



Vancouver Community College Board of Governors Public Meeting Agenda

June 29, 2022, 5:30 p.m.

Board Members (In-person Broadway A, Room 5025)

Other participants (Zoom):

<https://vcc.zoom.us/j/64397010942?pwd=YWFYcWNGNXFITm5qdFBRSGRZRmVOdz09>

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)
Jeffrey Yu (Chair, FAC)
Mahin Rashid (Chair, Governance)
Karen Brooke
Ladan Sahraei
Nadia Belokopitov
Paul Yeung
Seung Oh
Shobha Rajagopalan
Sue Hammell (**Zoom**)

Staff Resources

David Wells VP, Academic & Applied Research
Ian Humphreys VP, Admin & International Dev.
Kate Dickerson VP, People Services
Jane Shin VP, Students & Community Dev.
Elmer Wansink AVP, IT & CIO
Clayton Munro AVP, Student & Enrolment Services
Tannis Morgan AVP, Academic Innovation REGRETS
Jamie Choi ED, Finance & CFO
Karen Wilson ED, Marketing & Communications
Deborah Lucas EA, Board of Governors
Lisz Keallen ASL Interpreter
Vanessa Coley-Donohue ASL Interpreter

Ex-Officio

Ajay Patel President & CEO
Natasha Mandryk 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/ A. Patel	7 min		
2.	APPROVAL OF AGENDA/CONSENT AGENDA	Decision	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>					
	2.1 Minutes: May 25, 2022, Public Meeting				✓	3
	2.2 2023 Board Meeting Schedule				✓	8
	2.3 News & Events				✓	9
	2.4 VCCFA Report				✓	12
3.	ACTION TRACKER:	Info	J. Hartman	1 min		
	No items					

Item	Topic	Action	Speaker	Time	Attach	Page
4.	CONSTITUENCY GROUP REPORTS					
4.1	CUPE Local 4627	Info	Constituency Reps	5 min		
4.2	SUVCC			5 min		
4.3	VCCFA			5 min	✓	12
5.	EDUCATION COUNCIL REPORT		N. Mandryk	15 min		
5.1	Chair's Report	Info			✓	14
5.2	Credential: Hospitality Management Post-Degree Diploma (International Cohort)	Decision			✓	33
5.3	Credential: Building Service Manager Certificate w/Short Certificate option	Decision			✓	40
5.4	Academic Plan 2022-25	Decision			✓	51
6.	FINANCE AND AUDIT COMMITTEE REPORT		J. Yu	15 min		
6.1	Chair's Report	Info				
6.2	Tuition: Hospitality Management Post-Degree Diploma (International Cohort)	Decision			✓	115
6.3	Tuition: Bulding Service Manager Certificate w/Short Certificate option	Decision			✓	117
6.4	Five-Year Capital Plan - 2023/24 to 2027/28	Decision			✓	120
7.	GOVERNANCE COMMITTEE REPORT					
7.1	Chair's Report	Info	M. Rashid	5 min		
8.	HUMAN RESOURCES COMMITTEE REPORT					
8.1	Chair's Report	Info	J. Hartman	5 min		
9.	NEW BUSINESS					
	As required & approved under Item 2.	Info	J. Hartman	5 min		
10.	NEXT MEETING & ADJOURNMENT					
	Next regular meeting is Sept 28, 2022	Info	J. Hartman	1 min		



VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS

DRAFT PUBLIC MEETING MINUTES

May 25, 2022

5:30 p.m. Room 5025, Broadway Campus & Zoom

ATTENDANCE

Board Members	Staff Resources
Joey Hartman (Chair, Board/HRC)	David Wells VP, Academic & Applied Research
Libby Davies (Vice Chair)	Ian Humphreys VP, Admin & International Dev.
Jeffrey Yu (Chair, FAC)	Kate Dickerson VP, People Services
Mahin Rashid (Chair, Governance) REGRETS	Jane Shin VP, Students & Community Dev.
Karen Brooke	Elmer Wansink AVP, IT & CIO
Ladan Sahraei	Clayton Munro AVP, Student & Enrolment Services
Nadia Belokopitov	Tannis Morgan AVP, Academic Innovation REGRETS
Paul Yeung (Zoom)	Jamie Choi ED, Finance & CFO
Seung Oh (Zoom)	Karen Wilson ED, Marketing & Communications
Shobha Rajagopalan	Deborah Lucas EA, Board of Governors
Sue Hammell (Zoom)	Lisz Keallen ASL Interpreter
	Joy Allan ASL Interpreter
Ex-Officio	Guests
Ajay Patel President & CEO	Taryn Thomson President, VCCFA
Natasha Mandryk Chair, Education Council	Sarah Kay Asst. Dept. Leader, EAL
	Chris Joyce President, CUPE Local 4627 REGRETS
	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

- The meeting was called to order at 5:33 p.m., P. Yeung presented the land acknowledgement and J. Hartman followed with opening remarks.
 - Acknowledging the tragic mass shooting at a school in Uvalde, Texas, the continued findings of burial sites at residential school locations and the impact of the Ukraine war, it's important to remember that coming together, as they do as a Board, allows opportunity for positive change, in the spirit of moving forward.
 - Board member, Jeffrey Yu, was congratulated for being a finalist for the Top 75 Immigrant Canadian Awards. Vice Chair, Libby Davies, was also congratulated for her YWCA Women of Distinction Award nomination. The ceremony to announce the winner is on May 26.
 - Wished luck to students from VCC's hairstyling, culinary & auto programs, who are competing in the Skills Canada National Competition 2022 at Vancouver Convention Centre on May 26-27. They brought home medals from the provincials, which advanced them to the nationals.
- Ajay Patel presented opening remarks:
 - Commended the marketing team, student services and faculty for hosting another successful "virtual" Experience VCC, where individuals were able to browse over 140+ programs, speak to an advisor, learn about student services, and talk to instructors about programs of interest.

- Acknowledged VCC’s Indigenous Education and Community Engagement (IECE) team, who participated in and hosted events throughout May to raise awareness of Indigenous culture and campaigns, including Red Dress Day, Moose Hide Day and the Three Sisters Planting Ceremony at the Broadway Campus gardens.
- A. Patel introduced VP, Ian Humphreys, for an update on the Campus Plan and the new Centre for Clean Energy, Auto and Innovation (CCEAI) building.
 - Between Apr 25-May 2, 2022 (aka Super Week One), consultations with internal stakeholders took place, tech evaluations of construction options were developed, and a Knowledge Keepers Workshop was held, which Chief Ian Campbell attended. At the workshop, old maps were used to show locations of Indigenous villages and ceremony sites. They talked about the skilled craft builders, local plants and animals, and legends and stories about portals to other dimensions. The group made connections to the new building and the Indigenous history of the area.
 - On May 18, 2022, a policy statement for the Broadway Plan was presented by City Council. It gave intent; to support the long-term expansion of VCC as a hub for learning and innovation, with a broader range of uses to serve the student population and larger community. Also, that development should meaningfully contribute to the “Cultural Ribbon” concept which acknowledges the history along this corridor in its landscape and artwork. It spoke to the consideration of a range of uses on the campus site, e.g., retail/service uses and affordable housing.
 - The week of Jun 20, 2022 (aka Super Week Two), consultations will continue, bringing forward the initial site plan and preliminary design information.

2. APPROVAL OF AGENDA AND CONSENT AGENDA.

MOTION: THAT the VCC Board of Governors approve the May 25, 2022, agenda, and approve/acknowledge receipt of the following items on the consent agenda:

- 2.1** Minutes: Mar 30, 2022, Public Board Meeting
- 2.2** Board Correspondence
- 2.3** News & Events

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

- No brought forward actions from Mar 30, 2022, Board of Governors Public Meeting.

4. CONSTITUENCY GROUP UPDATES

4.1 CUPE Local 4627

- No report.

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

- The SUVCC is working with the BC Federation of Students to submit a response to the funding review, through a VCC lens.
- S. Sullivan is moving on to another student union but will stay to onboard her replacement before leaving. J. Hartman thanked her for her dedication to the SUVCC and for her work with the Board.

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

- T. Thomson introduced Sarah Kay, English as an Additional Language (EAL) Assistant Department Leader, who addressed the Board on the matter of reduced course offerings in EAL and the impact on students and faculty. The department has been advocating for international cohorts and low barrier access to registration, including fast track processes for new students. It is their opinion that the College has systemic issues which need to be addressed, and they are questioning what other development funding or cost reduction strategies have been considered, e.g., community partnerships.
- Management emphasized the reduced offering were a result of declining student numbers. VCC does have capacity to accommodate students. Management agreed there are some long-standing challenges with registration, which can prolong the process. Also, EAL enrolment has declined across the sector. Until the funding process changes, Management is committed to advocating to government.
- The Board noted that the issue of registration has been raised before, and there are a few factors that make it complex to address. J. Hartman thanked T. Thomson and S. Kay for their presentation.

5. EDUCATION COUNCIL (EdCo)

5.1 Education Council Chair's Report

- Education Council's (EdCo) composition, as legislated by the College & Institute Act, does not include Indigenous representation, however, the Act provides an opportunity to add additional members in Section 15(3). EdCo directed its Executive to develop a detailed case for the proposal of adding up to three Indigenous seats on EdCo. It will incorporate consultation with Indigenous Education and Community Engagement department, community feedback, and a legal opinion.
- EdCo has concerns regarding providing advice on the Enrolment Plan. This is the result of being informed the of the reduction in EAL courses after their vote. N. Mandryk acknowledged that EdCo's decision is based on high-level data and does not consider the budget when providing advice on enrolment, however, they consider it important to be aware of significant program revisions at the time of consideration. EdCo are not amending their advice to the Board but will be looking at the Enrolment Plan consultation process with the view of improving communication and providing training on interpreting the Plan.

5.2 Academic Year 2022/2023, 2023/2024, and 2024/2025

- The Academic Year is developed to support the coordination of academic and campus activities and operation of the Registrar's Office. It includes public holidays and College closures, term dates, exam periods, and grade submission deadlines.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the Academic Year 2022/2023, 2023/2024, and 2024/2025
Moved, Seconded & CARRIED (Unanimously)

6. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

6.1 Chair's Report

- The Finance and Audit Committee (FAC) met on May 18, 2022. They received the Financial Performance for information (Item 6.2) and considered the 2021/22 Audited Financial Statements. (Item 6.3)
- The next meeting is Jun 15, 2022.

6.2 Financial Performance (for the Twelve Months ended Mar 31, 2022)

- The transfer of the Annacis Island Campus capital lease resulted in a recognized gain of \$1.3M as an extraordinary item in the financial statements and resulted in a “paper” surplus at year-end of \$6,531.
- Overall, both domestic and international tuition revenue increased, including programs Medical Device Reprocessing Technician, Business Management, Project Management, Hospitality and Early Childhood Care & Education. There are also revenue increases in contract training, parking, movie rentals and commercial services.
- Regarding the transfer of funds to the VCC Foundation for purpose of campus development, it was noted that a robust fundraising campaign will be established to raise the funds to complete the projects.

6.3 2021/22 Audited Financial Statements

- External auditors KPMG have conducted this year’s audit of VCC’s accounts and transactions. It is the second year of a 5-year contract with KPMG for this service. The 2021/22 Financial Statements satisfy the audit requirements, under the College and Institute Act. The statements were approved by FAC for recommendation to the Board.
- VCC’s finance team, under Jamie Choi’s leadership, was commended for their support. It was a collaborative approach, made easier this year with the audit conducted on-site. Last year the team had the challenge of conducting the audit under remote working conditions.

MOTION: That, on the recommendation of the Finance and Audit committee, the Board of Governors approve the 2021/22 Audited Financial Statements.
Moved, Seconded & CARRIED (Unanimously)

7. GOVERNANCE COMMITTEE (GC) REPORT

7.1 Chair’s Report

- The Governance Committee (GC) have conducted the annual Board Evaluation and met on Apr 27, 2022, to discuss the results. The committee’s recommendations have since been approved by the Board. The committee will next meet on Jun 3, 2022, to discuss how to progress them.

8. HUMAN RESOURCES COMMITTEE (HRC) REPORT

8.1 Chair’s Report

- The Human Resources Committee (HRC) met on May 16, 2022. They considered and subsequently approved the annual Executive Compensation Disclosure Statement for submission to the Public Sectors Employers’ Council (PSEC). The statement reports the compensation for the President and the next five highest ranking/paid executive positions with an annualized base salary of \$125,000 or greater during the 2021/2022 fiscal year. Upon PSEC’s direction, it’s posted publicly on VCC.ca. All PSI’s statements are located on PSEC’s website.
- The HRC will meet before the fall to conduct the 6-month review of the president’s objectives.

9. NEW BUSINESS

9.1 2022/23 Government Mandate Letter

- The 2022/23 Mandate Letter letter builds on expectations outlined in the 2021/22 Mandate Letter.
- Mandate Letters for public sector organizations, including postsecondary institutions, are now being issued once per government term. As such, the 2021/22 PSI Mandate Letter remains in effect.

Instead of receiving a new Mandate Letter each year, the Ministry may provide institutions with an interim letter, such as the one in the board package to build on and/or clarify priorities and expectations in the existing Mandate Letter.

- The Board Chair is required to sign the Mandate Letter upon resolution of the Board, thus, acknowledging the Board's understanding of the priorities and expectations.

MOTION: THAT the Board of Governors understand the priorities and expectations set out in the 2022/23 Government Mandate Letter.

Moved, Seconded & CARRIED (Unanimously)

9.2 Colleges & Institutes Canada (CiCan) Annual Conference

- N. Mandryk and A. Sahagun represented the Board of Governors at the 2022 CiCan annual conference in April. The theme was Navigating Anew. Overall, they found the presentations and workshop sessions informative. Topics of interest for presentations and discussion included ways in which countries can protect their economic status, accessible education, justice, equity, diversity and inclusion (JEDI) and mental health. The future of program delivery is moving in the direction of shorter programs, Artificial Intelligence, continuing hybrid learning.

10. NEXT MEETING & ADJOURNMENT

- The next regular Board of Governors Public Meeting is on Jun 29, 2022. With no further business, the meeting adjourned at 7:54 p.m.

APPROVED AT THE JUNE 29, 2022, PUBLIC BOARD MEETING

Joey Hartman

Chair, VCC Board of Governors



2023 Board of Governors Meeting Schedule

ACTION: For Board of Governors approval under the Consent Agenda.

Date & Time	Meeting
January 18	Human Resources Committee
January 25	Finance & Audit Committee
February 8	Board of Governors Public/Closed/In Camera
February 22	Governance Committee
March 15	Finance & Audit Committee
March 29	Board of Governors Public/Closed/In Camera
April 12	Human Resources Committee
April 26	Governance Committee
May 15	Human Resources Committee (Exec. Comp Disclosure Statement Approval Only)
May 17	Finance & Audit Committee
May 31	Board of Governors Public/Closed/In Camera
June 7	Governance Committee
June 14	Finance & Audit Committee
June 21	Human Resources Committee
June 28	Board of Governors Public/Closed/In Camera
September 20	Finance & Audit Committee
September 27	Board of Governors Public/Closed/In Camera
October 11	Governance Committee
October 25	Human Resources Committee
November 8	Finance & Audit Committee
November 22	Board of Governors Public/Closed/In Camera
November 29	Governance Committee
December 6	Finance & Audit Committee
December 13	Human Resources Committee

- Public Board Meeting Time & Location:**
 5:30 – 7:30 p.m. (Confirmation of format/location will be posted on [VCC.ca](https://vcc.ca) as far in advance as possible.) Meetings are currently held in person for board members and by Zoom for public and guests.
- Standing Committees: Finance & Audit (FAC), Governance (GC) & Human Resources (HRC)**
 Standing Committee meetings are not public meetings. Staff resources may be asked to attend if they have an item to present. Meetings are currently held by Zoom. Governance: 5-6:30pm FAC: 5-7pm HRC: 4-6pm
- Matters for Board & Committee Consideration/Info:** Please inform the Board EA (dluca@vcc.ca), a minimum of 2 weeks in advance of meeting.



VCC NEWS AND EVENTS

May/June 2022

- VCC communications worked closely with the CBC to be a continuing voice in a new series called **Hire Calling**, which launched in May. The radio series explores the trends behind the labour shortage and the creative solutions that some businesses are adopting. [Listen to Dennis Innes](#), Dean, School of Hospitality, Food Studies and Applied Business, and recent VCC Culinary Arts graduates, *Seth Belsham*, and *Joy Rudder* discuss what grads are looking for in the job market. Stay tuned for more episodes featuring VCC.
- VCC's Partnership Development Office and the Vancouver School Board (VSB) District #39 were co-presented with the **Employer Partnership of the Year Award** in May, by the BC Career Development Association. The award was given to VCC and VSB in recognition of the close and sustainable partnership that led to positive employment outcomes.
- On May 25, thanks to a generous donation from **TD Friends of the Environment Foundation**, VCC hosted a Three Sisters Garden planting ceremony at the Broadway Campus. This Indigenous medicine garden is a sophisticated and sustainable system of companion gardening.
- On May 26, VCC Board of Governors, Vice-Chair **Libby Davies**, received a [39th Annual YWCA Women of Distinction Awards](#), in the non-profit leadership category. These annual awards honour extraordinary women leaders and businesses.
- On May 26, VCC hosted its annual **Mental Health and Well-being event**, this year titled *Connecting with Compassion and Empathy*. – over 70 students and staff attended on Zoom and more than 150 community members engaged via Facebook Live. The event also marked the [official release](#) of the college's Mental Health and Well-being Framework and signing of the Okanagan Charter.
- On May 26-27, VCC participated in **Skills Canada**. Hosted in Vancouver for the first time since 2013, eight VCC students placed in the top three of their categories in culinary, automotive trades, hair styling, and aesthetics.



Libby Davies and the VCC team at the YWCA Women of Distinction Awards gala.

- VCC hosted the **Jewellery Art and Design program opening gala and exhibition** on May 27 showcasing first and second year student's year-end collections. This year featured 26 unique collections available for public viewing at the Downtown campus from May 27-June 14.
- On June 3, VCC hosted its first in-person **Student Awards** ceremony in two years. A total of 208 awards were handed out to students from programs in health sciences, hospitality, automotive trades, continuing studies, and more. In addition, more than 40 donors attended including Rick Hatswell (alum and donor), President of Operations, Craftsman Group of Companies and representatives from Odlum Brown, Dilawri Group of Companies, Onni Group of Companies, Tapestry Seniors Centres, and many more.
- VCC hosted **Deaf Deaf World 2022** on June 4 at its Broadway Campus. Organized by faculty, staff, and students in the ASL and Deaf Studies program, the event brought together attendees of all ages, identities, and signing abilities to meet with local organizations and connect with each other in a fun and friendly setting.
- On June 20, VCC celebrated National Indigenous People's Month and day. Various [in-person activities](#) were held at the Broadway and Downtown campuses including cultural workshops, documentary film screenings, and performances.
- On June 21, VCC Indigenous Advisor, Jimmy Aitken shared his personal story and education journey as part of the video series ***My Perspectives, My Voice***, hosted by SIETAR BC. The [series](#) highlights the stories and perspectives of individuals who have traditionally been marginalised in society. Shantel Ivits, Department Head for Basic Education was featured in April speaking about being Transgender.



Student received their awards in-person for the first time since the pandemic began.

Government relations

- Central City Foundation and VCC co-hosted [Fair in the Square](#) on June 12. The annual event brings together people from various parts of the city to connect with our inner-city neighbours and with the non-profit agencies that are doing amazing work in the community. This year, the **Honorable Minister of Advanced Education and Skilled Training, Anne Kang**, visited the event, meeting with participants.
- Congratulations to VP Students and Community Development **Jane Shin** on being appointed on [ITA BC's Board of Directors](#). Jane will serve in this role until May 2023.



The Hon. Anne Kang with the VCC team at Fair in the Square.

VCC in the News, highlights

- **This 93-year-old restaurant chain is changing the way it recruits and keeps workers**, May 20, 2022, Caroline Chan, CBC. <https://www.cbc.ca/news/canada/british-columbia/hire-calling-white-spot-1.6453316>
- **VCC's dining options serve gourmet cuisine at an affordable price**, June 3, 2022, Georgia Straight. <https://www.straight.com/education/vccs-student-operated-dining-options-serve-gourmet-cuisine-at-an-affordable-price>
- **Delta Secondary student wins national baking competition**, June 6, 2022, Mark Booth, Delta Optimist. <https://www.delta-optimist.com/local-news/delta-secondary-student-wins-national-baking-competition-5436535>
- **Taking cues from nature**, June 2022, Natalie Bruckner, Award magazine, pp. 25-27. <http://digital.canadawide.com/i/1469378-june-2022/0?>

Upcoming events

- **Chef's Table pop-up kitchen**. JJ's Restaurant, Downtown Campus. A five-course gourmet menu prepared by VCC Culinary Arts students. [Reservations available throughout June.](#)
- **Convocation**, Queen Elizabeth Theatre, June 28. Celebrating graduating students at an in-person ceremony.
- **Vancouver International Jazz Fest**, venues throughout the Lower Mainland, June 24-July 3. Annual festival [features a talented roster](#) of VCC Music students, faculty, and alumni.

PREPARED BY: VCC Marketing & Communications
DATE: June 21, 2022

Thoughts on Cuts and the VCC identity and Developmental Students and the way forward

**Presented to the VCC Board of Governors, June 29 2022, on behalf of the VCCFA by
Taryn Thomson, VCCFA President**

College of Access

When Kathy Kinloch became president at VCC (2010), she started a process of strategic planning that was the most comprehensive and consultative that faculty here had ever experienced. What emerged from the process was a co-created identity towards which the VCC community felt ownership and pride: VCC was a College of Access.

Access is central to how we see ourselves as an institution and how we do our work in the classroom. It comes from a clear view of who our students are and where they come from. Our students are primarily non sequential learners who come to us with life experience. They have jobs and families. English is often not the first language spoken at home. They may travel to us from Abbotsford, Langley, or Delta. Often, they come in need of acquiring more skills (literacy, numeracy or others) before they are prepared to succeed in their program. They face barriers due to language, disabilities, socio-economic status, or ethnicity. At VCC we take everyone, we teach them, and we support them to move onto what is next. We are a college of access.

Welcome Centre Model

I come from CCA, an ABE department. We have long had a vision in ABE of viewing registration, advising, assessing, and financial aid as a “welcome centre.” A former department head talked about this idea often. “When a student comes in the doors of the college, they should be met by someone like me,” he would say, “someone friendly, curious, and someone who knows the college and its systems well.” That person, he would continue, would talk to the prospective student, get a sense of who they need to speak to next, and walk them to that department. It’s a hands on approach that is intended to reach the hard-to-reach student, the student who is nervous, who has had negative experiences with schools, and the student who may not have confidence or language skills to negotiate bureaucratic systems.

Of course, not all VCC students are developmental students. Would culinary, music, nursing, university transfer or automotive systems technician students suffer if our systems were more

welcoming, multilingual, open, patient, flexible, and accommodating? Of course not. A system that works well for the folks who need it most is a system that is good for the whole community. We all want to feel welcomed, included, and important. The welcome centre model is a good one for all of VCC. It is a good one for a College of Access.

