



VANCOUVER COMMUNITY COLLEGE  
BOARD OF GOVERNORS PUBLIC MEETING AGENDA

Wed, December 16, 2015 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

**Staff Resources/Guests:** Irene Young, Linda Sanderson, Kathryn McNaughton, Karen Wilson, Marlene Kowalski, Deborah Lucas, Constituency Group Representatives

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 – October 28, 2015 Public Board Meeting	Approval	3
4	Chair Remarks	5 min	Pam Ryan	Verbal	Information	--
5	President’s Remarks	5 min	Peter Nunoda	IN – News and Events	Information	24
6	<b>FINANCE &amp; ADMINISTRATION</b> <ul style="list-style-type: none"> <li>• Financial Performance – Period Ended Oct 31, 2015</li> <li>• B.5.2 –Appropriate and Responsible Use of Education Information Technology Policy &amp; B.5.4 – Electronic Mail Policy (Employees)</li> </ul>	20 min	Marlene Kowalski	REPORT: Financial Performance – Management Discussion & Analysis DN – B.5.2 –Appropriate and Responsible Use of Education Information Technology Policy & B.5.4 – Electronic Mail Policy	Information  Approval	26  32
7	<b>EDUCATION COUNCIL</b> <ul style="list-style-type: none"> <li>• Affiliation Agreement with Gold Trail School District – Early Childhood Education</li> <li>• Cancellation of Aboriginal Culinary Arts Program</li> <li>• Pre-Health Certificate Program Concept</li> <li>• Fashion Arts Diploma Program Concept</li> <li>• Renal Dialysis Citation Program Concept</li> </ul>	10 min  10 min  10 min	Todd Rowlatt	DN - Affiliation Agreement with Gold Trail School District – Early Childhood Education  DN - Cancellation of Aboriginal Culinary Arts Program  DN - Pre-Health Certificate Program Concept/Fashion Arts Diploma Program Concept/ Renal Dialysis Citation Program Concept	Approval  Approval  Approval	53  69  70



8	Board of Governors Correspondence	5 min	Chair	Ltr to CUPE 4627 – Budget Development Concerns	Information	113
9	<b>CONSTITUENCY GROUP UPDATES</b> <ul style="list-style-type: none"> <li>• SUVCC</li> <li>• CUPE</li> <li>• VCCFA</li> </ul>	5 min each	SUVCC Rep Chris Joyce Karen Shortt	CUPE Report VCCFA Report		115 122
10	Next meeting date: December 16, 2015	--	--	--	--	
11	Termination <span style="float: right;"><b>Meeting duration:</b> approximately 1.5 hours</span>					

## **REVISED DRAFT**

### **MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS OF VANCOUVER COMMUNITY COLLEGE HELD ON OCTOBER 28, 2015 AT THE DOWNTOWN CAMPUS**

<b>Board Members:</b>	Jim Storie (Interim Chair), Pam Ryan, Rick Stokes, Sumit Ahuja, Brenda Aynsley, Mike Tourigny, Ambra Simonella, Jennifer Haggerty, Garth Manning
<b>Ex-Officio:</b>	Peter Nunoda, Todd Rowlatt
<b>Staff Resources/Guests:</b>	Irene Young, Linda Sanderson, Marlene Kowalski, Kathryn McNaughton, Karen Wilson, Chris Joyce, Karen Shortt, Deborah Lucas
<b>Regrets:</b>	Sumit Ahuja, Claire Marshall, Erin Klis, Chloe Choi

The meeting was called to order at 6:12 p.m. by Mr. Storie. Ms. Lucas acted as Secretary of the meeting. Mr. Storie declared the meeting to be properly called and constituted.

#### **APPROVAL OF AGENDA**

Mr. Storie 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, as set out in the meeting materials, was adopted.

#### **MINUTES OF PRIOR MEETING**

Mr. Storie referred to the draft minutes of the June 29, 2015 public 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 public Board of Governors meeting held on June 29, 2015 are approved, with a note that the approval of policies B.5.2 & B.5.4 will be addressed at the December 16, 2015 public Board meeting.

#### **CHAIR REMARKS**

Mr. Storie introduced and welcomed newly appointed board members Brenda Aynsley and Mike Tourigny and thanked outgoing members Rick Stokes and Jennifer Haggerty.

Mr. Storie highlighted upcoming events including the VCC Foundation 50<sup>th</sup> Anniversary Fundraising Gala event on November 17, VCC's Pop Up Restaurant that's open until Dec 17, Fall Awards on November 20 and Fall Convocation on November 26.

#### **PRESIDENTS REPORT**

Dr. Nunoda welcomed new board members and thanked departing members. Dr. Nunoda referred to the Information Note included in the meeting materials with respect to current VCC news and events.

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Dr. Nunoda spoke to the news that the 32 Adult Basic Education (ABE) faculty layoff notices have been rescinded. He recognised the collaborative efforts of the VCCFA, VCC Senior Executive Team, Dean, School of Access, Marketing, Registration and Financial Aid.

## **FINANCE & AUDIT COMMITTEE REPORT**

### **2015-16 Q2 FORECAST**

In the absence of the Interim Finance & Committee Chair, Ms. Jamie Choi presented the finance report. She referred to the Information Note provided in the meeting materials and commented that the projected forecast is no longer accurate. This is the result of new data on increased enrolment in ABE, affecting the tuition revenue and the rescinding of faculty layoff notices, affecting the projected severance and loss of salaries that was included in the forecast.

For September 2015 the deficit is reported to be \$2.5M.

### **ADMINISTRATION POLICIES AND PROCEDURES**

Dr. Nunoda referred to the Information Note included in the meeting materials and summarised the administration policies *B.3.9 Use of VCC Supplies, Products and Services*, *B.3.10 Establishing Discount Rates for VCC Employees and/or Students* and *B.2.19 International Travel Risk & Security*. There were no questions.

### **EDUCATION COUNCIL**

*New Curriculum Development and Approval Process Policy & Procedures/ Rescind C.3.4 Changes of Length of Hours for Courses and Programs Policy / Rescind C.3.6 Course Program Documentation policy*

Education Council (EdCo) Chair, Mr. Rowlatt referred to the Decision Note included in the meeting materials and commented that this is the first written policy for the process of curriculum development and approval. Key reasons for developing this policy was to establish a process for new program development that provides more information to the Board and Education Council at an earlier stage and a process for minor revisions that can be approved by Curriculum Committee. It has been received positively and EdCo requests the approval of the Board of Governors. Mr. Stokes recommended that salient elements such as costs and revenue are put in a summary form within the business case.

Ms. Kowalski advised that the template is being revised to include these elements, along with market research analysis of comparable competition. Mr. Rowlatt commented that tuition fees and revenue are not under EdCo's jurisdiction, but EdCo would be open to changes to the form template. Ms. McNaughton highlighted that this is part of the three year integrated business plan and that new programs will have the opportunity to be discussed in depth at the department level. This will help create parameters in which new programs and revised programs can come forward in a way that makes sense from a programming perspective and the costs and revenue attached to them. This policy will replace policies C.3.4 & C.3.6.

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

RESOLVED THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the NEW Curriculum Development and Approval Process Policy and Procedures.

RESOLVED THAT, on the advice of Education Council, the Board of Governors rescinds the C.3.4 Changes of Length or Hours for Courses or Programs Policy.

RESOLVED THAT, on the advice of Education Council, the Board of Governors rescinds the C.3.6 Course/Program Documentation Policy.

### **CANCELLATION OF ADULT EDUCATION DIPLOMA**

Mr. Rowlatt summarized the Information Note provided in the meeting materials. He commented that due to low enrolment the college suspended admission to the program in 2012. After extensive discussion by the department and despite there being many strong aspects to the program, Education Council recommends its cancellation.

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

RESOLVED THAT, on the advice of Education Council, the Board of Governors approves the cancellation of the Adult Education Diploma.

### **2016-2017 ACADEMIC SCHEDULE**

Mr. Rowlatt referred to the Decision Note provided in the meeting materials. Ms. Kowalski responded to Mr. Stokes recommendation to include actual enrolment data, by stating that this information will be reported in the new Enrolment Report to be introduced in 2016 and presented to the Finance & Audit Committee on a quarterly basis.

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

RESOLVED THAT, on the advice of Education Council, the Board of Governors approves the 2016-17 Academic Schedule.

### **CONSTITUENCY GROUP UPDATES**

Mr. Storie commented that it would be helpful to receive pre-reading material for constituency group updates in advance of the meeting and encouraged the constituency representatives to work with the Board EA to include this information in the meeting package.

### ***STUDENT UNION OF VANCOUVER COMMUNITY COLLEGE (SUVCC)***

An SUVCC representative was not present at the meeting.

### ***CUPE LOCAL 4627***

Mr. Joyce welcomed new board members and thanked departing members for their service. Mr. Joyce commented about the late posting of the Board meeting package. Mr. Storie acknowledged these concerns and stated that efforts will be made in the future to ensure a reasonable delivery deadline for materials. Mr. Joyce referenced the handout provided to the Board at the meeting and spoke to the concerns highlighted (for the purpose of the minutes the CUPE handout is enclosed). Mr. Storie responded to CUPE's presentation of their concerns by stating that there have been improvements in the process for approving the President's expenses and the delay in publicly posting them was partially due to him being out of the country. On the matter of the President's loan, the results of the investigation have been reviewed by the Human Resources Committee and recommendations will be presented to the Board. Mr. Storie referred to CUPE's Bargaining Update item and letters from other CUPE organizations and commented that there are two parties involved in the negotiation process and hopes that bargaining can be resolved as soon as possible so that the institution can move forward.

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Dr. Nunoda apologized to the Board and VCC community for any concerns caused by the misconstrued message in the press about VCC expanding to include a satellite office on the Sunshine Coast. There is no plan for this. Ms. Wilson stated that the newspaper was contacted and a published correction was requested, but they didn't accommodate this.

Mr. Storie commented on the CUPE Save Our VCC Campaign, stating that this is no longer necessary. VCC makes a major contribution to the community, the city and the province and he has received no indication that VCC will be shut down. Mr. Stokes commented that the Save Our VCC Campaign is misguided and feels that prospective students will read the information in the Save Our VCC Campaign and choose to enrol somewhere else.

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

Ms. Shortt congratulated Mr. Storie on his role as Interim Board Chair and welcomed new board members.

Ms. Shortt spoke of the good news that 32 faculty layoff notices were rescinded that day. She expressed the FA's appreciation to everyone who has supported this and the collaborative efforts of faculty, Senior Management and Marketing.

Ms. Shortt reflected on the FA's recent meeting with Deputy Minister, Sandra Carroll, and referred to the VCC Faculty Association Report (for the purpose of the minutes, the report is enclosed) which details the problems and solutions to the Adult Upgrading Grant that were presented to the DM. It includes the Ministers response and a report out to faculty. Ms. Shortt sensed the Ministry supports this initiative. The FA will continue with their campaign that post-secondary education is more accessible.

Ms. Shortt highlighted the upcoming FA event "Basic Skills are More Important than Ever" on October 29, 2015.

Mr. Storie thanked the constituency group representatives for their comments.

### **NEXT MEETING**

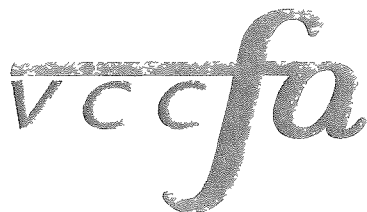
It was confirmed the next public Board meeting will be held on December 16, 2015.

### **TERMINATION**

There being no further business, the meeting was terminated at 7:04 p.m.

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Pam Ryan  
Board Chair



**VCCFA Report to the College Board  
October 28, 2015**

**Welcome to the new Board members and the new VCC Executive**

We're pleased to see long-standing Board member Jim Storie appointed as Interim Board Chair and wish outgoing Chair Eugene Hodgson all the best and thank him for his service to VCC. We would like to extend a warm welcome to our new Board members Mike Tourigny and Brenda Aynsley.

Also there are two new Vice-Presidents we wish to welcome to VCC – Kathryn McNaughton and Marlene Kowalski. We look forward to working with you.

**School of Access – Layoffs Rescinded today**

The majority of the layoff notices to the faculty in the School of Access dated September 18<sup>th</sup> were rescinded today. These layoffs were to take effect on December 18<sup>th</sup>. Due to increased student enrolments, a continuous trend upward across all programs affected, and a lengthy consultative process, the College Executive decided on Friday that they were in a strong enough position to pull back these layoff notices.

Obtaining stable enrolment numbers in these programs was a concerted effort. The AUG (Adult Upgrading Grant) paperwork involved is a very real barrier to many of our adult learners who want to return to school to upgrade their skills. The faculty in each of the departments held numerous information sessions, sat with students to individually assist them in filling out the AUG forms and literally walked many students to the Registrar's Office and Financial Aid to make sure they were well served and as comfortable as possible with the application process.

Our sincere thanks to Kathryn McNaughton, Marlene Kowalski, Linda Sanderson and David Wells for their time and effort to bring stability back to the Adult Basic Education Departments in the School of Access.

We also want to thank Karen Wilson and the Marketing Department for their hard work in getting the message out to the public on the availability of the AUG funding. The 'We Built This City' campaign sends a broad, strong message that VCC does indeed make lives better and the economy prosper. The targeted ABE ads got our students in the door and our career programs will continue to see growth as we celebrate 50 years of education.

### **Meeting with Advanced Education Deputy Minister regarding problems with the Adult Upgrading Grant**

On Wednesday, October 21<sup>st</sup>, two ABE department heads (Taryn Thomson and Lynn Horvat) and I met with DM Sandra Carroll in Victoria to discuss the issues faculty are finding problematic with the AUG funding process. We presented a Briefing Note identifying eight specific problems along with a proposed solution for each problem. We felt the DM was receptive to this input and we came away hopeful that these suggested changes would be implemented so that more students will not be held back by the barriers created by this paperwork bureaucracy. Our main 'ask' was that the Government reinstate tuition-free adult basic education and our discussion and the attached Briefing Note were presented without prejudice to our ongoing public campaign to make this happen.

### **Board Package - 2015/16 Q2 Forecast**

It is not a surprise to see the number of ABE programs rated as 'unfavourable' due to the reinstatement of tuition. The tuition was brought in quickly and at the maximum amount. Any change this drastic should have had a much wider cushion for adjustment. Our student numbers are now trending upwards but the stress and loss of productivity over the past six months have been felt by many in the College, students, faculty, support staff and administration. We hope in the future that any decision with this much potential to negatively impact lives will be implemented in a more consultative way and at a much slower pace.

### **International Travel Risk and Security**

We are hearing a number of concerns from faculty on this proposed policy.

- How does the policy 'ensure safety'?
- Is this policy the result of an insurance provider request or for legal liability reasons?
- Faculty have not been briefed on this policy, it was posted for two weeks during the summer and there was no notification of the posting;
- How is a 'risk assessment done'?
- Would a travel warning issued by Foreign Affairs Canada suffice?;
- Timing of approvals – to the Dean and then to the Director of Security all within five days?
- What is the purpose of Questions 10 & 11 on Appendix A – Have you travelled to this destination before?, and Are you travelling with others and who are they?

We ask that the Board table this policy until we have had an opportunity to discuss these questions and issues more broadly.



### Community Action Donations

The VCCFA sets aside \$8,000 each fiscal to fund community action projects which are brought to the Community Action Committee by the members. Below are the final awards for this fiscal approved at our September 9<sup>th</sup> General Meeting:

1. **McGregor Child Care Centre at VCC**, \$500 towards two new printers for the toddler and 3-5 year old program.
2. **Zajac Ranch for Children**, \$500 towards archery equipment for their summer camp. The Zajac summer camps are for children and young adults with chronic, life-threatening and/or debilitating conditions. These camps give participants the opportunity to explore the outdoors while developing greater social and environmental awareness, increased self-confidence and positive growth in attitudes towards physical activity.
3. **BC Schizophrenic Society**, \$500 towards the costs of their upcoming panel discussion "Debunking Myths Surrounding Schizophrenia, Psychosis and Violence". This panel will have consumer, family, police, and psychiatry representatives.
4. **EMBERS Staffing Solutions**, \$400 to buy 4 pairs of steel-toed work boots used to equip workers so they can show up to their first day of work prepared. Focussing mainly on the construction industry, Embers Staffing Solutions helps people who are facing barriers to employment gain work skills and confidence in a work environment. Clients include people coming out of addictions programs, living on low incomes in the Downtown Eastside, recent immigrants, Aboriginals and parolees. The organization doesn't receive any government funding, and acts as a social enterprise where the "profits" are rolled back into the training, support and equipment for their workers.

### FPSE/VCCFA Speaker Series

The second event in our speaker series promoting better access to public post-secondary education is tomorrow night. We hope you can come out. Details below:

**Basic Skills Are More Important Than Ever – Janet Lane and Scott Murray**  
**Vancouver Public Library – Alice MacKay Room**  
**7:00 to 9:00 pm, Thursday, October 29<sup>th</sup>, 2015**

Respectfully submitted,  
 Karen Shortt, President, VCCFA

### Briefing Notes

**To:** Sandra Carroll, Deputy Minister, Advanced Education

**From:** Taryn Thomson, Lynn Horvat and Karen Shortt

Vancouver Community College Faculty Association

**Date:** October 21, 2015

**Re:** Problems encountered with the Adult Upgrading Grant (AUG) and Proposed Solutions

#### 1. Income levels for AUG eligibility

**Problem:** VCC has been able to use transitional funding to assist needy students whose income falls between the AUG upper threshold (\$23,677) and \$34,000. When the transitional funding is exhausted, this large group of students will not be funded and will not be able to attend school.

**Solution:** Increase the base income level for AUG for a single student to \$40,000 and pro rate upwards to other categories. This amount is in line with a Metro Vancouver living wage.

#### 2. Documentation and Process

**Problem:** Students must apply for AUG funding once per term. AUG eligibility is based on a student's previous year's income documentation. The student's previous year's income will not change from term to term.

**Solution:** Students apply for AUG funding once per year (as is the case with student loans and other types of funding).

#### 3. Parental Income for students under the age of 22

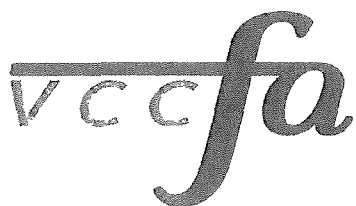
**Problem:** Students under the age of 22 who live with their parents must supply parental income documentation. These students are working individuals who are looking for ways to reduce living costs so they can attend school. Tying student eligibility to parental income puts them at a disadvantage.

**Solution:** Do not include parental income in calculations for students applying for AUG.

#### 4. Family Size

**Problem:** AUG criteria bases family size on the student, his or her spouse, and the number of dependent children. This criteria restricts who can be counted in larger, extended households, and unfairly disadvantages immigrant families.

**Solution:** Include all dependent family members in the calculation.



### 5. Withdrawals and Re-entry

**Problem:** Students are penalized (they will not be funded for future courses) if they have to withdraw from a current course. Withdrawals are legitimate student decisions that should not be linked to future funding.

**Solution:** The College should be able to reverse or pro-rate funding for withdrawals. Students should be able to withdraw from a course without penalty.

### 6. Resident for 12 months criteria

**Problem:** A student who has not been a resident of BC for twelve months is not eligible for AUG funding. This is a serious disadvantage for students who must leave the province for employment or who come to BC to get educated and work.

**Solution:** Remove the AUG requirement to live in BC for twelve months to be eligible for AUG.

### 7. Bulk Book Purchase

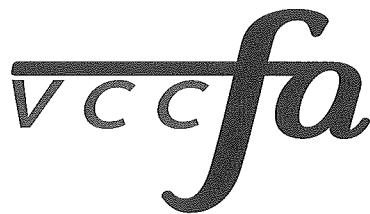
**Problem:** Bulk book purchases were suspended in April, 2015. Now students must buy their books up-front and submit each receipt to the financial aid officer. This adds another layer of bureaucracy for students already struggling to navigate a complex process and delays students from starting their course work.

**Solution:** Permit institutions to submit for bulk book purchases.

### 8. Childcare costs

**Problem:** While childcare is often mentioned by the Government as a cost that is covered by the AUG, the reality is that students do not apply for it because they must secure a space for their child, pay for it up front, and then submit receipts for funding reimbursement. As childcare is the second highest cost for families next to housing, this poses a significant barrier for students who are parents.

**Solution:** Create a voucher system that allows parents access to funds for childcare prior to starting class



October 26, 2015

To all faculty in the School of Access from Karen Shortt, Taryn Thomson and Lynn Horvat:

Our meeting with Deputy Minister Sandra Carroll in Victoria last Wednesday was generally quite positive. We came away feeling that the Ministry wants to work with the colleges to make the Adult Upgrading Grant more accessible to students.

We presented the attached Briefing Note and below are the comments we took away from the meeting. We did preface our discussions with the 'ask' that most importantly we felt that the Government should return to a tuition-free adult basic education policy. Of course, that was not open discussion but we did want it noted.

Please refer to the attached list for more details on each point below:

1. Income levels for AUG eligibility: We asked for a base level of \$40,000 and pro rata upward, particularly for students living in the expensive Lower Mainland. AVED's response was that they are looking at an 'urban cost of living' proposal. The DM also mentioned that AUG funding levels need to align with Federal student loan levels.
2. Streamlining of the process: Applying once per year, rather than once per term, and simplify the language. This is on AVED's radar as well.
3. Remove Parental Income documentation requirement for students under the age of 22: AVED will look into this. They want the policy to flow to the next level (Federal Gov).
4. Family size: We asked that all dependents be factored in, not just dependent children. AVED wants to check the language – they seemed to think that it already included all dependents.
5. Withdrawals and re-entry: AVED felt this was not one they could work with. Cited 'hardship funds' available through the College's funds.
6. BC Resident for 12 months: AVED will have a conversation with Ottawa on students moving between provinces and their subsequent lack of eligibility.
7. Restore Bulk book purchase: AVED felt this made sense and will check into what happened about this cut.
8. Childcare costs: The College can make this work. Childcare costs are covered by AUG.

Thanks for your support throughout this process. We'll keep you posted on any further response from AVED.

In solidarity, Taryn, Lynn and Karen



www.cupe4627.com

## Report to the Board of Governors

CUPE Local 4627

October 28, 2015

1. **Board Members:** The membership and Executive of Local 4627 extend a warm welcome to the new members of the College Board of Governors. Under the *College and Institute Act*, you are our employer and so we have a vested interest in your success.

Our local represents about 600 people and we are one of eight locals within the BC post-secondary sector, with approximately 7,500 members. We are part of CUPE National, Canada's largest union, with 633,000 members across the country. We have a National Post-Secondary Education Task Force and over 60,000 CUPE members work in community colleges and universities across Canada. We draw upon these important resources as part of our work here.

Our national convention is here in Vancouver next month on November 2-6, and over 3,000 delegates are expected to attend.

Thanks to Rick Stokes, Claire Marshall, Chloe Choi, Jennifer Haggerty, Ambra Simonella and Jim Storie whose terms end October 31, 2015. Thank you for your service, stewardship and commitment over your terms.

2. **Concern about Changes in Governance Practice:** As of noon on Friday October 23, 2015 the Board meeting location and agenda was not posted on the College website (<http://www.vcc.ca/about/governance--policies/board-of-governors/#Agendas-and-meeting-minutes>). We received an email of the Board agenda on October 22, 2015 after one of our people contacted the College. It has been the long-standing practice here – and in other public bodies – to be transparent with the public and with community stakeholders about Board meeting agendas. We ask that past practice be restored given that there is no reasonable cause to be secretive.

Also, we are concerned that the current Interim Board Chair has not been duly elected in a public meeting of the Board of Governors, and as such, our Board is in contravention of the *Act*. Under the *Act* it is important to note that the Chair has no special powers and only acts on behalf of the full Board of Governors at their behest. We look forward to an open and transparent election. Second, in consideration of the new Board members, we are attaching the Board manual on the election of Board Chair and we raise the concern that according to current Board policies, the Board Chair is elected to serve a two-year term.

3. **Concern about Financial Conduct:** Last summer (June 9<sup>th</sup>, 2015), the Board of Governors publicly committed to undertaking a financial investigation into the \$84,000 personal loan to the president, and an external consultant was charged with the investigation. This commitment was published in *The Province*. We are still awaiting the outcome of that investigation and ask, why the delays? It is in the public interest to be transparent and forthcoming.

Similarly, the President publicly committed to transparency around his expenses, stating that he would post his expenses monthly. That was on July 9, but no expenses have been posted since. This failure to follow through on commitments raises more questions.

4. **College Expansion:** We were startled to read in the news that VCC was planning to expand into the Sunshine Coast with a satellite campus in Gibsons. We were startled for two reasons. First, there was a failure to communicate these plans to the Union, which is a requirement in our collective agreement as part of consultation. Second, as we sit on the major governance bodies of the College – including Education Council – and regularly attend the Board meetings – we would have thought that this plan might have been brought up as an information item by management at any point during its development and **prior** to it becoming being a media story. We sincerely hope the Board members were not sandbagged in the same way.
5. **Bargaining Update:** Just to bring everyone up to speed about bargaining, our local is bargaining with you, the Board of Governors, through your delegated employees – or rather, this year, through both delegated employees and hired consultants. Bargaining this year looks like it will be much rockier than it has been in past years due to unusual management behaviour, and we just wanted you as the official employer to know that in advance, as a courtesy.
6. **Unwelcome Behaviour:** In broader news within CUPE, we have two updates. The College's administration has been rebuked twice in the past couple of months by CUPE organizations outside of our own local. We have attached copies in our handout. First, there is a letter from CUPE National President Paul Moist in response to an untoward letter the college wrote to CUPE National, and second, the president was admonished by President Warren Williams of CUPE Local 15 for management actions taken. We sincerely hope that these diplomatic problems/misjudgments come to a stop.
7. **Save Our VCC Campaign:** Finally, we would like to end on a positive note. For the new Board members, the Save Our VCC campaign is a grass roots effort from a number of interested parties in the community who want to stop the erosion of VCC's unique mission and mandate, and delivery of services. We are pleased to report that this is a very positive campaign that is enjoying a lot of success engaging with the community, with over 2000 individual community members and 20 community organizations supporting the campaign to date. CUPE National has a cost-sharing program that matches dollar for dollar our local contributions to campaigns of this type. We believe there will be an announcement forthcoming on this.

Campaign efforts this summer attracted positive media attention with several articles, which we've included in our package. Last week, the campaign provided a submission to the Select Standing Committee on Finance and Government Services. For the new Board members, this is the legislative committee, which provides advice to the provincial government on budget and priorities. We don't know if VCC provided a submission. We look forward to more opportunities to take our positive message forward about VCC's unique and important contribution to the post-secondary system.

