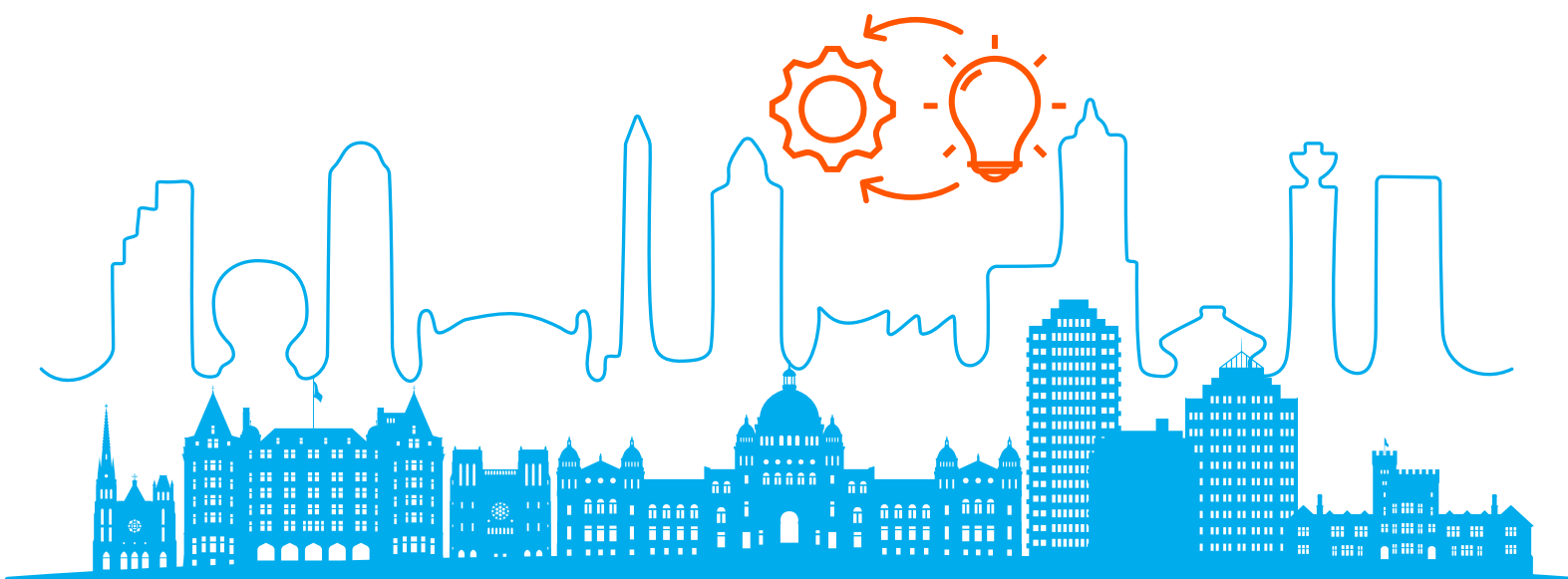




2022

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# INTRODUCTION TO THE SERIES



## **FUNDING FOR SUCCESS**

### **POST-SECONDARY EDUCATION IN BC**

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**Brief 1 of 6 in a series by the  
Confederation of University Faculty  
Associations of British Columbia (CUFA BC)**

## Introduction to the Series

### Part of the "Funding for Success: Post-Secondary Education in BC" Series 2022

#### Acknowledgements

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# Funding for Success

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## Introduction

Post-secondary education in this province is strong and has a proud history of contributing to the social, cultural, and economic growth of British Columbians. Post-secondary institutions are instrumental in advancing the interests of society and government in areas of human capital development, social mobility, provincial and national reputation, and technological and social innovation. Post-secondary education has become an essential passport to meaningful work.

