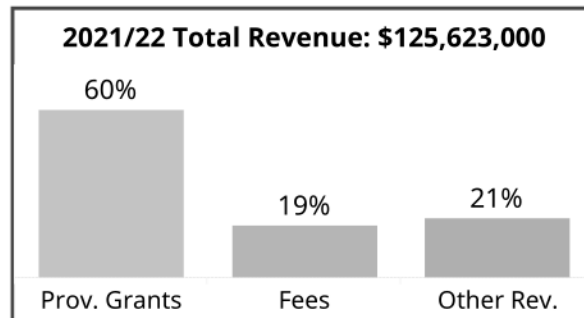
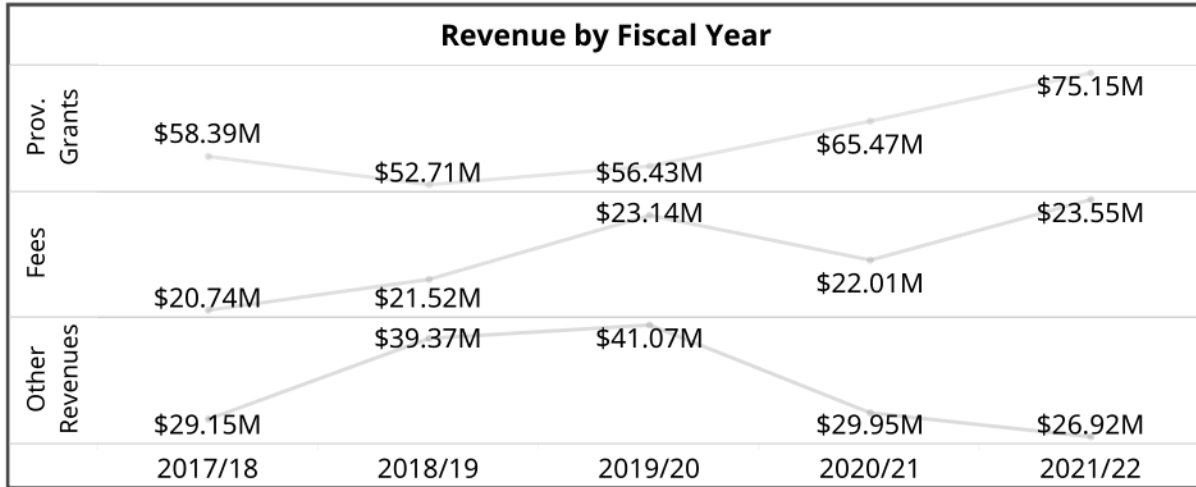
2020/21 Total Headcount: 4,245



Headcount by Academic Year



University of Northern British Columbia



University of Northern British Columbia

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Physical and Occupational Therapy Program Expansion (not announced)	Phases 1 and 2 completed Spring 2022 Phase 3: TBD	Master of Physical Therapy (MPT) and Master of Occupational Therapy (MOT) Program Expansion. Phased renovation and fit-out of space within the Teaching and Learning Building and Weller Building (Phases 1 and 2) and the fit-out of leased space to create a clinic (Phase 3) to accommodate the expansion of the MPT and MOT programs in the North, in partnership with the University of British Columbia Faculty of Medicine.	\$8.79M	\$8.79M

University of Northern British Columbia

One-time Funding Examples

Project	2020/21	2021/22
Aboriginal Service Plan	\$290,000	
Covid 19 Initiatives		\$80,000
Emergency Student Assistance Fund	\$143,000	
Indigenous Emergency Assistance Funding	\$95,000	\$15,000
Sexual Violence Prevention		\$11,068

University of Northern British Columbia

Issues

Financial Information

UNBC received approval for the 2020/21 and 2021/22 fiscal years to run deficits in the amounts of \$4.0 million and \$2.1 million respectively, due to COVID.

UNBC completed fiscal 2020/21 with a \$3.3M surplus, due primarily to lower sales of goods and services to others and lower operating costs stemming from online course delivery. These decreases were offset by an increase in endowment investment income.

As part of its 2021/22 budget, UNBC's Board of Governors approved a tuition rebate for students equivalent to the amount of tuition paid; UNBC incorporated this decision into their plan to return to a balanced position; however, pandemic-related enrolment challenges may impact these plans.

The institution completed 2021/22 with a \$1.7 million surplus;

Advice/Recommendations; Government
Financial Information
Advice/Recommendations; Government Financial Information

Tuition Exemption for Lheidli T'enneh

UNBC and the Lheidli T'enneh First Nation have partnered to offer two streams of tuition exemption to help break down barriers for Lheidli T'enneh students.

One stream is for Lheidli T'enneh students who meet UNBC admissions requirements.

The second is a transition program available for Lheidli T'enneh students who do not meet the admissions requirements but show strong academic promise.

UNBC will cover tuition expenses, while the Lheidli T'enneh First Nation will help cover students' living expenses, including housing, food, transit, and textbooks.

University of Northern British Columbia

Issues

Health Program Expansions

As part of the Budget 2021 health education program expansions, UNBC is expanding its Bachelor of Science in Nursing program with college partners in Terrace and Quesnel and starting a new Prince George offering of the Northern Baccalaureate Nursing Program, a fast-track nursing degree for students with significant post-secondary credit. AEST will provide ongoing targeted funding of \$1.8M to support these programs.

Labour Relations Update

On April 6, 2021, UNBC and the UNBC Faculty Association (FA) ratified a new collective agreement. The agreement runs from July 1, 2019, to June 30, 2023, and was reached through collective bargaining whereas prior settlements required binding arbitration.

Veterinary Medicine Proposal

After being approached by local regional districts and the BC Cattlemen's Association about lack of access to veterinarian care and the possibility of a vet school at UNBC, UNBC had exploratory conversations with the University of Calgary's Faculty of Veterinary Medicine and the Western College of Veterinary Medicine (WCVN) at the University of Saskatchewan about possible partnerships, such as the 2+2 model where students complete 2 years at a local university before finishing their training at the vet college.

Early indications from the colleges are that partnerships like the 2+2 model may not be a priority at this time.

BC, along with 2 other provinces, has been a funding partner in the WCVN for the past 50 years and remains committed to maintaining this partnership. This year, the Province has significantly increased its annual investment in the WCVN by doubling the intake of BC students.

Establishing a vet college in BC would be very expensive to launch and operate and would not address the current pressures of BC's veterinary industry.

Provincial ministries are working with the WCVN, industry, and other partners to explore ways to address the shortage, such as a greater role and value on vet techs, bringing more foreign-trained vets into BC, and encouraging vets to practice in high-demand regions and specialties, such as in northern, rural/remote communities.

Indigenous Information

Ulkatcho First Nation has a good working relationship with UNBC (January 2022, First Nations Leadership Gathering).

University of Northern British Columbia

Additional Information

Governance

Acting Senate Chair	Dr. Geoff Payne	
Chancellor	Darlene McIntosh	
Faculty Assoc. President	Brian Menounos	
Graduate Student Society Chairperson	Rahim Jafari	BC Federation of Students and Graduate Students Societies of BC
President & Vice Chancellor	Dr. Geoff Payne	
Support Staff Assoc. President	Joyce Henley	CUPE (Local 3799)
Undergraduate Student Society President	Calin Claassens	Independent student society

Additional Territory Acknowledgements

Applicable to the Peace River-Liard Campus (Fort St. John): We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Doig River, Blueberry River and Halfway River First Nations.

Applicable to the South-Central Campus (Quesnel): We [I] would like to begin by acknowledging that the land on which we gather is the traditional territory of the Lhtako Dené (lah-ta-ko den-ay - Red Bluff Band), Nazko, Lhoosk'uz Dené Nation (looze-k' U z den-ay—Kluskus Band), and ?Esdilagh (ess-dey-la) First Nations (formerly Alexandria Band).

Applicable to the Northwest Campus (Terrace and Prince Rupert): We [I] would like to begin by acknowledging that the land on which we gather is the traditional Ts'msyen (sim-she-an - Tsimshian) territory of the Kitsumkalum (kits-um-kale-um) and Kitselas (kit-sel-us) First Nations.

University of Northern British Columbia

Date Institutional Profile Sections Updated

Governance	October, 2022
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Fiscal Year is April 1 - March 31.

Headcount Data

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Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: University of Victoria

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

Mandate:

- Established in 1963, the University of Victoria (UVIC) is the third largest of the province's four research-intensive universities. The institution's vision is to be the Canadian research university that best integrates outstanding scholarship, engaged learning and real-life involvement to contribute to a better future for people and the planet.
- As a research university, UVIC offers a broad range of academic, applied and professional programming leading to baccalaureate, masters and doctoral degrees and undertakes significant research. In various branches of knowledge.
- Consistently ranked as one of the top comprehensive universities in Canada, UVIC established the world's first Indigenous law degree program and is a leader in co-operative education and experiential learning.
- UVIC's campus is located in Victoria. The university enrolled more than 24,600 undergraduate and graduate students in the 2020/21 academic year, in its 10 different Faculties and Schools.
- The overall student population in 2020/21 was 83 percent domestic students and 17 percent international students.
- In fiscal 2021/22, total Provincial grants provided to UVIC were \$240.6 million, approximately 37 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Brian Cameron William Cant	2022-07-31	2023-07-31	Order-in-Council
Erinn Jean Pinkerton	2022-07-31	2023-07-31	Order-in-Council
Keith Ugo Barbon	2019-12-16	2023-07-31	Order-in-Council
Paul Willard Ramsey	2020-07-31	2023-07-31	Order-in-Council
Merle Alexander Q.C., Alumni	2017-12-31	2023-12-31	Order-in-Council
Jyoti Stephens	2022-07-31	2024-07-31	Order-in-Council
Christina Clarke	2022-07-31	2024-07-31	Order-in-Council
Joshua (Josh) A. Blair, Alumni	2021-07-31	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- 50 percent of the board is new as of July 31, 2022.
- In August 2022, the Province announced the new West Shore post-secondary campus that will be located in downtown Langford. The campus is a partnership between Camosun, Royal Roads University, University of Victoria, and the Justice Institute of British Columbia. It will also include space for programming by School District 62 (Sooke). The \$98 million project includes a \$77.8 million investment from the provincial government for the construction of the building. The campus is anticipated to open

in fall 2024 with approximately 600 students.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

University of Victoria

Territory Acknowledgment

We (I) acknowledge with respect the Lkwungen (le-KWUNG-en)-speaking peoples on whose traditional territories the university stands and the Songhees (song-geez), Esquimalt (es-kwai-malt) and W̱SÁNEĆ (whsay-nuch) Nations whose historical relationships with the land continue to this day.



President & Vice-Chancellor

Dr. Kevin Hall
Since November 1, 2020
250-721-7002
pres@uvic.ca



Chair of the Board

Merle Alexander, Q.C.
Since June 15, 2022
603-340-4710 (cell)
merlealexander@uvic.ca

Mandate

The University of Victoria (UVic) is a research university and the province's third largest public post-secondary institution.

Legislation

UVic operates under the authority of the University Act.

Unique Qualities

- Ranked highly in Canada (currently second; previously tied for first with SFU) in Maclean's University Rankings (comprehensive category).
- Created a new Joint Juris Doctor and Juris Indigenarum Doctor law program, to prepare students for work across Indigenous and non-Indigenous legal traditions.
- A Canadian leader in co-operative education and experiential learning, including Canada's only comprehensive common law co-operative education program.

Campuses

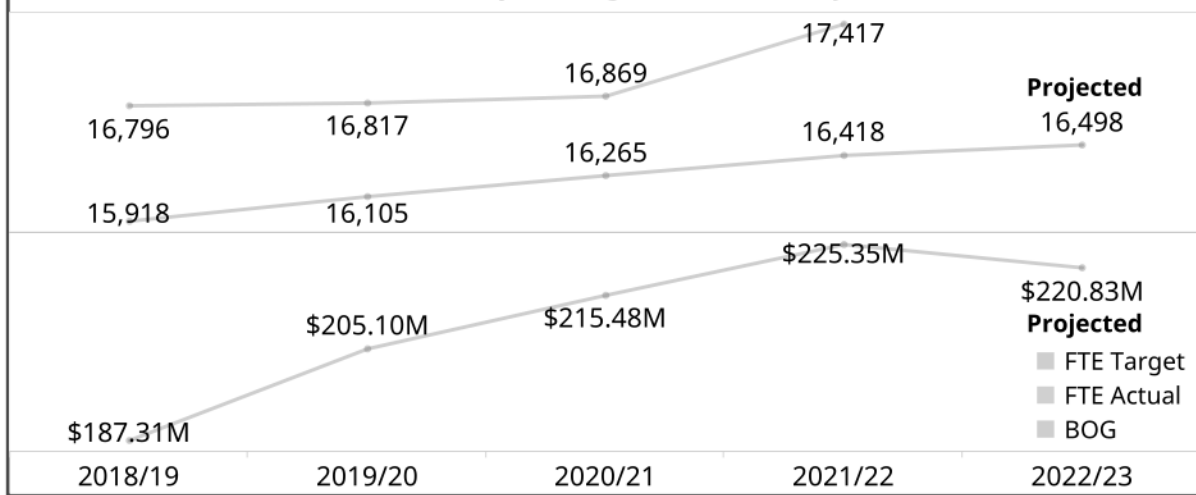
1. Victoria

Schools/Program Areas/Faculties

1. School of Business
2. Education
3. Engineering and Computer Science
4. Fine Arts
5. Graduate Studies
6. Human and Social Development
7. Humanities
8. Law
9. Science
10. Social Sciences

University of Victoria

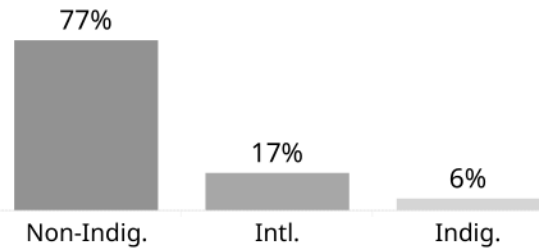
AEST FTE and Base Operating Grant (BOG) by Fiscal Year



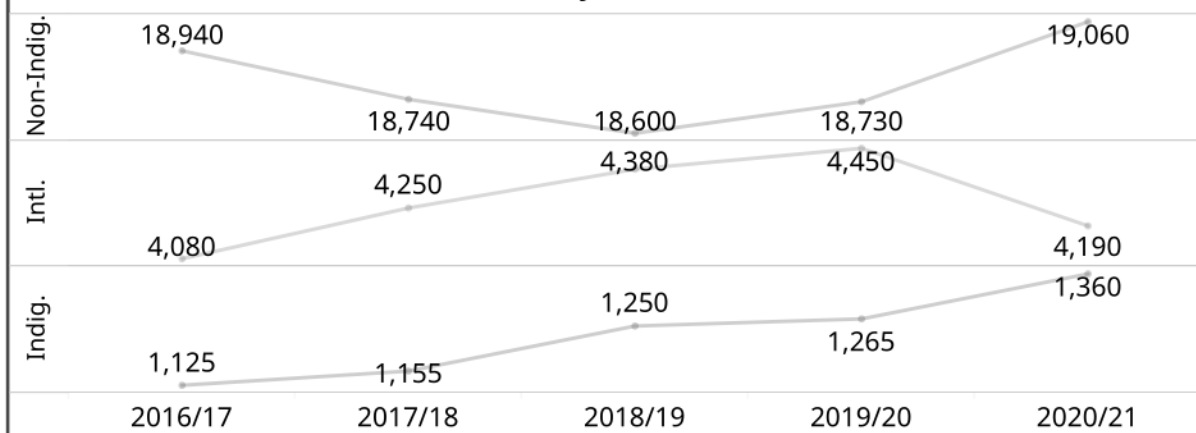
2021/22 AEST FTEs

Utilization Rate	106%
FTE Actual	17,417
FTE Target	16,418
BOG	\$225,348,550

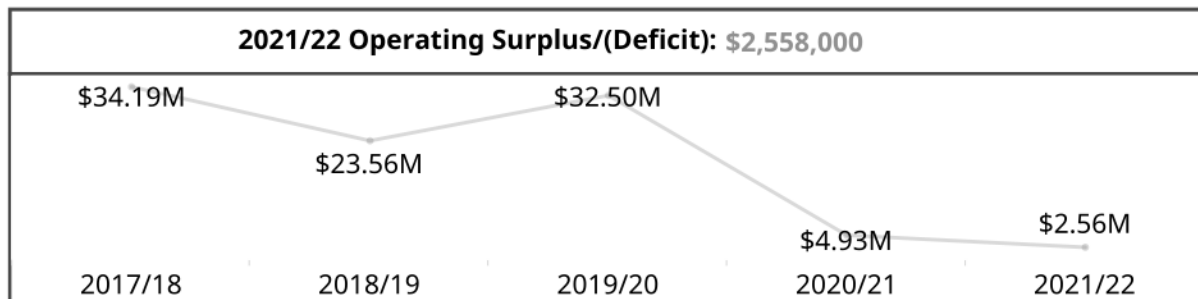
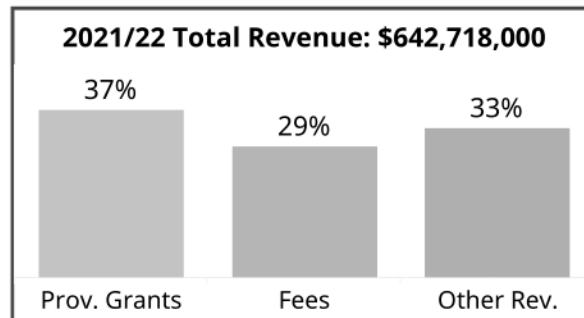
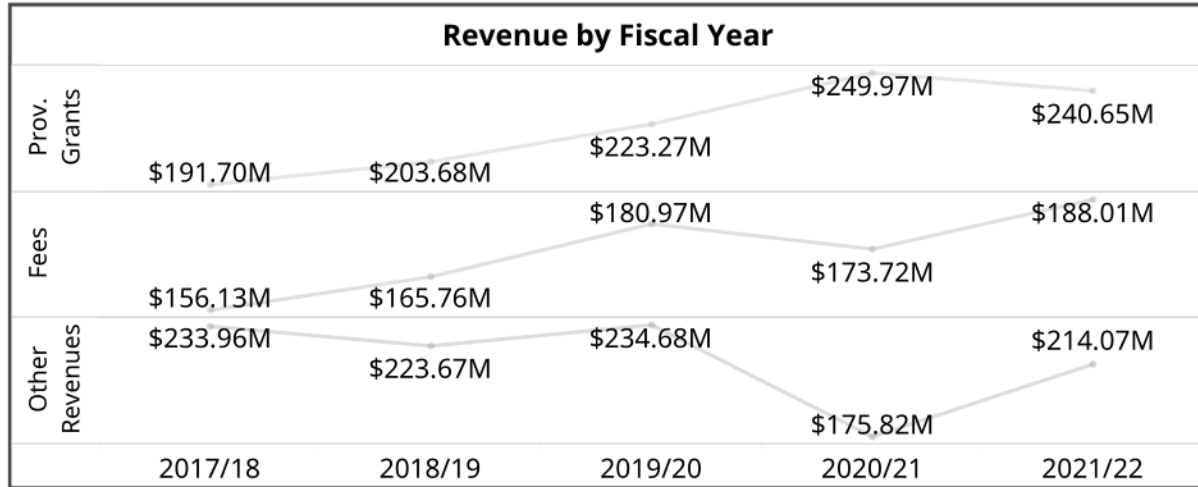
2020/21 Total Headcount: 24,610



Headcount by Academic Year



University of Victoria



University of Victoria

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Engineering and Computer Science Building Expansion	Anticipated completion Fall 2024	Construction of a 5,906 square metre six-storey addition to the existing Engineering and Computer Science Building and a 2,253 square metre stand-alone high headroom lab building to accommodate 500 additional seats as part of government's 2,900 tech seat expansion.	\$64.80M	\$89.60M
National Centre for Indigenous Laws	Anticipated completion Fall 2024	Construction of a 2,440 square metre two-storey addition to the Fraser Building to accommodate the Common Law and Indigenous Legal Orders programs.	\$13.00M	\$34.65M
Student Housing and Dining Project	Anticipated completion 2023	Construction of 783 (621 net new) student housing beds, as well as a dining facility and multipurpose space within two buildings on the University campus.	\$127.67M	\$230.75M

University of Victoria

One-time Funding Examples

Project	2020/21	2021/22
Aboriginal Service Plan	\$325,000	
Covid 19 Initiatives		\$444,860
Emergency Student Assistance Fund	\$156,000	
Indigenous Emergency Assistance Funding	\$58,000	\$20,000
Micro Credentials	\$405,000	
Sexual Violence Prevention		\$40,684
Work Integrated Learning Initiatives		\$567,126

University of Victoria

Issues

Indigenous Law

The Ministry provided \$2.25M to establish the new Indigenous Law Program at UVic as a direct response to TRC Call to Action #50 related to Indigenous law institutes, and is now providing steady state funding of \$1.8 million per year.

UVic has launched the new dual degree program in Canadian Common Law and Indigenous Legal Orders, with the first intake in September 2018. Students will graduate in four years with two professional degrees: a Juris Doctor and a Juris Indigenarum Doctor. The program will enrol 25 students in each of the four years, for a total of 100 full time equivalent student spaces at steady state.

In September 2020, the Ministry announced a \$13-million provincial investment for UVic to build the National Centre for Indigenous Laws, which will house the Indigenous Law Program. The provincial contribution is part of an overall investment of \$34.6 million that includes funding from the federal government, Law Foundation of BC, and UVic.

Health Program Expansions

As part of the Budget 2021 health education program expansions, UVic is expanding its Master of Social Work and Nurse Practitioner programs and working with Camosun College on a new Bachelor of Science in Nursing bridging program for licensed practical nurses. AEST will provide ongoing targeted funding of \$713,304 to support these programs.

International Enrolment

Lower enrolment of international students due to COVID travel disruptions, federal delays processing study permits, high cost of living and a shortage of housing in the community have contributed to financial pressures at UVic in 2022-23.

UVic international enrolment rose from 2,665 in 2012-13 (12% of enrolment) to 4,450 in 2019-20 (18% of enrolment). In 2020-21, enrolment declined to 4,190 and is expected to have declined further.

University of Victoria

Issues

West Shore Post-Secondary Access

In August 2022 the Province announced the new West Shore post-secondary campus that will be located in downtown Langford. The campus is a partnership between UVic, Royal Roads University, Camosun College, and the Justice Institute of British Columbia. It will also include space for programming by School District 62 (Sooke).

The \$98-million project includes a \$77.8-million investment from the provincial government for the construction of the building, and \$18.5 million from RRU for the land purchase plus an additional \$500,000 for capital costs. Additional capital contributions include \$1 million from UVic.

The public post-secondary institutions partnering on this project will offer a mix of programs and micro-credentials, including computer science, engineering and humanities courses from UVic.

The campus is anticipated to open in fall 2024 with approximately 600 students. By 2035-36, at full capacity, the campus will serve an estimated 1,300 full-time students.

Indigenous Relationship Building

In a meeting with AEST staff in April 2022, following the First Nations Leadership Gathering, Gitanyow Hereditary Chiefs noted they were interested in connecting with UVic to discuss courses in Governance and Community Development and/or law. AEST staff provided contacts.

At the First Nations Leadership Gathering in January 2022, Heiltsuk shared that they have some of the highest rates of post-secondary success and have successfully delivered post-secondary programs in partnership with Camosun and UVIC.

University of Victoria

Additional Information

Governance

Chancellor	Marion Buller	
Educational Workers Union President	Greg Melnechuk	CUPE (Local 4163)
Faculty Assoc. President	Lynne Marks	
Graduate Students Society Chair	David Foster	Graduate Students Societies of BC
Professional Employee Assoc. President	Shawna LaRade	
Senate Chair	Professor Jamie Cassels, Q.C.	
Support Staff Office, Technical & Childcare Union President	Kirk Mercer	CUPE (Local 951)
Support Staff Outside Workers Union President	Tony Ferreira	CUPE (Local 917)
Undergraduate Students Society Director of Campaigns & Community Relations	Izzy Adachi	Independent student society

University of Victoria

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	October, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Vancouver Community College

Legislative Authority: *College and Institute Act, R.S.B.C. 1996, s. 9 (1) (a)*

Mandate:

- Located in the heart of Vancouver, Vancouver Community College's (VCC) is regionally mandated to serve the downtown Vancouver area.
- VCC's mission is to serve a diverse urban community by providing programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community.
- VCC offers 120 programs in areas such as: health, hospitality, and business, English as a Second Language, Adult Basic Education, music, design, trades, university transfer and technology.
- VCC is the largest single provider of developmental/access programs in the province and is also home to the largest culinary school in Western Canada, with eleven teaching kitchens and four restaurants on campus.
- In the 2020/21 academic year, VCC enrolled over 13,000 full-time and part-time students, comprised of 84 percent domestic students and 16 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to VCC were \$73.5 million, approximately 54 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Rene-John Nicolas	2017-12-31	2023-07-31	Order-in-Council
Jocelyn (Joey) Ann Hartman, Chair	2018-07-31	2023-07-31	Order-in-Council
Elizabeth (Libby) Davies	2018-07-31	2024-07-31	Order-in-Council
Shobha Rajagopalan	2018-07-31	2024-07-31	Order-in-Council
Mahin Rashid	2018-07-31	2024-07-31	Order-in-Council
Nadia Jennine Belokopitov	2018-07-31	2024-07-31	Order-in-Council
Seung Hee Oh	2019-02-25	2025-07-31	Order-in-Council
Sue Eileen Hammell	2019-07-31	2025-07-31	Order-in-Council
Yen-Chun (Jeffrey) Yu	2021-07-12	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- VCC received approval for the 2021/22 fiscal year to run a deficit in the amounts of \$6.0 million, due to COVID.
- VCC completed fiscal 2021/22 with a \$7,000 surplus, that includes the transfer of its share of a joint lease to BCIT, resulting in a gain of \$1.4 million.

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Vancouver Community College

Territory Acknowledgment

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



President & CEO

Ajay Patel

Since September 1, 2019

604-871-7000 ext. 8425

ajpatel@vcc.ca



Chair of the Board

Jocelyn (Joey) Hartman

Since July 31, 2018

778-870-0703

joeyhartman@shaw.ca

Mandate

Vancouver Community College serves downtown Vancouver.

Legislation

Vancouver Community College operates under the authority of the College and Institute Act.

Unique Qualities

- Largest single provider of developmental or access programs in the province; provides specialty programs for deaf and hard of hearing and visually impaired students.
- Largest culinary school in Western Canada with eleven teaching kitchens and four restaurants on campus.
- Offers a range of heavy-duty transportation trades training programs at their Broadway Campus.

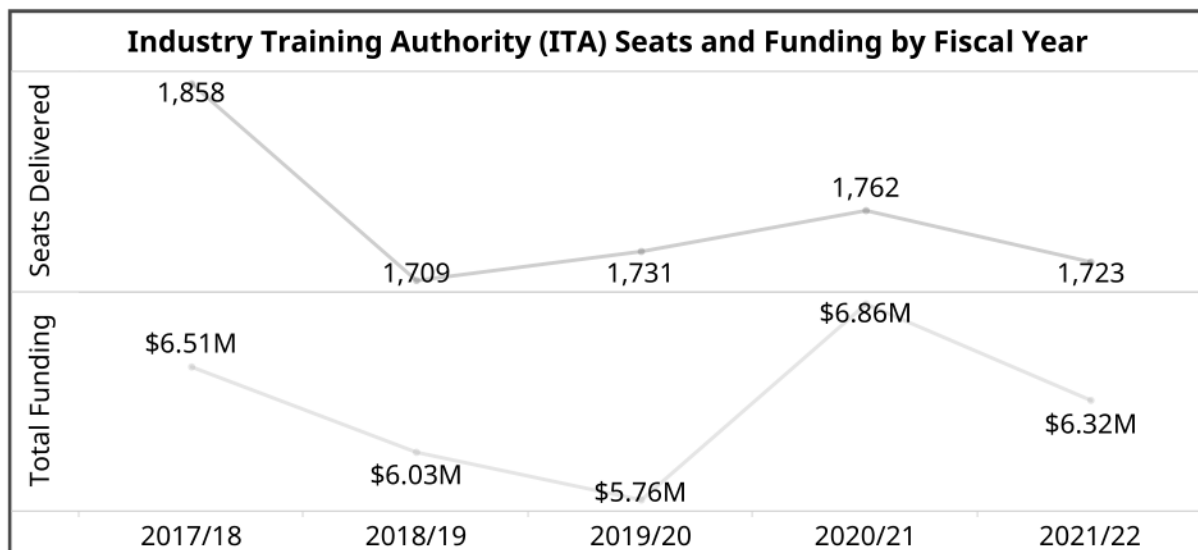
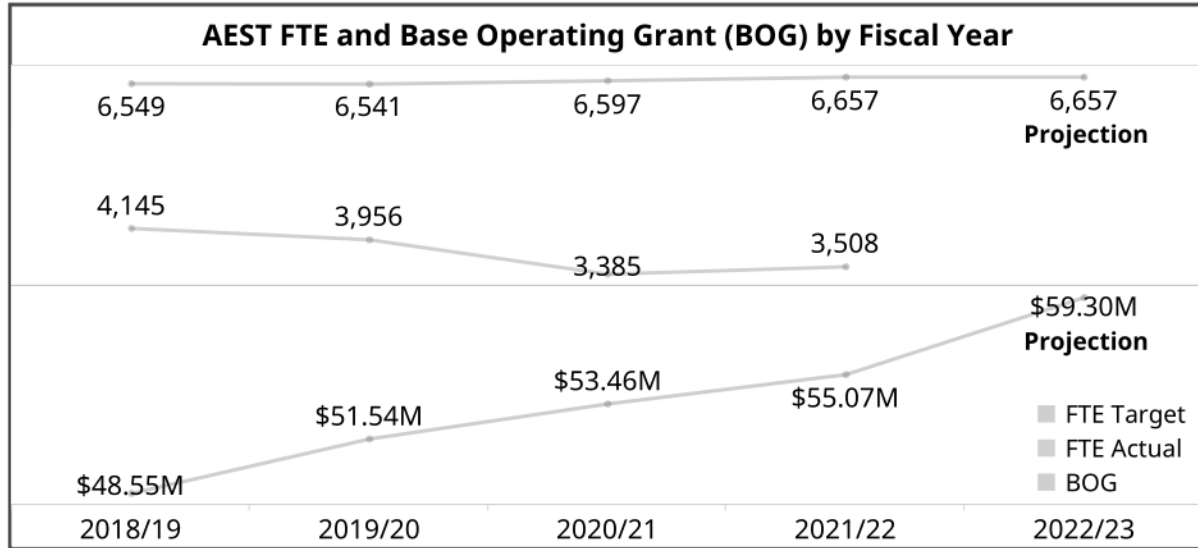
Campuses

1. Vancouver—downtown (main campus)
2. Vancouver—East Broadway

Schools/Program Areas/Faculties

1. Adult Upgrading
2. Culinary & Baking
3. Hair, Esthetics & Makeup
4. Health Sciences
5. Hospitality
6. Human & Family Services
7. Languages & Writing
8. Music & Dance
9. Sign Language Studies
10. Computer Technologies
11. Transportation Trades
12. University Arts & Science

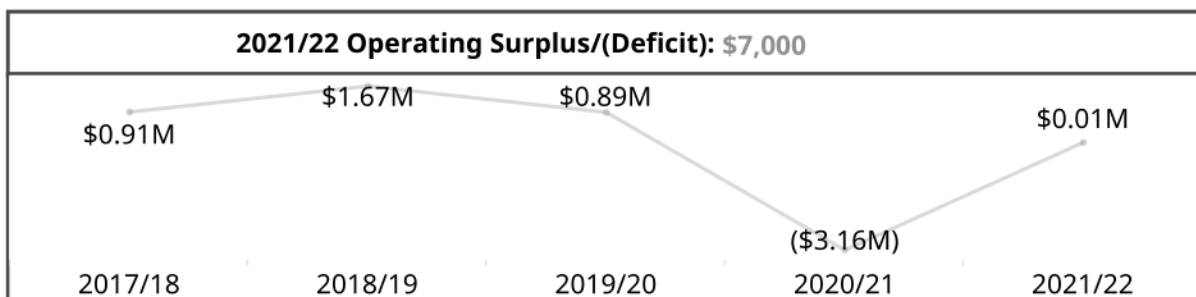
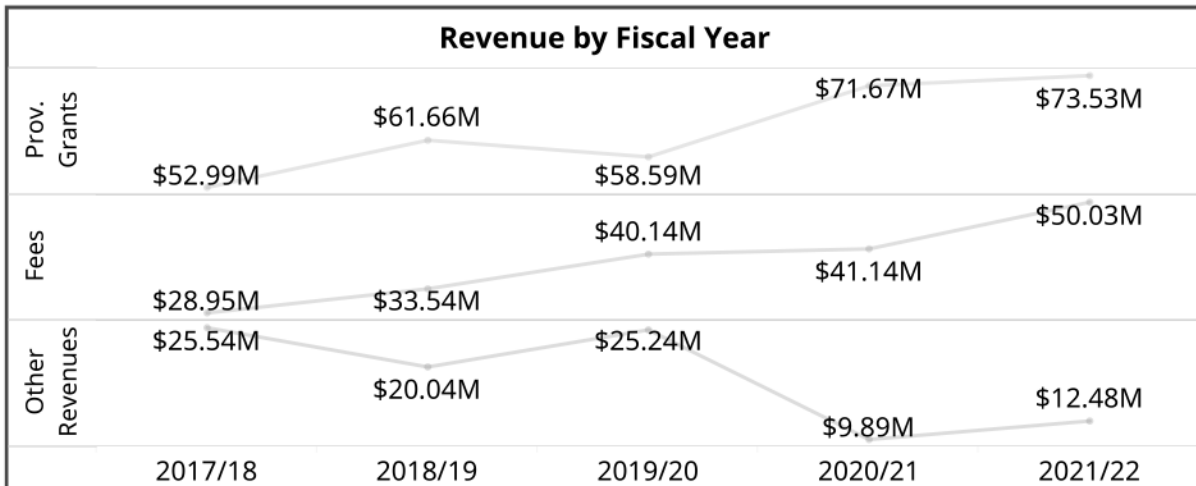
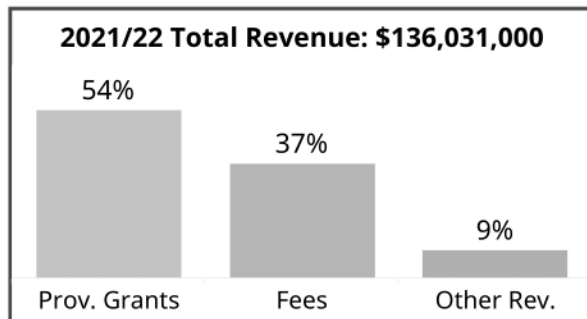
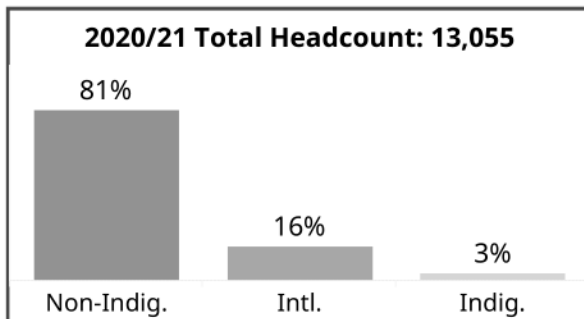
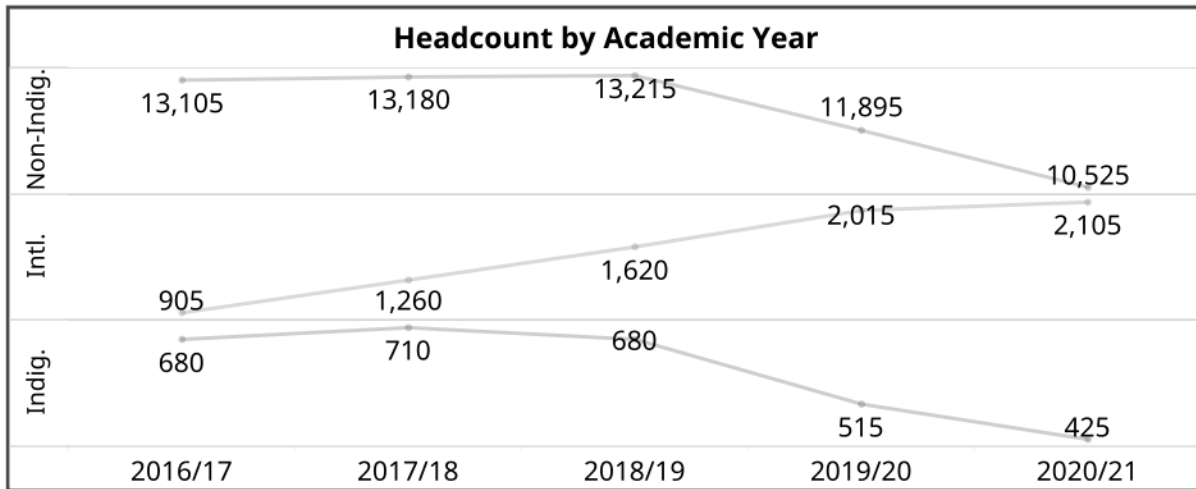
Vancouver Community College



2021/22 AEST FTEs	
Utilization Rate	53%
FTE Actual	3,508
FTE Target	6,657
BOG	\$55,070,968

2021/22 ITA Seats and Funding	
Seats Delivered	1,723
Total Funding	\$6,322,700

Vancouver Community College



Vancouver Community College

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Advice/Recommendations; Cabinet Confidences; Government Financial Information				

Vancouver Community College

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Aboriginal Service Plan	\$205,000	
Community Adult Literacy Program	\$51,085	
Covid 19 Initiatives		\$237,460
Disabilities Project Funding	\$75,000	
Emergency Student Assistance Fund	\$151,000	
Health Care Assistants	\$1,299,800	
Indigenous Emergency Assistance Funding	\$22,000	\$40,000
Nursing (BSN) Advanced Entry pathway for Licences Practical Nurses	\$208,704	
Sexual Violence Prevention		\$13,716
VCC Future Phase & Housing Study		\$250,000
Work Integrated Learning Initiatives		\$63,331

Vancouver Community College

Issues

Financial Information

VCC received approval for the 2021/22 fiscal year to run a deficit in the amounts of \$6.0 million, due to COVID.

VCC completed fiscal 2021/22 with a \$7K surplus, that includes the transfer of its share of a joint lease to BCIT, resulting in a gain of \$1.4 million.

Advice/Recommendations; Government Financial Information

Strategic Innovation Plan

VCC has developed a Strategic Innovation Plan (2022-2025) as a blueprint and guide to re-shape their campuses, programs, business models, and partnerships to meet the evolving needs of B.C. students and industry.

Their strategic plan includes five priorities: Academic Innovation, Operational Excellence, Engaged Communities, Empowered People and Inclusive Culture, and Campuses of the Future.

These five priorities represent tangible, shared goals for program innovation, campus development, fiscal sustainability, and social responsibility.

Campus Master Plan

VCC has completed their master planning exercise, resulting in a well-defined vision for the future for both the Downtown and Broadway campuses that supports Clean BC and the Zero Emission Vehicles Act, provides space for automotive tech jobs of the future, and aligns with Government priorities.

The phased re-development vision for the VCC campuses includes: gradual replacement of facilities no longer compatible with modern technologies; new facilities focused on enhancing student experience, delivering high-employability programming, and responding to regional needs; and integrated civic amenities for surrounding communities (e.g., affordable housing, childcare).

Vancouver Community College

Issues

Annacis Island Campus

VCC has finalized the transfer of FTEs and assets associated with the Heavy Mechanical Trades (HMT) programs to BCIT at the Annacis Island Campus (AIC). The transfer will take effect fiscal year 2023 (i.e., April 2022 and onwards). VCC will be transferring all other AIC programs to BCIT for a total of \$804K in ITA funding.

The lease costs for the program were increasing substantially year-over-year for VCC. In 2021, VCC spent approximately \$308K to deliver the program with anticipation of costs increasing to between \$766K and \$805K in 2022; this was due to the cessation of the provincial subsidy.

The HMT programs have been delivered at the AIC by both VCC and BCIT since 2014. A little over a year ago, it became apparent that the current and ongoing cost of the long-term lease for VCC's share of the campus was unsustainable for the college. BCIT expressed an openness to assume responsibility for the entire campus, including the HMT programming currently being delivered by VCC.

A feasibility committee also reviewed and recommended options available to VCC in relation to continued delivery of HMT programming. The recommendation of the committee was for VCC to explore delivering a smaller HMT Foundations program at the VCC Broadway Campus, where HMT was delivered prior to the move to AIC.

At the end of April 2022, VCC vacated the Annacis Island campus, relocating a portion of the HMT programming to VCC's Broadway campus.

An agreement was reached with ITA for the creation of up to three additional Foundations program intakes, focused on Youth Train in Trades, to be delivered by VCC at the Broadway Campus, commencing in the Fall of 2022 (ITA will provide \$328,000 in funding for these intakes).

Heavy Mechanical Trades, Automotive Service Technician, and Automotive Collision Repairs were the VCC programs included in the new trades certification system. New cohorts were added to VCC's Automotive Service Technician and Automotive Collision Repair apprenticeship programs. Heavy Mechanical Trades did not increase capacity due to facility's restraints and its transfer from Annacis Island to the Broadway campus.

Vancouver Community College

Additional Information

Governance

Education Council Chair	Natasha Mandryk	
Faculty Assoc. Chair	Taryn Thomson	FPSE (Local 15)
Student Assoc. Chairperson	Ishaan Saini	BC Federation of Students
Support Staff Assoc.	Chris Joyce	CUPE (Local 4627)

Vancouver Community College

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	August, 2022
One-Time Funding	August, 2022
Issues	August, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

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BRIEFING NOTE
POST-SECONDARY INSTITUTION

Name: Vancouver Island University

Legislative Authority: *University Act, R.S.B.C. 1996, ss. 19(1)(d), 20(1.1), 21*

Mandate:

- Vancouver Island University (VIU) is a comprehensive, regional post-secondary institution serving students in the region of central Vancouver Island and coastal BC.
- The main campus is located in Nanaimo and there are regional campuses in Duncan and Powell River, as well as a campus centre in Parksville.
- VIU offers more than 120 programs through nine faculties, ranging from Nursing to Culinary Arts, Carpentry to Hospitality, and Chemistry to Indigenous/Xwulmuxw Studies.
- In the 2020/21 academic year, VIU enrolled over 12,200 full-time and part-time students, comprised of 88 percent domestic students and 12 percent international students.
- In 2021/22 fiscal year, total Provincial grants provided to VIU were \$80 million, approximately 49 percent of their total revenue.

Current Appointees:

Name	First Joined Board	Term Expiry	Position
Holly-Marie Janet Page	2022-07-31	2023-07-31	Order-in-Council
Emily Sa-Lea Manson	2020-07-31	2023-07-31	Order-in-Council
Natale (Nate) Bello	2020-07-31	2023-07-31	Order-in-Council
Karen Florence Bittner	2019-12-31	2023-07-31	Order-in-Council
Manley Roy McLachlan, Chair	2018-07-31	2024-07-31	Order-in-Council
John Alan Jack, Alumni	2018-07-31	2024-07-31	Order-in-Council
Colin Gabelmann	2018-07-31	2024-07-31	Order-in-Council
George Akwasi Gyabaah Anderson, Alumni	2021-06-07	2025-07-31	Order-in-Council

Appointments required:

- No anticipated appointments required within 30, 60, or 90 days
- Ministry staff will initiate the annual review for July 2023 expiries within the next 60 days.

Issue(s):

- VIU received approval for the 2021/22 fiscal year to run a deficit in the amount of \$12.6 million, due to COVID; however, VIU completed fiscal 2021/22 with a \$5.8 million deficit, due primarily to lower than anticipated international tuition.
- Advice/Recommendations; Government Financial Information

Key Contact:

- Tony Loughran
- Executive Lead, Governance and Corporate Planning Division, Ministry of Advanced Education and Skills Training
- 250 387-8871

Vancouver Island University

Territory Acknowledgment

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.



President & Vice-Chancellor
Dr. Deborah Saucier
Since July 4, 2019
250-740-6102
deborah.saucier@viu.ca



Chair of the Board
Manley McLachlan
Since January 1, 2020
250-857-1105 (cell)
manley@manleymclachlan.com

Mandate

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

Legislation

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

Unique Qualities

- Known as a national leader in building relationships with Indigenous peoples and communities; supporting reconciliation; and creating a supportive learning environment and experience for Indigenous students.
- One of six institutions piloting a Work Integrated Learning Early Childhood Educator (ECE) program, to enable ECE workers to upgrade or obtain credentials while remaining employed.
- Only public post-secondary institution in BC to offer students with disabilities a program to prepare them for self-employment – the Cooperative Entrepreneur Training Program.

