VANCOUVER COMMUNITY COLLEGE
BOARD OF GOVERNORS PUBLIC MEETING AGENDA

Wednesday, February 24, 2016 at 6:00 p.m. – Room 420, Downtown Campus

Board of Governors: Pam Ryan (Chair), Claire Marshall, Sumit Ahuja, Chloe Choi, Brenda Aynsley, Mike Tourigny, Dee Dhaliwal, Erin Klis, Garth Manning, Shaima Jaff, Kay Vandervalk
Ex-Officio: Peter Nunoda, Todd Rowlatt
Recording Secretary: Deborah Lucas
Staff Resources: Irene Young, Linda Sanderson, Kathryn McNaughton, Karen Wilson, Marlene Kowalski

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1	Call to Order	--	Chair	Verbal	--	--
2	Adopt Agenda	--	Chair	Agenda	--	1
3	Approve Minutes	--	Chair	Draft Minutes – January 27, 2016 Public Board Meeting	Decision	3
4	Chair Remarks	5 min	Chair	Verbal	Information	--
5	President's Remarks	5 min	P. Nunoda	IN – News and Events	Information	7
6	**FINANCE & ADMINISTRATION** • Finance & Audit Committee Chair Report	10 min	M. Tourigny	Verbal	Information	--
7	**GOVERNANCE** • Governance Committee Chair Report	10 min	S. Ahuja	Verbal	Information	--
8	**EDUCATION COUNCIL** • Proposal for new Digital Graphic Design Diploma • Program Advisory Committee Policy & Procedures	10 min	T. Rowlatt	DN - Proposal for new Digital Graphic Design Diploma DN - Program Advisory Committee Policy & Procedures	Decision Decision	9 64
9	Board of Governors Correspondence	1 min	Chair	Verbal	Information	--

10	**CONSTITUENCY GROUP UPDATES** • SUVCC • CUPE • VCCFA	5 min each	SUVCC Rep Chris Joyce Karen Shortt	-- REPORT: CUPE Local 4627 REPORT: VCCFA	Information	-- 71 81
11	Next meeting date: April 6, 2016	--	--	--	--	
12	Termination			**Meeting duration:** Approximately 1 hour		

DRAFT

MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS OF VANCOUVER COMMUNITY COLLEGE HELD ON JANUARY 27, 2016 AT THE DOWNTOWN CAMPUS

Board Members:	Pam Ryan (Chair), Chloe Choi, Brenda Aynsley, Mike Tourigny, Erin Klis, Garth Manning, Dee Dhaliwal, Kay Vandervalk, Shaima Jaff
Ex-Officio:	Peter Nunoda, Todd Rowlatt
Secretary:	Deborah Lucas
Staff Resources/Guests:	Irene Young, Linda Sanderson, Marlene Kowalski, Kathryn McNaughton, Karen Wilson
Regrets:	Claire Marshall

The meeting was called to order at 6:20 p.m. by P.Ryan. D. Lucas acted as Secretary of the meeting. P. Ryan declared the meeting to be properly called and constituted.

APPROVAL OF AGENDA

P. Ryan asked if there were any proposed amendments to the agenda for the meeting, a copy of which was provided with the meeting materials. As no amendments were suggested, the agenda was adopted.

MINUTES OF PRIOR MEETING

P. Ryan referred to the draft minutes of the December 16, 2015 In Camera Board meeting provided with the meeting materials.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

RESOLVED THAT the minutes of the In Camera Board of Governors meeting held on December 16, 2015 are approved with the following corrections:

- Next Public Board meeting will be held on January 27, 2016.

CHAIRS REMARKS

P. Ryan apologized for the late start of the meeting. She acknowledged outgoing staff Kory Wilson, Director, Aboriginal Services and Dean, International Education, Tina Chow for their service to VCC.

PRESIDENTS REPORT

P. Nunoda referred to the News and Events Information Note provided in the meeting materials. He acknowledged the work of departing VCC Administrators, Kory Wilson and Tina Chow and advised the Board that Gordon McIver will be joining VCC as the new Dean, Continuing Studies and Contract Training and Tami Pierce will be Interim Director, Aboriginal Services.

FINANCE & ADMINISTRATION

Finance & Audit Committee (FAC) Report

FAC Chair, M. Tourigny, provided a verbal report on the discussion and decisions that took place at the January 20, 2016 FAC meeting. He acknowledged M. Kowalski for her assistance in bringing him up to speed with matters in his new role as Chair.

Q3 Financial Performance – Period Ended December 31, 2015

M. Tourigny referred to the Financial Performance MD&A Report provided in the meeting materials. To date, VCC are reporting a $2.4M deficit. Enrolment trends continue to indicate an increase in ABE enrolment, largely due to a marketing campaign to raise awareness of the grants available to students. The forecasted deficit reported to the Ministry of Finance is $5.5M, which incorporates one-time costs around the continued uncertainty on the Learning for Newcomers to Canada (LINC) contract. Negotiations are ongoing with the extension of the current LINC contract.

Amendment to E.5.1. Media Relations Policy & Procedures

K. Wilson referred to the Decision Note in the meeting materials. The amendments are considered minor and address changes in title for Director, Marketing, sequencing amendments of the policy principle and the deletion of the reference to the Academic Freedom policy as it was not implemented and is addressed in the VCCFA Collective Agreement Article 31.

> UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:
>
> RESOLVED THAT the Board of Governors accept and approve the minor changes to the Policy E.5.1 Media Relations as presented at the meeting.

EDUCATION COUNCIL (EdCo) UPDATE

T. Rowlatt referred to Education Council Chair Report provided in the meeting materials which provided updates on the educational policy development and a summary of curriculum approvals for the period July to December 2015. He advised the Board of a new Standing Committee that EdCo is introducing for Program Review and Renewal. The Terms of Reference are being developed and working with the VP, Academic, Student and Applied Research, this committee will be reviewing annual program reviews completed by department leaders, and program renewals that are completed every 5-7 years. T. Rowlatt responded to questions about the financial aspects of program reviews by explaining that it is EdCo's mandate to focus on educational outcomes and program quality. P. Nunoda commented that the VP, Academic and other Administration resources are involved in the process and programs that may be operating at a loss will be identified through the integrated planning process. In addition, with improved enrolment data being analysed quarterly, Administration will be able to identify these programs more easily. K. McNaughton highlighted that *C.3.3 - Policy on Suspension of Programs* will also guide the decision making to suspend a program. The goal is for EdCo and the Administration to share information, as appropriate, to maximize the outcomes of the program review and renewal process.

BOARD OF GOVERNORS CORRESPONDENCE

The Request For Appointment (RFA) package from AVED was received. Terms for appointed Board members P. Ryan and S. Ahuja expire on July 31, 2016. Performance reviews will be conducted as part of the RFA process and the Competency Matrix will be updated to identify any gaps in skills and competencies.

AVED 2016/17 Draft Mandate Letter was received. It will be reviewed by the Board and feedback provided to AVED.

P. Ryan had introduction meetings with VCCFA and CUPE Local 4627 executives. A meeting with SUVCC Executive Director is outstanding.

CONSTITUENCY GROUP UPDATES

STUDENT UNION OF VANCOUVER COMMUNITY COLLEGE (SUVCC)

Zac Crispin, the new Executive Director of the SUVCC introduced himself and highlighted that the union hopes VCC will continue to provide high quality programs for students without increasing fees.

CUPE LOCAL 4627

CUPE Local 4627 President, C. Joyce, referred to 2 CUPE handouts provided to the Board. The first was a report on their recommendations on the budget process that had previously been submitted and the second, a summary of points of contention with the Administration.

Bargaining has recommenced with the additional presence of Post-Secondary Education Association (PSEA) Executive Director, Brian Chutter. The Collective Agreement expired in September 2014 and C. Joyce commented that his presence is having a positive effect and CUPE is optimistic that the Collective Agreement bargaining will be resolved soon.

CUPE welcomed new Board Members and noted that CUPE Executive would be happy to meet with them at their request.

P. Ryan highlighted that if material for the board is emailed to D. Lucas in advance of the meeting, it gives the Board an opportunity to review and respond at the meeting.

VANCOUVER COMMUNITY COLLEGE FACULTY ASSOCIATION (VCCFA) or (FA)

VCCFA President, K. Shortt, spoke to the proposed increase in tuition and fees. VCCFA hope that the Board and college Administration advocate for government funding for post-secondary education. Additional fees will add to the debt that VCC students have already incurred. The Tuition and Fees Committee were shocked at the additional costs to students.

K. Shortt referred to the report included in the meeting materials and highlighted that members of Operations Council have been advised that voting at meetings will be eliminated, however, in the FA Collective Agreement (11.3.1), faculty are allowed one vote at Ops Council. It was also communicated that voting will no longer take place at the Tuition and Fees Advisory Committee meetings. This is not covered under the Collective Agreement, but the FA strongly urges the college to work collaboratively with the constituencies. VCCFA members have a lot of knowledge and experience that could be useful in these discussions.

The VCCFA have met with two Assistant Deputy Ministers, Sandra Carroll and Fazil Milhar. They were very supportive of the Adult Upgrading Grant which allows many of our students on low income the opportunity to study. He is also working with the Office of the President to arrange a classroom visit in the upcoming weeks.

In response to the program review and renewal process that was presented by T. Rowlatt at the meeting, K. Shortt commented that the reason the program reviews have been shelved in the past is due a lack of funding.

P.Ryan assured K.Shortt that the consultation on tuition and fees will continue and more information provided at a future board meeting.

P. Ryan thanked the constituency group representatives for their comments.

NEXT MEETING

It was confirmed the next Board of Governors Public Board meeting will be held on February 24, 2016.

TERMINATION

There being no further business, the meeting was terminated at 6:55 p.m.

Pam Ryan
Board Chair

DRAFT

VCC NEWS AND EVENTS

FEBRUARY 2016

- VCC was the host college for Soaring: Indigenous Youth Career Conference on Feb. 12– one of the annual career conferences held across Canada by Indigenous education organization Indspire. About 120 Indigenous youth from across B.C. came to VCC for a day of workshops and tours led by Indigenous educators from VCC and the wider community. Sessions included activities such as; baking demonstrations, student panels, and career planning seminars.

- The Bachelor of Hospitality Management Executive Cohort program at VCC is preparing for a September re-launch of the offering aimed at students with significant professional management experience and accomplishments in the hospitality and related industries. Those who previously finished a diploma and work in mid- to senior levels of hospitality management will benefit from the program's 20 courses, which will focus on areas such as finance, leadership and entrepreneurship.

- Jewellery students sold handmade items at this year's VCC Annual Valentine's Jewellery sale which took place from Feb. 10-12 at the Downtown campus.

- Meghan Buckley, a 2015 alumna of the Fashion Arts diploma program, has been nominated for the The Canadian Arts & Fashion Awards (CAFA) Fashion Design Student Award. She is one of four graduates that have been selected as a possible recipient of the new self/peer nominated prize category that will be presented to an exceptional recent graduate from a Canadian fashion design program.

- The VCC Culinary Arts instructors and students partnered with the HomeGround Festival on Feb 4. to provide breakfast, lunch and dinner to approximately 500 people per meal in the DTES. The students donate their own time to provide an outstanding service, and receive affectionate thanks from the community.

- Every Tuesday Roundhouse Radio interviews a VCC Alumni. The Radio station approached VCC after seeing the We Built This City campaign and felt it was aligned with their show called *A Sense of Place*. Recent interviews includes graduates from Music: Adam Jones, Heavy Duty: Leigh Wall, Jewellery: Laura Jewet, Music: Emily Best, Province Instructor Diploma program and VCC ABE Youth instructor: Janice Sigston. To listen, go to http://www.roundhouseradio.com/Senseofplace.aspx

VCC in the News

- **Chef Tips: How to protect your grocery budget, The Province, Feb. 5**
  Chef instructor Hamid Salimian offers tips to Province readers on how you can keep your grocery bill down.

Upcoming Events:

- VCC hosts the Try-A-Trades event for more than 700 high school students to learn about trades through interactive booths at the Broadway campus.
- VCC's 50th Anniversary celebration and Alumni Award of Distinction – April 8 (campus TBD)
- Info Night – April 20 at Broadway campus

PREPARED BY: Karen Wilson, Interim Director, Marketing & Communications

DATE: Feb. 15, 2016

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 24, 2016

ISSUE: New Program Proposal – Digital Graphic Design Diploma

BACKGROUND:

The Digital Graphic Design Department is proposing to re-develop their existing certificate program into a two-year diploma. The program has been taught at VCC for the last 30 years; the current certificate program started in 2011, and has had full enrolment since its launch. The department believes that a longer diploma program will better respond to the needs of its industry, which more and more requires "all-in-one" designers who can work in both print and web, and particularly with hand-held devices and tablets. The program would like to launch this program in January 2017.

The program will have a strong applied focus. Students will work in a studio environment with real clients, including other VCC students and departments. The program will be designed to allow students to exit the program after Year 1 with a certificate to allow flexibility. An articulation agreement with Capilano University's School of Design is in discussion to allow a pathway for our students into their Bachelor of Design in Visual Communication program.

There is strong industry demand, as demonstrated in the proposal, and the program has an active Program Advisory Committee that has already been extensively consulted on this proposal. There will likely be capital and staffing requirements needed for successful implementation of this program.

DISCUSSION:

Education Council reviewed the Digital Graphic Design program at its February 2016 meeting. EDCO is supportive of this program continuing development.

If the Board approves the continued development of the program, the curriculum and complete business case will be developed. The proposal would return to the Board and Education Council at a later date for approval of the curriculum, fees and credential.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the continued development of the Digital Graphic Design Diploma program.

ATTACHMENTS: APPENDIX A - Proposal for New Program – Digital Graphic Design

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: February 17, 2016

APPENDIX A

PREPARED BY
VCC's
DIGITAL GRAPHIC DESIGN DEPTARTMENT

FEBRUARY 2016

NEW DGD DIPLOMA PROGRAM PROPOSAL

PREPARED FOR

The Board of Governors, and
Education Council

CONTENTS

PURPOSE & CONTEXT	3
PROGRAM NEED	10
COMPETITIVE ANALYSIS	14
STUDENT PROFILE	18
QUALITY	21
ADMISSION & DELIVERY	24
PHASE IN / PHASE OUT	34

APPENDICES

- DGD Grad Audit
- Government Support Periodicals
- Canadian Indeed Employment Trends

PURPOSE & CONTEXT

1. Describe in detail the program's objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for.

SIGNIFICANT INDUSTRY CHANGES

The purpose of the **Digital Graphic Design [DGD] Diploma** is to address industry changes for graphic design graduates. Companies are looking for multifaceted, all-in-one designers who can work both print and web with in-depth knowledge of both media. This was not the case when the original certificate program was originally designed in 2011. The rise of the iPad and similar devices in 2011 began the introduction and dependence on handheld devices and tablets in the mass market.

MULTIPLE ENTRANCE AND EXIT POINTS

This new program will provide students with multiple entry and exit points to allow flexibility. The diploma program will be two years in length, students will be able to exit the first year with a **Digital Graphic Design [DGD] Certificate**. Students that remain for the second year will graduate with a **Digital Graphic Design Diploma**. Applicants with prior education or experience may be eligible to apply for PLAR for entry into the second year of the program.

APPLIED LEARNING WITH REAL WORLD EXPERIENCES

The new program will also have a very applied approach. No other graphic design program in Western Canada offers students the opportunity to first work in a studio environment with clients which prepares them for an practicum The second distinguishing feature of the program is that students work from one course to another rather than having many courses at once. This has been proven in our current program that in the same time line as other schools, portfolios and job skills are far superior in our program than others. And thirdly the new program greatly adds to the overall VCC community, as DGD students help other VCC students and faculties with visual and web collateral.