Systems that Fit

We need flexible, responsive systems that react to student demand and need. It does not work to try and force a system on the student. For a college of access, our student onboarding systems are too often ignorant of the needs of our actual students. Here are a few concrete examples:

- Education Planner system relies on students having strong reading, writing, and computer skills to navigate and has early cut off dates (our students typically register late)
- Payment of fees due immediately upon registering is a burden for low income students
- Long waits on email inquiry's (particularly hard for those unused to navigating bureaucratic systems.)

We are participating in the Provincial Government's funding review, and we are seeking increased funding to support our developmental programming. And yet on Broadway and Pender, our very systems often work against that programming and those students. Instead of trying to puzzle students into ill-fitting shapes, why don't we become the institution that does things differently. Let's start with the needs of developmental students and build systems and processes that help them excel. Then we will have a truly inclusive college of access that works for all students.

My thanks to the members of the Board of Governors for their ears and their hard work this year. Wishing you a pleasant summer break.

Taryn Thomson

VCCFA President



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2022

ISSUE: Education Council Chair Report to Board of Governors

EDUCATION COUNCIL PLANNING DAY

Education Council held its biannual Planning Day on June 6. The council was fortunate to have C. Little, acting Associate Director in Indigenous Education & Indigenous Engagement, and Elder Jean Wasegijig lead a session around Indigenizing EdCo meeting practices.

The discussion revolved around the role of Elders; land acknowledgements; talking circles; land as pedagogy (considering where to hold meetings); and cleansing and smudging. The emphasis was on learning to understand and respect ceremony and the role of Elders in mentoring and teaching.

This conversation led into the second session, during which members discussed Strategic Innovation Plan (SIP) goals and explored potential priorities for Education Council—both for its own internal processes and for its role at the College overall. Themes included academic quality, empowerment, inclusivity, and communication and engagement with the College and wider community. The next step will be to develop an EdCo planning document with goals and questions based on this conversation. The EdCo Executive will work on a document for further discussion in the fall.

EDUCATION COUNCIL STUDENT MEMBERS

Student representative Poshak Sachdeva's term ended in April 2022 due to the completion of his studies. Jessica Yeung and Ishaan Saini have also graduated and are completing their EdCo terms in August 2022. Education Council would like to thank the outgoing members for their important contributions and bringing the student voice to the table. Education Council elections will be held in the fall.

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 2021 Annual Report is attached for the Board of Governors' review.

ATTACHMENT: APPENDIX A – 2021 Education Council Annual Report

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: June 16, 2022



VCC Education Council

ANNUAL REPORT

January 1 – December 31, 2021

2021 HIGHLIGHTS

- COVID-19 Pandemic Response and Planning for the Return to Campus
- Academic Plan 2021-2024
- Academic Year 2021/22, 2022/2023, and 2023/2024
- Enrolment Plan 2021/22
- Indigenization Framework Planning Process Consultations
- Mental Health and Well-Being Framework
- VCC Strategic Innovation Plan 2022–2025

PROPOSALS FOR NEW PROGRAMS

Education Council accepted the following concept papers for information:

- Applied Leadership and Management Certificate
- Asian Culinary Arts Level 2
- Hospitality Management Post-Degree Diploma
- Mechanical Engineering Technician Certificate
- Optician Diploma
- UI/UX Design Diploma & Web Design and Development (WDD) Diploma

PROGRAM/EDUCATIONAL SERVICE RENEWALS

Education Council received the following program and educational service renewal reports for information:

- Arbiter of Student Issues
- Dental Reception Coordinator Certificate

MEETINGS

Education Council met on the second Tuesday of each month, except for July and August. There were additional meetings in March and May.

2021 meeting dates:	January 12	February 9	March 9
	March 17	April 13	May 11
	May 19	June 8	September 14
	October 12	November 9	December 7

MEMBERSHIP

Chair: Elle Ting (to October); Todd Rowlatt (November–December)

Vice-Chair: Natasha Mandryk

Executive: Elle Ting (to October), Natasha Mandryk, Lucy Griffith, Todd Rowlatt

Faculty, Arts and Sciences	Natasha Mandryk	Nov 2020-Oct 2022
Faculty, Arts and Sciences	Shantel Ivits	Nov 2020-Oct 2022
Faculty, Health Sciences	Heidi Parisotto	Nov 2019-Oct 2021 Nov 2021-Oct 2022
Faculty, Health Sciences	Janita Schappert	Nov 2021-Oct 2023
Faculty, Hospitality, Food Studies & Applied Business	John Demeulemeester	Nov 2020-Oct 2022
Faculty, Transportation Trades and Technology	Lucy Griffith	Nov 2019-Oct 2021
Faculty, Trades, Technology & Design	Louise Dannhauer	Nov 2021-Oct 2023
Faculty, Library & Learning Centre	Todd Rowlatt	Nov 2019-Oct 2021 Nov 2021-Oct 2023
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design	Elle Ting	Nov 2019-Oct 2021
Faculty, Instructor Education; Centre for Teaching, Learning & Research	Lucy Griffith	Nov 2021
Faculty, Student Success	Blair McLean	Nov 2020-Sep 2021
	Vacant	Sep 2021-Oct 2022
Faculty, College-at-Large	Sarah Kay	Nov 2020-Oct 2022
Faculty, College-at-Large	Julie Gilbert	Mar 2020-Oct 2021
Registrar	Dave McMullen	Jan 2021-Dec 2021
Dean, School of Health Sciences	Jo-Ellen Zakoor	Jan 2021-Dec 2021
Dean, School of Trades, Technology & Design	Brett Griffiths	Jan 2021-Nov 2021
Associate Director, School of Trades, Technology & Design	Lucy Griffith	Dec 2021
Vice President, Academic & Research	David Wells	Jan 2021-Dec 2021
Student Broadway/ Annacis Island Campus	Julia Skye Summers	Nov 2020-Oct 2021
	Ishaan Saini	Nov 2021-Oct 2022
Student Broadway/ Annacis Island Campus	Marcus Ng	Nov 2020-Oct 2021 Nov 2021-Oct 2022
Student Downtown Campus	Natasha	Nov 2020-Oct 2021
	Jessica Yeung	Nov 2021-Oct 2022
Student Downtown Campus	Vacant	Nov 2020-Oct 2021
	Poshak Sachdeva	Nov 2021-Oct 2022
Support Staff, College-at-Large	Ali Oliver	Mar 2020-Oct 2021
	Vacant	Nov 2021-Oct 2023
Support Staff, College-at-Large	Shane McGowan	Mar 2020-Oct 2021
	Vacant	Nov 2021-Oct 2023
President & CEO	Ajay Patel	Ex officio

EDUCATION COUNCIL ELECTIONS

Education Council held its chair elections for this year at its December 2020 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2021:

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

A by-election was held at the October meeting due to the end of Elle Ting's term on EdCo; Todd Rowlatt was announced interim Chair of Education Council for the period of November and December 2021 (by acclamation).

A by-election was scheduled in Spring 2021 to fill a vacant student seat (Downtown Campus); there were no nominations.

The EdCo election rules were revised in August 2021; the following changes were made to the faculty seat distribution:

- Music and Dance were moved under Arts & Sciences.
- Trades, Technology and Design were combined.
- One College-at-Large seat was converted to a second Health Sciences seat (with a one-year term for the Fall 2021 election to stagger terms for these two seats).

EDCO PLANNING DAY & SPECIAL SESSIONS

As part of the College-wide Indigenization Readiness Assessment process, Education Council met with consultants Lindsay Heller and Robert Daum for a workshop on Indigenization in policy and governance on January 13.

The refreshed Strategic Innovation Plan was presented at a special EdCo meeting on May 19.

A half-day planning session was held on June 3. Interim Dean of Indigenous Initiatives Reba Noel and Elder John Sam led a Circle, following the discovery of 215 Tk'emlúps te Secwépemc First Nation children buried at a former Indian Residential School in Kamloops.

There was a presentation on the work of the Equity, Diversity & Inclusion Advisory Committee (EDIAC), followed by a discussion about blended delivery.

EdCo Planning Day on November 26 included presentations on Equity, Diversity, and Inclusion; the Mental Health and Well-being Framework; Universal Design for Learning; and pathways for delivery methods. In the afternoon, members of Curriculum Committee, Education Council, and Education Policy Committee participated in a session on Indigenizing curriculum facilitated by David Kirk, Indigenous Advisor at Capilano University.

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 stop 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 Provisional Approval of New Programs Ad Hoc Committee for the Electronics Repair Technology Diploma program continued to meet. One new program (Optician Diploma) was approved under the provisional approval process.

In 2021, Curriculum Committee approved 22 proposals and recommended 28 proposals to Education Council.

Approved by Curriculum Committee:

School of Arts & Sciences

- Revisions to the Associate of Science Degree program content guide
- Updates to MATH 1120 Discrete Mathematics 1
- Update to course MUSC 1255 Class Piano 2 to include PLAR
- Updates to course pre-requisites for BIOL 1100 Biology 1 and BIOL 1200 Biology 2

Centre for Continuing Studies

- Updates to the Medical Device Reprocessing Technician Certificate program content guide

School of Hospitality, Food Studies & Applied Business

- Deactivation of replaced programs: Administrative Professional 1 & 2 Certificates
- Updates to the course sequence in the Administrative Professional Certificate program content guide
- Minor revisions to the Baking and Pastry Arts - Artisan Baking Certificate and Baking and Pastry Arts - Pastry Certificate program content guides, and updates to five course outlines
- Updates to the Culinary Arts Diploma program content guide

School of Health Sciences

- Updates to the Certified Dental Assisting Certificate (distance) program content guide
- Updates to the Practical Nursing and Access to Practical Nursing Diploma program content guides

School of Instructor Education

- Updates to the list of elective courses in the Provincial Instructor Diploma program content guide
- Update to course PIDP 3220 Delivery of Instruction to include PLAR

School of Trades, Technology & Design

- Deactivation of the replaced Jewellery Art and Design Diploma program
- Updates to course DRFT 1294 Connection & Layout Geometry

- Updates to the Steel Construction Modelling Technician Certificate program content guide
- Updates to the Graphic Design Diploma program content guide

Course Deactivations:

- 72 courses were deactivated; see Appendix B for a complete listing

Approved by Education Council and/or Board of Governors:

- COVID-19 Pandemic Response:
 - Extending the use of the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions to the 2022 Spring term (inclusive). Minimum Duolingo scores for base programs and Pathways courses were revised in December 2021, and the use of Duolingo extended to any programs starting before or during the January–April 2023 term.
 - Extension of the alternative curriculum change process approved on May 12, 2020, for Fall 2021 and Winter 2022 programming (until the end of March 2022); see Appendix A.
- VCC Quality Assurance Process for Externally Accredited or Reviewed Programs

Affiliation Agreements:

- Affiliation Agreement between VCC and Stenberg College International (SCI) regarding the Optician Diploma Program at VCC

New Programs:

- Asian Culinary Arts Advanced Certificate (pending Board approval)
- Automotive Collision and Refinishing Foundation Certificate & Automotive Collision and Refinishing Foundation Certificate (E-pprentice)
- Health Care Assistant Diploma (International Cohort) (Board approval February 9, 2022)
- Jewellery Art & Design Certificate (pending Board approval) and Jewellery Art & Design Diploma
- Mechanical Engineering Technician Certificate
- Nail Technology Certificate
- Optician Diploma
- Revised Pharmacy Technician Certificate program

Changes by School:

School of Arts & Sciences

New Courses:

ELSK 0846 Communication Skills for Online Learning - Intermediate	ENGL 0300 Topics in Fundamental English
ELSK 0866 Communication Skills for Online Learning - Advanced	ENGL 0999 Provincial English 12 Literature Online
ELSK 0946 Improve Your Writing - Intermediate Focus A	MATH 0611 Fundamentals of Mathematics 1
ELSK 0947 Improve Your Writing - Intermediate Focus B	MATH 0621 Fundamentals of Mathematics 2
ELSK 0966 Improve Your Writing - Advanced Focus A	MATH 0631 Fundamentals of Mathematics 3
ELSK 0967 Improve Your Writing - Advanced Focus B	MATH 0641 Fundamentals of Mathematics 4
ELSK 1007 IELTS Academic Preparation – Intensive	MATH 0651 Fundamentals of Mathematics 5
	MATH 0661 Fundamentals of Mathematics 6
	MATH 2120 Discrete Mathematics 2

Centre for Continuing Studies

New Courses:

BUSI 1334 Foundations of Business
 ECOM 1001 Developing Ecommerce
 ECOM 1002 Maintaining Ecommerce
 ECOM 1003 Growing Ecommerce
 OPTC 1100 Customer Service & Professional Communications 1
 OPTC 1110 Anatomy & Physiology of the Eye
 OPTC 1120 Professional Practice & Office Procedures
 OPTC 1130 Foundations of Optics
 OPTC 1140 Eyeglasses Theory
 OPTC 1210 Eyeglasses Lab
 OPTC 1220 Eyeglasses Fabrication & Design
 OPTC 1230 Customer Service & Professional Communications 2
 OPTC 1240 Low Vision Conditions & Devices

OPTC 1250 Consolidated Practice Experience: Eyeglasses
 OPTC 2310 Sales & Marketing Skills for the Entrepreneur
 OPTC 2320 Contact Lens Theory
 OPTC 2340 Contact Lens Lab
 OPTC 2350 Consolidated Practice Experience: Contact Lenses
 OPTC 2420 Business Management for the Entrepreneur
 OPTC 2430 Refractive Conditions & Automated Refraction
 OPTC 2440 Program Review and License Exam Prep
 OPTC 2450 Preceptorship

- Program content guide for the new Optician Diploma and 18 new courses
- Updates to the Fashion Design & Production Diploma and Fashion Design & Production Certificate program content guides and 23 course outlines

School of Health Sciences

New Courses:

DENT 1170 Dental Laboratory Patient Care 1
 DENT 1180 Digital Technology 1
 DENT 1270 Dental Laboratory Patient Care 2
 DENT 1280 Digital Technology 2
 DENT 2380 Digital Technology 3
 HLUC 1005 Information Technologies for Health Sciences
 HLUC 1015 Keyboarding: Speed and Accuracy
 HLUC 1025 Role of the HUC
 HLUC 1035 Communication in Healthcare
 HLUC 1040 Medical Foundations
 HLUC 1045 Pharmacology
 HLUC 1050 HUC Practicum 1
 HLUC 1105 Order Processing Foundations
 HLUC 1115 Lab Foundations 1
 HLUC 1125 Lab Foundations 2
 HLUC 1135 Diagnostic Foundations
 HLUC 1140 Surgical & Specialty Foundations
 HLUC 1145 Practicum Orientation
 HLUC 1150 HUC Practicum 2
 HRCA 1161 Communications for Health Care Assistants 1
 HRCA 1162 Information Technologies for Health Sciences
 HRCA 1163 Impacts of Colonization on the Health and Wellbeing of Indigenous People

HRCA 1261 Communications for Health Care Assistants 2
 HRCA 2135 Clinical 2
 HRCA 2140 Common Health Challenges 3
 HRCA 2161 Communications for Health Care Assistants 3
 HRCA 2235 Clinical 3
 HRCA 2240 Common Health Challenges 4
 HRCA 2261 Communications for Health Care Assistants 4
 HRCA 2265 Community Practicum
 HRCA 2291 Advanced Communication Skills for Cognitive and Mental Health Challenges
 PHAR 1101 Professional Practice 1
 PHAR 1102 Pharmacology & Therapeutics 1
 PHAR 1103 Pharmacy Calculations 1
 PHAR 1104 Pharmacy Communications 1
 PHAR 1105 Pharmacy Management 1
 PHAR 1106 Community Pharmacy
 PHAR 1201 Professional Practice 2
 PHAR 1202 Pharmacology & Therapeutics 2
 PHAR 1203 Pharmacy Calculations 2
 PHAR 1204 Pharmacy Communications 2

PHAR 1205 Pharmacy Management 2
 PHAR 1206 Hospital Pharmacy
 PHAR 1207 Sterile Products

PHAR 1208 Practicum Preparation
 PHAR 1309 Pharmacy Practicum
 PHAR 1397 Practicum

- Revisions to the Health Unit Coordinator Certificate program content guide and 14 new courses
- Revisions to the Dental Technology Sciences Diploma program content guide, 16 revised and 5 new courses
- Revisions to the Health Care Assistant Certificate (EAL Cohort) program content guide and 3 courses
- Revisions to the Pharmacy Technician Certificate program content guide and 15 new courses
- Revisions to the Bachelor of Science in Nursing (Advanced Entry) and Bachelor of Science in Nursing (First Year Entry) program content guides
- Revisions to the Dental Hygiene Diploma program content guide and updates to 16 courses
- Program content guide for the new Health Care Assistant Diploma (International Cohort) and 12 new courses

School of Hospitality, Food Studies & Applied Business

New Courses:

ACUL 2201 Asian Restaurant Operation Management
 ACUL 2202 Asian Pacific Cooking
 ACUL 2203 Asian Restaurant Business Management
 CULI 1510 Short Order and Cafe Service
 CULI 2500 Kitchen Management and Cost Controls
 CULI 2513 Restaurant Kitchen
 MGMT 1014 Business Management Essentials
 MGMT 1015 Applied Quantitative Skills
 OPMT 1004 Logistics and Supply Chain Management
 OPMT 1005 Process Improvement and Lean Design
 OPMT 2020 Workplace Safety and Sustainability
 PGMT 1001 Fundamentals of Project Management
 PGMT 1002 Product Development and Project Scope Management

PGMT 1003 Project Stakeholder and Communications Management
 PGMT 1004 Project Schedule and Cost Management
 PGMT 1005 Project Resource and Procurement Management
 PGMT 2001 Project Quality and Risk Management
 PGMT 2002 Agile Project Management
 PGMT 2003 Project Leadership and Change Management
 PGMT 2020 Project Management Technology
 PGMT 2021 Project Integration and Capstone
 PGMT 2022 Project Contract Negotiations and Management

- Program content guide for the new Asian Culinary Arts Advanced Certificate and three new courses
- Revisions to the Business and Project Management Post Degree Diploma program content guide and 16 new courses
- Updates to five Culinary Arts programs (Professional Cook 1 Plus Certificate, Professional Cook 1 Certificate (ITA Youth Cohort), Professional Cook 1 Certificate (EAL Cohort), Professional Cook 2 Advanced Certificate, Culinary Arts Diploma)

School of Instructor Education

- New course: PIDP 3350 Supporting Multilingual Learners
- Updates to electives in the Teaching Online Certificate and Provincial Instructor Diploma program content guides

School of Trades, Technology & Design

New Courses:

CSTP 1004 Computer Systems Primer
 CSTP 1006 Website Development Primer
 JADE 1128 History and Culture of Jewellery 2

- Updates to 14 courses in the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma and Architectural Technician Certificate programs
- Program content guide for the new Mechanical Engineering Technician Certificate program

MEETINGS

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

2021 meeting dates:	January 19	February 16	March 16
	April 20	May 18	June 15
	August 17	September 21	October 19
	November 16	December 14	

MEMBERSHIP

Ali Oliver, Support Staff
 Alison Rudko, Associate Registrar, International Education
 Andrea Korens, Program Coordinator, Continuing Studies
 Anne Emberline, Faculty, Music, Dance & Design
 Blair McLean, Faculty, Student Success
 Bruce McGarvie, Faculty, Trades & Technology
 Clay Little, Associate Director (acting), Indigenous Education & Community Engagement (from May 2021)
 David Wells, Vice President, Academic & Research
 Dawn Cunningham Hall, Assistant Registrar (from June 2021)
 Elle Ting, Chair, Education Council (ex officio; to October 2021)
 Emily Simpson, Faculty, Library & Learning Centre
 Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research
 Jacquie Harrison, Faculty, Instructor Education
 Jennifer Cummins, Faculty, Language Studies
 Julie Gilbert, Faculty, Health Sciences
 Les Apouchtine, Deputy Registrar (acting; to May 2021)
 Natasha Mandryk, Faculty, Arts & Sciences
 Phoebe Patigdas, Student Representative (to September 2021)
 Reba Noel, Dean (interim), Indigenous Initiatives (to April 2021)
 Shirley Lew, Dean, Arts & Sciences
 Sydney Sullivan, Student Representative (from October 2021)
 Todd Rowlatt, Faculty, Library & Learning Centre; Chair, Education Council (interim; from November 2021)
 Tyler Churchman, Student Success
 Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business

EDUCATION POLICY COMMITTEE

Chair: Natasha Mandryk

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.

The committee had ongoing discussions about Indigenization and decolonization in policy over the year, starting with a session facilitated by consultants Lindsay Heller and Robert Daum on January 13.

In 2021, Education Policy Committee reviewed nine policies and recommended five policies to Education Council.

Approved by Education Council and/or Board of Governors:

- A.3.2 Policy Development and Management (Board approval on March 30, 2022)
- C.2.1 International Students on Study Permits (rescinded)
- C.3.10 Educational Affiliations (formerly Affiliation Agreements (Education))
- C.3.5 Education Service Contract (formerly Programs Offered Under Service Contract)
- D.1.5 Use of Library Resources
- D.3.6 Admissions
- D.4.3 Student Non-Academic Conduct (formerly Student Code of Conduct (Non-Educational Matters))
- D.4.5 Academic Integrity (formerly Student Educational Conduct)

Under Review:

- C.1.1 Grading, Progression and Withdrawal
- C.3.11 Qualifications for Faculty and Instructors (merged with C.3.12 Qualifications for Continuing Studies Instructors)
- A.2.1 Appeal to Education Council on Academic Matters (formerly Appeal to Education Council on Educational Matters)

MEETINGS

Education Policy Committee met on the second Wednesday of the month, as required.

2021 meeting dates:	January 13	February 10	March 10
	April 14	May 12	August 11
	November 10		

MEMBERSHIP

Alison Woods, Faculty, Arts & Sciences
 Amber Ariss, Faculty, Health Sciences
 Blair McLean, Faculty, Student Success
 Bonnie Chan, Associate Registrar
 Celine Huang, Manager, International Education
 Cheryl Howrigan, Faculty, Arts & Sciences
 David Wells, Vice President, Academic & Research
 Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
 Doug Mauger, Faculty, Instructor Education (from December 2021)

Elle Ting, Chair, Education Council (ex officio; to October 2021)
 John Lewis, Faculty, Hospitality, Food Studies & Applied Business
 Karen Brooke, Faculty, Instructor Education (to November 2021)
 Katarina Jovanovic, Program Coordinator, Centre for Continuing Studies
 Ken Morrison, Faculty, Music, Dance & Design (to April 2021)
 Kevin Marcoux, Faculty, Transportation Trades (to November 2021)
 Kristina Oldenburg, Faculty, Library & Learning Centre
 Laurence Mollerup, Faculty, Music, Dance & Design (from July 2021)
 Lucy Griffith, Faculty, Centre for Teaching, Learning & Research (to November 2021)
 Melanie Burke, Faculty, Transportation Trades (from December 2021)
 Natasha Mandryk, Faculty, Arts & Sciences
 Nicole Degagne, Coordinator, Curriculum & Policy
 Phoebe Patigdas, Student Representative (to September 2021)
 Reba Noel, Dean (interim), Indigenous Initiatives
 Robyn Wood, Support Staff (from November 2021)
 Sheri Wiwchar, Student Success (designate)
 Sydney Sullivan, Student Representative (from October 2021)
 Tanny Marks, Arbiter of Student Issues (ex officio)
 Todd Rowlatt, Chair, Education Council (interim; from November 2021)

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.

