



BC COLLEGES

AGENDA

DINNER MEETING WITH BOARD CHAIRS

Sunday, April 7, 2013
YVR Fairmont, Canvasback Room
6:15 pm – 8:30 pm

6:15 pm

Canvasback Room open

6:30 – 7:15 pm

Dinner served

7:15 – 8:30 pm

1. State of the PSE System
 - a) System issues (Shared Services, Quality Assurance)
 - b) Budget 2013
 2. Election 2013
 - a) BCC package
 - b) Advocacy briefing material
 3. Post Election
 - a) Transition – Policy and structural changes in government
 - b) Fall Budget
 4. Ontario Governance Certificate program
 5. Other
-

Briefing Book to Support BC Colleges

Prepared: March 27, 2013

For over five decades BC's 11 public, post-secondary colleges have served upwards of 200,000 students annually in over 60 communities across BC. Our colleges offer a range of programs and teach the essential and advanced skills needed for students to evolve with the changing workplace. BC's public colleges are an indispensable part of the province's system of advanced education and therefore worth the investment.

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At certain events and times in the year there are opportunities for British Columbia's colleges to draw attention to their role in the province's system of higher education and the value they add to the social and economic life of the province.

During the **upcoming provincial election in May 2013**, there will be opportunities for the colleges to make the case that they are an indispensable part of advanced education and worth the investment that government makes in the colleges.

The purpose of this briefing book is therefore to provide assistance to those who will meet with:

- Elected officials and those running for public office.
- Senior officers of public and private corporations and business enterprises, whether these are for profit or not for profit.
- The broad range of people who are in a position to shape opinion, exert influence, or make decisions that affect the capacity of BC's colleges to fulfill their mandate.

The briefing book is designed to provide ideas, suggestions and practical advice on:

- Identifying those with whom you would like to meet.
- Preparing for your meeting.
- Conducting the meeting.
- Appropriate and necessary following up to each meeting.

The briefing book also contains content materials that:

- Provide a fact base on the college sector of the province's system of advanced education.
- Describe various aspects of the education and training the colleges offer.
- Outline arguments in support of the proposition that the colleges are indispensable to the social and economic future of the province.

Four Purposes of the Advocacy Meetings

The purposes of each advocacy meeting, conducted as a dialogue not a monologue, are fourfold, in order of importance as per the table below. The key document for use throughout the meeting is the ***Mind the Skills Gap*** brochure and [video](#). Of course, depending on the needs of each meeting, the brochure should be supplemented with copies of materials drawn from this briefing book.

1.	To draw attention to key messages about of British Columbia’s colleges: 1. BC’s colleges are an indispensable part of the province’s system of higher education and are the most affordable and accessible pathway to post-secondary education in BC. 2. Investment will ensure BC’s colleges can prepare the highly skilled workforce needed to fill the skills gap as well as build strong and vibrant communities and enhance our competitive advantage. 3. It's time to think of advanced education and skills training as an investment, not an expense. In short, the sound bites are: • Affordable and accessible. • Colleges prepare a highly skilled workforce, build strong communities and enhance BC’s competitive advantage. • Advanced education is an investment, not an expense.
2.	To explain why these messages are important and why they endure over time through ever changing social and economic circumstances. The explanation and reasons are threefold: 1. BC’s colleges prepare the workforce required for the social and economic times of today and tomorrow. 2. BC’s colleges continuously respond to, often times anticipating, the changing needs of our society and provincial economy. 3. Graduates from BC’s colleges, more so than those of other sectors of advanced education, are educated and trained to perform the work that is the core of the province’s economy and business practices; college graduates are job-ready, productive contributors to the workforce
3.	To provide the opportunity for each college, in each of its advocacy meetings, to show, using carefully chosen examples: 1. How its programs and courses link into and address the socio-economic needs of its region and local communities within that region. 2. How BC as a whole benefits from the aggregate impact of college graduates from the services rendered in almost every community by the eleven colleges. 3. How the college programs contribute to minding the skills gap
4.	To obtain from (the non-college) participants in the meeting 1. Feedback on the college’s activities—what it is doing well, where it could improve on what it is doing, and what it might consider dropping and/or adding to its activities, and; 2. Some measure of commitment to the college itself and to BC’s colleges in general.

Identifying a Roster of Advocacy Meetings

With time and the advocacy opportunities that will have the greatest impact limited, each college must decide carefully with whom they will meet, and as far as possible in what order.

The point here is that we should, as far as possible, control the agenda, even as we work to make a match between the ends we want to achieve and the ends the people with whom we meet want to achieve.

What follows is intended as a reminder and guide to the identification of a roster of advocacy meetings.

With Whom Do We Want To Meet

Since the key context for these advocacy meetings is to strategically position colleges in terms of government policy or funding, the following is a good priority list of people / organizations with whom we should be meeting.

