

CARIBOO COLLEGE

THREE-YEAR PLAN

1991 - 1994

Final Draft - January 8, 1991

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INTRODUCTION

System-wide institutional planning has been in place in B.C. in one form or another since 1981. First there was zero-base budgeting, then, from 1982 on, integrated five-year planning. In 1989, the Ministry of Advanced Education and Technological Training, in an attempt to achieve a more accurate and realistic systems overview and to tie institutional planning more closely to the budgetary process, changed the timeframe from five to three years (with a five year horizon). In 1990, the Lower Mainland sub-group of colleges (and some institutes) submitted their three-year plans for 1990-93; in 1991, the Medium College sub-group (Camosun, Cariboo, C.N.C., Malaspina, Okanagan), along with the universities and B.C.I.T., will submit their plans for period 1991-94; and in 1992 the Small College sub-group (Northwest, Northern Lights, North Island, Selkirk, East Kootenay) will do likewise for 1992-95. In 1993, the whole process will "roll forward" and repeat itself for period 1993-96, and so on.

At Cariboo, the three-year planning process was initiated in January, 1990, with the revision of the College Mission Statement and Strategic Goals by a Planning Advisory Committee. With the help of College-wide input, these were finalized in May. Instructional and non-instructional division plans were drafted between April and August in the context of the Ministry's Environmental Scan (January 1990), and then revised and updated in September in the light of local and regional trends and demographics.

This document is intended as an overview of the College's goals and strategy for the next three years. As the detailed divisional plans are bulky and designed primarily for internal use, they are appended to this document only upon the special request of external agencies such as the Ministry. Within the institution, however, they will serve as useful timetables and operational guides to divisional innovations over the next three years.

Once departments and divisions have provided feedback to this document, it will be scrutinized by the College Board. When it meets with their approval, it will be transmitted to the MAETT in January, 1991, and will provide the basis for discussion and dialogue between the Ministry and the College, and eventually, (in modified form) budgetary allocation between 1991 and 1993/94.

While no-one can predict with certainty what the decade of the 1990's will bring for institutions of higher learning, some trends are clear. Three external forces will certainly influence the higher education agenda during the decade: 1) accountability to the public; 2) concern for the quality of higher education; and 3) the issue of differentiation of role and function of institutions. While all three issues are of importance to Cariboo, perhaps the last will be the most challenging as we continue to move through our metamorphosis from two-year college to independent university status.

We have already publicly declared, and reiterate in this educational plan, our objective of achieving independent university status by 1995. This is an exciting objective which will give purpose and direction to our planning and actions over the next several years. It provides us with the opportunity to develop not only a new university for the 1990's, but one which will be unique in Canada. As a regionally responsive, comprehensive, teaching-centred institution, we will offer a full range of certificate diploma, and degree programs designed to support the economic and cultural development of the south-central interior of our province.

MISSION STATEMENT

Cariboo College is a university-college responding to the educational needs of the various communities it serves. It offers a comprehensive range of university degree, academic transfer, career/technical, college preparatory and vocational programs with the aim of developing individuals with expanded capabilities for responsible citizenship, vocational competence, and intellectual and social growth. To enhance each student's personal and academic growth in a world that is diverse, complex, and increasingly interdependent, Cariboo College encourages life-long learning and fosters thinking, learning, and creative and social skills.

Cariboo College is committed to excellence in education achieved through exemplary teaching, scholarship, research, the uniqueness of its programs, and the quality of its support services. Through participatory processes, it aspires to develop a distinct identity as an institution of higher learning.

VALUES:

1. COMPREHENSIVENESS

Cariboo College values its comprehensive approach to the provision of educational programs and services in its vocational, career/technical, college preparatory and university program areas. The College believes that through a balanced profile of programs--many of special provincial significance--it can best meet the needs of the region it serves. The institution is committed to the concept of life-long learning and sees the provision of a ladderred curriculum with numerous entry and exit points for students as the best way to promote this.

2. HIGH QUALITY EDUCATION

The College values quality and excellence in education. The institution sets high standards for students and its staff and believes that it should provide the support necessary to meet those standards. In all things the College values quality over quantity. The College also believes that whatever program or course a student is enrolled in, he/she should be taught to think, should be provided with the skills to learn, and should be encouraged to approach issues and challenges with creativity.

3. TEACHING CENTREDNESS

Cariboo College is a teaching centred institution with a commitment to excellence in teaching and learning. As part of this commitment the College believes that faculty should be closely involved in all decisions relating to pedagogical matters.

4. ACADEMIC EXCELLENCE

Cariboo College supports and values the contributions made by faculty in research and creative endeavours in their fields of expertise.

5. RESPONSIVENESS

The College sees itself as a proactive and interactive organization which responds to the needs of the various communities it serves. In particular, the College believes that it has an important role to play in meeting the economic, social and cultural needs of the region. It sees itself as being able to offer leadership in the development of the region.

6. SENSE OF COMMUNITY

Cariboo College values the sense of community and identification with the institution which is prevalent amongst its staff. This sense of community is based upon open communication, trust and respect among individuals and groups. The College values the contributions of its staff and views them as its most important asset.

7. EMPOWERMENT OF THE INDIVIDUAL

The College is dedicated to an integrated approach to the development of its students and staff. It is concerned with the empowerment of the individual not only through an exposure to traditional educational values but through intellectual, emotional, physical, ethical and social development.

8. INNOVATION

The institution sees itself as an innovative and risk-taking organization. It is tolerant of mistakes, believing that it can learn from them.

9. OPENNESS AND ACCESSIBILITY

Cariboo College strives to provide a flexible response to the needs of its students. Within the limits of its resources, it sees itself as providing curriculum and services where and when students need them. It endeavours to do this through flexible scheduling of courses and services, a variety of delivery methods, a flexible credential structure and a ladder curriculum which allows students to move in and out of post-secondary education as their personal and professional needs dictate.

10. WISE STEWARDSHIP OF AVAILABLE RESOURCES

The College places great worth on the wise and effective stewardship of available human and financial resources. Through such stewardship the institution is able to maximize benefits to the region it serves, its students, and its staff.

VISION STATEMENT

Cariboo University-College strives to be a dynamic, forward looking organization which aims to prepare students for the realities of life and work in the 21st century as they grow, learn, and adapt to the changing demands of occupational competence, responsible citizenship, and personal living.

To fulfill this commitment, Cariboo will offer a comprehensive array of degree, diploma, and certificate programs that will incorporate an evolutionary approach to inter-disciplinary studies and integrated learning.

Cariboo recognizes the critical inter-dependency of community and college. It will endeavor to play a responsive, inter-active role in the development of the regions economy through direct training and general development of human resources.

Above all, Cariboo seeks to create a positive, open, participatory environment for learning and working, and to maintain the highest integrity in relationships with college personnel, students and community members.

The broad developmental thrusts in the next 10 years will include the following:

1. Full degree-granting status by 1995:

To become an independent, comprehensive under-graduate university serving the needs of the Central Interior of B.C. The College primarily favours the development of two types of degree--the general bachelor's, and the professional degree--although this does not preclude exploration of the "majors" and "honours" pattern predominant in the B.C. university system. Cariboo seeks to create degrees that will prepare students for the workforce or professional training, and the configurations of its degree curricula will reflect those ends.

2. A laddered, flexible curriculum:

To facilitate student movement from program to program and, where possible, division to division, to ensure multiple entry and exit points in the educational structure. The College will seek to implement one-year certificate programs, which will be integrated with two and three-year diploma programs (to technologist level), which in turn will be linked to four-year degree programs. Inter-divisional collaboration will allow students to move, say, from Applied Industrial Technology after two years to upper level Science.

3. A college-wide network of inter-disciplinary studies:

Including integration of traditional disciplines and development of new areas such as integrated resources management, science and technology, and health administration. Much of the onus of this development will fall on the Science, Applied Industrial Technology and Business divisions to collaborate in the construction of new curricula. Arts, too, will be challenged to create thematic course-groupings that will offer students a broad, general education without sacrificing academic rigour.

4. Development of Health Maintenance Programs:

With a focus on holistic and preventative health and community health, as well as the traditional acute care programming. As the Health Sciences area develops degree programs with Respiratory Therapy, Laboratory Technology and Health Administration foci, it may evolve to divisional status in its own right and separate from pure Sciences and Engineering.

5. Computer-Based Programming:

Building on its highly developed computer infrastructure, the College will emphasize computer-oriented programming--not just in the Academic area, but in operations and management, in applications, and in maintenance. Software programming may become an option if Computer Engineering is introduced.

6. International Education:

Offering curriculum to Pacific Rim countries, developing marketing information about those areas, and using these initiatives as vehicles for professional development. The College will seek to attract international students and provide them with the highest quality of training and education for their own personal growth and the development of their home countries. It will also undertake training and consultancy projects, to be implemented offshore.

7. Science and Industrial Technology:

The MAETT has identified technology transfer as one of the major initiatives of the 1990's. Accordingly, institutional policy will be to develop and promote the College's presence as a catalyst for regional technological development. The translation of this policy into action will take several forms, ranging from stepping up the technology transfer function to refurbishing the Applied Industrial Technology Division and allying it more closely with Sciences/Health Sciences. The College intends to relocate the Applied Industrial Technology Division to the west of its current location, so that the new facility will be situated north of McGill, adjacent to the Southgate Industrial Park. It is the College's intention that this juxtaposition of private and public enterprise will form the nucleus of a dynamic technological community which will yield reciprocal benefits to both partners. Ultimately, the College envisages the evolution of a centre of applied industrial research which will work with and stimulate the regional economy, and encourage industry to invest more heavily than it does in research and development.

8. Co-operative Education:

Expansion of our co-operative education, and experiential learning activities on a College-wide basis, into business-oriented and arts programs as well as the traditionally accepted areas of technical and vocational programming. Co-operative education already exists in the Commercial Transport Technician, CSOM, and Electronics programs; it will be made available by the mid 1990's in the Accounting Technician, Marketing, Tourism, OAD, Cook Training, Digital Art and Design, Computer Aided Design & Drafting, and the Bachelors of Arts, Business Studies, and Nursing programs.

9. Community-based Programming:

Including consolidation of regional programming, and expansion of programs to assist citizens to access post-secondary education, specifically:

1. literacy and numeracy courses;
2. Adult Special Education courses;
3. Life Skills Programs;
4. Technical Skills and Updating courses.

10. Expansion of Native Education:

Including development of our accreditation and affiliation agreements with aboriginal organizations, and development of a strong native component in our curriculum (especially in studies leading to professional qualifications).

11. Organizational Culture:

Commitment to harmonious and creative collaboration between individuals and groups; commitment to enhanced professional development of staff, including provision of opportunities for pure and applied research, liaison and partnerships with industry, and regionally focused studies.

THREE-YEAR STRATEGY AND GOALS

1. TO DEFINE OUR IDENTITY AS A COMPREHENSIVE UNDERGRADUATE UNIVERSITY

Cariboo College will continue the evolutionary process from a two-year College to a comprehensive undergraduate university, keeping in mind:

- a. the opportunity to provide leadership in post-secondary education and develop policy initiatives that will serve the region and the province;
- b. the imperative to maintain the comprehensive scope of our programming;
- c. the opportunity to build on the strengths of faculty, staff, and our existing programs;
- d. the need to explore different educational philosophies and identify and fill specific niches in the education market;
- e. the expectations and requirements of the current degree-sponsoring institutions;
- f. the accreditation requirements of the Association of Universities and Colleges of Canada (AUCC).

2. TO PROVIDE COMPREHENSIVE AND RESPONSIVE LEARNING OPPORTUNITIES

Cariboo College must provide learning opportunities that are not only comprehensive but also responsive to the changing needs of adults in our region. Employers indicate that the workplace needs strong critical-thinking and interpersonal as well as technical skills. Cariboo College must not simply prepare students for work, but maintain the balance between specialized training and career preparation on the one hand, and general education and generic life skills on the other.

To maintain comprehensiveness, Cariboo College will emphasize the following elements:

- a. maintaining and developing our strength in Career/Technical, Vocational, and Adult Basic Education programs;
- b. developing and expanding third and fourth year academic courses leading to degrees in Arts, Sciences, and Business Studies;
- c. developing and consolidating course offerings leading to degrees in Nursing and Elementary Education;
- d. planning and initiating degree programs in Social Work, Journalism, Secondary Education, Integrated Resource Management, Engineering, Applied Technologies, Health Sciences, Public Administration, Fine Arts, and other areas; and
- e. exploring opportunities to build bridges between non-degree and degree-granting programs.

To be responsive to its various communities, Cariboo College will:

- f. explore and implement initiatives in programming for Native people;
- g. increase participation of adult learners in literacy training;

- h. assist business/industry in the College Region to accelerate the transfer of emergent technologies through research and development and College/industry partnerships;
- i. assist students in their transition to the workforce by converting several existing programs to a co-operative education format, and by exploring possibilities for developing new programs in this area;
- j. intensify efforts in developing international education opportunities;
- k. enhance life-long learning opportunities in response to our communities' needs; and
- l. develop and maintain continuous dialogue with community representatives to ensure program relevance.

3. TO ACCOMMODATE DIVERSITY OF STUDENT POPULATION

The Cariboo College commitment to access and equal opportunity is leading to increases in the numbers and the diversity of students. The mean age of Cariboo College students continues to rise, the proportion of female students continues to grow, and more minority groups continue to be represented. Cariboo College will strive to maintain access and equal opportunity, while maintaining quality educational programming. Cariboo College will target all those in the region considering post-secondary education, with special emphasis on women, challenged populations, visible minorities, and Native peoples.

4. TO IMPROVE COLLEGE RECRUITMENT, RETENTION AND COMPLETION

Many students enter college without the knowledge, skills, and attitudes necessary for success. Cariboo College must establish effective pre-testing, student tracking, and remediation in reading, writing and mathematics to ensure course and program placements that are appropriate to a student's entry level skills.

The College must also ensure that, once placed, students are provided with the necessary tools for academic survival and success. College and program orientation sessions, Student Success courses, and Study Skills workshops will address this need.

Another strategy must be to build greater student involvement in the learning experience. Academic and social integration are key factors here. Cariboo College must increase its efforts to involve the students in the substance and process of their learning, in governance, and in the intramural, social, cultural and athletic life of the College.

Equally important is the development of a comprehensive marketing plan as part of the strategic planning process. The Cariboo College plan must encompass market and needs analyses, program development, student services, and alumni relations as well as promotion. The plan must assist in augmenting recruitment, retention and completion rates in all programs.

5. TO MAINTAIN QUALITY OF INSTRUCTION AND SERVICES

The goal of instructional excellence at Cariboo College has remained constant over the years. That excellence requires that Cariboo College:

- a. enhance faculty effectiveness by providing a range of in-house instructional methodology programs: Instructional Skills Workshops, Instructional Diplomas, and Master Teacher Certificates; these activities will be grouped within a Centre for Teaching Excellence, and will blend well with the B.Ed. initiatives in Elementary, Secondary, Industrial, and Vocational education;
- b. maintain appropriate teaching loads, preparations, and student-faculty ratios;
- c. evaluate instruction throughout the College;
- d. respond to students as persons;
- e. reward excellence in teaching, research, scholarship and services; and
- f. revise faculty evaluation procedures as necessary.

6. TO IMPROVE ASSESSMENT OF STUDENT, STAFF AND INSTITUTIONAL PERFORMANCE

Assessment means measuring whether students are adequately prepared for college, and the extent to which they have been changed by their college experience. Rather than merely providing screening, Cariboo College must assess student and institutional performance to improve teaching and learning. To this end, Cariboo College must increase its assessment capacity by the following means:

- a. developing its Assessment Centre;
- b. implementing effective pre-testing;
- c. continuing the instructional program review and introducing reviews of administrative and service units;
- d. expanding its institutional research capacity; and
- e. continuing its five-year institutional review.

The introduction of degree-completion also entails compliance with the assessment procedures negotiated with the sponsoring institutions.