# CUPE-SCFP

Canadian Union of Public Employees  
Syndicat canadien de la fonction publique

1375, boul. St Laurent Blvd, Ottawa, ON K1G 0Z7 Tel/Tél (613) 237-1590 Fax/Telec., (613) 237-5508 Toll free/sans frais (844) 237-1590  
cupemail@cupe.ca / courriel@scfp.ca / cupe.ca / scfp.ca

August 27, 2015

Linda Sanderson  
Executive Director, Human Resources  
Vancouver Community College  
1155 East Broadway  
Vancouver, BC V5T 4V5

Dear Ms. Sanderson:

This letter is in response to your unorthodox and inappropriate letter dated August 12 and received in my office August 17.

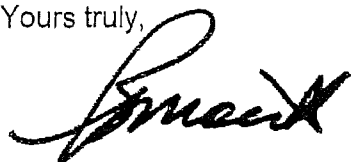
Let me be abundantly clear at that outset CUPE National will support all its local unions and Executive Officers during their campaigns to protect CUPE members' jobs and public services. This includes the efforts of CUPE Local 4627 at Vancouver Community College to protect jobs and services.

Two days after your letter was written, Vancouver Community College announced layoffs. Layoffs that will affect hard working women and men. Whether it is closing facilities, cutting programs or reduced government funding our members' fears of a lack of job security are founded.

Surely as Executive Director you were aware of the layoff notices issued on August 14 when you wrote your letter on August 12. As a result, I can only conclude that your misleading letter and actions is what is causing a stressful work environment.

In the future, I would strongly urge you to focus your efforts on protecting the services provided by Vancouver Community College rather than attempting to interfere in CUPE Local 4627 lawful right to represent their members and protect public services.

Yours truly,



PAUL MOIST  
National President

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cc Chris Joyce, President Local 4627; Janet Latter, Recording Secretary, Local 4627; Mark Hancock, President CUPE BC, Robin Jones, Regional Director, Meena Brisard, Assistant Regional Director; Ross Idler, Servicing Representative, Ian Maclean, Colleges Coordinator; Dr Peter Nunoda, President and CEO Vancouver Community College



September 24, 2015

Via email

Peter Nunoda  
 President and CEO  
 Vancouver Community College  
 1155 East Broadway  
 Vancouver, BC  
 V5T 4V5

Dear Mr. Nunoda:

Sir, it has come to my attention that on September 16, 2015 Samantha Welsh was approached by you and Dave Stevenson, Manager of Student Services, who had been told by Craig McGuigan that it would be inappropriate for staff to participate in the upcoming protest on campus. Ms Welsh was later approached by Karen Shortt, President of the Faculty Association, to inquire about a protest that might take place on campus during the Minister of Advanced Education's visit.

It seems that the message given to Ms Welsh was that it would be unadvisable for her or any staff to attend such protest. She also felt she was being asked to stop the students that she serves from attending or organizing a protest, and this is clearly not her job. Considering the blatant disregard our present provincial government has for properly funding education at all levels I would hope that you would be eager to shine a light on the dilemma that faces our educational institutions throughout our province.

As I am sure you are aware, it is the right of Ms Welsh or any Canadian, as protected by law, to congregate in peaceful protest (Canadian Charter of Rights and Freedoms) so I am surprised at the tactic taken by your staff and would hope that it will be corrected without reprisals directed at Ms Welsh.

It is also unfortunate that this is our first communication since my being elected President of CUPE Local 15. As of yet, I have been unable to schedule a meet and greet with you and your staff as I believe we are all working towards the same goal. I hope we will be able to facilitate such a meeting in the near future.

Yours truly,

Warren Williams  
 President

wwilliams@cupe15.org



Rmm/Local 467-UW

copy. S. Wong, CUPE National Representative  
 R. Ilder, CUPE National College Coordinator  
 E. Somers, Local 15 Staff Representative







## BOARD MANUAL – BOARD CHAIR POSITION DESCRIPTION

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### 5. BOARD CHAIR POSITION DESCRIPTION

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#### 5.1. ELECTION AND TERM

The Board Chair is elected by Board Members and serves a two-year term.<sup>13</sup> The Board Chair may be elected for a second term for a maximum of four years.

In exceptional circumstances (e.g., in a period of transition with respect to VCC's President) the Board Chair's term may be extended for a term longer than four years.

#### 5.2. ROLE

The principal role of the Board Chair is to provide leadership to the Board. The Board Chair is accountable to the Board, acts as a direct liaison between the Board and senior leadership, and represents the Board internally and externally, including acting as a spokesperson on behalf of the Board.

#### 5.3. DUTIES AND RESPONSIBILITIES

The Board Chair:

##### 5.3.1. Working with Senior Leadership

- a) acts as a liaison between senior leadership and the Board;
- b) fosters a constructive relationship between the Board and senior leadership through regular contact with the President;
- c) acts as a sounding board, counselor and confidant for the President;
- d) ensures the President is aware of concerns of the Board and stakeholders,
- e) seeks to ensure that senior leadership presents to the Board all information necessary to allow the Board to effectively discharge its responsibilities,

##### 5.3.2. Board Operations

- a) recommends an annual schedule of Board and Committee meetings;
- b) in concert with the Board Executive Assistant and President, develops and sets the Board meeting agendas,
- c) calls meetings of the Board,
- d) presides over Board meetings;
- e) reviews pre-meeting information packages for completeness, with the goal of providing Board Members with sufficient background information to enable them to prepare for the meeting;

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<sup>13</sup> As of May 2012, pursuant to amendments to the *College and Institute Act*, once a regulation is enacted, the Board will be required to elect its Board Chair from among the appointed Board Members



## BOARD MANUAL – BOARD CHAIR POSITION DESCRIPTION

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- f) conducts Board meetings in an efficient, effective and focused manner;
- g) ensures proper minutes are recorded and presented to subsequent meetings;
- h) after consultation with current Committee chairs, recommends to the Board the chairs and members for each Committee;
- i) sits as an *ex officio* member of all Board Committees where he or she is not otherwise appointed,
- j) develops for approval by the Board, and monitors expenditures of, the annual Board budget;
- k) oversees issues raised with respect to conflicts of interest;
- l) signs documents on behalf of the Board as authorized by the Board;

### 5.3.3. Board Effectiveness

- a) leads the Board in fulfilling its governance responsibilities as set out in the Board Charter;
- b) ensures the Board has cohesion of direction and purpose at a policy and strategic level;
- c) maintains an appropriate boundary between the Board and senior leadership responsibilities;
- d) liaises with Committee chairs to ensure coordination between the work of the Committees and the Board and satisfactory Committee reports for the Board;
- e) at meetings, encourages participation of all Board Members and promotes a spirit of collegiality where robust questioning and discussion is encouraged by all Members;
- f) builds consensus and develops teamwork within the Board;
- g) fosters ethical and responsible decision making by the Board and its Members;
- h) ensures that each Board Member is contributing to the Board's work;
- i) makes himself or herself available to individual Board Members for questions, counsel and discussions relating to VCC;
- j) provides new Members with information on the Board's key issues as part of the Board Member orientation program;
- k) keeps the Board up to date on all significant developments of VCC, both at and between meetings;
- l) in consultation with the Governance Committee, leads and/or participates in the Board and Board Member evaluation process;

### 5.3.4. Appointments, Re-Appointments and Government Relations

- a) liaises with the Board Resourcing and Development Office regarding new appointments and re-appointments;



## BOARD MANUAL – BOARD CHAIR POSITION DESCRIPTION

- b) acts as the principal interface between the Board and the Minister;
- c) assumes those appointments on external bodies that are typically assumed by reason of his/her position as Chair of the Board; and

### **5.3.5. College Relations**

- a) participates in convocation and other events organized by the College.

### **5.4. BOARD CHAIR EVALUATION**

The Board formally evaluates the Board Chair's performance on an annual basis. The evaluation process is set out in the tab entitled "Board Evaluation"

### **5.5. EXPENSES**

The Board Chair is entitled to reimbursement to reasonable expenses in accordance with the Board's compensation policy. The Board Chair's expenses are reviewed quarterly by the Finance and Audit Committee.

### **5.6. BOARD CHAIR'S ABSENCE**


One of the Committee chairs, as appointed by the Board Chair, performs the duties of the Board Chair in his/her absence

# BUSINESS VANCOUVER

## Gibsons approves controversial hotel

After more than 10 years of debate and two and a half years in front of city council, the Town of Gibsons on the Sunshine ...

Oct 7, 2015, 105 p.m

 Real Estate (/sections/real-estate/)

By Frank O'Brien

After more than 10 years of debate and two and a half years in front of city council, the Town of Gibsons on the Sunshine Coast has voted to amend current zoning to allow development of the George Hotel, the first waterfront hotel to be built in the tourist town a ferry ride north from West Vancouver.

The controversial project sparked a division in the coastal town that was made famous by *The Beachcombers* TV series. Mayor Wayne Rowe said some Gibsons residents were against the development, fearing it would ruin the ambience of the bucolic community.

However, Rowe noted that overall community support was strong and the four town council members passed the rezoning application unanimously.

For Rowe, the greatest concern was losing the interest of Klaus Fuerniss, the Gibson developer who, over the last decade, has been consistently stymied in his attempts to build a waterfront hotel.

"I came with a dream, but it is the overwhelming support of the Gibsons community that made it happen," Fuerniss said. "This is about building an economic stimulator that the community can enjoy and benefit from."

Colleen Dixon, an architect with Vancouver-based Omicron Architecture, said the developer reduced the height of the George and made other changes to protect views and the town's water supply.

Fuerniss said he wants to start construction by 2016, but the project still has to get environmental, geotechnical and fisheries permits before work can begin.

"We don't have a building permit yet and that won't come until after all the studies are complete," Fuerniss said, in forecasting an opening day in 2018 or 2019.

Gibsons approves controversial hotel | Real Estate | Business in Van <https://www.biv.com/article/2015/10/gibsons-approves-controversial> .

The waterfront development would feature two mid-rise towers with a 118-room hotel, a conference centre and 35 luxury condominiums. It would also include a fully staffed health and wellness centre, an extended public waterfront walkway and boat moorage. There are also plans for a satellite campus of Vancouver Community College.

According to Fuerniss, the project will generate construction jobs and at least 130 full-time jobs when complete.

Employment is badly needed in the area following the shut down of half of Paper Excellence's Howe Sound Pulp and Paper mill this July which resulted in the loss of 180 jobs, he noted.

- *With files from the Coast Reporter*

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[0 Comments \(https://www.biv.com/article/2015/10/gibsons-approves-controversial-hotel/#disqus\\_thread\)](https://www.biv.com/article/2015/10/gibsons-approves-controversial-hotel/#disqus_thread) on this topic. [Join the discussion.](#)  
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## VCC looks to collaborate with George project

### Vancouver Community College

Jacob Roberts / Staff Writer

July 23, 2015 10 23 AM



Developer Klaus Fuerniss and Irene Young, VP of strategic partnerships and business development for VCC

The proposed George Hotel and Vancouver Community College (VCC) have a collaboration in the works, dependent on the George project coming to fruition

VCC is working with the George developers to establish satellite programs for young people considering post-secondary studies in the hotel sector. This includes work experience in hospitalities, management, culinary and health and wellness areas of the tourism industry

"We have an opportunity, if the George happens, to offer something that is not being offered in the community at the present time," developer Klaus Fuerniss said. "Programs that are a combination between practical and theoretical experience."

Irene Young, vice president of strategic partnerships and business development for VCC, and VCC president Peter Nunoda met with Fuerniss earlier this year to discuss the satellite programs

"The opportunity to earn post-secondary qualifications in hospitality management, culinary arts, or baking and pastry arts at a first class hotel, convention centre and wellness centre on the Sunshine Coast could be a dream come true," Young said. "VCC is watching with interest to see this project come to fruition, so we can explore the full range of possibilities."

Fuerniss said he hopes to see the majority of the students in the proposed program coming from the Sunshine Coast. The groundwork is currently being laid for the satellite program, but it all depends on whether or not the George Hotel and Residences are built

VCC looks to collaborate with George project

Page 2 of 2

"I don't think it will take very long," Fuerniss said "Once we know that the George is happening it will take roughly two years to build it That gives us enough time to get organized and have developed those programs "

According to Fuerniss, the George will employ 150 people, and will attract experts in the hotel industry who will help to create employment opportunities for young people

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## VCC NEWS AND EVENTS

### November 2015

- VCC is collecting donations from its employees for the Syrian refugees this December at both campuses. The college community has expressed a keen interest in supporting the refugees, so when outside settlement agency approached us for much needed storage space, the college found temporary space.
- This year's fall convocation took place on Thursday, Nov. 26, 2015 at Queen Elizabeth Theatre, where VCC announced the graduation of 1,165 hardworking and dedicated students. Areas of study awarding degrees, diplomas and certificates included: School of Access, School of Health Sciences, School of Music, Dance and Design, School of Hospitality and Applied Business, School of Trades, Continuing Studies & Contract Training and the Centre for Teaching, Innovation and Applied Research.
- The Vancouver Community College Foundation celebrated a renewed partnership with Variety on Nov. 27. The Children's Charity provided a \$26,250 donation towards classroom technology upgrades. Variety also established The Children's Charity Youth Award, a \$3,000 award distributed to six students over three years.
- The *50 Years. 50 Chefs.* fundraising gala on Nov. 17 lived up to its billing as the "Culinary Event of the Year." A packed Rocky Mountaineer Station enjoyed a unique culinary showcase served up by a roster of talented Vancouver Community College alumni chefs. *50 Years. 50 Chefs.* raised over \$150,000 for Vancouver Community College Foundation which funds scholarships, bursaries and training aids for VCC students.
- VCC Day, the college's annual employee gathering, took place on Nov. 4 at the Playhouse Theatre. The morning session took on a new talk show format, hosted by Kahlil Ashanti with special "VCC" guests. In the afternoon, integrated planning exercises were conducted by each department and service area.
- VCC was approached by the new radio station *Roundhouse Radio* to provide alumni on a weekly basis as part of a show named "A Sense of Place". The relationship was sparked after the producer and host saw the We Built This City campaign around the city. So far they have interviewed alumni from the culinary, music and jewellery program areas.
- VCC won six MarCom Awards on Oct. 30 including two platinum awards (only 16 % of the entries received the coveted Platinum Award). VCC was chosen out of 6,500 entries from the US, Canada and more than a dozen other countries. The breakdown includes: myVCC – Platinum, 50th Anniversary campaign – Platinum, VCC 50th Anniversary video – Gold, VCC 50 Years. 50 Chefs Event – Gold, VCC *50 Years. 50 Chefs* Fundraising – Honorable Mention, and VCC Fashion Show Website – Honorable Mention.



## VCC in the News

- **Syrian Refugees** (Nov. 23 – 27): VCC was approached by several media outlets in relation to language instruction for refugees. VCC was on CKNW's Lynda Steele show, CBC (TV, Radio, website), highlight below:
  - **Refugees quicker to adapt to Canada than others says ESL teacher** – CBC Early Edition (Nov 26) VCC ESL instructor Azim Bhimji speaks to Rick Cluff about teaching refugees.
  
- **50 Years. 50 Chefs. Gala news** (November): VCC received extensive media coverage for the gala. The college received at least 35 hits in the press in virtually every medium. Highlights include:
  - **Vancouver Sun** (Nov.12): 50 Years. 50 Chefs. celebrates Vancouver Community College's star alumni, including Scott Jaeger
  - **Vancouver Courier** (Nov. 16): Venerable chophouse, training school celebrate anniversaries (Nov. 16) Speaking of even more significant culinary milestones, expect a truly star-studded lineup of alumni as Vancouver Community College
  - **Georgia Straight** (Nov. 18): It was deemed to be the culinary event of the year, and last night's 50 Years. 50 Chefs. gala certainly lived up to its expectations and more.
  - **CTV morning live** (Nov. 16): Fall Cooking: The Dirty Apron's David Robertson shows us how to make braised beef short ribs.
  - **Global morning news** (Nov. 10): Chef Scott Jaegar from The Pear Tree Restaurant makes Scallop Tartar for Global viewers ahead of the 50 Years 50 Chefs Gala .
  - **CBC Early Edition** (Nov. 17): Interview with Chefs Bruno Marti and Tobias MacDonald.
  
- **She left her son behind to start a better life in Canada – Globe and Mail** (Nov 10). When Maria Metcalfe first came to Canada in 2001 to work as a 25-year-old live-in nanny in Vancouver... But her lifelong dream was still to be a nurse, so last January she enrolled at Vancouver Community College to take its Practical Nursing program.

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

**DATE:** Dec. 7, 2015



**FINANCIAL PERFORMANCE**  
**Management Discussion & Analysis**  
**For the Seven Months Ended October 31, 2015**

## PERFORMANCE HIGHLIGHTS

### 2015/16 Seven Months Operating Overview

VCC continued to experience softer enrolments in a number of program areas (Table 1) compared to budget. However, compared to prior years, with the exception of the School of Access, forecasted enrolments are expected to trend close to historical numbers. The lower enrolment has resulted in a deficit of \$2.4 million for the seven months ending October 31, 2015 (Table 2) compared to the budgeted deficit of \$814K.

The School of Access is \$1.0 million below budget due to the change in funding model to tuition based programming for the seven months ending October 31, 2015. Tuition fees are not believed to be a barrier, as along with the change in funding model for Adult Based Education (ABE), the Provincial Government has introduced an Adult Upgrading Grant (AUG) to offset the cost of tuition. A targeted marketing campaign to increase awareness of the new AUG funding and application progress has resulted in stronger enrolment for the next intakes in ABE courses. During this period, VCC has received and distributed \$1.7 million in AUG funding and used \$373K of the \$621K one-time ABE Bridge funding to assist students with tuition in the programs. In addition, 32 advance faculty layoff notices have been rescinded.

Salary reductions resulting from the cancellation of a number of sections for ABE programming and Hospitality Programs, not filling vacant positions and recruitment lag is \$1.2 million favourable compared to budget.

**Table 1: Summary Enrolment Full-Time-Equivalent (FTEs) Prior Years and 2015/16 Budget Compared to Forecast**

Schools		Actual FTE's Previous 4 Years				Budgeted and Forecasted FTES		Variance	Year to Date October 31st Student FTE		
		2011/12	2012/13	2013/14	2014/15	FY 2015/16 Budgeted FTE's	FY 2015/16 Total Forecasted FTE's	Forecasted	Actual FTE	Projected FTE	Variance
CCS	Centre for Continuing Studies	858.9	886.1	716.4	626.53	592.73	711.52	118.79	405.32	319.36	85.96
CIN	Ctr for International Education	254.6	260.5	304.2	381.80	479.58	517.72	38.14	248.15	225.99	22.16
SAS	School of Access	3,271.0	3,438.3	3,397.2	2,759.22	2,008.16	1,896.48	-111.68	1,203.46	1,281.23	-77.77
SHS	School of Health Sciences	916.0	791.9	851.8	844.13	895.93	852.14	-43.79	482.51	509.21	-26.70
SHP	School of Hospitality/Business	503.9	575.3	502.6	378.24	448.35	364.45	-83.90	183.50	216.88	-33.39
SIE	School of Instructional Develop	287.5	288.5	305.5	277.94	295.54	223.92	-71.62	149.60	168.52	-18.92
SMD	School of Music, Dance & Design	396.5	381.1	394.8	338.58	415.41	398.14	-17.27	179.46	194.97	-15.51
CTT	School of Trades	1,321.6	1,299.5	1,361.7	1,349.14	1,792.53	1,330.41	-462.12	740.01	961.46	-221.45
<b>Total</b>		<b>7,809.90</b>	<b>7,921.12</b>	<b>7,834.24</b>	<b>6,955.59</b>	<b>6,928.23</b>	<b>6,294.78</b>	<b>-633.45</b>	<b>3,592.00</b>	<b>3,877.63</b>	<b>-285.62</b>

**Statement of Operations – Comparison to Budget and Prior Year  
For the Seven Months Ended October 31, 2015**

<b>Table 2: 2015/16 for 7 months actuals vs Budget and Prior Year</b>						
<b>(In \$ Thousands)</b>	<b>2015/16 Actuals (April 2015-Oct 2015)</b>	<b>2015/16 Budget (April 2015-Oct 2015)</b>	<b>Variance favourable /(unfavourable)</b>	<b>Comments</b>	<b>2014/15 Actuals (April 2014 - Oct 2014)</b>	<b>Variance favourable /(unfavourable)</b>
Province of B.C. Grants	31,221	31,428	-208		35,218	-3,997
ABE Grant	1,725	67	1,658	Adult Upgrade Funding for ABE programs: College now charges tuition fees for Adult Basic Education and ESL Pathways. This funding for the ABE programs is offset by the ABE financial aid disbursement.		1,725
Sales of goods and services	3,884	3,692	192		3,899	-15
Tuition and student fees	13,428	15,156	-1,729	School of Access is \$1.0 million below budget due to lower enrolments related to the change to tuition based programming. School of Music, Dance & Design is \$446K under budget due to lower domestic enrolments in Hair Design and Skin & Body Programs. School of Trades is below budget by \$254K due to lower enrolments resulting from the Industry Training Authority (ITA) funding guideline changes.	10,237	3,190
Other grants, fees & contract services	2,909	4,002	-1,093	Contract revenues are trending below budget.	4,603	-1,694
Miscellaneous income	791	535	256		576	216
Donation income (Foundation Related)	232	226	6		220	12
Amortization of deferred capital contribution	2,963	2,945	19		2,521	442
Investment income	100	175	-75		124	-24
<b>REVENUES</b>	<b>57,254</b>	<b>58,227</b>	<b>-973</b>		<b>57,398</b>	<b>-145</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>41,251</b>	<b>42,498</b>	<b>1,247</b>	Salary reduction due to the cancelling of sections for ABE programs and not filling vacant positions. This has resulted in a positive variance.	<b>44,603</b>	<b>-3,352</b>
Supplies and general expenses	3,671	3,730	58		3,087	585
ABE Financial Aid	1,725	67	-1,658	Adult Upgrade Funding for ABE programs: College now charges tuition fees for Adult Basic Education and ESL Pathways. This funding for the ABE programs is offset by the ABE financial aid disbursement.		1,725
Bursary/Scholarship	222	163	-59		210	13
Professional fees	1,323	1,396	73		1,555	-232
Building and telecom	3,750	3,748	-2		3,580	171
Cost of Goods Sold	2,643	2,342	-301		2,660	-17
Depreciation Expense	5,106	5,096	-10		4,682	425
<b>OPERATING EXPENSES</b>	<b>18,441</b>	<b>16,543</b>	<b>-1,899</b>		<b>15,772</b>	<b>2,669</b>
<b>TOTAL EXPENSES</b>	<b>59,692</b>	<b>59,040</b>	<b>-652</b>		<b>60,375</b>	<b>-683</b>
<b>NET SURPLUS (DEFICIT) BEFORE ONE-TIME COSTS</b>	<b>-2,439</b>	<b>-814</b>	<b>-1,625</b>		<b>-2,977</b>	<b>538</b>
One-Time Costs						
<b>NET SURPLUS (DEFICIT)</b>	<b>-2,439</b>	<b>-814</b>	<b>-1,625</b>		<b>-2,977</b>	<b>538</b>

## 2015/16 YEAR END FORECAST

### 2015/16 Forecast to Budget Overview

The 2015/16 Forecast (7 months actual + 5 months forecast) in **Table 3** shows a deficit of \$5.5 million. The deficit incorporates one-time costs relating to some continued uncertainty around ABE programming and the contract expiry of the Language Instruction for Newcomers to Canada (LINC) program. This forecast shows the potential worst case scenario.

The forecast reflects \$2.6 million less in tuition and student fees revenue compared to budget, due to lower enrolments in a number of schools and \$1.5 million less than budget in contract revenue. This has been offset by a reduction in salary costs of \$2.1 million and a removal of \$1.1 million contingency budget from the supplies and general expenses. The net surplus (deficit) before one-time costs is \$353K, significantly lower than the \$4.5 million deficit before one-time costs in the prior year.

**Statement of Operations – Comparison to Budget and Prior Year**  
**2015/16 Forecast with Seven Months Actual (Ended October 31, 2015) and Five Months Forecast**

<b>(In \$ Thousands)</b>	<b>2015/16 Forecast (7 + 5)</b>	<b>2015/16 Budget</b>	<b>Variance favourable /(unfavourable)</b>	<b>Comments</b>	<b>2014/15 Actuals</b>	<b>Variance favourable /(unfavourable)</b>
Province of B.C. Grants	54,050	53,877	173		60,582	-6,532
ABE Grant	1,725	115	1,610	Adult Upgrade Funding for ABE programs: College now charges tuition fees for Adult Basic Education and ESL Pathways. This funding for the ABE programs is offset by the ABE financial aid disbursement.	600	1,125
Sales of goods and services	6,460	6,383	77		6,435	25
Tuition and student fees	25,917	28,538	-2,621	School of Access, School of Trades and School of Music, Dance & Design are experiencing softer domestic enrolments resulting in lower tuition and fees. This trend expected to continue to the end of this fiscal.	19,563	6,354
Other grants, fees & contract services	5,406	6,868	-1,462	Few contracts have been awarded during the past 5 months. At this time revenue contract forecast has been reduced by 50%.	8,162	-2,756
Miscellaneous income	1,179	957	223		1,089	90
Donation income (Foundation Related)	408	384	24		447	-39
Amortization of deferred capital contributions	5,185	5,048	136		4,786	399
Investment income	165	300	-135		231	-66
<b>REVENUES</b>	<b>100,496</b>	<b>102,470</b>	<b>-1,975</b>		<b>101,895</b>	<b>-1,399</b>
<b>SALARY AND BENEFIT EXPENSES</b>	<b>70,299</b>	<b>72,373</b>	<b>2,074</b>	Salary reduction is due to the cancelling of some ABE program sections and not filling vacant positions.	<b>75,136</b>	<b>-4,837</b>
Supplies and general expenses	6,327	7,540	1,213	Budget contingency has been removed from the forecast.	6,215	112
ABE Financial Aid	1,725	115	-1,610	Adult Upgrade Funding for ABE programs: College now charges tuition fees for Adult Basic Education and ESL Pathways. This funding for the ABE programs is offset by the ABE financial aid disbursement.	600	1,125
Bursary/Scholarship	393	280	-113		283	110
Professional fees	2,233	2,395	162		3,410	-1,177
Building and telecom	6,516	6,517	1		7,169	-653
Cost of Goods Sold	4,414	4,014	-400		4,492	-78
Depreciation Expense	8,942	8,737	-205		8,844	98
<b>OPERATING EXPENSES</b>	<b>30,550</b>	<b>29,598</b>	<b>952</b>		<b>31,013</b>	<b>-463</b>
<b>TOTAL EXPENSES</b>	<b>100,849</b>	<b>101,970</b>	<b>-1,122</b>		<b>106,149</b>	<b>-5,300</b>
<b>NET SURPLUS (DEFICIT) BEFORE ONE-TIME COSTS</b>	<b>-353</b>	<b>500</b>	<b>-853</b>		<b>-4,254</b>	<b>3,901</b>
One-Time Costs	5,200	500	-4,700	Assumes LINC contract will expire March 31, 2016 and costs associated with lower enrolments in ABE/ESL programs.	1,122	4,078
<b>Total One-Time Costs</b>	<b>5,200</b>	<b>500</b>	<b>-4,700</b>		<b>1,122</b>	<b>4,078</b>
<b>NET SURPLUS (DEFICIT)</b>	<b>-5,553</b>	<b>-</b>	<b>-5,553</b>		<b>-5,376</b>	<b>-177</b>

## Major Procurement Activity over \$200K

The following table provides a status update on procurement activity over the \$200K threshold.