However, this priority list must be considered in two contexts: a province-wide context, and a college region context.

The Province-Wide Context

1. Cabinet Ministers and the Shadow-Cabinet

- The **first priority** is to ensure that an advocacy meeting is held with key government members running for re-election as well as all members of the opposition's shadow cabinet running for re-election. Click [here](#) for a list of current MLAs.
- However, if the public opinion polls show that an incumbent cabinet minister may lose the election, then in addition to meeting with the incumbent the BCC needs to be sure to meet with the opposing candidate who seems most favoured by the public polls to win the seat.
- The **second priority** is to ensure that an advocacy meeting is held with all members of the opposition's shadow cabinet who are running for re-election. Similarly, if it seems that any one of those may lose the election, the BCC needs to be sure to meet with the opposing candidate who seems most favoured by the public polls to win the seat.
- In short, the BCC will want as a high priority to have an advocacy meeting with any candidate who it thinks might end up in cabinet or the shadow cabinet.
- The BCC will need to make a special effort to coordinate this high priority pan-provincial effort so that neither mixed messages nor conflicting messages are presented.

2. Other Elected Officials

- The other elected officials to consider are the mayors (and councillors) and the chairs of regional districts.

- The mental set and reason for approaching these people is because they shape opinion and exert influence both within our political framework and with those eligible to cast a vote—not losing sight of the fact that they are key decision makers in the fabric of our socio-political environment.
- Each college is probably in the best position to identify with whom among these elected officials advocacy meetings should be held. Clearly, effort should be made to meet with those who are able to exert influence with/on those likely to win in the election. Appropriate information materials should be provided (using the maxim “less is more”) on the college and BCC (Mind the Skills Gap).

3. Business Organizations, Professional and Labour Organizations

- The organizations to consider here are the likes of the BC Business Council, the BC Federation of Labour, BC Chamber of Commerce (local chambers of commerce), BC Federation of Independent Business, and other key stakeholder groups and organisations.
- The advocacy meetings with this class of organization should be arranged by the BC Colleges office and conducted by the president of the BC Colleges.

The College Region Context

1. In the college region context, the first priority is to ensure that an advocacy meeting is held with all those running in the election, regardless of party.
2. Having said that, this first priority should be refined so that an advocacy meeting is held with at least those who, regardless of party, are likely to win the riding.

ADVOCACY FRAMEWORK TEMPLATE

[illegible]

Preparing For and Conducting the Advocacy Meeting

We anticipate that most college supporters will have experience in conducting various forms of advocacy and the following is intended merely to serve as a reminder of the type of preparation that contributes to a successful meeting with a candidate or other key stakeholder. As a matter of practice, I (Jim Reed) remind myself of these steps and try to follow them in my preparations. I hope it serves as a useful reference for those participating in our advocacy program.

Preparing for the Meeting

Preparing for and plotting the story line of the meeting, as suggested below, assumes that the meeting will be of one half hour duration, which after accounting for pleasantries means a minimum of twenty minutes for business.

Since the meeting is to be more of a dialogue than a monologue, of the twenty minutes available to the college, perhaps only ten minutes is available for presentation.

This is why it is so important that the story line, the key messages, the ask (which, as explained elsewhere in the briefing book, is never for a specific sum of money, but for investment) must be carefully plotted and matched to the person (their office) with whom you are meeting.

1. Preparing for the meeting starts with identifying the specific person(s) with whom you want to meet, as well as any of the lead person's staff that you would like to attend the meeting.
2. With the person identified, it is important to think about:
 - 2.1. Relationships:
 - 2.1.1. That person's record and interests vis à vis higher education.
 - 2.1.2. Where their political strength resides in terms—that is, think in terms of the overlap between the BCC agenda and the person's capacity to successfully influence or advance these on behalf of the BCC.
 - 2.1.3. The pluses and minuses of that person's (or that person's office's) relationship with the college.
 - 2.2. And with this information in mind, sketch the story line of this particular advocacy meeting. (It is quite likely that the story lines for the meetings will differ to some degree from one meeting to the next.)
 - 2.2.1. It is not too crass to say that even as the colleges are making an ask, the colleges must signal their commitment to deliver something of benefit to the other person in the dialogue.
3. With the plot line (for ten minutes of presentation) sketched, the next step is to select which, if any, secondary documents to the brochure you will want to leave behind. Documents for your presentation can be found in the Advocacy Toolkit [here](#).
 - 3.1. These secondary documents should be drawn from among those available in the briefing book, although in some circumstances it will be appropriate to leave behind a locally prepared document addressing a very specific need of the college. The caution here is that the provincial advocacy is much more about big-picture

issues than local issues, and it will not be to the benefit of the colleges as a system if the big-picture issues are diluted with a variety of local issues.