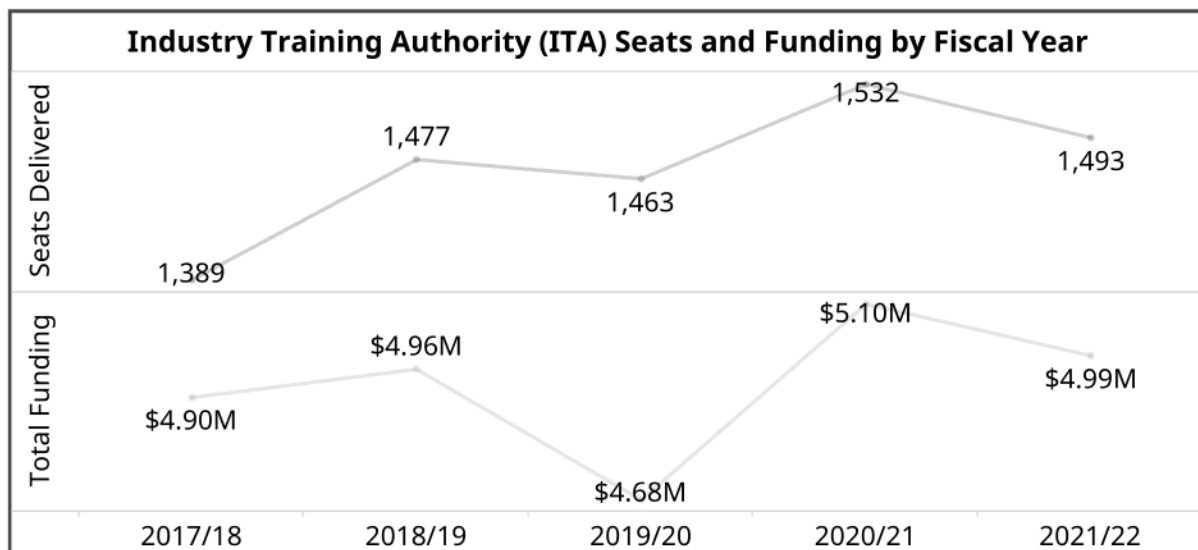
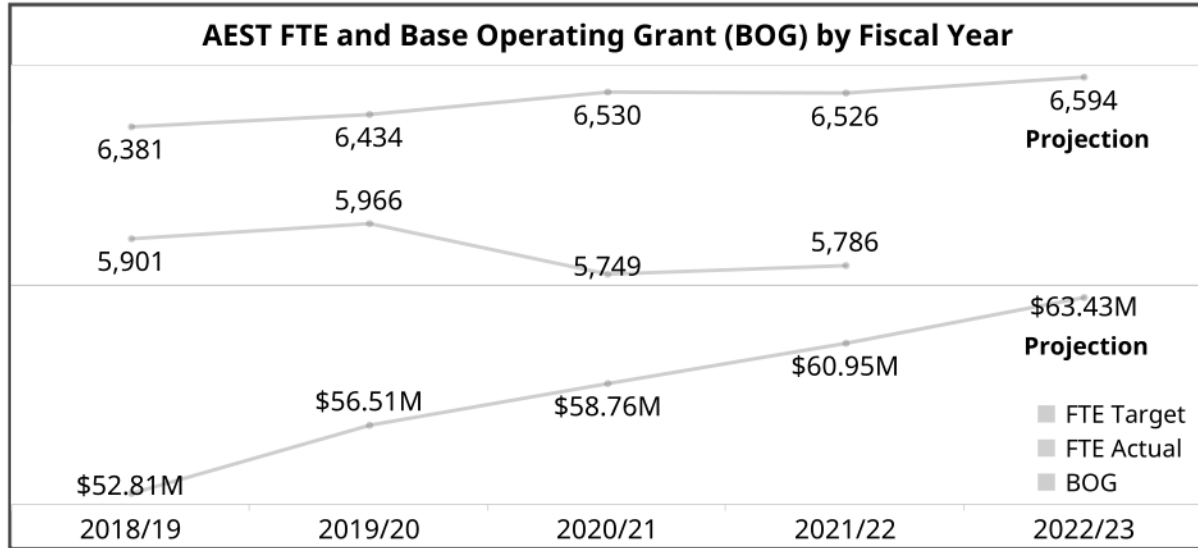
Campuses

1. Nanaimo (main campus)
2. Cowichan
3. Powell River

Schools/Program Areas/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

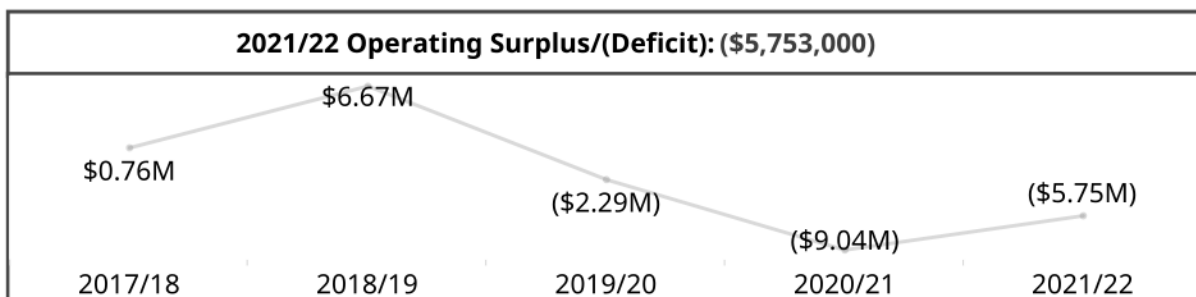
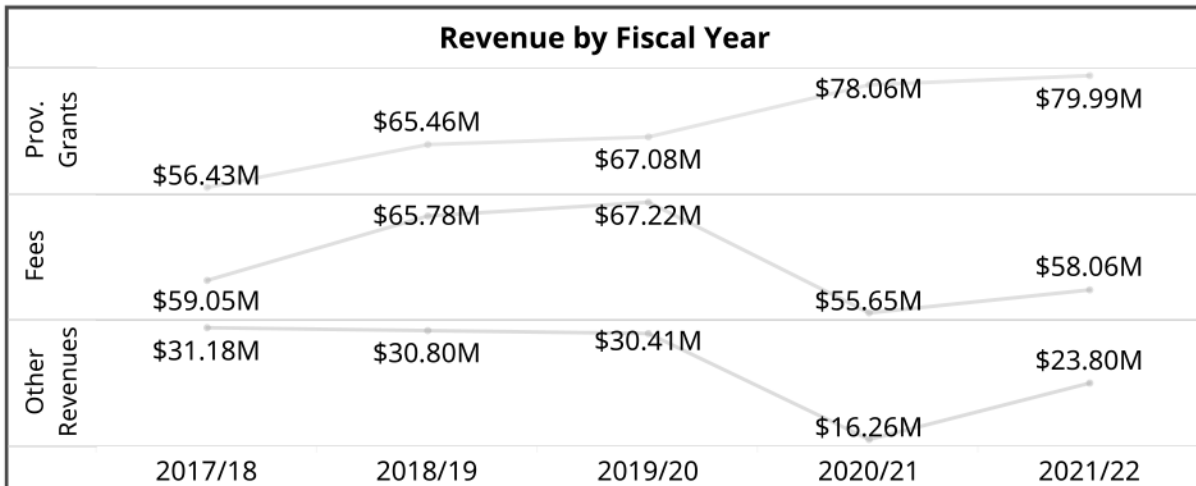
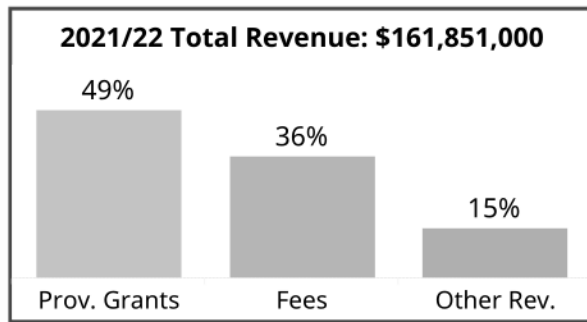
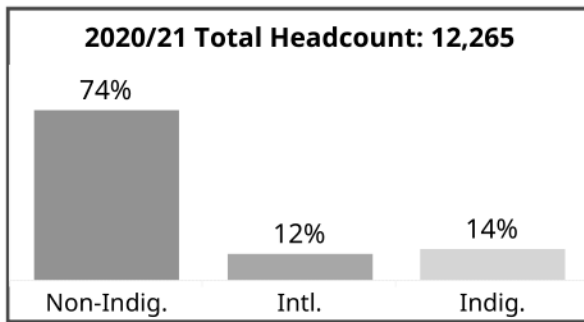
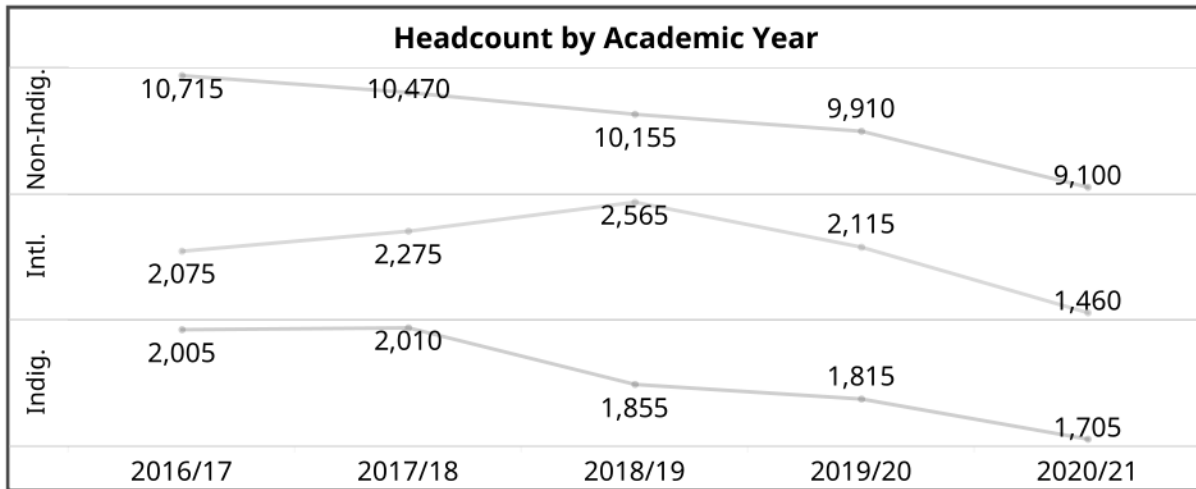
Vancouver Island University



2021/22 AEST FTEs	
Utilization Rate	89%
FTE Actual	5,786
FTE Target	6,526
BOG	\$60,947,315

2021/22 ITA Seats and Funding	
Seats Delivered	1,493
Total Funding	\$4,988,220

Vancouver Island University



Vancouver Island University

Major Capital Projects

Project	Status	Description	Provincial Funding	Total Budget
Shq'apthut (A Gathering Place) Phase 2	Anticipated completion Spring 2024	Phase 2 of the Shq'apthut adds more ceremonial space, Elder-in-residence offices and additional washroom facilities, and the surrounding site will undergo extensive landscaping that will exemplify and celebrate Indigenous culture. This project is an addition to the original (Phase 1) Gathering Place that completes the original vision for the building. Announced April 2022.	\$3.33M	\$3.74M
Student Housing	Announced September 2022	266 beds in a new 9,547 m2 building with 7 storeys of mass timber construction above a two-storey concrete podium. Levels 1 & 2: 200-seat dining hall, study rooms, multi-purpose room, teaching kitchen, bike storage, shared laundry, Student Housing Offices. Levels 3 - 9: student housing, lounges & communal kitchens.	\$87.00M	\$87.78M

Vancouver Island University

One-time Funding Examples

One-Time Funding Project	2020/21	2021/22
Aboriginal Service Plan	\$555,000	
Community Adult Literacy Program	\$251,500	
Community Mental Health Worker Programs	\$123,025	
Covid 19 Initiatives		\$10,161
Disabilities Project Funding	\$75,000	
Early Childhood Education Program Expansion	\$907,182	
Emergency Student Assistance Fund	\$296,000	
Health Care Assistants	\$1,092,000	
Micro Credentials	\$210,000	
Sexual Violence Prevention		\$17,690
Work Integrated Learning Initiatives		\$205,000

Vancouver Island University

Issues

Financial Information

VIU received approval for the 2021/22 fiscal year to run a deficit in the amount of \$12.6 million, due to COVID.

VIU completed fiscal 2021/22 with a \$5.8 M deficit, due primarily to lower than anticipated international tuition.

Advice/Recommendations; Government Financial Information

Early Childhood Education Program Expansion

In support of the Province's 10-year Childcare B.C. Plan, AEST has provided targeted funding of \$80,000 to VIU in 2021/22 for the expansion of its Early Childhood Education (ECE) program, creating an additional 8 FTEs.

In March 2022, AEST distributed \$368,650 in one-time federal funding under the July 2021 federal-provincial Early Learning and Childcare Agreement for VIU to offer ECE Work-Integrated Learning (WIL), resulting in 21 FTEs.

Since 2017, AEST has provided a total of \$2,673,095 to support ECE program expansion and ECE-WIL at VIU, resulting in 194 FTEs in addition to base-budget funded seats.

Health Program Expansions

As part of the Budget 2021 health education program expansions, VIU is expanding its Bachelor of Science in Nursing program, including introducing a new bridging program for Licensed Practical Nurses. VIU is also implementing a new Access to Practical Nursing program for Health Care Assistants and, working with partners, bringing the in-person components of Pharmacy Technician and Rehabilitation Assistant training to the Island for the first time. AEST will provide ongoing targeted funding of approximately \$2.1M to support these programs.

Vancouver Island University

Issues

Capital Projects

VIU was just approved for a 266 bed, 9 storey mass timber student housing building and dining hall (\$87.8M total cost, \$87.0M from AEST), increasing total housing on campus from 536 beds to 802.

VIU is expanding their Indigenous Gathering Place (\$3.7M total cost, \$3.3M from AEST) which is expected to be completed in 2024.

Indigenous Relationship Building

At the First Nations Leadership Gathering (FNLG) in January 2022, Ahousaht expressed interest in exploring a relationship with VIU. A follow up letter to Ahousaht offered the assistance of AEST staff to make an introduction.

At the 2022 FNLG, AEST also agreed to connect Heiltsuk Nation with VIU, North Island College, or another post-secondary institution, to assess the potential for providing in-person licensed practical nurse and registered nurse programs in the community.

As was noted at the 2022 FNLG, Lil'Wat Nation has an arrangement with VIU for trades training.

Vancouver Island University

Additional Information

Governance

Chancellor	Dr. Judith Sayers	
Faculty Assoc. President	Gara Pruesse	FPSE (Local 8)
Senate Chair	Dr. Deborah Saucier	
Students' Union Chairperson	Elissa Miranda	BC Federation of Students
Support Staff Assoc. President	Tiffany McLaughlin	CUPE (Local 1858)
Vocational Instructors' Assoc. Chairperson	Joanna Lord	BCGEU (Local 702)

Vancouver Island University

Date Institutional Profile Sections Updated

Governance	October, 2022
PSI Overview	August, 2022
AEST FTE	August, 2022
ITA Seats	August, 2022
Grants Fees Revenues	August, 2022
Headcount	August, 2022
Major Capital Projects	October, 2022
One-Time Funding	August, 2022
Issues	October, 2022

Notes

Financial Data

Provincial Grants include operating grants, one-time grants, recognition of deferred Provincial operating and capital contributions and sale of goods and services to the Province.

Other Revenue includes federal grants, investment income, sales of goods and services, gifts and donations, gain on disposal of assets, recognition of deferred capital contributions, and other sundry income, but does not include new endowment contributions or sinking fund earnings.

Fiscal Year is April 1 - March 31.

Headcount Data

Percentages displayed are rounded to the nearest whole number.

Data exclude offshore students. At Colleges, Institutes and Teaching-Intensive Universities, international students include students who have paid an international fee for at least one course in the period. At Research-Intensive Universities, international students are defined as those who have obtained a visa of some kind (student visa, work permit, diplomatic visa, or minister's permit). Students whose visa status was not identified are included with domestic students.

Aboriginal learners are students who self-identify as Aboriginal at a BC public post-secondary institution or who self-identified with Aboriginal ancestry in the BC K-12 education system. The non-Aboriginal category may include Aboriginal learners who have not self-identified.

Academic Year is from September 1 - August 31.

Ministry of Advanced Education and Skills Training
Transition Binder – 2022
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Overall Ministry Operating Budget

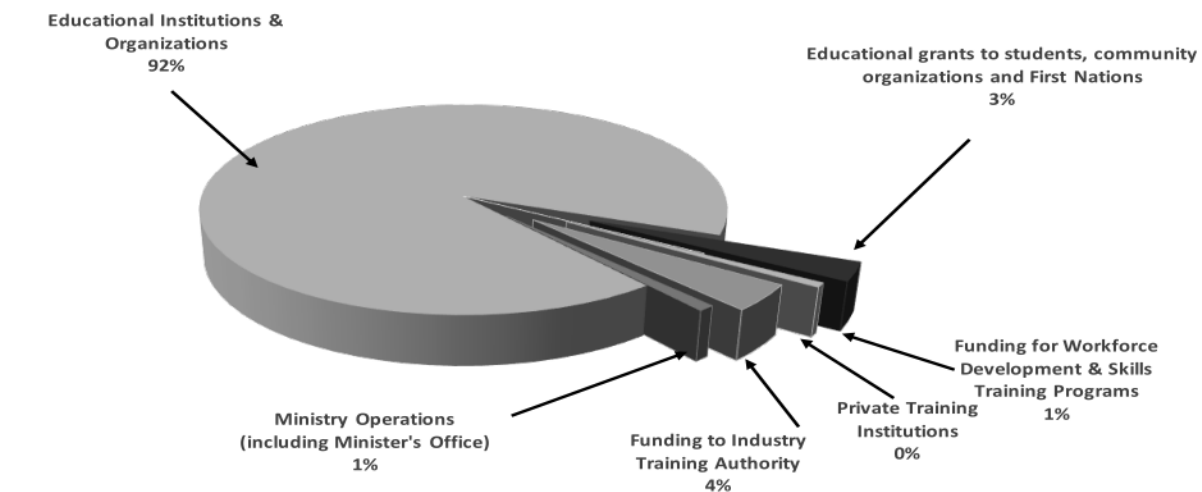
Vote 12

Core Business Area (\$000)	2021/22 Restated Estimates	2022/23 Estimates	2023/24 Plan	2024/25 Plan
Educational Institutions and Organizations	2,365,919	2,395,535	2,379,762	2,380,205
Student Services Programs	72,074	72,074	72,074	72,074
Private Training Institutions¹	1	1	1	1
Workforce Innovation and Skills Training²	16,873	17,351	17,311	17,311
Transfers to Crown Corporations and Agencies	98,877	104,476	105,023	105,023
Executive and Support Services	23,197	23,251	23,020	23,020
TOTAL	2,576,941	2,612,688	2,597,191	2,597,634

¹ Estimates totals are presented net of \$3,564 in recoveries from Private Training Institutions.

² Estimates totals are presented net of \$140,534 in recoveries from the Federal Government under the Workforce Development Agreement and the Labour Market Development Agreement.

Ministry Operating Budget (Vote12)



Budget 2022/23 - Vote 12	(\$000)
Educational Institutions & Organizations	2,395,535
Student Services Programs	72,074
Private Training Institutions	1
Workforce Development & Skills Training Programs	17,351
Industry Training Authority	104,476
Executive & Support Services	23,251
TOTAL	2,612,688

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Ministry Operating Budget by Division and Key Program Area

Division	DRAFT 2021-22 Budget	DRAFT 2022-23 Budget
	Government Financial Information	
Minister's Office		
Deputy Minister Office		
Financial, Technology & Management Services		
Operating Budget		
Educational Institutions and Organizations Grants / Transfers		
Governance, Legislation & Corporate Policy		
Operating Budget		
Private Training Institutions Branch ¹		
Post-Secondary Policy and Programs		
Operating Budget		
Institution and Programs Grants / Transfers		
Student Services Grants / Transfers		
Workforce Development & Skills Training		
Operating Budget ²		
Skills Training Grants / Transfers ³		
Industry Training Authority		
TOTAL BUDGET		

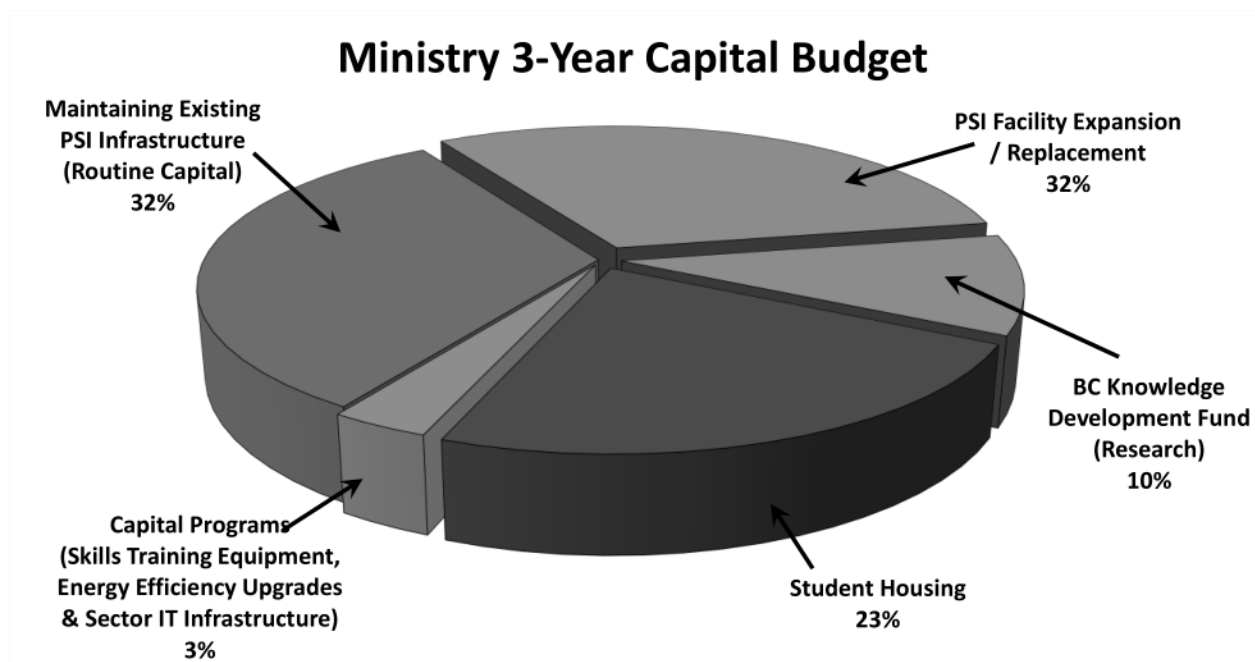
¹ Budget totals are presented net Government Financial Information in recoveries from Private Training Institutions.

^{2, 3} Budget totals are presented net Government Financial Information in admin recoveries and Government Financial Information in program recoveries from the Federal Government under the Workforce Development Agreement and the Labour Market Development Agreement.

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Overall Ministry Capital Budget (Consolidated Revenue Fund) (\$000)

Core Business Area	2022/23	2023/24	2024/25	Total
Executive and Support Services	504	504	504	1,512
Total	504	504	504	1,512
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-secondary Institutions	Advice/Recommendations; Government Financial Information			
Total				



3-Year AEST Capital Plan Budget (\$000) ¹				
Categories	2022/23	2023/24	2024/25	Total
Maintaining Existing PSI Infrastructure	Advice/Recommendations; Government Financial Information			
PSI Facility Expansion / Replacement				
BC Knowledge Development Fund (Research)				
Student Housing				
Capital Programs				
Total				

¹ Per 2022/23 Q1 Budget

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Minister's Office Budget Breakdown
Overview of Budget by STOB
(\$000's)

	21/22 Estimates	Increase/ (Decrease)	22/23 Estimates
50 - Base Salaries	351	7	358
52 - Benefits	118	2	120
54 - Legislative Salaries	72	-	72
Salaries and Benefits	541	9	550
57 - Employee Travel	75	-	75
63 – Systems – Operating	10	-	10
65 – Office & Business Expenses	17	-	17
Operating Costs	102	-	102
TOTAL Operating Budget	643	9	652

- STOB 50-54** Salaries and benefits for 6 support staff including one Clerk and one Administrative Coordinator.
- STOB 57** Budget will enable travel to post-secondary institution campuses in communities across the province.
- STOB 63** Provides for all costs related to mobile devices and data storage.
- STOB 65** Provides for all other costs relating to office operations, including office and business expenses.

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Ministry of Advanced Education and Skills Training
Transition Binder – 2022
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GOVERNANCE AND CORPORATE PLANNING DIVISION
CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: Tony Loughran, Executive Lead

Core Business/ Program Area Description/Critical Business Processes:

The Governance and Corporate Planning Division (GCP) consists of four branches; Strategic Initiatives, Planning & Engagement Branch, Post-Secondary Governance, Analytics and Research Branch, Private Training Institutions Branch, and the People and Workplace Strategies Branch. GCP leads the Ministry's corporate planning and reporting, legislative development, OIC board appointments, labour relations and governance, data visualization, reporting and advice through sector data management and analysis to support decision making and inform policy development.

GCP is responsible for public and private post-secondary institution accountability including mandate direction and accountability reporting, strategic and sector labour relations policy, and governance and the regulation and monitoring of over 300 private training institutions. The division also has oversight of the Ministry Strategic Human resource office who supports the Ministry's mandate by developing and implementing corporate human resource strategies and support.

The Executive Lead is the Minister's delegated authority under the Private Training Act and applicable regulations, exercises all powers and duties of the Trustee of the Student Tuition Protection Fund in adjudication of student complaints and private sector school closures.

The Executive Lead is the Co-chair of the Ministry's Article 29 committee; is the Ministry Ethics Advisor; and the designated officer to receive confidential disclosures under the Public Interest Disclosure Act.

Budget:

Division	DRAFT 2021-22 Budget	DRAFT 2022-23 Budget
Governance, Legislation & Corporate Policy	Government Financial Information	
Operating Budget		

Full Time Equivalents (FTEs): 79

AEST Responsible Legislation:

University Act (with regulations) <ul style="list-style-type: none"> • Conditions and Limitations on University Property Tax Regulation • Designation of Special Purpose, Teaching University Regulation • Student Society Designation Regulation • University Student Society Fees Regulation 	College and Institute Act (with regulations) <ul style="list-style-type: none"> • College and Institute Student Society Fees Regulation • Student Society Designation Regulation
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Sexual Violence and Misconduct Policy Act <ul style="list-style-type: none"> Seeking to create a more consistent and transparent regime for sexual violence prevention and reporting policies across BC's post-secondary institutions. The project is in the policy development phase with a request for a legislation package anticipated for the spring of 2023. 	Private Training Act (with regulations) <ul style="list-style-type: none"> Fees and Student Tuition Protection Fund Regulation Private Training Regulation Private Post-Secondary Education Regulation (in force and enabled by a replaced statute – but effectively spent)
Industry Training Authority Act (with regulations) <ul style="list-style-type: none"> Industry Training Regulation Industry Training and Apprenticeship Regulation (in force and enabled by replaced statute, but effectively spent) 	Architects (Landscape) Act
Music Teachers (Registered) Act	University Foundations Act
Degree Authorization Act (with regulations) <ul style="list-style-type: none"> Degree Authorization Regulation 	Chartered Professional Accountants Act (with regulations) <ul style="list-style-type: none"> Legacy Designation Regulation

Legislation – Professional Association:

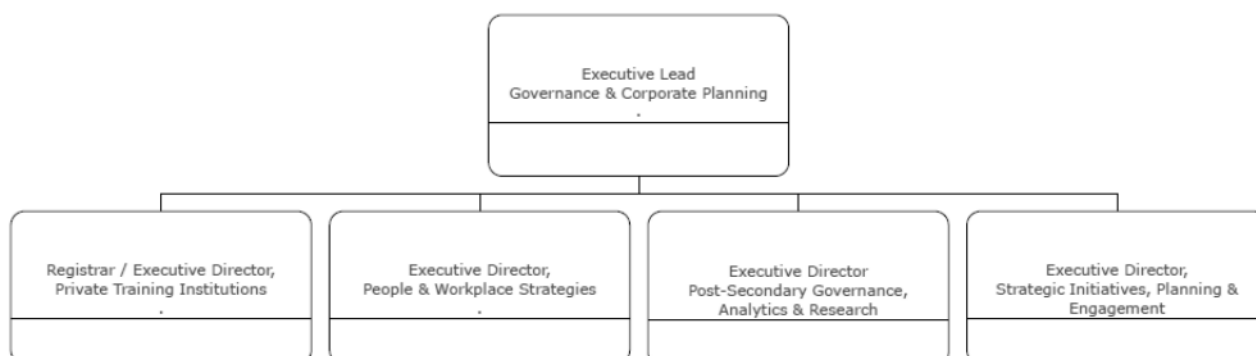
- Chartered Professional Accountants of British Columbia
- British Columbia Registered Music Teachers Association
- BC Society of Landscape Architects

Note: Other related legislation includes private acts of the legislature that establish post-secondary instructions, including Sea-to-Sky University Act, and various theological acts.

Organizational Chart:

MINISTRY OF ADVANCED EDUCATION, SKILLS & TRAINING

Governance & Corporate Planning Division



Key Program: B.C. public post-secondary Accountability Framework

Division Responsible: Governance and Corporate Planning Division

Key Point and Background:

- **The Accountability Framework was established as an annual reporting activity to ensure that all public post-secondary institutions are accountable to students, industry, government, and boards.**
 - Each year, all 25 public post-secondary institutions are required to submit an Institutional Accountability Plan and Report (IAPR) to the Minister. IAPRs are the mechanism for institutions to report progress on the priorities that the Minister sets out in his/her Mandate Letter to Institutions, as well as reporting on the results of established performance measures. IAPRs, once approved by the Ministry, are published publicly online.
 - As part of the IAPRs, 16 performance measures make up the post-secondary Accountability Framework - 9 of which institutions are required to report on. The remaining 7 are system level measures reported by the ministry (see Appendix A).
 - The Accountability Framework measures are developed and maintained collaboratively with the institutions through the Performance Measures Working Group and posted online.

Status:

Current status:

- Final IAPRs are typically published on the Ministry website in October. A system-wide highlights document on the Accountability Framework is also published at the same time.
- Release of any new mandate direction may impact the annual reporting cycle. Framework guidelines are released in February; finalized with the release of Mandate/Minister letter direction in April; and IAPRs submissions are due in July of each year.

Appendix A: B.C. public post-secondary Accountability Framework Performance Measures

Performance Measure	Measure
1. Student spaces (total, health, developmental, medical)	Institutional
2. Credentials awarded	Institutional
3. Aboriginal student spaces	Institutional
4. Student satisfaction with education	Institutional
5. Student assessment of the quality of instruction	Institutional
6. Student assessment of skill development	Institutional
7. Student assessment of the usefulness of knowledge and skills in job performance	Institutional
8. Unemployment rate	Institutional
9. Sponsored research funding	Institutional
10. Transition rate of high school students to public post-secondary education	System
11. Loan repayment as a percent of income	System
12. Year to year retention rate	System
13. Time to completion	System
14. Credentials awarded to Aboriginal students	System
15. Participation rate	System
16. Undergraduate tuition and fees as a percent of median household income	System

Key Program:

- AEST is responsible for appointments to boards of public post-secondary institutions, advisory agencies, professional associations and one Crown agency.

Division Responsible: Governance & Corporate Planning

Key Point and Background:

- **Board appointments to Professional Associations**
 - Contribute to the development of policy supporting their mandate of professional education regulation, member service, and protection of the public interest.
 - The board appointment process is open, consistent, diverse, merit-based and transparent.
- **Professional Associations whose members are appointed by the Lieutenant Governor in Council fall under the administrative responsibility of the Ministry and each are governed by the provisions of their respective Act:**
 - British Columbia Registered Music Teachers Association
 - The British Columbia Society of Landscape Architects
 - Chartered Professional Accountants of British Columbia
- **There are two advisory boards whose members are appointed by Ministerial Letter:**
 - **BC Council on Admissions & Transfer (BCCAT)** oversees the BC Transfer System, facilitating admission, articulation, application, and transfer arrangements among BC post-secondary institutions and enabling important links between the BC post-secondary institutions, the education ministries, and the public and private education sectors. The Council consists of at least 20 members comprised of representatives from public and private post secondary sector and one secondary school representative.
 - The **Degree Quality Assessment Board (DQAB)** is established by policy, to carry out quality assessment activities relating to BC's public post-secondary institutions and those governed under the *Degree Authorization Act*. The Board consists of at least 11 members comprised of representatives from the public and private post secondary sector along with members from the general public and business community.
- **SkilledTradesBC (STBC) (formerly the Industry Training Authority) Board members are appointed by Ministerial Order. The Minister may appoint up to nine directors and designated one of the directors as the chair. This is established under the *Skilled Trades BC Act* to manage and support an industry training and apprenticeship system in BC.**

Status:

- **3 new appointments** required in the next 30 days (Nov 30) to DQAB
- Ministry staff will initiate the annual review for 2023 expiries within the next 60 days.

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Key Program: Private Training Institutions Branch (PTIB)

Division Responsible: Governance & Corporate Planning

Key Point and Background:

- Government is committed to standing up for and protecting students in private career training institutions.
 - PTIB regulates over 300 certified private training institutions that offer more than 3,000 programs, expanding the range of education and training opportunities for students in BC.
 - Over 55,000 students enroll annually, including over 30,000 domestic students.
 - Institutions require a certificate if they provide, or offer to provide, at least one career related program with 40 hours or more of instructional time and tuition of at least \$4,000.
- Private training institutions are monitored and inspected regularly, and the Ministry has a number of enforcement mechanisms available for institutions that do not comply.
 - Institutions are required to re-certify annually, apply for approval for changes to program offerings, file financial statements and provide student data reports.
 - There is a formal complaint mechanism for students who believe they were misled.
 - In the event of a closure of a certified private institution, the Ministry works to find alternate training or provide a refund so students can move on.
 - The Student Tuition Protection Fund which is established to protect student in the event of a closure or if a student is misled.
 - The Ministry's PTIB website has information for students about institutions, programs, compliance history, and compliance mechanisms.

Status:

Current status:

Advice/Recommendations

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Advice/Recommendations ; Cabinet Confidences

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Key Program: PSI Labour Relations

Division Responsible: Governance & Corporate Planning

Key Point and Background:

Labour Relations Roles

Public Sector Employers' Council (PSEC):

- PSEC Secretariat supports the government in setting and coordinating bargaining mandate for the public sector. A bargaining mandate is approved by the Cabinet.
- Each bargaining agent must have a bargaining plan approved by PSEC.
- PSEC issues a bargaining mandate letter to the employer association or bargaining agent.
- PSEC ensures all postsecondary bargaining plans are run by the Ministry to ensure Ministry's policy objectives are met.

Employers' Associations:

- There are two bargaining employer's associations that are responsible for coordinating bargaining in our sector.
- Post-Secondary Employers' Association (PSEA) - represents colleges (11), teaching universities (5) and institutes (3).
 - PSEA is the accredited bargaining agent for all employers in this sector - with the authority, when required, to delegate collective bargaining to individual institutional employers. There is one bargaining plan for the entire PSEA sector.
 - The PSEA sector has over 33,000 FTE employees (unionized and management) representing 7% of the provincial workforce.
- University Public Sector Employers' Association (UPSEA) - represents BC's six research universities.
 - UPSEA provides a coordination function amongst its six university members: the responsibility for bargaining rests with individual employers. Each university has its own bargaining plan.
 - The UPSEA sector has over 39,000 FTE employees (unionized and management) representing 8% of the provincial workforce.

2022 Mandate

- The 2022 Shared Recovery Negotiating Mandate (SRNM) applies to all public sector employers with unionized employees whose collective agreements expire on or after March 31, 2022.
- The Mandate is about balancing the needs of nearly 384,000 employees with the Government's commitment to a strong and sustainable financial future for the province.

- The majority of agreements reached under the 2019 mandate expired this year.
- There are 184 collective agreements in the public sector, 31 of those collective agreements belong to the research university sector and 42 belong to the rest of the post-secondary sector, for a total of 73 collective agreements.
- The key elements of the 2022 Mandate are:
 - Three-year term
 - General wage increases of:
 - Year 1: Increase all rates of pay by [a flat rate of \$0.25/hour OR equivalent \$ amount lump sum applied to employee salary grids] and a 3.24% GWI.
 - Year 2: Increase all rates of pay by the annualized average of BC CPI over twelve months starting on March 1, 2022 to a minimum of 5.5% and a maximum of 6.75%.
 - Year 3: Increase rates of pay by the annualized average of BC CPI over twelve months starting on March 1, 2023 to a minimum of 2.0% and a maximum of 3.0%.

Government Priorities for Current Mandate

- The key cross-sectoral policy priorities for this round of public sector collective bargaining are:
 - Indigenous recognition and reconciliation and anti-racism
 - Equity, diversity, and inclusion
 - Mental health
 - Occupational health and safety

Key Bargaining Issue in PSI Sector under SRNM

- Key issues that are likely to arise during upcoming collective bargaining include:
 - Faculty workload
 - Online teaching support
 - Flexible hours
 - Health and safety of staff
 - Compensation

Advice/Recommendations; Government Financial Information

Status:

Current status: Ongoing

- During bargaining, the Minister will be regularly updated on the status of bargaining and any contentious issues that may turn into a labour strife. There is always regular communication between ministry staff, PSEC, and the employer associations about public policy, bargaining and other issues as they arise.
 - For example, issues related to the public bargaining mandate may require a response from PSEC or a joint response from PSEC and AEST depending on the specific nature of the issue. This type of messaging, when appropriate, is often done in collaboration with PSEC.

- Government maintains key messaging on bargaining to ensure consistency in responses to questions and/or correspondence from unions, the media, and the public.
 - The Ministry of Finance, through the Public Sector Employers Council (PSEC) Secretariat, approves all key messaging related to collective bargaining.
 - In the event of a labour disruption in the post-secondary sector, the Governance and Labour Relations Policy Unit will prepare key messaging for AEST and seek PSEC approvals on that messaging.
- AEST also receives confidential requests from Public Sector Employer's Council Secretariat (PSEC) and PSEA to provide policy direction on a sector issue that has emerged during collective bargaining. Ministry will provide a response to PSEC and PSEA on the issue.

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FINANCE, TECHNOLOGY & MANAGEMENT SERVICES AND DIVISION
CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: Jason Butler

Core Business/ Program Area Description/Critical Business Processes:

The Finance, Technology & Management Services Division (FTMS) provides financial leadership and oversight for the ministry and more broadly for the public post-secondary sector in aspects of operating and capital grant allocation, financial reporting, public post-secondary sector partnerships, and joint procurement opportunities. The division also provides leadership with public post-secondary institutions to increase affordable student housing and contribute to the Provincial housing strategy.

Within the ministry, FTMS provides support for technology and information application support, information security and privacy, procurement, building security, and the Funding Formula review. FTMS is also the ministry's primary liaison with the Ministry of Finance and the offices of the Comptroller General and Auditor General.

Budget:

Division	DRAFT 2021-22 Budget	DRAFT 2022-23 Budget
Financial, Technology & Management Services		Government Financial Information
Operating Budget		
Educational Institutions and Organizations Grants / Transfers		

Full Time Equivalents (FTEs):

- Division: 84
- Deputy Ministers Office: 7
- Minister's Office: 6

Related Legislation: none

Organizational Chart:

Contact Jason Butler, EFO and ADM, Finance, Technology & Management Services Division
Last Updated: <September 28, 2022>

(778) 698-3209
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MINISTRY OF ADVANCED EDUCATION, SKILLS & TRAINING
Finance, Technology & Management Services & Division



Key Program: Emergency Support Unit (ESU)

Division Responsible: Finance, Technology and Management Services Division

Key Point and Background:

- **Supporting provincial emergencies**
 - Public post-secondary institutions (PSIs) are a vital resource in responding to provincial and community emergencies such as, the pandemic and seasonal wildfires and freshet.
 - AEST's Emergency Support Unit (ESU):
 - Supports emergency response across the Ministry and the post-secondary sector.
 - Coordinates communications and planning with PSIs.
 - Leads communication, planning a response work with Emergency Management BC.
- **COVID-19 Response**
 - PSIs played a key role in the Province's pandemic response by remaining open for learners.
 - The Ministry, in collaboration with the sector and health partners established a Post-Secondary COVID-19 Steering Committee to guide the sectors response to the pandemic.
 - AEST's Emergency Support Unit (ESU):
 - Led the Ministry's COVID-19 response including serving as the central liaison with all PSIs, the Office of the Provincial Health Officer, the BC Centre for Disease Control, Indigenous partners, and regional Health Authorities.
 - Led the development of COVID-19 guidelines and communiqués for the sector.
 - The high degree of integration and collaboration between PSIs, public health and the Ministry has been lauded as being the envy of all other jurisdictions in Canada.
- **Ministry emergency management – ESU is responsible for:**
 - Maintaining documents and plans that support the Ministry Operation Centre (MOC) Plan. NOTE: The MOC documents the Ministry's Crisis Management organization structure, roles, responsibilities, and communication lines for significant disruptive events to support, direct, and coordinate ministry response and recovery activities.
 - Developing training materials and orientating new staff to the MOC.
 - Representing the Ministry and sector as post-secondary sector liaison with Emergency Management BC (EMBC).
 - Managing the Ministry's business continuity program (BCP) to prepare for and mitigate disruptions to key business lines.
 - Managing Ministry emergency programs (i.e., fire wardens, first aid).
 - Developing and maintaining in collaboration with the PSIs sector-wide emergency plans:

- Integrated Response Plan for Catastrophic Events
- Emergency Management Response and Recovery Planning Guide

Current Status:

- The PSI's COVID-19 Steering Committee continue to meet bi-weekly with the Ministry and public health partners, to monitor and support a collaborative and consistent PSI approach to addressing respiratory illnesses including COVID-19.

Key Program: Public Post-Secondary Institution Funding Formula Review

Division Responsible: Finance, Technology & Management Services

Key Point and Background:

- The province provides around \$2.4 billion in operational funding to the 25 public post-secondary institutions in the province.
- The Minister of Advanced Education and Skills Training's (AEST's) 2021 mandate letter included a requirement to review how post-secondary institutions in the province are funded.
- In March 2022, the B.C. government announced a sector-wide review of how it funds operations at public post-secondary institutions. The review is expected to take roughly two years.
- The focus of the review is on the operational block funding model for public institutions; capital funding, trades funding, targeted funding, and collective bargaining are out of scope.
- The review will seek to achieve three main objectives:
 1. Establish a funding model that equitably distributes provincial financial resources across the public post-secondary sector.
 2. Align provincial funding with the post-secondary education and skills training needs of British Columbians, including recognizing public post-secondary institutions as key drivers of regional economies.
 3. Support students to succeed by ensuring access to affordable, high-quality post-secondary education and expanding critical student supports.

Issue/Opportunity:

- The current funding model has not been reviewed in over 20 years. Institutions receive funding through an annual block grant combined with targeted funding for priority projects. The annual block grant is calculated by using the previous year's amount and adding funding to accommodate new collective bargaining decisions.
- The current model is out of date, and does not recognize key factors such as inflation, differences in revenue-generation ability among institutions, programming differences or changing enrolment and demographic trends.
- Many institutions feel that their funding is inequitable when compared to other institutions, that student supports are not adequately funded by government, and that costs have increased without an associated funding increase.
- In recent years, other provinces, notably Alberta and Ontario, have undergone reviews

of their funding methodology.

Status:

Current status:

- The first phase of the review, led by external consultant Don Wright, is currently underway. Stakeholder engagement was held between May and August 2022, with over 40 targeted engagement sessions with the post-secondary sector.
- Each of the 25 post-secondary institutions in the province have met individually with Don Wright and most have provided a written submission.
- AEST received 50 written submissions in total from institutions and other stakeholders including student, labour and sector associations, and public post-secondary institutions.
- A process for engaging with Indigenous partners is in progress, and being co-developed with Indigenous partners, primarily the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, and Metis Nation BC.
- A *What We Heard* report summarizing the recent engagements with the post-secondary sector and including interim findings from Don Wright is being prepared.
- Internal Ministry policy working groups are assessing policy considerations from the phase one engagements.

What will be achieved next three months:

- Release of the *What We Heard* report.
- The Ministry will assess the *What We Heard* report : Advice/Recommendations; Cabinet Confidences
- A Technical Advisory Group made up of representatives from post-secondary institutions, sector associations, Indigenous partners, employer associations and Ministry staff will be established to provide confidential advice on approaches and models related to the key objectives of the review.
- The Ministry will work together with the Technical Advisory Group, the consultants, and key stakeholders to further analyze and scope options for a new model that will equitably allocate of funding within the post-secondary system in accordance with the review's key principles. Additional sector engagement is expected.
- The Ministry will assess the final report Advice/Recommendations; Cabinet Confidences

Key Program: Student Housing

Division Responsible: Finance, Technology and Management Services

Key Point and Background:

- The shortage of student housing has put pressure on already tight rental markets in communities throughout British Columbia.
- The student housing initiative is creating 8,000 new student housing units as part of the *Homes for B.C.* strategy.
 - In 2018, B.C. launched *Homes for B.C.*, a 30-point 10-year housing strategy as part of the solution to British Columbia's housing affordability crisis.
 - Launched in Budget 2018, government allocated \$450M through the BC Student Housing Program, ^{Cabinet Confidences; Government Financial Information} to assist public post-secondary institutions in constructing approximately 5,000 new units.
 - An additional 3,000 units will be built through institutional self-financing and non-government partnerships for a total of 8,000 units by 2028.
- The Ministry estimates unmet student housing demand is between 15,900 - 26,200 beds (2019 data).
- Projects include amenities that align with government's priorities including Indigenous reconciliation, Clean BC, child care, and the Wood First Initiative.
- The initiative has involved extensive consultation with public post-secondary institutions, Indigenous partners and student societies.
 - A provincial Student Housing Working Group provides advice and expertise on the initiative. The partnership includes government, the First Nations Education Steering Committee, Métis Nation BC and the public post-secondary sector.