**Table 4: Procurement Status Update**

Vendor	Commodity	Contract Start Date	Contract End Date	Cumulative Contract Commitment	Status
<b>Recurrent Needs</b>					
Spicers	Fine Paper	19-Mar-13	31-Dec-15	\$175,000	Planning stage- Working with EDCO to define and aggregate need for group purchasing. <b>In the meantime VCC to modify and extend contract for final one year option.</b>
Homeward Human Solutions	Employee Family Assistance Plan (EFAP) Services	1-Sep-12	31-May-15	\$170,716	Two competitions held this year by EDCO members. Both selected Monreau Shepell as the winner. <b>Morneau Shepell selected as the new EFAP service provider. Contract started November 01, 2015.</b>
Concord Security Corporation	Security Services	1-Jun-11	31-May-16	\$3,271,861	Decision Note approved by the Board in June 2015. Solicitation stage: <b>Purchasing posted RFP October 27 to November 24. Currently evaluating proposals.</b>
Citrix	IT Software Licenses	19-Sep-15	19-Sep-16	\$180,000.00	Projected spend for 5yrs over \$200k. Decision Note to be submitted well before the contract expires
<b>Known New Opportunities</b>					
Physics Lab Renovation				>\$200,000	Director of Facilities informed Purchasing that project is on hold
<b>ASDT Common Needs Projects:</b>					
Trade Equipment	Trade Equipment				Decision Note submitted for Sept 30 meeting. <b>Competition held in October, 4 contracts awarded, orders have been placed. The following are the awards: EM Bakery \$32516, Pacific Restaurant Suppliers \$34798, Russell Food Equipment \$261215 and Bargree Ellingson Canada \$96673</b>



## DECISION NOTE

**PREPARED FOR:** Board of Governors Public Meeting

**DATE:** December 16, 2015

**ISSUE:** Approval of Policies B.5.2 – Appropriate and Responsible Use of Education Information Technology and B.5.4 Electronic Mail Policy (Employees)

### BACKGROUND:

At the June 29, 2015 Public Board meeting policies *B.5.2 – Appropriate and Responsible Use of Education Information Technology* and *B.5.4 Electronic Mail Policy (Employees)* were approved on an interim basis, provided that a revised draft of the Policy and Procedures, in VCC's prescribed format, be presented to the Board for consideration at the next public Board meeting.

The formatting changes were made, but the submission for board approval of these policies was inadvertently missed off of the October 28, 2015 board meeting agenda.

### RECOMMENDATION:

THAT the Board of Governors approves the revised policies *B.5.2 – Appropriate and Responsible Use of Education Information Technology* and *B.5.4 Electronic Mail Policy (Employees)* in the format presented in the meeting materials.

**ATTACHMENTS:** APPENDIX A - B.5.2 – Appropriate and Responsible Use of Education Information Technology Policy & Procedures

APPENDIX B - B.5.4 Electronic Mail Policy (Employees)

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

**DATE:** December 6, 2015





## DECISION NOTE APPENDIX A

### POLICY

Policy No.	B.5.2
Title	<b>Appropriate and Responsible Use of Educational and Information Technology Policy</b>
Approving Jurisdiction	VCC Board of Governors
Procedure Sponsor	Vice President Administration & CFO
Last Revised/Replaces	July 8, 2014 / May 27, 2013 / November 12, 2003
Effective Date	June 29, 2015
Signed by	Chair, Board of Governors

### CONTEXT AND PURPOSE

This Policy and related Procedures define the appropriate and responsible use of educational and information technology at Vancouver Community College (VCC; the College) and refer to key related policies and legislation which govern the use of these technologies.

### SCOPE AND LIMITS

This policy applies to faculty, support staff, administrators, temporary and contract employees and students at VCC. It includes the acceptable use of all information technology, computing, communications and networking systems connected to VCC facilities whether the connections are wired or wireless.

It is the responsibility of all end users to use the provided technology resources with integrity and to help sustain VCC's network, hardware and software application security.

### STATEMENT OF POLICY PRINCIPLES

1. 1. All employees and students who may access and use the College's educational and information technology systems, networks and services are required to use them appropriately and responsibly.
2. Employees can access VCC's systems and networks by completing a signed and approved IT Services Request Form for VCC Employees/Contractors (see appendix A). Accounts are also issued for instructional purposes. Acceptance of a user account on any College system or network denotes the end-user has read and understands the guidelines for appropriate and responsible use and agrees to the terms of use described in this policy. The user bears the primary responsibility for the material that he or she chooses to access, send or display. Appropriate and responsible use of the College's educational and information technology facilities and services requires compliance with the following guidelines.

3. End users are responsible for the uses to which their computing accounts are put. Users must not share their login credentials (username and password) to any accounts to which they have access.
4. End users must not misrepresent their identity as senders of messages nor vary the content of such messages with intent to deceive.
5. End users are prohibited from accessing other users' log-in information, computers or technology equipment without prior authorization from a head of department or head of administrative business unit.
6. End users must not use VCC's information technology equipment or systems for gambling, betting or running a personal business.
7. Any person or department who sends out electronic messages or communication to mailing lists and/or groups; must adhere to the Canadian Anti-Spam Legislation (CASL) regarding Commercial Electronic Messages (CEM), including alumni and prospective student mailing lists as well as other mailing lists names collected at recruitment or promotional events.

## DEFINITIONS

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

## RELATED POLICIES & LEGISLATION

### Legislation:

- Civil Rights Protection Act
- Copyright and Trademarks Act
- Federal Criminal Code of Canada
- Freedom of Information and Protection of Privacy Act
- Provincial Human Rights Code
- Canadian Anti-Spam Legislation (CASL) July 1, 2014  
<http://fightspam.gc.ca/eic/site/030.nsf/eng/home>
- Canadian Anti-Spam Legislation Primer
- CASL FAQs [http://fightspam.gc.ca/eic/site/030.nsf/eng/h\\_00050.html](http://fightspam.gc.ca/eic/site/030.nsf/eng/h_00050.html)
- CUPE 4627 Collective Agreement
- VCCFA Collective Agreement

### VCC Policies:

- A.3.1 Prevention of Harassment, Discrimination, and Bullying policy
- A.3.3 Freedom of Information & Protection of Privacy (FOIPPA)
- B.5.1 Sharing & Stewardship of Information
- D.1.3 Copyright Policy
- D.4.3 Student Code of Conduct (Non-Educational Matters)

## RELATED PROCEDURES

Refer to B.5.2 Appropriate and Responsible Use of Educational and Information Technology Procedures



## IT Services Request Form for VCC Employees/Contractors

New Employee Information (PLEASE PRINT)		
Last Name	First Name	Preferred Name
Department	Job Title/Position	
Banner ID #	Telephone Local	Office Room #
Employment category: Administrator <input type="checkbox"/> Faculty <input type="checkbox"/> Support Staff <input type="checkbox"/> Contractor/Practicum <input type="checkbox"/>		
Term of employment: Permanent <input type="checkbox"/> Temporary/contract* <input type="checkbox"/> *Must provide end date: _____ / _____ / _____ (dd) (mm) (yyyy)		
* Note: Accounts will automatically expire 7 days after end date. Department Head must email a new contract end date to helpme@vcc.ca to avoid service interruptions.		
Network and Email		
VCC Network Access <input checked="" type="checkbox"/>	Network access includes department folders, Internet, MS Office and other college-wide	
Email <input checked="" type="checkbox"/>	Specify folder name(s):	
Shared Folders: <input type="checkbox"/>		
Applications		
Banner Finance <input type="checkbox"/>	Business Intelligence (BI) <input type="checkbox"/>	Moodle (Online Courses) <input type="checkbox"/>
Banner Student <input type="checkbox"/>	Enterprise Learning (EP) <input type="checkbox"/>	SharePoint <input type="checkbox"/>
Banner Human Resources <input type="checkbox"/>		
Telecom Services		
Telephone: Using existing phone <input type="checkbox"/> Need new Standard Phone <input type="checkbox"/> Need New Display Phone* <input type="checkbox"/>	Voicemail: Shared voicemail box <input type="checkbox"/> for multi-user phone locals	Mobility equipment: Cell phone* <input type="checkbox"/> Blackberry* <input type="checkbox"/>
*Provide departmental budget code for internal chargeback and/or vendor billing:		
	Fund	Org      Account
Authorization		
<b>I certify that the information provided is complete and accurate.</b>		
Department Head Name (PLEASE PRINT):	Telephone Local:	
Department Head Signature:	Date: _____ / _____ / _____ (dd) (mm) (yyyy)	
**New employee/contractor must sign "Use of College Computers" agreement on the back of this form.** ***Scan and email completed form to helpme@vcc.ca and send hard copy via interoffice mail to IT@BWY.***		
For IT Department Use		
<b>Network and Email</b>	<b>Applications</b>	<b>Telecom Services</b>
VCC Help Desk #:	VCC Help Desk #:	VCC Help Desk #:
Network ID issued:		Mobility Number:



## Use of College Computers

### 1.0 Preamble

- 1.1 Vancouver Community College ("College") is responsible for ensuring that the system of the College's computers, computer programs held by College, connections of such computers to other computers and systems, other computer hardware of the College and other computer-related resources of the College (all together called the "System,") as well as the funds provided for the purposes of supporting College instruction and administration are used for the College's purposes.
- 1.2 The System and computing services from the System are to be made available to departments of the College and faculty, staff and students of the College as the College's resources permit and as the College's priorities dictate.
- 1.3 All use of the System by faculty, staff and students must be authorized and approved within the foregoing framework.
- 1.4 Email or other electronic files sent or received by College computer systems are College records and as such are subject to the provisions of the Freedom of Information and Protection of Privacy Act. If the Act is invoked, current and even deleted email/files may be accessed according to the Act.
- 1.5 The following points should be understood by any individual using VCC email:
  - Email is a business tool for business communication.
  - VCC owns the email accounts and all messages and data held within these accounts.
  - Incidental personal use of email is acceptable.
  - There is no guarantee of privacy with email.
  - Messages sent to distribution lists (listservers) may result in messages being transmitted to unintended recipients.
  - Email users should apply good judgement with respect to the appropriateness of message content. For example, users should bear in mind the rights of copyright holders and general business confidentiality and should treat communication via email as professionally as they would speak in a public meeting.
  - It is prohibited to use email for the distribution of chain letters, inappropriate humour and offensive graphics or images.

### 2.0 User responsibilities

As a condition of the College permitting the User access to all or any part of the System, the User agrees with the College, without limitation as to duration:

- 2.1 To use the System in a lawful manner and in accordance with all conditions, limitations and restrictions from time to time set by the College, to comply with all rules and regulations from time to time published in connection with use of all or any part of the system, and to comply with all conditions which accompany an approval or authorization given to the User in connection with any such use;
- 2.2 To behave in a responsible manner in connection with use of the System and with respect to the requirements of others entitled to use the System;
- 2.3 To minimize potential damage to delicate equipment by keeping areas in which any part of the System is located in a neat and orderly condition and by not eating food, drinking beverages or smoking in any of these areas;
- 2.4 To take all reasonable precautions to minimize opportunities for others to obtain access to the User's computer account information and not to permit any other person to use any computer resources allocated to the User's computer account;
- 2.5 Without the approval of the College's Chief Information Officer (the "CIO") or his/her designate, not to gain access to or alter any

system or control program or any file or directory of shared computer resources, and not to attempt to do any of the same;

- 2.6 Not to seek by any means or to use either copies of, or information regarding, any account code, password, file or directory of any other person unless explicitly authorized to do so by that person;
- 2.7 Not to copy any computer program on the System without the prior written approval of the CIO and the owner of the copyright in the program, as appropriate;
- 2.8 Not to use any time on the System or any space in the System which is allocated to a computer account unless formally and explicitly authorized to do so by a person with the authority to permit use of that account;
- 2.9 Not to alter or bypass any of the limitations or restrictions from time to time set by the College on the use of the System by the User or to attempt to do any of the same;
- 2.10 Not to change any settings of, or in any way disable any part of the System without approval of the CIO or his/her designate;
- 2.11 Not to abuse, disrupt, misuse of limit access to, all or any part of the System, or attempt to do any of the same;
- 2.12 Not to use any part of the System for any project which does not form part of the User's responsibility to or course of study at the College without the approval of the CIO which expressly acknowledges that the use is to be for a non-College purpose;
- 2.13 Not to remove any part of the System from the College's premises without the approval of the CIO or his/her designate;
- 2.14 Not to use any computer software on the System including College microcomputers, other than that provided by the College unless the User has acquired a legal right to such use; and
- 2.15 To report to the CIO or any of his/her staff all suspected incidents of unauthorized or improper use of any part of the System and all instances of any part of the System malfunctioning or failing to operate.

### 3.0 User abuse of responsibilities

- 3.1 Abuse or misuse of the System may be a violation not only of the User's responsibilities to the College, but also of the Criminal Code, Copyright Act or other legislation. The College shall have the right to take all action the College considers fit in response to any breach or suspected breach by the User of any of its responsibilities hereunder or under the law. Action by the College may include, but is not limited to:
  - reduction or withdrawal of privileges to use the System;
  - suspension or dismissal from the College;
  - notification of the police and other potentially damaged parties;
  - commencement of proceedings in court.
- 3.2 In connection with enquiries into any possible abuse or misuse of any part of the system or any violation of law or breach of any promise given to the College, the College reserves the right to examine all files, programs, passwords, account information, printouts, software licenses and other computing materials used by the User and to monitor the User's use of the System.
- 3.3 The User for himself and his/her heirs and legal representatives agrees to indemnify the College and save it harmless from and against any and all actions, causes of actions, claims, damages, demands, expenses, liabilities and proceedings which in any way relate to a violation by the User of any law, any right of the College or of any other person, any provision of this undertaking or any rule or regulation concerning the System which is published by the College.

**I have read and understood the information above and accept the conditions of "Use of College Computers".**

---

NAME (PLEASE PRINT)

---

USER SIGNATURE



## PROCEDURES

Policy No.	B.5.2
Title	<b>Appropriate and Responsible Use of Educational and Information Technology Procedures</b>
Approving Jurisdiction	VCC Board of Governors
Procedure Sponsor	VP Administration & CFO
Last Revised/Replaces	July 8, 2014 / May 27, 2013 / November 12, 2003
Effective Date	June 29, 2015
Signed by	Chair, Board of Governors

VCC has developed procedures that apply to the College's email and other electronic communications to ensure they are in compliance with the Canadian Anti-Spam legislation (CASL).

Failure to comply with CASL could result in significant fines to the College, among other things. CASL has administrative monetary penalties of up to \$1 million per violation (for individuals) and up to \$10 million per violation (for organizations). If a College employee sends an email that contravenes CASL (such as an email without the necessary consent, or an email that does not have the requisite unsubscribe mechanism), the College could be held liable, if the employee was acting within the scope of his or her employment. The employee could also be fined personally.

### DEFINITIONS

**Electronic message:** any message sent to an electronic account, e.g. an email, a text message, or an instant message. Interactive two-way voice communications, fax messages or voice recordings sent to a telephone account are not considered to be electronic messages. If you're calling somebody to offer a product or service, that's not an electronic message.

**Commercial activity:** broadly defined as "any particular transaction, act or conduct or any regular course of conduct that is of a commercial character, whether or not the person who carries it out does so in the expectation of profit". Examples of commercial activities include purchasing, selling, bartering or leasing products, goods or services, or land; providing a business, investment or gaming opportunity; or advertising or promoting any of these activities.

## PROCEDURES

1. As a rule, before sending a Commercial Electronic Message (CEM), you must have the recipient's implied or express consent.
  - Express consent – Express consent is consent that has been provided orally or in writing. Once you have secured recipients' express consent, then you may continue to send them CEMs indefinitely unless they "unsubscribe" from further messages.
    - Oral consent should be avoided unless you have a way to verify the consent, such as an unedited audio recording. It is preferable to obtain express consent in writing, as this makes it easier to verify that the consent was provided. You may request individuals to provide their written consent in various ways, e.g. by signing a document, sending you an email, entering information into a web form, or clicking on an a checkbox or an "I Accept" button on a web page.
  - Implied consent – recipient falls into a category where the recipient's consent to receive electronic messages can be implied. Some of the relevant examples of implied consent include where the recipient is one or more of the following:
    - a student currently enrolled at the College;
    - a member of the alumni association within the past 2 years;
    - a person who made a donation to the College or volunteered for the College in the past 2 years;
    - a person who made an inquiry or application to the College in the past 6 months;
    - a person who provided their email address to the College without prohibition on receiving CEMs, and the message relates to the recipient's job, title or official capacity.
2. The sender has obtained consent from the recipient of the message ("Consent Requirement")
3. The message contains certain information about the sender and an unsubscribe mechanism ("Content Requirement"). CASL also prohibits fraudulent data collection, including altering transmission data; installing a computer program, or use of a computer program to send messages, without express consent; and collecting personal information from a computer using a computer program or unauthorized access.

Following are examples of messages sent by VCC that **do** fall under the scope of the CASL:

- A message about a sale of sweatshirts at the VCC Bookstore
- A message promoting a VCC-branded credit card
- A message promoting an event at VCC to perspective students who have **not** expressed an interest in communicating with VCC within the last 6 months.
- A message promoting tutorial services offered by a third party

Messages that do not relate to the core activities of VCC may nevertheless be exempted from the CASL. The exemptions are as follows:

- (a) Messages sent by or on behalf of an individual to another individual with whom they have a personal or family relationship;
- (b) Messages sent to a person who is engaged in a commercial activity and consists solely of an inquiry or application related to that activity;
- (c) Messages sent within an organization that concern the activities of that organization;
- (d) Messages sent between organizations with a relationship that concern the activities of the receiving organization;
- (e) Messages sent in response to requests, inquiries or complaints, or otherwise solicited by the recipient;
- (f) Messages sent to satisfy, provide notice of, or enforce a right, legal or juridical obligation;
- (g) Messages sent on an electronic messaging service if the required information and unsubscribe mechanism are readily available on the user interface, and the recipient has consented to receive the message;
- (h) Messages sent to a limited-access secure and confidential account to which messages can only be sent by the person who provides the account;
- (i) Messages that a sender reasonably believes will be accessed in a listed foreign state, and conform to the anti-spam laws of such foreign state;
- (j) Messages sent by or on behalf of a registered charity as defined in s.248(1) of the Income Tax Act, and have as their primary purpose raising funds; and
- (k) Messages sent by or on behalf of a political party or organization or a candidate for publicly elected office that has as its primary purpose soliciting a contribution.

#### **Appropriate and Responsible Use Guidelines:**

**Copyright.** Respect the legal protection provided by copyright and license to programs and data.

and license to programs and data. End-Users must respect the legal protection provided by copyright laws for computer programs and data compilations and for all other works (literary, dramatic, artistic or musical). Also, users must respect the legal protection provided by trademark law and the common law for names, marks, logos, and other representations that serve to distinguish the goods or services of one person from another. End-Users must respect the rights of others by complying with all VCC policies regarding intellectual property regardless of medium (i.e. paper or electronic).

**Human Rights.** Respect the rights of others by complying with all College policies and Collective Agreement provisions regarding sexual, personal and other forms of harassment to individuals, groups or organizations regardless of global location.

**Protection of Privacy.** Respect the rights of others by preserving the privacy of personal data to which you have access and by not tampering with others' files, tapes, passwords, or accounts, or representing others when messaging or conferencing. This includes confidential student information.

**Authorized Use.** Use only accounts IDs and communications facilities which you are duly authorized to use and for the purposes for which they were intended.

**Integrity of Systems.** Respect the integrity of computing systems and data; for example, by not making use of or intentionally developing software programs that harass other users, or infiltrate a computer or computing system, and/or damage or alter the software components of a computer or computing system, or gain unauthorized access to other facilities accessible via the network.

**Ethical Use.** Use computing and communication facilities in a manner which is consistent with the ethical principles set forth by the College and with accepted community standards. All applicable Canadian Federal, Provincial and Municipal laws and statutes also govern the use of the College's educational and information technology systems and networks.

**Laptop Usage.** Should you be provided with a College laptop, recognize the additional responsibility this brings in taking particular care of the device. Ensure that you backup your data from the laptop to your network drive. Ensure that you follow the Laptop Appropriate Use Guidelines (see Appendix B).

**Use of Instant Messaging, Social Media, Social Networking or Social Software** - Any form of instant messaging or social networking (real-time software) and the use of social media whose primary purpose is to facilitate communication between individuals and/or groups who share a common interest is to be done in a manner that adheres to the stated policies for the acceptable use of Appropriate and Responsible Use of Educational and Information Technology systems and data at VCC. All communication through these channels is to be done with integrity and in an ethical manner, with a responsibility to keep VCC systems secure and VCC's reputation intact.

**Commercial Use** - All use of college technology assets for any business or commercial purposes must be authorized by the college. Unauthorized use is considered a breach of this policy.

**Freedom of expression** - Users should be aware that, while the College has programs to screen e-mails for viruses, worms etc., its practice is not to control the information available on our campus network.

**Personal Mobile Devices** - Including but not limited to Laptop's, Tablet's and Smartphones. Use of personal devices is permitted while at VCC. All users must comply with the acceptable use policy and guidelines.

**Harassment** - All users must comply with the VCC Prevention of Harassment, Discrimination, and Bullying policy (Policy Number: A.3.1)

### **Examples of illegal uses**

The following are representative examples only and do not comprise a comprehensive list of illegal uses:

- Uttering threats (by computer, mobile device or telephone);
- Child pornography;
- Gambling, betting, or pyramid schemes; and
- Copyright infringement.



**Examples of unacceptable uses**

The following are representative examples only and does not comprise a comprehensive list of unacceptable uses:

- Seeking information on passwords or data belonging to another user;
- Making unauthorized copies of proprietary software, or offering unauthorized copies of proprietary software to others;
- Distribution of pornographic materials (provided that those with a legitimate academic purpose for doing so, may distribute such material for that legitimate academic purpose);
- Copying someone else's files, or programs, or examining such information unless authorized;
- Attempting to circumvent computer security methods or operating systems (e.g. subverting or obstructing a computer or network by introducing a worm or virus);
- Using VCC-provided computer accounts for commercial purposes such as promoting by broadcast non-educational profit-driven products or services;
- Intercepting or examining the content of messages, files, or communications in transit on a voice or data network;

**RELATED POLICY**

Refer to B.5.2 Appropriate and Responsible Use of Educational and Information Technology Policy.

**APPENDICES**

Appendix A - IT Services Request Form for VCC Employees/Contractors

Appendix B - Laptop Appropriate Use Guidelines



## IT Services Request Form for VCC Employees/Contractors

New Employee Information (PLEASE PRINT)		
Last Name	First Name	Preferred Name
Department	Job Title/Position	
Banner ID #	Telephone Local	Office Room #
Employment category: Administrator <input type="checkbox"/> Faculty <input type="checkbox"/> Support Staff <input type="checkbox"/> Contractor/Practicum <input type="checkbox"/>	Term of employment: Permanent <input type="checkbox"/> Temporary/contract* <input type="checkbox"/>	*Must provide end date: _____ / _____ / _____ dd mm yyyy
<b>* Note: Accounts will automatically expire 7 days after end date.                      Department Head must email a new contract end date to helpme@vcc.ca to avoid service interruptions.</b>		
Network and Email		
VCC Network Access <input checked="" type="checkbox"/>	Network access includes department folders, Internet, SMS Office and other college-wide	
Email <input checked="" type="checkbox"/>	Specify folder name: _____	
Shared Folders: <input type="checkbox"/>		
Applications		
Banner Finance <input type="checkbox"/>	Business Intelligence (BI) <input type="checkbox"/>	Moodle (Online Courses) <input type="checkbox"/>
Banner Student <input type="checkbox"/>	Enterprise Planning (EP) <input type="checkbox"/>	SharePoint <input type="checkbox"/>
Banner Human Resources <input type="checkbox"/>		
Telecom Services		
Telephone: Using existing phone line <input type="checkbox"/>	Voicemail: Shared voicemail box <input type="checkbox"/>	Mobility equipment: Cell phone* <input type="checkbox"/>
Need new Standard Phone <input type="checkbox"/>	for multi-user phone locals <input type="checkbox"/>	Blackberry* <input type="checkbox"/>
Need New Display Phone* <input type="checkbox"/>		
*Provide departmental budget code for personal chargeback and/or vendor billing:		
_____	Fund	Org
_____	Account	
Authorization		
<b>I certify that the information provided is complete and accurate.</b>		
Department Head Name (PLEASE PRINT):	Telephone Local:	
Department Head Signature:	Date: _____ / _____ / _____ dd mm yyyy	
**New employee/contractor must sign "Use of College Computers" agreement on the back of this form.** ***Scan and email completed form to helpme@vcc.ca and send hard copy via interoffice mail to IT@BWY.***		
For IT Department Use		
<b>Network and Email</b>	<b>Applications</b>	<b>Telecom Services</b>
VCC Help Desk #:	VCC Help Desk #:	VCC Help Desk #:
Network ID issued:		Mobility Number:



## Use of College Computers

### 1.0 Preamble

- 1.1 Vancouver Community College ("College") is responsible for ensuring that the system of the College's computers, computer programs held by College, connections of such computers to other computers and systems, other computer hardware of the College and other computer-related resources of the College (all together called the "System,") as well as the funds provided for the purposes of supporting College instruction and administration are used for the College's purposes.
- 1.2 The System and computing services from the System are to be made available to departments of the College and faculty, staff and students of the College as the College's resources permit and as the College's priorities dictate.
- 1.3 All use of the System by faculty, staff and students must be authorized and approved within the foregoing framework.
- 1.4 Email or other electronic files sent or received by College computer systems are College records and as such are subject to the provisions of the Freedom of Information and Protection of Privacy Act. If the Act is invoked, current and even deleted email/files may be accessed according to the Act.
- 1.5 The following points should be understood by any individual using VCC email:
  - Email is a business tool for business communication.
  - VCC owns the email accounts and all messages and data held within these accounts.
  - Incidental personal use of email is acceptable.
  - There is no guarantee of privacy with email.
  - Messages sent to distribution lists (listservers) may result in messages being transmitted to unintended recipients.
  - Email users should apply good judgement with respect to the appropriateness of message content. For example, users should bear in mind the rights of copyright holders and general business confidentiality and should treat communication via email as professionally as they would speak in a public meeting.
  - It is prohibited to use email for the distribution of chain letters, inappropriate humour and offensive graphics or images.

