



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
MEETING MINUTES

May 11, 2021

3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Elle Ting (Chair)
Natasha Mandryk (Vice-Chair)
Ali Oliver
Brett Griffiths
Dave McMullen
David Wells
Heidi Parisotto
Jo-Ellen Zakoor
John Demeulemeester
Julie Gilbert
Lucy Griffith
Marcus Ng
Natasha (Student Representative)
Sarah Kay
Shane McGowan
Shantel Ivits
Todd Rowlatt

Guests

Adrian Lipsett
Bonnie Chan
Claire Sauvé
Clay Little
Dawn Cunningham Hall
Jane Shin
Jennifer Gossen
Michael Yue
Nicole Degagne
Pervin Fahim
Phoebe Patigdas
Rebecca Bennett
Shirley Lew
Tanny Marks
Taryn Thomson

Regrets

Blair McLean
Julia Skye Summers

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the College is located on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the May 11, 2021 agenda as presented.

Moved by D. Wells, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the April 13, 2021 minutes as presented.

Moved by D. Wells , Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Duolingo Update

MOTION: THAT Education Council approve extending the use of the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions to the 2022 Spring Term (inclusive).

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- D. McMullen presented additional information on the Duolingo English test, which was adopted as an alternative English Language Proficiency (ELP) assessment at the beginning of the pandemic. Student success rates on the Duolingo test were dramatically higher than on the traditional English Language Assessment (ELA). Conversations have begun at VCC (and other institutions) about recalibrating Duolingo benchmarks, in consultation with faculty. The plan is to collect more data on student progression/completion to help evaluate the accuracy of student placement based on different assessments; however, comparing data from the Fall/Winter Terms 2020/21 and 2019/20 will also capture other factors (change to online/blended delivery).
- Since the Duolingo assessment was introduced as a temporary measure during the pandemic, questions were raised about whether to return to the previous assessment model with the expected return to campus in September. D. McMullen estimated that only about 50% of students will be on campus at any given time; D. Wells added that faculty and student surveys at VCC indicated a preference for blended learning (about 60% of respondents), with 20% in favour of fully online delivery (about 20%). A lot of work has been done over the pandemic, and the goal is to maintain what has proven effective.
- There was a discussion about the broader question of evaluating assessments. S. Lew reported that a short-term project will be initiated to evaluate different testing options and make recommendations to better support the needs of departments, particularly ABE and EAL. A call for expressions of interest will be sent out to faculty (0.25 FTE each for faculty with ABE and EAL backgrounds).
- The use of Duolingo was initially approved as a one-year pilot in March 2020; in view of the ongoing pandemic, Education Council agreed to vote on an extension for admissions to the 2022 Spring Term.

b) Annacis Island Update/Feasibility Report Committee

- T. Rowlatt reported that the working group is looking at different options for the HMT program and their feasibility: 1) remaining at Annacis Island Campus; 2) bringing a portion of programming back to the Broadway Campus; 3) identifying an alternative space in collaboration with other trades program or community partners. The financial circumstances would make option 1) extremely challenging.
- D. Wells added that the College has retained external legal counsel, which is expected to receive BCIT's term sheet shortly. A meeting is planned with both VPAs and the ministry.

c) Academic Year

MOTION: THAT Education Council recommends the Board approve the Academic Year 2021/22, 2022/2023, and 2023/2024.

Moved by D. Wells, Seconded & CARRIED (Unanimously)

- D. McMullen presented Academic Year information for the next three years. Policy C.3.13 Academic Year was revised last year, and the document now includes only term dates, public holidays and closures. Some information that was historically included in the Academic Schedule (e.g., which programs run during which term) was removed, as it forms part of the enrolment planning process.
- D. McMullen noted concerns around the workload in the Registrar's Office. The plan is to increase efficiency and improve the student experience by offering more online registration. A major challenge to implementing a standardized, automated system is the fact that a number of programs at VCC do not align with a standard term structure. While it was acknowledged that it is not feasible for all

programs to move to standard start and end dates, programs should be aligned with the term structure wherever possible. There will be conversations and consultation around this, and the RO will work with the CTLR to support these efforts. This issue ties in with current conversations around assessment of institutional risks, in this case potential impact on enrolment.

d) Planning for the New Normal in Teaching – Return to Campus & Governance Implications

- E. Ting shared B.C.'s [COVID-19 Return-to-Campus Primer](#) providing guidance to post-secondary institutions around planning for a return to campus.
- D. Wells is establishing a Program Reset Working Group to address questions around the return in September; this group will review survey data and feedback from program areas and the CTLR to inform program delivery going forward. There is interest in continuing some blended and online delivery, and implications on registration, disability services, technology, governance, etc. need to be considered. The goal is to convene a broad group of stakeholders to work on these issues over the next 3–4 months and develop recommendations.