7. TO FOSTER A CLIMATE SUPPORTIVE OF TEACHING AND LEARNING

As a teaching-centred institution, Cariboo College must create an organizational climate and working environment that is both stimulating and supportive. Attaining this goal involves several strategies:

- a. promoting health and environmental safety;
- b. providing optimal facilities and furnishings;
- c. improving relationships among the various groups, on and off campus, including faculty from different divisions, students, support staff and administration;

- d. enhancing faculty and staff development opportunities (such as organizational, divisional and departmental in-services; discipline, institutional and teaching-related research and scholarly activity; exchange programs, seminars, conferences and study leave); and
- e. strengthening and expanding the College's educational infrastructure. The Cariboo College commitment to uniqueness and excellence requires a sound, up-to-date and responsive educational infrastructure, including research 'centres' or 'units', a student activity centre, as well as library, technical, information, and student services. To build and maintain such an infrastructure requires effective teamwork involving faculty and support staff.

8. TO PROMOTE REGIONAL, SOCIAL, ECONOMIC AND CULTURAL DEVELOPMENT

The goal of Cariboo College is to have an impact not only within its walls, but throughout the whole College region. As an educational institution, Cariboo College takes the widest possible interpretation of the term 'educational', and seeks to stimulate the social, economic and cultural life of its part of British Columbia. Activities will include:

- a. providing courses, seminars, clinics, workshops, colloquia, labs, and consultations both on and off campus and through distance learning formats;
- b. scheduling cultural events such as exhibitions, meetings, and performing arts, through the College's Cultural Events Committee and other College agencies;
- c. providing consulting, training and research services to the communities we serve; and
- d. participating appropriately in provincial and national activities like the 1993 Canada Summer Games.

The result of this expanded community service will be broadened cultural opportunities in the region, improved health and business environments, and increased cohesiveness among citizens of the region.

9. TO IMPLEMENT AN ALTERNATIVE MODEL OF INTERNAL GOVERNANCE:

Recognizing the need for an improved process of internal governance, the College plans to develop a new, representative forum for intra-institutional debate of issues relating to the planning, operations, and evaluations of its educational offerings and processes. This council will have the responsibility to make recommendations on these matters to the College administration, and, through the Office of the President, to the College Board. It is anticipated that this new body will be in place by the Fall of 1991.

ENVIRONMENTAL SCAN: SYNOPSIS

EXTERNAL

A full environmental scan appears in Appendix A and "fleshes out" the main trends summarized below.

POPULATION:

Regional population will show a steady increase to the year 2000. Although grade 12 enrolments are projected to drop, two demographics groups--the 19-24's and the over-30's--are returning to College in increasing numbers.

The Cariboo College regional population is aging.

The College gender mix stands at 6 females to every 4 males.

Implications:

College enrolment will grow to a headcount of 6,000 by 1993 and 7,000 by 1995.

Instructional methods must be adjusted to an older clientele; flexible, rotated offerings must be made available to returning female clientele in particular.

PARTICIPATION RATES:

Cariboo's academic participation rate (17.36) is above the provincial average (12.99) but below the Canadian average (24.44) (excluding Quebec). Cariboo's career/technical participation rate (9.6) is below the provincial average (14.49), but when we add in vocational participation, it compares favourably with that of other B.C. Colleges.

Implications:

Cariboo's regional participation rates should be raised in the academic and career/technical areas. This will drive up enrolments.

ECONOMY:

The provincial economy will experience a downturn.

The 1990's will be characterized by a mismatch between current skills and likely job growth.

Although specific shortages will occur in the retail, hospitality, health, engineering, and small business sectors, there will be an increasing demand in all sectors for well educated generalists in the Arts, Social Sciences, and Sciences.

White-collar jobs will increase, blue-collar will decrease; service industries will create most new jobs.

Implications:

College should program in areas of predicted skill shortage, such as business and finance, tourism and hospitality, health and science related subjects.

TECHNOLOGY:

Continued technological change will create continued demand for retraining among both staff and clientele and for equipment upgrading.

Implications:

The College will have to invest heavily in the development and retraining of its instructional cadre and in modernizing its equipment.

GOVERNMENT:

"Human Resources Development" at all levels will remain a Federal priority.

C.E.C. seat purchase will be eliminated by 1992.

The provincial apprenticeship scheme is under review.

The Grade 12 High School Graduation Program will impact on College policies.

"Accountability" will usher in "operational audit".

Implications:

The College must re-organize its curriculum at all levels to enhance the long-term employability of its clients.

The College will engage in more "fee-for-services" activities.

The largely artificial demarcations between high school and college will dissolve.

Cost effectiveness and cost efficiency will dominate the educational agenda.

COMPETITION:

Cariboo University College will be competing for clientele with Okanagan University College, the University of Northern B.C., and the established provincial universities.

Private sector and industrial "in-house" training will threaten public post-secondary funding.

Implications:

The College must carve out a unique institutional identity and target and fill specific niches in the educational market. It must offer quality programs in more effective and attractive ways than its competitors.

INTERNATIONAL OPPORTUNITIES:

Opportunities for educating off-shore clientele will increase in the 1990's.

Implications:

While such activities may enhance the College's reputation and revenue, the ratio of international to domestic students will have to be carefully monitored.

SOCIAL AND CULTURAL ISSUES:

Illiteracy and native education will place high in the educational agenda of the 1990's.

Implications:

The College will continue to combat illiteracy and strengthen its provision of service to native clientele.

INTERNAL

STRENGTHS:

The geographical and physical locations of the College are strong points.

The comprehensive program choice attracts a wide-range of clientele.

Health Sciences programing has a record of success.

The College's computer infrastructure is impressive.

Academic Arts and Social Science enrolments outnumber those of Science by a ratio of 2:1. Demand for upper-division offerings is high, particularly in Arts and Social Sciences.

Business and Tourism initiatives are providing the nucleus for strong program development.

With structural re-organization, Developmental and Regional Programs are targeting more accurately the specific clientele they should be serving.

Applied Industrial Technology is building on its base of CADD and Electronic programs and capitalizing on networks established with regional industries through the Industrial Technology Advisory service to expand its activity in technology transfer. Collaborative program delivery between Applied Industrial Technology and the other instructional divisions will produce broader based learning opportunities and enhanced ladderling possibilities for career/vocational students.

WEAKNESSES:

Comprehensiveness may be a weakness as well as a strength. The College cannot remain totally comprehensive without risking dilution of quality; some program configurations must be developed at the expense of others.

Internal governance structures have yet to be adjusted to the institution's evolution to a university college.

"Faculty aging syndrome" could become a reality at Cariboo College later in the decade.

Inadequate Professional Development particularly in the Career/Vocational areas is already leading to loss of instructional currency.

Equipment is in many cases outdated, deteriorated, and inadequate.

Facilities are under constant strain.

The onset of degree completion, the demands of remaining comprehensive, and the substantial projected increases in enrolment will require more intensive strategic assessment and short-range planning.

SUMMARY OF DIVISIONAL PLANS

INSTRUCTIONAL DIVISIONS:

APPLIED INDUSTRIAL TECHNOLOGY:

The major requirements of Applied Industrial Technology are equipment acquisition and renewal, and an upgraded or new facility. Depending on upgraded (1992) or new (1993) facilities, programs will be launched in some or all of the areas listed in the Applied Industrial Technology New Initiatives Appendix. For 1991, the most likely are Retail Meat Processing, Professional Truck Driver Training, and Mechanical Engineering Technician/Mold Maker. Beyond 1991, programming initiatives will focus on training needs in the manufacturing (Tool & Dye, Machining), and aviation industries (Aircraft Mechanical Repair & Maintenance, Aircraft Metal Fabricating).

Steps will be taken to incorporate the "Integrated Learning" concept into the Division (1991).

The "laddering approach" from technician to associate and then to baccalaureate degree level will be vigorously implemented, starting with CADD and Electronics (1992) and then the Mechanical Trades (1993). Associate degrees in Applied Technology will thus be in place by 1993, and in conjunction with Sciences, degrees in Applied Science and Technology will be implemented between 1993 and 1995.

Other opportunities for degree-level collaboration will arise with the introduction of the Bachelor's of Vocational Education and a Bachelor's of Industrial Education after 1993.

A large part of this Division's function will be the expansion of technology transfer activities, such as the joint College/Thompson Country Community Futures Tool & Dye/Mold Making facility (1991), as a prelude to the establishment of a centre for Applied Industrial Research (1993).

Co-Operative Education:

Co-operative Education will continue to expand as a College-wide service and will be offered as program options in CTEC (1991), CADD (1992), and TCOM (1992); Accounting Technician and Applied Writing (1992); and Marketing and Environmental Technology (1993). Other opportunities may open up at degree level in Accounting, Marketing, B.A., and B.Sc.N. degree concentrations from 1993 on, as these degrees establish themselves.

Co-operative Education could be the launching pad for a Graduate Placement Centre (1991), which will be permanently housed in the Campus Activity Centre on its completion (1992).

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>TOTAL</u>
Support	0.67	0.5		1.17
Graduate Pl. Office		0.5		0.50
Co-op Programs (Instructional)		0.5	1	1.50
Total	0.67	1.5	1	3.17

ARTS AND EDUCATION:

The central goal of the Arts and Education Division will be to offer an integrated range of programming with a strong liberal arts core. The Division will focus on an interdisciplinary approach and offer a range of academic disciplines to which professional and career programs will be linked at baccalaureate, diploma, and certificate levels. The emphasis in the B.A. will be on breadth, depth and rigour. The development of thematic options--and of "schools" of related content in such fields as Canadian, Environmental, Labour, and Women's Studies, Studio Art, and so on--will prepare students for further professional training or a wide variety of roles in the labour market.

Developing the B.A. to a viable level is a major commitment of the Division. The statutory threshold is defined by B.A. graduation requirements: a student must have an "area of concentration" consisting of three upper-division courses in the chosen discipline. To permit students an appropriate degree of choice, and to meet U.B.C.'s expectations, the Division proposes to offer a minimum of six distinct courses over a two-year period in all B.A. disciplines. The Education degree's requirements of "teachable subjects" provides additional argument for broadening concentrations in English, Fine Arts, Geography, History and Theatre. These, along with Anthropology, Economics, French, Philosophy, Political Studies, Psychology and Sociology, are the disciplines which will be developed as areas of concentration.

The Division intends to offer a B.Ed. Secondary by 1991/92, which will require a baccalaureate degree for admission. Similarly, the B.S.W., which will be available in complete form no later than 1992/93, is substantially integrated with the B.A.

The College will urge adoption of its proposal for a Bachelor of Journalism, to be launched in 1992.

At diploma level, Arts & Education plans to:

- initiate a Child/Youth Care Diploma by 1992.

At certificate level, Arts & Education plans to:

- introduce a base-funded Teaching Assistant Certificate Program (1991).
- establish a Writing Skills Centre (1991).
- increase specialization options in Early Childhood Education in Williams Lake and Kamloops (1991).
- increase specializations in Communications Media (1992).
- introduce a Mental Health Specialization in Human Service Worker Program (1992).

BUSINESS/COMPUTING/MATHEMATICS:

At degree level, this Division's main thrusts will be as follows:

- In Commerce and Economics, ground-work for the eventual establishment of a independent degree in Business & Commerce.
- In Math and Statistics, cautious expansion as upper division numbers warrant; establishment of a Math Resources Centre by 1993.

- In Computing, building on the College's computer strength, cautious expansion as upper division numbers warrant.
- In Tourism, launching a B.A. in Tourism (1993).

At the diploma level:

- In Business Administration, a full two-year Marketing Diploma at Williams Lake by 1993; exploration of Co-op. options in Accounting Technician (1992) and Marketing (1993).
- In Tourism, (a) introduction of a diploma program in Adventure Guiding (1991); (b) offering Food and Beverage Management on a full-time basis (1991); (c) offering Tourism Supervisor outside Kamloops (1991); (d) consolidation of Tourism Supervisory into an Associate Degree (1992); and (e) establishment of a Co-op diploma in Tourism, Economics and Marketing (1992).

At the certificate level:

- In Office Administration, new programs in ARMA, Automated Office Systems, CPS, Dental Receptionist, Hospital Clerk, Tourism Receptionist. The emphasis will increasingly be on cost recovery programs.
- At the Cariboo Management Centre, a staff increase of one by 1993; offerings of revised Management Skills for Supervisors, Women in Management, and Executive Development over the period; Summer Institute (1991).
- At the Computer Access Centre, new programs in medical, legal, accounting and micro-systems management and self-paced options (1991-93).

DEVELOPMENTAL AND REGIONAL PROGRAMS:

Although it is the newest of the instructional divisions, the Division of Developmental and Regional Programs is a significant locus for much of the classic Mission of the College. With a large and diverse clientele and a regional mandate to support the work of other divisions, DRP has a pivotal role to play in the realization of such College values as comprehensiveness, responsiveness, empowerment, innovation, and accessibility. The two sub-divisions, developmental and regional, share a vision which focuses on helping individuals and organizations respond effectively and appropriately to change.

During the next ten years, the Division will dedicate itself to excellence and innovation in the provision of programs and courses in those basic academic, personal, and work related skills which are fundamental to the successful management of change in the lives of our students. In its regional activities, the Division will establish the College as an essential part of the fabric of the cultural and economic life of the region. Over the next three years, the Division will address itself to the following initiatives:

In Adult Special Education:

- (a) Workplace Training (1991);
- (b) Vocational Skills Training for Challenged Aboriginal Students (1992);
- (c) establishment of ASE courses in Clearwater, Lillooet, Merritt and Chase by 1992/93;
- (d) program and curriculum development to refine the sequence of skills building toward normalization and community involvement.

In College Access:

- (a) First Steps: A Young Mothers' Educational Program (1991);
- (b) establishment of fixed intakes at Williams Lake (1991), Merritt (1992), Lillooet, Lytton, and Clearwater (1993);
- (c) development of a Regional Resources Centre Proposal (1992);
- (d) development of a Native Life Skills Training Program (1993);
- (e) co-operation with and assistance of native organizations to deliver Fundamental and Intermediate level programs.

In College Prep.:

- (a) developmental and retention measures such as Reading Courses, study skills and student success programming, needs assessment, peer-tutor support, and summer school;
- (b) review of Distance Education (1992);
- (c) Comprehensive Learning Assistance Centre (1993);
- (d) co-operation with and assistance of native organizations to deliver College Prep Programs.

In English as a Second Language:

- (a) ESL/Vocational Training Access (1991-1993);
- (b) ESL/Career Access (1993).

Regional Programming:

Williams Lake:

- (a) program-level 2nd year Academic at Williams Lake in Arts (1991);
- (b) full programs in LPN Access, BUSAD (1991);
- (c) Band Mgt., LTCA, HSW (1992);
- (d) ELEC/CARP Apprenticeships (1993);
- (e) full-Time Native Student Support Worker (1993).

100 Mile House, Lytton and Lillooet:

- (a) expansion of programming (1991-94) in response to identified community needs. In particular, seek to offer Student Success Seminars in these communities.

Ashcroft/Cache Creek, Barriere, Chase, Clinton, Logan Lake:

- (a) establishment of mini-centres (1991).

Merritt:

- (a) development of a Fundamentals Program (1991);
- (b) expansion into appropriate Career/Technical and Trades and Industrial Training (1992-1994);
- (c) refinement of links with N.V.I.T.

SCIENCE/HEALTH SCIENCES:

The main focus here will be in the areas of Health Sciences, Biological Sciences (including Environment/Resources Management), and Engineering.

At degree level, programs will be created in the following areas:

- Resources Management (1991);
- Health Science (with options in Respiratory Therapy (1991) and Medical Laboratory Technology (1992);
- Industrial Hygiene and Occupational Health (1993);
- Cautious expansion will take place in some (but not all) subject areas: Chemistry and Biology will be the main foci;
- The Engineering Program will be extended to 2nd year level in Electrical (1991), Computing (1991) and Mechanical (1993);
- The Nursing Program will implement a generic curriculum by 1992, which will provide options for diploma completion, degree completion, and combined diploma and degree completion.