### 2.0 User responsibilities

As a condition of the College permitting the User access to all or any part of the System, the User agrees with the College, without limitation as to duration:

- 2.1 To use the System in a lawful manner and in accordance with all conditions, limitations and restrictions from time to time set by the College, to comply with all rules and regulations from time to time published in connection with use of all or any part of the system, and to comply with all conditions which accompany an approval or authorization given to the User in connection with any such use;
- 2.2 To behave in a responsible manner in connection with use of the System and with respect to the requirements of others entitled to use the System;
- 2.3 To minimize potential damage to delicate equipment by keeping areas in which any part of the System is located in a neat and orderly condition and by not eating food, drinking beverages or smoking in any of these areas;
- 2.4 To take all reasonable precautions to minimize opportunities for others to obtain access to the User's computer account information and not to permit any other person to use any computer resources allocated to the User's computer account;
- 2.5 Without the approval of the College's Chief Information Officer (the "CIO") or his/her designate, not to gain access to or alter any

system or control program or any file or directory of shared computer resources, and not to attempt to do any of the same;

- 2.6 Not to seek by any means or to use either copies of, or information regarding, any account code, password, file or directory of any other person unless explicitly authorized to do so by that person;
- 2.7 Not to copy any computer program on the System without the prior written approval of the CIO and the owner of the copyright in the program, as appropriate;
- 2.8 Not to use any time on the System or any space in the System which is allocated to a computer account unless formally and explicitly authorized to do so by a person with the authority to permit use of that account;
- 2.9 Not to alter or bypass any of the limitations or restrictions from time to time set by the College on the use of the System by the User or to attempt to do any of the same;
- 2.10 Not to change any settings of, or in any way disable any part of the System without approval of the CIO or his/her designate;
- 2.11 Not to abuse, disrupt, misuse of limit access to, all or any part of the System, or attempt to do any of the same;
- 2.12 Not to use any part of the System for any project which does not form part of the User's responsibility to or course of study at the College without the approval of the CIO which expressly acknowledges that the use is to be for a non-College purpose;
- 2.13 Not to remove any part of the System from the College's premises without the approval of the CIO or his/her designate;
- 2.14 Not to use any computer software on the System including College microcomputers, other than that provided by the College unless the User has acquired a legal right to such use; and
- 2.15 To report to the CIO or any of his/her staff all suspected incidents of unauthorized or improper use of any part of the System and all instances of any part of the System malfunctioning or failing to operate.

### 3.0 User abuse of responsibilities

- 3.1 Abuse or misuse of the System may be a violation not only of the User's responsibilities to the College, but also of the Criminal Code, Copyright Act or other legislation. The College shall have the right to take all action the College considers fit in response to any breach or suspected breach by the User of any of its responsibilities hereunder or under the law. Action by the College may include, but is not limited to:
  - reduction or withdrawal of privileges to use the System;
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  - notification of the police and other potentially damaged parties;
  - commencement of proceedings in court.
- 3.2 In connection with enquiries into any possible abuse or misuse of any part of the system or any violation of law or breach of any promise given to the College, the College reserves the right to examine all files, programs, passwords, account information, printouts, software licenses and other computing materials used by the User and to monitor the User's use of the System.
- 3.3 The User for himself and his/her heirs and legal representatives agrees to indemnify the College and save it harmless from and against any and all actions, causes of actions, claims, damages, demands, expenses, liabilities and proceedings which in any way relate to a violation by the User of any law, any right of the College or of any other person, any provision of this undertaking or any rule or regulation concerning the System which is published by the College.

**I have read and understood the information above and accept the conditions of "Use of College Computers".**

---

NAME (PLEASE PRINT)

---

USER SIGNATURE

## LAPTOP APPROPRIATE USE GUIDELINES

### Introduction

Vancouver Community College provides laptop computers to some faculty, staff members or contractors to enhance and enrich teaching, learning and research at the College, to facilitate the conduct of administrative duties and to support communication.

**You are strongly encouraged to take particular care of the laptop, as the College's insurance policy has a deductible greater than the value of the majority of the laptops in the College's inventory and funding to replace a lost or stolen machine is contingent on availability of a finite resource.**

### Frequently Asked Questions (FAQ)

#### **Q. I'm getting a laptop. What happens to my existing desktop PC?**

A. The laptop computer is intended to serve as your primary computer workstation. If you already have a desktop computer, it will be replaced by the laptop. Desktop systems returned to Information Technology (IT) will be redistributed on campus or disposed of, depending on the needs of the college and the condition of the unit.

#### **Q. I don't have a PC at home. Can I use my College laptop for my personal activities?**

A. Your laptop is intended for use for College-related business as a productivity tool, curriculum tool and for research and communication. It is not intended as a replacement for any computers you may own personally. Use of the laptop for personal purposes should be within the standards of good judgment and common sense, in compliance with the College's published policies on acceptable use and as required through the terms and conditions of applicable software license agreements.

#### **Q. Do I own the laptop?**

A. The laptop computer is provided for your use, but it remains the property of Vancouver Community College. Each unit is labeled with a unique inventory ID. The ID allows IT to manage fleet inventory, co-ordinate repairs and maintain systems. Please do not remove the property ID tag from your laptop. Laptops are supplied with a carrying case and a combination security lock. It is your responsibility to take appropriate precautions to prevent damage to or the loss or theft of your laptop computer.

#### **Q. What about warranty or service if I have a problem?**

A. The College and IT will secure, via warranty extension or other means, the services needed to repair the laptop should its operation be impaired by a component failure or normal wear and tear. Contact the VCC Help Desk to initiate a Service request.

**Q. If I'm off on PD or vacation, will IT come to my home to fix a problem?**

A. Should you have problems with your laptop, you will need to bring it to the IT offices at Broadway or Downtown for hardware repair, software installation or problem diagnosis. IT staff will not visit your home or go to off-campus locations to provide services.

**Q. What happens if the laptop gets damaged?**

A. It is your responsibility to take appropriate precautions to prevent damage to the device assigned to you by the College. Policies for appropriate use of College property may be used to determine whether liability due to negligent behavior exists.

**Q. What do I do if the laptop is stolen?**

A. If your laptop is lost or stolen you must report the disappearance to the proper authority and to the VCC Help Desk know immediately (604-443-8700). Theft or loss that occurs on campus should be reported to the Security office. For theft or loss off-campus, you should report the disappearance to the local police. The police report should include the serial number for the lost computer. You will need to provide IT with a copy of the police report within 48 hours of the discovery of the loss.

**Q. What software will be installed on the laptop?**

A. The laptop will be configured with a standard suite of programs based upon the College's software standards. It is also possible that other applications will be provided to you by the College, based upon your professional needs or the requirements of the laptop. You should keep in mind the College policies for appropriate use of software, including the requirement to demonstrate legal license to a program before it can be installed on a College-owned computer. You should not load games or entertainment software on a College-owned laptop computer.

**Q. How long do I have this laptop before it will be replaced?**

A. Laptop computers purchased by the College are currently maintained on a fit-for-purpose replacement cycle. You should therefore expect to use your laptop for at least four years. Beyond the possible addition of memory (RAM), you should not expect hardware upgrades to be available for your laptop during that period. Similarly, although IT may offer operating system and application software upgrades during that period, you may not be able to benefit from these upgrades due to hardware limitations as your laptop ages.

**Q. Can I connect the laptop to the Internet from off-campus?**

A. You should feel free to use your laptop to connect to the Internet from locations other than on campus, such as through an Internet service provider (ISP) at your home. Your laptop will be configured with network capability both wired and wireless. However, IT will neither provide Internet access to you from off campus nor configure your laptop to work with your ISP.

Although IT may offer some tips or advice about best practices for off-campus use, it will be up to you and your ISP to make remote connections work.

**Q. What happens to files I store on the laptop's hard disk?**

A. You are responsible for maintaining an appropriate backup of your laptop, especially of the work-related documents and data files you create that cannot be retrieved by reinstalling the operating system or programs. Depending upon how you intend to use the laptop, you will probably need to store some of your documents and data files on the laptop's hard disk. It would be prudent to establish a process of copying the data files you use on the laptop to your VCC network H:\ drive or a USB data stick as an added precaution against data loss.

**Q. I'd like some guidance in looking after my laptop. Can you help?**

A. The following guidelines must be followed when storing and travelling with the College laptop.

- ✓ Always use the supplied combination lock.
- ✓ Keep your office door locked even if you plan to be away for only a few minutes.
- ✓ Do not leave your laptop in a car or other location that is exposed to the weather for any length of time as the LCD screen is susceptible to damage from heat, cold and moisture (and theft).
- ✓ As with any computer, keep liquids away from the laptop and especially the keyboard.
- ✓ If you leave your laptop in your office overnight, lock it up in a cabinet or drawer or secured to your desk with the combination lock.
- ✓ When travelling, make sure your laptop is in your possession at all times.
- ✓ When travelling, make sure you are carrying the correct laptop bag and that the bag is properly labeled with your personal information and the College's information.

**ACCEPTANCE OF POSSESSION OF A VCC LAPTOP**

Your signature below indicates that you have read and agreed to the content of this appropriate use document and, specifically, to follow its guidelines, and have had your questions about appropriate laptop use answered.

You will need to sign this agreement before you will be issued a laptop.

VCC Computer ID :	
Device Model / Type :	
Device Serial Number :	
Name :	
Department :	
Job Title :	
Signature :	
Date :	

**Laptop Appropriate Usage Client Agreement v2.0**



## DECISION NOTE APPENDIX B

### POLICY

Policy No.	B.5.4
Title	<b>Electronic Mail (Employees) Policy</b>
Approving Jurisdiction	VCC Board of Governors
Policy Sponsor	Vice President Finance and CFO
Last Revised/Replaces	February 2014 / May 30, 2013
Effective Date	June 29, 2015
Signed by	Chair, Board of Governors

#### CONTEXT AND PURPOSE

The purpose of this policy is to define the appropriate and responsible use of electronic mail and messaging services provided by or accessed through Vancouver Community Colleges' (VCC; the College) network.

The objective of this policy is to outline appropriate and inappropriate use of VCC's email systems and services in order to minimize disruptions to services and activities and to comply with applicable policies and laws.

#### SCOPE AND LIMITS

This policy applies to all email systems and services owned, operated and serviced by VCC.

This policy applies to all employees who use VCC approved applications, equipment or systems.

This policy applies to all employees who have been provided an official college email account to conduct business by VCC.

#### STATEMENT OF POLICY PRINCIPLES

1. Email is the official medium of communication at VCC. Some official communications will be sent only via email. It is therefore incumbent on the employees to monitor their VCC email account regularly.
2. All employees will receive an email account. Email accounts will be granted to third party non-employees on a case by case basis. Non employees include but are not limited to: contractors, vendors or specialized service providers. All applications for these temporary accounts must be submitted to VCC-IT. All terms and conditions, and



- restrictions governing email must be in a written and signed agreement and be in accordance with VCC's email policy.
3. All official communication between temporary or permanent staff or between faculty and students shall be through VCC's email system.
  4. Acceptable Use - Email is to be used primarily for business purposes. Any personal use must not interfere with normal business activities, must not involve chain letters or solicitations, must not be associated with any for-profit business activities that are not VCC related, and must not potentially embarrass VCC or damage VCC's , brand, reputation or image. Appropriate and responsible use of email requires compliance with the guidelines laid out in the Appropriate and responsible Use of Educational and Information Technology Policy (B.5.2)
  5. Content - Email users are expected to use email in a professional manner. Email may not contain coarse or abusive language, images or sounds that are harassing, intimidating, defamatory, discriminatory or threatening. The college puts filters in place at the email gateway to prevent inappropriate email from being delivered to employee inboxes by senders external to VCC's network.
  6. Privacy Rights - VCC's email system and all messages sent or received are the property of VCC. VCC reserves the right to access and/or disclose all messages sent or received using VCC's email system.
  7. Any materials in contravention of this policy which are stored on College systems and/or networks will be removed in a timely manner.
  8. Account activation/termination is controlled by VCC's Information Technology department.
  9. Email account access to accounts is through individual accounts and passwords. Email users must not use a mailbox assigned to another individual to send or receive messages.
  10. Security - Email messages sent over the internet can potentially be viewed or accessed by unauthorized or unintended recipients. It is therefore incumbent upon the sender to use good judgement prior to sending sensitive or confidential information via email (e.g. college financial information).
  11. Retention - Email users at VCC are responsible to manage and maintain their assigned email account, saving and deleting messages as needed. VCC-email data will be retained in compliance with BC provincial requirements for retention and in accordance with FOIPP guidelines.
  12. In addition; employees will use email accounts according to the guidelines listed in the Procedures.

## **DEFINITIONS**

None.

## **RELATED POLICIES & LEGISLATION**

- College Policy A.3.1, Human Rights Policy
- College Policy B.5.1, Sharing & Stewardship of Information Policy
- College Policy B.5.2, Appropriate and Responsible Use of Educational and Information Technology Policy; Plain Language version of policy is attached as Appendix to B.5.2.
- Collective Agreements
- Copyright and Trademarks Act
- Criminal Code of Canada
- Freedom of Information and Protection of Privacy (FOIPP)

## **RELATED PROCEDURES**

Refer to B.5.4 Electronic Mail (Employees) Procedures



## PROCEDURES

Policy No.	B.5.4
Title	<b>Electronic Mail (Employees) Procedures</b>
Approving Jurisdiction	VCC Board of Governors
Policy Sponsor	Vice President Finance and CFO
Last Revised/Replaces	February 2014 / May 30, 2013
Effective Date	June 29, 2015
Signed by	Chair, Board of Governors

## GUIDELINES

VCC owns the email accounts and all messages and data held within these accounts.

- There is no guarantee of privacy with email. (**Note:** Normally an employee's email will not be read, without the knowledge of the individual concerned.)
- Email is a business tool for business communication. Care should be taken in drafting an email as for any other official communication.
- Employees should consider the appropriateness of forwarding email messages. If in doubt, seek approval from the sender of the original message.
- Personal use of email is acceptable, if it does not interfere with work.
- Email users should apply good judgement with respect to the appropriateness of message content. For example, bear in mind the rights of copyright holders and general business confidentiality.
- Email is not to be used for the distribution of chain letters, inappropriate humour and offensive graphics or images.

## PROCEDURES

1. If you receive email from another employee which you believe is inappropriate, it is recommended that you first discuss your concern with the sender.
2. If this does not result in a satisfactory conclusion, report the matter to the Chief Information Officer (CIO), Director of Information Technology (or designate).
3. The C I O o r Director of Information Technology, (or designate) will initiate and conduct enquiries as quickly as possible, and in consultation with the Vice President, Administration and CFO, will determine the appropriate action.

4. The CIO or Director of Information Technology, (or designate) may authorize an immediate suspension of access privileges pending the outcome of an enquiry.
5. Inappropriate email from the outside can be blocked by email filters. Requests for such blocking should be made via the VCC IT department.
6. Non-compliance with this policy and related College policies/legislation may result in:
  - A temporary or permanent suspension of system and/or network access privileges.
  - Discipline as defined by the policies, laws, acts codes or agreements that have been violated.
  - Further investigations as needed by VCC's IT or Security teams

**RELATED POLICY**

Refer to B.5.4 Electronic Mail (Employees) Policy



## DECISION NOTE

<b>PREPARED FOR:</b>	Board of Governors Public Meeting
<b>DATE:</b>	December 16, 2015
<b>ISSUE:</b>	Approval of Affiliation Agreement between VCC and School District No. 74 Gold Trail to deliver Early Childhood Care and Education (ECCE) Certificate Program

The School District No. 74 Gold Trail (SD74) and Vancouver Community College (VCC) are partnering to deliver a full-time Early Childhood Care and Education (ECCE) Certificate Program for members of the local communities – including secondary school students (dual credits) and adult students. The boundaries of Gold Trail include five municipalities and 19 indigenous communities. The SD74 Superintendent and VCC Vice President, Strategic Partnership and Business Development have agreed in principle to the terms set out in the Affiliation Agreement, pending on formal approval by the VCC Education Council and Board of Governors.

### Program Highlights:

- The full-time Early Childhood Care and Education (ECCE) program will run from September 6, 2016 to June 29, 2017 (program length of 9 months) in Gold Trail. A cohort of minimum 11 and maximum 20 students is the target. Majority of the students are expected to be aboriginal.
- Instructors will be hired locally and the SD will provide the training facility and related program and student support.
- The Program Fee of \$140,000 (including tuition, course materials and other fees) will be paid by the SD74 to VCC prior to August 1, 2016 (sources of funding include SD's own funding, student tuition contribution, and third-party sponsorship).

### BACKGROUND:

In May 2015, the ECCE Program Coordinator was approached by the training advisor from School District No. 74 in Gold Trail, who was looking for a postsecondary institution to run an ECCE Certificate Program within the region. The program would instruct both adults and senior high school students who would receive dual credits. The school district had two objectives in this project:

1. To qualify members of the local communities (50% Aboriginal) to work in Make Children First (provincially-funded family support program) and two licensed child care settings in the area. These facilities were built to address the child care needs and to support families in the area; there was a high need of professional staff to work in these settings.
2. To help the local youth get vocational training and find jobs.

In June 2015, the SD74 decided to choose VCC as the partnering post-secondary institution to implement a 9-month, full-time ECCE Certificate program at one of the school facilities in Gold Trail. The VCC Centre for Continuing Studies, which regularly delivered the ECCE Certificate, took the lead in this project. In August 2015, a Memorandum of Understanding (MOU) was signed between VCC and SD74 to lay out the Purpose, Principles, and Roles and Responsibilities of the partnership.

In September and October 2015, program costing was completed by VCC's Finance Department and an Affiliation Agreement was developed based on the details of program operation, entrance and completion requirements, and fee payment. The SD74 accepted the proposed terms of the agreement (including the program fee).

<b>Revenue</b>	
Tuition fees (contract amount)	\$ 140,000
Other fees	\$ -
<b>Total Revenue</b>	<b>\$ 140,000</b>
<b>Direct Program Expenditures</b>	
<b>Labour</b>	
Instructors (incl. benefits)	\$ 36,869
Department admin staff (incl. benefits)	\$ 23,286
<b>Total Labour Costs</b>	<b>\$ 60,155</b>
<b>Non-Labour</b>	
Department supplies and general expenses	\$ 1,890
<b>Total Non-Labour Costs</b>	<b>\$ 1,890</b>
<b>Total Direct Program Expenditures</b>	<b>\$ 62,045</b>
<b>Indirect Program Expenditures</b>	
CS admin & support staff	\$ 29,396
CS supplies and general expenses	\$ 13,122
Institutional support	\$ 20,913
<b>Total Indirect Expenditures</b>	<b>\$ 63,431</b>
<b>Total Direct and Indirect Cost</b>	<b>\$ 125,477</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$ 14,523</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>10 %</b>

## DISCUSSION:

The "The Gold Trail ECCE Project" is a new and exciting opportunity for VCC and Continuing Studies:

1. The Gold Trail ECCE Project may become a model for CS outreach program implementation. (The ECCE department has already received a second proposal from the same training advisor for the delivery of the ECCE certificate program in another school district.)
2. The expansion of the ECCE program beyond the Lower Mainland provides new channels of revenue generation for VCC and Continuing Studies.
3. By providing outreach training, VCC helps increase the number of qualified, professional ECCE staff in rural communities in BC and therefore plays an important role in supporting families in various communities and acts as an advocate for quality child care.

**RECOMMENDATION:**

Education Council reviewed this affiliation agreement at its November 10, 2015 meeting. The Program Coordinator confirmed that there are no changes required to the existing curriculum, and that there will be a plan for providing accommodations and appropriate support to students in their community. Education Council approved and recommends that the Board approve this agreement.

**MOTION:**

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the Affiliation Agreement between School District No. 74 Gold Trail and Vancouver Community College.

**ATTACHMENTS:** Affiliation Agreement between School District No. 74 Gold Trail and VCC  
Memo of Understanding between SD No. 74 and VCC (signed August 2015)

**PREPARED BY:** Michael Yue, Interim Dean, Continuing Studies & Contract Training  
Katarina Jovanovic, ECCE Program Coordinator  
Todd Rowlatt, Chair, Education Council

**DATE:** December 7, 2015



## **AFFILIATION AGREEMENT**

### **BETWEEN:**

**The Board of Education School District No. 74 Gold Trail  
400 Hollis Road  
PO Bag 250  
Ashcroft, BC  
V0K1A0**

**(Herein referred to as SD74)**

### **AND:**

**Vancouver Community College  
Early Childhood Education  
250 W. Pender  
Vancouver B.C. V6B 1S9**

**(Herein referred to as VCC)**

### **1. INTRODUCTION AND PURPOSE:**

The Board of Education School District No. 74 Gold Trail (SD74), and Vancouver Community College (VCC) have agreed to work together on dual credit program development and delivery. A Memorandum of Understanding (MOU) was established and signed with the aim to provide smooth transitions from secondary to post-secondary education by working in partnership to develop and deliver dual credit educational experiences.

This Affiliation Agreement outlines the details of offering both adult applicants and secondary school students the opportunity to enter and participate in the Early Childhood Care and Education Certificate (ECCE) Program delivered by VCC at the SD74 facility in Gold Trail. VCC will reserve minimum five seats for high school students qualified to study the ECCE Certificate Program as a dual credit. The remainder of the spots will be filled by adults in the community. SD74 and VCC will collaboratively support the program promotion and the application process.

The program will run from September 6<sup>th</sup>, 2016 to June 29<sup>th</sup>, 2017.



## **2. APPROVAL OF THIS AGREEMENT:**

This agreement must be approved by the Education Council and Vice President at VCC **and** the SD74 Superintendent.

## **3. PROGRAM FEE AND PAYMENT**

The Program Fee of \$140,000 (including tuition, course materials and other fees) will be paid by SD74 to VCC prior to August 1<sup>st</sup>, 2016 as per the fee schedule of the ECCE Certificate Program. It is our understanding that the participating students will pay a “student fee” (collected by the SD74), and the rest of the program fee will be covered by the SD74 and other funding sources secured by the SD74.

## **4. OPERATIONAL CONDITIONS:**

The ECCE Certificate Program delivered by VCC at Gold Trail is a 9-month, full-time program which prepares graduates to work in licensed child care centres in BC with children three to five years of age. The program offers students the knowledge and skills to provide high quality service for young children and their families.

Minimum five spots in this program will be designated for the dual credit high school students. The remainder of the spots will be filled by adults in the community. The application documentation will be submitted to SD74 and passed to the ECCE Program Coordinator at VCC in Vancouver. If the minimum number of students is not met, VCC reserves the right to cancel the program.

The students will have to fulfil all of the Admission Requirements for the program:

- Proof of GED or equivalent, or qualification for dual credit.  
For qualification for dual credit, students will take English 12 and all other courses required for graduation by the end of grade 11
- Proof of B.C. Grade 12 English proficiency with a minimum ‘C’ or equivalent
- 19 years or older, or qualification for dual credit
- Canadian citizen or Permanent Resident
- Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest x-ray is required
- Physician’s Report (proof that individual is physically healthy, with stamina and emotional maturity to meet the demands of working with young children)
- Minimum two written letters of reference indicating suitability for the program
- Minimum of 40 hours volunteer/work experience in licensed daycare or preschool with written proof of hours on organization letterhead
- Criminal Record Check through the Ministry of Justice in accordance with the Criminal Records Review Act
- Successful interview with program staff based on criteria

The applications for the dual credit students and adult students from the community will be received from November 1<sup>st</sup>, 2015 to May 30<sup>th</sup>, 2016.

The ECCE Program Coordinator will evaluate the applications and select the candidates for interviews. The selected candidates will be interviewed by the ECCE Program Coordinator at the SD74 facility in

person or via Skype. The applicants who successfully pass the interview will receive the acceptance letter from VCC and SD74 which will include the registration and tuition information.

Students will have an orientation session before the start of the program. This session will be done by the VCC ECCE Certificate Program instructor or Program Coordinator and the SD74 representative.

The classes will run Monday – Friday, 9:00 am to 3:00 pm. The program will follow the SD74 schedule with two breaks: Christmas break and Spring break. The students will spend 570 hours doing class work, 150 hours of observation in the field and 280 hours of practicum work. There will be 3 block practicums.

Student academic records will be the property of VCC. SD74 will provide a signed “Consent for Release of Information” form (attached to the Affiliation Agreement) for each student signed by the student and/or their parent/guardian (for those students who are in dual credit programming). Upon receipt of this form, SD74 will have all rights to student information while the students are participating in this program.

The VCC ECCE Certificate Program belongs to VCC and cannot be copied, reproduced, or used by SD74 for any purpose other than for the delivering of the program to registered ECCE Certificate program students.

#### **5. COURSE, CREDENTIAL AND CREDIT REQUIREMENTS:**

Upon successful completion of the ECCE Certificate Program, students will receive a VCC Early Childhood Care and Education Certificate and an official transcript specifying all grades achieved.

Graduates will be invited to participate in a convocation ceremony along with their classmates. VCC and SD74 will agree upon the place and organization of the convocation ceremony.

Graduates will become VCC Alumni.

#### **6. QUALITY ASSURANCE AND EVALUATION:**

The VCC ECCE Certificate Program is approved by the Ministry of Children and Family Development and no changes can be made in the delivery of the curriculum.

All policies and procedures of VCC will be adhered to in the delivery of this program. Students must achieve the standard expected of all students as described in the Program Content Guide and in Course Outlines. Requirements for progression from one term to the next are outlined in the student information package handed out in the first week of class.

Any inappropriate student conduct or unsatisfactory progress by students will be addressed by SD74 first and then passed to the VCC ECCE Program Coordinator. SD74 will inform VCC if the student has a disability and requires additional support. Documentation will be forwarded to the VCC Disabilities Counsellor.

To be eligible to work as early childhood educators in licensed care setting in BC, applicants must be registered with the Early Childhood Education Registry. The VCC ECCE Certificate Program is reviewed and evaluated by the ECE Registry. Graduates will receive an official transcript upon successful

completion of the VCC ECCE Certificate Program, indicating that they have graduated from an approved training program.

## **7. ACADEMIC SCHEDULE:**

VCC students selected to enter the ECCE Certificate Program must apply to the program and be eligible for registration at least 3 months prior to the program start date of August 31<sup>st</sup>, 2015. The program will follow the SD74 Calendar:

First Class	September 6, 2016
Winter Vacation	December 19 – January 02
Spring Vacation	March 13 – March 24
Last Class	June 19, 2017

## **8. AGREEMENT TIME FRAMES:**

This agreement will commence November 1<sup>st</sup>, 2015, and will end December 15<sup>th</sup>, 2017 (including the time for the students to finish with practicum training, the processing of transcripts and certificates and the graduation) unless terminated early in accordance with Section 8. The parties shall review this Agreement from time to time and revise if necessary by mutual agreement. The parties may agree, in writing, to renew this Agreement for further periods of one or more years.

The students whose status is incomplete in one or more courses after December 15<sup>th</sup>, 2017 will complete the outstanding courses at VCC Downtown Campus through the ECCE Certificate regular part time program with the ECCE Program Coordinator's approval.

In the event of this agreement needing to terminate before the program completion date, students in process will be provided the opportunity to complete the academic year unless they have behavioural issues or are deemed to be unsafe in practicum settings.

## **9. CONFLICT RESOLUTION:**

All efforts will be made to ensure a smooth entry and program delivery for students. If conflicts arise, both parties will work toward positive resolution with mutual respect for each other. If the parties are unable to come to resolution at the senior administration level, the parties will agree to a mutual mediator or arbitrator to assist in resolving the conflict. Students will continue in the program during such mediation/arbitration as per Section 7 above.