- 3.2. In those cases where the lead person is, or is likely to have staff in attendance, a good approach is to have with you for the lead person one, or perhaps two, leave behind documents matched to your presentation, and a wider array of documents that you leave behind with the person's staff.
4. For each meeting, pre-plan an alternative plot line should you find out when you arrive for the meeting that the half-hour that you thought you had has become only fifteen minutes in total. Know in advance how you will shorten your presentation, even though you are well skilled at adjusting presentations on the fly.

Conducting the Meeting

1. Meet on their turf, and don't be late—this may seem obvious, but if you arrive late without good reason, you have probably dug a hole for yourself. If nothing else, you'll have to work hard at recapturing the lead person's attention. If the lead person is running late or has become unavailable, simply try to arrange a new meeting time and try to discern whether the lead person is wanting to avoid the meeting, and if so why.
2. The stages of the meeting are classic and typical.
 - There are the opening pleasantries. As part of the opening pleasantries, verify that you do have the half-hour (or whatever) that you assumed, or were lead to believe, you would have—and then act accordingly. A thirty-second outline of what you intend to present is a good segue into your presentation.
 - Make your presentation: stick to the prepared plot line, unless in those opening moments you've learned something that demands an on-the-fly change to the plot line.
 - It's a good technique to advance along your plot line by asking the lead person a question, the answer to which is given in the next element of the plot line.
 - If your plot line has you address some aspect of "preparing the workforce," or "regional and economic development" (for example) you might well ask something along the lines of, Are you aware of the major role the colleges play in preparing the work force for business and industry in your riding?"
 - Listen to the lead person's answer and from there you are able to reinforce their perception, correct it, or give them the picture of workforce preparation, as is required. The important point here is that you are structuring a dialogue in a controlled fashion.
 - The closing is most important. You close with the ask that you have prepared: it will be some form of continued, or renewed, support for the colleges as the most affordable and accessible pathway to post-secondary education, (or "as integral to the province addressing the future skills gap, one that is well worth the investment government makes in it.
 - BC Colleges' primary "ask" – A multi-year plan to produce more job-ready college graduates with the advanced skills in areas vital to BC's labour market.

- If you've established some semblance of a dialogue, it will be easy for you to elicit from the lead person their response to your ask, which may also be an opportunity for you to clarify the ask. Without being obnoxious, you do want to have the lead person express some form of commitment in support of the college system.
 - An equally important part of the closing is a form of "what can we do for you?" You will need to acknowledge within the closing that you have heard and understood their ask, and you need to signal whether you think you're able to deliver on their ask. Depending on their response to your ask, it may be necessary to engage in a quick back and forth on the desirability of a quid pro quo around their ask and yours.

Follow-up to the Meeting

1. A "thank you" for the meeting is in order.
 - The "thank you" is an opportunity to supply additional information, either because it was expressly requested in the meeting, or because it serves to clarify some point(s) of confusion you sensed during the meeting.
 - And of course if the lead person had an ask, the "thank you" is a good place to outline how and by when the answer to his/her ask will be delivered, even as you look forward to their support.
2. As part of the follow-up, please record and send to the BC Colleges office your notes on and assessment of what was achieved by the meeting, with suggestions for any further follow up that should come from the BCC office.

BC's Colleges – Worth the Investment

Investment in BC's colleges can make a significant impact on BC's current and future prosperity.

BC's colleges are the most affordable and accessible pathway to post-secondary education. For over five decades BC's 11 public, post-secondary colleges have served upwards of 200,000 students annually in over 60 communities across BC. Our colleges offer a range of programs and teach the essential and advanced skills needed for students to evolve with a changing workplace and ultimately fill the skills gap. Plus, over 90% of students graduating from BC's colleges transition into the workforce within 6 months.

Colleges can make a significant impact on BC's prosperity by:

1. Ensuring a skilled and educated workforce to meet BC's growing labour demands.

Of the 1.1 million new job openings by 2020, almost 42% will be in occupations like health care, transportation management, sales, construction, shipbuilding, accounting, technology and mining - occupations that require college or trade certification. Another 35% will require university education, which many students will begin at one of BC's colleges.

2. Educating students near where they live to build vibrant communities.

Research shows graduates are more likely to work where they've studied. Investment to increase access to BC's colleges— including access for Aboriginals, immigrants and learners with disabilities— grows the fiscal and social well-being of our communities.

3. Enhancing BC's competitive advantage in knowledge and skills.

Workers with advanced skills and education are the 21st century's most critical resource. BC's colleges are uniquely positioned to teach a variety of skills ranging from essential to advanced, and help students evolve with our changing workplace.

MORE Government investment is urgently needed. We need a multi-year plan to produce more job-ready college graduates with the advanced skills in areas vital to BC's labour market. Investment will ensure BC's colleges can prepare the highly skilled workforce needed to fill the skills gap as well as build strong and vibrant communities and enhance our competitive advantage.