Current Status:

- As of September 2022, 7,763 beds are open or underway:
 - 4,732 government financed through loans/grants.
 - 3,031 through PSI self-financing and/or partnerships.
-

Cabinet Confidences

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Ministry of Advanced Education and Skills Training
Transition Binder – 2022
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POST-SECONDARY POLICY AND PROGRAMS DIVISION
CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: Nicola Lemmer

Core Business/ Program Area Description/Critical Business Processes:

The Post-Secondary Policy and Programs (PSPP) Division is instrumental in delivering on the Ministry's mandate of providing leadership and oversight of the post-secondary system to build B.C.'s long-term economic prosperity. Working primarily with the 25 public post-secondary institutions, we design and deliver policies and programs that promote cohesion in the system and create access to education and opportunities for learners to become a highly skilled part of a diverse workforce.

Our responsibilities span the full lifecycle of learning, starting with helping students to navigate program options and apply to institutions through EducationPlannerBC. StudentAid BC addresses students' financial needs by providing repayable student loans and non-repayable grants and bursaries through an integrated provincial/federal program. We work with institutions and partner ministries to directly support access to priority programs such as health education, forestry, early childhood education, engineering and technology, and adult upgrading opportunities. The division contributes to reconciliation with Indigenous people to ensure the post-secondary education and training system is relevant, responsive and receptive to Indigenous learners and implement the Declaration on the Rights of Indigenous Peoples Act.

We also work to enhance the learner experience with initiatives supporting student mental health, international education, combatting sexualized violence, promoting work integrated learning, developing micro-credentials to directly support applied learning to meet employer needs, and providing tuition waivers for former youth and children in care. The division provides quality assurance policy and oversight including the Education Quality Assurance designation, oversees the Province's quality assurance audits and ensures that legislated requirements for degree-level programs are met, and provides advice and recommendations to the Minister on new degree programs through the Degree Quality Assessment Board. The division is also responsible for the ministry's intergovernmental relations including Council of Ministers of Education Canada (CMEC), and oversight of the British Columbia Council for International Education (BCCIE) crown corporation.

Budget:

Division	DRAFT 2021-22 Budget	DRAFT 2022-23 Budget
Post-Secondary Policy and Programs	Government Financial Information	
Operating Budget		
Institution and Programs Grants / Transfers		
Student Services Grants / Transfers		

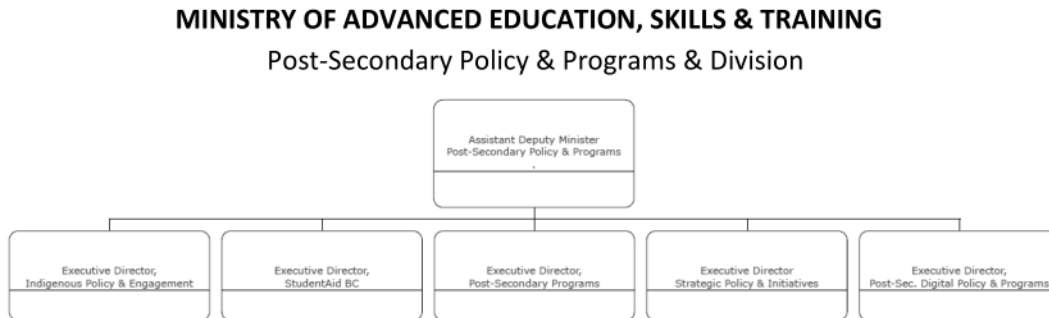
Contact Nicola Lemmer, ADM, Post-Secondary Policy and Programs Division,
Last Updated: <September 28, 2022>

(778) 698-9768
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Full Time Equivalent (FTEs): 115

Related Legislation: *Sexual Violence and Misconduct Policy Act; Degree Authorization Act*

Organizational Chart:



Post-Secondary System Overview and Key Facts

<p><u>Public Post-Secondary Education</u></p> <ul style="list-style-type: none"> • 25 public post-secondary institutions: <ul style="list-style-type: none"> ○ 4 research intensive universities ○ 7 teaching intensive universities ○ 3 provincial institutes ○ 11 community colleges • Institutions organize themselves into 3 sector associations (not perfectly aligned with our legislative framework): <ul style="list-style-type: none"> ○ Research Universities' Council of BC (SFU, UBC, UNBC, UVIC, RRU, TRU) ○ BC Association of Institutes and Universities (BCIT, CAP, ECUAD, JIBC, KPU, NVIT, UFV, VIU) ○ BC Colleges (CAM, CMTN, CNC, COTR, LANG, NIC, NLC, OKAN, SEL, VCC) ○ Douglas College is not a member of any sector association • Post-secondary Profiles are available for all 25 public institutions, See Section B of Ministry Binder 	<p><u>Private Post-Secondary Education</u></p> <ul style="list-style-type: none"> • 21 private and out-of-province public degree granting institutions • Approximately 305 certified private training institutions <ul style="list-style-type: none"> ○ Approximately 140 eligible for Student Financial Assistance • 15 seminaries and theological colleges¹ • Over 50,000 enrolments at approximately 305 institutions certified under the <i>Private Training Act</i>. • Over 35,000 enrolments in 68 degree programs at institutions with authority under the <i>Degree Authorization Act</i>. <hr/> <p><u>Indigenous Institutes</u></p> <ul style="list-style-type: none"> • Over 45 Indigenous-controlled institutes, primarily located on First Nations, most are members of the Indigenous Adult and Higher Learning Association. • Of the above, 7 Indigenous Institutes are also registered with the Private Training Institute Branch (PTIB), including Native Education College (NEC).
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¹ Trinity Western University is a private degree granting institution that also has a seminary school. It is counted in both categories.

<p><u>Public Post-Secondary Student Enrolment</u></p> <ul style="list-style-type: none"> • 418,905 students enrolled in the 2020/21 academic year in B.C. public post-secondary institutions, representing almost 195,000 FTEs (2020/21 fiscal year) • Domestic students: 339,995 (81%) • International students: 78,915 (19%) • 53% female; 46% male • Age breakdown: Under 25: 53%; 25-39: 33%; 40+: 14% • Over 68,000 credentials awarded per year (2018/19 to 2020/21 fiscal year) 	<p><u>Indigenous* Public Post-Secondary Students</u></p> <ul style="list-style-type: none"> • Indigenous students made up 7.3% of all domestic FTEs in the 2020/21 academic year, totalling 24,705 students. <ul style="list-style-type: none"> ○ Of those, 51% self-identified as First Nations, 23% as Métis, and 2% as Inuit. 28% of Indigenous learners did not self-identify as First Nations, Métis, or Inuit* (due to data collection limitations, or not providing further self-identification). <p>* Note: learners may self-identify with more than one Indigenous identity group; totals may exceed 100%.</p> <p>* Indigenous self-identification information in the public post-secondary system is collected based on learners self-identifying as an Aboriginal person (i.e. First Nations, Métis, or Inuit) at a B.C. public post-secondary institution, or as a person with Aboriginal ancestry in the B.C. K-12 system.</p>
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International Education

- In 2021, there were 184,350 international students studying at all levels in B.C. - an increase of 83% since 2013.
- International student growth between 2013 and 2021 was highest in the public post-secondary sector at 123%, followed by private post-secondary at 71%, and K-12 at 42%.
- Of the estimated 184,350 international students in B.C.:
 - 43% (78,915) were in public post-secondary.
 - 39% (72,270) were in private post-secondary.
 - 18% (33,165) were in elementary and secondary.
- Regional breakdown of the 184,350 international students includes^[1]:
 - 79% (146,150) studied in the Mainland/Southwest region.
 - 10% (18,870) studied in the Vancouver Island/Coast region.
 - 9% (15,695) studied in the Southern Interior region.
 - 3% (4,630) studied in the Northern British Columbia region.

^[1] Region subtotals do not equal total as some students study in more than one region during the calendar year.

Student Financial Assistance

- In 2021/22, British Columbia students received approximately \$913 million in federal and provincial student financial assistance.
- More than one-quarter of that is provincial funding:
 - \$186 million in provincial loans; and
 - \$56 million in non-repayable assistance and loan reduction.
- Approximately 66,274 full-time and 6,778 part-time British Columbia students receive student financial assistance each year. In the 2021/22 fiscal year, there were 70,753 unique recipients.

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Key Program: Declaration Act Action Plan – AEST Items

Division Responsible: Post-Secondary Policy and Programs

Key Point and Background:

- **Declaration Act Action Plan was released in March 2022**
 - After extensive consultation in 2020/21 with Indigenous partners and stakeholders, the Province of BC released the *Declaration on the Rights of Indigenous Peoples Act Action Plan: 2022-2027*.
 - Of the total 89 actions, AEST has responsibility for 8 actions: sole responsibility for four actions and shared responsibility for an additional four.
 - AEST staff worked closely with First Nations Education Steering Committee (FNESC) and Métis Nation British Columbia (MNBC) on iterative drafts.
 - The Action Plan is a 5-year plan and Ministry of Indigenous Relations and Reconciliation (MIRR) is working to develop a 5-year timeline for implementation of all initiatives.

Status:

AEST lead Action Plan Items		
Item	Status	Next Steps (3 months)
1.8 Recognize the integral role of Indigenous-led post-secondary institutes as a key pillar of B.C.'s post-secondary system through the provision of core funding, capacity funding and the development of legislation. This includes institutes mandated by First Nations as well as a Métis post-secondary institute being developed by Métis Nation BC.	AEST has provided one-time funding: <ul style="list-style-type: none"> - Core funding for 10 First Nations institutes over the past 2 years - Capacity funding for 12 First Nations institutes in 2020/21 - MNBC to support development of an institute over the past 2 years. 	AEST is co-developing legislation with FNESC. FNESC identified this action as a top priority. Advice/Recommendations; Cabinet Confidences
1.9 Work with the Nicola Valley Institute of Technology, and the Urban Native Youth Association to co-develop and urban Indigenous centre that supports the childcare, housing and post-secondary needs of Indigenous learners, and strengthen the capacity of the Native Education College to provide culturally relevant post-secondary education opportunities for urban Indigenous learners.	Concept Phase completed. Now in business case development phase, supported by AEST staff. Staff working with NEC to develop and inform its transition plan and costing associated with becoming a public post-secondary institute.	Business case development to continue into next fiscal year. Advice/Recommendations; Cabinet Confidences

<p>4.5 Co-develop a policy framework for Indigenous post-secondary education and skills training that includes:</p> <ul style="list-style-type: none"> • Supporting post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis, and Inuit learners and communities. • Expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions. • Ensuring that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally. • Developing mechanisms for First Nations, Métis, and Inuit learners and communities to play an integral role in public post-secondary institutions' decision-making, and • Identifying legislative amendments needed to ensure all public post-secondary institution boards include at least one Indigenous person. 	<p>Policy Framework development is currently on hold pending decisions regarding taking a distinctions-based (DB) approach.</p> <p>This will be addressed in the Framework pending outcome of DB approach question.</p> <p>Implementation under way. All 25 public post-secondary institutions have received ASP funding for first time in 2022/23 year.</p> <p>A discussion paper and workplan has been developed and shared with Student Housing Working Group – including FNEC and MNBC.</p> <p>Implementation under way.</p> <p>Currently being addressed through policy. This work is on hold as is not a priority for FNEC.</p>	<p>AEST will engage on the distinctions-based approach question with Indigenous partners and post-secondary stakeholders.</p> <p>Working to develop a mutually acceptable DB approach.</p> <p>The program is still in the process of being reconceptualized with FNEC, IAHLA and MNBC.</p> <p>Further consultation planned with FNEC to confirm workplan.</p> <p>Draft leading practices being developed for prioritized access, which will be shared with Student Housing Working Group and First Nations Children and Youth In Care Protocol Technical Table.</p> <p>Program goals and accountability mechanisms continue to be co-developed with FNEC, IAHLA and MNBC. This action was cited as a key component the reconceptualized ASP program in the funding letter for 2022/23.</p> <p>Advice/Recommendations; Cabinet Confidences</p>
<p><i>AEST lead/ SDPR</i></p> <p>4.41 Work with First Nations, Métis chartered communities and urban Indigenous organizations to provide funding for self-determined, community-led programs for Indigenous peoples to upgrade skills, obtain credentials, secure employment, and develop and support community economies.</p>	<p>The AEST is working with FNEC and MNBC to update the community-based Indigenous Skills Training and Education (ISTE) program.</p> <p>Strengthening relationships with FNEC, MNBC and other partners in preparation for program re-design.</p>	<p>Staff is analyzing what is working well and what changes can be implemented.</p> <p>Working with FNEC, MNBC and other partners on administrative changes for 2023/24 and a long-term approach to programming.</p> <p>Advice/Recommendations; Cabinet Confidences</p>

	Engaging with communities to develop and deliver ISTE projects.	
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Other Ministry lead, AEST supported Action Plan Items		
Item	Status	Next Steps (3 months)
<i>ECC lead/ AEST</i> 4.2 Develop and implement an effective recruitment and retention strategy to increase the number of Indigenous teachers in the K-12 public education system.	Advice/Recommendations	Advice/Recommendations; Cabinet Confidences
<i>ECC lead/ MCFD, AEST</i> 4.18 As committed to in the First Nations Children and Youth in Care Protocol, co-develop and implement measures to support improved education outcomes of current and former First Nation children and youth in care, including meaningful data collection to inform policy, planning and service delivery.	Advice/Recommendations Timelines to be discussed in mid-October. Advice/Recommendations	Once Workplan is approved, work will continue on actions in accordance with identified timelines. Advice/Recommendations; Cabinet Confidences
<i>MIRR lead/ ECC, AEST</i> 4.29 Establish an Indigenous-led working group to develop a strategy for the revitalization of Indigenous languages in BC, including potential legislative supports.	MIRR has started a working group (internal to government) to scope out work and determine approach before reaching out to partners.	To be determined.
<i>MIRR lead/ AEST</i> 4.30 Support Indigenous language revitalization through sustainable funding.	AEST provided \$2.6 million to FPCC to boost the Youth Empowered Speakers (YES) Program. (Announced June 14, 2022)	Advice/Recommendations; Cabinet Confidences

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Key Program: B.C.'s Post-Secondary Digital Learning Strategy

Division Responsible: Post-Secondary Policy and Programs

Key Points and Background:

- AEST is developing a Digital Learning Strategy to support B.C.'s post-secondary system to integrate lessons-learned from the COVID-19 pandemic, and encourage a digitally mature and responsive post-secondary system in B.C.
- Background:
 - In March 2020, B.C.'s post-secondary system (PSS) transitioned to emergency online learning in response to the COVID-19 pandemic.
 - In Summer 2021, the Digital Learning Advisory Committee (DLAC) was initiated by AEST to engage the post-secondary system in a collaborative and unified response to the growth of digital technology in post-secondary studies as a result of the pandemic.
 - The DLAC is co-chaired by Nicola Lemmer, ADM of Post-Secondary Policy and Programs, and Dr. Maureen Wideman, Associate Vice President of Teaching and Learning at the University of Fraser Valley and is composed of a cross-section of leaders and subject matter experts from across the post-secondary system.
 - DLAC was supported by three Working Groups that focused on key themes in digital post-secondary education: Quality Enhancement, Digital Literacy, and Technology, Finance, and Administration.
- DLAC's Outputs:
 - In May 2022, the DLAC produced a draft report that identifies several strategic priorities and a series of recommendations to address the impact of the increasing reliance of the post-secondary system on digital technology, and to ensure that digital technologies make post-secondary more accessible. These recommendations, along with Guidelines for Technology-Enhanced Learning, a Post-Secondary Digital Literacy Framework, and a Technology Needs and Capabilities Summary, comprise the first deliverable of the Post-Secondary Digital Learning Strategy.
 - The DLAC recommendations have been validated and refined through consultation with a broad range of stakeholders.
 - A foundational guideline of this work is to ensure that DLAC's outcomes are relevant and responsive to the First Nations, Urban Indigenous, Métis, and Inuit Peoples of B.C.
- Key outcomes anticipated of this work include:

- Building systemic capacity to deliver high quality technology enhanced learning that expands access to post-secondary education, particularly for people and communities for whom attending a campus presents a barrier to participation.
- Reducing costs for PSIs, learners, and the provincial government by coordinating partnerships and collaboration on procurement and shared services.

Status:

Current status:

- The Digital Learning Strategy is currently being finalized following consultations over summer 2022.
-

Advice/Recommendations: Cabinet Confidences

What will be achieved in the next three months:

- The DLAC will begin to oversee the implementation plan overview for the Digital Learning Strategy. This plan will inform a 1-5 year phased implementation approach to be initiated in consultation with the post-secondary system, higher-learning institutes, and organizations.

Key Program: Post-Secondary Policy

Division Responsible: Post-Secondary Policy & Programs

Key Points and Background:

- The Ministry of Advanced Education and Skills Training has responsibility for several key policies that provide direction to British Columbia's post-secondary system.
- The following table provides a brief description and the current status of each policy.

Policy	Description	Status
Tuition Limit Policy (TLP)	Ensures tuition and fee increases at public post-secondary institutions are limited to 2% per year (for domestic students).	A commitment to strengthen the TLP is aligned with the Funding Formula Review underway.
Micro-credential Framework	Supports a coordinated and consistent approach to micro-credential development and delivery, that meets the needs of an evolving economy and workforce.	New micro-credentials and infrastructure to be established in 2022/23 (\$5m). Advice/Recommendations; Cabinet Confidences
International Education	Manages international education policy in the post-secondary sector, coordinates with federal departments, and oversees the BC Council on International Education (BCCIE)	Completed engagement on new international education framework which was soft launched in Summer 2022. Implementation in progress.
Intergovernmental Relations	Supports ministry intergovernmental engagement through Council of Ministers of Education Canada (CMEC) and activity with CMEC Secretariat; liaison and support for engagement with B.C. consular corps; liaison with other federal and provincial ministries.	No immediate decisions required. Ministerial CMEC meeting in summer 2023.
Sexual Violence and Misconduct Policy Act	The <i>Sexual Violence and Misconduct Policy Act (SVMPPA)</i> requires all public post-secondary institutions to have a sexualized violence policy.	Advice/Recommendations; Cabinet Confidences
Degree Quality Assurance Criteria	Under the <i>University Act</i> , <i>College and Institute Act</i> and <i>Degree Authorization Act</i> , all new degrees at public and private	The Ministry and the Degree Quality Assessment Board (DQAB) are

	institutions, or private institutions using the word “university”, requires approval by the Minister. All institutions undergo a quality assessment process and must meet established criteria prior to Minister's approval.	currently consulting on the updates to the criteria. Advice/Recommendations
Education Quality Assurance Designation	EQA designation is to promote and enhance BC's international reputation for quality post-secondary education. EQA is required by public and private post-secondary institutions that wish to host international students on study permits.	The Ministry is reviewing the EQA requirements in relation to the International Education Framework Advice/Recommendations

Key Program: Priority Post-Secondary Programs – Addressing Workforce Needs

- The Ministry provides targeted funding to public post-secondary institutions to support B.C.'s priority workforce needs ranging from helping adult learners upgrade (worker transitions) to helping meet the need for high opportunity professions in health care and technology.
- Responsible for over \$200 million in targeted annual program funding and almost 30,000 domestic student spaces including: 17,000 Health/Medical, 800+ Early Childhood Education, 7,500+ Adult Education, and 2,900 Tech.

Division Responsible: Post-Secondary Policy and Programs

Key Points and Background:

- **Health and Medical Education**
 - Expanding training opportunities for primary care practitioners, including: the expansion of UBC's medical program; the launch of a second medical school in 2026; and expanding nurse practitioner programs.
 - Supporting the Ministry of Health's Health Human Resources Strategy as it relates to training needs.
 - Supporting the Government's response to the *In Plain Sight* report recommendations for health and medical education.
 - Ensuring student access to practice education, such as clinical placements.
 - Implementing the Health Care Assistant Partnership Pathway as part of the Health Career Access Program.
- **Technology, Arts and Sciences Education**
 - Implementing the \$42 million Technology Expansion Plan (2,900 spaces, 1,000 graduates through 2022/23), and developing a plan for 2,000 Tech-relevant student spaces for Budget 2023 consideration.
 - Funding and implementation of the on-going expansion of Veterinary Medicine student spaces.
 - Funding and implementation of graduate student scholarships and Mitacs internships, in support of the Economic Plan.
- **Human and Social Services Education**
 - Supporting the Ministry of Education and Child Care's *Childcare BC Plan* through Early Childhood Education program expansion and Work Integrated Learning opportunities.
- **Adult Education**
 - Administration and oversight of the Adult Basic Education, Adult Special Education and English Language Learning tuition funding and needs-based Adult Upgrading Grant.
 - Administering program funding for the Community Adult Literacy Program.



Status:

Advice/Recommendations; Cabinet Confidences

-

- Continue implementation of approved expansions in technology, health, and early childhood education.

Key Program: StudentAid BC (SABC)

Division Responsible: Post-Secondary Policy and Programs (PSPP)

Key Points and Background:

- Government is committed to making post-secondary education and training more accessible and affordable.
 - A range of financial supports help students overcome access and affordability barriers – including loans, non-repayable grants, loan forgiveness and repayment assistance.
 - In 2020/21, more than 70,000 British Columbians received just over \$1 billion in federal and provincial student financial assistance (Appendix A, Tables 1 and 2).
 - Student Aid BC is integrated with the federal government loan program and provides a one-stop experience for both federal and provincial loans and grants. Full-time loan funding is split, with approximately 60% provided by Canada and 40% by B.C.
 - In 2019, BC eliminated interest on student loans. Repayment begins on the first day of the seventh month after the study end date.
- Provincial student financial assistance includes loans and targeted grant programs, such as:
 - the B.C. Access Grant.
 - up-front grants for students with permanent and prolonged disabilities.
 - tuition waivers for youth transitioning out of government care.
 - grants for adults seeking to upgrade their education.
 - loan forgiveness for health and child services professions in underserved communities.
- Eligibility is based on financial need calculated as education and living costs minus resources.
- Government funding is intended to supplement other financial resources available to students (e.g., through work, scholarships, bursaries, and family).
- To be eligible for full-time loan funding, students must meet basic StudentAid BC eligibility criteria, e.g.:
 - be a B.C. resident;
 - attend a designated post-secondary institution; and
 - be enrolled in an eligible program leading to a post-secondary credential.

Status:

Current Status: Provide ongoing grant and loan funding to students enrolled in post-secondary programs.



Over the next three months, SABC will:

Advice/Recommendations; Cabinet Confidences

- Continue to modernize its business processes, policies, and IT system with the expectation of a launch of the new system in Spring 2023.
- Conduct policy analysis to increase access and affordability for post-secondary education through an expanded BC Access Grant.

Key Program: Student Supports (Mental Health, Sexualized Violence)

Division Responsible: Post-Secondary Policy and Programs

Mental Health Key Points and Background:

- **Here2Talk is a free 24-7 single-session mental health counselling and referral service that offers options to reach out by phone or online chat through the Here2Talk app or website.**
 - Provides students with confidential and immediate support, vital information, as well as referrals to helpful services available on their campus/communities.
 - Is available, in a range of languages, to all post-secondary students registered at post-secondary institutions in B.C. whether rural, urban, domestic, international, public, private, full-time or part-time, studying at home or abroad.
 - Here2Talk's annual budget is \$1.5 million.
- **Here2Talk supports approximately 555,000 students at B.C.'s 25 public and 320+ private PSIs.**
 - Since its April 2020 launch, Here2Talk services have been accessed more than 23,600 times. Students used the chat feature 71% of the time and the phone feature 29% of the time.
 - 74% of students accessing the service said Here2Talk provided them with the support and tools they needed, and 71% would refer their friend or classmate.
- **Lifeworks is Here2Talk's service delivery provider. The contract for delivery of Here2Talk began in January 2020 and runs until January 2023.**
 - LifeWorks entered into an agreement to be acquired by Telus on June 15, 2022.
 - The transaction has not yet been approved and closed. Final details regarding the outcomes of the merger have yet to be determined.

Status:

Current status:

- In the final year of 3-year Here2Talk service delivery contract expiring in January 2023.

What will be achieved next three months:

- One-year contract renewal with service provider Lifeworks to deliver 4th year of Here2Talk online counselling service until January 2024.
-

Business Information

Sexualized Violence Key Points and Background:

- **The *Sexual Violence and Misconduct Policy Act (SVMPPA)* requires all post-secondary institutions (PSIs) to have a sexualized violence (SV) policy.**
 - Public PSIs completed their legislated 3-year policy reviews between 2020-2021.
 - Feedback from students and PSIs has identified gaps in the legislation and its implementation. Concerns have been raised about language in the *Act* that is not trauma-informed, lack of institutional compliance in reporting to boards, and inconsistency in the sector around tracking and reporting of incidents.
 - The Ministry is reviewing SV policies and the *SVMPPA* to identify opportunities for potential amendments to the *Act*.

Advice/Recommendations; Cabinet Confidences
- **The sector has indicated a need for resources for awareness and prevention of SV.**
 - The Ministry has addressed these requests through the creation of a suite of synchronous and asynchronous training resources to help improve how institutions respond to SV in the post-secondary sector.
 - Additional Federal Government funding of \$500,000 through the Department of Women and Gender Equality (WAGE) is enabling the Ministry to develop a second suite of training resources for the sector to address technology-facilitated SV, as well as the unique needs of Indigenous, international, and graduate students.
- **In March 2022, government provided \$500,000 to public PSIs to support the implementation of an anonymous or confidential SV reporting platforms, or the enhancement of an existing system.**

Status:

Current status:

- For WAGE, the Ministry and project manager BCcampus have created an Intersectional SV Advisory Group composed of representatives from the post-secondary sector, including PSIs, students, Indigenous partners, and subject matter experts.
- The Ministry has completed SV policy review consultations with PSIs, student societies, sector associations, staff and faculty unions, community organizations and subject matter experts. Consultations are underway with First Nations, Métis, and Indigenous organizations. Student focus groups are planned for late September/early October 2022.

What will be achieved next three months:

- For WAGE, the community agreement and shared principles will be finalized. Calls for proposals for a contractor to conduct environmental scans will be distributed.
- SV policy review consultations will be completed in the middle of October 2022.
- A summary of feedback heard from consultations will be shared with key partners.
- Advice/Recommendations; Cabinet Confidences

Key Program: Organizations that Support B.C.'s Post-Secondary Education System

Division Responsible: Post-Secondary Policy and Programs Branch

Key Points and Background:

- Background on BC's four post-secondary system organizations
 - The Post-Secondary Digital Policy and Programs Branch (DPPB) within AEST is accountable for the administration of four organizations that support B.C.'s post-secondary education system: EducationPlannerBC (EPBC), the BC Council on Admissions and Transfers (BCCAT), BCcampus, and the BC Electronic Library Network (BC ELN).
 - These organizations provide services whose audience includes post-secondary learners, educators, and administrators. Each year, AEST issues Accountability Letters and Accountability Plans for EPBC, BCcampus, BCCAT, and BC ELN to confirm their mandates, strategic priorities, accountabilities, and reporting requirements.
- Mandates of each system organization
 - **EducationPlannerBC** connects students to post-secondary education opportunities and associated career paths by improving post-secondary planning and application services, and establishes and maintains a provincial data exchange hub to support the transition of B.C. students into the system and between institutions within the B.C. post-secondary system.
 - **British Columbia Council on Admissions and Transfer** mandate facilitates admission, articulation, and transfer arrangements among BC Transfer System member institutions to support students' ability to transfer between institutions without repeating equivalent coursework, as well as conducts research on student and credit mobility.
 - **British Columbia Electronic Library Network** (BC ELN) develops, promotes, and maintains system-wide mechanisms that allow post-secondary libraries in B.C. to equitably meet the expanding information needs of the province's learners, educators, and researchers at the lowest possible cost.
 - **BCcampus** enables a systemic approach to the improvement of student learning in B.C. by providing support and resources for post-secondary system focussed on Open Education, digital learning, and the creation of learning environments that are inclusive of all students.
- Key opportunities involving the system organizations

Advice/Recommendations; Cabinet Confidences

- Supporting the implementation of the Ministry's post-secondary Digital Services Hub, which will make it easier for people to enter high-demand occupations through integrated education and skills planning services.
- AEST has contracted an external consultant to conduct an organizational and governance review for BCcampus to clarify and strengthen the mandate and governance of BCcampus, in relation to Ministry priorities and needs of the post-secondary system.

Status:

Current status:

•

Advice/Recommendations; Cabinet Confidences

- **Digital Learning Strategy:** currently being finalized following consultations over summer 2022 - see standalone note.
- **Digital Services Hub:** The full implementation of the Ministry's post-secondary Digital Services Hub is estimated to take between two to three years, with an initial proof-of-concept for the Find Your Pathway digital tool being delivered by April 2023.

What will be achieved next three months:

- **BCcampus Organization Review:** The final draft of deliverables will be submitted to AEST in September 2022, with determination of the timelines for the second phase to follow. Implementation timelines will be determined during the second phase of the review.

Ministry of Advanced Education and Skills Training
Transition Binder – 2022
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WORKFORCE DEVELOPMENT AND SKILLS TRAINING DIVISION
CORE BUSINESS / PROGRAM AREAS / BUSINESS PROCESSES

ADM Responsible: Bindi Sawchuk

Core Business/ Program Area Description/Critical Business Processes:

The Workforce Development and Skills Training Division (WDST) connects British Columbians with the information, skills and supports they need to get good jobs and reach their full potential in a sustainable economy that works for all.

The Division conducts its work in alignment with the Draft Principles and through implementation of the Declaration of the Rights of Indigenous Peoples Act.

Programs: WDST receives ^{Government Financial Information} in federal funding through the Canada-BC Workforce Development Agreement to design, deliver and administer labour market programs and services. Funding is used to support people, communities and sectors by:

1. Helping vulnerable and underrepresented groups enter and advance in the labour market ^{Government Financial Information}
2. Supporting communities to address urgent and emerging skills training needs ^{Government Financial Information}
3. Enabling Indigenous community-based skills training and post-secondary education ^{Government Financial Information}
4. Supporting employers with upskilling current and new employees ^{Government Financial Information}
5. Supporting sectors address urgent and emerging workforce needs ^{Government Financial Information}

WDST provides funding to Ministry of Social Development and Poverty Reduction (SDPR) to help Persons with Disabilities enter and advance in the labour market ^{Government Financial Information}

Crown Oversight: The Division is responsible for BC's trades training system through oversight of the crown corporation SkilledTradesBC (formerly the Industry Training Authority) ^{Government Financial Information} for trades training).

Information for Education, Training & Job Connection: The Division produces a wide range of labour market information and insights including a 10-year forecast used for post-secondary education planning. The Division promotes career planning tools, information, and programs through the WorkBC.ca website and Call Centre, Find-Your-Fit K-12 program, an annual information campaign, and at career fairs.

Policy: The Division develops labour market policy advice and implements strategic initiatives addressing a wide range of government priorities related to the labour market and emerging needs.

Fostering Relationships: Oversight for BC representation on the Federal/Provincial/Territorial Forum of Labour Market Ministers table, in partnership with the SDPR. The Division engages closely with First Nations, Metis Nation BC and other Indigenous skills training and education partners. The Division also works with other ministries, sectors and industry partners on a wide range of labour market needs.

Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

Last Updated: <September 28, 2022>

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Budget:

Division	DRAFT 2021-22 Budget	DRAFT 2022-23 Budget
Workforce Development & Skills Training	Government Financial Information	
Operating Budget		
Skills Training Grants / Transfers		

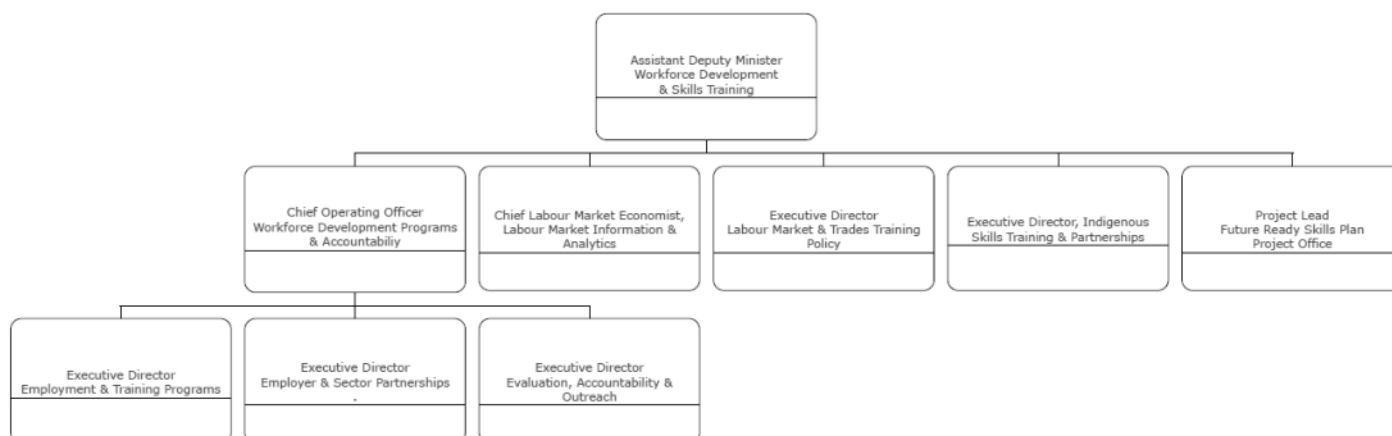
Full-Time Equivalents (FTEs): 141

Related Legislation: *Industry Training Authority Act*

https://www.bclaws.ca/civix/document/id/complete/statreg/03034_01

Organizational Chart:

MINISTRY OF ADVANCED EDUCATION, SKILLS & TRAINING
Workforce Development & Skills Training Division



Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

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Skills Training/ Workforce Development Agreement Overview

<p>Canada-BC Workforce Development Agreement</p> <ul style="list-style-type: none"> Provides ^{Government Financial Information} to British Columbia to design and deliver a range of skills training and employment programs. ^{Government Financial Information} transferred to the Ministry of Social Development and Poverty Reduction (SDPR) for Persons with Disabilities skills training and employment supports. BC's approach has 3 focus areas: <ol style="list-style-type: none"> Supporting vulnerable & underrepresented people <ul style="list-style-type: none"> ^{Government Financial Information} to serve 7,400 unemployed or precariously employed British Columbians each year. Supporting employers <ul style="list-style-type: none"> ^{Government Financial Information} to work directly with employers to support skills training for over 7,000 employees (also supported with ^{Government Financial Information}). Supporting communities and sectors <ul style="list-style-type: none"> ^{Government Financial Information} to work with communities and sectors to support in-demand skills training for over 800 participants. In addition, ^{Government Financial Information} StrongerBC provincial funding has been provided to support short-term skills training. 	<p>Indigenous Skills Training and Education</p> <ul style="list-style-type: none"> Programs that support Indigenous communities to partner with training providers and employers throughout the province to deliver community-based skills training and education for Indigenous peoples. ^{Government Financial Information} annually, plus one-time StrongerBC funding of ^{Government Financial Information} through the ^{Government Financial Information} Indigenous Skills Training Development Fund (ISTDF) for short-term skills training. ^{Government Financial Information} funding through the Aboriginal Community-Based Training Partnerships program for post-secondary education. ^{Government Financial Information} StrongerBC provincial funding to expand Indigenous skills training and education programming to address the impacts of COVID-19 job loss and support economic recovery. 5,757 people served in the last two years.
<p>Sector Labour Market Partnerships</p> <ul style="list-style-type: none"> Program that funds sector organizations in British Columbia to develop strategies to respond to their workforce challenges. ^{Government Financial Information} # of Sectors Served: over last two years, 34 projects supported 14 sectors. Project examples: <ul style="list-style-type: none"> increasing equity, diversity and inclusion through the Advancing Women in Engineering and Technology and Diversity and Inclusion Tech Projects; supporting Indigenous labour market research through the First Nations Labour Market Study; advancing women in the trades through the establishment of the BC Centre for Women in the Trades and the development of the Builder's Code. 	<p>WorkBC.ca</p> <ul style="list-style-type: none"> Website that provides information, tools and resources for stakeholders and the public to explore and plan for careers, learn about skills training, and find jobs by connecting job seekers with employers. ^{Government Financial Information} In 2021/22, there were: 5.4M+ website visits; 170,000+ social media followers; approx. 45,000 job postings on site per day; 20,000+ participants at related events and career fairs. <p>Find Your Fit</p> <ul style="list-style-type: none"> Find your Fit is an interactive program engaging students in grades 5-10 with in-demand careers around the province and disseminating labour market information, resources and tools found on WorkBC.ca.

Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

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Trades Training System Overview

<p>2022/23 Funding for trades training</p> <p><i>Total Investments (Provincial and Federal):</i></p> <ul style="list-style-type: none"> Approximately \$300 million is invested in B.C.'s trades training system annually through SkilledTradesBC (STBC), AEST, Ministry of Social Development and Poverty Reduction, Ministry of Education, Ministry of Finance, and the Government of Canada. <p><i>Total Government Investments in SkilledTradesBC</i></p> <ul style="list-style-type: none"> STBC is the crown agency responsible for trades training. Core operating grant of \$104.476M \$10M in Canada-B.C. Workforce Development Agreement (WDA) funding to support underrepresented groups, such as women, Indigenous peoples and other equity seeking groups. <p><i>Total Investments in Trades Training Seats:</i></p> <ul style="list-style-type: none"> The STBC allocated \$73.3M to 27,600 trades training seats at 15 public and 25 private training providers in B.C. 	<p>System Activity</p> <ul style="list-style-type: none"> As of March 31, 2022: <ul style="list-style-type: none"> 37,850 active apprenticeships <ul style="list-style-type: none"> 3,817 female apprentices (a 6.3% increase over the 3,592 female apprentices reported in March 2017) 3,025 Indigenous Apprentices (a 32.7% increase over the 2,279 Indigenous apprentices reported in March 2017) 10,090 employer sponsors In 2021/22: <ul style="list-style-type: none"> 5,572 Certificates of Qualification issued 10,465 new apprentices registered Over 8,800 youth participated in a trades training program in K-12
<p>Training Partners</p> <ul style="list-style-type: none"> <i>15 Public Post-Secondary Institutions</i> <ol style="list-style-type: none"> 1. Camosun College 2. Vancouver Island University 3. North Island College 4. Kwantlen Polytechnic 5. BCIT 6. Vancouver Community College 7. University of the Fraser Valley 8. Okanagan College 9. Selkirk College 10. College of the Rockies 11. Thompson Rivers University 12. Northern Lights College 13. College of New Caledonia 14. Coast Mountain College 15. Nicola Valley Institute of Technology <i>25 private training providers</i> - (labour organizations, for profit organizations, non-profit organizations) Nearly every <i>school district</i> delivers a trades training program for K-12 students in partnership with STBC. 	<p>Legislation</p> <ul style="list-style-type: none"> The trades training system in BC is managed and overseen by SkilledTradesBC, a Crown Corporation under the <i>Skilled Trades BC Act</i> (The STBC Act replaces the <i>Industry Training Authority Act</i> and received royal assent March 2022). The <i>STBC Act</i> will be brought into force through regulations in December 1, 2022 and will replace the <i>ITA Act</i>).

Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

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Key Program: Forum of Labour Market Ministers (FLMM)

Division Responsible: Workforce Development and Skills Training Division (WDST)

Key Point and Background:

FLMM History

- Established in 1983, the FLMM is an intergovernmental forum focused on strengthening cooperation and strategic thinking on the labour market priorities of the provinces, territories and Canada.

FLMM Structure

- The FLMM members are federal, provincial and territorial Ministers, Deputy Ministers and Officials with labour market responsibilities.
- The Forum is co-chaired by the federal Minister of Employment, Workforce Development and Disability Inclusion, the Hon. Carla Qualtrough.
- Minister Qualtrough is the primary Minister responsible for the Department of Employment and Social Development Canada (ESDC), Canada's fourth largest Department.
- The Provincial-Territorial (PT) Ministerial Co-Chair from April 01, 2021 until March 31, 2023, is Hon. R. J. Simpson, Minister of Education, Culture and Employment (and Minister of Justice) for the Government of the Northwest Territories. The PT Co-Chair role will transition to Manitoba April 1, 2023.

FLMM Strategic Plan

- Strategic *Plan: 2021 -2024* contains four priority areas including:
 - Improve the Labour Market Participation of Underrepresented Groups;
 - Foster Excellence in Client Outcomes;
 - Support Improved Labour Mobility; and,
 - Adapt to the Changing Nature of Work and Skills.
- The FLMM is the venue for multilateral discussions on the *Labour Market Transfer Agreements*.

British Columbia Representation and Financial Commitment

- B.C. is represented at the FLMM table by the Minister of Advanced Education and Skills Training (AEST), and the Minister of Social Development and Poverty Reduction (SDPR).
- For 2022/2023, British Columbia contributed \$194K to the Forum (based on population density). The cost is shared equally between AEST and SDPR.

- B.C. (AEST) co-chairs with ESDC the Participation of Underrepresented Groups working group (PUGWG) aligned to the first priority area to “Improve the Labour Market Participation of Underrepresented Groups.”

Advice/Recommendations; Intergovernmental Communications

Status:

Current status:

- B.C. continuing to work PTs to increase understanding issues related to labour shortages, increasing Indigenous engagement with FLMM, and implementing FLMM Strategic Plan.

What will be achieved next three months:

- **November 21st and 22nd** - Deputy Ministers will attend in-person PT and FPT meetings in Ottawa.

Advice/Recommendations; Intergovernmental Communications

What will be achieved next year:

Advice/Recommendations; Intergovernmental Communications

Attachments:

Appendix A – FLMM 2021 – 2024 Strategic Plan

Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

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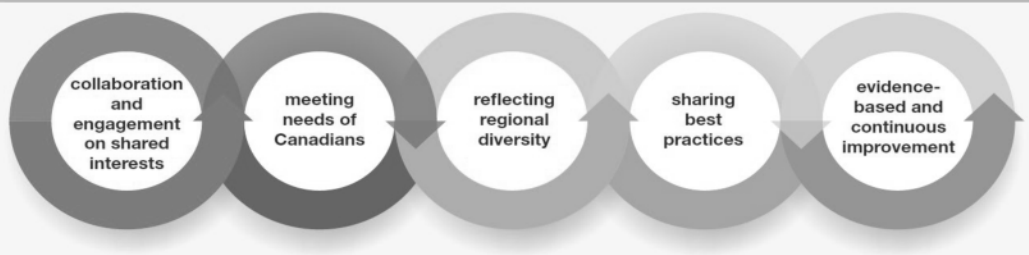
Appendix A – FLMM 2021 – 2024 Strategic Plan



MISSION

Fostering collaboration to ensure Canada has a skilled and adaptable workforce and efficient and inclusive labour markets to drive economic recovery and growth across Canada.

GUIDING PRINCIPLES



OBJECTIVES

To respond to the urgent needs of workers and employers, and set the course for inclusive economic growth, especially for people and sectors disproportionately affected by the COVID-19 pandemic.

To build a highly skilled, resilient, and adaptable labour force where workers and employers are equipped to adjust to technological changes, demographic shifts, and future labour market disruptions.

PRIORITIES

Improve the labour market participation of underrepresented groups	Foster excellence in client outcomes	Support improved labour mobility	Adapt to the changing nature of work and skills
<ul style="list-style-type: none"> Analyze the impact of the COVID-19 pandemic and recommend policies to mitigate long-term displacement and underemployment Identify best practices from across Canada and around the world that increase the inclusion of underrepresented groups in the labour market to assist with removing barriers for workers and to support employers in hiring, training, and retaining workers from these groups. Narrow the skills and employment gap between Indigenous Peoples and non-Indigenous Canadians 	<ul style="list-style-type: none"> Increase and enhance responsiveness, flexibility and capacity to respond to evolving labour market needs through the Labour Market Transfer Agreements (LMTAs) Promote program complementarity and implement coordinated approaches to client-focused services Improve the exchange of information and data on federal, provincial and territorial programs, and leverage evaluation reporting on the LMTAs, to better understand impacts and coordinate employment, training and income support programs 	<ul style="list-style-type: none"> Support measures to reduce and streamline application requirements Advance further alignment of occupational standards where labour mobility impediments exist Improve communication and transparency of labour mobility opportunities and requirements 	<ul style="list-style-type: none"> Test new approaches to encourage employer-supported training to strengthen recruitment and productivity Establish a common definition of precarious and gig workers and develop effective employment and skills programming to meet their needs. Enhance and increase employment and training supports delivered through digital and virtual technologies.

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Key Program: Future Ready: Skills for the Jobs of Tomorrow Plan

Division Responsible: Workforce Development & Skills Training

Key Point and Background:

- The October 2021 CleanBC Roadmap recognized that a Workforce Readiness Framework was being developed to ensure people are positioned for good jobs in a cleaner economy and that B.C. has the workers needed for sustainable economic growth and innovation.
- In January 2022, Cabinet endorsed the 10-year Workforce Readiness Framework (Appendix A) and directed AEST to conduct targeted engagement to support the development of the Future Ready plan.
- In February 2022, the StrongerBC Economic Plan announced the development of the *Future Ready: Skills for the Jobs of Tomorrow Plan* (Future Ready), recognizing that addressing the skills challenge is fundamental to the success of StrongerBC.

