



Vancouver Community College Board of Governors

Public Meeting Agenda

June 30, 2021 at 5:30 p.m.

Zoom Video:

<https://vcc.zoom.us/j/64397010942?pwd=YWFYcWNGNXFITm5qdFBRSGRZRmV0dz09>

Zoom Phone: +1 778 907 2071

Meeting ID: 643 9701 0942

Password: 037455

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HRC)
 Libby Davies (Vice Chair)
 Seung Oh (Chair, FAC)
 Mahin Rashid (Chair, Governance)
 Karen Brooke
 Ladan Sahraei
 Mike Tourigny (**REGRETS**)
 Nadia Belokopitov
 Paul Yeung
 Rene-John Nicolas
 Sahil Arora
 Seung Oh
 Shobha Rajagopalan
 Sue Hammell

Staff Resources

David Wells VP, Academic & Applied Research
 Ian Humphreys VP, Admin & International Development
 Kate Dickerson VP, People Services
 Jane Shin VP, Students & Community Development (Interim)
 Elmer Wansink AVP, IT & CIO
 Clayton Munro AVP, Student & Enrolment Services (Interim)
 Tannis Morgan AVP, Academic Innovation
 Jamie Choi ED, Finance & CFO
 Karen Wilson ED, Marketing & Communications
 Deborah Lucas Executive Assistant, Board of Governors
 Surinder Aulakh Director, Safety, Security & Risk
 Brett Griffiths Dean, School of Trades, Technology & Design
 Elder John Sam VCC Elder in Residence (Broadway Campus)
 Carmen Curman Interpreter
 Lizz Keallen Interpreter

Ex-Officio

Ajay Patel President & CEO
 Elle Ting Chair, Education Council

Guests

Taryn Thomson President, VCCFA
 Chris Joyce President, CUPE Local 4627
 Sydney Sullivan Executive Director, SUVCC

**VCC recognizes and acknowledges the Musqueam, Squamish and Tsleil-Waututh people,
 on whose traditional and unceded territories we live, learn and work.**

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS		J. Hartman/ Elder John Sam /A. Patel	7 min		
2.	APPROVAL OF AGENDA/CONSENT AGENDA		J. Hartman	2 min		
	<i>"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."</i>	Decision				
	2.1 Minutes: May 31, 2021 Public Meeting				✓	3
	2.2 2021/22 AEST Mandate Letter				✓	8
	2.3 2022 Board Meeting Schedule				✓	15
	2.4 Board Correspondence				✓	17
	2.5 News & Events				✓	18
	2.6 VCCFA Report				✓	20
3.	ACTION TRACKER		J. Hartman	1 min		
	No brought forward actions from May 27, 2021.	Info				

4.	COVID-19 UPDATE	Info	A. Patel/ S. Aulakh	10 min		
5.	CONSTITUENCY GROUP REPORTS					
	5.1 CUPE Local 4627	Info	Constituency	5 min		
	5.2 VCCFA		Reps	each	✓	20
	5.3 SUVCC					
6.	EDUCATION COUNCIL REPORT		E. Ting	15 min		
	6.1 Chair's Report	Info			✓	22
	6.2 Strategic Innovation Plan	Decision			✓	44
	6.3 Credential: Jewellery Art & Design Diploma	Decision			✓	45
7.	FINANCE AND AUDIT COMMITTEE REPORT		S. Oh	10 min		
	7.1 Chair's Report	Info				
	7.2 Tuition: Jewellery Art & Design Diploma	Decision			✓	58
8.	GOVERNANCE COMMITTEE REPORT		M. Rashid	10 min		
	8.1 Chair's Report	Info				
	8.2 Bylaw: Revised G.2.0 Board Governance & Policy: Rescind A.1.1 Board Meetings	Decision			✓	62
9.	HUMAN RESOURCES COMMITTEE REPORT		J. Hartman	5 min		
	9.1 Chair's Report	Info				
10.	NEW BUSINESS					
	10.1 Strategic Innovation Plan (SIP)	Decision	A. Patel	15 min	✓	86
	10.2 Student Stories	Info	A. Patel	7 min		
11.	NEXT MEETING & ADJOURNMENT	Info	J. Hartman	1 min		

Next meeting: Sept 29, 2021



VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS

DRAFT PUBLIC MEETING MINUTES

May 27, 2021

5:30 p.m. Zoom Video Conference

ATTENDANCE

Board Members		Staff Resources	
Joey Hartman (Chair, Board/HRC)		Deborah Lucas	Executive Assistant, Board of Governors
Libby Davies (Vice Chair)		David Wells	VP, Academic & Applied Research
Mike Tourigny (Chair, FAC)		Ian Humphreys	VP, Admin & International Development
Mahin Rashid (Chair, GC)		Jane Shin	VP, Students & Community Development (Interim)
Karen Brooke		Kate Dickerson	VP, People Services
Ladan Sahraei		Elmer Wansink	AVP, IT & CIO
Nadia Belokopitov		Clayton Munro	AVP, Student & Enrolment Services (Interim)
Paul Yeung		Tannis Morgan	AVP, Academic Innovation
Rene-John Nicolas		Jamie Choi	ED, Finance & CFO
Sahil Arora REGRETS		Karen Wilson	ED, Marketing & Communications
Seung Oh		Surinder Aulakh	Director, Safety, Security and Risk
Shobha Rajagopalan		Carmen Curman	Interpreter
Sue Hammell		Jennifer Jahnke	Interpreter
Ex-Officio		Guests	
Ajay Patel	President & CEO	Taryn Thomson	President, VCCFA
Elle Ting	Chair, Education Council	Deanne Bates	Chief Shop Steward, CUPE Local 4627
		Sydney Sullivan	Executive Director, SUVCC

VCC recognizes and acknowledges the Musqueam, Squamish and Tsleil-Waututh people, on whose traditional and unceded territories we live, learn and work.

1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

- J. Hartman called the meeting to order at 5.31 p.m. The land acknowledgement was presented by S. Rajagopalan. J. Hartman presented opening remarks:
 - Welcomed Kate Dickerson to the VCC Senior Team in the role of VP, People Services.
 - The Ministry of Advanced Education & Skills Training (AEST) announced reappointment of board members Rene-John (Term End: Jul 2023) & Libby, Mahin, Shobha (Term End: Jul 2024). July 31, 2021 will be the end of M. Tourigny's term of 6 years.
 - Happy to hear that more than 300 employees joined VCC's virtual Town Hall on May 18, 2021. Topics included sustainability, Campus Master Plan and COVID-19 updates.
 - VCC's baking and pastry students were acknowledged for claiming victory at Skills BC 2021 in April with five medals, including two gold in the Skills Canada BC 2021 provincial competition which was held virtually.
- A. Patel presented opening remarks:
 - Welcomed Kate Dickerson to Senior Team in the role of VP, People Services and gave a short introduction.

- Thanked VCC employees for attending the Town Hall. A virtual forum has made these events more accessible, which results in an increase of shared knowledge of current matters and allows for a broader range of feedback.
- Thanked staff and VCC alumni who are coordinating Mental Health and Wellness events for students, staff, family, and community members. They have been well received. A new training initiative was provided to VCC employees and students; Capacity to Connect, is a free, two-hour session that provides basic mental health and wellness knowledge for post-secondary faculty and staff to support students in distress.

2. APPROVAL OF AGENDA AND CONSENT AGENDA.

MOTION: THAT the VCC Board of Governors approve the May 27, 2021 agenda with:

- addition of item 10.2 Indigenous Board Member Gathering Debrief

and approve/ acknowledge receipt of the following items on the consent agenda:

- 2.1 Minutes: Mar 31, 2021 Public Meeting: w/amendment under CUPE Report
- 2.2 News & Events
- 2.3 VCCFA Report

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

- No brought forward actions from Mar 31, 2021 public meeting.

4. COVID-19 UPDATE

- S. Aulakh presented an update to the Board. VCC is addressing COVID-19 issues as they arise and has established a Recovery Working Group to bring students and staff back on campus; adhering to the Ministry's timeline.
- In continued support of the province's COVID-19 recovery efforts, VCC has extended the term of the joint testing & vaccination site at the Broadway Campus parking lot. It is understood this impacts the return to campus plan, so contingency discussions with local parking organisations are taking place. Allowing this, supports the Vancouver Coastal Health's pandemic recovery plan.
- The Emergency Operations Committee (EOC) are looking at how they can help people feel comfortable, safe and secure coming back on campus. Directives from the government will assist with guiding VCC through this.
- J. Hartman thanked S. Aulakh, the EOC and staff, faculty and Student for their continued resilience.

5. CONSTITUENCY GROUP UPDATES

5.1 CUPE Local 4627: Presented by CUPE Local 4627 President, C. Joyce

- Members voted to contribute funds to the Post-Secondary Education Recovery Campaign. It's a joint CUPE BC and CUPE National campaign, which originated a VIU to assist the post-secondary sector recover from the pandemic, and is now supported by CUPE Locals throughout the province.

5.2 Vancouver Community College Faculty Association (VCCFA): Presented by President, T. Thomson)

- The VCCFA Report was included in the meeting materials.
- T. Thomson informed the Board on the challenges expressed by faculty with returning on campus.
- In response to J. Hartman, the structure of the VCCFA faculty anti-racist caucus groups was described. An external counsellor, with specific experience, has been facilitating meetings, of which, close to 45 VCC faculty have attended.

5.3 Student Union of Vancouver Community College (SUVCC): Presented by Exec. Director, S. Sullivan.

- SUVCC has concerns with meeting the 2021/22 budget, and will advocate to government to find a solution which does not increase tuition fees.
- On May 28 there's a town Hall with Provincial Health Office and student leaders from the province to discuss the government's restart plan. SUVCC is on the VCC Recovery Working Group and feels connected to supporting a safe return to campus. However, there are student concerns on what classes will look like and international students access to vaccinations. The SUVCC's priority is to ease concerns.
- The SUVCC are happy see the Academic Schedule extends to 2024. This has positive impact on students. They appreciate the work of the Registrars Office.

6. EDUCATION COUNCIL (EdCo)

6.1 EdCo Chair's Report

- The report was included the meeting materials. It informs the Board that EdCo will hold a Planning Day on Jun 3. Areas of focus include return to campus in the fall; the Strategic Innovation Plan and Academic Master Plan; and equity, diversity, and inclusion (EDI) and Indigenization.
- Following the recent by-election, the position of EdCo Downtown Rep remains vacant. The next election is in the fall.
- The Heavy Mechanical Trades (HMT) Feasibility Working Group has received documents related to the Annacis Island Campus lease agreement and financial analysis of the HMT program and is exploring various contingencies. A meeting between VCC, BCIT and the Ministry is to be scheduled.

6.2 Academic Year 2021/2022, 2022/2023, and 2023/2024 (formerly Academic Schedule)

- The Academic Year 2021/2022, 2022/2023, and 2023/2024 was approved by EdCo on May 11, 2021.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, Academic Year 2021/2022, 2022/2023, and 2023/2024.

Moved, Seconded & CARRIED (Unanimously)

7. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

7.1 Chair's Report

- Finance and Audit Committee (FAC) met on May 19, 2021. Items 7.2 and 7.3 were presented for information or consideration.
- FAC approved VCC entering into Invitation to Quote and Invitation to Bid processes relating to the renovation of the downtown campus Seiffert Market.
- Next meeting is June 16, 2021.

7.2 Financial Performance (Period End March 31, 2021)

- Domestic and International tuition revenue is down, as forecasted.
- The deficit for period was \$3.16 million compared to a break-even budget. M. Tourigny acknowledged that this number could have been higher; it reflects a lot work to continue providing objectives to students under challenging circumstances. The Ministry has approved a deficit for the next two years.

7.3 2020/21 Audited Financial Statements

- As per the College & Institute Act, auditors KPMG have conducted this year's audit of VCC's accounts and transactions. The 2020/21 Financial Statements, which were included in the meeting materials, satisfy the audit requirement, under the Act. They were reviewed and approved by FAC and are being presented for Board approval.

- The audit went well, under the current conditions of working remotely. The auditors used virtual work rooms, video conferencing, and internally shared team sites to collaborate in real-time, both amongst the audit team as well as with management.
- Secure and innovative technologies to conduct walkthroughs and perform tests of controls.
- J. Hartman thanked J. Choi for overseeing the audit, and commented that without the due diligence of management, the deficit would have been higher. She applauded VCC for staying the course, remembering who we are here for, and the community we serve.

MOTION: That, on the recommendation of the Finance and Audit committee, the Board of Governors approve the 2020/21 audited Financial Statements as presented.
Moved, Seconded & CARRIED (Unanimously)

8. GOVERNANCE COMMITTEE (GC) REPORT

8.1 Chair's Report

- Board members have reaffirmed the Oath of Office, which is an annual requirement under board bylaw G.1.0 Board Conduct.
- The Governance Committee (GC) met on Apr 28, 2021. Agenda item 8.2 was presented for consideration and the GC prepped for annual Board Evaluation review, which took place on May 14.
- The next meeting is June 9. Upcoming business; the Committee will complete the 2021 Board Evaluation by end of June and commence the review of the VCC policy framework.

8.2 Policy: D.4.3 Student Non-Academic Conduct

- EdCo Chair, Elle Ting, VP, Academic, David Wells and EdCo Policy Committee Chair, Natasha Mandryk, presented this item to GC. VCC's policy maintenance procedures have been followed for the review process, including posting revisions for community feedback.
- A notable revision to the policy context and purpose, which the GC supported, is the addition of the following statement:
"This policy integrates Indigenous and diverse ways of being into the resolution of student non-academic misconduct and to building capacity for intercultural understanding."
- In response to community feedback on clarifying the definition of "Indigenous", it was explained to GC that the college-wide initiative to support Indigenization would be the appropriate framework for creating this standardized definition, and VCC policies will be updated accordingly.
- The proposed revisions were approved by Education Council on Apr 13, 2021 and subsequently, by Governance Committee on Apr 28, 2021.
- J. Hartman commented that it currently reads heavy on the corrective and the policy would require further work to incorporate some alternative methods of resolution, e.g., Letter of reprimand. This comment was noted by management.

MOTION: THAT, on the advice of Education Council and on the recommendation of the Governance Committee, the Board of Governors approve revisions to D.4.3 Student Non-Academic Conduct policy and procedures.
Moved, Seconded & CARRIED (Unanimously)

9. HUMAN RESOURCES COMMITTEE (HRC) REPORT

9.1 Chair's Report

- The Human Resources Committee (HRC) have met twice since the last board meeting: April 14 and May 25. The next meeting is Jun 23, 2021. The committee has:
 - Established president's performance objectives for 2021 for Board approval.
 - Reviewed 2020/21 Executive Compensation Disclosure Statement reviewed for submission to Public Employers' Council Secretariat (PSEC)

- Updated Terms of Reference for HRC are posted on VCC.ca.

10. NEW BUSINESS

10.1 Student Guest

- VCC Bachelor of Nursing student, Eddy Gooch, was invited to the meeting to share with the Board his story and his experience as a VCC student. In addition to full-time study and clinical placements, as an Indigenous student, Eddy has worked as a student aide at VCC's Indigenous Education and Community Engagement department.
- This month, Eddy joined VCC instructor Maki Iwase and four other classmates to represent VCC on the national stage at the 2021 Canadian Association of Schools of Nursing Virtual Conference.
- Board members expressed their appreciation for this opportunity to meet Eddy and described it as rejuvenating.

10.2 Indigenous Board Member Gathering Debrief

- Indigenous board member, N. Belokopitov provided highlights from the second gathering of Indigenous Board members, hosted by the Ministry on May 21, 2021.
- Minister Anne Kang and BC Crown Agency Board Resourcing Office (CABRO) representatives attended, addressed the group and listened to discussions.
- Minister Kang spoke of building on the momentum of prior AEST Minister, Hon. Melanie Mark. Topics discussed included: Anti-racism through capacity building, tokenism: how appointed Indigenous board members have experienced racism, hostility, not being heard, spoken for by non-Indigenous people and treated disrespectfully.
- The group discussed the consent for shared jurisdiction on the BC Call to Reconciliation, and First Nations leading with consensus and transparency, in alignment with Call for Truth & Reconciliation. Also, increased Indigenous representation on boards. Minister Kang agreed with the need to meet more frequently as a group. Next meeting to be confirmed.
- J. Hartman thanked N. Belokopitov for her report. She noted that Board Chairs, Presidents and other board reps from ten institutions have taken part in a three part governance training series through BC Colleges. Indigenous planning and good practices are discussed.

11. NEXT MEETING & ADJOURNMENT

- J. Hartman thanked EdCo and staff resources who prepared reports and briefing notes for the meeting. The next regular Public Board of Governors meeting is on June 30, 2021. With no further business, the meeting adjourned at 7:45 p.m.

APPROVED AT THE JUNE 30, 2021 PUBLIC BOARD MEETING

Joey Hartman
Chair, VCC Board of Governors



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 30, 2021

ISSUE: The Ministry of Advanced Education and Skills Training 2021/22 Mandate Letter

On behalf of the Honourable Anne Kang, Minister of Advanced Education, Skills and Training, VCC has received the 2021/22 Mandate Letter.

The Mandate Letter is based on the template for all public sector organizations and sets out overarching government priorities that will inform institutions policies and programs, as well as specific direction on priorities and expectations for the coming fiscal year.

To acknowledge the Board's understanding of government's expectations as set out in the Mandate Letter, the Chair is required to sign it upon resolution by the Board. To accommodate the June 30 board meeting, VCC were granted a submission deadline of July 2, 2021.

MOTION:

THAT, the Board of Governors acknowledge the government's priorities and expectations for Vancouver Community College, as set out in the 2021/22 Mandate Letter dated June 1, 2021.

