

# Submission to Review of the Degree Approval Process in British Columbia

February 2, 2011



Federation of  
**Post-Secondary Educators**  
of BC

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## **Introduction**

The Federation of Post-Secondary Educators (FPSE) appreciates this opportunity to be involved in the review of BC's degree approval process. Regular assessments of key government and Ministry policies are both healthy and productive, a point that our organization hopes could apply to far more than simply how the Ministry handles the degree approval process. If we have any reservations at this point about the review, it has to do with the way in which the review was announced, and with it, the fact that granting new degrees was put on hold. Both announcements caught many within our sector by surprise. As well, a number of institutions that were in the early stages of developing a new degree proposal had to suspend that development work, a change that put in doubt the future of their proposal and the internal staff work that had gone into that proposal up to that point. Hopefully, the timely conclusion of this review will allow those proposals to move ahead in an expedited way.

FPSE represents over 10,000 faculty and staff who work at 18 of the 27 public post-secondary institutions in BC. We also represent a number of faculty who teach at private colleges, institutes and language schools, most of which are located in the Lower Mainland. The diversity of our membership, both in terms of the institutions they work for and the disciplines they represent, provides an effective sounding board for this current review of the Degree Quality Assessment Board (DQAB) and BC's degree approval process.

## **Governance and Representation**

In 2005, FPSE participated in the first review of DQAB's criteria and guidelines. It's somewhat frustrating to realize that six years later very few of our recommendations for change have been incorporated into the ongoing work of DQAB. Nowhere is that fact more apparent than in the structure of the DQAB Board. Working faculty and students within the public post-secondary education system have no representation on DQAB. We note, however, that the province's business community has managed to secure representation on the Board, a fact that raises

some serious questions in our mind about the over-arching objectives of DQAB. Is it an undertaking to ensure academic excellence within our public institutions or are those institutions simply seen as elements of an economic strategy? If working faculty and students had equal representation on DQAB to that accorded the business community, you could make a coherent case for achieving both: academic excellence that also contributes to a more sustainable economy. In the absence of that balance, we are left to conclude that DQAB reflects the influence of business to the detriment of academic priorities.

In 2005, we also recommended that the DQAB Board should better reflect other elements of diversity within our sector including gender and ethnic diversity. For example, just over half of the faculty members that we represent are female, a percent figure that closely mirrors the gender mix across the broader post-secondary sector. However, women account for only ten percent of the existing Board membership. As we stressed six years ago, DQAB needs to reflect the community it serves and the Board composition at this point fails to meet that very basic test.

In the questions that are posed on the implicit objectives of the approval process, the Ministry notes that accountability and transparency are critical to the success of DQAB. We agree and we believe that by making representation on the DQAB Board more reflective of both the community that post-secondary institutions serve and the faculty and students who make those institutions work, accountability and transparency are strengthened immeasurably.

### **Degree Approval Process**

In our 2005 submission, FPSE highlighted some of the concerns that faculty had with the posting process. While the potential for “poaching” remains, our greater concern about the extent to which program and content experts could have potential conflicts that would negatively affect their input seem to have been addressed by DQAB guidelines. Those guidelines detail the requirement of a program or content review expert to declare any potential or perceived conflict that may

exist. Those measures at least ensure that where an outside expert is brought into the degree approval process, that expert must demonstrate a truly unbiased perspective by adhering to the conflict guidelines developed by DQAB. To the extent that those guidelines are vigorously enforced, FPSE believes that the concerns we raised in 2005 can be effectively addressed.

Every public post-secondary institution sees the development of new degrees as part of their ongoing commitment to remain both relevant to the communities they serve and forward thinking in terms of their ability to develop and refine the process of knowledge creation at their institution. Both endeavors are critical and both require additional resources. Unfortunately, operating grants from the provincial government have not kept pace with either the demands of an expanded student base or the cost pressures of operating a vibrant post-secondary institution. Since 2001, the per-student operating grants that public post-secondary institutions in BC receive from the provincial government have dropped by more than eight percent in real terms. What that means at an institutional level is that more costs are shifted on to students and fewer services and program options are available to those students. In that context, the development of new degrees is another cost that needs to be managed in ways that fit with the inflation-adjusted decline in provincial operating grants.

The problem is compounded when you recognize that some of the larger research universities in BC have much greater fiscal capacity to absorb these development costs than is the case for special purpose teaching universities, community colleges or institutes. This creates a disadvantage for smaller institutions, a disadvantage that becomes more exaggerated as the underfunding problems continue. At a minimum, the provincial government needs to consider a new funding arrangement that would allow public post-secondary institutions to recoup a portion of their degree development costs.

The current review process also asks a number of important questions about the issue of exempt status. In our 2005 submission we noted

that achieving exempt status was, at that point, uncertain for many of BC's university-colleges and community colleges. Some of those uncertainties have been dealt with in the intervening years. However, our current concern is that the proposal to look at amendments to the exempt status provisions will add confusion and costs for many public institutions.

FPSE is particularly concerned about the suggestion to incorporate some form of accreditation into the process of determining a public institution's ongoing exempt status. Accreditation is an unnecessary step within the BC public system, a step designed to appease the pressure from private universities who fail to achieve exempt status currently.

The accreditation track record in the United States, where private universities and colleges are a dominant force in the post-secondary sector, provides some telling evidence of how misplaced the idea of accreditation would be in BC. In the US, there is no single, centralized accrediting body. Instead, there is a confusing array of state and federal accrediting agencies which leads to serious questions about whether the accreditation reflects the reputation of the agency or the post-secondary institution. Moreover, the entire process is enormously expensive for the institution, a cost that only adds to the growing disparity between private post-secondary institutions in the US.

By comparison, BC's existing system of transfer and recognition between public institutions not only supports mobility for students, it also ensures that standards and quality are consistent across the entire public system. To the extent that DQAB provides fair and equal treatment to all post-secondary institutions as they develop any proposed new degree programs, the Board reinforces the openness of our public system and the consistent quality of the programs provided in those public institutions.

It is troubling to hear the Ministry question the value of our system of transfer and recognition by raising the specter that accreditation somehow needs to be a part of a revised DQAB. Accreditation will

impose new and unnecessary costs on public institutions that are already struggling with the problems created by a decade long drop in real per-student operating grants from the provincial government. A new system of accreditation would only put those institutions further behind.

The Ministry's review also questions whether a degree program that has been approved but not implemented by a post-secondary institution should be required to undergo a re-assessment. Again, the problems of chronic underfunding across the entire public post-secondary system create several distortions that, in turn, create additional cost pressures within the system. In this instance, the fact that a degree program has been approved but not implemented often has more to do with funding pressures than with the merits or quality of the degree program. In many cases, institutions have to make choices about which programs to implement because their funding base is not sufficient to run all the approved degree programs. Forcing those institutions to re-apply would only add to their cost pressures without any discernable benefit in terms of program quality. If the public post-secondary system was adequately funded in the first place, this issue would not exist.

### **Strengthening System-Wide Collaboration**

The current review asks how system-wide coordination could improve the degree approval process. It is an important question to ask, but it appears to start from the premise that system-wide coordination somehow isn't a well-established practice. Our Federation, as part of our 2007 round of collective bargaining, asked for and received a Policy Table mechanism that brought together senior administrators from public post-secondary institutions, representatives from the Ministry as well as representatives from the two largest unions in the post-secondary sector—FPSE and the BC Government and Services Employees' Union (BCGEU)—to discuss system issues. The Policy Table produced a number of reports. One that this review should be aware of dealt with system-wide collaboration. We have included a copy of the report as an appendix to this submission.

The report has two substantial conclusions among its many recommendations. The first is that there already exists considerable collaboration between public post-secondary institutions. In fact, BC plays something of a leadership role when it comes to system collaboration. For example, we have, over the course of two decades, successfully established the BC Council on Admissions and Transfer (BCCAT) which is the envy of other provinces in Canada. In those provinces, internal systems for supporting transfer and mobility of students between public institutions is not well established and has created significant problems within those jurisdictions.