PURPOSE & CONTEXT

GRADUATES OF THIS PROGRAM WILL BE ABLE TO

- ✓ Practice efficient research, analysis, critical thinking and creative problem-solving techniques
- ✓ Communicate and work effectively with a wide range of clients and audiences
- ✓ Apply typographic skills and knowledge to create effective visual communications
- ✓ Design visual communication for a variety of modern media and platforms
- ✓ Select, plan and use a variety of applications for production of design projects
- ✓ Author design projects proficiently, demonstrating a high degree of creative and technical ability
- ✓ Effectively manage time, organize, and prioritize in order to meet deadlines
- ✓ Present and explain rationale for design decisions
- ✓ Apply the foundations of design to a variety of projects
- ✓ Build a professional portfolio
- ✓ Perform in a professional manner, by maintaining professional relationships and communicating effectively with clients, co-workers, supervisors and others
- ✓ Pro-actively seek current information and advance skills to keep up with changing technology
- ✓ Develop and implement solutions to complex problems encountered in all phases of the graphic design process

STUDENTS WILL BE PREPARED TO ENTER THE FOLLOWING JOBS

Graduates of this program may find employment in the following areas: in-house designers, design firms, advertising agencies, print houses and service bureaus, web development, public and private companies as well as freelance contracting.

Further, students will build a solid portfolio for the purpose of future competition and admission into degree granting institutes.

PURPOSE & CONTEXT

2. Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents.

1 | AN INNOVATIVE COLLEGE FOR HIGHER EDUCATION, OFFERING A WIDE RANGE OF QUALITY, RELEVANT CAREER AND APPLIED/ACADEMIC PROGRAMMING

EXTREMELY RAPID CHANGES IN BOTH TECHNOLOGY BASED AND SOFT SKILLS BASED COMPONENTS OF THE INDUSTRY.

Changes in graduate expectations from industry require students to have training and exposure to business practices in their field as well as the soft skills necessary to deal with real clients.

PROVIDE EXPERIENTIAL OPPORTUNITIES THROUGH COMMUNITY INTERACTION AND WORK PLACEMENTS.

With the development of the new diploma, we would use client-based learning as an innovative introduction to real industry practice and would be the only college in the Lower Mainland to do so, giving us a distinct edge.

ENGAGE IN PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

By providing an entrance point into the Diploma in the second year to those who have valuable work experience and establish clear and transparent equivalent standards to reflect prior student accomplishment.

2 | A STUDENT-CENTERED COLLEGE, ENGAGING OUR LEARNERS AND PROVIDING MULTIPLE, FLEXIBLE PATHWAYS TO ADVANCEMENT

OFFERING SERVICES TO OTHER STUDENTS AND FACULTIES.

A welcome byproduct that would engage DGD students as well as offering services and giving students in other programs help with their own job placement.

PROVIDE STUDENTS WITHIN A MORE AUTHENTIC AND RELEVANT EDUCATIONAL EXPERIENCE.

Curriculum additions in business practices, marketing, and social media would support our students in being competitive with other graduates.

PARTNERSHIPS TO ENHANCE MUTUAL STUDENT PATHWAYS AND ADVANCEMENT.

Work towards building a pathway into the Capilano IDEAS program. Conversation has been started with Carol Aitken at IDEAS, so that students could enter into the second year of that program.

PURPOSE & CONTEXT

3 | A COLLEGE OF ACCESS, RECOGNIZED FOR ENABLING ALL TYPES OF LEARNERS TO REACH THEIR FULL POTENTIAL

SECOND YEAR ADVANCED ENTRANCE INTO PROGRAM BY NEW ARRIVED IMMIGRANTS.

During the initial portfolio interviews with potential students and communication with hopeful candidates it has been indicated that newly arrived immigrants already practicing design in their countries are looking for formal Canadian certification for them to enter into our workforce. These potential students already have a rich foundation design background and are seeking education and retraining with our industry standards. They look to upgrade skills and practice in a design environment.

4 | AN INSTITUTION THAT INCREASES AND ENHANCES ABORIGINAL PRESENCE AND PARTICIPATION

HISTORICALLY ABORIGINAL STUDENTS ENTER THE PROGRAM WITH NO PRIOR EDUCATION IN THE FIELD OR OTHER CERTIFICATIONS.

Having a 2-year diploma option would provide very valuable potential for Aboriginal graphic designers who want to pursue careers in design and marketing with no prior education in the field or experience. The program has proven that only those with prior experience and/or education are successful in entering the workforce.

The single year program leaves these students in need of further courses, or continue to work freelance to develop a portfolio which will enable them to be prepared for the workforce (see two year program audit)

5 | A COLLEGE THAT DELIVERS QUALITY, RELEVANT EDUCATION, WITH INTEGRITY AND ACCOUNTABILITY

UPDATED AND REFRESHED THE PROGRAM WOULD PROVIDE STUDENTS WITH RELEVANT EDUCATION AND WOULD FURTHER EXTEND THE PROGRAM REPUTATION.

Currently the program is far too short to prepare students with the expanded skill set that is required for entrance to the work force.

PURPOSE & CONTEXT

3. Identify how the program supports VCC's mission, core values, and strategic objectives?

1 | EDUCATION QUALITY

Graduates of the Diploma Program will meet the following requirements; two years of design training experience or training in multimedia design at a post-secondary college or technical institution and a well-developed portfolio to meet the criteria of the ***Society of Graphic Designers of Canada (GDC)*** and be eligible for registration.

The curriculum has been revised to address the emerging requirements of the work place. The Diploma provides multiple entrance and exit points providing flexibility to address student needs.

2 | OPERATIONAL EXCELLENCE

The Diploma centers around the development of student problem-solving, teamwork, and leadership skills. This renewed curriculum identified important feedback from the PAC, graduates and other internal and external stakeholders and lead to the revision of this program to be current and better prepare students for a dynamic workplace.

3 | FINANCIAL STABILITY & SUSTAINABILITY

The development of the new Diploma allows for the review of program costs. New resources could be shared with Continuing Studies in order to offset costs. Program support services could potentially also be shared with other departments on the seventh floor of the downtown campus (CAD and BIM Program and CID). The studio component of the second year would charge external clients a fee for services rendered and also a reduced fee for internal clients (both students and programs).

4 | REPUTATION MANAGEMENT

The program currently enjoys a stellar reputation with industry and potential students, however feedback from PAC, DASCO, industry and alumni have demonstrated the need for an extended program to better prepare graduates for the workplace. The current certificate does not allow students to apply for registration with our governing association GDC. Finally the addition of the Diploma will enhance the already positive reputation of DGD.

5 | BUSINESS DEVELOPMENT

The studio component and the practicum will provide an opportunity to build new partnerships with businesses and community. Currently other VCC students do not have access to any support for development of visual materials ***(student business cards, single promo web pages, nursing student poster presentations, help with social media profiles, resume designs, etc)***. Long term value can come from any of these offerings.

PURPOSE & CONTEXT

4. How does this program relate to and/or support other programs at VCC?

The Digital Graphic Design [DGD] program is unique in that it seeks clients within its own community. Due to the small staff of two including the Department Leader, creating design work for VCC students and programs creates real world experiences without needing to go very far. DGD has found that other programs at VCC are eager to participate in our efforts. Below is a list of some of the initiatives DGD has taken over the last two years.

CULINARY ARTS

Collin Gill, Department Head

DGD students and DH have met with Collin. DGD has produced info session posters (2014, 2015, 2016), promotional posters and infographics for the program. Collin supports all efforts made by DGD and the new program.

HAIR AND ESTHETICS

Lucy Griffith, Department Head

DGD students and DGD instructors have met with Lucy, as well as many staff members on several occasions. DGD has produced info session posters (2014, 2015), and infographics for the program as well as continued projects between their students and DGD students. Lucy supports all efforts made by DGD and the new program.

JEWELRY AND DESIGN

Dariusz Bebel (Absent DH) / Karin Jones (Acting DH)

DGD students and DH have met with both Dariusz and Karin, on several occasions. DGD has produced info session posters (2014, 2015), Year End Show Promotions and infographics for the program as well as continued projects between their students and DGD students. Karin supports all efforts made by DGD and the new program.

HOSPITALITY MANAGEMENT

Kevin Kovalycsik and Mike Tittel, Department Heads

DGD students and DGD instructors have met with both Kevin and Mike, on several occasions. DGD has produced info session posters (2014, 2015), and infographics for the program. They both support all efforts made by DGD and the new program.

APPLIED BUSINESS

Helen Roberts, Department Head

DGD students and DGD instructors have met with Helen on several occasions. DGD has produced info session posters (2015) for the program. She supports all efforts made by DGD and the new program.

PURPOSE & CONTEXT

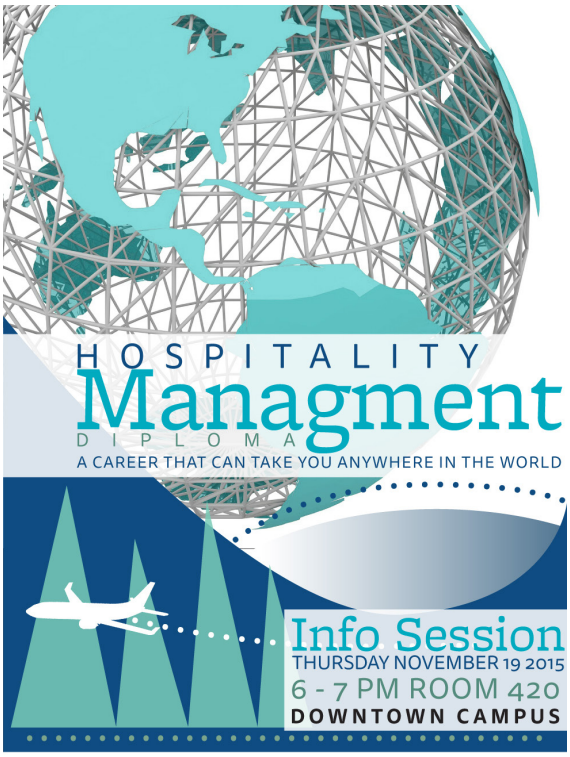
BAKING & PASTRY ARTS

Kimberly Tada, Instructor

DGD students and DGD instructors have met with Kim to produce stationary and menu design between their students and DGD students. Kim supports all efforts made by DGD and the new program.

With the new Diploma Program, DGD would continue to support these programs, be able to extend to others, offer additional services and extend outreach to external community in Vancouver.

Selected Student Works



VCC DGD Student Work for Hospitality

Designed by: Yvonne Olivotto | Digital Graphic Design Student | www.vcc.ca/dgd

PROGRAM NEED

5. What educational gap, if any, is this program intended to fill?

1 | CURRENT CERTIFICATE

Our current certificate will continue to serve those students who are using the program to add to their skill set. Although we would be upgrading the curriculum we will continue to serve this sector since there continues to be a high demand for the short nine month program.

2 | GDC CERTIFICATION REQUIRES 2-YEAR DIPLOMA MINIMUM

Commentary from www.workbc.ca: Graphic designers and illustrators are required to have a university degree or at least two years education in visual arts with specialization in graphic design, commercial art, graphic communications or cartooning. Other professional requirements may include:

- ✓ A college diploma in graphic arts or certification by the Society Of Graphic Designers of Canada
- ✓ Two years of design training
- ✓ Experience or training in multimedia design at a post-secondary college or technical institution
- ✓ A well-developed portfolio so clients and prospective employers can view the designer's abilities

www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/5241#section-statistics

3 | CLIENT BASED EXPERIENCES

The Lower Mainland currently does not offer a graphic design diploma, certificate or degree with continuous client based experiences. Other schools use pretend projects and re-designs or a centered capstone project with a singuar client experience while students at VCC would be working with client experiences everyday. In industry a graphic designer does not have a job without having a client. Learning how to manage the push and pull of client expectations makes a student much more industry relevant.

Through the PAC discussion they have agreed and identified the advantage of client based learning, the idea of a studio guided mentor course before students move towards practicums.

4 | WEB AND PRINT BLENDED PRACTICES

No other program is weaving together the emerging technologies of web with the traditional practices of print. In the re-design of the program we recognize that in today's industry they are not separate practices but rather blended practices from foundation onwards.

See appendix - Summary of program content comparison

PROGRAM NEED

5 | ADVANCED CERTIFICATION

Programs not only in Greater Vancouver greater area but also in Western Canada do not offer opportunities for Advanced credentials for those who wish to upgrade or add to existing skills in industry. Almost all offerings are geared towards foundation first and then working towards advanced credentials within the program.

6 | RESPONSIVE DESIGN AND PRODUCTION

Because emerging technologies are moving so quickly, most programs in this field are struggling to respond to industry needs. Although currently we are offering students an introduction to responsive design, with the development of a longer two year program we would be able to provide students with an advanced level of education for these emerging technologies.

See appendix - Summary of program content comparison

7 | GRAPHIC DESIGNER WITH MANY HATS

The job market for graphic design has traditionally been separated as print designers or web designers (pre 2010 arrival of mobile devices). Currently however, entry level designers who have college educations commonly find most of the entry work as in-house designers or freelance designers (see table of past DGD graduates). Because of the merging of print and web under one title, the current labour expectation is for designers to be intimately familiar with both. DGD would continue to prepare students with foundation skills, however the Diploma would add business practices, marketing, photography, written communication as well as advanced level technical and work experience components to answer to the changing need.

PROGRAM NEED

6. What evidence is there of student demand for the program?

CURRENT DEMAND

The graphic design program at VCC has a history of over 30-years. The current program has a solid positive reputation proven by on-line reviews, social media positive comments, and word of mouth. The current program has always had full enrollment. With the new diploma program, the department would be further suited to provide current necessary changes as well as adding a new credential.

Demand for the current certificate is strong but the diploma program allows for students to pursue advanced training without the need to complete a four year degree or a specialized program.

ALUMNI FEEDBACK

DGD considers alumni feedback to be a key indicator for the support of the Diploma. Communication with recent graduates confirms that those students who entered the program with no prior relevant experience are having challenges entering the design industry with only a certificate (see 2014 and 2015 graduate report) as compared with those graduates who entered the program with some accreditation.

JOB OUTLOOK IN BC

GRAPHIC DESIGNERS AND ILLUSTRATORS, NOC 5241

Graphic Designers knowledgeable in current technology will be most in demand. In particular, sustainable design practitioners. Sustainable design practice is relatively new, but growing quickly. There is currently a demand for consultants and designers alike in this area.

https://www.workbc.ca/

CURRENT GRAPHIC DESIGN EMPLOYMENT OVERVIEW

Registered Graphic Designers of Canada administers a survey every four years to focus on industry professionals. In 2014 of 3,331 respondents over 30% of those employed in the industry work as in-house designers (organizations where design is not a core service). This statistic aligns with the DGD graduate percentage of those students who found jobs after graduation as in-house designers. It is not unusual for a recent graduate to have either a part-time job or full time job and work as freelancers in addition to their primary employment (54%). While others enjoy the flexibility of freelancing full time as the primary source of income (18%). Whether full time or part time it is important for graduates to learn skills at school on managing a business, marketing and written communication in addition to design and creative skills which needs a longer teaching term.

The study also indicated the new emergence of User Experience/User Interface Designers, Front-End Developer and Content Editor/Manager. This is one example of how the emerging technologies are pushing the work force to create new jobs.

DASCO LONG SURVEY REPORT

Dasco surveys in the long form which accommodate for graduate commentary, include many instances where students would have taken an advanced credential if it was being offered (dating back to graduates from 2012-2008. Some respondents commented:

DASCO 2013 (2012 GRADUATES)

- ✓ "They should have a longer course, it ran out of time. They need a practicum component as well"
- ✓ "Program is extremely short, not enough time to cover all graphic design topics."

DASCO 2012 (2011 GRADUATES)

- ✓ "It would have been helpful to have an practicum, as it is difficult to get your foot in the door without one"
- ✓ "My group never had real clients...students need to be able to stay longer at computers after class"

ADDITIONAL INTAKES: JANUARY & SEPTEMBER

There is only one college (BCIT) that offers an intake other than September in two very specific programs and none that offer Advanced credentials in January. Those potential learners have to wait for September intakes in order to advance their careers. Through program inquiries and conversations with case workers this would allow the flexibility to intake students at alternate timelines.