The committee met for two sessions on Indigenization with Robert Daum and Lindsay Heller in early 2021.

Subcommittees continued their work on two projects: developing a process for tracking appeals and a protocol for appeal hearings. The committee also discussed and provided feedback on policy A.2.1 Appeal to Education Council on Academic Matters.

A proposal was put forward in October to dissolve this standing committee of Education Council, while ensuring the continuity of this important work. These discussions are ongoing.

MEETINGS

The Appeals Oversight Committee met five times in 2021: January 28, March 2, March 4, October 7, and November 11.

MEMBERSHIP

Alison Rudko, Associate Registrar, International Education (from June 2021)
 Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
 Azeez Alabdulhassan, Assistant Registrar
 Celine Huang, Manager, International Education (to May 2021)
 Claire Sauvé, Associate Director, Continuing Studies
 Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

Elle Ting, Chair, Education Council (ex officio; to October 2021)
 Heidi Parisotto, Faculty, Health Sciences
 Janet Theny, Faculty, Arts & Sciences
 Lucy Griffith, Faculty, Centre for Teaching, Learning & Research
 Nona Coles, Student Success (designate)
 Marcus Ng, Student Representative
 Reba Noel, Dean (interim), Indigenous Initiatives
 Shane McGowan, Support Staff (to October 2021)
 Tanny Marks, Arbiter of Student Issues (ex officio)
 Todd Rowlatt, Chair, Education Council (interim; from November 2021)

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. The group developed a Quality Assurance Process for Externally Accredited or Reviewed Programs, which was approved by EdCo in June 2021.

In 2021, a working group was established to create a feasibility report on VCC's Heavy Mechanical Trades (HMT) programming at the Annacis Island Campus, as per policy C.3.3 Suspension and/or Discontinuance of Programs. Regular updates were provided to Education Council, and the final report submitted in July. In Spring 2022, VCC left Annacis Island; part of the HMT program moved back to the Broadway Campus.

The committee updated its Terms of Reference to add the Dean of Indigenous Initiatives (or designate) to its membership, as well as an Operations Manager.

CURRICULUM DEVELOPMENT FUNDS 2021/2022

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, the development of online teaching and learning materials was again eligible for funding (since 2020).

A total of about \$760,000 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.

Funded projects were:

1. Business and Project Management Post-Degree Diploma redevelopment
2. Culinary Arts Diploma
3. Culinary Arts–Workplace Apprentice 123
4. Baking & Pastry Arts Diploma development–phase 1
5. Leadership Suite of Programs–program revisions

6. Building Management curriculum development
7. Business & Technical Writing
8. E-Commerce micro-credential
9. New UI/UX Design Diploma program
10. New Web Design & Development program
11. New Mechanical Engineering Technical specialty
12. Civil/Structural Certificate
13. Steel Construction Modelling–second cohort online review & development
14. Hairstyling & Esthetics Certificate Program–transition to online delivery
15. Auto Service Technician–online learning (Moodle) development–teaching & learning materials
16. Certificate in Jewellery Design
17. Deaf and Hard of Hearing (DHH) program renewal completion
18. College & Career Access (CCA) online/blended Moodle course development
19. Building Bridges through ENGL 0300
20. Transitioning Math 0300 to a blended course-phase 2
21. ABE Advanced Social Science course
22. ESL Pathways curriculum remapping
23. LINC online resources & assessments development
24. Self-guided Biology field trips
25. Updating Bachelor of Science in Nursing (BSN Curriculum) with new entry-level competencies from BCCNM (British Columbia College of Nurses and Midwives)
26. Certified Dental Assisting (CDA) curriculum revision
27. Dental Reception Coordinator (DRC) curriculum implementation
28. International Health Care Assistant (HCA) Diploma program
29. Health Unit Coordinator (HUC) Program Renewal

Program Renewals:

- ASL & Deaf Studies
- CACE–Computer Applications; combined with CCA Computer Skills
- EAL Pathways
- Hospitality Management Degree & Diploma
- Medical Office & Medical Transcription

MEETINGS

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

2021 meeting dates:	January 26	February 22	February 24
	March 3	March 10	March 23
	April 27	May 25	June 22
	September 28	October 26	November 24

MEMBERSHIP

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
 Brett Griffiths, Dean, School of Trades, Technology & Design (to March 2021)
 Claire Sauvé, Associate Director, Continuing Studies
 David Wells, Vice President, Academic & Research
 Elle Ting, Chair, Education Council (ex officio; to October 2021)
 Heidi Parisotto, Faculty, Health Sciences
 Jacqueline Shehadeh, Faculty, Arts & Sciences (to June 2021)
 Natasha Mandryk, Faculty, Arts & Sciences (from September 2021)
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Operations Manager, School of Health Sciences
 Phoebe Patigdas, Student Representative (to September 2021)
 Reba Noel, Dean (interim), Indigenous Initiatives (from April 2021)
 Shane McGowan, Support Staff (to October 2021)
 Shirley Lew, Dean, Arts & Sciences
 Sydney Sullivan, Student Representative (from October 2021)
 Tannis Morgan, Associate Vice President, Academic Innovation (from April 2021)
 Todd Rowlett, Faculty, Library, Teaching & Learning Services; Chair, Education Council (interim; from November 2021)
 Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: May 31, 2022

APPENDIX A



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 14, 2021

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) during the COVID-19 pandemic, VCC suspended face-to-face instruction as of March 17, 2020. The transition to alternative delivery methods 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 was not practicable at that time.

Education Council approved a provisional process for curriculum changes necessitated by the COVID-19 pandemic, consisting of two pathways, on May 12, 2020.

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.

The alternative process was put in place for the duration of the COVID-19 pandemic; the return to campus on September 7, 2021 prompted a review of the current process.

DISCUSSION:

The Education Council Executive discussed the question of ending or extending the alternative curriculum change process at its August 17, 2021 meeting.

While the College is resuming on-campus operations as of September 7, 2021, the pandemic has not ended, and the planned transition to Phase 4 of the Province of British Columbia's COVID-19 Restart Plan has been delayed indefinitely.

The return to campus means a high workload for departments, as they incorporate aspects of what they learned and did during the pandemic into their programs; requiring additional paperwork to bring changes through the full governance process at this time would create a significant additional burden. In addition, most aspects of delivery (online versus face-to-face) are not embedded in formal curriculum, and instructors have flexibility without the need for formal curriculum changes.

The Program Reset Working Group under Tannis Morgan is currently working on various aspects of returning to campus, including implications for governance.

Within this context, the Education Council Executive recommends extending the alternative curriculum change process approved on May 12, 2020 for Fall 2021 and Winter 2022 programming (until the end of March 2022).

RECOMMENDATION:

THAT Education Council approve extension of the provisional process for curriculum changes necessitated by the COVID-19 pandemic for Fall 2021 and Winter 2022 programming (until the end of March 2022).

PREPARED BY: Elle Ting, Chair, Education Council
Natasha Mandryk, Vice Chair, Education Council
Lucy Griffith, Executive Member, Education Council
Todd Rowlett, Executive Member, Education Council

DATE: September 2, 2021

Appendix B

Deactivated Courses:

ACAP 2001 Auto Collision Repair Technician Apprentice Level 2	ESTH 1105 Safe Practices
AGAP 1010 Automotive Glass Apprentice	ESTH 1156 Anatomy, Phys & Histology
APAP 1001 Auto Paint and Refinishing Technician Apprentice	ESTH 1225 Practicum
ASBT 2015 Head Body Massage Treatment	GEMM 1110 Gemmology Accelerated Program
ASBT 2020 Aromatherapy Massage Treatment	HAIR 1356 Men's Hair Styling
CNSK 1402 Foundations of Counselling	HOSP 1101 Communications
CNSK 1403 Theories of Counselling	HOSP 1103 Food and Beverage Operations
CNSK 1404 Lifespan Development	HOSP 1104 Food Production Principles
CNSK 1405 Indivd Couns Skills-Community	HOSP 1106 Accommodations 1
CNSK 1406 Indivd Couns Skills-Addiction	HOSP 1107 Business Mathematics
CNSK 1407 Diversity, Culture and Couns	HOSP 1202 Hospitality Computer Applications
CNSK 1408 Group Counselling Skills	HOSP 1203 Restaurant Operations
CNSK 1409 Family Systems-an Overview	HOSP 1206 Accommodations 2
CNSK 1410 Assessment Practices-Community	HOSP 1207 Business Statistics
CNSK 1411 Assessment Practices-Addiction	HOSP 1210 Financial Accounting
CNSK 1412 Personal and Professional Development	HOSP 1212 Human Resources Management
CNSK 1413 Aboriginal Counselling Skills	HOSP 4740 Canadian Labour Relations
CNSK 1414 Vocational Counselling Skills	LTCA 7492 Clinical 1A
CNSK 1415 Addiction and Human Behaviour	MATH 0311 Mathematics Level 1
CNSK 1416 Cns Skills A Youth Perspective	MATH 0312 Mathematics Level 2
CNSK 1488 Practicum – Volunteer	MATH 0313 Mathematics Level 3
CNSK 1489 Practicum – Employment	MATH 0314 Mathematics Level 4
CPEN 0646 Pronunciation A – Intermediate	MATH 0315 Mathematics Level 5
CPEN 0647 Pronunciation B – Intermediate	MATH 0316 Mathematics Level 6
CPEN 0666 Pronunciation A – Advanced	MDRT 1101 Medical Reprocessing Theory
CPEN 0667 Pronunciation B – Advanced	MDRT 1102 Medical Reprocessing Practicum
DTEC 3100 S/R/T:Bosch,Cav,AMBAC Fuel Sys	MUSC 3294 New Music Ensemble 6
EASL 0620Q Upper Beginner	MUSC 3298 Jazz Orchestra
EASL 0643 Listening & Speaking - Lower Int	MUSC 3299 Jazz Ensemble 6
EASL 0659Q Reading & Writing UI	MUSC 549 Fretted Instrument Minor Study
EASL 0660F Lower Advanced	MUSC 659 Classical Keyboard Minor Study
EASL 0660Q Lower Advanced	ORSK 0652 EPA Speak & Listen Level 1
EASL 0663Q Listening & Speaking LA	ORSK 0762 EPA Speak & Listen Level 2
EASL 0666 Pronunciation A – Advanced	SESL 091 SPESL Level 4 Writing
EASL 0667 Pronunciation B - Advanced	SETL 0602H Settlement English Lvl 2 Pt 1
ESTH 1100 Intro Skin and Body Therapies	SETL 0606H Settlement English Lvl 6 Pt1
	VOVI 0710 Braille 1
	VOVI 0720 Braille 2



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2022

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Hospitality Management Post-Degree Diploma

BACKGROUND:

The Hospitality Management department is proposing a new credential complementing VCC's existing diploma and degree programs: the Hospitality Management Post-Degree Diploma (PDD).

Tourism and hospitality are some of the largest employers in B.C. The industry was hard hit during the pandemic, and the sector is now experiencing a critical labour shortage. The program was developed to address this gap by preparing students for leadership roles in operations and marketing in hotels and resorts.

The PDD is designed for international students who already hold a bachelor's degree in any discipline and are interested in a career in hospitality. The program will be delivered full-time over 16 months and include an 8-week workplace practicum, which will give students a hands-on opportunity to develop their skills and build their professional portfolio and network.

Hospitality Management Post-Degree Diploma graduates will be able to meet the following program learning outcomes:

- Identify and explain emerging trends within the various sectors of the hospitality industry.
- Apply Human Resources Management and Organizational Behaviour concepts to effectively attract, develop and engage a professional, competitive hospitality workforce.
- Apply professional and ethical standards to corporate, social, and environmental responsibilities.
- Conduct themselves in a professional and ethical manner consistent with industry standards while communicating effectively and efficiently with all stakeholders, including employees, suppliers, customers, owners, and industry network.
- Apply advanced business knowledge and concepts to make sound, operational business decisions.
- Demonstrate a level of interpersonal and inter-cultural awareness that contributes to a positive workplace culture.
- Use critical thinking, problem-solving, and negotiation techniques to make sound hospitality management decisions.
- Apply employment, labour relations, health and safety, and privacy legislation standards in their work as hospitality professionals.

DISCUSSION:

The curriculum was reviewed by Curriculum Committee and Education Council.

Curriculum Committee extensively discussed the differentiation between the proposed post-degree diploma (PDD) and VCC's existing diploma and degree programs. While diploma students are typically high school graduates, the PDD is targeted at students with a bachelor's degree looking to switch careers. Graduates of these programs will enter the industry in positions at different levels, with PDD graduates prepared for higher-level, more managerial roles. The committee requested only minor edits to the proposal, which were completed.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Hospitality Management Post-Degree Diploma program.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Hospitality Management Post-Degree Diploma

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: June 16, 2022



Hospitality Management Post-Degree Diploma

Program Content Guide

Effective Date: May 2023

Purpose

The Hospitality Management Post-Degree Diploma program provides an accelerated pathway to prepare students for future leadership roles in the global hospitality and tourism industry, one of the most dynamic and fastest growing industries worldwide. Through education and application in the areas of industry-specific operations, administration, leadership, and interpersonal and technical competencies, students will earn an academic credential that will set them apart in competitive domestic and international markets. Students will participate in an 8-week workplace practicum to develop their skills using a real-world, hands-on approach while building their professional portfolio and network. This program has been created in collaboration with industry experts to ensure relevancy and addresses the current and evolving business environment influencing industry decisions on a local and global level.

Admission Requirements

- A Bachelor's degree from an accredited university as determined by the institution
- Knowledge of English demonstrated by one of the following:
 - English 12 with a minimum 'C+' grade, or equivalent
 - or
 - English Language Proficiency at a minimum English 12 'C+' level

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms. Maximum time to complete the program is four years.

To complete the program in four terms, students will maintain full time enrolment and register in 12 credits each term.

Program Learning Outcomes

Graduates of this program will be able to:

- Identify and explain emerging trends within the various sectors of the hospitality industry.
- Apply Human Resources Management and Organizational Behaviour concepts to effectively attract, develop and engage a professional, competitive hospitality workforce.
- Apply professional and ethical standards to corporate, social, and environmental responsibilities.
- Conduct themselves in a professional and ethical manner consistent with industry standards while communicating effectively and efficiently with all stakeholders, including employees, suppliers, customers, owners, and industry network.
- Apply advanced business knowledge and concepts to make sound, operational business decisions.
- Demonstrate a level of interpersonal and inter-cultural awareness that contributes to a positive workplace culture.
- Use critical thinking, problem-solving, and negotiation techniques to make sound hospitality management decisions.
- Apply employment, labour relations, health and safety, and privacy legislation standards in their work as hospitality professionals.

Instructional Strategies, Design, and Delivery Mode

The program has been designed to involve students in a variety of learning environments and instructional delivery methods. Throughout the program students participate in interactive lectures, seminars, group discussions, role plays, case studies, career development, and authentic learning activities within the hospitality and tourism environment. The industry-related practicum further

distinguishes the Hospitality Management Post-Degree Diploma program, readying future hospitality leaders to manage efficiently.

Most of the classroom time exposes students to both the theory and practical application of hospitality management concepts and skills. Course projects strengthen the understanding of course topics and give students opportunities to apply effective leadership and management practices. Some projects require students to choose their own topic, allowing them to research information and ideas that are of interest and in keeping with their own career goals. Students will have the opportunity to self-reflect and build upon managerial and leadership strengths and interests when developing career plans, portfolios and industry networks. Instruction has been designed employing learner-centred activities to promote collaboration, engagement, and active learning.

Evaluation of Student Learning

Multiple evaluation methods are used dependent on the learning outcomes of each course.

Students must receive a minimum cumulative grade point average of 'C+' (2.33) upon completion of the required courses to successfully graduate, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent courses/terms in the program. Successful completion of a 280-hour related industry practicum is also required for graduation.

Recommended Characteristics of Students

The hospitality industry is primarily a people business. The Hospitality Management Post-Degree Diploma Program has been designed to strengthen and encourage interpersonal skills and a leadership/team approach to course work. Students work with fellow students, industry representatives, members of the college community, hospitality employers and their workers, and the public. Students must have a hospitality mindset of going above and beyond, the desire to work effectively as a team, and the ability to work well with others in an environment that embraces diversity and inclusion.

Courses

Year	Course #	Course Name and Description	Credits
One	HOSP 1501	The Global Tourism Industry	3.0
	HOSP 1502	Fundamentals of Service Operations Management	3.0
	HOSP 1503	People and Culture	3.0
	HOSP 1504	Accounting Processes in Hospitality	3.0
	HOSP 1505	Global Business Environment	3.0
	HOSP 1506	Workplace Communication Skills	3.0
	HOSP 1507	Organizational Behaviour Impacts	3.0
	HOSP 1508	Hospitality Industry Operations	3.0
Total Credits per Year:			24.0
Two	HOSP 2501	Tourism and Hospitality Law	3.0
	HOSP 2502	Hospitality Food and Beverage Services	3.0
	HOSP 2503	Revenue Management in Hospitality	3.0
	HOSP 2504	Intercultural Leadership	3.0
	HOSP 2505	Hospitality Marketing Strategies	3.0
	HOSP 2506	Organizational Leadership	3.0
	HOSP 2507	Hospitality Industry Practicum	6.0
Total Credits per Year:			24.0

Total Program Credits: 48.0

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+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 and above	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 Credit	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/>



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2022

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Implementation of Revised Building Manager Certificate Program and
New Building Manager Short Certificate Credential

BACKGROUND:

The Building Manager area in Continuing Studies completed a renewal in 2019/20 of this longstanding program (first established in 1987). The process involved extensive consultations with industry stakeholders to align the program with current and future industry needs and technological change in this in-demand field. Learners will be prepared to take on roles such as Building Manager, Building Caretaker, Building Maintenance Manager, Building Superintendent, Cleaning Supervisor, Cleaning Account Manager, and Front Desk/Reception Concierge.

In line with national and provincial climate change initiatives and net-zero emissions targets, the program incorporates topics such as energy efficiency, energy savings, green retrofitting, HVAC and automation, and electric vehicle (EV) readiness.

A key feature of the program is its flexibility and suitability for both learners looking to obtain foundational skills to enter the industry, as well as those already working in the field. Students can complete all nine courses to obtain the full certificate; exit with a short certificate after completion of four courses; or take courses à la carte for professional development. The program can be delivered in a hybrid or fully online format, making it more accessible and increasing its geographic reach to more remote communities in B.C.

Graduates of the Building Manager Short Certificate will be able to meet the following program learning outcomes:

- Handle tenant application, screening processes, inspections, and conflicts
- Explain basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures
- Perform rudimentary building maintenance and building inspections
- Describe building fire safety, and risk management protocols
- Consider the ethical, cultural, and privacy related aspects of communication in the built environment
- Manage building cleaning and disinfection processes
- Use asset registries for a variety of building types

Graduates of the Building Manager Certificate will be able to meet the following additional program learning outcomes:

- Apply commonly utilized practices in records management, budgets, costing and inventory control, and performance and benchmarking metrics in the built environment.
- Demonstrate awareness of building fire safety, security, and risk management protocols
- Explain current trends in building technology and sustainability
- Apply operations, project, and asset management principles to a variety of different building types.

DISCUSSION:

The curriculum was reviewed by Curriculum Committee and Education Council. Minor edits were made to course evaluation plans to increase consistency while maintaining some flexibility for instructors in assessing students.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the significantly revised Building Manager Certificate program and new Building Manager Short Certificate credential.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Building Manager Certificate
APPENDIX B– Program Content Guide (PCG) for the Building Manager Short Certificate

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: June 16, 2022



Building Manager Certificate

Program Content Guide

Effective Date: September 2023

Purpose

Learn the foundational skills in building maintenance and cleaning, contracts, budgeting, building operations and technology, sustainability, and risk management, as well as the communication and conflict resolution skills required of a building manager.

The program is designed to meet the needs of a variety of learners, including those who are hoping to start a career in the field of building management or for working professionals who are looking for further advancement in their career.

Learners will be prepared to take on roles such as Building Manager, Building Caretaker, Building Maintenance Manager, Building Superintendent, Cleaning Supervisor, Cleaning Account Manager, and Front Desk / Reception Concierge.

Admission Requirements

No program admission requirements.

Two courses - BLDG 1201 Contract Law in the Built Environment and BLDG 1202 Interpersonal Communication for Building Managers - have a minimum pre-requisite of 'English 10 or equivalent'.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Students may complete the program in 1 to 3 years (maximum) on a part-time basis.

To achieve the Building Manager Certificate, students must successfully complete all nine courses for a total of 18 credits.

Students may choose to complete the Building Manager Short Certificate first, by completing the following four courses (8 credits):

- BLDG 1201 Contract Law in the Built Environment
- BLDG 1202 Interpersonal Communication for Building Managers
- BLDG 1203 Building Service Management
- BLDG 1204 Building Maintenance

Students can receive both the Building Manager Certificate and the Building Manager Short Certificate.

Program Learning Outcomes

Students who complete the **Building Manager Certificate** will be able to:

- Handle tenant application, screening processes, inspections, and conflicts
- Explain basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures
- Apply commonly utilized practices in records management, budgets, costing and inventory control, and performance and benchmarking metrics in the built environment.
- Perform rudimentary building maintenance and building inspections
- Demonstrate awareness of building fire safety, security, and risk management protocols
- Consider the ethical, cultural, and privacy related aspects of communication in the built environment
- Explain current trends in building technology and sustainability
- Apply operations, project, and asset management principles to a variety of different building types.

Students who complete the **Building Manager Short Certificate** will be able to:

- Handle tenant application, screening processes, inspections, and conflicts
- Explain basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures
- Perform rudimentary building maintenance and building inspections
- Describe building fire safety, and risk management protocols
- Consider the ethical, cultural, and privacy related aspects of communication in the built environment
- Manage building cleaning and disinfection processes
- Use asset registries for a variety of building types

Instructional Strategies, Design, and Delivery Mode

Classes may be offered in-person/on-campus, fully online, or through a blended /hybrid delivery format, by instructors who have experience in the building industry and/or are working in a field related to the course content.

Instruction will emphasize practical skill and knowledge development through interactive and collaborative learning activities.

Evaluation of Student Learning

Evaluation will focus on assessments directly related to the course content and applicability to the built environment. Examples include case-studies, scenarios, projects, discussions, presentations, and role-plays.

Students must have a minimum grade of 'C' in all courses in order to graduate.