There are pressing challenges facing the sector, not the least of which are shifting technology and the changing social demographic of the population. The sector needs to evolve to meet these and other challenges. The BC Labour Market Outlook Report, for example, anticipates more than one million job openings in the next decade, and eighty percent of these will require post-secondary education. The research taking place in the province's universities is critical to developing the necessary skills to meet workforce demands, and plays a direct role in driving social and economic innovation.

As the province undertakes a review of the post-secondary funding, there's an opportunity now to build on the successful legacy of BC's advanced education by investing in the knowledge and talent economy. Supporting research strengthens the social fabric of society. The research taking place at BC's universities bolsters the province's ability to compete in the scientific, social scientific, and technical innovations, and will deliver a competitive edge in contemporary economic and social well-being.

In this six-part series, we will

- **introduce the series and identify core values;**
- **profile five research universities in BC, and highlight the value of research;**
- **provide an overview of advanced education funding in the province;**
- **discuss university revenue and expenditures;**
- **summarize existing provincial and national university performance indicators; and**
- **make recommendations for strengthening BC's funding model.**

At CUFA BC, we believe in government policy that is informed by evidence and values that are in the public interest. We approach this review from a perspective of *potential*. One in which we reflect on the values we hold for the future of post-secondary education in BC, while recognizing the incredible human infrastructure that supports the system.

We have identified five core principles that we believe should take priority during the funding model review process: **keep public education public, ensure equity of access, maintain a commitment to knowledge, create financial stability (reciprocal accountability), and protect institutional autonomy**. Throughout the consultation process, we will make specific policy recommendations stemming from these principles.

“**We believe in government policy that is informed by evidence and values that are in the public interest... We reflect on the values we hold for the future of post-secondary education in BC, and recognize the incredible human infrastructure that supports the system**”

# Principles for Success

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## **Keep Public Education Public**

Public post-secondary institutions must be primarily publicly funded. While there is a place for private funds generated by tuition and public-private partnerships, the public purposes of post-secondary education can only be ensured when the citizens of British Columbia, through their elected government, maintain a majority interest in the public post-secondary sector.

## **Ensure Equity of Access**

All British Columbians should have convenient access to comprehensive, high quality post-secondary education at all levels, including at the undergraduate and graduate levels, as well as access to in-person, online, and blended learning models. British Columbians in remote and rural communities should have regional access to post-secondary programming to ensure the health and welfare of citizens and communities. This is important in ensuring equity and fairness in access to higher education.

## **Maintain a Commitment to Knowledge**

Research and teaching are sacred trusts that must be sufficiently resourced and staffed, and must remain independent of outside influences. Research universities play a core role in the intellectual, social, and economic development of British Columbians. Providing resources to support research in all disciplines (including the arts, humanities, and social sciences, as well as STEM) and at all academic levels (including faculty and graduate / undergraduate student research) is critical to developing the skills outlined in the British Columbia Labour Market Outlook 2021 report. This support is also crucial for building the province's research strength to deliver scientific, social, and technical innovations, and for delivering a competitive edge in contemporary economic and social development. The principles of collegial governance and academic freedom must be protected across all funding decisions.

## **Create Financial Stability (Reciprocal Accountability)**

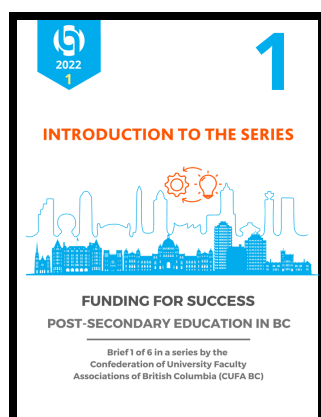
Post-secondary institutions are accountable for fulfilling their public mandate, mission, and vision. Governments are accountable for supporting post-secondary institutions in achieving their public purposes by providing sufficient and equitable funding to allow institutions to achieve their mandate with sufficient staffing levels and by covering operating costs on a predictable, stable, and ongoing basis.