The other important conclusion is that collaboration and funding are closely linked within the public post-secondary system. The examples of collaboration itemized in the Policy Table report all required these public institutions to devote some portion of their operating budgets to support the collaborative undertakings that they were advancing with other public institutions. There were direct benefits from advancing these initiatives; however, there is a point beyond which most institutions simply couldn't afford to do more collaboration even though the benefits of doing more could be easily identified.

Adequate funding is a key element in this issue. Every administrator recognizes that within the public system there are significant benefits from sharing experience, knowledge and expertise across all public institutions. However, achieving that goal becomes problematic when operating budgets are consistently under-funded relative to the demands of an increasing enrolment base as well as the unique cost pressures within the post-secondary education system. Resolving those problems at the front end would create enormous benefits throughout the entire system by supporting new capacity for broader collaborative initiatives.

One final point on collaboration has to do with the question of the Canadian Degree Quality Framework. If the BC experience with BCCAT is any guide, there is tremendous capacity within the Canadian public

post-secondary system to create a “made-in-Canada” solution to degree quality standards as well as improved mobility for students within the public post-secondary system. However, our concern at this point is that the federal government might use the Framework as an excuse to embrace the US-style accreditation system that we believe is both costly and unnecessary in Canada. Our experience with BCCAT shows that we can achieve consistent quality and recognition across the public system without having to resort to an accreditation model that is so prevalent in the US. We would hope that this review recognizes the problems associated with that kind of accreditation and opts, instead, for measures that build on the collaborative undertaking that already exist across BC’s existing public post-secondary institutions.

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# Discussion Paper

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## Collaboration in Public Post-secondary Education in British Columbia

Collaborations Working Group

November 12, 2009

This paper discusses and defines collaboration within the public post-secondary education system in British Columbia; identifies and categorizes existing collaborations; identifies barriers; and recommends next steps.

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## Collaboration in Public Post-secondary Education in British Columbia Discussion Paper

### Notes:

- For the purpose of this discussion paper, the post-secondary system refers to institutions that are members of the Post Secondary Employers Association.
- In addition to the specific collaborations discussed in this paper, there are also additional instructional courses and programs delivered as contract training that are beyond the scope of this paper.

### Background

The Policy Table was formed in 2007 to provide a forum for government and the public post-secondary institutions to discuss key policy issues. Policy Table representatives include: five Presidents and five faculty union representatives from the colleges, (then) university colleges, and institutes; and staff from the (then) Ministry of Advanced Education (the Ministry).<sup>1</sup>

At the June 11, 2008 meeting of the Policy Table the Ministry committed to form a working group to prepare a discussion paper to:

- Discuss and define collaboration within the public post-secondary system;
- Identify and categorize existing collaborations;
- Identify barriers to collaborative activities; and
- Recommend next steps to the Policy Table.

The Collaborations Working Group was formed to discuss these issues and develop the discussion paper. See members listed in attachment A (page 7).

The Working Group engaged in online discussions and conducted three conference calls to discuss collaboration in British Columbia on January 8, 2009, March 9, 2009 and June 25, 2009. Members also submitted papers, examples and other documents for consideration of the group.

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<sup>1</sup> On June 3, 2008 the Ministry of Advanced Education became the Ministry of Advanced Education and Labour Market Development. On September 1, 2008 the university colleges, Emily Carr Institute of Art and Design, and Capilano College became teaching universities.

Definition and Principles:

A broadly applicable definition of collaboration is that “Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve results they are more likely to achieve together than alone.”<sup>2</sup> Underlying principles that may serve to attune this definition to the post-secondary context include that the collaboration should:

1. Result in outcomes producing a benefit for students, either directly or indirectly; and
2. Promote a seamless student experience between post-secondary institutions and programs, through collaborative arrangements between public and private institutions and organizations in other sectors.

Categorizing Collaborations:

The Collaborations Working Group has identified three broad categories of collaboration in the public post-secondary system:

- Type 1. Collaborations between institutions in the BC public post-secondary system;
- Type 2. Collaborations between public institutions and external agencies; and
- Type 3. System level services or agencies that coordinate collaborations.

**Type 1. Collaborations within the British Columbia public post-secondary system.**

These collaborations are mainly bi-lateral between two post-secondary institutions or multi-lateral between individual institutions or sub-units within institutions. They usually involve faculty and administrators working collaboratively in relatively narrowly-defined areas of common interest. Type 1 collaborations include: Program partnerships; Curriculum collaborations; Organizational partnerships; and Sharing institutional resources. See Figure i) below.

Figure i)

<b>Type 1 Collaborations Within the British Columbia public post-secondary system.</b>	
Description	Purpose
Program partnerships	-Maximize access and program availability for students
Curriculum collaborations	-Share curriculum between institutions -Joint development of curriculum
Organizational partnerships	-Formal agreement between institutions to line up specific functions or activities (eg application, registration)
Sharing institutional resources	-Developing joint facilities (sharing cost etc)

See attachment B for examples of Type 1 collaborations (page 8).

<sup>2</sup> “The Nimble Collaboration: Fine-tuning Your Collaboration for Lasting Success”, author Karen Ray, publisher Fieldstone Alliance, 2002.

## **Type 2. Collaborations between BC public institutions and external agencies.**

These collaborations are between British Columbia public institutions and private degree-granting institutions, public or private institutions outside of British Columbia, secondary schools, or collaborations with other sectors including industry, health care and business groups. Public post-secondary institutions invest extensive effort particularly into collaborations with community groups reflecting, in large part, a drive to be responsive to constituent needs. Type 2 collaborations include: International collaborations; Collaborations with community groups; and System interfaces to external stakeholders. See Figure ii).

Figure ii)

<b>Type 2 Collaborations Between BC public institutions and external agencies</b>	
<b>Description</b>	<b>Purpose</b>
International collaborations	<ul style="list-style-type: none"><li>-Recruiting students to Canada</li><li>-Deliver education in a foreign country</li><li>-Design curriculum for or with a foreign institution</li><li>-BC students complete part of their program at a foreign institution</li></ul>
Collaborations with community groups	<ul style="list-style-type: none"><li>-To deliver programs to First Nations groups, high school students, and industry and business groups.</li></ul>
System interfaces to external stakeholders	<ul style="list-style-type: none"><li>-Voluntary partnership to address common issue with unified front</li><li>-Deliberate, formal arrangements that include agreements and protocols where significant number of institutions work with external stakeholders.</li></ul>

See attachment C for examples of Type 2 collaborations (page 12).

## **Type 3. System level services or agencies that coordinate collaborations.**

Collaborations under Type 3 include system level services coordinated by an agency formed specifically to provide common services to all institutions in the system. Such agencies promote collaborations by providing system level data, allowing economies of scale and / or coordinating a system response. See attachment D for examples of Type 3 collaborations (page 25).

## Key Success Factors

Participants in collaborative processes<sup>3</sup> report that there are several key factors broadly applicable to many collaborative ventures and that are critical in producing a successful outcome:

*Committed leadership* – in the context of the public post-secondary system, this includes system level leadership, institutional leadership (presidents) and commitment at the working level.

*Development capacity* – investment of financial and staff resources, and particular forms of experience and expertise.

*Access to diverse networks* – successful collaboration must also include consultation within the network of stakeholders impacted by the collaborative activity.

*Tolerance for risk* – collaborative activity often requires convincing institutions to take a particular program approach, where there may be disagreement at various levels of the system. This requires an investment of, and risk to, collegial relationships.

*Trust between partners* – it is essential that there is trust between the partners and respect for the contribution potential of each participant. If present, amazing and creative collaborations are possible; if absent, the collaboration has no future.