ATTACHMENTS: 2021/22 AEST Mandate Letter

PREPARED BY: Deborah Lucas, Executive Assistant

DATE: June 21, 2021



Our Ref. 121833

June 1, 2021

Ms. Jocelyn Hartman, Board Chair
Vancouver Community College
1155 East Broadway
Vancouver, B.C. V5T 4V5

Dear Ms. Hartman:

On behalf of Premier Horgan and the Executive Council, I would like to extend my thanks to you and your board members for the dedication, expertise and skills with which you serve the people of British Columbia.

Every public sector organization is accountable to the citizens of British Columbia. The expectations of British Columbians are identified through their elected representatives, the members of the Legislative Assembly. Your contributions advance and protect the public interest of all British Columbians and through your work, you are supporting a society in which the people of this province can exercise their democratic rights, trust and feel protected by their public institutions.

You are serving British Columbians at a time when people in our province face significant challenges as a result of the global COVID-19 pandemic. Recovering from the pandemic will require focused direction, strong alignment and ongoing engagement between public sector organizations and government. It will require all public post-secondary institutions to adapt to changing circumstances and follow Public Health orders and guidelines as you find ways to deliver your services to citizens.

This mandate letter, which I am sending in my capacity as Minister responsible for Advanced Education and Skills Training, on behalf of the Executive Council, communicates expectations for your institution. It sets out overarching principles relevant to the entire public sector and provides specific direction to institutions about priorities and expectations for the coming fiscal year.

... /2

**Ministry of
Advanced Education
and Skills Training**

Office of the
Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

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I expect that the following five foundational principles will inform your institution's policies and programs:

- **Putting people first:** We are committed to working with you to put people first. You and your board are uniquely positioned to advance and protect the public interest and I expect that you will consider how your board's decisions maintain, protect and enhance the public services people rely on and make life more affordable for everyone.
- **Lasting and meaningful reconciliation:** Reconciliation is an ongoing process and a shared responsibility for us all. Government's unanimous passage of the *Declaration on the Rights of Indigenous Peoples Act* was a significant step forward in this journey – one that all public post-secondary institutions are expected to support as we work in cooperation with Indigenous peoples to establish a clear and sustainable path to lasting reconciliation. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. Guiding these efforts, public post-secondary institutions must also remain focused on creating opportunities that implement the Truth and Reconciliation Commission through your mandate.
- **Equity and anti-racism:** Our province's history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. The public sector has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every public sector organization has a role in this work. All public post-secondary institutions are encouraged to adopt the Gender-Based Analysis Plus (GBA+) lens to ensure equity is reflected in your operations and programs. Similarly, appointments resulting in strong public sector boards that reflect the diversity of British Columbia will help achieve effective and citizen-centred governance.
- **A better future through fighting climate change:** Announced in December 2018, the CleanBC climate action plan puts our province on the path to a cleaner, better future by building a low-carbon economy with new clean energy jobs and opportunities, protecting our clean air, land and water and supporting communities to prepare for carbon impacts. As part of the accountability framework established in CleanBC, and consistent with the *Climate Change Accountability Act*, please ensure your institution aligns operations with targets and strategies for minimizing greenhouse gas emissions and managing climate change risk, including the CleanBC target of a 50% reduction in public sector building emissions and a 40% reduction in public sector fleet emissions by 2030. I ask that your institution work with government to report out on these plans and activities as required by legislation.

- **A strong, sustainable economy that works for everyone:** I expect that you will identify new and flexible ways to achieve your mandate and serve the citizens of British Columbia within the guidelines established by the Provincial Health Officer and considering best practices for conducting business during the pandemic. Collectively, our public sector will continue to support British Columbians through the pandemic and economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. As a public sector organization, I expect that you will consider how your decisions and operations reflect environmental, social and governance factors and contribute to this future.

The Crown Agencies and Board Resourcing Office (CABRO), with the Ministry of Finance, will continue to support you and your board on recruitment and appointments as needed, and will be expanding professional development opportunities in 2021/22. This will include online training and information about provincial government initiatives to foster engaged and informed boards.

This Mandate Letter confirms your institution's mandate under the *College and Institute Act*.

The role of higher education is more than a pathway to opportunity for some; it is a prerequisite for anyone who wishes to access and succeed in most career-building jobs in our province. Now, with the added pressures COVID-19 has created, some populations have been disproportionately impacted, and we must take care to build a just recovery and prosperous society that benefits everyone.

Post-secondary education and training must be available to all who want and need it. It allows British Columbians to upgrade their skills, acquire new ones, and access new employment opportunities. B.C.'s economic recovery depends on an accessible and future-ready post-secondary system where all British Columbians gain the knowledge and skills to secure a good standard of living.

Government has identified its five foundational principles, listed above, and these are to be reflected in all aspects of your institution's operations (e.g. strategic plans, programming, services, and staffing practices). As the Minister Responsible for Advanced Education and Skills Training, I ask that you make substantive progress on the following priorities and incorporate them in the goals, objectives, and performance measures in your 2020/21 Institutional Accountability Plan and Report:

- Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the [COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector](#), and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.

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- Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.
- Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Public post-secondary institutions are expected to meet or exceed the financial targets identified in the Ministry's Service Plan tabled under Budget 2021. In addition, institutions are expected to comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable. I also encourage you to continue to work collaboratively across the system, to collectively focus on learner success and address common challenges that impact your sector, region, or access to education.

In addition, it is expected that your institution will continue to be diligent in ensuring familiarity with and adherence to statutory obligations and policies that have broad application across the B.C. public sector, including consistent and appropriate compensation decisions that demonstrate a cost-conscious culture, achieved through coordinated, well-informed and transparent decision making by employers that adheres to the requirements outlined in the *Public Sector Employers Act*.

British Columbia's public sector employers are expected to adhere to government's policies, guidelines, and direction regarding executive compensation, including the best practice of annual performance reviews for all senior executives. This approach ensures that compensation decisions are based primarily on employee performance and merit rather than an entitlement to a salary increase. The executive compensation guidelines are found in the [Guide to B.C. Public Sector Compensation and Expense Policies](#).

In August 2020, the Minister of Finance implemented a freeze on executive compensation increases for the 2020/21 performance year, requiring all institutions to submit their amended compensation plans to the Minister of Finance.

The Ministry posts the annual reporting requirements for public post-secondary institutions on its website at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/mandate-letters>. This document outlines the statistical, financial and performance reports for the fiscal year. Your institution is expected to meet

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these requirements by providing the data and reports necessary for Government to carry out its responsibilities.

As Board Chair, you are required, upon resolution of your board, to sign the Mandate Letter to acknowledge government's direction to your institution. The signed Mandate Letter is to be posted publicly on your institution's website in spring 2021.

On behalf of the Province of British Columbia, I would like to acknowledge the extraordinary efforts the entire post-secondary system has made to minimize the spread of COVID-19 and keep students, faculty, staff and the broader community safe. I also want to thank you, your board, senior administration, faculty and staff for your leadership in ensuring learning continuity for your students as we have navigated through this unprecedented time. I look forward to continuing to work with you and your board colleagues to build a better B.C.

Sincerely,



Honourable Anne Kang
Minister

June 1, 2021

For Board Chair signature:

X_____

Jocelyn Hartman
Board Chair

Date Signed: _____

pc: Honourable John Horgan
Premier

Lori Wanamaker
Deputy Minister to the Premier, Cabinet Secretary and Head of the BC Public Service

Heather Wood, Deputy Minister and Secretary to Treasury Board
Ministry of Finance

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Douglas S. Scott, Deputy Minister, Crown Agencies Secretariat
Ministry of Finance

Shannon Baskerville, Deputy Minister
Ministry of Advanced Education and Skills Training

Ajay Patel, President and CEO
Vancouver Community College



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 30, 2021

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2022 Board of Governors Meeting Schedule

The 2022 Board of Governors meeting schedule is being presented for review and approval.

- The schedule meets the requirements of the College and Institute Act and meet Ministry of Advanced Education, Skills and Training reporting requirements.
- Standing Committee dates are subject to change. Members only attend these meetings.
- The public meetings location/format is to be confirmed. Upon approval, the public meeting dates will be posted on VCC.ca for general information.

Date & Time	Meeting
January 19	Human Resources Committee
January 26	Finance & Audit Committee
February 9	Board of Governors Public/Closed/In Camera
February 23	Governance Committee
March 16	Finance & Audit Committee
March 30	Board of Governors Public/Closed/In Camera
April 13	Human Resources Committee
April 27	Governance Committee
May 18	Finance & Audit Committee
May 26 (THU)	Board of Governors Public/Closed/In Camera
May TBC	Human Resources Committee (Exec. Comp. Statement Approval ONLY)
June 8	Governance Committee
June 15	Finance & Audit Committee
June 22	Human Resources Committee
June 29	Board of Governors Public/Closed/In Camera
September 21	Finance & Audit Committee
September 29	Board of Governors Public/Closed/In Camera
12 October	Governance Committee
26 October	Human Resources Committee

Date & Time	Meeting
November 2	Finance & Audit Committee
November 23	Board of Governors Public/Closed/In Camera
November 30	Governance Committee
December 7	Finance & Audit Committee
December 13	Human Resources Committee

NOTE: Board Retreat dates TBC

4:30 p.m In Camera/Closed Meetings 5:30 p.m. Public Meeting

RECOMMENDATION:

THAT the Board of Governors approve the 2022 board meeting schedule, as presented in the June 30, 2021 Consent Agenda.

PREPARED BY: Deborah Lucas, Executive Assistant, Board of Governors

DATE: June 21, 2021



Board of Governors Public Meeting
June 30, 2021

BOARD OF GOVERNORS CORRESPONDENCE

DATE	FROM	DETAIL
June 1, 2021	The Honourable Anne Kang, Minister of Advanced Education & Skills Training	To: J. Hartman 2021/22 AEST Mandate Letter



VCC NEWS AND EVENTS

June 2021

- **Convocation** is a celebration of achievement. VCC has two Convocation ceremonies, one held in the spring and fall. Due to COVID-19, this spring's Convocation ceremony was held online on June 24.
- **National Indigenous Peoples Day**, a day for all Canadians to recognize and celebrate the unique heritage, diverse cultures, and outstanding contributions of First Nation, Inuit and Métis peoples was held on Monday, June 21. VCC hosted a series of online events and sharing resources to recognize and share the history, culture, and perspectives of Indigenous communities in Canada. In the morning, VCC's Elder-in-Residence John Sam, gave a Blessing in the Broadway campus courtyard that was broadcasted on zoom and Facebook. In the afternoon, the Indigenous Education and Engagement department hosted an online viewing of CBC's acclaimed documentary series 8th Fire.
- At this year's **Student Awards**, more than 200 students received awards from VCC's generous donors to make their achievements and to honour their hard work. The students, families and VCC employees celebrated differently this year through an online ceremony on May 31.
[WATCH HERE >](#)
- Each year, **VCC's ASL and Deaf Studies program** holds a community event called **Deaf Deaf World**. This year is different – they couldn't throw a party but still wanted to make a community contribution. Student volunteers have partnered with Wavefront Centre and their Better At Home program to help assemble and deliver 100 gift hampers to Deaf and hard of hearing seniors in the Lower Mainland. Donations must be received by June 20 to help them reach their goal! [LEARN MORE >](#)
- Congratulations to Vancouver Community College (VCC) students on winning four medals in the **Skills Canada 2021 Virtual National Competition** held on Tuesday, June 15. Students in the baking, autobody repair and car painting categories demonstrated outstanding performances and podium-finishes against competitors across the country. [READ MORE >](#)
- Vancouver Community College (VCC) is pleased to announce a new Nail Technology program designed to meet the rising demand for manicures and pedicures for all genders. The new, four-month, full-time certificate program will start in September 2021 and is accepting applications now. There are 16 spots available in the first intake and no prior experience is required.

GOVERNMENT RELATIONS NEWS

- On Friday, June 11, the B.C. Government announced a **new skilled trades certification system** that will require anyone working in specific trades to be a certified journeyperson or registered apprentice. VCC welcomes this news as certification will support higher-paying, more stable work for trades workers and help build the foundation of a strong economic recovery. [READ MORE >](#)

VCC IN THE NEWS: HIGHLIGHTS

- On the Coast on CBC** spoke with the best high school baker in the Country on June 18. Skills Canada Champion Noeka Nimmervoll won Gold in the secondary category. The High School program is affiliated with VCC, where students learn baking in grade 12 and then come to VCC for a portion of their training. [LISTEN HERE >](#)
- [Charles Ya'Ya Heit: Revealing the power of Indigenous art](#) (VCC News, June 18) Most recently, Ya'Ya's art journey took him to Vancouver Community College (VCC) and the [Jewellery Art and Design](#) program, where he developed skills in stone setting, casting, and, his favourite, repouseé – a metalwork technique he describes as “hammering a piece of metal every which way” until it becomes a three-dimensional item such as a bracelet. [READ MORE >](#)

PREPARED BY: Karen Wilson, Executive Director, Marketing & Communications
DATE: June 21, 2021

June Report to the VCC Board of Governors

Prepared by Taryn Thomson, VCCFA President

Burn Out

Collectively, we are approaching burn out, already burned out, or have been burned out for quite some time. In *Beyond Burn Out* (Jennifer Moss, Harvard Business Review, February 2021), the author suggests that many of us were burned out before the pandemic, but institutional responses to the health crisis made our burn out much more intense. She suggests that one major problem was that institutions did not adjust workloads during the pandemic. It is true that most of us have worked harder and longer during the past 15 months than ever before. Those working from home have no separation between work time and non-work time, so they tend to start working as soon as they get up and continue working well into the evening. People are struggling to work in ill-equipped home office spaces while sharing space with children, spouses, and pets. No wonder we are burning out. According to Moss, the four things that seem to counteract burn out are: feeling a sense of purpose, having a manageable workload, feeling one can discuss one's mental health at work, and empathetic management. As we prepare for a return to campus after a very trying year for us all, I hope VCC can keep burn out and its antidotes at top of mind.

Speaking of Burn Out

The following additional expectations for Department Heads were provided in the Return to Campus Risk Mitigation plan sent last month: *complete a risk assessment template, complete the operational space template, complete the people management template, identify the required facilities access/cleaning plans, develop safe work procedures template, train students and faculty in new safety procedures, keep records of all this, ensure oversight and compliance of students and faculty.* This is on top of the regular duties of Department Heads (elected educational leaders) which include ensuring classes are full, writing contracts, dealing with student complaints, supporting the emotional needs of faculty and students, booking rooms, attending college meetings, running departmental meetings, and liaising with Deans. This group of people have been run ragged all year. Did the college consider what adding these additional duties would do to Department Leaders? What will the college do to support Department Leaders with this additional work?

HMT Faculty

We continue to meet regularly with the College about the unfolding situation at Annacis Island and to work closely with involved faculty. We understand that any kind of transition won't occur now before March 31, 2022.

Shared Governance

We experienced the power of Education Council a few weeks back, and I think that no matter if one is disappointed or encouraged by the result, it was a wonderful example of shared governance in action. I am bringing this up because I know that many board members won't have been to an Ed Co meeting, but each BOG meeting, board members hear the Ed Co Chair reports. The reports are necessarily

concise, otherwise we'd be here all night. However, often a lot happens at Ed Co. I want to tell you about something that happened this month, and why I think it is a sign of very good health here at the college.

Several months ago, a Decision Note about a full time program to begin in Continuing Studies came to Ed Co. At that meeting, many questions were raised such as where the program was to be housed, the cost, concerns about an affiliation agreement, etc. The Ed Co representatives had done their homework and brought their concerns. Then a few weeks ago, the Affiliation Agreement for the program came to Ed Co for a decision. About eight members of Education Council spoke. Then the vote was held, and the Affiliation Agreement failed. Now, we could look at this outcome and say that the Ed Co representatives (all elected to represent their areas) got in the way of business and did not act in the best interest of the college. This is the beauty of shared governance, however. We have to agree on what is in the best interests of the college, and we have to work together to figure out a way forward. Since that particular program met with these setbacks at Ed Co, conversations have begun that may not otherwise be happening. Shared governance is a quite radical democracy and as such, it is hard work. I am proud that at this institution, we don't shy away from that work, and I am proud of every member of Education Council for engaging with such commitment to doing this work.

Anti-Racism Working Group

The murder of George Floyd. The shooting of Chantel Moore by a police officer doing a wellness check. A spate of anti-Asian violence. The grisly discovery of the graves of 215 Indigenous children on the grounds of a former residential school in Kamloops. The vicious murder of the Afzaal family who were out for a walk. Seven hundred and fifty unmarked graves near a former residential school in Saskatchewan. The pandemic has unearthed our ugliest parts. The VCCFA is committed to anti-racist work. The VCCFA's Anti-Racism Working Group continues to host two caucus groups, one for IBPOC faculty and one for Allies, with final sessions in June and a resumption in the fall.

Summer

I'd like to thank the Board for their engagement over this past year. I hope each and every one of you takes some time to recuperate, to see family you have missed, and to celebrate. See you in the fall.



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: June 30, 2021

ISSUE: Education Council Chair Report to Board of Governors

HEAVY MECHANICAL TRADES (HMT) PROGRAM FEASIBILITY WORKING GROUP: UPDATE

Representatives from VCC, BCIT, and the Ministry of Advanced Education and Skills Training (AEST) met on June 9. The HMT Program Feasibility Working Group is drafting its report, which will outline and evaluate various options for future delivery of the HMT program.

OPTICIAN DIPLOMA: UPDATE

The Optician Diploma curriculum was scheduled to be presented at the June Education Council meeting, but the affiliation agreement with Stenberg College (to which this program is attached) was not approved; elements of the affiliation agreement are currently being re-examined, and it will return to Education Council in September, along with the curriculum.

EDUCATION COUNCIL PLANNING DAY: SUMMARY

Education Council met for a three-hour online Planning Day session on June 3. As this meeting took place one week after 215 children's unmarked graves were uncovered at a former residential school in Kamloops, it was important to refocus our activities and discussion around Indigenization and Decolonization to address that discovery.