## **10. INSURANCE:**

VCC and SD74 acknowledge that they each shall be responsible for maintaining comprehensive general liability insurance, inclusive of educator's liability coverage for the purposes of this Agreement and both VCC and SD74 shall provide evidence of coverage each to the other upon the request of the other party. Both VCC and SD74 shall be at liberty from time to time to request that either party provide such additional coverage upon such terms and in such amounts as may appear necessary or prudent at such time whereupon both parties will provide same.

**11. INDEMNIFICATION:**

SD74 agrees to indemnify and save harmless VCC, its Board of Governors, employees, agents or contractors from any and all damages for bodily injury (including death), personal injury and/or property damage to which VCC, its Board of Governors, employees, agents and contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of SD74, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of VCC, its Board of Governors, employees, agents, contractors or students.

VCC agrees to indemnify and save harmless SD74, its Board of Governors, employees, agents, contractors or students from any and all damages for bodily injury (including death), personal injury, and/or property damage to which SD74, its Board of Governors, employees, agents, contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of VCC, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of SD74, its Board of Governors, employees, agents, contractors or students.

**12. CONTACT INFORMATION:**

Operational contacts are as follows:

**For School District:**

Greg Howard  
Transition Advisor (SD 74)  
1-250-318-7485  
[goward@sd74.bc.ca](mailto:goward@sd74.bc.ca)

**For Vancouver Community College:**

Katarina Jovanovic  
Program Coordinator, Early Childhood Care and  
Education  
604 871-7000 Ext. 8660  
[kjovanovic@vcc.ca](mailto:kjovanovic@vcc.ca)

**13. SIGNATURES AND APPROVAL**

**School District**

\_\_\_\_\_  
Teresa Downs  
Superintendent  
Gold Trail School District #74

\_\_\_\_\_  
Date

**Vancouver Community College**

\_\_\_\_\_  
Irene Young  
Vice President, Strategic Partnership and Business Development  
Vancouver Community College

\_\_\_\_\_  
Date



**MEMORANDUM OF UNDERSTANDING  
BETWEEN VANCOUVER COMMUNITY COLLEGE  
AND GOLD TRAIL SCHOOL DISTRICT (SCHOOL DISTRICT # 74)**

**PURPOSE**

Vancouver Community College (VCC) and the Gold Trail School District # 74 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

**PRINCIPLES**

The partners agree to the following principles:

1. Programming:
  - Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
  - Dual credit offerings will be promoted at secondary school gatherings and events;
  - Barriers that prevent students from participating in dual credit programming will be reduced;
  - Affiliation Agreements will be developed for specific programs outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.
2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.
3. Students participating in dual credit programming will be able to continue directly after secondary school graduation to subsequent levels of education at VCC.

**ROLES AND RESPONSIBILITIES**

***Vancouver Community College (VCC)***

The role of Vancouver Community College is to provide access to dual credit programming. The Early Childhood Care and Education (ECCE) Certificate Program is currently under consideration. Further programs may be considered at a later time.

The specific responsibilities of Vancouver Community College are

1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;
2. To provide eligible secondary school students with access to post-secondary credits;

3. To review students who are selected by the School District to ensure the selected students meet VCC's admissions requirements and are suitable candidates for the programs;
4. To arrange for students to take the appropriate entrance examinations as required by the program;
5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;
6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

#### **School District # 74 (School District)**

The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are

1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;
2. To screen applicants for suitability to pursue the program and ensure the students meet the VCC entrance requirements and pre-requisites for entry into the program. VCC makes the final decision as to whether or not students are suitable and qualify for the program;
3. To forward to VCC the names and contact information of suitable students, together with the "Consent for Release of Information" form (attached) signed by each student and their parent/guardian;
4. To provide information to VCC if the student has a disability that requires additional support. Documentation should be forwarded to the VCC Disabilities Counsellor at least four months prior to commencement of the program;
5. To pay VCC for student tuition fees;
6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;
7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from the District who are enrolled in the program;
8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

#### **Miscellaneous**

1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at [www.vcc.ca](http://www.vcc.ca)
2. Parents are to be advised to contact the School District for information of student progress and any other matter.
3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.
4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.

**TERM OF AGREEMENT**

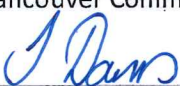
VCC and Gold Trail School District # 74 agree to operate within the agreement for a term of three years effective September 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September intake.

In the event of dissolution of the agreement, all students currently enrolled at VCC will have the opportunity to complete the program.

**SIGNED AND DATED:**

  
\_\_\_\_\_  
Irene Young  
Vice President Strategic Partnerships and Business Development  
Vancouver Community College

August 17, 2015  
Date

  
\_\_\_\_\_  
Teresa Downs  
Superintendent  
Gold Trail School District # 74

Aug 26/15  
Date

**CONSENT FOR THE RELEASE OF INFORMATION**

Name of Student: \_\_\_\_\_

I agree, by signing this form, to allow my instructor(s) and the Department Head of [enter program name] at Vancouver Community College to discuss and/or release information about my progress and participation in the [enter program name] to the following individual and/or agency.

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
School/Agency

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Legal Guardian

\_\_\_\_\_  
Signature of Legal Guardian

\_\_\_\_\_  
Date

This form must be signed by a legal guardian if the student is under 19 years of age.

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.





**MEMORANDUM OF UNDERSTANDING  
BETWEEN VANCOUVER COMMUNITY COLLEGE  
AND GOLD TRAIL SCHOOL DISTRICT (SCHOOL DISTRICT # 74)**

**PURPOSE**

Vancouver Community College (VCC) and the Gold Trail School District # 74 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

**PRINCIPLES**

The partners agree to the following principles:

1. Programming:
  - Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
  - Dual credit offerings will be promoted at secondary school gatherings and events;
  - Barriers that prevent students from participating in dual credit programming will be reduced;
  - Affiliation Agreements will be developed for specific programs outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.
2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.
3. Students participating in dual credit programming will be able to continue directly after secondary school graduation to subsequent levels of education at VCC.

**ROLES AND RESPONSIBILITIES**

***Vancouver Community College (VCC)***

The role of Vancouver Community College is to provide access to dual credit programming. The Early Childhood Care and Education (ECCE) Certificate Program is currently under consideration. Further programs may be considered at a later time.

The specific responsibilities of Vancouver Community College are

1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;
2. To provide eligible secondary school students with access to post-secondary credits;

3. To review students who are selected by the School District to ensure the selected students meet VCC's admissions requirements and are suitable candidates for the programs;
4. To arrange for students to take the appropriate entrance examinations as required by the program;
5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;
6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

#### **School District # 74 (School District)**

The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are

1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;
2. To screen applicants for suitability to pursue the program and ensure the students meet the VCC entrance requirements and pre-requisites for entry into the program. VCC makes the final decision as to whether or not students are suitable and qualify for the program;
3. To forward to VCC the names and contact information of suitable students, together with the "Consent for Release of Information" form (attached) signed by each student and their parent/guardian;
4. To provide information to VCC if the student has a disability that requires additional support. Documentation should be forwarded to the VCC Disabilities Counsellor at least four months prior to commencement of the program;
5. To pay VCC for student tuition fees;
6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;
7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from the District who are enrolled in the program;
8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

#### **Miscellaneous**

1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at [www.vcc.ca](http://www.vcc.ca)
2. Parents are to be advised to contact the School District for information of student progress and any other matter.
3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.
4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.

**TERM OF AGREEMENT**


VCC and Gold Trail School District # 74 agree to operate within the agreement for a term of three years effective September 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September intake.

In the event of dissolution of the agreement, all students currently enrolled at VCC will have the opportunity to complete the program.

**SIGNED AND DATED:**

  
\_\_\_\_\_  
Irene Young  
Vice President Strategic Partnerships and Business Development  
Vancouver Community College

August 17, 2015  
Date

  
\_\_\_\_\_  
Teresa Downs  
Superintendent  
Gold Trail School District # 74

Aug 26/15  
Date

**CONSENT FOR THE RELEASE OF INFORMATION**

Name of Student: \_\_\_\_\_

I agree, by signing this form, to allow my instructor(s) and the Department Head of [enter program name] at Vancouver Community College to discuss and/or release information about my progress and participation in the [enter program name] to the following individual and/or agency.

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Name of Contact

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School/Agency

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Name of Contact

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Legal Guardian

\_\_\_\_\_  
Signature of Legal Guardian

\_\_\_\_\_  
Date

This form must be signed by a legal guardian if the student is under 19 years of age.

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.



## DECISION NOTE

**PREPARED FOR:** Board of Governors Public Meeting

**DATE:** December 16, 2015

**ISSUE:** Cancellation of the Aboriginal Culinary Arts Program

### BACKGROUND:

The Aboriginal Culinary Arts Certificate program was suspended in September 2012 due to low enrolment. At that time, Sal Ferreras, Vice President Education, planned to do a comprehensive review of the curriculum to secure more stable enrolment. The program had run successfully a few times, and was the only program of its type in BC.

Since 2012, the program has remained suspended.

### DISCUSSION:

Dennis Innes, Dean of Trades, is proposing the cancellation of the program. For the last several years, the Culinary Arts department has been focused on the establishment of an international student focused program, and in a large renewal of their major programs. As a result, a comprehensive review of Aboriginal Culinary Arts hasn't happened.

The Culinary Arts program is considering incorporating some of the curriculum into the renewed curriculum they are currently developing, as well as offering an elective in aboriginal culinary techniques. In addition, VCC Aboriginal Services is in discussion with several First Nations groups about offering culinary and baking training in their communities.

Education Council reviewed this proposal at its December 8, 2015 meeting. Members expressed a strong interest that the Culinary Arts program includes Aboriginal techniques and perspective in their curriculum going forward. Given that the approach of the department has shifted to a more integrated model for their programs and that the program has not run for three years, Education Council recommends that the Board approve cancellation of the Aboriginal Culinary Arts program.

### RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the cancellation of the Aboriginal Culinary Arts Certificate Program.

**PREPARED BY:** Todd Rowlatt  
Chair, Education Council

**DATE:** 9 December 2015



## DECISION NOTE

**PREPARED FOR:** Board of Governors Public Meeting

**DATE:** December 16, 2015

**ISSUE:** Three New Program Proposals: Pre-Health Sciences, Fashion Arts Diploma, and Renal Dialysis Technician Citation

### BACKGROUND:

The new **Pre-Health Sciences** program is designed for students to explore health science subjects and programs at VCC and other institutions. The goal of the program is to prepare individuals for success in a chosen career program and to help them identify what career path is most suited to them. Similar programs have existed in Ontario since 2004-5, and those programs have a high demand. This would be the first program in BC. It is planned as an eight month long, full-time program.

The **Fashion Arts Diploma** is a re-development of an existing program VCC has offered for the past 30 years. A Formal Renewal was completed in September 2013, with 43 recommendations for the program. In the last two years, 30 of the recommendations have been acted upon, with an additional 11 recommendations embedded in this current re-development. The Program has gone through extensive consultations with its Program Advisory Committee and other stakeholders. The re-development will update program structure, learning outcomes, and delivery methods to better equip graduates for a rapidly changing industry, and provide a part-time option (unavailable elsewhere in BC). The final proposal will likely include a significant increase in the tuition, as well as establish transfer and articulation agreements with Kwantlen to provide a pathway for students into a Fashion degree program. It is planned as a 2 year full-time program, or 4 years part-time.

The **Renal Dialysis Technician Citation** is a re-development of another existing program VCC has offered consistently since 1999. It prepares students to perform the skills, competencies, and duties of renal technicians, teaching both theory and application. The program runs in partnership with Vancouver Coastal, Fraser, and Providence Health Authorities, and the clinical practicums take place at hospitals and community dialysis clinics in those health regions. There is strong evidence of labour market demand, and there is a current waitlist of 85 students. It is a short, intensive full-time program, though the final length has not been decided. This is the only program in BC. The current program offers a Certificate as the credential, but the new version is anticipated to be a Citation due to the number of credits the program will have.

All three programs have an anticipated start date of September 2016.





## Proposal for New Program

**Name of Proposed Program:** Pre-Health Sciences

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

### A. Concept

Department Leader: TBA

Faculty: TBA

Dean: Debbie Sargent/David Wells

Proposal Date: September 2016

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

NA

### Purpose and 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:

The Pre-Health Science program will provide students with the opportunity to explore and study subjects related to Health Science programs at Vancouver Community College and other institutions. Students will gain an appreciation of professional roles and responsibilities in the health care system, and will gain the knowledge, skills and abilities necessary to help them be successful in a health science career path that is most suited to them. The goal of the program is to prepare individuals for success in their chosen health science career program.

Graduates of this program will have the knowledge, skills and attitudes to:

1. Confidently choose a Health Sciences career path appropriate to their interests;
2. Use computers and other technological tools to perform related tasks;
3. Discuss and apply a variety of Math, Biology, and Chemistry concepts as they relate to health care;
4. Interact with others in groups and teams in ways that contribute to effective working relationships and support Interprofessional collaboration;
5. Communicate clearly and concisely in the written and spoken form in relation to health studies;
6. Utilize basic skills that are essential for success in health sciences programs;
7. Demonstrate insight and awareness through knowledge gained from an elective course.

Graduates, upon meeting other program admission requirements, will be prepared to enter many different health sciences programs including, Nursing and Nursing related programs, Allied Health and Dental programs, Emergency response programs such as Paramedic, Technology programs such as Medical Radiography, and many other professional





## Proposal for New Program

programs such as Occupational Therapy, Physical Therapy, Speech Language Pathology, Audiology, Pharmacy, Medicine etc.

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

The Pre-Health Sciences program is a preparatory program that will help to prepare students to enter and be successful in the health sciences program that is most suited to them. The program should draw large numbers of students and generate extra Full Time Equivalents (FTEs) for VCC and, as such, will contribute to the financial stability of the college. It will be a high quality program taught by faculty who are specialists in their field of study. This program will help to improve the retention rates in various health sciences programs by having more students in these programs that really know and understand what they are enrolling into. This will help with financial stability of the college as well.

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

This preparatory program will support student access and success in Health Sciences programs. It will provide a new pathway for students who are unsure of what program to enroll in.

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

This program fits very well with other Health programs at VCC. It will give students exposure to the requirements, knowledge, skills and attitudes required to enter health programs at VCC or elsewhere.

### Program Need

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

This program is intended to provide students with the relevant science, Math and English skills that will help them to make choices about health careers they may wish to pursue. It is not intended to substitute for health program pre-requisites although some credits may be transferrable and students may choose an elective that will give them credit in their health program of choice.

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

Pre-Health Sciences programs have existed in Ontario since 2004-5. These programs have continued to draw greater numbers of students each year. There have been waitlists for programs in some Ontario colleges and more sections have been added to keep up with the demand. It is expected that once the greater Vancouver community knows about this program, the demand will be strong. The numbers of programs in Ontario have continued to grow and there are currently 19 Colleges in Ontario that offer Pre-Health Sciences programs.

7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

Since this will be a pathway to health sciences career programs, it is difficult to express the labour market demand in this way. There is not a community demand for graduates, however, once the program becomes established, graduates may be sought after for entry into Health Sciences programs at other institutions. A discussion with the Dean of Health Sciences at BCIT confirms this belief. Graduation from the VCC Pre-Health Sciences program may be an alternative to some other admission requirements at BCIT, and/or other institutions, in the future. Since this type of program is new to Vancouver, it may take some time for high school counsellors to understand the benefits and opportunities that such a program creates.



## Proposal for New Program

8. Anticipated start date of program (refer to Appendix XX):

September 2016

### Competitive Analysis

9. 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?

There are no Pre-Health Sciences programs in the lower mainland. The only other Pre-Health Sciences program in BC is at Thompson Rivers University (TRU). Their 8 month certificate program is more intense than the one proposed at VCC. The TRU program is comparable to VCC's University Transfer entry requirements for BScN and Dental Hygiene programs. It includes higher level sciences and math and includes research fundamentals and Statistics. It appears to be designed for those who already know what career path they wish to proceed in.

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

New resources will be required to support this program since it is a new program at VCC. Some Curriculum Development funding for new course development will be required. No capital resources will be required although there could be opportunity to have large section sizes for some courses if there were a greater number of larger classrooms at VCC

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 will be a cohort program.

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

This program will be 8 month long, will be offered full time and will be face-to-face and blended delivery. The maximum allowable time for completion will be 3 years.

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

The capacity will be 32 in each section. Once larger classrooms are created at VCC, the capacity could increase to 36-42 students. It is anticipated that there could be an intake each September and January pending demand.

### Admission and Delivery

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.

The program admission requirements will be as follows:

- Grade 12 graduation, or equivalent
- English 12 with a B grade or higher, or equivalent and English Language Proficiency: <http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>
- Human Biology 12 with a C+ grade or higher, or VCC BIOL 0983 & 0993, or equivalent
- Chemistry 11 with a C+ grade or higher, or equivalent



## Proposal for New Program

- Pre-calculus 11 with a C+ grade or higher or Foundations of Math 11 with a C+, or equivalent. If a C+ was not achieved in Pre-calculus 11, applicants must write the VCC Basic Arithmetic Assessment and score 80% or higher

15. 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 structure of this program will be full time, offered in the daytime, and will be face to face although some courses will have blended and/or on-line activities. Sustainability of a part time program will be examined once the full time program is established.

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

Students will enter into Semester 1 of the program and move through as a cohort into Semester 2. If a student is unsuccessful with a course in Semester 1, progression will depend on whether or not the course is a pre-requisite for courses in Semester 2. Students may be able to "insert" into any courses they have been unsuccessful with, pending the Department Head's approval.

### Student Profile

17. 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?

Most students entering this program will be high school graduates. Reaching out to inform high school counsellors about this new program will be critical. Sending fly sheets to the high schools will also help to draw interest. There will also be a number of students who have attempted other college or university programs and/or students who have worked in other fields who wish to discover new Health Sciences program options for themselves. Other applicants may be those on waitlists for health sciences programs. Informing those on the waitlists of this opportunity will be essential. There will likely be a number of students who have completed VCC upgrading courses and are not yet ready to move into a career program. They are likely candidates for this program as well. The student population will include all ages, all genders, and all cultures. Students must meet minimum academic requirements to get accepted to the program and those who do not meet requirements will be referred to VCC Advising. Information sessions will be conducted and there will be fliers available about the program at Info nights. Health Sciences Department Heads and faculty will be versed at discussing the Pre-Health program when questions are asked.

Characteristics that applicants should have include the following:

- A caring attitude
- Good command of English comprehension, verbal and writing skills essential.
- Ability to work in a team/group environment
- Excellent interpersonal skills



## Proposal for New Program

18. 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 underprepared will be referred to the VCC Learning Centre, to Counselling, to Disability Services and/or to Advising to determine how their needs can best be met. Since it is expected that students have met minimum academic entrance requirements, they will not likely be under-prepared.

19. 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 will be welcome in the program. Faculty and administration will respond to perceived inequities if they arise.

### Quality

20. 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.

21. Describe how the proposed program incorporates work experience, practicum, clinical practice, etc. (if applicable):

This program will not have any work experience, practicums or clinical experiences.

22. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

The program has one elective course whereby students can choose a course that could be transferable into other health sciences programs upon graduation. Graduates, meeting a certain academic standard, will be given priority for entry into certain VCC health sciences programs, pending the completion of program pre-requisites.

23. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

This program will definitely allow students to continue with further study. Graduates will likely apply to VCC and/or other health sciences programs. Seats into several VCC Health Sciences will be held for graduates of this program who meet certain academic standards.

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per *Policy ##* ?

The program does not include any prior learning assessment and recognition at this time as most courses are unique to the program. PLAR may be considered at a later time if there is a need and demand.



## Proposal for New Program

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

The Area Hiring Criteria for all courses in this program will be established. Content experts have developed the proposed courses in this program and will likely meet the area hiring criteria and be eligible to teach in the program. It is expected that all expertise required for this program is “in-house”. External hiring is unlikely.

### Consultation Overview

26. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback (refer to Appendix XX):

Over the past year, there have been numerous meetings about this program with the following people:

- Stephen Salem, Associate Registrar (Discussed concept of the program and holding seats for students in certain programs)
- Garth Manning, CID (reviewed program description, program outcomes and other documentation and provided advise)
- Dean of CID, Karen Belfer (Karen assisted with the development of the CD proposal and also travelled to Ontario to visit several colleges offering Pre-Health programs)
- Health Sciences Department Heads (several meetings discussing the key outcomes required for students)
- College Foundations, College Career Access and Arts and Sciences faculty (helped in the development of the Anatomy, Chemistry, English, Communications and Math courses)
- The Dean of Access, David Wells (working in partnership)
- Director of Aboriginal Services, Kory Wilson (very supportive of moving this program forward – good linkage for Aboriginal students wanting to access health sciences programs)
- Institutional Research (IR), Brian Beacham (further consultation required to determine FTE calculations)
- Vice President Academic, John Woudsia and Judith McGillivray
- Library faculty, Bill Nikolai and Todd Rowlatt (to discuss the course the library is developing and determine the fit)

Further consultations are necessary with the Assessment Centre, Learning Centre, Reg Office, IR, Dean of Access, Faculty in Access and Health Sciences, and the Library

27. With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.

- Have had two meetings/conversations with Bill Dow, previous Dean of Health Sciences at BCIT (now VP Academic) about the possibility of graduates of the Pre-Health Sciences program being considered for entry into certain health sciences programs at BCIT. Bill will consider this once the program is underway.
- Met with VP and Chairs from JIBC together with Judith McGillivray and David Wells to discuss potential partnership opportunities and discussed the Pre-Health Sciences program as a pathway into health programs at JIBC. We also discussed the possibility of one or two JIBC courses being available to students as an elective. They will consider this.
- Met with Vancouver and Burnaby School Boards about dual credit opportunities and discussed the future possibility of dual credit with both school boards, VSB was more interested than Burnaby
- Discussed the Pre-Health program at several of the Health Sciences Program Advisory Committees and there was tremendous support for offering such a program.



## Proposal for New Program

### B. Business Case

#### Institutional Resources

1. What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).

All required teaching expertise can be found "in-house". Since many courses are already being delivered at VCC, no additional library resources should be required. There will be no capital requirements for equipment. No specialized space will be required however an increase in the number of larger classrooms may facilitate larger sections and could have a financial benefit

2. Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)

As above

#### Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)

*Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.*

#### Non-Recurring Costs

What will be the costs? Please provide accurate estimates.

##### Academic non-recurring estimated start-up costs (e.g., equipment costs/other)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development	1					
Curriculum development	10					
Faculty recruitment	nil					
Staff – PD / enrichment	N/A					
<b>Sub-total</b>						

##### Capital Costs (Equipment, Renovations)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
<b>No Capital requirements</b>	<b>Nil</b>					
<b>Sub-total</b>	<b>0</b>					



## Proposal for New Program

### Totals

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring						
Capital Costs						
<b>Totals</b>						

### Ongoing Costs

#### Operating Costs

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty	TBD					
Required service courses*	A&S					
Administrative Support	Yes					
Advisor						
Specialized IET						
Specialized IT Support	N/A					
Library	1					
Lab operating costs - Salary	N/A					
Lab operating costs – Non-Salary	N/A					
Ongoing research costs	N/A					
Other						
<b>Grand Totals</b>						

Summarize costs identified in Appendix XX Consultations, not including Library costs

\*Explain required service courses

### Revenue

Item	No. of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
Tuition	TBD					



## Proposal for New Program

Indicate the specific source(s) of funding for development, both internal and external.

CD proposals will be submitted

Indicate the specific source(s) of funding for delivery, both internal and external.

Tuition plus base grant

---

A handwritten signature in black ink, appearing to read "D. August".

November 10 2015

---

Signature of Dean submitting concept document

Date





## APPENDIX B

### Name of Proposed Program: Fashion Arts Diploma

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

### **A. Concept**

Department Leaders: Andrea Korens & Sarah Murray

Faculty: \_\_\_\_\_

Dean: Michael Yue

Proposal Date: September 29<sup>th</sup>, 2015

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

N/A

### **Introduction**

Fashion Arts Programming has a 30-year history at VCC. We have a strong foundation to build on; however, this program area is in need of curricular updates and financial planning, and a rethinking of program design. The beginnings of this program proposal lie in the Fashion Arts Diploma Formal Renewal Report, prepared by the Formal Program Renewal Committee in September 2013. In 2 years, of 43 recommendations in this report, we are proud to have fully resolved 30. An additional 11 essential recommendations will be resolved with program renewal. Creating a supportive and industry-represented PAC and engaging with them, in combination with a recent stakeholder survey, further informed this proposal.

Historically, Fashion Arts programming at VCC has been intensive, inflexible, and heavily content based. We plan to update program structure, learning outcomes, and delivery methods to better equip our graduates for a rapidly changing industry. By focusing on information literacy, research skills, and problem-solving skills, and using simulations and practicums to continually learn in context, we are confident that our students will be more successful, while working smarter, not harder. Further, by using online and blended delivery methods where possible, and by including work study and independent study elements, we can create more flexibility for our students.



## Purpose and 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:

The new Fashion Arts Diploma Program will provide graduates with big-picture understanding of the fashion industry and the core skills required to enter the job market in entry level positions. Areas of study include Illustration, Design, and Product Development; Pattern Drafting and Sewn Garment Construction; Fashion Business and Production/Operations; and Sales and Marketing. Students will learn essential computer programs throughout, including Illustrator, Photoshop, and Gerber CAD software. Meanwhile, various essential 'soft' skills will be reinforced, including communication, leadership, strong work ethic, attention to detail, cooperation and collaboration, resourcefulness and independence, and creative problem solving.

Students will graduate with the ability to pursue entrepreneurship, or a career in small or large sized companies, and they will be familiar with both local and offshore production cycles. They will be equipped with the core knowledge and research skills required to adapt to a variety of needs and situations.

Integrated practicums will allow students to graduate with real-life experience and a solid foundation for their professional network.

New graduates will be qualified to work as Design Assistant, Pattern Assistant, Production Assistant, Quality Assurance Associate, Sample Sewer, and Entrepreneur, among others.

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

This proposal is directly in line with VCC's Reconfigured Education Plan 2013-2016, in terms of both overarching commitments:

- I. An innovative college for higher and further education, offering a wide range of quality, relevant career, applied and academic programming:

The new Fashion Arts Diploma program will address most of the suggested goals. New programming will be directly informed by industry demand; will include practicum and self-study aspects; will provide PLAR in accordance with the Prior Learning Assessment and Transfer Credit Policy; will implement blended and online courses, and will include real-life simulations; will be re-costed for a more sustainable program area; will include learning objectives concerning environmental sustainability, labour practices, and community in the fashion industry; will pursue continuous improvement through annual program reviews, formative and summative evaluations, and using available resources for instructional



development; and will continue to engage with Counselling, Disability Services, and Aboriginal Education and Community Engagement.