## **Protect Institutional Autonomy**

Provincial government intervention in academic programming and finances beyond capital and operating grant funding and regulating tuition should defer to the legislative autonomy of the post-secondary institution. Under the *University Act* and *Royal Roads University Act*, internal structures already exist that govern financial and academic decision-making through boards of governors and academic senates. This autonomy should be fully realized over decisions of financial spending (including surplus spending), diversifying and tailoring academic programming decisions in disciplines (including fine arts, humanities, social sciences, and STEM), as well as labour and employment decisions. Free and fair collective bargaining is a core principle of Canadian democratic society, institutional management, and accountability, and must be protected through the existing autonomy rights of post-secondary institutions and within the institutional funding model.

# Funding for Success

## In the Series



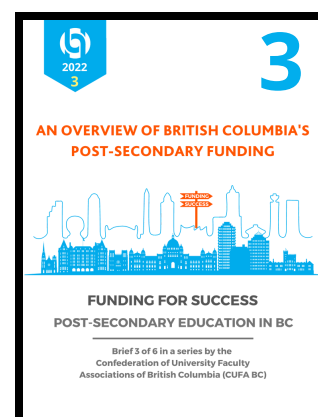
### INTRODUCTION TO THE SERIES

This brief provides an overview of the series and identifies core values for the funding model review. It speaks to the need for government policy that is informed by evidence and values that are in the public interest.



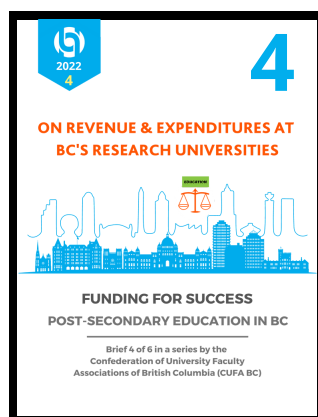
### MEET BC'S RESEARCH UNIVERSITIES

This brief profiles BC's five research universities; addresses the value of research; and presents facts and figures on funding, enrolment trends, tuition, performance indicators, and faculty hiring.



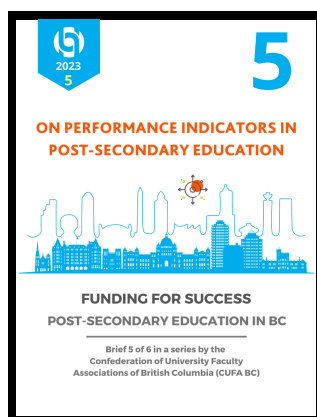
### OVERVIEW OF FUNDING

This brief provides a comprehensive overview of advanced education funding in BC; the legal framework for post-secondary institutions; and presents facts and figures on provincial and national funding trends and key funding events.



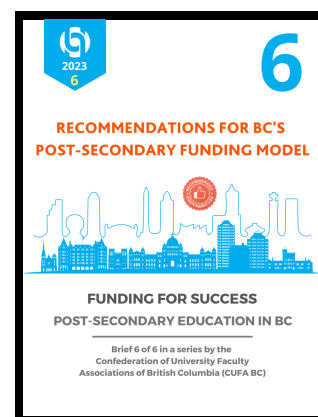
### REVENUE & EXPENDITURES

This brief provides an overview of revenue and expenditures at BC's research universities, including operating funding and tuition revenue, and the increased operational demands on university budgets. Facts and figures are presented on financial trends.



### PERFORMANCE INDICATORS

This brief examines institutional performance on current common indicators used by provincial and federal governments. Facts and figures are presented to understand performance outcomes, and interrogate their relevance.



### RECOMMENDATIONS

This brief summarizes the shared responsibility and accountability of governments and institutions in supporting the academic mission, and the role research universities play in the success of the province. It concludes with recommendations for strengthening BC's funding model.