Recommended Characteristics of Students

- Interest in working in the built environment
- Working proficiency in English (reading, writing, speaking, and listening comprehension)
- Ability to work with confidence independently and as part of a team
- Ability to practice cultural sensitivity and professional judgement
- Willingness to share experiences and reflect as part of the learning process

Courses

Course #	Course Name	Credits
BLDG 1201	Contract Law in the Built Environment	2.0
BLDG 1202	Interpersonal Communication for Building Managers	2.0
BLDG 1203	Building Service Management	2.0
BLDG 1204	Building Maintenance	2.0
BLDG 1205	Finance and Budgets for Building Managers	2.0
BLDG 1206	Introduction to Building Operations and Risk Management	2.0
BLDG 1207	Project Management in the Built Environment	2.0
BLDG 1208	Sustainable Buildings	2.0
BLDG 1209	Building Technology	2.0

Total Program Credits: 18.0

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+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum passing grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49		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 Credit	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/>



Building Manager Short Certificate

Program Content Guide

Effective Date: September 2023

Purpose

Learn the foundational skills in building maintenance and cleaning, contracts, interpersonal communication, and conflict resolution skills required of a building manager.

The program is designed to meet the needs of a variety of learners, including those who are hoping to start a career in the field of building management or for working professionals who are looking for further advancement in their career.

Learners will be prepared to take on roles, such as General Building Maintenance Person / Technician, Cleaning Supervisor, Cleaning Account Manager, and Front Desk / Reception Concierge.

Admission Requirements

No program admission requirements.

Two courses - BLDG 1201 Contract Law in the Built Environment and BLDG 1202 Interpersonal Communication for Building Managers - have a minimum pre-requisite of 'English 10 or equivalent'.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Students may complete the program in 1 to 3 years (maximum) on a part-time basis.

After completing the Building Manager Short Certificate program, students may continue on to complete the Building Manager Certificate program.

Students can receive both the Building Manager Certificate and the Building Manager Short Certificate.

Program Learning Outcomes

Students who complete the Building Manager Short Certificate will be able to:

- Handle tenant application, screening processes, inspections, and conflicts
- Explain basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures
- Perform rudimentary building maintenance and building inspections
- Describe building fire safety, and risk management protocols
- Consider the ethical, cultural, and privacy related aspects of communication in the built environment
- Manage building cleaning and disinfection processes
- Use asset registries for a variety of building types

Instructional Strategies, Design, and Delivery Mode

Classes may be offered in-person/on-campus, fully online, or through a blended /hybrid delivery format, by instructors who have experience in the building industry and/or are working in a field related to the course content.

Instruction will emphasize practical skill and knowledge development through interactive and collaborative learning activities.

Evaluation of Student Learning

Evaluation will focus on assessments directly related to the course content and applicability to the built environment. Examples include case-studies, scenarios, projects, discussions, presentations, and role-plays.

Students must have a minimum grade of 'C' in all courses in order to graduate.

Recommended Characteristics of Students

- Interest in working in the built environment
- Working proficiency in English (reading, writing, speaking, and listening comprehension)
- Ability to work with confidence independently and as part of a team
- Ability to practice cultural sensitivity and professional judgement
- Willingness to share experiences and reflect as part of the learning process

Courses

Course #	Course Name	Credits
BLDG 1201	Contract Law in the Built Environment	2.0
BLDG 1202	Interpersonal Communication for Building Managers	2.0
BLDG 1203	Building Service Management	2.0
BLDG 1204	Building Maintenance	2.0

Total Program Credits: 8.0

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+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum passing grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49		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
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I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	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.
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2022

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2022–2025 Academic Plan

BACKGROUND:

David Wells, Vice President, Academic and Research, presented the first draft of the 2022–2025 Academic Plan at a special Education Council in March 2022. Over the next several months, there were multiple discussions at Education Council as the plan categories and structure were refined. Members appreciated the opportunities for dialogue and to provide feedback on this important planning document.

The final draft was presented to Education Council at its June 7, 2022 meeting.

Designed as an evolving document, the Academic Plan (AP) was reorganized to align with categories in the refreshed Strategic Innovation Plan (SIP):

1. Indigenization by Decolonization & Reconciliation
2. Justice, Equity, Diversity & Inclusion (JEDI)
3. Student Experience
4. Educational Delivery
5. Fiscal Sustainability

AP subcategories were developed and prioritized based on SIP goals as well as associated risks identified in VCC's Risk Register.

The goals of Indigenization and JEDI encompass people (retain Indigenous leaders and knowledge holders), actions (develop institutional literacy towards decolonization/JEDI) and relationships (establish respectful institutional co-creation).

The Student Experience goal includes multiple projects in the Registrar's Office, including launch of an official online academic calendar and efforts to standardize terms, registration processes, and credit structures.

The Educational Delivery goal encompasses multiple areas of the previous Academic Plan, including Prior Learning Assessment and Recognition (PLAR), educational technology, experiential learning, and applied research.

The Fiscal Sustainability goal includes evaluation of new and existing programming to determine the true cost of delivery, as well as review and alignment of administrative processes.

DISCUSSION:

At the initial presentation of the Academic Plan in March, members appreciated the ideas in the plan but recommended reorganizing the plan's structure for clarity. The importance of prioritization was discussed, as well as the level of detail included.

At subsequent meetings, D. Wells presented updates to headings in the Academic Plan. Some headings originally mirrored specific objectives in the SIP; these headings were broadened to provide a higher-level structure. The overall aim was to provide more clarity around the different categories, which can prompt discussions in Schools and departments.

Summary of key points discussed under SIP priorities:

Indigenization by Decolonization & Reconciliation and Justice, Equity, Diversity & Inclusion (JEDI)

It was acknowledged that there may not yet be a direct connection between these two higher-level goals and individual departments' objectives and action plans, as the College still needs to develop its Indigenization Planning Framework.

A key consideration D. Wells mentioned in the revision of AP headings was the consideration of language from a lens of decolonization and JEDI, particularly terminology related to relationships and partnerships, which needs to reflect the perspectives of all parties.

Fiscal Sustainability

Item 5.3.3 ("Evaluation and assessment of existing learning activities against academic targets/objectives (KPI)") was revised to clarify that the targets/objectives in question were academic in nature. Members requested further clarification, noting that this heading could subsume, e.g., items related to student progression and completion or course articulation.

Members asked about the purpose of items 5.1.2 and 5.1.3. D. Wells clarified that the goal is to capture the actual cost of delivery in the context of the provincial post-secondary funding review and to provide this information to the province. The intent is not to conduct an overarching viability audit; there are already processes in place to address program viability issues due to various factors (e.g., the program renewal process, and Policy C.3.3 Suspension and/or Discontinuance of Programs).

Responding to questions about two sections that were mostly left blank – 4.4.1 ("Establish criteria for incorporating new experiential learning opportunities into programming") and 2.3 ("Build appropriate and mutually beneficial relationships with diverse and equity-seeking communities to honour and respect our obligations and responsibilities") – D. Wells explained that these areas are being explored and discussions are in progress, and there were few or no specific departmental action items that fit into these categories this year.

EdCo was appreciative of the open, iterative approach taken by the VP Academic and Research to build and revise this document, and thanks D. Wells for the opportunity to provide input

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the 2022–2025 Academic Plan.

ATTACHMENT: APPENDIX A – 2022–2025 Academic Plan

PREPARED BY: Natasha Mandryk, Chair, Education Council

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
INDIGENIZATION BY DECOLONIZATION & RECONCILIATION				
Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.				
Goal 1.1 Retain and maintain sufficient qualified and appropriate Indigenous leadership, knowledge holders, and allies to direct and support process of Indigenization				
1.1.1 Build and support the capacity of VCC knowledge holders required for indigenization and decolonization	VP Admin & VP Academic & Applied Research, IECE	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to properly and effectively engage with local First Nations towards collaborative and cooperative decision-making at the College	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to properly and effectively engage with local First Nations towards collaborative and cooperative decision-making at the College	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to properly and effectively engage with local First Nations towards collaborative and cooperative decision-making at the College
	Academic Innovation – Library, Teaching & Learning	contract Lindsay Heller to develop job description for an Indigenous position in CTRLR based on her scoping. Post position for Indigenous Education Specialist		
1.1.2 Develop our institutional capacity to respect and protect Indigenous knowledge, intellectual property, and creations	Academic Innovation – Library, Teaching & Learning	Post position for Indigenous Librarian - Coordinator Apply for external funding to expand Indigenous Collection Leverage capital print budget to expand Indigenous print collection		
	Library, Teaching & Learning	Initiate the process of replacing inappropriate/outdated LC subject headings (SIEF)	Begin researching how to acquire materials for an Indigenous languages collection	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
1.1.3 Develop Indigenous faculty and staff capacity within academic and student service areas				
	Trades, Tech & Design	JAD: • Retain Indigenous instructor to teach traditional indigenous jewellery techniques and design to all students.	JAD: Continue to have her on a regular basis.	
	Hospitality, Food Studies & Applied Business	MT Hire Indigenous faculty for Marketing Technology		
Goal 1.2 Increase our institutional capacity to support reconciliation, indigenization & decolonization				
1.2.1 Reflect on our overall institutional understanding and openness for indigenization and decolonization	VP Admin & VP Academic & Applied Research, & IECE	Present Institutional Indigenization readiness assessment to Board of Governors		
		MATH: At department level, use output of readiness assessment to outline a plan to Indigenize curriculum and processes		
		MUSIC: At department level, use output of readiness assessment to outline a plan to Indigenize curriculum and processes in the fall term		
1.2.2 Plan for the institutional change needed to better support indigenization and decolonization	IECE	Using the findings from the institutional Indigenization readiness assessment, form a pan-institutional Indigenization Planning Council responsible for guiding the College's actions towards meaningful progress on indigenization and reconciliation.	Guided by the Indigenization Planning Council, develop an Indigenization Framework with short term and long-term measurable outcomes.	Support College members in their planning and implementation of the outcomes set forth in the Framework.

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		CF SCIENCE: Research decolonization and Indigenization efforts in science departments at other PSEs		
1.2.3 Develop institutional capacity for the provision of decolonized programs and services	Hospitality, Food Studies & Applied Business	Engage IECE in meetings at school level including staff in regards to approaches relating to Indigenization Framework		
	Trades, Tech & Design	Engage IECE in meetings at school level including staff in regards to approaches relating to Indigenization Framework		
	Health Sciences	• Continue to respond to the recommendations in the Truth and Reconciliation Calls to Action report and the In-Plain Sight report • Incorporate BC College of Nurses and Midwives (BCCNM) new practice standard on Indigenous cultural safety, cultural humility, and anti-racism across the Bachelor of Science in Nursing and Practical Nursing curriculum • Health Care Assistant developing a new course entitled Impacts of Colonization on the Health and Wellbeing of Indigenous People	Implement the new Indigenous course Impacts of Colonization on the Health and Wellbeing of Indigenous People	
		• Engage IECE in meetings at school level including staff in		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		regards to approaches relating to Indigenization Framework		
	Arts & Sciences	Engage IECE in meetings at school level including staff in regards to approaches relating to Indigenization Framework		
		DHH: Invite speakers to come and share approaches to indigenized curriculum development		
		DHH: Seek materials that speak to Truth and Reconciliation, effects of colonization, application of past to present and issues around reconciliation, healing and sustainable curriculum. Using LibGuide for tools and curriculum design guides for decolonization		
		ABE Youth: Build a ‘mini’ library and continuing to research BIPOC authors and works to share with students and incorporate into learning activities		
		DHH: Using Lib Guide and other tutorials to gain assessment and recommendation tools		
		DHH: • Ensure that students have the knowledge and skills necessary to work with and build		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		relationships with Indigenous Peoples and communities		
Goal 1.3 Build appropriate and mutually beneficial relationships with Indigenous communities to honour and respect our obligations and responsibilities				
1.3.1 Reflect on VCC's current approach and state of our relationships with Indigenous communities and understand how interested/affected Indigenous communities see our relationship and what is should be	VP Admin & VP Academic & Applied Research, Dean of Indigenous Education & Community Engagement	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization
1.3.2 Plan our institutional approach to developing new and improved relationships with Indigenous communities and partners	VP Admin & VP Academic & Applied Research, Dean of Indigenous Education & Community Engagement	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization
	Arts & Sciences	CCA: Complete interviews with VCC elders and follow-up with a report		
		EAL: • Make structured connections with IECE • Identify points in the curriculum to integrate Indigenous-related topics and Indigenous ways of knowing and learning • Encourage faculty, staff & students to participate in	EAL: • Indigenize curriculum and integrate Indigenous ways of knowing and learning • Encourage faculty, staff & students to participate in college & community initiatives related to	EAL: • Continue indigenization & decolonization of curriculum • Encourage faculty, staff & students to participate in initiatives related to indigenization and decolonization

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		initiatives related to indigenization & decolonization	indigenization and decolonization	
1.3.3 1.3.3 Build mutually beneficial relationships with interested/affected Indigenous communities				
	Trades, Tech & Design	JAD: Complete transfer agreements with Coast Mountain College’s Indigenous Fine Arts Program.	JAD: Explore options for delivering our first semester metal techniques classes at Coast Mountain College in Terrace. Students could then transfer to our program in Vancouver if they want to continue.	
		BASIC ED: Develop learner-led, culturally relevant video series at Ray Cam on student-identified topics, in collaboration with Elders and knowledge keepers		
		MUSIC: Expand relationships formed through Indigenous Vocal ensemble director and members		
		ABE Youth: • Build relationship with Elder at BYRC	ABE Youth: Seek out hiring opportunities to incorporate Indigenous faculty (or non-Indigenous faculty with specific experience teaching Indigenous curricula and/or students) into the ABE Youth program	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	SHP	Building partnership relationships with Musqueam, Heiltsuk, T'sil for Food Studies delivery		
	SHS	Partnership with ACCESS for delivery of Health Unit Coordinator		
JUSTICE, EQUITY, DIVERSITY & INCLUSION				
Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being				
Goal 2.1 Retain and maintain leaders, planners, and doers to direct and support the process of ensuring justice, equity, diversity & inclusion within the College				
2.1.1 Build and support the capacity of VCC knowledge holders required to enable equity, diversity & inclusion	VP Students & Community Development	Completed. Institutional lead for EDI established in August 2020 and EDI advisory committee formed in Jan 2021. EDI asset map for the College established and guiding the activities of the subgroups.	Work with EdCo and affiliated committees to provide direction and professional development opportunities that build capacity for ensuring an EDI lens is implemented in the curriculum planning process.	Work with EdCo and affiliated committees to ensure that EDI has been a consideration in curricula development or renewal.
2.1.2 Develop our institutional capacity to respect and value diverse knowledges and ways of being	Arts & Sciences	CCA: Department Leaders committed to participating in a committee.		
		MUSIC: Find a music faculty member for this committee		
		ABE Youth: Will participate in the committee		
	STTD	Incorporation of EDI courses to Digital Graphic Design/IU/UX Program		
Goal 2.2 Develop our institutional capacity to support equity, diversity & inclusion				
2.2.1 Reflect on our overall institutional understanding and openness to recognize, value, and support equity, diversity & inclusion				

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	VP Admin & VP Academic & Applied Research	Review and revise all VCC policies to include gender neutral indicators	Create a standard for gender neutral language and terminology in institutional materials	
	Library, Teaching & Learning	Review through the lens of JEDI and decolonization the following policies and send to governance: D.1.3 Copyright policy and procedures D.6.1 Lending and Borrowing College Equipment policy and procedures D.1.2 Selection of Library Materials policy and procedures LLC guidelines and update as needed (e.g. noise, food & drink)	Review through the lens of JEDI and decolonization the following policies and send to governance: A.3.9 Records Management policy and procedures B.6.1 Archives policy and procedures	
2.2.2 Plan for the institutional change needed to better support equity, diversity & inclusion				
	VP Students & Community Development	Determine, in collaboration with Senior Leadership and the Board, the College’s approach to an EDI policy, EDI policy statement or an EDI Framework.	Create an EDI Framework for the College with measurable goals and outcomes.	Support College members in their planning and implementation of the outcomes set forth in the EDI Framework.
	Health Sciences	• School of Health Sciences programs working towards incorporating UDL principles into curriculum • Bachelor of Science in Nursing: collaborate with VCC Disabilities department to develop student accommodation in clinical setting	Continue to work towards incorporating UDL principles into curriculum	Continue to work towards incorporating UDL principles into curriculum
	Arts & Sciences	EAL:	EAL:	EAL:

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Finalize dept EDI & anti-racism guidelines • Develop training documents & seek opportunities for instructors to learn about EDI & anti-racism and utilize guidelines • Support dept internal JEDI committee to recommend initiatives	• Continue to develop training documents for instructors to learn about EDI & anti-racism and utilize guidelines • Support dept internal JEDI committee to recommend initiatives	• Continue to develop training documents for instructors to learn about EDI & anti-racism and utilize guidelines • Support dept internal JEDI committee to recommend initiatives
		LINC: Invite speakers from diverse backgrounds to speak to LINC classes		
		CCA: Making materials accessible following UDL guidelines		
	Library, Teaching & Learning	• Begin training LC staff who create public-facing materials on basics of accessibility in terms of font choice, colour choice, contrast, etc and work to improve print and online materials • Develop captioned recordings of learning strategies workshops with transcripts to post on LC website (online learning strategies, time management, active reading/note-taking, studying smarter and test-preparation/test-taking)		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
2.2.3 Develop institutional capacity for the pursuit of equity, diversity & inclusion	Academic Innovation – Library, Teaching & Learning	• Re-establish the OER working group • Leverage external funding opportunities to grow use of OER at VCC		
	Hospitality, Food Studies & Applied Business	Have the library and faculty who have adopted or created OER support faculty in adopting or creating OER for their courses. Focus on Business and Hospitality programs.	Continue adopting or creating OER for their courses. Focus on Business and Hospitality programs.	Continue adopting or creating OER for their courses. Focus on Business and Hospitality programs.
			DPM: Create at least one course material based on the OER concepts	
	Health Sciences	Continue to develop, and adopt and make OER resources available to students and faculty	Continue to develop, and adopt and make OER resources available to students and faculty	Continue to develop, and adopt and make OER resources available to students and faculty
	Arts & Sciences	Identify opportunities and resources to adopt OER in programs, particularly where cost is a known barrier to student access. Monitor the use and maintenance of WebWorks open homework platform to assess scalability of such solutions.		
		ABE Youth: Using OER in math courses and science		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		DHH: • Access resources through BC Campus and open textbooks for Moodle upload tutorials, H5P • Use of Kultura and Media gallery on Moodle for video content		
		MATH: • Expand use of WebWork to UT classes • Finalize adoption of OER texts for Math 1111, 1100/1200	MATH: Identify OER for 2 nd year math classes to support Associate of Science degree	
		CF SCIENCE: Review textbooks used in ABE and UT courses to identify potential areas for OER adoption		
		CCA: New activities for Moodle shells will be developed.		
	STTD	Continue to develop, and adopt and make OER resources available to students and faculty		
	Library, Learning & Teaching		Launch and OER website – VCC subdomain, connect with marketing	
Goal 2.3 Build appropriate and mutually beneficial relationships with diverse and equity-seeking communities to honour and respect our obligations and responsibilities				
2.3.1 Reflect on the current state of our relationships with diverse and equity-seeking communities and understand how interested/ affected communities and partners see us				
2.3.2 Plan our institutional approach to developing new and improved relationships with interested/affected diverse communities to support EDI		•		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
2.3.3 Build mutually beneficial relationships with diverse communities and stakeholders to support EDI				
STUDENT EXPERIENCE				
Create, embed, and improve workflows and resources that support a student-centred experience				
Goal 3.1 Improve and maintain services and supports that promote student safety, wellbeing & engagement				
3.1.1 Increase our institutional capacity to support the social, emotional, and physical safety and wellbeing of students	Student & Enrollment Services	Launch and promote framework in conjunction with related new resources and materials including digital assets		
	Arts & Sciences	LINC: • The LINC DLs and one of the teachers have recently become Ambassadors for the Not Myself Today initiative and will use the coming months to help build a safe and supportive work environment. • LINC and EAL collaborate to put on Lunch & Learns for students. Various support service departments are invited to these events.		
		MUSIC: Emily Logan’s seminar on Musician’s Health and Injury prevention. Make this a new course		
		ABE Youth: • ABE Youth faculty will participate and contribute in this framework	• ABE Youth: • Continue talking about and supporting positive mental	• ABE Youth: • Continue talking about and supporting positive mental

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Engage in ‘Not My Day’ modules as presented by VCC	health and well-being at work Explore the possibility of having specific counsellor attached to our program to better support mental and emotional needs of our students	health and well-being at work Pursue implementation of previous years’ project to have a specific counsellor attached to our program, or, if that is not viable, simply maintain connections to adjacent, youth-oriented counselling services
3.1.2 Increase our institutional capacity to facilitate and support student engagement in their post-secondary experience	Arts & Sciences	DHH: Working on a joint proposal for a college-readiness program with Student Services, Disability Services and Arbiter of Student issues		
Goal 3.2 Improve and sustain the systems and processes that support accessible and transparent student admission, enrolment, retention and completion				
3.2.1 Improve the accessibility and availability of information to prospective students as they apply to VCC programming	Registrar’s Office	Complete online catalogue		Publish calendar with the following features: comprehensive admissions information, graduation process information, registration info & guides, tuition fee payment info, refund rule info, comprehensive policy info, add/drop class info, complete listing of courses with descriptions, list of support services