At the diploma level:

- The three-year Nursing diploma will be fully in place in Williams Lake by 1992.
- A diploma will be introduced in Med Lab Assistant (Distance Education) (1992).

Post-graduate diplomas will be offered in:

- Adult Critical Care (1991);
- Neonatology (1991);
- Cardiopulmonary Care (1991).

INSTRUCTIONAL PERSONNEL REQUIREMENTS: EXISTING PROGRAMS (see Appendix B)

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Faculty	47.40	29.50	27.15	104.05

INSTRUCTIONAL PERSONNEL REQUIREMENTS: PROPOSED PROGRAMS (see Appendix C)

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Faculty	23.00	20.60	14.70	58.3

TOTAL INSTRUCTIONAL PERSONNEL REQUIREMENTS:

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Faculty	70.40	50.10	41.85	162.35

**INSTRUCTIONAL EQUIPMENT REQUIREMENTS: EXISTING PROGRAMS (in \$'s)
(see Appendix B)**

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Instructional Equipment	882,400	446,800	313,600	1,642,800

**INSTRUCTIONAL EQUIPMENT REQUIREMENTS: PROPOSED PROGRAMS (in \$'s)
(see Appendix C)**

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Instructional Equipment	148,000	553,000	381,000	1,082,000

INSTRUCTIONAL EQUIPMENT REQUIREMENTS: GRAND TOTAL (in \$'s)

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Instructional Equipment TOTAL	1,030,400	999,800	694,600	2,724,800

SUMMARY OF DIVISIONAL PLANS (con't)

NON-INSTRUCTIONAL DIVISIONS:

FINANCIAL SERVICES:

The previous three years have seen not only dramatic enrolment increases and facilities expansion, but a doubling in the College's overall revenues and expenditures. To meet these challenges and expand services to students, Financial Services' main thrusts will be:

- a. Revising budget systems to provide better information for the various users.
- b. Simplifying processes to maximize efficiencies, e.g., contracts, purchasing procedures, insurance, accounting/payroll documentation, etc.; investigating methods to reduce paper flow without sacrificing fiscal control.
- c. Continually updating and revising management reporting systems to ensure users are receiving financial information in a timely and useful fashion.
- d. Reviewing the computerized accounting system with an eye to a total system change (1993/94).
- e. Computerizing the warehouse inventory and purchasing systems.
- f. Developing an all-campus debit card which will allow students to pay tuition, purchase textbooks, food, and services--all on a declining-balance, plastic card system. The card could also be used for pay parking, voting in student elections, unlocking residences and operating vending machines.

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>TOTAL</u>
Staff	4.5	5.5	3	13

Ancillary Services:

The major initiative of Ancillary Services will be the development of the Campus Activity Centre, with occupancy scheduled for mid-1992. The operations within the Centre will hire students wherever possible to help them support themselves.

The Campus Activity Centre will house such services and amenities as:

1. A combination of fast food outlets and food service operations.
2. A 7,000 square-foot Bookstore.
3. Student government offices.
4. Games/vending areas.
5. Multi-purpose areas.
6. Student lounges.
7. Student pub.
8. A small bank.
9. A graduate placement office.

Other initiatives will include establishing a Bookstore in Williams Lake, expanding the Print Shop, and separating food training activities from food services.

HUMAN RESOURCES:

The emphasis will be on modifying current programs, establishing new ones to accommodate growth, and improving the standards of personnel services and response. Major areas of endeavour will be as follows:

- a. The development of an accurate personnel requirements plan to define the organizational and personnel needs for the foreseeable future.
- b. The refinement of recruiting procedures to attract well-qualified staff to meet forecast requirements.
- c. The training and development of all staff to assist in their personal growth and in the development of their managerial, professional and technical abilities.
- d. The design and implementation of improved and affordable personnel support systems to provide a wider range of personnel support services and benefits to Cariboo College personnel.
- e. The automation of personnel records and administrative systems to provide a quick and accurate response to both management and individual queries.

Aside from increases in operating budget and office space, the major impact will be in staffing:

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>TOTAL</u>
Staff	2	-	2	4

INFORMATION AND FACILITIES SERVICES:

- a. Campus Plan: The Campus Plan, encompassing the main Kamloops Campus and all facility requirements throughout the Region, will be completed in early 1991. It will serve to guide the rational definition, phasing and location of facilities and College infrastructure for the foreseeable future.
- b. Capital Program: Significant growth in Cariboo College facilities is required to handle the demands of increased student loads in the period. Detailed estimates have been forwarded in the Five-Year Capital Plan Submission, dated August 15, 1990, and are summarized opposite:

FACILITY CAPITAL REQUIREMENTS--FIVE/YEAR PLAN

CATEGORY/FACILITY	1991/92	1992/93	1993/94	1994/95	1995/96
Minor Capital					
Relocate Visual Arts Building	\$1,658,000	\$1,500,000	\$1,500,000	\$1,700,000	\$1,700,000
Arts/Ed Bld'g - Phase II	\$ 400,000				
Trades Relocation/Expansion	\$ 300,000	\$4,700,000			
Plant/Store Relocation/Expansion	\$7,900,000				
	\$1,200,000				
B/C Block Redevelopment		\$2,200,000			
Business/Computing/Mathematics		\$ 390,000	\$6,110,000	\$4,700,000	
Animal Health/Horticulture			\$ 300,000	\$5,640,000	
Administration Building			\$ 360,000	\$8,389,000	
New Expanded Library			\$ 536,000		
Trades Building: Wlm. Lk.	\$ 180,000	\$2,820,000			
Cariboo/NVIT Campus					
-Land	\$ 240,000				
-Building	\$ 330,000	\$5,170,000			
Infrastructure					
-Planning Funds	\$ 78,000	\$ 85,000	\$ 85,000	\$ 50,000	\$ 50,000
-Project Funds	\$3,000,000	\$1,800,000	\$1,000,000	\$ 700,000	\$ 700,000
Redevelop					
-Clock Tower Building					\$1,500,000
-Library					\$1,700,000
-A Block					\$1,500,000
TOTALS (1990 \$)	\$15,286,000	\$18,665,000	\$9,891,000	\$21,179,000	\$7,150,000

- c. **Facilities Maintenance:** Concurrently, emphasis will be placed on maximizing the useful life of facilities through the introduction of programmed maintenance for all buildings and equipment. The neglect of maintenance in the past, because of financial restrictions, will require an early infusion of funds to maintain a satisfactory and cost effective steady-state program. Estimates are as follows:

<u>Category</u>	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>
Major Maintenance Projects	\$400,000	\$425,000	\$450,000

d. **Computer Services:**

- 1) Cariboo College enjoys an excellent reputation for its provision of a wide range of high-quality computer courses and for its use of computers for administrative and communications purposes. It is intended to maintain and improve upon this standard.
- 2) Emphasis will continue to be placed on instructing students in both general purpose and advanced computer courses and on the broadening of administrative applications. Systems and programs will continue to be updated to reflect timely developments and currency in the state of computer and software development.
- 3) Specific initiatives will be taken in the following areas:
 - a) Migration from the VAX to a Unix-based system in both the instructional and administrative systems.
 - b) Development, in conjunction with other colleges, of a College-wide relational data base system to service student records, human resources and financial systems.
 - c) Continued emphasis on the education and familiarization of all College personnel with computers to assist them in performing assigned duties.

e. **Learning Resources:**

- 1) Continued growth in all Learning Resource Centres is required to keep pace with the Degree Completion Program. A phased program to provide the required books and journals has been designed and, contingent upon funding, will be implemented in the period.
- 2) Library Services and capabilities will be expanded in Williams Lake, Merritt and in other regional centres.
- 3) Continued emphasis will be placed upon acquiring and developing an electronic learning resource support system.

f. **Network and Technical Services:**

The improvement of the communications network for the transmission of telephone, video and data throughout the College region and with College facilities will continue. The improvement of College switchboards, the number of communication channels in the region and the installation of local area networks will be necessary.

A significant increase in the Divisional operating budget will be necessary to accommodate additional facilities operation and maintenance and to provide library, and computer and data transmission resources. The estimated Divisional FTE requirement is as follows:

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>TOTAL</u>
Staff	6.5	8	3	17.5

OFFICE OF THE PRESIDENT:

a. International Education:

In the period 1991-1994 International Education will develop new markets for international students in Taiwan, Korea, Indonesia, and Thailand with an eye to the possible closing of the Hong Kong market in 1997. As enrolment approaches the 250 student limit set by the College Board, staffing requirements will include an additional student advisor and a program co-ordinator. If this limit is raised as domestic student numbers increase, part-time student advisors and secretarial help will also be required. An increase in contract and project activity is also foreseen, which may necessitate the appointment of a contract/project manager.

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>TOTAL</u>
Staff	1	1	0.5	2.5

b. Institutional Research:

Current activities of this office encompass (a) program review; (b) co-ordination of planning; (c) generation of program-specific and institutional data in support of (a) and (b). In the next three years, Institutional Research will:

- 1) maintain its in-depth review function of a minimum six programs per year and extend its purview to non-instructional units;
- 2) continue co-ordination of strategic and short-term planning, ensuring that appropriate adjustments are made as the Three-Year Plan "rolls forward";
- 3) assume greater responsibility for the timely generation and collection of accurate institutional and program-related data for use as indispensable management tools in planning and evaluation;
- 4) extend its purview into areas such as faculty demographic and workload analysis and improved integration of the enrolment prediction/budgeting functions. (These will be facilitated when the College establishes a fully computerized Management Information System (M.I.S.) in 1993-94);
- 5) improve the quality, production, and accuracy of the College's Annual Reports and Fact Books;
- 6) assist the President with the quinquennial Institutional Evaluation (due 1991-2);
- 7) establish and improve data exchange with other institutions and government agencies such as the Central Bureau of Statistics, M.A.E.T.T., C.E.C., etc.

	<u>1991/92</u>	<u>1992/93</u>	<u>1993/94</u>	<u>TOTAL</u>
Staff	1	--	1	2.0

c. Public Relations

In less than three years the College has gone from having no capacity for public relations, promotion and communications, to having a clearly identified need, and general understanding of all of these activities. The demands for institutional marketing and communications to support both significant program growth, and the broader objectives of the new university College mandate, will require the means to direct and manage a major communications program. Meeting the challenges of growth and expansion, the Public Relations will:

- 1) Introduce a comprehensive Communications Plan, as the blueprint for meeting the competitive challenges in our markets and co-ordinating our communication resources.
- 2) Create an institutional Task Force as a vehicle for two-way internal communications and co-ordination of public relations, promotion, marketing and recruitment activities.
- 3) Introduce a new Institutional Identity program, with a new College logo and graphic identity, as well as a rigid set of graphic standards to govern the use of the new program.
- 4) Centralize and oversee the process of developing all College publications intended for any "public" audience beyond internal educational needs.
- 5) Introduce a comprehensive approach to the planning and execution of student recruitment activities, through a student recruitment plan, and the development of individual strategic plans for all programs across the College.

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Staff	1	-	1	2

STUDENT SERVICES:

It is forecast that student population will increase by 20% from approximately 5,000 to 6,000 by 1993, and by a further 20% to just under 7,000 by 1995. The effect of this growth is concentrated on the functions of Student Services, and major initiatives will be necessary to cope with the load.

- a. Assessment Centre: Efforts will continue to improve student success and retention. The newly established Assessment Centre will expand its capabilities to include a full range of assessment, advising, and educational support for students with learning disabilities.
- b. Registrar: The College calendar will continue to be improved. Course schedules will be produced earlier, systems will be automated and improved registration procedures, including telephone registration, will be implemented.
- c. Financial Aid and Awards: Service to students will be improved by increased computerization of programs and appropriate staffing. Participation with the Ministry and the FAS User Group will occur to improve the electronic Financial Aid Program.
- d. Athletics and Recreation:

- 1) A vigorous intramural and representative team sports program will be continued and expanded to promote physical fitness, good health and recreation for the students and staff of Cariboo College.

- 2) Work in conjunction with the 1993 Canada Games Committee will include significant improvements to Hillside Stadium, the possible construction of a 50 metre natatorium on the College grounds and renovations to the existing gymnasium.
- e. Counselling: The increased enrolment and workload will see growth in the counselling staff both in Kamloops and in Williams Lake. Increased expertise and skill will be required for native, special needs and international clientele.
- f. Health Services: Continued emphasis will be placed upon a "Wellness Centre" to support student life-styles and provide advising and programs.

A modest increase in the Division's operating budget, as well as an additional 4,000 sq. ft. of administrative space, will be required. Increased student loads will severely impact on staff workloads. The following increase in Divisional personnel is required:

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>TOTAL</u>
Staff	7	4.25	4	15.25

CARIBOO COLLEGE FOUNDATION & ALUMNI ASSOCIATION:

The College Foundation will build on its successful "Annual Fund" campaigns and move into a "capital and major gifts" campaign. This new development will be complemented by the Provincial Government's expected announcement of a system-wide Capital Matching Program. The three-year goal for this campaign is expected to exceed \$5,000,000.00. The College VISA Card Program will continue as an annual fund raising/friend raising venture. A Data Base Clerk and Assistant Development Officer will be required in the 1991/92 budget year, with the potential need for an Accounting Technician in the following year.

The Alumni Association will become a permanent promotion/communication-oriented component of the College's "resource development" program. By the end of the plan period, the Association will be holding annual homecomings, class reunions, and special events, as well as providing support services to our alumni and students. Staffing will require permanization of the Alumni Affairs Officer's position, and provision of full-time clerical support in 1991/92. A "junior professional assistant" will be required by 1993/94.

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
* Foundation Staff	2	1	0	3
* Association Staff	2	0	1	3

* Non-budgetary positions: Foundation supported.