For the first half of the meeting, members participated in a circle that was facilitated by Reba Noel, Dean of Indigenous Initiatives, and Elder John Sam. Members greatly appreciated the opportunity to explore their thoughts and feelings in a shared place of trust and safety.

The second half of the meeting featured presentations by EdCo member Shantel Ivits on the EDI Advisory Committee and members of the Centre for Teaching, Learning, and Research (CTLR), Andy Sellwood and Elle Ting, on blended learning.

EDUCATION COUNCIL ANNUAL REPORT

Education Council's annual report documents the activities completed by EdCo and its standing committees (Curriculum Committee, Education Policy Committee, Appeals Oversight Committee, and Education Quality Committee) in the preceding calendar year, as well as any updates

to committee membership and processes within that time frame. The Education Council 2020 Annual Report is attached for the Board of Governors' review.

PREPARED BY: Elle Ting, Chair, Education Council

ATTACHMENT: APPENDIX A – Education Council 2020 Annual Report

DATE: June 22, 2021



VCC Education Council ANNUAL REPORT January 1 – December 31, 2020

2020 HIGHLIGHTS

- COVID-19 Pandemic Response:
Move to Alternative Delivery and Adjustments to Governance Processes
- Academic Master Plan Development
- Academic Plan 2020-2023
- Academic Schedule 2021/22
- Enrolment Plan 2020/21
- Campus Master Plan
- Online Experience Student Survey
- Indigenization Framework Planning Process Consultations

PROPOSALS FOR NEW PROGRAMS

Education Council accepted the following concept papers for information:

- Teaching Online Certificate (January 14, 2020)
- TESOL Certificate – Level 1 (February 11, 2020)
- Information Technology Operations, Administration, and Security (May 12, 2020)
- Accounting and Marketing Technology Diplomas (May 12, 2020)
- Jewellery Art & Design (June 9, 2020)
- Nail Technology Certificate (October 13, 2020)
- Health Care Assistant Diploma (International Cohort) (November 10, 2020)

PROGRAM/EDUCATIONAL SERVICE RENEWALS

Education Council accepted the following renewal reports for information:

Program Renewals:

- Music Degree
- Building Manager Certificate
- Interior Design Certificate (suspended)

Educational Service Renewals:

- Counselling Services

Accreditation/Recognition Reports:

- Occupational/Physical Therapist Assistant Program (OPTA)

MEETINGS

Education Council met on the second Tuesday of each month, except for July and August. There were additional meetings in March and April, and a consent resolution in June.

2020 meeting dates:	January 14	February 11	March 10
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March 18
April 14
September 8
December 8

March 30
May 12
October 13

April 6
June 9
November 10

MEMBERSHIP

Chair: Elle Ting

Vice-Chair: Andrew Candela (to August 2020); Natasha Mandryk (from September 2020)

Executive: Elle Ting, Andrew Candela (to August 2020), Natasha Mandryk, Lucy Griffith, Todd Rowlett (from September 2020)

Faculty, Transportation Trades and Technology	Lucy Griffith	Nov 2019-Oct 2021
Faculty, Arts and Sciences	Natasha Mandryk	Nov 2018-Oct 2020 Nov 2020-Oct 2022
Faculty, College-at-Large	Denise Beerwald	Nov 2018-Oct 2020
	Sarah Kay	Nov 2020-Oct 2022
Faculty, Arts and Sciences	Andrew Candela	Nov 2018-Aug 2020
	Shantel Ivits	Nov 2020-Oct 2022
Faculty, Health Sciences	Heidi Parisotto	Nov 2019-Oct 2021
Faculty, Hospitality, Food Studies & Applied Business	John Demeulemeester	Nov 2018-Oct 2020 Nov 2020-Oct 2022
Faculty, Student Success	Nona Coles	Nov 2018-Oct 2020
	Blair McLean	Nov 2020-Oct 2022
Faculty, College-at-Large	Shawna Broekhuizen	Nov 2019-Jan 2020
	Julie Gilbert	Mar 2020-Oct 2021
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design	Elle Ting	Nov 2019-Oct 2021
Faculty, Library & Learning Centre	Todd Rowlett	Nov 2019-Oct 2021
Registrar	Dave McMullen	Jan 2020-Dec 2020
Dean, School of Health Sciences	Jo-Ellen Zakoor	Jan 2020-Dec 2020
Dean, School of Trades, Technology & Design	Brett Griffiths	Jan 2020-Dec 2020
Vice President, Academic & Research	David Wells	Jan 2020-Dec 2020
Broadway/ Annacis Island Campus	Lisa Hunter	Mar 2020-Oct 2020
	Julia Skye Summers	Nov 2020-Oct 2021
Broadway/ Annacis Island Campus	Marcus Ng	Mar 2020-Oct 2020 Nov 2020-Oct 2021
Downtown Campus	Sukhmanjot Singh	Mar 2020-Oct 2020
	Natasha	Nov 2020-Oct 2021
Downtown Campus	Jessica Yeung	Mar 2020-Oct 2020
	Vacant	Nov 2020-Oct 2021
Support Staff, College-at-Large	Ali Oliver	Mar 2020-Oct 2021
Support Staff, College-at-Large	Shane McGowan	Mar 2020-Oct 2021
VCC President & CEO	Ajay Patel	Ex officio

EDUCATION COUNCIL ELECTIONS

Education Council had its elections for this year at its December 2019 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2020:

- Chair of Education Council: Elle Ting
- Vice-Chair of Education Council: Andrew Candela
- EDCO Executive Members: Natasha Mandryk and Lucy Griffith
- Chair of Appeals Oversight Committee: Lucy Griffith
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Andrew Candela
- Chair of Education Quality Committee: Todd Rowlatt

By-elections were held for several positions. All elections were by acclamation. The following members were elected:

- Vice-Chair of Education Council: Natasha Mandryk (September–December 2020)
- Chair of Education Policy Committee: Natasha Mandryk (September–December 2020)
- EDCO Executive Member: Todd Rowlatt (September–December 2020)

EDCO PLANNING DAY

Education Council held a half-day planning session on November 20. Members discussed quality assurance for online design and delivery, led by Andrew Dunn; academic integrity in the online environment; and fighting isolation and building community in online teaching and learning. Consultants Robert Daum and Lindsay Heller led a discussion on Indigenizing and decolonizing curriculum, and introduced their equity, diversity, and inclusion (EDI) readiness assessment project. The latest draft of VCC's Teaching and Learning Framework was shared.

STANDING COMMITTEES

CURRICULUM COMMITTEE

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first step in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

The committee met with consultants Robert Daum and Lindsay Heller to discuss Indigenizing curriculum, and plans to work on incorporating Indigenization and EDI considerations into its resources for curriculum developers and reviewers.

A Provisional Approval of New Programs Ad Hoc Committee was established for the Electronics Repair Technology Diploma program. Two new programs were approved under the provisional approval process: the Accounting and Marketing Technology Diploma programs.

In 2020, Curriculum Committee approved 13 proposals and recommended 39 proposals to Education Council.

Approved by Curriculum Committee:**School of Arts & Sciences**

- New effective date of May 2020 for course CMPT 2225 Data Structures and Programming
- Updates to course MUSC 3107 Career Opportunities 2
- Update to the course outline for SIGN 1000 American Sign Language Level 1
- Revisions to four (4) science courses: BIOL 1220 Human Anatomy and Physiology 2, CHEM 0871 Chemistry 11 Part 2, CHEM 0993 Chemistry 12 Part 2, PHYS 0993 Physics 12 Part 2
- Revisions to SIGN 1440 Becoming an Ally 1 and SIGN 2400 Becoming An Ally 2

Centre for Continuing Studies

- Updates to course GLDU 1205 Indigenous People and the Canadian Judicial System

School of Hospitality, Food Studies & Applied Business

- Change to the order of delivery of four courses in the Business and Project Management Post Degree Diploma program, and removal of course pre- and co-requisites for these courses
 - MGMT 2022 Project Leadership
 - MGMT 2027 Integration Management
 - MGMT 2028 Quality and Resource Management
 - MGMT 2029 Communication and Stakeholder Management

School of Health Sciences

- Updates to the evaluation plans of NURS 1006 Integrated Nursing Practice 1, NURS 2006 Integrated Nursing Practice 2, and NURS 4005 Integrated Nursing Practice 4
- Updates to the Health Care Assistant Certificate program content guide

School of Instructor Education

- Revisions to course PIDP 3270 Capstone Project
- Revisions to the Teaching Online Certificate program content guide

School of Trades, Technology & Design

- Updates to courses DRFT 1326 Job Search Skills and DRFT 1380 CAD 3D and Assemblies

Approved by Education Council and/or Board of Governors:

- Omnibus motion to update Admission Requirements and Prior Learning Assessment & Recognition (PLAR) language for a number of programs
- Curriculum Committee as the approval body for course and program deactivations within Courseleaf CIM, except for those programs and courses that are within the process of suspension and/or discontinuance as governed by Policy C.3.3 Suspension and/or Discontinuance of Programs

COVID-19 Pandemic Response:

- Pilot program using the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions for the 2020/21 year
- Temporary changes to Education Council processes for the duration of the pandemic (Appendix A)

- Provisional process for curriculum changes necessitated by the pandemic (Appendix B)

Affiliation Agreements

- Affiliation Agreement between Vancouver Film School (VFS) and VCC for the Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma program

New Programs:

- Accounting Diploma
- Addiction Counselling Skills Advanced Certificate
- Administrative Professional Certificate (International)
- Automotive Collision and Refinishing Foundation Certificate & Automotive Collision and Refinishing Foundation Certificate (E-pprentice) (approved by Board February 10, 2021)
- Early Childhood Care and Education Diploma (International Cohort)
- IT Operations Professional Certificate
- Jewellery Art & Design Certificate and Jewellery Art & Design Diploma (pending Board approval)
- Marketing Technology Diploma
- Nail Technology Certificate (approved by Board March 31, 2021)
- Network Security Advanced Certificate
- Network Technology Administration and Security Post-Degree Diploma
- Teaching English to Speakers of Other Languages (TESOL) Short Certificate
- Teaching Online Certificate
- VR/AR Design and Development Diploma

Deactivated (replaced) programs:

- Administrative Assistant Certificate
- Auto Collision Repair Technician Certificate
- Auto Collision Repair Technician Certificate (High School Cohort)
- Auto Refinishing Prep Technician Certificate

Suspended Programs:

- Renal Dialysis Technician Short Certificate

Discontinued Programs:

- Interior Design Certificate

Changes by School:

School of Arts & Sciences

New Courses:

CMPT 1030 Introduction to Game Engines

CMPT 1040 Introduction to 2D/3D Asset Creation

CMPT 2030 Industry Practicum

COMP 0300 Introduction to Online Learning in Basic Education

DHHE 0600 English Foundations - Bridge

DHHE 0610 English Foundations 1

DHHE 0620 English Foundations 2

DHHE 0630 English Foundations 3

DHHE 0640 English Foundations 4

DHHE 0621 Living Successfully with Hearing Loss Level 3

MATH 0300 Topics in Fundamental Mathematics

Deactivated Courses:

ACED 0701 Assessment & Career Options

ACED 0706 Effective Communication

- Updates, including a name change, to the course outlines for DHHE 0618 and 0619 Living Successfully with Hearing Loss Level 1 & 2
- Revisions to 15 course outlines in the Deaf and Hard of Hearing Adults Job Readiness Certificate program
- Update to the Associate of Arts and Associate of Science Degree program content guides to align with BC Transfer Guide requirements
- Revisions to eight (8) university-transfer courses to align with the Common First-Year Engineering Curriculum
- Revisions to the First-year University Transfer Engineering Certificate program content guide
- Revisions to MUSC 3117 Creative Music Improvisation 1
- Program content guide for the new VR/AR Design and Development Diploma, including three (3) new courses

Centre for Continuing Studies

New Courses:

CNSK 2502 Foundations of Addiction Counselling Skills	ITOP 2202 Networking with Cisco Technologies
CNSK 2503 Introduction to Trauma Informed Practice	ITOP 2203 Wireless Technology Networks
CNSK 2504 Introduction to Concurrent Disorders	ITOP 2204 Computing Security Architecture
CNSK 2506 Addiction and Human Behaviour Across the Lifespan	ITOP 2205 Infrastructure Project
CNSK 2507 Addiction and Public Policy	ITOP 2306 Virtualization and Cloud Computing
CNSK 2508 Addiction Assessment Skills	ITOP 2307 ITIL Foundation
CNSK 2509 Group Facilitation Skills	ITOP 2308 Enterprise Messaging and Collaboration Services
CNSK 2510 Indigenous Perspectives and Addiction	ITOP 2309 Data Communications and Networks
CNSK 2511 Practicum	ITOP 2310 Industry Capstone Project
ITOP 1101 A+ Hardware	ITOP 2403 Introduction to Network Optimized Monitoring
ITOP 1102 Networking Fundamentals	ITOP 2411 Advanced Network Systems
ITOP 1103 Windows Server Fundamentals	ITOP 2412 Computer Forensics for the First Responder
ITOP 1104 Active Directory	ITOP 2413 Network Optimized Monitoring
ITOP 1105 Security Fundamentals	ITOP 2414 Encryption, Public Key Infrastructure Architecture & Administration
ITOP 1106 Service Manager	ITOP 2415 Hands-on Network Exploits, Vulnerabilities and Penetration Testing
ITOP 1107 Linux Server Fundamentals	
ITOP 1108 Windows Desktop Support	
ITOP 1109 PowerShell	
ITOP 2201 Professional Development	

- Program content guide for the new Addiction Counselling Skills Advanced Certificate and nine (9) new courses
- Program content guides for three (3) new programs and 25 new course outlines: Network Technology Administration and Security Post-Degree Diploma, IT Operations Professional Certificate, and Network Security Advanced Certificate

- Updates to the Network Technology Administration and Security Post-Degree Diploma and Network Security Advanced Certificate program content guides to include a term structure

School of Health Sciences

New Courses:

HRCA 1197 Foundations

HRCA 1292 Common Health Challenges 2

Deactivated Courses:

HRCA 1131 Health and Healing

HRCA 1193 Personal Care & Assistance 1

HRCA 1194 Common Health Challenges

HRCA 1195 Health & Healing

HRCA 1196 Clinical 1

HRCA 1226 Common Health Challenges

HRCA 1290 Personal Care & Assistance 2

HRCA 1390 Clinical 2

- Updates to the program content guide for the Dental Technology Sciences Diploma program
- Revisions to the Bachelor of Science in Nursing (First Year Entry) program content guide to include a competitive selection process for admission based on GPA and CASPer test results
- Updates to the Health Care Assistant Certificate program, including revisions to six (6) courses and creation of two (2) new courses
- Revisions to the Bachelor of Science in Nursing (First Year Entry) and Bachelor of Science in Nursing (Advanced Entry) program content guides and 38 course outlines, as well as revisions to four (4) LPN Bridging to BSN course outlines (NURS 1357, NURS 1358, NURS 1359, and NURS 1399)

School of Hospitality, Food Studies & Applied Business

New Courses:

ELSK 1028 English for Culinary Arts 2

ELSK 1038 English for Culinary Arts 3

MGMT 1012 Indigenous Business in Canada

MGMT 1021 Computer Applications for Management

MGMT 1024 Customer Relationship Management

MGMT 1035 Financial Accounting 1

MGMT 1045 Financial Accounting 2

MGMT 2001 Accounting Software Applications

MGMT 2002 Canadian Income Tax 1

MGMT 2003 Business Data Analytics

MGMT 2004 Professional Selling

MGMT 2005 Marketing Automation

MGMT 2009 Advertising and Marketing Communication

MGMT 2031 Customer Relationship Management (CRM) Software Administration

MGMT 2035 Management Accounting

MGMT 2041 Advanced Customer Relationship Management (CRM) Administration

MGMT 2045 Intermediate Accounting 1

MGMT 2055 Intermediate Accounting 2

Deactivated Courses:

OADM 1101 Speed & Accuracy 1

OADM 1120 Business Communications 1

OADM 1121 Human Relations

OADM 1122 Introduction to Computers & Word

OADM 1125 Spreadsheets (Excel)

OADM 1130 Business Communications 2

OADM 1132 Intermediate Word & PowerPoint

OADM 1142 Document Formatting

OADM 1200 Speed and Accuracy 2

OADM 1223 Basic Bookkeeping

OADM 1226 Office Procedures

OADM 1228 Office Simulation

OADM 1233 Computerized Accounting

OADM 1238 Work Experience

OADM 1240 Electronic Transcription

OADM 1252 Database & Office Integration

- Revisions to the Professional Cook 1 Certificate (EAL Cohort) program, including updates to courses CULI 1182 and CULI 1183, and revisions to course ELSK 1018 English for Culinary Arts 1
- Update to the Business and Project Management Post Degree Diploma program content guide
- Program content guide for the new Accounting Diploma and nine (9) new courses
- Program content guide for the new Marketing Technology Diploma, one (1) revised and seven (7) new courses
- Revisions to the Administrative Professional Certificate program content guide and program name (removing “International”)

School of Instructor Education

New Courses

EDUC 4250 Foundations of Online Teaching and Learning	TESO 1247 Teaching Grammar and Vocabulary in EAL Contexts 1
EDUC 4251 Developing and Designing Online Learning	TESO 1248 Teaching Reading and Writing in EAL Contexts
EDUC 4252 Facilitation of Online Learning	TESO 1249 Teaching Listening, Speaking & Pronunciation in EAL Contexts
TESO 1246 Foundations of TESOL in Adult Learning Environments 1	TESO 1251 TESOL Practicum 1

