



Board of Governors Public Meeting Agenda

September 18, 2024, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

Zoom option for Public & Guests:

<https://vcc.zoom.us/j/64397010942?pwd=YWFYcWNGNXFITm5gdFBRSGRZmVOdz09>

Zoom Phone: +1 778 907 2071

Meeting ID: 643 9701 0942 Password: 037455

Board Members

Joey Hartman (Chair, Board/HRC)
Mahin Rashid (Vice Chair)
Jeffrey Yu (Chair, FAC)
Chi Lo
Christie Sparklingeyes
Daniela Ocana
Jennifer Cummins
Libby Davies
Michele Guerin
Paul Yeung
Ridhi Bhatia
Seung Oh

Staff Resources

David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Admin & International Development
Kate Dickerson	VP, People Services
Jane Shin	VP, Students & Community Development
Jamie Choi	ED, Finance & CFO
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services
Tannis Morgan	AVP, Academic Innovation
Charnelle McClure	ED, Marketing & Communications
Surinder Aulakh	ED, Safety, Security & Risk Management
Deborah Lucas	EA, Board of Governors

Ex-Officio

Ajay Patel	President & CEO
Natasha Mandryk	Chair, Education Council/GC

Guests

Taryn Thomson	President, VCCFA
Chris Joyce	President, CUPE Local 4627
Stefan Nielsen	Organizer, Advocacy & Governance, SUVCC

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səliwətaʔ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER, LAND ACKNOWLEDGEMENT/ OPENING REMARKS		J. Hartman/ A. Patel/	7 min	--	--
2.	APPROVAL OF AGENDA/CONSENT AGENDA		J. Hartman	2 min		
	<i>"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."</i>	Decision				
	2.1 Minutes: Jun 26, 2024, Public Meeting				✓	3
	2.2 Board Correspondence & Activity				✓	8
	2.3 News and Events				✓	9
3.	ACTION TRACKER		J. Hartman	1 min		
	No items	Info			--	--

Item	Topic	Action	Speaker	Time	Attach	Page
4.	CONSTITUENCY GROUP REPORTS	Info	Constituency Reps			
	4.1 CUPE Local 4627			5 min	--	--
	4.2 SUVCC			5 min	--	--
	4.3 VCCFA			5 min	--	--
5.	EDUCATION COUNCIL REPORT		N. Mandryk	20 min		
	5.1 Chair's Report	Info			✓	11
	5.2 CREDENTIAL: Global Supply Chain Management Post-Degree Diploma	Decision			✓	16
	5.3 CREDENTIAL: Baking & Pastry Arts Diploma	Decision			✓	24
	5.4 DISCONTINUANCE: Teaching Online Certificate	Decision			✓	32
6.	FINANCE AND AUDIT COMMITTEE REPORT		J. Yu	55 min		
	6.1 Chair's Report	Info			--	--
	6.2 2024-25 Forecast to Budget	Info			✓	34
	6.3 Five Year Capital Plan 2025/26 to 2029/30	Decision			✓	39
	6.4 2023-24 Institutional Accountability Report & Plan	Decision			✓	45
	6.5 TUITION & MANDATORY FEES (Domestic)	Decision			✓	174
	6.6 TUITION & MANDATORY FEES (International)	Decision			✓	175
	6.7 TUITION: Global Supply Chain Management Post- Degree Diploma	Decision			✓	176
	6.8 TUITION: Baking & Pastry Arts Diploma	Decision			✓	178
	6.9 TUITION: Esthetics & Spa Certificate & Cosmetology Diploma	Decision			✓	179
7.	GOVERNANCE COMMITTEE REPORT		N. Mandryk	25 min		
	7.1 Chair's Report	Info			--	--
	7.2 NEW: Cyber Security Policy and Procedures (506)	Decision			✓	180
	7.3 NEW: Enterprise Risk Management Policy (131)	Decision			✓	186
	7.4 REVISED: Freedom of Information and Protection of Privacy (501)	Decision			✓	191
8.	HUMAN RESOURCES COMMITTEE REPORT		M. Rashid	5 min		
	8.1 Chair's Report	Info			--	--
9.	INDIGENIZATION AT VCC					
	Overview of new course offering	Info	J. Hartman	7 min	--	--
10.	VCC FOUNDATION	Info	J. Yu	5 min	--	--
11.	NEW BUSINESS	Info	J. Hartman	5 min	--	--
12.	NEXT MEETING & ADJOURNMENT	Info	J. Hartman	1 min	--	--

Next regular meeting: Sept 18, 2024



Board of Governors Public Meeting **DRAFT MINUTES**

June 26, 2024, at 5:30 p.m.

VCC Broadway Campus, Building A, Room 5025

Zoom option for Public & Guests

Board Members

Joey Hartman (Chair, Board/HRC)
Mahin Rashid (Vice Chair)
Jeffrey Yu (Chair, FAC) REGRETS
Chi Lo REGRETS
Christie Sparklingeyes
Daniela Ocana
Jennifer Cummins
Libby Davies
Nadia Belokopitov REGRETS
Michele Guerin REGRETS
Paul Yeung
Ridhi Bhatia
Seung Oh
Shobha Rajagopalan

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Clayton Munro	AVP, Student & Enrolment Service
Tannis Morgan	AVP, Academic Innovation
Jamie Choi	ED, Finance & CFO
Surinder Aulakh	ED, Safety, Security & Risk Management
Moira Gookstetter	ED, VCC Foundation
Brett Griffiths	Dean, School of Trades, Technology & Design
Caralee Maloney	AD, Risk Management & Privacy
Nigel Scott	AD, Student Accessibility
Deborah Lucas	EA, Board of Governors

Ex-Officio

Ajay Patel	President & CEO
Natasha Mandryk	Chair, EdCo/GC

Guests

Deanne Bates	Chief Shop Steward, CUPE Local 4627
Taryn Thomson	President, VCCFA
Stefan Nielsen	Organizer, Advocacy & Governance, SUVCC

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

- J. Hartman called the meeting to order at 5:49 p.m. P. Yeung presented the land acknowledgement. Chair's opening remarks:
 - Regrets from C. Lo, C. Sparklingeyes, J. Yu, N. Belokopitov and M. Guerin.
 - Congratulated VCC's 1,000+ graduating students. She is excited to present greetings from the Board at the Jun 27, 2024 convocation ceremony.
 - Jul 31, 2024 marks the end of term for appointed board member S. Rajagopalan. She joined the board in 2018 and she has been a member of Finance and Audit Committee and the Governance Committee during her six-year term. She has been a valuable team member, representing the board at many events. Words of thanks were expressed by the Board and a gift was presented. In response, she expressed gratitude for the experience.
- A. Patel's remarks:
 - VCC partnered with the Central City Foundation to host the 16th annual Fair in the Square event at downtown's Victory Square on Jun 9, 2024. With live music and entertainment, arts and crafts and free BBQ served by VCC's culinary department, it's a highlight for the community and brings a positive vibe. He thanked the organizers, volunteers and community members who attended.

- Highlighting the recent Tooth Trolley, and Asian Culinary Department events, the VCC Foundation, donors and participants were acknowledged for their support. This included the Honourable Anne Kang and the Honourable Bruce Ralston, who attended the Asian Culinary fundraiser.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the Board of Governors approve the Jun 26, 2024, public meeting agenda, and the Consent Agenda items:

- 2.1 Minutes: May 29, 2024, Public Meeting
- 2.2 Board Correspondence & Activity
- 2.3 2025 Public Board Meeting Schedule
- 2.4 News and Events

Moved, Seconded & CARRIED

3. ACTION TRACKER

- No actions.

4. CONSTITUENCY REPORTS

4.1 CUPE Local 4627

- The Board received a report from D. Bates, CUPE Local 4627 Chief Shop Steward. Ten (10) \$1k bursaries have been awarded to members or members' family.

4.2 Student Union of Vancouver Community College (SUVCC)

- The Board received a report from S. Nielsen, SUVCC Advocacy & Governance Organizer. The SUVCC met with Joan Phillip, MLA, Vancouver- Mount Pleasant constituency, to talk about issues faced by VCC students.

4.3 Vancouver Community College Faculty Association (VCCFA)

- The Board received a report from T. Thomson, President, VCCFA. Faculty are considering the impact of Artificial Intelligence, and remote working on the teach and learning landscape.
- The VCCFA is concerned about the impact on VCC's programs due to changes in government guidelines for international student enrolment.

5. EDUCATION COUNCIL (EDCO) REPORT

5.1 Chair's Report

- The Education Council (EdCo) Chair's Report was included in the meeting materials. N. Mandryk, highlighted the EdCo Annual Report appendix which includes a list of the activities completed by EdCo and its sub-committees over the year. EdCo Assistant, Darija Rabadzija and EdCo Executive, Emily Simpson, who produced the report, were thanked. The Board acknowledged the level of involvement by VCC's community and thanked EdCo for their work.

5.2 New Credential: Clean Energy Technology Diploma

- The new Clean Energy Technology Diploma will support the increase in demand for skilled professionals in the field of environmental sustainability, clean energy systems and electrical technology. Responding to EdCo's feedback on Indigenizing the curriculum, the School of Trades consulted and collaborated with the Indigenous Education and Community Engagement Department and David Kirk, Dean of Curriculum and Pedagogy, to develop an "Understanding Indigenous Connection to the Land in Canada" course. There will be three (3) intakes, but this could be increased if there's demand. Generally, graduates of VCC's trade programs find employment.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the new Clean Energy Technology Diploma credential and program implementation.
Moved, Seconded and CARRIED

6. FINANCE AND AUDIT COMMITTEE (FAC) REPORT - Presented by S. Oh on behalf of FAC Chair

6.1 Chair's Report

- The Finance and Audit Committee (FAC) met on Jun 12, 2024. The committee considered the Clean Energy Technology Diploma tuition (item 6.2 on the agenda).
- The next FAC meeting is Sept 11, 2024. The annual Statement of Financial Information (SOFI) will be considered for recommendation to the Board.

6.2 TUITION: New Clean Energy Technology Diploma (Domestic & International)

- When considering the tuition proposal for the new Clean Energy Technology Diploma, Finance and Audit Committee (FAC) supported the program's alignment with the government's CleanBC plan, as well, VCC's strategic goals with the construction of the new Centre for Clean Energy and Automotive Innovation. They also considered the increase in demand for professionals over the next ten (10) years. Responding to the Board's question on comparative programs, B. Griffiths confirmed that there are no direct competitors at this time. The Board approved FAC's tuition recommendation which supports program sustainability.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the new Clean Energy Technology Diploma Program, effective April 1, 2025.

International: \$39,794

Domestic: \$22,440

Moved, Seconded and CARRIED

7. GOVERNANCE COMMITTEE (GC) REPORT - Presented by P. Yeung on behalf of GC Chair

7.1 Chair's Report

- The Governance Committee (GC) met on Jun 5, 2024, and considered agenda policy items 7.2 and 7.3. They also continued discussion regarding the annual board evaluation. Recommended objectives are being considered by the Board.
- The next meeting is Sept 10, 2024.

7.2 POLICY: Revised Safe Disclosure (#203) Policy & Procedures (formerly Whistleblower)

- VCC's Whistleblower policy has undergone a review resulting in significant revisions. It has been renamed Safe Disclosure (#203) to address the mandatory requirement for universities and colleges to have a safe disclosure policy, as of June 2024.
- The revisions were informed by a sample template provided by Post-Secondary Employers' Association (PSEA), in collaboration with the Office of the BC Ombudsperson. Revisions include clear criteria for what "wrongdoing" is under the legislation, and inform who can receive and investigate disclosures, assuring there is no reprisal for disclosing. The Governance Committee (GC) had no concerns, and the Board approved their recommendation.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to Safe Disclosure policy and procedures #203 (formerly Whistleblower)

Moved, Seconded and CARRIED

7.3 POLICY: Revised Accommodation for Students with Disabilities (# 327) Policy & Procedures

- To comply with current legislation, and VCC practices, the Accommodation for Students with Disabilities (327) Policy & Procedures has undergone a review resulting in significant revisions. The renewal of this policy is one of the action items in VCC's Accessibility Plan (2023-2026) and it's been informed by the new Accessible BC Act, as well as new Canadian legislation. N. Scott confirmed that the policy met the legislated requirement for "reasonable accommodations" to be met. The policy emphasizes that the responsibility for accommodations resides with all areas of the College. Moving forward the authority for this policy is still under the Board of Governors, but with advice from Education Council.
- The revisions will be reported in the Accessibility Plan, as well, there is broad community representation on the Accessibility Committee, who act as ambassadors, sharing information with key groups and the community. The Governance Committee (GC) had no concerns, and the Board approved their recommendation.

MOTION: THAT, on the recommendation of the Governance Committee with advice from EdCo, the Board of Governors approve, in the form presented at this meeting, the revised Accommodation for Students with Disabilities (327) policy and procedures, including the change of approval body to the Board of Governors, with Educational Council Advice.

Moved, Seconded and CARRIED

8. HUMAN RESOURCES COMMITTEE (HRC) REPORT – Presented by HRC Chair, M. Rashid

8.1 Chair's Report

- On May 31, 2024, the Human Resources Committee (HRC) approved the annual Executive Compensation Disclosure Statement, for submission to government. The statement discloses all compensation accrued and paid to the President and the next four (4) highest ranking/paid executives with an annualized base salary of \$125k. The Public Sector Employers' Council (PSEC) will inform institutions when the statements can be posted publicly.

9. INDIGENIZATION AT VCC

- On Jun 3, 2024, VCC's Indigenous Education and Community Engagement team invited the community to the annual Three Sisters Garden planting ceremony. For fostering a deeper connection with the lands of the Squamish, Musqueam, and Tsleil-Waututh peoples, guests gathered at the Broadway campus's Indigenous garden to plant one of the Three Sisters - corn, beans, or squash. It was well attended. VCC's Elders in Residence and Indigenous knowledge holders shared their knowledge about plants with guests.

10. VCC FOUNDATION UPDATE – Presented by M. Gookstetter on behalf of J. Yu

- The VCC Foundation hosted two (2) events. The Asian Culinary Department fundraising event was a great opportunity to build relationships, and \$27k was raised. The Tooth Trolley event provides free dental checks to children in the community, and it's run by VCC's Dental Assisting students dressed as colourful tooth fairies. Close to 200 children participated and \$35k worth of dental services were provided.
- From a generous donation, VCC has purchased eighteen (18) new devices for the laptop lending service operated by the Library and Learning Department. Many students benefit from this initiative that supports students who do not have access to a personal device.
- Continuing to address the issue of food insecurity faced by students, \$75k of the \$100k funding goal has been raised. Funds will be used for initiatives including access to grocery carts and lunch cards, a "snack shack" for students to access non-perishable protein items, and giveaways, e.g., rice bags. As strategies for accessing resources continue to be developed, currently one method is through referrals, e.g., counselling, SUVCC.

11. NEW BUSINESS

11.1 Board Member Debrief: Ministry of Post-Secondary Education & Future Skills: Post- Secondary Board Governance Workshop (Jun 13 & 14, 2024)

- The Ministry of Post-Secondary Education & Future Skills hosted their 1.5-day Post- Secondary Board Governance Workshop on Jun 13, 14. Bobbi Plecas, Deputy Minister, addressed attendees. Key issues for the sector are the international student situation, noting that process will be more regulated. Also, the importance of the StrongerBC: Future Ready initiative. There were panels and workshops, topics included Senates and Councils, and Cyber Security. It was well attended by the Board and Senior Team.

12. NEXT MEETING & ADJOURNMENT

- The next regular public board meeting is on Sept 18, 2024.
- The meeting adjourned at 7:00 p.m.



Board of Governors Public Meeting

September 18, 2024

BOARD OF GOVERNORS CORRESPONDENCE

DATE	TO	FROM	DETAIL
Jul 22, 2024	VCC Board	Tony Loughran Assistant Deputy Minister Governance, Legislation & Engagement Division, Ministry of Post-Secondary Education and Future Skills	Feedback Survey: Post-Secondary Board Governance Workshop (Jun 13 & 14, 2024)
Jul 22, 2024	VCC Board	Vanessa Geary Senior Executive Lead, Crown Agencies Secretariat	Attached: 2024 Best Practice Guidelines for B.C.'s Public Sector Boards.
Aug 30, 2024	VCC Board Chair	Rachel Franklin Director, Governance & Labour Relations Policy, Ministry of Post-Secondary Education and Future Skills	Request for Appointment: Board Members with terms expiring Jul 31, 2025.

BOARD OF GOVERNORS ACTIVITY

Board members have attended the following events since June 26, 2024:

DATE	EVENT
Jun 27, 2024	VCC Convocation Attended by: J. Hartman, R. Bhatia, S. Rajagopalan, P. Yeung



VCC NEWS AND EVENTS

June – September 2024

- From September 9-12, VCC and SUVCC hosted Welcome Week, pairing information and fun so students can start the semester engaged and informed. Members from SUVCC, faculty, staff, and students had an opportunity to check out programs and services offered at the college, meet new people, and enjoy fun and games.
- On September 7, VCC participated in the 2nd annual Flats Fest, organized by Lowtide Properties. As one of the businesses in Vancouver's South Flats neighbourhood, VCC offered a delicious selection of baked goods, free manicures, and showcased our VR simulator in the Innovation Zone.
- On August 22, VCC hosted its 2nd Annual TechConnect event featuring a panel of IT professionals specializing in network security, AI, and IoT to offer students from the Network Technology Administration and Security post-diploma program practical advice on thriving in this field.
- On August 15, the Vancouver Korean-Canadian Scholarship Foundation hosted their [annual awards gala](#) at VCC's Broadway campus for the second year in a row. VCC was proud to be a platinum sponsor of the event. Of the 33 recipients receiving \$67,000, five were VCC students.
- In July, VCC International Education released its [five-year Strategic Plan](#) (2024-2029). This informs and guides VCC's local and global engagement in our internationalization efforts. It was developed to meet evolving student and sectoral needs, ensuring a learning and living environment that will serve our community and our province well into the future.



A smiling student at Welcome Days



VCC's culinary team won silver at the World Championships of Cooking



- In June, the VCC Asian Culinary Arts department won the silver medal at the 2024 Taipei World Championships of Cooking in Taipei, Taiwan held between June 28-30. The team consisting of VCC grads Kevin Soo, James Cen, Toby Chen, Ken Lu and VCC chef instructor Jie Wen, placed second in the School Team category, winning NT 60,000 (approx. \$2,500 CAD), a team trophy, individual medals, and certificates presented by Taipei Deputy Mayor Lin Yihua.
- In June, VCC hosted a delegation from Thailand, highlighting partnership opportunities and promoting University Mobility in Asia Pacific (UMAP). These events support enhanced cooperation and increased mobility for students and staff.



Delegates from Thailand met with VCC's International Education and UMAP

VCC IN THE NEWS (HIGHLIGHTS)

- VCC Board Chair, Joey Hartman was featured in the BC Labour Heritage Centre's (BCLHC) ongoing oral history project, collecting video interviews with union leaders and activists around the province. Joey's interview is available on the [BC Labour Heritage Centre website](#), and will be archived for permanent preservation at Simon Fraser University.

UPCOMING EVENTS

- Between September 16-26, VCC will be hosting a variety of talks, events, and workshops in commemoration of National Day for Truth and Reconciliation. Please visit the [events page](#) for a complete listing.

PREPARED BY: VCC Marketing & Communications

DATE: September 9, 2024



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: Education Council Chair Report to Board of Governors

CONCEPT PAPER PROFESSIONAL BAKING & PASTRY ARTS DIPLOMA

The new Professional Baking & Pastry Arts Diploma program is designed to replace the current international Dual Certificate in Artisan Baking and Pastry Arts. The new program addresses the immediate and urgent needs of international students for a reliable pathway to a 3-year Post-Graduate Work Permit through Immigration, Refugees, and Citizenship Canada.

The program is aligned with federal three-year Red Seal Baker Apprenticeship curriculum, and provides international students with the technical training they are unable to access in the current Skilled Trades BC (STBC) apprenticeship model. Graduates can pursue a Red Seal once they complete the required workplace hours.

The BC Labour Market Outlook 2023 edition indicates bakers as a growth area with 9,350 jobs available last year, and in the next ten years, 3,380 job openings, 1,370 new jobs, and 2010 replacement jobs. Within that period, it is expected that on average 46% of the available jobs will be filled by immigrants.

The concept paper was presented to Education Council for information on September 10, 2024. At the same meeting, Education Council approved the curriculum and made a recommendation on program implementation to the Board.

MEMORANDUM OF UNDERSTANDING WITH ATHABASCA UNIVERSITY

The School of Trades, Technology and Design established a Memorandum of Understanding (MOU) with Athabasca University. The goal is to explore transfer opportunities for VCC students in the Computer Systems Technology Diploma program to Athabasca University.

This agreement fits the definition of MOU under VCC Policy 407 Educational Affiliations; in accordance with that policy, it is approved by David Wells, Vice President, Academic & Research. The agreement was presented to EdCo for information at its September 10, 2024

meeting. EdCo is forwarding the agreement for the Board's information. (See Appendix A.)

MEMBERSHIP CHANGES

Sarah Kay stepped down as Chair of the Education Policy Committee due to taking on a new position at VCC, but will remain a member of Education Council. Louise Dannhauer was elected Education Policy Committee chair for the remainder of the term (until December 2024). We thank Sarah for chairing this important committee for the past two and a half years and welcome Louise into her new role.

EDUCATION COUNCIL ELECTIONS

EdCo has sixteen elected members representing faculty, staff, and students, with term lengths of one to two years. Elections are taking place this fall in tandem with elections to the Board of Governors. Election dates will be posted on September 16.

We thank all departing members who have contributed their voices and ideas over the years and look forward to welcoming our new members.

ATTACHMENTS: Appendix A – MOU with Athabasca University

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: September 12, 2024

MEMORANDUM OF UNDERSTANDING**BETWEEN****THE GOVERNORS OF ATHABASCA UNIVERSITY**

("AU")

AND**Vancouver Community College**

("VCC")

MADE EFFECTIVE: August 1, 2024, until July 31, 2029**BACKGROUND**

Whereas AU and VCC share similar interests, concerns, expertise, and goals;

Whereas AU and VCC recognize the value of joint collaboration and seek to expand scholarship and research opportunities;

This Memorandum of Understanding ("MOU") establishes a foundation for academic exchange and cooperation between AU and VCC in areas of mutual benefit and interest.

PURPOSE

The purpose of this MOU is to facilitate educational cooperation between AU and VCC. Both parties will collaborate to identify future opportunities for partnership.

GOALS

AU and VCC agree to partner and engage in:

- Laddering opportunities for VCC's learners to AU's programs as presented: [Transfer Credit Services : Athabasca University](#)
- Exploring future partnership opportunities for AU programs or Faculty with VCC including but not limited to:
 - Joint scholarship and research projects;
 - Mutual exchange of academic, professional or technical ideas and expertise;
 - Exploration of faculty and staff linkages for teaching, research, joint publication and discussion;
 - Joint applications for international projects and funding;
- Other activities which may be organized from time to time, and which may be agreed as being of mutual benefit.

FINANCIAL CONSIDERATIONS

Each party will pay all of its own costs and expenses concerning all activities and matters under this MOU. This MOU does not impose any financial liability or responsibility on either party with respect to the costs or expenses of the other.

PUBLICITY

All publications and publicity, regardless of media, with respect to this MOU requires the expressed written consent of both parties prior to being issued.

ADMINISTRATION

Each party has assigned an authorized individual to be responsible for the implementation, monitoring and evaluation of this MOU as follows:

For AU:

Michael Shouldice

Manager, Partnerships and Collaborations

shouldic@athabascau.ca

780-721-1473

For VCC:

Feras Ghesen

Associate Director of School Trades, Technology and Design

fghesen@vcc.ca

778-879-4138

Any notices required to be given by either party under this MOU will be sent to the other by- registered mail, email or by personal delivery to the above individuals.



TERM, RENEWAL, TERMINATION AND AMENDMENT

This MOU is effective for the period identified above unless terminated by either party upon written notice to the other. This MOU shall only be amended in writing with our mutual consent.

CONFIDENTIAL AND PROPRIETARY INFORMATION

Prior to the exchange of any information between the parties of a confidential or proprietary nature, we will each execute and deliver to the other a confidentiality and non-disclosure agreement which will be incorporated into this MOU.

INTELLECTUAL PROPERTY

Nothing in this MOU shall affect the intellectual property rights of the parties. Neither AU nor VCC shall grant, one to the other, any intellectual property rights unless agreed under a separate binding agreement.

STATUS

This MOU specifies general areas of potential exchange and cooperation and merely sets out the general basis upon which we intend to proceed. Except for the sections titled Financial Considerations and Publicity, this MOU is a non-binding agreement and does not commit the parties to enter into any binding or legal arrangements. The sections titled Financial Considerations and Publicity will each be binding upon both parties and will be governed as to their interpretation and effect by the law of the Province of Alberta, Canada.

IN WITNESS WHEREOF we have executed this MOU by our duly authorized officers on the effective date above.

THE GOVERNORS OF ATHABASCA UNIVERSITY

Vancouver Community College

Per: |

Dr. Alex Clark
President
Date:_____

Per: |

David Wells
VP Academic & Research
Date:_____



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Global Supply Chain Management Post-Degree Diploma

BACKGROUND:

The School of Hospitality, Food Studies & Applied Business is proposing a new credential: the Global Supply Chain Management Post-Degree Diploma. This two-year program is designed for international students with a bachelor's degree in any discipline who are interested in a career in supply chain management.

This program is designed to meet the demand in the supply chain industry for qualified managers. According to WorkBC, Transportation Management is a high opportunity occupation with 3,040 expected job openings between 2022 and 2032. Supervisors (supply chain, tracking, and scheduling co-ordination) is also a high opportunity occupation with 3,120 expected job openings between 2022 and 2032.

This is a pilot program for the College's collaboration with the Scottish Qualifications Authority (SQA). As part of this partnership, VCC licensed curriculum from the SQA and adapted it with a focus on current industry trends. The program also aligns with outcomes for the American Society for Quality (ASQ). Students will graduate with a VCC credential, a qualification from the SQA, and the opportunity to qualify for an ASQ certification.

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

- Explain supply chain processes, including procurement, logistics, inventory management, transportation, distribution, and demand forecasting.
- Make informed and strategic decisions in supply chain operations, considering factors such as cost, risk, quality, and customer satisfaction.

- Use emerging technologies and digital tools that are utilized in supply chain operations, such as artificial intelligence (AI), blockchain, Internet of Things (IoT), and supply chain management software.
- Evaluate sustainability and ethical considerations in supply chain management.
- Construct and implement strategies for risk management, contingency planning, and supply chain integration and diversification.
- Navigate the complexities of global supply chains, including international trade regulations, cultural considerations, and cross-border logistics.
- Demonstrate communication, negotiation, and conflict management skills to collaborate effectively with diverse stakeholders in the supply chain, including suppliers, manufacturers, distributors, governments, regulators, and customers.
- Interpret Key Performance Indicators (KPIs) and apply strategies to instill a culture of continuous improvement and lean principles within supply chain operations.
- Identify, evaluate, and manage suppliers in different tiers of supply chain network.
- Apply critical-thinking and problem-solving techniques to make sound business decisions and recommendations.