It's time we think of advanced education and skills training as an investment, not an expense.

- Our colleges provide a \$3.80 return for every \$1.00 of taxpayer financial support.
- Our colleges and their graduates contribute \$7.7 billion of income annually to the provincial economy.

BC's Colleges – Preparing the Workforce

Consider these facts:

Growing employment and an aging demographic mean there will be an estimated 1.1 million new job openings by 2020. At our current rate, the demand for workers with advanced skills will outstrip supply by 2016.

An estimated 42% of skill shortages are in occupations that require a college education.

- British Columbia's community colleges are the largest provider of highly skilled, job-ready graduates to BC's employers.
- BC's colleges serve almost 200,000 students in over 60 communities throughout the province.
- Of BC's college graduates, 96% stay in and work in BC.
- Over 90% of college grads get a job within six months
- Statistics Canada estimates that in the short-term, college enrolment could rise by 30%.
- When the Canadian Federation of Independent Business surveyed their members facing severe labour shortages, they learned that these members required the skills of college graduates on a ratio of six to one over university graduates. With over 1 million job openings by 2020, this translates in over 600,000 job-ready college graduates.

But, the pay off is more than the provision of well-trained and educated, job-ready workers. The additional pay-off is that:

- BC's colleges return \$3.80 to the provincial economy for every dollar of taxpayer financial support.
- The colleges and their past students contribute \$7.7 billion or 4.3% of the income of the provincial economy.

It's now useful to place these facts in the context of the province's need for a highly educated and trained workforce.

For our businesses and industries to thrive in today's knowledge-based economy, our province needs an educated and skilled workforce. The education and skills that were right for yesterday's economy are no longer the best fit for today's economy, and will no doubt be quite out-of-date for tomorrow's economy. As a consequence, workforce training must be continuously revamped in terms of content as well as modes of delivery. This is what colleges do best: continuously change and develop the range and content of their programs and courses.

If there was ever any doubt about the need for college graduates as a key component of our workforce, recent employer surveys remove that doubt. The results of these surveys attest to the fact that without these workers, our businesses and industries would no longer be able to compete successfully, either nationally or internationally.

It's obvious, and everyone understands this, that the provincial economy is the sum of all the micro-economies located in the many local communities, large and small, of our province. But it's not always as well understood that the consequence of this is that workforce training must therefore also be a local activity.

One simply cannot expect that workers educated and trained in our urban regions will easily migrate to smaller and rural communities to work. And we know only too well, that a large fraction of the youth of small communities who move to urban areas to gain the skills for the careers they desire, simply don't return home to pursue their careers.

This is disruptive to the socio-economic life of non-urban communities and serves to impair the overall economic vitality of the province. The province's system of community colleges enables the education and training of workers close to their homes and thereby contributes to maintaining a vital province-wide economy and stable social conditions.

There are many advantages for students, their parents, their local communities and the local businesses and industries to having workforce education and training opportunities available in communities throughout the province. The fortunate fact is that every community in the province has access to a college. The fortunate reality is that the colleges all do more than just train the workforce. The colleges are all vitally engaged in the growth and development of the many communities that make up each college's region.

The simple fact is that government by making the right level of investment in colleges assures business and industry that their labour force supply is protected.

Put another way, this investment is a virtual guarantee to business and industry that they will have a continuing supply of workers with the right education and training to perform the ever changing forms of work that they need done.

From the government's perspective, this investment serves to ensure that the government's labour market goals are met. But there is also a further benefit to our society. By making the right level of investment in the colleges, government makes it possible for the under-educated and those under-employed because of a lack of education and training to become part of the province's economy and fully contributing members of our society.

This is of vital importance to those people. And for the province, this expansion of learning opportunities, made in the face of the current economic downturn, will ensure that there is no shortage of educated and skilled workers when the inevitable economic rebound occurs.

This is why BC's colleges are an indispensable part of the province's system of advanced education.

This is why the government needs to maintain the colleges as an indispensable part of advanced education in British Columbia.

Government will achieve the sustainability of this sector of advanced education by making the right level of investment in the college system.

It's time we think of advanced education and skills training as an investment, not an expense.

To this end, committing to a multi-year plan to produce more job-ready graduates and investing in advanced education and skills through the college system makes very good sense.

BC's Colleges – Competent Governance & Committed Management

Guardians of an Important Mandate

There are many reasons why our provincial (and local) government should invest in the province's colleges. Among these many important reasons is the BC's colleges' long record of competent governance and committed management.

Experienced investors know that when making an investment decision the quality of the organization's board and their governance practices, as well as the leadership and prudence of the senior management cadre, are important criteria to consider.

Over the years, the history of BC's colleges includes a record of competent governance and committed management. This attention to strategy, tactics and accountability continues.