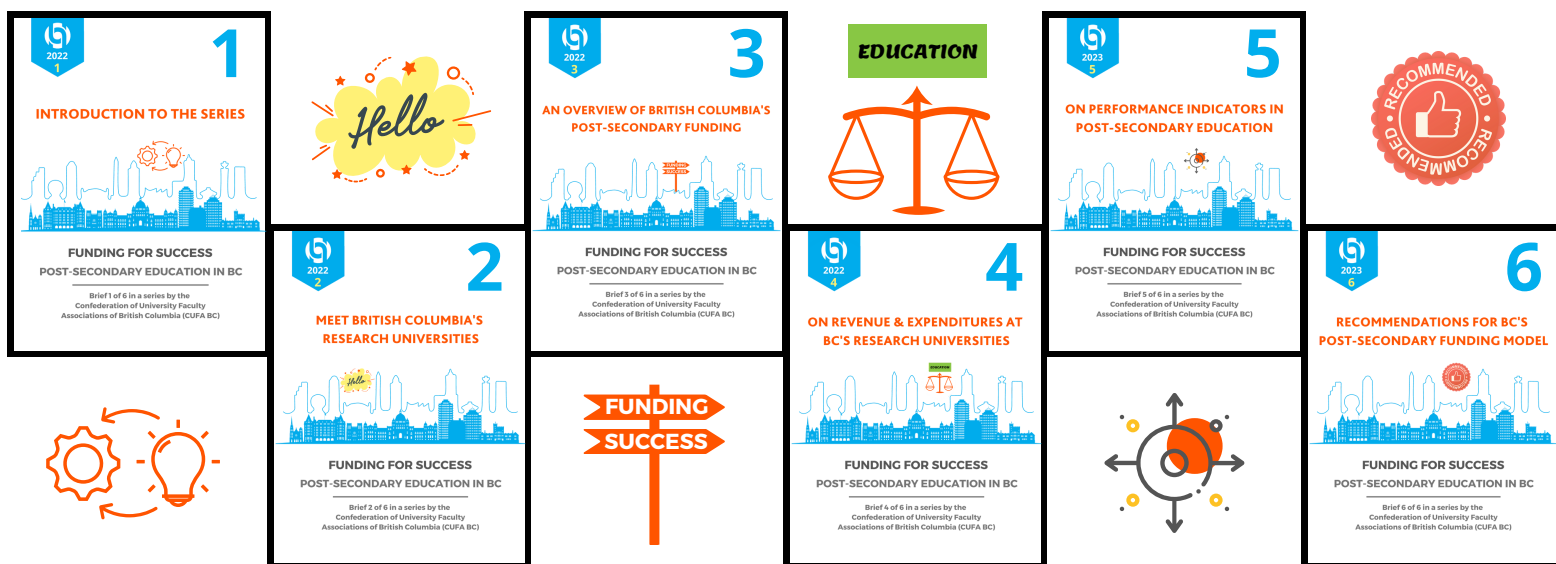
# About CUFA BC



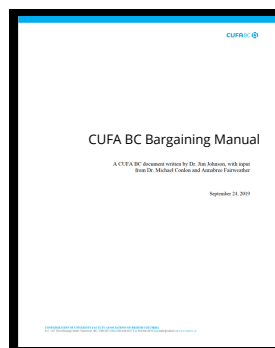
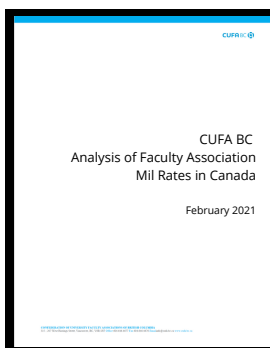
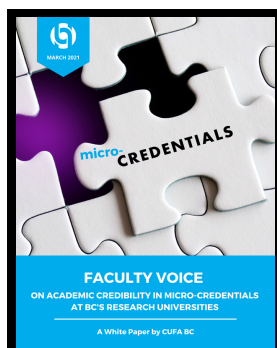
The **Confederation of University Faculty Associations of British Columbia (CUFA BC)** represents more than 5,500 faculty members (professors, lecturers, instructors, and academic librarians) through their unionized faculty associations at five research-intensive and doctoral universities in British Columbia: University of British Columbia, University of Northern British Columbia, University of Victoria, Royal Roads University, and Simon Fraser University.