Advice/Recommendations; Cabinet Confidences



Status:

Current status: The plan is being developed for launch in early 2023.

Advice/Recommendations; Cabinet Confidences

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Withheld pursuant to/removed as

Cabinet Confidences

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Key Program: Indigenous Skills Training and Education (ISTE) program

Division Responsible: Workforce Development and Skills Training (WDST)

Key Point and Background:

- **ISTE programming builds an inclusive, skilled workforce that is resilient and adaptable and advances commitments in the *Declaration on the Rights of Indigenous Peoples Act* (Declaration Act) Action Plan.**
 - Supports Indigenous community self-determination through projects that are co-developed with First Nations and Métis Nation based on their workforce and economic development priorities.
 - Partnerships with Indigenous organizations such as Aboriginal Friendship centres and the First Nations Education Steering Committee (FNESC) help expand access to the program for Indigenous people living off-reserve.
- **Provides Government Financial Information for community-based skills training and education programs and related supports.**

Advice/Recommendations; Government Financial Information

- ISTE funds skills training and education programs, in Indigenous communities, so that Indigenous people get the skills and training they need to access the labour market and secure good jobs.
 - Types of training include skills upgrading, short-term industry certificates, trades training, and post-secondary courses that lead to certificates, degrees, adult basic education, etc.
- **ISTE program includes comprehensive wrap-around supports for greatest success.**
 - Supports include wrap-around funding (childcare, transportation, living allowance, wage subsidy, etc.) and funding for cultural elements (i.e. Elders honorariums) to support participants in successful program completion.

Status:

Current status: **Active**

What will be achieved next three months:

- Engagement planning with First Nations, Metis, and Indigenous organizations on program redesign.
-

Advice/Recommendations; Cabinet Confidences

Contact Bindi Sawchuk, ADM, Workforce Development and Division Responsible for Skills Training, 250 216-0346

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Key Program: Labour Market Information and Dissemination

Division Responsible: Workforce Development and Skills Training Division (WDST)

Key Points and Background:

- WDST develops and distributes labour market information, tools and resources to help British Columbians to explore and plan for careers, business, education and training, inform external stakeholders about future labour market trends, and guide policy development.

Labour Market Information

- **Labour Market Information Office** researches, analyzes and reports on the latest labour market information and forecasts expected labour market conditions using a variety of factors. The office also provides immigration data analysis and reporting.
- Key reports:
 1. **B.C. Labour Market Outlook (LMO):** An annual 10-year forecast of supply and demand for labour in B.C. 2021 edition forecasts B.C. to have about 1 million job openings over the next 10 years:
 - 63% will be due to replacing existing workers (e.g., retirement);
 - 37% will be due to economic expansion;
 - nearly 80% will require some form of post-secondary education or training;
 - supply-gap estimated at a worker shortage of about 83,000 workers.
 2. **Labour Market Monthly Report:** Update on job losses/gains by sector and region (based on Stats Can monthly Labour Force Survey); briefing for Ministers of AEST and JERI as well as staff and GCPE occurs first Friday of each month, along with release of two-page summary.
 3. **Major Projects Inventory:** Quarterly summary report on major private and public sector construction projects by region.

Labour Market Information Dissemination

- **WorkBC.ca** is government's website for information, tools and resources for career planning, skills training, and jobs for students, parents, teachers, counsellors, employers, training providers, and job seekers. A Contact Centre is also available to respond to inquiries via phone, email or online.
 - Key resources include 500 career profiles, 147 career videos, career quizzes, Career Transition Tool, Career Search Tool, Career Guide for Indigenous people, and Parent's Guide.

- **Find Your Fit** is an interactive career exploration event held in schools and communities for students in grades 5-10 to learn about high opportunity jobs in B.C.
- **Information Campaign** occurs annually between January and March, led by Government Communications and Public Engagement (GCPE), in collaboration with AEST and SDPR. Promotes services available at WorkBC.ca and WorkBC Centres, using traditional media (i.e., newspapers) and digital media (i.e., YouTube).

Status:

Current Status: Active

What will be achieved in the next three months:

- Labour Market Outlook 2022 edition is expected to be publicly released by January 2023. This edition will align with the Future Ready plan and include more detailed looks at the construction sector, care economy, and clean economy.
 - Major Projects Inventory Q2 2022 is expected to be released in October 2022.
 - WorkBC.ca is undergoing a site refresh to a new technical platform that will improve security and navigation - Winter 2023.
 - Find Your Fit (FYF) is planning ~20 events at schools across the province, including in Langley, Surrey, Chilliwack, 100 Mile House, Quesnel, Fort St. John, Prince George, Terrace, Pemberton, and North Vancouver.
- Advice/Recommendations
- Advice/Recommendations
- WorkBC Information Campaign will occur in the first quarter of 2023.

Key Program: Skilled Trades Certification

Division Responsible: Workforce Development and Skills Training

Key Point and Background:

- **All Canadian Provinces require trades people to be certified, except British Columbia**
 - B.C. has a strong and effective trades training system that offers multiple pathways for apprentices to enter trades training and achieve certification.
 - However, there are currently thousands of uncertified workers practicing a trade with no formal recognition of their skills and knowledge levels. Without a credential, these workers tend to earn less money and are more likely to be impacted by labour market disruptions¹.
 - Under Skilled Trades Certification (STC) all workers working in an STC designated trade will be required to be a registered apprentice or a certified journeyperson. In addition, employers will be required to meet an apprentice to journeyperson ratio (2:1) to ensure apprentices receive adequate supervision and training.
 - Skilled Trades Certification will:
 - help more workers access good paying jobs by standardizing their skills at a higher level,
 - provides equal opportunity for under-represented and equity seeking groups,
 - increases an employer's business productivity and service delivery, and
 - attract more young people by recognizing trades workers as critical and valuable.
- **Implementing Skilled Trades Certification will help thousands of trades workers access post-secondary training and credentialing that leads to good paying jobs.**
 - STC will help support more than 7,000 uncertified workers from the 10 trades to become certified by registering as an apprentice or challenging the journeyperson exam.
 - Supports and programs will also help address the barriers to a career in the trades faced by newcomers, women, and Indigenous Peoples.
 - Budget 2022 invests \$20.92 million over the next 3 years, beginning with an investment of \$6.6 million in 2022/23
 - Funding will be used to:
 - develop a new monitoring and compliance system to encourage compliance;
 - expand programs and services to support uncertified workers to transition; and
 - create additional in-class training seats to ensure apprentices have access to training.
 - Designated trades will be implemented in two phases to allow for workers and employers to transition and for the training system to adapt:

¹ Before 2003, B.C. had 11 compulsory trades designated for safety reasons at the request of industry. Since 2003, B.C. has used a voluntary credentialing system for all trades, making it the only province without designated compulsory trades.

- Phase 1 (Fall 2022) - Electrician (Construction); Industrial Electrician; Powerline Technician; Refrigeration and Air Conditioning Mechanic; Gasfitter A & B; Steamfitter/Pipefitter; Sheet Metal Worker
 - Phase 2 ^{Advice/Recommendation} Heavy Duty Equipment Technician; Automotive Service Technician; and Auto Body and Collision Technician
- **Implementing STC is critical to ensuring B.C. has enough skilled trades workers to meet the challenges of B.C.'s future economy.**
 - In 2019, Government directed AEST to develop a business case focused on a new, skills-driven approach to Skilled Trades Certification – which was completed in Fall 2020.
 - As part of the business plan, a comprehensive implementation strategy was developed to ensure workers and employers can successfully transition, while mitigating any potentially negative impacts to business, the public or B.C.'s economy.
 - A Stakeholder Advisory Working Group recommended 10 trades based on evidence-based criteria to identify which trades would benefit most from becoming certified in terms of wage growth and job opportunities, while minimizing increases to consumer costs and contributing to employer labour supply challenges.
 - The initial 10 trades have the lowest number of uncertified professionals working in them, which enables the trades training system time to adapt and minimizes the disruption for workers and employers.
 - **Government's implementation approach to Skilled Trades Certification is based on extensive consultation.**
 - AEST conducted extensive engagement on Skilled Trades Certification over the summer and fall of 2021, with the goal of learning how we could best support workers, employers, and Indigenous communities to transition to Skilled Trades Certification.
 - The engagement approach consisted of 4 streams: employers and apprentices, broader public, Indigenous communities and Industry stakeholder representatives.

Status:

Current status:

- The *Skilled Trades BC Act* (the "Act"), which implements Skilled Trades Certification, received Royal Assent on March 10, 2022. The Act will be brought into force through regulations in November 2022.

What will be achieved next three months:

- LGIC Regulations are expected to be reviewed by Cabinet on November 16, 2022, and signed by the Lieutenant Governor in Council on November 23. The Minister will sign Minister's Regulations on November 23. The first regulations will come into force on December 1, 2022.
- Workers and employers operating in these trades will have one year before compliance and enforcement activities begin on December 1, 2023.

Key Program: Workforce Development Programs

Division Responsible: Workforce Development and Skills Training (WDST)

Key Point and Background:

- **The Division administers a wide range of workforce development programs to support people to attach to the labour market, gain skills, and/or transition to new employment opportunities.**
 - BC receives ^{Government Financial Information} from the federal government through the Canada-BC Workforce Development Agreement (WDA) and ^{Government Financial Information} through the Labour Market Development Agreement (LMDA) for the design and delivery of labour market programs.
 - The Ministry of Social Development and Poverty Reduction (SDPR) administers the LMDA and transfers ^{Government Financial Information} to AEST for employer and sector programs and labour market information.
 - AEST administers the WDA and transfers ^{Government Financial Information} to SDPR for programs for persons with disabilities.
 - With WDA funding, the Division delivers a suite of skills training and employment programs focused on serving unemployed and precariously employed people, and supporting employers, sectors, and communities.
 - Many programs address barriers to labour market participation for vulnerable and underrepresented groups to move toward sustainable employment (Young Adults, Young Adults at Risk, Older Workers 55+, Survivors of Violence and/or Abuse, Individuals Facing Multiple Barriers to Employment and Persons with Disabilities).
 - Other WDA programs support employers, sectors and communities to access skills training that addresses their labour market needs and priorities.
 - Programs are flexible to meet unique and diverse needs across the province.
 - For a full list of programs, see Appendix 1.
- **The Division enhances and expands programs as needed to respond to emerging issues.**

Economic Recovery:

 - From 2020/21 to 2022/23, as part of government's StrongerBC economic recovery, the Division ^{Government Financial Information} for short-term skills training to support over 8,500 people impacted by the pandemic.
 - The Division also received a one-time increase in federal funding in 2020/21, totaling ^{Government Financial Information} to support BC's economic recovery. This funding supported

¹ Exact amount is based on a national formula that uses provincial population numbers.

communities, employers and people impacted by the pandemic with skills training and employment supports, with 8,275 people served.

Forestry – Old Growth:

- From 2019 to 2022, the Division allocated <sup>Government
Financial
Information</sup> federal funding for a number of specific supports to assist workers and communities impacted by mill closures and curtailments. These programs served 1,046 people.
- In 2022/23, the Division is responding to the impacts of government's Old Growth Strategy by delivering targeted supports for impacted workers, employers and communities. A similar suite of supports, as funded in 2019-2022, is being provided to those impacted.
- A new program is being designed that will be able to respond to the unique, individualized needs of workers living in rural communities impacted by old growth deferrals.

Advice/Recommendations; Cabinet Confidences

- See also Old Growth above.

Status:

Current status: **Active**

What will be achieved in the next three months:

Advice/Recommendations; Cabinet Confidences; Intergovernmental Communications

-
- Some programs are coming up for renewal and the Division will be entering into a procurement cycle in 2023/24.
-

Advice/Recommendations; Cabinet Confidences

Appendix 1: Workforce Development Program Descriptions

1. *Programs for Vulnerable and Underrepresented Groups:*

- *Skills Training for Employment (STE) program* provides skills training and employment supports to vulnerable and under-represented groups to help them obtain skills and sustainable employment. Employment supports may include counselling, mentoring, work experience, wage subsidies, transportation, childcare, equipment, and disability supports. Includes supports for workers impacted by Old Growth deferrals.
- *BladeRunners* provides life skills, job readiness skills, work experience/on-the-job training, job coaching and ongoing supports to unemployed and precariously employed youth-at-risk. A majority of participants are Indigenous youth, and programs are delivered by, or in partnership with, Indigenous organizations/communities.
- *Industry Training Authority (ITA) pre-apprenticeship trades training* prepares Indigenous people, women, and other equity-seeking groups for apprenticeships and jobs in trades.

2. *Programs for Employers and Sectors:*

- *B.C. Employer Training Grant (ETG)* is a cost-sharing grant program that provides employers with funding to train their existing or new workers. Includes supports for employers and contractors impacted by Old Growth deferrals.
- *Sector Labour Market Partnerships program (SLMP)* helps industry understand and respond to labour market changes, and supports partnerships to develop sustainable solutions to workforce challenges at the sector, region or population level.
- *See also Community Workforce Response Grant program below.*

3. *Programs for Sectors and Communities:*

- *Community Workforce Response Grant program (CWRG)* provides funding to communities and sectors to support in-demand skills training leading to secure and sustainable employment for unemployed and precariously employed (part-time, seasonal or casual) British Columbians. Funding streams include:
 - 1) *Emerging Priorities:* Supports communities experiencing a shift in their labour market that requires skills training to address (industry closure, natural disaster such as forest fire or flood, new economic development opportunity).
 - 2) *Indigenous Communities:* Provides funding to Indigenous communities for the skills training and supports needed to meet local labour market needs.
 - 3) *Workforce Shortages:* Supports sectors and industries to address the skills training needs of workers linked to jobs in demand.

- 4) *Community Response*: Supports the skills training needs of communities impacted by downturns in the forest sector due to old-growth deferrals, changes in forest management practices, mill closures and curtailments, or other forestry-related issues.
- 5) *Skills Training for Economic Recovery*: Provides short-term occupational skills training to people so they can gain job-related knowledge, skills and competencies to quickly secure sustainable employment.

Note: The *Skills Training for Economic Recovery* and *Community Response* streams received one-time funding for this fiscal year and will not be continued into 2023/24.

- A portion of WDA ^{Government Financial Information} is targeted to *Indigenous Skills Training and Education programs*. These programs support Indigenous communities to access community-based training aligned with their labour market needs and priorities. See separate note on these programs for details.

Ministry of Advanced Education and Skills Training

Transition Binder – 2022

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GOVERNMENT COMMUNICATIONS AND PUBLIC ENGAGEMENT (GCPE) PROFILE

AEST GCPE:

Our role is to ensure the public knows about the Ministry of Advanced Education and Skills Training's programs, policies, and services – and to communicate progress through a variety of communication tools, and directly to media outlets around B.C.

Overall, GCPE provides strategic communications advice, issues management, media relations, writing of news releases, speeches, web content, social media as well as events planning/management and media monitoring. We report out on our upcoming communications activities through a weekly look ahead document.

GCPE works closely with the Minister's Office to ensure overall strategic communications direction and priorities are reflected in communications activities and rollouts, including high profile events where the Premier is participating, and where creative services (advertising, digital and graphics) are required to support a high-profile ministry/government priority.

Events and news releases: GCPE is responsible for writing proactive communications products, including event pitches, news releases, information bulletins, speeches, key messages, itineraries, media advisories, and social media. GCPE also writes video scripts for the Minister. For high profile announcements we ideally have an event with the Minister speaking along with key stakeholders and often the local MLA. GCPE will produce the communications materials for the event and will work with GCPE HQ on the event logistics. For smaller announcements and for those in smaller communities its preferable to do a news release and possible photo op instead of a full event, with social media to amplify.

Media requests: All media requests should be directed to GCPE. We develop and maintain good relationships with the Press Gallery and other reporters, editors, and producers. We will flag urgent media requests as high priority and work with program area to meet the reporter's deadline. We closely monitor media stories for any potential issues or opportunities.

Issues notes: When an issue arises that the Minister could be asked to respond to, we'll work with the Minister's Office on approach, and draft an issues note. These include key messages for recommended response and a brief background- usually two pages. There is usually a quick turnaround required on approvals, as the Minister may be asked to respond, or to support responding to a media call.

Speaking notes: We strive to capture the Minister's voice and write speeches that connect with the audience. For significant addresses, we'll meet with the Minister to review specific themes, topics, or stories they wish to be included that will connect the Minister's message with the audience.

Biographies:

Lisanne Bowness- Communications Director

- Provides communications support for the Minister, the Deputy Minister, as well as GCPE executive.
- Responsible for oversight of the communications team and making sure the team produces top-notch communications products on or before deadline.
- Responsible for leading on strategic direction for communications rollouts, including events, news releases, speeches, and a variety of communications products that inform citizens and media of key services and priorities.
- Leads on time-sensitive or high-profile communications materials.



Lisanne has 17 years of communications experience, joining Government Communications and Public Engagement (GCPE) in 2005, and the Advanced Education and Skills Training team as communications director in summer 2022. In her previous career, Lisanne worked as a broadcast journalist for television and radio news stations in producing, writing, and reporting roles from 1999-2005 (CTV Vancouver Island, Global News, and CKNW). Lisanne brings her strategic, proactive and issues management communications expertise and strong leadership and teambuilding capabilities to her role and is delighted to join such a proactive and dynamic team

Melody Wey- Communications Manager

- Supervision of staff includes coaching, assigning, and managing workload, and ensuring a smooth operation of the shop.
- Provides strategic review and copy editing of all communication materials.
- Primary media contact – works with the GCPE issues manager to provide media relations and issues management advice, including responding to inquiries, arranging interviews, messaging, and statements.



Melody has 14 years of communications experience, joining Government Communications and Public Engagement (GCPE) in 2008, and the Advanced Education and Skills Training team as communications director in spring 2022. Melody has experience doing external and internal communications within the B.C. government, as well as leading several public engagement campaigns while at the Ministry of Labour. Previously, Melody worked at the Legislative Library helping to build the B.C. government documents collection of the library. She is well organized, calm under pressure, and strives to give advice that will shine a light on the Minister in the best possible way.

AEST GOVERNMENT COMMUNICATIONS AND PUBLIC ENGAGEMENT (GCPE)
30-60-90

Issue	Status/Key Milestones/Next Steps
30 Days	
November 1	News release announcing proclamation for 2022 Apprenticeship Recognition Month, highlighting Skilled Trades Certification and Future Ready
Nov. 4	Event and news release to celebrate the ground-breaking of student housing construction at Selkirk College's campuses in Castlegar and Nelson. Ministry has provided \$23.6 million.
Nov TBD	Advice/Recommendations
Nov. TBD	
Nov. 7-25, TBD	
Nov. 7-25, TBD	
Nov. 7-25, TBD	Advice/Recommendations
Nov. 7-25, TBD	
Nov. 7-25, TBD	
Mid Nov.	Possible news release, joint with the Ministry of Health, announcing approximately \$4 million in funding to support Simon Fraser University's planning of its new medical school. Mandate letter item.
Nov. 25	Keynote address at the Indigenous Adult and Higher Learning Association AGM in Vancouver, scholarship funding announced in remarks. Significance: making education and training more affordable, relevant and accessible for Indigenous students

60 Days	
Nov./Dec. TBD	Visit Native Education College's (NEC) downtown campus and Longhouse to present a plaque acknowledging their 55th anniversary, and potentially meet some of its leadership and board members.
November or February	Advice/Recommendations
90 Days	
January 17-31, TBD	Technical briefing, news release and media event to release the 2022 Labour Market Outlook, linking to the Future Ready Plan, expected in February. Significance: The British Columbia Labour Market Outlook provides a 10-year forecast of the flow of supply and demand for labour in the province. The forecast is updated every year to give British Columbians the most up-to-date information they need to make informed decisions on careers, skills training, education and hiring.
February, TBD	Advice/Recommendations; Government Financial Information

GOVERNMENT COMMUNICATIONS AND PUBLIC ENGAGEMENT (GCPE) ISSUE BINDER
TOP ISSUES – CORE MESSAGING & ISSUES NOTES

Core Messaging:

Core Messaging: Capital Budget

Core Messaging: | Advice/Recommendations; Government Financial Information

Core Messaging: Health Education and Training

Core Messaging: Indigenous Languages

Core Messaging: Indigenous PSIs

Core Messaging: Post-Secondary Education Affordability

Core Messaging: Technology in BC

Core Messaging: Trades and ITA

Core Messaging: Women in Trades

Issues Notes:

COVID-19 Health and Safety Measures

Declining Enrolment and Tuition Revenues

International Students

Nursing Seats and Training

Second Medical School

Sexualized Violence Supports

Skilled Trades Certification

Student Housing

Student Mental Health

TRU Allegations

TRU Law School – Human Rights Tribunal

Veterinary shortages

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CORE MESSAGING

Updated: Oct. 2022

Capital Budget

- **B.C. has some of the top post-secondary institutions and programs in the country.**
- **It's important that we invest in our facilities to expand access to affordable education and deliver the best educational experience to our students.**
- **There will be one million new job openings in B.C. over the next 10 years, 80% of which will require post-secondary education or skills training.**
- **Investing today in new and expanded buildings on public post-secondary campuses throughout our province is more important than ever to help British Columbians be future ready.**
- **Government is directly investing \$1.9 billion in planned capital expenses in the post-secondary sector over the next three years (2022/23 to 2024/25).**

Current capital investment projects by development region:

North Coast

Spruce Renovations Phase 1 & 2 at Coast Mountain College (Phase 1 completed Nov. 2021). Remediation and renovation of the campus library, addition of wheelchair accessible front access, upgrade flexible learning spaces, furniture and technology, reconfigured faculty and admin spaces and upgraded HVAC, Electrical, Mechanical and technology infrastructure. Phase 2 expected completion by early 2023. Total cost is \$18.9 million. (\$17.9 million from the Province, \$1 million from CMTN).

Thompson-Okanagan:

A 376-bed student housing project at Okanagan College. The project includes construction of mass timber buildings across three campuses – Kelowna (216 beds), Vernon (100 beds) and Salmon Arm (60 beds). Total cost is \$69.6 million (\$66.5 million from AEST). Completion is expected in fall 2023. Announced March 2021.

A 148-bed student housing building using modular construction at Thompson Rivers University in Kamloops. Total cost is \$14.5 million (\$10.9 million from AEST). Completion is expected in early 2023. Not yet announced.

Mainland/Southwest:

The Centre for Childhood Studies with 74 childcare spaces and purpose-built facilities for ECE programs at Capilano University in North Vancouver. Total cost is \$21.8 million (\$6.5 million from AEST, \$2.96 million from MCFD and \$12.3 million from CapU). Completion is expected in 2024. Announced Jan. 2022.

Program area: Post-secondary finance

A 386-bed student housing project and dining hall renewal and expansion at SFU in Burnaby. Total cost is \$103.6 million (\$73 million from AEST). Completion is expected in 2022. Announced Nov. 2019.

The First Peoples' Gathering House at SFU Burnaby Campus includes a large Ceremonial Hall for Aboriginal and campus-wide cultural events, workshops and celebrations. Total cost is \$17.6 million (\$6.4 million from AEST, \$9.2 million from SFU and \$2 million from SFU Aboriginal Strategic Initiative). Completion expected in 2023. Announced June 2020.

A 469-bed, 12-storey, mass timber student housing project at BCIT. Total cost is \$119.7 million (\$108.5 million from AEST, \$11.2 million from BCIT). Completion expected in 2024. Announced Sept. 2020.

The Accelerated Drug Discovery Using Clinical Translation project at UBC. Total cost is \$23.3 million (\$9 million from AEST through the Knowledge Development Fund). Completion expected in 2022.

The BCIT Trades & Technology Complex, which is comprised of various phased projects that will replace and modernize existing buildings and enhance and expand teaching space. Total project cost is \$162.6 million (\$136.6 million from AEST and \$26.0 million from BCIT). Construction is expected complete by Fall 2027. Announced Feb 2022.

Construction of a 14,520 m² facility to accommodate the School of Biomedical Engineering at UBC. Total project cost is \$139.4 million (\$25 million from AEST and \$114.4 million from UBC). Completion expected 2025. Announced June 2022.

A 362-bed student housing and 250-seat dining hall project at CAPU in North Vancouver. Total cost is \$58.2 million (\$41.5 million from AEST). Completion is expected in late 2024. Announced April 2022.

A 398-bed student housing building and dining hall expansion project at UFV in Abbotsford. Total cost is \$82.3 million (\$70.3 million from AEST). Completion is expected by fall 2024. Announced May 2022.

An integrated student housing and academic building at Douglas College's New Westminster campus, delivering academic and student housing spaces to create a living-learning community. Total project cost is \$292.5 million. (\$202.3 million from AEST, including \$189 million provincial grant, \$13.3 million provincial loan) and \$90.2 million from DOUG. Completed is expected in summer 2026. Announced August 2022.

Kootenay:

Two new student housing projects at Selkirk College. In Castlegar, a 112-bed student housing facility, and 36 student housing beds at the Silver King Campus in Nelson. Total project cost is \$31.1 million (\$29.1 million from AEST, including \$5.8 million from the BC Student Housing Loan Program and \$2 million from SELK). Construction expected to complete by fall 2023. Announced October 2021.

Vancouver Island:

A 217-bed student housing project at NIC. Total cost is \$65.9 million (\$63.9 million – \$57.3 million and \$6.6 million from the BC Student Housing Program – from AEST, \$2 million from NIC). Completion expected fall 2024. Announced Feb. 2022.

A 783-bed (621 net new beds with 162 replacement beds) student housing and dining hall at UVic. Total cost is \$230.8 million. AEST provided \$127.9 million towards housing (includes \$5.2 million capital grant, \$97.9 million loan from the BC Student Housing Program for the beds and a separate loan of \$24.8 million toward half the cost of the dining hall). Completion expected in 2023. Announced Nov. 2018 and July 2020.

An addition to the Fraser Building at UVic to house a National Centre for Indigenous Laws. Total cost is \$34.6 million (\$13 million from AEST, \$9.1 million from the federal government, \$5 million from the Law Foundation of BC, and \$7.5M from UVIC). Completion expected in 2024. Announced Sept. 2020.

Engineering and Computer Science Building expansion and addition of a new High Bay Research and Structures Lab building at UVic. Total cost is \$89.6 million (\$64.8 million from AEST and \$24.5 from UVic) Completion expected in 2024. Announced July 2021.

New hybrid mass timber West Shore Learning Centre in Langford. Total cost is \$98 million (\$77.8 million from AEST and \$20.2 million total from CAM, RRU and UVIC). Announced Aug. 2022.

Shq'apthut First Peoples Gathering Place Phase 2 expansion and landscaping transformation at VIU. Total project cost is 3.7 million including \$3.3 million from AEST. Announced April 2022.

A 266-bed student housing and new dining hall at VIU in Nanaimo. Total cost is \$87.8 million (\$87 million from AEST). Completion is expected in summer 2025. Announced Sept. 2022.

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Advice/Recommendations ; Cabinet Confidences

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Advice/Recommendations ; Cabinet Confidences

CORE MESSAGING

Updated: Aug 23, 2022

Health education & training:

- Health care is one of the fastest growing fields of employment in B.C. and is an important part of a strong, resilient economy.
- Government is training more health care workers so all British Columbians can access the care they need.
- Since 2017, government has provided annual targeted funding of nearly \$140 million for health education programs to public post-secondary institutions across B.C. and has provided one-time additional investments to respond directly to health workforce demands.

Increasing nursing training:

- In 2022, the Province added 602 new nursing seats to colleges and universities around B.C. – adding to the approximate 2,000 existing nursing seats in the province.
 - This includes 362 registered nursing seats, 40 registered psychiatric nursing seats, 20 nurse practitioner seats and 180 licensed practical nurse seats at 17 public post-secondary institutions.
- A new Northeast Nursing Program in Fort St. John began in fall 2021; this is the first-time people have been able to train to be a registered nurse in the Northeast.
- The number of specialty nurse training seats at BCIT has increased to 1,000 annually.
- Nurse practitioner programs at University of British Columbia, University of Victoria and University of Northern BC have all recently expanded and a new program is being developed at Thompson Rivers University.
- Since 2017, the Province has more than doubled the nurse practitioner seats, with a 46% increase in practical nursing seats and 22% increase in Bachelor of Nursing seats.
- To meet the increasing demand for nurses, B.C. recently launched new supports and bursaries to make it easier for eligible internationally educated nurses to enter the province's health system so they can support British Columbians' health care needs sooner.
- The Province is also creating more opportunities for nurses to advance in their careers through the development of nursing bridging programs.

Program area: Health - Melanie Nielsen

Training more health-care assistants:

- **Government is working with post-secondary institutions to expand health-care assistant training as part of the Health Career Access Program.**
- **Government is recruiting 3,000 health care workers per year in home and community care, long-term care homes and assisted-living facilities throughout the province.**
- **As of January 2022, there have been 3,819 hires, and almost 2,500 are currently enrolled in a training program.**
- **This program is supported through investments in training of almost \$64 million, since 2020.**

More allied health professionals:

- **Government is expanding training for health-care professionals, to deliver the health services British Columbians count on across B.C.**
 - **New sonography programs at College of New Caledonia and Camosun College**
 - **Physiotherapy and occupational therapy programs expanded and distributed to Prince George**
 - **80 new seats for community mental health workers**
- **On July 19, 2022, Government announced 278 new ongoing allied health seats, and more one-time seats in targeted areas. Expanded programs range from medical laboratory technology (+28 seats) to pharmacy technician (+41) to social work (+25).**
- **Expansions also include one-time funding for medical laboratory assistants with additional student supports and regional distribution as well as the development of an Advanced Care Paramedic Bridging program at JIBC to help paramedics trained outside of BC enter the workforce.**
- **The Province is investing \$24.9 million into the purchase and renovation of new program space in Surrey so that UBC can expand its Master of Physical Therapy program in the Fraser region, helping to train and retain health professionals in the area.**
- **A total of 20 new seats will be available this fall, with those students moving to the new location in Surrey when it opens in 2023.**
- **Physical therapists are identified as high-demand jobs, with 1,860 job openings in B.C. expected between 2021 and 2031.**
- **The Province has provided \$200,000 to Kwantlen Polytechnic University for planning a proposed degree in Traditional Chinese Medicine.**

Increasing doctor training:

- Training new family doctors in B.C. is critical, and is one of many solutions the Minister of Health is working on to improve access to primary care.
- In Sept. 2022, we announced 40 new undergraduate medical education seats and up to 88 new residency seats at the University of British Columbia's faculty of medicine, which will be phased in throughout the province beginning in 2023.
- The expansion will create more opportunities for students and resident doctors to learn, train and stay on to practise in communities.
- The Ministry is also working in close partnership with the Ministry of Health to meet our commitment of launching a second medical school in B.C.
- Government provided \$1.5 million to Simon Fraser University to support planning and development of the business case, and a project board has been established to oversee that work.
- This complements work underway to significantly increase the number of doctors we're training at the UBC Medical School.
- Since 2017, our government has increased the number of annual post-graduate residency positions including family medicine and other high priority specialty training areas.

Investing in health care innovation:

- The Province recently announced a \$25 million investment into a new learning environment for the school of biomedical engineering at the University of British Columbia.
- Biomedical engineering combines engineering principles with medical sciences to design, create and evaluate equipment, computer systems, and software used in medicine and health care.
- The work focuses on improving human health, including designing and building artificial internal organs and body parts such as hip joints; designing computer software to operate complex medical equipment such as 3D X-ray machines; and developing new drug therapies.
- This September, BCIT will open its new Health Sciences Centre for students studying nursing, MRI diagnostics and other health science programs. The Province invested \$66.6 million into the facility.

Improving access and affordability of post-secondary education:

- The Government of B.C. is investing in student housing as part of Homes for B.C., a 10-year housing plan with 8,000 new on-campus student beds to be built by 2028.

- To date, 6,837 new beds for student housing are open or underway, so more British Columbians have affordable housing alternatives to pursue post-secondary education.
- The Province ended interest payments on student loans in 2019, saving students \$40 million so far.
- The ministry launched the BC Access Grant – the first new grant in 15 years – with 32,000 students receiving over \$36 million for tuition annually since 2020.
- In May 2022, the Province invested \$3.75 million to support scholarships for graduate students at 10 public post-secondary institutions.

CORE MESSAGING

Updated: September 2022

Indigenous Language Revitalization

- **B.C. is home to more than 50 percent of all Indigenous languages in Canada.**
- **There are 34 distinct First Nations languages and more than 90 dialects in B.C.**
- **B.C. is one of the world's most linguistically diverse regions, one of only six regions in the world to be identified as a linguistic "hotspot".**
- **Indigenous languages are complex systems of knowledge, central to the identity of Indigenous peoples and an expression of self-determination.**
- **Past colonial policy and the residential school system tried to extinguish Indigenous languages and cultures.**
- **Their revitalization has been demonstrated to contribute Indigenous health and wellness.**
- **When Indigenous language and culture programs are included in post-secondary education and training, educational attainment outcomes for Indigenous learners also improve. This contributes to better socio-economic outcomes.**
- **Language, arts, and cultural programming employs people specifically for their Indigenous knowledge and supports economic development.**
- **Investing in Indigenous language revitalization aligns with Calls to Action of the Truth and Reconciliation Commission as well as the Declaration Act which recognize knowing and being able to speak one's language as a human right.**

Background

Post-Secondary Language Revitalization

- Public post-secondary institutions are partnering with Indigenous communities to offer a range of Indigenous language courses and programs, including diplomas, certificates, and bachelor's and master's degrees in Indigenous Language Revitalization.
- As of March 2021, a partnership between the En'owkin Centre, the Nicola Valley Institute of Technology (NVIT), and UBC Okanagan (UBCO) gives students the opportunity to receive a new bachelor's degree of Nsyilxcn [En-seal-ick-chin] language fluency. This is the first bachelor's degree of its kind in British Columbia under a newly designed provincial framework for Indigenous language learning.
- The structure of the Indigenous Language Fluency Degree is comprised of two years of language immersion in an Indigenous community followed by two years at a public post-secondary institution. To give learners flexibility, certificates and diplomas ladder into the degree.
- Graduates will have the ability to pursue career paths which meet community needs in the areas of education, social services, culture, and tourism and resource management while revitalizing their community's language.
- The following pilots are also in development:
 - Lake Babine Nation and Nicola Valley Institute of Technology will offer Bachelor of Nad'uten Language Fluency
 - Lillooet Tribal Council and Nicola Valley Institute of Technology will offer Bachelor of Northern St'át'imcets Language Fluency
 - The Nicola Bands and Nicola Valley Institute of Technology will offer Bachelor of Nle?kepmxcín Language Fluency
 - Wilp Wilxo'oskwhl Nisga'a Institute and the University of Northern BC will offer Bachelor of Nisga'a Language Fluency
 - The WSÁNEĆ School Board and University of Victoria will offer the Bachelor of SENĆOŦEN Language Fluency

Community-Based Language Revitalization

- Indigenous language learners can come into post-secondary language learning from public schools, First Nations' schools, Indigenous and Adult Higher Learning Association member programs or community programs.
- The Province allocated \$50 million in 2018 to support the First Peoples' Cultural Council's (FPCC) work on language revitalization with First Nations.
- Based on the \$50M investment, some outcomes include:
 - Over 2,400 people have received language training since 2018/19;
 - Communities digitized a record number of language resources in 2021/22; 65,385. This is a significant increase from 275 resources digitized in 2018/19 when the program began.
 - 33 of 34 languages are being documented and archived; and,
 - 10,834 language immersion opportunities were created over the last four years, supporting people on their journey to language fluency.

- In June 2022, the Province announced a new \$34.75 million investment to FPCC and the First Peoples' Cultural Foundation to support First Nations communities to revitalize their languages, cultures, arts and heritage.
 - \$25 million provided to the First Peoples' Cultural Foundation for community-based grants in arts and heritage, as well as language revitalization training and technology, which will be administered over three years.
 - The remaining \$7.15 million in new funding is being provided directly to FPCC for operations in 2022/23.
 - \$2.6 million from Advanced Education and Skills Training to support the Youth Empowered Speakers (YES) Program, which combines Mentor-Apprentice immersion learning, internships and education funding to develop fluent language teachers and early childhood educators.

Facts on Indigenous Language Revitalization

- The First Peoples' Cultural Council's third edition of the *Status on B.C.'s First Nations Languages* (2018) offers the most comprehensive data available:
 - As of 2018, there were 4,132 fluent speakers in BC (or 3% of the population that reported) which represents a decrease of 1,157 from the 2014 report when there were 5,289 speakers (4.1% of the population that reported).
 - Over half (52%) of fluent speakers are aged 65 and older, resulting in a decline of fluent speakers (1,157 fewer speakers in that 4-year period).
 - While there are decreasing numbers of fluent speakers, there are increasing numbers of young fluent speakers (117 up from 54 in 2014) and language learners (13,977 or 2,135 more learners, of which 78% are under the age of 25).

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CORE MESSAGING

Updated: September 2022

Post-Secondary Education and Skills Training for Indigenous Peoples

- Education plays a critical role in reconciliation. The Ministry is committed to working with First Nations, Métis, Inuit and urban Indigenous people, organizations and communities as well as post-secondary and skills training partners to implement the Truth and Reconciliation Commission's (TRC) Calls to Action and the *Declaration on the Rights of Indigenous Peoples Act*.
- The ministry is working with Indigenous partners to update the 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan. This work will continue to focus on systemic change and removing barriers so that Indigenous learners have greater access, better experiences, and higher completion rates in post-secondary education and skills training.
- The ministry makes investments in post-secondary supports, housing, and gathering places to ensure Indigenous students can access education in a welcoming, culturally safe environment.

Skills Training

- The Ministry supports skills training and education programs that prepare people for good jobs across the economy.
- Through the Industry Training Authority, B.C. is investing in Indigenous skills training development, improving opportunities for apprenticeships leading to rewarding and good-paying careers in the trades.
 - The number of Indigenous apprentices has increased to 2,860 from 400 over the last 10 years.

Post-Secondary Supports

- The ministry is co-developing, with Indigenous and post-secondary partners, a revised policy framework that responds to the TRC's Calls to Action and aligns with B.C.'s commitments in the *Declaration on the Rights of Indigenous Peoples Act*.

CORE MESSAGING

Background:

- The Ministry has expanded the Aboriginal Service Plan program to include all 25 public post-secondary institutions and is in the process of reconceptualizing the program with First Nations Education Steering Committee and Métis Nation BC. Each public post-secondary institution will receive \$250,000 ongoing to support the objectives of the program.
 - This program is being redesigned to better align with the UN Declaration on the Rights of Indigenous Peoples (UN Declaration), and a key objective of the program in this transition year is to support Article 18 of the UN Declaration which states:

Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.
 - This year a requirement of the program is that each institution begins to implement Action 4.5 of the Declaration on the Rights of Indigenous Peoples Act Action Plan, “Developing mechanisms for First Nations, Metis and Inuit learners and communities to play an integral role in public post-secondary institutions decision-making.”

Skills Training

- The Ministry provides : Advice/Recommendations; Government Financial Information to support the delivery of community-based skills training and post-secondary programming in partnership with First Nations, Métis Nation BC and urban Indigenous organizations. These partnerships help to improve socioeconomic outcomes for people and communities and contributes to lasting meaningful reconciliation with Indigenous peoples.
 - The Indigenous Skills Training Development Fund program provides funding for skills training that responds to labour and economic development needs: and/or priorities identified by Indigenous communities.
 - The Aboriginal Community-Based Training Partnerships program provides funding to Indigenous communities, in partnership with a post-secondary or Indigenous institute, to increase access to post-secondary education for Indigenous learners in their communities and lead to a credential.

Support for Indigenous Institutes

- The Ministry of Advanced Education and Skills Training, in partnership with the Indigenous Adult and Higher Learning Association (IAHLA) and First Nations Education

CORE MESSAGING

Steering Committee (FNESC), provided \$8 million to 10 First Nations institutes for core operating costs over two years; (\$4 million in 2021/22).

- With this core funding, these First Nations-mandated Institutes are better equipped to have stable operations to deliver ongoing post-secondary education and training programs. An additional \$825,000 was provided in 2021/22 to support an additional 11 Indigenous-led institutes to develop and implement capacity building projects.

CORE MESSAGING

Former Youth in Care

- In 2017, AEST launched the Provincial Tuition Waiver Program for eligible former youth in care to access all 25 public post-secondary institutions and the Native Education College, and in 2018 expanded the program to include foundation and apprenticeship training programs at 10 union-based training providers.
 - The program has benefitted more than 1,800 learners so far.
- The current Minister's mandate letter includes taking the lead on work underway to expand tuition waivers to all former youth in care, regardless of age, with support from the Minister of Children and Family Development, and in collaboration with Indigenous partners.

CORE MESSAGING

Updated: Oct. 2022

Post-secondary education affordability:

- Our government agrees that everyone should have access to affordable post-secondary education.
- We know that some students encounter financial barriers to accessing post-secondary education.
- That's why our government ended interest payments on student loans, saving students approximately \$40 million since 2019.
- We've building over 7,600 student housing beds, with more to come so more students can find affordable housing. We are committed to deliver 8,000 new student housing spaces on campus throughout B.C. by 2028.
- We launched the BC Access Grant in August 2020 – the first new up-front, needs based grant in 15 years – with more than 47,000 students receiving over \$71 million for up-front tuition costs and living expenses as of July 31, 2022.
 - We are working with students to expand the B.C. Access Grant program to reduce barriers for people, and I'm looking forward to saying more soon.
- The Tuition Limit Policy ensures domestic tuition fees and fee increases remain low and predictable at 2% per year
- In April 2019, government made the single biggest investment in Open Education Resources and open textbooks of \$3 million.
- Over 330 textbooks are available and range from popular first- and second-year subject areas such as math, computer science, chemistry and business, to skills and technical subjects such as foundational trades courses, healthcare, tourism/hospitality and adult basic education.
- Over 267,000 students in B.C. have saved over \$31 million since the open textbook project was launched in 2012.
- We have more to do and will keep working with students to continue to make post-secondary education more affordable in British Columbia.

Background:

Removal of interest on student loans

The government has saved students approximately \$40 million since cutting interest on student loans in 2019.

Student housing

Homes for BC, our government's 10-year housing plan supports students housing with 3,000 more student housing units made possible through private partners and institutional fundraising for a total of 8,000.

The government launched a \$450 million student housing loan program so that post-secondary institutions can borrow directly from the province to help finance an estimated 5,000 affordable on-campus student housing units.

8,000 new student beds on campuses will be built throughout the province Advice/Recommendations

Adult Basic Education

We are providing tuition-free Adult Basic Education and English Language Learning programs. In 2020/21, over 3,200 people in their own communities have benefitted through an annual \$2.4M investment in the Community Adult Literacy Program.

In 2022/23, the Province started providing an additional \$1M annually to Community Adult Literacy Program funding, increase the ongoing annual investment to \$3.4M each year.

In 2017, the Province brought in a tuition-free policy for Adult Basic Education (ABE) and English Language Learning (ELL) in public post-secondary institutions, saving students thousands of dollars in tuition each year. Annual budget is \$24M. The Adult Upgrading Grant (AUG) is a need-based grant that supports students enrolled in ABE and ELL to cover costs such as books, transportation, technology, fees and supplies.

In 2022/23, the Province funded the specialized pathways between ABE and ELL programs and high-priority occupation programs (such as Health Care Assistants or Early Childhood Educators), to increase the success of students transitions from upgrading programs into high-demand jobs. Students can access tuition-free ABE and ELL and may be eligible for the AUG as well as other financial supports in the high-priority occupation programs.

43,070 domestic students enrolled in tuition-free ABE over 3 years between 2018-2021.
15,160 domestic students enrolled in tuition-free ELL over 3 years between 2018-2021.

Tuition waiver program

Young people who were in care deserve the chance to thrive, not just survive.

In 2017, Premier Horgan announced the expansion of the tuition waiver program for former youth in care, to all 25 public post-secondary institutions and the Native Education College.

We expanded the program to include foundation and apprenticeship training programs at 10 union-based training providers, effective July 1, 2018.

Previously, there was no provincial standard with 11 public post-secondary institutions offering a variety of programs, each with different criteria.

As of August 2022, more than 1,900 former youth in care have benefitted from the provincial tuition waiver program (PTWP) compared to 189 youth in 2016/17 under the initial voluntary program.

About 400 new students benefitted in FY 2020/21.

In each of 2019/20 and 2020/21 approximately 850 students participated in the program over the course of the year (both new and returning students from previous years).

Premier Horgan has provided me with a mandate to work “to expand tuition waivers to all former youth in care, regardless of age.”

Throughout spring 2021 we have been engaging with young adults, education sector and community partners to inform the way forward.

Through this commitment we will continue our work to break down barriers for even more former youth in care seeking opportunities that come with post-secondary education and skills training.

BC Access Grant

We are opening the doors to post-secondary education and training for thousands of British Columbians who were shut out for far too long.

In Budget 2020, the Ministry announced a new B.C. Access Grant as one way to make post-secondary education and training more affordable and accessible. This is the first substantial new investment in provincial needs-based post-secondary student grants in 15 years.