II. A learning-centred college, engaging our learners and providing multiple, flexible pathways to advancement:

The new Fashion Arts Diploma program aims to have a more flexible delivery, with both full-time and part-time options, self-study, and practicum placement. It will address longstanding workload issues to help promote health, balance, and well-being for our students. Further, we are continually building on our multi-faceted recruitment and retention plan, including college, industry, community, and high school engagement; implementing recruitment measures into non-credit course offerings (program education, etc); community building initiatives for both students and staff; and proactive strategies for student success.

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

While we have been working toward VCC's Vision, Core Values, and Key Success Drivers, renewal will give us the opportunity to more fully bring our program area in line with VCC's intended direction.

In our Fashion Arts program area, we truly believe in changing lives through learning opportunities. We strive to inspire and empower, and we plan to focus more directly on these objectives, with an added element of good citizenship. Better flexibility in programming will improve access for a more diverse learning audience. We look forward to modeling the innovation we want to see in our students, in our instructional design.

When considering VCC's Key Success Drivers, in the past year, we have focused particularly on building Operational Excellence (through systems implementation, communication, and collaboration), and Reputational Management (through industry and alumni engagement, and dedication to resolving recommendations in the Fashion Arts Diploma Formal Renewal Report (FADFRR)). Renewal will allow us the ability to fully address Education Quality and Financial Sustainability, while continuing to progress in all aspects.

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

The current Fashion Arts Diploma works with Hair, Make-up, Fashion Merchandising, and Culinary departments on the graduate fashion show, and there is some collaboration between Fashion Arts and Fashion Merchandising areas in creating full-cycle industry simulations.

We would like to strengthen these collaborations, and work them specifically into program design. Our student profile includes a strong entrepreneurial representation, and it is essential for all Fashion Arts graduates to be business-minded; we would like to create an opportunity to work with business program areas.



One of the FADFRR recommendations was to develop a relationship with the Digital Graphic Design program area; we would like to explore this possibility.

We will work with other college departments where applicable to help students achieve application requirements.

### Program Need

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

This program will be the only public post-secondary institution offering a 2-year program in Vancouver, the other being Kwantlen Polytechnic University. Our admission requirements will be more accessible than KPU's as it does not call for the university's liberal arts electives requirements. While having a strong industry focus, our students will have more opportunities to study fashion 'arts', like fabric surface design and couture sewing.

We will also be the only program in the Lower Mainland, and of all relevant Canadian Fashion Arts programs, with part-time options. (See attached competition analysis documents.)

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

VCC's Fashion Arts programming has been going strong for 30 years, and we are not changing our target audience. Since retiring the part-time Certificate program last year, we've heard a strong demand for part-time options. We look forward to being able to offer our new diploma program part-time, rather than running two competing programs.

7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

Vancouver has a robust fashion and apparel industry, and is the home of some of the major manufacturers/big brands in Canada (ArcTeryx, Plum, Plenty, Lululemon, MEC, Sugoi, Herschel, Kit & Ace, and Aritzia, to name a few). *Highsnobiety*, a high-profile fashion and lifestyle site, recently named Vancouver one of the top fifteen fashion cities in the world.<sup>1</sup> Vancouver also has a strong emerging designer scene, evident in the burgeoning growth of local boutique areas on Main St. and in Gastown.

BC has the third-largest job market in the Canadian fashion industry. New growth and a retiring workforce in the apparel market have resulted in a talent shortage, as reported by our PAC members (including Vice President BC at Canadian Manufacturers and Exporters). Canadian Manufacturers and Exporters project a 50% increase in the Apparel Industry labour market sector over the next 5 years.

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<sup>1</sup> <http://www.highsnobiety.com/2015/08/24/fashion-capital-list/>



Further, the British Columbia 2022 Labour Market Outlook projects a steadily increasing labour market over the next 7 years, especially concentrated in the lower mainland.

Our past graduates have worked in every corner of the fashion world, locally and internationally, in companies ranging from Cirque du Soleil to WalMart, Lululemon to Burberry, and Nike to Mountain Equipment Co-op.

8. Anticipated start date of program (refer to Appendix XX):

September 2016.

### **Competitive Analysis**

9. 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?

Fashion Design programs are offered at four private institutions in the Lower Mainland, and two public institutions, including VCC. In general, private offerings include shorter programs, with a significantly higher tuition cost, and lack in industry-specific training (all lack a practicum option, and most do not use industrial machinery). Kwantlen Polytechnic University offers a 4 year degree program, which is highly geared toward industry, but leaves behind some of the fashion 'arts' (for example, couture sewing). In general, class sizes are approximately maximum 20 students. VCC will be the only program with a part time option.

See attached Appendix A - Competitive Analysis document.

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

Fashion Arts programming has been offered at VCC for 30 years, sustainably. Our biggest setback is a need to update program design, curriculum design, and delivery methods, while re-costing the program. This program proposal will address all of these needs. We already possess the vast majority of required resources.

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?

Although we have not yet completed the program design, we anticipate that the program will include both full-time and part-time cohort options.

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



While we have not yet completed the program design process, we anticipate 2 years full-time, and up to 4 years part-time, with a maximum allowable completion time of 5 years.

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

We would expect to enroll approximately 17 full-time and additional 17 part-time students per year.

### **Admission and Delivery**

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores.

Admission requirements will be similar to past Fashion Arts Diploma requirements but with added computer literacy requirements. On consultation with Rachel Warick, Assessment Centre Supervisor, some adjustments will need to be made for consistency. Past admission requirements are as follows:

Admission is a competitive selection process based on consideration of the following:

1. A portfolio including at least three of each of the following:
  - o Original artwork (can be non-fashion pieces such as paintings, drawings, or other artistic media)
  - o Fashion illustrations
  - o Design sketches and garments sewn by the applicant
2. Grade 12 or acceptable equivalent. May be waived for mature student applicants.
3. At least two of the following:
  - o Employer recommendation indicating current status or potential in this field, OR employer character reference indicating work ethic and/or strengths.
  - o Letter of support or recommendation from a public or private post-secondary instructor or administrator indicating abilities related to this field of study, OR character reference indicating work and/or strengths.
4. One-page letter of introduction describing goals as a student of the program.
5. English 12 with a 'C+' or equivalent demonstrated English Proficiency.

15. 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 will include full-time and part-time evening options, as well as online and blended delivery methods where possible.

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

While we have not completed program design, we plan to allow for an early exit point for a Certificate.



## Student Profile

17. 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?

Based on past student demographic information from Institutional Research, and departmental knowledge of student background, target students are in early to late 20's, mostly female, with high school and often with some other post-secondary education, low to middle income level, with demonstrated interest in the fashion industry.

Some students will be recent high-school graduates, but many of our students are young adults who have taken a few years to work or travel. Further, we often see students, especially international students or 1<sup>st</sup>/2<sup>nd</sup>-generation Canadians, who have already completed a post-secondary degree/diploma: usually, they first did the schooling their parents wanted them to do, and now are following their passion.

We have strong relations with high school Home Economics teachers which we will maintain (one PAC member is Nina Ho, from Eric Hamber's fashion program at Vancouver School Board). We will continue to strengthen industry presence through our PAC members, guest speaker series, alumni engagement, and community involvement (for example, our graduate fashion show at Vancouver Fashion Week, our booth at the most recent Mini-Maker Faire, and participation in Fashion events and competitions).

Our non-credit courses prepare students for our credited programs, and we will work to develop and strengthen these offerings and ensure there is an element of program education/recruitment in those rooms.

By formalizing an articulation agreement with KPU, we hope to see students who want to transfer into their Degree program but who don't meet the intensive application requirements. We also plan to create credit transfer guidelines for certain high school programs that have intensive fashion arts options.

Currently most of our students find us through online searches and often choose us based on program length and tuition cost; we must continue to ensure good internet search presence and competitive tuition pricing.

18. 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...?



Spring/Summer non-credit offerings will be available for students with sub-standard sewing skills, but who have otherwise met the application requirements. Such students will be offered acceptance, under condition that they successfully complete said courses. Similarly, students who do not meet the English Proficiency or computer literacy requirements will be directed to appropriate course offerings at VCC.

19. 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?

This program area tends to see a majority of female students, which is representative of the industry. Current program offerings focus on women's apparel; with more men's apparel options, we hope to encourage more male students.

This program will be more accessible than private school competition for students with lesser financial resources or who require disability services support, etc. This program will be student loan eligible (full-time) and will also have more flexible part-time options.

Typical students come from a wide variety of ethnic backgrounds, including International students. As with all CS programs, two seats are reserved for Aboriginal students and this will continue in the renewed program. Historically the Aboriginal students in the program have been supported by Aboriginal Student Services throughout the studies at VCC. This support is highly valued and we look forward to continuing that relationship. We plan to consult with Aboriginal Services, International, and Counselling and Disability Services to get advice on reducing barriers. Further, our plans for a less intensive program, with part-time options, will be more welcoming to students with a variety of backgrounds, needs, and responsibilities.

## Quality

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

Historically, an over-intensive workload and lack of program flexibility have been our biggest barriers to retention. By adjusting program design, we will address the workload issues: in the past, our program areas have focused on trying to cram in every possible detail, instead of emphasizing problem solving, research skills, and self-directed learning. Through continually contextualized learning, students will understand relevance and will learn skills in application throughout. Morale will improve with clear purpose and a bit more time for a healthy work/life balance.

Part-time programming, online courses, self-directed learning, and elective courses will create the flexibility that so many potential students need.





We are exploring options to allow seasoned industry professionals to enroll in some of the 2<sup>nd</sup> year courses, both to compensate for attrition and to foster good industry relations. We are currently piloting one such option with a course cluster, which teach in-demand CAD and illustration software.

21. Describe how the proposed program incorporates work experience, practicum, clinical practice, etc. (if applicable):

Industry practicums will be a required component, both in first and second year (currently, they are optional).

22. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

We are working with Kwantlen Polytechnic University to establish a transfer credit agreement into their Degree program. We also hope to work with Ryerson University. For students transferring in to our program, PLAR will be available in accordance with the Prior Learning Assessment and Transfer Credit Policy.

23. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

Students will have the opportunity to ladder into KPU's Degree program.

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per *Policy D.3.5*?

Yes, PLAR will be available to students in accordance with the Prior Learning Assessment and Transfer Credit Policy.

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

Current Continuing Studies instructors are qualified to deliver the content: they have been delivering a Fashion Arts Diploma for decades. Most of our instructors have been teaching in our program area for at least 5 years – and two have been with us for over 25 years. Most of the changes in programming reflect curriculum design and program design, rather than content. Where new content is introduced, and where an existing qualified instructor is not available, we will hire as needed (note program will continue to be offered through Continuing Studies).

While not all Fashion Arts teachers have had extensive instructional training, we continually support the improvement of instructional quality. We will encourage our instructors to take advantage of the upcoming series of instructional workshops presented by the Centre for Instructional Development



(CID). When hiring new instructors, we will look for demonstrated industry expertise in combination with instructional training and experience, where possible.

## Consultation Overview

26. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback (refer to Appendix XX:
- I. Tene Barber, former Dean of Continuing Studies: May 2014 – March 2015  
Tene's guidance resulted in conception of general structure of program, strategic planning (transfer credit agreements, strategic PAC formation, reputation management, creative resource management), and support in implementing many of the FADFRR recommendations.
  - II. Erin Lenz, Operations Manager for CS, and Stefan Valchev, Manager Financial Projects in Finance: March 25, 2015 and July 6, 2015.  
Current Fashion Arts Diploma program underwent preliminary financial analysis and re-costing, to prepare for fiscal realities of new programming.
  - III. Irene Young, then Vice President of Administration and CFO, Jerry Guspie, Director of Facilities, and Steve Horn, Facilities Manager: June 2015 – ongoing  
Several meetings and conversations took place, going over Fashion Arts space challenges and opportunities; production lab move proposal did not go forward, but new designated classroom space and design lab on the 9th floor, and production lab maintenance have addressed most of the space concerns.
  - IV. Elle Ting, Instructional Associate, Centre for Instructional Development: October 14<sup>th</sup>, 2015, and ongoing  
Consultation on program and curriculum design process and timeline; Elle also provided feedback on this document, competition analysis document, and the industry survey (mainly formatting, grammatical, etc). Design sessions will be facilitated by Instructional Associates from the CID.
  - V. Sherry Pidperyhora, Financial Aid Supervisor: October 13th, 2015  
Contacted Sherry requesting a meeting to confirm program requirements from a Financial Aid perspective. (no response as of now)
  - VI. Craig McGuigan, Director Student Services: October 21st, 2015  
Agreement that Fashion Arts program area had not placed undue demands on Student Services, and required service level is unlikely to change.
  - VII. Raymond Kaan, Associate Registrar Records: October 28th, 2015  
Course outlines and PCG to be submitted to Raymond/Registrar's Office for feedback before submitting to curriculum committee.
  - VIII. Rachel Warick, Assessment Supervisor: October 26th, 2015  
Rachel pointed out some discrepancies in historical entrance requirements in English scores. We agreed that additional consultation would occur in the future, to ensure consistency.



- IX. Linda Duarte, Department Head of Counselling and Disability Services: October 27th, 2015  
Reached out informing of planned renewal; Linda suggested being in touch with Craig McGuigan if we required support from counselling or disability services a great deal.
- X. Surinder Aulakh, Director of Safety and Security: October 25th, 2015  
Reached out informing of planned renewal; informed that there will be little or no immediate change to chemicals used or machinery requiring training, but requested feedback to ensure that all existing items had followed protocol (no response as of now)
- XI. Yang Wang, Health and Safety Coordinator: October 26th, 2015  
Yang offered to assist with any required staff safety training.
- XII. Kory Wilson, Director of Aboriginal Services: October 25th, 2015  
Reached out informing of planned renewal; requested feedback on how to better serve our indigenous learners (no response as of now)
- XIII. Todd Rowlatt, Department Head of Library Public Services: October 26th, 2015  
Todd reminded us to be in touch if any new subject areas are added to curriculum, so that Elena Kuzmina (our library liason) can arrange for library support.
- XIV. Claire Sauve, Senior Program Coordinator: April 2015 - ongoing  
Having recently brought the MDRT program through renewal, Claire has provided guidance throughout on process, timelines, budget and strategy, as well as assistance in finding information and problem solving. Claire has also provided support on developing this paper, especially in the business case.
- XV. Michael Yue, Interim Dean of Continuing Studies: March 2015 - ongoing  
Michael has provided support since joining Continuing Studies, in strategy, resource management, and communications.
- XVI. Cathy Snyder Lowe, Manager, International Student Admissions & Services and Angela Liang, International Marketing Recruitment Manager: October 16th, 2015  
Confirmed program requirements from International's standpoint (full time, 2 years, at least 60 credits; practicum must be less than 50% of program). Cathy and Angela stressed a need to keep tuition competitive: the program is already hard to sell as students don't have a lot of parental support in pursuing fashion. Highlighting job placement, or laddering into a degree program would help attract international students.
- XVII. Karen Wilson, Director of Marketing and Communications, and Danielle Libonati, Marketing Communications Officer: October 26th, 2015  
Initial stages of marketing plan for new program launch, including mailing lists, a new postcard, a press release, and featuring new space and new programming innovations.

Further consultations will take place over the next several months as the Renewal progresses.

- 27. With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.



- I. Andhra Goundrey, Program Coordinator, KPU Fashion Programming, February 2015, October 2015  
Kwantlen Polytechnic University is interested in working out an articulation agreement.
- II. PAC members, April 2015 – ongoing  
Vancouver’s fashion industry is in a time of transition; on the one hand, we are gaining a reputation as an important city in the global apparel industry, but there is a manufacturing shortage which affects cost of labour. Graduates must be flexible and adaptable. Best ‘soft skill’ qualities in a new hire include attention to detail, good time management, taking initiative and demonstrating ownership, innovation, not being afraid to fail, and having a thick skin. Gaps in graduate knowledge include costing, fabric knowledge, patternmaking skills, business, and real-world knowledge. Graduates must have proficiency in relevant computer software (Excel, Illustrator, Photoshop, CAD). There are many ways to enter the fashion industry, and an education is not essential, but typically, the more education you have, the faster you progress from an assistant role.
- III. Industry Stakeholder survey  
A Stakeholder Survey was conducted in September 2015, which has informed this proposal and will continue to inform the program design. The survey provided up-to-date demographic information regarding the Fashion and Apparel industry, program satisfaction information from both VCC grads and grads from other institutions, and market information regarding acceptable tuition, preference of program length and format,. The survey also included extensive competency rating, which will inform the design process, in particular in creating Program and Course Learning Outcomes.
- IV. Industry one-on-one interviews: August - October, 2015  
One-on-one interviews were conducted with stakeholders from *Lululemon, Plenty, Karma, Gentle Fawn, Roxanne Nikki, and JAC by Jacqueline Conoir*. Recurring comments from the interviews included the following: current grads lack skills in developing tech packs, garment specifications, and garment costing; current graduates have insufficient knowledge of knitwear in construction and terminology; the program should have more emphasis on business, patternmaking and garment construction, brand awareness, and practicums; students must understand fabrics: how they drape, wash, behave, etc.; students must know Illustrator, Photoshop, Excel and Gerber; and the program should include more emphasis on flat-drawing skills in illustrator, for style, proportion, and accuracy.
- V. BC Apparel Working Group – Led by Canadian Manufacturers & Exporters BC: October 27, 2015  
50% growth projected in apparel industry over the next 5 years. Agreement amongst survey respondents that many key fashion industry positions are difficult to fill. CME in partnership with BC Government and large-sized apparel companies are engaged in development of BC Global Centre for Premium and Performance Apparel Design.



## **B. Business Case**

### **Institutional Resources**

1. What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).

Because we have been offering a Fashion Arts Diploma program, we already possess the resources required. In the past few years, we have acquired new equipment and resources essential to remain competitive in our field (i.e., new CAD software & hardware, weaving loom, lab assistant). It would be ideal to add one or two more sewing stations to our lab, as these limit our maximum class size, and machines in need of repair can disrupt the classes (though it should be noted that our current maximum class size of 20 is on par with competing programs).

We already have a strong relationship with our library liaison, Elena Kuzmina, and have many established resources through the library, including print and online materials and subscriptions.

We will require a light facelift in 161-161G production labs (some painting, heavier cleaning). We will have some ongoing need for new machines, mostly as replacements, as well as specialty machinery as necessary to stay current.

2. Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)

The Fashion Arts program area would continue to occupy production labs 161-161G full time for sewing, pattern drafting, and fabric surface design classes. This space already holds sewing machines, drafting tables, specialty machinery, laundry, and storage. We will continue to use computer labs 830 and 819 part time, as needed.

We are scheduled for December 2015 to move to the 9<sup>th</sup> floor for designated classroom space, design lab, and instructor office (full-time).

### **Costs and Revenue** (to be prepared by Dean/Associate Dean in consultation with developer)

*Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.*

### **Non-Recurring Costs**



What will be the costs? Please provide accurate estimates.

The financial analysis is currently being conducted by the Department of Finance.

**Academic non-recurring estimated start-up costs (e.g., equipment costs/other)**

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development (needs analysis, program design)						
Curriculum development (curriculum development and blueprinting)						
Faculty recruitment						
Staff – PD / enrichment						
<b>Sub-total</b>						

**Capital Costs (Equipment, Renovations)**

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Library items						
Lab equipment						
Lab facelift						
<b>Sub-total</b>						

**Totals**

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
------	--------------	------	------	------	------	-------

Academic Non-Recurring						
Capital Costs						
<b>Totals</b>						

**Ongoing Costs**

**Operating Costs**

Item	No. of	Yr 1	Yr 2	Yr 3	Yr 4	Total
------	--------	------	------	------	------	-------

Curriculum Development and Approval  
Pilot Project November 2014 to June 2015



	items					
CS Instructors						
Department admin staff (incl. benefits)						
CS Admin & Support Staff						
Department supplies and general expenses						
CS Supplies and general expenses						
Institutional Support*						
<b>Grand Totals</b>						

### Revenue

Item	No. of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
Tuition**	39					

**Indicate the specific source(s) of funding for development, both internal and external.**

The funding for development will come from the CS Admin Budget.

**Indicate the specific source(s) of funding for delivery, both internal and external.**

Funding for delivery will come from tuition revenue. The program will be costed such that it will cover all direct and indirect costs.



A handwritten signature in black ink, appearing to be "L. C. P.", written over a horizontal line.

November 3, 2015

Signature of Dean submitting concept document

Date



## **Appendix A - VCC Fashion Arts Diploma Program: Competition Analysis**

### 1. Competitive Landscape

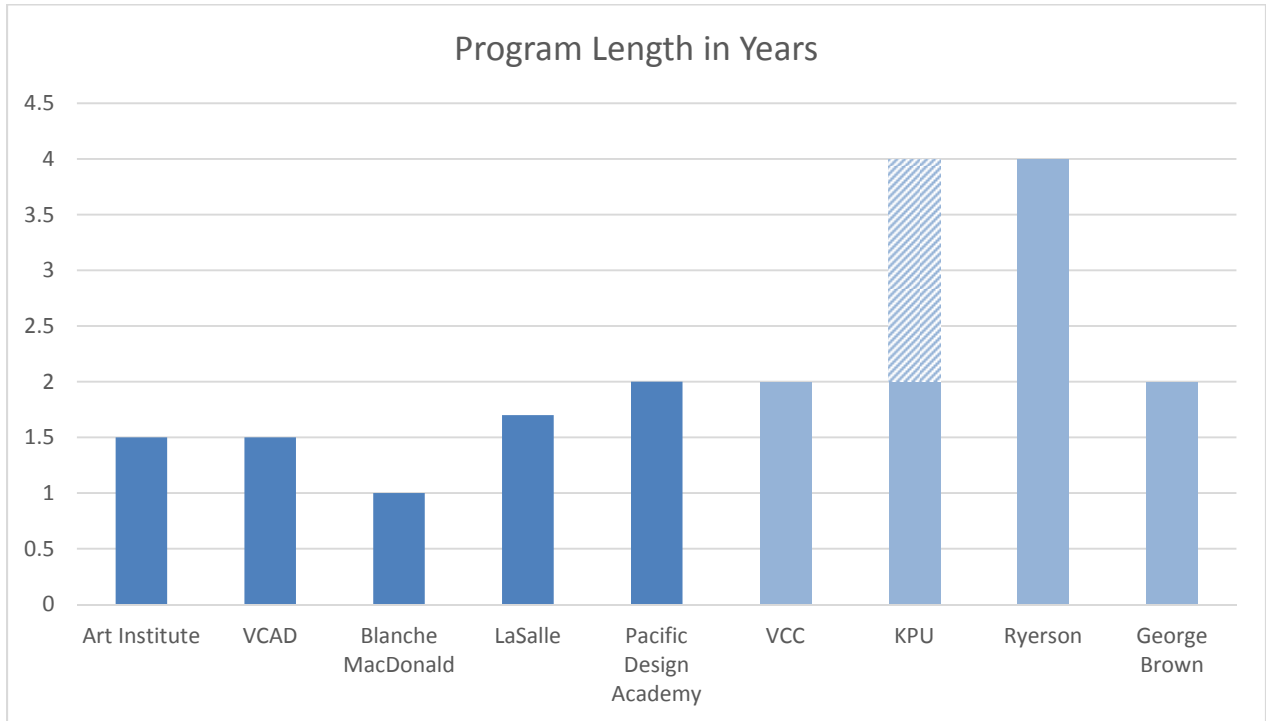
In completing this Competitive Analysis, one major source of information is the Fashion Arts Diploma Formal Program Renewal Report (and associated appendices), completed in 2013 by the Formal Program Renewal Committee. Further research was added to represent a full list of competitors, as well as information on program logistics like tuition fees and program length (often cited as most important factors in choosing a fashion design program).

Locally, the only competing public program is Kwantlen Polytechnic University's diploma/degree program; however, there are several private schools in Vancouver that offer diploma programs. Nationwide, Ryerson and George Brown Universities have been included for their prestigious fashion programming.

VCC is the only Fashion Arts program within a Continuing Studies context, identified as a challenge in the FADFPRR, in perceived image.

