



Regular Meeting Agenda

Board of Governors

Date: June 22, 2016

Time: 3:00 pm – 3:50 pm

Location: Surrey Campus,
Cedar Boardroom 2110

Attending: Doug Beaton, Steven Button, Tanya Corbet, Alan Davis, Jamie Kokoska, Jessica Lar-Son, Hanne Madsen, Suzanne Pearce, Lisa Skakun, Praveen Vohora, Kim Rose

Excused: Sandra Case, Marc Kampschuur, George Melville,

University Community: Salvador Ferreras, Marlyn Graziano, Jon Harding, Vivian Lee, Kathy Lylyk, Maggie MacKenzie, Joe Sass, Keri van Gerven, Shelley Wrean

*M = Motion to Approve
D = Discussion
I = Information
E = Education*

3:00 pm Regular Board Meeting
In camera Board Meeting to follow
In camera Debriefing Session to follow

| <i>Agenda Item</i> | <i>Resource</i> | <i>Action</i> | <i>Time</i> | <i>Page</i> |
|--|-------------------|---------------|-------------|-------------|
| 1. Call to Order & Introductory Remarks | Lisa Skakun | | 3:00-3:01 | |
| 2. Approval of Agenda | Lisa Skakun | M | 3:01-3:03 | 1 |
| 3. Consent Agenda | Lisa Skakun | M | 3:03-3:05 | 3 |
| 3.1. Minutes of May 25, 2016 | | | | |
| 3.2. Board Election Results | | | | |
| 4. Revision to Bylaw 4 | Kathy Lylyk | M | 3:05-3:08 | 9 |
| 5. Election of Officers | Lisa Skakun | M | 3:08-3:13 | 13 |
| 6. President's Report | | | | |
| 6.1. Report to the Board | Alan Davis | I | 3:13-3:16 | |
| 7. Provost's Report | | | | |
| 7.1. Report to the Board | Salvador Ferreras | I | 3:16-3:19 | |
| 7.2. Academic Plan 2018 – Annual Report | Salvador Ferreras | I | 3:19-3:22 | 14 |
| 7.3. Appendix A of the Procedures to Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs. | Salvador Ferreras | I | 3:22-3:25 | 26 |
| 7.4. Update on the Sexual Assault Policy | Salvador Ferreras | I | 3:25-3:30 | |
| 8. Vice President, Finance & Administration | | | | |
| 8.1. Report to the Board | Jon Harding | I | 3:30-3:33 | |



Regular Meeting Agenda

Board of Governors

Date: June 22, 2016

Time: 3:00 pm – 3:50 pm

Location: Surrey Campus,
Cedar Boardroom 2110

| | | | | |
|---|--------------------------|---|-----------|----|
| 9. Governance Retreat – August 26, 2016 | Keri van Gerven | I | 3:33-3:38 | 29 |
| 10. Orientation for BC Public Post-Secondary Institution Board Members | Lisa Skakun / Alan Davis | I | 3:38-3:43 | 30 |
| 11. Senate Report: May 27, 2016 | Alan Davis | I | 3:43-3:45 | 67 |
| 12. Issues and Concerns | Lisa Skakun | D | 3:45-3:47 | |
| 13. Next Meeting Agenda Contribution | Lisa Skakun | D | 3:47-3:49 | |
| 14. For the Good of the Order | All | D | 3:49-3:51 | |
| 15. Feedback on the Meeting | All | D | 3:51-3:53 | |
| 16. Appendix: | | | | |
| 16.1. Report to the Board of Governors | Alan Davis | I | 3:53-3:55 | |
| 17. Next Meeting Regular Board Meeting Wednesday September 21, 2016 Richmond Campus, Melville Centre 4:00 – 7:00 pm | Lisa Skakun | | | |
| 18. Adjournment | Lisa Skakun | | 3:55 | |



Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#3
June 22, 2016
Lisa Skakun

Agenda Item: **Consent Agenda**

| | |
|--------------------------|--|
| Action Requested: | <input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education |
|--------------------------|--|

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| Recommended Resolution: | THAT the Board of Governors approve the following item on the Consent Agenda: 3.1 Minutes of May 25, 2016 AND THAT the Board of Governors receive the following for information: 3.2 Board Election Results |
|--------------------------------|--|

Attachments: 1. Minutes of May 25, 2016
 2. Board Election Results

Submitted by: Keri van Gerven, University Secretary

Date submitted: June 15, 2016



Present Board

Lisa Skakun / Chair
Douglas Beaton
Steven Button
Sandra Case
Tanya Corbet
Alan Davis / President & Vice
Chancellor
Marc Kampschuur
Jamie Kokoska
Jessica Lar-Son
Hanne Madsen / Vice Chair
George Melville / Chancellor
Suzanne Pearce
Kim Rose
Praveen Vohora

University Vice Presidents

Salvador Ferreras / Provost & VP Academic
Jon Harding / VP, Finance & Administration

University Community Members

Marlyn Graziano / Executive Director, External &
Government Affairs
Vivian Lee / Interim Director, Budget and Planning and
Payroll Services
Kathy Lylyk / Executive Director, Finance
Maggie MacKenzie / Confidential Assistant, Board of
Governors
Joe Sass / Director, Business Performance & Advisory
Services
Keri van Gerven / University Secretary
Shelley Wrean / General Counsel

Regrets

1. **Presentation By:** Lindsay Civitarese, Chair and David Dryden, Vice Chair of the KPU Alumni Association Board of Governors
2. **Call to Order** The Chair called the meeting to order at 3:26 pm and welcomed guests.
3. **Approval of Agenda** **Motion #30-15/16**
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the agenda.
4. **Consent Agenda** **Motion #31-15/16**
MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the following items on the Consent Agenda:
4.1 Minutes of March 30, 2016
4.2 Program Concept and Full Program Proposal: Post Baccalaureate Diploma in Accounting
AND
THAT the Board of Governors receive the following for information:
4.3 Kwantlen Student Association Financial Statements for the year ended December 31, 2015
5. **Audit Committee Report** **5.1 Chair's Report**

Committee Chair, Hanne Madsen advised that all items are on the Agenda.

5.2 Draft Financial Statements for Year Ending March 31, 2016

Kathy Lylyk and Jon Harding reviewed highlights of the Draft Financial Statements for Year Ending March 31, 2016.

Motion #32-15/16

MOVED, SECONDED AND CARRIED THAT the Board of Governors approve the Draft Financial Statements for the Year Ending March 31, 2016 and that the Board Chair be authorized to sign the financial statements.

5.3 Appointment of the External Auditor

Motion #33-15/16

MOVED, SECONDED AND CARRIED THAT the Board of Governors appoint KPMG as External Auditor for Kwantlen Polytechnic University (KPU) for a term of three (3) years, with an option to renew for an additional two (2) one (1) year terms.

6. Finance Committee Report

6.1 Chair's Report

Committee Chair, Hanne Madsen advised that the committee approved the Program Concept and Full Program Proposal for the Post Baccalaureate in Accounting for recommendation to the Board, which was also approved by the Board Governance Committee, and has now been approved by the Board as part of the Consent Agenda.

7. Governance Committee Report

7.1 Chair's Report

Committee Chair, Lisa Skakun advised that the committee approved the Program Concept and Full Program Proposal for the Post Baccalaureate in Accounting for recommendation to the Board, which was also approved and recommended by the Finance Committee and have now been approved by the Board as part of the Consent Agenda.

7.2 2016/17 Mandate Letter for KPU

Lisa Skakun advised that all board members are asked to sign the Mandate Letter acknowledging their statutory obligations to act in the best interests of KPU and affirm as Governors to take into account the Taxpayer Accountability Principles in exercising their duty. Board members who do not want to sign the letter were advised to write to Sandra Carroll, Deputy Minister, Ministry of Advanced Education outlining their concerns.

Following discussion it was agreed to defer this item for further discussion to the Board In Camera meeting.

7.3 Board of Governors Meeting Schedule for 2016/2017

The proposed Board of Governors Meeting Schedule for 2016/2017 was reviewed and discussed.

Motion #34-15/16

MOVED, SECONDED AND CARRIED THAT the Board Meeting Scheduled for 2017 be approved as recommended by the Board Governance Committee.

8. Human Resources Committee Report

8.1 Chair's Report

Committee Chair, Hanne Madsen advised that the committee does not have a report at this time.

9. President's Report

9.1 Report to the Board

Alan Davis reviewed highlights of the President's Report included in the Report to the Board of Governors included in the Board Meeting Package as an Appendix. Dr. Davis also advised that the upcoming Spring Convocation will be the largest in KPU's history and will include three honorary degree presentations.

10. Provost's Report

10.1 Report to the Board

Salvador Ferreras highlighted the Provost's Report included in the Report to the Board of Governors included in the Board Meeting Package as an Appendix. Dr. Ferreras also advised that the Ministry of Advanced Education has approved the Bachelor of Science in Nursing and the Bachelor of Science In Psychiatric Nursing.

11. Vice President, Finance and Administration

11.1 Report to the Board

Jon Harding reviewed highlights of the Finance & Administration Report included in the Report to the Board of Governors included in the Board Meeting Package as an Appendix. Mr. Harding also noted that a Management Discussion and Analysis (MD&A) will be added to the Accountability Report this year.

Finance & Administration and Provost's Office staff were thanked for their work in preparing the applications for the Government of Canada's Post-Secondary Institutions Strategic Investment Fund for submission by the tight deadline of May 9, 2016.

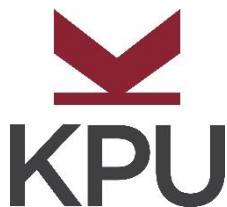
12. Senate Report: April 25, 2016

The Senate Report of April 25, 2016 was received.

Alan Davis commended Senate, its committees and staff in the Senate Office for the diligence and hard work undertaken in the discharge of their duties and responsibilities. Dr. Davis also advised that Dr. Jennifer Au has been re-elected Senate Vice Chair.

- 13. Issues and Concerns** No issues or concerns were identified.
- 14. Next Meeting Agenda Contribution** Board members were asked to send contributions for the next meeting agenda to Keri van Gerven with a copy to Lisa Skakun.
- Discussion ensued and an update on student consultations that have taken place regarding renovations to the Birch building was requested.
- The KSA be invited to make a presentation at a future Board Meeting.
- 15. For the Good of the Order**
- The 4th Annual Science Rendezvous was held on May 7, 2016 at the Langley campus with 1,000 attendees and participation by all faculties and a number of service units.
 - The Foundations in Design Grad Show was held on April 6 & 7, 2016.
 - The second installment of the KPU & Science World Speaker Series begins on June 7, 2016 at 7:00 pm featuring “From Barley to Beer – Sensory Tour of the Malting and Brewing Process”.
 - KPU and Foresight Cleantech were recognized during Mayor Hepner’s State of the City Address on May 19, 2016.
 - KPU business students had a very strong showing at the Apex Global Business-IT Case Challenge in Singapore from April 29 to May 2.
 - Thanks to Caroline Lillico in the President’s Office for her work in compiling the Report to the Board of Directors.
- 16. Feedback on the Meeting** Thank you to our guests for attending today’s meeting.
- 17. Appendix: Information Package** The Report to the Board of Governors was received.
- 18. Next Meeting** Wednesday, June 22, 2016 at the Surrey Campus, Cedar Boardroom 2110
- 19. Adjournment** The meeting adjourned at 3:58 pm.

Board Chair



Board of Governors **Regular Meeting**
Consent Agenda Item: **3.2**
Meeting Date: **June 22, 2016**
Presenter(s): **Keri van Gerven**

Agenda Item: **Board Election Results**

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|--------------------------|--|
| Action Requested: | <input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education |
|--------------------------|--|

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| Recommended Resolution: | N/A |
|--------------------------------|------------|

Board Committee Report: *For University Secretariat Use Only*

Context & Background: Student Representatives are elected to the Board of Governors for a one year term beginning September 1st.

Key Messages: **1. The following students will join the Board on September 1, 2016 as a result of the recent election:**
[maximum of three]
 - Allison Gonzalez Biagi, Student
 - Eric Wirsching, Student

Resource Requirements:

Consultations:

Submitted by: Keri van Gerven

Date submitted: June 9, 2016



Board of Governors Regular Meeting

Agenda Item

4

Meeting Date:

June 22, 2016

Presenter(s):

Jon Harding

Agenda Item: Revision to Bylaw No. 4, Fees

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|--------------------------|--|
| Action Requested: | <input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information <input type="checkbox"/> Education |
|--------------------------|--|

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|--------------------------------|---|
| Recommended Resolution: | THAT the Board of Governors approve the revision to Bylaw No. 4, Fees with the addition of a new tuition fee category 8. for the Diploma of Acupuncture. |
|--------------------------------|---|

Board Committee Report: N/A

Context & Background: Bylaw 4 is changed on a periodic basis over the course of a fiscal year to allow for the addition of new programs and other fees.

As required by Bylaw No. 2, *Amendment of Bylaws*, the Board may amend a Bylaw provided that written notice of a proposed amendment has been submitted to the Board at least 10 working days prior to the meeting at which the amendment will be considered. Accordingly, Notice was provided to the Board of Governors on June 7, 2016.

Key Messages:
[maximum of three]

1. The Board of Governors approved the Full Program Proposal for the Diploma in Acupuncture at its March 30, 2016 Board meeting.
2. The fee for the Diploma in Acupuncture has been added under a new category titled "8." Tuition has been set at \$300.00 per credit.
3. As required by Bylaw No. 2, *Amendment of Bylaws*, the Board received written notice of the Revision to Bylaw No. 4, Fees via email on June 7, 2016.

Resource Requirements: The Faculty of Health, Registrar's Office and Financial Services are involved in the development and research for the fee.

Implications / Risks: If the revision to Bylaw 4 is not approved, the tuition fee for the Diploma in Acupuncture would not be incorporated FY1617 academic calendar. This would mean that students could not be accepted into the program for the fall semester as planned.

Consultations: The Full Program Proposal followed the various academic and governance consultative processes and received approval.

Attachments: Bylaw No. 4, Fees (revisions shown in tracked changes)

Submitted by: Jon Harding

Date submitted: June 7, 2016

| Bylaw History | |
|--------------------------|--------------------|
| Bylaw No. | 4 |
| Approving Jurisdiction: | Board of Governors |
| Original Effective Date: | November 16, 1982 |
| Revised Date: | March 30, 2016 |

Bylaw No. 4

Fees

- Pursuant to the *University Act*, program or course fees and charges to be paid to the University by students shall be determined and/or revised by the Board of Governors.
- The tuition fee structure for domestic students effective September 1, 2016 shall be:
 - Credit Based Programs:

| Category | \$ / credit | |
|----------|----------------------|---|
| 1 | \$136.30 | <ul style="list-style-type: none"> Existing courses¹ as at September 1, 2011 will remain in Category 1. |
| 2 | \$164.70 | <ul style="list-style-type: none"> Courses in the Education Assistant Program. New courses developed for degrees / programs in Faculties such as Business and Arts. |
| 3 | \$183.95 | <ul style="list-style-type: none"> New courses developed for degrees/programs that incorporate smaller classes, labs, and/or studios, e.g. Design, Science, Horticulture and Health. |
| 4 | \$210.50 | <ul style="list-style-type: none"> Courses in the Health Unit Coordinator program. New online courses developed for degrees / programs and other specialized programs. |
| 5 | \$260.10 | <ul style="list-style-type: none"> New courses developed for industry specific technical programs. |
| 6 | \$545.70 | <ul style="list-style-type: none"> Post-Baccalaureate in Technical Apparel Design. |
| 7 | \$350.00 to \$850.00 | <ul style="list-style-type: none"> Post-Baccalaureate 1 – 2 year diplomas commencing September 1, 2016. |

¹ With the exception of the Health Unit Coordinator and Education Assistant Programs.

| | | |
|-------------------|--------------------------|--|
| 8 | \$300.00 | ▪ Diploma in Acupuncture |
|-------------------|--------------------------|--|

b. Fixed Term Programs and Full-time* Continuous Intake Offerings:

| <u>Category</u> | <u>\$ / week</u> | |
|-----------------|------------------|--|
| 1 | \$118.75 | ▪ Existing courses as at September 1, 2011. |
| 2 | \$243.50 | ▪ New courses developed for degrees/programs in Trades and Technology field of study, e.g. Arborist program. |

**Fees for part-time are pro-rated.*

- c. Adult Upgrading \$136.30 / credit *(effective September 1, 2016)*
- d. English Language Studies \$136.30 / credit *(effective September 1, 2016)*
- e. Adult Special Education No charge / credit *(effective September 1, 2016)*
- f. Career Choices and Life Success \$100.00 / credit *(effective September 1, 2016)*

3. Other fees and charges for domestic students effective September 1, 2016 are as follows:

| | |
|---|---|
| a. Student fees for libraries, technologies and student life. | 7% of tuition |
| b. Application fee | \$40.00 |
| c. Transcript fee | \$10.00 per transcript |
| d. Grade appeal fee | \$25.00 |
| e. Confirmation deposit | Domestic applicants are required to remit a non-refundable \$250.00 confirmation deposit to signify acceptance of an offer of admission to open intakes and a \$500.00 confirmation deposit to signify acceptance of an offer of admission to a limited intake program. If the student registers this fee will be applied towards the full tuition fees assessment. Students registered in a tuition free course do not pay the confirmation deposit, but will be assessed other fees and charges listed above. |
| f. Graduation fee | No charge |

4. Other programs:

- a. The appropriate Vice President will determine fees and charges for the following:
 - i. Prior Learning Assessment is assessed by credit per the specified tuition category for the course.
 - ii. Continuing and Professional Studies

5. Service charges:

- a. All discretionary fees will be determined by the appropriate Vice President (e.g. duplicate tuition receipt charge, NSF cheque / stop payment charge, calendar charge, rush documents, graduation late fee, document evaluation fee, external invigilation charge, supplementation exam fee, library card replacement fee, cheque replacement fee, etc.)