NON-INSTRUCTIONAL PERSONNEL REQUIREMENTS:

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Admin & Support Staff	23.67	19.75	14.50	57.92

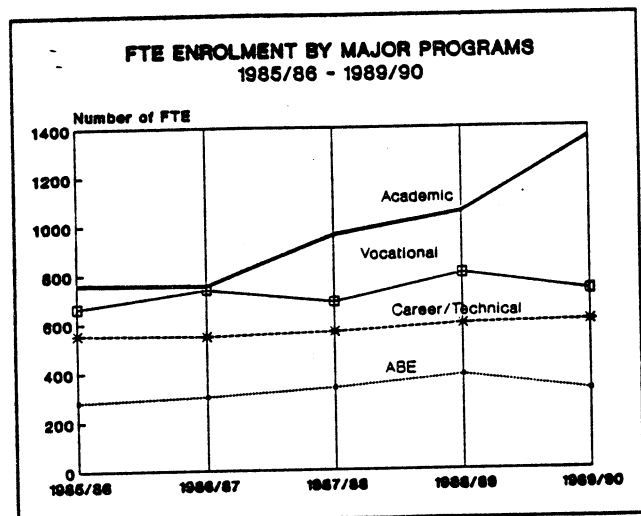
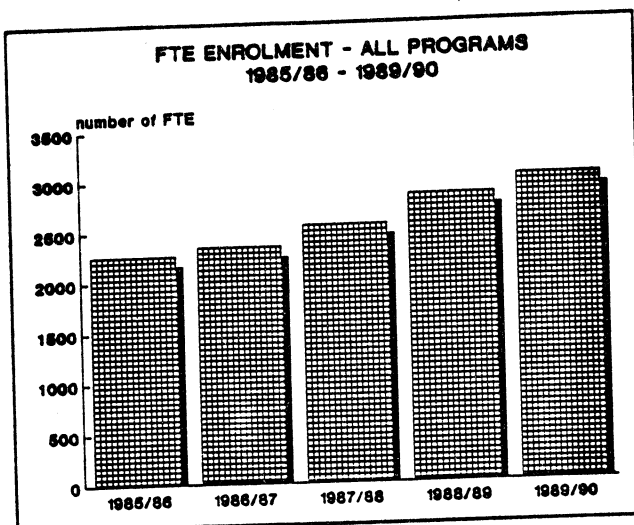
TOTAL COLLEGE PERSONNEL REQUIREMENTS:

Total estimates of additional personnel for the period 1991/94 are as follows:

<u>Category</u>	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>Total</u>
Faculty	70.40	50.10	41.85	162.35
Admin & Support Staff	23.67	19.75	14.50	57.92
Total	94.07	69.85	56.35	220.27

TOTAL FACILITIES AND MAINTENANCE REQUIREMENTS 1991-1994:

	<u>91/92</u>	<u>92/93</u>	<u>93/94</u>	<u>TOTAL</u>
Facilities	\$15,286,000	\$18,665,000	\$9,891,000	\$43,842,000
Maintenance	\$ 400,000	\$ 425,000	\$ 450,000	\$ 1,275,000
TOTAL:	\$15,686,000	\$19,090,000	\$10,341,000	\$45,117,000



APPENDIX A

ENVIRONMENTAL SCAN

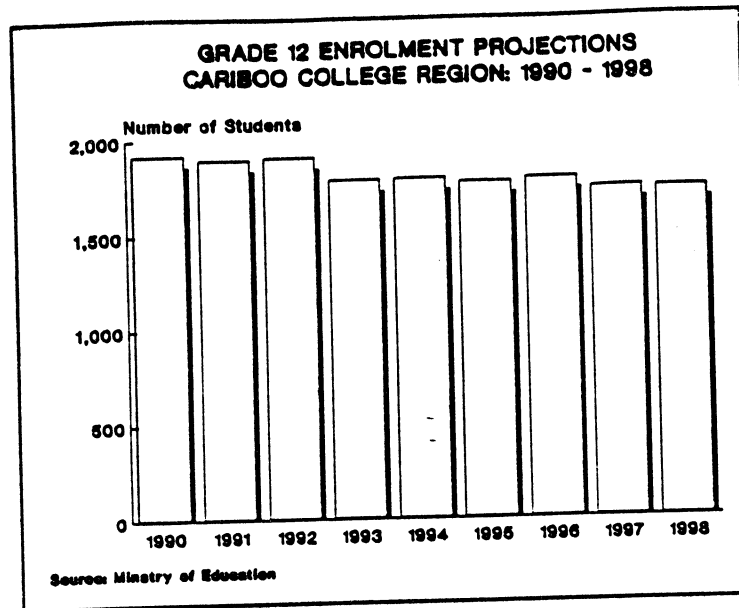
EXTERNAL SCAN

POPULATION:

The population of the Cariboo College Region is currently (1990) estimated at 138,663. By 1995, this figure will grow to 148,859, a 7.4% increase, and by 2000 to 162,226, an increase of 17% over the 1990 base.

The majority of this growth will take place in the Kamloops area, where 62,900 are currently estimated to reside; that figure will rise to 68,300 by 1995, and to 75,500 by the year 2000 (rises of 8.6% and 20% respectively).

Ministry of Education Grade 12 Enrolment projections to the end of the century indicate that the 1990 figure of 1,919 for the five school districts in the College region will drop to 1,770 in 1995 and to under 1,770 by 2000.



College Statistical Reports (October 31, 1989) and Central Statistics Bureau School District Population Estimates (1989) indicate that the College Region's participation rate of persons 18 years or older per 1,000 population is 35.85 for non-vocational programs (academic, career/technical, college preparatory). For academic programming it is 17.36, as compared to a provincial average of 12.99; for career/technical it is 9.6, as compared to a provincial average of 14.49; and for college preparatory programs it is 8.89, as compared to a provincial average of 2.90. The provincial average for all non-vocational programming is 30.38. The Canadian academic participation rate, excluding Quebec, is 24.4.

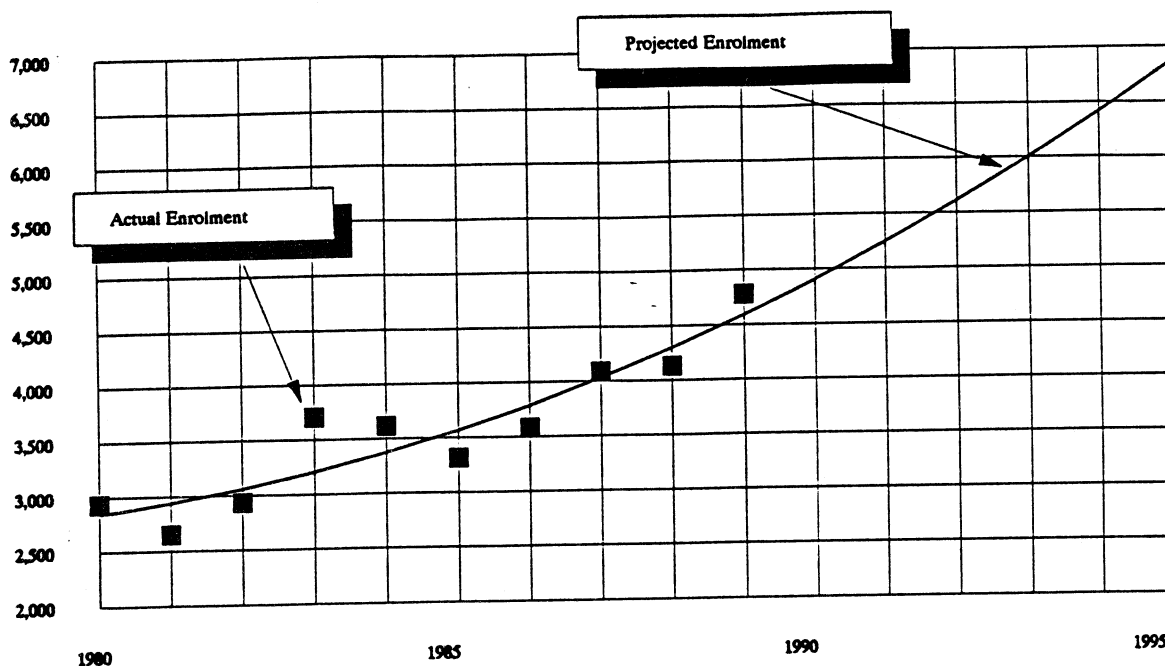
Thus, Cariboo's academic participation rate is approximately 4 1/2 points above the provincial average, but 7 points below the national average. In career/technical programming we are almost 5 points below the provincial average; in college preparatory programming we are considerably above the average, and run second only to North Island (11.32).

Implications:

- great potential exists for raising the regional participation rate in the career/technical and academic areas. The potential demand for general academic education has already been fueled by the 1988 Access to Advanced Education and Job Training in British Columbia report, which argued forcefully for increased post-secondary capacity.

Two enrolment scenarios can be constructed for the next four years (1991-5), one using quadratic regression, the other simple linear regression. Using total enrolment figures, the quadratic regression method yields an "optimistic" scenario, which sees College enrolment reaching 6,005 heads by 1993, and almost 7,000 by 1995. The simple linear regression method yields a more conservative forecast of 5,222 in 1993 and 5,611 in 1995. Measured against the 1989 enrolment figure of 4,775, then, increases of between 447 and 1,230 may be forecast on a three-year horizon (to 1993), and between 836 and 2,083 on a five-year horizon (to 1995). Extrapolated to the year 2000, the quadratic model forecasts a possible enrolment of over 9,000 students--almost double Cariboo's 1989 figures. Given enrolment increase patterns over the past four years, the most realistic projection is the quadratic, which forecasts total headcounts of 5,500 by 1991, 6,000 by 1993, and 7,000 by 1995.

Actual vs. Projected Total Enrolments: 1980 - 1995



Both scenarios assume no major in-migration to the College region, but rather the conservative population growth rate of 1.7% per year to 1995, and 2% p. a. to 2000. Adjustments would have to be made if any of the following factors came into play:

- (a) rapid economic growth in the region, attracting higher rates of in-migration than forecast;

- (b) "reverse transfer" from UBC, SFU and UVic (this figure currently stands at about 2% of Cariboo's enrolment, and is unlikely to become a significant factor);
- (c) increase in the numbers of degree, diploma and certificate candidates from outside the College region (it should be noted that 17.5% of first-year, first-time enrollees in 1989 were from outside the College region; this figure rises to 39% for total College enrolment; the main attraction seems to be not just the uniqueness of career/vocational programs, but the quality of general academic instruction);
- (d) increase in the "real" regional participation rate; this would involve targeting three demographic groups: (1) high school graduates, whose numbers will decline in the 1990's; (2) the 19-24 age group, which currently constitutes the largest demographic group in the College's population; and (3) the over-30's, particularly over-30's females, who constitute the third largest group of the student body;
- (e) the impact of the "Access For All" initiative; the introduction of degree completion opportunities in the Southern Interior of B.C. has already stimulated academic enrolments substantially; constituents in their 30's and 40's who had perhaps delayed completing their education or never nurtured academic aspirations are returning to the College in large numbers; if this trend continues throughout the 90's, it will inflate enrolment figures considerably;
- (f) enrolment capping; in the event that enrolling pressures exceed the resources provided to the institution, the College's commitment will be to those students currently enrolled; capacity will be limited in first instance at first-year academic level.

Implications:

- In order to maintain its recent enrolment patterns of 10-15% net increase per year, the College will have to augment the participation rates of high school graduates, the 19-24 and the less traditional 30+ age groups within the region. Sub-groups that will need particular targeting are graduates of the five school districts outside Kamloops, whose participation rates at the College are very low, and over-30 females--many of them single parents--who are entering post-secondary education in increasing numbers.
- To continue to attract non-regional students, the College will have to burnish its reputation for unique programming and excellence, and accentuate the distinctiveness of its degree programs.
- If enrolment patterns continue as they have over the past four years, the most salient problem the College will face will be under-subscription on the supply side--shortages in funding, staffing, and facilities--and the resultant pressures to restrict enrolment.

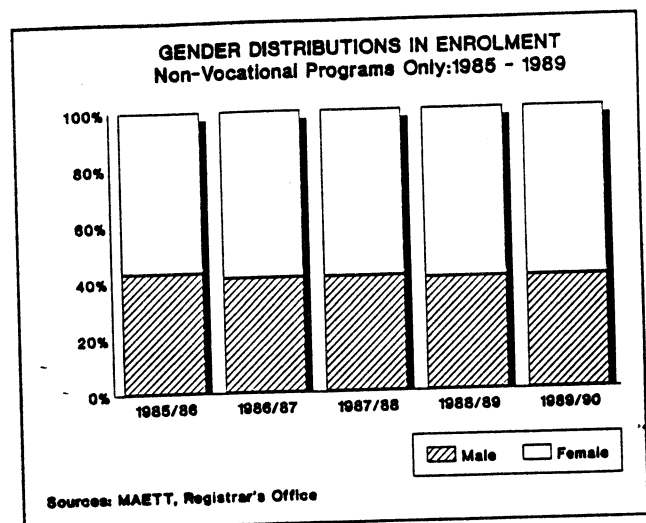
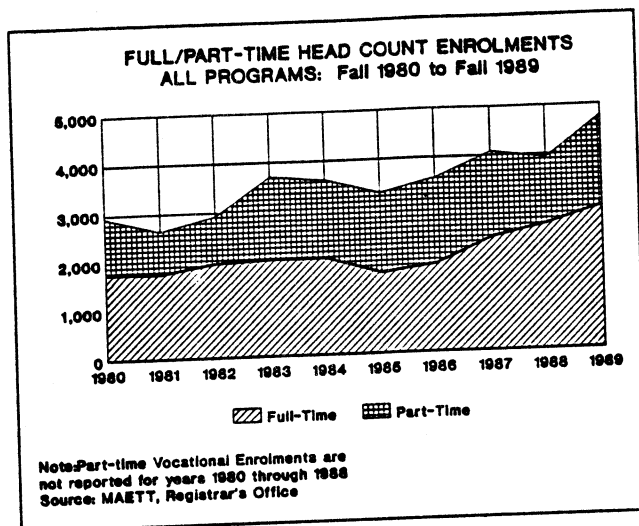
As in most areas in B.C. (and indeed Canada), the Cariboo College Region population is aging. In 1976, 58% of the population was aged 0 to 29; in 1986 (last Census figures available) this percentage had dropped to 48%. The 30-59 age group had risen correspondingly from 34% in 1976 to 40% in 1986, and the 60+ contingent from 8% to 12%.

Throughout the 1990's, these percentages will shift another 10% so that the predominant group will be the 30-59 year olds.

Implications:

- These changes will have a bearing on the College's program mix, and indeed on the pedagogy and andragogy it adopts. While retraining programs will have priority, arts and lifestyle programming will also be of increasing interest to an aging population.

The College gender-mix stands at six females for every four males. Part-time enrolments have traditionally accounted for 1/3 of the College headcount, and this ratio is expected to continue. Among part-time students, the two most dominant groups are females (19-24 years) and females (30+), especially in Career/Tech. and College Prep. areas.



Implications:

- Programs and courses should be scheduled as accessibly as possible. This means ensuring that all courses are offered on a five-year evening rotation, that weekend and short-term courses are scheduled--in short, that curriculum and delivery become much more flexible.

Cariboo/Williams Lake:

The Cariboo/Williams Lake area differs markedly from the Cariboo College Region as a whole. Since 1986, the populations of Williams Lake and 100 Mile House, the principal communities, have leveled off, whereas the rest of the College region has had some slight growth. The demographic structure of the Cariboo/Williams Lake area reflects a higher percentage of 0-14 year olds and a lower percentage of 55+ population than the rest of the region and the province.

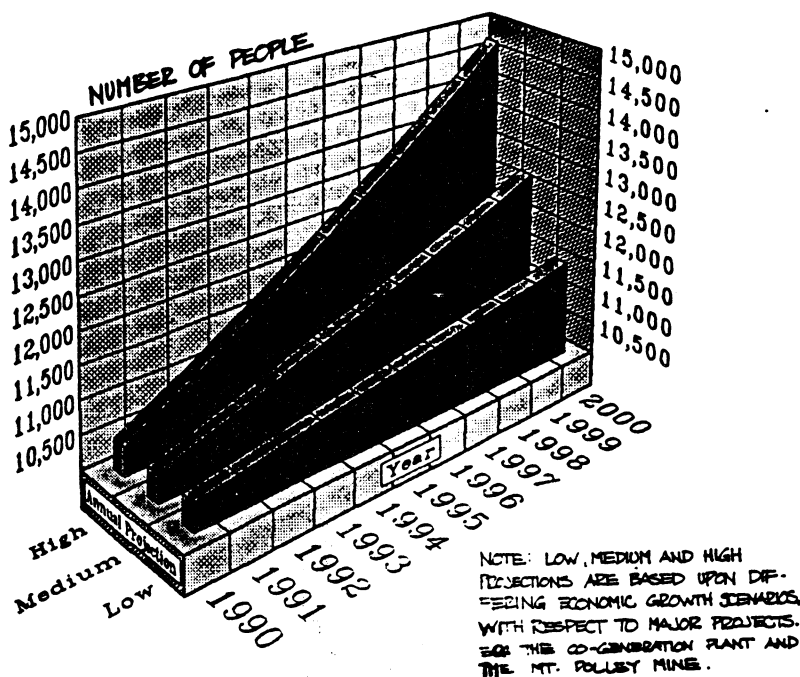
**POPULATION BY AGE GROUPS
(WILLIAMS LAKE AREA)
(1986 CENSUS DATA)**

REGION	PERCENTAGE IN EACH AGE GROUP						
	0-14 Years	15-24 Years	25-34 Years	35-44 Years	45-54 Years	55-64 Years	+65 Years
British Columbia	20.5%	15.2%	17.6%	14.9%	10.2%	9.6%	12.1%
Cariboo Reg. Dist.	26.8%	16.2%	17.7%	15.7%	9.9%	7.9%	5.8%
Williams Lake	26.5%	19.1%	18.1%	15.0%	9.2%	6.7%	5.3%
100 Mile House	25.1%	16.3%	18.0%	14.8%	10.4%	8.0%	7.7%

Source: Crane Management Consultants

In Williams Lake alone, the population in 1995 is projected at anywhere between 10,500 and 12,500, while estimates for the year 2000 range from over 11,000 to 14,500.