7. What evidence is there of labour market, professional or community demand for graduates?

Since employers are changing the work-flow in their studios, they are looking for graduates who are familiar with current industry job sequences. For example, the industry no longer looks for a ***web master*** they now look for ***front-end designers***, ***user experience designers***, and ***back-end designers***. These are titles that did not exist two years ago.

(See periodicals for Christy Clark initiatives in the last two months supporting this sector financially, including education initiatives. Periodical section is commented.)

COMPETITIVE ANALYSIS

8. Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?

VANCOUVER & GREATER AREA PROGRAM COMPARISON

TUITION (COMPARED PER HOUR), INTAKES, DURATION

PROGRAM	CERTIFI-CATION *	INTAKES	STUDENT PER CLASS	# OF TERMS	CREDITS	HRS/ CREDIT	TOTAL TUITION	TUITION/ CLASS HR
VCC Digital Graphic Design Print & Web	Certificate **(900 hrs)**	2 Cohorts September	18	2	36	25	$3,980	$4.42
BCIT Communication Design Essentials	Certificate **(738 hrs)**	October April	24	2	61.5	12	$10,343	$14.01
BCIT Technical Web Designer	Certificate **(480 hrs)**	October April	21	2	40	12	$6,890	$14.35
BCIT Assossiate Graphic Design Certificate	Associate Certificate **(360 hrs)**	Oct. & April (Full Time) Sept. Jan. Apr. (Part Time)	24	1	30	12	$5,603	$15.56
BCIT Digital Design and Development	**DIPLOMA** (**1338 hrs**)	September	24	4	111.5	12	$15,160	$11.33
BCIT Graphic Communications Technology Management	**DIPLOMA** (**1392 hrs**)	September	24	4	116	12	$12,466	$8.96
University of Fraser Valley Graphic + Digital Design Diploma	**DIPLOMA** (**1200 hrs**)	September (one cohort)	24	4	60	20	$12,300	$10.25
Vancouver Film School (Private) Digital Design Diploma	DIPLOMA (**900 hrs**)	May August	26	6	-	-	$27,250	$30.28
LaSalle College (Private) Graphic Design Diploma	DIPLOMA (**915 hrs**)	September	21	3	-	-	$22,596	$24.70

**Comparison of Credentials: Hours of class provided for clear comparison. BC Certification is not consistent.*

VANCOUVER & GREATER AREA PROGRAM COMPARISON

PROGRAM FOCUS

PROGRAM	CERTIFICATION *	OFFERING	PROGRAM FOCUS	ENTRANCE PORTFOLIO	LADDERING	INTERNSHIP OR CAPSTONE
VCC Digital Graphic Design Print & Web	Certificate (900 hrs)	Full Time Day	• Foundation in design, print and web. • Applied concept and client focused, with technology.	yes	no	Many real clients throughout program.
BCIT Communication Design Essentials	Certificate (738 hrs)	Full Time, Evening & Weekend	• Visual web & print. • Very high in drawing and subjective concepting. • PRO-Joint program with EC. • CON-Schedule does not appeal to most students	no	Emily Carr Ladder 2nd Year (3 more years)	no
BCIT Technical Web Designer	Certificate (480 hrs)	Full Time Day	• Internet and digital technology (web & video). • Coding and video technology driven. • CON-Too short to deliver promissed outcomes	no	no	no
BCIT Assossiate Graphic Design Certificate	Associate Certificate (360 hrs)	Full Time & Part Time	• Fast foundation, at your own schedule. • CON-Very basic curriculum, technology driven.	no	no	no
BCIT Digital Design & Development	Diploma (1338 hrs)	Full Time Day	• Foundation in designing, developing, & creating social and online applications across various digital media platforms. • Technology driven curriculum. • PRO-One of the longest running design BCIT programs with Practicum	no	no	Eight Week Practicum
BCIT Graphic Communications Technology Management	Diploma (1392 hrs)	Full Time Day	• Working with websites, marketing, & printed media. • Business & technology driven. • CON-Students feel too much emphasis on business	no	no	no
University of Fraser Valley Graphic + Digital Design Diploma	Diploma (1200 hrs)	Full Time Day	• Visual web, print, video & illustration. • No client or applied, print technology based as well as analogue illustration and business. • PRO - Accredation towards Degree	yes	May continue to Bachelor (2 more years)	no
Vancouver Film School (Private) Digital Design Diploma	Diploma (900 hrs)	Full Time Day	• Graphic design foundations with a major emphasis on video production	yes	Bachelor Ladder UFV or BCIT (3 more years)	Capstone project with one client.
LaSalle College (Private) Graphic Design Diploma	Diploma (915 hrs)	Full Time Day	• Foundation graphic design, very fragmented courses due to high turn over of instructors.	no	no	Capstone project with one client.

COMPETITIVE ANALYSIS

9. Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

In the process of pursuing an articulation process with Capilano University.

10. Is this concept supportable and sustainable with existing and/ or available resources?

There will be a step change to the costs of the first year and also we will need to a include partial/shared Program Assistant support for the program. There is currently no support staff working in the department. Efforts will be made to attain a tuition lift and have a higher tuition than the current programs has in order to offset costs as well as be competitive within the current market.

The department will require an additional Mac supported lab for the second year ***(Refer to the Capital Request Chart for lab options)***. The options being presented include an new relationship of shared resources between Continuing Studies and the Digital Graphic Design program which would be cost efficient for the college.

For the second year we would also need to prepare for additional faculty. Current staff is able to teach curriculum for both years, however we will require a web specialist faculty to teach within year two. However, the second year does not need to incur the costs of a full faculty since the studio component of the program would require a lab assistant. We are also seeking additional Department Head release hours.

11. Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

This program will remain as a cohort and will include to be a selective entry program, with a portfolio review and interview process.

COMPETITIVE ANALYSIS

12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

The Diploma program would be two years in length with an option to exit after the first year. If students is to continue with the Diploma it would be an additional year. Maximum allowable time for completion is four years.

13. How many students would you expect to enroll in each year of the program?

We would like the first cohort to start in January 2017. This would allow faculty and facility resources to launch during a quieter time and to catch students from the previous two cohorts that are showing interest. Also decreasing realigning starts for year one would give us flexibility in the sequence of web and print which the current program sequence finds challenging. It also allows those students who exited with a Certificate to return for a Diploma if they are having challenges finding work.

Summary plan is as follows:

YEAR	# OF STUDENTS/ COHORT	START DATE	END DATE
2	18/1	JAN 2017	SEPT 2017
1	36/2	SEPT 2017	MAY 2018
2	18/1	SEPT 2017	MAY 2018
2	18/1	JAN 2018	SEPT 2018
1	36/2	SEPT 2018	MAY 2019
2	18/1	SEPT 2018	MAY 2019

STUDENT PROFILE

14. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

RECENT HIGH SCHOOL GRADUATES

Currently we under serve this group. After a nine month program without any prior experience we cannot graduate work ready students. With a two-year design program we would supply students with enough theory and practical work experience to enter the workforce.

PARENTS WHO ARE RE-ENTERING THE WORKFORCE

The AM cohort gives parents the flexibility to only need child care in the morning. Upon graduation some parents are looking for the flexibility of freelance work as a life-balance decision. *(Refer to the Appendix Entrance and Exit DGD chart).*

STUDENTS WHO HAVE A PREVIOUS RELATED DEGREE OR DIPLOMA

Once students graduate from degree programs they are having a difficult time in applying their education to the workforce. Through the portfolio interview questionnaire and applications we have gathered evidence to prove that the current program is being used for these graduates as an advanced supplement to their education *(Refer to the Appendix Entrance and Exit DGD chart).*

STUDENTS WHO ARE ALREADY IN THE WORKFORCE AND ARE SELF TAUGHT AND WOULD LIKE FORMAL EDUCATION

The current technology allows candidates to teach themselves, however when applying for jobs, or once they get to a certain point they understand that they need to learn the foundation and have the certification required to move forward.

STUDENTS WHO ARE RE-TRAINING

Students who have been injured in the work force and would like to re-train in a career that is non physical labour intensive, as many students have enrolled in the program through Work Safe BC.

Students who have been involved in the traditional print industry and require retraining or updated training. These students have become unemployed because they no longer hold a relevant skill set, or they wish to move upwards in their chosen career field.

INTERNATIONAL STUDENTS WHO ARE GRAPHIC DESIGNERS IN THEIR OWN COUNTRY AND WOULD LIKE CANADIAN ACCREDITATION.

These students enter the program because they are looking to include Canadian Credentials to their experience so their native experience is seen as applicable.

INTERNATIONAL STUDENTS WHO ARE SEARCHING FOR A TWO YEAR DIPLOMA

A two year program allows them to have flexibility when applying for work visas. These students may also feel that because of their language barrier, a fast paced one year program is not what they are looking for.

STUDENT PROFILE

RECRUITMENT STRATEGIES

The following recruitment strategies and action plans will be implemented in varying stages through 2016-2017. Action plans may be changed, updated, and even eliminated as factors that influence enrollment change, as budgets dictate, or as evaluations of specific programs or activities warrant.

1 | SPECIAL EVENTS

Despite increased digital activity, a recent survey found that the most effective marketing strategies for colleges are nevertheless events-based and involve direct interaction with potential students.

GRAD SHOW EXHIBIT

Each year the DGD graduating students hold an interactive exhibit to showcase their work, which is also quite important for the program's presence in the industry. Many prospective students are 'wowed' by this exciting event and are able to speak with the graduating student from their perspective.

OPEN HOUSE - INFO SESSIONS

These types of events are informative and give prospects the idea of how the program runs and feels in the classroom setting. The tours of the college also increase strong connections.

2 | EXTERNAL ASSOCIATION LINKS

Graphic Designers of Canada

3 | SOCIAL MEDIA

Web and social media are not only crucial tools in student recruitment, they have forcibly sharpened the accuracy of college branding. We have seen a strong following on our social media outlets such as Facebook and the creative social media platform - Behance.

4 | DIRECT MARKETING

Enhance the current prospective student communication flows designed to convert prospects into inquiries by incorporating personalized messaging targeted at specific student populations ***(for example, high-school students, previous students and international students)*** using a systematic approach that includes varied communication methods ***(for example direct mail, e-mail, phone calls)*** yielding a comprehensive result. Communication methods for prospective students are designed to build and sustain student interest resulting in the movement of students from inquiries to applicants.

Types of communications to include:

- ✓ Fact Sheet / Post Cards
- ✓ DGD Info Booklet
- ✓ Step-by-Step Guides for high school students
- ✓ Infographics for Social Media
- ✓ Personalized e-mails

STUDENT PROFILE

15. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students who appear to be under-prepared will be referred to the VCC Learning Centre, Counseling, Disability Services and/or to Advising to determine how their needs can best be met.

16. How will the program address equity by decreasing systemic barriers? Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, First Nations)? How will the program address these issues?

The program will hold two seats for First Nations applicants. Those with disabilities and/or underrepresented groups are welcome in the program and will be referred to the appropriate VCC support area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

17. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

The program will meet all college policies and Education Council requirements and be approved by the VCC Board of Governor's before implementation. Students will be informed of requirements for success and be encouraged to seek assistance if success is challenged. Faculty will meet area hiring criteria and be selected through an approved process. Student feedback will be sought and recommended changes considered. An annual program review will be completed and a full program renewal will occur every 5-7 years.

QUALITY

18. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable), progression, completion)?

The current program has already been integrating these student to client relationships for the last two years. Future students in the Diploma Program will design for clients in the following sequence:

YEAR 1	YEAR 2
DGD Student to DGD Student project *(eg. Student designs a logo for another student in the class)*	DGD student to Sole Proprietor
DGD student to another program student project *(eg. Student designs a business card for a Spa student)*	DGD student to Non-Profit Organization
DGD student to another Faculty project *(eg. Student designs a poster for the Jewelery Department)*	DGD student to For-profit Small Organization

YEAR 1- IN-CLASS CLIENT RELATIONSHIPS

The current program has already been integrating these student to client relationships for the last two years. We start with one DGD student working on a design porject for another DGD student. Then with the co-operation of external departments (Salon & Aesthetics has been very supportive) our DGD student works with a student in another faculty, Then the experience grows to have small teams of students to work with other faculties, usually a Department Head,

YEAR 2 - STUDIO PRACTICUM

A small studio is opened and managed by VCC staff, very much like Hair Salon but much smaller. Clients make appointments and choose from design menu items for students to execute. Students are overseen by a Lab Assistant. Clients can pay through the bookstore. This aligns with VCC's tradition of experiential learning and support of the downtown community.

This idea has only received positive feedback by interested stakeholders which include internal as well as external.

YEAR 2 - WORK PRACTICUM

Four to five week practicum overseen by DGD faculty (Standard practicum budgeting).

QUALITY

19. List all accreditations, affiliations or articulations for this program.

GDC [GRAPHIC DESIGNERS OF CANADA] has been Canada's national certification body for graphic and communication designers since 1956, establishing professional standards and actively regulating professional conduct. Professional standards for the practice guide learning outcomes for design curriculum and the career path for emerging designers. But finding Canadian standards can be a challenge. The GDC, as the national professional association for Canadian design has established industry standards for professional certification. Relevant design education considers professional industry standards and includes both practical studio skills as well as theory, and faculty who are CGD™ certified and engaged in the design industry through practice, research and/or professional communities.

A GDC student membership offers a great start to a promising career. It is also a first step to becoming CGD™ certified — the highest standard of professional practice.

For design educators, CGD certification is a testament to professional knowledge and contribution. GDC's national standards for the profession, certification of services, internship guidelines and ethics serve as benchmarks for professional practice and inform graphic design education in Canada. As Canada's national certification body for graphic and communication designers, GDC licenses the unique CGD™ certification mark only to designers, educators and administrators whose services meet rigorous, standardized criteria. The CGD certification mark is recognized across Canada.[1]

1 www.gdc.net/education/about

QUALITY

20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

1. In the process of embarking on an articulation with Capilano University into the IDEA Bachelor program.
2. DGD has a Program Advisory Committee [PAC] and communicates with it's members through quarterly meetings, phone and emails.
3. The DGD faculty regularly attends the ADOBE Creativity Conference where both DGD faculty members have participated in round-table discussions with other members of industry, Adobe leaders, and educators to discuss programing and industry work trends and expectations.

21. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

The current faculty is very well qualified to deliver the new program, however additional specialized faculty members will be required as the curriculum is expanded.

LORENA ESPINOZA

Lorena Espinoza is an expert in the fast-changing world of web and graphic design. Graduated from Ryerson University with a Visual Communication Fashion Degree and later completed a BEd from Queens in Education Technological Studies. She has worked in Northern Ontario, with at risk kids and high skills major through Photography. She then initiated the new Digital Image Design program at Fleming College, where she held the role of Academic Program Coordinator and Instructor.

During her private career, she ran her own studio Room 101 for over 15 years, in Toronto, which specialized in fashion visual collateral including photography, print and web development. Some of her clients included Toronto Fashion Week, the Toronto Fashion Incubator, Visa and many prominent Canadian fashion designers.

ASHLEA SPITZ

Over the past two decades, Ashlea Spitz has focused on crafting effective digital design experiences and leading teams that build them. She practices, teaches and speaks about design, branding and the intersection of business and design. Ashlea attended KPU studying in the School of Business, Marketing Management and subsequently attended BCIT for Communications and New Media Design, where she graduated with distinction. For 11 years Ashlea was maintaining her own successful graphic design business Pixsoul Media Inc., which was nominated as a finalist for the 'Successful You Award: Best Company' in 2012. Ashlea Spitz is an Adobe Certified Instructor and is an accredited member of the Adobe Education Exchange. She is a long-standing member of the Society of Graphic Designers of Canada.

ADMISSION & DELIVERY

22. Provide admission requirements, including language proficiency levels and assessment scores.

Admission is a competitive selection based on:

- Grade 12 graduation, or equivalent
- Resume and letter of intent
- Portfolio review and interview (a means to assess the likelihood of your success in the digital graphic design program).

VCC recognizes that some applicants may not possess a detailed artistic history and portfolio. The opportunity for a career change and lifelong learning are acknowledged and seriously considered by the department. These applicants will need to submit all documentation and participate in an interview.