6. Co-operative Education Work Term

| <u>Canadian Citizens or Permanent Residents</u> | <u>Tuition</u> | <u>Student Fees (LTSD)</u> |
|---|------------------------|----------------------------|
| Full-time work terms | \$613.35 per work term | \$42.90 per work term |
| Part-time work terms | \$306.65 per work term | \$21.45 per work term |

| <u>International</u> | <u>Tuition</u> | <u>Student Fees (LTSD)</u> |
|----------------------|------------------------|----------------------------|
| Full-time work terms | \$613.35 per work term | \$42.90 per work term |
| Part-time work terms | \$306.65 per work term | \$21.45 per work term |

7. For Information Only

International student fees are as follows effective September 1, 2016:

| | |
|---------------------------------------|-------------------|
| a. International student tuition fees | \$561.00 / credit |
|---------------------------------------|-------------------|

Other fees and charges for International students are as follows:

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|--|--|
| b. Student fees for libraries, technologies and student life | \$35.00 / credit |
| c. Application fee | \$120.00 |
| d. Transcript fee | \$10.00 per transcript |
| e. Grade appeal fee | \$25.00 |
| f. Confirmation deposit | International applicants are required to remit a non-refundable \$1000.00 confirmation deposit to signify acceptance of an offer of admission to open intakes and a \$1500.00 confirmation deposit to signify acceptance of an offer of admission to a limited intake program. If the student registers, this fee will be applied towards the full tuition fees assessment. |
| g. Graduation fee | No charge |



Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#5
June 22, 2016
Keri van Gerven

Agenda Item: **Election of Officers**

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|--------------------------|--|-------------------|
| Action Requested: | <input checked="checked" type="checkbox"/> | Motion to Approve |
| | <input type="checkbox"/> | Discussion |
| | <input type="checkbox"/> | Information |
| | <input type="checkbox"/> | Education |

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| Recommended Resolution: | N/A |
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Context and Background: As per Sections 13.3(g) and 23 of the Board Governance Manual, the Board Governance Committee leads the Chair and Vice Chair succession planning process.

The Board Governance Committee regularly discusses succession planning for the roles of Chair and Vice Chair.

- Key Messages:** **1. The Board Chair invited Board members to contact her if they were**
[maximum of **interested in serving as Chair or Vice Chair. To date, there has been no**
three] **expressions of interest.**
- 2. The Board Governance Committee has confirmed that both Lisa Skakun and**
Hanne Madsen are eligible for re-election as Chair and Vice Chair
respectively.
- 3. A Call for nominations will be made at the June 22, 2016 Board Meeting and**
an election for the position of Chair and Vice Chair will be held.

Submitted by: Keri van Gerven

Date submitted: June 15, 2016



Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#7.2
June 22, 2016
Salvador Ferreras

Agenda Item: **Academic Plan 2018 – Annual report**

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|--------------------------|--|
| Action Requested: | <input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education |
|--------------------------|--|

Context & Background: Annual report on the performance of Academic Plan 2018.

Resource Requirements: N/A



Implications / Risks: N/A




Attachments: Academic Plan 2018 – Annual report



Submitted by: Dr. Salvador Ferreras, Provost and Vice President, Academic

Date submitted: June 15, 2016



GOAL 1: To Offer Exceptional Learning Environment Attuned to Learners


| Strategy | Description | Progress |
|--|--|---|
| The polytechnic university conception of our teaching and learning activity goes beyond the transmission of knowledge to students. A core intent of the Academic Plan is to support our educators in their pursuit of the emergent knowledge base for teaching and learning in their subject areas, in connection to their larger professional communities, in testing new pedagogies and further developing their own identities as teachers: a way of knowing, doing, and being educators that is distinctly our own. | KPU is maintaining its momentum on the development of Teaching and Learning as both a practice and a scholarly pursuit. To that end, there has been an emphasis on promoting activities that support this strategy. One notable development is the recent appointment of our new Vice Provost, Teaching and Learning, Dr. Stephanie Chu. Dr. Chu will be working closely with the Provost's Office to mobilize an already motivated faculty and staff to introduce a Teaching and Learning plan for KPU. To date, progress has been modest but will accelerate once Dr. Chu begins her role in July 2016. |  |
| VISION 2018 Strategic Plan outlines a targeted enrolment growth of 5% per year that will be achieved through the implementation of a Strategic Enrolment Management (SEM) plan and the University Transitions (UT) project. These initiatives will enable focused recruitment and reduce attrition. We will attract and retain a broad range of learners through our distinct programs, optional entry points, credential variety, laddering opportunities, personalized and open learning options, accessibility and preparatory programming and flexible delivery methods. | With the University Transitions project now fully implemented, the focus of enrolment management turns to the second phase of the proposed Strategic Enrolment Plan involving the consolidation of diverse data, a marketing plan, a Prior Learning and Recognition framework, a new approach to academic scheduling, along with increasing and diversifying enrolment and student retention and success. Although the complete SEM plan will be brought forward during this 2016/2017 academic year, its impact will be felt long after this period. The activation of the full plan will result in the progress indicator moving to yellow and perhaps light green once all factors are engaged. |  |

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| <p>The Institute for Innovation and Scholarship in Teaching and Learning (INSTL) is KPU's response to changing trends in educational practice. By responding to this dynamic environment, INSTL will conduct workshops and seminars in research and curriculum development to mobilize knowledge; encourage professional development; and facilitate renewal across all disciplines. INSTL will recognize, nurture and promote exemplary teaching practices that encompass: The practical skills and craft for our teaching work as artisans, managers and technologists, the breadth and depth of understanding for our teaching work as knowledge professionals and the creative discipline needed for our teaching work of inquiry and innovation.</p> | <p>The appointment of the new Vice Provost, Teaching and Learning is one important element of the revitalization and rebranding of the Teaching and Learning activities at KPU. New elements will include the appointment of three new Teaching Fellows in the areas of Open Studies, Learning Outcomes and Experiential Learning in the Fall of 2016. Senate's Standing Committee on Academic Planning and Priorities has assembled a representative selection committee involving Faculty, Staff, Students and Administration to oversee the selection of the Teaching Fellows candidates. KPU will see an exponential leap in activity in this area as early as Fall 2016.</p> |  |
| <p>INSTL will work closely with the Office of Research and Scholarship to encourage and promote the integration of research and scholarly activity with teaching and learning to yield enriched learning experiences.</p> | <p>The approved Research Plan and Academic Plan both reference a close working relationship between the Office of Teaching and Learning and the Office of Research and Scholarship. KPU has already proven itself as a leader in Open Studies practices and is committed to expanding the range of common initiatives once the new Vice Provost has begun her role in July 2016.</p> |  |
| <p>KPU will encourage renewal and innovation in our approaches to teaching and learning, by allocating one-time funding to support and update classroom technology.</p> | <p>KPU has funded adaptive technologies for the classroom and is increasingly immersed in activities and research that support the principles of Universal Design for Learning. Although there is much progress to be made to incorporate university-wide activities, the strategies referenced in the Academic Plan have been undertaken and are now being expanded to a wider scope.</p> |  |



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|---|---|---|
| <p>KPU will create the “Creative Capital” fund to promote and encourage the cultivation of new ideas around social, cultural, economic, health, sustainability and technological innovation. Funded projects will reflect, sustain and accelerate the goals of the Academic Plan and further KPU’s polytechnic university mandate.</p> | <p>The Creative Capital Fund terms of reference and representative recommendation committees have now been finalized. A call for proposals will be issued in June 2016 for projects starting as early as September 2016.</p> |  |
| <p>The University will establish KPU Open Studies as an innovative unit where learners can undertake competency based degree completion by building on their previous formal, informal and experiential learning; by designing a personalized degree plan within broad criteria; and accessing a wide range of online and open educational resources and courses as they study. Learners will have access to a well-developed advising and curriculum framework to bolster career and credential mobility and ensure access for those seeking to advance within or between program areas. KPU Open Studies will house our flexible Prior Learning Assessment and Recognition (PLAR) processes and engage with a variety of open learning initiatives such as the recognition of informal learning. KPU Open Studies will act as a liaison to key partnerships involving open educational resources such as the BC Campus Open Textbook project, and the Open Education Resource <i>universitas</i>.</p> | <p>This strategy is being activated in three distinct areas. First, KPU faculty have positioned KPU as a sectoral leader in the adoption of Open Textbooks. Secondly, the University is an active participant in the introduction of Open Education Practices that will enable students to access their education pathway through shared and free resources. Thirdly, “KPU Open” proposes a streamlined process to assess and recognize all manner of prior learning and working experiences to lead eligible students towards credential completion.</p> |  |



GOAL 2: To Increase Experiential Learning Opportunities

| Strategy | Description | Progress |
|--|---|--|
| Launch course-based, faculty-led academic learning activities that are community-based. These activities will build integrated, mutually beneficial, innovative initiatives with our local school districts, regional businesses, and industry partners. | The Department of Co-op and Career Services and the Experiential Learning group of the Academic Plan Implementation Task Force developed a set of recommendations on the state of Experiential Learning at KPU. The team reviewed the literature definitions of experiential learning and diverse types that exist in the postsecondary environment. They also reviewed how experiential learning has been tracked historically at KPU and explored potential tools to monitor experiential learning. The group consulted with all Faculties on challenges and opportunities related to experiential learning and resources needed to advance this within their units. The team conducted focus groups with students to gather their thoughts and experiences regarding this practice at KPU. Most importantly, the team of faculty, staff and administrators developed an inventory of the resources available to support faculty members who are interested in incorporating experiential learning into their teaching. A set of recommendations for advancing Experiential Learning at KPU is under consideration by the Provost's Office. |  |
| Encourage community-engaged scholarship that aims primarily to benefit community life through teaching, discovery, integration and application of learning. | The Experiential Learning website (www.kpu.ca/experiential) continues to add to the list of courses that feature out-of-the-classroom learning experiences. Recent government policies have underscored the importance of experiential learning in post-secondary study. KPU is well positioned to meet its educational mandate while serving its greater community through all forms of community engaged learning, research and scholarship. Having courses identified as experiential enables faculty sharing their mutual pedagogy and working together to advance scholarship in their field of study. |  |


| | | |
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| <p>Encourage scholarly activity to advance teaching through expanded knowledge, content engagement and knowledge mobilization.</p> <p>Launch faculty/student research projects embedded within existing programs through targeted research funding and administrative support to increase capacity and opportunity for applied and academic scholarship activity. KPU’s community research will be increasingly focused on partnerships that yield experiential learning opportunities, keep our faculty current within their professional practice domains, and strengthen local career opportunities for our students.</p> <p>Such partnerships will cement our contact with thriving local companies, off-campus organizations and multiple community agencies.</p> | <p>KPU faculty and students continue to make great strides in the areas of knowledge expansion and mobilization. The Office of Research and Scholarship recently posted over twenty one projects that featured applied research projects across the full spectrum of disciplinary fields. These projects nurture a strong connection with our external industry, NGO and social environment and provide valuable experiences that will better prepare learners for the dynamic career market ahead. Recent announcements of funding to support selected projects are a validation of the importance of this work and of KPU's commitment to a fuller and meaningful collaboration with its external community. KPU has embarked on a research project with the City of Surrey, Foresight CleanTech Accelerator and SFU to develop a new program in advanced manufacturing and to build a large accelerator facility at KPU Tech. The greater aim of this project is to establish KPU Tech as a clean technology hub for Canada while engaging students and faculty in research, experiential learning, and applied learning.</p> |  |
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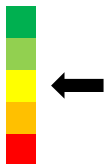
GOAL 3: To Define Learning Outcomes and Methods of Demonstrating Student Capability

| Strategy | Description | Progress |
|---|--|---|
| <p>Ensure KPU's programs and courses focus on the cultivation of specific core competencies as applicable to their areas that demonstrate:</p> <ul style="list-style-type: none"> • Creative and critical thinking • Media literacy • Social intelligence • Scientific and technological capacities • Global perspectives • Broad understanding of Indigenous culture, history and world views • Environmental stewardship • Social and economic entrepreneurship | <p>The recent establishment of a Senate-approved new guide for the development of curriculum and programs at KPU signals a marked improvement in the cultivation of core competencies. New courses and programs will need to demonstrate and articulate how the content will address the development of commonly accepted competencies specific to certain discipline areas, or in some cases, to all learning areas. This strategy is aligned with AVED's new Stage One review process that aims to ensure new programs reflect core competencies that will support student integration and success in the workplace. Faculty members have initiated an important conversations and consultations regarding the introduction of diverse writing-intensive courses that will support and improve quantitative and qualitative learning at KPU.</p> |  |
| <p>Align courses and program offerings with well-defined and clearly communicated learning outcomes through curriculum development and program review processes.</p> | <p>The Academic Plan Task group on Learning Outcomes held a series of consultations with selected Faculties to explore the development of institutional learning outcomes that would inform and be informed by course and program outcomes. Recommendations included ensuring broad faculty involvement, sufficient resourcing to undertake the work and appropriate support from senior administration. There is a general understanding amongst faculty and administration that the development of institutional learning outcomes is a long term project that will surpass the tenure of the current Academic Plan. Nevertheless, the foundational work that is presently underway is essential to moving this strategy forward.</p> |  |



| | | |
|--|---|---|
| <p>Develop, implement and evaluate models to assess competencies and learning outcomes at the course, program and institutional level.</p> | <p>The BC Association of Institutes and Universities, the umbrella lobby group for the province's teaching universities, has recently engaged Dr. Tom Carey (Guelph University) to assist member institutions, such as KPU, with the implementation of models and competency assessment related to learning outcomes. Dr. Carey has been provided valuable guidance to our Chip and Shannon Wilson School of Design and the Faculty of Arts in order to construct workable models for our programs. The addition of our Vice Provost, Teaching and Learning will further complement and accelerate KPU's conception and development of institutional and program learning outcomes and complement the parallel development of assessment tools to measure student capability. Recent improvements to the program review process will require program outcomes to be built into program reviews.</p> |  |
| <p>Engage a representative university team to work with Faculties and Departments to determine the most appropriate models of adapting of essential skills to diverse disciplines.</p> | <p>The notion of identifying and embedding Essential Skills across our range of disciplines has not been met with much enthusiasm. We are convening the Deans and other interested parties to assess any level of interest and potential action. It is possible that the Essential Skills concept is more appropriately contained within the comprehensive core competencies outlined in Goal Three, Strategy One.</p> |  |