### 2. Program Logistics

- All competing programs are full-time, offered in the day. There are virtually no part-time for-credit options available.
- All programs are eligible for student loans. KPU and Ryerson both offer degree programs, which include various liberal and professionally-related electives.
- VCC, KPU and Ryerson all include practicums (VCC's are optional, while KPU & Ryerson require work experience), while George Brown and all of the private institutions do not appear to offer practicums.
- All competing programs include some kind of fashion show or fashion event
- Most programs have a maximum class size of about 20
- Competing programs range from diploma to degree, from 1-4 years in length, and from \$4,250 - \$28,000 tuition per year (see figs. 1-3)

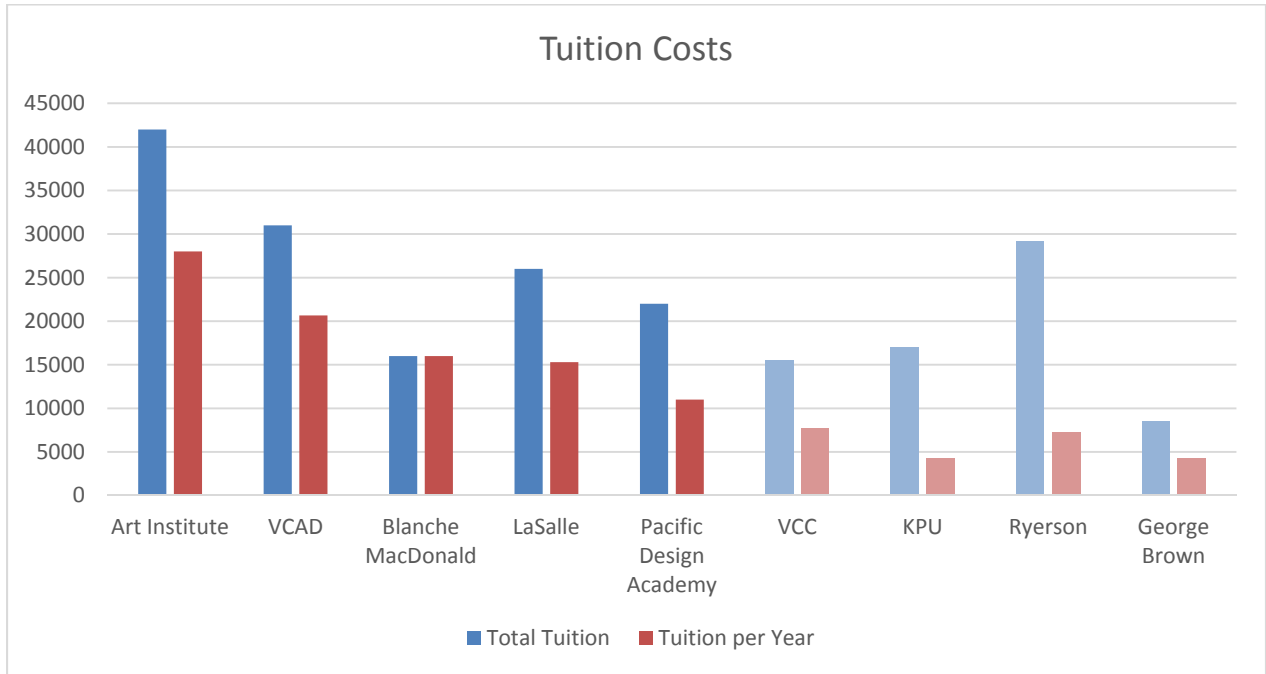


**Fig 1: Program Length**

\* Kwantlen has 2 exit points: a 2 year diploma or a 4 year degree

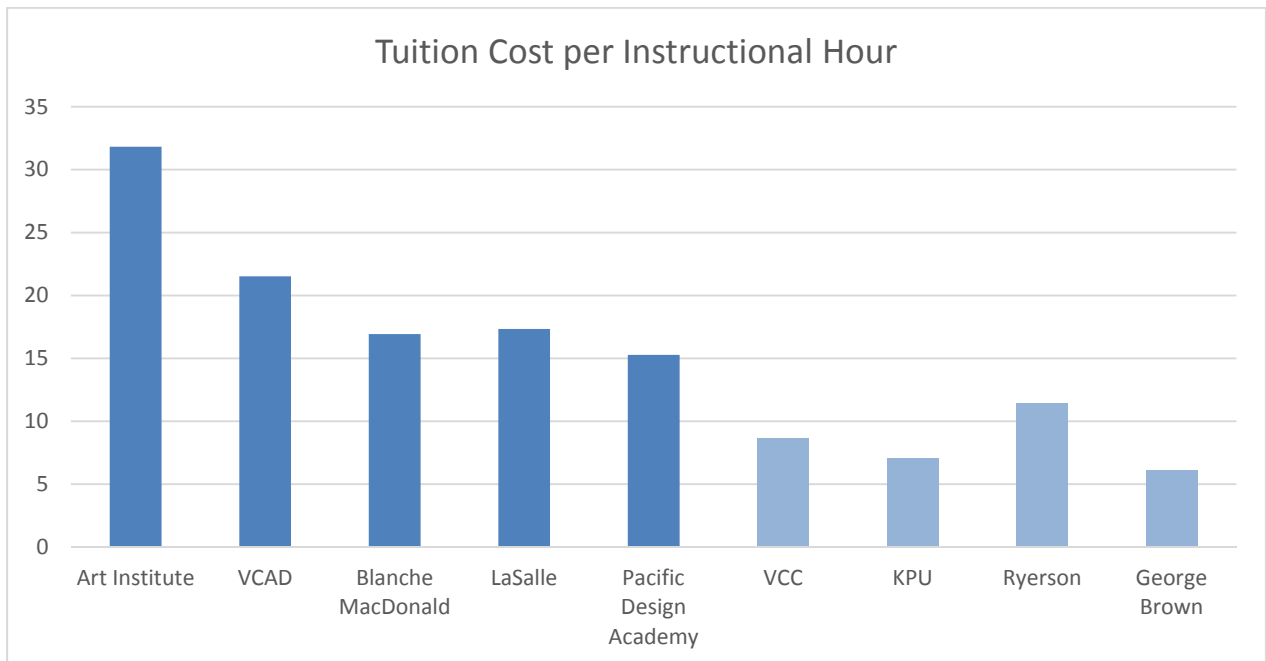
\*\* George Brown and Ryerson are both in Eastern Canada; all others are in Vancouver

Private Institution  
 Public Institution



**Fig 2: Tuition Costs (Whole Program)**

\*\* George Brown and Ryerson are both in Eastern Canada, PDA is in Victoria; all others are in Vancouver



**Fig 2: Tuition Costs (Per Instructional Hour)**

\*\* George Brown and Ryerson are both in Eastern Canada, PDA is in Victoria; all others are in Vancouver



### 3. Articulation Agreements

VCC's current Fashion Arts Diploma does not have any transfer credit agreements in place; however, students have received some credit at KPU and Parsons (in New York) on a case-by-case basis.

George Brown (diploma) has one articulation agreement with OCAD's Material Arts & Design Degree program, and KPU will accept diploma transfers into upper levels of their degree program, with some additional courses. Private institutions in general do not list specific articulation agreements.

KPU has expressed interest in developing a formal articulation agreement with VCC.

### 4. Admissions Requirements

Admissions requirements are similar amongst public fashion programs, including English requirements and a portfolio submission, though KPU's are especially rigorous. Perhaps due to declining instruction in secondary schools (as reported by PAC member Nina Ho), many institutions do not require sewn garments (including most private institutions and Ryerson).

### 5. Program Objectives

Information was not available for many of the private institutions. In general, all programs include the following subject areas: sewing and garment construction; pattern drafting (manual); illustration and design. Programs vary in their inclusion of: computer illustration, design, and pattern drafting; fashion marketing; business; production; textile surface design and development; fashion journalism. In general, public institutions model course design around industry practices, and professionalism and 'soft skills' necessary to the industry are emphasized throughout (again, little information was available for private institutions).

#### NOTES:

The University of the Fraser Valley has discontinued its diploma program (2015).

## Fashion Department

## Fashion Design Certificate

Org Code: 6022

## INITIAL FINANCIAL CASE

Scenario	Tuition fee with 10% Net contribution \$27,420	Tuition fee with 15% Net contribution \$29,160	Tuition fee with 20% Net contribution \$31,116	Breakeven tuition fee \$24,464	Current tuition fee \$14,692
<b>Revenue</b>					
Tuition fees	\$ 466,147	\$ 495,715	\$ 528,978	\$ 415,882	\$ 249,764
Miscellaneous revenue from Fashion Show	\$ 36,500	\$ 36,500	\$ 36,500	\$ 36,500	\$ 36,500
<b>Total Revenue</b>	<b>\$ 502,647</b>	<b>\$ 532,215</b>	<b>\$ 565,478</b>	<b>\$ 452,382</b>	<b>\$ 286,264</b>
<b>Direct Program Expenditures</b>					
<b>Labour</b>					
Instructors (incl. benefits) - Design	\$ 102,470	\$ 102,470	\$ 102,470	\$ 102,470	\$ 102,470
Instructors (incl. benefits) - Show	\$ 13,417	\$ 13,417	\$ 13,417	\$ 13,417	\$ 13,417
Department admin staff (incl. benefits)	\$ 39,737	\$ 39,737	\$ 39,737	\$ 39,737	\$ 39,737
<b>Total Labour Costs</b>	<b>\$ 155,625</b>	<b>\$ 155,625</b>	<b>\$ 155,625</b>	<b>\$ 155,625</b>	<b>\$ 155,625</b>
<b>Non-Labour</b>					
Department supplies and general expenses - Design	\$ 46,204	\$ 46,204	\$ 46,204	\$ 46,204	\$ 46,204
Department supplies and general expenses - Show	\$ 43,992	\$ 43,992	\$ 43,992	\$ 43,992	\$ 43,992
<b>Total Non-Labour Costs</b>	<b>\$ 90,196</b>	<b>\$ 90,196</b>	<b>\$ 90,196</b>	<b>\$ 90,196</b>	<b>\$ 90,196</b>
<b>Total Direct Program Expenditures</b>	<b>\$ 245,821</b>	<b>\$ 245,821</b>	<b>\$ 245,821</b>	<b>\$ 245,821</b>	<b>\$ 245,821</b>
<b>Indirect Program Expenditures</b>					
CS admin & support staff	\$ 98,711	\$ 98,711	\$ 98,711	\$ 98,711	\$ 98,711
CS supplies and general expenses	\$ 32,454	\$ 32,454	\$ 32,454	\$ 32,454	\$ 32,454
Institutional support	\$ 75,397	\$ 75,397	\$ 75,397	\$ 75,397	\$ 75,397
<b>Total Indirect Expenditures</b>	<b>\$ 206,562</b>	<b>\$ 206,562</b>	<b>\$ 206,562</b>	<b>\$ 206,562</b>	<b>\$ 206,562</b>
<b>Total Direct and Indirect Cost</b>	<b>\$ 452,382</b>	<b>\$ 452,382</b>	<b>\$ 452,382</b>	<b>\$ 452,382</b>	<b>\$ 452,382</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$ 50,265</b>	<b>\$ 79,832</b>	<b>\$ 113,096</b>	<b>\$ -</b>	<b>\$ (166,118)</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>10 %</b>	<b>15 %</b>	<b>20 %</b>	<b>0 %</b>	<b>-58 %</b>



## Proposal for New Program

### **Name of Proposed Program: Renal Dialysis Technician Citation Program**

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

#### **A. Concept**

Department Leader: Rebecca Bennett

Faculty:

Dean: Michael Yue

Proposal Date: October 26, 2015

If this is a joint educational offering, name of other institution (refer to Affiliation Agreement Policy C.3.10):

#### **Purpose and 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:

The Renal Dialysis Technician Citation Program will prepare students to perform the required duties of Renal Technicians by training them in the knowledge, skills, and competencies necessary to work safely and effectively as part of an inter-professional healthcare team in dialysis facilities.

Students will gain both the theoretical background and hands-on practice to safely and efficiently apply principles of infection control and health and safety guidelines, demonstrate machine setup, apply technical training, demonstrate time management skills and maintain confidentiality, take patient vital signs and respond appropriately to patient emergencies, act as a patient resource, and apply principles of documentation. Students will be eligible to apply for Renal Technician positions in hospitals in the Lower Mainland and throughout Canada.

The Program Learning Outcomes (to be confirmed through the Curriculum Development phase) are:

1. Prepare, maintain, and troubleshoot dialysis equipment and components for treatment
  2. Work effectively, ethically, and professionally both individually and as part of an inter-professional healthcare team
  3. Maintain a safe environment by following infection control protocols, occupational health and safety guidelines, and established standards of care
  4. Perform patient care duties within assigned roles and responsibilities
  5. Document observations and care provided according to clinical and agency standards
2. Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents:
    - A. Reconfigured Education Plan 2013-2016



## Proposal for New Program

The curriculum review / program renewal project for the Renal Dialysis Technician program is aligned with both commitments of the Reconfigured Education Plan:

*Commitment: an innovative college for higher and further education, offering a wide range of quality, relevant career, applied and academic programming*

In the needs analysis phase of the review/renewal, we worked very closely with industry. We engaged the Program Advisory Committee (PAC), hiring managers and other healthcare professionals who work in dialysis around the Lower Mainland, as well as graduates of the program. Working with the Centre for Instructional Development we conducted Curriculum Design workshops with instructors, stakeholders, current technicians, and other subject-matter experts. This background work will enable the Curriculum Development phase to proceed quickly while ensuring quality in building the new curriculum - Program and Course Learning Outcomes, course Blueprints, and Assessments for both theory and clinical portions of the program.

*Commitment: a learning-centred college, engaging our learners and providing multiple, flexible pathways to advancement*

The Renal Dialysis Technician program is a condensed, short-term training program that provides students with opportunities for entry-level healthcare work. During the program the students engage in hands-on training in hospitals and renal dialysis clinics, and are “job-ready” upon graduation. The admission requirements can be achieved through multiple pathways, and for those students who require extra course work to prepare for the program, the courses can be taken at VCC.

### B. British Columbia 2022 Labour Market Outlook

The Provincial Occupational Outlook states that *Health Occupations* are growing at a faster pace (2.0%) than the provincial annual average growth rate (1.2%). Regionally (Vancouver Island/Coast), *Assisting occupations in support of health services* are listed as one of the top five occupations forecasted to expand (2.2%) in the region. The BC Labour Market is clear in supporting jobs training in this area.

Moreover, the BC Jobs Plan Industry Profile on Health Care and Social Assistance points out that

- *Health Care and Social Assistance was B.C.’s second largest employer in 2011, with 261,300 people working in this industry.*
- *This industry has a low unemployment rate and tends to be immune from economic fluctuations.*
- *Most jobs in this industry are located in the Mainland/Southwest, Vancouver Island/Coast and Thompson-Okanagan regions.*
- *The workforce is predominantly female and wages for women in this industry are notably higher than in other industries.*

(<http://www.workbc.ca/Job-Seekers/Industry-Profiles/9#sthash.hv6AS23n.dpuf>)

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

The program serves a diverse group of students, and provides accessible and direct entry job training that is well connected with industry groups and employers within the local community. The renewed program will address the Key Success Drivers:

- **Educational Quality.** Similar to the recently renewed Medical Device Reprocessing Technician (MDRT) Program, the Renal Dialysis Technician Program operates with strong industry connections, and the students spend most of their time learning in hospitals, which provides quality experiential learning and relevant, career-oriented industry experience.
- **Operational Excellence.** Throughout the renewal, we are reviewing and improving the admissions process to increase access for students, and support them through the pre-requisites. We will re-evaluate these processes as we launch the program and continue to improve the processes.
- **Financial Stability and Sustainability.** Continuing Studies is working closely with the Department of Finance to ensure that this program contributes to the sustainability and financial stability while remaining accessible to students. The Needs Analysis and Curriculum Design have been completed in-house, with minimal expenditure.



## Proposal for New Program

- **Reputational Management.** The VCC Renal Dialysis Technician (formerly Certificate) Program has been running since 1999 and is well-known in the Lower Mainland and throughout BC. Prior to this renewal, the program had not gone through a renewal process for several years. As a result, the reputation of the program (and VCC by extension) has been at risk, particularly with the Health Authorities in the Lower Mainland. By responding to the requests of the PAC and by consulting with the Regional Health Authorities, we are ensuring that the VCC Renal Dialysis Technician Program remains well-recognized, visible and relevant.
- **Business Development.** The Renal Dialysis Program runs in partnership with three Regional Health Authorities: Vancouver Coastal Health, Providence Health, and Fraser Health. In maintaining these strong industry partnerships (through both this program and the MDRT Program), Continuing Studies is in holding a strong position for future training development opportunities, both in the Lower Mainland and throughout BC.

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

The role of Renal Technician is highly specialized and technical, and while there are no direct opportunities for laddering into other programs at this point, there is the potential to draw from ESL Pathways and other similar departments for students with foreign healthcare work experience and education. The ABE and Academic Upgrading/High School program areas may also be a source for potential students, as the Renal Dialysis program requires three high school courses as pre-requisites (English 12, Biology 12 and Chemistry 12).

### Program Need

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

There is a consistent demand for trained Renal Technicians in all hospitals and community dialysis clinics. The VCC Renal Dialysis Technician Program is the only such training program in British Columbia. Some of the British Columbia Health Authorities train Renal Dialysis Technicians internally, and there may be future opportunities to deliver training in those regions.

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

The Renal Dialysis Program has been running consistently since 1999. It typically runs once per year with a cohort of roughly 12-16 students, and is always fully enrolled with a healthy waitlist. There is a current waitlist of 85 students, and the Program Coordinator and Program Assistant continue to receive regular inquiries about the program.

#### 7. What evidence is there of labour market, professional or community demand for the graduates (report results)?

The program runs in partnership with Vancouver Coastal, Fraser and Providence Health Authorities, and the clinical practicums take place at hospitals and community dialysis clinics in those health regions.

The last cohort to graduate from this program was in 2013, and the hiring rate was very high. Sources: DACSO data, PAC).

Through Continuing Studies, a Stakeholder Survey was distributed to graduates of the program and also to non-graduate managers, educators, nurses and technicians working in the field. According to the survey, 80% of graduates are currently working in the field of Renal Dialysis.

This agrees with the latest data from DACSO (2013) Employment Outcomes stated that:

- Of Valid Responses:
  - 97% in the labour force
  - 87% employed
- Of those Employed:
  - 92% employed in a permanent job
  - 88% employed in a training-related job
  - 23% had current job before/during studies





## Proposal for New Program

At recent PAC meetings (September 17<sup>th</sup> 2015) we have learned that the casual pool is now low and the Health Authorities will soon experience a labour shortage of Renal Dialysis Technicians. Therefore there is a need to launch the renewed program in September, 2016 or otherwise as soon as possible.

Currently in Vancouver Coastal, Fraser and Providence Health Authorities, formal training (VCC Renal Dialysis Technician Certificate) or previous experience in the field are required for all new hires. Historically, employers in these Health Authorities prefer to hire VCC grads for entry level Renal Technician positions.

8. Anticipated start date of program: September 2016

### Competitive Analysis

9. 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?

The VCC Renal Dialysis Technician Program is the only such program in British Columbia.

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

Yes. This renewed program is supportable and sustainable with the current resources in Continuing Studies. The current Program Coordinator will administer the program as part of the existing Health portfolio. As with all Continuing Studies program and courses, the program must show a net return. There are no expected increases in space / learning centre / IT / library resources (see question 27 for more details).

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?

The Renal Dialysis Program is open access, for those applicants who have completed the admission requirements. The program runs as a cohort.

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

The program consists of 98 theory and 210 clinical hours. The program length has not been finalized, but will be approximately two months. The students must complete the theory and clinical portions simultaneously in order to graduate.

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

There is a current expected annual enrollment of between 12-16 students (to be confirmed at later PAC meetings), which may increase as we are able to secure more clinical placement spots in Lower Mainland Hospitals.

### Admission and Delivery

14. Provide a detailed list of admission requirements, including language proficiency levels and assessment scores. While these may be adjusted throughout the Curriculum Development phase, the admission requirements are expected to be as follows:

- Grade 12 graduation or equivalent
- English 12 with a C +, or equivalent and English language proficiency
- Biology 12 or equivalent with a C or higher
- Chemistry 11 or equivalent with a C or higher
- OACP 1108: Medical Terminology 1 or equivalent, taken within 5 years
- MSKL 1104: Interpersonal Communication Skills – Health or equivalent

Upon acceptance, students will also be required to complete the following:



## Proposal for New Program

- Criminal Record Check (CRC)
- Valid CPR 'C' Certificate
- Submission of a negative TB skin test. If the skin test is positive, proof of a negative TB chest x- ray is required.
- A VCC Immunization Record

15. 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 will be delivered face-to-face. The program has historically been intensively full-time (35 – 37.5 hrs /week) for 7.5 weeks, and it is expected that the program will increase in duration but not in instructional hours.

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

The program will remain short and intensive, and consists of only two courses; there are no options for multiple entry points.

### Student Profile

17. 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?

The Stakeholder Survey (which also surveyed graduates) indicated the following regarding the Renal Dialysis Technician students:

- 45% are male and 55% female.
- 23% were born in Canada, 36% in the Philippines, 18% in India, 9% in China. Other countries listed were: Mauritius, Poland, and Bangladesh.
- 36% of respondents speak English at home, while 64% speak another language.
- 50% of the graduate survey respondents are 40-49 years of age, 32% are 30-39, and 14% are 50-59.
- 100% of respondents had some prior post-secondary experience (35% had a degree, 23% had some post-graduate studies).
- 64% respondents indicated that they had prior healthcare experience: 36% from Canada, and 27% from elsewhere.

The Learner Profile which was completed as part of the Curriculum Design sessions and took the survey results as well as expertise in the room into account, indicated further that the majority of learners self-selected to enter into the program; there is a significant minority who are encouraged to enter by family members. The majority of learners enter the Renal Dialysis Program with the primary purpose of seeking stable and reliable employment. Motivation tends to be higher in those learners who self-select the Renal Dialysis Program; however, all learners show high motivation to enter the workforce as quickly as possible.

Historically, the Renal Dialysis Program has been well enrolled with a healthy wait list, and all recruitment to date has been word-of-mouth. There are over 85 students on our current waitlist. In order to promote the updated program and ensure intake remains steady, we will liaise with the Marketing Department directly, and will offer regular Info Sessions.

18. 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...?

The level of English proficiency will most likely be adjusted to English 12 with a C+ or equivalent. The previous scores were (CLBPT Speaking 8, Listening 7, Reading 7, and Writing 6) – roughly equivalent to Grade 10 level Reading and Writing. There are English upgrading options available at VCC for those students who need to upgrade, such as ESL Pathways and CPE.



## Proposal for New Program

There is also a Grade 12 graduation prerequisite. Students working to meet that requirement have the options of College and Career Access and College Foundations here at VCC.

The program curriculum will be developed to address issues of professionalism and the health-care context early in the program, rather than waiting until the students are entrenched in the clinical setting to learn these concepts and skills “on-the-job”.

The program will be full-time and intensive, and students will need to be prepared to prioritize their studies over other activities in order to be successful in the program.

19. 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?

This program typically has quite a diverse student body. Since most of the new applicants come to the program word-of-mouth, there are some groups that are more highly represented. We will overcome this imbalance by recruiting more widely, with the help of the Marketing Department.

There are always two seats held for Aboriginal students in each cohort. Continuing Studies Health programs have worked and will continue to work with Aboriginal Student Services to ensure that Aboriginal learners are aware of the program as an option for entry-level health-care work.

### Quality

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

Since the program is quite short, and is only comprised of two courses, we do not foresee any issue with retention, progression or completion. The Program Coordinator provides advising support to both potential and current students, with additional support coming from Aboriginal, Counselling and Disability Services. The Program Coordinator also works closely with the instructors to help support student success in the program

21. Describe how the proposed program incorporates work experience, practicum, clinical practice, etc. (if applicable):

The theory and clinical courses are integrated – students will gain the theory and knowledge that they require in the theory component and will practice the skills and apply the knowledge in the clinical course. The two courses are taken simultaneously, and the focus of the first part of the theory course is preparing students for the clinical practicum, which will begin in later weeks. By the time that students enter the clinical sites they will have an overview of the profession, role and departments that they will be working in, and explore the meaning and importance of professionalism in the context of the Renal Units.

As the course progresses, they will learn the theory behind the particular tasks that they will then practice in the clinical course, including principles of infection control and health and safety guidelines, machine setup, time management skills and confidentiality, patient vital signs and patient emergencies, and principles of documentation.

22. Does the program create opportunities for students to transfer credit and/or ladder from/to other programs?

The technician role is highly specialized and there are no direct laddering opportunities to other programs at this time.

23. Will this program allow students to continue with further study? Describe laddering, bridging, or post-credential continuation of education.

There is some emphasis on Continuing Education in the field of Renal Dialysis, and students will be exposed to the continued learning that occurs in the field (for example, in-service meetings).

24. Does this program include Prior Learning Assessment and Recognition (PLAR) as per *Policy D.3.5*?

PLAR is not yet available for this program.

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

Curriculum Development and Approval

Pilot Project November 2014 to June 2015



## Proposal for New Program

There are currently four Renal Dialysis Program Instructors. All of them are Senior Renal Technicians with 10+ years of experience each, and are current employees of the hospitals and community Dialysis clinics in which they teach. Each has been teaching in the Renal Dialysis Program at VCC for at least four years, and each has received consistently favorable student evaluations. The instructors were involved in the Renal Dialysis Design workshop and have provided input and suggestions into the needs analysis (current state of the program), and curriculum design.

### Consultation Overview

26. With whom have you consulted *internally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of feedback:

As the program launch is not planned until September 2016, some consultations have not yet occurred.

*Centre of Instructional Development:* We have been in contact with the CID since the beginning of the project (Brett Griffith and Elle Ting: July 2, 2015, July 7, 2015, July 16, 2015, and August 7, 10, 11 & 19, 2015). The CID supported the development of the Stakeholder Survey. All draft documents (Stakeholders Survey, Design Workshop Outcomes and Program Proposal) have been discussed at length with an Instructional Associate (July 21, 2015 July 29, 2015, July 31, 2015, August 7, 2015, August 10, 2015, August 12, 2015, August 19, 2015).

*Finance:* Stefan Valchev, Manager Financial Projects for CS, has been involved with preliminary costing of the (revised) program, and we will continue to work with the Department of Finance throughout the development.

*Financial Aid:* Due to the short length of this program, and the fact that the majority of the program hours are spent off-site in clinical, it is not eligible for StudentAid.

*Learning Centre:* We were in touch with Emily Simpson from the Learning Centre in October (October 7, 2015) and let her know about the updates to the program. We don't anticipate any increase in usage of the Learning Centre for the RT Program, as students spend the majority of the program offsite. The Learning Centre may be able to offer students some support around resumé writing, to be discussed closer to the program launch in 2016.

*Safety and Security:* We were in touch with Surinder Aulakh, Director of Safety and Security, and Yang Wang, Health and Safety Coordinator in October (October 7, 2015) regarding safety issues. The theory courses that are held on-site are daytime classes and do not necessitate any specialized safety training for faculty, staff or students, nor any special access for staff. The program does deal with some chemicals and hazardous materials and waste and bio-matter. This occurs in the clinical sites (Lower Mainland Hospitals – all practicums are booked through HSPNET) and not at all during the theory component, which is on-campus. Students are all required to provide a full immunization record and CPR certification as well as a Criminal Record Check.

*International:* We were in touch with Cathy Snyder-Lowe - Manager, International Student Admissions & Services and Tina Chow - Director, VCC International (October 7, 2015 and October 8 2015) to give them an update regarding the Curriculum Review and the changes to the program. As in the past, the program will not be eligible for International Students as it is 2-months full-time. If International Students who are the process of applying for PR status and are interested in pursuing the prerequisites while they wait, they can do so.

27. With whom have you consulted *externally* regarding this proposal? What were the results of these consultations? Please provide names, dates, and summary of discussions.

In particular, we have consulted Jan Olsen, Michelle Trask, Luis Josep, Arthur Owtram, David Pollock, Joseph Tamayo, Ricky Lin, and Daniel Dubenko. All are highly experienced in the field of Renal Dialysis. We consulted with the Design workshop participants and the Renal Dialysis PAC members on several occasions throughout the project (January 15, 2014, February 2, 2015, June 22, 2015, August 10, 2015, August 12, 2015 and September 17, 2015) to review the Program Goal, Program and Course Learning Outcomes, Course Learning Objectives, as well as the Program Admission Requirements and the Program Length.



## Proposal for New Program

### Design Plan Workshop Participants:

- Luisito M. Sera Josep (Clinical Nurse Educator)
- David Pollock (previous Renal Tech Program Clinical Instructor, Renal Tech)
- Arthur Owtram (previous Renal Tech Program Theory Instructor, Renal Tech)
- Joseph Tamayo (Renal Tech)
- Ricky Lin (Renal Tech)
- Daniel Dubenko (PD Link Nurse - Home Peritoneal Dialysis Program)

The Design Plan Workshop took place in early August. The outcomes of the workshops were a new Learner Profile, and draft Program Learning Outcomes. Learning Outcomes for the Theory course and the Clinical course were worked out at a later date. Sources of information included the Needs Analysis / Stakeholder Survey, previous Program and Course Outcomes and Objectives, and the experience, insight and knowledge of the participants.