- Program content guide for the Teaching English to Speakers of Other Languages (TESOL) Short Certificate and five (5) new courses
- Program content guide for the new Teaching Online Certificate and three (3) new courses

School of Trades, Technology & Design

New Courses:

ACAP 2002 Auto Body and Collision Technician Level 2	ACRF 1185 Refinish Application
ACAP 2003 Auto Body and Collision Technician Level 2 (E-pprentice)	ACRF 1190 Interior and Exterior Detailing
ACAP 3002 Auto Body and Collision Technician Level 3	ACRF 2100 Occupational Safety (E-pprentice)
ACAP 3003 Auto Body and Collision Technician Level 3 (E-pprentice)	ACRF 2115 Shop Experience (E-pprentice)
ACAP 4002 Auto Body and Collision Technician Level 4	ACRF 2120 Construction and Components (E-pprentice)
ACAP 4003 Auto Body and Collision Technician Level 4 (E-pprentice)	ACRF 2130 Tools and Equipment (E-pprentice)
ACRF 1100 Occupational Safety	ACRF 2140 Welding, Heating and Cutting Steel (E-pprentice)
ACRF 1110 Industry Readiness	ACRF 2150 Metal Panels and Components (E-pprentice)
ACRF 1120 Construction and Components	ACRF 2160 Plastic Panels and Components (E-pprentice)
ACRF 1130 Tools, Equipment and Maintenance	ACRF 2170 Organize, Document and Communicate (E-pprentice)
ACRF 1140 Welding, Heating and Cutting Steel	ACRF 2180 Refinish Preparation (E-pprentice)
ACRF 1150 Metal Panels and Components	ACRF 2185 Refinish Application (E-pprentice)
ACRF 1160 Plastic Panels and Components	ACRF 2190 Interior and Exterior Detailing (E-pprentice)
ACRF 1170 Organize, Document and Communicate	ACRP 1101 Automotive Collision and Refinish Common Core Apprentice Level 1
ACRF 1180 Refinish Preparation	

ACRP 1102 Automotive Collision and Refinish Common Core Apprentice L-1 (E-pprentice)	DRFT 2262 Diploma Pipe Components: Pipe, Fittings, Valves, Supports and Pumps
APAP 2002 Automotive Refinishing Technician Level 2	DRFT 2263 Diploma Piping and Instrumentation Diagrams & Specifications
APAP 2003 Automotive Refinishing Technician Level 2 (E-pprentice)	DRFT 2264 Diploma Plant and Equipment Layout
DRFT 1256 Plumbing Systems for Buildings	DRFT 2265 Diploma Process and Utility Piping Layout
DRFT 1257 Electrical Systems for Buildings	DRFT 2266 Diploma Piping Fabrication Isometrics
DRFT 1258 Utility Data and Setting-Up Projects	ESTH 1501 Nail Foundations
DRFT 1259 HVAC Systems for Buildings	ESTH 1502 Artificial Nails
DRFT 1260 Fire Suppression and Sprinkler Systems for Buildings	JADE 1120 Metal Techniques 1: Foundations of Goldsmithing
DRFT 1261 Process Flow Diagrams and Tank/Pump Box Fabrication	JADE 1121 Drawing 1
DRFT 1262 Pipe Components: Pipe, Fittings, Valves, Supports and Pumps	JADE 1122 History and Culture of Jewellery 1
DRFT 1263 Piping and Instrumentation Diagrams & Specifications	JADE 1123 Metal Techniques 2: Wax Modeling and Casting
DRFT 1264 Plant and Equipment Layout	JADE 1124 Gemstone Settings 1
DRFT 1265 Process and Utility Piping Layout	JADE 1125 Design 1
DRFT 1266 Piping Fabrication Isometrics	JADE 1126 Practical Gemmology 1
DRFT 1332 Professional Preparation	JADE 1127 Year One Capstone Project
DRFT 1362 BIM Basic for Mechanical	JADE 2220 Metal Techniques 3: Advanced Fabrication
DRFT 1363 BIM Project for MEP	JADE 2221 Gemstone Settings 2
DRFT 1364 MEP for Pipe Fabrication	JADE 2222 Drawing 2
DRFT 1365 Piping BIM Project & Specification Setup	JADE 2223 Practical Gemmology 2
DRFT 1366 3D BIM Pipe, Structure, and Equipment Modeling	JADE 2224 Digital Jewellery Design 1
DRFT 1367 3D BIM Creating Orthographics, Isometrics, and Bills of Material	JADE 2225 Metal Techniques 4: Specialized Jewellery Processes
DRFT 1394 Industrial Building Modeling	JADE 2226 Gemstone Settings 3
DRFT 1395 Mechanical Equipment Modeling and Layout	JADE 2227 Design 2
DRFT 1396 Piping Systems Modeling and Layout	JADE 2228 Digital Jewellery Design 2
DRFT 2256 Diploma Plumbing Systems for Buildings	JADE 2229 Business Practices for Jewellers
DRFT 2257 Diploma Electrical Systems for Buildings	JADE 2230 Diploma Project
DRFT 2258 Diploma Utility Data and Setting-Up Projects	VCDP 1133 Design Thinking
DRFT 2259 Diploma HVAC Systems for Buildings	VCDP 1253 Video Production 1
DRFT 2260 Diploma Fire Suppression and Sprinkler Systems for Buildings	VCDP 1283 Wordpress 1
DRFT 2261 Diploma Process Flow Diagrams and Tank/Pump Box Fabrication	VCDP 1292 Guided Design Exploration
	VCDP 1293 Mini-Portfolio
	VCDP 2312 Digital Image 2
	VCDP 2325 Studio 1: Fundamentals
	VCDP 2445 Video Production 2
	VCDP 2455 Studio 2: Special Topics
	VCDP 2465 Studio 3: Specialization
	VCDP 2495 Collaborative Capstone

Deactivated Courses:

ACAP 1001 Auto Collision Repair Technician Apprentice Level 1	ACRT 1230 Welding, Heating and Cutting Steel 2
ARAP 1001 Auto Refinishing Prep Technician Apprentice	ACRT 1240 Welding, Heating and Cutting Steel 2
ACRT 1110 Occupational Skills and Safety 1	ACRT 1290 Industry Work Experience
ACRT 1111 Tools and Equipment 1	ARPT 1140 Occupational Skills and Safety
ACRT 1114 Sheet Metal Repair 1	ARPT 1153 Shop Experience
ACRT 1115 Plastics and Composites 1	ARPT 1160 Surface Preparation
ACRT 1116 Surface Preparation 1	ARPT 1170 Refinishing Tools and Equipment
ACRT 1117 Construction and Components 1	ARPT 1180 Technical Information and Documentation
ACRT 1118 Automotive Detailing 1	ARPT 1181 Workplace Planning and Scheduling
ACRT 1120 Welding, Heating and Cutting Steel 1	ARPT 1190 Using Materials and Equipment
ACRT 1121 Automotive Detailing	ARPT 1195 Vehicle Components and Pre-Delivery
ACRT 1205 Transition to Industry	VCDP 1141 Client Designer Management
ACRT 1210 Occupational Skills and Safety 2	VCDP 1252 Image and Video
ACRT 1214 Sheet Metal Repair 2	VCDP 1282 Wordpress Foundation
ACRT 1215 Plastics and Composites 2	VCDP 2310 Advanced Image & Photography
ACRT 1216 Surface Preparation 2	VCDP 2311 Studio Business Practices
ACRT 1217 Construction and Components 2	VCDP 2321 Studio 1 with Advanced Type
ACRT 1224 Sheet Metal Repair 2	VCDP 2451 Studio 2 with Web Production
ACRT 1226 Surface Preparation 2	VCDP 2461 Studio 3 with Web Content
ACRT 1227 Construction & Components 2	VCDP 2471 Studio 3 with Print

- Updates to the Computer Systems Technology Diploma program content guide to remove the term structure and provide a part-time option
- Updates to the Graphic Design Diploma program, including removal of the Certificate exit option from the program content guide, revisions to 24 course outlines, and creation of 11 new courses
- Delivery of the updated second-year curriculum of the Graphic Design Diploma program to current first-year students, with unanimous written consent of all affected students
- Revisions to the Steel Construction Modelling Technician Certificate program content guide, including a program name change
- Program content guides for the new Jewellery Art & Design Certificate and Jewellery Art & Design Diploma, and 19 new courses
- Program content guide for the new Nail Technology Certificate and two (2) new courses
- Program content guide for the new Automotive Collision and Refinishing Foundation Certificate and 11 new courses
- Program content guide for the new Automotive Collision and Refinishing Foundation Certificate (E-apprentice) and 11 new courses
- Revisions to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program content guide, combining the first-year certificate with the second-year diploma curriculum to create a two-year diploma program
- Updates to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program content guide to include a new Mechanical specialty and 32 new courses

MEETINGS

Curriculum Committee met on the third Tuesday of each month, except in July.

2020 meeting dates:	January 21	February 18	March 17
	April 21	May 19	June 16
	August 18	September 15	October 20
	November 17	December 16	

MEMBERSHIP

Ali Oliver, Support Staff (from April 2020)
 Alison Rudko, Associate Registrar, International Education (from May 2020)
 Andrea Korens, Program Coordinator, Continuing Studies
 Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (to July 2020)
 Anne Emberline, Faculty, Music, Dance & Design
 Blair McLean, Faculty, Student Success (from November 2020)
 Bonnie Chan, Associate Registrar (February–October 2020)
 Bruce McGarvie, Faculty, Trades & Technology (from November 2020)
 Clayton Munro, Dean, Indigenous Initiatives (to July 2020)
 Dave McMullen, Registrar (to February 2020)
 David Wells, Vice President, Academic & Research
 Elle Ting, Chair, Education Council (ex officio)
 Emily Simpson, Faculty, Library & Learning Centre
 Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research (from August 2020)
 Jacque Harrison, Faculty, Instructor Education
 Jennifer Cummins, Faculty, Language Studies
 Julie Gilbert, Faculty, Health Sciences
 Les Apouchtine, Associate Registrar (from November 2020)
 Lindsay Tiemer, Associate Registrar, International Education (to April 2020)
 Lucy Griffith, Faculty, Transportation Trades (to July 2020)
 Mindi Cofman, Faculty, Hospitality, Food Studies & Applied Business (to August 2020)
 Natasha Mandryk, Faculty, Arts & Sciences
 Phoebe Patigdas, Student Representative
 Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)
 Sarah Zelitt, Student Success (to September 2020)
 Shirley Lew, Dean, Arts & Sciences/Library and Teaching & Learning Services
 Todd Rowlett, Faculty, Library & Learning Centre
 Tyler Churchman, Student Success (from October 2020)
 Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business (from September 2020)

EDUCATION POLICY COMMITTEE

Chair: Andrew Candela (to August 2020); Natasha Mandryk (from September 2020)

The members of Education Policy Committee are responsible for the development and review of VCC's educational policies. The committee reviews existing policies on a five-year cycle, and helps in the creation of new policies. Members aim to ensure the policies are sound, consistent, and fair, as well as striving to make each policy readable, clear and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.

In 2020, Education Policy Committee reviewed seven policies and recommended four policies to Education Council.

Approved by Education Council and/or Board of Governors:

- C.1.1 Grading, Progression, and Withdrawal
- C.3.10 Educational Affiliations (formerly Affiliation Agreements (Education); approved by Board February 10, 2021)
- C.3.13 Academic Year (formerly Academic Schedule)
- C.3.15 Academic Schedule (formerly Academic Timetable and Room Booking)
- C.3.5 Education Service Contract (formerly Programs Offered Under Service Contract; approved by Board March 31, 2021)
- D.4.3 Student Non-Academic Conduct (formerly Student Code of Conduct (Non-Educational Matters); approved by Board May 27, 2021)
- D.4.5 Academic Integrity (formerly Student Educational Conduct; approved by Education Council April 13, 2021)

In Governance Review:

- D.4.2 Student Complaints (About Instruction, College Services and Employees)
(formerly Student Grievance)

MEETINGS

Education Policy Committee met on the second Wednesday of each month, except for April, July, September, and November.

2020 meeting dates:	January 8	February 12	March 11
	May 13	June 10	August 25
	October 14	December 9	

MEMBERSHIP

Alison Woods, Faculty, Arts & Sciences
 Amber Ariss, Faculty, Health Sciences (from October 2020)
 Andrew Candela, Faculty, Arts & Sciences (to August 2020)
 Blair McLean, Faculty, Student Success
 Bonnie Chan, Associate Registrar (from November 2020)
 Celine Huang, Manager, International Education (from March 2020)
 Cheryl Howrigan, Faculty, Arts & Sciences
 Clayton Munro, Dean, Indigenous Initiatives (to July 2020)
 David Wells, Vice President, Academic & Research
 Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
 Elle Ting, Chair, Education Council (ex officio)
 Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research (to July 2020)
 Helen Roberts, Faculty, Hospitality, Food Studies & Applied Business (to July 2020)
 John Lewis, Faculty, Hospitality, Food Studies & Applied Business (from September 2020)
 Karen Brooke, Faculty, Instructor Education
 Katarina Jovanovic, Program Coordinator, Centre for Continuing Studies
 Ken Morrison, Faculty, Music, Dance & Design
 Kevin Marcoux, Faculty, Transportation Trades
 Kristina Oldenburg, Faculty, Library & Learning Centre
 Les Apouchtine, Associate Registrar (to October 2020)

Lindsay Tiemer, Associate Registrar, International Education (to February 2020)
 Lucy Griffith, Faculty, Centre for Teaching, Learning & Research (from August 2020)
 Natasha Mandryk, Faculty, Arts & Sciences (from September 2020)
 Nicole Degagne, Coordinator, Curriculum & Policy
 Phoebe Patigdas, Student Representative
 Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)
 Sheetal Donaldson, Faculty, Health Sciences (to September 2020)
 Sheri Wiwchar, Student Success (designate)
 Tanny Marks, Arbiter of Student Issues (ex officio)
 Vacant, Support Staff

APPEALS OVERSIGHT COMMITTEE

Chair: Lucy Griffith

The Appeals Oversight Committee is responsible for defining the standard processes through which VCC conducts its appeals. Members are responsible for ensuring consistency and fairness across VCC's appeals procedures, including redefining appeals policies for the betterment of the College and all those involved. The Appeals Oversight Committee is also one of the key resources for training for appeal panels through its [annual] Tribunal Training Day. Appeals Oversight Committee acts in an advisory capacity to Education Council on all appeals-related matters.

Tribunal Training Day was held on February 21, 2020. During this full-day session, over 35 faculty, administrators, staff and students were trained by committee members to act as panelists; about two-thirds of the participants signed up for the roster of trained panel members.

Two subcommittees were formed to work on two major projects: developing a process for tracking appeals and a protocol for appeal hearings.

MEETINGS

The Appeals Oversight Committee met three times in 2020: January 14, June 17, and October 1. Tribunal Training Day was held on February 21.

MEMBERSHIP

Andrew Candela, Faculty, Arts & Sciences (to August 2020)
 Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
 Azeez Alabdulhassan, Assistant Registrar (from August 2020)
 Celine Huang, Manager, International Education (from August 2020)
 Clayton Munro, Dean, Indigenous Initiatives (June–July 2020)
 Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
 Elle Ting, Chair, Education Council (ex officio)
 Heidi Parisotto, Faculty, Health Sciences
 Janet Theny, Faculty, Arts & Sciences
 Karima Samnani, Associate Registrar, Continuing Studies (June–October 2020)
 Lucy Griffith, Faculty, Centre for Teaching, Learning & Research
 Matt Stevenson, Program Coordinator, Continuing Studies (to March 2020)
 Melinda Schram, Assistant Registrar (to July 2020)
 Nona Coles, Student Success (designate)
 Phoebe Patigdas, Student Representative
 Reba Noel, Dean (Interim), Indigenous Initiatives (from August 2020)

Shane McGowan, Support Staff (from June 2020)
Tanny Marks, Arbiter of Student Issues (ex officio)

EDUCATION QUALITY COMMITTEE

Chair: Todd Rowlatt

The Education Quality Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.

In 2020, the committee formed a working group to conduct a gap analysis between accreditation processes and program renewals, a recommendation arising from the Quality Assurance Process Audit (QAPA) process.

CURRICULUM DEVELOPMENT FUNDS 2020/2021

The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation. The budget is \$400,000. Education Council's Standing Committee on Education Quality provides advice to the Vice President Academic & Research in allocating the funds. In order to support VCC's Online Learning Strategy and the increase in online and blended delivery, eligibility criteria were expanded in 2020 to include the development of online teaching and learning materials.

A total of about \$870,000 in funding was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in progress needing additional funds for completion; 3) projects arising from program reviews or renewals; and 4) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least \$5,000.

Due to the COVID-19 pandemic, CD Funds were temporarily put on hold in March. Projects were re-evaluated, and the decision was made to suspend new program renewals for the year. About \$70,000 in funds were re-allocated in May, with a focus on projects supporting online/alternative delivery.