PROJECTED POPULATION - 1990 to 2000



Source: City of Williams Lake Official Community Plan

The Cariboo/Williams Lake area's relatively high youth population gives it a strategic advantage in terms of potential employment pool over the next few years. However, this advantage is offset by the fact that the Cariboo/Williams Lake area has higher levels of less educated adults and trades or technical personnel and lower levels of university-educated adults than the rest of the province. The pattern is a reflection of several factors, including the personnel requirements of the dominant primary industries, post-secondary educational access and, to a lesser extent, attitudes towards the education system.

EDUCATION LEVELS
Percentage of Adult Population
(1986 CENSUS DATA)

HIGHEST LEVEL OF SCHOOLING	CARIBOO REGIONAL DISTRICT	B.C.
LESS THAN GRADE 9	14.9	11.4
GRADES 9-13 WITHOUT DIPLOMA	37.3	29.8
HIGH SCHOOL DIPLOMA	12.1	11.7
TRADE CERTIFICATE	3.4	2.7
NON-UNIVERSITY EDUCATION WITH CERTIFICATE	6.4	7.8
UNIVERSITY WITHOUT DEGREE	7.2	10.9
UNIVERSITY WITH DEGREE	5.1	9.5

Source: Crane Management Consultants

Implications:

- There will be a sustained need in the Cariboo/Williams Lake area for access and college preparatory programming, vocational and technical training over the next ten years. Opportunities may also exist for academic programming, although these will be tempered by the presence of the University of Northern British Columbia on the northern borders of the Cariboo College Region.

ECONOMY:

Having enjoyed a 3-4 year boom, the provincial economy is going to experience a downturn, following the pattern in Central Canada. Although this may presage tighter operational funding, the Provincial Government might be persuaded to see investment in post-secondary education as a means of easing the province through the recession and preparing a trained and educated workforce for the economic resurgence.

According to the Open College Planning Council's Training Needs in B.C. (1989), the main problem facing the B.C. economy will be "structural unemployment"--that is, a mismatch between the skills in which large sectors of the workforce have been trained and those required by the "new" economy, resulting in skill shortages and long-term unemployment. Shortages are envisaged in the following growth industries:

retailing, food and accommodation, health, construction, and financial and business services. Opinion leaders indicate that there is an under-supply of university graduates in general science, engineering, nursing and other science-based disciplines, as well as in education and commerce. For example, the Canadian Engineering Manpower Board predicts a shortage of 30,000 engineers in Canada by the year 2000, as demand increases by 48%. Given the projected increase in white-collar graduate jobs (see below), there will be an equally (if not greater) demand for well educated Arts graduates.

Service industries will continue to create the giant's share of new jobs. In the last decade, 92% of new jobs fell within this sector, which now employs 75% of the workforce. Training Needs in B.C. predicts that about 70% of employment growth in B.C. to 1993 is expected to occur in "white-collar" jobs, particularly in the managerial and professional, clerical, sales and service sectors. Environment-friendly industries are expected to grow. An interesting statistic is that more than half the new jobs created will require employees who have a university degree--considerably higher than the 23% of current jobs held by degree holders. Conversely, the number of unskilled jobs (held by those who did not graduate from high school) will decline substantially from the current 18% to less than 5% of all new jobs. The number of jobs available for those with high school graduation or "some post-secondary education" will remain static. [Towards A Strategy For The 1990's: Developing A Foundation For Growth (Victoria: MAETT, 1990)].

Given the population trends indicated above, much of the manpower needed to meet the demands of these new industries will have to be supplied by "human resources development"--increasing individual education and marketable skills across the full spectrum of society at all age levels.

Implications:

- Cariboo College should respond to areas of economic growth and skill shortage with programming in business and finance, health, tourism and hospitality, and science-related subjects. Environment husbandry, biotechnology and engineering may provide opportunities.
- It should also target for education non-traditional clientele--native Indians, the handicapped, older women, immigrants--who will be needed to supplement the workforce.

At the local and regional level, economic predictions are slightly more sanguine. The keynote of the City of Kamloops Official Community Plan (June 25, 1990) is "cautious optimism":

After finally rebounding from the lengthy recession of the 1980's, Kamloops appears to be moving towards a more diversified, sounder and less sensitive economic base. Reliance on the resource sector (primarily forestry and mining) has been ameliorated by the growing tourism, service and small manufacturing sectors, all considered growth industries for the next decade. The expansion of Cariboo College to a four year degree-granting institution will continue to provide a stimulus to the local economy, as will future community endeavours such as the 1993 Canada Summer Games.

In the Cariboo/Williams Lake area, much will depend on the impact that the full co-generation plant and the Mt. Dolley Mine, but the early 1990's look economically optimistic for this region.

Implications:

- The College should target programming in the tourism and service sectors but should be cautious in committing to forestry and mining oriented programming, and should expect to find little local employment for its technology graduates.
- Degree programs may be a strong suite, stimulating local population retention and even growth, which will have a "knock-on" effect on the regional economy.

TECHNOLOGY:

Technological change will continue to create demand for re-training; "life-long learning", involving clientele recurrently "looping back" into the post-secondary system, is becoming a reality. However, the post-secondary system is faced with the imperative of ensuring its staff keep current with the skills demanded by the workplace so that they can impart them to clientele. As well, the cost of high technology equipment does not appear to be abating.

Implications:

- Technological re-training needs will place a steady demand on College resources. To respond to this demand, the College will have to invest heavily in development and re-training of its instructional cadre, and in the provision of current capital equipment.

GOVERNMENT:

While the full implications of the Federal Labour Force Development Strategy (L.F.D.S.) are still unclear, the "Federal Human Resources Development" initiative will have significant impact on post-secondary education. Its intent is to involve post-secondary institutions to better prepare their clientele for "market competitiveness" and economic contribution to society. The underlying principle is that educational specialization must be based on solid general education which emphasizes portable generic skills and facilitates the flexible response of individuals to change. Broad generic education and specialized re-training, therefore, are seen as the main antidotes to structural unemployment. Considerable weight has been placed on this approach in such manifestos as the Halifax Accord and by such groups as the Council of Ministers of Education, Canada (C.M.E.C.).

Another trend will be an increased emphasis on private-sector education, one manifestation of which will be the elimination, by 1992, of CEC seat purchase. On the positive side, the Federal Government's campaign against illiteracy seems likely to continue.

Provincially, the future of the apprenticeship scheme is in doubt. This will jeopardize apprenticeship classes at Cariboo. The implementation of the Grade 12 High School Graduation Program by 1992, (in response to the Sullivan Report) may enhance collaborative opportunities between regional high schools and the College.

The MAETT's main thrust appears to be towards implementation of an "accountability system" which will emphasize the concept of "value for money", and which may take the form of "operational audit" and collaboration between the Ministry and institutions on the formulation of management and performance measures.

Implications:

- Opportunities exist for the College in the areas of literacy programming, generic skills education and "human resources development". One of the challenges of the next few years will be reorganizing the curriculum to produce a greater emphasis on general education and generic skills that will assist students in their individual development and enhance their long-term employability. The burden of this will fall on career/vocational programming in the applied sciences and industrial technology areas of the College.
- The Applied Industrial Technology Division will have to make good the deletion of seat purchase and the capping of apprenticeship programs by developing closer ties and generating "fee-for-services" contracts with industry. Opportunities for increased under-18 enrolments may present themselves with the implementation of the new High School Graduation Program in 1992, especially as students in the Exploration, Apprenticeship and Career Preparation options look for courses and work experience not available at high school level.
- "Accountability" will place the onus on the College to find better and innovative ways to deliver its programming. Cost-effectiveness and cost-efficiency will increasingly drive the educational agenda.

COMPETITION:

Competition will come from various quarters. The establishment of the University of the North in Prince George will syphon substantial funds from the post-secondary allocation. Okanagan University College will pose a challenge to Cariboo for students and funding, and the provincial universities will continue to attract students from the region. Private-sector training will constitute a particular challenge as governments pursue their policy of encouraging "in-house" training in the vocational sector. Another element of competition will be provided by the growth of private schools and institutions which will vie with Cariboo for career and vocational enrolments. Competition for funds will thus become fiercer, and the flurry of new program initiatives experienced in 1989-90 will dwindle to a trickle between 1991-94.

Implications:

- The College must persist in its efforts to offer quality programming in more effective and attractive ways than its competitors.

INTERNATIONAL OPPORTUNITIES:

Opportunities in the education of off-shore students will increase in the 1990's. Cariboo has been enrolling foreign students since 1984 and currently has 141 on campus. International accreditation arrangements exist between the College and the Canadian Colleges of Macau and Hongkong. The College is providing forestry-related training in Indonesia and language training in Japan. Faculty exchange arrangements exist with China. The potential exists for great expansion in the international arena.

Implications:

- The College can enhance its reputation and revenue through strengthening its overseas contacts and increasing its enrolments of off-shore clients. Care will have to be taken to ensure that the proportion of off-shore clientele does not rise excessively in relation to Canadian enrolments.

SOCIAL AND CULTURAL ISSUES:

Illiteracy will continue to afflict large sections of the population (as much as 25%, according to the Southam Press series of articles on that subject in September, 1988). The educational needs of the region's native peoples will continue to need specific attention. Family structures have changed. The two-worker family is now dominant, and the workforce is much more dependent on women than it was 15 years ago.

Implications:

- In accordance with Federal policies, the College will continue to attack this problem, particularly through the Access Dept. in Developmental and Regional Programs.
- The College will continue to co-operate with native organizations such as NVIT and Secwepemc, and will strengthen its provision of service to native clientele by the appointment of Native Education and Support Co-ordinators on the Kamloops and Williams Lake campuses. Instructional programming and infrastructures will be improved at satellite campuses such as Merritt, Lillooet, Clearwater and 100 Mile House.
- College programming and staffing should reflect the influx of females into the post-secondary system.

INTERNAL SCAN:

Strengths:

Two immediately identifiable strengths are the logistical and physical locations of Cariboo College. Logistically, Kamloops, seat of the main campus, straddles four major highways--one leading to the Lower Mainland, one to northern B.C., and two east and north-east respectively to Alberta. It is thus well situated to serve areas abutting on the Cariboo Region to the east, south-west and north, and beyond; indeed, the fact that 17.5% of first year, first time enrolments completed high school outside the College region testifies to Cariboo's attractiveness as an educational destination.

Physically, Cariboo has an extremely attractive campus, and the recent acquisition of 140 acres of Crown land to the west of the campus provides ideal space for future expansion.

A third strength of the College is its comprehensive programming, designed to serve the needs of various educational levels and interests within the region, ranging from Adult Special Education and College Access to degree completion, and from comprising a wide spectrum of occupationally-oriented programs.

Another strength is the proven quality of some programs, which might suggest configurations of concentration for future development. Among these, it is worth noting RESPT, whose graduates have placed first as a group in C.S.R.T. national examinations six times in the last eight years; Nursing, whose graduates perform consistently well in the R.N. exams and which is developing a viable B.Sc. (Nursing) with solid enrolments; and the smaller MEDL Program. As a group, these programs could provide a substantial base of candidates for B.H.Sc. and B.H.A. degrees. So too could the current groupings of Mechanical and Construction Technology Programs in the Applied Industrial Technology wing--especially if they were provided with modernized provincial curricula.

Another strength is the College's computer infrastructure. The high ratio of mainframe terminals and p.c.'s per faculty and per student, and the relatively sophisticated nature of the software available argue for full exploitation of these resources in the shape of computer-oriented programming--not just in the academic sector, but in operations and management (CSOM), in applications (CADD, OAD, DAAD, CMMD, COMP ENG), and in maintenance (TCOM).

Although only 17% of all Cariboo College faculty currently (December, 1990) hold a Ph.D., this figure has increased from the 10% level in 1988/89. In the Academic Divisions (Arts/Education, Business/Computing/Mathematics, and Science/Health Sciences), the percentage of Ph.D.'s rises to 25%, and for faculty teaching upper-level academic courses, the figure is over 75%. All the instructional divisions are staffed by well qualified and experienced instructors. Cariboo College has always prided itself on its instructional excellence, and will work to maintain that excellence.

In contrast to their Science and Technology counterparts, Arts and Social Science subjects have the great advantage of being low cost and (in most cases) capital-free. Arts students currently outnumber Science students by a ratio of over 2:1; Arts are currently more popular with almost 70% of the academic student body. The introduction of degree programs has stimulated enrolment at first and second-year level.

In the Business/Computing/Mathematics Division, the most promising initiatives are the Bachelor of Business Studies (in conjunction with S.F.U.) and the new programming in Tourism. Given B.C.'s role as a tourist destination, these may lay the basis for a healthy symbiosis in Tourism/Business programming.

In Developmental and Regional Programming, structural reorganization has given faculty a new lease of life and chance to target more accurately the specific clientele they should be serving.

In Applied Industrial Technology, program rationalization, improved utilization rates, regular program reviews and a rejuvenated sense of direction suggest the emergence of a more dynamic and forward-looking division. The joint College/Federal Community Futures Program establishment of a Tool and Dye/Molding facility will poise the Division for expanded technology transfer activities.

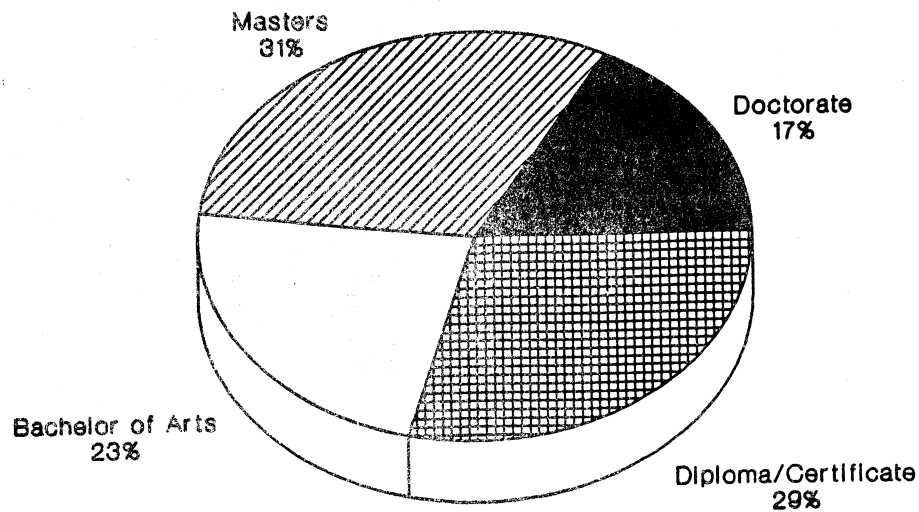
Weaknesses:

Paradoxically, the comprehensive nature of the College is a weakness as well as a strength. Given a limited funding scenario, it will be impossible for the College to expand on all fronts. Hard decisions will have to be made, focusing on expansion in a few areas at the expense of hoped-for developments in other areas.

While in some ways providing a necessary "shot in the arm", the influx of new upper division academic faculty in 1989 has had an unsettling effect on the institution. It has brought with it questions of rank and hierarchy, and the appropriateness of existing structures of governance for the comprehensive university-college of the future. The resolution of these issues will provide a challenge over the next few years.

Another area of concern is faculty demographics. The bulk of Cariboo faculty are in their 40's or 50's; unless addressed immediately, this "aging faculty syndrome" will cause middle-management and leadership problems by the end of the 1990's, when a large portion of faculty may choose to retire.