GOAL 4: To Ensure Student Success and Well-Being

| Strategy | Description | Progress |
|--|--|---|
| VISION 2018 Strategic Plan declares a commitment to internationalization; an emphasis on intercultural understanding and the development of successful global citizens. To do so we will expand our international recruitment, encourage diversity among the student body, and create real and virtual spaces that facilitate interaction between domestic and international students. | The commitment to Internationalization at KPU has been marked by two important projects emerging from the Internationalization Plan. The first, the establishment of a Global Competencies badging project, is in its final stages of development and will be introduced in Fall 2016. This project fully supports the VISION 2018 goal of nurturing successful global citizens. The second project is the introduction of a KPU Field School Guidelines document. This work synthesizes best practices across the post-secondary sector that will enhance the development, management and accountability of field schools across all disciplines. The document will be presented to Senate at the June 2016 meeting and is projected to inform all field school activity in the coming 2017/2018 academic year. |  |

| | | |
|---|--|--|
| <p>Promote increased participation by Aboriginal peoples in the Lower Mainland of B.C. through the strengthening of recruitment of Aboriginal learners and support services to ensure their success by:</p> <ul style="list-style-type: none"> • launching educational partnerships for learners of all ages with our eight neighbouring First Nations; • establishing an Elder-in Residence program by Fall 2014; • developing new KPU programs that will instill an understanding of indigenous culture, history and world views; and • enabling a global perspective by domestic and international student interaction and interdisciplinary curriculum. | <p>The Minor in Indigenous Community Justice was approved by Senate and the Board this past Spring and is now under final review by AVED. Continuing and Professional Studies is managing two large funding projects in collaboration with the Squamish Trade Centre in North Vancouver. Funding has been provided by AVED, the Ministry of Jobs, Tourism, and Skills Training, and the Ministry of Aboriginal Relations and Reconciliation. Recent support from AVED will enable the delivery of a comprehensive and compulsory training program for faculty, staff and administration aimed at developing a deep understanding of Aboriginal cultural issues related to the delivery of educational programs. Additional funding will support both the Tsawwassen First Nation Farm School in their efforts to train Aboriginal learners in the agricultural production, business planning and management of small farms and the production of the increasingly popular Surrey campus Pow-Wow. The department of Journalism recently implemented changes to its curriculum to respect and reflect the relevant recommendations of the Truth and Reconciliation Commission of Canada.</p> |  |
| <p>Provide an appropriate range of integrated and easily accessible student support services that improve rates of retention, progression through, and completion of studies</p> | <p>The completion of the University Transitions Project laid the foundation for the launch of the First Year Experience project. This project is focused on a number of important strategies aimed at communication improvements across admission and registration cycles, student retention and the operational elements of Strategic Enrolment Management. The work will be conducted by three main committees, all of which will regularly report to Academic Council: the Academic Advising Committee, the Enrolment Management Committee and the First Year Committee.</p> |  |

| | | |
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| <p>Ensure educational services and programs provide accessibility to our students with disabilities and incorporate universal design principles for all teaching and learning.</p> | <p>KPU recently received a one-time \$75,000 grant to offer an <i>Introduction to Parts and Customer Services</i> program. This will consist of a 6 week program designed as an applied learning experience to increase the success of people with disabilities in trades/technical programs. KPU is currently in the process of hiring a new Director for the Services for Students with Disabilities department. We anticipate this new leadership will bring much needed guidance and vision to realize our strategic goals around serving students with disabilities. We are beginning to re-examine how services are delivered to students with disabilities and ensure that all students requiring accommodations can participate in their individualized accommodation plan. We are moving forward to ensure we can centrally support universal design for learning across the curricula.</p> |  |
| <p>Engage students in the development and establishment of co-curricular programs and activities that enliven their learning and assist with transitions within KPU.</p> | <p>We have doubled the number of students employed at KPU in co-op programs, as student assistants and in work study programs. This new community of students working on campus will enrich our programming in sport, recreation, health and wellness. The work that is being completed by the Experiential Learning working group will allow us to better promote co-curricular activities for students and will lead to a better methodology to reward students for their work.</p> |  |
| <p>Work with student groups to develop student-initiated activities, facilities and programs to bolster student participation while providing a social and physical environment that reinforces a sense of belonging and campus community.</p> | <p>Many new volunteer activities are now available to students, helping them learn how to better connect with local communities. Our peer support program, run jointly with the Kwantlen Student Association, is fully operational and provides day-to-day informal support for students at all four campuses. Peer support advisors provide advice to students on relationships, time management, health and mental health awareness and provide referrals when students need additional support through counseling, advising and disability services.</p> |  |

| | | |
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| <p>Recognize that recreation, athletics, and the physical and mental well-being of students are fundamental to a healthy campus environment and to positive learning experiences. The University will promote active participation in recreational activities and student varsity sports through the continued support and refinement of athletic and recreation programming that encourages student involvement and uses accessible club programming space.</p> | <p>Through partnerships with the Kwantlen Student Association, we have created new fitness areas at both KPU Langley and KPU Tech. These new facilities will become operational in September 2016. We are working with student athletes/assistants on the development of a sport leadership program and have established a growing leadership program for at-risk high school students in Newton, who meet weekly at KPU Surrey. This latter program has been developed in partnership with the City of Surrey and the YMCA. Through renovations to the second floor of the Birch Building, funded by the Kwantlen Student Association, we are adding additional student spaces to support student groups and clubs with an informal space to interact on campus and contribute to campus life.</p> |  |
| <p>KPU will develop a comprehensive Mental Health strategy for the full university community.</p> | <p>Guided by the Healthy Universities Framework, programs, activities and services will be developed and implemented for all members of the KPU community through broad consultations with internal and external stakeholders. The work will be achieved through the establishment of two working groups, one focused on students, chaired by the Vice Provost, Students and one on employees, chaired by the Director, Compensation, Health and Benefits. KPU has representation on AVED's sexual violence working group, and are working closely with AVED in developing the provincial guidelines for all post-secondary institutions. Since its launch last year, Student Health 101, an e-zine focused on student health and wellness, has seen readership double. In Spring 2016, KPU held a series of student-led events focused on promoting mental health and planning has begun to organize the Fall 2016 Thrive Week.</p> |  |

**Board of Governors****Agenda Item:****Meeting Date:****Presenter(s):****Regular Meeting****#7.3****June 22, 2016****Salvador Ferreras**

Agenda Item: **Appendix A of the Procedures to Policy AC10, Establishment, Revision, Suspension and/or Discontinuance of Programs**

| | |
|--------------------------|--|
| Action Requested: | <input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education |
|--------------------------|--|

| | |
|--------------------------------|------------|
| Recommended Resolution: | N/A |
|--------------------------------|------------|

Context & Background: Policy AC10, *Establishment, Revision, Suspension and/or Discontinuance of Programs* was approved by Senate on December 14, 2015 and by the Board on January 27, 2016.

On January 26, 2016, the Ministry of Advanced Education (AVED) announced the inclusion of the new Stage 1 Review in the AVED Degree Program Approval Criteria and Process workflow. As a result, the flowchart in Appendix A, which is part of the Procedures in Policy AC10, required amendments in order to reflect the new Ministerial process. The revisions were also necessary in order to align KPU's program development process with the Ministry's new Stage 1 Review process.

As a result of the Ministry's mandatory Stage 1 Review process, the following amendments were made in Appendix A, "Program Development Flowchart" (1st flowchart):

- Amended Steps 5-10 so that the concept paper (which is inclusive of completing the Ministry's Stage 1 review template for new degrees) is endorsed by PUE, Senate and the Board before the Ministry's Stage 1 application is submitted to AVED.
- Expanded Step 10 to include the Ministry's Stage 1 review process (30-day peer review on PSIPS, DQAB review, Ministerial approval).

No changes were made in AC10 Policy and Procedure as the implementation of AVED's Stage 1 Review process does not impact KPU's Policy AC10, its underlying principles, or its Procedure.

According to [GV2, Protocol for the Development of University Policies Procedure](#), point 4 in section B.4 (p.8 of 15) stipulates that "Subsequent amendments to existing Procedures that do not impact on the Policy and its underlying principles may be made at the discretion of the appropriate person with Administrative responsibility and with the approval of the President". Therefore, the revisions in the Appendix A flowchart have been endorsed by the Provost (policy sponsor)



Board of Governors

Agenda Item:

Meeting Date:

Presenter(s):

Regular Meeting

#7.3

June 22, 2016

Salvador Ferreras

and approved by the President, and will not require further approval by Senate and the Board.

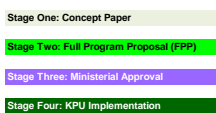
The amended Appendix A will be brought forward to the relative Senate Standing Committees, Senate, Board Governance Committee, and the Board for information only.

Consultations: Ministry of Advanced Education,
Provost and Vice President Academic,
University Secretariat,
Senate Office,
Office of Institutional Analysis and Planning,
University Registrar,
Academic Council,
Senate,
All Faculty Curriculum Committees,
Senate Standing Committee on Curriculum, and
Senate Standing Committee on Academic Planning and Priorities.

Attachments: Appendix A of the Procedures to Policy AC10, *Establishment, Revision, Suspension and/or Discontinuance of Programs*.

Submitted by: Dr. Salvador Ferreras, Provost and Vice President Academic

Date submitted: May 17, 2016





Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#9
June 22, 2016
Keri van Gerven

Agenda Item: **Governance Retreat**

| | |
|--------------------------|--|
| Action Requested: | <input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information <input type="checkbox"/> Education |
|--------------------------|--|

| | |
|--------------------------------|------------|
| Recommended Resolution: | N/A |
|--------------------------------|------------|

Context & Background: A Governance Retreat is held annually with members of the Board and Senate and its committees in attendance.

The agenda is currently under development but typically includes a keynote speaker, panel discussion and workshops.

Key Messages: **1. The 2016 Governance Retreat has been scheduled for Friday, August 26, 2016 in the Surrey Cedar Conference Centre**
[maximum of three] **2. This event is scheduled to begin at 8:30 a.m. and will conclude by 3:00 p.m.**

Consultations: The Senate Governance Committee was consulted about the agenda for the Governance Retreat.

Submitted by: Keri van Gerven

Date submitted: June 15, 2016



Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#10
June 22, 2016
Lisa Skakun / Alan
Davis

Agenda Item: **Orientation for BC Public Post-Secondary Institution Board Members**

| | | |
|--------------------------|-------------------------------------|-------------------|
| Action Requested: | <input type="checkbox"/> | Motion to Approve |
| | <input type="checkbox"/> | Discussion |
| | <input checked="" type="checkbox"/> | Information |
| | <input type="checkbox"/> | Education |

| | |
|--------------------------------|-----|
| Recommended Resolution: | N/A |
|--------------------------------|-----|

| | |
|--------------------------------|-----|
| Board Committee Report: | N/A |
|--------------------------------|-----|

Key Messages:
[maximum of three]

1. The Orientation for BC Public Post-Secondary Institution Board Members was received on June 15, 2016.
2. It is intended to be a best practice resource designed to support the effective governance of public post-secondary institutions in BC and to supplement existing orientation materials.
3. It will also be a useful reference as work continues on proposed amendments to the Board Governance Manual and in enhancing our current Orientation Program for new Board members.

Attachments

1. Letter addressed to Board Chairs, Public Post-Secondary Institutions from Minister Andrew Wilkinson dated June 15, 2016.
2. Orientation for BC Public Post-Secondary Institution Board Members – June 2016

Submitted by: Lisa Skakun / Alan Davis

Date submitted: June 15, 2016



June 15, 2016

Our Ref. 101810

Board Chairs
Public Post-Secondary Institutions

Dear Board Chair:

As all of us seek to continually improve the governance and performance of our universities, colleges and institutes, I am pleased to share with you the first version of a document titled *Orientation for B.C. Public Post-Secondary Institution Board Members*. This is a best practice resource designed to support the effective governance of public post-secondary institutions in British Columbia. It was developed by my Ministry and informed by the knowledge and expertise of a number of current board directors.

The document covers a range of topics including governance best practices, roles and responsibilities, accountability, government structures and decision-making processes, the advanced education system in British Columbia, and Ministry/Government plans and priorities. It is intended to be supplementary to the orientation materials provided by post-secondary institutions to their Board members.

I hope that both new and current Board members will find the information useful in the execution of board duties, and that it will become an integral part of robust board orientation programs at all public post-secondary institutions.

If you have any questions or comments about the document, please contact Ms. Claire Avison, Assistant Deputy Minister, Governance, Legislation and Strategic Policy Division at (250) 356-0826 or via email at claire.avison@gov.bc.ca.

Thank you.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andrew Wilkinson'.

Andrew Wilkinson
Minister

Attachment

pc: Distribution List Follows

.../2

pc: Presidents
Public Post-Secondary Institutions

Sandra Carroll, Deputy Minister
Ministry of Advanced Education

Athana Mentzelopoulos, Deputy Minister
Ministry of Finance

Cheryl Wenezenki-Yolland, Associate Deputy Minister
Ministry of Finance

Claire Avison, Assistant Deputy Minister
Governance, Legislation and Strategic Policy
Ministry of Advanced Education

Robin Ciceri, President
Research Universities Council of British Columbia

Ruth Wittenberg, President
British Columbia Association of Institutes and Universities

Colin Ewart, President
BC Colleges

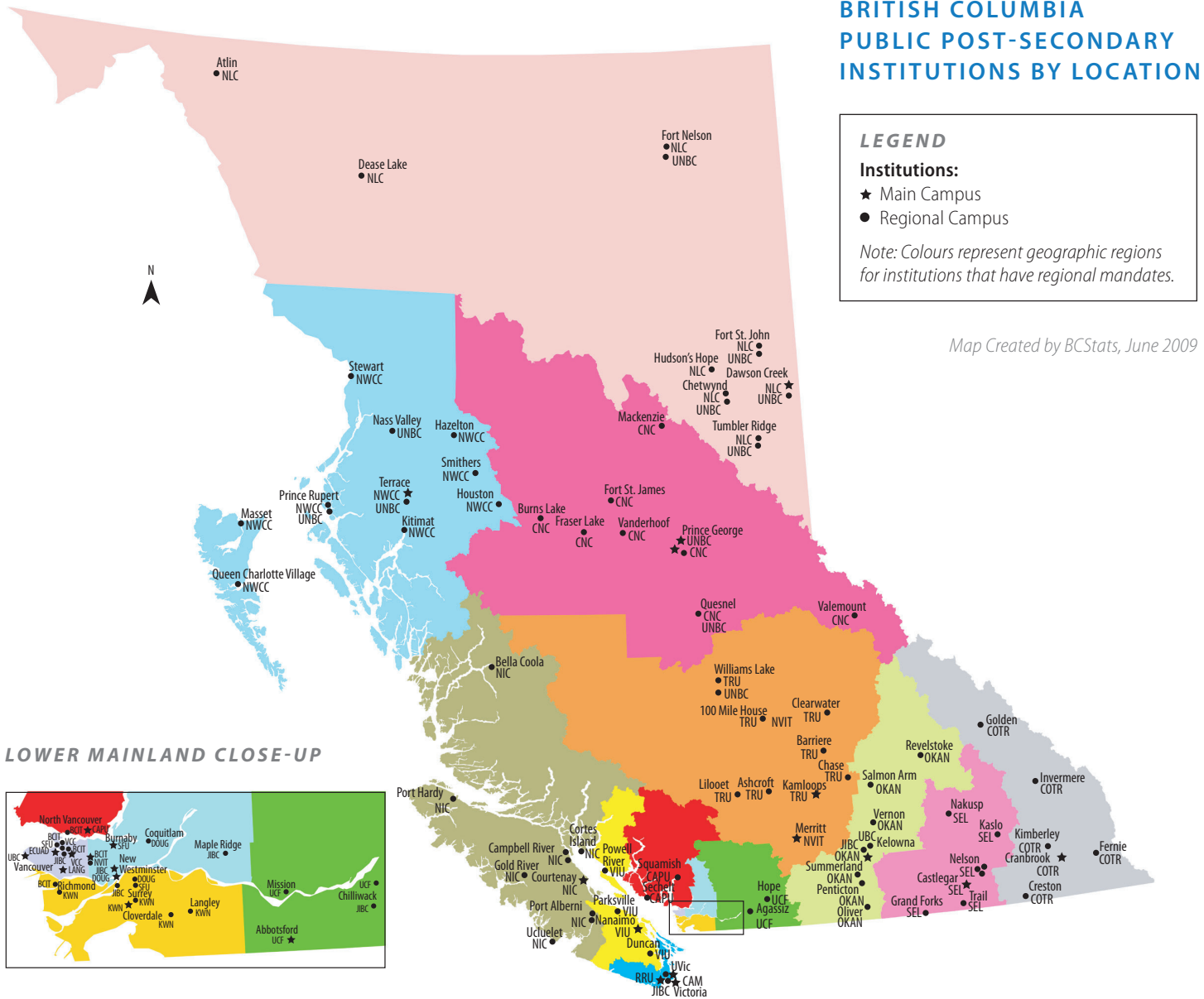
Orientation for B.C. Public Post-Secondary Institution Board Members