In February 2012, college presidents met in retreat to take the measure of their business environment and on that basis, to determine the set of core strategies that are right choices for the short- and mid-term future.

As part of this retreat, the representatives reaffirmed the vision of the colleges to be one unified public college system that responds as one to the BC labour market; that the colleges would do this by playing a leading role in the economic, social, and cultural development of communities in British Columbia.

The representatives identified the following four core commitments as being the pathway to continuing success in vision attainment during the short-to mid-term period:

1. Improve access to and participation in college education and training through leadership and continuous improvement in teaching and transformational learning
2. Strengthen the college system through increased collaboration
3. Establish a plan that identifies best practices or areas of opportunity that diversify or increase non-traditional sources of revenue and leads to more financial sustainability.
4. Increase awareness on colleges' contribution to the regional, economic, social and cultural development of the Province.

These core strategies wrap around and advance the core activities performed by the colleges. These are:

- To introduce and support a college system education planning framework
- To provide education and training that is of the highest standards to all those who choose to attend a community college.
- To be teaching-intensive and engage in pedagogical practices that are state of the art and which take into account the social and cultural backgrounds and needs of the students and their communities.
- To graduate students whose knowledge and skills satisfy those who employ them as well as those who receive them as transfer students.
- To establish processes to facilitate cooperation and collaboration between colleges and other sectors.
- To create processes and mechanisms that contribute to greater college financial sustainability.

These are core activities and as such endure over time,

1. Because (reasons in terms of skills sets and people for the workforce):
 - The largest percentage (42%) of projected job openings will require college education.
 - The province's employers, on a continuous basis, need workers with the level of knowledge and skills that are learned and mastered in programs offered only at the colleges.
 - The province's declining birth rate means an increasing dependence on workers whose first language is not English, or who are otherwise on the margins of the province's society.
2. Because (reasons in terms of learning opportunities for our citizens):
 - A university education does not represent to all students the educational opportunities they desire or offer the preparation for the career choices they are making.
 - Colleges offer over 250 different academic, trades, career, technical and skills programs, providing close to home, transferable learning linked to the needs of BC's labour market.
 - Colleges are the most accessible and affordable advanced education provider to over 60 campuses and learning centres in every region of the province.
3. Because (reasons in terms of readiness for post-secondary education):
 - Many communities have segments of their populations that are undereducated and are trapped behind social, economic and life-style barriers.
 - Many in these segments of the populations are ready for and wanting an entry-level gateway to higher education.
 - These disadvantaged people are often better served by close working partnerships between the colleges, whose people have the experience, skills and capacities to deliver developmental education, and the public social networks with their resources.
4. Because (reasons in terms of the socio-economic needs of non-urban communities):
 - The province's non-urban communities, particularly the rural communities, find it more difficult to satisfy their needs for a skilled labour force than do the urban communities.
 - The small communities often suffer the loss of their potential workers because residents who move away to receive the training they desire typically do not return home to make a life and a living.
 - The local society and economies of small communities need and thrive on a labour force that is predominately educated and trained at home, or very close to home.

BC's Colleges – Helping BC's Economic Growth

We—the province, the nation, and the world—are in the midst of recovering from a major economic downturn.

We—educators, historians, politicians—know from experience that there are still major challenges ahead and in tough economic times the unemployed want and expect a seat in the classrooms of their local communities. We also know from history that protecting, and even expanding advanced educational opportunities, is an effective policy lever for governments struggling to cope with the fallout of recession.

We also know that with an aging workforce the province, the nation faces a significant skills shortage in the near future which if not aggressively addressed will result in what has been described as “jobs without people, people without jobs”.

We—the colleges of British Columbia—call on the government to protect public post-secondary education in our province, and to do so in a fashion that ensures a skilled, job-ready workforce is available at the right time and level to fuel the province's economy.

The important point here is that our province can't afford to be “late to market” because it did not have a workforce ready and able to perform in what will be, yet again, a new economy.

When the colleges speak of a job-ready workforce, we do so mindful of the fact that labour market experts have estimated that 42% of the recent skill shortages are in occupations that require graduates of a community college program. BC Labour forecasts indicate over 1 million job openings by 2020; over 600,000 of these will require college job-ready graduates. These are the college programs that graduate highly skilled trades people, the applied technologists and technicians for the resource-based and environmental industries, the nurses and technical support for healthcare professionals, computer and network operators for today's modern enterprises.

So we say to government: protect access to the province's colleges with funding that enables citizens to be productive contributors to their families and communities. Do this knowing that because of their geographic dispersion around the province, citizens in communities large and small will have the opportunity to upgrade skills or develop new employment opportunities. By protecting access to the colleges the province is helping individuals to plan for and achieve their own personal economic recovery.

Government need not fear that by doing this they are spending the taxpayer's money foolishly. The evidence is that the colleges as a collective provide a 14% rate of return on the investment of public funds used to support the colleges. This ROI compares favourably with private sector rates of return on similar long-term investments.