Funded projects were:

1. Leadership Suite of Programs—program revisions
2. IT Operations Professional—completion
3. Business & Technical Writing—online transition
4. Upskilling Micro-Credentials
5. Counselling Skills—online transition
6. TESOL—program redesign
7. School of Instructor Education—development of electives for Teaching Online Certificate
8. Auto Collision Repair & Refinishing—national harmonization
9. New Mechanical Technician Certificate
10. CAD & BIM Technologies—DRFT 1290 & DRFT 1294 update
11. Advanced Esthetics Training
12. Nail Technology Program
13. Jewellery Art & Design—redesign, phase 2
14. Professional Cook Level 2 through Asian Culinary
15. Basic Fermentation

16. Adapting an Open Education Resource (OER) for MGMT 1004
17. Medical Office Assistant Renewal–E-Communication and Medical Billing courses
18. Culinary Arts, Professional Cook 1 &2–online development
19. Baking and Pastry Arts–online development
20. Certified Dental Assisting (CDA) Onsite–curriculum revision and student-centred delivery
21. Dental Hygiene–curriculum revisions to align with provincial and national standards
22. Dental Reception Coordinator–curriculum revision and implementation of program renewal findings
23. Dental Technology Sciences–alignment with new 2020 National Essential Competencies for Dental Technicians and online/blended course initiative
24. ESL Health Care Assistant (HCA) Program–curriculum revisions
25. Health Unit Coordinator (HUC)–program renewal
26. Pharmacy Technician Program–new accreditation standards
27. Medical Laboratory Assistant–transition to online/blended model
28. Math 0300–transition to blended course
29. College and Career Access & ABE Youth courses–online, blended, and flipped-classroom development
30. Department for Deaf and Hard of Hearing (DHH)–curriculum development
31. ESL Pathways–curriculum remapping
32. Associate of Science–second-year math course development
33. NURS 1602–transition to blended format
34. SCIE 1110 Professional Communication – transition to online format

MEETINGS

Education Quality Committee met on the fourth Tuesday of each month, except for July, August, October and December. Several additional meetings were held related to CD Funds.

2020 meeting dates:	January 28	February 25	February 26
	March 5	March 10	April 28
	May 7	May 26	June 23
	September 22	November 24	

MEMBERSHIP

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (from August 2020)
 Brett Griffiths, Dean, School of Trades, Technology & Design
 Carlie Deans, Project Coordinator, Office of the Vice President, Academic (to August 2020)
 Claire Sauvé, Dean (Interim), Continuing Studies
 David Wells, Vice President, Academic & Research
 Elle Ting, Chair, Education Council (ex officio)
 Garth Manning, Faculty, Centre for Teaching, Learning & Research (to July 2020)
 Heidi Parisotto, Faculty, Health Sciences
 Jacqueline Shehadeh, Faculty, Arts & Sciences
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Operations Manager, School of Health Sciences
 Phoebe Patigdas, Student Representative
 Shane McGowan, Support Staff (from April 2020)
 Shirley Lew, Dean, Arts & Sciences/Library, Teaching & Learning Services

Todd Rowlatt, Faculty, Library, Teaching & Learning Services
Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 1, 2021

APPENDIX A



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Changes to Education Council's Processes for the Duration of the COVID-19 Pandemic

BACKGROUND:

In response to the ongoing public health emergency relating to COVID-19 and the challenges it has presented and continues to present, Education Council recognizes the need for temporary changes to its standard practices. In particular, the shortened timeframes attached to COVID-19-driven changes and EdCo's move to online meetings via Zoom require the group to review its standard operating procedures and adopt short-term measures for completing its work effectively during the emergency.

DISCUSSION:

This issue was discussed at a special Education Council meeting held on March 30, 2020: members discussed the effects of the COVID-19 emergency on EdCo and its standing committees and offered ideas on how best to operate as a governance group under the ongoing emergency conditions. Based on suggestions made at that meeting, the chair recommends the adoption of the following procedural changes at EdCo for the duration of the COVID-19 crisis:

- A reduction in the lead time for members to receive meeting packages from one week to two days;
- When standard policy and/or processes cannot be followed in making a decision, a two-thirds majority vote is required, as opposed to the standard 50 percent-plus-one majority vote;
- Voting will be conducted at the online meetings and not by email;
- Any provisional changes presented to EdCo will include, where applicable, a preliminary end date;
- Approved changes will be tracked by the EdCo Chair and EdCo Assistant.

RECOMMENDATION:

THAT Education Council approve and implement the above temporary procedures for the duration of the COVID-19 pandemic.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 8, 2020

APPENDIX B



DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2020

ISSUE: Curriculum Changes during the COVID-19 Pandemic

BACKGROUND:

Following guidance from the Provincial Health Officer and the Ministry of Advanced Education, Skills & Training (AEST) in the current COVID-19 pandemic, VCC suspended face-to-face instruction as of March 17, 2020. The transition to alternative delivery methods has made it necessary to adjust courses and programs very quickly to allow for a smooth transition and positive learning experience, but due to the urgency of the situation, following standard governance processes is currently not practicable.

Education Council still has the responsibility to maintain oversight and ensure changes are made in a procedurally sound manner with appropriate consultation and documentation; however, without being able to predict whether the COVID-19 public health emergency will extend into the Fall 2020 and Winter 2021 terms, the college must be prepared to face a period of *“extended transition during continued turmoil.”*¹ As such, VCC’s governance has developed provisional processes that balance responsiveness to the immediate, urgent transition resulting from the temporary suspension of face-to-face instruction with preparation for the gradual return to more “normal” times through the establishment of educational technology infrastructure and its intentional integration into programming.

This decision note provides a process description of alternative governance requirements put in place to support the current and anticipated curricular changes necessitated by the COVID-19 emergency. This process is designed to maintain a holistic, agile approach to reporting and overseeing curriculum changes, despite the uncertainties presented by the current pandemic.

This issue was discussed at a special Education Council meeting on March 18, as well as during the EdCo Executive Meeting on March 26 and the Emergency Operations Centre (EOC) meeting on March 27. Further discussions took place between Todd Rowlett, Chair of Curriculum Committee, and the CTLR’s Instructional Associates on April 1. Following the presentation of an earlier draft at a special Education Council meeting on April 6, 2020 and an EOC Planning Group meeting held on April 8, 2020, revisions were made to clarify steps and provide additional contextual details. Additional revisions to include more detailed categorization of curricular changes were made after two meetings on April 9 with EdCo faculty and staff representatives and the CTLR Instructional Associates, respectively. Most recently, an Education Council working group was

¹ Hill, Phil. “Revised Outlook for Higher Ed’s Online Response to COVID-19.” *Phil on Ed Tech*. 31 Mar. 2020. <https://philonedtech.com/revised-outlook-for-higher-eds-online-response-to-covid-19/>. Accessed 8 Apr. 2020.

created to create a description of the process; recommendations from its April 22 and April 29 meetings have been incorporated to define and explain the process pathways.

DISCUSSION:

The Education Council Executive proposes the following process for curriculum changes in response to the COVID-19 pandemic. This process has been divided into two pathways:

Pathway 1: Changes to curriculum driven by the need to transition to alternative delivery due to the COVID-19 pandemic.

- Departments and instructors are allowed to make changes to courses and programs without seeking prior governance approval, except for changing or meeting program learning outcomes (see Pathway 2 below).
- These changes should be focused on ensuring students can meet overall learning outcomes and competencies.
- Guidelines provided by regulatory, accrediting, or governing bodies (such as the Industry Training Authority) can be followed without internal VCC governance approval.
- A summary of changes must be sent to Education Council for information. The summary can be sent as soon as reasonable; in some cases, this will be after the start date of the program. This chronology of changes will record the College's teaching approach and facilitate future debriefing that will take place after the COVID-19 health emergency has ended.
- Changes are considered temporary and are only in effect during program/course offerings during the COVID-19 pandemic. The summary of changes sent to EDCO should include dates.
- It is the responsibility of instructors and department leaders to inform students as soon as possible about changes to courses or programs (including evaluation plans, sequencing of courses, and teaching modes). Whenever possible, changes to courses should be established in the syllabus at the start of a class. Given the likelihood of conditions changing, Education Council authorizes reasonable changes to be made that are required on short notice (such as the availability of lab or clinical opportunities).

Pathway 2: Changes to program learning outcomes (PLOs) for cohort-based programs; changes to course learning outcomes (CLOs) for non-cohort-based courses; and the granting of credentials based on *substantial completion*.

- Changes to program learning outcomes (and some course learning outcomes) require approval from Education Council. These changes will receive expedited review by Education Council.
- For courses that are not primarily part of a program (e.g. University Transfer), and in cases where course learning outcomes cannot be met in that course, changes to course learning outcomes must be approved by Education Council. However, alternate options for delivery (such as delaying a lab component) are acceptable and fall under Pathway 1 above.
- Substantial completion: Programs awarding credentials to students based on substantial completion of the program must submit a description of how substantial completion has been determined for expedited approval by Education Council. Consultation with external stakeholders/Program Advisory Committees is recommended. Programs whose regulatory, accrediting, or external governance bodies (such as the ITA) have provided guidelines for

substantial completion are exempt from this requirement but must report these guidelines under Pathway 1.

RECOMMENDATION:

THAT Education Council approve the above provisional process for curriculum changes necessitated by the COVID-19 pandemic.

PREPARED BY:

Elle Ting, Chair, Education Council
Andrew Candela, Vice Chair, Education Council
Lucy Griffith, Executive Member, Education Council
Natasha Mandryk, Executive Member, Education Council

DATE:

April 30, 2020



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 30, 2021

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC Strategic Innovation Plan 2022-2025

BACKGROUND:

The Strategic Innovation Plan (SIP) aligns VCC's mission and values with its strategic priorities to create an institutional blueprint for "a new decade of innovation."

The SIP was refreshed to incorporate the new knowledge and realities that evolved out of the different but intersecting climate, health, and social justice emergencies highlighted in 2020-2021. Notably, the concepts of Indigenization by decolonization and reconciliation (I=D+R) and justice, equity, diversity, inclusion through the lens of decolonization (d/JEDI) inform all five strategic priorities.

DISCUSSION:

Education Council attended a focused SIP information session on May 19, during which members were invited to submit feedback. Suggested wording changes from that feedback session (e.g., inclusion of the phrase "climate emergency" to acknowledge the federal government's June 2019 climate emergency declaration and the City of Vancouver's declaration later that same year) were integrated into the later version of the document that was presented to Education Council at its June 8 meeting. The later draft also clarified the distinction between the goal of reconciliation and the work of d/JEDI, changes developed with the input of Reba Noel and Shantel Ivits, the leaders of the Equity, Diversity, and Inclusion Advisory Committee (EDIAC). David Wells, VP-Academic and Research, also explained the differentiation between decolonization and Decolonization, with the latter term signifying a longer-term, cumulative effort towards restorative justice for Indigenous peoples in Canada.

EdCo members commended Jane Shin, VP-Students and Community Development, for her work leading the development of the SIP and expressed excitement for the plan's implementation.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the VCC Strategic Innovation Plan 2022-2025.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 15, 2021



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 30, 2021

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Jewellery Art & Design Certificate and Diploma

BACKGROUND:

The Jewellery Art & Design (JAD) Diploma program completed its program renewal project in 2019, and the resulting action items informed the creation of the proposed refreshed Jewellery Art & Design Diploma, which features a new one (1)-year Certificate exit credential and part-time delivery options to improve student access and retention.

The new Jewellery Art & Design programs remain technical and very much hands-on, with 75-90% of learners' time being spent in the workshop. Whereas JAD had originally been designed for hobbyists, however, the educational focus of the new programs has shifted towards innovative technologies and business training that will set graduates up for success as skilled professionals. More specialized techniques are being integrated into a forthcoming optional third year.

Those completing a JAD Certificate or Diploma will also be prepared for transfer opportunities that will allow them to extend their learning: informal agreements with Alberta University of the Arts (AUA) and Nova Scotia College of Art and Design (NSCAD) will continue to be available to JAD graduates.

1. Certificate program:

The Jewellery Art & Design Certificate program is built into the Diploma as a 30.5-credit exit credential. The JAD Certificate is intended for learners seeking employment in the jewellery trade in roles that require a lower level of technical expertise, such as production assistants, jewellery finishers, and (for those with the requisite entrepreneurial experience) online and retail sales/marketing business owners and consultants.

Upon successful completion of the Jewellery Art & Design Certificate program, graduates will be able to meet the following learning outcomes:

- *Utilize basic jewellery tools and equipment safely*
- *Demonstrate proper fabrication and casting techniques to create simple jewellery pieces*
- *Finish and polish jewellery to industry standards*
- *Apply knowledge of rudimentary metallurgy and gemmology in the creation of basic jewellery objects*
- *Employ the Elements and Principles of Design when composing original designs*
- *Communicate design ideas using basic technical and perspective drawing*

- *Identify jewellery from various cultures and historical periods*
- *Set gemstones in elementary settings*
- *Synthesize knowledge and techniques to create a collection of related jewellery objects*
- *Demonstrate professionalism in career and educational settings*

2. Diploma program:

The Jewellery Art & Design Diploma program is a 62-credit program designed to give learners the technical skill, creativity, knowledge of materials and process, business skills, design capabilities, and critical thinking required to work as bench goldsmiths, independent artisans, and jewellery artists.

Graduates of the Jewellery Art & Design Diploma program will meet the following learning outcomes:

- *Actualize original design ideas from concept to reality*
- *Demonstrate technical excellence to produce jewellery to current industry standards*
- *Apply basic knowledge of gemmology and metallurgy to the creation of jewellery*
- *Design and produce jewellery using the latest digital technologies*
- *Communicate ideas using a variety of visual media*
- *Demonstrate visual awareness of craft, art, and design*
- *Apply knowledge of the jewellery field to establish a viable home- or studio-based business*
- *Communicate effectively using the language and vocabulary of the jewellery field*
- *Place the meanings and functions of jewellery within diverse historical and cultural contexts*
- *Utilize materials, tools, and equipment safely, sustainably, and ethically*
- *Recognize the contributions of Indigenous peoples to the fields of art, craft, and design.*
- *Identify and solve problems creatively and independently*
- *Demonstrate professionalism in all areas of their career and education*
- *Analyze and evaluate the quality of their own technique and skills development*

DISCUSSION:

Education Council reviewed the Jewellery Art & Design programs at its September 8, 2020 meeting, and no concerns were raised. EdCo members commended the project lead, Jewellery Department Head Ms. Karin Jones, for her work supporting the substantial redesign of this program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Jewellery Art & Design Certificate and Diploma programs.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Jewellery Art & Design Certificate
APPENDIX B – Program Content Guide (PCG) for Jewellery Art & Design Diploma

PREPARED BY: Elle Ting, Chair, Education Council

DATE: October 30, 2020



Jewellery Art & Design Certificate

Program Content Guide

Effective Date: September 2022

Purpose

Mission: “Vancouver Community College’s unique two-year diploma program offers hands-on technical, design, and career training for students aiming to enter the jewellery profession.”

Vision: “VCC Jewellery Art & Design seeks to guide students to a life of creativity, technical excellence, and career success in the jewellery field.”

A career in jewellery requires a combination of technical skill, creativity, knowledge of materials and process, business skills, design capabilities and critical thinking. This option for students to leave the Jewellery Art & Design program with a One-Year Certificate is designed to prepare students for employment in the less skilled areas of the jewellery trade, such as production assistants and jewellery finishers. It also prepares students with prior knowledge of entrepreneurship to set up businesses creating and marketing production and fashion jewellery for sale online or through retail outlets.

Admission Requirements

Admission to the Jewellery Art and Design program is on a competitive selection basis. Applicants must have completed Grade 12 or acceptable equivalent. In addition, an interview will be arranged with the selection committee.

Candidates should bring to the interview:

- Portfolio*
- Résumé
- Letter of Intent
-

A **portfolio** is a collection of images of showing artistic ability, technical aptitude and/or hand-eye coordination. It should be saved as a PDF and sent to the Department in advance of the interview. It should include 10-20 pieces, and could include examples of any of the following:

- Drawing and Painting
- Photography
- Collage
- Sculpture
- Jewellery
- Textile and fibre arts
- Metal and/or wood work
- Ceramics
- Any other art or craft demonstrating creativity and/or manual dexterity.
-

Portfolios will be judged on the degree to which they show creativity and/or hand-eye coordination.

The **résumé** should include previous education and work experience.

The **letter of intent** should outline why the applicant has chosen to apply for the program, and could also include career and/or artistic goals, and other areas of interest.

A major focus of the **interview** is on establishing the applicant’s ability to succeed in the program with consideration given to ability and willingness to accept and grow in a learning environment, ability to interact with others, commitment to the total program, attention span, and previous art/design related training and experience. Successfully chosen candidates may be offered seats to the program.

*The Department recognizes that not all applicants will have previous experience in art, craft, or design. Applicants who do not have a portfolio are asked to bring a collection of found images of jewellery, and be prepared to discuss what makes them examples of fine craftsmanship or effective design.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

There are two options for achieving a credential in this program:

1. Full-time option: Students attend classes full time for nine months. Students whose studies are interrupted must complete the program within three years.
2. Part-time option: Students attend the first term full-time, and then complete the rest of the courses part-time up to a maximum of three years.

Program Learning Outcomes

Students who successfully complete the program will be able to:

1. Utilize basic jewellery tools and equipment safely
2. Demonstrate proper fabrication and casting techniques to create simple jewellery pieces
3. Finish and polish jewellery to industry standards
4. Apply knowledge of rudimentary metallurgy and gemmology in the creation of basic jewellery objects
5. Employ the Elements and Principles of Design when composing original designs
6. Communicate design ideas using basic technical and perspective drawing
7. Identify jewellery from various cultures and historical periods
8. Set gemstones in elementary settings
9. Synthesize knowledge and techniques to create a collection of related jewellery objects
10. Demonstrate professionalism in career and educational settings

Instructional Strategies, Design, and Delivery Mode

Jewellery Art & Design is a highly technical program, and in any given semester, 75-90% of time is spent in the workshops, where students watch technical demonstrations by faculty, gain skills through technical assignments and exercises, and synthesize processes by designing and producing creative jewellery projects. Many of the theory courses also include hands-on activities, in addition to lectures, group discussions, independent research projects, lab days, field trips and guest speakers. Most classes are conducted face-to-face in a classroom or workshop setting, although a small number of courses may be offered online.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C (60%) to successfully complete each course. 90% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

- Open-mindedness
- Excellent problem-solving skills
- Creativity
- Manual dexterity
- Strong work ethic
- Good eyesight (corrected vision is accepted)
- Patience
- Attention to detail
- Curiosity
- Enthusiasm
- Commitment
- Appreciation of fine craftsmanship and design

Courses

Term	Course #	Course Name and Description	Credits
One	JADE 1120	Metal Techniques 1: Foundations of Goldsmithing	12.0
	JADE 1121	Drawing 1	1.5
	JADE 1122	History and Culture of Jewellery 1	1.5
Total Credits per Term:			15.0
Two	JADE 1123	Metal Techniques 2: Wax Modeling and Casting	6.0
	JADE 1124	Gemstone Settings 1	3.0
	JADE 1125	Design 1	1.5
	JADE 1126	Practical Gemmology 1	2.0
	JADE 1127	Year One Capstone Project	3.0
Total Credits per Term:			15.5

Total Program Credits: 30.5

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
C+	65-69		2.33
C	60-64	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: <http://www.vcc.ca/about/governance--policies/policies/>



Jewellery Art & Design Diploma

Program Content Guide

Effective Date: September 2022

Purpose

Mission: “Vancouver Community College’s unique two-year diploma program offers hands-on technical, design, and career training for students aiming to enter the jewellery profession.”