## Barriers

A number of barriers to collaboration were identified including: limited resources; lack of incentives to encourage collaboration; lack of (and/or reduction in) centrally focused resources; and inherent competition within the system. The current FTE (full-time equivalent student) funding model was specifically noted as a disincentive for program partnerships, as it restricts the ability for institutions to share costs and resources. That is, both institutions in a partnership incur costs, but only one can count the FTEs. It was also noted (in relation to program partnerships) that programs are not necessarily designed from the beginning to be collaborative. It is more difficult to “retrofit” collaboration into an original design which did not initially consider collaboration as a guiding principle.

From a cost perspective it was noted that while collaboration can achieve cost savings, there is also a cost to collaboration – while the investment in the project overall may be less, there is a cost associated with working across multiple institutions. In addition, cost savings is not always the primary goal of collaboration. Cost versus benefit also needs to be considered. Collaboration can help to ensure the sustainability of program offerings in multiple regions in

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<sup>3</sup> Key success factors identified in the “Background Paper: BC Public Post-secondary Labour Market Consortium Employment Skills Access Program”, April 9, 2009.

a declining economy. Challenges and barriers that are broadly applicable to collaborative activities<sup>4</sup> include:

*Communication* – it is difficult to provide timely clear communication on complex topics amongst partners in a collaborative project, especially with limited project resources.

*Balancing task completion with member participation* – a delicate balance between moving the project to completion and providing opportunities for members to contribute must be achieved within defined time frames and limited resources for coordination and participation.

*Ambiguity and complexity* – public post-secondary institutions often bring diverse institutional approaches, and must accommodate multiple constituencies, which increases the ambiguity and complexity of system-wide collaborative projects.

*Developing trust* – if partners have no pre-existing working relationships and/or experience with similar projects, there needs to be greater communication and information exchange to build knowledge and confidence in the process and project leads.

*Maintaining momentum/fighting inertia* – proceeding with a system-wide collaborative project requires a considerable institutional and individual commitment to the success of the collaboration, given the inevitable pull to address institutional responsibilities at the expense of enabling the collaborative project to proceed.

*Changing paradigms* – engaging in collaborative work requires significant interdependent involvement that is somewhat at odds with the high levels of autonomy within which institutions traditionally operate. This necessitates a shift in both the constructs of how post-secondary activities should occur, and the systems and processes needed to facilitate such activity.

#### Next Steps:

The Working Group recommends that, in the event that the Policy Table wishes to explore ways to encourage collaboration in the public post secondary system, that there be further discussion on a number of issues including those identified below:

- 1) Enable Boards to encourage collaboration.

Find ways to help the Boards of the public post-secondary institutions encourage institutional collaboration at the program planning stage. Some aspects of current resource allocation and student recruitment processes discourage collaboration. This is exacerbated by internal pressures within each institution to find ways to cut costs.

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<sup>4</sup> These barriers were discussed in the “Background Paper: BC Public Post-secondary Labour Market Consortium Employment Skills Access Program”, April 9, 2009.

2) Identify incentives to collaborate.

Explore the possibility of building incentives to collaborate into existing funding processes, where a component of the funding allocation was only accessible if collaboration occurs, for example, a pool of FTEs for collaborations. A mechanism to “level” access to the collaborative FTE pool would be required, and delivery costs could not be greater than for traditional delivery.

3) Develop policy framework to promote collaborative behaviours.

Further research and discussion is needed to identify how collaborative behaviours can be fostered within the system through policy actions. The working group discussed the natural tendency for individual institutions to operate as independent agencies, and that successful collaborative projects require concerted and conscious effort from participants to commit to a system view. An overarching policy framework would help to identify, articulate and promote desirable collaborative activities.

4) Catalogue existing mechanisms within the system to be used as building blocks in establishing systemic collaboration.

Despite the intrinsic autonomous nature of institutions within the post-secondary system, there are numerous examples of existing working level collaborations that have formed to enable collegial connections throughout and across departments and between institutions. The working group suggests that strengthening collaboration within the post-secondary system should include an approach that builds on, and does not replace, existing collaborative efforts.

5) Incorporate collaboration as a design principle.

Identify ways for post-secondary institutions to embed “collaboration” as a design principle for projects into the future, in the same way that “benefits to students” and “quality” are actively built into program planning and development processes. For example, possibilities for collaboration should be identified, assessed and discussed within institutional program proposals, so that decision makers could consider collaborative arrangements as criteria, where appropriate, in assessing the merits and strength of program development proposals.



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**Attachment A**  
**Collaborations Working Group Members**

**Chair:**

Kate Cotie, Ministry of Advanced Education and Labour Market Development (ALMD)

**Members:**

Patty Beatty-Guenter, ALMD

Julia Macdonald, ALMD

Cheryl Bell, ALMD

Nick Rubidge, College of the Rockies

George Davison, Federation of Post Secondary Educators

Stu Seifert, B.C. Government and Service Employees' Union

John Birnie, Northern Lights College

Dennis Silvestrone, Vancouver Island University

Ken Takagaki, British Columbia Institute of Technology

**Secretariat:**

Rahel Umpherson, ALMD

**Attachment B**  
**Examples of Type 1 Collaborations**

The following inventory of collaborations is not exhaustive, and has been compiled for the purpose of illustrating some existing examples of collaborative activities as contemplated by the Collaborations working group. Any omission of particular institutions, programs or collaborative activities is entirely coincidental, and inclusion of particular collaborative activities on this list does not reflect an opinion or decision on the part of the Working group that relates to ranking or relative importance of the activity between or within institutions.

The source of information for these examples is primarily annual accountability reports submitted to the Ministry of Advanced Education and Labour Market Development, supplemented by examples identified through various other means including review of institutional websites, news releases and Internet search.

**Type 1: Collaborations between institutions in the public post-secondary system.**

**Program partnerships**

**Program partnerships description:**

Course/program started at one institution, finished at another:

- Graduate certificate
- Undergraduate degree completion

<b>Institution</b>	<b>Description</b>
BCIT	Targeted training in high demand trades areas, in particular Carpentry, in joint collaboration with major industry partners such as PCL Construction and Ledcor.
BCIT	Training and research in Information Technology in partnership with Nokia.
BCIT	Involvement in a training and employment program for Aboriginal peoples in the mineral sector in collaboration with the Association for Mineral Exploration BC (AME BC) and Human Resources and Social Development Canada's (HRSDC) Aboriginal Skills and Employment Partnership initiative.
BCIT	BCIT is exploring opportunities for enhanced access points for Diagnostic Imaging programs as well as Specialty Nursing offerings in collaboration with Health Authorities through one-time funding from Ministry of Health.
BCIT	-The new high school partnership in Kelowna is now delivering the Electronics Core program in support of BCIT's new Kelowna Avionics program
CAPU	Capilano will be offering a new Bachelor of Performing Arts in conjunction with Douglas College, Langara College and Vancouver Community College.
CNC	-CNC is in partnership with Northern Health and the Northern Medical