However, protecting access to the colleges will not work effectively unless government also makes it possible for the unemployed to make themselves job-ready by enabling them to attend the college of their choice.

And it goes still further. Many of the unemployed will be parents short of cash but with children just finishing high school and ready to attend a post-secondary institution. The government must make it possible for these parents to send their children to college.

These are not easy challenges, but they are challenges that must be met if the government is to ensure a vibrant economic future for the province. Our colleges are up to the challenge.

From: Linda Franklin [<mailto:franklin@collegesontario.org>]
Sent: Wednesday, January 16, 2013 5:31 AM
To: 'MacRae,Ken'; Jim Reed
Subject: FW: Memo for Ken and Jim re CCBE

Hi all:

Following up on our discussion yesterday, here is the outline of our program taken from the announcement document circulated to our colleges. This program started things off, and will be followed up in 2013 and 2014 with new sessions on reading financial statements (with particular emphasis on the public accounting requirements for colleges in Ontario now); further sessions on risk management; running effective meetings and building a good governance culture. As well, we'll be looking to our governors to advise us on areas they would like to see included in the program. Some of these items may not be relevant or interesting to your governors (I'm thinking particularly of the ones regarding collective bargaining and our pension plan, but substitute courses could be developed to tailor your certificate programs according to your needs.

Announcement:

The College Employer Council (CEC) and Colleges Ontario (CO) will be jointly offering a "Board Excellence Certificate Program" for the 24 Ontario public college boards via a new *College Centre of Board Excellence*. The program is an expanded version of the sessions provided in the past.

The program is open to all persons with roles on college boards including all internal and external governors, all Presidents and Vice Presidents serving on their boards and all administrative staff supporting the boards.

We are sure the governors and board staff of the colleges will find the program very useful.

We have included in this package:

- General information
- Session descriptions

We have also launched a website for the *College Centre of Board Excellence*. The 2012 Governor Resource Manual is posted in English and French on this site.

Fall 2012/13 Board Excellence Certificate Program

What certificates are offered?

The program will be accredited by the *College Centre of Board Excellence*. The program is comprised of both in-person sessions (held in conjunction with the annual Higher Education Summit in November) and a series of webinars. Board members and board staff are welcome to attend all the sessions to gain the accreditation. More experienced board members may wish to attend only those sessions which are most useful to their terms on the Board.

There will be two accreditations:

- **Good Governance Certificate:** this will be awarded upon completion of the full Saturday session on Good Governance and the ½ day Board Orientation session on the Sunday morning (i.e. the Saturday and Sunday just prior to the CO Higher Education Summit)
- **Advanced Good Governance Certificate:** this will be awarded upon completion of the “Good Governance Certificate”, 3 of the 4 webinar sessions and the risk management symposium.

[Note: As many governors and board staff will have already attended sessions on *Governors’ Orientation, Directors’ Liability and the CAAT Pension Plan*, attendance at these sessions over the past five years will be recognized and counted towards the *Good Governance* and *Advanced Good Governance Certificates*.]

What are the sessions offered?

1. The college system- its history; current issues; introduction to collective bargaining - September, 2012
2. Duties and obligations of governors – October, 2012
3. Good governance – November 2012
4. Board orientation – November 2012
5. Board chairs/vice-chairs workshop – November 2012
6. Student Governors’ Network – November 2012
7. Collective bargaining – January, 2013
8. CAAT pension plan – February, 2013
9. Risk management – April 2013

Who can attend?

Sessions will be open to all persons with roles on college boards including all internal and external governors, all Presidents and Vice Presidents serving on their boards and all administrative staff supporting the boards. The only exceptions to this will be:

- the Board Chairs and Vice Chairs which will be open to only chairs, vice chairs and members of the Governors' Affairs Committee; and
- the meeting of the Student Governors' network open to only student governors.

What are the intended outcomes for the Certificate Program?

Board members will:

1. Be better prepared to assume governance roles.
2. Have a common understanding of the key elements of good governance.
3. Have a stronger understanding of the link between effective boards and positive outcomes for learners and communities.
4. Have an appreciation of the multiple roles of boards in governing.
5. Have a clear understanding of the role of the individual board member within the context of the whole board.
6. Understand the legal and fiduciary responsibilities and liabilities of a board member in the College system
7. Understand the aspects of risk management generally and be able to apply them in the specific risks for their individual colleges

Board staff members will be better able to support board members in their governance roles through an understanding of the points above.



Fall 2012/13 Board Excellence Certificate Program

SESSION DESCRIPTIONS:

Dates, times and locations are on the registration form attached

1. The college system: its history; briefing on current issues; introduction to collective bargaining (via webinar)

The first part of this session will provide the context for the system as a whole including a brief history of the system, an overview of its legislative framework and the impacts of higher education. It will look at the current key issues, the challenges and opportunities ahead and the strategic priorities for the system and Colleges Ontario's role vis-à-vis these system issues and priorities.