Vision: “VCC Jewellery Art & Design seeks to guide students to a life of creativity, technical excellence, and career success in the jewellery field.”

A career in jewellery requires a combination of technical skill, creativity, knowledge of materials and process, business skills, design capabilities and critical thinking. Through this program, which can be completed through two years of full-time study or part-time over up to five years, students will acquire the skills to work as bench goldsmiths, independent artisans, or jewellery artists.

Admission Requirements

Admission to the Jewellery Art and Design program is on a competitive selection basis. Applicants must have completed Grade 12 or acceptable equivalent. In addition, an interview will be arranged with the selection committee.

Candidates should bring to the interview:

- Portfolio*
- Résumé
- Letter of Intent

A **portfolio** is a collection of images of showing artistic ability, technical aptitude and/or hand-eye coordination. It should be saved as a PDF and sent to the Department in advance of the interview. It should include 10-20 pieces, and could include examples of any of the following:

- Drawing and Painting
- Photography
- Collage
- Sculpture
- Jewellery
- Textile and fibre arts
- Metal and/or wood work
- Ceramics
- Any other art or craft demonstrating creativity and/or manual dexterity

Portfolios will be judged on the degree to which they show creativity and/or hand-eye coordination. The **résumé** should include previous education and work experience.

The **letter of intent** should outline why the applicant has chosen to apply for the program, and could also include career and/or artistic goals, and other areas of interest.

A major focus of the **interview** is on establishing the applicant’s ability to succeed in the program with consideration given to ability and willingness to accept and grow in a learning environment, ability to interact with others, commitment to the total program, attention span, and previous art/design related training and experience. Successfully chosen candidates may be offered seats to the program.

*The Department recognizes that not all applicants will have previous experience in art, craft, or design. Applicants who do not have a portfolio are asked to bring a collection of found images of

jewellery, and be prepared to discuss what makes them examples of fine craftsmanship or effective design.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

There are two options for achieving a credential in this program:

1. Full-time option: Students attend classes full time for two years. Students whose studies are interrupted must complete the program within five years.
2. Part-time option: Students attend the first term full-time, and then complete the rest of the courses part-time over the course of several years up to a maximum of five years.

Students who complete all courses in Term 1 and Term 2 may choose to exit the program with a Certificate in Jewellery Art & Design. Students may return to complete the Diploma at a later date if a seat is available. All courses must be completed within a five year period to receive the Diploma.

Program Learning Outcomes

Students who successfully complete the program will be able to:

1. Actualize original design ideas from concept to reality
2. Demonstrate technical excellence to produce jewellery to current industry standards
3. Apply basic knowledge of gemmology and metallurgy to the creation of jewellery
4. Design and produce jewellery using the latest digital technologies
5. Communicate ideas using a variety of visual media
6. Demonstrate visual awareness of craft, art, and design
7. Apply knowledge of the jewellery field to establish a viable home- or studio-based business
8. Communicate effectively using the language and vocabulary of the jewellery field
9. Place the meanings and functions of jewellery within diverse historical and cultural contexts
10. Utilize materials, tools and equipment safely, sustainably and ethically
11. Recognize the contributions of Indigenous peoples to the fields of art, craft, and design.
12. Identify and solve problems creatively and independently
13. Demonstrate professionalism in all areas of their career and education
14. Analyze and evaluate the quality of their own technique and skills development

Instructional Strategies, Design, and Delivery Mode

Jewellery Art & Design is a highly technical program, and in any given semester, 75-90% of time is spent in the workshops, where students watch technical demonstrations by faculty, gain skills through technical assignments and exercises, and synthesize processes by designing and producing creative jewellery projects. Many of the theory courses also include hands-on activities, in addition to lectures, group discussions, independent research projects, lab days, field trips and guest speakers. Most classes are conducted face-to-face in a classroom or workshop setting, although a small number of courses may be offered online.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C (60%) to successfully complete each course.

90% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

- Open-mindedness
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Total Credits per Term:			15.0
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	JADE 1124	Gemstone Settings 1	3.0
	JADE 1125	Design 1	1.5
	JADE 1126	Practical Gemmology 1	2.0
	JADE 1127	Year One Capstone Project	3.0
Total Credits per Term:			15.5
Three	JADE 2220	Metal Techniques 3: Advanced Fabrication	6.0
	JADE 2221	Gemstone Settings 2	3.0
	JADE 2222	Drawing 2	1.5
	JADE 2223	Practical Gemmology 2	2.0
	JADE 2224	Digital Jewellery Design 1	1.5
Total Credits per Term:			14.0
Four	JADE 2225	Metal Techniques 4: Specialized Jewellery Processes	6.0
	JADE 2226	Gemstone Settings 3	3.0
	JADE 2227	Design 2	1.5
	JADE 2228	Digital Jewellery Design 2	1.5
	JADE 2229	Business Practices for Jewellers	2.5
	JADE 2230	Diploma Project	3.0
Total Credits per Term:			17.5

Total Program Credits: 62.0

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

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The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
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B	75-79		3.00
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C+	65-69		2.33
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C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
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I		Incomplete	N/A
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 30, 2021

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Tuition: Renewed Jewellery Art and Design Diploma Program

BACKGROUND:

The current Jewellery Art and Design program at VCC was created in 1988 to serve the needs of an emerging class of jewellers who were independent, artistically minded, and focussed on jewellery as a form of self-expression. While this group still exists, the market has become increasingly competitive, and students are demanding a higher level of technical skills, access to newer technologies, and more comprehensive business training. Additionally, employers are also expecting a higher level of technical skill from graduates.

The new program aims to train graduates in the following roles:

- Independent artisans
- Bench goldsmiths
- Jewellery artists

Discussion:

For over 50 years, Vancouver Community College (VCC) has offered academic and training programs that inspire relevant real-world training and education. Currently, VCC offers over 30 diploma programs with 93% of graduates employed.

The current VCC's Jewellery Art & Design program was created in 1988, and it is the only credentialed 2-year jewellery program in BC. The program has an excellent reputation in the Lower Mainland. Recent DACSO surveys have shown that 85% of graduates are employed within few months of graduation.

The new program meets the needs of those who would like to be fully employed or self-employed in the jewellery industry. The BC Labour Market Outlook for 2019 projects a 0.9% growth rate for the next five years, and another 0.7% for the following 5 years. 270 new jobs are expected over the next 10 years, 200 being due to retirements, and the other 70 attributed to market growth. While this is not a huge increase, it should be noted that this new program replaces an existing one which has consistently trained 10-20 graduates a year for the past 30 years.

In recommending a new tuition for this program, VCC has reviewed the tuition of competitive programs in the province. Comparable programs charge the following fees:

INSTUTION	CREDENTIAL	Total
Selkirk College, Nelson	Certificate - 18 months	\$5,758 Tuition
North Island College, Campbell River, BC	Certificate - 8 months	\$5,858 Tuition
George Brown College, Toronto, Ontario	Diploma - 16 months	\$10,332 Tuition
Georgian College Barrie, Ontario	Diploma – 16 months	\$5,440 Tuition
North Seattle College USA	Certificate - 12 months	\$6,780 US Tuition
Nova Scotia College of Art and Design	Degree - 32 months	\$35,760 Tuition
Alberta University of the Arts	Degree - 32 months	\$19,173 Tuition
Vancouver Community College	Diploma - 16 months	\$14,400 Proposed Tuition

It is important to note that the tuition for the current Jewellery Art & Design diploma program at VCC is **\$6,694**.

Options:

Option 1: The tuition per student is \$12,600

Implications: This option will fully recover all direct and indirect costs. It however doesn't give VCC flexibility to react to any changes in industry demands. The increase in tuition could lead to financial stress for some students that now have limited resources, but it will put VCC in closer alignment with other programs across Canada.

Option 2: The tuition per student is \$14,400

Implications: At this pricing level, it is still an increase in tuition and could lead to some financial stress for students. However, this option will generate a small amount of revenue and will place tuition for the program on par with similar program in Canada and keep the program viable. This amount has been approved by the ministry of Advanced Education and Skills Training.

RECOMMENDATION: OPTION 2

Option 2: **The tuition per student is \$14,400**

MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$14,400 for the renewed Jewellery Art and Design Diploma Program, effective September 2022.

PREPARED BY: Brett Griffiths, Dean, School of Trades, Technology & Design

DATE: June 30, 2021

ATTACHMENT: **APPENDIX A - Financial Analysis**

School of Trades, Technology & Design

APPENDIX A

Jewellery

Org Code: 4202

Scenarios	Option 1	Option 2	Baseline
Tuition per credit per student - Domestic	\$203.23	\$232.26	\$92.97
Tuition per student - Domestic	\$ 12,600	\$ 14,400	\$ 6,694
Tuition per student - International	\$ 33,170	\$ 33,170	\$ 38,520
No. of Intakes	1	1	1
No. of students per intake - Domestic	16	16	16
No. of students per intake - International	2	2	2
Total students (with X FTE attrition) - Domestic	14	14	14
Total students (with X FTE attrition) - International	2	2	2
Student FTE	16	16	16
Duration - instructor months	20	20	20
Duration - days	310	310	360
Other days	0	0	0
Department head release days	90	90	45
Duty days per year	179	179	179
Instructor FTE required per intake	2.23	2.23	2.26
Number of credits	62	62	72
Tuition Fee per Credit -Domestic	\$ 203	\$ 232	\$ 93
Tuition Fee per Credit -International	\$ 535	\$ 535	\$ 535
Support Staff FTE	1.00	1.00	1.00
Operational costs	\$ 20,000	\$ 20,000	\$ 20,000
Revenue per credit per student	\$ 622	\$ 648	\$ 474
Cost per credit per student	\$ 621	\$ 621	\$ 540
Revenue per student	\$ 38,595	\$ 40,170	\$ 34,096
Cost (breakeven tuition fee) per student	\$ 38,522	\$ 38,522	\$ 38,876
Breakeven tuition fee per credit per student	\$ 244	\$ 244	\$ 215
Tuition fees per student - Domestic	\$ 12,600	\$ 14,400	\$ 6,694
Block fund per student FTE	\$ 13,385	\$ 13,385	\$ 13,385

Revenue

Tuition revenue -Domestic	\$ 176,400	\$ 201,600	\$ 93,716
Tuition revenue - International	\$ 66,340	\$ 66,340	\$ 77,040
Block funding	\$ 374,778	\$ 374,778	\$ 374,778
Total revenue	\$ 617,518	\$ 642,718	\$ 545,534

Instructor

Salary (step 1)	\$ 216,844	\$ 216,844	\$ 219,555
Benefits (26%)	\$ 56,379	\$ 56,379	\$ 57,084
Total instructor costs	\$ 273,223	\$ 273,223	\$ 276,639

Support Staff

Salary	\$ 60,399	\$ 60,399	\$ 60,399
Benefits (30%)	\$ 18,120	\$ 18,120	\$ 18,120
Total support staff costs	\$ 78,519	\$ 78,519	\$ 78,519
Total labour cost	\$ 351,743	\$ 351,743	\$ 355,158

Operational costs

Operational Expenses	\$ 20,000	\$ 20,000	\$ 20,000
Total operational costs	\$ 20,000	\$ 20,000	\$ 20,000

Indirect student support

Indirect student support	\$ 244,607	\$ 244,607	\$ 246,854
Total indirect student support	\$ 244,607	\$ 244,607	\$ 246,854
Total expenditures	\$ 616,349	\$ 616,349	\$ 622,012



DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: June 30, 2021

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revisions to Bylaw G.2.0 Board Governance and
Rescind A.1.1. Board Meetings Policy and Procedures

BACKGROUND

The Governance Committee are recommending that A.1.1 Board Meetings Policy be rescinded. The procedures for board meetings is currently outlined in bylaw G.2.0 Board Governance, thus eliminating the need for a policy. This matter was posted for community feedback with no response.

The GC have also reviewed bylaw G.2.0 and are presenting revisions for approval. The primary changes are:

- Update Board Meetings section; add new appendix providing examples of topics for discussion under a new three meeting framework (Public, Closed & In Camera).
- Update roles
- Election processes

RECOMMENDATION:

THAT, on the recommendation of the Governance Committee, the Board of Governors rescind A.1.1 Board Meetings Policy and Procedures and approve revisions to Bylaw G.2.0 Board Governance, as presented.

ATTACHMENTS: APPENDIX A – A.1.1 Board Meetings Policy
APPENDIX B – Revisions G.2.0 Board Governance Bylaw (Tracked Copy)
APPENDIX C - Revisions G.2.0 Board Governance Bylaw (Clean Copy)

PREPARED BY: Deborah Lucas, Executive Assistant

APPENDIX A



Title: **Board Meetings Policy**
 Effective Date: **January 30, 1997**
 Date of Last Revision: **February 22, 2005**
 Policy Category: **Governance**
 Number: **A.1.1**

Board Meetings Policy

Purpose	To establish expectations and procedures for VCC Board meetings – <i>Public and In Camera</i> .
Policy	The Board will meet on a regular basis to conduct the business of the College, at intervals of not more than three months. A portion of the regularly scheduled meetings of the Board will normally be open to the public. A portion of the meetings may be closed, however, for items that must necessarily be dealt with in-camera.. To address the needs of all stakeholders, open meetings of the Board can offer potential benefits as an opportunity to: • Provide the community with balanced and objective information. • Ensure that public issues and concerns are recognized and understood. • Build trust through transparency in respect to VCC's goals, programs and services. • Hear public suggestions in respect to post secondary education. • Obtain independent feedback on critical issues.
Applies to	The VCC Board.
Procedures	1. General The Board meets on a scheduled basis, and at each meeting must address a lengthy agenda including the reports and recommendations from its several Committees, the President's Report, and other management presentations regarding important current and pending issues.

- i. The Board meetings proceed according to the principles of Roberts Rules of Order and VCC Guidelines for Debate (see Appendix B).
- ii. The Chairperson shall preside at all meetings of the College Board, or in the absence of the Chairperson, the Vice Chair presides. In the absence of both, some member of the Board appointed by the College Board shall preside.
- iii. Board members may question the appropriateness of any agenda item or suggest an additional item during the “Approval of the Agenda”.
- iv. No member of the College Board shall leave the College Board meeting before the close of the session without notifying the Chairperson.
- v. The Confidential Secretary to the Board will prepare a schedule of Board meetings at the beginning of each calendar year for the year and notifies the College community.
 - *Emergency meetings may be scheduled as required, but with as much notice as possible.*
 - At the discretion of the Chair, where an urgent matter of business requires a timely decision, Board meetings may be held by teleconference calls, provided that each member of the Board is so notified, and provided that a quorum participates in such meetings.
- vi. The Confidential Secretary to the Board will prepare a draft agenda for the Board Chair and President to develop.
- vii. The Confidential Secretary to the Board will prepare the agenda package approximately one week prior to the Board meeting.

2. Public Presence at Meetings of the Board

- i. Business conducted within Committees will not be open to the public. Public presence will be accommodated only during regular meetings of the Board as a whole, or at such other times as the Chair may choose to convene the meeting.
- ii. The Chair will arrange the agenda to separate general and routine business from issues that should properly be handled in-camera, including having reference to the provisions of the *Freedom of Information and Protection of Privacy (FOIPP) Act*.

- iii. The presence of the public does not make the meeting a public hearing. The purpose of the meeting is to conduct the business of the Board. At the discretion of the Board the Agenda for this portion of the meeting may include a “Public Forum” item or an item of similar name which provides an opportunity for the public to be heard.
- iv. Persons or groups wishing to make presentations to the Board are directed to contact the Executive Assistant to the Board.
- v. The Chair may decline to hear such presentations in circumstances where it is felt that the issues involved have already been identified and debated by the Board, or, where the presentation would be more appropriately made to a committee of the Board or to management. The Board may choose to establish an alternative opportunity to hear public input. E.g. constituency impact statements, public forums, etc.
- vi. Where presentations are to be heard by the Board, persons or groups scheduled to appear will be asked to provide advance written copy of their presentation so that the Board and management can study the issues to be raised.
- vii. Except when the agenda specifically provides for public involvement as intended in 2.iii, participation in the discussions of the Board will be limited to Board members, including the President, and management personnel as appropriate.
- viii. The Chair will manage any exchange with the audience and may re-direct questions to senior staff. Individual Board members will take an active part in response to the audience only at the specific request of the Chair.

3. In Camera

- i. All information provided at an in camera session shall remain confidential. Where in camera discussion leads to a general policy decision the Board may determine that the information be made public.
- ii. Minutes of the in-camera portion of the Board meeting will be separated from those of the regular meeting and are not subject to disclosure.

4. Policy Review

This policy will be reviewed annually by the Board to ensure that, in practice, it properly balances the requirements for, and benefits of, public access to the Board and the ability of the Board to deal efficiently with the full business agenda in the time normally set aside for Board meetings.