JUNE 2016



Ministry of
Advanced Education

BRITISH COLUMBIA PUBLIC POST-SECONDARY INSTITUTIONS BY LOCATION



INSTITUTIONS

| | | | | | |
|---------|--|------|---------------------------------------|------|---|
| BCIT | British Columbia Institute of Technology | LANG | Langara College | TRU | Thompson Rivers University |
| CAM | Camosun College | NIC | North Island College | UBC | University of British Columbia |
| CAPU | Capilano University | NLC | Northern Lights College | UFV | University of the Fraser Valley |
| CNC | College of New Caledonia | NVIT | Nicola Valley Institute of Technology | UNBC | University of Northern British Columbia |
| COTR | College of the Rockies | NWCC | Northwest Community College | UVic | University of Victoria |
| DOUGLAS | Douglas College | OKAN | Okanagan College | VCC | Vancouver Community College |
| ECUAD | Emily Carr University of Art+Design | RRU | Royal Roads University | VIU | Vancouver Island University |
| JIBC | Justice Institute of British Columbia | SEL | Selkirk College | | |
| KPU | Kwantlen Polytechnic University | SFU | Simon Fraser University | | |

Table of Contents *(Continued on Next Page)*

| | |
|---|----------|
| 1. INTRODUCTION | 1 |
| 2. GOVERNANCE: GENERAL DETAILS | 1 |
| A. GOVERNANCE BEST PRACTICES | 1 |
| B. ROLE OF GOVERNMENT IN EFFECTIVE CORPORATE GOVERNANCE | 2 |
| C. BOARD APPOINTMENTS | 2 |
| D. APPOINTMENT TERMS | 3 |
| 3. ACCOUNTABILITY: GENERAL DETAILS | 3 |
| A. TAXPAYER ACCOUNTABILITY PRINCIPLES | 3 |
| 4 ROLES | 4 |
| A. ROLE OF THE BOARD: GENERAL DETAILS | 4 |
| B. ROLE OF THE BOARD: PUBLIC SECTOR LABOUR RELATIONS AND COMPENSATION | 5 |
| C. ROLE OF BOARD CHAIR | 6 |
| D. ROLE OF THE CHANCELLOR | 6 |
| E. ROLE OF THE INDIVIDUAL BOARD MEMBER | 6 |
| i. Standards of Behaviour and Conduct | 7 |
| ii. Desired Attributes | 7 |
| iii. Meetings, Attendance and Preparation | 7 |
| iv. Public Statements | 8 |
| F. ROLE OF THE PRESIDENT | 8 |
| G. ROLE OF THE MINISTER | 8 |
| 5 CODE OF CONDUCT AND ETHICS | 9 |
| 6 ACCOUNTABILITY: POST-SECONDARY INSTITUTIONS | 9 |
| A. ANNUAL MANDATE LETTER | 9 |
| B. FINANCIAL ACCOUNTABILITY | 10 |
| C. FINANCIAL MANAGEMENT | 10 |
| D. RISK MANAGEMENT | 10 |
| E. BOARD COMMITTEES | 11 |
| F. REMUNERATION AND BOARD EXPENSES | 11 |
| G. ACCOUNTABILITY FRAMEWORK | 11 |

Table of Contents *(Continued From Previous Page)*

| | |
|--|-----------|
| 7 PROVINCIAL GOVERNMENT: GENERAL DETAILS | 12 |
| <i>A. OVERVIEW</i> | <i>12</i> |
| <i>B. STRUCTURE OF GOVERNMENT</i> | <i>13</i> |
| <i>C. BUDGET AND DECISION-MAKING PROCESSES</i> | <i>14</i> |
| 8 ADVANCED EDUCATION | 16 |
| <i>A. SYSTEM OVERVIEW</i> | <i>16</i> |
| <i>B. STATUTORY FRAMEWORK</i> | <i>17</i> |
| <i>C. MINISTER'S MANDATE LETTER</i> | <i>19</i> |
| <i>D. MINISTRY PLANS</i> | <i>19</i> |
| 9 POST-SECONDARY INSTITUTION FUNDING | 21 |
| <i>A. OPERATING GRANTS: MODIFIED BLOCK OPERATING GRANTS WITH TARGETED FUNDING</i> | <i>21</i> |
| <i>B. RESEARCH AND CAPITAL INFRASTRUCTURE</i> | <i>21</i> |
| <i>C. CENTRAL DEPOSIT PROGRAM</i> | <i>22</i> |
| <i>D. PROGRAMS AND TUITION</i> | <i>22</i> |
| APPENDIX 1: BOARD PROCESSES AND PROCEDURES | 23 |
| <i>A. ORIENTATION</i> | <i>23</i> |
| <i>B. MEETINGS</i> | <i>23</i> |
| <i>C. COMMITTEES</i> | <i>24</i> |
| <i>SAMPLE BOARD OF GOVERNORS NEW MEMBER ORIENTATION MEETING AGENDA</i> | <i>24</i> |
| APPENDIX 2: PUBLIC SECTOR LABOUR RELATIONS AND COMPENSATION | 25 |
| <i>A. HUMAN RESOURCES GOVERNANCE (PUBLIC SECTOR EMPLOYERS ACT)</i> | <i>25</i> |
| <i>B. COLLECTIVE BARGAINING: UNIONIZED EMPLOYEES</i> | <i>25</i> |
| <i>C. STATUTORY REQUIREMENTS: EXCLUDED AND EXECUTIVE EMPLOYEES</i> | <i>26</i> |
| <i>D. EXECUTIVE AND EXCLUDED MANAGEMENT COMPENSATION</i> | <i>27</i> |
| APPENDIX 3: OFFICE OF THE AUDITOR GENERAL AUDIT REPORTS (POST-SECONDARY GOVERNANCE) | 28 |
| <i>MAIN REPORTS</i> | <i>28</i> |
| <i>FOLLOW-UP REPORTS</i> | <i>28</i> |
| APPENDIX 4: BRITISH COLUMBIA CORPORATE GOVERNANCE FRAMEWORK | 29 |

1. Introduction

The purpose of this document is to provide information and guidance to post-secondary Boards in the conduct of their responsibilities. These guidelines are intended to be supplementary to orientation materials provided by post-secondary institutions to their Board members. The information contained in this document has been made available solely for convenience. The official statutes must be consulted for purposes of interpreting and applying the law. For simplicity, these guidelines may use a single term or general terms where many terms may exist across different types of institutions. In this document “the Ministry” refers to the Ministry responsible for post-secondary education.

Public sector organizations are established by Government to perform a public function.

As public sector organizations that are responsible for stewardship of public resources, there is an expectation of a high level of accountability and transparency. Legislation sets the legal framework in which post-secondary institutions must operate. These Acts of the Legislature establish post-secondary institution mandates and provide for Boards to oversee strategy, operations, finances and management, as well as academic governance structures for matters such as credentials, curriculum and academic standards. Government sets the regulatory and public policy frameworks under that legislation.

Each public post-secondary institution in British Columbia (B.C.) is uniquely positioned to contribute to the success of the post-secondary system. As a public sector organization, the role of a Board in guiding its institution takes place within a broader context of serving the public interest and advancing overall public policy objectives.

2. Governance: General Details

*“Governance provides the structure through which
a) the objectives of the organization are set, and
b) the means of attaining those objectives and monitoring performance are determined.”¹*

¹ Office of the Superintendent of Financial Institutions, Government of Canada.

² Helpful resources on governance best practices are available on the Crown Agency Resource Office [website](#).

A. GOVERNANCE BEST PRACTICES²

Governance is the structures, policies and processes that direct, control and hold an organization to account. Good governance is underpinned by five core principles:

- » Accountability.
- » Leadership.
- » Integrity.
- » Stewardship.
- » Transparency.

Knowledgeable and competent individuals with a clear understanding of their role and a strong commitment to carrying out their respective responsibilities help make the structures and policies of an organization effective.

Good governance is achieved when an organization:

- » Delivers goods, services or programs effectively and efficiently.
- » Provides clarity on roles, responsibilities and relationships.
- » Meets its legal requirements, published standards and community expectations of accountability and openness.
- » Achieves its goals and objectives.
- » Serves the interests of its stakeholders.

Links to Reports are included in Appendix 3.

The Office of the Auditor General has conducted a number of reviews of Board structure, governance practices and performance expectations. These reports are available publicly and provide a number of recommendations and helpful background on expectations and best practices.

Mandate letters are issued annually to each post-secondary institution from the Ministry responsible for post-secondary education.

B. ROLE OF GOVERNMENT IN EFFECTIVE CORPORATE GOVERNANCE

Effective corporate governance requires active participation by all parties. This includes Government actively participating with the public sector organizations by:

- » Providing clear and transparent mandate direction.
- » Establishing clear expectations for oversight and accountability.
- » Promoting and participating in increased and healthy two-way communication.

It also includes promoting and supporting strong Boards that:

- » Provide public stewardship for the effective delivery of public programs and services.
- » Have a strong ethical code of conduct.
- » Utilize informed approaches to policy and strategic planning, risk management, financial oversight, leadership development and succession and responsible compensation management.
- » Undertake regular reviews for the purposes of continually learning and improving.
- » Serve all of their stakeholders.

The Corporate Governance Framework is included in Appendix 4.

This helps to ensure that public sector organizations are robust, well-run organizations that achieve peak performance, and are accountable to the public they serve. Helpful resources on governance best practices are available on the Crown Agency Resource Office [website](#).

C. BOARD APPOINTMENTS

All Government appointments to public sector Boards are managed through the [Board Resourcing and Development Office](#) (BRDO). The BRDO appointment process³ ensures the selection of the most qualified candidates having the highest personal and professional integrity to serve the public on B.C. public sector Boards, agencies and commissions.

BRDO establishes guidelines for all provincial appointments to agencies and ensures all provincial appointments are made on the basis of merit by following an open, transparent and consistent appointment process.

³ <http://www.brdo.gov.bc.ca/appoint/index.asp>

There are over 300 public agencies to which the Provincial Government makes appointments. More information on the appointment process and terms of appointment is available from BRDO and its [Appointment Guidelines](#).

D. APPOINTMENT TERMS

FOR UNIVERSITIES:

- » Government appointees to university Boards are appointed for an initial term that is typically one to three years. Board members are eligible for reappointment, but must not hold office for more than six consecutive years in total.
- » Expiry of terms is dependent on the terms set out in the Order in Council and Government direction.
- » Elected members, other than students, may hold office for three years and after that until a successor is elected. The elected members of a Board are eligible for re-election, but those members must not hold office for more than six consecutive years.
- » Student members may hold office for one year and after that until a successor is elected. The student members of a Board are eligible for re-election, but those members must not hold office for more than six years.

University Act s. 19, s. 20, s. 21.

FOR COLLEGES AND INSTITUTES:

- » Government appointees to college and institute Boards are appointed for various terms depending upon the needs of the Board. While generally members must not hold office for more than six consecutive years, in some cases, where the organization requires persons with a highly specialized skill set, it may be appropriate that members serve for more than six years.
- » Expiry of terms is dependent on the terms set out in the Order in Council and Government direction.
- » Elected members, other than students, serve a three-year term and may be elected to further terms.
- » Student members serve a one-year term and may be elected to further terms.

College and Institute Act s. 11.

For all public post-secondary institutions, the length of terms for appointed positions may be adjusted to ensure optimal succession planning and staggering of appointments. When an appointment is up for renewal, BRDO contacts the Board Chair to review and discuss recruitment and the evaluation process.

3. Accountability: General Details

A. TAXPAYER ACCOUNTABILITY PRINCIPLES⁴

The [Taxpayer Accountability Principles](#) were put in place in 2014 to strengthen the existing corporate governance framework. Provincial public sector organizations in B.C., including public post-secondary institutions, are expected to fully adopt the Taxpayer Accountability Principles of cost-consciousness (efficiency), accountability, appropriate compensation, service, respect and integrity. These principles provide public sector organizations with a common frame of reference for decision making with the understanding that they have accountability to British Columbians.

⁴ http://www2.gov.bc.ca/assets/gov/government/ministries-organizations/central-agencies/crown-agencies-resource-office/taxpayer_accountability_principles.pdf

One of the core values of Government is respect for taxpayer dollars. It is critical that public sector organizations operate as efficiently as possible, in order to ensure British Columbians are provided with high quality services at reasonable cost. This requires constant focus on maintaining a cost-conscious and principled culture through the efficient delivery of services that stand the test of public scrutiny and help develop a prosperous economy in an environmentally sustainable manner. The foundation of this work is the commitment of Government to controlling spending and balancing the budget.

As public post-secondary institutions receive funding from Government, institutions are expected to conduct their affairs in a manner consistent with the legislative, regulatory and policy frameworks established by Government and share in upholding the Taxpayer Accountability Principles. This includes applying Government policies and guidelines to ensure institutional operational and financial activities are conducted consistently with Government standards for cost consciousness.

The implementation of the principles also includes:

- » Ensuring that the Taxpayer Accountability Principles form part of orientation about the Government strategic mandate for Board members.
- » Holding regular meetings between the Minister and the Board Chair, as well as between the Deputy Minister and the President, that focus on performance against the Taxpayer Accountability Principles, results and strategic decision-making.
- » Developing an annual mandate letter that enhances the accountability of the institution to the strategic mandate of Government.
- » Developing an evaluation plan with specific efficiency and performance measures as determinants of the health and performance of an institution against the Taxpayer Accountability Principles.
- » Publishing an annual report letter signed by the Board Chair and President concerning the organizational performance against the mandate letter expectations. For public post-secondary institutions, this is achieved through the Institutional Accountability Plan and Report.
- » Developing comprehensive codes of conduct that will apply throughout the organization.

4. Roles

A. ROLE OF THE BOARD: GENERAL DETAILS

Boards are comprised of Government appointed and elected members, along with the institution President, and Chair of the Education Council (for colleges and institutes) or Chancellor (for universities). Boards have been entrusted with the stewardship of the institution and are accountable for ensuring the institution fulfills its mandate. Boards oversee the conduct of the business and affairs of institutions, and provide direction for institution management. Management is responsible for the day-to-day operations of an institution and for implementing the direction set by the Board.

*Set out in Part 4 of the *College and Institute Act* and Part 6 of the *University Act*.*

The primary responsibilities of Boards include the following:

- » Setting strategic direction and monitoring implementation.
- » Approving annual and long-term plans and establishing performance targets.
- » Overseeing management and evaluating performance.
- » Ensuring effective stewardship of institutional resources.
- » Ensuring an effective process for identifying, monitoring, and managing risk.
- » Ensuring an effective system of internal controls.
- » Selecting and evaluating the President.
- » Ensuring appropriate succession and development plans for key leadership positions.
- » Approving compensation philosophy and related plans/policy.
- » Ensuring transparent, reliable public reporting to Government and other stakeholders.

Boards operate in conjunction with academic structures: in general, Senates for universities (Royal Roads University operates with an Academic Council) and Education Councils for colleges and institutes. Sections 14(1) and (2) of the *College and Institute Act* provide that the Board of the Justice Institute of British Columbia exercises the powers and duties of an Education Council. The Justice Institute of British Columbia Board has delegated many of these responsibilities to a Program Council.

Public post-secondary institutions serve their respective stakeholders, including:

- » Students, both domestic and international.
- » Institution employees.
- » Regions and/or communities and their particular educational needs.
- » Aboriginal communities and their needs.
- » Industry and business.

In addition, Boards also exist as a reminder that institutions have a public mandate, one that considers Government priorities and a public policy lens of what is best for British Columbia.

Additional information on Board processes and procedures is included in Appendix 1.

B. ROLE OF THE BOARD: PUBLIC SECTOR LABOUR RELATIONS AND COMPENSATION

Boards are responsible for ensuring that their institution complies with statutory requirements established in public sector human resources legislation, and for ratifying tentative collective agreements before they proceed to the Board of the employer association.

Boards are also responsible for setting and disclosing appropriate compensation for Presidents and senior executives at the institution within the parameters of the compensation framework set by Government, and for assessing the performance of their Presidents.