Applicants whose first language is other than English, who have not completed English 098/099 and are presenting foreign documents equivalent to Grade 12, must successfully complete an English Language Assessment, which includes a Canadian Language Benchmark of Listening 8, Speaking 8, Reading 7, and Writing 7 or better.

23. Identify pathways that assist in meeting these requirements.

VCC provides Adult Basic Education to allow students to complete Grade 12 graduation equivalency.
During portfolio interviews DGD Faculty will provide students with advice on skills requirements.

24. Identify potential courses, if any, that could be developed to assist in meeting these requirements.

Courses currently exist at VCC to meet program admission requirements
(i.e. English Language courses, CS Adobe and web courses).

25. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

The program structure will be face-to-face full time with second year studio and practicum.

ADMISSION & DELIVERY

26. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

Yes, the program does allow for multiple entry and exit points. The following outlines this process.

YEAR ONE

- ✓ Entrance into year one is upon a portfolio review.
- ✓ Students may exit upon completion with a DGD CERTIFICATE
- ✓ Students may continue towards guaranteed seat in year two

YEAR TWO

- ✓ Student coming from year one into year two, completes year two, exits with DGD DIPLOMA
- ✓ Student applies into year two with PLAR, finishes year two, exits with DGD DIPLOMA.

DIPLOMA EXPERIENTIAL LEARNING

Adobe is the industry standard (and the monopoly) of design software. The main three applications designers use from Adobe are Photoshop (for images), Illustrator (for logos, illustrations and single page design) and InDesign (for multiple page design).

Designers today are expected to be familiar with these three applications as well as having basic understaning of coding, Wordpress (or CMS), marketing (including social media campaigns), and business practices (including quoting and budgeting).

Soft skills have become incredibly important these can include both written and verbal communication. With the integration of a consistent client component and final practicum, students would be able to apply all of their learning towards becoming ready for the work force.

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy

PLAR will be used for entry into second year of the diploma program.

ADMISSION & DELIVERY

28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

APPLICATION PROCESS YEAR 1

Grade 12 graduation, or equivalent
(Student may apply with most recent post secondary, or as a mature student.)

+

Résumé
(Used in order to audit what student's interests and experiences have been.)

+

Letter of Intent
(500 words or less, written by the student, giving reasons why they want to attend.)

=

ONCE ALL **THREE** RECEIVED A **PORTFOLIO INTERVIEW** IS ARRANGED

Once the 30 minute interview is completed you may be accepted (or declined)

YEAR 1 ACCEPTED INTO PROGRAM **36 STUDENTS**

18 AM CLASS (8.00am to 1.30pm) and **18 PM CLASS** (2pm to 7.30pm)

Enter **9 MONTHS** of classes

15 WEEKS Foundation Curriculum

16 WEEKS Experiencial Curriculum

6 WEEKS Marketing & Portfolio

=

EXIT WITH CERTIFICATE

CONTINUE TO DIPLOMA

YEAR 2 PLAR ACCEPTED INTO PROGRAM OR STUDENTS CONTINUE FROM YEAR 1

18 STUDENTS (SEPTEMBER START) and **18 STUDENTS** (JANUARY START)

Entering Students from Outside

4 WEEK Foundation Curriculum

VCC Students from Year 1

Both Enter 9 MONTHS Of Classes

4 WEEK Advanced Foundation

150 hours through the program of STUDIO CLIENTS

24 Weeks of Applied Advanced (including Responsive Web, Print, Marketing and Business)

4 WEEK Practicum

4 WEEK Portfolio

=

END WITH DIPLOMA

APPLICATION PROCESS YEAR 2 (advanced standing)

Grade 12 graduation, or equivalent
(Student may apply with most recent post secondary, or as a mature student.)

+

Résumé
(Used in order to audit what student's interests and experiences have been.)

+

Letter of Intent
(500 words or less, written by the student, giving reasons why they want to attend.)

+

PLAR Assessment
(for learning acquired through experience or nonformal education/training)

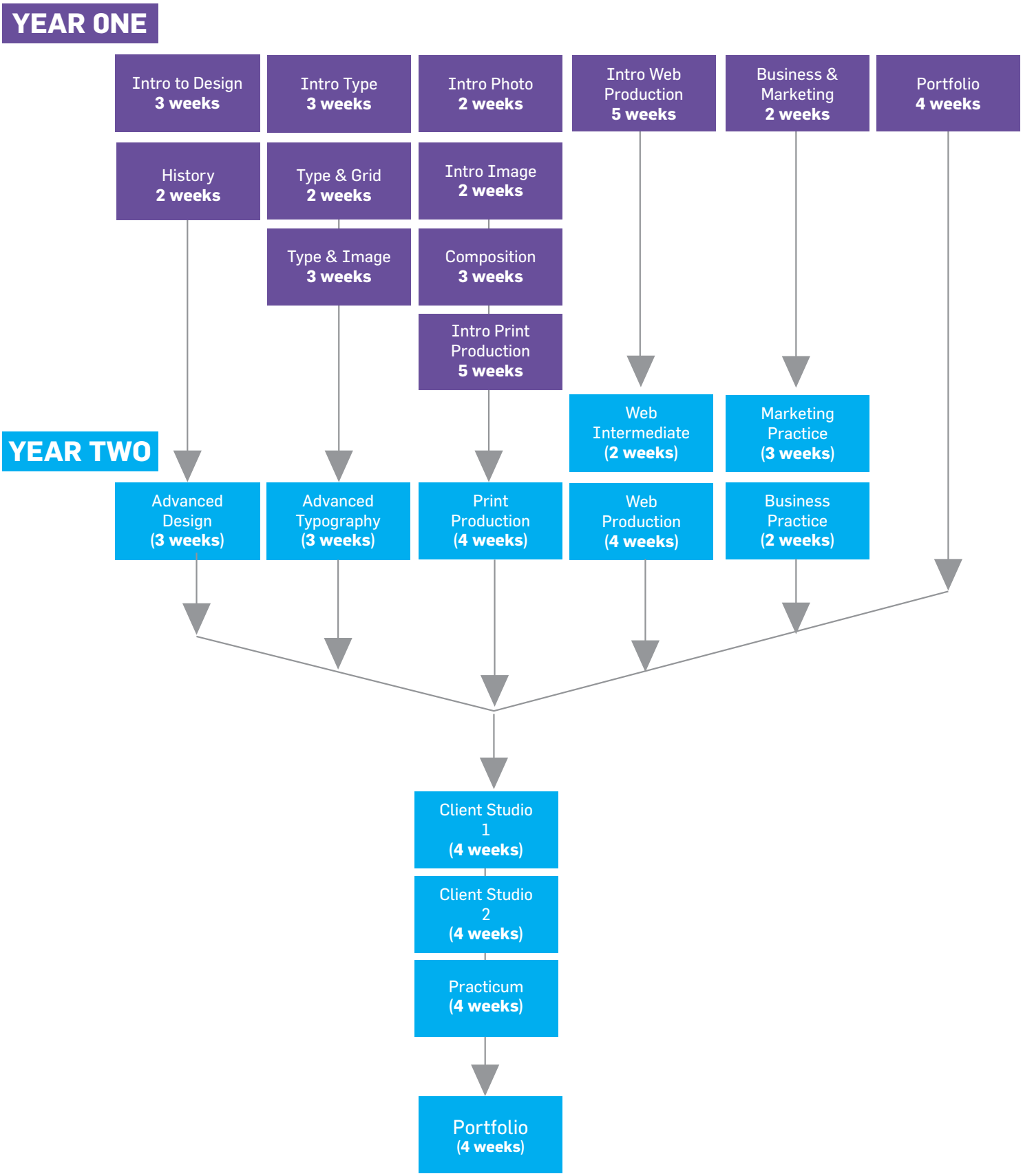
=

ONCE ALL **FOUR** RECEIVED A **PORTFOLIO INTERVIEW** IS ARRANGED

Once the 30 minute interview is completed student may be accepted (or declined) to continue to finish with a DIPLOMA

DIGITAL GRAPHIC DESIGN

DIPLOMA COURSE OUTCOME FLOW



DIGITAL GRAPHIC DESIGN
DIPLOMA COURSE SKETCH

YEAR ONE

FOUNDATION SKILLS 13 WEEKS

Intro to Design	History	Intro Typography	Intro Photography	Intro Image	Typography & Grid
week 01	week 04	week 06	week 09	week 11	week 13
week 02	week 05	week 07	week 10	week 12	week 14
week 03		week 08			

APPLIED WORK SKILLS 16 WEEKS

Typography & Image	Composition	Intro Print Production	Intro Web Production
week 15	week 18	week 21	week 26
week 16	week 19	week 22	week 27
week 17	week 20	week 23	week 28
		week 24	week 29
		week 25	week 30

PORTFOLIO SKILLS 6 WEEKS

Business & Marketing	Portfolio
week 31	week 33
week 32	week 34
	week 35
	week 36

YEAR TWO

ADVANCED SKILLS 16 WEEKS

Advanced Design	Web Intermediate	Advanced Typography	Web Production	Print Production
week 01	week 04	week 06	week 09	week 13
week 02	week 05	week 07	week 10	week 14
week 03		week 08	week 11	week 15
			week 12	week 16

CLIENT WORK APPLIED 17 WEEKS

Business Practice	Marketing Practice	Client Studio 1	Client Studio 2
week 17	week 19	week 22	week 26
week 18	week 20	week 23	week 27
	week 21	week 24	week 28
		week 25	week 29

WORK SKILLS 8 WEEKS

Practicum	Portfolio
week 30	week 34
week 31	week 35
week 32	week 36
week 33	week 37

ADMISSION & DELIVERY

29. With whom have you consulted internally regarding this proposal? What were the results of these consultations?

DEAN WEBBER

Previous Dean of DGD

Dean Webber and DH DGD have had many conversations and planning about the two year program since the beginning of 2013. Webber was instrumental in preparing CD proposals for funding for the second year in 2013 and 2014. Webber was present during PAC meetings and witnessed strong support from PAC for the second year, the studio component and the practicum component of the program.

DEAN SARGENT

Current Dean of DGD

Discussions were initially began as Dean Sargent took over for Dean Webber and reviewed the status of the CD proposal. Sargent has been extremely supportive of the Diploma. DH and DGD have discussed rough costing analysis for the practicum component, faculty costing for the year as well as capital expenses. We have had a round table discussion with Advising and Admissions on better retention of applicants for the program.

KAREN BELFER

Previous Dean of CID

Karen and DH DGD had many conversations about the second year Diploma. She had strong suggestions on how to include the client component into the program and met with students during that year for the pilot relationship between students and CID.

SUSIE FINDLAY

Previous Dean of CID

Susie and DH DGD held many meetings between January 2014 and her exit as Dean in summer of 2015. She was instrumental in helping DGD organize and retrieve data from the conceptual PAC meeting in February of 2014 which supported and encouraged the Diploma extension to the program.

GARTH MANNING

CID Associate

Garth was on the team with Suzie and DH in preparing for the conceptual PAC meeting to present the Diploma elements. While on the team he aided in the development of the guided discussion for the brainstorming activities from PAC to confirm the development of second year, in particular the studio and practicum component.

KATE CHANDLER

Previous Marketing Director

Both DGD members met with Kate Chandler (March 2014) as an initial meeting of how DGD and Marketing could offer VCC community design collateral. Marketing and DGD agreed on what collaterals could be designed for VCC and those that could not keeping in adherence with union regulations of staffing in the Marketing Department (CUPE).

ADMISSION & DELIVERY

KRISTY NEVILLE

Marketing and Communications Officer

Various conversations through the last two years. Kristy and DGD have talked about how Marketing feels about the program in regards to how students would design collateral for the school. The challenge for the two departments has been the perceived consequence that the students would take away work from the Marketing Department. DGD and Marketing have drawn boundaries around what materials the program can produce internally particularly addressing collateral for programs. Last formal conversation occurred over the summer July 2015.

TENE BARBER

Previous Dean of CS and previous DH of DGD

Then new DH had conversations with Tene Barber and discussed initial concept for DGD Diploma Program, DH and Tene later discussed the opportunities that could exist between the two departments for the sharing of facilities, in particular with the Fashion Program. A continuation of this conversation is schedules between DGD and CS in February to further discuss sharing of resources.

ELMER WANSINK

Manager of Application Services

Conversations with Elmer, Denis and Brett around software, hardware and server support for a proposed Diploma. Last meeting January 8, 2016.

ANGELA ABBINANTE

Supervisor, Advising Services

She has attended various info sessions for the program and has witnessed interest from potential students into the program. Last formal conversation January 19, 2016.

HELEN CARMO

Bookstore Manager

DGD has built a procedure with the bookstore for students to pay for items purchased from DGD into an income account. We continue to build relationships with the bookstore, we are currently working on a promotional item for VCC Bookstore. The bookstore supports DGD and would be part of the income loop for the second year Diploma. Last formal conversation was January 14, 2016.

INTERNATIONAL

A very casual conversation with staff including Cathy Snyder, support the idea, questions about practicum needing special visa paperwork, overall support for the program, waiting for Tina Chou to return from overseas for a formal appointment.

PEER FACULTY SUPPORT

DGD also has support from various other programs that DGD has produced design projects (also see question #4).

ADMISSION & DELIVERY

30. With whom have you consulted externally regarding this proposal? What were the results of these consultations?

DAVID THOMAS MANZI

Senior Designer, Coffee Stain Designs

David is a top leading designer in industry and has worked designing collateral for Lululemon, Mount Seymour, Nike, Blackberry, Nintendo, Levi's, Anthem Properties, David Foster, Opus Hotels, Kopali Organics, Greenpeace, David Suzuki Foundation, Sierra Club, Amnesty International and many more. As a designer working in a constant changing industry, he sees what a graphic designer needs to enter the design industry. He sees now candidates need a wider and stronger skill set, web being an integral part of that set. He has also hired Bachelor Lower Mainland graduates and finds them to be good at explaining design theory but not very good at applying it. Smaller budgets in studios are looking for graduates who are thinkers, problem solvers and good communicators. He supports the program and is looking forward to joining PAC.

LYNN CURRELLY

Strategic Accounts, Digital Marketing, AEM, Adobe Systems.

DGD instructors met Lynn during an Adobe workshop (Vancouver, October 23, 2014). She was then Lead Education Specialist. When instructors discussed changes in curriculum from silo curriculum (software program driven single courses, ie: Photoshop Course) to a layered technology curriculum (teaching many programs at same time with different roles) she was very excited since it reflected the way in which Adobe was structuring software since moving to the cloud.

LANCE CUMMINGS

Senior Interactive Designer, Glance.

Lance specializes in crafting immersive, interactive and responsive websites that deliver across the wide range of devices and screen sizes. As the Senior Interactive Designer for Cowie and Fox between 2004 and 2013, Lance led the team on projects for HSBC, Lululemon, Avalon Dairy, Bootlegger, BC Dairy Foundation, Taste of Nature, 1-800-GOT-JUNK, Westbeach, Cactus Club Cafe, White Water West, Boughton Law, Anthem Properties and many more. Lance views the curriculum changes from a web perspective. He has seen in his experience how today's designers need to apply traditional skills to the web much earlier in their education. His opinion is that designers need to think about web and print as simultaneous options, and design is not web driven first and print second. He supports the program and is looking forward to joining PAC.

DAVID SHEA

VP of User Experience, Mobify.

Dave leads a team of user interface and experience designers who create Mobify's industry-leading products and services. The creator and cultivator of the highly influential CSS Zen Garden and co-author of The Zen of CSS Design, Dave is also a frequent speaker around the world, having presented at conferences in more than a dozen countries. David created and leads a Style and Class Meet-Up in Vancouver. DH has met with David after these

ADMISSION & DELIVERY

Meet-Ups and has discussed what companies are looking for when hiring new designers. David comments that it is important for students to understand the user experience and how today that leads design. It's design for audience. Students who understand that from a ground level are much more successful when looking for work and linking that theory to their portfolio work. He supports the program and is looking forward to joining PAC.