EDUCATIONAL LEVEL OF FACULTY MEMBERS FULL-TIME ON-GOING FACULTY ONLY: 1990



In the Career/Vocational areas, a serious concern is loss of instructional currency; recognition must be given to the fact that information and technology are now progressing exponentially, and that two weeks of professional development are simply not enough to absorb the changes that are taking place annually. Improved professional development is thus a critical issue.

Another serious concern in these areas must be outdated, deteriorated and inadequate capital equipment. This situation is the principal deterrent to the provision of new programming, let alone state-of-the-art instruction, in the Applied Industrial Technology and (to a lesser extent) Science/Health Science divisions.

Facilities, too, constantly seem to be strained to breaking point. A two-three year time lag exists between enrolment numbers and the provision of adequate instructional and administrative space. The demands of satellite campuses such as Williams Lake and Merritt, and the imperative to provide suitable facilities in outlying regional locations, place additional strain on the College.

Expansion of Applied Industrial Technology is contingent on new facilities in Kamloops and Williams Lake and massive infusions of capital; opportunities for co-operation with industry are limited by the shallow and disparate industrial base in the College region.

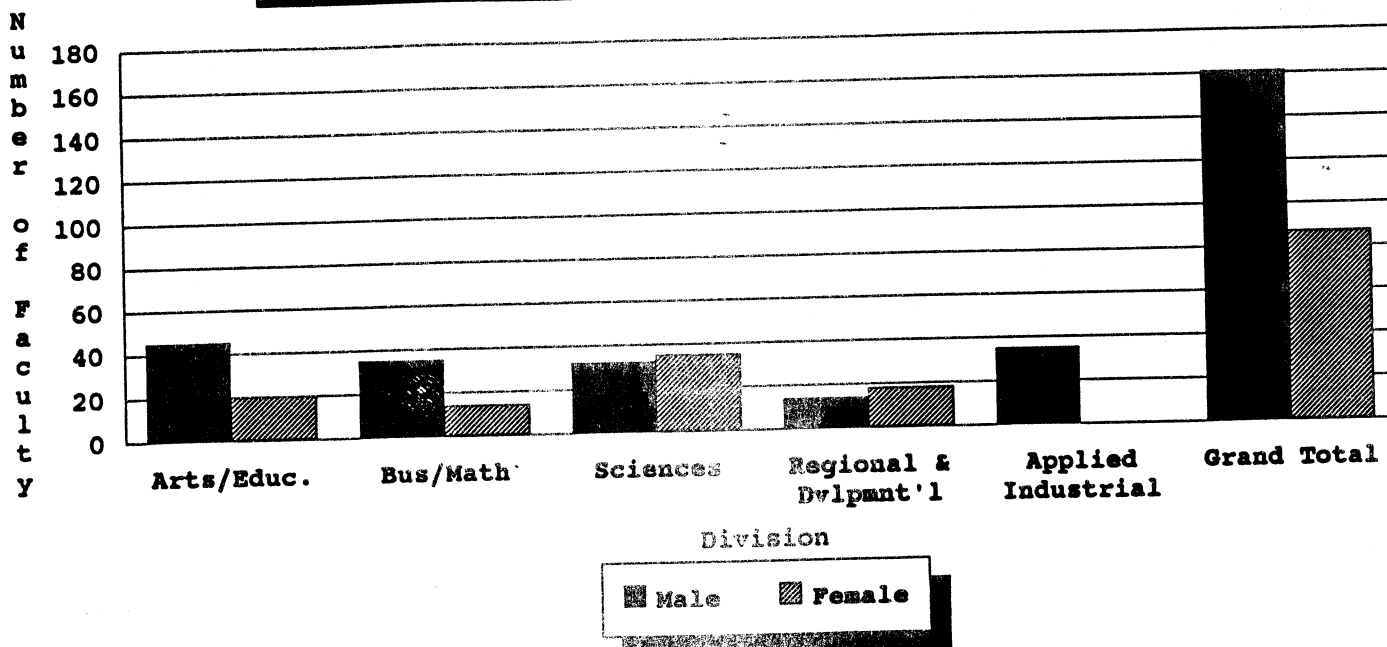
Developmental and Regional Programs are currently engaged in re-establishing their presence in the College region and re-building programs and services largely dismantled during the restraint period in the early 1980's.

The College has been relatively successful in articulating its middle to long-range objectives--where and what it wants to be by the year 2000. What has been in short supply has been detailed, three to five-year planning, with the continuous updating that this entails. The College must rectify this deficiency by intensifying its short-range planning function and ensuring that the community is kept abreast of modifications.

SUMMARY:

Cariboo College is poised on the brink of a challenging decade. If it can establish itself as a viable and more progressive alternative to the traditional degree programs offered by other B.C. universities; if it can harness the energy and enthusiasm currently manifest among faculty and staff and translate it into low-cost initiatives which build upon existing structures and avail themselves of parallel initiatives; if it can extend the reputation of its programming (not only at degree level, but in some of the areas of excellence mentioned under "STRENGTHS"), and thus maintain--even increase--the proportion of extra-regional students; if it can regain some of the ground lost in the mid-80's in native and regional education; if it can respond to the changing needs of the regional economy with small business, service and tourism oriented programming; if it can explore the opportunities provided by environmental concerns and new technology; and if it can construct and deliver baccalaureate programming that prepares its students uniquely for the workforce or further education, it could parley the challenge into success.

Gender Distribution of Full-Time Permanent/Temporary Instructional Staff by Division (As of November 1990)



APPENDIX B

CARIBOO COLLEGE -- EXPANSION OF EXISTING PROGRAMS, FACILITIES & EQUIPMENT

CARIBOO COLLEGE --		EXPANSION OF EXISTING PROGRAMS/PROG.			Facilities, Equipment/Cur			Total
DIVISION/Department	FTE's/Staff			Total FTE's	1991/92 1992/93 1993/94			Total
	1991/92	1992/93	1993/94					
Arts & Education								
Communications Arts						\$5,000	\$3,000	\$8,000
English	2	1	1	4				\$100,000
Modern Languages	1		1	2	\$100,000	(Lang. Lab)		\$100,000
Communications media				0	\$30,000	\$15,000		\$45,000
					(Equip.)			
Social & Environmental Studies					\$5,000	\$10,000		\$15,000
Anthropology	1			1	\$6,000	\$6,000		\$12,000
Geography	1			1		(Wk. Sta.)		\$0
Sociology	1			1				\$0
Philosophy, Politics, History								\$0
Philosophy	1		1	2				\$0
Politics	1			1				\$0
History	1		1	2				\$0
Psychology	1			1				\$0
	0.7 (Lab demo)			0.7	\$65,800			\$65,800
					(Lab equip.)			
Human Services								\$0
P.E.	1	0.5		1.5				\$0
CSW: Mental Health Spec.		0.5		0.5				\$0
ECED (Wm. Lk.)	0.25			0.25				\$0
Infant & T	0.25			0.25				\$0
Visual & Performing Arts								\$0
Sculpture/3-D design	1			1				\$0
Art history		1		1				\$0
Theatre								\$0
Speech/3rd-4th yr. Theat	1		1	2				\$0
Technical theatre	0.5			0.5				\$0
Other						\$30,000		\$30,000
Writing Skill Centre								\$0
Secretarial Support	1			1	\$50,600	\$19,800	\$17,600	\$88,000
Micros for Rsch & Tchng								\$0
Sub-total	15.7	3	5	23.7	\$257,400	\$85,800	\$20,600	\$363,800
Science & Health Science								
Nursing								\$0
LPN/RN Access (Kam.)	0.3	0.75		1.05				\$0
RN diploma (Wm. Lake)		3		3	\$6,000			\$6,000
LTCA (Regional)	0.5			0.5	\$10,000			\$10,000
Nursing BSN (Generic Curr.)	0.125	0.15		0.275				\$0
Allied Health								\$0
RESPT--3rd Yr Expansion	0.5			0.5				\$0
RESPT -Fast Track	0.25			0.25				\$0
RESPT - CvP Expansion	[1]*			0				\$0
MEDL assistant (D.E)	0.7			0.7	\$10,000	(curric.)		\$10,000
MEDL Conversion	0.3			0.3				\$0
Physical Sci. & Engineering						\$50,000		\$50,000
ELEC ENG. 2nd yr.	1			1				\$0
COMP ENG. 2nd yr.				0			\$10,000	\$10,000
MECH ENG. 2nd yr.			1	1				\$101,000
CHEM	1			1	\$101,000			\$50,000
GEOL 2nd yr./Upper lev.	0.75	1.5	0.5	2.75	\$50,000			\$50,000

APPENDIX B

CARIBOO COLLEGE -- EXPANSION OF EXISTING PROGRAMS, FACILITIES & EQUIPMENT

DIVISION/Department	FTEs/Staff			Total FTEs	Facilities, Equipment/Cur			Total
	1991/92	1992/93	1993/94		1991/92	1992/93	1993/94	
PHYS				0	\$10,000			\$10,000
P123 (Gr. 12 Eqiv.)				0.125	\$10,000			\$10,000
ASTR	0.125			0.125				
Biological Sciences								
BIOL	1.5			1.5	\$95,000			\$95,000
MICBIOL			0.5	0.5				\$0
BIOCHEM			0.5	0.5		\$50,000		\$50,000
Support Service								
Secretarial	1		0.6	1.6	\$6,000			
Sub-total	8.05	5.4	3.1	16.55	\$298,000	\$100,000	\$10,000	\$402,000
Note: * Funtion 6								
Business, Computing & Mathematics								
Computing								\$0
Computer Science	1		1	2				\$20,000
CSOM		1	1	2	\$13,000	\$3,500	\$3,500	\$20,000
Commerce & Economics	4	2	1	7	\$30,000	\$30,000	\$40,000	\$100,000
Mathematics & Statistics								\$0
Math & Stat. Courses	2	1		3				\$15,000
Math resource centre				0			\$15,000	\$15,000
Business Administration								\$8,000
Accounting Techn.			1	1			\$8,000	\$8,000
Marketing		1		1	\$6,000	\$6,000		\$12,000
Mm. Lk.		2		2		\$12,000		\$12,000
Tourism & Recreation								\$0
Food & Beverage Mngmnt	1			1				\$16,000
Tourism Supervisory Dev.	1		1	2	\$10,000		\$6,000	\$16,000
Rec Mgmt				0		\$4,000	\$2,000	\$6,000
Tourism Co-op.			1	1			\$4,000	\$4,000
Office Administration								\$0
Legal prgm pilot project				0				\$0
Other certificate programs				0				\$0
* Computer Access Centre	[2]	[1.5]		0	[\$15,000]			\$0
* Cariboo Management Centre			[1]	0				\$0
Divisional Support								
Secretary	1		1	2				
Secretary/Recep.	1			1				
Admin Assistant		1		1				
Sub-total	11	8	7	26	\$59,000	\$55,500	\$78,500	\$193,000
Note: * Cost-recovery.								

APPENDIX B

CARIBOO COLLEGE --		EXPANSION OF EXISTING PROGRAMS, FACILITIES & EQUIPMENT				Facilities, Equipment/Cur			Total
DIVISION/Department		1991/92	1992/93	1993/94	Total FTE	1991/92	1992/93	1993/94	
Development & Regional Programs									
Dean's Office: Regional Programs									
Williams Lake									
1. 2nd year univ. courses at Williams Lake				1		\$10,500			\$10,500
* Psych/Soc instructor (1st & 2	1		1	2		\$10,500		\$10,500	\$21,000
* Appropriate Arts & Ed. Instr	1					\$5,000	\$5,000		\$10,000
* Sec/clerk full time (inc. uni	1	0.5	1	2.5		\$2,500			\$2,500
* Groundsperson/maintenance/dri	1			1		\$10,500			\$10,500
* Inc. office space for instructors				0		\$10,000	\$10,000	\$10,000	\$30,000
* Expand collection and shelving in library				0			*****		
* Renovations and new construction				0			\$10,500		\$10,500
2. Native student support worker (p.t.)	0.5		0.5	0.5					
3. Native student support worker (conv. to f.t.)				0					
4. New programming at Williams Lake		2		2			\$30,000		\$30,000
* Long term care aide				2.5		\$25,000			\$25,000
* LPN Access	2.5			0					
* Human service worker certificate				0		\$35,000			\$35,000
* Business administration See BUSAD			1	1				\$55,000	\$55,000
* Electrical trades/Carpentry (alt. yrs)				3			\$60,000		\$60,000
* Band management/maintenance program		3		0					
* ASE full time (intr. & aide) See ASE				0					
* Expand developmental studies			See CPREP	2.5				\$30,000	\$30,000
* University course expansion			2.5	0		\$10,000	\$3,500	\$3,500	\$17,000
5. Improve handicapped access at Will. Lake				0		\$20,000			\$20,000
6. Shuttle bus for Williams Lake students									
Regional									
7. Cultural/educational events in region				0		\$1,000	\$1,000	\$5,000	\$7,000
8. Promotional events and display unit				0		\$5,000			\$5,000
9. Increased univ., coll. prep. & trades training				0					
in region (Lillooet, 100 Mile House, et	0.3		1	1.5			\$15,000	\$17,500	\$32,500
10. Secretarial support (Kamloops)	0.5		0.5	1				\$5,000	\$5,000
11. Expand service to mini-centres	0.25		0.25	0.5			\$7,500	\$7,500	\$15,000
12. Create new mini-centres in	0.25			0		\$15,000	\$15,000		\$30,000
13. Address shortage offices									
Adult Basic Education									
1. Expand base funded programs to region	0.6		0.4	1			\$10,000	\$7,500	\$17,500
2. Workplace training program				2		\$15,000			\$15,000
3. Expand current offerings at Kamloops			1	1				\$10,000	\$10,000
4. Expand current offerings at	0.5			0.5					
College Preparation									
1. Expand summer session activi	0.1	0.2	0.3	0.6					
2. Expand number and range of	0.1	0.3	0.3	0.7					
3. Programming for single parents and others			0.4	0.4					
4. Expand math and english tuto	0.1	0.2		0.3					
5. Life and study skill support	0.1	0.1	0.1	0.3					
6. Students success courses	0.1	0.1	0.1	0.3					
7. Expand developmental studies in Will. Lake			0.5	0.5					
College Access									
1. Regional resource centre proposal		0.5		0.5					
English As A Second Language									
1. Expand community ESL trainin	0.1	0.1	0.1	0.3					

CARIBOO COLLEGE - EXTENSION OF EXISTING PROGRAMS, FACILITIES & EQUIPMENT

CARTBOO COLLEGE					Facilities, Equipment/Cur			Total
DIVISION/Department	1991/92	1992/93	1993/94	1994/95	1991/92	1992/93	1993/94	
Extension Services								
1. Workplace literacy program	COST RECOVERY							
2. Information Technology Centre	COST RECOVERY							
3. Workplace english language t	COST RECOVERY							
4. Management of change program	COST RECOVERY							

Sub-total	9.85	9.85	9.85	9.85	\$173,000	\$167,500	\$161,500	\$504,000
Applied Industrial Technology								
Expand Access programming	1	1		1				\$0
Stdnt upgrading---Expansion	1			1				\$0
Graduate follow-up procedure		0.25		0.25				\$0
Graduate Placement Office	0.5 (admin.)			0.5				\$0
Marketing function w/in Div	0.1 (admin.)			0.1				\$0
Open House & Trade Fair					\$5,000	\$5,000	\$5,000	\$15,000
PAC structure & membership Review					\$8,000	\$8,000	\$8,000	\$24,000
Maintaining tech. currency of div. staff					\$25,000	\$25,000	\$25,000	\$75,000
Communications skills training					\$5,000			\$5,000
Job-srch/job-retention skill	0.1							\$0
Integrated learning community					\$25,000			\$25,000
Broad skill base development							\$5,000,000	\$5,000,000
Facility upgrade					\$16,000			\$16,000
Improving Divisional Image	0.1 (Admin.)						\$5,000	\$5,000
Conference facilities for Applied Tech.								\$0
CAD/CAM Technology					\$2,000			\$2,000
Upgrading & upgrading costs					\$1,000			\$1,000
Post VMMIS - maintenance					\$1,000			\$1,000
"Green" program					\$5,000			\$5,000
Safety								
Cost Recovery Program								
Sub-total	2.8				\$18,000	\$33,000	\$6,043,000	\$6,174,000
GRAND TOTAL								
(Existing Programs)	47.4	49.2	49.2	49.2	\$332,400	\$446,800	\$6,313,600	\$7,642,800