e) Contract Training Update

- M. Yue, Director of the Partnership Development Office (PDO), noted that policy C.3.5 Education Service Contract was recently updated; the PDO, Finance and contract owners/managers have been working collaboratively to ensure compliance with the policy, procedures, and Contract Management Guide.
- A summary of new contracts (started in 2020-21) was presented, including contracts in response to COVID-19, the LINC contract (renewed for five years), and the five-year contract to serve as the UMAP (University Mobility in Asia and the Pacific) International Secretariat. The Material Handling 4.0 pilot project in collaboration with four colleges will start in 2021-22.
- Related to COVID-19, student emergency financial aid was provided in 2020-21 through a general fund (\$140,000) and a fund for Indigenous students (\$77,000). Funding will continue in 2021-22 as the pandemic continues.
- There was a discussion about funding of the LINC contract; the amount of funding and annual increases are not sufficient to cover increasing delivery costs. As a result, the number of offerings was reduced last year to remain within the budget. Slight reductions in delivery are expected over the next four years, but they will not be as significant as during the first year of the contract.

f) Affiliation Agreement with Native Education College (NEC)

- The affiliation agreement was distributed via email. The unique nature of this agreement, pertaining to funding for NEC, was emphasized. As NEC is technically considered a private institution, the province cannot directly fund NEC. Instead, VCC receives funds and forwards them to NEC, minus a small administration fee, along with a letter from the province outlining NEC's FTE obligations.
- This agreement goes back to about 2007; there were questions about the dates in the agreement, which lists funding only for one year at a time. Funding and FTE numbers are provided annually by the province and may change. A non-dated agreement was considered, but regular renewals provide a valuable opportunity for conversations, which previously led to a separate agreement on UPass. An MOU on programming opportunities in partnership is under consideration.
- Education Council members felt that this agreement falls under policy C.3.10 Educational Affiliations and should have come to EdCo and the Board for approval. It was agreed to accept the affiliation agreement as approved after the fact; D. Wells will bring future draft agreements to EdCo before signature.

g) Affiliation Agreement with Stenberg College

- The concept paper for the Optician Diploma was presented to Education Council in February, and Curriculum Committee recommended the curriculum for approval at its April meeting. The curriculum was not presented to Education Council at this meeting in order to allow for discussion of the

affiliation agreement with Stenberg College (SC), including the rental and curriculum licensing agreements. The draft agreement was distributed via email.

- The curriculum for the accredited two-year Optician Diploma was licensed from SC and slightly adapted for the VCC context, in collaboration with the CTLR. The program will be delivered at the SC campus in Surrey. VCC students will be instructed separately from SC students, and instructors will be hired into VCC's Continuing Studies (CS). There will be a PAC for the VCC program (with some crossover in membership from SC's PAC), and program quality assurance will be managed by VCC.
- Education Council members raised several questions, which were addressed by A. Lipsett, C. Sauvé, and R. Bennett:
 - Public/private partnership and distinction between SC's and VCC's programs: Discussion about ensuring the program encapsulates VCC's values and serves VCC's community, and is distinct from SC's diploma. Question about how to ensure instructors teach the curriculum adapted to the VCC context. It was noted that the curriculum was only slightly modified. Instructors have not yet been hired; there may be some instructors teaching at both institutions, which is not an uncommon practice.
 - Copyright: Concern about use of VCC documentation by other institutions, particularly in the public/private context, based on previous experiences. Suggestion to include a provision in the agreement regarding copyright on work done by VCC to meet its curriculum standards; this may become particularly relevant should VCC decide to offer a program independently in the future.
 - Sharing logos: Risk of blurring the distinction between VCC and SC and confusing students, particularly around competing programs offered at both institutions. Importance of protecting VCC's unique identity and excellent reputation; caution due to previous experiences of misrepresentation. The rationale for sharing logos is to improve VCC's visibility and increase enrolment. The logo may only be used with VCC's permission, after review by VCC's Marketing department.
 - Curriculum changes/quality assurance: SC's curriculum is accredited, and VCC will work on its own curriculum accreditation. Courses outlines/assessments were slightly modified for the VCC context. There will be a quality management committee consisting of two members each from SC and VCC, as per the licensing agreement. Any curriculum changes will go through VCC's regular governance process, and the program will undergo standard program renewal.
 - Curriculum licensing: Question why the curriculum was rented, rather than purchased outright. The cost to purchase the curriculum would have been prohibitive. VCC licenses its own Medical Device Reprocessing Technician (MDRT) curriculum to another institution in a similar way.
 - Practicum placements and support: Placements will be coordinated by SC, since the college has existing connections with industry. VCC will pay for this service. If the program is successful, VCC's CS program coordinator could take over this work in the future (not instructors). Instructors will work with the practicum host/preceptor; while they will not be continuously on site, they will conduct weekly check-ins with students.
 - Student support services: Concern about students' access to VCC services from SC's Surrey campus. Some services are available online or via phone; students will be able to access services at VCC's campuses outside of class time. SC will provide services in cases of emergency (first aid; emergency counselling). There is experience in CS with supporting students that are fully off-site in the (albeit significantly shorter) MDRT program.
 - Instructor support of students outside class time: Concern about sufficient support, since CS instructors are paid based solely on teaching hours. International students in the Optician Diploma may require more support than domestic students in the shorter MDRT program. CS expects instructors will make themselves available to students as needed.
 - Work and study spaces: Recommendation to outline explicitly in the rental agreement that students will be able to access common spaces, computer labs, printers, wifi, etc. after class.