	Society for delivery of the CNC Medical Laboratory Technology Sciences Diploma, and with those partners and Interior Health for the development of a new CNC Medical Radiography Technology Diploma program.
CNC	-The Medical Laboratory Technology Diploma Program, introduced in 2007/08, is the result of extensive community collaboration.
DOUG	-Agreement between Langara, Capilano, Vancouver and Douglas to offer a joint degree in the performing arts.
DOUG	-Regular meetings are being held with school district officials to find better ways to jointly support students moving into the college environment e.g. articulation meetings are held with high school department heads and chairs/coordinators of College departments in related subjects.
ECUAD	-Emily Carr has renewed its collaboration agreement with North Island College to offer an ECI External Bachelor of Fine Arts Degree to students in the northern Vancouver Island area.
ECUAD	-Joint degree offered with UNBC called Bachelor of Fine Arts and Creative Writing. It connects creative writing and studio practice for students in the north and includes electives with First Nations content.
KWAN	-The Fashion Design and Technology Program offers two Professional Studies courses in collaboration with UBC, our partner in the Textile Studies for Teachers Certificate program. The courses are also available to secondary school teachers under the new PD+30 requirements.
LANG	-Langara College has worked with Capilano University, Douglas College and Vancouver Community College to jointly develop a proposal for a Bachelor of Performing Arts program, which has recently been approved by the Minister.
UFV	-UFV is partnering with Douglas College so students from Douglas can complete their bachelors degree at UFV in Criminal Justice, Geography, Psychology, and Child and Youth care.
UFV	-UFV is partnering with Envision Financial wherein employees can complete a business degree while still working full-time.
NVIT	- A few examples of recent collaboration with institutions and organizations include Thompson Rivers University (Bachelor of Social Work), Vancouver Community College (Home Support Worker/Resident Care Attendant in collaboration with Interior Health Authority), En'owkin Centre in Penticton (ongoing affiliation agreement), Neskonlith First Nation in Chase (Home Support Worker/Resident Care Attendant), First Nations Education Steering Committee (Speech Language Assistant), and Royal Canadian Mounted Police (Law Enforcement Preparation Program)..
NVIT	-A joint degree program exists with Thompson Rivers University, enabling students to earn a Bachelor of Social Work degree from NVIT and TRU.
NVIT	-NVIT undertakes collaborative approaches to program development and delivery with public and private post-secondary institutions, school districts, Aboriginal organizations and communities, government agencies, or industry.
NVIT	-Collaboration with other organizations is a key factor in NVIT's ability to offer an expanded range of programming. Examples include the Royal Canadian Mounted Police and our Law Enforcement Preparation Program,

	Thompson Rivers University and the Bachelor of Social Work, and Vancouver Community College in the Home Support Worker/Resident Care Attendant program. Currently under development is a degree program partnership with the University of Northern British Columbia.
NIC	-NIC works with post-secondary partners through the CMN (Camosun, Malaspina, and North Island) Consortium to provide programs to avoid duplication and competition.
NIC	-NIC has a priority registration agreement and guaranteed degree completion pathways with VIU and Emily Carr University of Art and Design.
NLC	-NLC has a curriculum design that plans for laddering and articulation opportunities so that learners can transfer their academic and career courses to other institutions in support of acquiring credentials or enhancing career skills.
NWCC	Literacy programming throughout the northwest is offered in partnerships with community organizations in seven different communities.
NWCC	The increase in trades programming is largely the result of partnerships with school districts and companies in the northwest.
NWCC	The college works collaboratively with Aboriginal institutes and members of the post-secondary system. For example, fire and rescue training is offered in the northwest in cooperation with the Justice Institute.

## Curriculum collaborations

### Curriculum collaborations:

- Sharing curriculum
- Developing curriculum  
Example, Program Advisory Committees
- include business, industry, high schools, other psi's
- Collaborative degrees

Institution	Description
BCIT	-partnerships with business and industry, high schools and universities through inclusion of industry representatives on Program Advisory Committees
COTR	-COTR has partnerships with private industry and health care facilities including Interior Health Authority, Golden Life Management, City of Cranbrook Fire Department, PTI in Vancouver and the Collaboration for Academic Education in Nursing (CAEN).
DOUG	-Developing collaborative degrees with University College of the Fraser Valley.
JIBC	-JIBC partners include all public post-secondary institutions.
NWCC	Through a consortium of BC's three northern colleges, NWCC, NLC, and CNC are sharing wait lists, and collaborating on curriculum development, professional development and applied research projects.

NWCC	Currently, work is underway on the development of a joint Business Administration diploma with an emphasis on-logistics, through a three-way partnership between NWCC, the Na na kila Institute, and Rio Tinto Alcan. The Kitlope Field School is the only program of its kind in Canada and is part of a dual Anthropology and Geography summer session course package offered through the college's University Credit Program.
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### Organizational partnerships

Institution	Description
CAPU	-'Food Runners' is a partnership with Capilano, the Vancouver Food Bank and ARAMARK. Left-overs and perishable foods are collected from Capilano College and redistributed to local families in need.
CNC	-Collaborates extensively with Thompson Rivers University for degree laddering, joint student admissions and other services to support learner access and transition.
CNC	-CNC and UNBC hold regular joint gatherings of their Boards for information sharing and strategic partnership development.
COTR	-COTR, Selkirk College and Okanagan College collaborate to provide programs and services to BC's southern and southeastern interior regions. In June 2008, the presidents of the three institutions signed an MoU to work together on program development and delivery, improved transfer arrangements, student recruitment, applied research, offering programs from one institution at another and international education.
DOUG	-Doug has signed an agreement with SFU to do collaborative planning and development.
DOUG	-Doug is creating a Centre for Health and Community Partnership with the Fraser Health Authority and other community agencies.
NIC	-The Campbell River campus, opened in 1997, is located in a facility shared with Timberline Secondary School, a high school within School District 72 (Campbell River). One of the few shared campuses in the province, Campbell River is home to the Culinary Arts program, and most of NIC's Trades/Apprenticeship and Technical Training programs, as well as ABE, Tourism and Hospitality, Practical Nursing, Business Administration and University Transfer programs.
NLC	-NLC utilizes Aboriginal Special Project funds to support an art and culture initiative in Atlin and has a partnership with Yukon College to sustain this community in a financially defensible way. NLC has worked with Yukon College to provide access to Industry Canada's satellite and a vehicle for joint programming.
NLC	-In Tumbler Ridge, the college maintains a campus using shared space with the local high school.
SEL	-On June 23 / 08, Selkirk College signed an MOU with College of the Rockies and Okanagan College which commits our three institutions to working collaboratively in the provision of an integrated approach to offering educational programs and services to students.

## Sharing institutional resources

### Sharing institutional resources:

- developing joint facilities (sharing cost, use)

Institution	Description
CAM	-An Auditor General's report commissioned by Camosun states that the college has a formal, organization-wide Risk Management system that could provide a model for institutions across the province. <sup>1)</sup>
CAM	-Camosun has been a leader in program and service costing initiatives over the last decade and has a fully developed Program Cost Model that could potentially be used by other public post-secondary institutions in the province. <sup>1)</sup>
CAM	-Camosun is a Leading Edge Endowment Fund recipient with development partnerships with Pacific Sport Victoria and the University of Victoria.
CAM	-Camosun has a strong partnership with UVic; activities include: joint capacity planning, student transitions, joint mid-tier programming and infrastructure in Health and Allied Health.
CNC	-Is a partner with the Industry Training Authority, the Prince George Nechako Aboriginal Employment & Training Association, and the other northern colleges in establishing the Mobile Trades Training Trailer.
COTR	-To keep the Cranbrook residence at full capacity, COTR has partnered with "Hostelling International" and also markets accommodation with shorter summer programming (advertises accommodation along with program information).
ECUAD	-Great Northern Way Campus - separate entity governed by a Board of reps from ECI, UBC, SFU and BCIT. Finning Incorporated donated the land and buildings for a campus to facilitate collaboration among the four post-secondary institutions. The first four-institution joint degree, the Master of Digital Media, will commence in September 2007 with approximately 25 students.
UFV	-UFV is using an innovative and entrepreneurial approach to the planning of facilities including design-build, and P3 (public-private partnerships) initiatives, e.g. construction of a \$7.7 million self-financing new inter-university competition gymnasium.