DISCUSSION:

Curriculum Committee reviewed the proposal in January 2024. The committee suggested making this program available and more attractive to domestic students, for example by providing opportunities for prior learning assessment and recognition (PLAR).

Additional pathways for domestic students are in development, through shorter certificates that would allow students to move back and forth between education and the workforce. These programs are expected to appeal more to domestic students than two-year programs, which have seen limited domestic uptake in the school.

A practicum option was suggested, but would be very challenging to implement. Instead, the department plans to create stronger connections to industry professionals by creating a student chapter of the Association for Supply Chain Management (ASCM) at VCC. The ASCM offers three different certifications graduates will be able to pursue.

Education Council reviewed the proposal at its February 13, 2024 meeting and unanimously voted to recommend its approval.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Global Supply Chain Management Post-Degree Diploma credential and program implementation.

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

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: September 12, 2024



**Global Supply Chain Management
Post-Degree Diploma**

Program Content Guide

Effective Date: September 2025

Purpose

This program provides post-degree students with the advanced knowledge and skills necessary to excel in the dynamic and complex world of supply chain management.

The program equips graduates for entry-level roles in supply chain organizations. Graduates will be equipped to help organizations make strategic decisions, improve operational excellence, and enhance collaboration. Graduates will be prepared to contribute to the sustainable growth and success of supply chain organizations in an increasingly globalized and interconnected world.

Students will be introduced to the emerging technology and digital tools being used in the supply chain industry, as well as how artificial intelligence is increasingly being used to make supply chain decisions.

Admission Requirements

- Successful completion of a minimum 3-year undergraduate degree from an accredited post-secondary institution and
- English Studies 12 with a minimum 'C' grade or equivalent

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms, each four months long. There is one term break between terms two and three.

Maximum time to complete the program is 5 years.

Program Learning Outcomes

Upon successful completion of this program, graduates will be able to:

- Explain supply chain processes, including procurement, logistics, inventory management, transportation, distribution, and demand forecasting.
- Make informed and strategic decisions in supply chain operations, considering factors such as cost, risk, quality, and customer satisfaction.
- Use emerging technologies and digital tools that are utilized in supply chain operations, such as artificial intelligence (AI), blockchain, Internet of Things (IoT), and supply chain management software.
- Evaluate sustainability and ethical considerations in supply chain management.
- Construct and implement strategies for risk management, contingency planning, and supply chain integration and diversification.
- Navigate the complexities of global supply chains, including international trade regulations, cultural considerations, and cross-border logistics.
- Demonstrate communication, negotiation, and conflict management skills to collaborate effectively with diverse stakeholders in the supply chain, including suppliers, manufacturers, distributors, governments, regulators, and customers.
- Interpret Key Performance Indicators (KPIs) and apply strategies to instill a culture of continuous improvement and lean principles within supply chain operations.
- Identify, evaluate, and manage suppliers in different tiers of supply chain network.

- Apply critical-thinking and problem-solving techniques to make sound business decisions and recommendations.

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, active learning strategies, online activities, group activities, and projects.

Instructional activities require students to be actively engaged and collaborate with other students.

Evaluation of Student Learning

Evaluation of courses may include a combination of assignments, projects, authentic case studies, theory and/or practical exams.

To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum grade of 'D' (1.00) in each course, and a minimum cumulative grade point average (CGPA) of 'C' (2.00) to advance into subsequent courses/terms in the program. Students must receive a minimum program grade point average of 'C' (2.00) to successfully graduate.

Recommended Characteristics of Students

1. Motivated and disciplined
2. Well-developed analytical and critical thinking skills
3. Experienced in word processing and use of spreadsheets

Courses

This full-time program can be completed over four (4) terms by successfully completing the following: 12 credits (term 1), 12 credits (term 2), 12 credits (term 3), 12 credits (term 4).

Year	Course #	Course Name	Credits
One	OPMT 1110	Fundamentals of Supply Chain and Logistics Management	3.0
	OPMT 1120	Knowledge Management & Optimization	3.0
	OPMT 1130	Transportation Management	3.0
	MGMT 1015	Applied Quantitative Skills	3.0
	OPMT 1210	Supply Chain Operations Management	3.0
	OPMT 1220	Inventory Control and Materials Management	3.0
	OPMT 1230	Warehousing and Distribution Centres	3.0
	OPMT 1240	Procurement, Contracts & Supply Management	3.0
Total Credits per Year:			24.0
Two	OPMT 2110	Global Supply Chain and International Trade	3.0
	OPMT 2120	Process Improvement and Operational Excellence	3.0
	OPMT 2130	Marketing Strategies & Channel Management	3.0
	OPMT 2140	Supplier Management & Supply Chain Risk Management	3.0
	OPMT 2210	Supply Chain Technology & Database Design	3.0
	OPMT 2220	Sustainability & Green Supply Chain	3.0
	OPMT 2230	Integrated Supply Chain Leadership Capstone	3.0
	OPMT 2240	Supply Chain Finance and Cost Accounting	3.0
Total Credits per Year:			24.0

Total Program Credits: 48.0

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass for all courses	1.00
F	0-49	Failing Grade	0.00
S	70 and above	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Professional Baking & Pastry Arts Diploma

BACKGROUND:

The School of Hospitality, Food Studies and Applied Business is proposing a new credential: the Professional Baking & Pastry Arts Diploma, which is designed to replace the international Dual Certificate offering.

The proposed new curriculum reflects all three levels of the national 3-year Baker Apprenticeship curriculum and meets SkilledTradesBC (STBC)'s requirements around technical training for bakers.

Professional Baking & Pastry Arts Diploma graduates will be able to meet the following program learning outcomes:

- Apply advanced skills and knowledge to the production of a variety of basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections in a professional baking environment.
- Evaluate basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications and standards.
- Identify and describe the principles of nutrition relating to basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections.
- Adhere to industry health, safety and employment standards in the preparation, handling, and storage of food and equipment used in the production of basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections.
- Apply the knowledge, skills, and attitudes necessary for success and continued advancement in professional baking and pastry arts.

- Reflect on their practice to further develop the professional skills needed to advance in the professional baking and pastry industry.

The new program will benefit international students in several ways:

- Providing a more reliable pathway for international students to access a Post-Graduate Work Permit (PGWP).
- Providing an opportunity for international students to take all three levels of technical training and pursue their Red Seal once they have completed required workplace hours. With the Dual Certificate, students only completed Level 1 and had to obtain their Permanent Residency first before they could take Apprenticeship Levels 2 and 3.

DISCUSSION:

Curriculum Committee reviewed the proposal in August 2024 and requested only minor adjustments. There was a more substantive conversation of the proposed new credential at the September 10, 2024 Education Council meeting.

Some concerns were raised related to educational quality, fairness, and reputational risk:

- **Levelling up of content:** There were concerns whether the level of learning outcomes was sufficient to justify the level of the credential as a diploma compared to the existing certificates. There is a strong general expectation and long precedent that diploma programs' second year programming contains more advanced content that builds on the first year.

The department clarified that the curriculum was not simply a combination of the two certificates, but that content goes significantly beyond foundational knowledge on ingredients. In Year 2, Terms 3 and 4 include in-depth study of theory and science, enabling students to adapt and create new recipes for specific dietary needs, which is the most advanced level of applied theory.

School dean Dennis Innes also argued that the existing certificate programs' later content was more advanced; as the certificate takes 11 months to complete, some of it could be closer to a second-year level.

- **Fairness towards domestic students and associated risk:** The diploma is geared towards international students, while domestic students complete an 11-month, 44-credit certificate in either Pastry Arts or Artisan Baking. Domestic students interested in further baking study would not have an option to continue into the 64-credit diploma. According to VCC policy¹, students looking to ladder into a higher-level program need to complete at least 50% of program credits in the second program. Since the certificates are so large, and since they are structured differently than the foundational parts of the diploma program, domestic students cannot simply complete the final 20 credits and obtain the diploma.

¹ See Granting of Credentials Policy [Procedure](#) 6.

In practice, domestic students have mostly been interested in entering the workforce after completing a certificate in one of the two streams, with the option to continue with apprenticeship training later on. After completion of apprenticeship levels 2 and 3 and required workplace hours, domestic students can challenge the Red Seal. While they do not receive a formal diploma, there are options for domestic students to transfer a significant number of credits into a bachelor's degree. This information alleviated some of EdCo's concerns around domestic students being disadvantaged.

In addition, Dean Dennis Innes clarified that historically, STBC has not supported funding for diplomas for domestic students that teach all three levels of technical training. The School will work with STBC to secure support for domestic students to complete all three levels of technical training in our diploma, but that funding decision rests with STBC.

This design, where a certificate is offered to domestic students and a diploma is offered to international students, is not unprecedented at VCC. The Health Care Assistant programs are another example.

In the ensuing discussion, Education Council recognized the curriculum is at the diploma level and was satisfied on the point of levelling concerns. There was a suggestion that, if certain certificate-level courses were acknowledged to be at a higher level, the department eventually re-number them at the 2000-level.

Education Council unanimously agreed to support the proposal, and to provide this context for the Board of Governors. VCC will exceptionally and intentionally continue to offer certificate programs in this profession to domestic students, which best responds to their demands and training needs.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Professional Baking & Pastry Arts Diploma credential and program implementation.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Professional Baking & Pastry Arts Diploma

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: September 12, 2024

APPENDIX A



**Professional Baking & Pastry Arts
Diploma**

Program Content Guide

Effective Date: September 2025

Purpose

The Professional Baking & Pastry Diploma provides learners with the complete apprenticeship technical training curriculum. It includes the theoretical foundation and practical skills for producing basic to advanced breads and pastries, preparing learners for industry where they may complete the work-based training hours to qualify for writing the Baker Red Seal exam.

The first year of study focuses on the development of basic technical skills in breads, pastries, desserts, cakes, cookies, decorating, chocolate, and confectionery, and a professional mindset that includes food safety, organization and time management, interpersonal skills, and the relationship between product outcomes and the underlying scientific principles and processes. In the second year, the focus expands to include intermediate and advanced principles and techniques, while continuing to develop occupation skills.

Admission Requirements

- Composition 10 or equivalent
- Workplace Math 10 or equivalent
- Valid BC FoodSafe Level 1 Certificate or equivalent (certification must remain valid for the duration of the program)

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 64 weeks. Students must complete the credential within 5 years.

Students who successfully complete this credential and the required work based training hours will be eligible to write the interprovincial Baker Red Seal exam.

Program Learning Outcomes

- Apply advanced skills and knowledge to the production of a variety of basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections in a professional baking environment.
- Evaluate basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections for consistency and accuracy in yield, flavour, texture, and overall appearance according to product specifications and standards.
- Identify and describe the principles of nutrition relating to basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections.
- Adhere to industry health, safety and employment standards in the preparation, handling, and storage of food and equipment used in the production of basic to advanced breads, pastries, desserts, cakes, cookies, decorations, chocolates, and confections.
- Apply the knowledge, skills, and attitudes necessary for success and continued advancement in professional baking and pastry arts.
- Reflect on their practice to further develop the professional skills needed to advance in the professional baking and pastry industry.

Instructional Strategies, Design, and Delivery Mode

The Professional Baking & Pastry Arts Diploma is designed to meet the training needs of industry and the training objectives established by Skilled Trades BC.

Courses are delivered at the downtown campus in professional baking labs and classrooms.

Students' products are sold in the VCC Bakeshop to enrich the development of their practical and professional skills. Classroom instruction supports the development of the theoretical knowledge

and professional skills required for success in the baking industry, with a maximum of 25 pages of assigned reading per week.

At the beginning of this program, students will receive an orientation to the campus and student services, and to the baking lab with an emphasis on food and equipment safety.

The program design is based on a learner-centered, experiential approach whereby students learn through experience in a professional setting. Active learning and participation are emphasized to promote the development of knowledge, skills, and the mindset required for success in the food industry. Professional skills such as teamwork, critical thinking, reflective practice, and interpersonal communication are emphasized throughout the program.

Evaluation of Student Learning

In the baking lab, students are continuously assessed on clean and safe work habits, organization, teamwork, technical skills, product outcomes, and the application of theoretical principles and processes to their practice. Students develop a reflective practice by recording their observations and questions relating to practice and exploring those in facilitated group discussions. Instructors provide daily feedback on individual student progress and learning needs and weekly performance evaluation.

Theoretical learning is evaluated with weekly reading assignments and quizzes.

Students must have a minimum grade point average of 70% (2.67) to successfully complete each course, and a minimum program term grade point average of 70% (2.67) to advance into subsequent terms in the program, and a minimum program cumulative grade point average of 70% (2.67) upon completion of all program courses to successfully graduate.

Recommended Characteristics of Students

- Physical condition and stamina to meet the demands of the program
- Ability to communicate effectively
- Responsible
- Self-motivated
- Ability to work independently and as part of a team
- Good personal hygiene
- Interest in baking and pastry arts
- Creativity is an asset
- Applicants should be able to physically handle all wheat, dairy, egg, and nut products and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.
- The Professional Baking & Pastry Arts Diploma Program has been designed to strengthen and encourage interpersonal skills and a team approach to course work. Students work with fellow students, members of the college community, baking and pastry employers and their workers, and the public. Students must have a mindset and the desire to work effectively in a team and in an environment that embraces diversity and inclusion.

Courses

First Year			
Term	Course #	Course Name	Credits
One	BAKG 1040	Basic Cakes & Cookies	4.0
	BAKG 1060	Basic Pastries & Desserts	4.0
	BAKG 1070	Basic Yeast Breads	4.0
	BAKG 1080	Cultural Traditions in Baking	4.0
Total Credits per Term:			16.0
Two	BAKG 1240	Specialty Cakes & Cookies	4.0
	BAKG 1260	Specialty Pastries & Desserts	4.0
	BAKG 1270	Specialty Yeast Breads	4.0
	BAKG 1280	Baking for Dietary Needs	4.0
Total Credits per Term:			16.0
Second Year			
Term	Course #	Course Name	Credits
Three	BAKG 2170	Advanced Yeast Breads	4.0
	BAKG 2140	Advanced Cakes & Cookies	4.0
	BAKG 2160	Advanced Pastries	4.0
	BAKG 2165	Advanced Desserts	4.0
Total Credits per Term:			16.0
Four	BAKG 2240	Advanced Viennoiserie	4.0
	BAKG 2260	Chocolate & Sugar Confections	4.0
	BAKG 2270	Advanced Decorating	4.0
	BAKG 2280	Baking & Pastry Arts Work Experience	4.0
Total Credits per Term:			16.0

Total Program Credits: 64.0

Transcript of Achievement

The evaluation of learning outcomes is completed by the instructor and reported to the Student Records Department at the completion of each course.

The transcript shows a percentage grade for each course. The grade point equivalent for a course is obtained from percentage grades as per the table below:

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
F	0-69	Failing Grade – unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Program Discontinuance: Teaching Online Certificate

BACKGROUND:

The Teaching Online Certificate (TOC) was first offered by the School of Instructor Education (SIE) in April 2021 and replaced the Online/eLearning Instruction Certificate (ONEL), which went through a formal renewal in 2019/2020. The TOC has not attracted sufficient enrolment to make it a viable option for students or for the College to offer as a separate certificate program. However, the courses in the TOC can be taken as electives in the Provincial Instructor Diploma (PIDP), and there has been good uptake.

The Board of Governors voted to suspend the Teaching Online Certificate (TOC) as of March 2023.

The School of Instructor Education is now proposing to permanently discontinue the Teaching Online Certificate in accordance with the Suspension and/or Discontinuance of Programs Policy (414). Both the dean and department support this proposal.

Students have been informed of the suspended status of the TOC and have been given time to complete the courses and obtain the credential if desired. Courses covering the outcomes of the TOC have been added to the Provincial Instructor Diploma program.

DISCUSSION:

The proposal was presented at the September 10, 2024 Education Council meeting. While the [procedures](#) for VCC Policy 414 Suspension and/or Discontinuance of Programs specify a two-year timeline for a decision on program discontinuance, EdCo had no concerns about the shorter timeline due to unanimous support from both the dean and department.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors discontinue the Teaching Online Certificate program effective January 1, 2025.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: September 12, 2024



INFORMATION NOTE

PREPARED FOR: Board of Governors
DATE: September 18, 2024
ISSUE: **2024/25 Forecast to Budget**

2024/25 August Forecast to Budget Overview

2024/25 August Forecast (4 months actual + 8 months forecast) in **Table 4** shows that VCC is projecting a balanced budget. Revenue is forecasted to be \$188.2 million compared to budget of \$186.3 million (\$1.95 million above budget) and prior year of \$170.9 million (\$17.3 million above than prior year). Domestic tuition revenue is up by \$429K (excluding ABE/EAL and Future Skills Grant) compared to original budget, and international revenue is up by \$410K. (**Table 1, 2 and 3**).

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is \$11,754 higher than budget. International tuition revenue is down by \$16,635; Project Management and Hospitality programs are up by \$726K, and Baking & Pastry program is up by \$134K, meanwhile Accounting and Marketing programs international tuition revenues are down by \$931K. The School of Trades, Technology and Design domestic tuition revenue is higher than budget by \$79K and international tuition revenue is higher than budget by \$43K.

The School of Health and Science domestic tuition revenue is higher by \$38K and international tuition revenue is higher by \$42.6K than budget. The School of Arts and Sciences domestic tuition is higher than budget by \$71K, and international tuition revenue is up by \$129K. For domestic tuition revenues, College Career Access and College Foundations programs tuition revenues are up by \$39K than budget, and ESL Pathway programs domestic tuition is increased by \$52, and ECCE international tuition is increased by \$104K compared to budget.

Continuing Studies domestic tuition revenue was down by \$92K, and international tuition revenue was up by \$210K from ECCE and IT Network programs. Domestic tuition at the Centre for Education Excellence has increased by \$136K, primarily because the Future Skills Grant will not be available until August. Other revenues such as parking, space rental, commercial services and interest income are higher by \$924.

Expenses are forecasted to be \$188.2 million compared to budget of \$186.3million (\$1.95 million higher than budget) and prior year of \$169.8 million (\$18.4 million above than prior year). The increased salary and benefit expenses account for the faculty salaries and benefits related to the ECCE program, which has been moved to the academic area, as well as additional support for EAL international support.

The College is waiting for the September enrolment to be finalized to update the financial forecast and the College's operating forecast for 2024/25 will be revised further. The updated forecast to reflect this change will be provided at the November Finance & Audit Committee meeting.

ATTACHMENTS: APPENDIX A:

Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2024 – Mar 2025)
Table 4 – Statement of Operations: 2024/25 Forecast with Four Months Actual (Ended July 31, 2024) and Eight Months Forecast

PREPARED BY: Jamie Choi, Executive Director FS & CFO

APPENDIX A

Summary – Forecast Revenue by School

Table 1:
Domestic Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	1,966,794	1,874,671	92,123	2,757,842	(791,047)
SCHOOL OF ARTS AND SCIENCES	1,772,634	1,701,158	71,476	1,533,922	238,712
ABE & EAL TUITION FREE	3,997,388	3,929,643	67,745	3,996,848	540
SCHOOL OF HEALTH	4,533,894	4,495,776	38,118	4,487,857	46,037
SCHOOL OF HOSP, FOOD & BUSINESS	1,612,934	1,601,180	11,754	1,457,559	155,376
CENTER FOR EDUCATION EXCELLENCE	506,035	369,323	136,712	774,243	(268,208)
SCHOOL OF TRADES, TECH & DESIGN	2,732,344	2,652,587	79,757	2,661,587	70,757
FUTURE SKILLS GRANT	366,649	736,927	(370,278)	555,783	(189,134)
	17,488,672	17,361,265	127,407	18,225,640	(736,968)

Table 2:
International Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	7,578,749	7,368,053	210,696	9,484,467	(1,905,719)
SCHOOL OF ARTS AND SCIENCES	2,980,901	2,851,394	129,507	1,095,654	1,885,247
SCHOOL OF HEALTH	2,244,294	2,201,655	42,639	1,374,914	869,380
SCHOOL OF HOSP, FOOD & BUSINESS	47,187,958	47,204,593	(16,635)	44,713,414	2,474,544
CENTER FOR EDUCATION EXCELLENCE	831	0	831	1,278	(447)
SCHOOL OF TRADES, TECH & DESIGN	12,480,175	12,436,612	43,563	12,844,443	(364,268)
	72,472,908	72,062,307	410,601	69,514,170	2,958,738

Table 3:
Combined Domestic and International Tuition Revenue by School - Forecast

	Current Year 2024/25 Forecast (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	9,545,543	9,242,724	302,819	12,242,309	(2,696,766)
SCHOOL OF ARTS AND SCIENCES	4,753,535	4,552,552	200,983	2,629,576	2,123,959
ABE & EAL TUITION FREE	3,997,388	3,929,643	67,745	3,996,848	540
SCHOOL OF HEALTH	6,778,188	6,697,431	80,757	5,862,770	915,417
SCHOOL OF HOSP, FOOD & BUSINESS	48,800,892	48,805,773	(4,881)	46,170,973	2,629,919
CENTER FOR EDUCATION EXCELLENCE	506,866	369,323	137,543	775,521	(268,655)
SCHOOL OF TRADES, TECH & DESIGN	15,212,520	15,089,199	123,321	15,506,030	(293,511)
FUTURE SKILLS GRANT	366,649	736,927	(370,278)	555,783	(189,134)
	89,961,580	89,423,572	538,008	87,739,810	2,221,770

**Statement of Operations – Comparison to Budget and Prior Year
2024/25 Forecast with Four Months Actual (Ended July 31, 2024) and Eight Months Forecast**

Table 4:

(In \$ Thousands)	Current Year 2024/25 Forecast (4 + 8)	Current Year 2024/25 Budget	Forecast vs Budget	Comments	Prior Year 2023/24 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants	66,351	66,128	223		49,139	17,212
Adult Upgrading Grant (AUG)	374	375	(1)		372	2
Future Skills Grant	367	737	(370)	Future Skills Grant funding not available until August	556	
Sales of goods and services	5,149	5,078	72		5,392	(243)
Tuition and student fees	90,702	89,741	960	Table 1, 2 & 3	88,157	2,544
ABE/EAL Tuition Free	3,997	3,930	68		3,997	1
Other grants, fees & contract services	8,161	8,042	119	Various contracts increased revenues not in budget	8,780	(619)
Miscellaneous income	2,379	2,304	75		2,835	(455)
Donation income (Foundation Related)	774	777	(3)		866	(92)
Amortization of deferred capital contribution	6,110	6,078	32		6,192	(82)
Interest income	3,924	3,147	777	Due to higher interest rates	4,680	(755)
REVENUES	188,289	186,337	1,953		170,966	17,324
SALARY AND BENEFIT EXPENSES	132,708	131,088	(1,620)	Faculty salary and benefit increased due to ECCE transfer to academic area and addition of EAL international support.	118,862	(13,846)
Supplies and general expenses	17,084	16,966	(118)	Overall general supplies and equipment increased	13,929	(3,154)
AUG Financial Aid	374	375	1		372	(2)
Bursary/Scholarship	774	777	3		866	92
Professional fees	15,835	15,717	(117)	Some project cost higher than budget	16,284	449
Building and telecom	8,211	8,135	(76)		7,127	(1,084)
Cost of Goods Sold	3,589	3,577	(12)		3,422	(167)
Depreciation Expense	9,715	9,702	(13)		8,969	(745)
OPERATING EXPENSES	55,581	55,249	(333)		50,970	(4,612)
TOTAL EXPENSES	188,289	186,337	(1,953)		169,832	(18,457)
NET SURPLUS (DEFICIT)					1,134	(1,133)



DECISION NOTE

PREPARED FOR: VCC Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
 Ministry of Post Secondary Education and Future Skills:
 Five-Year Capital Plan - 2025/26 to 2029/30

BACKGROUND:

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

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

As with the previous iterations, the current Five-Year Capital Plan was aligned with the goals of the Campus Plan, approved by the board in December 2019, and further informed by strategic plans including the Strategic Innovation Plan, Academic Plan, Indigenous Education and Community Engagement Plan, Environmental Sustainability Plan, and the Institutional Accountability Plan and Report. The plan also conforms to the stated objectives contained in the Government’s mandate letter for VCC dated June 1, 2021, and the Minister’s letter to the Board dated June 22, 2023.

This year’s submission is for the period 2025/26 to 2029/30 and VCC identified a single priority:

PRIORITY #1
DOWNTOWN CAMPUS “EXPANSION”
Category 1-1: Routine Capital
VCC Dunsmuir and Pender buildings envelope upgrade
VCC Capital: \$560,000 PSFS Capital: \$10,455,400

The scope of the work involves replacement of current windows in the Pender Street building with high efficiency glazing that will reduce solar gain and limit energy loss. Additionally, work will be undertaken to repair and replace roof membranes on the Pender Street building. The project will improve the facility

condition index for the Pender Street building, extend the useful life of the building and create a better work and learning environment for students, faculty and staff.

Construction cost estimates in the 2025/26 – 2029/30 Capital Plan were produced by professional quantity surveyors, in June 2024. Costs include an escalation factor of 5% to the projected mid-point of construction. Depending on the time of project approval, appropriate adjustments to account for changes in scope and escalation may be required.

NEXT STEPS

The College was required to submit the 5-year capital plan by the submission deadline of August 15, 2024. The submission was made and is pending approval of the Board of Governors.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the Five-Year Capital Plan (Period 2025/26 to 2029/30).