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Hospitality, Food Studies & Applied Business		DPM: Create an online academic calendar for our certificate program	
	Trades, Tech & Design			
	Health Sciences	Explore ways to address enrolment, attrition challenges, review admission standards, and increase student access to Counselling and other learning supports		
	Arts & Sciences	DHH: Have designed some courses to have a formalized schedule for online delivery		
		ABE Youth: Continue to work with RO and marketing to ensure accuracy of program information is up to date on VCC website		
	International Education	■ Provide online weekly information sessions for prospective students ■ Investigate scholarship options for international applicants ■ Grow social media presence to attract potential students ■ Obtain student testimonials to share on social media channels ■ Engage with local high schools to recruit into VCC programs ■ Increase number of articulation agreements		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		■ Connect with and support agents and business partners to promote new VCC programs ■ Visit overseas agents to provide training, enhance relationships and build capacity for marketing and recruiting ■ Build and maintain relationships with Education Marketing Managers, Visa Managers and Trade Commission Service in key markets ■ Expand diversification pilot project ■ Support in-country representatives to train agents and carry out marketing/recruiting activities in key markets ■ Strengthen alumni network to support recruitment in key markets ■ Advocate for IRCC systems improvements		
3.2.2 Improve the accessibility of the enrolment process for applicants and students	Registrar’s Office	Develop a model for consistent credit structure and its related benefits	Audit existing programs against the model	
	VP Academic & Applied Research	Develop a program audit process to assess/evaluate programs against risk and enrolment strategy requirements and propose suitable		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		resolutions (including articulation of resources required for proposed resolutions)		
	Hospitality, Food Studies & Applied Business	Review Baking and Pastry Arts – International Diploma HM Diploma	Review Culinary Arts – International Diploma HM Degree	Review Asian Culinary Arts Applied Business
	Trades, Tech & Design	Utilize new structure for program development related to CMP and School	Utilize new structure for program development related to CMP and School	
		Review Digital Media Design, Computer Systems Technology	Review Hair & Esthetics, and Auto Service Technology	Review Auto Collision Repair, and CAD/BIM
		Utilize new program structure related to CMP and School		
	Health Sciences	MLA CDA DH Pharm Tech	CDA DH MLA	PN BSN
	Arts & Sciences	Continue this process for EAL Pathways, LINC, and DHH & ASL, VR/AR. Apply the program audit process across the school and identify other programs/courses that had the most capacity for standardization and simplification.	Review ASL & Deaf Studies, Visually Impaired.	Review ABE Programs, CACE, Associate Degrees.
		BASIC ED: Co-create ABE-wide consensus around concept of an ABE Hub for standardized intake		
		ABE Youth:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Ongoing. Registration access has improved with students being able to access Banner registration after the 1st of the month • Continue to collaborate with RO to ensure registration processes are transparent and simplified for students		
	Student & Enrollment Services	Confirm and procure solution (Spring 2022). Plan (Summer 2022) and Pilot (including training) the new solution (Fall 2022) for full rollout (Winter 2023)	Monitor and assess solution and scoring, and make adjustments as needed	Monitor and assess solution and scoring, and make adjustments as needed
	Hospitality, Food Studies & Applied Business	ASIAN CULINARY: Assess prospective students through interview to determine functional language ability for enrollment		
	Arts & Sciences	Implement and roll out new assessment platform for ABE and EAL placement assessment.	Expand use of the assessment platform for math.	
	Academic Innovation – Library, Teaching & Learning	Scope current VCC PLAR activity		
	Arts & Sciences	DHH: • Explore option of this as possible part of the 2-month JRP whereby people may come for the last 2-months of program provided they have met criteria	PLAR may be establish for stand alone 2-month JRP extension	
		MATH:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Our department has well-established PLAR practices; revisit these with faculty to see if they can be expanded to recognize additional ways of knowing		
		ABE Youth: • Begin consultations with relevant parties to better understand how to initiate this process • Continue pursuing creative/alternative ways to meet graduation requirements for students	ABE Youth: Continue to develop and promote PLAR	
3.2.3 Increase our institutional capacity and supports for student retention and progression	Registrar’s Office	Implement additional self-service functionality for students within the enterprise resource planning (ERP) system.		
	Trades, Tech & Design	Investigate increase proportion of enrolments coming in through Destiny One	Investigate increase proportion of enrolments coming in through Destiny One	
	Arts & Sciences	DHH: Implement self-assessment – Am I ready for college?		
		MUSIC: Moodle Program Hub for information		
	Continuing Studies	• Increase proportion of online enrollments through Destiny One registration system	• Increase proportion of online enrollments through	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Refine and improve processes and workflows in Destiny One	Destiny One registration system • Implement Corporate Training Portal in Destiny One	
	SHP	Investigate increase proportion of enrolments coming in through Destiny One		
	Student & Enrollment Services	Services reviews and scheduled to take place for Library, Registrar’s Office (scheduling/systems), Student Services Centre & Disability Services.	Services reviews are scheduled to take place for the Assessment Services, the Registrar’s Office (admissions/registration), International Education, Continuing Studies, Academic Advising.	TBC
	International Education	• Implement EPBC for international applications • Implement international student ambassador/mentorship program • Provide immigration advising and support for international students • Work closely with departments to support students who are at risk and create strategies for intervention/support • Ensure new programs are designed to enable student success with scheduling and workload • Engage with broader student services areas to plan events and activities for students on campus		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• EDI and ART training for international education team members • Track reasons for non-converting students and implement strategies to increase conversion rates • Maintain two-week application processing timeline		
	Library, Teaching & Learning	• Explore proposal and budget for student ambassador role at Broadway campus. Assess options for administrative support for Learning Centre department		
	Arts & Sciences - LINC	• With having to move to online teaching / learning, we are investigating best practices for doing lessons but particularly assessments online • Creating mini courses, like the Avenue Moodle course we created to help LINC students navigate avenue		
	International Education	■ Provide a blend of virtual and face-to-face advising for students at Downtown and Broadway campuses ■ Increase immigration advising opportunities for international students	■ Evaluate student services model to ensure timely and relevant international student support based on a student-centered model.	■ Evaluate processes and implement strategies to increase efficiencies in international student support in relation to admissions and advising

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		■ Ensure student-centered model of student services is followed ■ Implement additional auto- emails for admissions and enrolment communications ■ Hire additional International Student Services Assistant to provide timely and relevant student support		
3.2.4 Increase our institutional capacity to support successful student completion and to students in achieving their educational and employment goals				
	International Education		Examine processes and initiate strategies that will increase student success and retention based on a student-centered model, throughout the life cycle of the academic plan	Examine processes and initiate strategies that will increase student success and retention throughout the life cycle of the academic plan
	Library, Teaching & Learning	● Pilot drop-in academic coaching in Gathering Space at each campus Jan-Dec 2022. Explore piloting tutoring in Gathering Space ●		
	International Education	■	■ Identify and operationalize student service projects to enhance the academic and personal success of international students	■ Identify and operationalize projects to enhance the academic and personal success of international students
EDUCATIONAL DELIVERY				

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and labour market needs.				
Goal 4.1 Develop & maintain an institutional framework that supports a variety of credentials and other forms of learning recognition that meet diverse student needs				
4.1.1 Develop & maintain options for educational completion below the certificate level recognition (micro-credentials)	Academic Innovation – Library, Teaching & Learning	Conduct and evaluate micro credential pilots to establish processes, identify sustainable business models until provincial framework is completed		
	Hospitality, Food Studies & Applied Business	Deliver MC in Hospitality Management	Expand MC offerings in Marketing Technology, Project Management, Culinary Arts and Baking & Pastry Arts.	Expand MC offerings in Marketing Technology, Project Management, Culinary Arts and Baking & Pastry Arts
			ASIAN CULINARY •Discuss with industry stakeholder about micro-credentials •Create and start a course in fall	
		HOSP MGMT: Establish a micro-credential framework		
	Trades, Tech & Design	JAD: We are still working on a plan to develop a 1-year jewellery certificate. Development of a suite Red Seal Refresher micro credentials for STC Micro credentials for journeyperson upgrading	Development of a suite Red Seal Refresher micro credentials for STC Micro credentials for journeyperson upgrading	
	Health Sciences	Explore micro credentials opportunities within the School of Health Sciences e.g., Dental	Develop and offer micro credentials opportunities within the School of Health Sciences	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Reception Coordinator, Dental Technology		
	Arts & Sciences	Explore micro-credential opportunities in DHH & ASL, Visually Impaired, and Computer Skills.	Apply micro-credential framework to relevant programs in the school.	Apply micro-credential framework to relevant programs in the school.
		BASIC ED: Create a mid-program capstone for students with intellectual disabilities	BASIC ED: Create a formal certificate of achievement recognizing completion of Level 6 English and Math	
		MUSIC: Preparatory music as a certificate		
		ABE Youth: Faculty will engage in relevant training and information to learn more about micro-credentials and how they can benefit students at ABE Youth		
	Continuing Studies	• Launch Applied Leadership and Business Management Certificate incorporating stackable micro credentials • Support micro credential implementation through Destiny One registration system • Collaborate with Marketing and Communications build landing page on vcc.ca for micro credential content • Pursue funded development opportunities for new micro credentials with industry	• Refine tools and processes related to supporting Academic micro credentials run through CS	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
4.1.2 Recognize and expand non-credit programming that meets student, industry and community needs				
	Continuing Studies	Investigate opportunities for industry-relevant Awards of Achievement	Investigate opportunities for industry-relevant Awards of Achievement	Investigate opportunities for industry-relevant Awards of Achievement
4.1.3 Develop our institutional capacity to recognize and value lived, experiential learning towards the completion of a credential (PLAR; Prior Learning Assessment & Recognition)	Academic Innovation – Library, Teaching & Learning			
	Arts & Sciences	DHH: Perhaps badges		
		MATHS: Review existing PLAR process with an eye to building in assessment of artifacts		
			ABE Youth: Look at the value of students developing an E-Portfolio	
Goal 4.2 Manage and maintain the use of effective online, blended and other flexible delivery formats to reach learners				
4.2.1 Develop and maintain our institutional capacity to effectively deliver programming through online and blended formats	Academic Innovation – Library, Teaching & Learning	Complete the OL strategy 2.0 and pilot with a couple of departments (SIP Goal: Online Learning Strategy Part 1: Develop plan to recreate the online digital learning strategy and expand digital learning opportunities)		
	Library, Teaching & Learning	Revise Collection Development budget in view of providing online resources		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Hospitality, Food Studies & Applied Business	Determine how to utilize the material developed during the pandemic to create high quality blended offerings in Hospitality Management, Business Management, Project Management and Applied Business.	Launch renewed blended delivery of the Hospitality Management Diploma.	Launch renewed blended delivery year two of the Hospitality Management Degree.
		DBM: Create more online material and incorporating new technologies in their classes. Applying for SIEF funds to develop material.	DBM: Ongoing	DBM: Ongoing
	Trades, Tech & Design	JAD: New curriculum that launches Sept. 2022 will include 2 fully online courses, plus blended learning for other courses		
	Trades, Tech & Design	Expand e-pprentce model offerings for trades Explore blended and flexible program delivery options for all departments	Expand e-pprentce model offerings for trades Explore blended and flexible program delivery options for all departments	
	Health Sciences	Explore ways to evaluate success of online learning to influence post Pandemic course delivery for all Health Sciences programs i.e., blended, face-to-face		
	Arts & Sciences	Develop Online Learning Strategy for Visually Impaired. Collaborative approach for shared ABE curriculum.		
		EAL:	EAL:	EAL:

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Finalize blended courses for levels 5 and 9 • Review fully online course offerings • Explore blended options for non-core courses (Grammar, CELBAN Prep, IELTS Prep) • Identify courses to be offered fully online (such as IELTS Prep and CELBAN Prep) Review “EAL Dept. Strategy for Blended Learning” and “Strategy for Moodle in EAL”	• Offer several online courses • Develop and implement blended options for non-core courses Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL”	• Review feedback on online courses Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL”
	Arts & Sciences	EAL: • Review & revise current department online learning strategy to align with college OLS • Review blended & online courses to align with OLS • Develop tool for instructors to assess best practices for OLS	EAL: • Continue to assess best practices for OLS • Seek opportunities for instructors to improve practices for OLS	
		BASIC ED: Expand online digital learning curricula for Fundamental Math		
		CCA: Indigenous 12, Technical & Professional English, and Grade 11 grammar skills in process of being developed for online delivery		
		MUSIC:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Assess effectiveness of online teaching used during pandemic. Carry some elements forward		
		ABE Youth: • Ongoing. All Youth courses are on Moodle and faculty are taking steps to improve skills and knowledge around digital learning strategies. Faculty participates in relevant training as able and will work with EL support/CTLR to develop online educational strategy • Created an ABE Youth Program Hub in Moodle and will continue to utilize this to the benefit of the students to relay program information • Continue to develop and implement online Advanced Social Science	ABE Youth: • Continue to build and implement online learning strategy • Work with Alison Schubert to develop online Work Experience 12	ABE Youth: Continue to build and refine online presence and online learning strategy
		MATH: • Identify what we've learned from two years of remote/online and blended delivery • Strategize for sustainable future delivery		
		CF SCIENCE: • Offer BIOL 1602 in blended format Evaluate delivery format of existing UT courses	CF SCIENCE: Evaluate student outcomes and feedback from blended and online courses vs face-to-face courses	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		MUSIC: Examine course delivery during pandemic and adjust course hours online/in person		
	Continuing Studies	Increase the number of online offerings in Continuing Studies and improve quality of existing offerings	Increase the number of blended offerings in Continuing Studies and improve quality of existing offerings	
	International Education	• Develop online teaching training modules that can be delivered internationally to TVET trainers • Develop COIL opportunities for virtual exchange and international collaboration in teaching and learning		
4.2.2 Improve our institutional capacity for flexible delivery of programming to better support our diverse student needs (e.g. HyFlex, asynchronous, rolling intakes)		•		
Goal 4.3 Create a planning framework for the technology necessary for effective educational delivery				
4.3.1 Develop criteria for incorporating new educational technology into programming	Academic Innovation – Library, Teaching & Learning	Start inventory of ed tech in use at VCC, hidden and visible	Complete inventory of ed tech in use at VCC, hidden and visible	
	Hospitality, Food Studies & Applied Business	Investigate and implement expanded use of educational technology in the Food Studies are.		
		DBM: Online course material was integrated during the pandemic. Now, moving to blended model.	DBM: Ongoing	DBM: Ongoing

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Arts & Sciences		Continue to develop and improve online learning delivery across the school. Implement UDL best practices.	Continue to develop and improve online learning delivery across the school. Implement UDL best practices.
		DHH: Developing more sophisticated aspects to Moodle-based courses and programs by adding self-based H5P and other digital -based assessment and assignment tools		
		LINC: • More instructors take advantage of later stages of training giving them the knowledge and experience to create their own H5P content, such as interactive videos, quizzes and presentations • Review the viability, applicability and development of the LINC Moodle, avenue.ca for our program We received funding in the 21/22 fiscal to develop a Moodle course to help students in levels 3 – 5 navigate the LINC Moodle: avenue. As we found it to be a success, we plan to try and secure more funding to further develop this Moodle for other levels, higher and lower.		
	Continuing Studies	Experiment with videography and learning design	Experiment with videography and learning design	Implement videography and learning design in targeted offerings

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
4.3.2 Establish and sustain a process for identifying and maintaining new educational technology	Academic Innovation – Library, Teaching & Learning			
	Hospitality, Food Studies & Applied Business	Pilot use of AR/VR in Culinary Arts and conduct follow up research to evaluate the use of this technology.	Continue to develop technology based on previous pilot.	
	Trades, Tech & Design	Evaluate and explore the use of VR and AR for the delivery of vocational programs.	Evaluate and explore the use of VR and AR for the delivery of vocational programs.	
	Arts & Sciences	Continue exploration and practice of Hyflex delivery in ASL & DS, Science, Math in collaboration with RO and AVP, Academic Innovation.	Determine the future of Hyflex and implications for RO, educational policies, and accommodation.	
		DHH: Plan to embed in curriculum development	DHH: Develop assessment	
		EAL: Use experience of SIEF-funded project on VR/AI software to outline steps to identify/evaluate educational technologies	EAL: Review and revise steps to identify/evaluate educational technologies	
		ABE Youth: Participate in workshops, training, and use PD time		
	Continuing Studies		Regularly evaluate student experience in F2F vs online vs hybrid offerings	
4.3.3 Investigate, Acquire and incorporate new educational technologies and software in a supported and resourced manner	Hospitality, Food Studies & Applied Business	DBM: Partnership with CTRLR to incorporate new methods and technologies in our online/blended initiatives.	DBM: Ongoing	DBM: Ongoing

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Health Sciences	• Dental Reception Coordinator: research and implement new simulation office software • Explore and implement simulation opportunities for electronic health record (EHR) for relevant health programs e.g., CERNER • Dental Technology: Continue to increase the use of 3D technology such as printers, milling and digital monitors, intra-oral scanners	Research AR/VR opportunities for health programs	
	Arts & Sciences	Monitor the use and resources required to maintain WebWorks, open-source homework platform. Explore specialized assistive technology appropriate for blended or online delivery.	Explore VR/AR for scenario based experiential learning.	
		DHH: Source materials and resources for our specialized population. Many times, we develop original lessons (pressbooks?)		•
		EAL: • Advocate for replacement of audio labs with new Sanako software (Capital Request Process) • Explore plagiarism detection software (e.g., TurnItIn or	EAL: • Replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year	EAL: • Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		SafeAssign) to reduce burden on instructors • Use recommendations of VR/AI research to introduce software	• Continue to explore new software and training opportunities	Continue to explore new software and training opportunities
		LINC: • We requested/ had approved a new Sanako unit which will perform as both an audio and computer lab. When it has been fully installed, we will work with teachers to train them to use this new technology • As well, we requested/ received two SMART boards and will support teachers as they train to use this new-for-us technology • We will look into software that could be purchased to promote computer-assisted language learning.		
		CCA: English faculty will be trying out a Moodle block that ensures there are no missed student assignments	CCA: Ongoing exploration	CCA: Ongoing
		MUSIC: Faculty meeting to discuss new apps and software for Music		
		ABE Youth: • Implementing WebWork for Math courses in Moodle	ABE Youth: Explore and request new technologies as needed and	ABE Youth: Explore and request new technologies as needed and

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Exploring funding opportunities to enhance our ability to identify and work with new technologies (e.g., SIEF)	undergo training/PD to get more experience	undergo training/PD to get more experience
	Continuing Studies	• Experiment with alternate delivery platforms for use in micro credentials • Ensure adequate lab space and resources are present to support tech-related programming and enrolment needs	Assess impact of delivery platforms for use in micro credentials	
Goal 4.4 Design & maintain experiential learning strategies and outcomes to inform all programming priorities, objective, and design.				
4.4.1 Establish criteria for incorporating new experiential learning opportunities into programming				
		DBM: Multiple initiatives incorporated in the program (online delivery of classes, re-design of courses with more active learning opportunities, incorporating UDL principles).	DBM: Ongoing	DBM: Ongoing
		DHH: • Development of applying theory to hands-on, real-world situations		
4.4.2 Develop experiential learning opportunities that support program learning outcomes	Hospitality, Food Studies & Applied Business	Develop Co-op in Hospitality management diploma	Launch Co-op and assess outcomes.	
	Trades, Tech & Design	JAD:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		In our new curriculum, capstone projects could be completed as practicums with local jewellers.		
	Health Sciences	• Seek and implement inter-professional education (IPE) activities within the School of Health • Dental programs: continue with development of dental simulation lab • Nursing programs: pilot new simulation lab technologist position to optimize use of new simulation manikins and audio-visual recording system		
	Arts & Sciences	Support the full return of practicum in CACE and JRP.	Continue to apply applied learning in curriculum and assessment practices across the school.	Continue to apply applied learning in curriculum and assessment practices across the school.
		EAL: • Use program renewal recommendations to integrate experiential learning throughout each course • Implement prog. renewal recommendation to articulate Experiential Learning courses	EAL: Use program renewal recommendations to integrate experiential learning throughout each course	
		LINC: • Work with teachers to train them to use this new Sanako technology which will perform as both an		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		audio and computer lab when installed • Support teachers as they train to use this new-for-us SMART board technology • Look into software that could be purchased to promote computer-assisted language learning.		
		MATH: In UT program renewal, give weight to experiential learning and authentic assessments		
		BASIC ED: Develop an experiential grammar course for students at the intersection of literacy and EAL learning.		
		CCA: There is an opportunity to explore WIL in the new course offerings.		
		MUSIC: Practicum and career opportunities classes to align with WIL initiatives		
		ABE Youth: • Explore ideas for interactive activities that bring diverse groups together in shared activities • Explore opportunities for more land-based experiences	ABE Youth: • Explore ideas for interactive activities that bring diverse groups together in shared activities	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
			• Explore opportunities for more land-based experiences • Build community relationships where students can get into “the field” to experience how what they are learning in courses plays out in society (Indigenous communities, career sectors, diverse demographic situations)	
Goal 4.5 Coordinate an applied research strategy aligned with the educational priorities and obligations of the College				
4.5.1 Develop a Scholarship and Research Initiatives Plan	Vice President Academic & Applied Research	Research Advisory Council:		
	Arts & Sciences	EAL: • Develop a process with faculty to explore and propose scholarship and research initiatives, individually and cooperatively		
4.5.2 Increase the amount of applied research conducted in support of the College’s mandate and programs	Hospitality, Food Studies & Applied Business	Apply for funding for research into Food Waste in Food Studies		
	Health Sciences	Expand existing scholarship to incorporate opportunities across the School of Health Sciences		
	Arts & Sciences	Identify and capture our unique teaching and learning experience as research opportunities.		
		EAL:	EAL:	EAL:

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Develop a process with faculty to explore and propose scholarship and research initiatives, individually and cooperatively • Complete 2019-20 research study on class size, which was interrupted due to COVID measures	• Explore internal & external research funding options • Support faculty research initiatives • Implement report recommendations on class size	• Continue to explore internal & external research funding options • Support faculty research initiatives
		LINC: • Will develop a plan for any action research that instructors might like to do that they need funding for • Will discuss what research needs to be done around best practices for online / blended learning especially as it concerns assessments and their relevance and accessibility.		
		MATH: Connect existing research efforts with College initiatives		
		ABE Youth: • Completed end of course survey and have included it in each Moodle course for students to complete. Will continue to review feedback on a regular basis to inform future decisions at the course level	ABE Youth: • Apply for research projects that would engage students. Continue to engage in professional development opportunities around current research in educational topics, such as PLAR, cross-credit	ABE Youth: • Continue to engage in professional development opportunities around current research in educational topics, such as PLAR, cross-credit courses, etc.