For over fifty years, CUFA BC has promoted the value of post-secondary education and research in British Columbia. We advocate for the interests of members on a variety of issues affecting post-secondary education, including academic freedom, collegial governance, labour rights, and funding.

## In this series:

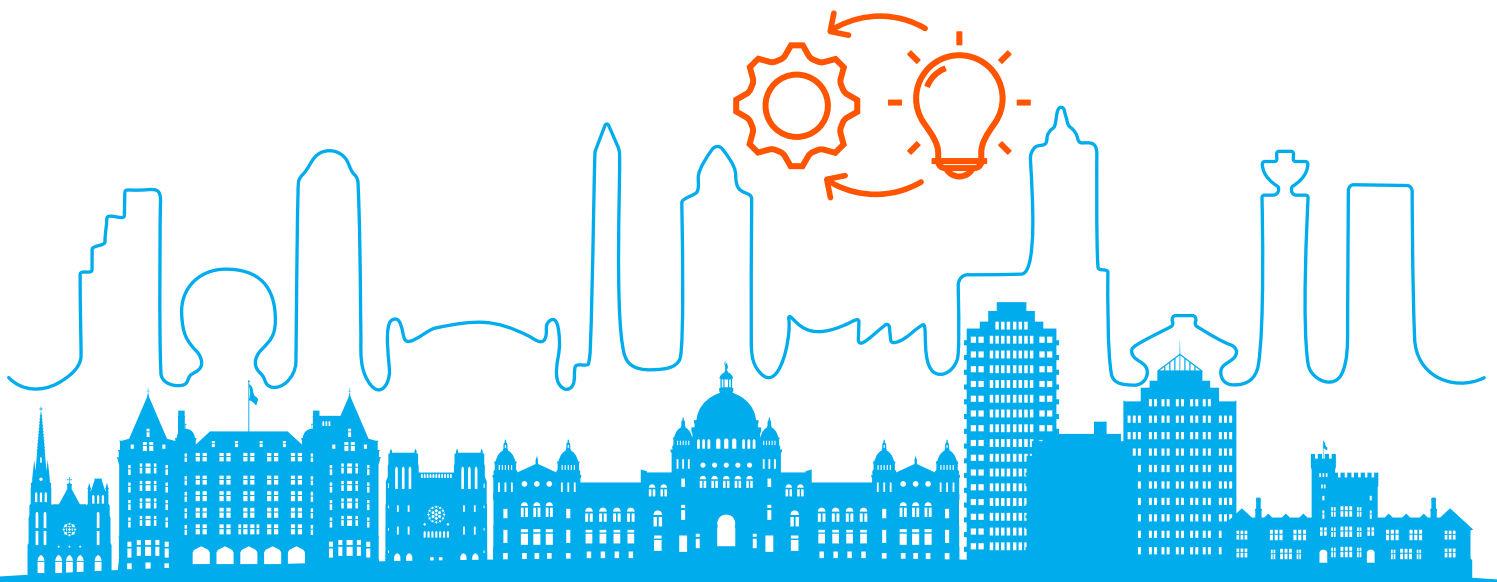


## Other CUFA BC publications:



# INTRODUCTION TO THE SERIES

## FUNDING FOR SUCCESS POST-SECONDARY EDUCATION IN BC



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Confederation of University Faculty Associations of BC

[www.cufa.bc.ca](http://www.cufa.bc.ca) | [info@cufa.bc.ca](mailto:info@cufa.bc.ca) | 604-646-4677 | 301 - 220 Brew Street, Port Moody, BC V3H 0H6