PAUL MULGREW

VP of Marketing, Pacific Western Brewery

In 2014-2015 DGD formulated a strategic association with Pacific Western Brewery to apply existing brand product lines in a redesign case study and interactive brand design lab for the DGD students. The partnership has proven to be quite successful as the students were able to articulate realistic working guidelines in the industry. Mulgrew has been very supportive of this project, resulting in a scholarship to the graduating students of 2015. Mulgrew has indicated that developing these partnerships aids their company in supporting community initiatives, supports the arts to help grow a better future for rising graphic designers.

ALUMNI

DGD also has strong ties with its Alumni. DH has communicated with many alumni (we are more than happy to provide a list with dates and emails). The consensus is that; had students had the opportunity to continue with a second year at VCC they would have done so. They felt that by the time they had time to process the learning, as they were really ready to apply the knowledge the program was over. Many feel that the program needed to supply them with business, marketing, written communication and more client applied experiences; as well as advanced level theory and practice. This aligns with the Dasco survey from 2009-2012 as well as verbal communication with alumni from 2013-2015.

PHASE IN / PHASE OUT PLAN

31. For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

Updated program content has been slowly revised and integrated into the current certificate program. However, these revisions are not reflected in the current program content guide and course outlines. Therefore, there is no need to phase in/out the new/old curriculum.

As current students and recent graduates would like to pursue the new diploma it is desirable to launch the new second year of the diploma program in January 2017.

Currently delivering updated curriculum:

- ✓ Apply appropriate and effective business practices when dealing with clients
- ✓ Originate visual communications through the application of design theories and principles to develop effective design solutions;
- ✓ Use a variety of advanced technologies to capture and manipulate design elements in producing a final product

DGD

DIGITAL GRAPHIC DESIGN
INCOMING & OUTGOING LABOUR & EDUCATION AUDIT

29 2013/2014 GRADS

Students graduated **18 months** ago when audited

44 % (13)
Changing Career or Just Graduated High School

48 % (14)
Became Full Time Graphic Designers

55 % (16)
Previous Post Secondary or Related Experience

10 % (3)
Became Part Time Graphic Designer

20 % (6)
Continued Their Education After Graduation

17 % (5)
Not Working in Related Industry

30 2014/15 GRADUATES

Students graduated **8 months** ago when audited

36 % (11)
Changing Career or Just Graduated High School

66 % (20)
Became Full Time Graphic Designers

64 % (19)
Previous Post Secondary or Related Experience

13 % (4)
Became Part Time Graphic Designers

0* %
Continued their Education After Graduation

20 % (6)
Not Working in Related Industry

* This number is interesting to note for two reasons:

1. This audit is one year less than the previous audit grads. Grads try many things including; still working in other industries and add freelance to enhance portfolio or freelancing full time for at least a full year before they decide to go back to school.
2. This can be seen as an opportunity as catching these students in a January intake
3. A large percentage of this year's students had previous secondary education or industry experience and used the program to compliment their skills.

2013/2014 CLASS

29 GRADS

30 % (8)
Became
In-House
Designers

15 % (4)
Became Full
Time Freelance
Designers

48 % (14)
Full Time
Graphic Designers

10 % (3)
Part Time
Graphic Designers

20 % (6)
Continued
Their Education
After Graduation

17 % (5)
Not Working in
Related Industry

TOTAL STUDENTS INDUSTRY STANDING AFTER DGD

(Measure is 19 months after Graduation)

02 **Agency Graphic Designers (Junior and Senior)**
Working for a business who creates graphic design as a service to other companies

08 **In-House Designers**
A graphic designer who executes one company design, may work as a single designer or part of a team

04 **Freelance Full Time**
A graphic design who works independently, finds their own clients, and designs as their sole income

02 **Freelance Part Time**
A graphic design who works independently, finds their own clients, designs as supplement income, and are building their portfolio

01 **Intern**
Graphic designers who work for a company, not getting paid the industry rate because they are gaining experience from the company and are building their portfolio

06 **Continued Study**
Graduated from DGD and continued their studies, assume it was a related industry unless specified.

05 **Not working in related industry**
Graduates either could not find work in the design industry, or are working in a different industry.

DIGITAL GRAPHIC DESIGN
2013/2014 CLASS

29 INCOMING STUDENTS

44 %
Changing Career or High School

55 %
Previous Post Secondary or Related Experience

13 > STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

- **11** Changing Career (*out of high school for 3 yrs or over)*
- **02** Recent High School Grad (*out of high school two years or less*)

16 > STUDENTS HOLDING PREVIOUS POST SECONDARY EDUCATION OR RELATED EXPERIENCE

- **04** Certificate (*Film , IT, Photo, Writing*)
- **04** Diploma (*Animation, Economics, Graphic Design, Marketing*)
- **06** Degree (*Animation, Economics, Gen. Arts, Illustration, Languages, Psychology*)
- **02** Working FT Freelances (*Illustration, Graphic Design. Self taught over 5 years, makes a living as a freelancer*)

13 GRADS

GRADUATING STUDENTS (ENTER WITH NO PREVIOUS EXPERIENCE)

30 %
Graphic Design Full Income

23 %
Part Time Graphic Designers

7 %
Continued Their Education After Graduation

38 %
Not Working in Related Industry

11 > STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

CHANGING CAREER

- **02** Freelance Full Time
- **02** InHouse Designer Full Time
- **02** Freelance Part Time
- **01** Intern (Partial Income)
- **04** Not working in related industry

2 >

RECENT HIGH SCHOOL GRADS

- **01** Continued Study
- **01** Not working in related industry

DIGITAL GRAPHIC DESIGN
2013/2014 CLASS - 29 Graduates

16 GRADS

38 %
Became In-House Designers

36 % (11)
Became Full Time Graphic Designers

0 %
Became Part Time Graphic Designers

0 %
Not Working in Related Industry

31 % (5)
Continued Their Education After Graduation

ENTER PROGRAM WITH POST SECONDARY EDUCATION OR FREELACING

9 > STUDENTS WITH RELATED POST SECONDARY EDUCATION

03	In-House Designer	Animation Degree (Seattle) Graphic Design Diploma (Art Institute) Creative Writing Certificate (Simon Fraser)
01	Junior Graphic Designer	Film Certificate (Capilano)
02	Freelance FT	Marketing Diploma (BCIT) Photo Certificate (Langara)
03	Continued Study	Animation Diploma (Art Institute) Illustration Degree (Emily Carr) IT Certificate (BCIT)

5 > NON - RELATED POST SECONDARY EDUCATION

03	In-House Designer	General Arts (Capilano) Economics & Sociology Degree (University of Toronto) Psychology Degree (St. Francis Xavier)
01	Freelance FT	Languages Degree (UBC)
01	Continued Study	Economics Diploma (Kwatlen)

2 > PREVIOUS FREELANCING EXPERIENCE

01	Continued Study	Illustration Freelancer
01	Senior Graphic Designer	Self-Taugh Graphic Designer

STUDENTS AFTER DGD BY CATEGORY WITH PAST EDUCATION OR EXPERIENCE

01	Senior Graphic Designer
06	In-House Designer
01	Junior Graphic Designer
03	Freelance FT
05	Continued Study

DIGITAL GRAPHIC DESIGN
2014/2015 CLASS

30 GRADUATES

40 % (12)
Became In-House Designers

13 % (3)
Became Full Time Graphic Designers

10 % (4)
Became Agency Graphic Designers

66 % (20)
Became Full Time Graphic Designers

13 % (4)
Became Part Time Graphic Designers

0* %
Continued their Education After Graduation

20 % (6)
Not Working in Related Industry

TOTAL STUDENTS INDUSTRY STANDING AFTER DGD

(Measure is 10 months after Graduation)

02 **Agency Graphic Designers (Junior and Senior)**
Working for a business who creates graphic design as a service to other companies (may work web or print)

12 **In-House Designers**
A graphic designer who executes one company design, may work as a single designer or part of a team

04 **Freelance Full Time**
A graphic design who works independently, finds their own clients, and designs as their sole income

03 **Freelance Part Time**
A graphic design who works independently, finds their own clients, designs as supplement income, and are building their portfolio

01 **Intern (PT)**
Graphic designers who work for a company, not getting paid the industry rate because they are gaining experience from the company and are building their portfolio

01 **Junior Web Designer**
Joined a Design Agency as a Junior Web Designer (differentiated since these designers work only in web).

01 **Print Operator**
Works for a print company doing technical work.

06 **Not working in related industry**
Graduates either could not find work in the design industry, or are working in a different industry.

* This number is interesting to note for two reasons:

1. This audit is one year less than the previous audit grads. Grads try many things including; still working in other industries and add freelance to enhance portfolio or freelancing full time for at least a full year before they decide to go back to school.
2. A large percentage of this year's students had previous secondary education or industry experience and used the program to compliment their skills.

DIGITAL GRAPHIC DESIGN
2014/2015 CLASS

30 GRADUATES

36 % (11)
Changing Career or Just Graduated High School

64 % (19)
Previous Post Secondary or Related Experience

INCOMING STUDENTS

STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

07 Changing Career (*out of high school for 3 yrs or over)*

04 Recent High School Grad (*out of high school two years or less*)

STUDENTS HOLDING PREVIOUS POST SECONDARY EDUCATION OR RELATED EXPERIENCE

04 Certificate
(*Animation, Marketing, 2 Photography*)

03 Diploma
(*Marketing, 2 Photography)*

10 Degree
(*Advertising, Architecture, Film, Gen. Arts, Fine Arts, Marketing, Languages, Physical Sciences*)

01 Working FT Freelances
(*Photographer.*
Self taught over 5 years, makes a living as a freelancer)

11 GRADS

64 % (7)
Changing Career

36 % (4)
Recent High School Grads

45 % (5)
Full Time Employment

38 % (3)
Part Time Employment

27 % (3)
Not working in related industry

GRADUATING STUDENTS (ENTER WITH NO PREVIOUS EXPERIENCE)

STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

CHANGING CAREER

02 In-House Designer (FT)

01 Print Operator (FT)

01 Freelance Part Time (PT)

01 Intern (PT)

02 Not working in related industry

RECENT HIGH SCHOOL GRADS

01 Freelance Full Time (FT)

01 In-House Designer (FT)

01 Freelance Part Time (PT)

01 Not working in related industry

THE VANCOUVER SUN

$100 million support by Premier Christy Clark shows that the BC Government is committed to support non-resources based industries.

In particular attention due to the falling dollar, they must ensure the diversity of the economy; particulary the tech sector which requires higher education and produces workers who are being paid higher than the industrial average.

BC GOVERNMENT ANNOUNCES $100 MILLION TECH INNOVATION VC FUND

December 8, 2015. 10:51 am • Section: Digital Life

The British Columbia government announced a $100 million technology innovation venture capital fund today to help fuel growth among tech companies in the province.

"We have to find ways to ensure there are more success stories in tech," Premier Christy Clark told an audience gathered at Vancouver's Mobify headquarters for the funding announcement.

Clark said the $100 million fund will help companies grow and expand.

"This should be a tech hub for the world, for talent to come to and for money to come," Clark said of the province.

Clark said with jobs in the tech sector paying on average 60 per cent above the industrial average, growth in the sector will provide good-paying jobs.

The announcement, designed to bolster venture capital funding for companies making that step from startup to growth, was welcomed by tech sector leaders in the province.

"It closes the funding gap," said Paris Gaudet, executive director of Innovation Island, a Vancouver Island tech association. "Acess to capital is the lifeblood of any tech company.

" ...This funding demonstrates a strong commitment to the tech sector."

Bill Tam, president and CEO of the BC Technology Industry Association said the funding will help companies stay and grow in BC.

"It is such a super exciting day for us... .I think this announcement is very much about job creation and investing in the economic growth we see for the tech sector going forward," he said.

Igor Faletski, co-founder and chief executive of Mobify, a mobile commerce company in Vancouver, said he never imagined "the company we started in my mom's basement would grow into a global ecommerce leader."

What made the difference, he said, was support from government and businesses in BC. He said if BC companies are to go head to head with well-funded global compettors, "venture capital is a crucial step."

Faletski said had such funding had been more broadly available five years ago, there would be more tech companies in BC today.

THE GLOBE AND MAIL
CANADA'S NATIONAL NEWSPAPER ◆ FOUNDED 1844

Vancouver has a robust tech sector which includes Canada's best success stories. Americans are also seeking a concentrated industry by moving branches to Vancouver. The design and communication sector feeds small as well as new businesses. This sector is also a high consumer of visual design and branding since the industry is very aware how important identity can be.

B.C. UNVEILS DETAILS OF $100-MILLION FUND FOR FLOURISHING TECH SECTOR

SEAN SILCOFF
The Globe and Mail
Published Tuesday, Dec. 08, 2015 3:59PM EST

British Columbia Premier Christy Clark has unveiled the first part of her strategy to boost the province's high tech sector, announcing the creation Tuesday of the $100-million BC Tech Fund earmarked for investing in startup companies.

"B.C.'s technology sector is consistently growing faster than the overall economy making this the perfect time to catch the wave and help smaller companies join in the ranks of economy builders,"Ms. Clark said at a press conference held at the headquarters of Mobify, a startup located in the Yaletown area of downtown Vancouver.

The announcement of the fund, revealed by the Globe and Mail on Monday, is the first plank of the Clark government's innovation strategy, which comes following a multi-year push to expand more conventional, old-economy industries including natural gas and shipbuilding.

While the government has focused on building out a liquefied natural gas industry, the province's at-times overlooked tech industry has flourished in recent years and now employs more than 86,000 people, more than B.C.'s forestry, mining and oil and gas sectors, combined. The tech sector is growing at a faster pace than the overall economy and added $13.9-billion to its gross domestic product in 2013, with tech jobs paying 60 per cent more than the province's industrial average. The province is home to some of Canada's most successful startups, including Hootsuite Media, Builddirect.com Technologies and BroadbandTV. Several other local companies, including Recon Instruments and Plentyoffish.com, have also sold to major international firms in the past year.

The remainder of the government's innovation plan will be unveiled next month and will include actions to bring "the highest quality talent" to the province and "to make it easier to access new markets," the government said in a release.

Under B.C.'s new venture capital plan, the government will select a private sector fund manager to administer its pool of capital. Sources told the Globe the manager hired by government will act as a "fund-of-funds," which would direct the money to venture funds that invest directly in startup companies. Although the government's tech strategy is being led by the ministry of technology, innovation and citizen's services, the money will come from the international trade department budget.

The Globe and Mail (continued)

This marks the province's return to venture financing. It last committed $90-million to the B.C. Renaissance Capital Fund in 2008. That fund was overseen by the government's investment capital branch rather than a third party.

In addition to the venture fund, the government said it will increase the number of B.C. technology companies that can claim tax credits available for firms engaging in digital animation, visual effects, or interactive digital media. The government also reiterated its support for $33-million in annual tax credits through its small business venture capital legislation.

While the startup sector welcomed the funding news, observers are keenly hoping the rest of the B.C. plan will address other chronic issues facing the tech sector, including a shortage of programmers and immigration challenges faced by surging tech companies that have held up their efforts to recruit skilled foreign senior executives into their companies.

PREMIER CHRISTY CLARK ANNOUNCES FUNDING TO SUPPORT HOME-GROWN TECH TALENT

OFFICE OF THE PREMIER
Tuesday, April 28, 2015 10:30 AM

Government starts to take a turn as they recognize Canada's fastest growing sector. How can VCC sit at the education technology table to give students more choice in our design sector.

KELOWNA - Targeted funding of $250,000 was announced today by Premier Christy Clark to help students at five public post-secondary institutions in Kelowna, Victoria and Vancouver develop coding-related skills for occupations that are in demand by the tech sector.

"British Columbia is home to a growing tech sector that generates about $23 billion in annual revenue and employs around 84,000 people," said Premier Clark, who made the announcement at Hyper Hippo Games in Kelowna. "Aligning coding skills needed by local tech businesses with post-secondary courses will keep this sector growing, and create more career paths for students who want to stay in B.C."

Coding is what makes it possible for people to create computer software, apps and websites.