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
			courses, etc. and project-based learning	• Proceed with previous years' research into best practices in student engagement
	Library, Teaching & Learning	Create a platform for a virtual poster fair for student research, 2022. Expand participation across other disciplines/trades		
FISCAL SUSTAINABILITY				
Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.				
Goal 5.1 Maintain a financially sustainable program mix and enrolment plan that satisfies the college mandate and operating obligations				
5.1.1 Develop a financial costing framework and implementation plan/process to analyze program sustainability, including the priorities and parameters guiding resultant actions	VP Academic & Applied Research	Establish cost categories, allocation ratios and associated rationale, for determining cost of operation of existing programs (at both primary and secondary levels)		
	VP Academic & Applied Research	Create templates and associated processes necessary for schools and programs to conduct costing audit for new and existing programs		
	Hospitality, Food Studies & Applied Business	Baking & Pastry Arts Diploma Culinary Arts Diploma	Applied Business programs	
	Trades, Tech & Design			
	Health Sciences	Dental Hygiene Diploma Certified Dental Assistant Certificate	Medical Laboratory Assistant	
	Arts & Sciences	EAL and LINC	UT/Associate Degrees; Music	ABE programs
	Deaf & Hard of Hearing	• Partner with organizations in terms of co-op ventures or target wage subsidy for the workplace •		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
5.1.2 Conduct needs assessment and determine sustainability requirements of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Hospitality, Food Studies & Applied Business	Culinary Management diploma Baking Management diploma Domestic Certificate in Project Management Supply Chain and Logistics Management PDD	Expanded diplomas in the business area (could include): - Finance - HR - Administration	
			DPM: Conduct a needs assessment for more certificate and diploma programs	
	Trades, Tech & Design	JAD: • A need has been identified to offer jewellery design training for students who are not interested in the handcrafting side of the industry. Apply for curriculum development funds for a new online jewellery design certificate. • We continue working on establish an optional 3rd year for our students.	JAD: • Curriculum development of new online Certificate in Jewellery Design • Develop curriculum, for optional 3rd year.	JAD: Implement new Third Year Advanced Diploma program (currently completing development)
	Health Sciences	• Dental Hygiene: pursue a degree completion • Practical Nursing: explore new program opportunities i.e., internationally educated graduate nurses; nursing refresher program; part time program		
	Arts & Sciences	UT/Associate Degree for international students.	Explore viability of teacher training credential for teachers of Deaf and Hard of	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
			Hearing and of ASL adult learners.	
		EAL: • Create dept process to propose and plan new courses (Improve Your Vocabulary, Improve Your Intercultural Communication) • Assess recently introduced courses (Improve Your Writing, Online Communication Skills)	EAL: • Develop course outline for one elective based on needs assessment, and field test course • Review other electives to ensure they meet the needs of students.	EAL: • Develop course outline for one elective based on needs assessment, and field test course • Review other electives to ensure they meet the needs of students.
		LINC: • IRCC would like us to continue offering general Settlement Language classes •		
		CF SCIENCE: Conduct market research for potential new Associate of Science degree pathways or other diploma programs	CF SCIENCE: Offer one additional new pathway; continue to seek funding for renovations that will allow Associate of Science in Biology courses to run	CF SCIENCE: Offer Associate of Science in Biology, if necessary, renovations are complete
		MUSIC: Prep Music Certificate, investigate summer offerings in Music		
		ABE Youth: • Consulted with BYRC management to inform them of increase to student age we can support (to age 24) • Begin to conduct needs assessments by surveying users	ABE Youth: • Consult with Indigenous experts in the community and within VCC to work on Indigenizing plan for the program	ABE Youth: • Increase number of staff to explore and advise creation of new courses that arise from prior year's needs assessments

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		of BYRC and other community members regarding their educational needs and goals • Explore Indigenizing course content and begin to consult with Indigenous experts in the community and within VCC to work on Indigenizing plan for the program (ongoing) • Continue to collect anecdotal evidence from VSB counsellors and students as to their evolving educational needs and goals • Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.)	• Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.)	• Explore space requirements needed for expanded outreach programming • Continue to consult with Indigenous experts in the community and within VCC to implement Indigenizing plan for the program
	International Education	Work with deans and departments to ensure that new programs are designed and scheduled to attract international enrolment.		
5.1.3 Conduct review of individual program operations to understand cost of operation relative to industry peer programming and understanding requirements to specifically support sustainable VCC delivery of existing programs	Hospitality, Food Studies & Applied Business	MOA and MT Executive Assistant	LAA Asian Culinary	
		DBM: CBM program will change its name to Business Management Post-		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Degree Diploma to cater to a broader audience. Change will be in effect in September 2022.		
	Trades, Tech & Design		JAD: Survey industry to get feedback on new curriculum	
	Health Sciences	Medical Laboratory Assistant		
	Arts & Sciences	ASL & Deaf Studies as part of program redesign from renewal	New courses and pathways in UT/Associate Degrees	CACE and Visually Impaired as part of program renewal
		DHH: Assessing gaps to see how we can expand our program while meeting the areas that are lacking		
		EAL: Use program renewal recommendations to update employability skills in curricula		
		LINC: - Refreshing training in the PBLA program as per IRCC		
		MATH: - Deliver first offering of new course Math 2120 to support Associate of Science degree - Identify potential new courses to support AS pathways		
		CF SCIENCE: Research viability of “distance model” for high-demand lab courses	CF SCIENCE: Offer one course in “distance model” if deemed advisable following research phase	CF SCIENCE: Evaluate outcomes and feedback from pilot project

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
				and plan any expansion accordingly
			MUSIC: Begin renewal of Music Diploma program	
	Continuing Studies	Analyze existing program performance for non-credit program areas and sunset underperforming areas		
	International Education	Work with deans and departments to ensure that existing programs are designed and scheduled to attract international enrolment.		
5.1.4 Develop new programs and build capacity in existing programs for international students.	Hospitality, Food Studies & Applied Business	Culinary Management diploma Baking Management diploma Domestic Certificate in Project Management Supply Chain and Logistics Management PDD	Expanded diplomas in the business area (could include): - Finance - HR - Administration	
		ASIAN CULINARY: Build the new Level 2 program pending financial department approval		
		DBM: Continue efforts in hiring process of new instructors.	DBM: Ongoing	DBM: Ongoing
		DPM: Continue developing the CPM program (Certificate in project management)		
	Trades, Tech & Design	JAD:	JAD:	JAD:

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Explore potential for jewellery design certificate will be very appealing to international students and could bridge into our existing program. Apply for CD funds • Development of clean energy programs and new diploma programs centred around automotive innovation	• Develop new jewellery design certificate. • Development of clean energy programs and new diploma programs centred around automotive innovation	• Launch new design certificate, advertise internationally • Development of clean energy programs and new diploma programs centred around automotive innovation
	Health Sciences	In collaboration with International Education explore other potential Health Diplomas for international students • Implement new International Health Care Assistant Diploma	Develop one new international Health Diploma	
	Arts & Sciences	UT/Associate Degree; DHH & Deaf Studies. Review VR/AR Diploma		
		EAL: • Meet with IE to determine criteria for programs relevant to international students ■ Begin planning courses	EAL: Develop and implement new courses for international students	EAL: Review courses and plan for additional programs for international students
		MATH: Liaise with IE to build out AS sustainably for international students		
		CF SCIENCE: Work with International Ed to ensure that Associate of Science		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		degree is compatible with international student needs		
		MUSIC: Investigate Prep Music Certificate as pathway for international student		
		ABE Youth: • Explore how ABE Youth can connect with refugee families in need of education options		
	International Education	■ Build capacity in programs where demand exceeds capacity ■ Plan for additional international cohorts in Trades, Tech & Design and Hospitality, Food Studies & Applied Business, Health Sciences and Continuing Studies ■ Develop new international diplomas in Trades, Tech & Design and Hospitality, Food Studies & Applied Business ■ Develop new international post-degree diplomas in Hospitality, Food Studies & Applied Business and Health Sciences and Continuing Studies	Engage with Deans to find opportunities for developing new programs and building capacity in existing programs	Engage Deans to find opportunities for developing new programs and building capacity in existing programs
	Continuing Studies	• Explore possibilities for developing programming geared towards International Students in the following program areas: ○ Cyber Security ○ Big Data	• Explore possibilities for developing programming geared towards International Students in the following program areas: ○ Paralegal	• Explore possibilities for developing programming geared towards International Students based on labour market trends

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Sustainably increase intakes in current international programs: ○ ECCE ○ Network Technology Administration and Security	○ Building Manager	
		■		
5.1.5 Renew programs that have not gone through renewal in the past 5 years.	Hospitality, Food Studies & Applied Business	Year 1 of LAA renewal Year 1 of Asian Culinary Complete HM diploma renewal Year 2 of MOA and MT renewal Develop Baking & Pastry Arts diploma (remove dual certificate)	Year 1 of Business Management renewal Complete HM degree renewal Year 3 of MOA and MT renewal	Culinary Arts
			DBM: Program review will be held in this fiscal year.	
			DPM: Renew the BPM program	
	Trades, Tech & Design	Architectural Technician		
	Health Sciences	Medical Laboratory Assistant	Implement recommendations from MLA program renewal	
	Arts & Sciences	UT/Associate Degrees Basic Education	CACE – Retail & Hospitality CACE – Food Services Visually Impaired	CaCe – Career Awareness
		MATH: UT/Associate Degrees due for program renewal		
		CF SCIENCE: UT program renewal		
		BASIC ED: Basic Education to undergo program renewal		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		MUSIC: Music Degree Renewal is complete	MUSIC: Music Diploma renewal	
		ABE Youth: • Initiated a strategic plan with support from the IA and are currently working on the action items •	•	•
	Continuing Studies	• Launch Program Renewals: ○ Paralegal ○ Fashion Design and Production	• Launch Program Renewal: ○ Gladue Report Writing ○ Fashion Merchandising	• Launch Program Renewal: ○ ECCE ○ Office Administration
5.1.6 Implement program changes that have gone through program renewal and/or have had minor or major changes	Hospitality, Food Studies & Applied Business	Launch updated Baking & Pastry Arts Certificates	Launch HM diploma Launch updated Baking & Pastry Arts diploma	Launch HM degree Launch Asian Culinary Launch MOA and MT Launch LAA
		DBM: Business Management Post-Degree Diploma will be launched in September 2022. The new program has gone through changes in course outlines.		
		DPM: Implement the new BPM Program		
		HOSP MGMT: Program Renewal in progress	HOSP MGMT: Program Renewal in progress	
	Trades, Tech & Design	JAD: New curriculum (a result of 2018/19 renewal) to be implemented this fall		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Health Sciences	• Implement revised Pharmacy Technician program • Implement revised Dental Reception Coordinator program	• Dental Hygiene Diploma • Certified Dental Assistant Certificate	
	Arts & Sciences	ASL & Deaf Studies EAL Pathways CACE Computer Applications CCA Computer Skills DHH & ASL	ASL & Deaf Studies EAL Pathways	ASL & Deaf Studies EAL Pathways
			DHH: All renewal developments will be implemented	
		EAL: Implement recommendations from renewal completed in 2021-22	EAL: Implement second stage of recommendations from renewal 2021-22	
		DHH: Some programs, such as English Foundations, ASL, JRP and Living Successfully with Hearing Loss and are planning on implementation for the Fall/2022 or early 2023, depending on new schedules		
		EAL: Update PCG and course outlines and bring through governance	EAL: • Complete implementation of renewed courses. • Complete articulation of program with BC EAL Articulation.	
		ABE Youth:	ABE Youth:	

VANCOUVER COMMUNITY COLLEGE**2022-2025 ACADEMIC PLAN**

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Development of Advanced Social Science	• Build on and develop initiatives and priorities from strategic plan • develop Work Experience 12	
			CF SCIENCE: Implement changes indicated in program renewal	CF SCIENCE: Evaluate changes made in program renewal process
	Continuing Studies	• Launch renewed programs: ○ Building Manager ○ Applied Leadership and Business Management ○ Event Management	• Implement programmatic changes resulting from program renewal: ○ Paralegal ○ Fashion Design and Production	• Implement programmatic changes resulting from program renewal: ○ Gladue Report Writing ○ Fashion Merchandising • Launch renewed programs: ○ Paralegal ○ Fashion Design and Production
5.1.7 Review and adapt academic administrative structures and processes to better align with and support academic programs and services	VP Academic & Applied Research	Complete Academic Master Plan that will include sustainable academic framework and infrastructure (and criteria and rationale for change to that framework)	Conduct consultation with internal and external stakeholders regarding academic restructure, applying AMP criteria and rationale	Complete final plan and implementation strategy for institutional academic restructure
Goal 5.2	Create and sustain relevant community relationships required for predictable and sustainable program delivery.			

VANCOUVER COMMUNITY COLLEGE**2022-2025 ACADEMIC PLAN**

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
5.2.1 Ensure programs have active Program Advisory Committees (PACs) and effective partnerships with industry and community (only new or recovered)	Hospitality, Food Studies & Applied Business	Minimum of 1 PAC Meeting for each program per year with annual refresh of PAC members	Minimum of 1 PAC Meeting for each program per year with annual refresh of PAC members	Minimum of 1 PAC Meeting for each program per year with annual refresh of PAC members
		DBM: Program has not yet successfully formed a Program Advisory Committee (PAC). Expecting formal invitation of PAC nominees. Goal is to hold first committee in 2022.	DBM: Increase the number of PAC members.	DBM: Increase the number of PAC members.
		DPM: Continue acquiring more PAC members for the BPM program		
	Trades, Tech & Design	JAD: New PAC formed last year		
	Health Sciences	Continue with yearly or biannual PAC meetings, continue to recruit, and maintain PAC membership for all health programs		
	Arts & Sciences	EAL Pathways CACE	ASL & Deaf Studies	
		DHH: We plan on starting the PAC again once COVID restrictions have lifted to the point where employers have the time and energy to devote to a committed time at PAC		
		EAL: - Continue to participate in PAC for Health Care Aide program - Create internal PAC at VCC where EAL can inquire and respond to	EAL: - Committee - Identify needs of internal PAC for ongoing work	

VANCOUVER COMMUNITY COLLEGE**2022-2025 ACADEMIC PLAN**

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		EAL issues at the applied program level (e.g., initiatives similar to the EAL support in HM, Student Success Moodle shell, etc.)	Assess success of students from ESL Pathways in other programs and consider solutions, if needed	
		BASIC ED: Identify community organizations/services in Richmond, Delta, and North Vancouver where we can promote our program to help rebuild enrolment numbers.		
		MUSIC: Develop PAC for Music Diploma renewal next year		
		ABE Youth: Initiated the process of creating a PAC, continue identifying appropriate members and function		
	Continuing Studies	- Revitalize PACs for: - Counselling Skills - IT Operations Professional - Paralegal - Office Administration	Maintain PACS for all CS program areas	Maintain PACS for all CS program areas
5.2.2 Develop new international business partnerships to support international enrolment. (only new or recovered)	Hospitality, Food Studies & Applied Business	Continue to develop and explore partnerships in the Hospitality, Culinary, Baking and Asian Culinary areas	Investigate potential partnerships with SQA for additional programming	
		DBM: Continue partnership with IE to expand the “base” of potential international students in the		

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		program. Diversification in the student body is a priority.		
	Trades, Tech & Design			
	Arts & Sciences	Review partnership with VFS for VR/AR Diploma		
		DHH: Will research and source areas with a high Deaf and hard of hearing population currently not being serviced		
	International Education	- Explore and implement mutually beneficial business partnerships with key external stakeholders that will support international enrolment and/or international revenue - Leverage UMAP IS to build international mobility for student and faculty exchange and study abroad initiatives as related to enrolment and internationalization	- Explore and implement mutually beneficial business partnerships with key external stakeholders that will support international enrolment and/or international revenue - Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization	- Explore and implement mutually beneficial business partnerships with key external stakeholders that will support international enrolment and/or international revenue - Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization
		•	•	•
5.2.3 Expand partnerships with K-12 to offer more dual credit programming (only new or recovered)	Hospitality, Food Studies & Applied Business	Investigate opportunity of offer Workplace Level 2 (Cook) in our satellites.		
		ASIAN CULINARY: Probe a high school partnership program		
	Trades, Tech & Design	Expand Youth Train in Trades offerings and explore the expansion	Expand Youth Train in Trades offerings and explore the	Expand Youth Train in Trades offerings and explore the

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		of other vocational programs to dual credit	expansion of other vocational programs to dual credit	expansion of other vocational programs to dual credit
	Health Sciences	• Explore opportunities to offer other dual credit programs in Health Sciences • Explore opportunities to expand dual credit partnerships with other school districts		
	Arts & Sciences	ASL & Deaf Studies CACE		
		DHH: We have started plans to meet for mentorship programs and cross-cultural events and projects		
		ABE Youth: • Continue to liaise with VSB staff to help place students in appropriate programs and to gather and share information about transferable courses. • Be informed of BC Articulation Committee meetings in all relevant subject areas • Work with Advising, Registrar's Office, and all relevant parties to find ways to credit prior learning and increase graduation numbers •	ABE Youth: Continue to build on the previous years initiatives to partner with K-12 for dual-credit programming options	ABE Youth: Continue to build on the previous years initiatives to partner with K-12 for dual-credit programming options

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
5.2.4 Implement and expand on partnership opportunities through the life of the academic plan (only new or recovered)	Hospitality, Food Studies & Applied Business	Continue work with Hospitality/Tourism organizations, BC Chefs Society, Chef’s Table Society, Baking Association of Canada, Project Management Institute, BC Tech Association, ITA and various Consulates in Vancouver,	Expand international work and/or study experiences.	
		DBM: Active engagement with Industry through Practicum program. This is ongoing with every cohort.	DBM: Ongoing	DBM: Ongoing
		HOSP MGMT: Annual review	HOSP MGMT: Annual review	
	Trades, Tech & Design	Maintain and expand partnerships with current industry partners.	Maintain and expand partnerships with current industry partners.	Maintain and expand partnerships with current industry partners.
	Health Sciences	• Continue to collaborate with the Ministry of Advanced Education, Skills and Training to provide additional cohorts or increase base-funded seats to meet health workforce needs • All health programs: expand partnership opportunities with Health Authorities, private labs, long-term care facilities etc. to meet growing placement needs • Explore delivering indigenous cohorts through Aboriginal Community Career Employment Services (ACCESS)		

VANCOUVER COMMUNITY COLLEGE**2022-2025 ACADEMIC PLAN**

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Arts & Sciences	Basic Education, ABE Youth, LINC, VR/AR Diploma, CACE, Music, EAL Pathways, ASL & DS	Basic Education, ABE Youth, LINC, VR/AR Diploma, CACE, Music, EAL Pathways, ASL & DS	Basic Education, ABE Youth, LINC, VR/AR Diploma, CACE, Music, EAL Pathways, ASL & DS
	Deaf & hard of Hearing	DHH: We are exploring opportunities to partner with Deaf Education Teacher Training Programs: York University and UBC. Approach universities to have training programs designed for teaching post-secondary (adding to their existing course load that only goes from K to Grade 12 training)		
		EAL: - Communicate with other areas to support EAL learners (Hair Esthetics & Design) - Work with Combined Skills partnerships (Culinary, Baking, HCA) to maintain effective partnerships	•	•
		LINC: The department is open to and will actively seek out new partnership opportunities, like the Edith Lando Virtual Learning Centre (as of 2021)		
		ABE Youth: Ongoing. We continue to build on existing partnerships with	ABE Youth: Continue to expand and develop partnerships	ABE Youth: Continue to expand and develop partnerships

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		BYRC, VSB, VCH, VCC (CCA and CF) • Working to foster new partnerships with different agencies in the community including YWCA, Trusst Collective, BC Children’s Hospital, Youth Sports Teams, • Hosted a virtual open house in December 2021 and will continue to host these on a regular basis to share program information with networks	• Continue to offer open house sessions	• Continue to offer open house sessions
	Continuing Studies	Expand industry connections through targeted micro credential development and corporate training opportunities	Expand industry connections through targeted micro credential development and corporate training opportunities	
Goal 5.3 Foster and reinforce program quality.				
5.3.1 Identify, promote, support articulation and transferability of courses and programs	Hospitality, Food Studies & Applied Business	Accounting diploma articulation Business department heads attending articulation meetings to expand transferability	Expand articulation and transfer agreements for updated HM diploma	Expand articulation and transfer agreements for updated HM degree
	Trades, Tech & Design	JAD: Continue to work on formalizing transfer agreements with Emily Carr, Alberta University of the Arts and Nova Scotia College of Art & Design		
	Health Sciences			

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Arts & Sciences	Across the school with focus on EAL Pathways and ASL & Deaf Studies		
		DHH: Our new curriculum is now CLB-based, and the Foundations are transferrable with selected trades and other courses/programs		
		EAL: Articulate Pathways 9 for EAP IV to increase transfer options Continue membership with BC EAL Articulation Committee	EAL: Review results of articulation at VCC and other institutions	EAL: Confirm new articulation is recognized at VCC and other institutions
		MATH: - Continue to promote SFU transfer pathways - Promote Associate of Science in Computing Science program - Seek key transferability for new course Math 2120		
		CF SCIENCE: - Update transfer agreements with SFU for Engineering, Environmental Science and Science programs - Pursue assured admission agreement for UVic and UBC Engineering - Promote Associate of Science in CS program to domestic and international students	CF SCIENCE: - Pursue additional assured admission agreements with UBC	

VANCOUVER COMMUNITY COLLEGE
2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		• Consider how to promote and support students’ transition from ABE to UT programs		
		ABE Youth: • Explore ways to credit oral tradition of testing knowledge and various other communication styles with students. • Encourage presentations and peer projects. • Continue to work with Advising to ensure students meet requirements to graduate with an Adult Graduation; and/or continue to work with public schools to ensure younger students can transfer ABE courses to a high school Dogwood • Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.)	ABE Youth: • Maintain currency of transferability of courses to other post-secondary institutions through monitoring of BC’s post-secondary institutions’ admission requirements and preferred credentials • Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.)	
	International Education	Connect potential partners to deans in relevant areas to explore and create articulation pathways for international students		

VANCOUVER COMMUNITY COLLEGE**2022-2025 ACADEMIC PLAN**

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
5.3.2 Secure and sustain accreditation and other external program approvals	Hospitality, Food Studies & Applied Business	Expand transfer agreements for Culinary and Baking diplomas and Red Seal Certification transfer into degree programs.		
	Trades, Tech & Design	Complete Accreditation of ASE and Drafting Programs	Investigate Accreditation of Collision Programs	
	Health Sciences	- Medical Laboratory Assistant: Explore accreditation - Certified Dental Assisting (onsite and distance) and Dental Hygiene: Accreditation by the Commission on Dental Accreditation of Canada (CDAC)	Bachelor of Science in Nursing: Accreditation by the Canadian Association of Schools of Nursing (CASN)	Pharmacy Technician: Accreditation by Canadian Council for Accreditation of Pharmacy Programs (CCAPP)
	Arts & Sciences	Explore requirements to deliver Orientation & Mobility course in Visually Impaired		
		DHH: - Have been involved in articulation for JRP - Wil seek options for English		
			EAL: Liaise with Chartered Professional Accountants of BC with regards to a new course: Communicating for Accounting, and/or integrate course with Communication for Engineering & Technology	EAL: Take course(s) through governance and offer Review courses
		CCA: VCC's ABE Graduation needs review as it doesn't work as well as the Adult Dogwood through the		

VANCOUVER COMMUNITY COLLEGE**2022-2025 ACADEMIC PLAN**

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		province. The latter is in place and working well. CCA will connect with Advising and promote opportunities for adult high school graduation further.		
	Continuing Studies	Register for accreditation for Optician Diploma Program	Obtain accreditation for Optician Diploma Program (site visit will be planned for September 2023)	
5.3.3 Evaluation and assessment of existing learning activities against academic targets/objectives (KPI)	Hospitality, Food Studies & Applied Business	Administrative Professional Accounting Marketing Technology	Project Management	HM Diploma LAA/MOA/MT Asian Culinary
	Trades, Tech & Design		JAD: Assess success of new curriculum. What went well in first year? What needs improvement?	JAD: Assess success of new curriculum after one complete cohort has graduated
	Health Sciences	• Bachelor of Science in Nursing • Dental Hygiene • Certified Dental Assisting	Medical Laboratory Assistant	
	Arts & Sciences	EAL Pathways; ASL & Deaf Studies; CCA Computer Applications		
		DHH: • Working on a teacher's manual and assessment tools and strategies for all areas • Portfolio-based assessments will be used for English Foundations		
		CF SCIENCE:	CF SCIENCE: Implement changes indicated in program renewal	CF SCIENCE:

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Evaluate/assess learning activities against target learning outcomes in program renewal process		Evaluate/assess changes implemented in program renewal
		BASIC ED: • Pilot new English Learning Action Plans • Pilot new Computer Studies Learning Action Plans		
		MUSIC: Align learning outcomes with real-world music work opportunities		
		ABE Youth: Continue to review Articulation Outcomes and K-12 Big Ideas Learning Objectives		
	Continuing Studies	Develop data dashboard to facilitate the holistic and efficient assessment and evaluation of CS programs	Use and enhance the data dashboard to facilitate the holistic and efficient assessment and evaluation of CS programs	
Goal 5.4 Implement our financial strategy.				
5.4.1 Meet our domestic and international enrolment targets	International Education	■ Support agents and maintain agent relationships ■ Participate in agent and education fairs/events ■ Support in-country representatives to promote and market VCC internationally ■ Travel to key and emerging markets for international student recruitment		

VANCOUVER COMMUNITY COLLEGE
2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		■ Examine trends and work with Deans to create international enrolment targets ■ Ensure internal resources, processes and operations are conducive to meeting enrolment targets ■ Increase capacity in high-demand programs ■ Build better systems for admissions and enrolment data tracking and analysis Create enrolment targets for sub-continent office		
5.4.2 Improve financial sustainability of existing programs				
5.4.3 Pursue/Develop out contract offerings and new programming that generates revenue above cost				



DECISION NOTE

PREPARED FOR: Board of Governors Public Meeting

DATE: June 29, 2022

ISSUE: **RECOMMENDATION FOR APPROVAL:**
INTERNATIONAL TUITION – Hospitality Management Post-Degree Diploma

BACKGROUND:

The School of Hospitality, Food Students and Applied Business has developed a 48-credit hospitality management post-degree diploma with a launch date of May 2023. This creation of this diploma has been supported by our Program Advisory Committee and International Education. It is designed to meet the labour shortages in hospitality. The Hospitality Department created entirely new courses for this program to distinguish it from our diploma and degree.