References

The College & Institute Act
Freedom of Information and Protection of Privacy Act

Replaces

Access of VCC Community to the Board Agenda Policy, A.1.3.
 Board – Minutes of the Meetings Policy, #1.1.2.3
 Board – Representation Policy, #1.1.2.2
 Board – In Camera Board Meetings Policy A.1.6

Revisions

January 28, 2003
 March 25, 2004
 February 22, 2005

APPENDIX A

VCC IN CAMERA BOARD MEETINGS

List of matters considered as confidential for in camera discussion include:

- Negotiations and matters pertaining to collective bargaining or terms of employment.
- Personnel issues.
- Discipline – students and employees.
- Purchase, lease, sale or exchange of real estate.
- Litigation – potential or actual, concerning the College.
- All matters arising out of the President's Terms of Employment, including hiring, evaluation, contract terms and terminations.
- Such other matters which in the opinion of the Board are confidential or sensitive.

APPENDIX B

**GUIDELINES FOR DEBATE
ON ITEMS FOR DECISION AT VCC BOARD MEETINGS**

1. No question shall be determined by the College Board unless upon motion of a member seconded by another member. No discussion shall be allowed until a motion is proposed and seconded.
2. At all meetings of the College Board all questions shall be decided upon by the majority of votes of the members present and voting, except motions to limit debate, postpone definitely, or withdrawal of a motion, which requires a 2/3 majority.
3. Every voting member of the College Board member present, except the Chairperson, shall vote unless excused by the College Board. The Chairperson has the same right to vote as the other members of the College Board but normally will only vote in the event of a tie to cast the deciding vote.
4. The Chairperson shall declare the result of all questions voted upon.
5. Members will state they are speaking in favour, against, to a point of order, to seek more information or clarification, or to propose a subsidiary motion(to lay on the table, to limit debate, refer to committee, amend, etc.) or an incidental motion (to remove from the table, to reconsider, rescind, etc.)
6. Members will confine their remarks to the merits of the motion.
7. Members will not attack another member's motives.
8. Members will address comments, questions, or subsequent motions to the Chairperson.
9. Members will debate items fully but will support the majority of members expression once the result of the vote has been declared by the Chairperson.
10. Members will not prolong the debate unnecessarily by restating previously established points of view.
11. Members who have spoken to a motion previously will respect the Chairperson's attempt to hear from all members prior to hearing from a member twice.
12. Members of the College Executive, constituency representatives or other visitors may respond to appropriate questions from the Board Chair.

1. Policy Sponsor Board Governance Committee

2. Approvals:

President _____ Date: _____

Education Council Chair _____ N/A _____ Date: _____

Operations Council Chair _____ N/A _____ Date: _____

Board Chair _____ Date: _____

3. Amendments

President _____ Date: _____

Education Council Chair _____ N/A _____ Date: _____

Operations Council Chair _____ N/A _____ Date: _____

Board Chair _____ Date: _____

4. Review Date

APPENDIX B
TRACKED DRAFT



BOARD GOVERNANCE BYLAW

VCC BYLAW:	G.2.0
APPROVED BY:	Board of Governors
APPROVED DATE:	February 7, 2018
AMENDMENT DATE:	

1. PURPOSE / RATIONALE

The purpose of this bylaw is to clarify the role and responsibilities of the Board of Governors (the Board) in policy governance and decision making at Vancouver Community College (VCC or the College).

2. SCOPE / LIMITS

- a) This bylaw applies to the College's Board of Governors.
- b) The powers of the Board of Governors are defined by the College and Institute Act (the Act) and other laws of general application.

3. PRINCIPLES

- a) The Board has final responsibility for establishing policy that describes the institutional goals and establishes accountabilities.
- b) The Board will establish policies and make decisions that will ensure the financial health of the College.
- c) The Board will establish policies that determine how the Board will govern itself ethically.
- d) The Board will establish policies with respect to our relationships with our corporate, governmental and other communities.
- e) These policy decisions are ends rather than means and describe the values, strategic goals and priorities of the College.
- f) The Board cannot delegate these authorities, and must make policy decisions based on what is in the best interest of the College.
- g) The Board will appoint a President who will be the Chief Executive Officer (CEO) and who will be responsible for advising the Board on College activity and for implementing the goals and policies established by the Board. The CEO will be responsible for establishing a structure that will meet the Board's goals.
- h) The Board will establish a regular schedule of meetings that will remain flexible and will establish the committees it considers necessary to assist in the work of the Board. The committees of the Board will have the power to advise and make recommendations to the Board.

4. **BOARD COMPOSITION**

As per the College & Institution Act [S.9 (1), the Board is composed as follows:

- a) eight or more persons appointed by the Lieutenant Governor in Council;
- b) four elected Members: one faculty representative; one support staff representative; and two student representatives;
- c) the President (Ex-officio); and
- d) the Chair of the Education Council (Ex-officio).

All Board Members appointed by the Government should be independent of VCC; that is, free from any relationship that might interfere with the exercise of their independent judgment as a Board Member.

Elected Board Members are eligible as per VCC's Election Rules.

Each Board Member has a duty to act in the best interests of the College as a whole.

5. **ROLES & RESPONSIBILITIES**

5.1 **Board Chair**

The role of the Chair of the Board is to provide leadership to the Board and to:

- a) Chair the regular, in camera, and special meetings of the Board.
- b) Act on behalf of the Board in liaison and linkage with the CEO.
- ~~c) Delegate or appoint Board members to Standing Committees, to the Foundation Board, to Educational Council.~~
- ~~d) c) Represent the Board at public events and College functions, or delegate.~~
- ~~e) d) Act as the official spokesperson for the Board.~~
- ~~f) e) Set the Board agenda.~~

5.2 **Vice Chair**

The Vice Chair will be an appointed Board Member, elected by the Board, for a one year term commencing from the date of election. The Vice Chair will assume the Chair's responsibilities in their absence and at the request of the Chair, support them with the responsibilities under 4.1.

5.2.3 **Members of the Board**

- ~~a) e) Attend all meetings of the Board, and give sufficient notice when attendance is not possible.~~
- ~~b) f) Serve on Board Standing Committees as requested.~~
- ~~c) g) Attend special College functions (e.g. Convocation) representing the Board as requested by the Board Chair.~~
- ~~d) h) Notify the Board Chair of any real, perceived or potential conflict of interest situations.~~
- ~~i) Notify the Board of any changes to eligibility to remain a member of the Board.~~
- ~~e) j) Ex-officio Board Members do not vote, but can present Motions for consideration.~~

5.35.4 President and Chief Executive Officer (CEO)

The role of the President and Chief Executive Officer is to provide leadership to the College, to represent the College within the community and to:

- a) Guide the development of policy options for the Board's consideration.
- b) Implement the policies of the Board.
- c) Develop an organizational structure and process that will enable the effective achievement of the Board's goals.
- d) Direct and guide the development of policy and procedures to manage the College.
- e) Subject to the direction of the Board, manage the property and assets of the College as its President and CEO, including the power to control and supervise access to and use of the property and those assets.
- f) And perform other duties as determined by the Board or as defined in the College and Institute Act.

5.45.5 Board Secretary

The Board Secretary will be an employee of VCC and shall be responsible directly to the Board and be responsible for the following duties:

- a) Preparing orders of business as directed by the Chair and/or Vice Chair; acting as Secretary as required at all meetings of the Board;
- ~~b)~~ Supervising the preparation of board meeting materials and minutes ~~of meetings~~;
- ~~b)c)~~ Drafting briefing notes as directed by the Board and the President.
- ~~c)d)~~ Maintaining a permanent record of the activities of the Board including minutes of -meetings of the Board and reports of any committee of the Board;
- ~~d)e)~~ Receiving, coordinating and directing communications between Board members and between the Board and any private, public or government agent or agency; and
- ~~e)f)~~ Carrying out such other duties as may be designated by the Board.

In the absence of the Secretary, the Chair and President shall name an Acting Secretary.

6. ELECTION OF THE CHAIR AND VICE-CHAIR

- a) The Board will annually elect a Chair and Vice-Chair. The College and Institute Act [S 9.1] states that the Chair must be elected from among the appointed Board members. The President will conduct the election of the Chair, who will then assume the position and conduct the election of remaining positions.
- ~~b)~~ The Chair and Vice-Chair will assume their position immediately upon the adjournment of the meeting.

~~b)7.~~ ELECTION OF BOARD STANDING COMMITTEE/MEMBER

- ~~a)~~ The board will annually elect Board Standing Committee members.
- ~~b)~~ Each committee will elect its Chair.
- ~~c)~~ The Board may also ~~Delegate or elect~~ Board members to Standing Committees, to the Foundation Board and, to Educational Council, as ex-officio members.

6.8. BOARD STANDING COMMITTEES

The Board shall establish Standing Committees as are necessary and advisable based on the recommendations of the Governance Committee.

The Board may from time to time establish task forces, advisory committees or other temporary working groups to address time limited projects.

The Board shall approve terms of reference for each of its Standing Committees which shall include, but shall not be limited to, the following:

- a) Finance and Audit Committee
- b) Governance Committee
- c) Human Resources Committee

Board Standing Committees meetings shall be held In Camera. All written materials and minutes from an In Camera meeting of a Board Standing Committee shall not be available for inspection by the public unless it has been released at a public session of a Board meeting.

Committee Chairs are responsible for:

- a) Working with the President or designate, to establish Committee meeting agendas;
- b) Chairing Committee meetings or when absent, designate a Chair; and
- c) Reporting back to the Board on Committee activities.

8.1 Finance and Audit Committee

The purpose of the Finance and Audit Committee is to assist the Board in fulfilling its obligations and oversight responsibilities relating to financial planning, the audit process, financial reporting, the system of corporate controls and risk management, and when required, to make recommendations to the full Board for approval.

~~8.2~~ Human Resources Committee

8.2 Human Resources Committee

~~8.3~~—The purpose of the Human Resources Committee is to assist the Board in fulfilling its obligations relating to VCC's human resources issues, including President's evaluation and compensation, succession planning and significant human resources policies.

8.48.3 Governance Committee

The purpose of the Governance Committee is to develop and recommend VCC's approach to good governance and VCC's governance framework, support and oversee Board member recruitment, and to lead processes to support and evaluate the effectiveness of the Board, Committees and individual Board members.

9. PROCESS FOR SEEKING ADVICE FROM EDUCATION COUNCIL

The Chair of Education Council will provide advice from Education Council to the Board of Governors, as determined by ~~Section 23 of~~ the College and Institute Act [S.23] “Advisory role of the Education Council.” Education Council establishes their own bylaws, which are accessible publicly on VCC.ca.

10. DEVELOPMENT OF GOVERNING POLICIES

10.1 Identification

While the Board does not delegate its responsibility for identifying and developing governing policies, it expects that the CEO and their staff (the “administration”) will exercise the initiative in identifying and developing a policy framework and policy statements (principles) for the Board’s consideration.

7-11. BOARD MEETINGS

- a) **Regular Meetings:** The College and Institute Act stipulates that the Board must hold a minimum of 4 regular meetings a year. The Board approves the annual meeting schedule in May.
- b) **Special Meetings:** Special Meetings may be called for the Board to address a particular matter. A minimum of 48 hours notice shall be given for a Special Meeting and if necessary, less notice, by majority decision of the Board.
- c) **Conduct of Board Meetings:** The Board meetings proceed according to the principles of Roberts Rules of Order. The Chairperson shall preside at all meetings of the College Board, or in the absence of the Chairperson, the Vice Chair presides. In the absence of both, some member of the Board appointed by the College Board shall preside.
- d) **Attendance:** The College and Institute Act stipulates an attendance requirement for members of the Board. (“Where a member of the board has not attended three consecutive regular meetings of the board, they shall no longer be a member of the board unless excused by a resolution of the board.” [S.59.7])
- e) **Quorum:** As stated in the College and Institute Act (“A majority of the members holding office constitute a quorum at a meeting of the board. [S.59.2])
- f) **Majority:** As stated in the College and Institute Act (“The affirmative votes of a majority present at the meeting at which a quorum is present are sufficient to pass a resolution of the board.” [s.59.3]).
- g) **Abstentions:** Abstentions have the effect of a negative vote (see majority above). If a member chooses to abstain, their abstention has the effect of casting a negative vote. Members who do not wish to affect a negative vote by their abstention, should absent themselves from the meeting during the vote.
- g)h) **Ex-officio Members:** Can present Motions for consideration, but do not have the right to a vote.
- h)i) **Non-Board Reports:** To be considered for inclusion with the agenda, reports must be received by the Board Chair 10 days before the Board meeting, c/o the Office of the Board. The Board Chair will determine if the report is appropriate for inclusion in the Board agenda. (This

includes union and association reports.)

h) Agenda Delivery to the Board: Agendas for the regular meetings of the Board of Governors will be forwarded to the Board no later than 5 days before the scheduled Board meeting.

i) Resource Staff: Administrative staff will be expected to attend and participate as required.

j) Status of Observers: The regular meeting of the Board will be open to the public. Observers may only be recognized at the discretion of the Chair. (Observers do not participate in the meeting of the Board unless invited to do so by the Board, through the Chair.)

k) Meeting Format: Board members are expected to attend a meetings in-person, however, in the event this is not possible, they may participate by means of conference telephone/video or other communication facilities by which all other participants in the meeting can communicate with each other. A Board member participating in accordance with this provision shall be deemed to be present at the meeting, shall be counted in the quorum, and shall be entitled to speak and vote at that meeting. As required, confidentiality must be maintained in the choice of location for these meetings.

l) Meeting Framework: Board business is managed by a 3 meeting framework: Open, Closed and In Camera:

Open: Board/VCC Management/Public: For non-confidential items.

Closed: Board/VCC Management: For confidential items, not appropriate for open session.

In Camera: Board only: Confidential matters

See Appendix A for examples of topics for discussion under board meeting framework.

8.12. BOARD EVALUATION

The Board Governance Committee will establish an evaluation process that will be completed by the Board annually. The purpose of a Board evaluation is to examine the Board's overall effectiveness, identify opportunities for improvement and to provide data that will assist with ongoing board orientation and governance related professional development.

9.13. BOARD ORIENTATION

The Board Governance Committee will establish an orientation program for new Board members and an annual orientation that includes participation by all Board members. Ongoing orientation and governance related professional development will be conducted throughout the year.

10.14. BOARD MEMBER LIABILITY

14.1 Exclusion of Liability

Under the College and Institute Act [\[S.64\]](#) Board Members are protected against actions for damages in respect of any act or failure to act in the course of their duties, excepting acts of bad faith.

~~Section 64 of the College and Institute Act provides:~~

A member of a board or a person acting under this Act is not personally liable for a loss or damage suffered by a person because of anything done or omitted to be done in good faith in the exercise of a power given by this Act.

14.2 Liability Agreement

Under the University, College and Institute Protection Program, Board Members are provided with liability coverage, covering legal liability of Board Members arising from wrongful acts provided they are made in good faith. More information about the coverage is available from the Chief Financial Officer.

~~11.15.~~ AMENDMENT OF BYLAWS

Bylaws may be amended by resolution at any meeting of the Board by a simple majority vote, provided that written notice of the proposed amendment has been distributed to Board members prior to the date of the meeting.

~~12.16.~~ RELATED LEGISLATION

[College and Institute Act](#)

~~13.17.~~ RELATED POLICIES & PROCEDURES

[Bylaw G.1.0 Board Conduct](#)

[Bylaw G.3.0 Board Honoraria and Expenses](#)

[Finance and Audit Committee Terms of Reference](#)

[Governance Committee Terms of Reference](#)

[Human Resources Committee Term of Reference](#)

[VCC Election Rules](#)

[Education Council Bylaw](#)

NEW APPENDIX

APPENDIX A – OPEN, CLOSED AND IN CAMERA MEETING FRAMEWORK

- Below is a guide to topics for discussion under this framework. This list does not restrict the Board from adding/removing items. If the Board deem necessary, they will move items from one meeting format to another.
- Board members and management would not participate in discussion for matters where there's a conflict of interest.

OPEN	CLOSED	IN CAMERA
PURPOSE: For discussion, information and approval of non-confidential items.	PURPOSE: For discussion, information and approval of confidential matters, not appropriate for the open session, at that time. To be communicated at a later open session.	PURPOSE: For discussion, information and approval of confidential matters.
ATTENDANCE: Board Members/VCC Management/Public	ATTENDANCE: Board Members/VCC Management	ATTENDANCE: Board Members only
MATTERS RELATING TO: - Operating & Capital budgets 5-Year Capital Plan - Institutional Accountability Plan & Report - Audited Financial Statements - Credentials (new, revised, discontinued, suspended) - Tuition & Fees (new & revised) - Policy (new & revised) - Board & Standing Committee elections - Other matters deemed non-confidential	MATTERS RELATING TO: - Strategic Planning - Procurement contracts - Confidential audit matters - Risk Management matters - Safety, security or protection of College property - Other matters deemed confidential or sensitive by the Board - Annual Sexual Violence & Misconduct Report - Other matters deemed appropriate for closed meeting.	MATTERS RELATING TO: - Litigation – potential or actual, concerning the College - Acquisitions & dispositions, lease, sale or exchange of Real Estate - Salaries, management performance, conditions of employment, labour relations, and collective bargaining - Personnel issues - Student, staff, employee suspension appeals - conflict of interest - President's evaluation, compensation & terms of employment. - Internal board governance matters e.g. Board evaluation - Other matters deemed confidential or sensitive by the Board

APPENDIX C**CLEAN DRAFT****BOARD GOVERNANCE BYLAW**

VCC BYLAW:	G.2.0
APPROVED BY:	Board of Governors
APPROVED DATE:	February 7, 2018
AMENDMENT DATE:	

1. PURPOSE / RATIONALE

The purpose of this bylaw is to clarify the role and responsibilities of the Board of Governors (the Board) in policy governance and decision making at Vancouver Community College (VCC or the College).