Details on specific public sector labour relations and compensation requirements and responsibilities are included in Appendix 2.

C. ROLE OF THE BOARD CHAIR

The Board Chair is a member of a Board and is elected from among the appointed Board members. The Board Chair is a key link between Government and the post-secondary institution. The Board Chair must have good communication with the Minister responsible to advise of issues that materially impact the business of the post-secondary institution or the interests and accountabilities of the Minister.

The Board Chair provides leadership to ensure the Board can effectively govern a post-secondary institution. The Board Chair guides Board activities, and works closely with the President to cultivate an effective relationship between the Board and institution management. The Board Chair should be a person who can set Board agendas; run meetings effectively; facilitate discussion appropriately; manage dissent; work toward consensus; communicate persuasively with colleagues, institution management, the public and Government; and, most importantly, establish a culture of active and constructive Board engagement. The Board Chair should foster an environment of open, candid dialogue and encourage healthy debate among Board members. The Board Chair should also help facilitate consensus and lead the Board in bringing closure to critical issues.

*Royal Roads University Act s. 11,
University Act s. 17, Thompson Rivers
University Act s. 5.*

D. ROLE OF THE CHANCELLOR

This section is specific to universities. Colleges and institutes do not have a similar role.

The Chancellor is appointed by the Board, except in the case of Royal Roads University where the Board Chair is also the Chancellor of the university. The Chancellor is the ceremonial head of a university, presiding over convocation and conferring all degrees. The Chancellor is a voluntary position that represents the university in the broader community, acts as university ambassador, and serves as a member of the Board and Senate.

E. ROLE OF THE INDIVIDUAL BOARD MEMBER

Although the mechanism for appointment to a Board may differ — Government appointment or election — once on a Board, members should share the governance interests of the institution rather than represent a specific constituency. They have a fiduciary duty to act in the best interests of the institution. Individuals who have participated on the Board of a private or not-for-profit organization will recognize many similarities with the practices and responsibilities in their role with a public sector organization. The underlying principles of good corporate governance are the same for private and public sector Boards.

There are aspects, however, that differentiate public sector Boards from other Boards. Generally:

- » They have an accountability to Government for the expenditure of taxpayer dollars.
- » A majority of voting Board members are appointed by Government.
- » The role of a Board member is that of a governor or a trustee, and inherent in this is the concept of stewardship of the organization on behalf of its stakeholders.
- » Government is an active and engaged stakeholder.

More information in section 5 of this manual.

Post-secondary institutions are unique in that legislation provides for student, as well as academic and non-academic institutional representatives to be elected to a Board. These representatives have the same duties and responsibilities as all other Board members.

Individual Board members, working together, execute Board responsibilities. In executing these responsibilities, consideration should be given to the following:

I. STANDARDS OF BEHAVIOUR AND CONDUCT

Board membership requires members to act in a manner that promotes confidence in the fidelity and trust of members, both individually and collectively. In carrying out their Board duties, members must consider:

- » Their fiduciary duty to act in the best interest of the organization.
- » Requirement to represent the interests of the institution as a whole, rather than the interests of individual constituents.
- » Commitment to maintaining high ethical standards and integrity in decision-making.
- » Commitment to respectful communication and interaction with other Board members and institution management.
- » Compliance with the Code of Conduct for the institution in accordance with the Taxpayer Accountability Principles.
- » Commitment to effective governance.

II. DESIRED ATTRIBUTES

In addition to acting in accordance with the standards of behaviour and conduct, Board members should also embody:

- » Independent thought and sound judgement.
- » Strategic orientation and vision.
- » Focus on continuous improvement.
- » Commitment and engagement.
- » Willingness to leverage expertise and experience for the benefit of the institution.
- » Commitment to be informed about the institution and the environment in which it operates.
- » Commitment to orientation and ongoing Board education.

III. MEETINGS, ATTENDANCE AND PREPARATION

Board members are expected to hold and attend meetings. In conducting Board business, members should:

- » Be prepared for the meeting and discussion.
- » Ask penetrating questions that ensure a full understanding of the issues in question and the consequences of the actions proposed.
- » Be willing to articulate independent views and provide constructive feedback in an effective manner.
- » Be respectful of and remain open to the views of others.
- » Contribute broadly to Board discussions, beyond their own area of expertise.

University Act s. 26 and 22(2), Royal Roads University Act s. 9, Thompson Rivers University Act s. 4, College and Institutes Act s. 19(10) and 59(7).

*University Act s. 13 and 59, Royal Roads
University Act s. 11 and 12, Thompson
Rivers University Act s. 4, College and
Institutes Act s. 36 and 38.*

IV. PUBLIC STATEMENTS

Board members must abide by individual Board policies about who will be the spokesperson for the Board. Boards should speak with one voice. Once debate in the boardroom is over and a decision is made, that decision stands as a united position of the Board. It is very important that Board members respect issues of confidentiality and not disclose information they learn at Board meetings which has been imparted in confidence.

F. ROLE OF THE PRESIDENT

The President is the Chief Executive Officer of an institution. The President is a member of the Board and the Senate/Academic Council/Education Council, and may sit on committees. For universities, the President is also Vice Chancellor. The *College and Institute Act* specifies that the President is an *ex officio*, non-voting member of the Board and Education Council. There are no provisions in the legislation governing universities that restrict the President from being a voting member of the Board.

While Boards have broad oversight and governance roles for institutions, the role of the President is to provide oversight and direction for the day-to-day operations of a post-secondary institution, in accordance with the strategic priorities and parameters set by its governing bodies. Consequently, the President is accountable to the Board.

Communication between Boards and institutional employees, other than the President, should be managed through the Board Chair and the President. Generally, communication between an individual Board member and the President and/or institution management, relating to Board or institutional business, is not encouraged. Appropriate communication channels are through Board meetings or regular discussions between the Board Chair and the President.

As part of the implementation of the Taxpayer Accountability Principles, regular meetings will be required between the President and the Deputy Ministers that focus on performance against the taxpayer accountability principles, results and strategic decision making. The President must have good communication with the Deputy Minister responsible to advise of issues that materially impact the business of the post-secondary institution or the interests and accountabilities of the Minister.

G. ROLE OF THE MINISTER

The Minister responsible for post-secondary education is ultimately accountable to the Legislative Assembly for the operation and performance of the post-secondary system and, in particular, for ensuring that public post-secondary institutions are fulfilling their mandates and meeting the needs of British Columbians in an efficient and effective manner. The Minister also has statutory authority to approve new degree programs at B.C. post-secondary institutions.

The [Candidate Profile and Declaration](#) form is completed by individuals who wish to be considered for appointment to a governing Board.

5. Code of Conduct and Ethics

The Candidate Profile and Declaration form is completed by individuals who wish to be considered for appointment to a governing Board. Integrity is a core value of the B.C. public sector. It is a fundamental principle that all public sector entities are accountable for their actions, demonstrate integrity in their behaviour and general conduct of business, and act in an honest and ethical manner at all times. In making decisions, Board members of public sector entities should consider the priorities and values of Government, public post-secondary institutions and their respective stakeholders.

In B.C., BRDO provides guidance on the minimum [standards of ethical conduct](#) expected of all Board members appointed by Government to public sector organizations. Public sector Boards are encouraged to adapt these standards to their specific needs and circumstances.

Similarly, the standards of conduct that apply to the employees at an organization should closely align with the standards for Board members. Each post-secondary institution must have in place a code of ethics/standards of conduct that all personnel are expected to follow in their day-to-day operations and activities.

Government, through the Taxpayer Accountability Principles, has established Standards of Conduct Guidelines for the B.C. public sector which set out key principles and components that organizations must incorporate into their respective codes of conduct. The standards are adaptable and can vary depending on the nature of the agency, but all organizations must endeavor to strengthen accountability, promote cost control, and ensure their organization operates in the best interest of its stakeholders, in keeping with the Taxpayer Accountability Principles. Codes of conduct for public sector organizations must be approved by the Minister of Finance and include conflict of interest provisions and post-employment restrictions.

6. Accountability: Post-Secondary Institutions

A. ANNUAL MANDATE LETTER

The annual mandate letter for public post-secondary institutions provides strategic direction from Government for the upcoming fiscal year. Key strategic priorities are developed each year and outlined in the letter. Board members are consulted in the development of the draft letter and invited to provide feedback.

All Board members are asked to sign the mandate letter to confirm their commitment to act on the strategic priorities and to take the Taxpayer Accountability Principles into account in carrying out their duties and responsibilities. Signing the mandate letter also reinforces the commitment of public post-secondary institutions to other accountabilities. The final letters are posted on both Ministry and institution websites.

B. FINANCIAL ACCOUNTABILITY

All public post-secondary institutions are included within the Government Reporting Entity (GRE) and submit quarterly financial reports to the Ministry as required by the *Budget Transparency and Accountability Act*. These include both operating and capital reports on actual, year-to-date results, and four-year projections. These financial reports inform the preparation of key Government financial reports such as the Budget and Fiscal Plan and the Public Accounts.

The Ministry provides institutions with an annual budget letter that outlines the student enrolment targets and operating budget allocations to support targeted programs and priority issues for the coming fiscal year. Letters are posted to: <http://www.aved.gov.bc.ca/budget/welcome.htm>.

The Ministry also works with institutions to ensure that post-secondary facilities capital planning and development complies with the overall Government Capital Asset Management Framework, and the capital policies and procedures of the Ministry (including requirements related to educational capital planning, and relevant Acts and Regulations).

C. FINANCIAL MANAGEMENT

A primary responsibility of a Board is to oversee the management, administration and control of the expenditures, revenue, property and business affairs of an institution. Each Board establishes and regularly reviews policies and procedures which guide the operations of their institution. These may include policies related to:

- » Entering into agreements on behalf of the institution.
- » Budgeting for operating and capital expenditures.
- » Academic and other fees and collection of fines.
- » Long-term financial planning.
- » Investment of institutional funds.
- » Institutional borrowing.
- » Maintenance of property.
- » Acquiring or disposing of land.
- » Student loans, scholarships and bursaries.
- » Delegation of authority.

All of these policies have financial implications for an institution. All financial management activities and policies should embody the Taxpayer Accountability Principles such as cost consciousness and appropriate compensation.

D. RISK MANAGEMENT

Boards may work with institution management to identify principal risks to the organization and ensure that effective systems to manage those risks are in place. These responsibilities may include:

- » Ensuring the sound financial performance of the institution.
- » Ensuring that the internal controls at the institution have integrity and will lead to the production of accurate financial statements and performance reports.
- » Ensuring that the institution has appropriate systems in place to identify, monitor and manage risks.
- » Preventing financial mismanagement.

Risks may impact not only financial aspects of operations, but also human resources, governance, and sometimes quality. Institutions should have an integrated risk management system which has broad accountabilities to the Board.

E. BOARD COMMITTEES

Some Boards establish committees which review specific financial or management issues and make recommendations to assist the Board in meeting its responsibilities. For example, most Boards have an audit committee to ensure effective processes and controls exist over risks that may affect the reputation, financial position, resources, or ability of the institution to carry out its desired objectives. A finance or budget committee generally advises a Board on financial planning and financial reporting matters and submits an annual budget plan for Board approval.

Strong committee structures enhance Board effectiveness by enabling more thorough treatment of issues at the committee level. Some of the more frequently used committees include: audit/finance, human resources, and governance. The Crown Agencies Resource Office (CARO) provides best practice guidelines and advice to Boards on governance committees. As with the appointment of Board members, committee appointments should also be made with consideration to including the required knowledge and expertise.

F. REMUNERATION AND BOARD EXPENSES

Board Chairs oversee any remuneration, benefits, and expenses paid to Board members within the limitations provided by Government such as the Taxpayer Accountability Principles, Treasury Board Directives, and Orders in Council.

Treasury Board Directive 3/11 establishes remuneration and expense guidelines for all public sector entities. Expense and disclosure guidelines from this directive apply to all public post-secondary institutions, but remuneration requirements differ. Board remuneration rates for colleges and institutes are prescribed in Order in Council 180/95. For universities, positions on Boards are voluntary with reimbursement of expenses only. For all public sector Board members, there is an underlying recognition that service on a Board of a public sector entity entails an element of public service to their communities.

G. ACCOUNTABILITY FRAMEWORK⁵

Essential in the mandate of a public institution is its accountability to British Columbians (through the Minister) that public funds are being used effectively and appropriately. The Ministry, in consultation with public post-secondary institutions, has developed a results-based accountability framework for the public post-secondary education system.

Under the Accountability Framework, public post-secondary institutions annually produce an Institutional Accountability Plan and Report that describes the goals, objectives, performance measures, targets and the outcomes achieved over the previous year. The Accountability Framework, which was implemented in the 2003/04 fiscal year, has two purposes:

- » To benefit students by ensuring they receive quality education and educational opportunities relevant to their needs and the needs of the labour market.
- » To benefit all British Columbians by ensuring the ongoing contribution of the public post-secondary system to social and economic development.

⁵ <http://www.aved.gov.bc.ca/framework/>

⁶ http://www.aved.gov.bc.ca/framework/accountability_plans.htm

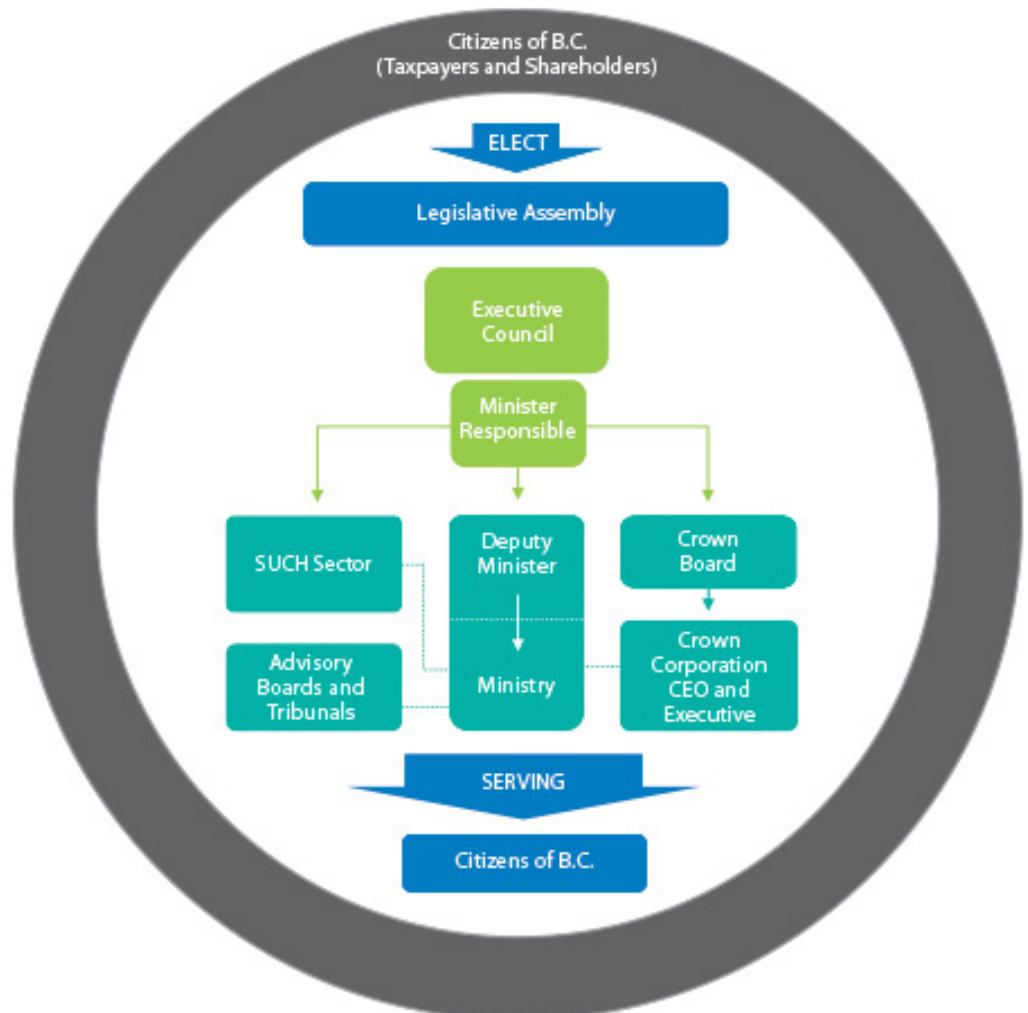
In addition to the Accountability Plan and Report⁶, there are other areas of accountability such as financial reporting, enrolment reporting, outcome surveys and other requirements as defined by the Ministry. Similar to Service Plans and Annual Service Plan Reports published by Ministries and Crown agencies, these documents must be posted publicly and are subject to the same standards of transparency and accountability. Further information about the framework is available at: <http://www.aved.gov.bc.ca/framework/welcome.htm>.