ATTACHMENT: APPENDIX A – Priority 1 – Project Overview

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

APPENDIX A

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT
5-Year Capital Plan (2025/26 – 2029/30)

Project Overview				
Institution	Campus	Category	Priority in Category	Program Type
VCC	Downtown	Routine Capital	1-1	Other
Project Title				
VCC Dunsmuir and Pender buildings envelope upgrade				
Brief Project Description				
Building envelope upgrades for both the Pender and Dunsmuir buildings at the downtown campus. Improvements will include upgrading to high performance windows and new roofing. These upgrades will extend the life of the buildings, increase energy efficiency, reduce environmental impact and improve indoor comfort and durability.				
Project Definition				
Project Scope				
<p>The scope of work for the envelope upgrade at VCC’s downtown campus includes comprehensive upgrades to the Pender and Dunsmuir buildings. This project will extend the building life by modernizing and improving the energy efficiency, durability, and overall performance of these buildings’ envelopes, with a particular focus on windows and roofing systems.</p> <p>For the Pender Building, the windows, originally installed in 1998, will be replaced with high-performance, energy-efficient units. This upgrade will reduce heat loss, improve thermal comfort, and contribute to overall energy savings. Additionally, the building’s roof, which has been identified in recent inspections as needing major improvements, will undergo a significant upgrade. This will include the installation of advanced insulation materials, updated roofing membranes, and enhanced water and weatherproofing systems to ensure longevity and resilience against environmental conditions.</p> <p>In the Dunsmuir Building, the windows dating back to 1982 will be replaced with high performance energy efficient units. These new windows will provide better insulation and reduce noise infiltration. The roofing system of the Dunsmuir Building will also be upgraded comprehensively, incorporating new insulation, advanced waterproofing solutions, and robust materials designed to withstand harsh weather conditions and prevent leaks and other roof-related issues.</p> <p>Overall, these envelope upgrades will involve the integration of state-of-the-art insulation materials, effective air and vapor barriers, and sealants to ensure optimal performance. The goal is to create a more energy-efficient, comfortable, and sustainable environment for the campus community. This infrastructure project is crucial for extending the lifespan of both buildings and aligning with Vancouver Community College’s commitment to maintaining high standards in building performance and sustainability.</p> <p>The Culinary Arts department which has seen substantial growth in recent years resides in the Pender building and will be undergoing extensive renovations in the coming two years. In recent years the summer months have seen hotter temperatures requiring kitchen shutdowns when temperatures exceed 30 degrees Celsius. Replacement windows would alleviate the cooling issues providing more energy efficiency and comfort.</p>				
Project Objectives				

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT
5-Year Capital Plan (2025/26 – 2029/30)

<p>Problem/Opportunity: The building envelopes of the Pender and Dunsmuir buildings at Vancouver Community College require upgrades due to outdated windows, which result in poor insulation and significant energy loss. Additionally, recent roof inspections have highlighted major deficiencies, necessitating comprehensive upgrades to prevent leaks and improve overall durability and weather resistance. The Pender building houses our Culinary Arts department which has seen substantial growth and the ability to deliver the programs has been compromised by increased temperatures in summer months resulting in periods of shutdown.</p> <p>Project Objectives: The project aims to enhance the energy efficiency and durability of both the Pender and Dunsmuir buildings by replacing outdated windows and upgrading the roofing systems. These improvements will extend the life of the buildings and create a more comfortable indoor environment and reduce energy costs. The Pender building is a heritage building and is identified as retained in the 2020 Master Plan. The Culinary Arts department will be receiving extensive renovations and would benefit by energy efficient windows to reduce heat loss and cooling inefficiencies.</p>	
<p>Key Risks</p>	
<p>Project Risk(s)</p>	<p>Proposed Mitigation Strategy</p>
<p>Disruption to campus activities</p>	<p>Schedule construction activities during off-peak hours or academic breaks</p>
<p>Unforeseen structural issues</p>	<p>Conduct thorough pre-construction inspections. Have contingency plans and budgets in place to address unexpected repairs</p>
<p>Adverse weather conditions</p>	<p>Plan project timeline with flexibility to accommodate weather delays. Use temporary coverings to protect ongoing work</p>
<p>Budget overruns</p>	<p>Develop a detailed project budget with contingencies</p>
<p>Pender building is on the Heritage register</p>	<p>Discuss with the City replacement requirements and attain clearances if required</p>
<p>Options Considered</p>	
<p>Status Quo is not an option. VFA report updated in 2020 determined that the windows and roofing sections required replacement in 2025. Delay will lead to further deterioration.</p> <p>Phased upgrades involve breaking down the overall scope into smaller projects, addressing each component or building separately over time rather than undertaking a single large-scale overhaul within a set time frame. Although this approach may allow the college to allocate resources more flexibly, minimize disruption to campus activities by scheduling work to avoid peak times or critical periods, phased upgrades can present challenges regarding budget and resources. A phased approach may lead to higher costs as each project would be tendered separately and over time prices for material and labour increase. Furthermore, managing multiple phases requires careful coordination to ensure that each phase integrates seamlessly with the others and that the overall project objectives are met effectively.</p> <p>The preferred option is to perform the work as one single project that is tendered as a whole and executed in a timely coordinated fashion. Window replacement in the Pender building could be timed with the Culinary Arts renovations which would benefit the overall renovation project with new energy efficient windows which would alleviate the cooling issues in the summer season.</p>	
<p>Current Situation</p>	
<p>The current VFA report identify significant building envelope issues for the Pender and Dunsmuir buildings at Vancouver Community College that necessitate an upgrade.</p> <p>For the Pender Building, the building has a FCI of 0.62. This indicates a level of deterioration, suggesting that the envelope requires attention to prevent further decline. The existing windows, installed in 1998, have become outdated and inefficient, contributing to increased energy loss and reduced insulation effectiveness. The VFA report currently identifies the window replacement in 2025.</p> <p>Additionally, the roof, identified in recent inspections is needing major upgrades and replacement, and is likely to have issues with weatherproofing and insulation that could compromise its performance. As per the VFA report the replacement is due in 2025</p>	

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT
5-Year Capital Plan (2025/26 – 2029/30)

The Dunsmuir Building has an FCI of 0.63, reflecting a similar level of concern regarding its envelope. The windows, dating back to 1982, are significantly outdated, leading to poor thermal performance and potential issues with air and water infiltration. The roof of this building also requires substantial upgrades, as the current system is failing to adequately protect the building from environmental conditions, leading to potential leaks and increased maintenance costs. The windows in VFA report were scheduled to replace in 2024 and the roof is recommended to replace in 2025.

Both buildings face challenges with their envelopes that are affecting their energy efficiency, comfort, and overall durability. The high FCI values signal the need for comprehensive renovations to improve insulation, replace outdated windows, and upgrade roofing systems to ensure long-term performance and sustainability.

The culinary program and its numerous kitchens are in the Pender Building. In recent years, these kitchens become exceedingly hot during the summer season, often requiring shutdowns when temperatures exceed 30 degrees Celsius. The existing windows, due to their inefficiencies, fail to provide adequate insulation, exacerbating the heat issue. Supplementing air conditioning is not an option due to contamination risks. Extensive renovations over the next two years are planned for the culinary program which resides in this heritage building. Window upgrades will significantly enhance comfort during both heating and cooling seasons and will extend the building's lifespan while preserving its historic value. Taking the opportunity to replace the windows during the planned renovations would be most efficient, potentially saving time and money.

Strategic Alignment

Institution Priorities	Government Priorities
<p>This project aligns with Vancouver Community College’s priorities by enhancing the energy efficiency and sustainability of campus buildings, which supports the institution’s commitment to environmental stewardship and operational cost savings. Additionally, upgrading the building envelopes improves overall campus infrastructure, contributing to a better learning and working environment for students and staff.</p>	<p>This project meets the BC governments ESG Framework for capital eligibility by incorporating sustainable building practices that reduce environmental impact and enhance energy efficiency, aligning with environmental goals. Socially it improves campus infrastructure, promoting a healthier and more comfortable environment for students and staff. From a governance perspective, it demonstrates responsible management of public funds by addressing critical infrastructure needs and ensuring long term building performance and cost savings.</p> <p>The project meets Clean BC requirements by improving energy efficiency through upgraded windows and roofing, which reduces greenhouse gas emissions by lowering the buildings energy consumption.</p>

Project Budget (\$ millions)

Total Project Cost	Provincial Funding	PSI Contribution
\$11,015,400	\$10,455,400	\$560,000

Level and Year of Cost Estimate: based on a Class D estimate prepared in August 2024
Capital Funding Assumptions: VCC to contribute 5%
Operating Funding Assumptions: No increase to operating funds. This project will improve energy efficiency and reduce energy costs.

Project Schedule

Target Approval Date	Target Start Date	Target Completion Date
April 2025	January 2026	April 2028

Attachment 2b Project Overview – Routine Capital, Carbon Neutral, & IM/IT
5-Year Capital Plan (2025/26 – 2029/30)

Key Timing Assumptions: this project assumes funding approval in early April 2025, we anticipate starting construction in Jan 2026 with Dunsmuir building and half of the roof that require immediate attention as per latest inspection. After Dunsmuir building completion in early 2027, work will commence on the Pender building windows and the remainder of the roof to complete by April 2028

DRAFT



DECISION NOTE

PREPARED FOR: Board of Governors Public Meeting

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
VCC Institutional Accountability Plan and Report 2023/24 Reporting Cycle

BACKGROUND:

The Institutional Accountability Plan and Report (IAPR) is a public document that provides the general public an opportunity to become familiar with the college and the ministry, and assists in system-wide planning. Potential readers include students, parents, educators, post-secondary institutions, educational organizations, ministry staff, members of the legislative assembly, and media. The final report will be posted on the Ministry of Post-Secondary Education and Future Skills, and VCC websites.

DISCUSSION:

The IAPR has been prepared in accordance with the Accountability Framework Standard Manual and Guidelines. The [Accountability Framework](#) is a set of planning and reporting processes for British Columbia's public post-secondary education system. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards and students, and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and
- To ensure the Ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all residents of the province by ensuring the system's ongoing contribution to social and economic development.

The IAPR fulfills the requirement of public sector organizations to operate under the [Taxpayer Accountability Principles](#).

RECOMMENDATION:

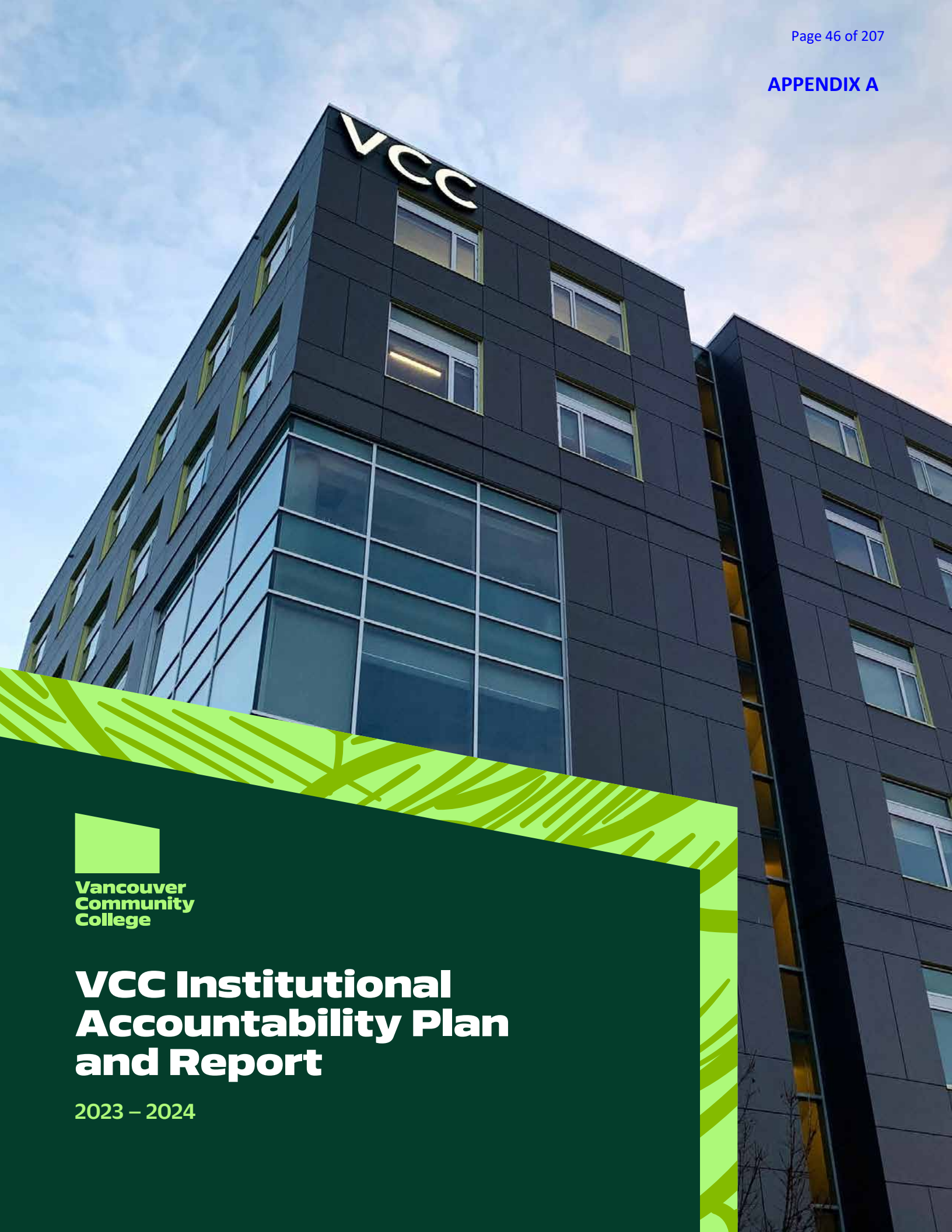
THAT the Board of Governors approve the VCC Institutional Accountability Plan and Report – 2023-24 Reporting Cycle.

ATTACHMENTS: APPENDIX A - VCC Accountability Plan and Report 2023-24 Reporting Cycle

PREPARED BY: Patris Aghakian, Associate Director, Institutional Research

DATE: September 18, 2024

ADDITIONAL RESOURCES: [2022-23 IAPRs - BC Post-Secondary Insitutions](#)
[Truth & Reconciliation Commission Calls to Action](#)



Vancouver
Community
College

VCC Institutional Accountability Plan and Report

2023 – 2024

Land acknowledgement

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the x^wməθk^wəyəḿ (Musqueam), Sk^wx^wú7mesh Úxwumixw (Squamish), and səlilwətaʔ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.



Hon. Lisa Beare,
Minister of Post-Secondary Education and Future Skills

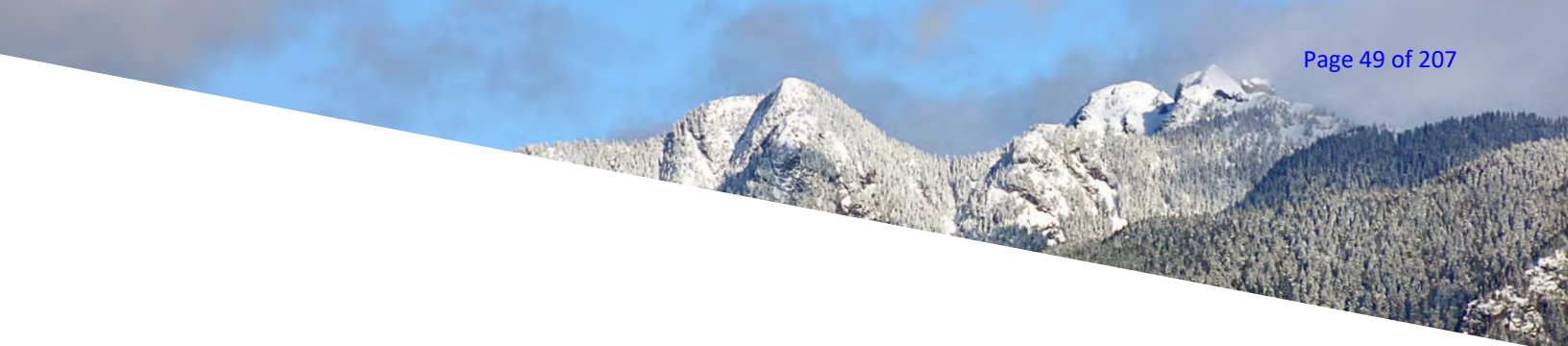
Parliament Buildings
Victoria, B.C.
V8V 1X4

Dear Minister Beare,

Vancouver Community College (VCC) continues to make significant advancements in its Strategic Innovation Plan, focusing on its key priorities: Academic Innovation, Campuses of the Future, Empowered People and Inclusive Culture, Engaged Communities, and Operational Excellence. Our primary goal has been to enhance access to education and skills training, ensuring we support a future-ready workforce.

As a community-focused institution in British Columbia's largest city, VCC supports provincial initiatives aimed at improving residents' lives. We are a leading provider of tuition-free Adult Basic Education (ABE) and English as an Additional Language (EAL) programs. We also train early childhood educators (ECE), infant toddler educators (ITE), and special needs educators (SNE) certified by the Ministry of Children and Family Development. Our counseling programs prepare students to address mental health issues, isolation, and the opioid crisis, while offering low-cost public services. Additionally, our University Transfer programs provide accessible pathways to university education.

VCC is committed to equity and inclusion, offering specialized education and career training for individuals with cognitive disabilities, the visually impaired, and the Deaf and hard of hearing communities. We continue the work of Truth and Reconciliation and our commitment to decolonization through increasing Indigenous supports, ensuring cultural safety, and incorporating Indigenous ways of being into our operations and curricula. We continue to collaborate with local First Nations, WorkBC, and community service providers to deliver low-cost programs to Indigenous students and at-risk youth. Furthermore, VCC exceeds the Government of Canada's 50/30 Challenge, ensuring diverse leadership and inclusion across our institution.



Our environmental sustainability efforts are exemplified by the construction of the new Centre for Clean Energy and Automotive Innovation (CCEAI) at the Broadway campus. VCC's energy-saving initiatives have resulted in nearly \$5.7 million in cost avoidance since 2010. The Campus Plan also aims to enrich the False Creek Flats and Downtown Dunsmuir Street neighborhoods, with goals of adding childcare, community spaces, and affordable housing facilities.

Supporting a strong and sustainable economy, VCC adheres to the government's Tuition Limit Policy, maintaining a 2% cap on tuition increases. Our partnerships with local industry and non-profits ensure that students gain practical experience and achieve successful employment outcomes. Advisory committees, consisting of alumni, employers, and industry experts, guide our programming to meet labour market demands.

VCC's commitment to innovation, equity, sustainability, and economic contribution underscores our vital role as a leading post-secondary institution in British Columbia. This report reaffirms our dedication to these values and our collaborative efforts with the Government of B.C. to foster safe, strong, and sustainable communities.

Putting people first

- VCC is one of B.C.'s largest providers of tuition-free Adult Basic Education (ABE) and English as an Additional Language (EAL) programming.
- VCC is a primary trainer of early childhood educators (ECE), infant toddler educators (ITE), and special needs educators (SNE) certified by the B.C. Ministry of Children and Family Development.
- VCC's unique, community-oriented counselling programs provide hands-on training to those entering the fight against mental illness, isolation, and the opioid crisis.
- As part of their training and under the guidance of their instructors, VCC students offer low-cost, on-campus services to the public, including food services, hairstyling, esthetics, graphic design, auto repair, and dental care.
- VCC's University Transfer programming offers an accessible and affordable alternative to direct university admission.
- VCC instructors regularly author and contribute to open education resources (OER) (free, online textbooks) via BC Campus.
- VCC's award-winning innovations to English as an Additional Language (EAL) programming have transformed and enhanced the newcomer experience in B.C.
- VCC is the sole provider of the Provincial Instructor Diploma Program (PIDP), which certifies adult educators via courses offered across the province. This program will provide an additional option for a digital literacy microcredential to support the provincial digital learning strategy.

- VCC's Institutional Learning Outcomes ensure that human (“soft”) skills such as critical thinking, intercultural awareness, professionalism, and others are woven into every college program.
- The VCC Foundation raised and distributed over \$760,000 to students for scholarships, bursaries, and entrance awards — an over 650% increase over previous years.
- The VCC Foundation also supports college projects, classroom supports, and equipment with over \$1 million in raised funds annually.

Equity, anti-racism, and lasting and meaningful reconciliation

- VCC is a key provider of education and career training for British Columbians living with cognitive disabilities, as well as the visually impaired and Deaf and hard of hearing communities.
- VCC is the only institution in the Lower Mainland to offer classroom instruction in Adult Basic Education Fundamental English Levels 1 and 2 (beginner to Grade 3) which is essential to the success of many newcomers, refugees, and other British Columbians with interrupted education.
- VCC regularly partners with local First Nations, WorkBC, and community service providers to offer tuition-free and low-cost programming to Indigenous students and at-risk youth.
- VCC exceeds the Government of Canada's 50/30 Challenge, with diverse representation in leadership across key portfolios.
- VCC has made San'yas Indigenous Cultural Safety Training available for all board, leadership, staff, and faculty, who, in turn, pass these values on to students.
- VCC has partnered with the Students' Union of VCC to combat period poverty by making free menstrual products available at all on-campus universal and female washrooms.
- VCC regularly hosts robust, public celebrations for National Indigenous Peoples Day as well as unique and meaningful Indigenous-led ceremonies for Indigenous grads, a blanketing ceremony to welcome new Indigenous leadership.
- VCC developed a thorough consultative process with representatives of the Host Nations xʷməθkʷəyəm̓ (Musqueam), Skwxwú7mesh (Squamish), and səliiwətaʔ (Tsleil-Waututh) to ensure that important elements of First Nations heritage were included in the construction of the new CCEAI.
- VCC's refreshed brand identity includes a new logo that is inspired by the Coast Salish Longhouse, demonstrating a strong connection to the land VCC is situated on and reflecting our commitment to Truth and Reconciliation. This was accomplished through an engagement process that included Indigenous Cultural Advisors.

A better future through fighting climate change

- VCC began the construction phase of the LEED Gold certified Centre for Clean Energy and Automotive Innovation (CCEAI) at our Broadway campus.
- VCC continues to add to its growing fleet of electric machinery used for training and education, adding a Freightliner eCascadia (electric semi-trailer truck) and a 2024 Rivian RT-1 to the existing Volvo ECR25 (a compact electric excavator) and Toyota Mirai, one of the first hydrogen fuel cell vehicles in the Canadian market.
- VCC is a top performer in the BC Hydro and FortisBC's Energy Wise Network program, with nearly \$5.7 million in energy cost avoidance from 2010 to the end of the 2023 calendar year.

A strong, sustainable economy that works for everyone

- VCC's Campus Plan will ensure the college makes significant, positive, social, and architectural contributions to the developing False Creek Flats and Downtown Dunsmuir Street neighbourhoods – with the added potential of childcare, retail, and housing density.
- VCC has committed to the government's Tuition Limit Policy, setting a 2% cap on domestic tuition and mandatory fee increases.
- VCC's creative and innovative partnerships with local industry, non-profits, and Indigenous peoples help ensure that students gain practical and real-world experiences, contribute to the economy, and achieve successful employment outcomes.
- VCC graduates report a higher-than-average employment outcome across the province, contributing to a stable and inclusive economy.
- VCC is committed to maintaining a sustainable balance of both domestic and international students, ensuring that all are well prepared to fill British Columbia's most in-demand jobs.
- VCC engages over 35 program advisory committees (PACs) made up of alumni, employers, and industry experts to advise on cutting edge programming and ensure students are job-ready.
- VCC's numerous Youth Train in Trades programs allow high school students to gain streamlined entry into in-demand trades careers while earning Skilled Trades BC certifications.
- VCC was recognized as one of B.C.'s Top Employers in 2021, 2022 and 2023, and won 2024 Outstanding Workplace at the YWCA Women of Distinction Awards offering reliable and rewarding employment to over 1,200 people in Metro Vancouver.
- In recent years, VCC has rapidly expanded its Information Technology (IT) programs in networking, security, cloud computing, and virtual and augmented reality (VR/AR), contributing greatly to B.C.'s growing tech industry.

Each year, this report gives us the opportunity to revisit our purpose and direction as a major B.C. post-secondary institution, as well as re-commit to the values and goals we share. We also thank and commend the Government of B.C. for its ongoing leadership and support as we all work together to keep our communities safe, strong, and sustainable.

This document has been reviewed and approved by the VCC College Board of Governors, and with this letter, we hereby affirm our accountability for the Vancouver Community College Accountability Plan and Report 2023/24.

Sincerely,



Joey Hartman

Chair

VCC Board of Governors



Ajay Patel

President and CEO

Vancouver Community College

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Institutional overview

Our vision statement

**VCC – the first choice for innovative,
experiential learning for life.**

VCC is proud to inspire a new generation of students to discover their passions, gain essential skills, and learn what it takes to succeed in a competitive workforce. With over 13,000 registered students, (including a growing number of Indigenous and international learners), 1,200 employees, and an annual budget of \$140 million, VCC is a key player in the post-secondary landscape in B.C.

Our connections to industry ensure that our students have direct access to employers, while our model of access and our partnerships across the post-secondary sector assist students in reaching their goals at any stage of their educational journey.

Institutional overview (cont'd)

Our values

Student success

We create an accessible environment where students build the skills, develop the attributes, and gain the experience in the classroom, industry, and community needed for success now and in the future.

Excellence

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

Reconciliation and diversity

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

Stewardship

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

Our commitment to student success, excellence, reconciliation, diversity, and stewardship makes VCC a unique and exciting place to study. We believe that VCC students have unlimited potential, and our goal is to make sure our graduates are equipped with the skills and knowledge they need to succeed in an ever-changing world.

With two campuses located in the heart of Vancouver, VCC offers academic, cultural, and social environments that inspire relevant, real-world learning. Our on-campus facilities – including gourmet and casual restaurants, an auto shop, a graphic design boutique, and salon and spa – allow students to hone their skills while providing high-quality, lower-cost services to the Downtown and East Vancouver communities.

Just as our students adapt to an evolving workforce, VCC also aims to continue expanding the reach and impact of post-secondary education through innovation. In doing so, we will continue to build partnerships with both corporate and not-for-profit organizations and develop credentials that meet demands of our current and emerging markets. In turn, these creative partnerships will help students gain real-world experiences.

Institutional overview (cont'd)

VCC attracts students from all over the region as well as the world and is positioned for growth with a focus on providing valuable knowledge and skills for both domestic and international learners. VCC's commitment to equity, diversity and inclusion motivates us to constantly improve by advancing policies around Indigenization and enhancing our courses and programs to enable working adults to continually upgrade their skills. With 66% of VCC's student body indicating "hybrid learning" as the preferred way to access programming, we also understand that students are pursuing learning pathways that complement their lifestyles, and we are well-equipped to accommodate them.¹

As a key source of post-secondary education and supplier of skilled workers across the province, VCC continues to create opportunities for British Columbians and enhance the overall productivity of B.C.'s economy. The steady flow of highly trained VCC grads into the workforce is a testament to the quality of education that we provide. After 58 years of operation, VCC has produced thousands of alumni who are receiving higher earnings and increasing the productivity of B.C. businesses. Of the 55% of the student body that indicated that they chose VCC because of the specific program they wanted, 95% of them are confident that they will achieve their educational goals at VCC. 92% of students who indicated that their goal is to have a job right after their VCC program is completed noted that they are aware of the employment opportunities related to their current VCC program.² It is also estimated that one out of every 53 jobs in Greater Vancouver is supported by the activities of VCC and its students.³

1 VCC Annual Student Survey, March 2024

2 VCC Annual Student Survey, March 2024

3 Emsi. The Economic Value of Vancouver Community College. Mar. 2020, p.98

Institutional overview (cont'd)

VCC's Strategic Innovation Plan

Over the coming decade, technological, economic, and social changes will arise faster than ever before. At VCC, we will be ready. Our Strategic Innovation Plan 2022-25 is serving as a blueprint and guide as we embrace the opportunity to re-shape our campuses, programs, business models, and partnerships to best meet the evolving needs of B.C. students and industry.