Five public post-secondary institutions will each receive targeted one-time funding of $50,000 to pilot short-term coding training tailored to meet local industry needs and job openings. The five institutions are: British Columbia Institute of Technology, Okanagan College, Simon Fraser University, the University of British Columbia and the University of Victoria.

"The tech sector told us of their talent shortage - and our government has listened," said Advanced Education Minister Andrew Wilkinson. "This pilot will use post-secondary training funds to support job creation and growth as we grow our diverse, modern economy."

"Technology has been the second-fastest private-sector job creator over the past decade," said Amrik Virk, Minister of Technology, Innovation and Citizens' Services. "What better way to continue on building that strength than by focusing on B.C.'s youth, the future and the backbone to this industry?"

The pilot project supports B.C.'s Skills for Jobs Blueprint which was launched in April 2014 as it aligns funding for post-secondary education and training with in-demand occupations.

“The tech sector has sent a loud and clear message that there are job opportunities locally, nationally and internationally,” said Okanagan College president Jim Hamilton. “With the right training, hands-on experience, and industry contacts, thriving careers are easily within grasp for students from Okanagan College.”

“Succeeding in our industry is very, very hard. Our international success is completely because of the super-awesome Kelowna team,” said Hyper Hippo Games CEO Lance Priebe. “We see the opportunity to make Kelowna the leader in digital entertainment. As a growing tech company, Hyper Hippo is thrilled to see this help today in growing talent in our own backyard.”

To ensure a strong match with job openings in local industry, public post-secondary institutions are being asked to work closely with the British Columbia Innovation Council and its Acceleration Network to determine the focus of the coding-related courses.

“We have seen growth and demand for local talent,” said Accelerate Okanagan CEO Pilar Portela. “Partnerships with post-secondary institutions such as Okanagan College are important because connecting industry needs with what is being taught in the classroom helps develop local, high-skilled, high-tech talent.”

The BC Innovation Council supports new start-ups and entrepreneurs. The BC Venture Acceleration Program helps early stage technology entrepreneurs in British Columbia to commercialize their innovation.

A labour-market outlook study released on March 12, 2015, by the Information and Communications Technology Council projected an estimated demand of more than 182,000 new people to fill jobs across Canada.

Computer programmers and Interactive Media Developers are among the top 60 occupations in the British Columbia 2022 Labour Market Outlook.

THE GLOBE AND MAIL
CANADA'S NATIONAL NEWSPAPER ◆ FOUNDED 1844

Efforts should be made to link the Digital Graphic Design Program and High School Dual Credits. Today we cannot target High Schools but with a Diploma Program we can. We have a superior product which appeals to today's learner.

B.C. TO ADD COMPUTER CODING TO SCHOOL CURRICULUM

SEAN SILCOFF
The Globe and Mail
Published Sunday, Jan. 17, 2016 10:30PM EST

The B.C. government unveiled plans Monday to introduce computer coding in its school curriculum, addressing a chronic skills shortage in one of the few areas of the Canadian economy that is doing well – technology.

"Every kindergarten to grade 12 student will have…the opportunity to learn the basics of coding," Premier Christy Clark said at the opening of a two-day provincial government-backed summit on technology in Vancouver.

Tech sector could make up for resource slump (BNN Video)

Ms. Clark announced the change, first revealed Sunday by The Globe and Mail, as part of a broader strategy to deliver more support to the province's tech sector. It's a shift for a government whose economic agenda has largely focused on natural resources, though B.C.'s flourishing tech sector employs 86,000 people – more than forestry, mining and oil and gas combined. The government unveiled the first piece of the strategy last month, creating a $100-million venture fund to finance startups.

Canadian political leaders have increasingly championed the digital economy after largely overlooking the sector in recent years. With oil and other commodities trading at multiyear lows, the economy teetering and a new class of startups gaining traction and disrupting traditional industries, Canadian politicians are hearing they need new, effective approaches to foster innovation and support tech startups.

A group of successful Canadian tech entrepreneurs, for example, recently warned Ottawa that a Liberal election pledge to fully tax stock-option gains above $100,000 would stunt their ability to attract talent.

Meanwhile, a chronic skills and talent shortage is expected to worsen, with Canada forecast to be short more than 180,000 information, communications and technology workers by 2019, according to one recent report.

"Computer science skills … are increasingly critical as technology is where all future job growth lies," said Jeff Booth, CEO of Vancouver's BuildDirect Technologies Inc., a web platform for ordering construction materials with 330 employees. "There is already a war for

talent in technology that has companies like ours searching the world for the best engineers. … It's very possible that computer coding and other technology skills may become as critical as reading and writing."

Last week, during a visit to Google's new Canadian operation in Waterloo, Ont., Prime Minister Justin Trudeau acknowledged, "We need to do a lot better job of getting young people to understand what coding is and how it's important."

The new B.C. coding curriculum will be introduced across all grades over the next three years, featuring new standards in mathematics and sciences and a new and redesigned "applied design, skills and technologies" (ADST) component to improve students' abilities to solve problems and think creatively.

The way students are taught will change starting in kindergarten, through "exploratory and purposeful play" that stimulates an aptitude for ADST. As they age, B.C. students will learn about computational thinking and learn the various aspects of programming. By the end of Grade 9, the government "students will also be able to experience basic coding," a government source said.

Ms. Clark said it's her goal to ensure coding education "doesn't just become an opportunity for every child to take part in, but to ultimately make it mandatory for every child from kindergarten to grade 12 to learn about coding and how it works.

Students in middle grades will learn how to code, debug algorithms and use various coding techniques, including visual programming, while high-school students will have the opportunity to specialize in particular areas of technology.

B.C. follows Nova Scotia, which announced last October it will introduce coding to the curriculum this fall. Coding was also recently added to school curriculum in Britain and is coming in Australia.

While most Canadian provinces offer some computer-science classes and technology in classrooms, the net result is a patchwork, bolstered by outside initiatives aimed at addressing the coding deficiency in schools, such as Google-backed program Codemakers, which seeks to expose 100,000 Canadian children to programming.

Members of the Canadian tech community praised the coming B.C. initiative. "Providing a science, technology, engineering and math curriculum early in a child's education is fundamental in advancing Canada's innovation agenda," said John Ruffolo, CEO of OMERS Ventures, a leading Canadian venture-capital fund. "Hopefully, the rest of Canada will follow [B.C.'s] lead."

Canadian tech entrepreneur and investor Jevon MacDonald said, "It's amazing to see different provinces taking the initiative to include computer programming in our public-

school curriculum," and called on provinces to jointly develop national coding education standards. "This would mean that no Canadian child would miss out."

Tobi Lutke, chief executive officer of Ottawa-based Shopify Inc., one of Canada's most successful startups, said it's essential to vanquish "one of the greatest generational divides in history" by encouraging widespread computer literacy. "To the initiated, computers can solve nearly any workflow problem," he said. "There is a reason why almost all entrepreneurs are 'techies' these days – they are the only ones that can teach computers new things. It's an unfair advantage and entirely unnecessary. Computer programming is not hard and it is a whole lot of fun.

"Essentially every company in the world is either turning into a software company or is in the process of dying because of a software company," Mr. Lutke added. "In this great reshuffling of the business world, we need Canada to end up with a good share of the newly created and scaled companies. There is tremendous upside for Canada n making computer literacy part of the core curriculum. … Whoever figures out how to teach computer literacy first will have by far the most prepared work force. It's hard to overestimate the potential of that."

The B.C. government announced other initiatives to support the tech sector, including making it easier for tech firms to sell to government.

THE GEORGIA straight

Affirmation of dual credit opportunity with VCC.

CHRISTY CLARK REVEALS DETAILS OF #BCTECH STRATEGY AT THE INAUGURAL B.C. TECH SUMMIT

by Amanda Siebert on January 18th, 2016 at 2:20 PM

Premier Christy Clark was in attendance at the inaugural B.C. Tech Summit earlier today to reveal details of the provincial government's new #BCTech Strategy.

More than 2,800 tech-sector workers, business leaders, investors, academics, and students from around British Columbia and the world are participating in the summit, which is being held on Monday and Tuesday (January 18 and 19) at the Vancouver Convention Centre.

Clark opened the summit by discussing details of the multiyear strategy, which will focus on three key components: providing access to capital for entrepreneurs and emerging businesses, developing local talent by including more tech-based information—such as coding—in K-12 and postsecondary curricula, and ensuring increased market access.

Clark said the strategy comes as a result of extensive consultations with the tech sector.

"The things that we don't have enough of, you've said, are money: access to investments and venture capital; talent, we need to deepen the local talent pool; and new markets, access to new customers for emerging products," Clark said.

Announced in December, the B.C. Tech Fund will give entrepreneurs and start-up companies increased opportunities for capital funding. The province's $100-million investment will address the early stage funding gap recognized through consultation.

Clark added that the province would also increase the number of companies that can claim tech-related tax credits such as the Digital Animation or Visual Effects (DAVE) credit and the Interactive Digital Media Tax Credit (IDMTC).

Starting in September, school curricula will be adapted to give B.C.'s 600,000 students the skills needed for careers in the tech sector. Coding academies, greater access to work-experience electives, and dual-credit partnerships are all part of these adaptations.

Although these initiatives would focus on increasing local talent, Clark also said that streamlining pathways for companies that require employees from outside of B.C. is an important aspect of the strategy's talent component.

INDEED.ca JOB POSTINGS
CANADIAN INDUSTRY EMPLOYMENT TRENDS
Information Technology (sub category :Graphic Design)

JOB POSTINGS

total job posts	current year	current year/ previous year change
17,609	2012	-13%
18,472	2013	+5%
20,508	2014	+11%
22,825	2015	+15%

Technology has recovered well since 2012 (most industries did not do well year/year) with sustained total added jobs year/year. Last year 2015 saw +15% job postings with 22,825 jobs.

TOP JOB TITLE POSTED WAS **"Graphic Designer"**

post standing	year	amount of posts
#1	2012	21,572
#1	2013	32,605
#1	2014	24,069
#1	2015	34,095

"Graphic Designer" (a sub category of technologies) is the top job title posted for four years running showing consistent demand in the technology industry.

TOP KEYWORD SEARCHES

year	ranking	searches	clicks
2012	#1	"graphic designer"	19,723
2012	#3	"graphic design"	14,715
2013	#1	"graphic designer"	33,322
2013	#3	"graphic design"	28,609
2014	#2	"graphic design"	24,519
2014	#3	"graphic designer"	22,538
2015	#2	"graphic design"	37,648
2015	#4	"graphic designer"	33,003

"Graphic Designer" and "Graphic Design" remain the top four options for those looking for jobs in the technology sector, showing the demand for the sector.

TECHNOLOGY LOCATION FOR POSTINGS CLICKS **"Vancouver"**

post standing	year	amount of clicks
#6	2012	49,427
#5	2013	80,451
#4	2014	102,988*
#4	2015	136,105*

* Burnaby now a considered a different city, is added with Vancouver

Vancouver and the Vancouver Area is becoming more prominent as a place to seek "graphic design" job talent.

INDEED.ca JOB POSTINGS
CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2012
Graduating Class 2011-2012 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior Month	Quarter	Year
Accounting	9,040	-16%		
Construction	25,667		7%	
Education	5,212		12%	
Financial Services and Banking	12,876	-19%		
Healthcare	13,312	-7%		
Hospitality	11,287	-3%		
Human Resources	3,880	-11%		
Information Technology	17,609	-13%		
Manufacturing	13,241		7%	
Media	3,966	-5%		
Real Estate	1,646	-17%		
Retail	23,882	-6%		
Transportation	9,201	-6%		

Statistical approximations are used to compute these results.

Top Job Titles

Graphic Designer	21,572
Software Developer	13,623
Business Analyst	11,053
Electrical Engineer	8,701

Top Keyword Searches

graphic designer	19,723
business analyst	15,666
graphic design	14,715
electrical engineer	14,281

Top Locations

Toronto, ON	231,657
Calgary, AB	87,370
Montréal, QC	70,439
Mississauga, ON	60,759
Ottawa, ON	52,998
Vancouver, BC	49,427

Job Postings

Information Technology job postings have decreased 13% since December 2011.

Clicks on Information Technology jobs have increased 53% since December 2011.

INDEED.ca JOB POSTINGS
CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2013
Graduating Class 2012-2013 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior Month	Quarter	Year
Accounting	10,027			11%
Construction	26,535			3%
Education	6,542			26%
Financial Services and Banking	13,991			9%
Healthcare	14,391			8%
Hospitality	14,803			31%
Human Resources	4,012			3%
Information Technology	18,472			5%
Manufacturing	13,885			5%
Media	4,126			4%
Real Estate	2,139			30%
Retail	27,588			16%
Transportation	10,480			14%

Statistical approximations are used to compute these results.

Top Job Titles (0-35,0000)

Graphic Designer	32,605
Business Analyst	14,571
Software Developer	14,179
Electrical Engineer	11,519

Top Keyword Searches (0-35,0000)

graphic designer	33,322
it	30,097
graphic design	28,609
business analyst	23,859

Top Locations

Toronto, ON	363,224
Calgary, AB	149,026
Montréal, QC	112,337
Mississauga, ON	82,653
Vancouver, BC	80,451

Job Postings

Information Technology job postings have increased 5% since December 2012.

Clicks on Information Technology jobs have increased 39% since December 2012.

INDEED.ca JOB POSTINGS
CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2014
Graduating Class 2013-2014 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior Year
Accounting	12,158	21%
Construction	33,526	26%
Education	9,300	42%
Financial Services and Banking	16,404	17%
Healthcare	18,346	27%
Hospitality	17,960	21%
Human Resources	4,945	23%
Information Technology	20,508	11%
Manufacturing	19,650	42%
Media	5,875	42%
Real Estate	2,723	27%
Retail	33,604	22%
Transportation	15,648	49%

Top Job Titles (0-25,0000)

Graphic Designer	24,069
Business Analyst	16,545
Software Developer	13,937
Technical Writer	9,019

Top Keyword Searches (0-30,0000)

it	29,533
graphic design	24,519
graphic designer	22,538
business analyst	21,797

Top Locations (0-400,0000)

Toronto, ON	356,613
Calgary, AB	118,763
Montréal, QC	112,908
Vancouver, BC	82,692
Burnaby, BC	20,296

Job Postings

Information Technology job postings have increased 11% since December 2013.

Clicks on Information Technology jobs have increased 20% since December 2013.

INDEED.ca JOB POSTINGS
CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2015
Graduating Class 2014-2015 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior Month	Quarter	Year
Accounting	12,403			5%
Construction	29,705	-9%		
Education	10,334			15%
Financial Services and Banking	17,544			10%
Healthcare	20,645			16%
Hospitality	20,797			19%
Human Resources	5,232			9%
Information Technology	22,825			15%
Manufacturing	17,708	-7%		
Media	7,436			31%
Real Estate	2,385	-10%		
Retail	35,880			10%
Transportation	13,614	-10%		

Statistical approximations are used to compute these results.

Top Job Titles (0-25,0000)

Graphic Designer	34,095
Business Analyst	21,857
Software Developer	18,675
Data Analyst	16,410

Top Keyword Searches (0-30,0000)

it	42,740
graphic design	37,648
business analyst	34,739
graphic designer	33,003

Top Locations (0-400,0000)

Toronto, ON	519,770
Montréal, QC	175,942
Calgary, AB	170,661
Vancouver, BC	115,809
Burnaby, BC	20,296

Job Postings

Information Technology job postings have increased 3% since January 2014.

Clicks on Information Technology jobs have increased 17% since January 2014.

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 24, 2016

ISSUE: Approval of Revisions to C.3.1 Program Advisory Committee Policy and Procedures

BACKGROUND:

The C.3.1 Program Advisory Committee (PAC) Policy and Procedures were last revised in 2013. Feedback from Deans, Department Leaders, and PAC members was that the current policy is too cumbersome and onerous. The process for adding new members is difficult and time-consuming for all parties, and there is too much administrative responsibility placed on the Chair of the PAC, instead of the Dean and Department Leader. These requirements make it difficult for PACs to carry out their mandates and keep their membership.