As of July 31, 2022, more than 47,000 students have received over \$71 million in funding since the new B.C. Access Grant was launched. These grants support a wide range of education and training at B.C.’s 25 public post-secondary institutions.

Unlike most previous grants, the B.C. Access Grant targets those who need it most – low- and middle-income students – including students in programs under two years and those studying part-time. Funding helps to cover up-front tuition costs and living expenses and ensures more students are better supported financially to be successful.

The B.C. Access Grant complements Canada Student Grants for Full- and Part-Time Students, as well as Students with Disabilities, and ensures B.C. students will be able to access substantial needs-based, non-repayable financial assistance to help with the cost of post-secondary programs leading to an undergraduate certificate, diploma or degree.

Tuition limit

The Tuition Limit Policy has been in place since 2005 and was extended in 2007 to include mandatory fees. It limits tuition and fee increases to a maximum of 2% per year.

The policy helps provide certainty and stability for students and their families in planning for post-secondary education. The policy is also intended to provide an appropriate balance of costs between students, institutions, and taxpayers for a post-secondary education system that is sustainable over the long-term.

The tuition limit policy doesn’t apply to international students. Institutions are encouraged to set tuition for international students at a level that reflects the full cost of education, so taxpayers do not subsidize international students’ education. The Ministry is working with public institutions to provide tuition transparency and certainty for international students over a study period.

According to 2021/22 Statistics Canada data, B.C. has the fourth lowest undergraduate tuition in the country - lower than Nova Scotia, Prince Edward Island, New Brunswick, Ontario, Alberta, and Saskatchewan. Undergraduate tuition in B.C. is \$584 less than the Canadian average.

Keeping costs low and ensuring increases do not go beyond prescribed limits is a mandate commitment. The Ministry receives annual reporting from post-secondary institutions on tuition and fee increases. Tuition is a component of overall post-secondary institution revenue, and the Tuition Limit Policy will be considered in conjunction with the Post-Secondary Funding Review.

CORE MESSAGING

Updated: Oct. 2022

Technology in British Columbia:

- **Our post-secondary system produces world-class talent that supports a booming tech sector and opens doors to good-paying jobs. Prior to 2017, there had been no significant investment in tech spaces for over a decade.**
- **This government has launched a graduate student scholarship fund, continues to add more tech spaces, and has provided awards to inspire a new generation of women to pursue tech careers.**
- **An additional 2,900 tech-related spaces will produce 1,000 additional tech-grads a year by 2023. To support these new spaces, we have increased our investment up to a steady state of \$42 million a year in on-going funding.**
- **In 2021/22, the ministry funded over 2,600 student spaces in tech-programming, at institutions throughout the province, and have reached a total of 2,900 funded tech spaces in 2022/23.**
- **The ministry is working with partners to identify needs and opportunities, to inform a new plan for 2,000 new tech-relevant student spaces at public post-secondary institutions.**

Secondary messaging:

- **An investment of \$15.75 million in a merit-based BC Graduate Scholarship Fund is supporting over 1,000 awards of \$15,000 so graduate students can focus on their studies, not the costs.**
- **In November 2021, the ministry awarded 15 merit-based Women in Technology Scholarships – including one Indigenous Women in Technology Scholarship – to women studying computer science, math or engineering to increase their participation in the sector.**
- **The Ministry of Jobs, Economic Recovery and Innovation is investing \$15 million in the Innovator Skills Initiative to bring under-represented people into the tech sector.**
- **\$2.4 million is being invested over two years in pilot projects to improve opportunities and advancement for women and other underrepresented groups in tech and engineering.**
- **Government continues to work with public post-secondary institutions and other partners to advance technology in key areas of our economy.**

Background:

British Columbians working in tech-related jobs earn significantly higher than the average wage at \$1,760 per week, compared to an average wage of \$1,000 per week. More than 111,000

tech-related jobs openings are expected from 2021 to 2031 in occupations such as computer programming, engineering and software designing.¹

B.C.'s tech sector is a top provincial performer. The number of companies increased from 10,941 in 2018 to 11,052 in 2019 (1.0%) employing over 131,220 people in 2019, up from 125,330 in 2018 (4.7%). From 2010 to 2019, revenues in B.C.'s tech sector grew at a pace that exceeds the national average, climbing at an average annual rate of 6.6.% to \$34.9 billion in 2019 – the highest level ever recorded.

The ministry has invested in 2,900 additional tech seats to improve access to training and education, while supporting the sector with more home-grown talent. Allocation was based on discussions with the post-secondary sector and industry as well as regional labour market demands and upcoming high-demand jobs.

The multi-year tech seat expansion plan started with an investment of \$4.4 million to post-secondary institutions in 2017/18 and increased in subsequent years. In 2021/22, the ministry provided \$41 million for 2,600 student spaces in tech-related programs, and reached 2,900 spaces in 2022/23, to reach a steady state of \$42 million annually in on-going funding.

The ministry's budget includes the following funding for the expansion of technology-related programming (2017/18 through 2022/23):

	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23
Total Annual Funding	\$4.4M	\$7.0M	\$24.9M	\$35.8M	\$41.1M	\$42.0M

The BC Graduate Scholarship was announced at the May 2018 #BCTECHSummit. The funding was provided to support two main rounds of awards, fall 2019 and fall 2020. The precise timing/number of awards per round, are up to the institutions.

Additional funding of \$3.75 million was provided in each of March 2021 and March 2022.

Merit-based graduate scholarships help recruit and retain the best researchers and innovators at 10 public post-secondary institutions. The scholarships are administered by institutions with a focus on priority areas such as STEM as well as Indigenous and regional programming.

15 Women in Technology scholarships worth \$10,000 each will be available annually over the next 3 years, including at least one each year for Indigenous women.

Background on the Sector Labour Market Partnership on Diversity in Tech

Sector Labour Market Partnership (SLMP) projects are funded through the Canada-BC Labour Market Development Agreement.

In May 2019, government announced support for two SLMP-funded pilot projects to address barriers for underrepresented groups in B.C.'s growing technology and engineering sectors. With \$2.4 million over three years, and led by the Applied Science Technologists and

¹ Note that this is based on pre-pandemic forecast. However, growth has been strong in 2020 and the pre-pandemic forecast could prove to have been an underestimate.

Technicians of B.C. and HR Tech Group, these projects focussed on how to attract, retain and support career advancement of equity-seeking groups in B.C.'s tech workforce.

With government funding now complete on the ASTTBC pilot project, industry partners are supporting the continued availability of resources, including career profiles, podcasts, and webinars, on the project website: <https://womeninengtech.ca/>.

Government is also providing \$1.4 million over 2.5 years to the First Nations Technology Council for current labour market research and recommendations that will contribute to the advancement of Indigenous peoples in BC's growing digital economy.

B.C.'s tech sector continues to grow rapidly but has a projected talent shortfall and low levels of diversity and representation from key groups, including women, people with disabilities and Indigenous peoples according to a 2017 report, Diversity & Inclusion in the BC Tech Sector.

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CORE MESSAGING

Updated: Oct. 2022

Trades Training

- **An apprenticeship in a skilled trade is an important entry point to a long-lasting, good-paying career that is helping to build B.C.**
- **There were more than 37,000 registered apprenticeships, over 8,800 youth program participants, and nearly 4,700 foundation students in B.C in 2021/22.**
 - **10% of apprentices are women.**
 - **8% of registered apprentices are Indigenous, as of March 2022.**
- **These are the people that are fixing our cars, building our homes and creating 21st century solutions.**
- **By 2031, B.C. can expect approximately 85,000 new job openings for workers in trades occupations.**
- **Our government is working hard to make sure more people can access skills training and complete their apprenticeships.**
 - **Building a future workforce by advancing technology in trades training.**
 - **Investing in Indigenous skills training development.**
 - **Supporting programs that encourage more women in the building trades.**
 - **Partnering with colleges and other levels of gov't to ensure 21st century training facilities and tools to support students.**
- **High-demand trades occupations include millwrights, heavy duty mechanics and carpenters in industries like construction, manufacturing and forestry.**

SkilledTradesBC (formerly Industry Training Authority)

- **Government invests about \$105 million a year in trades education through SkilledTradesBC.**
- **SkilledTradesBC manages more than 100 trades programs in B.C. – from arborists to saw filers to welders – 49 of which are Red Seal programs.**
- **SkilledTradesBC expects to fund more than 27,000 apprenticeship and foundation training seats this year at public and non-public institutions.**
- **SkilledTradesBC works with more than 10,000 employer sponsors of apprentices.**

Background:

Technical training in more than 70 programs is offered at 15 public post-secondary institutions, as well as non-public post-secondary institutions. SkillTradesBC funded nearly 26,000 apprenticeship and foundation training seats in 2021/22 and plans to fund nearly 24,000 seats in 22/23.

Nearly half of all apprentices were in one of the following trades: construction electrician, carpenter, plumber and automotive service technician.

Foundation training programs provide trainees with the basic knowledge and skills needed for entry into a particular occupation. Typically, these programs run between 13 weeks and 10 months.

Apprenticeship training typically combines paid, work-based training (about 80% of training), with technical training in a classroom or shop setting (about 20% of training). Successful completion of both components, along with examinations, is required to earn a certificate or ticket, and become a certified tradesperson. In school technical training typically ranges from 4 to 10 weeks per year depending on the trade and takes approximately four years on average to complete.

1,004,000 job openings are expected in B.C. by 2031 due to retirements and economic development. Approximately 8.5% - 85,000 - will be in the trades. We expect more than 75,900 construction job openings by 2031.

Over the past 10 years, B.C.'s Indigenous peoples' representation in the trades training and apprenticeship system has continually increased:

- The number of Indigenous peoples participating in apprenticeship training has grown from just over 500 to over 3000 (a 500 percent increase).
- Indigenous women participating in apprenticeship training has also grown, from just under 80 to just over 500 (a more than 6-fold increase).
- The number of Indigenous women participating in under-represented trades – this includes all trades except cook, baker, hairstylist and landscape horticulturalist – increased from just over 30 to nearly 300.
- The percentage of Indigenous peoples in apprenticeships has increased from 1.1 percent to 8.0 percent of all apprenticeships.

SkilledTradesBC (formerly Industry Training Authority): SkilledTradesBC leads and coordinates B.C.'s skilled trades system. SkillTradesBC works with Indigenous groups, apprentices, employers, industry, labour, training providers and gov't to issue credentials, support apprenticeships, fund programs, set program standards and increase opportunities in the skilled trades.

New equipment and trades facilities: The best equipment and training facilities are supporting the needs of modern industry:

1. From 2017/18 to 2021/22 government invested a total of \$19.4 million in industry-standard training equipment to give trades and tech students the skills to succeed.
 - 2017/18 - \$5.1M

- 2018/19 - \$3.2M
 - 2019/20 - \$3.1M
 - 2020/21 - \$4.6M
 - 2021/22 - \$3.4M
 - 2022/23 – No Equipment Purchased
2. A new trades training facility at Okanagan College in Vernon opened August 2018. (\$6.2 million with \$2.9 million from the Province).
 3. Patterson Hall trades training facility at the College of the Rockies in Cranbrook opened in August 2018. (\$11.6 million with \$4.8 million from the Province).
 4. House of Cedar trades training facility at Coast Mountain College in Terrace opened in September 2018. (\$18.4 million with \$11.9 million from the Province).
 5. Heavy mechanical trades facility at CNC in Prince George opened September 2018. (\$18.6 million with \$10.2 million from the Province).
 6. Industrial Training and Technology Centre at TRU in Kamloops opened in September 2018 (\$31.9 million with \$7.0 million from the Province).
 7. Renewed Automotive, Marine and Trades Complex at VIU in Nanaimo opened October 2018. (\$20.4 million with \$9.5 million from the Province).
 8. Trades training facility at Northern Lights College in Dawson Creek opened Oct. 12, 2018. (\$34.4 million with \$16.4 million from the Province)
 9. Renewed Silver King Trades Campus including a new carpentry building and renovated north and south trades buildings at Selkirk College in Nelson opened Aug. 26, 2019 (\$23.4 million with \$13.6 million from the Province).
 10. New trades training facility at North Island College in Campbell River, opened January 31, 2020. (\$18.0 million with \$8.6 million from the Province).
 11. New mobile marine classroom for Coast Mountain College in Prince Rupert, funded August 22, 2022 (\$250,000 from province).
 12. New mobile training units at the Nicola Valley Institute of Technology in Merritt, funded August 25, 2022 (\$3.4 million from province).

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CORE MESSAGING

Updated: Oct. 2022

Women in Skilled Trades Professions

- **Workplaces must be welcoming, inclusive and safe for every employee, regardless of gender, background, or age.**
- **Women have been underrepresented in the trades.**
 - **Women represent 10% of all registered apprenticeships.**
 - **Women represent less than 5% of workers in the construction trades.**
- **Since April 2019, through SkilledTradesBC (formerly the Industry Training Authority), government has invested \$16.9 million to recruit, retain and advance women in trades-related employment.**
- **As a result, there's been an increase in interest in skilled trades apprenticeships and careers and especially from women in the past five years:**
 - **More than 12,000 new apprenticeship registrations per year for the past five years, except for the pandemic year which all labour markets were impacted.**
 - **An 8 % increase in women apprenticeships in all trades**
 - **One of the largest areas of growth we are seeing is in women in under-represented trades such as construction electrician, carpenter, and plumber. Over the past five-year trend there has been an increase of 29% in these trades.**
- **We're helping more than 1,800 women access trades training with six SkilledTradesBC pre-apprenticeship programs, funded through the Canada-BC Workforce Development Agreement.**
- **We're launching a skilled trades certification system to help more women, Indigenous people and young people access good paying careers in the trades.**
- **We're removing barriers for women to obtain careers in the trades and developing programs to address issues like bullying and harassment, which may discourage women from staying in some trades.**
- **We're working to achieve gender equality for opportunities in our society. An inclusive workforce will help us build a better B.C. and meet labour market demand.**
- **We're opening doors for women to become electricians, millwrights, heavy duty mechanics and carpenters, and to pursue other trades.**
- **By 2031, B.C. will see approximately 85,000 new job openings for workers in trades occupations.**

Background:

According to SkilledTradesBC, there were 3,827 women apprenticeships in 68 different trades as of June 30, 2022.

As of June 30, 2022, women represented 10% of all SkilledTradesBC's apprenticeships. Of that number, 58% were in under-represented trades – where women represent less than 25% of apprenticeship registrations in a Red Seal trade.

Women represent 15% of apprenticeable trades workers, including professions such as hairdressers and cooks as well as male-dominated professions such as construction trades. According to 2016 census, 4.1% of workers in construction trades are women.

B.C. is working towards equality of opportunity

SkilledTradesBC sponsors several community service providers, training providers, and Indigenous communities across B.C. to deliver trades training and employment programs focused to meeting the needs of vulnerable and under-represented groups in trades occupations, including Women, Indigenous people, and other Equity Seeking groups through funds from the Government of Canada and British Columbia.

Women in Trades Training Programs –

Women in Trades Training - SkilledTradesBC's **Women in Trades Training** (WITT) initiative is a long-term strategy to match women's skills to the needs of B.C.'s workplace, funded through the WDA. It provides training, financial assistance and support for women considering a career in the trades, but who are unemployed or may need skills upgrading. For example:

- BC Construction Association: \$for Skilled Trades Employment Program;
- BC Federation of Labour: for BC Centre for Women in The Trades;
- Camosun College: for Women in Trades program;
- Okanagan College for Women in Trades program;
- Thompson Rivers University: for EmpowerHER: Attract, Recruit, Retain Women in Trades Training Program.

Equity Seeking Groups in Trades Training Programs:

- BC Construction Association: \$4.4 million for Skilled Trades Employment Program.

Women in the Construction Trades - In 2018, the Province announced \$1.8 million in initiatives to support women working in or starting their careers in the building trades. The BC Construction Association and the BC Federation of Labour with their partners have developed a range of programs that support construction employers and advance the career opportunities of women in the building trades:

- Outreach and mentoring for tradeswomen.
- Leadership-development training to improve workplace culture by addressing bullying and harassment in the workplace.
- Workplace training to encourage male employees to speak out against incidents of bullying and harassment.
- Employer-human resource supports, including a virtual team to help develop customized workplace policies, plus onsite mediation to manage staff situations.

- Campaign to recognize exemplary employers that champion and implement culture change that supports the career advancement of women in their workplaces.

Key components of BC Construction Association-led projects include a Builders Code which aims to retain more women in the construction trades by creating supportive, inclusive work environments, with the goal of having women make up 10% of B.C.'s construction trades by 2028. Key components of the BC Federation of Labour-led projects include establishing the BC Centre for Women in the Trades, which aims to increase opportunities for women in trades to connect with and support each other.

Gender equality is a fundamental human right and a cross-government priority. To make sure every person enjoys the same rights, resources, opportunities and protections regardless of gender, the government appointed a Parliamentary Secretary for Gender Equity. The Parliamentary Secretary will track progress on gender equality across government, co-ordinate government action on gender issues including gender violence, gender equality and women's economic empowerment, and make sure gender equity is reflected in government budgets, policies and programs.

Community Benefits Agreements to build public infrastructure projects will prioritize the hiring of women and other groups traditionally under-represented in the skilled trades. Projects announced under the Community Benefits Agreement framework include the Highway 1 Illecillewaet Project, the Pattullo Bridge Replacement Project, and the Broadway Subway project.

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ADVICE TO MINISTER

Section H-3j

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Advanced Education and Skill Training Dated: Oct. 6, 2022</p>	<p>COVID-19 SAFETY - PSIs</p>
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ADVICE AND RECOMMENDED RESPONSE:

- Public health experts in B.C. continue to recommend the continuation of on-campus instruction for post-secondary institutions.
- Vaccines are the most effective way to reduce the risk of COVID-19 on campus. The post-secondary community is amongst the most vaccinated populations in the world.
- The Ministry continues to work with the Office of the Provincial Health Officer, the BC Centre for Disease Control, the Ministry of Health, the First Nations Health Authority, post-secondary institutions and stakeholders to monitor COVID-19 and ensure existing plans and protocols remain effective.

IF ASKED ABOUT FACE MASKS:

- Given the high rate of vaccination in British Columbia, effective March 11, 2022, public health no longer requires face coverings in indoor public settings.
- Students, faculty and staff are encouraged to be respectful of individual choices with respect to the wearing of masks.

IF ASKED ABOUT PROOF OF VACCINATION:

- Since April 8, 2022, proof of vaccination has no longer be needed to access events and services.
- At the same time, the requirement for students residing in residence to be fully vaccinated under the Post-secondary Institution Housing COVID-19 Preventative Measures Order was repealed.

IF ASKED ABOUT MONKEYPOX:

- B.C. is working closely with federal and provincial partners to stop the spread of monkeypox.

ADVICE TO MINISTER

Section H-3j

- **The Province is making monkeypox vaccines available to people at the highest risk of infection.**
- **I encourage students, faculty and staff at post-secondary institutions to be aware and practice safe health measures.**
- **Post secondary institutions with student health services are working in collaboration with their local health authorities to provide guidance about monkeypox and other health priorities to students.**
- **Stigmatizing people because of a disease is never okay. Anyone can get or pass on monkeypox, regardless of their sexuality.**

BACKGROUND:

No changes to public health measures are planned for post-secondary institutions leading into the September 2022 fall semester. Currently, all public post-secondary institutions are being consistent in their approach for the fall semester.

Since April 8, 2022, no proof of vaccination is needed to access events and services; and there's no requirement for students residing in residence to be fully vaccinated under the Post-secondary Institution Housing COVID-19 Preventative Measures Order.

Effective March 11, 2022, public health no longer requires face coverings in indoor public settings.

In April 2022, UBC made the decision to continue to require that masks be worn in public indoor spaces on both campuses until the end of Winter Session on April 30, 2022. This was a departure in approach that received some media coverage.

In March 2021, the Provincial Health Officer, Dr. Bonnie Henry, advised post-secondary institutions to prepare for a full return to campuses in September. Updated public health guidance to support the full return to campus was developed by a team of experts from the Office of the Provincial Health Officer, regional health authorities, the BC Centre for Disease Control, and BC's post-secondary sector, with support from the Ministry of Advanced Education and Skills Training.

On April 30, 2021, the Return to Campus Primer was released to support post-secondary institutions in their planning for a full return to campus in the fall. The Go-Forward Guidelines continued to be updated to provide continued support to PSIs while the more fulsome COVID-19 Return-to-Campus Guidelines were drafted and published (July 2021).

COVID-19 RETURN-TO CAMPUS GUIDELINES (RTC GUIDELINES)

The RTC Guidelines (published July 2021) were developed by a team of experts from the Office of the Provincial Health Officer, regional health authorities, the BC Centre for Disease Control, and experts from BC's post-secondary sector, with Ministry support.

The RTC Guidelines provided updated public health guidance to support the full return to in-person education, research, and on-campus services for BC's post-secondary institutions. The RTC Guidelines are continually updated to reflect the latest guidance from the PHO.

ACCESS TO FREE PERSONAL PROTECTIVE EQUIPMENT AND TESTING

As of March 23, 2022, the Province is making certain non-medical PPE and critical supplies available for PSIs.

ADVICE TO MINISTER

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- The additional supplies (hand sanitizer, gloves, masks, etc.) and RAT kits will be available at no charge. Institutions will be required to cover the cost of shipping.
- The Ministry of Health has partnered with the Public Health Services Authority for distribution.
- PSI shipping and contact information is already on file from the recent distribution of RAT kits.
- Institutional contacts were invited (March 28, 2021) via email by Peak Health/Evolution to access the Ministry of Health PPE and RAT ordering system.
- PSIs will receive an electronic invoice once orders have been packaged, including a direct and secure link to pay for shipping costs.

PSIS AND TUITION INCREASE

In November 2020, the Simon Fraser Student Society sent an undated letter to Minister Mark and Premier Horgan in response to Simon Fraser University proposing a 2% tuition increase for domestic students and a 4% tuition increase for international students for the 2021-22 academic year (the same increase was implemented for the current school year and proposed for the following two). Referencing financial impacts of COVID-19, they asked the BC government to include international students in the Tuition Limit Policy, to cap increases at 2% annually and, to increase operating grants to PSIs to help lower tuition increases.

PSIS ALLOWED TO RUN DEFICITS

On Feb. 12, 2021, the Ministry announced approval for 20 PSIs to run deficits totalling up to \$178.9 million in fiscal 2020/21 based on December 2020 forecast figures.

MEDIA INTEREST:

No media coverage over the summer months on PSIs on COVID-19 safety. UBC's decision to continue to require that masks be worn in public indoor spaces on both campuses until the end of winter session on April 30, 2022 received some media coverage.

ADVICE TO MINISTER

Section H-3k

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Advanced Education and Skill Training Dated: Sept. 26, 2022</p>	<p>DECLINING ENROLMENT AND PSI FINANCES</p>
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ADVICE AND RECOMMENDED RESPONSE:

- There has been a significant increase in the number of students wanting to study in B.C. and Canada, and many students are still waiting for their study permit to be approved.
- Some post-secondary institutions have raised concerns about declining enrolment and tuition revenue this semester.
- We recognize the challenges associated with changes in enrollment from year and year and the impacts it has on hiring, staffing, and managing these institutions.
- That's why the ministry is reviewing the way we fund B.C.'s post-secondary institutions. That review is ongoing, and I look forward to receiving the findings from Don Wright, who is leading the review.
- The ministry funds each public post-secondary institution through a combination of targeted and annual (block) funding.
 - Targeted funding is for specific, priority educational programs.
 - Annual funding can be used to fund programs the institution decides are important and fit the role of the institution.
- The goal is to continue delivering the quality education experience all students expect in B.C.'s post-secondary system.

IF ASKED ABOUT PSI BUDGET CONCERNS:

- Public post-secondary institutions are managed by skilled administrators, with strategic direction provided by their boards, and it is up to the individual institution to determine how best to manage its budgets.
- Provincial operating grants enable post-secondary institutions to deliver high-quality education and provide a wide array of academic supports for students.

ADVICE TO MINISTER

Section H-3k

IF ASKED ABOUT PSI FUNDING:

- **Operating grants for the current year have been communicated to each institution in their annual budget letter. These grants will remain stable this year even if enrolments are lower than previously planned.**
- **Operating grants for public post-secondary institutions have increased every year since 2017 are \$503 million higher than what they were in 2016.**

IF ASKED ABOUT INTERNATIONAL STUDENTS AND STUDY PERMIT DELAYS:

- **there has been a significant increase in the number of students wanting to study in B.C. and Canada, and many students are still waiting for their study permit to be approved.**
- **The ministry is in regular contact with the federal government on international education, and we encourage them to do everything possible to resolve the backlog in applications.**

BACKGROUND:

The Ministry issues annual operating grants to each public post-secondary institution through a combination of targeted funding for specific, priority educational programs, and block funding that the public post-secondary institution can allocate to programs the institution decides are important to provide and fit the role of the institution.

When the Ministry provides funding for new programs, funding levels are typically negotiated with the institution. The cumulative grant funding reflects the institution's unique size, history, mandate, mix of programs, mode of program delivery and campus locations.

Along with the annual funding grants, the Ministry issues enrolment (student Full Time Equivalent) targets to each institution. The student Full Time Equivalent (FTE) target is an enrolment performance metric and is not related to the funding grant. The student FTE performance at each institution is part of the accountability framework for British Columbia's public post-secondary system.

While the Ministry issues annual funding grants and student FTE performance targets to institutions at the start of each fiscal year, the annual funding grants are not based on enrolment demand (e.g., funding/student FTE or funding/student headcount).

If the Ministry were to issue funding based on the principle of demand, and the demand declined, the funding would too. This is not the approach taken by the Ministry toward funding our public post-secondary institutions.

COVID-19 Impact on International Student Growth

The number of international students studying in B.C. with a study permit declined by 12% between 2019 and 2020, which was consistent with the decline across Canada during the same period. The decline was likely attributed to factors relating to the COVID-19 pandemic, including federal border rules implemented in March 2020 that limited entry of people into Canada.

Ongoing delays in federal processing of international study permits and concerns regarding COVID-19 continue to impact international student enrolment for many Canadian post-secondary institutions.

PSI Budget Deficits

The *University Act* and the *College and Institute Act* require PSIs to obtain approval from the Ministers of Finance and Advanced Education and Skills Training prior to running fiscal year-end deficits.

Advice/Recommendations; Government Financial Information

ADVICE TO MINISTER

Section H-3k

Advice/Recommendations; Government Financial Information

MEDIA INTEREST:

“Student numbers lower than expected at University of Victoria” – Sept. 11, *Vancouver Sun*

- A drop in student enrolment at the University of Victoria and a number of other post-secondary institutions is being attributed in part to delays in federal processing of international study permits.
- UVic said in a statement that numbers were “trending lower than forecasted.”
- UVic president Kevin Hall said in a letter to staff that the situation was “causing some -concern about our tuition revenue.”
- The university said it is -taking steps to minimize the impact, including hiring in only critical or high-priority positions in the short term and looking for areas to reduce other expenses.

<p style="text-align: center;">CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Advanced Education and Skill Training Dated: . 11, 2022</p>	<p style="text-align: center;">International students</p>
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ADVICE AND RECOMMENDED RESPONSE:

- Students from all over the world have chosen to study in B.C. – their skills, talents and cultural perspectives help us to build a more diversified and stronger economy.
- B.C. is one of the most popular student destinations for international students in Canada, hosting 22% of all international students on study permits in the country.
- The B.C. government expects post-secondary institutions to provide transparency and consistency for international students when they make decisions on programming and tuition fees.
- We are focused on putting students first, and generating positive education outcomes for all students through diversity and global experiences.
- The ministry will continue to engage with partners to continue delivering a high-quality education experience for students.

SECONDARY MESSAGING:

- B.C. is one of the most popular destinations for international students in Canada, hosting 22% of all international students on study permits in the country.
- The number of international students studying in B.C. with a study permit increased from approximately 100,000 in 2013 to more than 184,000 in 2021.
- Public post-secondary institutions are expected to ensure that domestic students are not displaced by international students.
- The revenues from international students help institutions add courses and hire more faculty and staff.

IF ASKED ABOUT FEDERAL CHANGES TO REMOVE CAP ON WORK HOURS FOR INTERNATIONAL STUDENT (from MUNI):

- International students are an important part of British Columbia's post-secondary education system and we value the contributions international students make to our post-secondary institutions and communities.
- COVID-19 restrictions early in the pandemic reduced the number of international students in B.C. Today, international students are coming to B.C.

in strong numbers, and many will be looking to work.

- Some international students and employers have advocated for increasing international student work hours to help address cost of living pressures and labour shortages.
- The Province will carefully monitor the impact of this change and ensure that studying, not working, remains the primary focus of the international student program.

SUPPORTS FOR INTERNATIONAL STUDENTS (from MUNI):

- Government is working through the BC Provincial Nominee Program to retain international students in B.C. This is a path to permanent residency.
- Upon completion of their studies, international students have up to three years to apply to the program.
- Many post-secondary institutions have support available to help international students navigate federal and provincial immigration programs.
- In addition, B.C. provides integration services to eligible post-secondary international students and other newcomers through the BC Settlement and Integration Services Program.
- Government wants to make sure that eligible international students have the support they need to work in B.C. and can pursue permanent residence if they want to.

IF ASKED ABOUT HIGH TUITION FEES FOR INTERNATIONAL STUDENTS:

- Tuition for international students is set by the Board of Governors of each institution and is a matter for them to address.
- The B.C. government's guidelines encourage institutions to set international tuition at a level that covers direct costs and overhead, so that taxpayers do not subsidize international students.
- The ministry has developed a student-centred and sustainable strategic International Education Framework, which will be available this fall.
 - The Framework will include guidance for public institutions on tuition transparency. We believe it's important for international students to understand the tuition costs they can expect over their study period.
- The goal is to continue delivering the quality education experience all students expect in B.C.'s post-secondary system.

BACKGROUND:

International students and education are regular topics for media requests, especially in Chinese and Punjabi media. Tuition rates, study permits, working hours, understanding rights all regularly come up in media.

B.C. remains one of the most popular student destinations for international students in Canada, hosting 22% of all international students in the country.

The number of international students studying in B.C. with a study permit declined by 12% between 2019 and 2020, which was consistent with the decline across Canada during the same period. The decline was likely attributed to factors relating to the COVID-19 pandemic, including federal border rules implemented in March 2020 that limited entry of people into Canada.

However, the number of international students studying in B.C. with a study permit increased by 11% between 2020 and 2021 (165,815 in 2020 to 184,350 2021), demonstrating a rebound for the sector to almost pre-pandemic numbers.

Public institutions with the highest proportion of international students in their total student population are: Langara College: 32% (6,330); Kwantlen Polytechnic University 29% (5,630); Capilano University: 27% (2,760); and UBC 25% (18,270).

International Students with a Study Permit in B.C. by Top Ten Source Markets^[1] (2021)

Source Market	# of International Students in 2021 & % of Total
1. India	61,960 (34%)
2. China	33,355 (18%)
3. South Korea	8,870 (5%)
4. Japan	6,705 (4%)
5. Mexico	6,250 (3%)
6. Vietnam	5,775 (3%)
7. Iran	5,705 (3%)
8. United States	5,235 (3%)
9. Brazil	5,080 (3%)
10. Philippines	4,225 (2%)

¹Source: Immigration, Refugees and Citizenship Canada. Calendar Yr. data.

International students bring social and cultural benefits to communities, schools and institutions throughout the province. International students also bring economic benefits to the province, spending more than \$6.6 billion on tuition, accommodation and living expenses in 2019. This supported an estimated 53,400 jobs¹.

The Province is working with the sector, students and other partners to take a more comprehensive approach on international education and how students can successfully transition from academia to B.C.'s workforce.

^[1] Source: IRCC.

¹ An Update on the Economic Impact of International Education in British Columbia, Dr. Roslyn Kunin, 2020 (unpublished).

International Education Policy

To date, the international education sector in B.C. has been guided by a policy created in 2002 titled "Guidelines Respecting International Students at British Columbia Public Post-Secondary Institutions," and the B.C. International

Education Strategy, which launched in 2012 and concluded in 2016. The goal of increasing the number of international students by 50% by 2016 was reflected in this strategy.

A new International Education Framework that is student-centred, sustainable has been developed to clarify expectations for the sector and ensure all students get the best experience possible as part of the post-secondary ecosystem. The Framework will be released in fall 2022.

Education Quality Assurance (EQA)

In British Columbia, institutions must hold the EQA designation to be included in the federal Department of Immigration, Refugees and Citizenship Canada's (IRCC) Designated Learning Institution list (DLI) to host international students on study permits.

EQA Policy sets expectations for British Columbia institutions and their representatives, including agents, to provide current and accurate information about the institution. Institutions must follow EQA Policy or risk losing their designation.

If an international student does not believe their institution is following EQA Policy, they are encouraged to contact the EQA office (EQA@gov.bc.ca). The EQA office can engage with the EQA-designated institution to address concerns with policy violations, including issues relating to education agents. The EQA office reviews EQA designated institutions annually to decide whether they follow EQA Policy and suitable to host international students.

At a federal level, the government has started regulating the immigration consultant sector more closely in recent years. The College of Immigration and Citizenship Consultants licenses and regulates the practice of Regulated Canadian Immigration Consultants (RCICs) and Regulated International Student Immigration Advisors (RISiAs) in the public interest. The College's statutory authority applies to immigration and citizenship consultants whether they practise in Canada or abroad.

International Student Tuition

Public post-secondary institutions boards have the autonomy under legislation 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. Government does not provide funding for international students. B.C. international tuition fees are comparable with other major centres in Canada.

For domestic students, government funding, as well as other institution revenues, offsets the cost of post-secondary education. On average, domestic students pay about one-third of the cost of post-secondary education. With this greater involvement and oversight, government caps tuition increases for domestic students at 2% annually.

Current travel restriction status:

As of Jan. 15, 2022, certain groups of travellers who are currently exempt from entry requirements will only be allowed to enter the country if they are fully vaccinated with one of the vaccines approved for entry into Canada.

These groups include:

- International students (18 years of age and over):
- Fully vaccinated students will be allowed to attend any provincial or territorial Designated Learning Institution (DLI) in Canada.

Unvaccinated students under the age of 18 may enter Canada if they have a valid study permit to attend a DLI with a COVID-19 readiness plan approved by the province or territory where the school is located. AEST worked with the Ministry of Health, the Office of the Provincial Health Officer and Regional Health Authorities to facilitate the review and approval of institutions' plans.

MSP for International Students

International students with study permit valid for a period of six months or more are required to apply for B.C.'s Medical Services Plan (MSP). As part of this, they can receive the vaccine.

In addition, anyone in B.C. who is not eligible for coverage under MSP can receive the vaccine and will be provided with provincially insured health care for services related to suspected or confirmed cases of COVID-19. Services for unrelated conditions remain uninsured.

Work or study permit holders who have applied for renewal of their permit before the expiry of their existing permit are referred to as holding maintained status while their application is in process. Maintained status holders are legally authorized to continue to work or study in Canada even though they are not in possession of a valid permit.

Effective May 1, 2022, eligible individuals residing in B.C. with maintained status while waiting for a subsequent work or study permit may be eligible for temporary coverage for an initial six months, with additional temporary coverage provided if applicable.

MEDIA INTEREST:

Ministry receives regular media requests from major media, Lower Mainland and community specific about international students and a range of topics including supports for international students, affordability, rights.

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ADVICE TO MINISTER

Section H-3m

CONFIDENTIAL ISSUES NOTE Ministry: Advanced Education and Skills Training Date: Oct. 6, 2022	Nursing seats and training
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ADVICE AND RECOMMENDED RESPONSE:

- **Nurses are essential to our health-care system, and our government extends our gratitude to them and all of B.C.'s frontline health-care workers who have played such a critical role in caring for people during the pandemic.**
- **Supporting BC's health workforce is one of our highest priorities, and as part of this we are taking action with the Ministry of Health through a new health human resources strategy, to make sure British Columbia has the health-care professionals we need.**
- **British Columbians will soon benefit from more nurses to support their health-care needs as 602 new nursing seats are being added to public post-secondary institutions throughout the province.**
- **This includes 387 registered nurse-level seats from Nanaimo to Langley to Prince George and 180 licensed practical nurse-level seats from Kelowna to Dawson Creek to Terrace.**
- **This builds on the approximately 2,000 seats in nursing programs at public-post secondary institutions today.**

SECONDARY MESSAGING:

- **Further actions include a new program at Thompson Rivers University, expected to launch January 2023.**
- **Since 2017, there's been a more than doubling of nurse practitioner seats, as well as a 46% increase in practical nursing seats and 22% increase in Bachelor of Nursing seats.**
- **To meet the increasing demand for nurses, B.C. has recently launched new supports and bursaries for eligible internationally educated nurses.**
- **In 2021, government funded the new Northern Baccalaureate Nursing Program through the University of Northern British Columbia and added 300 more specialty nursing seats at BCIT.**
- **By investing in hospitals, clinics, equipment and front-line care providers, people will get the care they need when they need it.**

ADVICE TO MINISTER

BACKGROUND:

Media and stakeholders (B.C. Nurses' Union and the Nurses and Nurse Practitioners of B.C.) are raising concerns that nurses in B.C. are experiencing high rates of burnout leading to challenges in staffing and impacting access to quality care.

On Sept. 29, 2022, the Ministry of Health with the Ministry of Advanced Education and Skills Training released a health human resources strategy to optimize the health system, expand training and further improve recruitment and retention. Actions include an expansion at UBC's faculty of medicine for 40 undergraduate seats and 88 new residency seats beginning in 2023, expanded pharmacist prescribing roles beginning Oct. 14, 2022, new regulations for paramedics and first responders for broader scope of practice, and further actions coming soon. The strategy is supported through Future Ready: Skills for the Jobs of Tomorrow plan. AEST is also working with Ministry of Health to increase the supply of graduates in health programs.

On Feb. 20, 2022 the Province announced that 602 nursing seats are being added to public post-secondary institutions throughout the province. The Ministry of Advanced Education and Skills Training is providing \$5 million in operating funding in 2021/22 to support these expansions.

Budget 2021 provided \$96M funding (over three years) to support planned expansions which will significantly increase the total number of targeted health training spaces across the public post-secondary system.

Nurses are in high demand. The 2021 BC Labour Market Outlook projected 142,900 job openings in the health care and social assistance.

Health occupations with the most job openings: Registered nurses and registered psychiatric nurses top the opportunity list, with 20,100 openings to 2031 and wages between \$25 and \$46 per hour.

The UNBC Northern Baccalaureate Nursing program is a five-semester, two-year Bachelor of Science in Nursing (BScN) program, which will support 32 students across both years of the program at full capacity. The first class of 13 students, operating out of the shared UNBC and NLC campus in Fort St. John, began August 30, 2021, after a one-year program delay due the impacts of the COVID-19 pandemic.

Upcoming nursing expansions in the North include 8 new BSN seats in both Quesnel and Terrace, a new 24 seat accelerated BSN program in Prince George, 16 new Practical Nursing seats in Dawson Creek/Fort St. John, and 24 seats to be offered every other year in Practical Nursing in Terrace.

In total, 96 new nursing seats will be added to the North between 2021 and 2023.

MEDIA INTEREST:

Media interest continues to be focused on areas of nurse burnout, physician shortage and hospital overcrowding: Links: <https://vancouverisland.ctvnews.ca/hundreds-of-b-c-nurses-expected-to-rally-at-legislature-due-to-working-conditions-1.5896721>

<https://www.cbc.ca/news/canada/british-columbia/nurse-mental-health-study-1.6354701>

ADVICE TO MINISTER

Section H-3n

CONFIDENTIAL ISSUES NOTE Ministry: Advanced Education and Skills Training Date: Oct. 3, 2022	Second Medical School in B.C.
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ADVICE AND RECOMMENDED RESPONSE:

- Training more health care workers, including doctors, to deliver services for British Columbians is a top priority.
- The Ministry of Advanced Education and Skills Training is working in partnership with the Minister of Health on the mandate commitment to launch B.C.'s second medical school as part of expanding the health sector workforce.
- Government provided \$1.5 million to Simon Fraser University for planning and development of the business case, and a project board has been established to oversee that work.
- This complements work underway to significantly increase the number of doctors trained at the UBC Medical School.

SECONDARY MESSAGING

- Government is working as quickly as possible to open the second medical school in Surrey. It's a significant project.
- Government is working on short, medium and long term solutions to train, recruit and retain more family doctors.
- The second medical school is a longer term part of this work, and government is working on shorter term solutions too.
- For example:
- The Ministry of Health is in discussions with Doctors of BC on a new fee structure to better support and retain family doctors. Doctors say this is very important.
- Government is working on more immediate options to grow doctor and health care worker training in BC, beyond just the second medical school.

BACKGROUND:

The Ministry has been asked to work with the Ministry of Health and SFU to develop a business case for a second medical school in B.C. Government's contribution to a second medical school's operating costs and capital funding are to be determined.

In September 2022, SFU established a project board to oversee planning for the second medical school. The project board includes representation from SFU, UBC, Ministry of Health, Ministry of Advanced Education and the Northern Ontario School of Medicine's Leadership team (last medical school to open in Canada).

SFU continues to lead consultation, planning and program in partnership with the Fraser Health Authority and the First Nations Health Authority.

In March 2022, the Ministry of Health provided SFU with \$1.5 million in one-time funding to support planning activities related to a second medical school. The next step will be the development of a business case, following direction from the ministries.

During the 2020 election period, the BC NDP announced the commitment to a second medical school at SFU at the Surrey campus and learning centres distributed across the Fraser Health Authority.

Between 2008-2019 there have been ongoing conversations between Fraser Health and UBC regarding access to residencies and training opportunities. In February 2019, SFU submitted a request for a new medical school program located at the Surrey campus.

The Ministry of Advanced Education and Skills Training's mandate letter instructs the Ministry to make progress on the following: "With support from the Minister of Health, lead work to launch B.C.'s second medical school to expand our healthcare workforce."

In 2003, UBC's Faculty of Medicine began a distributed program model for undergraduate medical training and post-graduate residencies between the Lower Mainland, Victoria, Prince George, and the Okanagan to diversify where people learn and ultimately practice medicine in the province.

A second medical school, located in the Fraser Health Authority region, has been discussed since the early 2000s.

The *In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care* report calls on the B.C. government to work with applicable partners to establish a Joint Degree in Medicine and Indigenous Medicine.

There may be opportunities for collaboration between SFU and UBC to reduce duplication of resources for undergraduate and postgraduate medical education programs.

MEDIA SUMMARY:

Media interest continues on this issue. Most recently, the downtown Surrey business advocacy group released a report claiming the project development appears stalled since first announcement in fall 2020. Link: <https://biv.com/article/2022/06/downtown-surrey-bia-releases-report-assessing-impact-medical-school> and <https://www.cbc.ca/news/canada/british-columbia/medical-school-simon-fraser-university-1.6550687>

ADVICE TO MINISTER

Section H-3o

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Advanced Education and Skill Training Dated: Oct. 11, 2022</p>	<p>Sexualized violence supports</p>
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ADVICE AND RECOMMENDED RESPONSE:

- The ministry is working with students, post-secondary institutions, and community organizations to raise awareness and prevent sexualized violence.
- Since May 2017, all public post-secondary institutions were required to have sexualized violence policies and our government has provided funding to back those policies up.
 - Since 2020, Private institutions are also required to have policies that address sexualized violence.
- The ministry is doing a comprehensive review of all the public post-secondary institutions policies on sexualized violence, with the aim to identify areas to improve and strengthen these policies across the sector.
 - Students will have the opportunity to participate in consultation focus groups this fall.
- Government continues to work with students, faculty, staff and the many student associations and groups, to fund and support a range of initiatives to raise awareness, prevent and respond to sexualized violence.
- The Province also recently provided additional funding of \$500,000 to public post-secondary institutions to support and improve sexualized violence reporting systems.
- Additionally, the Province has received \$500,000 in federal funding to develop prevention and awareness resources to address sexualized violence at post-secondary institutions.

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SECONDARY MESSAGING:

- The Gender Equity Office is also developing a provincial action plan to address gender-based violence throughout B.C.
- On March 7, 2022, the Gender Equity Office announced direct, community-based funding of \$22 million to provide sexual assault and gender-based violence supports to across B.C. for the next three years. These sexual assault response and support services will provide:
 - Medical care
 - Emotional and crisis support
 - Safety planning
 - Options for accessing justice
- In 2019, government invested over three quarters of a million dollars to support public colleges and universities to prevent and respond to sexualized violence and that money is still supporting initiatives today.
- All items of that action plan are complete or well underway, including:
 - plain language supports so that policies around sexualized violence are clear
 - developing open-source training resources all institutions can access
 - targeted supports for rural and remote campuses, including providing investigations training for staff
 - outreach to students to learn more about where we need to go next.

IF ASKED ABOUT A SEXUALIZED VIOLENCE INCIDENT:

- Sexualized violence on campus is wrong and won't be tolerated.
- That's why government is taking steps to raise awareness, educate, and prevent sexualized violence.
- Since May 2017, all public colleges and universities and since 2020, all private institutions had to have sexualized violence policies and our government has provided funding to back those policies up.
- Sexualized violence is everyone's business, and we all have a role to play in making campuses safer.

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BACKGROUND:

From August 29 to October 10, 2022, the Ministry of Advanced Education and Skills Training ran a six week campaign on sexualized violence to increase awareness about prevention and the supports available to students. This was a repeat of the campaign that ran in September 2021 and January 2022 and ran with the commitment to engage with the post-secondary sector on what a new campaign should look like for fall 2023.