The second part of the session will provide an introduction to the College Employer Council and to collective bargaining for the college system. A brief outline regarding collective bargaining in the fall will also be provided.

2. Duties and obligations of governors (via webinar)

The session will give an overview of the roles of the board, the general and specific legal duties of governors, personal liability for corporate acts & omissions and provide a brief overview of risk management and indemnification.

3. Good governance (Sheraton Toronto Hotel)

This highly interactive workshop, facilitated by a past college board chair and past college president is designed for board members and senior college administrators to provide a greater understanding of **Good Governance** principles and concepts and roles and responsibilities of board members. Participants will have the opportunity to engage and learn from each other and have a greater appreciation of the perspectives and value each governor brings to the governing process.

4. Board orientation (Sheraton Toronto Hotel)

New board members and board staff will want to make a contribution to the vibrancy of their boards so this session will be an opportunity for each person to reflect on his/her learning from the Good Governance Workshop and to strategize on how he/she can contribute to, or facilitate, a healthy and smart dialogue at his/her college's board meetings. It will be an opportunity for each person to initiate his/her personal governance professional development plan and discuss his/her legacy to their college's board.

5. Board chairs / vice-chairs meeting (Sheraton Toronto Hotel)

The purpose of this meeting is to provide a forum for these representatives to discuss issues of current concern. An agenda for the meeting will be distributed to Board Chairs and Vice Chairs once approved by the Governors' Affairs Committee.

6. Student Governors' Network

The purpose of this session is to provide new and returning college student board governors with an opportunity for interactive discussion with their peers from other colleges.

7. Collective bargaining (via webinar)

This session will discuss the legal structure around collective bargaining, the colleges' bargaining agent, the bargaining units, current negotiations, the support staff negotiations, the next round of negotiations and the status of part-time certification applications.

8. CAAT pension plan (via webinar)

This session will look at who is responsible for the CAAT Pension Plan, and board members' responsibilities regarding the Plan. It will provide some basic facts about the plan, trends in the members and retiree numbers and why the Plan is important to the colleges. The investment strategy will be discussed along with liability drivers, factors affecting Plan performance and the future of the Plan.

9. Risk management (location TBC)

The date, location and program for this one-day symposium will be announced in early 2013.



BC COLLEGES

BOARD CHAIRS' AGENDA
PRESIDENTS' & BOARD CHAIRS' MEETING

Monday, April 8, 2013
YVR Fairmont, Finch Salon
8:30 – 3pm

8:30 am	Welcome and Call to Order Introductions Approval of the Agenda and Previous Minutes – <i>Angus Graeme</i>
8:35 am	What do the polls tell us? – <i>Daniel Savas; Steve Mossap, President, Insights West</i>
9:15 am	Election Advocacy and Communication Strategy
10:00 am	Break
10:20	Roundtable
11:20 am	Presentation by a member college a) Camosun College b) VCC
Noon to 12:30	Lunch
12:30	Board chairs Leave for their breakout session – Room 535
12:30	Introduction/Opening Statements – Karen Simpson, Board Chair, Northern Lights College Open Discussion (suggested topics) • Review of Government Mandate as it relates to Board compensation • Discussion on how each Board has set up their Budget • Governance Practices – Colleges Ontario's professional development on governance practices (for information) • Other
2:45	Join Presidents for Plenary
3:00 pm	Adjournment



BC COLLEGES

BCC BOARD CHAIRS' MEETING

Draft Minutes of November 5, 2012

12:30 – 2:15pm

YVR Fairmont Hotel

In Attendance:

CNC	Bob Murray	NIC	Bruce Bell (vice-chair)
COTR	Richard Reinders (vice-chair)	NLC	Karen Simpson
DC	Paul Wates	OC	Lance Kayfish
LC	Anne Lippert	SC	Bruce Morrison

Regrets:

CC	Kyman Chan
NWCC	Rhoda Witherly
VCC	Cathy Young

1. Welcome

Lance Kayfish welcomed Board Chairs and/or their representatives to this Committee meeting, which was a breakout session from the BCC Presidents' meeting to which all Board Chairs had been invited. This will be the last meeting that Lance will act as Chair, subsequent meetings will be chaired by Karen Simpson, Board Chair of NLC. It was noted that the meetings are valuable, and an opportunity to reconnect and understand the larger perspective of the college sector.