The five priorities in our Strategic Innovation Plan represent VCC's ambitions as a leading post-secondary institution in B.C. while also establishing tangible, shared goals for program evolution, campus development, fiscal sustainability, and social responsibility.

Academic innovation

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

Operational excellence

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

Engaged communities

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

Empowered people and inclusive culture

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

Campuses of the future

Design spaces and infrastructures optimized for all learner and employee success and well-being.

Institutional overview (cont'd)



Our commitments

- We will use our collective knowledge and expertise to ensure that VCC pursues these priorities and provides relevant skills for employment and career development that are essential for the B.C. workforce of today and tomorrow.
- We will continue to build partnerships with both corporate and not-for-profit organizations and develop credentials to meet demands of current and emerging markets.
- We will strive to ensure student diversity, implement policies around Indigenization, and to work towards creating a safe and inclusive place and to increase domestic enrolment.
- We will continue to explore the benefits of blended and online learning to fit students' lifestyles, while continuing to enhance our courses and programs to enable working adults to upgrade their skills.

Institutional overview (cont'd)



Campus plan

VCC is continuing work on its Campus Plan with the goals of redeveloping and replacing aging campus infrastructure, contributing to much needed community housing in Vancouver, and creating a financial legacy for the institution to support future operational needs. The campus plan is a multi-phase development plan, with the construction of the Centre for Clean energy and Automotive Innovation (CCEAI) as the critical first phase of the overall plan.

Phase one: Centre for Clean Energy and Automotive Innovation

Background: A comprehensive Business Plan Report was submitted to the Ministry of Post-Secondary Education and Future Skills in November 2022.

In July of 2023, the Provincial Government announced the award of \$271.3 million to VCC to undertake the construction of the CCEAI, a project with an estimated cost of \$291.3 million. Development and building permit applications were approved in 2024, with site preparation scheduled for June 2024 and commencement of construction scheduled for late June/early July 2024. The state-of-the-art building is scheduled to take 39 months to complete and will open in the winter of 2027.

Management of the construction project is overseen by a project steering committee with representation from VCC senior leadership and the Ministry of Post-Secondary Education and Future Skills. Architectural and engineering consulting services are provided by Stantec, construction management services are provided by Bird Construction Ltd, and support for project management is provided by Colliers.

Institutional overview (cont'd)

The planning and design approach undertaken for the CCEAI has placed significant emphasis on Host Nation engagement and the importance of addressing Indigenization, decolonization, and reconciliation. The resultant design of the building has been praised for its acknowledgement of the rich cultural and historic importance of the China Creek area to local First Nations and the importance of the canoe as a symbol of Indigenous identity. This design work has now been adopted by other developers designing buildings, landscapes, and public realm installations along Great Northern Way as part of what is now referred to as Vancouver's "Cultural Ribbon".

Phase Two: Campus Plan and Housing Development

As previously noted on July 4, 2023, Premier David Eby announced the BC Government's approval of the business plan for the Centre for Clean Energy and Automotive Innovation (CCEAI) and the awarded \$271.3 million of the project budget of \$291.3 million. The approval requires the college to work with the Ministry to leverage its real estate holdings to help finance future campus redevelopment plans.

With respect to this condition, the college has engaged the services of a team of consultants, including Urban Strategies, Avison Young and Frankl Architecture firms to undertake an update of the 2019 Campus Plan as it relates to the Broadway campus. The objective of this work is to evaluate various development and financing scenarios to recommend to the Ministry of Post-Secondary Education and Future Skills with respect to the future development of the Broadway campus.

The proposed work, currently underway, consists of three distinct, but interconnected parts as follows:

Part One:
Conceptual Design Study
– Great Northern Way
Academic Building D

Future development of the Broadway campus will require the construction of a second building (Building D) beside the CCEAI on the Great Northern Way parking lot. Building D will need to be of sufficient size to accommodate all remaining programs and activities from the existing Building A (Broadway facing), together with selected programs to be relocated from the Downtown campus. The size of this building will dictate the balance of buildable space available on the campus for construction of housing. As such, this conceptual work needs to be undertaken before further planning for the campus can take place.

Institutional overview (cont'd)

Part Two: Update to Campus Plan

Review and revise the current VCC Campus Plan, with reference to the Broadway Campus, to align with the Vancouver Plan and to better reflect development potential for affordable housing as envisioned by the Broadway Plan with specific application to VCC as a designated “large and unique site”. This work will include production of plan concepts, massing diagrams and other planning illustrations required for policy statement and rezoning applications.

Part Three: Capital Planning

Incorporating the work results in Parts One and Two of the project, the successful proponent will undertake a series of financial analyses to guide the selection of a development model and potential development partners that will maximally benefit VCC and serve to achieve the development requirements of the college while maximizing construction of affordable housing.

A report to government will be prepared and delivered in summer of 2024.

Indigenous consultation and inclusion

The project planning approach has placed significant emphasis on Host Nation engagement and addressing Indigenization, decolonization, and reconciliation. This work started with a workshop including Knowledge Keepers, Chief Ian Campbell of the Squamish nation, and Councillor Charlene Aleck of the Tsleil-Waututh Nation, and will continue until the project is completed.

VCC has engaged two Indigenous Cultural Advisors, Ginger Gosnell-Myers and Cory Douglas, to work with the project team to offer guidance in the consultation and design process. Additionally, the negotiated request for proposal for Prime Architect required that an Indigenous professional be included as part of the consultant’s team. This approach has ensured a thorough consultative process will be undertaken with representatives of the Host Nations (xʷməθkʷəy̓əm (Musqueam), Sḵw̓x̓ wú7mesh (Squamish), and səilwətał (Tsleil-Waututh) Nations) and includes important elements of First Nations heritage.

Institutional overview (cont'd)



VCC and the economic outlook for British Columbia

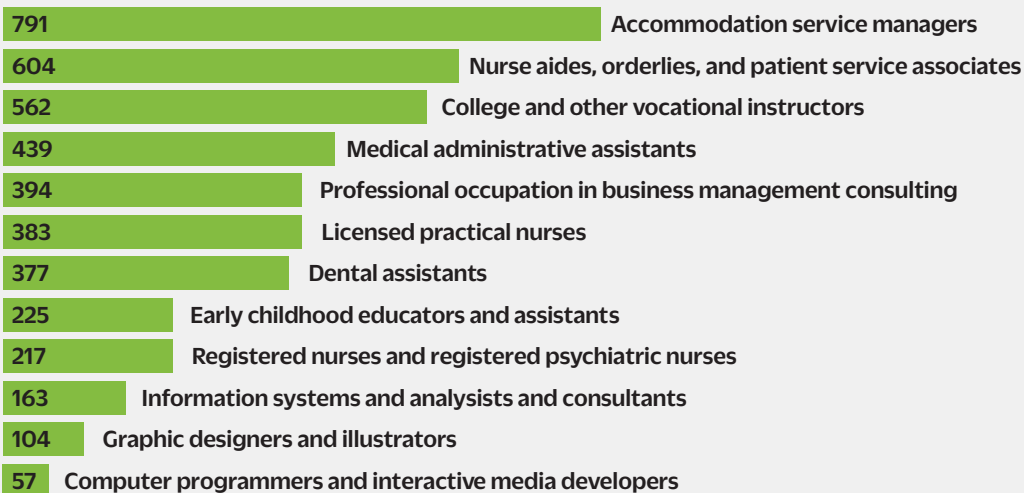
Vancouver Community College plays a significant role in contributing to the labour market in British Columbia. VCC's commitment to providing practical, innovative, and hands-on education make it a crucial institution for individuals seeking to acquire the skills and training needed to succeed in today's dynamic economy. With the recent announcement of the StrongerBC: Future Ready Action Plan and the availability of Future Skills Grant funding, VCC is positioned to play a pivotal role in shaping the future workforce.

The province of British Columbia has projected one million job openings over the next decade, creating a significant demand for skilled workers. VCC recognizes this need and actively fills the skills gap through its diverse range of programs and courses. VCC offers training in fields such as healthcare, automotive and clean technology, early childhood education, hairstyling, culinary, and hospitality. These programs are specifically designed to equip students with the skills necessary to meet the evolving demands of the labour market.

The introduction of the Future Skills Grant (FSG) by the Province of British Columbia further emphasizes VCC's importance in contributing to the labour market. VCC has actively aligned its courses and programs with the FSG, allowing individuals to access funding that covers a lifetime maximum of \$3,500 towards eligible training costs. This initiative significantly enhances the accessibility of education and training, empowering individuals from all backgrounds to continuously upskill and adapt.

Institutional overview (cont'd)

Top opportunities forecast (2022-2032) by NOC and VCC credentials issued in the last 5 years



The college's participation in the StrongerBC: Future Ready Action Plan and its alignment with the Future Skills Grant exemplify its dedication to ensuring individuals have access to the education and training they need to thrive in the changing economy. With VCC's diverse range of programs, industry connections, and emphasis on practical skills, VCC equips graduates with the tools and skills they need to succeed and make a positive impact.

Education for employment

Like many B.C. post-secondaries, VCC remains a foundation for traditional students transitioning from high school. In addition, our college supports a wide range of "non-traditional" students looking for workforce training opportunities. Many are parents, vulnerable youth, mature students, people with disabilities, members of minority or racialized groups, and new immigrants to Canada. One of VCC's major strengths is the ability to serve such a diverse student population with affordable credentials and labour market aligned training.

Historically, community colleges have been essential providers of affordable education options for students looking for reskilling opportunities, especially during economic downturns. VCC remains a leading destination for B.C.'s workers who wish to complete unfinished studies or obtain new credentials or additional training.

Institutional overview (cont'd)

Skills for the future

Increasingly rapid economic, social, and environmental changes have reinforced the need to enable all British Columbians to gain essential skills, competencies, and adaptability for a successful career. The 2023 BC Labour Market Outlook forecasts that 75% (752,900) of the over 1 million predicted total job openings over the next 10 years will require some level of post-secondary education or training.⁴

This highlights the critical importance of post-secondary education in equipping individuals with the advanced skills and knowledge needed to meet the demands of today's and tomorrow's job market. Fortunately, VCC is well positioned to fulfill such needs in some of B.C.'s most critical industries such as health care, social services, hospitality, food services, and early childhood care and education.

Empowering newcomers

For newcomers to Canada, overcoming language barriers and securing employment are among their major concerns. Obtaining recognition for foreign credentials adds to the complexity that newcomers must navigate. Research suggests that guidance during the initial phases of acclimatization is the most critical for newcomers to successfully develop social networks and find employment. Thanks to VCC's award-winning English as an Additional Language (EAL), Language Instruction for Newcomers to Canada (LINC) programs, as well as our deep familiarity with the newcomer experience, we are highly attuned to the needs of this important demographic. As proof, our annual survey showed that there was an extremely high level of confidence for those aiming to achieve their educational goals at VCC.

Confidence level of vcc students by first language:

	English First Language	Non-English First Language
Confidence in achieving educational goals at VCC	98%	94%

Source: VCC Annual Survey March 2024

⁴ BC Labour Market Outlook 2021 Edition

⁵ Zuberi, Daniyal, et al. 'Lagging behind in Suburbia: Suburban versus Urban Newcomers' Employment Settlement Service Outcomes in Metro Vancouver, Canada'. The Social Science Journal, vol. 55, no. 4, Dec. 2018, pp. 443–54.

Institutional overview (cont'd)

Developmental and access programming

Across Metro Vancouver, VCC is a leader in providing developmental and access programming including Academic Upgrading, Adult Special Education, and employment-oriented programs for Deaf, hard of hearing, and visually impaired adults. Upon finishing these programs, many students continue to advance in their skills as they prepare for future study or work (22%), look for a job with an agency or with support (19%), or engage in volunteer work (15%).⁶

As British Columbians with cognitive and other disabilities increasingly seek opportunities and rewarding employment, special education students are transitioning from the K-12 system into VCC programs at a province-leading rate. At VCC, we strive as a community to ensure that these students receive the resources and high-quality support to flourish, develop, and contribute.

Confidence level and employment history of VCC students by disability influence:

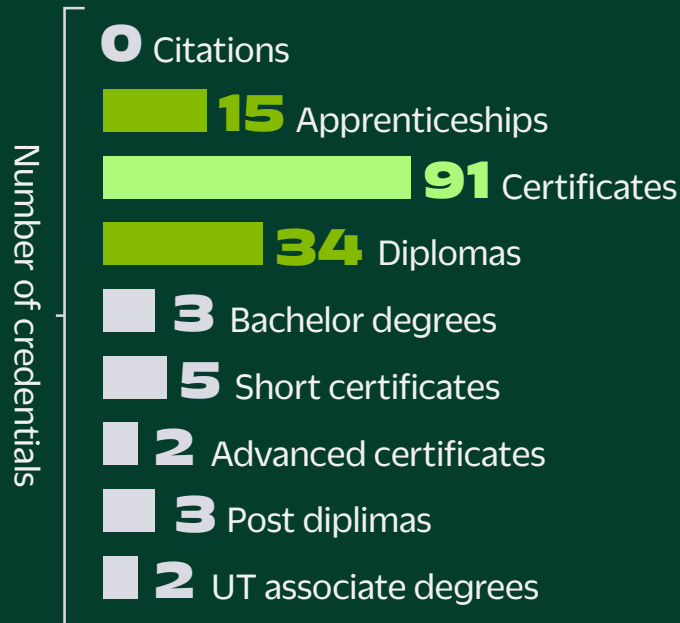
	School work affected by a disability	School work not affected by a disability
Confidence in achieving educational goals at VCC	98%	94%
During the past two years, worked at a job related to current program	24%	45%

Source: VCC Annual Survey March 2024

⁶ ASE LMAPD 3 Month Cycle Report. (Internal VCC Study)

⁷ ASE Student Transitions Project

VCC student demographics



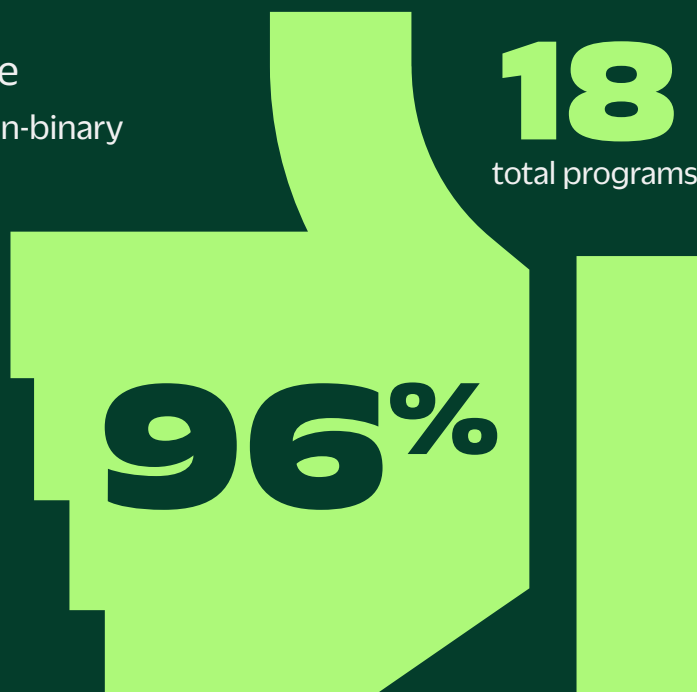
59% female **33%** male
1.17% prefer not to answer **0.45%** non-binary

146 countries represented

485 Indigenous students enrolled*

A 文 over **50** languages spoken

35 Domestic student average age
29 International student average age



satisfied with quality of instruction†

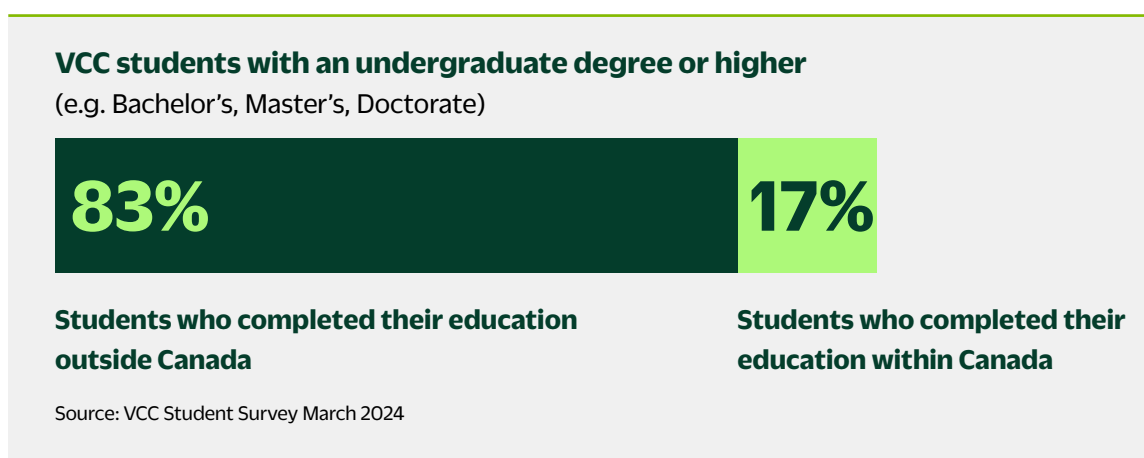
* CDW Oct 2023, Institution Demographics, FY 2022-23

† 2023 BC Student Outcomes Survey of former Diploma, Associate Degree and Certificate Students, Trades, and Apprenticeship; data prepared by BC Stats

Institutional overview (cont'd)

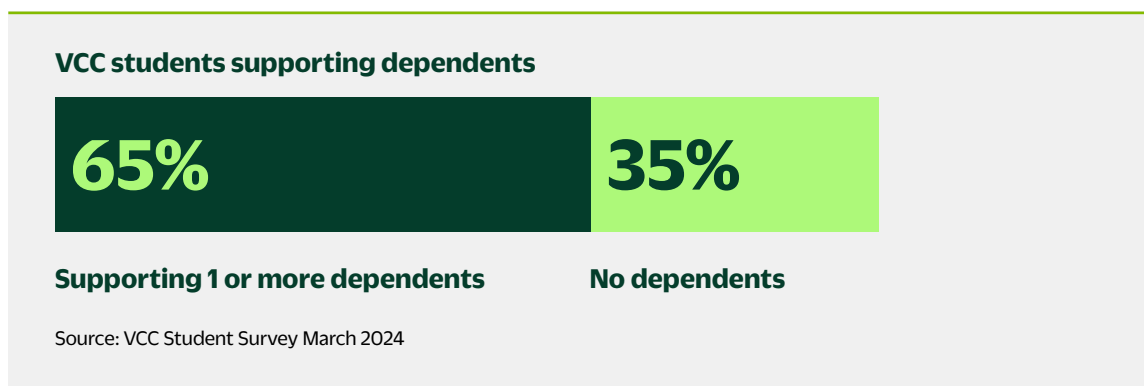
Education level

Many students come to VCC already possessing a post-secondary credential and seeking further, employment-related education and training. According to our latest student survey, of the students who have already earned a bachelor's degree or higher, 17% of these students completed their education within Canada, compared to 83% of students who completed their education outside of Canada.



VCC students with dependents

The responsibilities of raising a family and caring for dependents often impact individual choices to pursue education, work, or upgrade their skills.⁸ At VCC, over half of our current student population attends school while also supporting others.



⁸ Smith, Michael R., et al. 'Gender Differences in the Earnings Produced by a Middle Range Education: The Case of Canadian "Colleges"'. *Social Science Research*, vol. 66, Aug.2017, pp. 140-53.

Institutional overview (cont'd)



Student feedback

Overall student satisfaction

Student feedback is an integral part of VCC's planning and operations. Our students continuously rate their satisfaction and share about their experiences through provincial and internal surveys. These surveys show a regularly high degree of satisfaction with learning, which is also consistently reflected in positive student outcomes.

Many complex factors contribute to student satisfaction. In our most recent student survey, we asked VCC students a variety of questions to guide the creation of inclusive and effective learning communities. The survey had a response rate of 14% (1,186 respondents), indicating high levels of satisfaction in several aspects.

Responses were equally positive among Indigenous students, international students, domestic students, and students with disabilities.

Institutional overview (cont'd)

VCC student survey: Satisfaction

	Indigenous Students	Students with Disabilities	International Students	Domestic Students
VCC is their first choice in post-secondary education	75%	87%	72%	78%
High level of confidence in achieving academic goals at VCC	100%	97%	94%	96%
Main educational goal is to complete a specific VCC program, have a job right after the program, or for self-improvement and enjoyment	81%	57%	74%	63%
"Excellent" or "Good" ratings of VCC's services *	75%	58%	84%	78%
"Aware" or "Fully Aware" of employment opportunities related to current VCC program **	57%	54%	57%	61%

Source: VCC Student Survey March 2024

* "Excellent", "Good", "Fair", "Poor", or "Don't know" for each of VCC's services

** I am "fully aware", "aware", "somewhat aware", or "not at all aware" of job/employment opportunities related to my current VCC program/course

Student satisfaction is also positively associated with program completion rates and level of achievement. Students who report a high level of satisfaction in their learning also tend to have higher grades and are more likely to complete their programs compared to students who are less satisfied. At VCC, there is also a positive association between student satisfaction and student outcomes after graduation.

Institutional overview (cont'd)

Student satisfaction with online/blended learning

In 2023, VCC continued to conduct institution-wide course evaluations and collect feedback to accommodate the transition to online and blended (mixed online and in-person) learning. Survey results show that VCC students rated the quality of blended learning and their experience accessing required educational supports very favourably.

	Indigenous Students	Students with Disabilities	International Students	Domestic Students
Has adequate access to technology required to do blended courses *	100%	100%	98%	98%
Felt that the online course materials were helpful for their learning *	62%	69%	79%	76%

Source: VCC Student Survey March 2024

* Responded "Strongly agree" or "Agree" out of "Strongly agree", "Agree", "Neutral", "Disagree", "Strongly Disagree", or "N/A or Don't know"

Institutional overview (cont'd)



Mental health and well-being at VCC

Challenges with mental health have been experienced individually, among families and communities, and in schools and workplaces. Challenges to mental health and well-being may be further exacerbated with the economic uncertainty we find ourselves in. As the pandemic gave us a shared experience, so too does our recovery journey. The journey to heal requires a collective approach, mobilizing leaders at all levels to support those around them and support their journey to improved mental health and well-being.

At Vancouver Community College, we understand that mental health and well-being are essential components of overall health and can significantly impact a person's ability to thrive:

Academic performance and well-being

Students who are mentally healthy and have a positive outlook are more likely to concentrate, retain information, and perform better in their studies. On the other hand, mental health difficulties can lead to poor academic performance, absenteeism, and eventually dropping out of school.⁹

⁹ American College Health Association. (2021). American College Health Association-National College Health Assessment III: Reference Group Executive Summary Spring 2021. Hanover, MD: American College Health Association. Available at: https://www.acha.org/documents/ncha/NCHA-III_Spring_2021_Reference_Group_Executive_Summary.pdf

Institutional overview (cont'd)

Career readiness and well-being

In a competitive and continuously changing job market, individuals with excellent mental health and well-being are more likely to be successful and achieve their career goals.¹⁰ Developing strong mental health and well-being habits can help individuals build resilience and coping skills necessary for the labour market.

Socialization and well-being

Although post-secondary education provides an opportunity to socialize and form new friends, individuals experiencing mental health challenges may find it difficult to engage with others. Social connectedness and belonging are important aspects of well-being.

Reduced stigma and well-being

Promoting mental health and well-being in post-secondary education can reduce the stigma associated with mental health challenges. As a result, this can increase help-seeking behaviours among students, reduce barriers, and lead to earlier intervention and treatment.¹¹

¹⁰ Hesketh, B., & Cooper, C. L. (2016). Well-being and stress in employment. In *Handbook of Stress in the Occupations* (pp. 209-224). Edward Elgar Publishing

¹¹ Eisenberg, D., Downs, M. F., Golberstein, E., & Zivin, K. (2009). Stigma and help seeking for mental health among college students. *Medical Care Research and Review*, 66(5), 522-541.

Institutional overview (cont'd)

Well-being surveys

It is important to consider several factors when evaluating mental health and well-being at post-secondary institutions: availability of services, staffing and resources, and outreach and education efforts. In March, we conducted a college-wide survey to evaluate the landscape of mental health and well-being.

When asked about belonging and inclusion, 86% of student respondents felt respected regardless of personal characteristics, identity, background, gender, ethnicity, international status, or disability. Seventy-four percent of student respondents strongly agreed or agreed that the culture at VCC encourages free and open discussion about mental health and emotional well-being. Seventy-three percent of students also strongly agreed or agreed that instructors model mental health and emotional well-being.

When students were asked about their thoughts on diversity and inclusion, many minority groups, especially ethnic minority groups, responded favourably. VCC strives to make our campuses an inclusive and safe place for all our staff and students to learn, work, and grow.

“VCC values diversity and inclusion”

Student Demographic	% Strongly Agree or Agree *
All student responses	76%
Students who indicated that they have a disability	74%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	62%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	76%

* Percent that indicated “Strongly Agree” or “Agree” out of “Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Strongly Disagree” when asked the Campus Experience Statement “VCC Values Diversity and Inclusion” in the VCC Well-Being Survey (2024)

Institutional overview (cont'd)

Accessing support

	% of students that reached out for support in the past year	% Strongly Agree or Agree that “There is a good support system at VCC for students going through difficult times” **
All student responses	33%	55%
Students who indicated that they have a disability	49%	53%
Students who identify as Gay, Lesbian, Bisexual, Pansexual, Asexual, Queer, or Two-Spirit	58%	39%
Students who identify as Black, East Asian, Indigenous, Latin American, Middle Eastern, South Asian, or Southeast Asian	30%	58%

** Percent that indicated “Strongly Agree” or “Agree” out of “Strongly Agree, Agree, Somewhat Agree, Somewhat Disagree, Disagree, or Strongly Disagree” when asked about Accessing Support: “There is a good support system at VCC for students going through difficult times” in the VCC Well-Being Survey (2024)

At VCC, we are thankful for this coordinated approach to student, faculty, and staff care. Regular assessments of well-being and service will help identify gaps and opportunities for continual improvement. We will continue to develop and implement evidence-based programs and interventions that will further enhance the mental health and well-being of students, faculty, and staff at VCC.

Institutional overview (cont'd)

VCC People Services

VCC Day 2023

Over 500 employees participated in VCC's annual employee appreciation and engagement day, which was based around the theme Building Connections. The morning program focused on building connections across difference with keynote speakers sharing from Indigenous, 2SLGBTQIA+, and disability lived experiences and expertise. Afternoon workshops and activities provided opportunity to connect with colleagues through participation in activities such as the Indigenous game Slahal, a workshop on Allyship, chair yoga, a film screening, making a moss ball, and improv workshops.