APPENDIX C

CARIBOO COLLEGE -- PROPOSED PROGRAMS, FACILITIES & EQUIPMENT

Division/ Department	FTE's / Staff				Facilities, Equipment/Curr			Total
	1991/92	1992/93	1993/94	FTE's	1991/92	1992/93	1993/94	
Arts & Education								
BSW	3.75	2.5		6.25				\$0
Bach. Journalism	1	3	2	6				\$0
Bach. Educ.								\$0
(Secondary)		2	2	4				\$0
Teacher Assistant	1.5			1.5				\$0
Native Language								\$0
Teacher Training		2		2				\$0
Child & Youth Care Diploma		1.5		1.5				\$0
English/Arts Co-op Educ.				0		\$5,000		\$5,000
Sub-total	6.25	11	4	21.25	\$0	\$5,000	\$0	\$5,000
Science/Health Science								
Forest Crewperson	1.5			1.5				
Bach. Health Sc.								\$0
(Resp. Ther./MedLab)	1	1		2				\$0
Bach. Resource Mangt.	[1]*			0			\$20,000	\$20,000
Bach. Health Sci. (Admin.)				0				
B.Sc. Ind Hyg/Occ. Health		0.5	1	1.5				
Post Diploma Courses:								\$0
Adult Critical Care	0.25			0.25				\$0
Neonatology	0.25			0.25				\$0
Cardiopulmonary Care	0.5			0.5				\$0
Sub-total	3.5	1.5	1	6	\$0	\$0	\$20,000	\$20,000
Note: * Industry-supported								
Business/Computing/Math								
Adventure Travel Guide	2	1		3	\$2,000	\$2,000		\$4,000
Tourism A.A. Degree		1	1	2		\$6,000		\$6,000
Bach. Tourism			1	1			\$6,000	\$6,000
Sub-total	2	2	2	6	\$2,000	\$8,000	\$6,000	\$16,000

APPENDIX C

CARIBOO COLLEGE -- PROPOSED PROGRAMS, FACILITIES & EQUIPMENT

Division/ Department	FTE's / Staff			Total FTE's	Facilities, Equipment/Curr			Total
	1991/92	1992/93	1993/94		1991/92	1992/93	1993/94	
Developmental & Regional								
Voc. Skills --				0				\$0
Aboriginal Students		3		3	\$3,000	\$25,000		\$0
ESL/Career Access							\$10,000	\$0
Workplace Training	3			3			\$80,000	\$80,000
Learning Assistance Centre			3	3				
Supported Work	2.5			2.5				\$0
First Steps	2.5			2.5				\$0
Prevocational and literacy								
* Williams Lake	0.25			0.25				
* Clearwater				0				\$0
* Lytton			0.1	0.1				\$0
* Lillooet			0.1	0.1				\$0
* Merritt		0.1		0.1				\$0
English in the workplace/Coop progr		1	1	2				
Sub-total	8.25	4.1	4.2	16.55	\$3,000	\$25,000	\$90,000	\$118,000
Applied Industrial Technology								
Professional Truck Driver	2			2	\$110,000	\$15,000	\$15,000	\$140,000
Procs'd Meat Techn.(Sausa)	1			1	\$33,000			\$33,000
Mold Maker/Tool & Die Maker		2	2	4		\$500,000	\$250,000	\$750,000
CAD/CAM Technologist								\$0
Mech. Eng. Technologist			1.5	1.5				\$0
B. Ind. Education								\$0
B. Voc. Education								\$0
Machinist								\$0
Aircraft Mech. Repair & Main.								\$0
Mining Eng. Technologist								\$0
Aircraft Metal Fabricator								\$0
Ind. Mechanics/Auto. Technician								\$0
Building Constr. Technologist								\$0
Commercial Airline Pilot								\$0
Civil Eng. Technologist								\$0
Architectural Drafting Techlgist								\$0
Sub-total	3	2	3.5	8.5	\$143,000	\$515,000	\$265,000	\$923,000
GRAND TOTAL	23	20.6	14.7	58.3	\$148,000	\$553,000	\$381,000	\$1,082,000
(Proposed Programs)								

CARIBOO COLLEGE - FIVE YEAR MAJOR CAPITAL PLAN

12/5/90

APPENDIX D

Detailed Design Construction	Legend									
	1990/91	1991/92	1992/93	1993/94	1994/95	1995/96	1996/97	1997/98		
Kamloops				Enrollment: 7000			Enrollment: 8000			
Library Addition										
Science Building Addition										
Arts and Education - Phase I										
Infrastructure Development										
Relocate Visual Arts Building										
Food Services/ Campus Activity										
Arts and Education - Phase II										
Trades Relocation/Expansion										
Plaza/Stores Relocation/Expansion										
B/C Block Redevelopment										
Business/Computing/Mathematics										
Animal Health/Horticulture										
Administration Building										
New Library										
Redevelop Clock Tower, Library										
Redevelop A Block										
Williams Lake										
Trades Building										
Merritt										
Cartoon/VTT Building										

APPENDIX E

1994 - 2000

Among the initiatives that may be developed in this period are the following:

In Applied Industrial Technology:

- establishment of a Centre for Applied Technology Transfer;
- some of the programs listed in Appendix G.

In Arts and Education:

- a Bachelor in Studio Arts;
- a Research and Archives Centre.

In Business/Computing/Mathematics:

- a Math Resource Centre;
- a Bachelor in Actuarial Science;
- a Bachelor in Tourism.

In Science/Health Science:

- Animal Health Technology expansion;
- Veterinary Receptionist and Veterinary Assistant Programs;
- programs in Horticultural Therapy, Range Ranch Management, and Mining and Mineral Exploration Technology;
- expansion of Bachelor of Industrial Hygiene/Occupational Health to full operationality (3.5 additional FTE);
- Environmental Technology Diploma;
- a Bachelor in Applied Physics;
- a Bachelor in Health Administration.

VANCOUVER FOUNDATION

Suite 230 - 505 Burrard Street
One Bentall Centre
Vancouver, B.C. V7X 1M3
Telephone: 688-2204

December 11, 1990

Mr. Harry Harker
Executive Director
Cariboo College Foundation
P.O. Box 3283
Kamloops, B. C.
V2C 6B8

Dear Mr. Harker:

Re: Cariboo College Student Financial Aid Fund

Your recent request to augment the Scholarship and Bursary Fund through your current Access to Education Endowment Fund Campaign has recently been considered by our Education Advisory Committee and I am pleased to advise that grants totalling \$75,000.00 have been authorized as requested.

In each of 1990, 1991 and 1992 the Foundation will provide a grant of \$25,000.00 to be matched by the College Foundation with \$50,000.00, all for deposit to the Endowment Fund. In this first year we will want your deposit immediately so that we can provide our grant and have you return a like amount before the end of the calendar year. In each of the subsequent two years we will want your deposit by October 1st. At the conclusion of this challenge a further \$225,000.00 will have been added to your Fund for a total of \$390,000.00.

Future correspondence and any questions that you may have may be directed to Ms. Lynn Kagan, Program Director.

In conclusion, the Foundation is pleased to be able to assist Cariboo College and its Foundation in the development of student aid endowment funds.

Yours sincerely,



Richard Mulcaster
President

RM:jc

cc: Mr. A. James Wright, Acting President
Ms. Mary Martin, Chairman, Cariboo College Foundation



Province of
British Columbia

OFFICE OF THE
MINISTER

Ministry of Government
Management Services
and Minister
Responsible for
Women's Programs

Parliament Buildings
Victoria
British Columbia
V8V 1X4

Minister's phone: 387-1023

December 24, 1990

Mr. Jim Wright
President
Cariboo College
900 College Drive
Box 3010
Kamloops, British Columbia
V2C 5N3

Dear Mr. Wright:

Re: Provincial Women's Programs Bursaries

I am pleased to inform you that the Ministry of Government Management Services and Minister Responsible for Women's Programs has established a Bursary Program for women beginning in Spring, 1991. The Bursary Program is offered in conjunction with the Lieutenant-Governor's Medal of Recognition Program, announced in March, 1990.

The Medal of Recognition Program was created to celebrate women's contributions to the quality of family life, the environment, or economic opportunities for women in British Columbia. Each year, three women will be selected from nominations for each category to receive this award.

In honour of the Medal of Recognition recipients a total of 21 Women's Programs Bursaries will be presented to female students at post-secondary institutes throughout the province. British Columbia's three universities will receive bursaries of \$1000 each, and the fifteen community colleges and three provincial institutes will each receive a \$500 bursary.

Women's Programs has established that the bursaries will be awarded to female students demonstrating financial need and academic achievement. I am requesting that each educational institution administer the bursary on our behalf.

I realize that it will not be possible to publicize the bursary in your current calendar, however, a staff member from my Ministry will contact your awards office director to discuss further details of this program early in the new year.

cc A Brown
David Spence

010

As Minister Responsible for Women's Programs, I look forward to contributing, through this new bursary program, to the academic advancement and economic independence of women in British Columbia.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Carol Gran', with a long horizontal flourish extending to the right.

Carol Gran
Minister of Government Management
Services and Minister Responsible
for Women's Programs



Province of
British Columbia

OFFICE OF THE
MINISTER

Ministry of Government
Management Services
and Minister
Responsible for
Women's Programs

Parliament Buildings
Victoria
British Columbia
V8V 1X4

Minister's phone: 387-1023

December 24, 1990

**An Open letter from the Honourable Carol Gran: Medal of
Recognition and Provincial Bursaries**

I am writing to inform you that nominations for the Lieutenant-Governor's Medal of Recognition for Women in British Columbia will continue to be accepted until January 31, 1991.

As you will recall, the Medals of Recognition program was announced in March of 1990 to commemorate women's contributions to the economic and social life of this province. Each year, three women will receive this award to acknowledge their contributions to the quality of family life, the environment, or economic opportunities for women in British Columbia.

Nominations for Medal recipients may be forwarded by individuals or by groups. Those eligible for the award may be experienced as volunteers or professionals in any of the categories described above.

I am also pleased to announce that in conjunction with the Medals program, the Ministry of Government Management Services and Minister Responsible for Women's Programs has established bursaries for women at each of the province's post-secondary institutions. In honour of the Medal recipients, a total of 21 Women's Programs Bursaries will be presented to female students who demonstrate high academic standing and financial need. Students will receive bursaries of \$1000 at each of the province's three universities, and \$500 at the fifteen community colleges and provincial institutes.

. . /2

As Minister Responsible for Women's Programs, I am pleased to be able to contribute to the academic advancement and economic independence of women in British Columbia. I encourage you to assist us in recognizing the outstanding women of British Columbia by participating in the Medals Program.

I have enclosed further details regarding nomination criteria and a nomination form for your consideration. Should you have any questions, please do not hesitate to contact my staff.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Carol Gran', with a stylized, flowing script.

Carol Gran
Ministry of Government Management
Services and Minister Responsible
for Women's Programs

Enclosures

NOMINATION FORM: MEDAL OF RECOGNITION

NOMINEE:

Name _____

Address _____

City/Town _____ Postal Code _____

Telephone _____ Signature _____

NOMINATED BY:

Name _____

Address _____

City/Town _____ Postal Code _____

Telephone _____ Signature _____

DEADLINE FOR NOMINATIONS: JANUARY 31, 1991

All supporting materials must be included with this nomination form.

Send nominations to:

**Minister Responsible for Women's Programs
Parliament Buildings
Victoria, B.C.
V8V 1X4**

014

For more information, call Carol Ann Shearer, 387-3617.

LIEUTENANT-GOVERNOR'S MEDAL OF RECOGNITION

Every year, three women in British Columbia will be selected to receive the **Lieutenant-Governor's Medal of Recognition**. These awards will be given to women who have made a significant contribution to improving the quality of family life, the environment, or economic opportunities for women of British Columbia.

Individuals or groups may put forth nominations for the Medal. The nominee must agree to the nomination and sign the nomination form.

CRITERIA FOR SELECTION

The nominee must:

- * have made a significant and sustained contribution in one of the three areas of interest;
- * be 19 years of age or older;
- * have been a resident of B.C. for at least three (3) years; and,
- * agree to the nomination and sign the nomination form.

Nomination forms must be accompanied by:

- * an accurate biographical outline of the nominee's accomplishments in the selected area, including highlights of her career, community and volunteer work, but not family or personal information. A maximum of 250 words is requested for this submission.
- * documentation supporting your belief that the nominee meets the criteria for the award. How has she influenced change in society through her work, and how has she made significant and sustained contributions to women's lives?
- * two (2) letters of support from persons familiar with the nominee's achievements. If there have been any newspaper or magazine articles on the nominee, please attach them to a piece of 8 1/2" x 11" paper; and,
- * two (2) recent black and white head and shoulders photographs (5" x 7").

All supporting materials must be on or attached to letter size paper (8 1/2" x 11"), and must be securely attached to the nomination form.

Documentation may not be sent separately. All material should be included with the nomination form in the correct format.

CATEGORIES OF INTEREST FOR MEDAL

Environment

Voluntary or professional involvement in programs or projects to promote responsible activities for environmental awareness.

Economic Opportunities for Women

Working in the community in a professional or volunteer capacity to provide services or opportunities for women to attain economic independence. This may include developing business or entrepreneurial opportunities, programs to improve skills or provide jobs.

Improving the Quality of Family Life

Voluntary work in any area of social and community relations that fosters positive and supportive family relationships. This can include working with parents, children, couples or the entire family in a variety of capacities and programs.



RATIFICATION OF TELEPHONE POLL

DECEMBER 21, 1990

Phase II - Arts and Education Building

That the construction contract for the Arts and Education Building (Phase II), including Alternate A, be awarded to Yellowridge Construction Ltd. in the amount of \$4,123,000.



Cariboo College

POLICY

DRAFT

Policy No:

Issue Date:

CCPM 5009

Supersedes:

CCPM 5009 (84 12 11)

Certified True Copy of Board Resolution

Bursar

Title:

HEALTH AND SAFETY

The Cariboo University-College Community understands that health and safety hazards can represent significant impediments to student and staff professional, creative, intellectual and social growth. Senior management is determined therefore, to promote safe and healthy working conditions in its facilities as an integral part of its strategic planning and implementation.

Therefore:

1. Management will establish and maintain adequate standards of plant and equipment maintenance to ensure that physical and health hazards are remedied. Procedures will be established to ensure that tasks are performed in a safe and productive manner;
2. Members of the Community who perform supervisory duties will ensure that staff and students are adequately trained to perform tasks in a safe and efficient manner, and will enforce the observation of safe practices and regulations at all times;
3. Every member of the Community is obliged to follow prescribed procedures, report unsafe conditions, and willingly participate in creating and maintaining an accident and disease-free environment.



Cariboo College

POLICY

Policy No: CCPM 3015

Issue Date:

Supersedes: New

Certified True Copy of Board Resolution

Bursar

Title: Accessibility for Students with Special Needs

General

Cariboo College is committed to equal access to courses, programs and services for all students, including students with specific disabilities.

Cariboo College courses, programs and services are accessible to students with special needs (physically and sensory impaired; emotionally and mentally handicapped; learning disabled) within reasonable limits, provided that:

- a. admission requirements (including thresholds) have been met;
- b. specific course prerequisites have been met;
- c. admission to a course or program does not present a safety hazard to the student or others;
- d. course and/or program standards are not compromised;
- e. College resources can be made available to respond to the uniqueness of the disability.

In recognizing a specific disability, course standards may be met in alternate ways.