2. Discussion Topics:

- Advocacy in Election
 - Will work to be sure everyone getting the same message and we present a united front for the sector
 - Each college will address local issues individually
 - Would like to see one-pagers created
- Executive Compensation
 - Cap on President's salary as well as senior staff
 - The concern remains that over time the current compensation matrix will increasingly inhibit BC college's ability to recruit and retain top leadership talent
 - The MBCC should update Board's with a short memo regarding what changes need to occur to allow Colleges to continue to attract quality Presidents and leadership
 - Push for small lift to the cap for Presidents, in line with any other lifts given to college sector staff
 - Acknowledge leaders
 - Quiet advocacy on this issue, not the time to lobby for salary increases
- Board Compensation
 - What is the process?
 - May be a good idea to move as a group
 - Revisit this topic at the next meeting after the May 14, 2013 election;
 - **ACTION:** Invite someone from Ministry to attend the Board Chairs' meeting to discuss the issue of Board Compensation and the process involved in changing compensation within

the government mandate. (It is now frowned upon to change compensation within the mandate).

- Board Orientation
 - Douglas College orientation package available in Board Chair area of the BCC website
 - Those showing an interest in sitting on the Board (including students) are met with and given an orientation, at which time both the expectations of the Board and time commitment of its members are stressed
 - Important to get Board members with the appropriate skill sets
- Draft Letter to ACCC
 - Letter to be sent to ACCC regarding their role in advocacy and Board development, seek clarification on ACCC's role in governance and with governors
 - Douglas College again recommended AGB (Association of Governing Boards) for policy governance; felt it offered much better resources and training (<http://agb.org/>)
- Shared Services
 - Ministry needs to look within to figure out Shared Services savings (an example of their inefficiency is the number of reports that are required)

3. Adjournment

The meeting was adjourned at 2:15 pm at which time Board Chairs joined the BCC Presidents' meeting to provide a summary of their discussions.

Meetings in 2013:

Monday, April 8th, 2013

Monday, November 4th, 2013

President's Report

INTRODUCTION

Our April 8th meeting will include the participation of Board Chairs. Because our May 30th meeting (which coincides with ACCC conference in Penticton) is dedicated to a strategic discussion on college education planning, this will be our last business meeting before September. We have purposely limited the number of external presentations to two: "What do the Polls Tell us?" (Daniel Savas and Steve Mossap from Insights West) in the morning and John Leech (Applied Science Technologists and Technicians of BC) on the technology education strategy for the afternoon. We are dedicating time at this meeting to discuss the election advocacy strategy as well as some key strategic issues we need to prepare for, particularly post May 14th election. We will also take time to have a roundtable discussion on the two or three key issues or opportunities facing each college. In addition, there will be a short presentation from Camosun College and VCC on an important development in their respective colleges. Finally we have set aside time to have a strategic discussion on some critical issues that could impact the future direction of the BC college system.

WHAT TO DO THE POLLS TELL US?

Daniel Savas and Steve Mossap will give us the results of recent polls on BC politics. While we all appreciate that the most important and relevant poll is the one on election day, Daniel's and Steve's presentation may foreshadow what we could expect from the May 14 election; this is particularly interesting given that the provincial election campaign will "officially" start the week following our meeting.

ELECTION ADVOCACY AND COMMUNICATION STRATEGY

For several months we have worked on an advocacy and communications strategy for the May 14th Provincial Election. I will speak to the strategy and will be supported by Alix Cameron and Cindy Bell of RedCAB Communications. I have met with a multiple number of key officials from the Liberals and NDP, government bureaucrats, business, industry and other stakeholders. The key messages and the "ask" has evolved from these meetings as well as from analysis of the emerging trends that help to shape the priorities of the Province. The messaging that has been produced has been built from the presentations that were made prior to the 2013/14 Budget. The election advocacy messages are a refinement of last Fall's Budget materials and in my opinion align college priorities with those of either main political party. I believe either the Liberals or NDP would be comfortable supporting the main ask and much of what has been produced reflects key aspects of the respective platforms. It is also clear the recent federal budget with its emphasis on skills training provides an opportunity to align with this shift in federal policy if we are prepared and ready to respond; it also represents a risk because the federal government will be much more directional in its labour market funding and we need to ensure our plans align with the new direction. To support the advocacy RedCAB has developed several new communications assets,

from website, twitter and video to print material. We have also produced a tool-kit that is intended to support colleges specifically and BC Colleges generally. We look forward to having a discussion on the strategy and the materials on April 8th.

ROUNDTABLE

We will take some time to hear from each college on two or three key issues they are addressing or opportunities they are pursuing. It will also be helpful to hear each college's utilization results for the year-end.

PRESENTATIONS BY COLLEGES

Many of our meetings comprise issues originating from government. We spend less time talking about great things happening at each of the institutions. We have purposely set aside time to hear from two of our members. Camosun and VCC will make short presentations on a key initiative at their respective institution.

AFTERNOON SESSION

Chairs will meet separately after lunch to discuss certain agenda items. It is an opportunity to share perspective on these issues and to report back to the presidents on the results of this discussion.

Jim Reed
April 2013