DISCUSSION:

This proposal includes the costing for a projected cohort of 20 students with a maximum class size of 35. We have set the class size at 35 to reflect the class sizes of other postsecondary institutes in the lower mainland.

The tuition for all our post-degree diplomas will be \$644/credit by May 2023. It is proposed that the tuition for this credential be set at that same level \$644/credit or \$30,925.

	Credits	Tuition/Credit	Tuition/Diploma	Net Contribution	Contribution to Overhead
Option 1	48	\$644	\$30,925	\$ 45,061	10%

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$30,925 for the new international Hospitality Management Post-Degree Diploma Program, effective June 29, 2022.

ATTACHMENTS: APPENDIX A: Financial Analysis

PREPARED BY: Dennis Innes, Dean, School of Hospitality, Food Studies and Applied Business

DATE: June 16, 2022

APPENDIX A

Vancouver Community College
HOSPITALITY MANAGEMENT POST
DEGREE DIPLOMA (INTERNATIONAL)

Scenarios	20 International
Tuition per credit - International	\$ 644
Tuition per student - International	\$ 30,925
Tuition per credit - Domestic	\$ 118
Tuition per student - Domestic	\$ 0
No. of Intakes	1
No. of students per intake - Domestic	
No. of students per intake - International	20
Total students (with X FTE attrition) - Domestic	
Total students (with X FTE attrition) - International	15
Domestic Student FTE	0
International Student FTE	15
Total Student FTE	15
Duration - instructor months	24
Duration - days	200
Other days	0
Department head release days	45
Duty days per year	180
Instructor FTE required per intake	1.4
Number of credits	48
Tuition Fee per Credit - Domestic	\$ 0
Tuition Fee per Credit - International	\$ 644
Support Staff FTE	0.10
Operational costs	\$ 5,000
Revenue per credit per student	\$ 644
Cost per credit per student	\$ 582
Revenue per student	\$ 30,925
Cost (breakeven tuition fee) per student	\$ 27,921
Breakeven tuition fee per credit per student	\$ 582
Tuition fees per student - International	\$ 30,925
Tuition fees per student - Domestic	\$ 0
Block fund per student	\$ 0
OverHead %- Other	60%

Revenue

Tuition revenue - International	\$	463,882
Total revenue	\$	463,882

Instructor

Salary (step 1)	\$	139,994
Benefits (27%)	\$	37,799
Total instructor costs	\$	177,793

Support Staff

Salary		7,221
Benefits (30%)	\$	2,166
Total support staff costs	\$	9,388
Total labour cost	\$	187,181

Operational costs

Direct Operational Expenses	\$	5,000
Agency Fees 15% - International	\$	69,582
Total operational costs	\$	74,582
Total direct costs of delivery	\$	261,763

Indirect Costs

Indirect student support	\$	157,058
Total indirect costs of delivery	\$	157,058
Total expenditures	\$	418,821
Net contribution to VCC overhead / (D)		45,061

Gross Margin Income Statement

Revenue from tuition and block fund allocation	\$	463,882
Direct instructors cost	\$	177,793
Direct non-labour cost	\$	5,000
Direct support staff cost	\$	9,388
Gross margin	\$	271,701
Indirect Agency Fees	\$	69,582
Indirect support staff cost	\$	-
Total indirect expenditures	\$	69,582
Surplus / (Deficit) (prior VCC overhead)	\$	202,119
VCC Institutional support (Overhead)	\$	157,058
Net Surplus / (Deficit)	\$	45,061

Gross margin breakeven tuition per student	\$ 12,813
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 29, 2022

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: Building Manager Certificate Program

BACKGROUND:

Continuing Studies has offered Building Manager programming since 1987. The renewed Building Manager Certificate will be offered in a flexible format, similar to current programming, which is structured based on à-la-carte registration, so students can take courses part time to meet a variety of professional training needs. There is a short certificate exit pathway upon completion of 8 credits/4 courses, which ladders fully into the 18 credit/9 course certificate.

Intakes will be ongoing in Winter, Spring, and Fall terms. Registration in each course will vary, as students will complete the certificate at different paces according to their needs. Courses will run subject to sufficient enrolment and will generate varying amounts of net contribution accordingly.

There are no significant facilities, operating, or labour cost increases expected related to this redesign. The program will be administered within the existing FTE allocation for this program. It is expected that this programming will generate a consistent revenue stream, similar to current programming, in the initial phases of implementation, and additional growth will be expected in subsequent years.

For an overview of tuition for similar offerings at local post-secondary institutions, please see below:

Institution	Credential	Credits	Hours	Tuition
VCC	Building Manager Short Certificate	8	120	\$2,605
Langara	Professional Building Manager Certificate	0	180-189	\$2,830
VCC	Building Manager Certificate	18	270	\$5,862
BCIT	Facilities Management Certificate	34	N/A	\$7,600

DISCUSSION:

The redesigned program provides an opportunity for individuals working in the building service industry to upskill and upgrade their careers to include broader opportunities, and maintains several of the qualities (for instance, flexible, part-time schedule and à-la-carte registration, for

working individuals) that cater to a diverse student body. The program design and content are suited to online and blended delivery formats, which can increase access both for students within the Lower Mainland and in communities across BC.

The existing program students are demographically diverse, with nearly all (>70%) being over the age of 40, with a high proportion of new immigrants, most of whom (67%) have prior post-secondary experience. It is expected that the demographic of the renewed program will be similar. The program will be accessible in terms of admission requirements, which increases access and removes barriers for under-represented groups. With strategic part-time scheduling, the program will support upward job mobility through skills development for those with full-time work/other commitments, and for students with diverse abilities who are unable to take on a regular and consistent course load.

The current program consists of 9.5 credits, for a total tuition of \$1,618. The program redesign has resulted in a notable increase in tuition fees, primarily related to credential policy changes, which raised the minimum credit threshold for a certificate.

OPTION 1: Set tuition fee at \$5,862

Implications:

- Closest to market acceptable fees, may positively impact recruitment
- Limited net contribution

OPTION 2: Set tuition fee at \$6,188

Implications:

- May exceed market acceptable fees but maintains a more sustainable operating margin
- Modest net contribution

OPTION 3: Set tuition fee at \$6,552

Implications:

- Exceeds market acceptable fees, may negatively impact recruitment
- Highest net contribution

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$5,862 for the Building Manager Certificate, and \$2,605 for the Building Manager Short Certificate, effective June 29, 2022.

ATTACHMENTS: APPENDIX A – Building Manager Certificate Costing

PREPARED BY: Adrian Lipsett, Dean, Continuing Studies
Erin Lenz, Operations Manager, Continuing Studies

APPENDIX A – Building Manager Certificate Costing

Vancouver Community College

School of Continuing Studies

Building Manager Certificate

Scenario	Market Acceptable Tuition Fee	Breakeven tuition fee	OPTION 1	OPTION 2	OPTION 3
Tuition per credit	\$328	\$309	\$326	\$344	\$364
Tuition per student - Domestic	\$5,895	\$5,569	\$5,862	\$6,188	\$6,552
No. of students per intake - Domestic	20	20	20	20	20
Total students - Domestic	14	14	14	14	14
Expected No. of Students	14	14	14	14	14
Revenue Breakeven No. of Students	14	14	14	13	12
Instructors paid hours (IPH)	270	270	270	270	270
Direct Instructor rate per hour (excl. benefits)	70	70	70	70	70
Instructor Cost (excl. benefits)	18,900	18,900	18,900	18,900	18,900
Instructor Benefits	1,890	1,890	1,890	1,890	1,890
Total Instructor Cost	20,790	20,790	20,790	20,790	20,790
Program Coordinator - FTE	0.20	0.20	0.20	0.20	0.20
Program Assistant - FTE	0.20	0.20	0.20	0.20	0.20
Instructors' cost as % of Revenue	23 %	24 %	23 %	22 %	21 %
Instructors' cost as % of total cost	24 %	24 %	24 %	24 %	24 %
Department non-labour cost as % of Revenue	1 %	1 %	1 %	1 %	1 %
Department non-labour cost as % of total cost	1 %	1 %	1 %	1 %	1 %
Number of Credits	18.0	18.0	18.0	18.0	18.0
Revenue per credit per student	328	309	326	344	364
Cost per credit per student	309	309	309	309	309
Revenue per student	5,895	5,569	5,862	6,188	6,552
Cost (breakeven tuition fee) per student	5,569	5,569	5,569	5,569	5,569
Breakeven tuition fee per credit per student	309	309	309	309	309
Tuition fee per student - Domestic	421	398	419	442	468
Program Gross margin	\$ 26,034	\$ 21,469	\$ 25,572	\$ 30,131	\$ 35,227
Program Gross margin as % of Revenue	32 %	28 %	31 %	35 %	38 %

Revenue

Tuition fees	\$ 82,530	\$ 77,965	\$ 82,068	\$ 86,627	\$ 91,723
Total Revenue	\$ 82,530	\$ 77,965	\$ 82,068	\$ 86,627	\$ 91,723

Instructor

Salary	\$ 18,900	\$ 18,900	\$ 18,900	\$ 18,900	\$ 18,900
Benefits	\$ 1,890	\$ 1,890	\$ 1,890	\$ 1,890	\$ 1,890
Total Instructor Costs	\$ 20,790	\$ 20,790	\$ 20,790	\$ 20,790	\$ 20,790

Support Staff/Administrator

Salary - Program Coordinator	\$ 16,411	\$ 16,411	\$ 16,411	\$ 16,411	\$ 16,411
Salary - Program Assistant	\$ 10,731	\$ 10,731	\$ 10,731	\$ 10,731	\$ 10,731
Benefits - Program Coordinator	\$ 4,595	\$ 4,595	\$ 4,595	\$ 4,595	\$ 4,595
Benefits - Program Assistant	\$ 3,219	\$ 3,219	\$ 3,219	\$ 3,219	\$ 3,219
Total Support Staff/Administrator Costs	\$ 34,956	\$ 34,956	\$ 34,956	\$ 34,956	\$ 34,956

Non-Labour

Department supplies and general expenses	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Total Non-Labour Costs	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750

Total Direct Program Expenditures

\$ 56,496	\$ 56,496	\$ 56,496	\$ 56,496	\$ 56,496	\$ 56,496
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Indirect Program Expenditures

Indirect Support	\$ 21,469	\$ 21,469	\$ 21,469	\$ 21,469	\$ 21,469
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Total Indirect Expenditures	\$ 21,469	\$ 21,469	\$ 21,469	\$ 21,469	\$ 21,469
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Total Direct and Indirect Cost	\$ 77,965	\$ 77,965	\$ 77,965	\$ 77,965	\$ 77,965
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Net contribution to VCC overhead / (Deficit)

\$ 4,565	\$ -	\$ 4,103	\$ 8,663	\$ 13,758
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Gross Margin Income Statement

Revenue from tuition	\$ 82,530	\$ 77,965	\$ 82,068	\$ 86,627	\$ 91,723
CS direct expenditures	\$ 56,496	\$ 56,496	\$ 56,496	\$ 56,496	\$ 56,496
Gross margin	\$ 26,034	\$ 21,469	\$ 25,572	\$ 30,131	\$ 35,227
Indirect Support	\$ 21,469	\$ 21,469	\$ 21,469	\$ 21,469	\$ 21,469
Total CS Expenditures	\$ 77,965	\$ 77,965	\$ 77,965	\$ 77,965	\$ 77,965
Net Surplus / (Deficit)	\$ 4,565	\$ -	\$ 4,103	\$ 8,663	\$ 13,758



DECISION NOTE

PREPARED FOR: Board of Governors Public Meeting

DATE: June 29, 2022

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Ministry of Advanced Education, Skills & Training:
Five-Year Capital Plan - 2023/24 to 2027/28

BACKGROUND:

In accordance with the Ministry of Advanced Education and Skills Training (AEST) [Capital Asset Management Framework \(CAMF\)](#) and [Capital Asset Reference Guide \(CARG\)](#), post-secondary institutions submit annually a Five-Year Capital Plan (the “Plan”).

The plans are structured in a standardized format provided by AEST and are designed to ensure alignment with the institution’s needs, government priorities and strategic goals. The plans enable AEST to develop capital priorities for future consideration, should funding become available.

As with the previous iteration (2022/23 to 2026/27) the current Five-Year Capital Plan was aligned with the goals of the Campus Plan, approved by the board in December 2019, and further informed by strategic plans including the Strategic Innovation Plan, Academic Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan, and the Institutional Accountability Plan and Report. The plan also conforms to the stated objectives contained in the Government’s mandate letter for VCC dated June 1, 2021 and the Minister’s letter to the Board dated April 19, 2022.

This year’s submission is for the period 2022/23 to 2027/28 and VCC has three priorities:

PRIORITY #1	PRIORITY #2	PRIORITY #3
BROADWAY CAMPUS “EXPANSION”	DOWNTOWN CAMPUS “RENEWAL & REVITALIZATION”	BROADWAY CAMPUS
Category 2: Whole Asset Replacement and Renewal Projects	Category 2: Whole Asset Replacement and Renewal Projects	Category 2: Whole Asset Replacement and Renewal Projects
Building Envelope Renewal (BWYA)	Centre of Excellence for Culinary Arts	Dental Program Co-location with Health
VCC Capital: \$0M AEST Capital: \$27.421M	VCC Capital: \$0 AEST Capital: \$24.820M	VCC Capital: \$0 AEST Capital: \$22.320M

These priorities have been presented in prior years; however, the scope of each project has changed as the underpinning strategic plans have been developed and as escalation costs have been accounted for.

Construction cost estimates in the 2023/24 – 2027/28 Capital Plan were produced by professional quantity surveyors, in July 2021. Costs have been updated to include an escalation factor to the projected mid-point of construction. The escalation factor of 10% was provided by BTY Group, accredited members of the Canadian Institute of Quantity Surveyors. Depending on the time of project approval, appropriate adjustments to account for changes in scope and escalation may be required.

As per instructions from AEST, projects that have been given notional approval are not included in the 5-year capital plan submission. As such, the Clean Energy and Automotive Innovation (Category 1: New Priority Project) has not been included in the current submission. In accordance with direction from AEST, the College continues work on the development of the business case for this project for submission to Treasury Board.

NEXT STEPS

Following Board approval, VCC will submit the 5-year Capital Plan to AEST by the submission deadline of July 15, 2022.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the Five-Year Capital Plan (Period 2023/24 to 2027/28).

ATTACHMENT: APPENDIX A – Priority 1 – Project Overview
 APPENDIX B – Priority 2 – Project Overview
 APPENDIX C – Priority 3 – Project Overview

PREPARED BY: Ian Humphreys, VP, Administration & International Development

DATE: June 16, 2022

APPENDIX A

PRIORITY 1

Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
VCC	Broadway	1 of 3
Project Title		
Building Envelope Renewal (BWYA)		
Project Category		Program Type
Whole Asset Replacement or Renewal		Other
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$27.421M	\$27.421M	\$
- Based on revised escalation costs as provided by BTY Group for 2022-23 of 8 - 10% as of May 2022 the estimated construction costs for the renewal work of the building envelope is \$27,420,800 including soft costs and contingency. - VCC has limited capital reserves to contribute towards the realization of this necessary project. Project dollars would be a request for direct capital funding from AEST. - A new energy efficient building exterior should reduce energy costs.		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
- Replacing existing face seal stucco on steel stud wall assembly with new exterior insulated rainscreen wall assembly will increase energy efficiency, reduce energy costs and GHG emissions - Replacing windows and skylight assemblies will increase energy efficiency, reduce energy costs and GHG emissions	Not Applicable	
Mass Timber Eligibility	Community Benefits	
Not Applicable	Not Applicable	

Strategic Alignment:

- The Project directly aligns and supports VCC's Environmental Sustainability Plan and the Campus Plan.
- The project aligns with Clean BC commitments.

Cost Effectiveness:

- Cost savings will be accrued through more modern and efficient building systems; reduced energy and maintenance costs.
- The envelope renewal project will solve significant deferred maintenance requirements.
- Re-use of the existing structure will be more cost effective than demolition and rebuilding.

Infrastructure:

- Replacement and renewal of end- of- life building envelope infrastructure, would significantly help reduce the current FCI and resolve life-safety and building code deficiencies.

Quality Education:

- Support the delivery of a superior student experience by providing a healthy and attractive learning facility.

Energy and Emissions:

- A renewed and improved building envelope will reduce energy costs and contribute toward improved campus operations.

Project Schedule

Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
March 2023	June 2024	September 2026

KEC Building Envelope Renewal	2023				2024				2025				2026				2027			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
AEST Approval/Business Case																				
Construction Documentation																				
Tendering/Permits																				
Construction																				

Project Scope & Objectives**Project Scope**

This project will renew the building A envelope by:

- Replacing window/skylight assemblies with new thermally broken aluminum framed insulated sealed glass units and new pressure plate system aluminum framed skylights.
- Replacing existing face seal stucco on steel stud wall assembly with new exterior insulated rainscreen wall assembly including all integration details and an allowance for the repair of corroded steel studs.
- Replacing the level 2 plaza membrane which is beyond it's service life.

Building A is home to numerous classrooms, Auto Technician, Auto Collision and Repair, Music, Basic Education, Disability Services, LINK, Visual and Hearing Impaired programs and University transfer courses. As well, it houses the Administration offices, Student Services, Cafeteria, Library, and key facilities functions.

Project Objectives

- Restore integrity of the building envelope and lowering FCI
- Reduce energy costs
- Prevent further failure of building envelope assemblies and eliminating risk associated with more serious issues
- Maintain the building infrastructure to ensure that the building can full fill its duty as an important piece in realizing the full vision of the Campus Plan.

Key Risks

At this stage in the project lifecycle, key risks and mitigation strategies include:

- **Scope Changes** - an updated building envelope assessment prior to AEST business case to better inform the scope of the project and identify any changes since the last report.
- **Accuracy of Costing** - Through the CARG capital project approval processes, as-built conditions, unknown site conditions, project assumptions, will be quantified in a final Business Plan Report to AEST. An updated envelope assessment will be done to better inform the costing.
- **Schedule Certainty** - A detailed schedule will be developed to reflect final project parameters, construction delivery methodology including options for fast-tracking, sequential tendering, and phasing of work.

Options Considered

- **Status Quo is not an option** - Potential failure of building envelope systems, health and safety risks related to indoor air quality, operational energy inefficiencies and increased risk of future emergency repairs as well as a reduced ability to attract and retain students and staff
- **Whole Asset Replacement** - is very costly and does not align with the long-term vision of the masterplan. As well, the building would have to be decanted into space we do not have.
- **Building Renewal Project**- this is the most cost-effective approach. By engaging in a phased envelope renewal project will allow for the least disruption to instruction and staff, as well as reduce energy and operating costs. **This is the preferred option.**

Current Situation

Vancouver Community College's Broadway campus Building A is a 271,000 SF building consisting of a multi-level reinforced concrete structure with steel stud exterior wall assemblies. The building is clad with rock dash finish stucco and the windows are commercial single pane glazing in aluminum frames with the exception of levels 4 and 5 which are double glazed. The complex was constructed in 1981 and has an FCI of 0.61 (2020).

Three floors of the south exterior wall of the building are below grade, increasing potential for water ingress. After 40 years, the building envelope is well beyond its expected service life and is showing significant signs of deterioration. Both RJC Building Envelope Condition Assessment (2008) and VFA report recommend replacement of exterior wall and window systems.

Water Egress was prevalent in many test locations performed by RJC. The interior surface of the exterior cladding was observed to have organic growth and sheathing texture was soft with a moisture content of 0.5 to 1.2%.

Some test locations had been found to have delamination between stucco layers. Where moisture readings were above 1% the texture indicated that the structural strength of the material has been compromised.

The condition of the stucco, including cracking and deteriorated detailing around windows are considered to be contributing factors in the amount of moisture infiltrating behind the cladding. At several locations the sealant joints around window head flashings were installed without provisions to divert water away from the wall assembly. Due to installation deficiencies, ½" gaps, below window sills are most likely causing energy and heating losses.

Membrane replacement above the suspended slab (level 2 plaza slab) was recommended due to the age of the building. Membrane service life is typically 20 to 30 years old. The building is now 40 years old. Some remediation work was undertaken to repair parts of the membrane in planters, but a complete membrane renewal has not been undertaken and is still required.

Full-Time Equivalents (FTEs) and Final Outcomes:

- In the 2020/21 academic year, program enrolment in Building A was 2670.73FTE.
- This project will renew the building envelope and will significantly reduce current FCI, extending the life of the building.
- It is important that this building be maintained to realize the full campus renewal contemplated in the VCC Campus Masterplan, approved by the VCC Board of Governors in November, 2019.

PRIORITY 2

Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
VCC	Downtown	2 of 3
Project Title		
Centre of Excellence for Culinary Arts		
Project Category		Program Type
Whole Asset Replacement or Renewal		Other
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$24.82M	\$24.82M	\$
- Based on a June 2020 Class D cost estimate prepared by BTY Group and with application of an escalation factor of 10% provided by BTY for 2021-22, the estimated construction costs for the renovation of the Pender Building - Levels 1, 2, 3 and 4 - 4,045 square meters (43,540 square feet) of existing space are \$17.08M. The estimate of soft costs, contingencies, AV and FF&E is \$7.74M for a total project cost of \$24.82M. - VCC has limited capital reserves to contribute towards the realization of this necessary project. Project dollars would be a request for direct capital funding from AEST. - There is little expected cost impact on operating or program costs.		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
- Modernization improvements would include energy efficient equipment (coolers, freezers), energy efficient HVAC and exhaust systems, plumbing upgrades. - Major renovations would allow VCC to change from gas ranges to more energy efficient induction cooktops mirroring the shift happening in industry and current municipal guidelines. - The renovations will target minimum LEED Silver and incorporate current best practices in the areas of environmental responsibility, sustainability, and energy efficiency.	Indigenous cultural advisors, Ginger Gosnell-Myers and Cory Douglas will work with the College in designing meaningful engagements with representatives of Host nations and urban native groups, including students, in the design of culturally appropriate learning spaces. This work is sensitive to recommendations from the Truth and Reconciliation Commission and the United Nations Declaration of the Rights of Indigenous Peoples.	