**Attachment C**  
**Examples of Type 2 Collaborations**

**Type 2: Collaborations between BC public institutions and external agencies.**

**International collaborations**

**International collaborations:**

For different purposes including:

- Recruiting students to Canada
- Deliver education in a foreign country
- Design curriculum for (or with) a foreign institution
- BC students complete part of their program at a foreign institution

<b>Institution</b>	<b>Description</b>
BCIT	-international partnerships with offshore institutes to bring international students to BCIT
BCIT	-BCIT's international partnerships span training, education and research initiatives in South America, Central America, Southeast Asia and Eastern Europe
BCIT	-dual diploma partnership arrangements with like-minded foreign institutions that flow qualified international students into study at BCIT
BCIT	-BCIT developed four institutional partnerships in South Korea and nine vocational institutes in China to deliver BCIT's international diploma programs
BCIT	-BCIT Student Ambassador Scholarship program in China where BCIT students go to study in the partner institution in China
CAM	-Camosun has one of the largest and most highly regarded International Education operations in the country, attracting over 700 students, and with \$3 million in net revenues. International activities include recruitment of visa students, international student support services, customized training and consulting, international development, study abroad and exchanges.
CAM	-Camosun has a successful language program for foreign-trained professionals.
CAM	-Camosun has faculty and student exchanges. Field schools and partnerships are established in a number of countries.
CAM	-Overseas development projects in Dalian China and Saudi Arabia providing western standards of curriculum and programming and improving human rights and living conditions among affected populations.
CAPU	There are nearly 600 international students who attend Capilano.
CAPU	-Cross-cultural learning is encouraged through international students studying at CAPU, students in exchange programs, and students on field tours.
CNC	-CNC has projects with the Canadian International Development Agency and MacGregor Model Forest in eastern Russia that provides

	entrepreneurial training in remote villages, develops regional economic development offices, trains in basic stick frame construction and trains regional instructors in Russia to train thousands of college and high school instructors in stick frame construction and small business development.
CNC	-Partnerships with Korean colleges and Chinese universities to offer programs and student and faculty exchanges.
COTR	-COTR increases “internationalization” of the college by providing a variety of international learning opportunities for students and employees.
COTR	-COTR establishes partnerships with similar post secondary institutions by maintaining and increasing articulation agreements nationally and internationally.
DOUG	-Douglas plans to increase international students from Asia Pacific and to expand recruitment of students from South Asia and Latin America. China will remain the focus of its international educational contracts.
ECUAD	-ECUAD has connections with European League of Institutes of Art (ECU President serves on the Executive Committee); CUMULUS (International Design Organization); INCOGRADA (International Graphic Design organization); ISDE (International Product Design Organization); and other international organizations.
ECUAD	-Extensive exchange agreements with most of the major Art and Design institutions and universities in the world.
ECUAD	-International students, exchanges, international partnerships and faculty exchanges. Forty-two countries represented within the student body.
ECUAD	-International partnership agreements with institutions in Singapore, Taiwan, Korea and China are underway.
JIBC	-Partnership arrangements with institutions internationally
KWAN	-Community and Health Studies cohosted an International Nurse Educators Conference in Hong Kong. Ten faculty, two administrators, and two former students attended; ten of whom presented sessions.
LANG	-Innovation and effort by our International Education team have produced steady International student enrolment
NWCC	NWCC has a Canadian International Development Agency (CIDA) funded project to reduce poverty called Integrated Rural Development (IRD). The project uses a unique high school curriculum called SAT (Sistema de Aprendizaje Tutorial or Tutorial Learning System). The project is being implemented through a unique 3-way partnership between NWCC and two Bolivian organizations: Nur University (a leading private university in Santa Cruz, Bolivia) and FUNDESIB (a NGO located in Cochabamba, Bolivia).
OKAN	A number of international collaborations resulted in: signing of several international agreements ; training Saudi Arabian instructors through an agreement with the Canadian Bureau for International Education (CBIE); hosting the Indonesian Consul General in Kelowna and Salmon Arm; Dwali Festival of Lights celebration at our Penticton campus; inaugural Internationalizing the Curriculum conference at the Kelowna campus; and international study tours and/or students at all four campuses.
VIU	-VIU offers an International Education program that attracted 1,170



	students in 2007/08 from many different countries including China, Japan, and Korea.
VIU	-In past years, VIU offered an MBA program through a partnership with the University of Hertfordshire. As of 2007/08 the MBA program is a VIU credential and students have the option of a dual credential with University of Hertfordshire.
VIU	-The Faculty of International Education finds new partners to expand opportunities for Canadian students to study internationally through internships, study abroad, work placements, field schools, and study tours.
VIU	-The Faculty of International Education also increases opportunities for international exchanges and activities for faculty and staff.
NIC	-NIC engages communities in internationalization initiatives through enhanced student home-stay opportunities.
NWCC	The college continues to work in partnership with Qingdao Vocational and Technical College (QVTC). This partnership provides educational exchange programs for students and faculty, further teacher training, and development of specific Chinese-Canadian programs.
SEL	-Selkirk has 249 international students. These numbers are likely to increase in 2008-2009 as a result of new international partnerships.
SEL	-Selkirk has many study abroad opportunities for Canadian students and international faculty exchanges. Internationalization of the College community remains a priority, with an ongoing focus on integration of international students and English as a Second Language curriculum development. Strategic partnerships, for the delivery of joint international certificates, diplomas, and international internships will continue to be developed.
SEL	-The nursing program continues to deliver an international practice experience for third-year students during a three-week clinical practice experience in Guatemala.
SEL	-The new International Culinary Arts diploma program will see a new group of students from China work within the established curriculum for the Professional Cooking program and the Resort and Hotel Management program to complete a diploma which will be transferable to Vancouver Island University's Hospitality Management degree.
VCC	-VCC provides training to many international students from around the world, both at the Vancouver campuses and offshore. VCC serves immigrants at 2.9 times the rate of the rest of the system.
VCC	-In addition to language training, VCC provides assessment services, community-based training, as well as advising and counseling services to immigrants.
VCC	-In 2005, almost 1 in 5 students enrolled in VCC's applied programs had a foreign postsecondary credential. New initiatives include the development of a program to provide opportunities for foreign-trained professionals in health care to adapt to the Canadian culture and work in the Canadian health-care system.
VCC	-This summer, VCC sent a contingent of VCC Culinary Arts students to Beijing to work during the Summer Games.

## Collaborations with community groups

### Collaborations with community groups:

To deliver programs to:

- First Nations groups
- High schools
- Industry or Business groups

Institution	Description
BCIT	-partnerships with Aboriginal groups to develop programming of value
BCIT	-An agreement was signed with Syncrude to deliver a seven month program in Fort McMurray to instruct employees in fourth class power engineering
BCIT	-Princess Cruises and BCIT have jointly developed and delivered an industry services course to respond to greater demand for electro technical officers
BCIT	-Port of Vancouver area fire fighters train to operate the fireboats during the annual Fast Response Boat Operators Training at the BCIT Marine Campus
BCIT	-Forensics Program has signed an agreement with the RCMP Pacific Region Training Centre to collaborate on training offered to RCMP officers
BCIT	-In partnership with Indian and Northern Affairs Canada (INAC), four workshops were delivered in construction and infrastructure management in Kelowna and Vancouver
BCIT	-In partnership with Aboriginal Community Careers Services Society (ACCESS), BCIT delivered third intake of a 16 week plumbing Level 1 program from January to May, 2007
BCIT	-In partnership with the Squamish Nation, Vancouver Aboriginal Skills and Employment Partnership and the AVED Aboriginal Special Projects Fund, BCIT delivered a seven course construction management training program called "Construction Operations". Delivered part-time at the Stitsma Employment Centre until December 2007.
BCIT	-In partnership with the Association for Mineral Exploration BC, BCIT delivered mining-related awareness and skill building workshops to 150 First Nations learners.
CAM	-Camosun is a leader with regard to community-based initiatives including development of an Aboriginal Service Plan (underway in 2007/08). Camosun regularly provides parallel metrics for First Nation learners.
CAM	-Camosun engages in significant public consultation in planning processes including Strategic Plan, Campus Planning, and Pacific Sport Institute.
CAM	-The college has active Program Advisory Committees in all educational areas.
CAM	-The College has many relationships and partnerships with key regional businesses, groups and other interests.
CAM	-Camosun has the "South Island Partnership" that involves five school districts and provides credits to high school students towards high school graduation and post-secondary credentials. It includes thirteen areas of