### Rental Technician Program Advisory Committee:

- Cecilia Chow Operations Leader -St. Paul's (PHA)
- Daniel Dubenko PD Link Nurse - St. Paul's (PHA)
- Michele-Anne Trask Operations Leader -St. Paul's (PHA)
- Doug Calder Biomedical Engineer - VGH (VCH)
- Pam Papp Patient Services Manager - VGH (VCH)
- Jan Olsen Manager, Clinical Services - ARH (FHA)
- Luisito M. Sera Josep - Nurse Educator - St. Paul's (PHA)
- Joseph Tamayo Renal Technician - SMH (FHA)
- Ex-officio: Michael Yue (Dean, Continuing Studies and Contract Training, VCC)
- Ex-officio: Debbie Sargent (Dean, School of Health, VCC)
- Ex-officio: Claire Sauve (Senior Program Coordinator, Continuing Studies, VCC)
- Ex-officio: Rebeccah Bennett (Program Coordinator, Continuing Studies Health Sciences, VCC)

The Curriculum Review Process was first discussed at a RT PAC Meeting on January 15<sup>th</sup> 2014. The Committee met again on February 2, 2015 to discuss plans and potential changes to the program. Members of the PAC (particularly two Managers - Jan Olsen and Michelle Trask) were consulted at various times throughout the review process in order to discuss changes to the program, ensure that the Outcomes were meeting Ministry and Health Authority Standards, and to discuss labour market. Meetings took place June 22 and September 17, 2015. The next meeting is scheduled for February 16, 2016.

## **B. Business Case**

### **Institutional Resources**

1. What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).

The program will require CS Instructors and admin support. There will be some duplicating and other general expenses. The theory classes will be held at the Downtown Campus, and the clinical classes will take place in local hospitals and dialysis clinics.

There are no expected capital costs.

2. Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)

The theory courses will require approximately 18 days of classroom space per cohort. There are no requirements for equipment or specialized spaces.



Proposal for New Program

**Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)**

Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.

**Non-Recurring Costs**

What will be the costs? Please provide accurate estimates.

The financial analysis is currently being conducted by the Department of Finance.

Academic non-recurring estimated start-up costs (e.g., equipment costs/other)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development						
Curriculum development						
Faculty recruitment						
Staff – PD / enrichment						
Sub-total						

Capital Costs (Equipment, Renovations)

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Sub-total						

Totals

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring						
Capital Costs						
Totals						

**Ongoing Costs**

**Operating Costs**

Item	No. of items	Yr 1	Yr 2	Yr 3	Yr 4	Total
CS Instructors						
Department admin staff (incl. benefits)						
CS Admin & Support Staff						
Department supplies and general expenses						
CS Supplies and general expenses						
Institutional Support*						
Grand Totals						



## Proposal for New Program

**Revenue**

Item	No. of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
Tuition**						

**Indicate the specific source(s) of funding for development, both internal and external.**

All development costs will be covered by the Continuing Studies Administration budget.

**Indicate the specific source(s) of funding for delivery, both internal and external.**

All delivery costs will be covered by tuition revenue.

A handwritten signature in black ink, appearing to be "G. Chaffin".

November 2, 2015

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 Signature of Dean submitting concept document

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 Date

## Health Department

## Renal Dialysis

Org Code: 6088

## INITIAL FINANCIAL CASE

Scenario	Tuition fee with 10% Net contribution \$5,053	Tuition fee with 15% Net contribution \$5,350	Tuition fee with 20% Net contribution \$5,684	Breakeven tuition fee \$4,547	Current tuition fee \$3,380
<b>Revenue</b>					
Tuition fees	\$ 80,842	\$ 85,597	\$ 90,947	\$ 72,758	\$ 54,080
<b>Total Revenue</b>	<b>\$ 80,842</b>	<b>\$ 85,597</b>	<b>\$ 90,947</b>	<b>\$ 72,758</b>	<b>\$ 54,080</b>
<b>Direct Program Expenditures</b>					
<b>Labour</b>					
Instructors (incl. benefits)	\$ 21,991	\$ 21,991	\$ 21,991	\$ 21,991	\$ 21,991
Department admin staff (incl. benefits)	\$ 7,436	\$ 7,436	\$ 7,436	\$ 7,436	\$ 7,436
<b>Total Labour Costs</b>	<b>\$ 29,427</b>	<b>\$ 29,427</b>	<b>\$ 29,427</b>	<b>\$ 29,427</b>	<b>\$ 29,427</b>
<b>Non-Labour</b>					
Department supplies and general expenses	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600	\$ 2,600
<b>Total Non-Labour Costs</b>	<b>\$ 2,600</b>	<b>\$ 2,600</b>	<b>\$ 2,600</b>	<b>\$ 2,600</b>	<b>\$ 2,600</b>
<b>Total Direct Program Expenditures</b>	<b>\$ 32,027</b>	<b>\$ 32,027</b>	<b>\$ 32,027</b>	<b>\$ 32,027</b>	<b>\$ 32,027</b>
<b>Indirect Program Expenditures</b>					
CS admin & support staff	\$ 19,776	\$ 19,776	\$ 19,776	\$ 19,776	\$ 19,776
CS supplies and general expenses	\$ 8,828	\$ 8,828	\$ 8,828	\$ 8,828	\$ 8,828
Institutional support	\$ 12,126	\$ 12,126	\$ 12,126	\$ 12,126	\$ 12,126
<b>Total Indirect Expenditures</b>	<b>\$ 40,731</b>	<b>\$ 40,731</b>	<b>\$ 40,731</b>	<b>\$ 40,731</b>	<b>\$ 40,731</b>
<b>Total Direct and Indirect Cost</b>	<b>\$ 72,758</b>	<b>\$ 72,758</b>	<b>\$ 72,758</b>	<b>\$ 72,758</b>	<b>\$ 72,758</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$ 8,084</b>	<b>\$ 12,840</b>	<b>\$ 18,189</b>	<b>\$ -</b>	<b>\$ (18,678)</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>10 %</b>	<b>15 %</b>	<b>20 %</b>	<b>0 %</b>	<b>-35 %</b>





December 7, 2015

CUPE Local 4627

**RE: CUPE 4627 Report - VCC 2015/16 Budget Review & Analysis**

I am writing to you on behalf of the Board of Governors to address your concerns related to the 2015/16 budget development process. I can assure you that the budget was in fact built upon the enrolment plan. The Finance and Audit Committee (FAC) reviewed both the 2015/16 Enrolment Plan and the draft 2015/16 Budget at the May 2015 FAC meeting before management submitted them to the Board for approval.

Both the President and the Acting VP Academic reviewed the first draft of the enrolment plan and compared it to the past 4 years Headcount and FTE data. The President then met with each Dean and discussed variances between projected 2015/16 FTE and 2014/15 actual FTE's delivered. The President directed each Dean to be sure that their projections were realistic based upon current market conditions.

As a result of these meetings, the projected 2015/16 FTE was reduced and brought in line with past 4 years numbers, current trends and attrition. The projected FTE was reduced to 6,928 FTE with some growth expected from new programs i.e. Hospitality Degree, Hospitality Executive Cohort, UT Engineering & Computer Science. Based upon the information available at that time, the Board felt comfortable that the 2015/16 Enrolment plan was realistic. Unfortunately we have since learned that the transition from tuition free Adult Basic Education to tuition based programming, despite the availability of substantial Adult Upgrading Grant funding, has impacted enrolment more significantly than we had anticipated.

VCC's FTE utilization was quite low in the 2014/15 fiscal year because the Ministry of Advanced Education did not adjust VCC's FTE target to reflect the expected decline in ESL FTE's delivered due to the loss of ESL block grant funding. The Ministry of Advanced Education (AVED) has maintained the previous FTE target in the 2015/16 budget letter and we are working with them to adjust the target. It will be impossible for VCC to deliver 6521 FTE's given reduced block grant and grants in lieu of tuition funding by a total of \$11 million. The \$11 million had made it possible for VCC to deliver 1200 FTE's of tuition free ESL programming.

Where enrolment is lower than planned, we expect administration to reduce expenditures wherever possible including the cancellation or consolidation of sections. As has now been confirmed, there is continuing uncertainty with ESL and ABE enrolment as we make the adjustment from tuition free to tuition based courses. Accordingly, we have issued advance lay-off notices to faculty in these 2 hiring areas to take effect on December 18 2015. We continue to seek out ways to increase enrolment in these

W W W . V C C . C A

**Broadway campus**

1155 East Broadway, Vancouver, B.C., Canada V5T 4V5 ■ Tel 604.871.7000

**Downtown campus**

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Ltr to CUPE Local 4627  
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areas and there are some positive indications that enrolment is gradually increasing based upon increasing numbers of financial aid applications.

Administration has allocated \$400,000 for curriculum development in base programs. These funds are allocated towards the development of new programs and the renewal of existing programs to ensure they remain relevant to students. We have also allocated funds towards the renewal of existing Continuing Studies programs as well as new CS programs. The Board understands the importance of keeping our program offerings current and providing new programs that are attractive to students by providing them with the skills in demand with employers. To that end, the Board will be asking administration to ensure there has been a market study and preliminary business case developed to ensure any new programs not only align with the BC Jobs Plan but also recover all direct costs and have the potential to contribute to VCC's indirect costs.

VCC has had a robust and collaborative budget process in place for many years and 2015/16 was no exception. In developing the 2015-16 fiscal year budget the Administration very carefully reviewed the enrolment plan and ensured it was aligned with budget. Tuition revenue projections were also analyzed and compared to prior year's actual tuition as well as trends from the previous 5 years. Downward adjustments were made whenever tuition revenues were deemed to be unrealistic. VCC reinstated a \$1 million contingency in the 2015/16 budget to reflect the uncertainty of tuition revenue forecasting particularly in this transition year for two major programs (ABE and ESL) where there is no recent tuition revenue history.

As the College continues to become more and more self-reliant internally generated revenue and less dependent upon government funding, it will necessarily be assuming more risk and volatility in revenues. It will therefore be important for the College to develop new mechanisms and processes to ensure our revenue targets and forecasts are as accurate as possible. Under the leadership of the Vice President of Strategic Partnerships and Business Development, VCC will be creating new sources of revenue to support the College's mission and vision.

We hope that we can count on all of our stakeholders to assist us in developing those processes to ensure that VCC continues to provide high quality educational programming for our students in a manner that is financially sustainable.

Best regards,



Pam Ryan  
Board Chair

cc. Dr. Peter Nunoda, President, VCC

# **Administration amuck**

**CUPE 4627 response to the  
upcoming budget “process”**

*Administration amuck: CUPE response to the upcoming budget “process”*

## **“Administration amuck: CUPE 4627 response to the upcoming budget ‘process’”**

### **2015/16 VCC Budget and Educational Plan**

It is nearly the end of February and we are awaiting information about the budget process for the 2015/16 fiscal year. Typically by this time in the budget cycle we have been informed about the nature of the deficit, the planning context, and the information about the planning process has been widely circulated. Absent that information, we are looking at the limited information being presented to date, mostly through EDCO, about the upcoming *process* and what we see is not positive.

As for planning context, for CUPE, the most significant aspect of current planning and budgeting is an epidemic-level lack of organizational continuity. This is disrupting the institution’s knowledge of, and process for, tracking governance processes and decisions, and ability to manage significant strategic issues. This serious gap in know-how has resulted in both a colossal waste of effort and money in replicating previous work (see Strategic Enrolment Management, Enrolment Services Redesign, or Fitness Facilities for example) and has also created opportunities for bad ideas to take root. We want to go on the record on a few of the major issues we see in the upcoming budget and educational planning process.

### **Current Proposals at VCC**

The information note presented to EDCO by the acting VP Academic on February 3, 2015 represents serious changes in management practice that we cannot endorse.

#### **1. FTE Sleight of Hand**

Under the previous college President Kathy Kinloch and continuing to this day, there has been a serious erosion of accountability and transparency in reporting student FTEs, presenting significant risks to and liabilities for the College.

FTEs are used in the governance process at the College – planning and reporting – for a reason: they are the primary measure of accountability of the College to its major funder, the BC government. The current formula for FTEs has been used for over a decade, however there has *always* been a formula – in the same way governments calculate an employment rate, or GDP. Sometimes methods change, and sometimes there are limitations to the measure, and we can always do better with our information management – but the whole purpose of it is to monitor performance across time, across programs, across institutions.

When governments decide to re-do the formula for calculating the unemployment rate, most of us get suspicious: why are they trying to fiddle the numbers? What benefit will they get? What are they trying to hide? Who are they trying to frustrate?

We ask the same questions about this strange diversion to headcounts in the academic governance of the institution, proposed to EDCO in the memo of February 3<sup>rd</sup>.

The memo starts by highlighting some of the operational complexities of the FTE formula, and by framing past practice as “difficult”, attempts to present this new idea as a solution. It is as if the President

*Administration amuck: CUPE response to the upcoming budget “process”*

were to decide that VCC will be using Imperial rather than metric, because some people never really learned to weigh in kilos!

If accepted by EDCO, this change would result in even more overall reduction of transparency and accountability of management decisions – this is not the direction we want to take.

There are important benefits of EDCO, faculty, and the broader community having FTE information. These benefits include having a line-of-sight between educational activity at the program level and management reports to government, as well as to the budget. The better versed the college community is of our core accountabilities; the more we all are able to facilitate their achievement.

It also keeps the management honest and transparent by having to show their accountability reporting work to peers and informed audiences, and not just in-camera at the Board of Governors. So if, for example, there are FTE claims at EDCO that are inconsistent with claims made to the Board of Governors or reported to government, those “inconsistencies” at least can be addressed through the public record. CUPE has raised this as a serious concern as this has been a real problem at the college in the past few years.

There is truly no excuse for the claim “people don’t understand FTEs”. In our most sympathetic moments, we can understand that with 100% turnover in administration during the last four years that there are many inexperienced administrators. However, the method is easily explained, publicly available on the Internet, and is used throughout the entire BC post-secondary system.

The proposed new cloak of secrecy is both manipulative and insulting.

## **2. Serious and Risky Changes to Academic Governance**

This February 3<sup>rd</sup> memo also takes a strong position on EDCO jurisdiction that we must strongly disagree with: the acting VP Academic says that *EDCO is not entitled to provide advice to the Board on seat reallocation on a yearly basis*. We say otherwise.

### ***a) Legal basis for EDCO advice to the VCC Board of Governors.***

As much as it may pain administration, it isn’t the administration that gets to make educational decisions at the College. The *College and Institute Act* spells out roles, responsibilities, and powers within colleges, including academic governance. Decision-making authority is clear in law, and has been tested in several lawsuits. Advice is required for these actions (amongst others): on setting educational goals, objectives, strategies and priorities of the institution; proposals about implementation of courses or programs leading to certificates, diplomas or degrees, including the length of or hours for courses or programs; cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution; and setting of the academic schedule.<sup>1</sup>

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<sup>1</sup> Read the Act here: [http://www.bclaws.ca/civix/document/id/complete/statreg/96052\\_01#part4](http://www.bclaws.ca/civix/document/id/complete/statreg/96052_01#part4)

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Just because there is no one left at the administration that personally remembers VCC’s own case on this point, there is no excuse for not knowing the law. In April 2002, the VCC Board and administration took an administrative position that changes to the “academic schedule” did not need educational advice from EDCO as this was an “administrative operational decision”. The decision against the College in *Vancouver Community College Faculty Association v. Vancouver Community College, 2005 BCSC 119* [“VCC”] was embarrassing and expensive. The big takeaways from that judgment were the following:

1. The Board will be found to be acting improperly if it attempts to circumvent the legislation by trying to remove any input of the Education Council given its clear advisory mandate in law.
2. The Board will be found to be improperly transferring statutory power given to the Education Council if it delegates decisions in this area to the Vice President of Education or his or her delegate.
3. The Board cannot avoid consultation with the Education Council by characterizing educational changes as administrative operational decisions made by the institution.
4. All educational decision are to be made by the Board, after consultation with the Education Council.<sup>2</sup>

***b. Past practice on the Academic Schedule.***

Legislation and past practice inform how and in what format our governance bodies seek advice, provide advice, and make decisions on educational activity at the College.

The new “academic schedule” approach to setting dates for the academic calendar, endorsed at Education Council in February, meets legislative requirements and makes sense to us. In this shift, however, there is an intriguing change: management is no longer being required to “show its work” on the College’s planned educational activity.....

For all the talk and process, the “new” educational plan doesn’t seem to be that new except that it pulls back from the level of transparency and consultation with Education Council that has been the historical practice at VCC – and by historical we mean, since the creation of Education Council at the College. It does seem peculiar to us that the faculty in particular do not seem to be responsive to this change given that it is a reduction in disclosure to them and ability to provide input into educational decisions.

As the acting VP Academic makes plain in her memo, the “enrolment plan” in the past was connected to the budget process and did provide a proposed distribution of student FTE by school and by program.

What is not clearly being communicated in the flurry of policy activity and “reformatting” being presented to EDCO for approval is the orchestration of a significant legal change. That past practice of presenting those FTEs to EDCO was VCC’s adopted approach to asking for advice from EDCO on the “setting of the academic schedule” and for “setting educational goals, objectives, strategies and priorities”, as required under the *Act*. Without full and frank disclosure of the legal implications to EDCO members of these various changes, management is attempting to strategically reduce EDCO’s legal purview from providing advice on the whole training plan to providing advice solely on the dates of the academic calendar – *and with EDCO’s consent!*

<sup>2</sup> Read the judgment here: <http://www.mbwlaw.ca/Cases/Allan%20J%20VCCFA%20v%20VCC.pdf>

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### 3. No more Comprehensive Review?

We note with surprise that this has come to a sudden and secretive stop. We have been on the record with the college community in supporting comprehensive review, and have invested heavily in professional development of several of our members to fully participate in review processes. We believe in data-driven decision-making and rational approaches to program and service review. We also believe in transparency and accountability.

Let’s review what has happened on this file.

#### **A brief history of Comprehensive College Review at VCC – 2013/14/15**

<b>Date</b>	<b>Administrative Lead</b>	<b>What?</b>	<b>Message</b>	<b>Commentary</b>
May 7, 2013	Sal Ferreras	Operations Council Meeting	Policies coming to EDCO in May-June 2013: New Program Development and Change.	Never arrived?
March 5, 2014	Interim President	Budget Town Hall	Balanced budget.	No panic - 250K allocated for some program review in 14/15
June 10, 2014	John Woudzia on behalf of Doug Callbeck	Program Prioritization update on EDCO Agenda	Informal discussions have taken place to look at program mix, the Enrolment Plan and diversification of programs. Planning underway, do the work in the fall. Framework will come to EDCO.	Okay...
June 16, 2014	John Woudzia	D2 Meeting Agenda	15 minutes allocated for Comprehensive College Review.	Not a lot of time?
June 18, 2014	Interim President Irene Young	Comprehensive College Review exercise announced via all-VCC email	This is not just a ‘cost-saving’ exercise. We see this as an opportunity to engage in a meaningful process for making practical, long-term decisions to revitalize and improve our program offerings. Roadmap for change to be identified by December 31, 2014.	Okay...
June 19, 2014	Chair: John Woudzia	New Comprehensive College Review Steering Committee	Agenda and project charter developed, consultant hired.	Quick response. CUPE objected to consultant fees.
June 20, 2014	John Woudzia	EDCO  In package: Information Note dated June 19, 2014:	Verbal updates: 5 minutes on Enrolment Plan and 5 minutes on Comprehensive College Review.  The work of the review will commence during the June and most likely conclude end of November. Formal decisions regarding the reallocation of resources would follow the appropriate routes for seeking advice and/or approvals from EDCO and the Board during the months of October and November, prior to any final decisions.	Ambitious timetable.
Oct 14, 2014	John Woudzia	EDCO	.5 FTE reduction to Counselling and Disability Services on agenda for verbal report for information only (5 minutes). Peter Nunoda said “it has been determined” that this discussion not within the authority of EDCO as it is a staffing and funding question. It will remain in administration and will not be addressed. There was discussion regarding the interpretation of the College & Institutes Act and EDCO’s role in educational quality, as well as the Board’s requirement to seek EDCO’s advice. Peter reiterated that this is not a programming issue, which is EDCO’s purview, rather a staffing and budgetary issue, which the Board would not seek EDCO’s advice on.	Not a popular agenda item nor response at the meeting.

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Nov12, 2014		EDCO	Comprehensive College Review Update Core Review Update.	Nothing of consequence reported
Dec 9, 2014	Judith McGillivray	EDCO	Comprehensive College Review Update Core Review Update.	Nothing of consequence reported
Jan 13, 2015	Judith McGillivray	EDCO	Comprehensive College Review is <b>not</b> going forward as “originally proposed”. “It will be dealt with in a variety of ways that achieve the same objective”.	What objective? What ways?

The lack of outcomes from this administratively driven process is clear, and disappointing given the launches and relaunches of it over the last two years.

Are we to believe that that the termination of this program prioritization process means that neither program cuts nor additions are planned in the upcoming year? Otherwise, on what basis would College priorities be determined? Oh, wait....

#### 4. Questionable New Programs

We are whole-heartedly in favour of growing the College, its educational offerings, and its revenue. We believe in VCC’s mission and mandate. However, there are a few items in the plan that we think deserve serious questioning. Maybe they are good ideas, maybe not...

##### *a) A good example – the planned Associate of Arts Degree program*

Apart from questions of academic governance approval (new associate degrees require rigorous review and public posting on the Post-Secondary Institutions Proposal System prior to implementation), institutional capacity (current guiding principles for the associate degree include breadth of course offerings, balanced with a sufficient depth in specific disciplines to provide a solid foundation for further study as well as three other criteria), and lack of alignment with government priorities (Skills for Jobs Blueprint: Re-engineering Education and Training, @BCJobsPlan or even @bcedplan), this is a dying credential. The Associate Degree has been undergoing system-wide review through BCCAT given dropping student demand in the province; the number of students graduating with an associate degree from a public institution in BC rose significantly from 1992 until 2004 and then declined significantly through 2008<sup>3</sup>. Douglas College, Kwantlen Polytechnic University, Capilano University, Camosun College, and Langara College all had substantial declines in the number of graduates from 2004 to 2008. Overall, the granting of associate degrees by public institutions declined from a high of 1,844 in 2004 to a low of 865 in 2008. In 2010, 937 associate degrees were granted by public institutions. Why the drop? The expansion of arts and sciences in the past decade to the tune of an extra 25,000 seats<sup>4</sup> meant that system capacity was expanded to satisfy undergraduate demand. However, the BCCAT review also has identified problems with access, autonomy and quality assurance, credential confusion, problems with flexibility and transfer, and problems with career outcomes as all contributing to enrolment decline. Does this sound like a priority for the investment of scarce VCC resources?

We have similar concerns about the administration’s lack of due diligence on a number of other program ideas.

<sup>3</sup> The review: <http://www.bccat.ca/pubs/ADReviewBackgrounder.pdf>

<sup>4</sup> Read about the scandal here: <http://www.bcauditor.com/pubs/2006/report7/government-post-secondary-expansion-25000-seats-2010>



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**Next Steps**

We call upon the Board of Governors to ensure appropriate leadership of the budget and planning process and to address the specific concerns in this report.

We also call upon our members and members of the College community to engage in the available governance processes to make your voices heard on these important issues. VCC matters to us.



**VCCFA Report to the College Board  
Submitted December 8<sup>th</sup>, 2015  
for Board meeting on December 16<sup>th</sup>, 2015**

**Welcome to the New Board Chair and New Board Members**

Congratulations to long-standing Board member Pam Ryan on her election as Board Chair and welcome to the three new Board members – Dee Dhaliwal, Kay Vandavalk and Shaima Hama Raouf. We look forward to working with you.

**Process for Board Meeting Packages**

We appreciate the Interim Board Chair's comments at the October 28<sup>th</sup> meeting that he really does read constituency reports and would like to receive them before the meeting. However, it is impossible to write a full report to the Board prior to receiving the Board package. This written report will be only to date of submission and other items or issues that arise in the intervening period will be spoken to at the meeting.

We would ask that the Board reconsider this process shift and receive constituency reports after the Board package has been released and up to 24 hours prior to the actual meeting.

**50/50 Gala Event**

Congratulations to the College on the very successful and professionally presented gala event. VCC faculty and students were showcased in culinary, music, hospitality management and fashion arts. It was a memorable evening and there was much for the College community to be proud of.

**School of Access**

Our ongoing main concern with the many limitations of the Adult Upgrading Grant (AUG) is the very low income level cut off of \$23,647 for a single person. The VCC bursary which tops up funding to an income level of \$35,000 has been significant in keeping our ABE programs accessible to our students. However, because this bursary is sourced by a 'one-time grant' from the Province, it is critical that the AUG income levels be raised to a living wage level immediately. We will continue our advocacy and trust the College is doing likewise.

**VCC Fair Wage Employer – VCCFA Motion at AGM**

The VCCFA membership unanimously passed the following motion at our AGM on December 3<sup>rd</sup>:

*That Vancouver Community College adopts a fair and living wage policy for all contractors working at the College.*

We do not see this as an increase in cost to the College as the contractors in the bidding process will need to absorb the additional cost. A number of other large organizations have taken this progressive step including the City of New Westminster. We hope that VCC will take the lead in the post-secondary sector.

#### **Trades Training, the Economy, and the Colleges**

I recently attended the Canadian Apprenticeship Forum – Tackling Skills Shortages in Canada: An Apprenticeship Focused Approach, and the Premier’s LNG Working Group Advisory Council Meeting. Both events highlighted the value of trades training and apprenticeships in the BC economy. One important note from the Working Group Meeting is the provision that LNG projects leave a legacy in the community by requiring that at least 25% of all workers be apprentices.

#### **Open letter to the College Community**

We continue to receive calls and emails from various organizations and individuals asking about the future of VCC and the ‘save my VCC’ campaign. In response, the VCCFA Executive requested that I write an open letter to the College Community stating our position. This letter is attached.

Respectfully submitted,  
Karen Shortt, President, VCCFA



November 20, 2015

### Open letter to the College Community

Over the past several months, there has been a public campaign that implies that VCC needs to be 'saved.' We have tried to discuss the campaign with its leaders but it has not seemed to dissuade them from their course. Our own members have asked us what our stance is. We have therefore decided to make this statement in an attempt to be as clear as possible.

The campaign has had an effect. It has caused a number of organizations to contact me and ask if VCC is closing its doors. We have assured these organizations that VCC is not closing. These are often the folks who refer and direct students to us as their best-possible alternative. It does lead us to consider the many other organizations, members of the public, future employers, and potential students who do not ask but simply assume by this campaign's messaging that VCC is closing.

It's true that Vancouver Community College has endured a number of major setbacks over the past two years - the loss of ESL funding, the implementation of tuition for Adult Basic Education programs, the rapid turnover at the College Board and senior administrative levels, and overall uncertainty and delays in much-needed capital projects. The Provincial Government does need to properly fund this College but to state that it needs to be 'saved' implies its imminent demise. That is not true. There is no evidence for it. We believe this campaign is causing more harm than good.

This year we are celebrating 50 years of teaching, of community service and the success of our students. Many of the faculty and support staff at VCC have worked together for decades. We have supported each other in difficult times and together we have celebrated the good times. In fact, together we are what makes this place work. We are the one constant that our students see year after year and one of the main reasons students refer their friends and family to VCC.

Because registration is especially fragile in our ABE, ESL and some other programs, I am writing to the entire College community today to ask that you not support this campaign by signing a petition or participating in the social media drive.

If we ever learn there is anything more than conjecture or rumours driving this campaign, the VCCFA will pull out all stops but until then, let's move forward as a united community college and keep doing the good work we do.

In solidarity,

Karen

Karen Shortt  
 President - VCCFA  
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 Cell - 604-992-1464