Cariboo College Regulations

Regulation No: R-CCPM 3015

Policy Reference No: CCPM 3015

Issue Date: _____

Supersedes: _____ New

Approved: _____

President

Title: Regulations - Accessibility for Students with Special Needs

General

1. New buildings and facilities will be designed and built recognizing the needs of people with disabilities. As well, the College will contribute extra resources to construction or design costs when appropriate.
2. While special and designated funds provided to improve physical or academic access to the College will be used for the purposes intended, other College funds may be used to provide resources to improve physical and academic access to the College for students with physical and sensory impairments.
3. Requirements, including ways to measure thresholds, may need to be modified for students with specific disabilities. For example, staff may choose to employ an oral threshold exam, extended exam time, provide an interpreter for an interview or permit typed writing assignments.
4. Instructional delivery systems may need to be modified for students with specific disabilities. Such modifications may involve consultation with the Coordinator of Support Services for Challenged Students and may include use of enlarged print on blackboard, overhead projector or written materials, and the provision of an interpreter, notetaker, and/or extended time and the tape recording of lectures. In rare cases the manner in which the student is graded may need to be modified for students with specific disabilities. Such modifications will be discussed with and agreed to by the appropriate instructor and/or department.
5. The Registrar, in consultation with the Coordinator of Support Services for Challenged Students and the appropriate instructional department, will develop appropriate modification to admission procedures.

Regulations

R-CCPM 3015

6. As a guideline, services will be provided normally no more than twice a week for students with chronic medical conditions.
7. Students with chronic emotional disturbances who require long-term assistance shall be referred to community support agencies.

While special and designated funds shall be used for the purposes intended, the College will also attempt to provide resources to improve physical and academic access to the College for students with physical and sensory impairments.



Cariboo College

POLICY

Policy No: CCPM 5016

Issue Date:

Supersedes: New

Certified True Copy of Board Resolution

Bursar

Title: OUTSIDE PROFESSIONAL CONSULTING/EMPLOYMENT

Cariboo College recognizes that the competence and effectiveness of faculty members as teachers and scholars, and administrative staff as specialists in their fields, may be enhanced by their participation in certain kinds of outside professional consulting/employment. Furthermore, such participation frequently advances the purpose of the College in serving the needs of the larger community of which it is a part.

Professional activities are those activities involving specialized skills and knowledge for which the College has appointed a faculty or administrative staff member.

It is expected that full-time faculty members will be engaged for the whole of the year (except for the usual vacation period) in teaching, professional development, research (or other creative work or scholarly activities appropriate to their discipline) and other College service. Similarly, it is expected that full-time administrative staff will be engaged for the whole of the year (except for annual vacation and approved leaves of absence) fulfilling their job responsibilities.

The essential principle of the College's policy on outside professional activities is that professional commitments by full-time faculty and administrative staff to tasks outside their responsibilities to the College - that is, their responsibilities to their students, their discipline and their colleagues - must be such that the College responsibilities do not suffer.

When making statements outside the College, faculty and staff members retain the responsibility of seeking the truth and of stating it as they see it. However, they should make clear that except when specifically authorized to do so, they are acting in their own names and not in the name of the College.



Cariboo College Regulations

Regulation No: R-CCPM 5016

Policy Reference No: _____

Issue Date: _____

Supersedes: _____ **New**

Approved: _____

President

Title: REGULATIONS GOVERNING OUTSIDE PROFESSIONAL
CONSULTING/EMPLOYMENT

1. All full-time faculty and administrative staff members (non-hourly employees) shall see that their chair and dean or supervisor and director are fully informed about the general nature and extent of all outside professional activities by submitting a Declaration of Outside Consulting/Employment form.
2. In all instances where a faculty or administrative staff member has been involved with the prospective client, either directly or because of a class or student study or evaluation of the prospective client's business or undertaking, the faculty or administrative staff member shall not accept any employment or consulting with the client without prior approval of their Chair and Dean or Supervisor and Director.
3. Prior written approval of the College, granted by the appropriate chair and dean or supervisor and director, will be required in the following cases:
 - a) in all instances under item 2 above;
 - b) when College services and facilities will be used for outside consulting/employment activities, except when such uses are already provided for in existing regulations of the College; this approval shall be given only if appropriate arrangements for such uses and for their payment are made;
 - c) when a faculty member's absence from the College for outside consulting/employment activities will require the cancelling or rescheduling of classes or office hours;
 - d) when the total outside consulting/employment activity in any year becomes substantial. The definition of substantial shall be "involving a commitment of time equivalent to more than four hours per working week".

4. Conflict of Interest:

Faculty and administrative staff members involved in outside consulting/employment activities should avoid potential conflicts of interest. Specifically, they shall not:

- a) Authorize the purchase by the College of equipment, supplies or services from a source in which they or their families have an interest;
- b) Hire any member of their immediate family as an employee or consultant for any project supported by funds administered through the College;
- c) Be associated with the management of any undertaking which hires or proposed to hire College personnel.

5. Copies of completed Declaration of Outside Consulting/Employment forms will be placed on an employee's personnel file. Information regarding outside consulting/employment activities shall, on a confidential basis, be available to the President, or his designate, and, at the President's discretion, to the College Board, but to no other persons.

Cariboo College

DECLARATION OF OUTSIDE CONSULTING/EMPLOYMENT

In accordance with Cariboo College Policy CCPM 5016, full-time faculty and professional staff members (all non-hourly employees) proposing to engage in outside activity/employment must submit the following information for review and/or approval by their respective department chair and dean or supervisor and director prior to engaging in the proposed activity.

1. Name of Employee _____

2. Department/Division _____

3. Name of Proposed Consultation and/or Employer _____

4. Location of Proposed Consultation or Employment _____

5. Anticipated Dates and Length of Proposed Consultation or Employment

6. Description of Outside Consultation/Employment _____

7. Will use be made of any College equipment, facilities, services or supplies during the course of outside consultation/employment? _____ Yes _____ No

If yes, what use will be made? _____

If yes, are any of the costs to be reimbursed to the College? _____ Yes _____ No

If yes, please explain in detail _____

8. Please list other reported outside consultation/employment activity currently in effect _____
- _____

I hereby certify that the outside consulting/employment reported here does not constitute a conflict of interest and will not interfere with my regular employment at Cariboo College.

Employee's Signature

Date

All proposed outside consulting/employment must be reviewed by the appropriate chair or supervisor and dean or director prior to commencement of the activity to determine conformance with the policy and regulations on outside consulting/employment. In cases where the proposed consulting/employment is covered by Regulation 3 above, the chair and dean or supervisor and director will indicate their approval or disapproval below.

Approved/Disapproved _____

Chair or Supervisor

Date

Approved/Disapproved _____

Dean or Director

Date

Comments _____

CARIBOO COLLEGE
PUBLIC BOARD MEETING

January 16, 1991

A G E N D A

Time: 1:30 p.m.

Place: Boardroom 309
Clock Tower

	<u>Page</u>
1. <u>ADOPTION OF AGENDA</u>	
2. <u>ADOPTION OF MINUTES</u> Meeting of December 13, 1990	1 - 7
3. <u>PETITIONS AND DELEGATIONS</u>	
4. <u>GUEST SPEAKER</u>	
5. <u>UNFINISHED BUSINESS</u>	
a. 3 Year Educational Plan	8
b. Campus Development Plan	
6. <u>REPORTS</u>	
a. <u>President</u>	
i) Student Services	
b. <u>Student Society</u>	
c. <u>Faculty</u>	
d. <u>Support Staff</u>	
e. <u>Cariboo College Foundation</u>	

7. **CORRESPONDENCE**

- a. Vancouver Foundation - December 11, 1990 9 - 9
Re: Cariboo College Student Financial Aid Fund
- b. Ministry of Government Management Services and 10 - 16
Minister Responsible for Women's Programs -
December 14, 1990
re: Provincial Women's Programs Bursaries

8. **RATIFICATION OF TELEPHONE RESOLUTION**

- a. Phase II Arts & Education Building 17 - 17
- b. Ratify Action of Executive Committee
\$25,000 Vancouver Foundation

9. **COMMITTEE REPORTS/RECOMMENDATIONS**

- a. Education & Student Services Committee
- b. Facilities Committee
- c. Finance & Human Resources Committee

10. **NEW BUSINESS**

11. **NOTICES OF MOTION**

- a. CCPM 5009 - Health & Safety 18 - 18

12. **MOTIONS**

- a. Policy CCPM 3015 19 - 21
Access for Students with Special Needs
- b. Policy CCPM 5016 22 - 26
Outside Professional Consulting/Employment

13. **NEXT MEETING**

14. **QUESTION PERIOD**

15. **CLOSE OF MEETING**

CARIBOO COLLEGE
PUBLIC BOARD MEETING

December 13, 1990

Minutes of a Meeting of the Cariboo College Board, held at Cariboo College,
Kamloops, commencing at 3:00 p.m.

Board

Present: S. Black, Chairman
S. Brevik, Knutsford
A. Cowie, Clearwater
N. Evans, Lillooet
L. Lee, 100 Mile House
M. Martin, Kamloops
R. Murray, Merritt
R. Roberts, Clinton
R. Solly, Williams Lake

Board

Absent: G. Antoine, Coldwater
M. Murray, Kamloops
T. Whiting, Williams Lake

Executive

& Others Present:

J. Wright, President
A. Brown, Vice-President, Administrative Services
N. Russell, Vice-President, Instruction
C. Neufeld, Bursar/Director, Financial Services
D. Chambers, Director, Information & Facilities Services
M. Galloway, Director, Student Services
S. Goguen, Public Relations
D. Harms, Student Society
B. Mathews, Faculty Association
B. Wilson, Executive Assistant
C. McClean, Recording Secretary

Media: J. Emson, Kamloops Daily News
E. Smith, Kamloops This Week
B. Strader, Radio K97
J. Harrison, Radio NL610

Guest: Dr. Glenn Martin and Mr. L. Parkes,
Foundation Annual Campaign

December 13, 1990

ITEM	DISCUSSION	ACTION BY
------	------------	-----------

**ADOPTION OF
AGENDA**

Moved by S. Brevik, seconded by A. Cowie that the Agenda be adopted as circulated.

CARRIED

ADOPTION OF MINUTES

November 14, 1990 Moved by R. Roberts, seconded by L. Lee that the Minutes of the Public Meeting held on November 14, 1990 be adopted as circulated.

CARRIED

GUEST SPEAKER

**Dr. Peter Oberlander
Downs/Archambault**

Dr. Peter Oberlander, Partner of Downs/Archambault, Architects/Planners, introduced the Campus Development Plan:

- linked to the educational plan;
- indicates what the university would be like with an enrolment of 11,000 students;
- linear development capitalizing on the assets of the site;
- important to work with the City of Kamloops;
- the Plan is as good as its implementation.

A. Cowie gave her full endorsement of the plan and R. Murray added that he looked forward to its implementation.

S. Brevik stated that:

- he was very pleased with both the process used in developing the Campus Plan and with the results as they have emerged;
- the process has been an open one, allowing interested members of the College community, the City and the Region to make important contributions;
- there has been an appreciation for the series of

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	<p>briefings by the consultants and there have been no surprises;</p> <ul style="list-style-type: none">- the draft plan is an exciting one which provides both imaginative and practical solutions to the future physical requirements of our university college; and- the final plans are necessary so as to be able to move to the implementation phase. <p>Moved by S. Brevik, seconded by R. Solly that the Cariboo College Board concurs with the concept and outline of the Campus Development Plan as presented to date and requests that the consultants prepare the plan in final form for Board approval and public release in January, 1991.</p>	

CARRIED

A. Brown

REPORTS

President

J. Wright reported on the following:

- Annual Awards Ceremony on November 16;
- Large corporate donation of \$50,000 from Weyerhaeuser to provide development funds for a Resource Management degree program;
- Chairman and President attended Ministry recognition dinner on December 4th--K. Almond, L. Guichon and T. McQuillan were recognized;
- Death on December 7 of Mr. Jack Harrison, charter principal--the College will be contributing \$1000 to the Jack Harrison Scholarship Fund and, for the next six months, will match donations dollar for dollar up to \$5000;
- Annual Children's Christmas Party on December 8 had approximately 250 people in attendance--recognition to Arlee Strachan, Public Relations, for her work;
- Staff Christmas dinner and dance December 15;
- Thanks to the Board for their contributions over the past year.

Student Services

M. Galloway elaborated on the contents of the Student Services report contained in the extra agenda material:

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	<ul style="list-style-type: none">- winter semester course registrants up 28%; between 200 and 300 students on waiting lists;- new admission and registration procedures;- Assessment Centre counsellor will start January 2, 1991.	
	B. Mathews asked for clarification on the registration procedures.	
	M. Galloway explained that registration would be by application date rather than student number and the College has a commitment to those students in the system.	
Student Society	D. Harms reported that the Society operations were under control.	
Faculty	B. Mathews reported that she had attended the Williams Lake Christmas Party and a Learning Communities Workshop which is a new approach for the retention of students as well as a meeting of interrelating disciplines.	
Cariboo College Foundation	S. Black introduced Dr. Glenn Martin and Mr. Larry Parkes of the Annual Campaign who reported that over \$350,000 had been raised towards the goal of \$400,000. Dr. Martin also gave recognition to the many volunteers on the Campaign.	
<u>CORRESPONDENCE</u>		
MAETT	Correspondence dated November 16, 1990 with information on college and institute funding for the period 1983/84 to 1990/91.	
Vancouver Foundation	Correspondence dated November 15, 1990 enclosing \$14,731.13 for Cariboo College Student Financial Aid.	

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Hon. G. Weiner Secretary of State	<p>Copy of correspondence from J. Wright dated December 11, 1990 regarding the Canada Student Loans Program review, particularly as it relates to the parental contribution tables and criteria for independence.</p> <p>J. Wright also indicated that he hoped for an opportunity in the future to make a verbal presentation to the Minister and expects that the Student Society would also be making a presentation.</p>	
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COMMITTEE REPORTS/RECOMMENDATIONS

Education and Student

Services Committee J. Wright reported that the Three Year Plan would be brought before the Board at the January meeting for approval to forward the document to the Ministry.

S. Black advised that any comments should be made prior to the next meeting and asked that B. Mathews inform faculty of the plans.

NOTICE OF MOTION

CCPM 3015 M. Martin served 28-day Notice of Motion on proposed Policy CCPM 3015 - Access for Students with Special Needs.

MOTION

CCPM 5016 R. Solly advised that proposed Policy CCPM 5016 - Outside Professional Consulting/Employment - would not be considered until the January 16, 1991 meeting.

**Schedule "A"
of the Bylaws**

D. Harms referred to the Student Society submission dated December 4, 1990 requesting that tuition fees not be raised. In his presentation he requested that the Board consider

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	<p>the evaluation being undertaken by the provincial government study 'Evolution of the System', and further requested that the Board petition the Federal government that cutbacks in transfer payments should not be translated to cuts in education.</p> <p>R. Solly reminded the Society that Cariboo College's proposed increase would still result in lower fees than the 1990/91 figures at comparable institutions; however the Board could still request increased funding and further consideration by governments.</p> <p>It was also pointed out that if the College were to maintain the status quo, there would be a shortfall of \$275,000 plus interest revenue.</p> <p>J. Wright agreed that a joint approach has to be made through the Advanced Education Council of B.C.</p> <p>J. Wright further indicated that the government believes that if taxpayers pay 90% of operating costs, then students should pay 10%.</p> <p>S. Black stated that she had noted the students' concerns and would raise them through the Advanced Education Council of British Columbia.</p> <p>Moved by R. Solly, seconded by S. Brevik that the 1991/92 Schedule "A" of the Bylaws be approved for implementation effective April 1, 1991.</p>	
	<p><u>CARRIED</u></p>	<p>C. Neufeld</p>
<p><u>NEXT MEETING</u></p>	<p>S. Black announced that the next meeting would be held on January 16, 1991.</p>	

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ITEM	DISCUSSION	ACTION BY
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ADJOURNMENT The meeting adjourned at 4:20 p.m.

Chairman

President