	trades training (about 200 students) and Biology and Health (over 400 students in total). A further expansion expected to include all lab sciences, Mathematics, Technology and Business. It is recognized as a model of best practice in the BC education system
CAM	-A First Nation Service plan funded by ALMD is being developed in partnership with the University of Victoria. Also have a Diversity Committee that promotes “pro-diversity initiatives” across the college
CAM	-Camosun has many partnerships with businesses and organizations including VIHA. The Dual-Credit program with the school districts involves 75 FTEs.
CAM	-Camosun has launched a major Green initiative, the keystone of which is a Power Smart partnership with BC Hydro.
CAPU	-Works with the film industry on film production programs.
CAPU	-Capilano initiates partnerships with industry to access space and equipment.
CAPU	-Makes connections with potential students through such means as Community Music School, summer camps and high school visits.
CNC	-CNC is collaborating with industry on new forestry research and training initiatives that includes agencies such as the “16-97 Economic Alliance”, Northern Trust, the three Beetle Action Coalitions, and the communities.
CNC	-Collaboration with TRU and KWAN for new agreements in degree laddering, joint student admissions and services to support learner access and transition.
CNC	-Applied Technical & Engineering Education Consortium, composed of CNC, Prince George Chamber of Commerce, Innovation Resource Centre, UNBC, NLC, NWCC, Initiatives Prince George, other community organizations, school districts and industry partners such as AllNorth Engineering, Canfor Pulp, First Nations Technology Council, National Research Council, APEG BC and ASTTBC (?)
CNC	-Collaboration with the Council of Forest Industries, forest sector companies and the Ministry of Forests and Range to establish a CNC Research Forest and initiate applied research projects.
CNC	-In 2007, CNC worked in collaboration with the community of Fort St. James and the surrounding Aboriginal communities to open a new campus.
CNC	-In 2009 CNC is celebrating 40 years of service in partnership with the people and communities of north-central B.C.
CNC	-CNC is beginning the Aboriginal Services Plan this year in close collaboration with community and organizational partners.
CNC	-CNC participates on the Northern Post-Secondary Council with the Ministry, UNBC, NWCC and NLC.
CNC	-The “16-97 Economic Alliance” is a collaboration of “economic development practitioners” (industry reps) that work towards improved regional planning.
CNC	-Collaborates with industry on continuing education programming, for example GLC Controls of Prince George won CNC’ s 2007 Industry Partner Award

CNC	-As a member of Assn of Canadian Community Colleges (ACCC) CNC hosted the National Aboriginal Symposium in Burns Lake in fall 2007 in partnership with the Lake Babine Nation, and hosted the ACCC National Conference in May 2008.
CNC	-School District 91 and the CNC Lakes District Campus partner on Adult Basic Education programs throughout the region.
CNC	-School District 56 and CNC offer Career Technical Centre programs for high school programs in Prince George.
CNC	-The Machinist Apprenticeship development project involved industry competitors from Prince George that worked together to allow access to training equipment on their sites, and provided support for a new, condensed model of training delivery, based on Northern Alberta Institute of Technology curriculum.
CNC	-CNC is pleased to work in partnership with the Fireweed Collective Society to develop a four station Training Kitchen at the Fort St. James Campus.
COTR	-COTR establishes partnerships with school districts 5 (Southeast Kootenay), 6 (Rocky Mountain), and 8 (Kootenay Lake).
ECUAD	-ECUAD has the "Head Start Program" with School District 43 where an introductory credit course is offered at the local secondary schools to senior secondary students.
JIBC	-JIBC offers programs through universities in other provinces and internationally.
KWAN	-KWAN has an MOU that formalized working partnerships with four school districts in its region (Surrey, Langley, Delta and Richmond) which are developing courses, dual-credit opportunities, and sharing knowledge with the: Mathematics Committee, ESL/English Committee, Pro-D Committee.
KWAN	-The Surrey, Langley and Delta School Districts, in partnership with the Kwantlen organizing committee, hosted the Trading Up Fair that was attended by approximately 6,500 students, parents and employers in spring 2008.
KWAN	-The Career Technical Consortium (CTC), a partnership between Kwantlen and the Langley, Richmond, Surrey and Delta School Districts, continues to work collaboratively to increase student access to programs based in secondary schools and on the Cloverdale Trades & Technology Campus.
KWAN	-The School of Horticulture offers a dual credit apprenticeship program for secondary school students to complete Level One technical training at KWAN.
KWAN	-Each of Kwantlen's four research institutes: horticulture, community development, community health, and transborder studies; combine research work of faculty with students and community partners.
KWAN	-A new Internationally Educated Nurse (IEN) Assessment Centre has been established as part of the Ministry of Health's comprehensive nursing strategy in collaboration with the College of Registered Nurses of BC.
KWAN	Music and Fine Arts faculty hosted successful Professional Development workshops for secondary school teachers.

KWAN	An iteration of Creative Writing 1100, -Preserving Ancestral Narratives in the Contemporary World, will be offered on the Kwantlen First Nation in fall 2008 and fall 2009.
KWAN	-Many Kwantlen programs have active Advisory Committees comprising representatives of the relevant industry and professional groups to advise programs on current and anticipated trends in the industry.
LANG	- Work on the Continuing Studies Sustainable Lifestyle and Energy Use program continues. Discussions with stakeholders have produced initial partnerships and individual course offerings, as well as events such as the Faith and the Environment conference.
LANG	-Implementation of a variety of programs to improve the life of our students outside the classroom, including opportunities for students to volunteer in outside agencies including recognizing this on students' transcripts.
UFV	-UFV collaborates with the Fraser Valley's secondary and elementary schools to address decreasing high school participation rates and completion issues in the elementary education sector as part of the UCFV/Chilliwack School District Learning Initiative.
UFV	-UFV, in collaboration with Douglas College, Kwantlen University College, and Simon Fraser University, formed a working group referred to as the Fraser Valley Consortium (FRC) to explore transition issues of secondary school graduates.
UFV	-UFV is working with the Aboriginal Access Coordinator and the Aboriginal Community Council to create a Centre for Indigenous Studies.
UFV	-UFV has partnerships with several Ministries for an Institute for Safe Schools, a Centre for Criminal Justice Research (ICURS), a Centre for Social Responsibility, and a Centre for Non-Profit Development.
UFV	-UFV is working with a multi-disciplinary group to establish a Centre for Environmental Sustainability to support research on environmental issues related to the Fraser Valley.
UFV	-UFV is establishing a Centre for Education and Research on Aging (CERA) to provide research and awareness on issues related to an aging population.
UFV	-UFV is partnering with Coastal Aviation to help with the delivery and training of students in the business aviation degree program.
UFV	-UFV has established a Centre of Indo-Canadian Research to focus on research and teaching in this area.
NVIT	-NVIT has placed increased emphasis on supporting First Nations communities in retaining their respective languages by collaborating with the BC College of Teachers and Thompson Rivers University to offer a two-year Indigenous Language Program that will be followed by a Developmental Standard Term Certificate year. The purpose of the collaboration is to provide the public K-12 system and band schools with publicly certified Aboriginal teachers who not only have recognized teaching certification, but are also certified to teach the Indigenous language and culture of their respective communities
NVIT	-In addition to community partnerships, NVIT has had several discussions