Final costs for the campaign, \$215,000, will be released as part of 2022-23 Public Accounts.

Here2Talk

On April 16, 2020, the government launched Here2Talk – a confidential, free, 24/7 mental health support service where students can get immediate on-demand counselling and referrals by phone or through online chat through the Here2Talk app and [website](#). This service provides support for a wide variety of issues and adds to existing resources for students.

Sexualized Violence Initiatives

On June 4, 2019, the Province announced \$760,000 to fund collective efforts to prevent and respond to sexualized violence in the post-secondary education system. The initiatives included a cross-sector forum in June 2019, where 130 students, post-secondary staff and other stakeholders met to hear from experts, share experiences, and build capacity to prevent and respond to sexualized violence at post-secondary institutions.

Other initiatives funded under the \$760,000 include:

- Developing new, high-quality open-source resource and training materials;
- Supporting plain language reviews of public-facing materials about sexualized violence to ensure clarity and understanding;
- Developing a student perception survey to better understand student perceptions and knowledge relating to sexualized violence on campus; and,
- Supporting rural institutions to prevent and respond to sexualized violence.

Sexualized Violence Policy:

The *Sexual Violence and Misconduct Act* received Royal Assent on May 19, 2016 and requires all public post-secondary institutions to have sexualized violence policies. Included in the *Act* is a provision for a mandatory review of policies every three years. For most institutions, the date for this review was May 2020. While COVID-19 events impacted review and approval timelines at some institutions, all had their policies revised early 2021.

Private institutions are required to have policies that address sexualized violence, including prevention and responses, set out through the degree approval criteria (for private degree-granting institutions); the Private Training Regulations (for private career training institutions); and the Education Quality Assurance criteria (for theological schools).

Since the June 2019 forum, the Ministry continues to work closely with B.C. public post-secondary sector to implement initiatives to aid in efforts that raise awareness, provide education and training, and support effective implementation of their policies, procedures, and processes to respond to sexualized violence at post-secondary institutions.

Workforce Development Agreement Skills Training and Employment Supports for Survivors of Violence

Reducing barriers to employment helps survivors as they move toward economic independence and healing. This is why the Ministry funds skills training programs and employment supports for vulnerable and under-represented groups, such as survivors of violence, through the Canada-BC Workforce Development Agreement.

An annual investment of approximately \$5 million through the Canada-BC Workforce Development Agreement supports over 700 people to access skills training and wraparound supports like counselling, childcare, transportation, work experience, wage subsidies and job placements through 15 Skills Training for Employment: Survivors of Violence and/or Abuse programs delivered throughout the province.

- B.C. received a one-time increase in WDA funding from the federal government (\$212 million in 2020/21) to help respond to the increased number of persons looking to re-enter the workforce, particularly those in hard-hit sectors, and groups who experienced increased vulnerability, due to the pandemic. In 2020/21 and 2021/22, the Ministry allocated \$8 million of this additional funding specifically to programming for survivors of domestic violence, serving approximately 600 people.

ADVICE TO MINISTER

Section H-3p

<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Advanced Education and Skill Training Dated: Oct. 11, 2022</p>	<p>Skilled trades certification</p>
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ADVICE AND RECOMMENDED RESPONSE:

- **B.C.'s future depends on having more skilled trades people and we want them to be able to count on having good, family supporting jobs with steady work.**
- **All other provinces in Canada requires tradespeople to be certified. B.C. removed that requirement in 2003 which has devalued careers in the trades when compulsory certification was eliminated.**
- **Without a credential, it's harder for workers to get their next job. The downtime between projects means lost wages and makes workers vulnerable in a tough economy.**
- **People who face barriers to a career in the trades, such as newcomers, women, and Indigenous peoples need a better path.**
- **Skilled Trades Certification will help:**
 - **Ensure steady work and good paying jobs for workers,**
 - **Get more people to choose a career in the trades,**
 - **Employers access the skilled workforce they need.**

IF ASKED ABOUT INDIGENOUS SPECIFIC ENGAGEMENT:

- **The ministry is committed to continuing to work together to introduce long-term systemic change in the trades training system to ensure Indigenous workers, businesses, and communities benefit from a growing trades economy.**
- **Before introducing Skills Trades Certification legislation, the ministry engaged with employers and apprentices, Indigenous communities, industry representatives and the public to better understand potential impacts and support needs.**
- **This engagement included an online survey, as well as seven Indigenous dialogue sessions and one-on-one meetings with stakeholders.**

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- **As government implements Skilled Trades Certification, there will continue to engage with Indigenous communities, using a distinction-based approach to ensure their input is heard and incorporated as we develop the regulations.**
- **B.C.'s future depends on having a skilled and diverse skilled trades workforce, and over the last decade Indigenous peoples' representation in the trades training and apprenticeship system has continually increased.**
- **Over the past 10 years, the number of Indigenous peoples participating in apprenticeship training has grown from just over 500 to just over 3,000 (a six-fold increase). The Skilled Trades Certification will ensure more Indigenous people are certified.**

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BACKGROUND:

The *Skilled Trades BC Act* received royal assent March 10, 2022. The new legislation replaces the *Industry Training Authority Act* and transforms the Industry Training Authority into SkilledTradesBC. The modernized Crown agency is responsible for skilled trades training in B.C. The renewed focus of SkilledTradesBC reflects the expanded responsibilities associated with Skilled Trades Certification. The ministry anticipates the regulations and re-branding of ITA will be introduced in fall 2022.

Over summer 2022, the ministry continued to work with First Nations and First Nations leadership on follow-up consultation to finalize regulations for Skilled Trades Certification.

The 10 trades are:

- Mechanical (4): refrigeration and air conditioning mechanic, gasfitter A & B, steamfitter/pipefitter, sheet metal worker
- Electrical (3): electrician (construction), industrial electrician, powerline technician
- Automotive (3): heavy duty equipment technician, automotive service technician, autobody and collision technician

The trades will be designated in two phases between 2022 and 2024 in this order:

- Phase 1: Electrical and mechanical trades (2022)
- Phase 2: Automotive trades (Advice/Recommendations)

A Stakeholder Advisory Working Group recommended these trades based on the following criteria:

- The trade is in high demand and requires a high level of skill
- The trade is critical to large investments and less vulnerable to economic shifts
- The trade is a service purchased by the public and is critical to public safety.

Skilled Trades Certification means no one can work in that trade unless they are a registered apprentice or a certified journeyperson. When a trade is voluntary, no qualification is required.

Designated trades will be implemented using a phased approach over four years to allow for legislative changes, time and support for those working to get certified and/or register in an apprenticeship program.

The identified initial trades have the lowest number of uncertified professionals working in them, which enables the trades training system time to adapt and minimizes the disruption for workers and employers, particularly during COVID-19 economic recovery.

ADVICE TO MINISTER

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Implementing these trades first will provide a foundation to evaluate and potentially expand the policy to additional trades with higher levels of uncertified workers.

To inform implementation, the ministry led public engagements from June to September 2021 and included workers, employers, contractors, and Indigenous peoples. It asked for feedback about how to best implement Skilled Trades Certification and journey person to apprentice ratios in B.C. Engagement was done via a public survey, community dialogues and roundtables. The feedback informed the What We Heard reports, released in January 2022.

SkillTradesBC (formerly Industry Training Authority) hosted additional consultations during the same time period focused on specific policy areas (e.g., journey person to apprentice ratios, temporary authorizations, exemptions, and defining scope of trade).

Before 2003, B.C. had 11 compulsory trades designated for safety reasons at the request of industry. Since 2003, B.C. has used a voluntary credentialing system for all trades, making it the only province without designated compulsory trades. That means there are thousands of uncertified workers practicing a trade with no formal recognition of their skills and knowledge levels.

Several B.C. stakeholder groups called for re-introducing compulsory trades regulation, including BC Federation of Labour, BC Building Trades, BC Chamber of Commerce. These groups said that compulsory trades would result in greater worker and public safety, increased apprenticeship registrations and completions, increased trades worker skill levels, and establish the trades as a valued career choice.

The Minister's mandate letter in November 2020 directed Minister Kang to work closely with the Parliamentary Secretary for Skills Training, Andrew Mercier, and with SkillTradesBC and restore compulsory trades in B.C.

Research has shown that jobsite safety has not been negatively impacted by the removal of compulsory trades; however, Skilled Trades Certification will standardize trade skills at a high level, leading to wage and productivity increases, increased stability and mobility for people in the trades, especially for under-represented and equity-seeking groups, and increased prestige of the trades as a life-long profession.

The following risks will be mitigated through the implementation plan: potential for constricting labour supply in the short-term, increased costs and disruption for some employers and uncertified workers, and some negative stakeholder reactions.

Media interest:

"College of New Caledonia tailoring trades training to meet industry demands" – Prince George Citizen, August 29, 2022

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- The B.C. government is reinstating a requirement that workers in 10 compulsory trades will soon have to be certified tradespeople or registered apprentices.
- "That's going to really put a lot of pressure on the school system because there's going to be a higher demand for individuals to get their certifications," said Frank Rossi, CNC's Dean of Trades. "You will have to a registered apprentice or leaning to a Red Seal certification. There might be some questions from industry, but I think that's a good system that will really boost the apprentice numbers, and we need that because of the aging demographics."
- Some workers, especially those in rural areas, have learned their trades on the job and never had formal training and that will complicate how the new rules will affect some job sites.
- "SkillTradesBC is trying to address that particular issue where you've got folks who have been working in the field who aren't certified and are probably going to need some different path to get their certification and CNC and all the colleges will have a big role to play in that," said Chad Thompson, CNC's vice-president academic.

"Will B.C.'s new trades certification mean more red tape or Red Seals?" – Journal of Commerce, February 17, 2022

- Chris Gardner, president of the Independent Contractors and Businesses Association, also praised the province for its goals but did not believe its actions address the worsening skilled trades shortage.
- "The waitlist to get in training is too long," said Gardner. "For some courses it's a year, sometimes two years, some occasions three years. To complete your Red Seal can take eight to 10 years. That is an embarrassing statistic and represents a breathtaking breakdown in our trades training system."
- He urged the province to shift its focus to increasing training seats, providing innovative options for those outside the Lower Mainland and reducing red tape rather than adding an enforcement and compliance regime for apprenticeships.
- "An enforcement and compliance regime will add confusion, complexity and cost," said Gardner. "It's a mind-boggling amount of red tape. The result will be higher costs for construction. If the government was serious about trades training, they would invest in instructors not inspectors."

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<p style="text-align: center;">CONFIDENTIAL ISSUES NOTE</p> <p>Ministry: Advanced Education and Skills Training Date: Sept. 22, 2022</p>	<p style="text-align: center;">Student Housing</p>
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ADVICE AND RECOMMENDED RESPONSE:

- **The Province is committed to helping students by removing barriers to education and reducing rental housing pressure by building thousands of new student beds throughout B.C.**
- **Students need access to affordable on-campus housing so they can focus on their studies, not finances.**
- **The Province is investing in student housing as part of Homes for BC, a 10-year housing plan that includes building 8,000 on-campus student housing beds (5,000 Province-funded, 3,000 institution self-funded) by 2028.**
- **To date, 7,615 new student housing beds are open or underway. That's more than 95% of the 8,000 beds being built. That includes 4,584 government funded and 3,031 institutional self-funded beds.**
- **New student housing is already open at:**
 - **Thompson Rivers University in Kamloops (533 beds)**
 - **UBC Okanagan in Kelowna (220 beds)**
 - **University of Victoria (398 beds)**
 - **Coast Mountain College in Terrace (108 beds)**
 - **College of the Rockies in Cranbrook (100 beds)**
 - **College of New Caledonia in Prince George (12 beds)**
- **Student housing is on the way at: Douglas College, North Island College, UVic, BCIT, Okanagan College, Selkirk College, SFU, UBC, and there's more to come.**

BACKGROUND:

In 2018, government released *Homes for BC*, a 30-Point Plan to build 114,000 affordable housing units over 10 years.

The plan included a BC Student Housing Loan Program for public post-secondary institutions (PSIs) to provide \$450 million to help finance student housing projects. PSIs are expected to contribute about 25% of costs with loans repaid through rental income.

Funding is focused on creating approximately 5,000 new beds in addition to 3,000 beds funded by PSIs through self-financing and non-government partnerships, for a total of 8,000 additional beds.

Announced Projects:

- **Douglas College, 368 beds, \$202.3M; announced August 2022.** Douglas College's first on-campus housing will be a new 20-storey building with 368 student beds, academic space, and parking. Construction is expected to begin in summer 2023, with completion in summer 2026.
- **North Island College, 217 beds, \$63.9M; announced in February 2022.** Individual and family unit student housing in Courtenay. The total cost is \$65.9 million with the Ministry investing \$63.9 million in the project. The project is expected to open in fall 2024.
- **College of New Caledonia, 12 beds, \$5.3M; completed fall 2020 – below market rental rates.** Indigenous student housing project for CNC in Prince George for 12 student homes.
- **Thompson Rivers University, 533 beds, \$25.5M; announced June 2018 – below market rates (this was the purchase of existing housing).** A 533-student home project at TRU Kamloops for a total cost of \$38 million with \$25.5 million from the Ministry's Student Housing Loan Program.
- **University of Victoria, 621 beds, \$127.9M; announced November 2018 – below market rates.** UVic student housing and dining project with a total of 783 beds, including 621 new beds and 162 replacement beds, and a 715-seat dining hall and multipurpose space. The Ministry invested \$127.9 million toward the total cost of \$229.2 million – \$97.9 million from the Student Housing Loan Program for the beds, and a separate loan of \$24.8 million towards half the cost of the dining hall. The remaining \$5.2 million was provided as a capital grant. This represents a 25% increase in student beds at UVic. The project includes two buildings; the first student housing opened fall 2022, with the second expected to open in fall 2023.
- **College of the Rockies, 100 beds, \$12.9M; completed December 2020 – below market rates.** A 100 bed, \$19 million student housing project at COTR in Cranbrook. The Ministry provided \$12.9 million with the College contributing the remaining \$6.1 including a \$1 million donation from the Columbia Basin Trust.
- **UBC Okanagan, 220 beds, \$18.7M; completed August 2020 – below market rates.** The \$25 million student housing project (Skeena) added 220 beds and included \$18.7 million from the Ministry's Student Housing Loan Program. It opened in September 2020. Along with a second 220-bed building – the Nechako – completed in 2021, UBCO increased on-campus student housing capacity by 26% (from 1,680 to 2,120 beds).
- **Coast Mountain College, 108 beds, \$20.6M; completed October 2021 – below market rates.** As part of the Ministry's capital plan, two new three-storey buildings were constructed to replace obsolete buildings at Coast Mountain College. The Ministry contributed \$20.6 million toward the \$21.6 million project. It includes a total of 108 beds – 104 student beds, and four suites for visiting elders or relatives. The 104 student beds include 33 net new beds and 71 replacements. Because existing units are in poor shape and are used only on a temporary

basis by students until they find off-campus housing, all 104 can be considered new beds. The project was completed in October 2021.

- **Simon Fraser University, 386 beds, \$73M; announced November 2019 – below market rates.** The Ministry is investing \$73 million towards the \$103.6-million student housing project, including \$55.2 million to create 369 new beds for first year students and repurpose 17 beds (386 beds total) and \$17.8 million to triple the capacity of the current 256-seat dining commons to an 800-seat facility. The project is expected to open by fall 2022.
- **BC Institute of Technology, 469 beds, \$108.5M; announced September 2020 – below market rates.** A 12-storey, mass timber student housing project for BCIT valued at \$114.5 million with the Ministry investing \$108.5 million and BCIT contributing \$6 million. The project will provide 469 new student housing beds in total and anticipated to be complete by fall 2024.
- **Okanagan College, 376 beds, \$66.5M; announced March 2021 – below market rates.** An additional 376 beds built at Okanagan College campuses in Vernon (100), Salmon Arm (60) and Kelowna (216). The Province is investing \$66.5 million, and Okanagan College will contribute \$1 million. The projects are targeting completion by spring 2024.
- **Selkirk College, 148 beds, \$23.3M; announced September 2021 – below market rates.** An additional 112 student beds in Castlegar and 36 student beds in Nelson (first student housing at the Silver King campus) valued at \$24.5m. The government has committed \$17.8 million to this project, plus a loan of \$5.8 million, and college and donor funding of \$900,000. The project is targeting completion by summer 2023.
- **Capilano University, 362 beds, \$41.5M; announced April 2022.** The Province is providing \$41.5 million toward the \$58.2-million project at Capilano University's main North Vancouver campus. Capilano University is investing \$16.7 million in the project. Construction is expected to begin in early 2023 and complete in late 2024 with occupancy by 2025.

On-campus student housing is provided on a cost-recovery basis, which is typically at or below market rental rates.

STUDENT HOUSING EXEMPTION FROM THE RESIDENTIAL TENANCY ACT

Student housing is exempt from the *Residential Tenancy Act*. This exemption is critical in order for on-campus housing to be reserved exclusively for the use of students enrolled in post-secondary programs. The exemption provides post-secondary institutions with the flexibility to deliver housing in a unique community-based living environment offering student support services and programs. In addition, many students residing in student housing are under the age of 19. Institutions have a responsibility to students (and their families) to ensure their safety.

Institutions manage student housing through policies designed to keep students safe while balancing student rights with institutional accountabilities. This includes:

- reserving housing for use exclusively by students enrolled in their programs;
- relocating a student on short notice due to unforeseen facility emergencies; health & safety risks; serious & recurring disruption or harassment;
- evicting a student who may seriously violate a PSI's student code of conduct; and
- requiring students to vacate the housing after the student has completed their academic program or term so that new incoming students can be accommodated each year.

The exclusion of student housing from the *Residential Tenancy Act* resulted in students not being eligible for the Temporary Rental Supplement. On-campus student housing is also excluded from the 2020-21 provincial rent freeze. The financial surpluses and deficits of PSIs roll up into government's financial statements through the Government Reporting Entity. Placing a rent freeze on student housing could negatively impact government's own fiscal position.

MEDIA INTEREST: Significant media interest in student housing, affordability and availability especially heading into September 2022.

<p style="text-align: center;">CONFIDENTIAL ISSUES NOTE</p> <p>Ministry: Advanced Education and Skills Training Date: Oct. 3, 2022</p>	<p style="text-align: center;">Student Mental Health</p>
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ADVICE AND RECOMMENDED RESPONSE:

- Post-secondary education can be a challenging time for students, particularly during times of stress and uncertainty.
- To support students with mental health challenges, the Province continues to make Here2Talk available to all students registered in a B.C. post-secondary institution.
- Here2Talk is a free, confidential mental health counselling and referral service.
- If students need support, there is someone waiting to help 24 hours a day, seven days a week – whether by phone, downloadable app, or the Here2Talk website.
- Call and chat services are available in English and French; phone services are available in additional languages upon request and availability, including Punjabi, Mandarin, Cantonese, Spanish and Farsi.
- We are committed to working with public post-secondary institutions throughout B.C. so that students are supported with services like Here2Talk.

SECONDARY:

- Here2Talk supplements existing mental health supports on campus and in the community, and there is no limit to how many times a student can connect with the service.
- Since its launch in 2020, students have accessed Here2Talk services more than 23,600 times.
- Students' satisfaction with the service is high:
 - 74% say it provided them with the support and tools they needed.
 - 71% say they would refer their friend or classmate to Here2Talk.

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BACKGROUND:

Students' Mental Health

Mental health and substance use concerns are acute among post-secondary students as young people aged 15-24 are more likely to experience mental illness and/or substance use disorders than other age groups.

The 2019/20 Canadian Campus Wellbeing Survey of 18 public post-secondary institutions in BC revealed that 29% of students who participated reported severe mental distress, and another 27% reported low mental wellbeing. Ten percent of students reported seriously contemplating suicide over the last 12 months.

A Pathway to Hope

A Pathway to Hope lays out Government's 10-year vision for mental health and addictions care, which provides people with access to the services they need to support their well-being and tackle issues early on. The roadmap identifies the early priority actions Government is taking to provide British Columbians with comprehensive short- and long-term mental health and wellness services.

Through provincial and federal funding, a significant investment was provided towards improved wellness for children, youth, and young adults over three years in support of A Pathway to Hope. Of that, \$15 million was specifically towards mental health in schools' initiatives. This investment was vital in improving wellness and addressing the gaps in mental health and addictions services emerging from the COVID-19 pandemic.

Here2Talk

Here2Talk is part of a comprehensive approach to mental health support through the Pathway to Hope, B.C.'s roadmap for making mental health and addictions care more accessible for people in British Columbia. Here2Talk provides confidential, free, 24/7 mental health support to post-secondary students through on-demand counselling and referrals by phone or by online chat through the Here2Talk app and [website](#).

Here2Talk is the first program in B.C. where every student, whether rural, urban, domestic, international, public, private, full-time, or part-time, studying at home or abroad, has access to on-demand, single-session, 24/7 counselling and community referral services. This service adds to existing resources for students, such as Foundry services for students aged 12 to 24, accessible through Foundry centres and province-wide virtual services via the Foundry BC app, website or phone for free counselling, peer support, family support, groups, and workshops.

Since its launch in 2020, there have been annual awareness campaigns to promote the service in support of students' mental health throughout the academic year.

In February 2022, the campaign focused on cultural inclusivity and representation to reach more cultural spaces within B.C.'s diverse student population. This cultural consideration was reflected on the Here2Talk website where service information was provided in additional languages including Mandarin and Punjabi.

Since its 2020 launch, Here2Talk services have been accessed more than 23,600 times. Students use the chat feature most often, accessing it 71% of the time, and the phone feature 29% of the time. Students' satisfaction with the service is high, with 74% saying it provided them with the support and tools they needed, while 71% of students said they would refer their friend or classmate to Here2Talk.

In October 2022, the Ministry of Advanced Education and Skills Training will relaunch the "Here2Talk" campaign to increase awareness about the Here2Talk service available to students. This will be a repeat of the campaign that ran in February 2022.

Here2Talk, Fall information campaign media plan:

Dates	Media	Advertising
October 10 – November 6, 2022	Digital: Facebook/Instagram, TikTok, Snapchat, YouTube, Twitch, Tinder, Digital Display and Google Search Ads.	X4 video assets X2 animated graphics X4 versions of web banners in various sizes for digital display

Here2Talk, Fall information campaign costs:

Contractor	How contract was awarded	Amount \$
iProspect (advertising purchased)	Standing Offer	\$120,000
TOTAL ESTIMATED HERE2TALK (FALL)		\$120,000

Final costs for the campaign will be released as part of 2022-23 Public Accounts.

COVID-19 Response

As part of its COVID-19 response, the Province invested \$1.3M in capacity building grants through Canadian Mental Health Association B.C. to support post-secondary

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institutions in implementing suicide prevention and care adapted to the current educational environment.

Through an \$850,000 investment, the Province is working with BCcampus to develop open-licensed, freely available mental health literacy resources for students, as well as training for faculty and staff on how to support student mental wellness including:

- Over 40 webinars focused on mental health and wellness for the B.C. post-secondary sector.
- Capacity to Connect: A facilitator's guide covering foundational mental health and wellness knowledge for post-secondary faculty and staff, and ways to support students in distress.
- Let's Talk about Suicide: Raising Awareness and Supporting Students' Mental Health, a facilitator's guide for use with faculty and staff.
- Starting a Conversation About Mental Health: Foundational Training for Students, a facilitator's guide for use with students, faculty, and staff.

The Ministry provided \$275,000 to BCcampus for mental wellness initiatives to support students coping with impacts from COVID-19. In addition, \$200,000 in capacity building grants were provided to 25 public post-secondary institutions (\$8,000 per institution).

Healthy Minds, Healthy Campuses

To support mental health at post-secondary institutions, the Healthy Minds, Healthy Campuses Community of Practice in B.C. was introduced in 2009 and continues to develop. This province-wide network includes all 25 public post-secondary institutions and 12 private post-secondary institutions to promote mental health and healthier relationships with alcohol and substance use at their institutions.

MEDIA INTEREST:

Some ongoing media interest in student mental health and post-COVID impacts. Link: [What Will Post-COVID University Education Look Like? | The Tyee](#). Minimal media coverage for Here2talk. Last media article for Here2talk April 16, 2020: [Here's how post-secondary students in B.C. can access free mental health services 24-7 | CTV News](#).

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Advanced Education and Skill Training Dated: Sept. 21, 2022</p>	<p>TRU allegations against leadership</p>
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ADVICE AND RECOMMENDED RESPONSE:

- These allegations of racism, bullying and harassment are extremely concerning, and we take them very seriously.
- Colleges and universities in B.C. must be safe places for staff, faculty and students.
- The ministry has made expectations around anti-racism and equity clear to colleges, institutes, and universities in mandate letters to each board chair.
- Thompson Rivers University has an independent third-party investigation underway that is expected to conclude in November with a final report made public.
- The ministry has made sure that TRU has access to human resources expertise in the public service to ensure their process is as strong as it needs to be.
- B.C.'s public post-secondary institutions must be free from discrimination and harassment, and complaints must be fully and independently investigated.

WILL YOU INTERVENE AND TAKE ACTION/WHY IS THIS TAKING SO LONG?

- In response to these concerns, the ministry has made sure that TRU has access to human resources expertise in the public service to ensure their process is as strong as it needs to be.
- While I understand the frustration at the length of time the investigation is taking, there is an independent third-party investigation actively underway, which is now expected to conclude in November.

IS TRU MEETING YOUR EXPECTATIONS FOR A SAFE WORKPLACE?

- These allegations are extremely concerning. They need to be fully and independently investigated.

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- That's why the ministry is making sure that TRU has access to human resources expertise in the public service to ensure their process is as strong as it needs to be.

WHY HAVE THE EXECUTIVES WHO ARE THE SUBJECT OF THE ALLEGATIONS NOT BEEN PLACED ON LEAVE WHILE THE INVESTIGATION IS UNDERWAY?

- The decision of whether to place an individual on leave while being investigated rests with Thompson Rivers University.
- It is not appropriate for me to comment on or intervene in the institution's decision making in this matter.
- The ministry has made sure that TRU has access to human resources expertise in the public service to ensure their process is as strong as it needs to be.

IF ASKED ABOUT SEXUALIZED VIOLENCE POLICIES:

- As of May 2016, all 25 of B.C.'s public post-secondary institutions have been required to have sexualized violence policies.
- The Sexual Violence and Misconduct Policy Act also requires institutions to make their policies publicly available.
- As of September 1, 2021, all private training institutions are also required to have policies.

IF ASKED WHAT AEST IS DOING ABOUT RACISM/SEXISM:

- In 2022, the Minister issued a mandate letter to all of B.C.'s public post secondary institutions, outlining five foundational principles to inform institution's policies and programs.
- Those include lasting and meaningful reconciliation as well as committing to equity and anti-racism at our colleges, institutes, and universities.
- B.C. should be a province that works for everybody, regardless of gender, race or any part of an individual's identity.
- The Province has invested \$2.9 million in funding for anti-racism initiatives across the province.
- This funding is helping to make B.C. safer and more inclusive for everyone.

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BACKGROUND:

There is an independent, third-party investigation underway into allegations against two senior administrators at Thompson Rivers University. The Board of Governors initiated an investigation into the conduct of one current and one former TRU senior administrator in early 2021. This investigation is anticipated to be complete with the investigators providing a report of their findings in November 2022. The TRU board will then share a redacted version of the report with the TRU community and the public. To improve the transparency of the process, TRU created a [website](#).

There have been delays in the investigation, moving the completion date from summer to fall 2022. For example, in June 2022, one of the investigators was appointed to the bench as a provincial court judge and had to cease his involvement in the investigation, with time needed to appoint a new investigator and get them up to speed.

In February 2022, the TRU Faculty Association passed a motion of non-confidence in the university leadership in response to the ongoing investigation. A Motion of non-confidence by the faculty are internal TRU matters.

Since early December 2021, the ministry has received letters from students, parents, faculty, staff, unions, and local MLA's expressing concerns with the investigative process, including concerns that the individuals named in the allegations had not been placed on paid leave while the investigation was underway.

On February 8, 2021, TRU received a letter from an anonymous email account claiming to represent 11 individuals who were current or former employees of TRU with concerns. They named two senior leaders who they claimed had engaged in "discriminatory conduct, discriminatory statements and/or harassment," including disparagement, prejudice, and/or disrespect of Indigenous people, as well as misogynist language, references, and threats. The allegations were distinct to each senior leader.

Within four days, a sub-committee of the TRU board was created to review the allegations. Independent legal counsel was retained to provide advice to the sub-committee.

Between February and June 2021, the sub-committee and the anonymous source communicated regularly about the process that the anonymous source claimed was necessary in order to allow anyone to come forward with information. In June, an independent investigator was retained for the sub-committee. Subsequently, further communications ensued between the anonymous spokesperson regarding the process and a decision was made to add an Indigenous co-investigator. An Indigenous co-investigator was identified and retained around the third week of June.

MEDIA INTEREST: Some media of the allegations and investigation, including several CBC stories, coverage in Victoria News, and by Kamloops media.

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<p>CONFIDENTIAL ISSUES NOTE</p> <p>Ministry of Advanced Education and Skill Training Dated: Aug. 16, 2022</p>	<p>TRU Law School- Human Rights Tribunal</p>
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ADVICE AND RECOMMENDED RESPONSE:

- In today's economy, people are B.C.'s most important asset.
- The mandate of the Ministry of Advanced Education and Skills Training is to align provincial funding with post-secondary education and skills training needs to prepare people for the jobs of tomorrow.
- Ministry staff participated in a British Columbia Human Rights Tribunal Hearing in June and I'll hold any comments until we receive the decision.

BACKGROUND:

From June 13-17, 2022, a British Columbia Human Rights Tribunal Hearing took place between South Asian Law Students at Thompson Rivers University (by Craig Jones) v. Her Majesty the Queen in Right of the Province of British Columbia as represented by the Ministry of Advanced Education, Skills & Training. Ministry staff were witnesses at the public hearing. Expecting the decision to come before year-end.

Thompson Rivers University's South Asian law students filed a human rights complaint against the Ministry arguing racial bias because tuition rates are higher at Thompson Rivers University (TRU) than other law programs in B.C. and TRU has a higher number of South Asian students than other law programs in B.C.

Specifically, the complaint claims that higher tuition costs at TRU law compared to BC's other two law schools at UVIC and UBC result in TRU graduates accumulating a higher debt load. The complaint alleges that the Ministry discriminates by providing higher funding to the law programs at UVIC and UBC, and chooses not to direct funding to the TRU law program.

Under the *Degree Authorization Act*, a university must not establish a new degree program without approval of the Minister. In 2011, TRU opened a new law degree program. This program was approved by the Minister of the day with no funding from the Ministry.

As a new program, TRU had the authority to set tuition for the program. TRU chose to establish tuition fees for this new program at a level higher than existing law programs

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in BC (UBC and UVic), but within the range of tuition for law schools in Canada. Consistent with provincial policy, the annual tuition increase for domestic students in TRU's law program has since been limited to 2% per year.

In the lead up to opening the TRU law program, TRU confirmed with AEST that they were not seeking government funding (e.g. targeted funding) to support their law program. TRU can, however, choose to direct funding from the annual block grant they receive from government toward the TRU law program. This option has been available to the university from the outset. TRU can also hold or reduce the program fees. Both options are consistent with the powers granted to the Board under the University Act.

The Ministry does not provide operating funding to TRU law school or UBC law school. The UVic annual operating grant has been increased by \$1.8 million for the Indigenarum Doctor Degree program. No other ministry operating funding is provided to the UVic law school.

Media interest: No media coverage of the topic to date.

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CONFIDENTIAL ISSUES NOTE Ministry of Advanced Education and Skills Training Dated: Oct. 13, 2022	Veterinarian shortages
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ADVICE AND RECOMMENDED RESPONSE:

- Thank you to all the veterinarians out there who are working so hard right now to get our pets and farm animals the quality care they need and support and support the food security of our province.
- The Province is determined to address the labour shortage, and we are working towards made-in-B.C. solutions for the short, medium, and long-term.
- B.C. is proud to support students every year to study at the Western College of Veterinary Medicine, including this fall when B.C. has doubled the intake of students, the first funded expansion in over a decade.
- B.C. is also fortunate to attract many foreign-trained veterinarians and vets from across Canada.
- The Ministry is working with partners to:
 - Attract more veterinarians to B.C. through domestic migration and international recruitment.
 - Find ways to encourage B.C. grads to practice in high-demand regions and specialties.

IF ASKED IF B.C. IS CONSIDERING A B.C.-BASED SCHOOL IN THE NORTH:

- B.C. is part of a five -year funding agreement with the provinces of Saskatchewan and Manitoba and the Western College of Veterinary Medicine. It ensures that the College can deliver critical veterinary medicine programming and research that meets the needs of the three provinces.
- Given the shortages we're facing in B.C. and Canada, it's good news that 40 B.C. students started their veterinary studies this fall, up from 20 in previous years.
- The Western College of Veterinary Medicine is reaching out to B.C. institutions to begin to discuss potential new models for veterinary medicine training which may involve more local studies. The ministry is supportive of those exploratory discussions.
- This includes the University of Northern British Columbia looking at options where students could do their first two years at UNBC and then complete their degree at the Western College of Veterinary Medicine.
- B.C., Saskatchewan, and Manitoba remain committed partners in the Saskatoon-based veterinary school; and the College has in turn provided the domestic veterinarian graduates B.C. needs.

IF ASKED WHY B.C. DOESN'T INVEST MORE FOR THE VET LABOUR SHORTAGE:

- **Thompson Rivers University and Douglas College offer programs leading to a Registered Veterinary Technologist credential. Thompson Rivers University also offers a part-time, online diploma for individuals already employed in veterinary clinics who wish to upgrade their education and training.**
- **Government has added veterinarians and veterinary technologists to the list of priority occupations under the Provincial Nominee Program, helping to ensure vet clinics have the professionals they need to provide animal care.**
- **Solutions must go beyond expanding post secondary training and explore other opportunities to attract more veterinarians.**
- **Since March 2022, the Ministry of Municipal Affairs has provided priority access for Vets and Veterinarian Assistants for the Provincial Nominee Program Skills Immigration stream, supporting employers to bring more internationally trained vets into the province.**
- **Government is working with the Western College of Veterinary Medicine, industry, and other partners to explore various ways to encourage B.C. veterinary graduates to practice in high-demand regions and specialties.**
- **For example, for the 2023 intake to Western College of Veterinary Medicine, B.C. has set aside 15 percent of B.C. seats for students with an interest in a career in rural mixed animal practice.**

Background:

In B.C., people with pets and those who work in the agricultural sector are experiencing challenges accessing timely veterinary care for their animals. This has been a topic at the 2022 UBCM and continues to be raised in the media, especially in the north and by MLA Bond.

September 14-15, 2022, the BC Cattlemen's Association spoke in the media about how they are exploring the idea of a veterinary school in Northern BC. UNBC president was also in the media saying that the university is looking at options to create a model similar to the Northern Medical Program.

As in other sectors facing workforce shortages, training is one part of a broader solution. Recruitment of vets to clinics and communities, retaining them there, and looking at complementary occupations like vet techs to play larger roles may all be part of a strategy to address local, regional and provincial shortages.

The Ministry of Advanced Education of Saskatchewan worked with representatives from British Columbia, Manitoba and the Western College of Veterinary Medicine (WCVN) to negotiate a new interprovincial agreement covering May 1, 2020, to April 30, 2025.

In 2022/23, B.C. has provided the WCVN with a total of almost \$12 million which supports:

- 100 seats for B.C. students in the four-year undergraduate programs (40 beginning year one this fall and 60 continuing their studies in years two through four);
- Funding to allow WCVN to waive the differential tuition fees for B.C. students previously admitted to non-subsidized spaces.
- Delivery of an accredited graduate program in veterinary science;
- Operation of the WCVN's teaching hospital;
- Access to continuing education, reference, and referral services for practicing B.C. veterinarians; and,
- Specialized research services in animal health, public health, food safety, disease surveillance, and epidemiology in the commercial animal industries.

Less than half (45%) of B.C. veterinarians are WCVN graduates. The majority of B.C.'s veterinary labour force is filled through sources such as domestic migrants and international recruitment.

Questions may be asked about tuition increases at Western College of Veterinary Medicine, which is funded in part by AEST. In 2021, tuition increased **15% to \$13,705** a year for seats funded under the Inter-Provincial Agreement (IPA) and by 2023, tuition is projected to be **\$19,593 a year**. In 2021, tuition for non-IPA B.C. students is **\$68,705 a year**. British Columbia's 2% cap on tuition increases does not apply to WCVN, which is governed by Saskatchewan legislation.

B.C., Manitoba, and Saskatchewan are funding partners for the school. Veterinary schools in Canada serve defined geographic regions, and only students residing in those regions can apply to attend. WCVN is the only school to serve B.C., Saskatchewan, and Manitoba. Two or more years of prerequisite courses can be taken at many of B.C.'s universities, however there is no degree-granting veterinary program in B.C.

ABOUT WCVN:

WCVN was created in 1963 as a partnership between the provinces of British Columbia, Alberta, Saskatchewan, and Manitoba. The four provinces recognized the need for western-trained veterinarians, as well as the economies of scale to be gained from working together. B.C.,

Saskatchewan, and Manitoba remain partners in the veterinary school.

It is understood that opening a new stand-alone veterinary college in British Columbia would require significantly higher annual operating funding to support, in addition to the cost of building a facility. There are four other Canadian veterinary schools that serve students in the following provinces: Alberta, Ontario, Quebec, PEI (serves the four Atlantic provinces).

MEDIA INTEREST:

September 14-15, 2022, the BC Cattlemen's Association spoke in the media about how they are exploring the idea of a veterinary school in Northern BC. UNBC president was also in the media saying that the university is looking at options to create a model similar to the Northern Medical Program.

Significant major media coverage of the funding announcement earlier this year, with the occasional ongoing coverage of veterinary shortages and veterinary clinics reducing hours, most recently by CHEK Victoria, CBC Daybreak North.

Ministry of Advanced Education and Skills Training
Transition Binder – 2022
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Key Stakeholders			
British Columbia Institute of Technology (BCIT)			
Public Post Secondary Institution	<u>Interim President</u> Paul McCullough 604 432-8200 <small>Personal Information</small> Paul_McCullough@bcit.ca	Vocational Staff Darryl Wong (local 703) Contact: BCGEU	<u>Student Association</u> President Liam Lauren president@bcitsa.ca
	<u>Chair of the Board</u> Dan Reader 604 866-9672 dan_reader@bcit.ca	Support Staff Darryl Wong (local 703) Contact: BCGEU	<u>Faculty Association</u> President Colin Jones (independent) 604 456-8020 fsa@bcit.ca
Camosun College			
Public Post Secondary Institution	<u>President</u> Lane Trotter 250-370-3410 <small>Personal Information</small> Trotterl@camosun.ca	Vocational Association Chairperson Caeleen Cook Contact: BCGEU (Local 701)	<u>Student Association</u> External Executive Jessie Naadei Niikoi external@camosunstudent.org
	<u>Chair of the Board</u> Monty Bryant 250-384-1411 <small>Personal Information</small>	Support Staff Association President Keith Todd Contact: CUPE (Local 2081)	<u>Faculty Association</u> President Lynelle Yutani, Contact: FPSE (Local 12)

Capilano University			
Public Post Secondary Institution	<u>President</u> Paul J. Dangerfield 604-984-4925 Personal Information pdangerfield@capilanou.ca	Support Staff Association President Lori Mayhew Contact: MoveUP	<u>Student Association</u> President Karandeep Sanghera, ksanghera@csu.bc.ca VP External Aryanna Chartrand achartrand@csu.bc.ca
	<u>Chair of the Board</u> Duncan Brown 604-618-1465 Personal Information	Vocational Association Chairperson Steve Kitcher Contact: BCGEU (Local 701)	<u>Faculty Association</u> President L. Eduardo Azmitia, FPSE (Local 1) eduardoazmitia@capilanou.ca
Coast Mountain College			
Public Post Secondary Institution	<u>President</u> Laurie Waye President 250-638-5443 Personal Information lwayne@coastmountaincollege.ca	Support Staff Association Chairperson Jessica Scafe Contact: BCGEU (Local 712)	<u>Student Association</u> Reilly Walker, Chairperson Personal Information
	<u>Chair of the Board</u> Nicola Halbauer Personal Information Personal Information	Vocational Staff Association Chairperson Jessica Scafe Contact: BCGEU (Local 712)	<u>Faculty Association</u> President Marja Burrows, Academic Workers' Union Contact: FSPE (Local 11)

College of New Caledonia			
Public Post Secondary Institution	<u>President</u> Dennis Johnson 250-561-5825 <small>Personal Information</small> johnsond@cnc.bc.ca	Support Staff President Lily Bachand Contact: CUPE (Local 4951)	<u>Student Association</u> Chairperson Harman Sandhu university@cncsu.ca
	<u>Chair of the Board</u> Shobha Sharma 250-562-2114 shobha.sharma@cinhs.org		<u>Faculty Association</u> President Art Williams Contact: FPSE (Local 3)
College of the Rockies			
Public Post Secondary Institution	<u>President</u> Paul Vogt 250-489-8203 <small>Personal Information</small> PVogt@cotr.bc.ca	Support Staff Association President Kristy Brons Contact: CUPE (Local 2773)	<u>Student Association</u> President Reginald Goldsbury 250-489-9277 studentsassociation@cotr.bc.ca
	<u>Chair of the Board</u> Randal Macnair 250-423-7461 <small>Personal Information</small>		<u>Faculty Association</u> President Joan Kaun Contact: FPSE (Local 6)

Douglas College			
Public Post Secondary Institution	<u>President</u> Kathy Denton President 604-527-5381 Personal Information dentonk@douglascollege.ca	Support Staff Association Chairperson Darryl Wong Contact: BCGEU (Local 703)	<u>Student Association</u> Director of External Relations Mehre Dhir 604-527-5110 board@thedsu.ca
	<u>Chair of the Board</u> Adel Gamar 604 818-5324 (cell) Personal Information		<u>Faculty Association</u> President Jasmine Nicholsfigueiredo Contact: FPSE (Local 4)
Emily Carr University of Art and Design			
Public Post Secondary Institution	<u>President</u> Gillian Siddal 604-844-3815 Personal Information gsiddall@ecuad.ca	Support Staff Association President Warren Williams Contact: CUPE (Local 15)	<u>Student Association</u> Student Union Jenie Gao, Chairperson 604-844-3862 info@ecsu.ca
	<u>Chair of the Board</u> Keith Kerrigan Personal Information		<u>Faculty Association</u> President Cameron Cartiere Contact: FPSE (Local 22)

Justice Institute of British Columbia			
Public Post Secondary Institution	<u>President</u> Michel Tarko 604-528-5528 Personal Information mtarko@jibc.ca	Support Staff Association Chairperson Darryl Wong Contact: BCGEU (Local 703)	<u>Student Association</u> Director of External Relations Lief Garrett services@jisu.ca
	<u>Chair of the Board</u> Stephen Gamble 604-925-7307 Personal Information		<u>Faculty Association</u> Faculty and Staff Association President Colin Jones (independent) fsa@bcit.ca
Kwantlen Polytechnic University			
Public Post Secondary Institution	<u>President</u> Alan Davis 604-599-2078 Personal Information alan.davis@kpu.ca	Support Staff Association Chairperson Darryl Wong Contact: BCGEU (Local 703)	<u>Student Association</u> President and VP University Affairs Armaan Dhillon armaan.dhillon@kusa.ca 604-599-2126
	<u>Chair of the Board</u> Ivy Chen Personal Information		<u>Faculty Association</u> President Gillian Dearle Contact: FPSE (Local 5)

Langara College			
Public Post Secondary Institution	<u>President</u> Paula Burns 604-323-5215 Personal Information pburns@langara.ca	Support Staff Association President Warren Williams Contact: CUPE (Local 15)	<u>Student Association</u> President Harpreet Kaur HKaur@lsu.bc.ca
	<u>Chair of the Board</u> Michal Jaworski 604 219-6622 mjaworski@langara.ca		<u>Faculty and Staff Association</u> President Pauline Greaves Aylward Contact: FPSE (Local 14)
Nicola Valley Institute of Technology			
Public Post Secondary Institution	<u>President</u> Ken Tourand 250-378-3305 Personal Information ktourand@nvit.bc.ca		<u>Student Association</u> President Lindsay Morrison n0022083@nvit.ca
	<u>Chair of the Board</u> Sashia Leung Personal Information sleung@bctreaty.ca		<u>Faculty Association</u> Employees' Association President Elaine Herbert Contact: FPSE (Local 19)

North Island College			
Public Post Secondary Institution	<u>President</u> Lisa Domae 250-334-5270 Personal Information lisa.domae@nic.bc.ca	Support Staff Association President Michelle Waite Contact: CUPE (Local 3479)	<u>Student Association</u> Federation & Governance Relations Director Alex McColm federation.relations@nisu.ca
	<u>Chair of the Board</u> Eric Mosley 250-720-7422 Personal Information		<u>Faculty Association</u> President Jen Wrye Contact: FPSE (Local 16)
Northern Lights College			
Public Post Secondary Institution	<u>President</u> Todd Bondaroff 250-784-7500 Personal Information tbondaroff@nlc.bc.ca	Support Staff Association Chairperson Tanya Boyd Contact: BCGEU (Local 710)	<u>Student Association</u> Student Association Andrey Florita nlcsa@nlc.bc.ca
	<u>Chair of the Board</u> Tyler J. Holte 250-686-5786 holte@czlaw.ca		<u>Faculty Association</u> Chairperson Tanya Boyd Contact: BCGEU (Local 710)