VCC Employee Excellence Awards 2023

VCC's annual Employee Excellence Awards recipients were selected from eight nominations made by leaders and colleagues. The five award winners for 2023 were celebrated at VCC Day:

- **Customer Service Excellence:** Continuing Studies Registration Office
- **Community Engagement:** International Education
- **Innovation Excellence (tie):** Auto Collision and Refinishing & CAD/BIM Technologies
- **Teaching/Program Excellence:** Pharmacy Technician Program

This year, the Innovation Excellence Award specifically encouraged nominations highlighting innovation in sustainability. The Auto Collision and Refinishing team won for their partnerships supporting acquisition of vehicles and parts otherwise destined for disposal for use in classrooms.

Milestone Awards

Milestone Awards were given to those reaching a significant anniversary in their VCC career journey, starting at 5 years and including every 5-year increment up to 40 years! Awards were announced college-wide and celebrated at the department/team level.

Institutional overview (cont'd)

Industry awards

VCC employees and teams also provided many opportunities to celebrate awards from industry-specific organizations. Some examples include:

- [JJ's Restaurant was named one of OpenTable's Top 100 restaurants in Canada for 2023](#)
- [VCC's Jennifer Gossen, Director of International Education, wins BCCIE Distinguished Leadership Award](#)
- [VCC hairstyling instructors receive their Red Seal Endorsement](#)
- [VCC automotive service program first institution outside of the US to receive prestigious accreditation](#)
- [VCC ranks among best in continuing education and culinary instruction](#)
- [VCC instructor receives national award for leadership excellence](#)

Learning For Life Workshops

VCC supports ongoing learning and growth to support individuals, teams, and the organization to meet its strategic priorities. This past year, learning resources and opportunities continued to focus on themes such as Equity, Diversity & Inclusion, Sustainability, Mental Health and Well-being, and Accessibility.

Learning 4 Life

This program provides resources and events for all employee groups. For the Fall of 2023, a new SharePoint site was created to make it easier to find relevant learning, build learning pathways, and register for events. Offerings included:

- An emphasis on building inclusive workplaces for 2SLGBTQIA+ colleagues through workshops delivered by author/speaker Kristy Ware, creation of a LinkedIn Learning course, and promotion of GBA+ training.
- A series of workshops focusing on Work Integrated Learning and inclusive recruitment practices in collaboration with the Partnership Development Office.
- Ongoing learning about Indigenous history, culture, and reconciliation through San'yas Cultural Safety Training, Land Acknowledgment workshops, and on-site awareness building events.
- Supporting mental health and well-being through opportunities to learn and practice mindfulness habits, as well as gaining skills in responding to students in distress, mental health first aid, and training in suicide prevention.

Institutional overview (cont'd)

LinkedIn Learning

VCC makes LinkedIn Learning available for employees and students. This learning platform provides high quality, on-demand, skills-based training in topics such as leadership & management, communication, time management, equity and diversity, etc. Courses providing training in technology and project management are particularly popular for VCC employees.

Professional development funding

Professional Development funds for individual learning goals and plans continue to be available to CUPE, Faculty, and Administration employees. Additionally, tuition fees are waived for employees taking VCC courses.

Leadership development

Stay interviews

For the first time, VCC built into the annual performance review process for Administrators, three questions aimed at better understanding what motivates and supports administrators in their roles at VCC. The results indicated a high level of engagement with colleagues and teams, appreciation for supportive leadership, and commitment to the values and priorities of VCC.

Lead-In

Fourteen leaders were selected to participate in VCC's new in-house leadership development initiative. The program runs for a year and includes topics such leadership identities, governance in post-secondary, decolonizing leadership, change management, and strategic thinking. Participants also participate in peer circles, a development project of their choosing, and VCC's mentorship program.

External leadership programs

Leaders and aspiring leaders also have opportunity to participate in external leadership development programs. Over 2023, five VCC leaders participated in the Chair Academy Foundational Program for leaders in post-secondary and several VCC leaders participated in College and Institutes Canada leadership programs.

Stretch our Success Mentorship Program

VCC's 2022-23 Stretch Your Success Mentorship Program was successfully completed by 10 employees, and another 28 are participating in our 2023-2024 program. The program includes an orientation session, one-on-one mentorship opportunities, a handbook, and Myers Briggs personality assessments.

Institutional overview (cont'd)

VCC's wellness team

VCC's Mental Health and Well-being Framework, created in partnership with Canadian Mental Health Association – BC and Healthy Minds, Healthy Campuses, continues to guide well-being efforts (2022 to 2026). This work is guided by VCC's Mental Health and Well-being steering committee.

A college-wide Mental Health and Well-being survey was completed by 274 employees and 416 students for the first time in spring of 2023. The results provide a benchmark for future efforts and evaluations. Some highlights from survey results include:

- 92% of employees and students feel that VCC values diversity and inclusion
- 87% of employees and students believe that emotional health and well-being are a priority at the college
- 82% of employees indicated that they believe well-being is embedded in college policies and procedures
- 74% of employees know where to access campus mental health supports
- 61% of employees were aware of Not Myself Today – CMHA's workplace mental health program that was launched at VCC in 2022

Workplace mental health awareness program

VCC is using the Canadian Mental Health Association's Not Myself Today program for workplace mental health to promote awareness of mental health and foster healthy and supportive workplaces. 40 Ambassadors hosted activities, started conversations, and shared resources with teams across the college. The program also provides ongoing access to mental health awareness tools and resources through an online dashboard, which is introduced to new employees.

VCC's Wellness Team continues to promote wellness at VCC, with Meditation Mondays and monthly initiatives sharing information, encouraging a focus on wellness, and inviting individuals and teams to participate in challenges.

Mental health and awareness event

In conjunction with Student Services, People Services helped organize a wellness event in May for both students and employees. The event provided opportunities to experience new wellness practices – such as sound bathing and tai chi, as well as explore resources and services available to support mental health.

Institutional overview (cont'd)



Equity, diversity, and inclusion

Equity, diversity, inclusion and Indigenization and decolonization goals are embedded in each priority of the Strategic Plan. In addition to these goals:

- The diversity of VCC's employees, leadership, and board continues to exceed the goals set out by the Government of Canada's 50-30 challenge.
- Opportunities for employees to participate in EDI learning and experiences are emphasized in VCC Day, Learning for Life programming, and events on campus such as Lunar New Year, Eid al-Fitr, and Diwali festivities.
- Partnered with the National Institute for Disability Management and Research for an external review of disability management and services for employees resulting in specific recommendations improving joint worker-management support and empowerment.
- VCC was pleased to welcome into new roles, Jessie Williams as Dean of Indigenous Initiatives and David Kirk as Dean of Curriculum and Pedagogy.
- The Equity, Diversity, and Inclusion Committee brings together committed employees from all areas of the college to collaborate on projects supporting EDI awareness and skill-building. For example, the Equity Impact Assessment tool has been created to support departments and teams include EDI considerations in the design and planning stages of projects and programs.
- The EDI Committee provides micro-grants to individuals and teams needing financial support for initiatives and projects supporting EDI goals in their departments.

Institutional overview (cont'd)

WorkSafe BC claim cost reduction

The 2023 net rate of VCC's WorkSafe BC claim cost has dramatically dropped from 0.43% per \$100 payroll in 2016 to 0.17% in 2022-23 due to proper management of the claims. As a result, our premium rate was reduced from a 27.7% surcharge to a 31.1% discount in 2023, placing VCC ahead of other B.C. universities and colleges in terms of injury prevention.

VCC WorkSafe BC premium rate

Year	2023	2022	2021	2020	2019	2018	2017	2016
Net Rate	.17%	.19%	.19%	.19%	.38%	.39%	.39%	.43%

VCC's excellent numbers are the result of proper management of WorkSafe BC claims in the past years. People Services focuses on preventing injuries by conducting regular inspections and proactively addressing safety concerns.

VCC WorkSafe BC claims

	Number of claims	Cost of claims	Days lost
2019	6	\$18,342	29
2020	5	\$23,757	113
2021	2	\$3,911	13
2022	1	\$2,327	8
2023	11	\$64,799	210

Institutional overview (cont'd)

Employee demographics

VCC employees: Age and job category

Age Group	<25	25-34	35-44	45-54	55-64	>= 65	Grand Total	% of Total
Admin.	2	12	34	43	29	5	125	9%
F	1	6	29	25	16	3	80	64%
M	1	6	5	18	13	2	45	36%
CUPE	6	90	101	115	102	24	438	33%
F	2	68	69	86	65	14	304	69%
M	4	22	32	29	37	10	134	31%
Faculty	0	57	232	223	182	64	758	57%
F	0	39	147	142	109	27	464	61%
M	0	18	85	81	73	37	294	39%
Grand Total	8	159	367	381	313	93	1321	
Age %	1%	12%	28%	29%	24%	7%		

Institutional overview (cont'd)

VCC employees: Female to male ratios

	Female	Male	Ratio
College	848	473	1.79
Administrators	80	45	1.78
CUPE	304	134	2.27
Faculty	464	294	1.58

VCC employees: Age and years of service

	Average age	Average years of service	Average age at retirement
Administrators	48	7	73
Support Staff	46	10	62
Faculty	49	10	64
College	48	9	66

	Employees within 10 years of avg age of retirement (65) as of December 31, 2023	Per cent of total Headcount
Administrators	29	23%
Faculty	182	24%
Support staff	102	23%
College	313	24%

Institutional overview (cont'd)

VCC employees: Turnover

	2019	2020	2021	2022	2023
Administrators	14	6	16	16	9
Faculty	31	22	25	26	18
Support Staff	29	14	27	31	26
College	74	42	68	73	53
College trend	9%	5%	8%	7%	4%

Source: VCC People Services data for 2023

Note: The data contained in the tables reflect active employees for 2023. Employees who hold multiple positions in two or more of the included employment groups are only counted once.





Program offerings

VCC delivers nearly **150 programs** to a diverse and multicultural student population. What makes VCC unique is the experiential learning that students receive through hands-on and real-world training. Student outcomes for VCC graduates are among the highest in the college sector, with 93% of diploma and certificate graduates in the labour force.¹² Our grads are finding gainful employment in restaurants, hotels, hair salons, spas, and automotive trades as well as practicum experiences in dental clinics, hospitals, and more. This is a testament to the on-the-job training VCC delivers.

¹² Source: BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, data prepared by BC Stats, % of graduates.



Campus locations

VCC's campuses are located in central, accessible areas in Vancouver's Downtown and East Vancouver neighbourhoods. The surrounding local businesses are also integral members of VCC's educational community, with many serving as practicum hosts, mentors, training partners, and employers of VCC students.

Downtown campus

VCC's Downtown campus is located in the heart of Downtown Vancouver and plays an important role in the city through its post-secondary programs, many of which also offer low-cost services to the surrounding community. Downtown-based programs include dental, hospitality management, culinary arts, baking and pastry arts, hair design, esthetics, fashion, jewellery arts and design, technology, applied business, and Continuing Studies.

Broadway campus

VCC's Broadway campus is located in a highly accessible location in East Vancouver along major bus and SkyTrain lines. This campus is home to many facilities including a health sciences centre, automotive shops, and a music auditorium. It is also home to VCC's academic upgrading, university transfer (arts and science), international culinary arts, instructor and teacher training, English as an additional language (EAL), adult upgrading, Deaf and hard of hearing, visually impaired, and music programs.

Program offerings (cont'd)



School of Arts and Sciences

VCC's School of Arts and Sciences has approximately 1,500 full-time equivalent (FTE) students per year and more than 200 faculty and staff across program areas including the Centre for Academic Foundations, Centre for Inclusion, Centre for Language Studies, and Centre for Performing Arts. The School of Arts and Sciences offers one bachelor's degree, two associate degrees, three diplomas, 30 certificates, and over 120 standalone courses in diverse areas of focus and levels of study.

SAS is distinct for the flexible nature of its offerings, designed to bridge gaps, and create pathways to other programs or institutions. For example, Adult Upgrading, Adult Basic Education (ABE), and English as an Additional Language (EAL) programs prepare students to enter career programs or continue their education. The school also offers University Transfer (UT) programs that provide students with first- and second-year university-level credits. Several UT programs offer preferred admission status at the University of British Columbia or Simon Fraser University in areas such as engineering and computer science.

SAS also offers some of the most comprehensive training in the province for people with disabilities, including technology courses for students with visual impairments and language and job readiness courses for adults who are Deaf or hard of hearing. VCC's Adult Special Education programs for students with cognitive disabilities focus on career preparation and training in retail, hospitality, and food service, which often lead to gainful employment.

Finally, the Centre for Performing Arts delivers robust music diploma and degree programs as well as an innovative dance diploma in partnership with Arts Umbrella.

Program offerings (cont'd)

Major accomplishments for 2023/24

- Program renewal completed for four programs: Deaf and Hard of Hearing's Job Readiness; Access to Careers and Education; and Retail and Hospitality Careers (for students with cognitive disabilities), and Visually Impaired programs. Renewal of programs incorporated feedback from employers and industry and community partners. Curriculum redesign for all programs prioritized future job skills, career readiness, skills upgrading, and Indigenization.
- Ministry's mandate to move the Sign Language Interpretation Diploma program from Douglas College to VCC was successfully completed.
- As per the mandate, the redesign of the ASL & Deaf Studies certificate and the Sign Language Interpreting diploma programs into a single credential is underway, with the goal of filling the need for highly qualified and diverse Sign Language Interpreters. Expected completion of the joint credential is 2025.
- ABE Fundamentals (formerly Basic Education) secured over \$120,000 in Community Adult Literacy Program Partnerships grant funding to support low barrier adult literacy outreach programming. Programs are running successfully in community, supporting Indigenous learners as well as adults in recovery from significant mental health challenges.
- ABE Fundamentals created an Indigenized reading framework based on Indigenous storytelling traditions, theory, and practices to better develop literacy skills for Indigenous adult learners.
- Humanities Department developed an Indigenous Studies course for university transfer credit, contributing to the growth of Indigenous-centered curriculum offered by the college.

Program offerings (cont'd)



School of Health Sciences

VCC's School of Health Sciences delivers health programming to approximately 1,000 students each year in three program areas: Allied Health, Dental, and Nursing.

Bachelor of Science in Nursing	Degree
Bachelor of Science in Nursing - Advanced Entry	Degree
Practical Nursing	Diploma
Access to Practical Nursing	Diploma
Health Care Assistant	Certificate
Health Care Assistant - EAL	Certificate
Health Care Assistant - International Cohort	Diploma
Acute Care for Health Care Assistants	Short Certificate
Medical Laboratory Assistant	Certificate
Occupational/Physical Therapist Assistant (Rehab Assistant)	Diploma
Pharmacy Technician	Certificate
Health Unit Coordinator	Certificate
Dental Assisting Certificate - Onsite	Certificate
Dental Assisting Certificate - Online	Certificate
Dental Hygiene	Diploma
Dental Reception	Certificate
Dental Technology Sciences	Diploma

Program offerings (cont'd)

The school is proud to offer two pathways for experienced health care workers who wish to train as nurses. VCC's Access to Practical Nursing (PN) program recognizes previous training of health care assistants (HCA), while the Bachelor of Science in Nursing (BScN) Advanced Entry programs allows licensed practical nurses to enter the degree program at an advanced level.

VCC's Broadway campus provides a highly advanced environment to support experiential learning through simulation. These learning spaces include labs, classrooms and a nursing station that support students in the various programs: Bachelor of Science in Nursing, Practical Nursing, Health Care Assistant, Pharmacy Technician, Occupational/ Physical Therapist Assistant, Medical Laboratory Assistant, and Health Unit Coordinator.

VCC's Downtown campus, in addition to labs and classrooms, provides an onsite dental clinic that provides services to the public. These serve as learning spaces for programs including Dental Hygiene, Certified Dental Assisting (online and onsite), Dental Reception, and Dental Technology Sciences.

VCC's Health Sciences students also engage in real-life experiences through practicum placements in a variety of health settings including acute care, long-term care, clinics, and community. These high-quality practice education experiences prepare the graduates for employment.

Major accomplishments for 2023/24

- A comprehensive strategic and operational plan has been formulated for the development of VCC's Health Science Simulation Center. This initiative aims to strengthen student readiness for practicums and employment through simulated learning experiences.
- Increased Inter-Professional Education (IPE) activities across all Health Sciences programs to promote different health professions learning about and working together to promote team-based client care.
- Ongoing curriculum development within the school's health sciences programs continues to integrate Universal Design for Learning (UDL) principles alongside Indigenous learning across all curriculum components, fostering culturally sensitive and inclusive learning environments.
- Ongoing collaboration with health authorities, long-term care facilities, community, labs, dental offices and Program Advisory Committee representatives to expand practicum opportunities for health sciences students.
- Expanding dual credit offerings to the Richmond School District in the Health Care Assistant and Medical Laboratory Assistant programs.
- The Generic and Advanced BScN programs successfully completed the Canadian Association of Schools in Nursing (CASN) accreditation with a five-year CASN award.

Program offerings (cont'd)

- The Practical Nursing program expanded the Clinical Coordinator role to include additional support for faculty and students to respond to the changing landscape of health care settings.
- VCC continues to deliver Health Care Assistant Partnership Pathway (HCA-PP) cohorts to address the need for additional health care assistants in long-term care, home support and assisted living services.
- The newly launched Health Care Assistant International Diploma program has offered two cohorts with a third planned for May 2024.
- The Medical Laboratory Assistant program delivered an additional 12 Ministry-funded seats to meet the increasing demands for their graduates.
- The Pharmacy Technician program team won the Employee Excellence Award in the category of Teaching/Program Excellence at VCC day.
- The Health Unit Coordinator (HUC) program applied and received research funding to evaluate the HUC students' knowledge of Indigenous peoples and their historical experiences at the beginning of the program through to the end. The project is still in progress.
- The Occupational Physical Therapy Assistant (OPTA) program hosted the 10th annual intra-professional workshop with UBC's Master of Occupational Therapy (MOT) students. Onsite participants included UBC's MOT students and Capilano University's Rehabilitation Assistant students. Additionally, the northern cohort of UBC's MOT students joined the workshop through a synchronous virtual session from UNBC.
- The Dental Hygiene program has completed significant curriculum revisions based on the new Entry-to-Practice Canadian Competencies for Dental Hygienists with plans to launch the new program in September 2025.
- The Certified Dental Assisting Online program will be transitioning out of a continuous intake model to a cohort model in September 2024.
- The Certified Dental Assisting Onsite program's "Tooth Trolley" provides preventive dental care to elementary school children across Vancouver and Burnaby.
- The Dental Technology program has been an active partner with Eastside Dental Clinic, providing individuals in the community with affordable quality dental care.

Program offerings (cont'd)



School of Hospitality, Food Studies and Applied Business

VCC's School of Hospitality, Food Studies and Applied Business serves 1,100 full-time equivalent (FTE) students per year with over 130 faculty and staff. This school offers certificate, diploma, degree, Red Seal certification, and post-degree diploma programming:

Accounting	Diploma
Administrative Professional	Certificate
Asian Culinary Arts	Certificate
Baking and Pastry Arts	Red Seal, apprenticeship, and Youth Train in Trades
Business and Project Management	Post-degree diploma
Canadian Business Management	Post-degree diploma
Culinary Arts	Red Seal, apprenticeship, and Youth Train in Trades
Executive Assistant	Certificate
Hospitality Management	Diploma and degree
Legal Administrative Assistant	Certificate
Marketing Technology	Diploma
Medical Office Assistant	Certificate
Medical Transcriptionist	Certificate

Program offerings (cont'd)

Most students in the School of Hospitality, Food Studies and Applied Business participate in a Work Integrated Learning (WIL) component through external practicums with one of our many industry partners or in one of our six on-campus commercial outlets (Seiffert's Market, JJ's Restaurant, the Chefs' Table, our two cafeterias, and the Bistro). At the end of their programs, VCC students have the required knowledge and applied skills to be successful in their chosen careers.

To address B.C.'s hospitality labour shortage, VCC's Hospitality Management department has increased the number of cohorts in its diploma program and launched a new post-degree diploma in hospitality management. The department has also developed a micro-credential to prepare people to enter the hospitality industry. Every February, the department hosts a job fair where 30 hotel properties come to the downtown campus to interview our students for work placement.

Both VCC's Accounting and Marketing Technology diplomas were designed with input from industry partners to give our students the skills they need to be successful in the workplace. Since these programs were launched, the department has updated the courses due to industry, faculty, and student feedback. These graduates will help fill labour shortages in these industries.

In addition to training the region's top cooks and chefs at a post-secondary level, VCC delivers Youth Train in Trades Professional Cook 1 and Baking and Pastry Arts programs to high school students to inspire trades training in youth. The Youth in Trades programs have been growing and offerings have been expanded. VCC offers Professional Cook 1 training in 6 different high schools and a Baking Foundation program at our downtown campus.

To advance Indigenization and decolonization in B.C.'s hospitality industry, VCC is supporting the Heiltsuk Nation and the Gwich'in Tribal Council with culinary training. VCC has delivered on site culinary skills training and restaurant operations training in Bella Bella and Inuvik. Last year, our Marketing Technology program piloted their Indigenous Business in Canada course. Taking lessons learned from the pilot, the department has improved the student experience in this course.

Over the past year, the Culinary Arts Department has been developing a Virtual Reality training platform. We have created a VR kitchen based on the VCC kitchens and 6 recipes from the Professional Cook 1 and 2 programs. One of these recipes has been converted to be used with Haptic Gloves. Our students have told us that they like to have the option of practicing the recipes on their own time as often as they want. They have also commented that this practice reduces the possibility of food waste. VCC was invited to participate on a panel at SXSW in Austin to highlight the VR development that we are engaged in.

Program offerings (cont'd)

Major accomplishments for 2023/24

Business

- The first cohort of the two new diplomas: Accounting and Marketing Technology graduated April 2023
- Developing a new PDD in Supply Chain Management in collaboration with the Scottish Qualification Authority
- Successfully piloted/revised/delivered the Indigenous Business in Canada course.
- Launched the newly redesigned Project Management post-degree diploma to provide students with stronger employability skills
- Active engagement with Industry through practicum placements is ongoing
- A Marketing Technology student received an internship to work with Hub Spot and Linked In

Hospitality Management

- Launched a Post Degree Diploma (PDD) framework that creates new and alternate pathways focused on employment needs and addressed labour shortages
- Developed a cooperation agreement with the Sustainable Hospitality Alliance to support students/faculty learning as well as support our institutional sustainability plans
- Added extra cohorts in our Hospitality Management diploma to meet labour shortages
- Completing renewal process for Hospitality Management diploma and degree programs
- Hosted 33 hotel properties who gave 712 student interviews to our hospitality students for part-time and full-time employment

Food Studies

- The new Seiffert Market + Bakeshop that showcases our baking students' skills opened in June 2023
- Participated in Skills Canada National competitions in cooking and baking categories
- Successfully completed a second contract with the BC Construction Foundation to deliver culinary training and restaurant operations training in Bella Bella for the Heiltsuk Nation
- Successfully negotiated and began delivery on a contract with the Gwich'in Tribal Council to deliver culinary training in Inuvik
- In negotiation with Chilliwack School District #33 to offer a Professional Cook 1 program
- Collaborated with the BC Chef's Table Society to host the Top BC Culinary Apprentice on the VCC downtown campus

Program offerings (cont'd)

- Hosted the Thai Consul General, staff, and chefs in teaching Thai culinary to students in our Asian Culinary program
- Awarded a VCC culinary student a \$20,000 scholarship, sponsored by ALMA, to attend a 4-month program at ALMA and then have a 4-month stage in a 3-star Michelin restaurant in northern Italy
- Sponsored two Asian Culinary Arts students to compete in an international Cantonese cuisine competition in Malaysia. They placed first among elite chefs around the world, winning gold medals in the entree category
- Developed and launched Virtual Reality (VR) and Augmented Reality (AR) training modules for Culinary Arts. Spoke on a panel at SXSW about our VR culinary training development
- Added an additional satellite Youth in Trades Professional Cook 1 program with the Richmond School district in addition to our current offerings in Gibsons, Squamish, Langley, Maple Ridge and Mission
- Began a collaboration with George Brown College and ALMA, a culinary school in Italy, to have VCC culinary students and alumni spend one term at George Brown, one term in Italy and one term at VCC
- Collaborated with Destination Vancouver in the Michelin announcement events

Program offerings (cont'd)



School of Trades, Technology and Design

VCC’s School of Trades, Technology and Design employs over 140 faculty and staff and houses 10 different departments distributed throughout both campuses. In 2022, VCC vacated the Annacis Island campus, relocating a portion of the heavy mechanical trades programming to VCC’s Broadway campus. The departments under VCC’s School of Trades, Technology and Design include:

Automotive Collision and Refinishing

Electronics Repair Technology

Automotive Service Technician

Hairstyling and Esthetics

Computer Aided Drafting and Building Information Modelling (CAD and BIM)

Heavy Mechanical Trades

Computer Systems Technology

Trades Success Centre

Digital Media Design

Jewellery Art and Design

Within these departments, there are 10 apprenticeship programs, nine certificate programs, and eight diploma programs serving approximately 2,000 students per year. Several departments offer publicly available services such as automotive mechanical and collision repair, salon and spa services, and graphic design services. These publicly available services provide students with real-world experiential learning that results in work-ready graduates.

In July 2023, VCC’s the province committed \$271 million toward VCC’s new Centre for Clean Energy and Automotive Innovation — 93 per cent of the total \$291 million capital cost — That new building is touted as an exciting future hub for clean-energy technology education.

Program offerings (cont'd)

Major accomplishments for 2023/24

Trades

- The Automotive Service Technician (AST) program received Automotive Service Excellence (ASE) Training Program accreditation by the ASE Education Foundation until 2028.
- To keep pace with the growing demand for clean technology, VCC continues to add to its growing fleet of electric machinery used for training and education. Students in VCC's Heavy Mechanical Trades program received hands-on training to maintain and repair the Volvo ECR25, a compact excavator that is 100% electric and the Freightliner eCascadia. The college's large and growing fleet of electric vehicles gives it a competitive edge in skills training. The eCascadia joins the Volvo ECR25 (a compact electric excavator) and the Toyota Mirai, one of the first hydrogen fuel cell vehicles in the Canadian market, among other electric vehicles used to train students in the repair and maintenance of electric and fuel cell vehicles.
- VCC joined the Get Ahead partnership program, which allows our Diesel Truck students to participate in Daimler dealership level training, giving them a chance to strengthen their knowledge on basic skills and increase their knowledge on Freightliner and Western Star systems.
- Successfully ran 2 extra AST dual credit programs in Burnaby (SD41) and Sunshine Coast (SD46) programs.
- Launched new curriculum with updated criteria for new harmonized Automotive and Collision programs.
- Partnered with the Centre for Digital Media to develop a virtual reality (VR) simulation to enhance the training of automotive students in safely repairing and replacing electric vehicle (EV) batteries. The proposed VR simulation aims to allow students to practice the battery replacement process in a risk-free environment, offering step-by-step guidance and feedback on their performance. Additionally, it will feature gamification elements to make learning more engaging.
- Finalized the Automotive Service Excellence accreditation for the Automotive Service Technician program.
- New plug-in hybrid electric and hydrogen fuel cell vehicles, now embedded into the curriculum related to CleanBC goals.
- Partnered with GAIN Auto Group to serve their apprentices on the island with our hybrid apprenticeship course. This allowed apprentices to stay employed while undergoing technical training and an intentional approach to F2F learning.
- Partnered with Skill Plan BC's 'Build Your Skills' learning hub to support students entering skilled trades programs.