	and three partnerships with Universities that facilitate the advancement of NVIT's diploma graduates to degree programming that is relevant and responsive to Aboriginal communities and organizations.
NVIT	-Through collaboration with other institutions, organizations, and communities we have been able to introduce additional programming on campus, greatly expand program deliveries in Aboriginal communities, introduce online courses, and undertake the establishment of a second campus
OKAN	Partnerships between Okanagan College and individual firms, Chambers of Commerce, industry associations, economic development commissions, and provincial, national and federal agencies are focused on addressing skills shortages particularly in the construction, trades and health care services.
OKAN	Okanagan College collaborates extensively with the seven school districts that comprise the College region (Revelstoke, Vernon, Central Okanagan, Okanagan-Similkameen, Nicola Similkameen, Skaha, and the North Okanagan-Shuswap).
OKAN	Okanagan College was awarded the Science and Technology Community Leadership Award by the Okanagan Science and Technology Council (OSTEC), for outstanding contributions and service to the science and technology community
OKAN	Okanagan College led a number of initiatives involving aboriginal communities including: hiring an Aboriginal Access and Services Coordinator; hiring part-time Aboriginal Mentors at all campuses; introducing programs specific to Aboriginal learners; developing a Master Plan and programming consultation with First Nation representatives at the Salmon Arm campus; and hosting the Aboriginal Elders' Potluck at the Vernon campus.
VIU	-VIU has an Aboriginal Service Plan based on substantial community consultation including aboriginal stakeholders.
VIU	-VIU works closely with school districts in their region to identify and address student needs, as well as to provide partnership programs, such as the Career Technical Centre (CTC) and high school enrichment classes.
VIU	-Research activities and industry partnerships developed by VIU faculty and staff contribute to regional business development.
VIU	-Institutional program review processes, the involvement of external advisory committees, and other mechanisms ensure the ongoing quality of VIU programs.
VIU	-First Nations students have a significant presence in programs and courses across the institution. VIU continues to work in consultation with local bands and tribal councils to expand support for aboriginal student recruitment and success.
VIU	-The Council on Undergraduate Research Institute (CUR) and Vancouver Island University held the first international " <i>Institutionalizing Undergraduate Research</i> " Institute on June 5th to 7th, 2008 at the Nanaimo Campus.
VIU	- The Research Office develops plans for community-based research, as well as community partnerships in applied research.

NIC	- In 2004, NIC offered its first undergraduate degree in Nursing in collaboration with VIU (formerly MUC), followed by a degree in Liberal Studies with VIU, and a Fine Arts degree in collaboration with ECUAD (formerly ECIAD).
NIC	-Many NIC programs require students to participate in hands-on, applied learning such as clinical placements, practica, work experience, or a Co-op option, which integrates studies with paid periods of relevant work experience.
NIC	-NIC collaborates with educational, community and industry partners to provide transitional programming between secondary and post-secondary and between post-secondary and the work environment.
NIC	-NIC develops new programs in tandem with major local employers, particularly the Vancouver Island Health Authority (VIHA).
NIC	-NIC has a three-year recruitment strategy "Building Relationships" and the 2008/2009 "Marketing and Recruitment Tactical Plan". These focus recruitment activities on the local communities, through concentrated relationship building with their learning partners in secondary schools, employment agencies and community groups.
NIC	-A Strategic Planning Coordinating Committee, comprised of a broad cross-section of the College community and employee groups, was established to oversee the planning process for the NIC Strategic Plan.
NIC	-NIC is establishing Program Advisory Committees (PACs) consisting of community stakeholders, employers, industry/sector leaders and students for every career program offered by North Island College, by 2010.
NIC	-NIC hired a Student Transitions Coordinator in conjunction with School Districts 70, 71, 72 and 85 in July 2008 to increase participation of secondary students at NIC programs through early intervention, career pathways, and transition programming.
NIC	-NIC will hire an Adult Literacy Coordinator in consultation with community partners during the 2008/2009 academic year to create stronger linkages between the College and community-based literacy programming.
NIC	-NIC is one of eleven institutions province-wide to receive funding to develop and implement an Aboriginal Service Plan (ASP). The ASP has been developed in conjunction with the College's Aboriginal Advisory Committees, to increase access, retention, completion and transitions for Aboriginal learners.
NIC	College employees are actively involved in their communities through participation in community arts, literacy, sports, K-12 education, charitable and service organizations. Faculty and students are also engaged in a variety of applied research and scholarly activities within communities.
NIC	-NIC has a goal to undertake a minimum of two collaborative, community-based scholarly activity and applied research projects each academic year.
NIC	-NIC partners with agencies, organizations, businesses and other post-secondary institutions to offer community learning events and speaking engagements as a means of bringing the College to the community, and has a goal of undertaking a minimum of three such events each academic year.
NLC	-NLC builds institutional capacity through partnerships with other

	educational institutions, business and industry, Aboriginal human resource agencies and communities.
NLC	-NLC has partnerships with business and industry including: West Vancouver Police (Criminalistics); Shell Oil (Dease Lake); Loiselle Investments (Heavy Equipment); City of Dawson Creek (Energy House); BP Petroleum (Solar); Tembec; ENFORM; NENAS; BC Hydro; Hartnell Construction; and the District of Chetwynd (Airport extension).
NLC	-In 2008/09, NLC is expanding partnerships with other educational providers including: College of New Caledonia (Aboriginal Early Childhood); UNBC Commerce; and the Justice Institute of B.C.
NLC	-NLC is expanding programming through partnerships with aboriginal agencies including: NENAS; Chalo Fort Nelson First Nations; Halfway River Band; Blueberry Band; and Doig River Band.
NLC	-NLC is involved in Applied Research in association with the oil and gas industry training and on the introduction of Alternative Energy Technologies.
NLC	-NLC owns 64.75 hectares of land with buildings outside the city limits known as the Mile "O" Farm that is in the ALR and is leased for commercial agriculture. NLC is working with regional agriculture groups to promote sustainable agriculture.
NLC	-In Dease Lake, NLC has two buildings housing administrative offices and programming space that serves as a hub for community groups to use.
NLC	-In the Iskut and Telegraph Creek regions programming is diverse and includes contracts with oil and gas companies looking for workers. NLC has rotated the mobile trades unit to the local high school to allow students to get dual credits.
NLC	-Businesses, industries and organizations in the college region have access to education and/or training opportunities that enable employees to acquire current and future skills, abilities, and qualifications needed for organizational success.
NLC	-NLC has an objective to establish program advisory committees for all programs with membership that includes representatives from business, industry and organizations that are to meet twice a year.
NLC	- NLC has an objective to match program offerings through contract training or continuing education with business, industry and organizational employee learning needs.
SEL	-Selkirk in collaboration with School Districts 8, 10, 20, and 21, and with funding from the Ministry hired a High School Transitions Coordinator to support high school students in the West Kootenay Boundary region.
SEL	-Representatives from a wide variety of health care fields come together in Nelson's Community First Health Coop. Practitioners range from Acupuncturists and Massage Therapists to family doctors. Selkirk is a participating member of the coop through a nursing station, the College Community Caring Centre.
SEL	-In the fall of 2007, Selkirk College and regional firefighters opened the West Kootenay Firefighters Training Centre on the College's Silver King campus in Nelson. The Centre is operated by the Kootenay Firefighter