DISCUSSION:

The revised policy and procedures reflect a more streamlined PAC policy that recognizes the volunteer contributions and time commitment required by PAC members. Key changes to the procedures include:

- Allowing one PAC for clusters of similar programs
- Remove some administrative responsibilities of the Chair so that the Chair can focus on chairing meetings
- Remove the requirement to meet at least twice per year
- Allow Department Heads and Deans to approve members of the PAC

These changes should ensure that PACs can effectively provide strategic input to programs.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the C.3.1 Program Advisory Committee Policy and Procedures.

ATTACHMENTS:
APPENDIX A - C.3.1 Program Advisory Committee Policy
APPENDIX B - C.3.1 Program Advisory Committee Procedures

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: February 17, 2016

APPENDIX A

POLICY

Policy No.	**C.3.1**
Title	**Program Advisory Committee**
Approving Jurisdiction	Board of Governors
Policy Sponsor	President
Last Revised/Replaces	May 29, 2013
Effective Date	
Signed by	

CONTEXT AND PURPOSE

One of the cornerstones of the educational programs of Vancouver Community College (VCC) is a strong connection to the employment and community sector each program serves. Program Advisory Committees (PACs) provide that connection.

PACs are constituted to provide strategic advice and assistance to a VCC program or group of programs. They provide guidance on overall trends that may affect the curriculum and employability of VCC graduates. This could include an understanding of the skills and abilities employers and community are likely to require in the future, the potential effects of technological change, changes to methodologies used by employers, and advocacy on issues affecting the College and its mandate, etc.

Each PAC will submit an annual report to the Vice President Academic, Students and Research, which summarizes the activities and recommendations of the PAC. The Vice President will prepare a summary report for the President, the Board of Governors and Education Council.

SCOPE AND LIMITS

This Policy, and related Procedures, applies to any course of studies that leads to a VCC credential, or an area of study for which a program advisory committee is deemed by the College to be appropriate.

STATEMENT OF POLICY PRINCIPLES

1. The mandate of the College (VCC) is to respond to the needs of the communities and stakeholders it serves; as such, VCC values the strategic input and advice of community members and other relevant stakeholders who have an interest in the College's programs and graduates.

2. Program Advisory Committees (PACs) will normally be composed of members of the respective industry who will assist the College in identifying the need for various educational and training programs and maintaining the relevancy and currency of these programs.
3. The focus of PACs will be on strategic issues that inform matters of enrolment, program development, program content and standards, student success, employment of graduates and other, related matters. PAC's will also provide formal input into the Program Renewal process to guide the College in areas of employment opportunities for graduates and modifications to program content/delivery to meet future requirements in the workplace.
4. A PAC's advice will normally advance through the appropriate co-governing bodies within legislated requirements of the College & Institute Act. In addition, the Vice President Academic, Students and Research will prepare a summative report on an annual basis for the President, Board of Governors and Education Council.

DEFINITIONS

Refer to the related Procedures document for definitions which will enhance the reader's interpretation of this Policy.

RELATED POLICIES & LEGISLATION

LEGISLATION

College and Institute Act, Section 23(1)(i)

POLICIES

C.3.2 Program Review and Renewal

RELATED PROCEDURES

Refer to C.31 Program Advisory Committee Procedures

APPENDIX B

PROCEDURES

Policy No.	**C.3.1**
Title	**Program Advisory Committee**
Approving Jurisdiction	Board of Governors
Policy Sponsor	President
Last Revised/Replaces	May 29, 2013
Effective Date	
Signed by	

DEFINITIONS

Program: For the purpose of this Policy and Procedures, "program" includes any course of studies that leads to a VCC credential or "program cluster" as determined by the College or area of study for which a Program Advisory Committee is deemed to be appropriate

PROCEDURES

The Procedures that follow have been organized under the following headings: Program Areas; Identification of Members; Appointment of Members; Terms of Reference (Committee and Chair); Conduct of Meetings; Role of College Employees; Board and College Liaison and Communication; Miscellaneous.

PROGRAM AREAS

1. It is expected that most "programs" will have a Program Advisory Committee (PAC).
2. The Dean in consultation with the Department can put forward a recommendation to the Vice President Academic, Students and Research to consider a cluster of programs in order to manage internal resources and PAC member availability effectively.

IDENTIFICATION OF MEMBERS

3. PAC composition will be decided by the Dean and Department taking into consideration size of the program and possibility of clustering like program areas.
4. Potential members are identified through consultation with a variety of groups. Members appointed will represent a broad and balanced range of constituencies served by the program, such as the employment community, current practitioners, alumni who have worked in the industry for several years, professionals in regulatory bodies, and possibly a student currently enrolled in the program. Names of potential members should be forwarded to the Dean of the relevant program(s).
5. Deans will, within a reasonable time period, make an initial, formal contact with each nominee to solicit their interest and agreement to let their name stand prior to submitting their recommendation to the Vice President Academic, Students and Research.

APPOINTMENT OF MEMBERS

6. A PAC New Member Appointment Form must be completed and signed by the Dean, in consultation with the Department Leader/Program Head, and be accompanied by a brief background of the candidate. The form will be forwarded to the Vice President Academic, Students and Research who will send an official letter of appointment to the new PAC member.

7. Where possible, appointments are made for a three year period, which may be renewed for a second term. Terms should be staggered whenever possible to provide continuity. Appointments extending beyond 2 terms (6 years) will be considered by the Vice President Academic, Students and Research based on their individual merits.
8. The Vice President Academic, Students and Research office will maintain a master list of PACs including membership, affiliation, and term of office.

TERMS OF REFERENCE (COMMITTEE AND CHAIR)

9. Program Advisory Committees provide strategic advice to the program(s) they represent in several important ways:
    a. Provide advice to the program(s) for which they have been appointed including the following:
        i. Ensuring a flow of well-trained and educated graduates into the community
        ii. Standards for programs and services
        iii. The knowledge base and competencies expected of program graduates including new technological advances
        iv. Requirements for work experience, co-operative or other types of experiential learning
        v. Trends in the requirements of the sector including knowledge and practical skills
        vi. Emerging labour market trends
        vii. Ways to raise public awareness of the program and ways in which the program and its graduates can enhance their impact on the sector
    b. Act as community ambassadors for the College and the programs they represent by promoting interest in the College and raising the profile of its programs and services
10. The PAC Chair is elected from among the appointed members of the PAC and will normally serve for a period of two years. The Chair will perform the following functions:
    a. Chair the meetings and ensure that meetings are conducted in an orderly and business-like fashion (refer to Appendix F – suggested role of chair);
    b. Ensure that the PAC evaluates its own performance at least once every two years. A suggested PAC performance evaluation template is provided in Appendix D.
    c. Represent the PAC in presentations to the Board.
11. PAC members who exhibit a pattern of lack of attendance or lack of contribution to PAC deliberations may be replaced by another candidate. Removal of a PAC member will be initiated by the Vice President Academic, Students and Research.

12. The Dean in consultation with the Department Leader and Chair of the PAC, will perform the following functions:

a. Ensure PAC meeting is scheduled at least once each year, agendas are prepared, notice of meetings are served and agenda material is distributed;
b. Ensure that minutes are prepared and distributed promptly and that action items are followed up;

CONDUCT OF MEETINGS

13. Each PAC will meet a minimum once a year with the option for additional meeting when the need arises.
14. A notice of meeting and agenda will be distributed to PAC members at least two weeks prior to the date of the meeting.
15. The Chair will preside over all meetings; in their absence, an acting chair will be identified by PAC members.
16. A quorum will consist of 50% of appointed members.
17. In the event of a dispute about the conduct of the meeting, Roberts' Rules of Order will take precedence.
18. Refreshments funded out of the Dean's budget will be provided at PAC meetings. A light meal may be provided if the meeting is scheduled during meal time hours.

ROLE OF COLLEGE EMPLOYEES

19. College employees cannot be members of the PAC and do not have a vote, but attend PAC meetings as a resource.
20. The Dean of the relevant program(s) is expected to provide support and assistance to the PACs as follows:
    i. Identify potential PAC members
    ii. Orient newly-appointed members (see orientation package)
    iii. Liaise with the PAC Chair to identify issues, develop agendas
    iv. Ensure administrative support is provided to call meetings, circulate agendas and related materials, arrange for presentations, ensure that minutes are taken
    v. Prepare reports and presentations that address agenda items
    vi. Provide updates regarding major College strategies and issues as well as issues that may impact on the program and its students and graduates
    vii. Identify ways to recognize PAC members and their contribution to the program and College
    viii. Ensure that PAC members are informed about the disposition of issues raised within PAC meetings.
21. Department Leaders in consultation with the department will identify potential members to the Dean; communicate information arising from PAC meetings to the department; work the PAC Chair and Dean on action items.
22. Department Leaders in consultation with the department and dean will prepare a summary of the PAC meetings as part of the Annual Program Review process (Policy C.3.2). The summary should include PAC advice on program development, review and effectiveness; changes/trends in business and industry affecting programs, students and graduates; technical implications of changes /trends; employment prospects, other.

BOARD AND COLLEGE LIAISON AND COMMUNICATION

23. The Board may arrange a meeting periodically, between the Board and PAC Chairs to solicit feedback on sector issues and to share information about developments at the College.
24. In order to engage PAC members with the College, PAC members will be provided with regular updates on events and developments at the College; PAC members may also be invited to participate in select College events.
25. The College will develop various ways to provide recognition of PAC member contributions to the College; for example, a College pin identifying their role.
26. The Vice President Academic, Students and Research will prepare on an annual basis a summary report regarding the activities of the College's PACs with particular reference to any substantive issues raised, recommendations arising from such discussions and action items arising from recommendations for the President, the Board and Education Council.

MISCELLANEOUS

27. Parking costs will be reimbursed upon presentation of PAC member receipts to the Dean of the program area.

RELATED POLICY

Refer to C.3.1 Program Advisory Committee Policy

CUPE 4627 February 2016 Submission to Vancouver Community College Board of Governors

Questions for the VCC Board of Governors (BOG)?

1. Could the College community be provided with an update on the Trademark lawsuit?
2. Could the College community be provided with an update on the Mark Brand lawsuit?
3. Is the Board being advised of suspensions and terminations that are occurring across all bargaining units? (College & Institute Act 37 (4))
4. Why are appeals not being brought forward to the VCC BOG? Or is it just CUPE appeals not being brought forward?
5. When was the 2014/15 Reporting Cycle Institutional Accountability Plan and Report (IAP&R) approved by the VCC BOG?
6. How have the Colleges net assets increased by over 60 million dollars? (IAP&R 2013/14, IAP&R 2014/15)
7. Fees committee of the College has not met since January 18, 2016 and no further meetings have been scheduled and yet we hear that what was presented to Fees committee was just draft. When will Fees committee be given the final and fulsome fees for approval?

Information for the VCC Board of Governors

Bargaining

February 12, 2016

We continue to bargain for a new contract with the Employer. You may have noticed a remarkable change in the tone of the Employers bargaining bulletins. Since January 19, 2016, bargaining sessions have had a representative from PSEA, Brian Chutter, the Executive Director of Labour Relations. We have come to appreciate the addition of professional oversight to the process of bargaining and anticipate that bargaining will go much more swiftly and smoothly.

In September of 2015 we put forward a written disclosure list to the Employer. The Employer has yet to reply on most of these requests. Under the Labour Code, the Employer is tasked with disclosing substantive changes that the Employer intends to implement (e.g. reductions in LINC and EAL, contracting out, etc.). We are aware of other areas that are targeted for reduction but they remain confidential at this time.

The Director of Human Resources (HR) is retiring as of March 31 2016. At this time we do not know who will be replacing this individual in negotiations. We would welcome a competent financial services individual in order to have financial questions that we presented to the Employer in September 2015 answered.

The Employer has been planning significant changes that they refuse to disclose. They have proposed the elimination of at least fifteen (15) CUPE jobs over various areas at the college. The Employer signalled that the majority of the 21 ERI (early retirement incentives) positions would most likely not be replaced. We spoke to this at the last Union general meeting and your Union is aware this action will have a massive negative impact on the workload of CUPE members. The Union is currently working on workload educational materials and will be providing them to the entire bargaining unit.

Last fall, we believe, management slow walked the progress of bargaining while they hoped for changes to the executive of the Union. With the re-election of all the incumbent executive members this strategy proved to be ineffectual.

CUPE 4627 February 2016 Submission to Vancouver Community College Board of Governors

Additional delays have been created by management's unrealistic bargaining proposals. Some examples of this are: elimination of gratuity days, adverse materials left permanently on your personnel file, taking away your salary protection rights, arbitrary creation of part-time and term positions, removal of tech change entirely, loss of medical and dental appointments and loss of annual vacation entitlement in retirement year.

Contracting Out and CUPE job losses

The Employer has disclosed that they plan to contract out some departments and services. We have wondered, and expressed to management, why, if the Employer wishes to save money, it does not contract out HR or other expensive management areas. The number of excluded positions in HR is currently 14 and this does not include the contracted HR employee. This is the largest management cluster since the inception of VCC. In contrast, the College now has the smallest number of employees since the 1970s. In spite of the high number of HR management personnel, and in spite of bargaining being in the Executive Director's job description, the Employer has hired a $1,200 per day contractor to be their Chief Negotiator.

Creating more management positions

The Union is receiving mixed signals from the Employer. Even as the Employer implements reductions to CUPE positions they are inexplicably creating additional management positions (e.g. 2 new managers in Institutional Research which brings the management to staff ratio to 3 managers for 5 employees). We believe the increases in management positions are coming at the expense of CUPE members and Union positions.

Trouble Brewin'

February 11, 2016

Coffee lovers amongst us have long lamented the inability to get a "barista-worthy" cup of Java at Vancouver Community College's Broadway campus! Ever since March of 2014 (some say long before that) when the Employer closed the coffee kiosk in Building B, we have been suffering serious caffeine withdrawal! Then in September of 2015 the Employer visited the same fate on the Downtown campus with the closure of that campuses barista kiosk!

Many members have noted the lost opportunity and lost revenue without a coffee kiosk to fuel our relatively harmless and legally sanctioned dependence. Held captive in our place of work we have had to trek blocks in inclement weather and use our precious break times to secure a decent cup of Java in order to stave off full-blown withdrawal!

Long before Sodexo left your Union met with management du jour to remind them that food services is covered by the CUPE 4627 Union certification and that any and all staff hired to work there would have to be CUPE 4627 members. Nods of yes and agreement from management du jours. This is a position that we have reiterated repeatedly with subsequent management reincarnations!

However, we have recently discovered that Blenz is in the process of hiring and preparing to open a Blenz coffee shop in the Building B space. All of this without any consultation with your Union and, as is this management's repeated modus operandi, in complete disregard and violation of our Collective Agreement.

Today we wrote to Blenz to introduce ourselves, inform them of the CA violation, and provide them with a copy of the grievance that we filed stating that CUPE 4627 food services is covered under our certification and this is our bargaining unit work. We suspect this may get messy and cost the college unnecessary

expenditures once again at a time when we are in need of fiscal restraint. It continues to baffle many of us why a small number of our membership continue to defend this management in light of this continued disregard for our CA and the provinces labour laws.

We will keep you informed as this issue progresses and look forward to an open discussion at our next General Meeting where we invite all members to express their concerns and opinions.

Tuition increases and new fees at VCC

January 28, 2016

At the VCC Board of Governors meeting last night, Karen Shortt, President of the VCCFA spoke about surprise that "her sister unions" did not speak to the issue of VCC's tuition increases and new fees.

At the Tuition and Fees Committee on January 18, 2016 we were surprised that Karen Shortt, President of the VCCFA and VCCFA representative on the committee, spoke about her justifiable outrage at the proposed tuition increases and new fees, and then chose to **NOT** vote against the proposed tuition increases and new fees. Instead the VCCFA chose to abstain. Perhaps there was confusion as to what the vote was for? Or against?

Abstain: to choose not to do or have something

Early Retirement Incentives January 2016 + FAQs

January 27, 2016

The Employer has sent offers of Early Retirement Incentives (ERI) to ~~21~~ **24** CUPE members they've identified, offering over **1 million dollars** in incentives. These ~~21~~ **24** CUPE members have 30 days to accept or decline the offer. Members who have been offered ERI have a lot to consider. If you are affected, please contact the Union to ensure you are accessing and utilizing all your rights and benefits. It is important that you have, and the Employer provides, all the information required as it involves making decisions on pensions, life insurance, benefits, etc.