7. Provincial Government: General Details

A. OVERVIEW

Governments are elected to make laws, set related policies and establish programs in the public interest. This authority is given by the people of B.C. to the Legislative Assembly of B.C. Our system of Government is divided into three branches: the legislative, the executive and the judicial. Each branch has separate and independent areas of power and responsibility. In its simplest form, the legislative branch creates the law, the executive branch enforces the law, and the judicial branch interprets and applies the law in individual cases. The focus of this section is on the executive and legislative branches of Government.

The diagram (to the right) illustrates generally the decision making processes and accountabilities of the various parties involved with governance and accountability with respect to British Columbia public sector organizations, including post-secondary institutions, school districts and health organizations (referred to as the SUCH sector).



B. STRUCTURE OF GOVERNMENT

LIEUTENANT GOVERNOR

The Lieutenant Governor of B.C. represents the Queen at the provincial level in Canada and is the legal head of state in B.C., which means he or she acts as chief public representative and has the highest-ranking position in the Government of British Columbia.

The Lieutenant Governor is appointed by the [Governor General of Canada](#), who in turn, acts on the advice of the [Queen's Privy Council for Canada](#). In practice, the Lieutenant Governor usually acts on the advice of Cabinet. Lieutenant Governors are normally appointed for periods of five or more years.

PREMIER

The Premier acts as the head of the Government of B.C.; in other words, he/she is the first minister and chief officer of the executive branch.

LEGISLATIVE ASSEMBLY

The Legislative Assembly of B.C. is composed of the Lieutenant Governor and 85 elected Members of the Legislative Assembly (MLAs), including members of the governing party, members of the opposition and independent members.

MLAs represent the interests of their constituents (British Columbians that reside in the electoral area for that MLA), review proposed laws and approve proposed spending and tax changes during sessions of the Legislative Assembly. Government MLAs can also be a member of a Cabinet Committee and/or be appointed to a ministerial role. The three functions of the Legislative Assembly are to:

- » Make laws.
- » Approve finances.
- » Scrutinize Government.

⁷ <http://members.leg.bc.ca/key-resources/statutory-offices.htm>

Independent Offices of the Legislature⁷

B.C. has eight non-partisan statutory offices, such as the Office of the Auditor General, that support the work of MLAs by carrying out important functions, from the monitoring of Government programs and performance to ensuring compliance with provincial laws. They are headed by independent officers who are appointed by and report to the Legislative Assembly.

⁸ <https://www.leg.bc.ca/parliamentary-business/committees>

Select Standing Committees⁸

A Select Standing Committee is a parliamentary committee made up of members of the Legislative Assembly. They derive their powers from, and must report their findings back to, the Legislative Assembly. The Select Standing Committee on Finance and Government Services is generally the most well-known of the nine committees. It holds province-wide public consultations on the next provincial budget pursuant to section 2 of the *Budget Transparency and Accountability Act*.

CABINET/EXECUTIVE COUNCIL

The B.C. Executive Council, otherwise known as the Cabinet, is made up of the Lieutenant Governor in Council, the Premier and Ministers. Ministers are MLAs selected by the Lieutenant Governor and Premier to lead a Ministry and sit on the Executive Council.

Cabinet is the main decision making body of the executive branch of Government and is responsible for determining priorities, proposing spending, taxation, borrowing of public funds, and proposing new legislation or changes to existing legislation.

MINISTRIES AND ORGANIZATIONS

Ministries

The Premier establishes different Ministries that are responsible for a specific area of public policy, Government function or service delivery. The Premier also designates specific Cabinet Ministers with responsibility for particular Ministries, agencies and legislation. Each Minister has a Deputy Minister who is responsible for the day-to-day operations of the Ministry. The Ministries are staffed by members of the public service. Members of the public service are politically impartial Government employees who are responsible for carrying out the day-to-day activities of Government and for delivering public services to British Columbians.

Crown Corporations

Crown corporations are public sector organizations, other than Ministries, within the Government Reporting Entity. They generally report through a designated Minister.

Central Government Agencies

In addition to Ministries and Crown corporations, there are a number of central Government agencies that play a significant role in the effective governance of the public sector and in the implementation of key actions under the Taxpayer Accountability Principles.

These agencies are generally part of a Ministry, but have a cross-Government function. These functions include:

- » human resource management and labour relations (Public Service Agency, Public Sector Employers Council Secretariat);
- » cross-sector economic and fiscal policy (Treasury Board Staff);
- » management and oversight of Government Board appointments (Board Resourcing and Development Office); and
- » oversight of the corporate governance framework and policies (see Appendix 4), public sector organization mandates, and organizational effectiveness reviews (Crown Agency Resource Office and Government Audit and Advisory Services).

⁹ <http://www2.gov.bc.ca/gov/content/governments/organizational-structure/ministries-organizations/boards-commissions-tribunals>

Boards, Commissions & Tribunals⁹

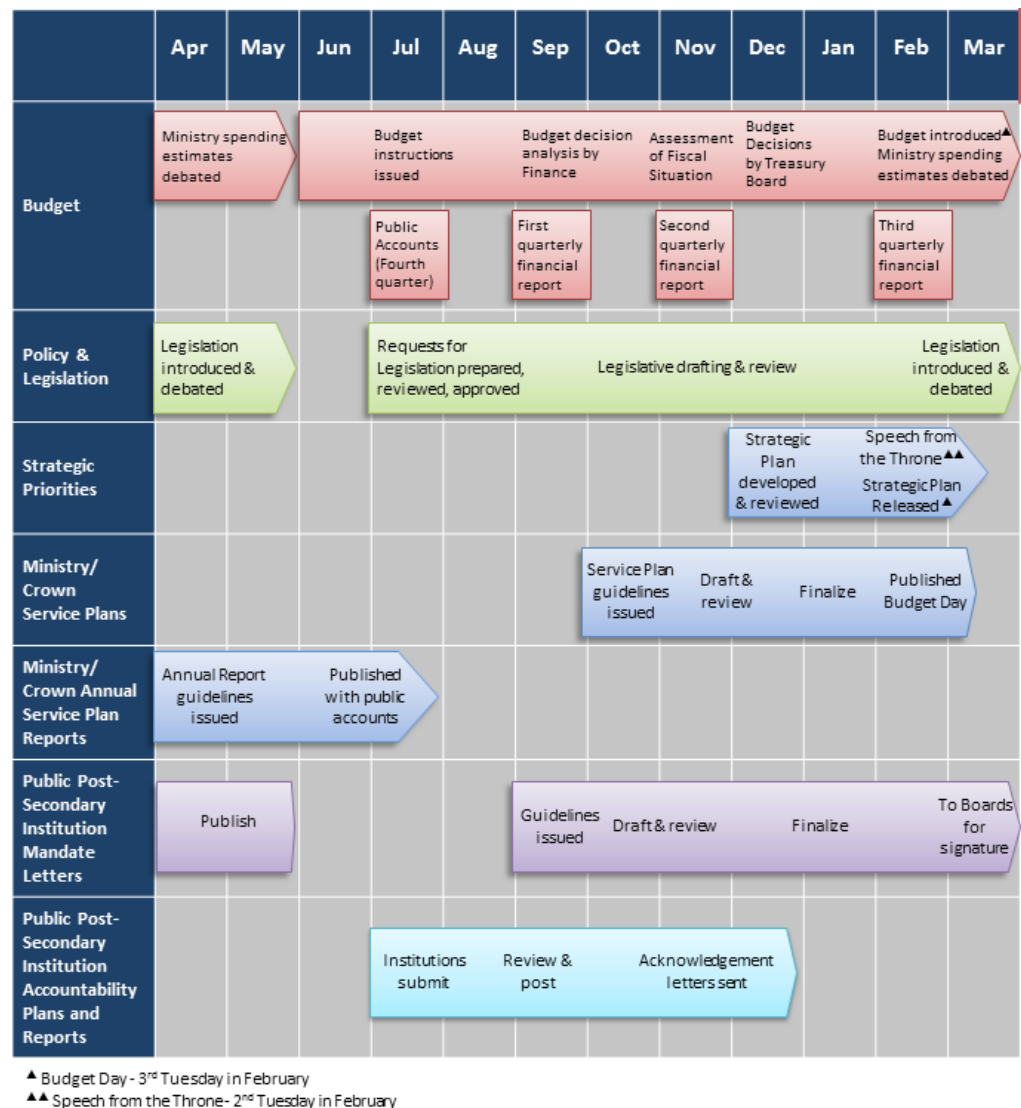
There are also independent Boards, commissions and tribunals established by Government to perform arbitration, regulation, advisory or a similar function.

C. BUDGET AND DECISION-MAKING PROCESSES

Most matters are considered first by one or more Cabinet committees before they are considered by Cabinet. Cabinet committees consist of a select group of Cabinet Ministers and elected Government MLAs, and focus on priority areas for Government. They provide a forum for detailed consideration and discussion of issues before they are presented to Cabinet as a whole. Treasury Board is the Cabinet committee responsible for budget and financial management matters, and proposed legislation goes to the Legislative Review Committee.

Each new legislative session is formally opened with the reading of the Speech from the Throne. The Speech sets out the broad goals, priorities and directions of Government and the initiatives it will undertake to accomplish these goals. By law, the Speech from the Throne is delivered on the second Tuesday in February.

Government also has budget and planning cycles. The diagram (to the right) provides an overview of some of the major Government cycles.



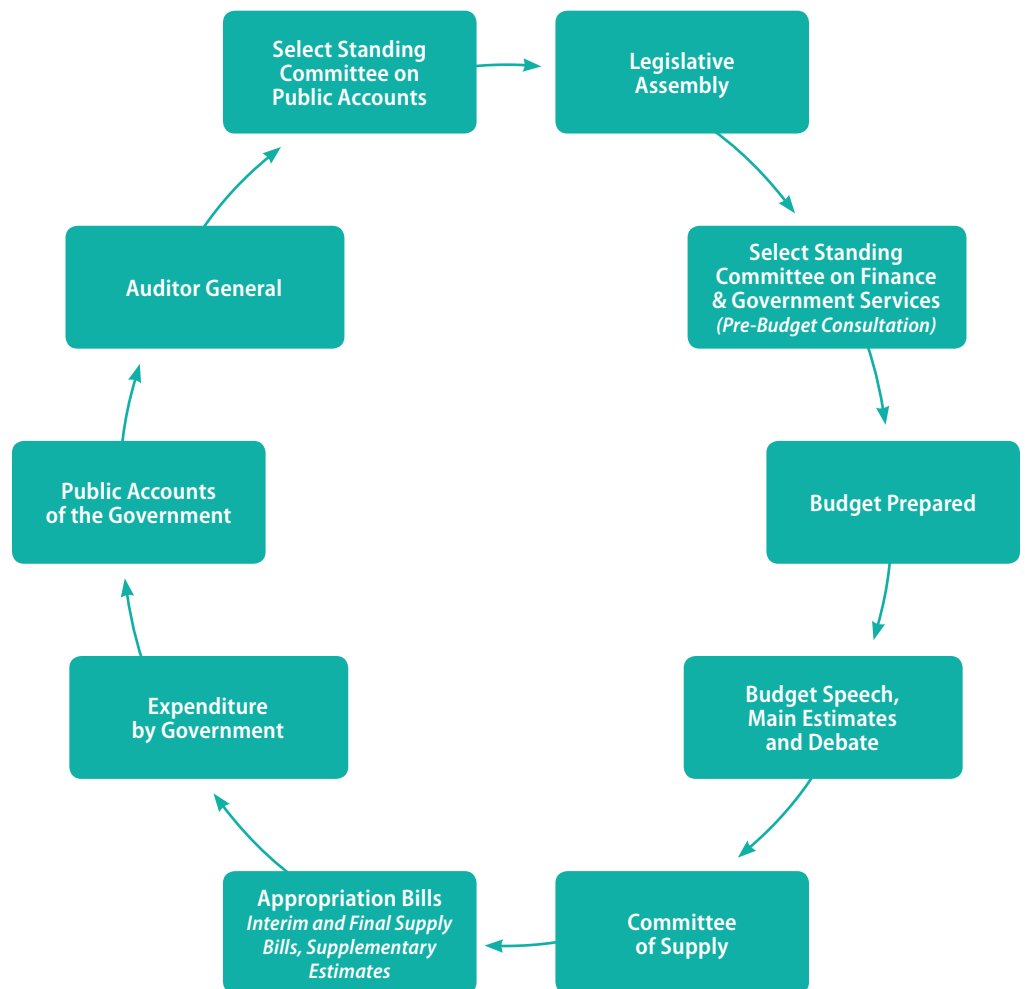
One of the key responsibilities of the Government is to prepare and present the annual budget. The budget preparation process is governed by legislation such as the *Budget Transparency and Accountability Act* and the *Balanced Budget and Ministerial Accountability Act*. The budget is made public on the third Tuesday of February every year. The Minister of Finance presents the budget for Government, which is a three-year fiscal plan for the Province. Following the introduction of the Government budget, the budget of each Ministry is debated and passed through the Estimates process. Ministry budgets are categorized in votes and sub-votes.

Prior to this, pre-budget consultations take place. By mid-September, the Ministry of Finance prepares a budget consultation paper which is presented to the Select Standing Committee on Finance and Government Services. The Committee prepares a report based on public testimony and tables it in the Legislative Assembly.

On budget day reporters and stakeholders gather for a “lockup” in Victoria to preview the budget before it is tabled. The media is not allowed to report on the budget before the Minister of Finance introduces the documents. The Minister delivers the Budget Speech in the Legislative Assembly highlighting key elements of the plan.

PUBLIC ACCOUNTS

The budget is an estimate of how much Government expects to spend in a fiscal year (April 1 – March 31). The Public Accounts are released by the Ministry of Finance before August 31st. These are a detailed record of what was actually spent during the previous fiscal year. The Accounts also include the financial balances and results of operations of universities, colleges, institutes, school districts and health organizations. The preparation of the Public Accounts is governed by the *Financial Administration Act* and the *Budget Transparency and Accountability Act*.



8. Advanced Education

A. SYSTEM OVERVIEW

British Columbia offers a wide range of post-secondary options so students in this province can have the best possible education — with more choices and more access, closer to home.

There are 25 public post-secondary institutions in B.C., with different mandates and governed by different statutes:

- » 11 universities: including both research and teaching-intensive universities.
- » 11 colleges: serving rural and metropolitan communities in B.C.
- » 3 institutes: with provincial mandates and offering a variety of specialized programs.

There are also:

- » 20 private and out-of-province public degree-granting institutions.
- » 16 seminaries and theological colleges.
- » About 40 Aboriginal controlled institutions.
- » More than 300 private career training institutions.
- » About 50 private language schools.

While public colleges and institutes are designated agents of the Crown, public universities in B.C. are established as independent corporations with the powers of a natural person.

¹⁰ <http://www.aved.gov.bc.ca/publications/legislation.htm>

B. STATUTORY FRAMEWORK¹⁰

The Ministry of Advanced Education is responsible for oversight of the statutes under which the post-secondary education system and a number of professions and occupations operate.

PUBLIC POST-SECONDARY INSTITUTIONS

B.C. public post-secondary institutions are governed by the following legislation:

University Act: governs the University of British Columbia, Simon Fraser University, the University of Victoria, the University of Northern British Columbia and institutions designated as special purpose, teaching universities. The special purpose, teaching universities so designated are Capilano University, Emily Carr University of Art and Design, Kwantlen Polytechnic University, Vancouver Island University, and University of the Fraser Valley.

Royal Roads University Act: constitutes Royal Roads University, a university specializing in applied and professional fields, and maintaining teaching excellence and research activities that support the programs at the university in response to the labour market needs of B.C.

Thompson Rivers University Act: constitutes Thompson River University whose purposes are to offer baccalaureate and master's degree programs, to offer adult basic education and training, to undertake and maintain research and scholarly activities for these purposes and to provide an open learning educational credit bank for students. The university serves a defined region and has a provincial mandate for open learning.