Mass Timber Eligibility	Community Benefits
Not Applicable	VCC culinary department contributes to local food security in the Downtown East Side by providing inexpensive food products for sale and purchase at the Downtown campus. Additionally, the College provided 72,000 meals to residents of SRO hotels during the early phases of the COVID-19 pandemic.
Strategic Alignment: - The project is aligned with the Ministry of Advanced Education, Skills and Training current Service Plan (2022/23 - 2024/25). It supports the Aboriginal Service Plan and Accountability Framework, is relevant to and responds to the needs of students, local community, society and economy. - The project is aligned with and supports the Ministry of Jobs, Economic Recovery and Innovation current Service Plan (2022/23 - 2024/25) by delivering programs that promote innovation, adoption of new technologies and build capacity and increase participation in in-demand economic sectors such as hospitality and tourism. - The project supports industry and employer needs by delivering relevant and innovative programming, preparing chefs and bakers for ever more complex work environments, and it would permit VCC to increase the number of training spaces to graduate Red Seal, highly skilled, in demand, workforce ready graduates. - The project aligns with and propels VCC's vision, mission, and values to be "the first choice for innovative, experiential learning for life". It directly supports VCC's Strategic Innovation Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan and Campus Plan. Cost Effectiveness: - Cost savings will be accrued through more modern and efficient building systems; reduced maintenance and cleaning costs; and an anticipated reduction in food production costs. - Re-use of the existing structure will be more cost effective than demolition and rebuilding. - The renovations will target minimum LEED Silver and incorporate current best practices in the areas of environmental responsibility, sustainability and energy efficiency. - The project will resolve significant deferred maintenance requirements. Innovation: - Incorporate technology such as overhead cameras that record demos while projecting onto high-definition screens; large overhead viewing mirrors mounted above each kitchen so demonstrations by teachers and students can be viewed without obstruction will improve student experience and increase inclusivity. - Create flexible and adaptable kitchens/labs that can accommodate demonstrations, hands-on prep/cooking by students individually and at shared cooking stations in combination with "smart" classrooms that permit content sharing from the kitchens to optimize student theory and practice. - Renewed facilities will enable VCC to convert to a semester system and offer more electives ultimately giving students greater options and control in how they build their program. This will also allow VCC to break free of the rigid 12-month cyclical nature of how the program is currently delivered. Further, it will allow VCC to convert from a Certificate program to Diploma credential. - VCC will be able to expand collaboration opportunities. VCC created and delivered Access to	

Baking and Pastry Arts programming on the Musqueam site, and culinary in-community programming with the Sto:lo Nation and is keen to pursue additional community engagements including working with Aboriginal chefs. Recently, VCC has begun partnering with consulates to support student and faculty exchange and to promote the food and culture from their countries. VCC also worked with go2HR to produce the “Analysis of Training Needs for BC’s Globally Diverse Foodservice Industry” report and worked with the Immigrant Employment Council of BC on developing a pathway to the workplace for new Canadians with a culinary background: Facilitating Access to Skilled Talent (FAST) program.

- VCC would create spaces for expanded delivery of molecular gastronomy classes, competition space with room for an audience, celebrity chef presentations and classes. There is also the potential to partner with local professional chef organization to create a chef’s library and meeting space.

Infrastructure:

- Replacement of end-of-life building infrastructure, realignment of space, and modernization improvements would significantly help reduce the current FCI and resolve life-safety and building code deficiencies.
- Workspace re-designed with adequate, open, and organized workspace for maximum efficiency will alleviate congestion issues, improve operational flow and support delivery of modern curriculum in accordance with accreditation requirements and industry best practices.
- From grease traps to waste management, energy efficient equipment and building infrastructure, existing space shortcomings would be systematically addressed so that post-renovated space would decrease operating and maintenance costs; support VCC sustainability goals and objectives; and, support municipal, provincial and industry climate, carbon and emissions reduction targets and action plans.

Quality Education:

- The project aligns with and supports the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act. In the 2019/20 academic year, approximately 5%, 40 out of 879 domestic students enrolled in the School of Hospitality, Food Studies and Applied Business, self-declared as Aboriginal. Re-design of existing space would create an opportunity to collaborate and strengthen partnerships with First Nations to meaningfully express Indigeneity through architecture, the choice of building materials and selection of finishes to ultimately support retention, completion and successful transition to the workplace of Indigenous learners.
- Providing students with state-of-the-art kitchens, a demonstration theatre, and other experiential settings will enhance the student learning and training experience, improve outcomes and bolster “job readiness”. Expanding curriculum to have a more interdisciplinary focus such as courses in technology, social media, management skills and entrepreneurship training will support students to enter an increasingly complex and competitive workplace.
- 21st century classrooms will support current pedagogy, experiential, problem-based and collaborative learning models, and be easily reconfigurable and adaptable to new technology.
- Redesign of space will ensure universal access. For example, one of VCC’s partnerships with the BC School for the Deaf.

Energy and Emission Reduction:

- The project will target minimum LEED Silver, Step Code energy efficiency and Net Zero carbon emissions and contribute towards improved Downtown campus operations. Fiscal 2019/20 data is noted in the below table.

Campus	Electricity Use (kWh)	Fuel Use (GJ)	Total Energy (GJ)	Energy Cost (\$)	GHG Emissions (tCO ₂ e)
Downtown	4,763,000	8,300	25,440	561,000	528

Project Schedule

Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
December, 2023	July, 2025	December 2027

Centre of Excellence – Culinary Arts	2023				2024				2025				2026				2027			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Business Case																				
AEST Approval																				
Design Development/Construction Documentation																				
Tendering/Permits																				
Phased Construction Construction																				

Project Scope & Objectives**Project Scope**

- The project scope involves a multi-phased renovation of the suite of Culinary Arts, Baking and Pastry Training program space in the Pender Building - Levels 1, 2, 3 and 4 - approximately 4,045 square meters (43,540 square feet) of existing space.
- All renovation work would be completed without interruption to course delivery.
- Building renewal to allow the Culinary Arts, Baking and Pastry Training programs to remain at the Downtown Campus must occur to maintain existing synergies with community and sectoral partners. In accordance with the Master Plan, Tourism and Hospitality are to be the Downtown campus "anchor" tenants.
- In order to meet industry standards and the outcomes prescribed by the Industry Training Authority (ITA) BC, the School of Hospitality, Food Studies and Applied Business recently underwent a comprehensive program review that led to substantial revisions in the Culinary Arts and Baking and Pastry Arts programs. The last significant program update was in 1991. As a result, the entire complement of program space requires renewal and revitalization. Renovations to kitchens, baking and pastry labs, bar lab, butchery space and shared classrooms are necessary to deliver current and emergent curriculum.
- Modernization improvements would include new demonstration theatres, open kitchens and food service stations, energy efficient equipment (coolers, freezers), energy efficient HVAC and exhaust

systems, plumbing upgrades, audio-visual teaching aids, centralized stores, and decentralized cleaning.

- Major renovations would allow VCC to change from gas ranges to more energy efficient induction cooktops mirroring the shift happening in industry.
- Classrooms would be modernized and co-located adjacent to kitchens to support experiential, problem-based and collaborative learning models and be easily reconfigurable and adaptable to new technology.
- Immediate benefits would be realized by the 783.91FTE enrolled in the program, as well as other Downtown campus student FTE who may utilize the shared classroom space.

Project Objectives

- **Accreditation.** Beyond the fact that the space is 73 years old with the majority of building infrastructure at end of life, existing space was designed based on a traditional production food service concept which constrains changes to curriculum and delivery necessary to maintain accreditation. Current industry standards and Industry Training Authority (ITA) requirements necessitate program space and infrastructure that enables active student participation, incorporation of more experiential learning tasks, instructor demonstrations, student practice, portfolio-based assessment and practical exams.
- **Student experience.** Providing students with state-of-the-art kitchens, a demonstration theatre, and other experiential settings will enhance the student learning and training experience, improve outcomes and bolster "job readiness".
- **Advance the profession.** New skills and proficiencies are being demanded by students and industry requiring curriculum to evolve beyond teaching skills in the kitchen to include emphasis on food science, nutrition, technology, social media, management skills and entrepreneurship training to support student success in entering what is now a more interdisciplinary profession with local, regional and global focus.
- **Expand training opportunities.** Updated facilities will provide the space for VCC to convert to diploma level programming in both Culinary and Baking and Pastry Arts. More flexible spaces would permit more diverse program offerings providing students with greater choice of electives and control over how they build their program. It will also allow VCC to move to a semester system and ultimately accommodate higher student intake and throughput.
- **Green energy.** Upgrading would give VCC the opportunity to partner with BC Hydro and the City of Vancouver to increase use of induction culinary techniques that help meet lower carbon emissions compared to natural gas.
- **Industry partnerships.** VCC is the largest training provider for culinary and baking students in western Canada and offers both a foundational pathway and workplace pathway for students. The Asian Culinary Arts program is the only one of its kind in Canada. Partnership opportunities cannot be maximized without space/infrastructure improvements including flexibility and adaptability.
- **Boost local economy.** Food and beverage workers are among the most in-demand in the province. WorkBC.ca projects 12,162 job openings for cooks between 2019-2029. The majority of VCC students are working part time during their studies and have full time employment immediately upon graduation as they work across a broad spectrum of the economy including hospitality, tourism, healthcare, and education amongst others.

Key Risks

At this stage in the project lifecycle, key risks and mitigation strategies include:

- **Scope Changes** – Stakeholders will participate in the development of a Functional Program so emergent pedagogical practices can be aligned with industry standards and best practices.
- **Accuracy of Costing** – Through the CARG capital project approval processes, as-built conditions, unknown site conditions, project assumptions, emergent information and Stakeholder engagement will be quantified in a final Business Plan Report to AEST.
- **Schedule Certainty** – A detailed schedule will be developed to reflect final project parameters, construction delivery methodology including options for fast-tracking, sequential tendering, and phased building permits.
- **City Approvals** - VCC intends to engage the City as a partner at the outset of the project and will consider leveraging Certified Professional process to help expedite reviews and approvals.

Options Considered

- **Status Quo:** This option does not address current space constraints/deficiencies, building mechanical/electrical shortcomings or provide space aligned with new curriculum and industry needs and accreditation requirements. Additionally, this option does not address the backlog of deferred maintenance associated with the Pender Building.
- **Lease/Partnership with Industry:** VCC is very interested in partnering with other PSIs and industry. However, specialized facilities are not generally available in the marketplace and those that might be are not typically designed to meet building code requirements for assembly use as required for college teaching functions. There is also risk to loss of department coherency and brand identity. Ongoing cost of lease rent and operating costs.
- **Build New:** This is the costliest and most disruptive option from both a culinary program delivery and ongoing campus operations standpoint. Further it does not align with the Master Plan. As a designated Class A heritage building, the Pender Building is a legacy structure which will anchor future campus redevelopment.
- **Phased Approach:** This option renews and revitalizes a heritage building extending its life and takes a first step towards making an investment for future site and campus development. It also maintains the program in a familiar location with established industry and community connections. A phased implementation would be developed to allow renovations to occur while mitigating disruption to course delivery. Post-renovations VCC will be able to properly showcase and raise the visibility and profile of this core program **This is VCC's preferred option.**

Current Situation

- VCC's Culinary Arts, Baking and Pastry Training programs, part of the School of Hospitality, Food Studies and Applied Business, are currently located in the VCC owned Pender Building. Built in 1948, the space is 72 years old and has a FCI of 0.63 (May 2015 Report). Program area is approximately, 4,045 square meters (43,540 square feet) across the building's four floors:
Level 1 – Butchery, Baking Classrooms
Level 2 – Bakery and Pastry Labs
Level 3 – Culinary Kitchens, Equipment Stores, Dishwashing, Bistro and Restaurant
Level 4 – Classrooms (shared)
- Although many pieces of teaching equipment have been replaced over the years, kitchen and lab layouts, associated support space and base building infrastructure have not been upgraded to match.
- Fixed equipment and functional layouts afford zero flexibility and are based on out-of-date production food service concept which no longer reflects programming and curriculum outcomes. There are not enough handwashing sinks. There is no central stores space which hampers equipment sharing and inventory control. Conversely, central dishwashing space only results in dirty equipment stacking up in corridors contributing to smell, health and safety, sanitation issues.
- Floor and wall finishes are functionally deficient; exhaust, ventilation, lighting and plumbing infrastructure is end of life, inefficient to operate and maintain. Antiquated grease traps are ineffective. Current infrastructure is not conducive to proper food waste management and recycling and impedes sanitation efforts contributing to pest control issues. Audio-visual aids are makeshift.
- Current space is not universally accessible.
- In the 2019/20 academic year, program enrolment was 1,162 FTE.
- Due to the pandemic 2020/21 numbers are lower, 783.91 FTE, but previous program enrolment has been steady over the last 5 years and is forecast to remain so.
- VCC intends to renew and revitalize the existing program space in the Pender Building.
- Renovations will reflect current pedagogy and align with industry standards and best practices.
- The project would significantly reduce current FCI, address life safety and accessibility issues and extend the life of this heritage building.

PRIORITY 3

Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
VCC	Broadway	3 of 3
Project Title		
Dental Program Co-location with Health Sciences		
Project Category		Program Type
Whole Asset Replacement or Renewal		Health Sciences
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$22.32M	\$22.32M	\$
- Preliminary construction costs associated with the renovation are estimated at \$14.39M (prepared by BTY Group 2020) The estimate of soft costs, contingencies, AV and FF&E is \$5.9M for a total project cost of \$20.29M. - This year's submission has factored in a 10% escalation rate for 2022 as estimated by BTY Group for a total project cost of \$22.32M - VCC has limited capital reserves to contribute towards the realization of this necessary project. Project dollars would be a request for direct capital funding from AEST. - There is little expected cost impact on operating or program costs.		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
- Dental programs will be relocated from the Dunsmuir Tower Building. This building has an FCI of 0.77. Relocation to the Broadway Building B (FCI 0.17) will reduce energy demand and GHG emissions. - The renovations will target minimum LEED Silver and incorporate current best practices in the areas of environmental responsibility, sustainability, and energy efficiency.	The project aligns with and supports the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act. In the 2019/20 academic year, approximately 7%, 12 out of 180 domestic students enrolled in the Dental Program, self-declared as Aboriginal. Re-design of existing space would create an opportunity to collaborate and strengthen partnerships with First Nations to meaningfully express Indigeneity through architecture, the choice of building materials and selection of finishes to ultimately support retention, completion, and successful transition to the workplace of Indigenous learners	
Mass Timber Eligibility	Community Benefits	

Not Applicable	• The program delivers active Dental Clinic services to the local community including Comprehensive oral health assessments and dental hygiene treatment, limited dental treatment, and referrals to additional community services to meet patients' needs. • Tooth Trolley program, funded/supported by corporate sponsorship, provides oral hygiene instruction, polishing, fluoride, fissure sealants, minor extractions and restorative procedures to children from low-income families. • The Ministry of Social Development and Poverty Reduction provides denturist fee coverage for those living in poverty
Strategic Alignment: • The project is aligned with the Ministry of Advanced Education, Skills and Training current Service Plan (2022/23 - 2024/25), Aboriginal Service Plan and Accountability Framework, is relevant to and responds to the needs of students, local community, society and economy. • The project is aligned with and supports the Ministry of Jobs, Economic Recovery and Innovation current Service Plan (2022/23 - 2024/25) by delivering programs that promote innovation, adoption of new technologies and build capacity and increase participation in in-demand economic sectors such as health and health assisting professions. • The project aligns post-secondary education training and programs with labour market demand to achieve a highly skilled workforce: According to British Columbia 2024 Labour Market Outlook, Dental Hygiene and Dental Assisting are both listed as high opportunity health occupations in BC. Cost Effectiveness: • Co-location of Dental programs with Nursing programs will optimize use of existing support facilities on the Broadway campus. • VCC anticipates a reduction in maintenance cost with location into a modern building with modern systems. Innovation: • Co-location of Dental programs with Nursing will establish an interdisciplinary "hub" for the School of Health Sciences to better serve academic goals, opportunities for applied research, social exchange, and the student experience to meet workforce needs. Infrastructure Improvements: • Infrastructure improvements to Building B as part of the renovations to accommodate the Dental Program will help maintain the relatively low FCI index of 0.17. • Re-planned space will allow VCC to have proper separation and sizing of dental operatory; create a proper public reception and waiting area; establish proper separation between functions such as clean/dirty items and the denturist space. • Dental operatories designed with attention to ergonomics, adequate sizing of and proper separation between them will have a significant impact on safety and the experience for both students and patients.	

Quality Education:

- The project aligns with and supports the Declaration on the Rights of Indigenous Peoples Act, the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act. In the 2019/20 academic year, approximately 7%, 12 out of 180 domestic students enrolled in the Dental Program, self-declared as Aboriginal. Re-design of existing space would create an opportunity to collaborate and strengthen partnerships with First Nations to meaningfully express Indigeneity through architecture, the choice of building materials and selection of finishes to ultimately support retention, completion, and successful transition to the workplace of Indigenous learners.
- Providing students with state-of-the-art dental operatories will enhance the student learning and training experience, improve outcomes and ensure “job readiness”.
- Co-location with other health science students will create a “hub” for health sciences to foster interdisciplinary exchange, enhance student engagement and social connections.

Energy and Emission Reduction:

- The project will target LEED Silver, Step Code energy and Net Zero carbon emissions. Relocating to the Broadway campus and into Building B, a relatively new facility, will take offline aged/ inefficient space to contribute towards improved Downtown campus operations. Fiscal 2019/20 data is noted in the below table.

Campus	Electricity Use (kWh)	Fuel Use (GJ)	Total Energy (GJ)	Energy Cost (\$)	GHG Emissions (tCO ₂ e)
Downtown	4,763,000	8,300	25,440	561,000	528

Project Schedule

Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
September, 2025	September, 2026	September, 2027

Dental Program Co-location Project	2023				2024				2025				2026				2027			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Business Case																				
AEST Approval																				
Design Development																				
Tendering/Permits																				
Phased Construction																				
Occupancy																				
FF&E Fit-Up																				

Project Scope & Objectives**Project Scope**

- Relocation of the Dental Program from VCC's Downtown Campus to the Broadway Campus will unite the School of Health Sciences to foster inter-professional exchange and activities, student and staff collaboration, and streamline administrative support for all programs.
- Approximately, 1,787 square meters (19,230 square feet) of space in Building B (Health Sciences) will require renovations to provide the latest developments in dental education, research and patient care
- Renovations will also take into consideration radiography requirements, lighting, acoustics, HVAC and plumbing. Built in 2009, with a FCI of 0.17, Building B's base infrastructure can readily accommodate the Dental Programs' requirements.
- **It is important to note, however, that relocation of Dental is contingent upon the construction of the new Centre for Clean Energy and Automotive Innovation building. Additional classroom space is necessary to permit the decant of students from Building B prior to space conversion.**
- The new Dental Programs space will support 180 student FTE's effective day one but will allow for program growth of up to 300 FTE (including resumption of Denturist program and launch of Dental Hygiene degree).
- New modern/expanded space would allow VCC to respond to industry demand with the launch of a Dental Hygiene program and would support VCC's Degree program proposal which is currently in review by AEST.
- The project scope will include incorporation of modern chairs, instruments and auxiliary equipment (including monitors) to improve dental treatment space layout increasing safety, patient and student egress, ergonomics, ambidextrous use. It will also include upgrades to sterilization equipment.
- Re-planning of space will allow VCC to ensure proper separation and sizing of dental operatory; create a proper public reception and waiting area; establish proper separation between functions such as clean/dirty items and the denturist space.

Project Objectives

- To continue to meet VCC's educational needs and maintain competitiveness, VCC must accommodate dental technologies and patient care practices aligned with industry standards and best practices. Rather than renovate space in a high FCI building, it is proposed to move the dental programs to renovated space in Building B (Health Sciences Building) on the Broadway campus.
- Program infrastructure is aged and nearing end of life. No improvements have occurred in the past 45+ years. Changes to the functional layout are necessary to accommodate modern chairs, new technology and equipment, address safety concerns, ergonomics, etc.
- For Certified Dental Assisting, there are 86 students but only 12 chairs available per day. This has resulted in limited clinic time per student. Clinic time available to students needs to be increased to comply with licensing and accreditation requirements. Accommodate projected growth of 2% annually in program enrollment.

Key Risks

At this stage in the project lifecycle, key risks and mitigation strategies include:

- **Scope Changes** – Stakeholders will participate in the development of a Functional Program so emergent pedagogical practices can be aligned with industry standards and best practices. The process will include testing of multiple program organization scenarios to identify the most functional layout against the program's space requirements and as-built conditions.

- **Accuracy of Costing** – Through the CARG capital project approval processes, as-built conditions, project assumptions, emergent information and Stakeholder engagement will be quantified in a final Business Plan Report to AEST.
- **Schedule Certainty** – A detailed schedule will be developed to reflect final project parameters, construction delivery methodology including options for fast-tracking, sequential tendering, and phased building permits.

Options Considered

- **Status Quo:** This option does not address poor functionality, shortage of clinical space in aging infrastructure and with lack of access to current dental technology. Status quo would increase risk of accreditation issues.
- **Build New Downtown:** This option provides an opportunity to purpose build space to meet program needs. However, this is the costliest option and the most disruptive to ongoing program delivery and does not align with the Masterplan.
- **Renovate Existing Space Broadway:** This option relocates the dental programs to house them with all other VCC healthcare programs in Building B, Broadway campus. This allows for maximum synergy within healthcare program offerings at the College. This option will require consultation with DTES community stakeholders to ensure continued access to affordable care to residents of the DTES. Due to existing space constraints at the Broadway campus, this option cannot be actioned until occupancy of the Clean Energy and Automotive Innovation building. **This is VCC's preferred option.**

Current Situation

- Campus Plan calls for the Dunsmuir Tower building to be demolished and land redeveloped.
- VCC's Dental Programs, part of the School of Health Sciences, are currently located in the Dunsmuir Tower building and occupy an area of approximately 1,787 square meters (19,230 square feet).
- Built in 1981, the building has a FCI of 0.77 (2019). A key driver of this index is that the north and west curtain walls of the building require substantial renewal, with modeled costs amounting to 46% of the building's replacement value. Other deferred maintenance items are end of life building systems including HVAC, electrical and plumbing.
- In 2020/21, during the pandemic, there were 164.36 FTE in the programs five courses: Dental Technology Sciences, Dental Hygiene, Certified Dental Assisting, and Dental Reception Coordinator.
- Enrollment in these programs is strong, growth is inhibited due to space constraints.
- The program also runs an active Dental Clinic providing the following services to the public:
 - Comprehensive oral health assessments and dental hygiene treatment, limited dental treatment, and referrals to additional community services to meet patients' needs.
 - Tooth Trolley program, funded/supported by corporate sponsorship, provides oral hygiene instruction, polishing, fluoride, fissure sealants, minor extractions and restorative procedures to children from low-income families.
 - The Ministry of Social Development and Poverty Reduction provides denturist fee coverage for those living in poverty.
- Programs currently housed in the Dunsmuir Tower will be relocated to the Broadway Campus, Building B (Health Sciences).

- This project is contingent upon building of the new Centre for Clean Energy and Automotive Innovation.