Program offerings (cont'd)

- Embedded advanced driver-assist systems vehicles and equipment to develop curriculum for the diagnosis and repair of this advanced technology.
- Continued to assess opportunities within regard to a Zero Emission Vehicle course to support PSFS's 2,900 tech-relevant seat expansion.
- Partnered with Aboriginal Community Career Employment Services Society (ACCESS) to provide the ACCESS to Salon and Spa Program. 8 weeks of technical training for indigenous peoples.
- Partnered with Scottish Qualification Authority as an approved centre to deliver SQA vocational training

Technology/ Design

- Computer Aided Design / Building Information Modelling (CAD/BIM) Mechanical joined Skilled Trades BC and Skills Canada for their provincial and national competitions. VCC's Department head for CAD/BIM became the National Tech Chair for the competition.
- Digital Media Design joined Skilled Trades BC and Skills Canada for their provincial and national competitions in Web Design.
- Saw continued success with the Computer Systems Technology diploma program, which aligns with PSFS's expansion of 2,900 tech spaces to fill the large number of job openings predicted for this sector. Digital Media Design completed Curriculum development for UI/UX diploma to support PSFS's upcoming 2,900 tech-relevant seat expansion. This went on be approved through Education Council and receive Board approval.
- Added a third cohort for Electronic Repair Diploma
- Received funding for continued support withing Electronics Repair Program to provision PSFS's upcoming tech-relevant seat expansion
- Completed third year curriculum updates for the Computer Aided Draft (CAD) and Building Modelling (BIM) Technician diploma and Architectural Technician certificate programs after undergoing a successful Program Review.
- Ongoing work with Technology Accreditation Canada (TAC) national program accreditation. The national program accreditation is valid from April 10, 2020 to April 9, 2025. TAC is a world class accreditation organization, delivering accreditation services for the engineering technology and applied science profession in Canada. Accreditation provides assurance that an engineering technology or applied science program has met an educational standard of the profession.

Program offerings (cont'd)

- CAD & BIM launched their second Career Fair for current students with employers paying for booth presence to support student bursaries.
- Jewellery Art and Design diploma students had a successful Grad Show with over 300 visitors.
- Digital Media Design students had two successful Grad Shows in the Spring and Fall.

Program offerings (cont'd)



Centre for Continuing Studies

With an aim to empower lives through innovative learning opportunities that align with industry and community needs, VCC's School of Continuing Studies delivers relevant, industry-responsive programming through a variety of credit and non-credit courses, in both short and full-time programming, that are designed to meet the training and development needs of community members, early and mid-career professionals, and emerging leaders across numerous sectors. Current programming spans a range of program areas:

Building and Resource Management	Food and Hospitality
Business and Leadership	Health and Social Services
Computing and Information Technology	Languages and Writing
Early Childhood Care and Education (ECCE)	Legal and Office Administration
Fashion and Design	

Credits for many Continuing Studies (CS) courses can be applied towards one of 33 credentials, including one post-degree diploma, five diplomas, 14 certificates, eight micro-credentials, and five short certificates.

VCC Continuing Studies employs over 130 Instructors and staff. All instructors are current practitioners in their fields who imbue their classrooms with up-to-date industry knowledge. VCC Continuing Studies enrolls approximately 2,931 students annually, representing roughly 19% of all VCC students.

Program offerings (cont'd)

Looking forward, CS will continue to focus on increasing the number of full-time post-degree diploma and diploma program offerings, as well as to continue developing specialized and focused micro-credentials to support re-skilling and up-skilling objectives in alignment with industry needs. To this end, we aim to ensure CS programs provide students with maximum flexibility on delivery time and format, work closely with industry partners and associations to ensure new developments are effectively targeted, and continue our efforts to enhance the student registration and learning experience.

Major Accomplishments for 2023/24

- Led micro-credential development at VCC:
 - Published a consistent and efficient process (along with relevant forms) to support new micro-credential developments across the institution
 - With the aid of provincial funding, developed two new micro-credentials (Project Management for Video Games; Fashion for Film) and created a hyflex version of our Production for Animation and VFX micro-credential to enable remote access to the content across the province
 - Continued to contribute input and feedback on provincial micro-credential conversations with BC Campus, Continuing Education Association of BC (CETABC), and BC Colleges
- Created and piloted the Collaboration Framework, with funding from PSFS
 - Collaboratively drafted the collaboration framework and common licensing agreement to foster the sharing of curriculum across public PSIs in B.C.
 - Currently developing a proposal to extend the pilot and expand involvement of more PSIs in B.C.
- Expanded programming in our area to support the community's training needs, in alignment with the BC Economic Plan:
 - Increased number of international ECCE cohort intakes per year
 - Launched Building Manager (certificate and short-certificate options) as well as new micro-credentials in our Applied Business and Leadership area
 - Finalized Counselling Skills Certificate updates to better meet labour market and community needs
 - Completed Paralegal Diploma renewal in alignment with regulatory changes anticipated through the Legal Professions Regulatory Modernization
 - Re-launched our Renal Dialysis training in response to community need

Program offerings (cont'd)

- Completed the creation of our new Cybersecurity Governance and Risk Management post-degree diploma (for launch January 2025)
- Continuing the development of a modern apprenticeship model of training to deploy in B.C., more effectively linking students in non-trade programming with apprenticeship opportunities during their studies at VCC
- Engaged in collaborations to serve the community:
 - Continued to collaborate with DigiBC on the creation of new training opportunities, including the development of specialized onboarding training as part of an SLMP funded project to support onboarding and retention efforts of B.C.'s video game, animation, and VFX studios
 - Worked closely with VFS to develop our Fashion for Film micro-credential to help our students use their newly acquired fashion/costuming skills on a VFS film production, benefitting students from both institutions simultaneously
 - Wrapped up the first phase of Courageous Dialogues, a Natural Sciences and Engineering Research Counsel (NSERC)-funded project researching ways to effectively foster respectful and nuanced dialogue in our society; led by the Mir Centre for Peace at Selkirk College
- Served our community through expanding partnerships and opportunities for relevant programming that address specific community and labour market needs:
 - Continued to play a central leadership role within Continuing Education and Training Association of BC (CETABC), sharing insights from experience with Destiny One, the development of micro-credentials, and the Collaboration Framework pilot.

Program offerings (cont'd)



Library and Teaching and Learning Services

VCC's Library and Teaching and Learning Services division is comprised of four units: VCC Library, VCC Learning Centre, Centre for Teaching, Learning, and Research (CTLR), and the School of Instructor Education (SIE). These four units support and advance teaching and learning at the college in different, connected ways.

The VCC Library provides learning support to students by providing gathering spaces for study, access to resources and research help, computer labs, and laptop lending.

The VCC Learning Centre offers professional tutoring in math, sciences, English, business, and economics as well as workshops in study skills, cover letters and resumes, and English pronunciation and conversation.

CTLR leads and supports the college in innovative, high-quality teaching and curriculum design and in the effective use of educational technology.

SIE offers programs that prepare instructors to provide adult education such as the Provincial Instructor Diploma Program (PIDP) and the Trades Training Certificate.

Program offerings (cont'd)

Major Accomplishments for 2023/24

- Hired the Dean, Curriculum and Pedagogy who oversees CTLR; School of Instructor Education, and the Learning Centre.
- Hosted the Teaching, Learning, and Research Symposium with great sharing of best practices, research findings, innovative ideas, and diverse perspectives on teaching and learning in post-secondary education. We had the honour of two inspiring keynote speakers: Dr. Vanessa Andreotti and Dr. Gwen Point. Many amazing presenters, panelists, and student presentations were showcased. This was VCC's 6th annual symposium and was well attended.
- Expanded training and support for universal design for learning (UDL) and blended learning.
- Collaborated with BC Association of Aboriginal Friendship Centres creating anti-racism facilitation training with Indigenous courses in the PIDP with 20+ students enrolled in the pilot starting March 4, 2024.
- SIE is in the process of working with the Squamish Nation to Indigenize the PIDP program for a cohort of Squamish Nation students.
- Hired the Indigenous Initiatives Faculty advisor who will be part of the CTLR team.
- In the process of hiring an Indigenous Initiatives Coordinator in the Library.
- Library completed a comprehensive Education Services Renewal process and will be implementing recommendations in the next year.

Program offerings (cont'd)



International Education

VCC International Education welcomes international students from 76 countries in over 50 programs. Popular programs include post-degree diplomas in Canadian Business Management, Business and Project Management, Network Technology Administration and Security, and Hospitality. Additionally, our Hospitality Management diploma, Early Childhood Care and Education diploma, Cosmetology diploma, Culinary Arts diploma, and Transportation Trades diplomas remain popular choices for students seeking hands-on training that leads to employment. International students have an average GPA of 3.36.

The International Education department has robust services for international students including:

- International Peer Mentor Community to bring together student mentors and mentees across programs and campuses.
- Academic and immigration student advising with Regulated International Student Immigration Advisors.
- Cultural events in partnership with Student Union of VCC to organize and support various cultural celebrations such as Diwali and Lunar New Year.
- Integrated services to support international student settlement, employment, and housing.

International students choose VCC for high-quality programming, award-winning instructors, and post-graduation employment opportunities. In response to labour market needs and projected growth of international student enrolment, VCC will continue to create programs that support the needs and goals of international students.

Program offerings (cont'd)

In 2023, VCC developed a five-year International Education Strategic Plan with the following objectives and priority actions:

Indigenous perspectives

Integrate practices of decolonization and reconciliation in VCC's internationalization initiatives and actions to provide opportunities for the college community to learn about, celebrate, and honour Indigenous knowledge, cultures, and ways of being and in keeping with United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission Calls to Action.

Actions:

- Collaborate with Dean of Indigenous Initiatives, Dean of Curriculum and Pedagogy, Elders, Knowledge Keepers, and Indigenous Faculty Initiatives Advisor to seek input, advice, and participation in the development and implementation of internationalization initiatives.
- Ensure international partnerships and collaborations align with principles of decolonization and reconciliation.
- Prioritize relationships with institutions that share a commitment to diversity, equity, and respect for indigenous rights.

Equity, diversity, inclusion and access

Integrate practices of equity, diversity, inclusion, and access in all areas of internationalization to promote a positive and inclusive college community.

Actions:

- Ensure that internationalization efforts and operations align with VCC's equity, diversity, inclusion, and access priorities.
- Support access to VCC programs and ensure regional, economic, and demographic student diversity are in alignment with provincial and federal priorities and frameworks.
- Support the ongoing development of teaching, learning, and assessment strategies that are inclusive of diverse ways of knowing and being.
- Coordinate intercultural competency training for students, staff, and faculty to enhance understanding of diverse cultures, backgrounds, and perspectives.

Program offerings (cont'd)

Student success

Support the well-being of students and enhance their experiences in successfully reaching their personal and professional goals.

Actions:

- Enhance student supports and services with a focus on mental health, career and settlement, and safe and secure living conditions, to help students overcome challenges and achieve their academic goals.
- Support program development that aligns with in-demand labour market outcomes as identified by provincial and national labour market analyses.
- Ensure opportunities for students to gain employment in careers related to their field of study and maintain high graduate employment rates and successful graduate outcomes.
- Prioritize students' best interests and hold VCC and its partners, including education agents, accountable to ethical business practices that comply with provincial and federal standards.

Global experiences and partnerships

Develop and enhance opportunities for the VCC community to participate in and benefit from global engagement through strategic partnerships and internationalization at home.

Actions:

- Develop a framework, establish partnerships, and create consistent processes for global engagement, mobility and exchange (both virtual and in-person) to increase student, staff, and faculty access to global experiences.
- Establish strategies for embedding internationalization at home into college initiatives.
- Provide financial support for internationalization and global engagement initiatives.
- Leverage positive outcomes from global experiences and partnerships to support students, staff and faculty to navigate complex global challenges.

Program offerings (cont'd)

Sustainability

Integrate and align relevant United Nations Sustainable Development Goals (SDGs) and environmental best practices into VCC's internationalization efforts and operations.

Actions:

- Strengthen our capabilities to design and implement strategies that minimize the negative impacts of social, economic and environmental crises and emerging challenges in alignment with the UN SDGs.
- Integrate environmental stewardship and best practices for sustainability into internationalization efforts and operations.
- Make operational decisions that support climate-conscious activities and align with provincial and federal frameworks and VCC's Environmental Sustainability Strategy.

In addition, VCC takes the following actions to develop and implement protections for international students that support their fair treatment:

1. Publicize clear policies and procedures that outline rights and responsibilities of VCC and of students including protections against discrimination, harassment, and unfair treatment.
2. Provide robust orientation program to all new international students to familiarize them with policies, resources and student services.
3. Offer dedicated international support services including academic and immigration advising, counselling, peer mentorship and tutoring to address their unique needs and challenges.
4. Provide cultural sensitivity training to faculty, staff and students to promote understanding and respect for diverse cultures and backgrounds.
5. Provide accessible grievance mechanisms with support from our ombudsperson to report incidents of unfair treatment and seek resolution.
6. Conduct regular surveys and feedback sessions with international students to share current services and identify areas for improvement.
7. Encourage collaboration with VCC student union to advocate for international student rights and ensure their voices are heard.
8. Partner with community services such as SUCCESS to provide additional supports and resources for international students facing challenges.
9. Promote equity, diversity, and inclusion through events, workshops, and activities that celebrate different cultures and perspectives.

Program offerings (cont'd)

Major accomplishments for 2023/24

- Developed five-year International Education Strategic Plan to inform and guide VCC's local and global engagement in our internationalization efforts. Strategic objectives include:
 - Indigenous Perspectives
 - Equity, Diversity, Inclusion and Access
 - Student Success
 - Global Experiences and Partnerships
 - Sustainability
- Responded quickly to Immigration, Refugees and Citizenship Canada (IRCC) policy changes to the international education student program and proactively worked to ensure minimal impact on enrolment. Issued first Provincial Attestation Letters in BC.
- Exceeded international enrolment and revenue projections in all program areas including those connected to labour market needs such as:
 - Health Care Assistant International Cohort
 - Early Childhood Care and Education International Cohort
- Travelled to Voi, Kenya with VCC delegation from TVET-25 Young Africa Works in Kenya project to support capacity building with our partners from Coast Institute of Technology, Voi, Kenya.
- Awarded Faculty Mobility for Partnership Building Program scholarships to send two faculty to pursue short-term teaching in Latin America.
- Obtained Global Skills Opportunity (GSO) funding for three collaborative projects:
 - Western Canada Mobility Network
 - Closing the Employer Gap on Global Skills Gained through Mobility
 - Indigenous COIL/VE Special Topics
- Selected to implement Kenya Blue Economy Skills Training (KBEST) institutional partnership in consortium with three other Canadian colleges.
- Increased strategic partnerships with national and international partners such as Mexico/ Querétaro University Partnership
- Built staff and student mobility framework to support UMAP International Secretariat regarding mobility opportunities for VCC staff and students.

Program offerings (cont'd)



Indigenous education and community engagement

We respectfully acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the $x^w m \theta k^w \acute{y} \acute{a} m$ (Musqueam), $S k w \acute{x} w \acute{u} 7 m e s h$ (Squamish), and $s \acute{a} l i l \acute{w} \acute{a} t a 7 \acute{t}$ (Tseil-Waututh) peoples who have been stewards of this land from time immemorial.

Led by the Indigenous Education and Community Engagement (IECE) department, VCC provides culturally sensitive and safe learning environments that cater to the needs of Indigenous learners. Recognizing the diverse cultural backgrounds and perspectives within the college's student body, VCC is committed to fostering an inclusive atmosphere that respects and celebrates Indigenous knowledge, ways of knowing, being, and learning.

Through collaborative efforts with Indigenous communities and stakeholders, such as VCC's Elders-in-Residence, local First Nations, urban Indigenous groups, and the VCC Indigenous Advisory Committee, IECE develops programs, services, and initiatives that honour Indigenous traditions while promoting academic success.

Guided by the Indigenization Institutional Readiness Report Assessment and Planning Framework report and a refreshed Strategic Innovation Plan that has reconciliation and decolonization woven through every priority, VCC is well-positioned to begin the development of the VCC Indigenization Framework in 2024-2025. This commitment will advance VCC's decolonization, Indigenization, and reconciliation journey of becoming the institution of choice for Indigenous students.

Program offerings (cont'd)

VCC is dedicated to nurturing a supportive space where Indigenous learners feel valued, empowered, and inspired to thrive academically and culturally. By incorporating and embracing Indigenous perspectives into curriculum and campus life, VCC is creating an educational experience that is enriching, meaningful, and transformative for all students.

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Major accomplishments for 2023/24

Indigenization and decolonization:

- Hiring of two new Indigenous leaders at the level of Dean was successfully completed in VCC's ongoing commitment to Indigenization, decolonization, and reconciliation. The two roles are: Dean, Indigenous Initiatives in the Students and Community Development portfolio and Dean, Pedagogy and Curriculum in the Academic portfolio. The search and recruitment process was initiated with extensive internal and external Indigenous community input and concluded with an Indigenous welcome blanketing ceremony in Squamish traditions.
- VCC's refreshed brand identity includes a new logo that is inspired by the Coast Salish Longhouse, demonstrating a strong connection to the land VCC is situated on and reflecting our commitment to Truth and Reconciliation. This was accomplished through an engagement process that included Indigenous Cultural Advisors.
- VCC continues to exceed the Government of Canada's 50/30 Challenge, with diverse Indigenous representation in key leadership portfolios.
- VCC provides employees with the opportunity to access various cultural training options such as: the San'yas Cultural Safety training from the Provincial Health Services Authority, various Indigenous lunch and learn opportunities, Land Acknowledgement workshops; Indigenous events such as Medicine Wheel workshops at Mental Health day, and various other cultural activities.
- IECE, in collaboration with various on campus educational and student support departments, provides expertise regarding institution-wide decolonization and Indigenization initiatives focused on curriculum, policies, procedures, programs, services, via representation on various committees and working groups such as: Administrative Policy, Alumni Awards, Curriculum, International Education, Environmental Sustainability, Operations, to name a few.

Program offerings (cont'd)

- VCC has a Community of Practice (COP) group on Indigenization and Decolonization which is composed of Indigenous and non-Indigenous faculty and staff who collaborate on decolonization and Indigenization activities. The Committee aims to champion the reclamation, revitalization, and incorporation of Indigenous cultural practices, values, beliefs, and languages. The Committee also address systemic and institutional barriers faced by Indigenous peoples. Through campus wide initiatives, the Committee will seek to create a safe space for dialogue while fostering an environment of respect, reciprocity, understanding, and coexistence.
- Campus-wide Indigenous ceremonies have been held at VCC including: a Blanketing Ceremony to welcome the two new Indigenous Deans, unveiling the Tamara Bell Residential School Art Installation commentating the survivors of Canada's Indian Residential School system.
- Collaborated with members from the xʷməθkʷəyəm (Musqueam), Skwx̱ wú7mesh (Squamish), and səlilwətał (Tseil-Waututh) Nations to hold a traditional ground blessing. The event honoured the history of the land and prepared the campus for the construction of the new Centre for Clean Energy and Automotive Innovation.
- Regularized professional development of: Introduction to Land Acknowledgements (how and why) and the new advanced professional development opportunity "Moving Beyond Land Acknowledgement".
- In partnership with People Services department, provide new employee orientation presentation regarding IECE department, Indigenous-focused services, and resources.
- Expansion of the Three Sisters and Indigenous Medicine Garden inviting faculty and students to learn about Coast Salish indigenous plants and their uses, further decolonize and Indigenize curriculum, as well as combat student food insecurity issues.
- Participated in the Victory Square Indigenous Veterans Ceremony. VCC's leadership honoured Indigenous veterans and laid a wreath at the veterans' ceremony (November 2023).
- An Indigenous micro-credential is under development regarding Allyship and Effects of Colonization, which includes local host First Nations and broad Indigenous perspectives.

Supporting indigenous learners

- Operationally maintain both the Downtown and Broadway Indigenous Gathering Spaces, including pantries that provide nutritious food options for Indigenous learners.
- IECE runs a successful Indigenous Student Aide ("cousins") program that supports Indigenous students in their pursuit of post-secondary education at VCC. "Cousins" offer peer-to-peer student support in the Downtown and Broadway Gathering Spaces and provide a student perspective to ensure Indigenous students feel welcomed, included, and supported to succeed in their VCC educational journey.

Program offerings (cont'd)

- Provide prospective, new, and current Indigenous learners with online, in-person, and phone consultations regarding student supports and services.
- Development and delivery of a VCC Learning Centre Tutoring and Academic success workshop in the student Indigenous Gathering spaces (Downtown and Broadway).
- Delivered regularized Indigenous cultural workshops and learning opportunities.
- Established VCC's Indigenous student focus group (Downtown and Broadway campus).
- Expanded grants and resources via the VCC Foundation that supports student bursaries, scholarships, and professional development opportunities that focus on Truth and Reconciliation, UNDRIP, as well as support services that address student food insecurity. Also, designated Indigenous VCC student Entrance Awards designed to positively influence a student's decision to attend VCC and to influence retention in undersubscribed programs. Delivery of Assessment Centre Waiver—A one-year pilot funding to allow for one-year funding to determine institutional need. These initiatives complement the Ministry's Indigenous Emergency Assistance funds that support learners struggling financially when transitioning to post-secondary and the associated costs of living in Metro Vancouver.
- Regularized delivery of a VCC Indigenous student laptop and iPad lending program to support access to electronic resources that support academic success.
- Development of Indigenous-focused cohorts in response to advancing Indigenous priorities are underway such as: Squamish Nation PIDP program, Musqueam Indian Band Trades workshops, and Aboriginal Community Career Employment Services Society Trades Sampler Program.

Community engagement

- Extensive engagement in the hiring of two Deans (mentioned above), Dean, Indigenous Initiatives, and Dean, Pedagogy and Curriculum which included:
 - The three host First Nations x^wməθk^wəyəm (Musqueam), Skwx̓ wú7mesh (Squamish), and səliwətał (Tsleil-Waututh) Nations representatives, IECE department, Indigenous Elders, Cultural Knowledge holders, Indigenous board member, and VCC senior leadership collectively worked together as part of the Indigenized hiring process.
 - Engaged Leaders International—Indigenous & Diversity Board Practice. The objective of our Board practice is to enhance diversity and representation on the boards of Canadian organizations, with an emphasis on underrepresented groups including women, Indigenous persons, racialized persons, persons with a disability, and persons of a minority sexual orientation and/or gender identity.

Program offerings (cont'd)

- Extensive engagement (as mentioned above) with members from the xʷməθkʷəy̓əm (Musqueam), Skwx̌wú7mesh (Squamish), and səliłwətał (Tseil-Waututh) Nations to hold a traditional ground blessing. The event honoured the history of the land and prepared the campus for the construction of the new Centre for Clean Energy and Automotive Innovation.
- Advanced an Indigenous consultative process with the VCC's Indigenous Advisory Committee—to meet on a quarterly basis, and creation of quarterly Engagement Meetings with the three local Host First Nations.
- Attendance at external Indigenous events and Initiatives that connect with possible Indigenous prospective VCC learners and Partnership opportunities (School visits, Indigenous Community events, Various Indigenous agencies and communities).

Program offerings (cont'd)



Partnership Development Office

VCC's Partnership Development Office (PDO) is a key entrepreneurial hub for expansion of educational collaboration with community, industry, and government partners. The PDO's Access+ projects and initiatives enhance and diversify VCC's community engagement by growing partnerships, incubating programming ideas, developing pedagogical resources and tools, and by offering **tuition free rapid training and workforce development solutions** to address community's skill shortage and emerging labour market needs.

PDO's wide ranging workforce development projects provide accessible, inclusive and barrier free employability and vocational skills training to marginalized and underserved members of the community. This is in alignment with BC's StrongerBC Plan of supporting people and families by expanding opportunities in education and training. Through these projects, the PDO has developed local, regional, and national partnerships that speak to our commitment of building community capacity through meaningful collaborations.

VCC's CareerLAB — an internal college initiative that the PDO oversees — is dedicated to enhancing VCC's career guidance, work integrated learning (WIL), and employer engagement capacity. Our collective initiatives continue to play a vital role in assisting underrepresented groups (new immigrants, persons of color, women, youth, Indigenous learners, students with disabilities, international students, protected refugees) develop strong career management skills to find, sustain, and progress in their chosen careers in today's ever-evolving labour market.

Program offerings (cont'd)

Major accomplishments for 2023/24

- Leadership Skills micro-credential, partnership with Options Community Services
 - The PDO delivered a Leadership Skills Micro-credential to 12 participants in the Re:Align project at Options Community Services. The MC included 4 courses of total 60 learning hours, and the credits earned can be used by the learners to continue with the Applied Leadership and Business Management Certificate. The Re:Align project was funded by ASPECT BC to assist newcomers from a refugee background to find commensurate employment in Canada.
- Skills Enhancement for Newcomers, partnership with Colleges and Institutes Canada (CICan)
 - The PDO represented VCC to participate in the Skills Enhancement for Newcomers project managed by CICan (with funding from Employment and Social Development Canada). The project provided newcomers with three Skills for Success micro-credentials (communication, collaboration and adaptability) to accelerate their essential workplace skills across occupations. VCC enrolled and supported 50+ newcomer learners in these self-guided, online courses, with a completion rate of almost 90%.
- Accessible Navigation to Employment (ANTE), partnership with Canadian Hard of Hearing Association
 - The PDO represented VCC to participate in the Skills Enhancement for Newcomers project managed by CICan (with funding from Employment and Social Development Canada). The project provided newcomers with three Skills for Success micro-credentials (communication, collaboration, and adaptability) to accelerate their essential workplace skills across occupations. VCC enrolled and supported 50+ newcomer learners in these self-guided, online courses, with a completion rate of almost 90%.
- ECE Assistant training project, partnership with Pacific Immigrant Resources Society
 - The PDO received funding from the Ministry of Post-Secondary Education and Future Skills to deliver an Early Childhood Education Assistant project that aimed to train immigrant and refugee women and assist them to enter the ECE field. We partnered with the Pacific Immigrant Resources Society because of their experience in supporting immigrant and refugee women, and their expertise in trauma-informed childcare. This partnership is a great example of how the expertise of a post-secondary institution and a community organization can be combined to maximize the impact on learners, especially those who need specialized assistance.