[*College and Institute Act*](#): governs public colleges and institutes. The statutory objectives of a college are to provide comprehensive courses of study at the first and second year levels of a baccalaureate degree program, applied baccalaureate degree programs, adult basic education, training and continuing education. Provincial institutes provide instruction and perform functions designated by the Minister, including offering technological and vocational instruction, as well as baccalaureate and applied master's degree programs.

PRIVATE POST-SECONDARY INSTITUTIONS

Private post-secondary institutions are governed by legislation specific to the type of institution and the level of programming offered. Private institutions do not receive any operating or capital funding from Government, but their students may be eligible for Government student financial assistance.

Private degree-granting institutions are governed by the following legislation:

[*Degree Authorization Act*](#): prescribes the process whereby private institutions and public institutions from other jurisdictions may obtain authority to offer degree programs and grant degrees in B.C. The granting of degrees and use of the word "university" without authorization of the Minister are restricted.

There are 20 private and out-of-province public institutions that operate in B.C. Of these, three are constituted under authority of private Acts of the Legislature. Quest University is authorized by the *Sea to Sky University Act*. Trinity Western University operates under authority of the *Trinity Western University Act*. The Pacific Coast University for Workplace Health Sciences is authorized by the *Pacific Coast University for Workplace Health Sciences Act*. These institutions are governed by the *Degree Authorization Act* with respect to degree level programming.

Private career training institutions are governed by the following legislation:

[*Private Career Training Institutions Act*](#): establishes the Private Career Training Institutions Agency (PCTIA) and the standards for registration and accreditation of private career training institutions governs, and provides consumer protection for students enrolled in private career training institutions.

[*Private Training Act*](#): received Royal Assent March 25, 2015, and will be brought into force by regulation. Once in force, it will replace the *Private Career Training Institutions Act*, dissolve the Private Career Training Institutions Agency, and transfer its authorities and functions to the Ministry of Advanced Education.

THEOLOGICAL INSTITUTIONS

There are 16 seminaries and theological colleges operating in B.C. These are private institutions affiliated with various religious groups; as such, they are constituted under private Acts of the Legislative Assembly.

OTHER EDUCATION LEGISLATION ADMINISTERED BY THE MINISTRY

The Ministry administers the [*University Foundations Act*](#), which sets out the legal framework under which university foundations operate. Although other institutions may have foundations, their operations are not governed by this Act or by separate legislation for which the Ministry has oversight.

¹¹ The Ministry administers Acts governing the following self-regulated professions in B.C.: accountants, applied science technologists and technicians, architects, engineers and geoscientists, and music teachers.

¹² <https://news.gov.bc.ca/stories/premiers-mandate-letters-spotlight-economic-growth>

PROFESSIONAL AND OCCUPATIONAL LEGISLATION¹¹

Besides legislation governing post-secondary education, the Ministry also administers several Acts governing self-regulated professions and occupations in B.C. The Ministry is the primary point of contact within Government for each of these professional and occupational associations.

C. MINISTER'S MANDATE LETTER¹²

Each Minister receives a mandate letter from the Premier that outlines Ministry-specific priorities for the coming year. Some priorities carry over from one year to the next, and new priorities are added. Priorities include controlling spending to balance ministerial budgets and the Government budget, ensuring development opportunities are seized in the province where they make economic and environmental sense, and ensuring a common platform of compensation and accountability principles is implemented across the broader public sector. It also includes implementing commitments and actions outlined in *B.C.'s Skills for Jobs Blueprint* and working with post-secondary institutions to develop a single, unified application system for all post-secondary institutions in B.C.

- » Minister of Advanced Education mandate letter.
- » All Minister mandate letters can be found on the [Executive Council of the B.C. Government](#) website.

D. MINISTRY PLANS

SERVICE PLAN

Released with the budget each February, service plans provide an overview of Ministries and their associated entities, including how they intend to achieve their service goals and how they support the direction laid out in the Government Strategic Plan. Current service plans can be found on the [BC Budget website](#).

ANNUAL SERVICE PLAN REPORT

Released with Public Accounts in late June, annual service plan reports compare the actual results for a Ministry for the preceding fiscal year with the expected results identified in the service plan for that year. Current annual service plan reports can be found on the [BC Budget website](#).

ABORIGINAL POST-SECONDARY EDUCATION AND TRAINING POLICY FRAMEWORK AND ACTION PLAN, 2020 VISION FOR THE FUTURE

The [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan, 2020 Vision for the Future](#) sets out ways to address systemic barriers and achieve systemic institutional change.

The vision of the Policy Framework is: Aboriginal learners succeed in an integrated, relevant, and effective British Columbia post-secondary education system that enhances their participation in the social, cultural and economic life of their communities, the province, and global society.

The goals are:

- » Systemic change means that the public post-secondary education system is relevant, responsive respectful and receptive to Aboriginal learners and communities.
- » Community-based delivery of programs is supported through partnerships between public post-secondary institutions and Aboriginal institutes and communities.
- » Financial barriers to accessing and completing post-secondary education and training are reduced for Aboriginal learners.
- » Aboriginal learners transition seamlessly from K–12 to post-secondary education.
- » Continuous improvement is based on research, data-tracking and sharing of leading practices.

One of the actions under the Policy Framework and Action Plan is to increase Aboriginal voice in institutional governance and leadership by appointing Aboriginal people to public post-secondary institution Boards, with a goal of having Aboriginal representation on 90 percent of institution Boards by 2016.

BRITISH COLUMBIA'S INTERNATIONAL EDUCATION STRATEGY

Under *Canada Starts Here: The B.C. Jobs Plan*, the *International Education Strategy* was developed to promote the two-way flow of students, educators and ideas between countries, and position the province to benefit from the social, cultural and economic opportunities that flow from international education activities.

The Strategy has three goals.

- » Create a globally-oriented education system in B.C.
- » Ensure that all students receive quality learning and life experiences.
- » Maximize the benefits of international education — social, cultural and economic — for all B.C. communities, families and businesses.

B.C.'S SKILLS FOR JOBS BLUEPRINT

B.C.'s Skills for Jobs Blueprint: Re-engineering Education and Training helps align training and education with in-demand jobs.

A key goal of *B.C.'s Skills for Jobs Blueprint* is to make sure that British Columbians have a seamless plan that takes them from high school through post-secondary education and into the workforce.

THE #BCTECH STRATEGY

Fostering the growth of a flourishing technology sector and the commercialization of its products and services is a principal priority for Government. The *#BCTECH Strategy* supports British Columbians who are building profitable, competitive companies, and creating high-paying, skilled jobs.

9. Post-Secondary Institution Funding

A. OPERATING GRANTS: MODIFIED BLOCK OPERATING GRANTS WITH TARGETED FUNDING

Public post-secondary institutions receive a portion their annual total revenue from Government in the form of annual operating grants from the Ministry. The balance they generate from student tuition, ancillary services, federal grants, donations, endowments, investments and research revenue. Each institution receives annual base operating grant allocations under a “modified block” approach that has been in place since 2002/03 where the majority of funding is provided as a block (and program offerings are determined by the institution) and the remaining portion is targeted to specific programs under Government direction.

The amount of funding an institution receives each year is determined primarily by what it received the previous year. Additional targeted incremental base funding may also be provided for programs such as health and medical that align with Government priorities. One-time funding is also allocated for short duration (less than one year) health programs to address areas of high labour market demand. The one-time nature of the funding allows for flexibility in program delivery to address changing regional requirements.

Under *B.C.'s Skills for Jobs Blueprint* operating grants to public post-secondary institutions are being re-engineered so that by 2017/18, 25 percent of existing operating grants to all institutions (colleges, institutes and universities) will be targeted to support programs aligned with in-demand occupations, as well as programs for Aboriginal persons and persons with disabilities.

Other provincial Ministries and the Industry Training Authority (ITA) may also contribute funding to programs (e.g. trades technical training) or projects undertaken by institutions. This represents a small proportion of overall institutional revenue. Two exceptions are:

- » Justice Institute of British Columbia which receives significant annual contributions from other Ministries for training related to corrections, policing, and firefighting.
- » The University of British Columbia which receives annual funding from the Ministry of Health for the post graduate medical education program.

B. RESEARCH AND CAPITAL INFRASTRUCTURE

Annual operating grants do not include funding for research or capital infrastructure. The Ministry provides capital funding to institutions for new capital projects and for routine capital maintenance of institutional physical infrastructure, including deferred maintenance. Routine capital maintenance funding is also used toward projects which address campus life safety and security, disabled access, site works and reducing greenhouse gas emissions. The major research infrastructure funding program in B.C. is the British Columbia Knowledge Development Fund. Institutions also receive private donations and use own-source funds towards capital projects.

University Act s. 27, College and Institute Act s. 19, Royal Roads University Act s. 10, Thompson Rivers University Act s. 7.

C. CENTRAL DEPOSIT PROGRAM

Introduced by Provincial Treasury in fiscal 2011/12, the Central Deposit Program allows post-secondary institutions and other SUCH sector organizations to earn a competitive interest rate on funds deposited with Government instead of with banks or credit unions. This allows Government to use the cash to meet operational needs rather than borrow new cash from the market. It also makes more efficient use of public funds and reduces borrowing costs for B.C. taxpayers, while keeping post-secondary institution funding available for their use as required.

D. PROGRAMS AND TUITION

Government introduced the tuition limit policy in 2005. In 2007, the policy was extended to include institutional and program mandatory fees. Domestic tuition and fee increases are limited to two percent annually. The policy does not include international student tuition and fees or student society fees.

Public post-secondary institutions are expected to ensure programs and courses are affordable and accessible for students. In accordance with applicable legislation, Boards are responsible for setting, determining and collecting tuition and mandatory fees within the tuition limit policy.

The policy, which is posted on the [Ministry website](#), applies to existing programs and services. Tuition and fees for existing programs and services must not increase more than two percent per year. For new programs, Boards establish the tuition amount for the first year, and the two percent limit applies thereafter.

Post-secondary institutions are expected to keep programs current. Updates to existing programs are considered part of this ongoing process and are expected to be achieved within the tuition limit policy, but it is recognized that, at times, substantial changes may be necessary.

An existing program that is substantially revised may be submitted to the Ministry for determination as to whether the program is new for the purposes of the tuition limit policy. Prior to introducing a new level of tuition, institutions must submit a written request to the Ministry for review, outlining the revisions that led to new or changed objectives, goals, learning competencies and outcomes for the program and students. In addition to the Ministry review, such submissions will now also be subject to an independent third party review.

New mandatory fees may be introduced for new services, if there is a clear benefit to students. Proactive consultation and engagement with students should be undertaken prior to Board review and approval. Institutions should also consult with the Ministry early in the process when new fees are being considered. Additionally, institutions need to track the benefits to students of the new fees, and submit this information to the Ministry as part of the annual tuition and fees reporting process.

Boards are responsible for ensuring these requirements have been met before approving new tuition or mandatory fee amounts.

Appendix 1: Board Processes and Procedures

Establishing clear processes and procedures is fundamental for effective Board operations. This Appendix includes some good practices Boards can consider.

A. ORIENTATION

All new Board members should receive a comprehensive orientation that helps them to become as effective as possible as soon as possible. This includes general information about Board governance, as well as specific information about the post-secondary institution.

B. MEETINGS

MEETING FREQUENCY:

Frequency of meetings is set out in relevant legislation, and must be held at least four times per year. Beyond these minimum requirements, Boards may meet as often as is necessary. Regular communication is important for successful operations. Some Boards have policies and practices in place to establish communication tools between meetings, such as monthly reports to the Board from the President.

RULES OF ORDER:

The Board is responsible for setting its own meeting protocols. Boards may adopt whatever discussion and decision making processes work best for them; be it consensus building or a more structured approach such as the use of [Robert's Rules of Order](#) or [Bourinot's Rules of Order](#).

Rules of Order are procedures by which meetings can be conducted in an orderly fashion, issues debated and motions passed according to the majority but with due regard to the rights of the minority. For the most part, Rules of Order are based on common sense and the need to move through an agenda efficiently. Key elements include: Duties of the Chair or Speaker, Agendas and Minutes, Motions, Amendments, Quorum, Conflict of Interest and other guidelines to support running a successful meeting.

There may be times when Board decisions are not unanimous. Negative votes and/or abstentions can be recorded at the request of the person so voting. However, once a majority decision is made, individual members must respect the collective Board decision. At the conclusion of every meeting the Board speaks with one united voice through the Chair or delegate.

Meeting Agendas: A sample meeting agenda for a new Board member orientation meeting is provided at the end of Appendix 1. Agendas for regular meetings will differ from this example and should consider the information contained in this appendix.

MEETING MINUTES:

A process should be in place to ensure Board minutes are made available in a timely manner. This includes a process for review of the minutes before they are shared more broadly.

OPEN, CLOSED AND IN-CAMERA SESSIONS:

Generally, Board meetings should be open to the public where full and frank discussion, openness, transparency and accountability are encouraged. Boards should strive to conduct as much of their business as possible in the open session portion of their meetings.

The closed session is where the public is excused, and the Board/institution management discuss those items that are more confidential in nature, and not appropriate for the open session. Although as much as possible should be addressed in the open session, there are many topics that could be covered in the closed session. Any closed session decisions should be communicated at the next open session.

The in-camera session is a best practice of high performing Boards, where institution management is excused, and the Board has an opportunity for a round table discussion of the meeting topics and content. For transparency, in-camera sessions should occur along with regular Board meetings rather than occurring irregularly on an ad hoc basis and should be reflected on the Board meeting agenda. In-camera discussions should always remain confidential, as they usually relate to sensitive Board matters. Confidential minutes of decisions made during in-camera sessions should be kept, and roles and responsibilities should be established.

Not all matters that individual Board members wish to raise are appropriate for discussion in an in-camera or closed session. In-camera and closed sessions are designed to address specific sensitive matters. Without limiting the full scope of topics, some examples could include:

- » To discuss particularly sensitive matters within the responsibility of the Board, such as litigation, awarding a contract, conflict of interest, labour relations, or management performance.
- » To discuss sensitive internal Board governance matters.
- » To review the performance and compensation of the President, in the absence of resource officers or others who are not members of the Board.
- » To seek advice on the appropriate way to raise issues of concern in cases where a Board member may be reluctant to speak during the open portion of a meeting.

OTHER MEETING CONSIDERATIONS:

There may be other processes and procedures a Board may wish to formalize, including but not limited to:

- » Required amount of notice to the Board for the inclusion of an unscheduled matter on the agenda.
- » Use of consent agendas to increase meeting efficiency.
- » Requirement for consent of the Board Chair for electronic recording of a meeting.

C. COMMITTEES

Most Boards will form committees and should encourage all Board members to sit on at least one committee and/or attend some their meetings. Some examples include:

- » Executive: often composed of the Chair, Vice-Chair, Past Chair and perhaps another, may meet monthly with the President to discuss upcoming Board agendas and may be empowered to make emergency decisions.
- » President's Performance Review: often composed of the Chair, Vice-Chair and Past Chair, may meet annually to review the performance of the President over the last year and set goals for the next year.

- » Finance and Audit: appropriate mix of Government-appointed members and others with financial knowledge, may meet as frequently as necessary to monitor financial performance, provide input to budget development processes and review and recommend approval of the annual audited financial statements.
- » Governance and Human Resources: may meet as required. May also review Board by-laws and policies on a continuous basis.

All Board meeting agendas should contain an allocation of time for each committee to report on their progress even if there might not be a report at every meeting.

SAMPLE BOARD OF GOVERNORS NEW MEMBER ORIENTATION MEETING AGENDA

BOARD OF GOVERNORS NEW MEMBER ORIENTATION

[Date] [Time]

1. Welcome and Introductions
2. Context
 - B.C. Post-Secondary System Overview and Governance
 - Legislation
 - Institution Overview and Governance
 - Mandate Letter
 - Accountability Framework and Taxpayer Accountability Principles
3. Board of Governors
 - Terms of Reference
 - Bylaws and Policies
 - Board Governance
 - Board Committees
4. Board Operations
 - Roles and Responsibilities
 - Process and Procedures
 - Meeting Frequency, Formats, Annual Cycle, Decisions
5. Performance Monitoring
 - Institution Plans
 - Institution Reports
6. Other

Appendix 2: Public Sector Labour Relations and Compensation

A. HUMAN RESOURCES GOVERNANCE (PUBLIC SECTOR EMPLOYERS ACT)

In B.C., Government sets strategic directions in human resource management and labour relations for the broad public sector, and participates in public sector pension plan management, under the auspices of the [Public Sector Employers Act](#) and the [Public Sector Pension Plans Act](#).