2. SCOPE / LIMITS

- a) This bylaw applies to the College's Board of Governors.
- b) The powers of the Board of Governors are defined by the College and Institute Act (the Act) and other laws of general application.

3. PRINCIPLES

- a) The Board has final responsibility for establishing policy that describes the institutional goals and establishes accountabilities.
- b) The Board will establish policies and make decisions that will ensure the financial health of the College.
- c) The Board will establish policies that determine how the Board will govern itself ethically.
- d) The Board will establish policies with respect to our relationships with our corporate, governmental and other communities.
- e) These policy decisions are ends rather than means and describe the values, strategic goals and priorities of the College.
- f) The Board cannot delegate these authorities, and must make policy decisions based on what is in the best interest of the College.
- g) The Board will appoint a President who will be the Chief Executive Officer (CEO) and who will be responsible for advising the Board on College activity and for implementing the goals and policies established by the Board. The CEO will be responsible for establishing a structure that will meet the Board's goals.
- h) The Board will establish a regular schedule of meetings that will remain flexible and will establish the committees it considers necessary to assist in the work of the Board. The committees of the Board will have the power to advise and make recommendations to the Board.

4. BOARD COMPOSITION

As per the College & Institution Act [S.9 (1), the Board is composed as follows:

- a) eight or more persons appointed by the Lieutenant Governor in Council;
- b) four elected Members: one faculty representative; one support staff representative; and two student representatives;
- c) the President (Ex-officio); and
- d) the Chair of the Education Council (Ex-officio).

All Board Members appointed by the Government should be independent of VCC; that is, free from any relationship that might interfere with the exercise of their independent judgment as a Board Member.

Elected Board Members are eligible as per VCC's [Election Rules](#).

Each Board Member has a duty to act in the best interests of the College as a whole.

5. ROLES & RESPONSIBILITIES

5.1 Board Chair

The role of the Chair of the Board is to provide leadership to the Board and to:

- a) Chair the regular, in camera, and special meetings of the Board.
- b) Act on behalf of the Board in liaison and linkage with the CEO.
- c) Represent the Board at public events and College functions, or delegate.
- d) Act as the official spokesperson for the Board.
- e) Set the Board agenda.

5.2 Vice Chair

The Vice Chair will be an appointed Board Member, elected by the Board, for a one year term commencing from the date of election. The Vice Chair will assume the Chair's responsibilities in their absence and at the request of the Chair, support them with the responsibilities under 4.1.

5.3 Members of the Board

- e) Attend all meetings of the Board, and give sufficient notice when attendance is not possible.
- f) Serve on Board Standing Committees as requested.
- g) Attend special College functions (e.g. Convocation) representing the Board as requested by the Board Chair.
- h) Notify the Board Chair of any real, perceived or potential conflict of interest situations.
- i) Notify the Board of any changes to eligibility to remain a member of the Board.
- j) Ex-officio Board Members do not vote, but can present Motions for consideration.

5.4 President and Chief Executive Officer (CEO)

The role of the President and Chief Executive Officer is to provide leadership to the College, to represent the College within the community and to:

- a) Guide the development of policy options for the Board's consideration.
- b) Implement the policies of the Board.
- c) Develop an organizational structure and process that will enable the effective achievement of the Board's goals.
- d) Direct and guide the development of policy and procedures to manage the College.
- e) Subject to the direction of the Board, manage the property and assets of the College as its President and CEO, including the power to control and supervise access to and use of the property and those assets.
- f) And perform other duties as determined by the Board or as defined in the College and Institute Act.

5.5 Board Secretary

The Board Secretary will be an employee of VCC and shall be responsible directly to the Board and be responsible for the following duties:

- a) Preparing orders of business as directed by the Chair and/or Vice Chair; acting as Secretary as required at all meetings of the Board;
- b) Supervising the preparation of board meeting materials and minutes;
- c) Drafting briefing notes as directed by the Board and the President.
- d) Maintaining a permanent record of the activities of the Board including minutes of meetings of the Board and reports of any committee of the Board;
- e) Receiving, coordinating and directing communications between Board members and between the Board and any private, public or government agent or agency; and
- f) Carrying out such other duties as may be designated by the Board.

In the absence of the Secretary, the Chair and President shall name an Acting Secretary.

6. ELECTION OF THE CHAIR AND VICE-CHAIR

- a) The Board will annually elect a Chair and Vice-Chair. The College and Institute Act [S 9.1] states that the Chair must be elected from among the appointed Board members. The President will conduct the election of the Chair, who will then assume the position and conduct the election of remaining positions.
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- b) Governance Committee
- c) Human Resources Committee

Board Standing Committees meetings shall be held In Camera. All written materials and minutes from an In Camera meeting of a Board Standing Committee shall not be available for inspection by the public unless it has been released at a public session of a Board meeting.

Committee Chairs are responsible for:

- a) Working with the President or designate, to establish Committee meeting agendas;
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- c) Reporting back to the Board on Committee activities.

8.1 Finance and Audit Committee

The purpose of the Finance and Audit Committee is to assist the Board in fulfilling its obligations and oversight responsibilities relating to financial planning, the audit process, financial reporting, the system of corporate controls and risk management, and when required, to make recommendations to the full Board for approval.

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The purpose of the Human Resources Committee is to assist the Board in fulfilling its obligations relating to VCC's human resources issues, including President's evaluation and compensation, succession planning and significant human resources policies.

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The purpose of the Governance Committee is to develop and recommend VCC's approach to good governance and VCC's governance framework, support and oversee Board member recruitment, and to lead processes to support and evaluate the effectiveness of the Board, Committees and individual Board members.

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- c) **Conduct of Board Meetings:** The Board meetings proceed according to the principles of Roberts Rules of Order. The Chairperson shall preside at all meetings of the College Board, or in the absence of the Chairperson, the Vice Chair presides. In the absence of both, some member of the Board appointed by the College Board shall preside.
- d) **Attendance:** The College and Institute Act stipulates an attendance requirement for members of the Board. ("Where a member of the board has not attended three consecutive regular meetings of the board, they shall no longer be a member of the board unless excused by a resolution of the board." [S.59.7])
- e) **Quorum:** As stated in the College and Institute Act ("A majority of the members holding office constitute a quorum at a meeting of the board. [S.59.2])
- f) **Majority:** As stated in the College and Institute Act ("The affirmative votes of a majority present at the meeting at which a quorum is present are sufficient to pass a resolution of the board." [s.59.3]).
- g) **Abstentions:** Abstentions have the effect of a negative vote (see majority above). If a member chooses to abstain, their abstention has the effect of casting a negative vote. Members who do not wish to affect a negative vote by their abstention, should absent themselves from the meeting during the vote.
- h) **Ex-officio Members:** Can present Motions for consideration, but do not have the right to a vote.
- i) **Non-Board Reports:** To be considered for inclusion with the agenda, reports must be received by the Board Chair 10 days before the Board meeting, c/o the Office of the Board. The Board Chair will determine if the report is appropriate for inclusion in the Board agenda. (This

includes union and association reports.)

- j) **Agenda Delivery to the Board:** Agendas for the regular meetings of the Board of Governors will be forwarded to the Board no later than 5 days before the scheduled Board meeting.
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- l) **Status of Observers:** The regular meeting of the Board will be open to the public. Observers may only be recognized at the discretion of the Chair. (Observers do not participate in the meeting of the Board unless invited to do so by the Board, through the Chair.)
- m) **Meeting Format:** Board members are expected to attend a meetings in-person, however, in the event this is not possible, they may participate by means of conference telephone/video or other communication facilities by which all other participants in the meeting can communicate with each other. A Board member participating in accordance with this provision shall be deemed to be present at the meeting, shall be counted in the quorum, and shall be entitled to speak and vote at that meeting. As required, confidentiality must be maintained in the choice of location for these meetings.
- n) **Meeting Framework:** Board business is managed by a 3 meeting framework: Open, Closed and In Camera:

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See Appendix A for examples of topics for discussion under board meeting framework.

12. BOARD EVALUATION

The Board Governance Committee will establish an evaluation process that will be completed by the Board annually. The purpose of a Board evaluation is to examine the Board's overall effectiveness, identify opportunities for improvement and to provide data that will assist with ongoing board orientation and governance related professional development.

13. BOARD ORIENTATION

The Board Governance Committee will establish an orientation program for new Board members and an annual orientation that includes participation by all Board members. Ongoing orientation and governance related professional development will be conducted throughout the year.

14. BOARD MEMBER LIABILITY

14.1 Exclusion of Liability

Under the College and Institute Act [S.64] Board Members are protected against actions for damages in respect of any act or failure to act in the course of their duties, excepting acts of bad faith.

A member of a board or a person acting under this Act is not personally liable for a loss or damage suffered by a person because of anything done or omitted to be done in good faith in the exercise of a power given by this Act.

14.2 Liability Agreement

Under the University, College and Institute Protection Program, Board Members are provided with liability coverage, covering legal liability of Board Members arising from wrongful acts provided they are made in good faith. More information about the coverage is available from the Chief Financial Officer.

15. AMENDMENT OF BYLAWS

Bylaws may be amended by resolution at any meeting of the Board by a simple majority vote, provided that written notice of the proposed amendment has been distributed to Board members prior to the date of the meeting.

16. RELATED LEGISLATION

[College and Institute Act](#)

17. RELATED POLICIES & PROCEDURES

[Bylaw G.1.0 Board Conduct](#)

[Bylaw G.3.0 Board Honoraria and Expenses](#)

[Finance and Audit Committee Terms of Reference](#)

[Governance Committee Terms of Reference](#)

[Human Resources Committee Term of Reference](#)

[VCC Election Rules](#)

[Education Council Bylaw](#)

APPENDIX A – OPEN, CLOSED AND IN CAMERA MEETING FRAMEWORK

- Below is a guide to topics for discussion under this framework. This list does not restrict the Board from adding/removing items. If the Board deem necessary, they will move items from one meeting format to another.
- Board members and management would not participate in discussion for matters where there's a conflict of interest.

OPEN	CLOSED	IN CAMERA
PURPOSE: For discussion, information and approval of non-confidential items.	PURPOSE: For discussion, information and approval of confidential matters, not appropriate for the open session, at that time. To be communicated at a later open session.	PURPOSE: For discussion, information and approval of confidential matters.
ATTENDANCE: Board Members/VCC Management/Public	ATTENDANCE: Board Members/VCC Management	ATTENDANCE: Board Members only
MATTERS RELATING TO: - Operating & Capital budgets 5-Year Capital Plan - Institutional Accountability Plan & Report - Audited Financial Statements - Credentials (new, revised, discontinued, suspended) - Tuition & Fees (new & revised) - Policy (new & revised) - Board & Standing Committee elections - Other matters deemed non-confidential	MATTERS RELATING TO: - Strategic Planning - Procurement contracts - Confidential audit matters - Risk Management matters - Safety, security or protection of College property - Other matters deemed confidential or sensitive by the Board - Annual Sexual Violence & Misconduct Report - Other matters deemed appropriate for closed meeting.	MATTERS RELATING TO: - Litigation – potential or actual, concerning the College - Acquisitions & dispositions, lease, sale or exchange of Real Estate - Salaries, management performance, conditions of employment, labour relations, and collective bargaining - Personnel issues - Student, staff, employee suspension appeals - conflict of interest - President's evaluation, compensation & terms of employment. - Internal board governance matters e.g. Board evaluation - Other matters deemed confidential or sensitive by the Board



DECISION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting
DATE: June 30, 2021
ISSUE: **RECOMMENDATION FOR APPROVAL:**
 VCC Strategic Innovation Plan 2022-2025

BACKGROUND:

Refreshing of VCC's 2019 Strategic Innovation Plan (SIP) was initiated in October 2020 to:

- respond to historic and ongoing fiscal challenges with a financial renewability strategy through systems innovation and digital transformation
- advance VCC's Campus Master Plan and stewardship plan for current assets
- action our commitment to justice, equity, diversity & inclusion (JEDI) and indigenization, through decolonization and reconciliation
- incorporate safety and wellness in student experience and work culture
- implement green and climate emergency initiatives for environmental justice
- align our institutional priorities and plans with sectoral trends and government mandates

DISCUSSION:

In the next decade, VCC is committed to transforming into an innovate centre of learning. To bring our vision to life, we will work together to deliver bold new initiatives founded on our history, guided by our values, informed by emerging trends, and empowered by financial readiness. We will be leveraging new approaches and business models to respond to the diverse and evolving learner, community, and industry needs.

VCC's refreshed Strategic Innovation Plan (SIP) for 2022-25 will:

- reimagine our programs and services
- innovate our physical and virtual campus spaces, systems and technologies
- support our people and transform our culture
- realize strategic opportunities and expand reciprocal partnerships
- create a fiscally sustainable future

SIP 2022-25 will position VCC to continue our legacy of educational and operational excellence and socioeconomic contributions that shapes our communities and region.

RECOMMENDATION:

THAT, on the recommendation of the President, the Board of Governors approve the VCC Strategic Innovation Plan 2022-25.

ATTACHMENTS: APPENDIX A - PDF of the Strategic Innovation Plan 2022-2025

PREPARED BY: Ajay Patel, VCC President & CEO
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A NEW DECADE OF INNOVATION

VANCOUVER
COMMUNITY
COLLEGE



VCC STRATEGIC INNOVATION PLAN
2022-2025

Indigenization at VCC

VCC acknowledges that we teach and learn on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Skwxwú7mesh (Squamish), and səliłwətaʔ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial. We further recognize our responsibility to the broader connections we have with the Indigenous lands, peoples, and cultures at and beyond our campuses.

Guided by the Truth and Reconciliation Calls to Action, and British Columbia's adoption of the United Nations Declaration on the Rights of Indigenous Peoples, VCC will prioritize meaningful and sustained action to decolonize our programs, space, people, and culture. At the very heart of this work will be a dedicated effort to transform our personal attitudes and collective practices.

This vision and commitment to reconciliation have been foundational in the development of VCC's Strategic Innovation Plan, and are paramount to its accountability and success.

NEW DECADE

VCC is committed to transforming into an innovative centre of learning in the next 10 years.

To bring our vision to life, we are working together to deliver bold new initiatives guided by our values and empowered by financial readiness.

We are open to new approaches and business models for the diverse and changing learner, community, and industry needs.

The **Strategic Innovation Plan** (SIP) will reimagine our programs and services; transform our physical and virtual campuses; support our people and culture; realize strategic partnerships and opportunities; and create a fiscally sustainable future.

VCC will be positioned to continue our legacy of educational and operational excellence and socioeconomic contributions that shapes our communities and region.

“The vision put forth in this Strategic Innovation Plan will chart VCC’s path to being the first choice in innovative, experiential learning for life.”

Ajay Patel, President & CEO



What we value

Strategic Innovation Plan is guided by VCC's Values

Reconciliation & Diversity

We respect and celebrate our differences, and are committed to the work of decolonization and inclusivity for all.

Excellence

We strive to deliver the highest educational quality, student support, and college operations that are responsive, relevant, and innovative.

Student Success

We create an accessible environment where students can build skills, develop attributes, and gain experience in the classroom, community, and employer for success.

Stewardship

We are responsible for the resources entrusted to us and are focused on working in the best interest of the college community as a whole.

How we will do it

VCC has identified five strategic priorities for our innovation plan:

**Academic
Innovation**

**Campuses
of the Future**

**Operational
Excellence**

**VCC
Vision & Values**

**Empowered People
& Inclusive Culture**

Engaged Communities



ACADEMIC INNOVATION

Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and employer needs

**Indigenization by
Decolonization &
Reconciliation (I=D+R)**

Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.

**Justice, Equity, Diversity
& Inclusion (d/JEDI)**

Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being.

Student Experience

Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centred approach.

Educational Delivery

Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.

Fiscal Sustainability

Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.

CAMPUSES OF THE FUTURE

Design spaces and infrastructures optimized for all learner and employee success and wellbeing

Indigenization by Decolonization & Reconciliation (I=D+R)

Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning.

Justice, Equity, Diversity & Inclusion (d/JEDI)

Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.

Campus Plans

Advance the Campus Master Plan and develop a strategic campus stewardship plan for our current facilities.

Environment

Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.

Technology

Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.

OPERATIONAL EXCELLENCE

Advance system integration, risk management, and fiscal responsibility through capacity building and digital transformation

Indigenization by Decolonization & Reconciliation (I=D+R)

Review College policies and procedures through the lens of decolonization and reconciliation.

Justice, Equity, Diversity & Inclusion (d/JEDI)

Renew operational practices and languages for greater access, equity, and inclusion.

Risk Register

Identify formalized strategies and processes to mitigate institutional risk.

System Innovation

Advance system integration, access, and user experience through digital transformation across the institution.

Financial Stewardship

Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.

EMPOWERED PEOPLE INCLUSIVE CULTURE

Cultivate innovative and accessible people services committed to inclusion, wellness, and development for all employees

Indigenization by Decolonization & Reconciliation (I=D+R)

Review and reimagine People Services through the lens of decolonization and reconciliation.

Justice, Equity, Diversity & Inclusion (d/JEDI)

Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.

Rights & Responsibilities

Build a respectful and safe work environment that is free from harassment and discrimination for all employees.

Mental Health & Well-being

Promote employee well-being by embedding all aspects of health into work culture.

People Development

Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.

ENGAGED COMMUNITIES

Foster meaningful relationships and strategic partnerships that expand opportunities, community impact, and industry recognition

Indigenization by Decolonization & Reconciliation (I=D+R)

Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities.

Justice, Equity, Diversity & Inclusion (d/JEDI)

Engage equity-deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.

Brand

Build a strong college presence through a strategic brand and communications plan that engages new opportunities.

Foundation & Alumni

Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.

Partnerships

Grow external partnerships and associations that increase our community impact and industry recognition.

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