Program offerings (cont'd)

- Community Adult Literacy Program (CALP) partnership – partnership with Mount Pleasant Neighborhood House in the Family Literacy Outreach (FLO) program
 - VCC has a long-time partnership with Mount Pleasant Neighborhood House (MPNH) whereby the Family Literacy Outreach program is delivered through Community Adult Literacy Program funding (Ministry of Post-Secondary Education and Future Skills) every year. The FLO program provides home-based English learning opportunities to about 80 immigrant women (and their children) annually who cannot attend an institution-based program due to family situations. MPNH recruits and trains tutors who are matched with the women to not only support their own learning, but also help them assist their children to learn. The PDO Director participates in the program advisory committee and engages relevant VCC resources to support the program.
- 4-College Alliance: College 101 pilot project
 - 2023-24 is the third year of the 4-College Alliance initiative (funding from the Counselling Foundation of Canada) that involves VCC, Mohawk College, Red River College Polytechnic, and Nova Scotia Community College. The alliance is designed to stimulate inter-college exchange and collaboration, and to generate new project ideas. This year, the PDO adopted a learning curriculum from Mohawk College's City School and delivered a pilot project called College 101, a short course that was designed to introduce college studies to community members with an interest in postsecondary learning who are unsure of their own readiness. The course participants were referred by different community service organizations.
- WIL project on employer engagement and enhancement of WIL activities
 - Thanks to the WIL funding from the Ministry of Post-Secondary Education and Future Skills, the PDO collaborated with the Marketing Technology Department – currently without a conventional WIL component – to explore new employer connections and WIL opportunities via activities such as industry networking event and mini career fair. With more WIL funding coming through in the next two fiscal years, the PDO will continue to deepen collaboration with VCC departments in enhancing their WIL activities, especially related to employer engagement.

Program offerings (cont'd)



Student success

VCC provides integrated, value-added services, programs, and initiatives that serve over 13,000 students across two campuses. Our team of more than 120 regular and auxiliary professionals serve VCC in 11 departments:

Student Service Centre	Financial Aid
Academic Advising	Interpreting Services
Assessment Services	Registrar's Office
Arbiter of Student Issues	Student Conduct and Judicial Affairs
Counselling Services	Student Recruitment
Disability Services	

These departments take a comprehensive, college-wide approach to student development, retention, and well-being, and work in close collaboration with academic and administrative departments. Quality, relevance, accessibility, and sustainability of services are regularly reviewed to support students to become intentional in their learning, engaged in their college experience, and successful in their chosen programs.

Program offerings (cont'd)

Major accomplishments for 2023/24

- In response to the 'BC Accessibility Act' and supported by a highly engaged Accessibility Committee, VCC developed and launched its first Accessibility Plan, which also included an ongoing feedback mechanism.
- Initiated work to renew the Accommodation for Students with Disabilities policy to ensure currency with evolving legislation and best practices.
- Conducted the first year of a two-year pilot providing student access to an online mental health peer support community and resource platform known as 'Togetherall'.
- Implemented the use of a new language assessment tool (Accuplacer) in the college's Assessment Centre currently used for students looking at access Applied programs and the English as Additional Language program.
- Conducted VCC's first campus-wide well-being survey that included disaggregated data and embraced a holistic approach informed by pan-institutional leadership representing Indigenization/Decolonization, Equity, Diversity & Inclusion (EDI), Environmental Sustainability, Mental Health and Well-being and Institutional Research.
- In collaboration with the VCC Student Union, expanded access to free menstrual products beyond universal washrooms and into all female washrooms.
- Developed a domestic student recruitment plan that is highlighted by revamped engagement with secondary schools and counsellors, as well as expanded participation with community events in order to build awareness and support enrolment.
- Enhanced EducationPlannerBC information to be more student centric and provide an improved application experience.
- Launched and supported a comprehensive list of enrolment offerings within the BC Future Skills Grant and facilitated access for students.
- Launched new entrance awards and assessment fee waiver program to strengthen recruitment and retention efforts with prioritization of specific population as well as programs with low enrolment.
- In response to on-going demand, the college continues to increase loaner devices (e.g. laptops, iPads) to support student access to the needed technology.

Program offerings (cont'd)

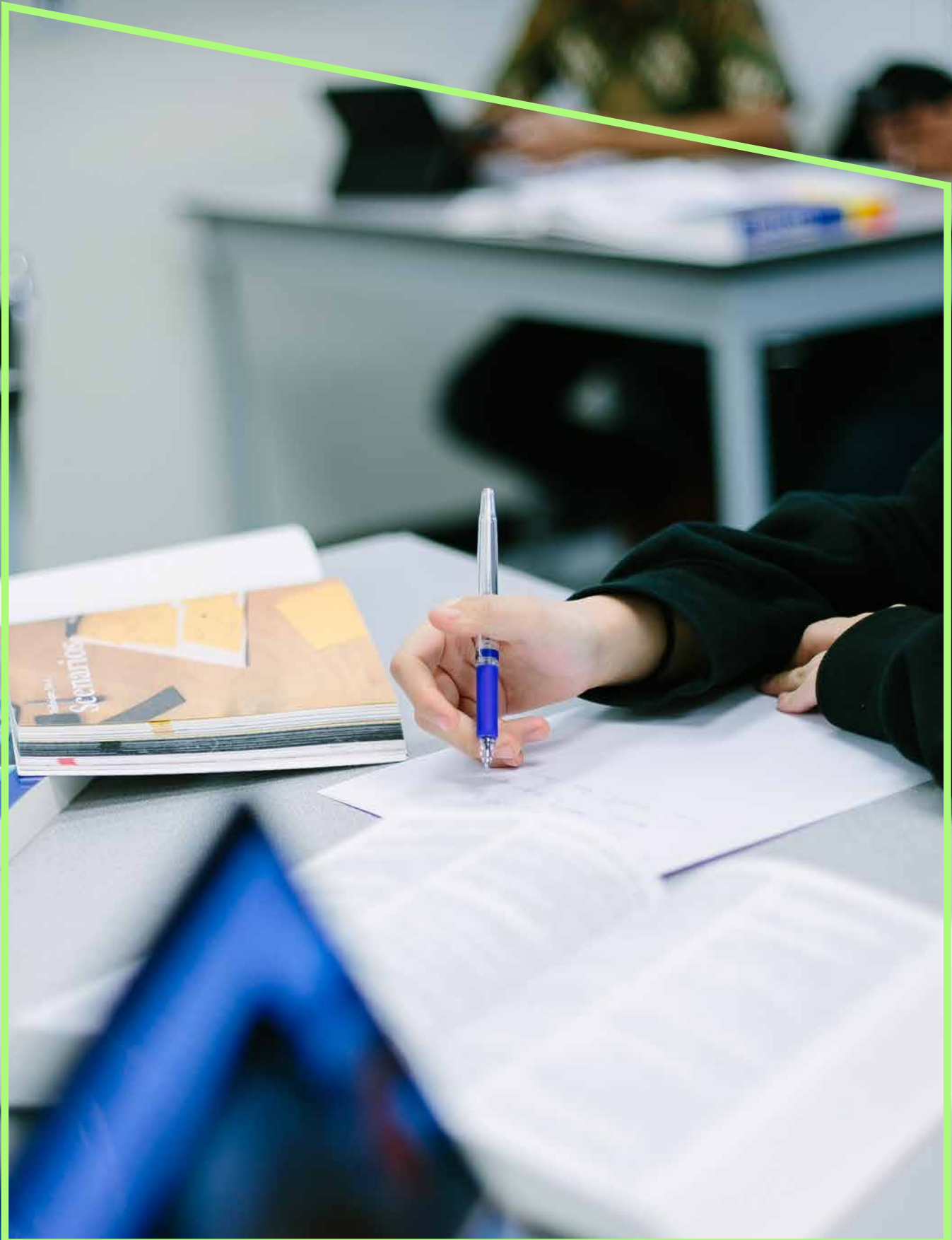


Youth In Care

In 2023/24, VCC had 49 former Youth in Care benefit from the B.C. Government's tuition waiver program, with a total of \$184,697 distributed. This represents an increase of 1.2% over the last year.

VCC is actively engaged in ensuring the message gets out to former Youth in Care individuals. Through promotion and building awareness of the program, to ensuring that the campus community is aware of this benefit, early identification of individuals is supported through easy and accessible approaches. This includes actively promoting this benefit to potential students who are first in contact with VCC. From the recruitment stage through to attendance, we ensure a consistency of message to support students on their journey. This also has included additional supports and services as required and has also included emergency bursaries where there is an identified need.

VCC maintains strong communication with other institutions and is always looking for innovative methods to assist former Youth in Care throughout their educational journey. While some institutions have experimented with the 'Navigator' model, VCC consistently offers highly responsive support through its student and enrolment services departments. This is in addition to close collaboration with teaching areas throughout the college as needed. To enhance the comprehensive support available to former Youth in Care, as well as vulnerable and underrepresented students at VCC, both on and off campus, a representative from VCC is involved in the Campus Navigator Community of Practice.





Mandate letter

The annual Mandate Letter received by VCC provides strategic priorities and key performance expectations for the fiscal year and provides the framework for this Institutional Accountability Plan and Report. The Mandate Letter contains multiple priorities.

Mandate letter (cont'd)

Mandate Priority #1

Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.

Priority indicators

VCC continues to deliver a significant proportion of its programming in the Health Care and Trades sector, including expansions of delivery in the Care Economy and Technology spaces over the past year.

VCC has been engaged in Tech Seat expansion over the past several years, adding additional seats in the Electronics Repair Technician Program, and has increased the number of seats delivered in the Early Childhood Education program to address the demand for more professionals in the care economy.

VCC has developed several micro-credentials, including a suite of credentials in collaboration with DigiBC.

VCC has also been at the forefront in developing a comprehensive digital credential wallet, providing a streamlined solution for the issuance and management of micro-credentials.

Amongst the most popular micro-credentials was Production for Animation and VFX, Production Management for Video Games, Leadership Skills, and Small Business Administration.

Continued to support significant Health Care Assistant enrolments through the HCAP program. Increases in enrolment to Access to Practical Nursing program.

- 12 additional seats were offered in the Medical Lab Assistant program with one-time Ministry funding.
- The first cohort of the International Health Care Assistant Diploma program (24 students) was offered in Jan 2023 to meet the increasing demand for HCAs. A second cohort of 24 students started in Sep 2023.
- The Pharmacy Technician program increased seat capacity from 20 to 22 students per intake.
- 48 Health Care Assistant Partnership Pathway (HCA-PP) seats were delivered in 2023/24.

Mandate letter (cont'd)

- Dental Hygiene increased enrolment from 22 to 28 students in 2023/24 to meet increasing demand.
- Dental Technology enrolment increased by 9% in 2023/24 with a mix of domestic and international students.
- Health programs admissions requirements have been reviewed and revised to align with other post-secondary programs.
- Expanding dual credit opportunities to health programs beyond Vancouver School Board to include Richmond School District and North Vancouver School District
- The Health Care Assistant program had 5 dual credit students from Vancouver School Board in the September 2023 intake.

The graduation rate in tech programs remains at 95% for Diploma programs.

Approximately 86% of graduates from the Graphic Design Diploma program and Building Information Modeling (BIM) and Computer-Aided Design (CAD) find employment within six months of graduation.

Number of collaborations with tech companies for internships, co-op programs, and job placements.

Electronics Repair has a primary partnership with Best Buy, which has hired 9 VCC graduates to date. Notably, two of these graduates have transitioned to roles at Bosch, demonstrating advancement opportunities within our network. Additionally, we are in discussions with Trail Appliances regarding potential opportunities for our students.

DMD: 23 industry partnerships

CAD/BIM: 65 industry partnerships.

Micro-credentials:

Number of Micro-Credentials Offered: 3 STBC Refreshers 2 zero emission 1 ADAS

With the aid of provincial funding, developed two new micro-credentials (Project Management for Video Games; Fashion for Film) and created a hyflex version of our Production for Animation and VFX micro-credential to enable remote access to the content across the province.

Continued to contribute input and feedback on provincial micro-credential conversations with BC Campus, Continuing Education Association of BC (CETABC), and BC Colleges.

Mandate letter (cont'd)

Mandate Priority #2

Working with SkilledTradesBC, Indigenous leadership, and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses, and communities.

Priority indicators

VCC was engaged with First Nations communities, including Heiltsuk Nation, in the co-creation of culinary programming that reflects the culinary knowledge and practice of the nation, and is in support of culinary professionals for the Nation. This practice of curricular co-creation is being expanded to other First Nations communities.

Trades continues to perform well, with utilization rates between 70 and 80% for Baking and Culinary Apprenticeship programs to over 100% for many of our automotive programs to a high of 319% for our Auto Service Technician Online Apprenticeship program. Non-Apprenticeship trades programs had utilization rates between 80% and 120%.

- **Collaboration and feedback:** VCC collaborates with SkilledTradesBC to align our trades programs with industry standards and best practices. Through these partnerships, VCC gathers feedback on curriculum development, training methods, and support services to better serve Indigenous learners. Based on feedback, VCC has made adjustments to our trades programs to include culturally relevant content and teaching methods that resonate with Indigenous students. This includes integrating traditional knowledge and practices into the curriculum.
- **Community engagement:** VCC engages with Indigenous communities to understand their unique needs and challenges. This includes meetings with partners and organizations supporting Indigenous students, taking part in workshops and discussions where community members can provide input on the trades programs. VCC works with local industry partners to create apprenticeship and employment opportunities for Indigenous students. These partnerships help ensure that the skills taught in the programs are directly applicable to the job market. An example of this is with Aboriginal Community Career Employment Services Society (ACCESS) for the ACCESS to Salon and Spa program.

Mandate letter (cont'd)

- **Cultural competency training:** To better support Indigenous learners, VCC Heavy Mechanical Trades faculty/staff and other faculty throughout the college were provided cultural competency training for instructors and staff. An example of this is the SAN'YAS ANTI-RACISM INDIGENOUS CULTURAL SAFETY TRAINING PROGRAM. This training helped create a more inclusive and supportive learning environment.
- **Educational collaborations:** VCC collaborates with other educational institutions to share best practices and resources for supporting Indigenous learners in trades programs

Mandate letter (cont'd)

Mandate Priority #3

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

Priority indicators

VCC launched two new courses focused on Indigenization within curriculum, including Impact of Colonization on the Health and Wellbeing of Indigenous Peoples (part of International Health Care Assistant Diploma), offering a comprehensive understanding of healthcare challenges faced by Indigenous communities.

Mandate letter (cont'd)

Mandate Priority #4

Developing and implementing protections for international students that support their fair treatment.

Priority indicators

VCC has an active International Education Strategic Plan (IESP) that has been approved by both Education Council and the VCC Board of Governors.

The 2024-2029 IESP includes the following objectives and action items:

Indigenous perspectives

Integrate practices of decolonization and reconciliation in VCC's internationalization initiatives and actions to provide opportunities for the College Community to learn about, celebrate, and honour Indigenous knowledge, cultures, and ways of being and in keeping with United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) and the Truth and Reconciliation Commission Calls to Action.

▪ Actions:

- Collaborate with Dean of Indigenous Initiatives, Dean of Curriculum and Pedagogy, Elders, Knowledge Keepers, and Indigenous Faculty Initiatives Advisor to seek input, advice, and participation in the development and implementation of internationalization initiatives.
- Ensure international partnerships and collaborations align with principles of decolonization and reconciliation.
- Prioritize relationships with institutions that share a commitment to diversity, equity, and respect for Indigenous rights.

Equity, diversity, inclusion and access

Integrate practices of equity, diversity, inclusion, and access in all areas of internationalization to promote a positive and inclusive college community.

▪ Actions:

- Ensure that internationalization efforts and operations align with VCC's equity, diversity, inclusion, and access priorities.

Mandate letter (cont'd)

- Support access to VCC programs and ensure regional, economic, and demographic student diversity in alignment with provincial and federal priorities and frameworks.
- Support the ongoing development of teaching, learning, and assessment strategies that are inclusive of diverse ways of knowing and being.
- Coordinate intercultural competency training for students, staff and faculty to enhance understanding of diverse cultures, backgrounds, and perspectives.

Student success

Support the well-being of students and enhance their experiences in successfully reaching their personal and professional goals.

• Actions:

- Enhance student supports and services with a focus on mental health, career and settlement, and safe and secure living conditions, to help students overcome challenges and achieve their academic goals.
- Support program development that aligns with in-demand labour market outcomes as identified by provincial and national labour market analyses.
- Ensure opportunities for students to gain employment in careers related to their field of study and maintain high graduate employment rates and successful graduate outcomes.
- Prioritize students' best interests and hold VCC and its partners, including education agents, accountable to ethical business practices that comply with provincial and federal standards.

Global experiences and partnerships

Develop and enhance opportunities for the VCC community to participate in and benefit from global engagement through strategic partnerships and internationalization at home.

• Actions:

- Develop a framework, establish partnerships, and create consistent processes for global engagement, mobility and exchange (both virtual and in-person) to increase student, staff and faculty access to global experiences.
- Establish strategies for embedding internationalization at home into college initiatives.
- Provide financial support for internationalization and global engagement initiatives.
- Leverage positive outcomes from global experiences and partnerships to support students, staff, and faculty to navigate complex global challenges.

Mandate letter (cont'd)

Sustainability

Integrate and align relevant United Nations Sustainable Development Goals (SDGs) and environmental best practices into VCC's internationalization efforts and operations.

• **Actions:**

- Strengthen our capabilities to design and implement strategies that minimize the negative impacts of social, economic, and environmental crises and emerging challenges in alignment with the UN SDGs.
- Integrate environmental stewardship and best practices for sustainability into internationalization efforts and operations.
- Make operational decisions that support climate-conscious activities and align with provincial and federal frameworks and VCC's Environmental Sustainability Strategy.

Mandate letter (cont'd)

Mandate Priority #5

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

Priority indicators

VCC has met the targets by producing a surplus of \$1.1 million for Fiscal 22/23 and a forecasted surplus of \$1.3 million for Fiscal 23/24.

Mandate letter (cont'd)

Mandate Priority #6

Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.

Priority indicators

VCC is in compliance with the Tuition Limit Policy by applying the 2% maximum increase for Tuition and Mandatory fees

VCC annually submits the Tuition and mandatory fees Report to The Ministry.

Mandate letter (cont'd)

Sexual Violence and Misconduct

VCC continued its efforts to educate the college community on preventing sexual violence and reducing barriers to reporting sexual violence and misconduct throughout 2023. VCC's largest effort in this area was its partnership with REES, an online platform for students and employees to report incidents of sexual violence to the college. These reports can be identifiable or anonymous depending on the individuals' preference. Throughout the year, additional features were added to the platform, including a real-time anonymous chat option for survivors to reach out to a college representative. During the initial roll-out, VCC developed new marketing materials, an updated website, and regular news items to introduce students to the platform. The Sexual Violence Support Services also hosted a booth at the student Welcome Days to advertise services and resources for students.

VCC reviewed and updated its Sexual Violence and Misconduct Policy and Procedures in 2023. VCC students participated in the Ministry's "Student Perceptions of Sexual Violence Survey" in 2022 and the results of this survey informed many aspects of the policy review. The Department of Safety, Security, Risk and Privacy also coordinated with the Student Union of VCC to arrange outreach opportunities to students to gather information about student awareness of the policy and student recommendations for changes and additions. In addition to connecting with the VCC student body, the college also incorporated recommendations from the student advocacy group Students for Consent Culture into its policy review.

Following the recommendations and information from the surveys and outreach, the review focused on reducing barriers to reporting, supporting survivors, and reinforcing the college's commitment to Indigenization and decolonization. Key additions to the policy include:

- A commitment not to inquire about a survivor's sexual history (rape shield protection);
- The adaption of the definition of sexual violence and misconduct to now include unauthorized sharing of intimate images (including AI generated images);
- The encouragement of Indigenous students to incorporate practices from their nation(s) into any aspect of the reporting and investigation process;
- Immunity clauses for survivors making a report;
- Protections from face-to-face encounters; and
- Clearly defined and reasonable timelines for a complaint process.

In 2023 VCC continued to participate in provincial working groups, including the development of the Province's Sexualized Violence Action Plan and the Sexual Violence Data and Reporting Working Group.

Mandate letter (cont'd)

Within the college, the Department of Safety, Security, Risk and Privacy partnered with the International Education department and MOSAIC to host a learning session on consent and sexual violence resources for international students. The Department of Safety, Security, Risk and Privacy continues to provide 10-12 training sessions annually on the Sexual Violence and Misconduct Policy and Procedures and reporting options to new students and employees.

K-12 Transitions and Dual Credit Review

VCC's numerous Youth Train in Trades programs allow high school students to gain streamlined entry into in-demand trades careers while earning SkilledTradesBC certifications. In 2023-24, 13% of all the students in trades programs were Youth in Trades Training (YIT). In seven different programs, 165 YIT students studied Automotive Collision Repair, Automotive Service Technician, Heavy Duty/Commercial Transportation, Baking and Pastry Arts, and Culinary Arts. This included the launching of two extra Automotive Service Technician programs in Burnaby (School District 41) and the Sunshine Coast (School District 46).

Work-Integrated Learning

Experiential learning is integral to VCC programming and VCC has been embedding work-integrated learning (WIL) experiences into applied skills programs for decades. Over half of VCC's applied skills programs include a required WIL component which provides students the opportunity to enrich their newly developed skills in a real-world setting, with employer and community partners. Employer partners benefit from access to highly skilled new recruits. By providing meaningful work experiences for students, employers get the opportunity to contribute to the development of the talent pool for their industry and to the development of the BC labour market in general.

WIL placements at VCC range from mandatory professional practicums/clinical placements in healthcare settings to diverse work experience placements of 3-4 weeks in length. In all forms of WIL at VCC, the students in 23/24 put to work both the technical skills and the soft skills they've developed throughout their educational program. In many cases, students are hired by their employer hosts and all students have opportunity to network within their host organization and to gain valuable references for their future career search.

B.C.'s Labour Market Outlook for 2023 provides a 10-year forecast of the flow of supply and demand for labour in the province, including High Opportunity Occupations (HOO). 65% of the certificate and diploma programs with WIL are HOO which are expected to provide the best opportunities for employment over the next 10 years. In addition, of the five industries that will generate approximately 55% of all job openings in the province, 70% of the WIL programs are in the Health Care & Social Assistance and Educational Services categories.

Mandate letter (cont'd)

22 students – Administrative Accounting and Bookkeeping Training (AAAB)

16 students – Early Childcare Education Assistant (ECEA)

31 students – Supportive Care Assistant (SCA)

VCC Programs that include WIL:

Continuing Studies	Paralegal
	ECCE
	Fashion Design
	Medical Device Reprocess Technician (MDRT)
	Counselling skills
School of Arts & Sciences	College and Career Access
	Job Readiness Program (DHH)
School of Trades	Esthetics
	Hairstyling
	Graphic Design
School of Health	Access to Practical Nursing
	Dental Hygiene
	Health Care Assistant
	Medical Lab Assistant
	Nursing BScN
	Occupational / Physical Therapy Assistant (OPTA)
	Pharmacy Tech
	Practical Nursing
School of Hospitality, Food Studies, and Applied Business	Administrative Professional
	Office and Legal Administration
	Medical Office Careers
	Baking & Pastry Arts
	Culinary Arts - international
	Hospitality Management diploma
	Business Management



Performance plan

The five priorities in VCC's Strategic Innovation Plan (SIP) represent tangible, shared goals for program innovation, campus development, fiscal sustainability, and social responsibility. The following table displays these priorities in relation to *PSFS's Public Post- Secondary System Strategic Objectives*.

Academic innovation

Capacity	<ul style="list-style-type: none"> ▪ Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.
Access	<ul style="list-style-type: none"> ▪ Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being. ▪ Reflect and respect Indigenous knowledge, culture, and history in academic planning and delivery.
Quality	<ul style="list-style-type: none"> ▪ Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centered approach
Relevance	<ul style="list-style-type: none"> ▪ Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.
Efficiency	<ul style="list-style-type: none"> ▪ Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.

Performance plan (cont'd)

Campuses of the future

Capacity	<ul style="list-style-type: none"> ▪ Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces. ▪ Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.
Access	<ul style="list-style-type: none"> ▪ Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning. ▪ Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.
Quality	<ul style="list-style-type: none"> ▪ Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.
Relevance	<ul style="list-style-type: none"> ▪ Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.
Efficiency	<ul style="list-style-type: none"> ▪ Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.

Operational excellence

Capacity	<ul style="list-style-type: none"> ▪ Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.
Access	<ul style="list-style-type: none"> ▪ Review college policies and procedures through the lens of decolonization and reconciliation. ▪ Renew operational practices and languages for greater access, equity, and inclusion.
Quality	<ul style="list-style-type: none"> ▪ Identify formalized strategies and processes to mitigate institutional risk. ▪ Advance system integration, access, and user experience through digital transformation across the institution.
Relevance	<ul style="list-style-type: none"> ▪ Advance system integration, access, and user experience through digital transformation across the institution.
Efficiency	<ul style="list-style-type: none"> ▪ Identify formalized strategies and processes to mitigate institutional risk.

Performance plan (cont'd)

Empowered people and inclusive culture

Capacity	<ul style="list-style-type: none"> ▪ Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success. ▪ Promote employee well-being by embedding all aspects of health into work culture.
Access	<ul style="list-style-type: none"> ▪ Review and reimagine People Services through the lens of decolonization and reconciliation. ▪ Build a respectful and safe work environment that is free from harassment and discrimination for all employees.
Quality	<ul style="list-style-type: none"> ▪ Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.
Relevance	<ul style="list-style-type: none"> ▪ Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.
Efficiency	<ul style="list-style-type: none"> ▪ Build a respectful and safe work environment that is free from harassment and discrimination for all employees.

Engaged communities

Capacity	<ul style="list-style-type: none"> ▪ Build a strong college presence through a strategic brand and communications plan that engages new opportunities. ▪ Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.
Access	<ul style="list-style-type: none"> ▪ Engage equity- deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.
Quality	<ul style="list-style-type: none"> ▪ Grow external partnerships and associations that increase our community impact and industry recognition.
Relevance	<ul style="list-style-type: none"> ▪ Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities. ▪ Grow external partnerships and associations that increase our community impact and industry recognition.
Efficiency	<ul style="list-style-type: none"> ▪ Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.





Financial information

VCC's audited financial statements can be viewed [here](#).

Appendix A: Performance measure results

The following reports on VCC's performance relating to PSFS's six public post-secondary system strategic objectives and 16 performance measures as laid out by the Performance Measures Working Group.

PSFS system strategic objectives	Standard performance measures
<p>Capacity The B.C. public post-secondary system has sufficient capacity to meet the evolving needs of the province.</p>	<ul style="list-style-type: none"> ▪ Student spaces ▪ Credentials awarded ▪ Sponsored reasearch funding ▪ Credentials awarded to aboriginal students
<p>Access The B.C. public post-secondary system provides equitable and affordable access for residents.</p>	<ul style="list-style-type: none"> ▪ Indigenous student spaces ▪ Transition rate of high school students to public post-secondary education ▪ Participation rate ▪ Loan repayment as a percent of income ▪ Undergraduate tuition and fees as a percent of median household income
<p>Quality The B.C. public post-secondary system provides quality through enriched educational experiences that meet the learning objectives of students.</p>	<ul style="list-style-type: none"> ▪ Student satisfaction with education ▪ Student assessment of the quality of instruction ▪ Student assessment of skill development

Appendix A (cont'd)

Relevance

The B.C. public post-secondary system is relevant, having breadth and depth of programming to meet the evolving economic needs of the province.