Background:

The Union was notified about the potential for ERIs after the VCCFA sent their notice to their members about their VDI program. We are told that the reason for this offer at this time is to mitigate the deficit in next year's budget.

The Union was not involved directly in the shaping of this offer, however the Union has ensured that the Employer has adhered to the Collective Agreement (CA); these specific criteria are as outlined in section 15.3.1, which we bargained on your behalf many years ago.

FAQs:

Q: Why is the Employer offering ERI? The last time they utilized this clause of the collective agreement was last century?

A: The Employer is reducing the workforce. We believe this is an attempt to avoid the Group Terminations clause in the Employment Standards Act of BC (section 64) which may increase notice period and/or severance to those employees laid off.

CUPE 4627 February 2016 Submission to Vancouver Community College Board of Governors

Q: Is the Employer only going to be offering these 21 ERIs?
A: Possibly. They will offer further ERIs until they have exhausted the 1 million targeted budget of ERIs. The Employer has told us verbally that this is the only offer they will be making under this clause of the Collective Agreement in this fiscal year, and that it will not be available next year. The Employer has already signalled more layoffs will be forthcoming.

Q: I heard the Employer is in a deficit situation. Why are they going into additional debt to offer over a million dollars to CUPE members and another 1.4 million dollars plus to Faculty members?
A: The Employer is reducing the workforce. The funding of this reduction is fuzzy to us.

Q: Are any excluded staff getting these offers?
A: The Employer advised that no excluded staff would be getting an offer of any ERIs or Voluntary Departure Incentive (VDI). Administration is not being reduced. As it happens, there are very few excluded staff that have been with the Employer for any significant period of time, or, they are older than 65 and not eligible because of their age.

Q: If I take this offer to retire will the Employer refill my position?
A: We asked the Employer this question and they were unwilling to go on the record with any definitive answers. We believe that in a majority of cases they will not be replaced. The Employer is reducing the workforce.

Q: I'm over 65 but have been with the Employer for 30+ years, why didn't I get an ERI?
A: One of the criteria is that you have 1-5 or more years until "normal retirement". The Municipal Pension Act defines "Normal retirement" as 65.

Q: I'm under 55 years old. Why do I not have the opportunity for these incentives like the VDI as they have offered in the past?
A: This was the Employer's choice. If the Employer were willing to include employees under the age of 55, we would have willingly discussed that plan of action with the Employer given our existing provisions for VDIs in the collective agreement under the adjustment plan. However, the Employer has chosen to target members 55 and over with this action.

We had no consultation or input into the matter even though the Employer is reducing the workforce and is required to file an adjustment plan under your collective agreement. In consultation with CUPE National legal we have been advised that the actions of the Employer clearly fall within 9.2 Adjustment Plan. Despite this the Employer has moved ahead with no notice and no advance consultation. We will persist in pursuing your rights under the collective agreement for all of the provisions contained in the Adjustment Plan.

Q: What happens if my workload goes up unreasonably due to these workforce adjustments?
A: Your union will be actively monitoring working conditions for all members and will use the tools in the collective agreement as well as Employment Standards to ensure that members' rights are honoured. We believe that there will be some areas in distress, so please stay in touch with your union reps if and when that affects you.

CUPE 4627 February 2016 Submission to Vancouver Community College Board of Governors

Q: Do I have to sign a non-disclosure in order to receive my ERI?
A: The Employer verbally advised at a meeting on January 26, 2016 that CUPE 4627 members accepting ERI would not have to sign a non-disclosure in order to receive their incentive.

More reductions
January 26, 2016
Please see the attached email from the VCC Faculty Association Chief Steward wherein he talks about what the College is offering CUPE for the next rounds of reductions.

We are sending this so you will be aware of what was sent out not because we agree with any of the statements. Please be assured there are errors in the email and your Union and the Employer are in discussions about these reductions.

We are concerned that HR would **again** discuss with the VCCFA what is clearly CUPE business prior to discussing it with your Union. A continued example of the anti-union animous behaviour on the part of the HR offices and perhaps Senior Leadership directed at your Union. If you receive any communications regarding reductions, VDIs, early retirement, Layoffs etc., please forward to the Union President or any of the table officers. Thanks.

The Employers figures, in various venues have been swinging wildly and your union looks forward to any clarity the employer ought to be providing. We would prefer not to have this as a fight but please be clear we are prepared to take any infractions of the labour code or if your collective agreement to the Labour Board.

We will be meeting with the Employer on Monday and will send out a communication to the membership after that.

These are not easy times for the students and the working people at the college. As always we will continue to support you and keep you informed.

Jo Hansen
Chief Shop Steward, CUPE Local 4627

Reviewed and Approved by the VCC Board of Governors
December 18, 2015
Here is the VCC Institutional Accountability Plan and Report–without comment. "This document has been reviewed and approved by the Vancouver Community College (VCC) Board of Governors, and we are accountable for achieving the objectives in the outlined plan."

How have net assets increased by over 60 million dollars?

www.cupe4627.com

CUPE 4627 February 2016 Submission to Vancouver Community College Board of Governors

VCC Institutional Accountability Plan & Report 2014/15 Reporting Cycle.

Link to Vancouver Community College Audited Financial Statements 2014

Financial forecast	2015/16 Forecast	2016/17 Forecast	2017/18 Forecast
Revenues			
Grants from the Province of BC	55,956	54,050	54,050
Tuition Fees and Cost Recoveries	29,238	29,887	30,567
Goods and Services	6,383	6,511	6,641
Other grants, fees, and contract services	4,905	5,558	1,000
Miscellaneous income and contributions	1,640	1,668	1,695
Amortization of deferred capital contributions	5,048	4,908	4,399
Total Revenues	**103,170**	**102,582**	**98,352**
Expenditures			
Salaries and benefits	73,073	73,573	71,398
Other Expenditures	21,160	20,252	18,941
Amortization of capital assets	8,937	8,757	8,013
Total expenditures	**103,170**	**102,582**	**98,352**
Net Results			
Revenues – expenditures	-	-	-
Net Assets end of year	89,045	83,288	78,275

http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/reports-publications/accountability-plan-report-2014-15.pdf

www.cupe4627.com

CUPE 4627 February 2016 Submission to Vancouver Community College Board of Governors

VCC Institutional Accountability Report & Plan 2013/14-2015/16

Financial forecast	2014/15 Forecast	2015/16 Forecast	2016/17 Forecast
Revenues			
Grants from the Province of BC	53,174,000	53,174,000	53,174,000
Tuition Fees and Cost Recoveries	23,915,000	23,915,000	23,915,000
Goods and Services	6,415,000	6,415,000	6,415,000
Other grants, fees, and contract services	6,558,000	6,558,000	6,558,000
Miscellaneous income and contributions	1,604,000	1,604,000	1,604,000
Amortization of deferred capital contributions	5,109,000	5,109,000	5,109,000
Total Revenues	**96,775,000**	**96,775,000**	**96,775,000**
Expenditures			
Salaries and benefits	68,465,000	68,465,000	68,465,000
Other Expenditures	19,385,000	19,385,000	19,385,000
Amortization of capital assets	8,925,000	8,925,000	8,925,000
Total expenditures	**96,775,000**	**96,775,000**	**96,775,000**
Net Results			
Revenues – expenditures	-	-	-
Net Assets end of year	26,693,000	26,693,000	26,693,000

http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/reports-publications/reports-institutional-accountability-plan.pdf

www.cupe4627.com

Wednesday, February 10, 2016

Blenz Coffee Canada
250-2285 Clark Drive
Vancouver, BC V5N 3G9
Attn: Loris Dawson

Dear Loris:

I am the Chief Shop Steward with the Canadian Union of Public Employees, Local 4627 ("CUPE"). I'm writing with respect to recent events involving the introduction by Vancouver Community College ("VCC") of a coffee kiosk at its Broadway location that is intended to be managed by Blenz The Canadian Coffee Company Ltd. or its affiliate ("Blenz").

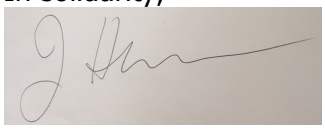
CUPE's understanding is that Blenz has commenced a process for hiring external individuals to staff its kiosk and further that that kiosk is intended to commence operations at the end of this month. No CUPE members were contacted to work at the kiosk, including those laid off from work at the kiosk that recently closed at VCC's downtown location.

We write to advise of CUPE's position that the work to be done by staff at the incoming kiosk is bargaining unit work. CUPE's certification, the collective agreement and even the history of work at VCC contemplate that employees engaged work at a coffee kiosk/shop are within the scope of our unit at VCC. Work in food services is expressly covered by the language of the certification and collective agreement. Contracting with Blenz to open a kiosk staffed by individuals intended not to be considered part of the unit violates the collective agreement in numerous respects. Those employees are properly part of our membership.

For over 18 months, and on numerous occasions, and even during discussions with another prospective coffee provider, the Union advised VCC of our position that this is our bargaining unit work.

We attach CUPE's grievance of VCC's actions with respect to the kiosk as described above. In the event we are forced to proceed to arbitration, CUPE will be seeking a declaration that the employees at the kiosk are within its certified unit at VCC as well as damages for lost union dues and other relief.

In solidarity,



Jo Hansen
Chief Shop Steward, CUPE 4627

cc: Ross Idler, CUPE National Staff Representative

From: VCC Faculty Association [mailto:info@vccfa.ca]
Sent: January-21-16 12:06 PM
To: VCC Faculty Association
Cc: Frank Cosco; Karen Shortt; John Demeulemeester
Subject: Note to All ESL Faculty
Importance: High

Sent on behalf of Frank Cosco, Chief Steward, VCCFA

Morning
Have received a few messages querying the current VDI offer and wondering if anything is behind it and the news about Retirement Incentives for staff.

1 Voluntary Departure Incentives

As you know, there have been at least four rounds of these in ESL. That is primarily because there is still a need for them. There are close to 30 people still on the recall list. Some of them will have their recall rights expire at the end of this year. There are also senior faculty who are prepared to retire perhaps earlier than they might have if there is a financial incentive. So, before Christmas, the VCCFA asked for another round of VDIs. VDIs only happen in areas where there are layoffs and people on recall.

The College responded positively to our latest request and the offer is out there now. If interested, one must apply (address it to Sarah Lafontaine) by Friday February 5th. The College will respond by the 9th and if accepted as meeting the criteria, one would retire on March 31st. The VDI is for $45k and pro-rata for less than full-time.

2 Eighteen Retirement Incentives

As per the new collective agreement, the first annual college-wide call for applications for five Retirement Incentives went out in December. Eighteen applications met all the criteria. To our surprise all 18 were accepted. They too are $45k each and pro-rata. Less than half were from the ESL area.

This led to enquiries from members and from the union. When members asked about the Incentives, we had advised people that since there were only five Incentives one's seniority needed to be extremely high to be assured of an offer. Some people said they had not applied because of that. That gave us another reason to call for more VDIs in areas where there were layoffs and recalls.

3 Retirement Incentives for Staff

The CUPE 4627 Agreement contains Retirement Incentive provisions as well; and apparently the College has chosen to activate those provisions and reports are that there are more than 70 staff who might meet the criteria. How many actually end up taking incentives and retiring is not known. It is also not known if the college intends to replace all staff who retire.

4 Does all this bode ill ? How can the College afford this?

Except for support staff not being replaced, the VCCFA does not think faculty should be overly concerned about these developments. There is no indication that those faculty taking either Retirement Incentives or VDIs will not be replaced. In December, the College withdrew its plan to issue almost 50 advanced layoff notices because there was new certainty around the LINC contract. EAL and LINC are in better positions than they were a year ago. There is no indication of another large layoff happening. The 40 or so layoffs threatened in ABE areas have been almost all rescinded as well.

The College can afford these various incentives because it is being allowed again to dip into its reserves built-up over the years. A couple of years ago the reserve amounted to over $20 million. In 2014-15 and in this fiscal 2015/16 the college's year-end statements won't balance and the government is giving permission in advance to cover the deficit from the reserve. This happened for 2014/15 as well. (The government generally tightly controls these surpluses at the various institutions because it uses them to balance off its own spending.) This is entirely fitting since it is the government which caused the great bulk of the fiscal problem in the first place. The last projection the FA heard from senior management was that the March 2016 position might be more than $2m in the red and need to be covered off. Bear in mind that the total College budget is about $110m.

5 Recallees

We continue to monitor the work assignments for recallees as closely as possible. We still have grievances in process from mis-allocations last year and we will intervene should there be re-occurrences. We have struggled with the benefit issue because of the College's overly harsh interpretation of the language. We were successful in getting benefits for a few re-instated for January.

6 "Lead Teachers" in LINC

We have reached a Letter of Understanding with the College regarding the extra work required for the five faculty involved. From this week any overage for full-time "leads" will be compensated through time-off in lieu and not extra pay.

Chief Steward VCCFA
VP 1, FPSE
604-688-6210

VCC Faculty Association
401-402 West Pender Street
Vancouver, B.C. V6B 1T6
604.688.6210

Email: info@vccfa.ca
Web: www.vccfa.ca

VANCOUVER COMMUNITY COLLEGE **Faculty Association** FPSE LOCAL 15

VCCFA Report to the College Board
Submitted February 16, 2016 for the Board meeting on February 24th, 2016

AVED Deputy Minister appointed to CNC Board of Governors

We were shocked to see the Government take such an interventionist step in Board affairs by appointing the Deputy Minister of Advanced Education to the Board at the College of New Caledonia. A Board member taking a direct management role in the affairs of the institution on one hand, and also being directly involved in the funding of that institution on the other, presents, at a minimum, the appearance of a conflict of interest. This is a dangerous precedent and one we hope College Board members will speak out against at the highest government levels.

Adult Basic Education Funding

As a follow-up to our meeting with AVED on January 21, 2016, Assistant Deputy Minister Fazil Milhar visited the Broadway campus and spent time in number of our ESL, Basic Education and College & Career Access classrooms. We were very pleased with this hands-on approach and his interest in our students. Hopefully this touch of reality will encourage the Government to adequately fund these important programs.

VCC Budget – Town Halls February 17th & 18th

We will comment at the Board meeting on the budget as this written report predates the Town Hall presentations.

Christmas in January - VCC event at Harbour Lights

Again this year, VCC filled a very clear need in the downtown eastside. The line-ups for the turkey dinner were around the block starting early in the day and going until we ran out of food around 1:00 pm. Everyone had dinner, some waited in the line up again for seconds, and many came prepared with a plastic container to take a little extra home for later or for a friend who couldn't get out. It is an upbeat, happy occasion in the saddest of ways.

VCC Faculty Association Community Action Donations

The VCC Faculty Association is pleased to support the following causes:

- Cinderella Project - $400 towards plus-size formal attire to donate to disadvantaged high school graduates so they can attend their graduation festivities with pride.

- Environmental Youth Alliance – Horticultural Therapy Program $250 towards gardening supplies and equipment for young mental health patients at B.C. Children's Hospital.

401.402 West Pender Street
Vancouver, British Columbia V6B 1T6
TEL 604.688.6210 FAX 604.688.6219
info@vccfa.ca www.vccfa.ca

- Springhouse Women's Shelter - $400 for art supplies such as paints, canvasses, and drum-making materials for the women and youth Art and Cultural Therapy Programs.

- Café 335 (Coast Social Enterprise) - $250 towards promotional materials, chef hats for students, and food costs for providing lunch for students.

- Single Mothers' Alliance of BC Society - $500 towards food costs for participants and their children while attending a "hub".

- YWCA Crabtree Corner - $400 towards food hampers for the "Food, Facts and Fun!" program. This program teaches low-cost nutrition planning and information for families in need.

- BC Mobility Opportunities Society - $500 towards hiking supplies such as pads, gloves, and safety kits for the wilderness recreation program.

Respectfully submitted,
Karen Shortt, President, VCCFA