Okanagan College			
Public Post Secondary Institution	<u>President</u> Neil Fassina 250-862-5403 Personal Information ntassina@okanagan.bc.ca	Vocational Instructors A/Chairperson Marcel Beerkens Contact: BCGEU (Local 707)	<u>Student Association</u> Executive Chairperson Jennifer Gullins gullins@ocsu.ca
	<u>Chair of the Board</u> Juliette Cunningham 250-309-2432 BoardChair@okanagan.bc.ca	Support Staff Association A/Chairperson Marcel Beerkens Contact: BCGEU (Local 707)	<u>Faculty Association</u> President Sharon Mansiere Contact: FPSE (Local 9)
Royal Roads University			
Public Post Secondary Institution	<u>President</u> Philip Steenkamp 250-391-2517 Personal Information Philip.Steenkamp@royalroads.ca	Support Staff Association President Donal Burrows Contact: CUPE (Local 3886)	<u>Student Association</u> President Riley Huntley president@rrusa.ca
	<u>Chair of the Board</u> Nelson Chan 250-360-3645 nchan@crd.bc.ca		<u>Faculty Association</u> President Rick Kool Contact: CUFA BC

Selkirk College			
Public Post Secondary Institution	<u>President</u> Maggie Matear 250-365-1225 Personal Information mmatear@selkirk.ca	Vocational Staff Association Chairperson Jennifer Cliff-Marks Contact: BCGEU (Local 709)	<u>Student Association</u> Chairperson Brock Browett b.browett@selkirkstudents.ca
	<u>Chair of the Board</u> Margaret Sutherland Personal Information msutherland2@selkirk.ca	Support Staff Association President Rod Fayant Contact: PPWC (Local 26)	<u>Faculty Association</u> President Victor Villa Contact: FPSE (Local 10)
Simon Fraser University			
Public Post Secondary Institution	<u>President</u> Joy Johnson 778-782-4641 Personal Information sfu_president@sfu.ca	Teaching Support Staff Union Chair Kayla Hilstob (independent) chair@tssu.ca	<u>Student Association</u> Undergraduate Student Society Helen Sofia Pahou, President president@sfss.ca
		Administrative and Professional Staff Association (independent) Executive Director Andrew Boden apsa@sfu.ca	Graduate Student Society Director of External Relations Ruben C Munoz external@sfugradsociety.ca
	<u>Chair of the Board</u> Angie Lamarsh Personal Information angie.e.hall@hsbc.ca	Support Staff Union President Fiona Brady Lenfesty Contact: CUPE (Local 3338)	<u>Faculty Association</u> President Kumari Beck Contact: CUFA BC

Thompson Rivers University			
Public Post Secondary Institution	<u>President</u> Brett Fairbairn 250-828-5001 Personal Information btfairbairn@tru.ca	Open Learning Faculty Association President Mark Salopek 250-852-6976 truol.president@truolfa.ca	<u>Student Association</u> VP External Azul-Sky Billy a.billy@trusu.ca
	<u>Chair of the Board</u> Marilyn McLean 250-879-0589 Personal Information	Support Staff Union President Lois Rugg Contact: CUPE (Local 4879)	<u>Faculty Association</u> President Tara Lyster Contact: FPSE (Local 2)
University of British Columbia			
Public Post Secondary Institution	<u>President</u> Dr. Deborah Buszard (Interim) 604-822-0663 presidents.office@ubc.ca	Administrative Professionals & Staff Association (UBC-V) President Afsaneh Sharif Contact: CUPE	<u>Student Association</u> Alma Mater Society (UBC-V) VP External Affairs Erin Co vpexternal@ams.bc.ca 604-822-2050
	<u>Chair of the Board</u> Nancy McKenzie 604-3113-0577 Nancy.McKenzie@ubc.ca	Childcare Staff Union (UBC-V) Chairperson Darryl Wong Contact: BCGEU (Local 703)	Graduate Student Society (UBC-V) President Kimani Karangu president@gss.ubc.ca
	Library, Clerical and Theatre Staff Union (UBC-V) President Chloe Martin-Cabanne Contact: CUPE (Local 2950)	Trade Unions (UBC-V) President Don Swerdan Contact: IUOE (Local 115)	Student Union President (UBC-O) Jakson Pashelka president@ubcsuo.ca 403-835-2858

	Teaching, Marking and English Language Staff Union (UBC-O) President Gillian Glass Contact: CUPE (Local 2278)	Support Staff, Childcare Staff & Teaching Assistants (UBC-O) Marcel Beerkens Contact: BCGEU (Local 707)	Faculty Association President (UBC V & O) Dory Nason Contact: CUFA BC
University of Northern British Columbia			
Public Post Secondary Institution	<u>President</u> Geoff Payne 250-960-5600 Personal Information geoff.payne@unbc.ca	Graduate Student Society Chairperson Rahim Jafari 250-960-5671 gssoffice@unbc.ca	<u>Student Association</u> President Calin Classens (independent) 250-960-6427 nugss-president@unbc.ca
	<u>Chair of the Board</u> Catherine Wishart 778-349-2586 wishartc@unbc.ca	Support Staff Association President Joyce Henley Contact: CUPE (Local 3799)	<u>Faculty Association</u> President Brian Menounos Contact: CUFA BC

University of the Fraser Valley			
Public Post Secondary Institution	<u>President</u> Joanne MacLean 604-864-4608 Personal Information joanne.maclean@ufv.ca		<u>Student Association</u> President Nikiel Lal president@ufvsus.ca
	<u>Chair of the Board</u> John Pankratz 604-308-8094 john.pankratz@ca.gt.com		<u>Faculty Association</u> President Rod Hayward Contact: FPSE (Local 7)
University of Victoria			
Public Post Secondary Institution	<u>President</u> Kevin Hall 250-721-7002 Personal Information pres@uvic.ca	Professional Employee Association (independent) President Shawna LaRade slarade@pea.org	<u>Student Association</u> Undergraduate Students Society Director of Campaigns, Community Relations Izzy Adachi campaigns@uvss.ca
	<u>Chair of the Board</u> Merle Alexander 603-340-4710 merlealexander@uvic.ca	Support Staff Office, Technical & Childcare Union President Kirk Mercer Contact: CUPE (Local 951)	Graduate Students Society Chair David Foster 250-472-5163 gssmgr@uvic.ca

	Support Staff Outside Workers Union President Tony Ferreira Contact: CUPE (Local 917)	Educational Workers Union President Greg Melnechuk Contact: CUPE (Local 4163)	<u>Faculty Association</u> President Lynne Marks Contact: CUFA BC
Vancouver Community College			
Public Post Secondary Institution	<u>President</u> Ajay Patel 604-871-7000 Personal Information ajpatel@vcc.ca	Support Staff Association Chair Chris Joyce Contact: CUPE (Local 4627)	<u>Student Association</u> Chairperson Ishaan Saini 604-871-7146 info@suvcc.ca
	<u>Chair of the Board</u> Jocelyn Hartman 778-870-0703 Personal Information		<u>Faculty Association</u> Chair Taryn Thomson Contact: FPSE (Local 15)
Vancouver Island University			
Public Post Secondary Institution	<u>President</u> Deborah Saucier 250-740-6102 250-618-9767 deborah.saucier@viu.ca	Vocational Instructors' Association Chairperson Joanna Lord Contact: BCGEU (Local 702)	<u>Student Association</u> Chairperson Elissa Miranda elissa@viusu.ca

	<u>Chair of the Board</u> Manley McLachlan 250-857-1105 Personal Information	Support Staff Association President Tiffany McLaughlin Contact: CUPE (Local 1858)	<u>Faculty Association</u> President Chris Jaeger Contact: FPSE (Local 8)
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Carla Qualtrough, Minister of Employment, Workforce Development and Disability Inclusion	
<p>The Honourable Carla Qualtrough, MP carla.qualtrough@parl.gc.ca</p>	<p>The Honourable Carla Qualtrough was first elected as the Member of Parliament for Delta in 2015. She has served as Minister of Employment, Workforce Development and Disability Inclusion since 2019. Minister Qualtrough has previously served as Minister of Accessibility, Minister of Public Services and Procurement, and Minister of Sport and Persons with Disabilities.</p>
Research Universities' Council of British Columbia (RUCBC)	
<p>Max Blouw President 250-480-4859 max.blouw@rucbc.ca</p>	<p>RUCBC works with and on behalf of its members to improve the quality, accessibility and coordination of university education in British Columbia. The Council provides a single voice on behalf of the six major universities on public policy issues including funding, research, accountability, admissions and transfer. RUCBC is funded by the member universities.</p>
Industry Training Authority (ITA) *New Name* Skilled Trades BC (STBC)	
<p>Shelley Grey CEO 778-327-5904 sgray@itabc.ca</p> <p>Cindy Oliver Board Chair 778-328-8700 customerservice@itabc.ca</p>	<p>ITA leads and coordinates British Columbia's skilled trades system. ITA works with employers, apprentices, industry, labour, training providers and government to issue credentials, supports apprenticeships, fund programs, set program standards and increase opportunities in the trades.</p>

First Nations Education Steering Committee (FNESC)	
<p>Tyrone McNeil President 604-925-6087 info@fnesc.ca</p>	<p>FNESC is a policy and advocacy organization that represents and works on behalf of First Nations in British Columbia. FNESC has a mandate to support First Nations students and advance First Nations education in BC.</p>
Métis Nation BC (MNBC)	
<p>President Lissa Smith lsmith@mnbcb.ca</p>	<p>MNBC represents thirty-eight Métis Chartered Communities in British Columbia. Their mandate is to develop and enhance opportunities for Métis communities by implementing culturally relevant, social, and economic programs, and services.</p>
Indigenous and Adult Higher Learning Association (IAHLA)	
<p>Nicolas Mejia nicolasm@fnesc.ca</p>	<p>IAHLA supports and represents Aboriginal-controlled adult and post-secondary education institutes in BC.</p>

British Columbia Association of Institutes and Universities (BCAIU)	
Ruth Wittenberg President 250-940-1141 ruth.wittenberg@ufv.ca	BCAIU represents the interests of eight educational organizations in BC. Together its members account for over 40 per cent of the students attending public post-secondary institutions in the province.
BC Colleges	
Colin Ewart President 250-595-4866 cewart@bccolleges.ca	BC Colleges is an association of British Columbia's public, post-secondary colleges (with the exception of Douglas College). The role of the organization is to work closely with employers and key stakeholders regarding partnership opportunities, and to facilitate collaboration between the colleges so they can more effectively produce a well-educated and highly skilled workforce for BC.
British Columbia Council for International Education (BCCIE)	
Randall Martin Executive Director 604-637-6752 martin@bccie.bc.ca	BCCIE is a provincial Crown corporation that supports the internationalization efforts of BC's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for BC, to enhance BC's international reputation for quality education, and to support the education activities of the provincial government.

Degree Quality Assessment Board (DQAB)	
Doug Owram Chair of the Board 250-960-1638 Personal Information	DQAB is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in BC.
Alliance of BC Students (ABCS)	
Chair Aryanna Chartrand chair@bcstudents.ca 431-200-3008	ABCS is a coalition of student associations (KPU, CapU, UBC Grads, RRU) across BC advocating for accessible and affordable post-secondary education in BC.
BC Federation of Students (BCFS)	
BC Chairperson Melissa Chirino 604-733-1880 m.chirino@thebcfs.ca	BCFS is a provincial alliance of more than 170,000 students at 15 universities, colleges, and institutes in BC.

Graduate Student Societies of BC	
<p>Chair Ruben Munoz chairperson@gssbc.ca</p>	<p>GSSBC is the first and only provincial organization dedicated to representing BC graduate students at the local, provincial, and federal level.</p>
British Columbia General Employees' Union (BCGEU)	
<p>President Stephanie Smith 604-291-9611 president@bcgeu.ca</p>	<p>BCGEU is one of the largest and most diverse unions in British Columbia with over 85,000 members in 550 bargaining units in the public and private sector.</p>
Federation of Post-Secondary Educators of BC (FPSE)	
<p>President Brent Calvert 604-873-8988 bcalvert@fpse.ca</p>	<p>FPSE is the provincial voice of 10,000 faculty and staff at BC's teaching universities, colleges, institutes and private sector institutions.</p>

Confederation of University Faculty Associations of BC (CUFA)	
<p>Executive Director Annabree Fairweather executive.director@cufa.bc.ca</p> <p>President Kenneth Christie info@cufa.bc.ca</p>	<p>CUFA represents approximately 5,500 faculty members, including professors, instructors, lecturers, and academic librarians through the faculty associations at BC's research universities.</p>
Canadian Union of Public Employees (CUPE)	
<p>President Karen Ranalletta kranalletta@cupe.bc.ca</p>	<p>CUPE represents 15,000 employees in the post-secondary sector, with union locals representing support staff at a number of research and teaching institutions. Also represents faculty at Coast Mountain College.</p>
BCcampus	
<p>Amanda Coolidge Executive Director 250-818-4592 acoolidge@bccampus.ca</p>	<p>BCcampus supports post-secondary institutions to adopt, adapt and evolve teaching and learning practices to create a better experience for students. BCcampus is the lead on developing Open Education Resources.</p>

BCNET	
<p>Bala Kathiresan President and CEO 604-822-1348</p> <p>Gayle Gorrill Chair of the Board 604-822-1348 info@bc.net</p>	<p>BCNET is a not-for-profit, shared services organization that represents the interests of its member colleges, universities and research institutes in BC. BCNET's aim is to build value through collaboration, drive down costs, maximize efficiencies, expand services offerings, enhance service quality and further the mission of their members.</p>
Private Degree Granting Institutions Association (PDGIA)	
<p>Robert Fleming Executive Director and Co-Chair 604-412-7795 rfleming@bccat.ca</p> <p>Jim Hamilton Co-Chair 250-862-5403 jhamilton@okanagan.bc.ca</p>	<p>BCCAT facilitates admission, articulation, application, and transfer arrangements among BC post-secondary institutions for the benefit of students.</p>
British Columbia Electronic Library Network (BC ELN)	
<p>Executive Director Anita Cocchia 778-782-7004 anitac@bceln.ca</p>	<p>BC ELN is a consortium of 33 private and public post-secondary libraries. BC ELN's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators, and researchers at the lowest possible cost.</p>

BC Career Colleges Association (BCCCA)	
Chief Executive Officer Michael Evans ceo@bccca.com	BCCCA is an association of private non-degree institutions. Membership is unknown but claims to represent approximately 40 of the 300+ certified institutions. Established in 1977 to advocate for private training institutions.
Languages Canada	
Executive Director Gonzalo Peralta gperalta@languagescanada.ca	Languages Canada is a national association of private and public post-secondary language education providers. Established in 2008 to be 'the voice of the Canadian language education sector'.
EducationPlannerBC (EPBC)	
Interim Executive Director Karen McCredie 604-579-1101 Karen.mccredie@educationplannerbc.ca	EPBC connects students to post-secondary opportunities and career destinations by improving post-secondary planning and application services. EPBC operates a central online application service for BC's public post-secondary institutions and a provincial student data exchange hub to support the transition of BC students to post-secondary.

First Nations Technology Council (FNTC)	
<p>Chief Executive Officer Denise Williams</p> <p>Megan Jordan Director, Communications and Engagement 604-679-0095 megan@technologycouncil.ca</p>	<p>FNTC is an Indigenous-led not-for-profit working to ensure that Indigenous peoples have the tools, education and support to thrive in the digital age.</p>
First Nations Leadership Council (FNLC)	
<p>Chief Terry Teegee's Executive Assistant: Victoria Austin victoria.austin@bcfn.ca</p> <p>Howard Grant hegrant@fns.bc.ca</p> <p>President Grand Chief Stewart Phillip president@ubcic.bc.ca</p>	<p>FNLC is comprised of the political executives of the BC Assembly of First Nations, First Nations Summit, and the Union of BC Indian Chiefs. The group works together to develop coordinated approaches to issues relevant to First Nations communities throughout the province.</p>
Chartered Professional Accountants of BC (CPABC)	
<p>President & Chief Executive Officer Lori Mathison lmathison@bcccpa.ca</p>	<p>CPABC is the training, governing, and regulatory body for over 38,000 CPA members and 6,000 CPA candidates.</p>

International Union of Operating Engineers (IUOE)	
<p>IUOE Local 115 President Don Swerdan dswerdan@iuoe115.ca</p>	<p>IUOE is dedicated to serving and protecting the needs and interests of its members and their families through the collective bargaining process, legislative action and extensive training and skills improvement programs.</p>
BC Building Trades	
<p>Director of Communications Jeremy Allingham 778-397-2220 jallingham@bcbuildingtrades.org</p>	<p>BC Building Trades represents 25 local craft construction unions belonging to 13 international unions. There are more than 35,000 unionized construction workers in BC, accounting for approximately 55 per cent of the non-residential construction labour force.</p>
BC Centre for Women in the Trades (BCCWITT)	
<p>Executive Director Karen Dearlove kldearlove@bccwitt.ca 604-812-6660</p>	<p>BCCWITT provides connection, funding, resources and supports for equity seeking tradespeople across the province. Also offers programs, tools and resources to individuals and organizations that support the attraction, retention and advancement of equity seeking people in skilled trades careers.</p>

BC Construction Association (BCCA)	
President Chris Atchison Chris.Atchison@bccasn.com	BCCA's mission is to ensure BC is home to a world-class construction sector that demonstrates exceptional productivity and resilience.
Christian Labour Association of Canada (CLAC)	
Larry Richardson CLAC Training Director-BC Personal Information Lrichardson@clac.ca	CLAC is a national union representing over 60,000 workers in almost every sector of the economy, including construction.
Skills/Compétences Canada	
President Patrik Rouble Personal Information	Skills/Compétences Canada's mission is to encourage and support a coordinated Pan-Canadian approach to promoting skilled careers in trades and technologies to youth and their communities.

Automotive Retailers Association BC	
Board Chair Ron Tremblay reception@ara.bc.ca	Automotive Retailers Association BC advocates for the BC automotive industry, provides health insurance, gathers industry data, provides industry development and training.
MITACS	
Senior Advisor, Partnerships Ernest Yee 604-822-4046 eyee@mitacs.ca	MITACS empowers Canadian innovation through effective partnerships that deliver solutions. By driving economic growth and productivity, MITACS seeks to create meaningful change to improve quality of life for Canadians.
BC Federation of Labour (BCFED)	
President Laird Cronk 604-291-9611 lcronk@bcfed.ca	BCFED represents over half a million workers engaged in every part of the BC economy, through more than 50 affiliated unions with over 800 locals.

BC Tech	
Board Chair Dan Box hello@wearebctech.com	BC Tech is driven to make BC the best place to grow a tech company by helping firms grow, to drive both BC's tech sector and the economy.
S.U.C.C.E.S.S.B.C.	
Board Chair Terry Yung info@success.bc.ca	S.U.C.C.E.S.S.B.C is the BC branch of a social service agency offering a wide range of programs and services that promote the belonging, wellness, and independence of all people.
First Call Child and Youth Advocacy Society	
Executive Director Adrienne Montani 604-288-8103 adrienne@firstcallbc.org	First Call Child and Youth Advocacy Society is a registered not-for-profit society based in BC. They are committed to putting children and youth first through public education, community mobilization, and public policy advocacy.

Society of BC Veterinarians (SBCV)	
<p>President Dr. Chris Bell admin@cvma-acmv.org</p>	<p>SBCV is the voice of BC veterinarians, providing relevant and timely continuing education, publishing a quarterly magazine, advocating for BC veterinarians on local and provincial issues, consulting with a wide range of stakeholders to ensure their voice is heard, and promoting veterinarians through media and public awareness campaigns.</p>
Midwives Association of British Columbia (MABC)	
<p>Executive Director Bernice Budz ed@bcmidwives.com</p>	<p>MABC is the professional association for midwives in BC and is registered under the Societies Act.</p>
MoveUP	
<p>Lori Mayhew Presidenjt 604-299-0378 lmayhew@moveuptogether.ca</p>	<p>MoveUP represents more than 12,000 union members at public and private sector companies across Canada. MoveUP is affiliated with the BC Federation of Labour, the Canadian Labour Congress, and provincial labour councils.</p>

BC Civil Liberties Association (BCCLA)	
President Karen Mirsky kmirsky@bccla.ca	BCCLA is the oldest and most active civil liberties and human rights group in Canada. BCCLA has been actively advancing human rights and civil liberties through litigation, law reform, community-based legal advocacy, and public engagement and education for the last half century.
Native Education College (NEC)	
President Tammy Harkey tharkey@necvancouver.org	For over 55 years, NEC has been providing culturally safe higher education opportunities to urban Indigenous Peoples. AEST is working with NEC as it explores becoming a public post-secondary institution.
BC Trucking Association	
President and CEO Dave Earle davee@bctrucking.com 604-888-5319 (ext. 214) 604-787-1335	BC Trucking Association is a member-based, province-wide, non-partisan, non-profit motor carrier association formed solely to advance the interests of British Columbia motor carriers. Members include Canada's largest trucking, courier and motor coach companies, with the majority being small to medium size, family-owned enterprises.

BC Construction Association (BCCA)	
<p>President Chris Atchison Chris.Atchison@bccasn.com</p>	<p>BC Construction Association represents over 1500 non-union and union contractors active in all sectors of the industry, but primarily focused on Industrial Commercial and Institutional construction. BCCA members include general contractors, trade contractors and suppliers, large and small, from all regions of BC.</p>
Architectural Institute of British Columbia (AIBC)	
<p>Chief Executive Officer Mark Vernon 604-683-8588</p> <p>Elizabeth Woff Senior Communications Lead ewoff@aibc.ca</p>	<p>AIBC regulates the profession of architecture through a responsive regulatory framework.</p>
Engineers and Geoscientists British Columbia (EGBC)	
<p>President Carol Park president@egbc.ca</p>	<p>EGBC is the business name of the Association of Professional Engineers and Geoscientists of the Province of British Columbia. EGBC regulates and governs these professions under the authority of the Professional Governance Act. EGBC is charged with protecting the public interest by setting and maintaining high academic, experience, and professional practice standards. Only individuals and firms licensed by EGBC are permitted by law to undertake and assume responsibility for engineering and geoscience projects in BC.</p>

Urban Native Youth Association (UNYA)	
<p>Chief Executive Officer Cheryl Robinson 604-254-7732 cheryl.robinson@unya.bc.ca</p>	<p>UNYA's focus since its inception in 1988 has been to provide meaningful opportunities for Indigenous youth (Aboriginal, Metis, Inuit, First Nations, Status, Non-Status) in the urban setting. Their goal is to be a safe place for Indigenous youth to come and find out about programs and services at UNYA and in the broader community. UNYA strives to support Indigenous youth by providing a diverse continuum of advocacy, preventative and support services that respond to their immediate and long-term needs.</p>
Council of Ministers of Education Canada (CMEC)	
<p>Executive Director Chantale LeClerc 416-962-8100 c.leclerc@cmecc.ca</p>	<p>CMEC is an intergovernmental body founded in 1967 by ministers of education to serve as:</p> <ul style="list-style-type: none"> • a forum to discuss policy issues; • a mechanism through which to undertake activities, projects, and initiatives in areas of mutual interest; • a means by which to consult and cooperate with national education organizations and the federal government; and • an instrument to represent the education interests of the provinces and territories internationally.
British Columbia's Prior Learning Action Network (BCPLAN)	
<p>Chair Susan Forseille info@bcplan.ca</p>	<p>BCPLAN is a network of organizations and individuals who have come together to promote increased access to post secondary credentials and skilled employment through the informed recognition of the skills and knowledge adults bring to post secondary institutions, to business, and to industries across the province.</p>

Centre for Accessible Post-Secondary Education Resources BC (CAPER-BC)	
<p>Director Debbie Schachter caperbc@langara.bc.ca 1-855-729-2457</p>	<p>CAPER-BC provides accessible learning and teaching materials to students and instructors who cannot use conventional print because of disabilities. CAPER-BC provides service to 20 public post-secondary institutions in BC.</p>
Employment and Social Development Canada (ESDC)	
<p>Deputy Minister Jean-François Tremblay JF.Tremblay@hrsdc-rhdcc.gc.ca</p>	<p>ESDC works to improve the standard of living and quality of life for all Canadians. ESDC promotes a labour force that is highly skilled and an efficient, inclusive labour market.</p>
Forum of Labour Market Ministers (FLMM)	
<p>Forum of Labour Market Ministers Secretariat info@flmm.ca 867-767-9821</p>	<p>FLMM is composed of federal, provincial and territorial ministers responsible for labour market policies and programs. It was created in 1983 to promote discussion and cooperation on common labour market matters.</p> <p>FLMM is co-chaired by the federal government (Employment and Social Development) and a lead province. For 2021-2023, the Government of the Northwest Territories is the lead and hosts the forum's secretariat. In BC, both AEST and the Ministry of Social Development and Poverty Reduction are members.</p>

Ministry of
Advanced Education and Skills Training

2022/23 – 2024/25
Service Plan

Revised March 2022



For more information on the Ministry of Advanced Education and Skills Training contact:

PO BOX 9884
STN PROV GOVT
VICTORIA, BC
V8W 9T6

Telephone: 250 356-5170

Or visit our website at

<http://www.gov.bc.ca/aest>

Published by the Ministry of Advanced Education and Skills Training

Minister's Accountability Statement



The *Ministry of Advanced Education and Skills Training 2022/23 – 2024/25 Service Plan* was prepared under my direction in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared.

A handwritten signature in dark ink, appearing to read 'Anne Kang'.

Honourable Anne Kang
Minister of Advanced Education and Skills Training
January 26, 2022

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Purpose of the Ministry

The Ministry of Advanced Education and Skills Training provides leadership and direction for post-secondary education and skills training across the province to help British Columbians succeed and reach their full potential. The ministry plays a key role in promoting a collaborative approach for our education and skills training partners to contribute to the prosperity of all British Columbians and the resiliency of our post-secondary education and skills training system.

Underlying our work is the recognition that an inclusive, accessible, responsive, and future-focused post-secondary, skills and trades training system provides pathways into good-paying, high-opportunity jobs and supports economic recovery.

The ministry remains committed to the development of lasting and meaningful partnerships with Indigenous peoples in BC as they move towards self-determination in accordance with British Columbia's ongoing reconciliation and recognition commitments as reflected in the *Declaration on the Rights of Indigenous Peoples (Declaration) Act*. This commitment is demonstrated through the Ministry's collaborative work with Indigenous partners to implement the First Nations Children and Youth in Care Protocol.

To support inclusive and affordable access, the ministry provides targeted supports and programs for underrepresented groups, such as former youth in care, Indigenous people, those with disabilities, older workers, youth, and women in the trades. The ministry reduces financial barriers with a suite of needs-based student financial assistance programs available through [StudentAid BC](#). The ministry is also making it easier for students to navigate British Columbia's post-secondary system through [EducationPlannerBC](#).

The ministry makes capital investments in education and training facilities and equipment throughout the province, to give learners the modern tools and spaces they need to prepare for 21st century careers.

To prepare British Columbians for current career opportunities and high opportunity jobs, we work with post-secondary partners, employers, industry, social service providers, and Indigenous communities throughout BC to align and deliver relevant education and training programs and services. The ministry also provides information and resources, including [WorkBC.ca](#) and the [Labour Market Outlook](#), so British Columbians can make informed decisions about their career planning and skills training opportunities.

The ministry provides oversight for the following Crown corporations: the [Industry Training Authority](#) (ITA) and the [British Columbia Council for International Education](#) (BCCIE).

Strategic Direction

In 2022/2023, the Government of British Columbia will continue its whole-of-government response to the COVID-19 pandemic with a focus on protecting the health, social and economic well-being of British Columbians. Building on our economic, environmental, and social strengths while looking to seize opportunities to improve outcomes for all British Columbians will be an important aspect of each ministry's work as we respond to COVID-19 and recover

from devastating floods and wildfires. The policies, programs and projects developed over the course of this service plan period will align with the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone.

This 2022/23 service plan outlines how the Ministry of Advanced Education and Skills Training will support the government's priorities including the foundational principles listed above and selected action items identified in the [November 2020 Minister's Mandate Letter](#).

Performance Planning

Goal 1: British Columbians have access to inclusive, responsive, and relevant post-secondary education and training to reach their full potential

This goal reflects Government's commitment to putting people first by making life more affordable and enhancing the services British Columbians depend on. Accessible, high-quality post-secondary education and skills training that leads to good paying jobs provides numerous benefits and is critical to our successful economic recovery.

Objective 1.1: Improve affordability and reduce barriers to ensure post-secondary education and training is accessible for all British Columbians

Key Strategies

- Enable learners to access and complete post-secondary education and skills training by providing a range of student financial assistance programs, including the BC Access Grant.
- Keep student fee increases low by working towards strengthening the existing Tuition Fee Limit Policy.
- Improve student access to affordable housing, while prioritising Indigenous learners and current and former youth in care, by working with public post-secondary institutions to continue to build 8,000 new student housing units as part of [Homes for BC](#), our government's 10-year housing plan.
- Work with partners to continue to improve access to post-secondary education and workforce opportunities for former youth in government care, including expanding the Tuition Waiver Program, and through the First Nations Children and Youth in Care Protocol to improve the educational outcomes and well-being of First Nations youth in care as they transition from K12 to post-secondary education and/or into the workforce.
- Work with the ITA to continue to build a trades training system that is welcoming and inclusive of women, Indigenous peoples, youth, and underrepresented groups so they can achieve certification and access good-paying jobs in the trades.

Performance Measure(s)	2020/21 Actual	2022/23 Target	2023/24 Target	2024/25 Target
1.1 Post-Secondary costs are manageable and in line with household incomes				
Undergraduate tuition and fees as a percent of median household income ¹	7.3%	<8.6%	<8.6%	<8.6%
Average percent of income recent grads used to repay education-related debt ²				
Diploma, Associate Degree & Certificate Students	3.1%	<8.0%	<8.0%	<8.0%
Baccalaureate Graduates	6.0%	<8.0%	<8.0%	<8.0%

Data source: Statistics Canada and BC Student Outcomes Surveys, 2020³

¹Results are based on data available through Statistics Canada via the Tuition and Living Accommodation Survey and the T1 Family File from the Canadian Revenue Agency.

² Results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs.

³ Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.7% and 1% (19 times out of 20). 2021 survey results will be available in the Spring of 2022 and will be reported in the 2021/22 Service Plan Report.

Linking Performance Measure to Objective

This measure represents the Ministry's commitment to making life more affordable for learners by ensuring post-secondary costs are manageable and in line with household incomes. Results reflect the average domestic undergraduate tuition and compulsory fees as a percent of provincial median household income, as well as the estimated median monthly loan repayment as a percentage of median monthly income for employed students with education-related debt at the time of leaving their institution. This measure is part of the [Accountability Framework](#), which is a set of planning and reporting processes for British Columbia's public post-secondary education system.

Discussion

As part of this objective the [Ministry's 2021/22 Service Plan](#) reported on increasing on-campus housing at public post-secondary institutions. Through the broader [Provincial Housing Strategy](#), Government continues to increase student housing stock in regions throughout the province. The ministry will also continue to explore options to improve how the sector responds to the housing needs of Indigenous students and former youth in care. New student housing will be more energy efficient and meet the highest standards consistent with the Province's long-term climate strategy, [CleanBC](#).

Objective 1.2: Lead a sustainable, high-quality post-secondary and skills training system that is relevant and responds to the changing needs of learners

Key Strategies

- Continue to work with post-secondary institutions and our partners to support students to succeed in the context of the COVID-19 pandemic recovery and other public emergencies. This will include working with the First Nations Education Steering Committee (FNESC), the Indigenous Adult Higher Learning Association (IAHLA) and Métis Nation British Columbia (MNBC) to ensure the unique needs of Indigenous learners, communities and institutions are being met.
- Work with system partners to conduct a funding review of post-secondary education operating grants to make sure public post-secondary institutions have the resources they need to support economic recovery and student success.
- Refresh BC's international education strategy to retain our share of international students and ensure BC offers quality international education aligned with government's values and priorities.
- Provide more tuition-free adult basic education and English language learning pathways so that learners can pursue further education leading to sustainable employment.

Performance Measure(s)	2020 Actual	2021 Target	2022 Target	2023 Target	2024 Target
1.2 Graduates reporting their knowledge and skills developed through post-secondary education are useful in their employment ¹	88.1%	≥ 90%	≥ 90%	≥ 90%	≥ 90%

Data source: BC Student Outcomes Surveys, 2020²

¹Results are based on an annual survey of public post-secondary students eight months to two years after they complete their programs and reflect the percent of employed graduates who indicated the knowledge and skills they acquired through their education was *very useful* or *somewhat useful* in performing their job.

²Efforts are made to contact all eligible public post-secondary graduates (over 55,000 each year), and a response rate of ~50% is consistently achieved. The margin of error for these measures is currently between +/- 0.3% and 0.4% (19 times out of 20). 2021 survey results will be available in the Spring of 2022 and will be reported in the 2021/22 Service Plan Report.

Linking Performance Measure to Objective

This measure reflects assessment by graduates of the relevance of their post-secondary educational experience and indicates how well programs at public post-secondary institutions meet the needs of students and the labour market. This measure is also part of the [Accountability Framework](#), which is a set of planning and reporting processes for British Columbia's public post-secondary education system.

Goal 2: British Columbians have workforce connections, training, supports and information to be job-ready and prepared for opportunities in BC's economy

This goal reflects Government's commitment to investing in a strong, sustainable economy that works for everyone. The ministry works with partners to support the delivery of post-secondary education and skills training programs, services and supports to ensure all British Columbians remain connected to the labour market and career opportunities.

Objective 2.1: Equip British Columbians to be job-ready with post-secondary education, training, and workforce opportunities

Key Strategies

- Address BC's workforce challenges and support the workforce objectives of the [CleanBC Roadmap to 2030](#) and BC's economic plan by implementing a workforce readiness framework.
- Continue to work with the ITA to develop and implement policy and program options for skilled trades certification so more learners benefit from increased skill levels and trade certification, and British Columbia benefits from a highly skilled trades workforce.
- Increase priority programming at public post-secondary institutions, such as:
 - Continue supporting the Early Care and Learning Recruitment and Retention Strategy through ongoing expansion of early childhood educator training seats at public post-secondary institutions.
 - Finalize implementation of the 2,900 student spaces technology programming expansion at public post-secondary institutions and continue planning for an additional 2,000 tech-relevant spaces.
 - Address training-related health workforce needs by expanding and regionally distributing existing health programs, launching new health programs, and implementing health education policy improvements towards inclusive and supportive experiences with an emphasis on addressing anti-Indigenous racism.
- Continue to expand micro-credentials across BC's post-secondary education sector to create opportunities for British Columbians to quickly up-skill and re-skill.
- Partner with communities, sectors, and employers to deliver flexible and responsive skills training programs, funded under the Canada-BC Workforce Development Agreement (WDA), to unemployed and underemployed people so they can obtain skills, retrain, and upgrade their skills for sustainable employment.

Performance Measure(s)	2019/20 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
2.1 The percentage of individuals employed or in further education and training three months after completing a WDA skills training program ¹	67%	73% ²	>70%	>70%	>70%

Data source: BC WDA 3-month Participant Outcomes Survey, Workforce Development and Division Responsible for Skills Training, Ministry of Advanced Education and Skills Training.

¹This measure looks at outcomes for participants three months after completing a program by measuring the number of participants that became employed or moved on to further education and training.

²This outcome measure does not include people who participated in the BC Employer Training Grant (ETG) who were mostly employed before and during training. By excluding these participants, the measure focuses on people who are unemployed, the majority of whom are from vulnerable or underrepresented groups.

Linking Performance Measure to Objective

This measure represents the ministry's commitment to empowering and preparing British Columbians to participate in the labour force and take advantage of opportunities generated during BC's economic recovery. This measure tracks the success of the ministry's WDA skills training programs in moving British Columbians along the employment continuum by measuring outcomes three months after completing WDA skills training programs.

Objective 2.2: Provide British Columbians with the best information available to make informed decisions about their education, training, and career opportunities

Key Strategies

- Connect all British Columbians to information on high-opportunity occupations through innovative tools on WorkBC.ca, and provide future labour market trends through the annual [BC Labour Market Outlook](#).
- Help all learners make informed post-secondary education and career decisions, and search and apply for public post-secondary education in BC using EducationPlannerBC.ca.
- Develop an integrated digital gateway that provides British Columbians with personalized and responsive career pathways linking labour market opportunities to relevant education and training programs.
- Engage British Columbians through in-person, written, and online engagement sessions to raise awareness of education, training, and career opportunities, including information tailored for Indigenous learners.

Performance Measure(s)	2020/21 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
2.2 Number of online and in-person engagements with ministry-provided labour market, career planning and education information ^{1,2}	6.43M	7.83M	Increase	Maintain or increase	Maintain or increase

Data source: Workforce Development and Skills Training Division, and Post-Secondary Policy and Programs Division Responsible for Learner Supports, Ministry of Advanced Education and Skills Training.

¹ Number of times labour market information, career planning resources and career opportunities, as well as information on education choices are accessed through all available Ministry sources, including the EducationPlannerBC website and WorkBC.ca

² To provide a measure that includes all ministry-provided career information and labour market information the baseline and forecast have been updated to represent the entire WorkBC.ca website and all related tools, including the WorkBC job board.

Linking Performance Measure to Objective

This measure reflects ministry efforts to engage and connect British Columbians in all regions of the province with a variety of relevant and accessible platforms (online, in person, in print and social media) that provide education, labour market and career planning information, products and tools. Students, parents and those impacted by the pandemic who are in need of reskilling or upskilling to find their place in the post-COVID-19 economy can rely on a variety of ministry resources, including [EducationPlannerBC.ca](https://www.educationplannerbc.ca) and [WorkBC.ca](https://www.workbc.ca) to help make decisions about their career and education. Educators, large and small businesses, and industry can use the ministry's labour market information in their planning, and government uses it to make informed decisions about new services, investments, policy, and programs.

Goal 3: Lasting and meaningful reconciliation with Indigenous Peoples in BC through post-secondary education and skills training

This goal reflects Government's commitment through the *Declaration on the Rights of Indigenous Peoples Act* to create opportunities for Indigenous peoples as full partners on a clear and sustainable path toward lasting reconciliation. Meaningful reconciliation requires recognition of the rights of Indigenous Peoples to participate in joint decision-making regarding post-secondary education policies, programs, and services for First Nations, Métis, and Inuit learners. These systemic shifts supporting self-determination in the post-secondary education and training system will help Indigenous learners have access to a range of culturally responsive and relevant programs.

Objective 3.1: Implement the United Nations Declaration on the Rights of Indigenous Peoples and the Calls to Action of the Truth and Reconciliation Commission

Key Strategies

- Co-develop and implement with First Nations, Métis and Indigenous post-secondary education and training partners¹ a revised policy framework to guide the transformation of BC's post-secondary education and skills training systems to align with the *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission of Canada's Calls to Action. This work includes:
 - Collaborating with Indigenous partners to advance government support for Indigenous-controlled post-secondary institutions, including access to resources and ongoing core and capacity funding;
 - Supporting post-secondary institutions to be more culturally relevant and responsive to the needs of First Nations, Métis and Inuit learners and

¹ The Indigenous Post-Secondary Education and Training Partners includes: FNEESC, IAHLA, MNBC, BCATEAM, BC Colleges, BC Association of Institutes and Universities, Research Universities Council of British Columbia, Association of BC Deans of Education, Ministries of Education, Indigenous Relations and Reconciliation, Advanced Education and Skills Training, Service Canada and Indigenous Services Canada.

communities, including expanding the Aboriginal Service Plan program to all 25 public post-secondary institutions, continuing to implement the Calls to Action of the Truth and Reconciliation Commission and the United Nations Declaration on the Rights of Indigenous Peoples, and working to ensure that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally;

- Supporting revitalization and cultural preservation of BC Indigenous languages; and
- Co-developing and implementing measures to increase the number of Indigenous teachers in the K-12 system.

Performance Measure(s)	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
3.1 With First Nations and Metis and Indigenous partners, to co-develop and implement an updated Indigenous Post-Secondary Education and Training Policy Framework ¹	Launch Revised Policy Framework	Framework Implementation –Establish Baseline	Measures TBD	Measures TBD

Data source: Post-Secondary Policy and Programs Division Responsible for Learner Supports, Ministry of Advanced Education and Skills Training.

Linking Performance Measure to Objective

The ministry is engaging Indigenous, post-secondary and skills training partners on a draft comprehensive strategy that implements the United Nations Declaration on the Rights of Indigenous Peoples and responds to the Truth and Reconciliation Commission’s Calls to Action. The ministry will continue to engage and collaborate with Indigenous communities and partners to meet the needs of Indigenous learners with equitable and responsive post-secondary education and training opportunities. This work will also align with the BC Tripartite Post-Secondary Education Model that First Nations are developing.

Discussion

The [ministry’s 2021/22 service plan](#) reported on overall credentials awarded to Indigenous students in the public post-secondary system. This will continue to be reported under the [Accountability Framework](#). As indicated in previous plans and outlined in this new measure, the ministry is co-developing a revised policy framework with First Nations, Métis and Indigenous post-secondary education and training partners. A pivotal part of these collaborative efforts includes co-developing the associated performance measure and baselines to assess progress toward this objective.

Objective 3.2: Support accessible and responsive skills training and post-secondary education programs for Indigenous learners and communities

Key Strategies

- Co-develop approaches to the delivery of in-community Indigenous skills training and post-secondary education programs (including adult basic education) that are flexible, community-led, equitable, responsive, and accessible for Indigenous learners and communities.
- Advance Indigenous self-determination by supporting Indigenous communities to deliver skills training and post-secondary education programs in their communities to assist more Indigenous people to upgrade their skills and access education and employment opportunities.
- Ensure skills training and employment programs are culturally safe and responsive to the needs of Indigenous people and address barriers to participation.
- Enhance working relationships with Indigenous partners, utilize partners' networks to expand programming reach, resulting in more communities served and supporting capacity in communities for skills training and employment.

Performance Measure(s)	2019/20 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
3.2 Number of First Nations communities, Métis Chartered Communities, and Aboriginal Friendship Centres accessing training ¹	190 (actual)	56 ²	226	237	257

Data source: Workforce Innovation and Division Responsible for Skills Training, Ministry of Advanced Education and Skills Training.

¹These numbers represent the total number of discrete communities served. In some instances, communities may have been funded multiple times.

²The cumulative impacts of the pandemic, wildfires, and flooding has resulted in a lower forecast for 2021/22.

Linking Performance Measure to Objective

The ministry is committed to the co-development of distinction-based approaches to the delivery of community-based skills training and post-secondary programming. This collaboration will support improved socioeconomic outcomes and help unlock the economic potential of lasting meaningful reconciliation with Indigenous peoples. Working with First Nations communities, Métis Chartered Communities and Aboriginal Friendship Centres across the province, the ministry supports Indigenous people to access post-secondary education and skills training in their communities and closer to home. In the context of Indigenous skills training and education programs, funding is provided to First Nations communities (total of 203 in BC), BC Métis Chartered Communities (total of 39 in BC) or Aboriginal Friendship Centres (total of 25 in BC). The ministry plans to support access to skills training and education programming to all of the above.

Discussion

To support the shifting priorities in Indigenous communities over the past year, the 2021/22 forecast for Indigenous communities' skills training and education has been reduced to reflect the reduced capacity to deliver the programs. Priorities taking precedence include the cumulative impacts of the Covid-19 pandemic, significant wildfire season, and unprecedented flooding.

Working with partner organizations and communities as part of B.C.'s economic recovery, the Ministry anticipates higher levels of community-based skills training and education in 2022/23 and beyond.

Financial Summary

Core Business Area	2021/22 Restated Estimates ¹	2022/23 Estimates	2023/24 Plan	2024/25 Plan
Operating Expenses (\$000)				
Educational Institutions and Organizations	2,365,919	2,395,535	2,379,762	2,380,205
Student Services Programs	72,074	72,074	72,074	72,074
Private Training Institutions	1	1	1	1
Workforce Development and Skills Training ²	16,873	17,351	17,311	17,311
Transfers to Crown Corporations and Agencies	98,877	104,476	105,023	105,023
Executive and Support Services	23,197	23,251	23,020	23,020
Total	2,576,941	2,612,688	2,597,191	2,597,634
Ministry Capital Expenditures (Consolidated Revenue Fund) (\$000)				
Executive and Support Services	504	504	504	504
Total	504	504	504	504
Capital Plan (\$000)				
Educational Institutions and Organizations - Post-Secondary Institutions	498,391	547,521	647,163	666,221
Total	498,391	547,521	647,163	666,221

¹ For comparative purposes, amounts shown for 2021/22 have been restated to be consistent with the presentation of the 2022/23 Estimates.

* Further information on program funding and vote recoveries is available in the [Estimates and Supplement to the Estimates](#).

² The Workforce Development and Skills Training (WDST) sub-vote budget is expressed net of Federal funding received under the Workforce Development Agreement (WDA) and Labour Market Development Agreement (LMDA).