	Training Society in cooperation with the College and provides a venue for training firefighters.
SEL	-The Mir Centre for Peace opened on September 21st, 2007 following many years of hard work by many people from within and outside Selkirk College.
SEL	-Besides its primary role as an educational facility, the Selkirk Geospatial Research Centre (SGRC) partners with provincial and regional organizations in the provision of an internet mapping service, eg. with the Regional District of Kootenay Boundary (RDKB).
SEL	-The School of ABE in Selkirk collaborates with the Columbia Basin Alliance for Literacy to find new ways to improve literacy rates.
SEL	-The Professional Aviation program participated for a second year in an innovative recruiting agreement with Air Canada Jazz and the Canadian Association of Aviation Colleges (CAAC). 16 students participate in a one-week, all-expenses-paid recruitment session at the Jazz training centre in Toronto.
SEL	-The Continuing Education component of the division will continue to focus on increasing leadership training opportunities, including an Introduction to Non Profit Management offered in partnership with the BC Centre for Non-Profit Development. Our summer programming includes the very successful Rotary Youth Leadership Development camp.
SEL	-The Chair and faculty in Contemporary Music and Technology and Multimedia programs work with colleagues from other institutions to establish articulation committees specific to Contemporary Music and Multimedia.
SEL	-Selkirk collaborates with Vancouver Community College for the Practical Nursing intake in Trail. Selkirk partners with the University of Victoria for the Bachelor of Science in Nursing. The "Jill Harrop Centre for Nursing Arts" provides nursing students and the medical community with high-technology patient-simulation training capacity.
SEL	-Selkirk is negotiating the translation of the Ski Resort Risk Management text with the Quebec Ski Area Operators Association. The Canada West Ski Areas Association has added another \$10,000 to their industry endowment scholarship which, through matching funds, totals \$80,000 (four students).
SEL	-Selkirk has collaborative programs and partnerships with school districts in the North Okanagan-Shuswap, Kootenay-Columbia, and Kootenay Lake to train students in Millwright, Machinist, Carpentry, Welding, Cooking and Hairdressing. Also has a mobile training system.
SEL	-The School of University Arts and Sciences developed a proposal for a collaborative Bachelor of Arts in Peace Studies with TRU (currently on hold). The School has transfer agreements for Selkirk College's Peace Studies courses and programs with Simon Fraser University and Royal Roads University. The School is pursuing transfer agreements for its Peace Studies offerings with post-secondary institutions in Ontario.
SEL	Partnerships listed in report: 1. City of Nelson- development of student accommodations. 2. Canadian Association of Aviation Colleges (CAAC)-Air Canada Jazz

	<p>First Officers Direct Entry program.</p> <p>3. Interior Health Authority-Development of proposed Combined Lab and X-ray Technician program. Delivery of the Practical Nursing program in an on-line format. Applied research into issues such as medication errors and mental health intervention. Collaborative efforts to increase supply of health care professionals, responsive/proactive models for learning and inter-professional practices/models of care.</p> <p>4. Southern Interior Development Initiative Trust-Trades and Transitions Student Awards program totalling nearly \$600,000 over next 3 years.</p> <p>5. University of Victoria-Bachelor of Nursing degree.</p> <p>6. BC Rural Colleges-Collaborative online First Nations Studies program.</p> <p>7. West Kootenay/Boundary Region School Districts- Formalized agreement for collaboration for K-16 in the Region.</p> <p>8. Thompson Rivers University- Applied Research, dual admission and program laddering; also partner in CIDA project in Republic of Georgia.</p> <p>9. Cegep de Gaspesie, Universidad Tecnologica de Tabasco, Universidad Tecnologica de Tulancingo, Golden West College and Turtle Mountain Community College- North American Renewable Energy Technology Program.</p> <p>10. College of the Rockies-Mutual support for marketing, professional development and trades strategic planning.</p> <p>11. Capilano College-Hospitality and Tourism.</p> <p>12. Georgia Technical University, Georgia-CIDA project to support launch of two Professional Learning Centres (colleges) in rural Georgia.</p> <p>13. Nanjing Institute of Industrial Technology-Joint delivery of an International Tourism Management program and an International Business program.</p> <p>14. Okanagan College/ College of the Rockies- New agreement for joint venture in program and service areas.</p> <p>15. Regional Districts of Kootenay Boundary and Central Kootenay; Columbia Basin Trust and many others-Regional Innovation Chair for Rural Economic Development.</p> <p>16. Native Education College, Carrier Sikine &amp; College of New Caledonia - Tourism and infant and toddler training.</p> <p>17. Community Futures, Career Development Services and Greater Trail 1 Skills Centre-Creating safer communities, leadership development and learning for living initiatives.</p> <p>18. Integrated Land Management Branch of Government- Applied research, technical training and infrastructure support.</p> <p>19. National Crime Prevention, School Districts &amp; 20+ Community Stakeholder Groups-Boundary Safer Community Initiative</p>
NWCC	School districts and high school students across the college region earn both graduation credits and credit for the first level of technical training in an Industry Training program or apprenticeship through the ACE IT program.
NWCC	NWCC works in collaboration with its school districts to bring students to campus and to bring trades programs to the high schools. The college is now cooperating with 5 school districts – from Haida Gwaii to Houston.

NWCC	NWCC was chosen by the Sierra Club of Canada (BC Chapter) and the QQS Project Society (Heiltsuk Nation) to partner in developing and delivering a First Nations Coastal Guardian/Watchmen Training program for central and northcoast communities in BC, with the support of the Coastal First Nations Turning Point Initiative – a regional body representing a number of coastal communities.
NWCC	NWCC School of Exploration and Mining (SEM) received support from a coalition of donors for BC Mining Week 2007, including mining and exploration companies in the northwest and the government of BC.
NWCC	Culturally appropriate training is delivered through partnerships with Wilp Wilxo'skwahl Nisga'a, Gitxsan Wet'suwet'en Education Society, Skeena Native Development Society and Skidegate and Masset Village Councils.
NWCC	Industry training partnerships have also been formed with Canfor, Prince Rupert Grain, Ridley Terminals and other businesses. The college continues to administer the Industrial Research Assistance Program in the northwest on behalf of NRC.

Source: Accountability Reports submitted to Ministry.

### System interfaces to external stakeholders

Name	Description
1. Trades Training Consortium (TTC)	The TTC is a not-for-profit society that collaborates with industry, government, other educational institutions and the public to raise the profile of trades training issues and promote the skilled trades. The TTC works with the Industry Training Authority to ensure that skilled tradespersons are trained and available to meet the future needs of industry in British Columbia. The TTC works to coordinate the activities of the colleges, institutes, universities and university colleges offering trades training and provides coordination for the post-secondary institutions in working with the Industry Training Authority.
2. BC Labour Market Consortium	The 11 colleges and four teaching universities have formed a consortium to provide a coordinated response to government's labour market objectives. The consortium members will collaborate in delivering programs and services that meet labour market requirements within each region of the Province. The leveraged resources and expertise of the Consortium produces the largest employment training response in the Province and introduces greater opportunity for efficiencies in program and service delivery.

**Attachment D**  
**Examples of Type 3 Collaborations**

**Type 3: System level services or agencies that coordinate collaborations.**

<b>Type 3 System level services or agencies that promote or coordinate collaborations.</b>	
Description	Purpose
British Columbia Council on Admissions and Standards (BCCAT)	-To facilitate admission, articulation and transfer arrangements among British Columbia post-secondary institutions.
Colleague / Banner	-To provide centralized support and shared computing resources for student and administrative information systems.
BCcampus	-Enhance online learning in B.C. -Provide online centralized application service (PASBC). -Administer an online program development fund.
Centre for Education Information Standards and Services	-To provide system-wide data and information services and standards to the post-secondary system. Note: Closed in 2004.
British Columbia Centre for International Education	-To coordinate and promote post-secondary system in international education.
Centre for Curriculum Transfer and Technology	-To coordinate, produce and distribute curriculum products. Note: Closed in 2004.
Collaboration for Academic Education in Nursing	-ensure the quality, integrity and effectiveness of a shared curriculum -collaborate on and foster scholarly activities -provide vision and innovation in nursing education -be a strong voice for academic education in nursing provincially and nationally.
Institutions working with OA solutions	-providing centralised support for colleague system and shared computing resources
BC Public Post Secondary Labour Market Consortium	-a coordinated and system response to labour market services and skills enhancement programming
BC Electronic Library Network	-to develop, promote and maintain system-wide mechanisms that allow post-secondary libraries to meet the expanding information needs of the province's learners and researchers, at the lowest possible cost