The [Public Sector Employers Act](#) applies to employers who meet the definition of the Act, including: Government; organizations that have a Board with at least 50 percent Government appointees; Boards of education¹³; universities; colleges and institutes; hospitals; and employers designated in the regulations as social services employers.

The [Public Sector Employers Act](#) establishes the [Public Sector Employers' Council Secretariat](#) (PSEC Secretariat) and employers' associations in seven sectors of the broad public sector: health; social services; K–12 public education; Crown corporations; colleges, institutes and teaching universities; research universities; as well as the public service. Collective bargaining is delegated to employers' associations or individual employers depending on the sector.

The [Post-Secondary Employers' Association](#) (PSEA) is the accredited bargaining agent for 19 colleges, institutes and teaching universities. As the accredited bargaining agent, PSEA negotiates collective agreements on behalf of most of its members, or may delegate bargaining to an individual employer.

The [University Public Sector Employers' Association](#) (UPSEA) serves as a coordinating body for the four research universities, as well as Thompson Rivers University and Royal Roads University, and supports negotiations, but does not participate directly in bargaining. These universities bargain directly with their respective unions.

ROLE OF INSTITUTIONAL BOARD:

Boards are responsible for ensuring that their institution complies with statutory requirements established in public sector human resources legislation that includes:

- » [Public Sector Employers Act](#).
- » [Employment Termination Standards](#).
- » [Senior Employee Base Salary Regulation](#).
- » [Public Sector Pension Plans Act](#).

B. COLLECTIVE BARGAINING: UNIONIZED EMPLOYEES

Public sector employers and employers' associations bargain with their unionized employee groups under the compensation mandate established by Government and implemented through the PSEC Secretariat. The current bargaining mandate is the [Economic Stability Mandate](#). It applies to agreements that expired on or after December 31, 2013, and establishes longer-term collective agreements (five years) within a fixed fiscal envelope (5.5 percent over the term) with the possibility of an Economic Stability Dividend in the last four years of the agreements. Ongoing progress of the settlements in public sector collective bargaining is available on the [PSEC Secretariat website](#).

Prior to bargaining, the PSEC Secretariat coordinates with employer bargaining agents, PSEA, UPSEA and the Ministry of Advanced Education to develop bargaining plans for their sectors. Employer bargaining agents must submit bargaining plans to the PSEC Secretariat for approval prior to the start of bargaining on substantive issues. Employer bargaining agents may not specifically discuss monetary items until a finalized bargaining plan has been approved. Bargaining plans may be sectoral, may include all union tables at a single employer, or may be prepared for each individual table.

The Minister responsible for the [Public Sector Employers Act](#), as well as the Minister of Advanced Education must approve the bargaining plan. Once the bargaining plan has been approved, the employer bargaining agent can seek a negotiated settlement in line with the approved bargaining plan. Bargaining plan approval will be confirmed by a written bargaining direction letter from the President and CEO of the PSEC Secretariat.

¹³ Note: School Boards do not have government appointees.

The PSEC Secretariat coordinates the review and approval of collective agreement proposals during bargaining. It may seek assistance from the Ministry responsible to review and approve specific proposals related to public policy requirements, service delivery objectives or any other contextual matters. The PSEC Secretariat will make every effort to facilitate consideration and approval in a timely manner that does not interfere with bargaining.

Role of Institutional Board:

- » Boards need to be aware of bargaining plans, including management rights.
- » Boards should approve bargaining strategy on issues affecting management rights and significant changes to cost structure beyond compensation prior to the start of bargaining.
- » Boards ratify (approve) tentative collective agreements before they proceed to the Board of the employers' association (in the case of PSEA). PSEA's Board ratifies all PSEA-sector agreements regardless of whether PSEA has assisted directly at the bargaining table. Although not an accredited bargaining agent, UPSEA reviews and approves tentative agreements for member institutions as part of the ratification process.

C. STATUTORY REQUIREMENTS: EXCLUDED AND EXECUTIVE EMPLOYEES

Public sector excluded and executive employees who are not covered by a collective agreement are covered by specific provisions of the *Public Sector Employers Act* that establish requirements for compensation plans, severance or salary continuance, vacation and sick leave, retirement allowances, CEO employment contracts, and annual disclosures of executive compensation.

COMPENSATION PLANS:

The *Guide to Excluded and Executive Compensation in the BC Public Sector* contains principles and policies to assist public sector employers in establishing compensation plans for excluded and executive employees. Compensation plans must be within the framework established by Government and be approved by the Minister responsible for the PSEC Secretariat.

Role of Institutional Board:

- » Determining and setting compensation plans for Presidents and senior executives within the parameters of the Government compensation framework.
- » Ensuring leadership, succession and development of senior leadership team.
- » Recruiting and assessing the performance of their Presidents.
- » Obtaining approval of the terms of the President's employment contract from the Minister responsible for the PSEC Secretariat.
- » Consulting with employers' associations on compensation plans for CEOs and Presidents before they proceed to submit the plan that will require approval by the Minister responsible for the PSEC Secretariat.
- » Managing excluded employee compensation plans.

DISCLOSURE:

Public post-secondary institutions meet statutory obligations by disclosing total compensation paid to CEOs and the next four highest paid/ranked executives earning more than \$125,000 in base salary. Disclosure includes total base salary, employer-paid pension contributions, benefits, holdbacks, bonuses or incentives, severance, vacation payouts and all other compensation including retirement allowances and administrative leave.

Role of Institutional Board:

- » Board Chairs must sign attestations to verify that annual compensation provided was within approved compensation plans and complies with same, including an emphasis on statutory requirement to disclose pre- or post-employment contracts and disclosure of remuneration through foundations, subsidiaries or other organizations.
- » See the *Public Sector Executive Compensation Disclosure Guidelines* for additional information.

B.C. PUBLIC SECTOR COMPENSATION REVIEW:

In 2013, as a component of Core Review, the firm of Ernst and Young was retained to conduct a review of recent trends in compensation across the B.C. public sector and to assess the current models for setting bargaining mandates and management and executive compensation. The *BC Public Sector Compensation Review* was released in October 2014 and included a number of recommendations that have been endorsed by Government.

Key recommendations include:

- » Create a common compensation philosophy (see below) based on shared principles, standardized benchmarking, and more accessible and comprehensive data.
- » Build a governance model and processes to ensure alignment across the public sector, including a clear role for Cabinet and Crown corporations, Boards and alignment of employers' associations.
- » Deploy and make sustainable a model that includes regular market reviews, approval processes and regular refresh of the compensation philosophy.

COMMON PUBLIC SECTOR COMPENSATION PHILOSOPHY FOR EXECUTIVE AND EXCLUDED MANAGEMENT:

Provincial public sector organizations in B.C. are moving towards a comprehensive approach to setting compensation through a common philosophy. One of the guiding principles of the common philosophy is a performance-based culture where compensation decisions are based on merit rather than entitlement to an annual increase. This move to a common approach to compensation recognizes the 'one taxpayer' lens through which public sector organizations are viewed.

The Taxpayer Accountability Principles are the foundation for public sector organizations to strengthen accountability and promote the best interests of taxpayers. The overall goal is to bring greater consistency to the broader public sector to ensure decisions are based on shared principles and similar benchmarking tools that increase rigor and ultimately reduce competition between employers when making hiring and staffing decisions.

Role of Institutional Board:

- » Boards approve the compensation philosophy before it can proceed to the employer associations, and subsequently to the Minister responsible for the PSEC Secretariat for approval.
- » Boards determine what their overall approach to compensation philosophy will be in the broader context of the organization and ensure it is consistent with the guidelines provided.
- » Boards need to consult with their respective employers' association, as there is sectoral coordination on the philosophies. As such, the employers' associations facilitate the process to ensure that there are no large-scale contradictions among the universities that could result in issues.

D. EXECUTIVE AND EXCLUDED MANAGEMENT COMPENSATION

Since September 2012, an excluded management compensation freeze which applies to wages and salaries paid to managers and executives employed by a public sector employer or employers' association as defined in the *Public Sector Employers Act* has been in effect. Recently, public sector employers were given some flexibility to provide modest wage adjustments to address pressing recruitment, retention or compression issues. Effective July 1, 2015 and January 1, 2016, employers have provided management staff with modest increases — within existing salary ranges and subject to the parameters below:

- » All salary increases are subject to a business case analysis based on approved criteria.
- » Salary increases are permitted only in cases of demonstrated salary compression or inversion or to ensure the retention of high performing employees.
- » No general wage increases; proposed salary adjustments within existing salary ranges.
- » Increases to be funded within existing budgets and cannot impact other efficiency targets.
- » The wage freeze remains status quo for executive employees at this time.

The PSEC Secretariat continues to monitor excluded management compensation in the public sector, and provides support and information when there are changes in the policy.

Appendix 3: Office of the Auditor General Audit Reports (Post-Secondary Governance)

MAIN REPORTS

MAY 2012: CROWN AGENCY BOARD GOVERNANCE

Results of examinations of Board governance at four Crowns, including the University of Northern BC and Camosun College.

<http://www.bcauditor.com/pubs/2012/report2/crown-agency-Board-governance>

FEBRUARY 2014: UNIVERSITY BOARD GOVERNANCE EXAMINATIONS

Third report in a series on Board governance; examines Board governance practices of three B.C. universities: the University of Victoria, Capilano University and Thompson Rivers University, as well as the Ministry of Advanced Education in providing support for university governance and accountability.

http://www.bcauditor.com/sites/default/files/publications/2014/report_12/report/OAGBC_Board_governanceIII_report_FINAL.pdf

FOLLOW-UP REPORTS

APRIL 2013: FOLLOW-UP CROWN AGENCY BOARD GOVERNANCE CAMOSUN COLLEGE

http://www.bcauditor.com/sites/default/files/publications/files/April_2013_Follow-up_Crown_Agency_Board_Governance_Camosun_College.pdf

APRIL 2013: FOLLOW-UP CROWN AGENCY BOARD GOVERNANCE UNIVERSITY OF NORTHERN BC

http://www.bcauditor.com/sites/default/files/publications/files/April_2013_Follow-up_Crown_Agency_Board_Governance_University_of_Northern_BC.pdf

JUNE 2014: FOLLOW-UP CROWN AGENCY BOARD GOVERNANCE CAMOSUN COLLEGE

http://www.bcauditor.com/sites/default/files/publications/files/June_2014_Follow-Up_Crown_Agency_Board_Governance_Camosun_College.pdf

JUNE 2014: FOLLOW-UP CROWN AGENCY BOARD GOVERNANCE UNIVERSITY OF NORTHERN BC

http://www.bcauditor.com/sites/default/files/publications/files/June_2014_Follow-Up_Crown_Agency_Board_Governance_University_of_Northern_BC.pdf

Appendix 4: British Columbia Corporate Governance Framework

BC Public Sector Organizations (PSOs) Corporate Governance

*AIM: TO ALIGN PSO DECISION-MAKING AND ACTIONS WITH THE PUBLIC POLICY
OBJECTIVES ESTABLISHED BY GOVERNMENT ON BEHALF OF THE CITIZENS OF B.C.*

TAXPAYER ACCOUNTABILITY PRINCIPLES

Strengthening Public Sector Governance & Accountability

Respect • Efficiency (Cost Consciousness) • Accountability • Appropriate Compensation • Service • Integrity

ACTIVE GOVERNMENT PARTICIPATION

Clear oversight • Clear and transparent mandate direction from Government • Two-way communication

STRONG BOARDS

Public stewardship • Skills and merit-based board appointments • Varied range of skill-sets
Strong fiduciary responsibility • Strong Ethical Code of Conduct

EFFECTIVE ORGANIZATIONS

*Robust, well-run organizations that serve the public interest,
advance overall public policy objectives and are accountable to the public it serves.*

GOVERNMENT'S CENTRAL AGENCIES

*Responsible for providing oversight, policies, advice and resources to the PSOs in the areas
of financial reporting, human resources, board director appointments, executive
compensation and best practices on corporate governance and accountability.*

Office of the Comptroller General • Treasury Board Staff • Crown Agencies Resource Office
Board Development & Resourcing Office • Public Sector's Employers Council

KEY LEGISLATION APPLICABLE TO PSOS

- PSO's Enabling Legislation
- *Budget Transparency & Accountability Act*
- *Financial Administration Act*
- *Financial Information Act*
- *Public Sector's Employers Act*
- *FOIPPA*
- *Societies Act*

GOVERNANCE, DISCLOSURE & ACCOUNTABILITY MECHANISMS

- Board Appointment Process
- Annual Mandate Letters
- Executive Compensation
- Formalized Standards of Conduct
- Reporting – Financial, Annual Reports, etc.
- Audits & Reviews

EFFECTIVE TWO-WAY COMMUNICATION

- Strategic Engagement Plans & Evaluation Plans jointly developed by Deputy Ministers & their PSOs
- Annual/Bi Annual Forums
- Ongoing Government and PSO Board Orientation & Training
- Quarterly Meetings between Ministers and Boards Chairs

BEST PRACTICES, RESOURCES & TOOLS

- One-stop Corporate Governance Resource Website
- Best Practices Guidelines for PSOs
- Board Appointment Guidelines
- Executive Compensation Guidelines
- Service Plan & Annual Report Guidelines



Ministry of
Advanced Education



Board of Governors
Agenda Item:
Meeting Date:
Presenter(s):

Regular Meeting
#11
June 22, 2016
Alan Davis

Agenda Item: **Senate Report: May 30, 2016**

| | | |
|--------------------------|-------------------------------------|-------------------|
| Action Requested: | <input type="checkbox"/> | Motion to Approve |
| | <input type="checkbox"/> | Discussion |
| | <input checked="" type="checkbox"/> | Information |
| | <input type="checkbox"/> | Education |

| | |
|--------------------------------|-----|
| Recommended Resolution: | N/A |
|--------------------------------|-----|

| | |
|--------------------------------|-----|
| Board Committee Report: | N/A |
|--------------------------------|-----|

Key Messages: **1. Notes from the Senate Meeting held May 30, 2016.**
[maximum of three]

Attachments Notes from the Senate Meeting held May 30, 2016.

Submitted by: Alan Davis

Date submitted: May 31, 2016

Notes from the Senate Meeting of May 30, 2016

The following items were approved at the May 30, 2016 Senate meeting:

- Ratification of the Senate Executive Committee's decision to approve the revisions to ANTH 3190 and ACCT 4650 for implementation on September 1, 2016
- New course outlines for implementation on September 1, 2016:
 - ACUP 1100, 1160, 1180, 1200, 1230, 1260, 1300, 1320, 1330, 1340, 1360, 2100, 2130, 2150, 2160, 2170, 2180, 2200, 2220, 2230, 2240, 2280, 2300, 2320, 2340, 2360, 2380
 - BUSM 5100, 5110, 5120, 5130, 5140
 - TMAS 5100, 5110, 5120, 5130, 5140, 5150
 - ACCT 5110, 5220, 5335, 5480, 5510, 5645, 5720, 5800
 - EDAS 1101, 1105, 1130, 1161, 1162, 1225, 1230, 1271, 1281, 1305, 2120, 1371
 - ANTH 3150, 3160
 - LANC 1150, 3150
 - ASIA 2290, SOCI 2290
- Revised course outlines for implementation on September 1, 2016:
 - ANTH 3242, FREN 3300
 - LCOM 0101
 - ELST 0041, 0043
 - FASN 1230, 4130
 - ENGL 1100, 1202, 1204
- Program admission revision to the Bachelor of Science in Nursing Post-Baccalaureate for implementation on September 1, 2017
- Fiscal year 2017-2018 budget development process
- Appointments to Senate Standing Committees
 - Effective June 1, 2016:
 - Senate Standing Committee on Curriculum
 - Denise Nielson, faculty member, Faculty of Academic and Career Advancement
 - Effective September 1, 2016:
 - Senate Governance Committee
 - Herbie Atwal, Senator, Professional Support Staff
 - Senate Standing Committee on Academic Planning and Priorities
 - Denise Nielson, faculty member, Faculty of Academic and Career Advancement
- Graduates to May 30, 2016