International students may be more likely to spend more time on campus than SC's mainly domestic student body.

- Student transfers: Ensure the Registrar's Office has reviewed this language.

- Feedback will be taken under consideration; an updated agreement will be presented at the next EdCo meeting.

h) Education Service Renewal Report: Arbiter of Student Issues

- J. Shin acknowledged her location on the k^wik^wəłəm (Kwikwetlem) First Nation territory. She presented the final education service renewal report on the Arbiter of Student Issues Office and commended the rigorous and thoughtful work done by T. Marks over the last two years. The report includes an action plan, and J. Shin will work with the arbiter on advancing these goals, particularly around operational capacity building and the student experience.
- T. Rowlatt commended the work done and inquired about several points that were discussed at the last Education Quality Committee meeting. Some action items deviate from external panel recommendations, particularly around the title of the office; office location; and the practice of taking notes. J. Shin and T. Marks responded to these questions. There are efforts to secure more space, but this is a general challenge at the College. The attempt in 2018 to transition the title from an arbiter to an ombudsperson did not find unanimous support by internal stakeholders; the reporting structure and single-source funding do not formally qualify the office as independent from the College, as would be the case for an ombuds office. Overall, the arbiter's role is different from and broader than an ombudsperson's. T. Marks outlined her view that taking notes, which students may request under FOIPPA, is crucial in terms of transparency and accountability; she acknowledged that this is in opposition to general practice in the ombuds field. J. Shin did not have concerns around this practice, and noted that there is a broader conversation with Counselling and Disability Services around privacy and confidentiality of notes. T. Marks added that the purpose of this discussion is to be more explicit and transparent with students about the limits to privacy and confidentiality of their records, in terms of potential access by the College.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Courses: MATH 0611, 0621, 0631, 0641, 0651, 0661

MOTION: THAT Education Council approve, in the form presented at this meeting, the new courses: MATH 0611, 0621, 0631, 0641, 0651 and 0661: Fundamentals of Mathematics Levels 1-6.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

- T. Rowlatt presented the proposal; six ABE math courses were updated to align with the latest version of the ABE Articulation Handbook. Course names and numbers were also changed.

b) Policy Committee

i) D.1.5 Use of Library Resources

MOTION: THAT Education Council send, in the form presented at this meeting, D.1.5 Use of Library Resources policy and procedures out for community feedback.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- N. Mandryk presented minor updates to the policy and procedures, completed as part of the regular five-year review.

c) Appeals Oversight Committee

- L. Griffith reported that the committee will next meet in June to work on an asynchronous appeals process; she thanked N. Degagne and N. Mandryk for their support.

c) Education Quality Committee

i) Gap Analysis Working Group Recommendations

- Item deferred due to time constraints.

8. RESEARCH REPORT

- E. Ting reported that the Research Ethics Board is reviewing a federal guideline change that will require policy changes around data management in the next two years.

9. CHAIR REPORT

- E. Ting reported that the Academic Year will be presented to the Board of Governors for approval at its May 27 meeting. The Academic Governance Council will hold its spring meeting at the end of the month.

10. STUDENT REPORT

- E. Ting provided the update on behalf of P. Patigdas, who had to leave the meeting. Two new student representatives were elected to the SUVCC Board of Directors in the recent by-election; orientation will take place this week.

11. NEXT MEETING AND ADJOURNMENT

- Strategic Innovation Plan (SIP) Presentation to EdCo: May 19, 3:00-3:45 p.m.
- EdCo Planning Day: June 3, 9:15 a.m.-12:15 p.m.
- The next regular Education Council meeting will be held on June 8, 2021, 3:30–5:30 p.m.

MOTION: THAT Education Council adjourn the May 11, 2021 meeting.

Moved by E. Ting, Seconded & CARRIED (Unanimously)

- The meeting was adjourned at 5:36 p.m.

APPROVED AT THE JUNE 8, 2021 EDUCATION COUNCIL MEETING

Elle Ting
Chair, VCC Education Council