Public Post-Secondary Institutions Resource Summary

Public Post-Secondary Institutions	2021/22 Forecast	2022/23 Budget	2023/24 Plan	2024/25 Plan
Combined Income Statement (\$000)				
Total Revenue	7,556,163	7,777,768	8,073,816	8,300,812
Total Expense	7,324,081	7,682,048	7,973,713	8,202,903
Operating Results	232,082	95,720	100,103	97,909
Gain (Loss) on sale of capital assets (if applicable)	0,000	0,000	0,000	0,000
Annual Surplus (Deficit)	232,082	95,720	100,103	97,909

Capital Expenditures

Major Capital Projects (over \$50 million)	Targeted Year of Completion	Project Cost to Dec 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Simon Fraser University Sustainable Energy and Environmental Engineering Building	2019	125	1	126
<p>Construction of a five-storey, 15,238 square metre Sustainable Energy Engineering Building at Simon Fraser University's Surrey campus. The project accommodates the University's new Energy Systems Engineering program and existing graduate Mechatronics students and allows the University to expand its research in the energy, hydrogen, and electricity sectors.</p> <p>Construction began in Summer 2016 and completed in Early 2019. Assets have been put into service and only trailing costs remain.</p>				
British Columbia Institute of Technology Health Sciences Centre for Advanced Simulation	2022	61	27	88
<p>Construction of a four-storey 10,355 square metre simulation lab building at British Columbia Institute of Technology's Burnaby Campus. The project will enable British Columbia Institute of Technology to provide simulation-based training for their nursing, health sciences and technology programs.</p> <p>Construction began in Fall 2019 with completion expected by March 2022.</p>				
Simon Fraser University Student Housing	2022	49	55	104
<p>Construction of a new student housing building (386 student housing beds, 30 short term and 2 residence assistant / faculty-in-residence apartments) and renovation and expand the dining commons (800 seat capacity).</p> <p>Construction began in Summer 2019 and is expected to reach occupancy in Fall 2022.</p>				

Okanagan College Student Housing	2023	0	68	68
<p>Construction of 376 student housing beds across the Kelowna, Salmon Arm and Vernon campuses of Okanagan College.</p> <p>Construction is scheduled to start in Spring 2022 with completion expected by Fall 2023.</p>				
University of Victoria Student Housing	2023	102	127	229
<p>Demolition of the existing Emily Carr Hall, Margaret Newton Hall, and Cadboro Commons to construct two new buildings that include 782 (621 net new) student housing beds, 600 seat dining hall and multi-purpose space. The project is targeting Passive House certification.</p> <p>Construction began in Early 2020 and is expected to achieve occupancy in Fall 2023.</p>				
University of Victoria Engineering & Computer Science Building Expansion	2024	3	87	90
<p>Expansion of the Engineering and Computer Science Building and construction of a stand-alone High-bay lab building.</p> <p>Construction is expected to begin in Summer 2022 with completion expected by Fall 2024.</p>				
British Columbia Institute of Technology Student Housing	2024	2	112	114
<p>Construction of a 469-bed student housing building at British Columbia Institute of Technology's Burnaby Campus.</p> <p>Construction is expected to begin in fall 2022 with completion expected by Fall 2024.</p>				
British Columbia Institute of Technology Trades and Technology Complex	2027	0	163	163
<p>The BCIT Trades & Technology Complex comprises a series of phased projects that will replace and modernize existing functionally inadequate buildings and enhance and expand the Institute's Trades and Technology teaching space. This project will include demolition of space and the construction of a replacement facilities located in the South Campus.</p> <p>Construction is expected to begin in Fall 2022 with completion expected by Fall 2027.</p>				

Significant IT Projects (over \$20 million in total)	Targeted Year of Completion	Project Cost to Dec 31, 2021 (\$m)	Estimated Cost to Complete (\$m)	Approved Anticipated Total Cost (\$m)
Modernizing StudentAidBC	2024	12.7	3.2	15.9
<p>Modernizing StudentAidBC is a multi-year, multi-phased initiative to improve the digital tools, information systems and internal processes, to enhance the experience of financial aid services to students.</p> <p>The current capital investment in the project is \$15.85 million culminating in fiscal year 2023/24.</p> <p>In 2021/22 the project:</p> <ul style="list-style-type: none"> Partnered with BC Developers Exchange Lab to leverage technical skills and accelerate delivery. Readied the policy and business rules for the full time and part-time student financial assistance programs, in addition to supporting other funding programs. Completed technical architecture, conducted user research and stakeholder consultation, and initiated digitization of full time and part time applications. <p>In response to recent legislative changes to the Freedom of Information and Protection of Privacy Act (FOIPPA), the Ministry has engaged with the Office of the Chief Information Officer to move the project from an on-premises to a cloud-based solution. It is anticipated that this shift in the project's deployment will result in a more efficient and cost-effective total cost of ownership and avoid increased costs of on-premises IT infrastructure and future transition costs.</p>				

Appendix A: Agencies, Boards, Commissions and Tribunals

As of January 2022, the Minister of Advanced Education and Skills Training is responsible and accountable for the following:

BC Council on Admissions and Transfer

BCCAT has a key coordinating role in facilitating communication and co-operation among post-secondary institutions and in ensuring a well-articulated system of academic course equivalency and academic credit transfer between and among institutions in British Columbia.

BCcampus

BCcampus provides teaching, learning, educational technology, and open education resources and supports to British Columbia post-secondary institutions.

BC Council for International Education

BCCIE is a provincial crown corporation that supports the internationalization efforts of BC's public and independent K-12 schools, public and private colleges and universities and language schools. It promotes international education in and for BC., enhancing BC's international reputation for quality education and supporting the international education activities of the provincial government.

BC Electronic Library Network

BC ELN's purpose is to develop and support system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of learners, educators, and researchers at the lowest possible cost.

BC Registered Music Teachers Association

BCRMTA is a non-profit association. The objects of the Association are to raise the standard of the profession, the promotion of the art of music teaching and the maintenance of the honour and interests of the music teaching profession.

BC Society of Landscape Architects

The British Columbia Society of Landscape Architects Board of Examiners sets and administers the examination necessary for the registration of members in the BC Society of Landscape Architects and reviews all applicants' qualifications to determine acceptability.

Chartered Professional Accountants of British Columbia

CPABC is the training, governing, and regulatory body for over 36,000 CPA members and 5,000 CPA students and candidates. CPABC carries out its primary mission to protect the public by enforcing the highest professional and ethical standards and contributing to the advancement of public policy.

Degree Quality Assessment Board

The Degree Quality Assessment Board is an independent advisory board that ensures legislated quality assurance requirements are met for post-secondary education in BC.

Industry Training Authority

The ITA is established under the *Industry Training Authority Act*, to oversee implementation of BC's new industry training system and to ensure that it is effective, efficient and meets the needs of employers and trainees.

StudentAid BC Appeal Committee

The Committee reconsiders appeals at the request of StudentAidBC applicants or borrowers. It provides feedback, when requested, to StudentAidBC on proposed changes to key case review processes.

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BC Council for International Education

2022/23 – 2024/25 Service Plan

February 2022



For more information on the BC Council for International Education contact:

Suite 603 - 409 Granville Street Vancouver, BC V6C 1T2

Phone: 604-637-6766

Or visit our website at

www.bccie.bc.ca

Published by British Columbia Council for International Education

Board Chair's Accountability Statement



The 2022/23 – 2024/25 British Columbia Council for International Education Service Plan was prepared under the Board's direction in accordance with the *Budget Transparency and Accountability Act*. The plan is consistent with government's strategic priorities and fiscal plan. The Board is accountable for the contents of the plan, including what has been included in the plan and how it has been reported. The Board is responsible for the validity and reliability of the information included in the plan.

All significant assumptions, policy decisions, events and identified risks, as of January 2022 have been considered in preparing the plan.

The performance measures presented are consistent with the *Budget Transparency and Accountability Act*, BCCIE's mandate and goals, and focus on aspects critical to the organization's performance. The targets in this plan have been determined based on an assessment of BCCIE's operating environment, forecast conditions, risk assessment and past performance.

A handwritten signature in black ink, which appears to read "Michel Tarko". The signature is stylized with a large, looping initial "M" and a trailing flourish.

Dr. Michel Tarko
Board Chair

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Strategic Direction and Alignment with Government Priorities

In 2022/2023, public sector organizations will continue to align with and support the Government of British Columbia efforts in responding to the COVID-19 pandemic with a focus on protecting the health, social and economic well-being of British Columbians. Building on our economic, environmental, and social strengths while looking to seize opportunities to improve outcomes for all British Columbians will be an important aspect of each Crown Agency's work as we respond to COVID-19 and recover from devastating floods and wildfires. The policies, programs and projects developed over the course of this service plan period will align with the five foundational principles established by Government in 2020: putting people first, working toward lasting and meaningful reconciliation, supporting equity and anti-racism, ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets, and supporting a strong, sustainable economy that works for everyone.

This 2022/23 service plan outlines how BCCIE will support the government's priorities, including the foundational principles listed above and selected action items identified in the most recent Crown Agency Mandate Letter.

BCCIE works collaboratively with the Ministry of Advanced Education and Skills Training and partner ministries, including the Ministry of Education and Child Care and the Ministry of Jobs, Economic Recovery and Innovation, and with schools, districts, and institutions to deliver on the international education priorities of the Province. BCCIE supports B.C. students, teachers, and administrators in the provincial K-12 and post-secondary system by providing leadership and expertise as well as promoting the benefits and opportunities of international education broadly. BCCIE also supports a strong and sustainable provincial economy and builds targeted and strategic partnerships between B.C. and global institutions. This is accomplished through BCCIE's work to diversify key markets, build capacity of schools and institutions across B.C. to engage in international education, and increase pathways between B.C. K-12 and post-secondary institutions (PSI).

BCCIE's work will support Government's implementation of a new provincial International Education Framework. This includes supporting schools, school districts and PSIs to diversify their sources of international students and building the capacity of institutions to deliver a high-quality international experience while promoting regions in B.C. as study destinations. BCCIE continues to support implementation of Government's broad priorities, including Indigenization of the international education sector and expanding intercultural training and support in line with Government's focus on inclusion and anti-racism.

This work is consistent with the Ministry of Education and Child Care's Policy for Student Success, which enables all learners to maximize their potential. Specifically, they align with fostering Healthy and Effective Learning Environments and enhancing Quality Teaching and Leadership objectives, as well as promoting a future orientation that allows learners to thrive in a rapidly changing world.

BCCIE will take direction from the provincial International Education Framework to guide the development of its new three-year Strategic Plan, which may result in evolving priorities, goals, objectives and performance measures in the Service Plan in future years.

Operating Environment

In 2020, the COVID-19 pandemic significantly impacted the international community and has continued to disrupt the international education sector in 2021/22 through travel restrictions and worldwide health and safety measures. Global and Canadian travel restrictions continue to impact international student enrolment at B.C. K-12 schools and PSIs. Changing border and flight restrictions in Canada and internationally may have ongoing impacts to international education travel. In B.C., education ministries continue to work closely with provincial and federal health officials to ensure schools and institutions support the safe arrival of international students to Canada.

The COVID-19 pandemic has restricted BCCIE's ability to physically represent B.C. abroad, develop new partnerships, lead overseas missions, and hold or host international events. Early-on in the pandemic, BCCIE made the difficult, but necessary, decision to postpone the Asia-Pacific Association for International Education (APAIE 2020) conference, a BCCIE-led global event originally scheduled to be held in Vancouver in March 2020. The conference is now scheduled to be held as a virtual event in March 2022 – and represents a significant opportunity for B.C. to build strategic partnerships with institutions in the Asia-Pacific region.

In response to the limitations imposed by the COVID-19 pandemic, BCCIE developed and continues to implement new and innovative supports for B.C. institutions, through virtual student recruitment fairs and online partner-development events with target markets such as Mexico and Southeast Asia. These activities not only create new partnerships but also help sustain connections to key international partners and support system coordination within the B.C. post-secondary and K-12 sectors during the COVID-19 pandemic. These new activities and virtual models of engagement will continue beyond the pandemic. This work will strengthen the sustainability of the international education sector and support provincial economic recovery.

As the province emerges from the pandemic, and the federal government relaxes travel restrictions, BCCIE will focus on rebuilding the international education sector to support economic recovery. Diversification of B.C.'s international education system—both the sending markets and the receiving destination—will be a key focus area for BCCIE. This includes developing new source markets to support a balanced approach to international education; ensuring a more sustainable and diverse supply of international learners that is less susceptible to market shocks; and ongoing work to ensure school districts and PSIs across B.C. are building and developing the capabilities to attract, support, and retain international students in their communities. A strong and diverse international education sector supports local economies throughout the province and contributes to immediate and sustainable economic recovery for B.C.

In the coming years, there will be heightened inter-provincial and international competition to attract students and establish education partnerships. BCCIE will pursue a strategic approach to secure B.C. as a quality international destination for education. Priorities will include targeted new market entry and mature market support to attract students to in-demand programs, supporting public post-secondary institutions with the development of international education strategic plans to help manage growth and demands of international education programs within a provincial framework, and supporting institutions to promote global citizenship and provide positive education outcomes for students.

Key priorities for BCCIE which will remain important moving forward include supporting Indigenization activities and initiatives in K-12 schools and districts and PSIs in the international education sector; building intercultural competencies; and developing professional expertise.

Performance Planning

Goal 1: Support the two-way flow of students, instructors, and ideas between British Columbia and international partners.

BCCIE plays a critical role in facilitating partnerships focused on diversifying markets, both for increasing opportunities for B.C. students to study and work abroad and for positioning B.C., including regions outside the Lower Mainland, as a destination of choice for international learners.

Objective 1.1: Facilitate strategic international partnerships in education.

International partnerships are an essential part of a globally aware education system. They increase diversified markets supporting the two-way flow of students, instructors, and ideas between British Columbia and international partners and support learners to attain valuable global skills.

Key Strategies

- Update BCCIE's market diversification strategy and identify source markets for short, medium and long-term growth.
- Develop strategic international partnerships that support further diversification of international education opportunities, including working to identify new opportunities for BC Offshore Schools.
- Expand opportunities for B.C. students and educators to participate in study and work abroad experiences.
- Engage in international education activities that enhance the recognition and reputation of B.C. as a destination of choice for education and learner success.

Performance Measure(s)	2020/21 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
1.1a Number of annual strategic agreements BCCIE signs to support further diversification of international education markets ¹	2	2	2	2	2
1.1b Number of opportunities for international partnership development between B.C. schools, districts, and institutions and international counterparts ²	6	6	7	7	8

Data source: BCCIE

¹ BCCIE tracks the number of agreements signed annually.

² BCCIE tracks the number of partnership-building events offered to BC institutions as a part of Team BC missions, familiarization tours, the BCCIE annual summer conference, virtual B2B events and any other partnership focused events hosted by BCCIE.

Linking Performance Measure to Objective

1.1a This measure refers to strategic agreements signed by BCCIE with a range of international partners, including schools, institutions, and education organizations to support the diversification of international education markets for the Province. The partnerships facilitate global engagement in the education sector that might not have otherwise occurred. The measure was introduced in 2018/19.

1.1b This measure demonstrates BCCIE's ability to facilitate strategic relationships and support partnership development between B.C. schools, districts, and institutions, and key international partners, schools, and institutions. An opportunity is defined as a local or international event, hosted or organized by BCCIE, where B.C. schools and institutions have a chance to forge international partnerships. These in-person and/or virtual events can include Team BC missions, local familiarization tours, and business-to-business (B2B) meetings with international delegations. An opportunity could also be an offshore school lead generated by BCCIE that results in a formal Expression of Interest to the Ministry of Education and Child Care.

Discussion

Taken together, the two measures demonstrate comprehensive actions by BCCIE to facilitate sector opportunities and build international partnerships. It is important to note that the partnership development cycle is a phased approach requiring significant effort over time.

Restricted international travel due to COVID-19 has impacted BCCIE's ability to travel abroad for Team BC missions, host familiarization tours, and the APAIE 2020 conference has been postponed to March 2022. BCCIE has continued to offer virtual professional development, capacity building and partnership development events throughout 2021 that are helping achieve BCCIE's 2021/22 target for this measure. Full recovery of the international education sector is contingent in part upon favourable modifications to Canadian and international travel restrictions, global vaccine availability, country-specific quarantine regulations, the return of signature international sector events, the residual of virtual technology in instruction and sectoral engagement, as well as sectoral adaptation to climate change and climate events. As such, targets for Performance Measure 1.1b have been adjusted and will continue to be adjusted for future years.

Goal 2: Build capacity and provide leadership and expertise in international education.

BCCIE is committed to providing effective and relevant capacity building expertise and services to international education stakeholders in the province, with a continued focus on ensuring greater support and accessibility to those outside the Lower Mainland. BCCIE organizes and delivers activities and sessions throughout B.C. and undertakes focused capacity building projects with schools and institutions to support international education engagement. This work provides information, knowledge, and best practices to international education practitioners to support student success and increases capability, agility, and engagement within the sector.

Objective 2.1: Identify, create, and support opportunities for capacity building in the international education sector.

Capacity building efforts, including BCCIE's Summer Conference, focus on fostering diversity in the classroom, ensuring a positive experience for international students, and learning from and appreciating the intercultural dynamics developed within classrooms and campuses. This includes supporting the awareness of the history of Indigenous peoples in B.C. and Canada among international students.

Key Strategies

- Expand capacity building opportunities across B.C., particularly for participants in regions outside the Lower Mainland.
- Support the Province's goals for K-12 and post-secondary institutions in the Indigenization of the international education sector to foster greater awareness of the history of Indigenous peoples in B.C. and Canada among international students.
- Support intercultural training in schools, districts, and institutions—particularly for those outside the Lower Mainland—to help ensure faculty, staff, and administrators are supported to work with international students.
- Continue delivering a mentorship program focussed on building leadership within the sector and ensuring collaboration and learning amongst institutional leaders across the province.
- Support public post-secondary institutions with the development of international education strategic plans to help manage growth and demands of international education programs within a consistent framework.

Performance Measure(s)	2020/21 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
2.1a # of capacity building sessions ¹	22	12	12	12	12
2.1b # of participants at capacity building sessions ^{2,3}	2625	1000	900	925	950
2.1c Satisfaction with capacity building sessions and annual Summer Conference ⁴	94%	95%	95%	95%	95%

Data source: BCCIE

¹Capacity building sessions refer to expert-led workshops, seminars, the BCCIE annual conference and the mentorship program. Both virtual and in-person events are included. 2020/21 actuals were higher due to virtual events during COVID-19.

²Numbers of participants includes participation in capacity building sessions for both virtual and in-person events. 2020/21 numbers are higher due to virtual events as a result of COVID-19.

³The number of participants anticipated in 2022/23 and 2023/24 are lower and reflective of a transition back to some in-person events which may have lower attendance than virtual events.

⁴BCCIE surveys participants, using a standard five-point Likert scale to measure their satisfaction with the coordination and organization of the session.

Linking Performance Measure to Objective

2.1.a This measure refers to virtual and in-person capacity building sessions, including the BCCIE annual Summer Conference and programs organized and delivered by BCCIE. These events are an effective platform to share and build knowledge, enhance sector ability, and ensure greater agility within the education sector in B.C. The success of the measure will be based on effective strategic partnerships and ongoing knowledge exchange between BCCIE and a range of partners, including schools, institutions, education organizations, Indigenous peoples, and various levels of government.

2.1.b This measure is an indicator of BCCIE's reach in targeting education sector capacity building efforts. To that end, this measure is greatly influenced by whether it is virtual or in-person as well as the location of the event. Events held virtually and in the Lower Mainland are well attended. BCCIE is refining measures to effectively track the number of participants from outside of the Lower Mainland attending capacity building sessions to ensure all regions of the province are benefiting from these learning opportunities.

2.1.c This measure is an indicator of the stakeholder perspective of the effectiveness of the capacity-building sessions BCCIE organizes, leads, and delivers in the province, including the annual Summer Conference.

Discussion

Sector capacity building sessions bring stakeholders together to share best practices, foster peer-to-peer learning, discuss new ideas, and collaborate on a variety of topics such as regional or relevant challenges. In 2020/21, BCCIE hosted more capacity building events as part of one-time funding initiatives supported by the Ministry of Advanced Education and Skills Training. As funding for these additional capacity building events is not ongoing, targets for the number of events will remain unchanged in future years.

In 2022/23, BCCIE will continue to focus on offering capacity building sessions that support Indigenization, build intercultural competencies and ensure greater accessibility to institutions and practitioners outside of Metro Vancouver by continuing to deliver more online offerings, including a virtual Summer Conference that was held in June 2021. By offering more webinars and online events now and in the future, the targets for the number of participants have been adjusted for 2022/23 and beyond.

Goal 3: Promote the benefits and opportunities of international education.

BCCIE plays a leadership role in communicating and engaging with stakeholders in the sector, including B.C. students, schools and institutions; international institutions; and government partners. This goal promotes the value proposition of the sector through information sharing about opportunities and best practices, as well as fostering positive relationships.

Objective 3.1: Develop effective communication and engagement strategies for outreach to domestic and international stakeholders.

Through a variety of in-person, web, and digital communication methods, BCCIE shares information about opportunities and best practices and supports positive relationships and collaborations for the benefit of the entire education sector. As the Province works to develop a balanced and student-centred approach to international education, BCCIE will play a critical role in communicating provincial international education priorities and strengthening the provincial education sector profile.

Key Strategies

- Increase publicly available information to international students in British Columbia, including information related to the availability of rights, assistance, and supports that enhance students' experiences in B.C.
- Share best practices and data by creating and distributing news stories, market intelligence, and other communications to profile the positive impact of international education at schools, districts, and institutions in B.C.
- Profile the impact of international education by sharing success stories on the benefits and economic impact of international education in B.C. communities.
- Promote the opportunities and benefits of global citizenship through study abroad experiences for B.C. students and educators.

Performance Measure(s)	2020/21 Baseline	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
3.1a Total number of annual pageviews for BCCIE website ¹	95,730	100,500	105,500	110,775	116,300

Data source: BCCIE Google Analytics

¹Baseline for 2020/21 was lower than previous years due to the COVID-19 pandemic and replacing the in-person 2021 Summer Conference with an online conference. New targets have been set with a modest 5% increase year over year.

Linking Performance Measure to Objective

3.1.a This measure is an indicator of the reach and effectiveness of BCCIE's communication strategies which include messages shared via social media, newsletters, articles, and news releases. These communication channels drive traffic back to the BCCIE website and are captured by total pageviews. Google analytics defines pageviews as a view of a page on the site that is being tracked by the analytics tracking code. Pageviews is a metric defined as the total number of pages viewed.

Discussion

This metric was introduced in 2019/20 to demonstrate the effectiveness of BCCIE's communication activities to promote and support provincial international education priorities. While there are limitations with this measure as it is not a complete representation of all

BCCIE's communication and engagement strategies, it provides a high-level assessment of the efficacy of communications efforts.

In 2020/21, our page-view numbers decreased substantially as a result of COVID-19, the absence of the annual summer conference and technical changes to registrations for online events. In 2021/22, as the world re-opens and activities start resuming to a new normal, we expect our page views to start climbing. However, due to continued new registration activities for online events and conferences, the climb to traditional numbers of page views will be slow over the years. New targets are set at 5% increase per year.

Financial Plan

Financial Summary

As of December 31, 2021

(\$m) or (\$000)	2021/22 Forecast	2022/23 Budget	2023/24 Plan	2024/25 Plan
Total Revenue				
Provincial Grant – General Operations	1,500,000	1,500,000	1,500,000	1,500,000
AEST – One-time Funding ¹	50,000	175,000	0,000	0,000
BCCIE Summer Conference ²	168,000	150,000	357,000	367,000
APAIE 2022 ³	-	-	-	-
Professional Development for Sector	8,000	4000	4000	4000
Other Government Contracts ⁴	379,000	-	-	-
Bank Interest ⁵	8,000	9,000	9,000	9,000
Total Revenue	2,113,000	1,838,000	1,870,000	1,880,000
Total Expenses				
Program Areas ⁶	712,000	421,000	387,000	356,000
Operations and Administrative Expenses (IT, Board Meetings, Supplies, Salaries) ⁷	1,401,000	1,417,000	1,483,000	1,524,000
Total Expenses	2,113,000	1,838,000	1,870,000	1,880,000
Annual Surplus (Deficit)	-	-	-	-
Total Debt	-	-	-	-
Accumulated Surplus (Deficit)	773,000	773,000	773,000	773,000
Capital Expenditures	-	-	-	-

¹At the start of 2021/22, there was \$225,000 remaining from the one-time funding received from Advanced Education and Skills Training. \$175,000 of this funding has been approved for deferral to 2022/23 fiscal to support the implementation of the International Education Framework.

²Summer Conference revenue is smaller for 2021/22 and 2022/23 due to the impacts of COVID-19. For 2022/23 BCCIE is developing the B.C. International Education Week to replace the annual summer conference.

³APAIE conference will be held in March 2022 as a virtual event due to continued travel restrictions and current health orders surrounding COVID-19. No net revenue is expected to be generated from this event. BCCIE expenses for APAIE are included within program area.

⁴BCCIE received transfer under agreement (TUA) funding from the Ministry of Education and Child Care in 2022.

⁵Bank interest is from term deposits.

⁶Program area expenses are higher in 2021/22 and 2022/23 due to expenses relating to the one-time funding from AEST. 2021/22 also had disbursement of TUA funding.

⁷Operational expenses are reduced in 2021/22 and 2022/23 from the temporary elimination of a position in 2021/22. Expense increases in 2023/24 and 2024/25 are primarily due to rising operating costs, including rent and insurance.

Key Forecast Assumptions, Risks and Sensitivities

The BCCIE forecast is based on the following key assumptions:

- operating funds from the Ministry of Advanced Education and Skills Training will continue at current levels for jointly agreed activities;
- a carry-over to 2022/23 of \$175,000 from a total of \$500,000 of one-time funding from the Ministry of Advanced Education and Skills Training to support Government's implementation of the provincial International Education Framework;
- no additional contract revenue from the Ministry of Education and Child Care;
- Summer Conference for 2022/23 will be re-imagined to focus on the priorities listed in the International Education Framework and will be a break-even event;
- revenue from Summer Conference in 2023/24 and 2024/25 is based on a slight reduction from historical in-person events as post-COVID-19 activities resume; and
- no net revenue from APAIE 2022, which will be a virtual event.

Management's Perspective on the Financial Outlook

On March 2, 2020, the APAIE 2020 conference was postponed due to mounting concern about COVID-19 and emerging travel restrictions. The conference will now be held virtually in March 2022, although we do not expect any net revenue from this event.

In 2020/21 and 2021/22, BCCIE reduced overall expenditures as a result of COVID-19, due to elimination of travel, cancellation of BCCIE-led sector missions, and the shift to online delivery of events and webinars; however, we did experience an increase in costs to effectively deliver online services. The shift in service delivery enabled BCCIE to deliver on its mandate priorities within its existing funding.

On March 30, 2020, BCCIE received one-time, restricted funding from the Ministry of Advanced Education and Skills Training of \$500,000, to further BCCIE's role in implementing the provincial government's International Education Framework. With continuing travel restrictions, less international activity in the education sector due to COVID-19, and the pending finalization of the final International Education Framework, BCCIE has not yet fully completed the intended work for the one-time funds. BCCIE has been given approval to carry-over \$175,000 of the one-time funds into the 2022/23 fiscal year to support the implementation of the provincial International Education Framework.

Over the years, operating costs have increased as a result of inflation increases to rent and insurance. In mid 2021/22, BCCIE temporarily deferred hiring a vacant permanent position to offset the organization's budgetary pressures.

Additionally, in 2022, BCCIE will be embarking upon a new strategic plan to strengthen BCCIE's link to the International Education Framework. Through this work, BCCIE will need to ensure the future financial strategy aligns to new strategies and priorities, such as exploring how the suspended position fits within the new strategies.

In 2022/23, it is expected that international events and travel will resume, therefore costs associated with international events will increase. BCCIE will continue to closely monitor resources and expenditures to deliver services in an efficient and cost-effective manner. BCCIE will work collaboratively with the Ministry of Advanced Education and Skills Training, Ministry of Education and Child Care, and Ministry of Jobs, Economic Recovery and Innovation to develop strategies to manage expenditures, leverage partnerships, and ensure alignment with Government priorities.

Appendix A: Additional Information

Corporate Governance

Board of Directors: <http://www.bccie.bc.ca/about/board-of-directors/>

Corporate Governance and Reports: <http://bccie.bc.ca/about/corporate-reports/>

Senior Management: <http://www.bccie.bc.ca/about/our-team/>

Organizational Overview

Mandate, Vision, Business Areas: <http://www.bccie.bc.ca/about/about-bccie/>

Partner Organizations: <http://www.bccie.bc.ca/about/partner-organizations/>

Location: <http://www.bccie.bc.ca/contact>

Additional information including an organizational overview and further details about the corporate governance structure at BCCIE can be found at www.bccie.bc.ca.

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Industry Training Authority

2022/23 – 2024/25 Service Plan

February 2022



For more information on the Industry Training Authority contact:

8100 Granville Avenue
Richmond, BC V6Y 3T6

Phone: 778.785.2410

Toll-free (in B.C.): 1.866.660.6011

Fax: 778.328.8701

Email: customerservice@itabc.ca

Or visit our website at
www.itabc.ca

Published by the Industry Training Authority

Board Chair's Accountability Statement



The 2022/23 – 2024/25 the Industry Training Authority Service Plan was prepared under the Board's direction in accordance with the *Budget Transparency and Accountability Act*. The plan is consistent with government's strategic priorities and fiscal plan. The Board is accountable for the contents of the plan, including what has been included in the plan and how it has been reported. The Board is responsible for the validity and reliability of the information included in the plan.

All significant assumptions, policy decisions, events and identified risks, as of February 2022 have been considered in preparing the plan.

The performance measures presented are consistent with the *Budget Transparency and Accountability Act*, the Industry Training Authority's mandate and goals, and focus on aspects critical to the organization's performance. The targets in this plan have been determined based on an assessment of the Industry Training Authority's operating environment, forecast conditions, risk assessment and past performance.

A handwritten signature in black ink, appearing to read 'Cindy Oliver'.

Cindy Oliver

Board Chair

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Strategic Direction and Alignment with Government Priorities

In 2022/2023, public sector organizations will continue to align with and support the Government of British Columbia efforts in responding to the COVID-19 pandemic with a focus on protecting the health, social and economic well-being of British Columbians. Building on our economic, environmental, and social strengths while looking to seize opportunities to improve outcomes for all British Columbians will be an important aspect of each Crown Agency's work as we respond to COVID-19 and recover from devastating floods and wildfires. The policies, programs and projects developed over the course of this service plan period will align with the five foundational principles established by Government in 2020: putting people first, working toward lasting and meaningful reconciliation, supporting equity and anti-racism, ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets, and supporting a strong, sustainable economy that works for everyone.

This 2022/23 service plan outlines how the Industry Training Authority (ITA) will support the government's priorities including the foundational principles listed above and selected action items identified in the most recent Crown Agency Mandate Letter.

Guided by the accountabilities outlined in the Industry Training Authority Act the Industry Training Authority (ITA) leads and manages B.C.'s skilled trades training and apprenticeship system. Working with employers, apprentices, industry, labour, training partners, schools, Indigenous and other B.C. communities, and government, the ITA funds training, issues credentials, supports apprenticeships, sets program standards and works to increase opportunities in the skilled trades.

The goals and strategies included in ITA's service plan support government's five foundational principles: to put people first, support equity and anti-racism, work to ensure lasting and meaningful reconciliation in the skilled trades, support efforts to manage climate change, and play an active and significant role in helping government build a strong and sustainable economy that works for everyone.

The ITA's vision, mission, and its values provide a framework for the organization's goals:

1. B.C. has an inclusive trades training and apprenticeship system that reflects our diverse population,
2. Apprentices and employers have the information and support they need for success,
3. B.C.'s trades training and apprenticeship system is innovative to support future apprentices, and
4. Implement Skilled Trades Certification to help address the demand for skilled trades workers and support more apprentices to completion.

This service plan was developed to align with the Minister of Advanced Education and Skills Training and Parliamentary Secretary for Skills Training 2021/22 Mandate Letters, government's five foundational principles and other key government strategic priorities.

Operating Environment

Economic Growth Statement

B.C.'s economy has rebounded from the impacts of the COVID-19 pandemic that began in 2020, despite significant pandemic variant and climate-related events. A strong health response, high vaccination rates, increased infrastructure investments and supports for British Columbians struggling through the pandemic has helped the province rebound. While the recovery has broadened over the past year, it remains uneven with sectors like tourism, hospitality and live recreation events not fully recovered. The path of the ongoing economic recovery in B.C. and its trading partners remains highly uncertain. However, rebuild efforts from the November 2021 floods are expected to provide some support to economic activity in the province. The Economic Forecast Council (EFC) estimates that B.C. real GDP expanded by 5.1 per cent in 2021 and expects growth of 4.2 per cent in 2022 and 2.7 per cent in 2023. Meanwhile for Canada, the EFC projects national real GDP growth of 4.1 per cent in 2022 and 2.8 per cent in 2023, following an estimated gain of 4.7 per cent in 2021. As such, B.C.'s economic growth is expected to be broadly in line with the national average in the coming years. The pandemic has increased risks to B.C.'s economic outlook, such as the emergence of further variants of concern, inflationary supply chain disruptions, extended travel restrictions, and the continued impact of the slower recovery in some sectors of the B.C. economy. Further risks include ongoing uncertainty regarding global trade policies, and lower commodity prices.

Ongoing impact of COVID-19

During the COVID-19 pandemic, employment levels in B.C. reached historic lows which impacted training opportunities for apprentices. In response, the ITA and its partners shifted their approach, leveraging technology and agile methods to help mitigate the disruption apprentices and employers experienced.

As the province moved into economic recovery, B.C. experienced a strong response in new apprenticeship registrations and new employer sponsorships in 2021/22. New apprenticeship registrations increased by 31 percent and, new employer sponsors by 44 percent compared to the same period¹ in 2020/21. While these figures show significant growth from the pandemic's initial impact, new apprenticeship registrations remain nine percent below pre-pandemic levels. Assuming recovery trends continue, ITA anticipates a full return of B.C.'s regular apprenticeship population in 2022/23.

Responding to the Labour Market

The skilled trades workforce is critical to B.C.'s economy, and over the next 10 years B.C. will see 83,000 job openings in trades occupations.² Many of these jobs will support recovery from the COVID-19 pandemic, help repair infrastructure damaged by extreme weather events, and build B.C.'s low-carbon economy.

¹ Comparable periods include April to December

² BC Labour Market Outlook 2021 - 2031

To help ensure that B.C. has the skilled trades workforce to fill these jobs, the ITA will continue delivering initiatives that support training and completion. The ITA will also continue raising awareness, especially among youth and underrepresented groups, of the many well-paying, high opportunity career options in skilled trades.

The ITA and partners will continue improving outcomes for Indigenous peoples and underrepresented groups in trades training. This includes addressing systemic barriers to entering and remaining in the skilled trades, such as discrimination, racism, sexism, and bullying and harassment.

In addition, the ITA will support the CleanBC plan by working with jurisdictions across Canada to incorporate more clean energy/green technologies into skilled trades program standards.

Supporting Skilled Trades Certification

Government has directed the ITA to support the restoration of compulsory trades, known in B.C. as Skilled Trades Certification (STC). The ITA will develop and expand programs and services for apprentices, employers, and uncertified trades workers to ensure a successful transition to the new regulatory environment.

As part of STC implementation, the ITA will build a new monitoring and compliance function focused on encouraging compliance through education and awareness and strengthening relationships with trades employers, organizations, and communities across the province.

Performance Planning

Goal 1: B.C. has an inclusive skilled trades training and apprenticeship system that reflects our diverse population.

Objective 1.1: Create a more inclusive, diverse, and accessible trades training culture.

Key Strategies:

- Lead the cultural change needed in the skilled trades to remove barriers that contribute to racialization and/or marginalization of Indigenous peoples and underrepresented groups, including developing ways to address racism, sexism, bullying and harassment, and systemic discrimination in all forms.
- Promote the skilled trades as well-paying, high-opportunity career choices for women, Indigenous peoples, and youth.
- Strengthen existing supports and develop new initiatives to attract, retain, and ensure successful outcomes for Indigenous peoples and underrepresented groups.
- Build partnerships with organizations that will further advance inclusion in skilled trades professions.

Performance Measure(s)	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
1.1a Increase of women entering underrepresented trades ¹ apprenticeships	785	810	835	860
1.1b Increase of Indigenous peoples entering into apprenticeships	1,180	1,240	1,250	1,260
1.1c Increase the proportion of women in underrepresented trades ¹	5.7%	5.8%	6.1%	6.4%
1.1d Increase the proportion of Indigenous peoples in apprenticeships	7.9%	8.0%	8.1%	8.3%

Data source: The ITA's Direct Access Information System

¹ Underrepresented trades are those where women represent less than 25% of the apprenticeship population.

Linking Performance Measure to Objective

- 1.1a/b Increasing the number of women entering into underrepresented trades and the number of Indigenous peoples in apprenticeships is an indicator of the ITA's success in: 1) attracting women into trades where participation rates are low, 2) attracting a greater number of Indigenous peoples into the trades, and 3) addressing racism, sexism, and other barriers women and Indigenous peoples experience when entering the trades, including for women in underrepresented trades.

- 1.1c/d Increasing the proportion of women in underrepresented trades and Indigenous peoples in apprenticeships is an indicator of the ITA's success in: 1) working to change the culture of the skilled trades by eliminating racism and sexism and building more inclusive and diverse workplaces, 2) addressing the barriers women and Indigenous peoples experience when working in the skilled trades, and 3) changing the composition of the trades workforce so that it is more representative of the province's population.

Discussion

Apprentice recruitment and retention helps to assess whether the environment is welcoming and conducive to apprentices staying to complete their training. There has been improvement in the recruitment of women, Indigenous peoples, and members of other underrepresented groups into the trades in recent years, indicating progress in addressing barriers such as sexism, racism, bullying and harassment and changing stereotypes associated with a workforce predominately populated by men.

Trends associated with these performance measures fluctuate, resulting in years where new entrants increase and other years where there are decreases. These measures are also influenced by the economy, including the COVID-19 pandemic's economic impact which led to a decrease in the number of apprentices, and greater impacts were experienced by women and Indigenous peoples. Therefore, forecast and target numbers have changed compared to the 2021/22 Service Plan. Further data analysis will be provided in the Annual Service Plan Report for 2022/23.

Goal 2: Apprentices and employers have the information and supports they need for success.

Objective 2.1: Support more apprentices to complete their apprenticeship journey to build B.C.'s workforce.

Key Strategies

- With system partners, identify programs and supports for apprentices and employers impacted by the pandemic to help increase apprenticeship completions and B.C.'s economic recovery.
- Work with employers and education partners to promote skilled trades careers to youth.
- Work with government to create a multi-year approach to increase the share of apprentices who complete an apprenticeship.

Performance Measure(s)	2021/22 Forecast	2022/23 Target ¹	2023/24 Target ¹	2024/25 Target ¹
2.1a Number of CofQs issued	5,500	5,650	5,850	6,100
2.1b Number of CofQs issued to women	440	455	470	490
2.1c Number of CofQs issued to Indigenous peoples	270	285	305	325
2.1d Youth ² participating in skilled trades	8,800	9,300	9,400	9,500

Data source: The ITA's Direct Access Information System

¹ Targets for CofQs issued may be influenced by the introduction on STC.

² Youth are defined as between the ages of 16 to 26.

Linking Performance Measure to Objective

- 2.1a-c Increasing the number of credentials issued is a signal that employers, apprentices, and other system participants are receiving the information and support they need to provide on-the-job training or earn their Certificate of Qualification.
- 2.1d Youth participation in the skilled trades indicates that the trades training and apprenticeship system will develop enough trades professionals to meet future labour market demands. This measure also corresponds with efforts to promote the recognition of a trades Certificate of Qualification as equivalent to a post-secondary degree. The measure was introduced in 2020/21 and targets youth aged 16 to 26.

Discussion

Certificate of Qualification performance measures demonstrate a successful completion to journey person status which comprises 80 percent supervised on-the-job training with an employer and 20 percent school-based training. Connecting youth and apprentices in their

schools and communities and with industry and employment opportunities, provides the on-the-job experience needed to enter and complete an apprenticeship and become a certified journeyperson.

Measurement results are influenced by the economy, including the COVID-19 pandemic impacts and significant policy changes, such as the introduction of STC. For example, the pandemic resulted in exam and class cancellations and a change in ITA policy, including the introduction of waivers for progressive trades, to better support apprentices. Therefore, forecast and target numbers have changed compared to the 2021/22 Service Plan. Further data analysis will be provided in the Annual Service Plan Report for 2022/23.

Goal 3: B.C.'s skilled trades training and apprenticeship system is innovative to support future apprentices.

Objective 3.1: With the ITA's partners, improve access to the trades training and apprenticeship system through innovation, efficiency, and technology.

Key Strategies:

- Build partnerships with training providers and employers to further advance innovative training models.
- Work with partners to identify efficiencies within the trades training system to improve training.
- Implement technology that offers apprentices and employers the information they need for success.

Performance Measure(s)	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
3.1a Employer Satisfaction with ITA Support	81%	≥80%	≥80%	≥80%
3.1b Apprentice Satisfaction with ITA Support	81%	≥80%	≥80%	≥80%

Data Source: Sentis Market Research is commissioned by the ITA to conduct surveys for the purposes of evaluating satisfaction measures. Data is collected by online surveys. Research best practices and quality assurance methods are employed throughout the process, including assessments based on the margin of error for each result.

Linking Performance Measure to Objective

3.1a-b Employer and apprentice satisfaction with the ITA support is an indicator of satisfaction of the various supports the ITA offers, including available regional supports.

Discussion

Measures 3.1a and 3.1b reflect the ITA's efforts to align B.C.'s trades training and apprenticeship system with needs of industry. These measures are also an indicator that apprentices are receiving the support needed to succeed and that employers have the right tools to support apprentices. These measures are assessed through multiple satisfaction indicators.

Goal 4: Implement Skilled Trades Certification to help address the demand for skilled trades workers and support more apprentices to completion.

Objective 4.1: Support apprentices, employers, and other system partners in their transition to Skilled Trades Certification in B.C.

Key Strategies:

- Develop accessible supports and programs to assist apprentices, employers, and uncertified workers to transition to STC.
- Develop a fair and transparent monitoring and compliance system to support the implementation of STC.
- Work with government and training organizations to ensure apprentices have access to training opportunities in STC trades.
- Enhance existing programming and supports to assist B.C.'s trade qualifiers in successfully achieving their Certificate of Qualification.

Performance Measure(s)	2021/22 Forecast	2022/23 Target	2023/24 Target	2024/25 Target
4.1a Number of site visits completed by Compliance Officers	N/A	Establish Program	Establish Baseline	TBD
4.1b Number of business days to respond to exam accommodation requests	N/A	Establish Data Collection Methods	Establish Baseline	TBD
4.1c Number of business days to process Trade Qualifier applications	N/A	Establish Data Collection Methods	Establish Baseline	TBD

Linking Performance Measure to Objective

- 4.1a Number of site visits completed by Compliance Officers is an indicator of the ITA's commitment to building awareness with partners of new STC requirements, as well as supporting and encouraging compliance with those requirements.
- 4.1b Timely response to exam accommodation requests submitted by apprentices and trade qualifiers is an indicator of the ITA's ability to support exam applicants as they pursue certification.
- 4.1c Timely processing of trade qualifier application requests is indicator of the ITA's ability to support uncertified trades workers to successfully complete their certification, and in the case of STC trades, enable them to continue working in their trade.

Discussion

The first group of STC trades are not expected to be implemented until June 2022, site visits for Compliance Officers will not begin until after the beginning of the fiscal year. Additionally, the ITA will work to develop methods to collect service level data.

Financial Plan

Financial Summary

	2021/22 Budget	2021/22 Forecast	2022/23 Budget	2023/24 Budget	2024/25 Budget
Total Revenue (\$000)					
Ministry - Core Operating Grant	98,877	103,271	104,476	105,023	105,023
Ministry - Project Based Funding - Prov (1)	17,813	13,476	10,234	10,234	10,234
Ministry - Other Funding and Grants	-	460	-	-	-
Other Revenue	1,003	1,043	818	818	791
Total	117,693	118,250	115,528	116,075	116,048
Total Expenses (\$000)					
Training Investment (1)	97,174	94,586	89,576	89,326	89,326
Operations (2)	8,360	8,913	9,654	9,654	9,654
Engagement (3)	2,796	3,747	3,657	2,892	2,892
Compliance	-	40	1,666	2,696	2,696
Business Support	9,363	10,964	10,976	11,508	11,481
Total Expenses	117,693	118,250	115,528	116,075	116,048
Net Income	-	-	0	0	0
Total Liabilities	(7,467)	(7,467)	(7,349)	(7,140)	(7,140)
Accumulated Surpluses/Retained Earnings	(8,558)	(8,936)	(8,936)	(8,936)	(8,936)
Capital Expenditures	2,000	3,290	3,346	2,548	2,000

(1) Project-Based Funding is dependent upon the results of the procurement process, or an application review process undertaken throughout the fiscal year. The current budgets include Workforce Development Agreement (WDA). ITA is assuming that WDA contracts will continue at the same base level as 2020. WDA programs are reflected in Training Investment.

(2) Operations includes Program Standards, Assessment and Customer Experience

(3) Engagement includes Industry Engagement, Communications, Equity & Engagement, and Indigenous Initiatives

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Ministry of Advanced Education and Skills Training
Transition Binder – 2022
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