- Student assessment of the usefulness of knowledge and skills in performing job
- Unemployment rate

Efficiency

The B.C. public post-secondary system is efficient, providing multiple and flexible student pathways with clear returns on public and individual investments.

- First year retention rate
- Time to completion

Source: Ministry of Post-Secondary Education and Future Skills (PSFS) 2022-2023 Accountability Framework

System objective: Capacity

Student spaces

Student spaces is the number of Full-Time Equivalent (FTE) student enrolments delivered overall and in designated program areas. Institutional totals include all PSFS FTEs; SkilledTradesBC FTEs are not included in the calculation. Developmental programs total does not include Language Instruction for Newcomers to Canada (LINC) or Adult Special Education.

VCC FTEs	2021/22 Actual	2022/23 Actual	2023/24 Actual	2023/24 Target	Assessment
Total Student Spaces (FTE)	3,505	3,620	3,735	≥6,676	Not achieved
Nursing and other Allied Health Programs	1,065	983	916	≥901	Achieved
Developmental Programs	748	905	1,022	≥990	Achieved

Note: Total of PSFS FTEs delivered. SkilledTradesBC FTEs not included. Actual SkilledTradesBC FTE for 2023-24 were 963. LINC FTE student enrolments are no longer eligible to be included in the developmental totals. Actual LINC FTE for 2023-24 were 472.

Appendix A (cont'd)

Regarding VCC's FTE targets overall, VCC's position is that these targets are not adequately articulated in relation to our current Ministry grant allocation. VCC's FTE target has been relatively consistent for the past 20 years and continues to reflect \$11 million in funding from a Labour Market Development Agreement (LMDA) that is no longer in effect. The loss of this LMDA funding represents a 20% reduction in grant funding which is approximately 1,500 FTE in domestic enrolment. Despite this, our overall FTE target has never been adjusted accordingly.

VCC continues to evaluate and pursue equity in these areas and more. A major component of this work is our active engagement in the government's current funding review for post-secondary institutions in B.C.

Credentials awarded

The average number of credentials awarded to domestic students by public post-secondary institutions in the most recent three years.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
VCC total credentials awarded	1,824	1,810	1,778		
Bachelor			85	≥ 65	Achieved
Certificate			1,234	≥ 1,269	Substantially Achieved
Developmental			47	≥ 52	Substantially Achieved
Diploma			357	≥ 425	Not Achieved
Short Certificate			54	≥ 57	Substantially Achieved

Appendix A (cont'd)

System objective: Access

Indigenous student spaces

Full-Time Equivalent (FTE) of self-identified Indigenous students at VCC delivered in all program areas.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Total Indigenous Student Spaces	195	199	209	Maintain or Increase	Achieved
Ministry (PSFS)	120	119	141	Maintain or Increase	Achieved
SkilledTradesBC	76	79	68	Maintain or Increase	Not achieved

Results for Aboriginal Student Spaces are reported for the previous fiscal year. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year. Both Ministry and SkilledTradesBC are included. Institutions provide their own target assessment for Aboriginal Student Spaces.

Appendix A (cont'd)

System objective: Quality

Student satisfaction with education

Percentage of former VCC students and graduates surveyed who were very satisfied or satisfied with the education they received.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	96.0% +/-0.9%	93.3% +/-1.2%	92.8% +/-1.4%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	92.2% +/-2.1%	89.1% +/-2.4%	91.3% +/-2.5%	≥90%	Achieved
Former apprenticeship students	96.0% +/-2.4%	89.5% +/-4.8%	97.8% +/-3.5%	≥90%	Achieved
Bachelor's degree graduates	94.6% +/-5.2%	94.1% +/-5.9%	93.5% +/-6.2%	≥90%	Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Student assessment of the quality of instruction

Percentage of students who rated the quality of instruction in their program positively.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	96.9% +/-0.8%	95.8% +/-0.9%	95.8% +/-1.1%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	97.8% +/-1.2%	96.3% +/-1.4%	95.1% +/-1.9%	≥90%	Achieved
Former apprenticeship students	99.2% +/-1.1%	94.8% +/-3.4%	95.7% +/-4.9%	≥90%	Achieved
Bachelor's degree graduates	94.6% +/-5.2%	94.1% +/-5.9%	96.9% +/-4.3%	≥90%	Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Student assessment of skill development

Percentage of former VCC students and graduates surveyed who indicated the institution was 'Very Helpful' or 'Helpful' in developing various skills.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	90.0%	88.2%	89.6%	≥85%	Achieved
	+/-1.4%	+/-1.5%	+/-1.6%		
Trades foundation and trades-related vocational graduates	91.4%	88.6%	89.6%	≥85%	Achieved
	+/-1.8%	+/-2.1%	+/-2.4%		
Former apprenticeship students	91.1%	87.1%	93.4%	≥85%	Achieved
	+/-3.6%	+/-3.8%	+/-4.1%		
Bachelor's degree graduates	89.2%	93.5%	90.3%	≥85%	Achieved
	+/-7.8%	+/-6.6%	+/-7.5%		

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

System objective: Relevance

Student assessment of the usefulness of knowledge and skills in performing job

Percentage of former students and graduates surveyed who indicated the knowledge and skills acquired were 'Very Useful' or 'Somewhat Useful' in performing their main jobs.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	93.0% +/-1.5%	90.0% +/-1.6%	92.8% +/-1.6%	≥90%	Achieved
Trades foundation and trades-related vocational graduates	89.5% +/-3.1%	89.0% +/-2.8%	88.0% +/-3.4%	≥90%	Achieved
Former apprenticeship students	94.9% +/-2.8%	89.2% +/-4.9%	97.7% +/-3.8%	≥90%	Achieved
Bachelor's degree graduates	100.0% +/-0.0%	96.8% +/-4.8%	88.5% +/-9.5%	≥90%	Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Unemployment rate

Percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less.

	Actual			Target	Assessment
	2021/22	2022/23	2023/24	2023/24	2023/24
Former diploma, associate degree, and certificate students	7.3% +/-1.4%	5.3% +/-1.1%	5.8% +/-1.4%	≤ 8.8% percentage of graduates who were unemployed at the time of the survey, compared with the percentage of unemployed individuals with high school credentials or less	Achieved
Trades foundation and trades-related vocational graduates	13.9% +/-3.1%	7.1% +/-2.2%	9.6% +/-2.8%		Achieved
Former apprenticeship students	3.2% +/-2.2%	1.1% +/-1.6%	2.3% +/-3.7%		Achieved
Bachelor's degree graduates	0.0% +/-0.0%	3.0% +/-4.4%	7.1% +/-7.2%		Achieved

Source: BC Student Outcomes Survey 2023

Appendix A (cont'd)

Legend

Assessment	Percentage
Achieved	100% or more of the target
Substantively Achieved	90% to < 100% of the target
Not Achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater or measures without targets

Ministry targets

Student spaces

Performance Measure	2023/24	2024/25	2025/26
Total student spaces	6,610	6,561	6,561
Nursing and other allied health programs	865		
Developmental programs – Tuition Compensation Eligible	990		

Credentials awarded

Performance Measure	2023/24	2024/25	2025/26
Total student spaces	6,610	6,561	6,561

Appendix A (cont'd)

Student outcomes

Performance Measure	2023/24	2024/25	2025/26
Student satisfaction with education			
Student assessment of the quality of instruction	≥ 90%		
Student assessment of usefulness of knowledge and skills in performing job			
Students' assessment of skill development (average %)	≥ 85%		
Unemployment rate		≤unemployment rate of the population aged 18-29 with high school credentials or less	

Appendix B: Report - Lasting and meaningful reconciliation

The following identifies VCC's actions relating to implementation of Truth and Reconciliation Commission's (TRC) Calls to Action, articles of the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP), and the In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care report relating to post-secondary education.

Truth and reconciliation commission's (TRC) calls to action

1: Social work

We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by:

- Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools.
- Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
N/A	

12: Early childhood education

We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

Progress	New and/or continuing initiatives and partnerships
In Development	Continuing Studies—Investigating the creation of a new instructional role for the department to lead the Indigenization of curriculum in ECE programs and courses.
On-going	International student focus—Indigenous consultant expert in ECE, who provides instructional delivery, delivery lead of one course, and provides Indigenization approaches and guest speaking to five courses.
On-going	International student focus—Have an ongoing connection with an Indigenous organization, BC Aboriginal Childcare Society, who provides guest lecturer expertise sharing Indigenous lens in various courses.

16: Indigenous language degree and diploma programs

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

Progress	New and/or continuing initiatives and partnerships
N/A	

Appendix B (cont'd)

23: Health care professionals

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities, and provide cultural competency training for all healthcare professionals.

Progress	New and/or continuing initiatives and partnerships
Ongoing	VCC's Health Sciences programs* ensure students and employees recognize the traditional unceded territory of the xʷməθkʷəyəm (Musqueam), Skwxwú7mesh (Squamish), and səliwətał (Tseil-Waututh) Nations through official signage and land acknowledgment. All internal and external meetings start with a land acknowledgment.
Ongoing	Health Sciences programs at VCC are actively working to build greater numbers of Indigenous graduates while understanding the necessity of going beyond inclusion and towards efforts of genuine Indigenization and decolonization of curriculum.
Ongoing	Health Sciences programs at VCC continue to provide priority seating for Indigenous students.
Ongoing	Program renewals and curriculum revisions incorporate inter-cultural competencies in health care.
Ongoing	Ongoing collaboration between all Health Sciences programs and the Indigenous Education and Community Engagement department to support indigeneity through workshops and sharing of resources.
Planned	Establish a School of Health Sciences committee to promote Indigenous student success from a holistic lens.
In-progress	Continuing to work towards indigenizing the curriculum across all health programs. School of Health Sciences working group is developing modules for all health students that addresses Indigenous health issues and history across Health Sciences programs.

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
In-progress	A research project in the Health Unit Coordinator program is underway to evaluate the students' knowledge of Indigenous peoples and their historical experiences at the beginning of the program through to the end. The project is still in progress.
Ongoing	Faculty and staff continue to take San'yas training for providing Indigenous Competency Training.
Ongoing	The "Impacts of Colonization on the Health and Wellbeing of Indigenous People" course continues to be delivered in the International Health Care Assistant diploma.
New	Pharmacy Technician program has received funding to Indigenize the curriculum to develop students' competencies in cultural awareness, humility, and safety.
New	Occupational and Physical Therapist Assistant (OPTA) Program is working to enhance Indigenous cultural competencies and integrating Indigenous ways of learning into course outcomes. The department is also mapping Indigenous competencies to national accreditation standards as part of their accreditation review. An OPTA faculty member is contributing to the development of an Indigenous course for the School of Health Sciences.
In progress	Developing a research project in the HUC program to assess how students are meeting one of the programs learning outcomes: "Integrate knowledge of cultural sensitivity and diversity into practice" in the program and to evaluate the programs indigenous curriculum content

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
In progress	Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. A significant number of faculty and staff in the School of Health Sciences have completed the San'yas training with ongoing registrations for new faculty
In progress	New course being developed for International HCA diploma "Impacts of Colonization on the Health and Wellbeing of Indigenous People" to be delivered in January 2023 and content will be used in future for other health programs

*Practical Nursing, Bachelor of Science in Nursing (BScN), Dental Reception Coordinator, Dental Hygiene, Certified Dental Assistant, Dental Technology Sciences, Health Unit Coordinator, Pharmacy Technician, Medical Laboratory Assistant, Occupational/Physical Therapy Assistant, Health Care Assistant.

24: Medical and nursing schools

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
Ongoing	There are numerous courses that weave Indigenous perspectives throughout the Bachelor of Science in Nursing (BScN) program including clinical situations which engage students to explore the socio-historical context of Indigenous health. The program also engages Indigenous guest speakers and community partners (e.g., Elders, health professionals).
Planned	Develop a decolonization/Indigenization working group in BScN, PN and HCA to address the British Columbia College of Nurses and Midwives (BCCNM) updated entry level competencies calling on all nurses to be educated about the Truth and Reconciliation Commission recommendations.

Appendix B (cont'd)

Progress	New and/or continuing initiatives and partnerships
Ongoing	Ongoing collaboration between the Practical Nursing program and the Indigenous Education and Community Engagement department for the 'Ready Set Go' orientation and for HCA foundations week.
Ongoing	Both PN and BScN programs have incorporated new BCCNM practice standard "Indigenous cultural safety, cultural humility, and anti-racism" into the curriculum
New	Discussions underway with Practical Nursing Department Leader and the Dean of Indigenous initiatives, on recruitment strategies for Indigenous students, such as a 'youth camp' to showcase elementary Indigenous students on the opportunities the Practical Nursing program can offer them for career development.
New	Practical Nursing department has received funding for applying UDL principles into courses, including Indigenous Health course content.

28: Law schools

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and antiracism.

Progress	New and/or continuing initiatives and partnerships
N/A	

Appendix B (cont'd)

57: Public servants

We call upon federal, provincial, territorial, and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress

New and/or continuing initiatives and partnerships

In Development

Continuing studies is developed a stackable micro credential course Pathways to Indigenous Allyship - Truth & Reconciliation in Action. This program will deepen the understanding of and participation in Indigenous allyship initiatives, through an exploration of the impacts of colonization and their present-day relevance, anchored in the teachings of local host nations xʷməθkʷəy̓əm (Musqueam), Sḵwxwú7mesh (Squamish), and səliłwətał (Tsleil-Waututh) and broader Indigenous representation.

The micro-credential is geared towards a broad audience, including but not limited to: current students at VCC or other post-secondary institutions, prospective VCC students, VCC staff, faculty and administrators, corporate or contract clients, including public post-secondary institutions, municipalities, and non-profit organizations. Awaiting Funding Application approval.

Appendix B (cont'd)

62: Teacher education

We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to:

- Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

Progress	New and/or continuing initiatives and partnerships
Implemented, Delivered	Delivered a program in partnership with the BC Association of Aboriginal Friendship Centres; Indigenized courses in the Provincial Instructor Diploma Program focused on anti-Indigenous racism facilitation delivery.
In development	In the spirit of community responsive programming, developing an Indigenous cohort to deliver a Provincial Instructors Diploma program with the Squamish Nation, which will include Indigenous specific curriculum.

86: Journalism and media schools

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations.

Progress	New and/or continuing initiatives and partnerships
N/A	

Appendix B (cont'd)

92: Business schools

We call upon the corporate sector in Canada to:

- Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law, and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights, and anti-racism.

Progress	New and/or continuing initiatives and partnerships
Implemented, On-going	<ul style="list-style-type: none"> ▪ Launched 'Indigenous Business in Canada' course in term four of our Marketing Technology diploma.
In Development	<ul style="list-style-type: none"> ▪ Developing partnership with Indigenous Works, that will provide resources to provide resources that will support indigenization of Business curriculum.

United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP)

UNDRIP articles

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

Article 14

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education

Appendix B (cont'd)

Article 15

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

Progress

New and/or continuing initiatives and partnerships

Delivering programming in collaboration with Indigenous community groups

Planned	Developing a leadership/board training program that can ladder and transfer into certificate, diploma programs at VCC with the Squamish Nation.
Ongoing	In collaboration with the three Host Nations of which VCC is located, x ^w məθk ^w əyərŋ (Musqueam), Skwxwú7mesh (Squamish), and səliiwətał (Tsleil-Waututh) Nations, receive final approval of VCC Institutional Land Acknowledgment.
Ongoing	In partnership with the VCC Indigenous Advisory Committee, developed, approved, and delivering funding for various programs and Initiatives from provincial Aboriginal Service Program (ASP) focused on the recruitment, retention, and graduation of Indigenous Students.

VCC Culinary Arts

On-going	Deliver culinary arts training through 2024 with Heiltsuk Nation. From May to August 2024, we have an additional contract to provide culinary training in Bella Bella for the Heiltsuk Nation.
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Appendix B (cont'd)

In-development	Gwich'in Tribal Council, plan and deliver a dinner for elders in the community to be held in summer 2024, led by an indigenous chef from Inuvik. March to August 2024, we have a contract with the Gwich'in Tribal Council in Inuvik to provide culinary training. The Council runs a wilderness camp. We have been working with community members who support that camp as well as other community members who would like to offer Indigenous food products for their tourism industry.
In-development	Inuvialuit Regional Corporation requested a costing to train members of an Inuvik restaurant, and for VCC to visit High Schools in fall 2024.
VCC Adult Basic Education	
Developed, on-going	Developed, and received funding approval to deliver an Indigenous ABE pathways program to begin in September 2024 that will welcome new Indigenous students in a support and culturally relevant way. This program will provide a refresher in math and science concepts, and technical skills for academic success that will assist students with the transition to upgrading or post-secondary courses.
Ongoing	Developing a decolonized framework for teaching adult literacy called the Story Loom, which recognizes the crucial role of oral traditions alongside literary traditions. Partnering with Ray Cam to provide community-based adult literacy and numeracy classes tailored to the needs of Indigenous students.
Planned	Focus groups with pre-Grade 10 Indigenous students in Spring 2025 with the aim of aligning our program and curriculum to their self-identified needs. Identified a list of Indigenous community service providers in the Lower Mainland to mail recruitment materials to over Summer 2024.
Implemented	Created a guide for equitable faculty hiring to help diversify faculty demographics across the college, including hiring more Indigenous faculty members.

Appendix B (cont'd)

College-wide	
Delivered	In collaboration with the Host Nation of Squamish, delivered a blanketing ceremony on campus to welcome two newly hired Indigenous Deans (Dean of Indigenous Initiatives, and Dean of Curriculum and Pedagogy), following Indigenous protocols.
In-development	In collaboration with the three Host Nations of which VCC is located, x ^w məθk ^w əyəṁ (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səliiwətaʔ (Tseil-Waututh) Nations, developing RFP to welcome coast Salish art (cultural contributions) that will be used as Secondary Graphic Art for VCC branding projects, art in various communications and marketing projects, initiatives.
Developed	In collaboration with cultural advisors Cory Douglas and Ginger Gosnell, developed and launched a brand new VCC logo, which incorporates elements of Coast Salish Long House.
In-development	In collaboration with the three Host Nations of which VCC is located, x ^w məθk ^w əyəṁ (Musqueam), Sk̓wx̓wú7mesh (Squamish), and səliiwətaʔ (Tseil-Waututh) Nations, developing a Ground Blessing ceremony on campus to follow proper protocol in preparation for the construction of the Centre for Clean Energy and Automotive Innovation.

Appendix B (cont'd)

In Plain Sight report recommendations reporting for post-Secondary institutions

In Plain Sight recommendation #8

Please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.

Program Name	Accreditation Standard Details <i>(If none exist, N/A)</i>
Bachelor of Science in Nursing Practical Nursing	<ul style="list-style-type: none"> ▪ CASN Accreditation Standard: <ul style="list-style-type: none"> - Standard 4: Program Framework and Curriculum: Key Element 14: - <i>For Canadian Schools of Nursing:</i> The curriculum implements Action 24 of the Truth and Reconciliation Commission's call to programs of nursing to integrate the United Nations Declaration on the Rights of Indigenous Peoples, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism. ▪ BCCNM Standard of Practice: Indigenous Cultural Safety, Cultural Humility, and Anti-Racism <ul style="list-style-type: none"> - This standard applies to LPNs, NPs, RMs, RNs, and RPNs . - Practice standards set out requirements related to specific aspects of nurses' and midwives' practice. They link with other standards, policies, and bylaws of the BC College of Nurses and Midwives, and all legislation relevant to nursing and midwifery practice - In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care provides evidence of Indigenous-specific racism in the B.C. health care system. Indigenous-specific racism and discrimination negatively affects Indigenous clients' access to health care and health outcomes. These impacts include lower life

Appendix B (cont'd)

Health Care Assistant	<p>Implementation of updates from the 2023 HCA Provincial Curriculum into course outlines, student guides, lesson plans and evaluations.</p> <ul style="list-style-type: none"> ▪ Concepts for Practice Course Learning Outcome 3.9: Describe how to provide culturally safe and sensitive care, including how to consider Indigenous history, cultural practices, traditional healing practices and medicines, and different community norms and protocols. ▪ Concepts for Practice Topic Expansion: Diversity. This now includes: <ul style="list-style-type: none"> - Relationship between diversity and person-centered care. - Impact of diversity on aging, and health and healing - Diverse practices in health and healing, including the role of traditional medicines, healing practices, and alternative forms of healing. - Prejudice and discrimination. - Impact of inequity and discrimination on the quality of care. - Cultural safety and cultural humility. - Culturally safe and sensitive care.
Medical Laboratory Assistant	n/a
Pharmacy Technician	<p>Criterion 3.4: The curriculum addresses Indigenous health and cultural safety, Indigenous rights to self-determination, anti-Indigenous racism, decolonization, and Indigenization. Exposure to accessing and using information from Non-Insured Health Benefits for First Nations and Inuit (NIHB) must be included.</p> <p>Criterion 3.5: The curriculum provides instruction on how students can identify and mitigate against racism and oppression and work toward provision of cultural safety and health equity.</p>

Appendix B (cont'd)

Occupational/ Physical
Therapist Assistant

Occupational Therapy Assistant and Physiotherapy Assistant
Education - Standard 6.6.2:

- Demonstrate an understanding of the impact of diversity on function and performance.
- Demonstrate an understanding of the client's cultural beliefs and values.

Competencies for Occupational Therapy Assistants, created by the Canadian Association of Occupational Therapists:

- C1. Promote equity in practice
 - C1.1 Identify the ongoing effects of colonization and settlement on occupational opportunities and services for Indigenous Peoples.
 - C1.2 Analyze the effects of systemic and historical factors on people, groups, and their occupational possibilities.
 - C1.3 Challenge biases and social structures that privilege or marginalize people and communities.
 - C1.4 Respond to the social, structural, political, and ecological determinants of health, wellbeing, and occupational opportunities.
 - C1.5 Work to reduce the effects of the unequal distribution of power and resources on the delivery of occupational therapy services.
 - C1.6 Support the factors that promote health, wellbeing, and occupations.
- C2. Promote anti-oppressive behaviour and culturally safer, inclusive relationships
 - C2.1 Contribute to a practice environment that is culturally safer, anti-racist, anti-ableist, and inclusive.
 - C2.2 Practise self-awareness to minimize personal bias and inequitable behaviour based on social position and power.
 - C2.3 Demonstrate respect and humility when engaging with clients and integrate their understanding of health, wellbeing, healing, and occupation into the service plan.

Appendix B (cont'd)

Occupational/ Physical Therapist Assistant (cont.)	<ul style="list-style-type: none"> - C2.4 Seek out resources to help develop culturally safer and inclusive approaches. - C2.5 Collaborate with local partners, such as interpreters and leaders. ▪ C3. Contribute to equitable access to occupational participation and occupational therapy <ul style="list-style-type: none"> - C3.1 Raise clients' awareness of the role of and the right to occupation. - C3.2 Facilitate clients' participation in occupations supporting health and wellbeing. - C3.3 Assist with access to support networks and resources. - C3.4 Navigate systemic barriers to support clients and self. - C3.5 Engage in critical dialogue with other interested parties on social injustices and inequitable opportunities for occupations. - C3.6 Advocate for environments and policies that support sustainable occupational participation. - C3.7 Raise awareness of limitations and bias in data, information, and systems.
Health Unit Coordinator	n/a
Dental Hygiene Certified Dental Assisting	The Commission on Dental Accreditation of Canada (CDAC) accrediting standards for the Dental Hygiene and Dental Assisting programs were updated in 2015. New updated standards are expected to come into effect January 2025.
Dental Technology Sciences	n/a
Dental Reception	n/a

Appendix B (cont'd)

In Plain Sight recommendation #14

The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.

Progress	Actions
Hired two Indigenous Deans	<p>VCC Hired two senior Indigenous Leaders:</p> <ul style="list-style-type: none"> ▪ Dean, Pedagogy and Curriculum ▪ Dean, Indigenous Initiatives <p>This demonstrates VCC's commitment to Reconciliation, Decolonization and Indigenization. These Deans work collaboratively to lead and support campus wide policies, strategies, Indigenous educational programs including Health programs, curriculum development, initiatives, engagement, cultural protocols, and Indigenous engagement.</p>

In Plain Sight recommendation #18

The B.C. government require all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

Strategies	Targets by program area	Outcomes
Indigenous student enrolment	VCC Policy 304 requires all VCC programs and courses designate two (2) seats for Indigenous learners.	85 Indigenous students enrolled in health programs*

* Source: CDW Oct 2023, Program Level, FY 2022-23

Appendix B (cont'd)

<p>Indigenous Student Recruitment Bursary aims to support Indigenous student enrollment and retention in priority health programs</p>	<p>Program eligible for the bursary:</p> <ul style="list-style-type: none"> ▪ Practical Nursing 	<p>One Practical Nursing Indigenous student has received bursary funds since Sep 2023.</p>
<p>Nursing Student Tuition Grant aims to increase Indigenous student enrollment and retention in nursing programs across BC</p>	<p>Program eligible for the bursary:</p> <ul style="list-style-type: none"> ▪ Bachelor of Science in Nursing 	<p>Three Indigenous students in the BScN program have received bursary funds since Sep 2023.</p>

Appendix B (cont'd)

Priority Health Program Student Recruitment and Retention Bursary	Programs eligible for the bursary: <ul style="list-style-type: none"> ▪ Medical Laboratory Assistant ▪ Occupational/ Physical Therapist Assistant 	This bursary is open to all health students, VCC works with indigenous advisory and partners to promote recruitment, works with Indigenous Education and Community Engagement department with wrap around student supports, and with VCC Foundation to identify donors to provide other indigenous specific bursaries.
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In Plain Sight recommendation #21

All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

Program	Progress	Actions
All VCC Health Sciences programs	Ongoing	<ul style="list-style-type: none"> ▪ Program renewals and curriculum revisions incorporate inter-cultural competencies in health care including conflict resolution. ▪ Ongoing collaboration between all Health Sciences programs and the Indigenous Education and Community Engagement department to support indigeneity through workshops and sharing of resources. ▪ Increasing capacity for providing Indigenous Competency Training (San'yas) to faculty and staff. Most faculty and staff in the School of Health Sciences have completed the San'yas training with ongoing registrations for new faculty.

Appendix B (cont'd)

All VCC Health Sciences programs	Planned	As a commitment to the TRC Calls to Action, a new committee has been formed with faculty, elders, and Indigenous leaders to co-create an Indigenous focused health care course that all Health Students will be required to take. This required course delivery will begin in January 2025.
Pharmacy Technician	New	Curriculum expanded to include lessons on Indigenous cultural safety and humility at several points throughout the program
Health Care Assistant	Ongoing	Continuation of a course in the HCA International cohort entitled: The Impact of Colonization on the Health and Wellness of Indigenous People
Occupational/ Physical Therapist Assistant	New	Occupational and Physical Therapist Assistant (OPTA) Program is working to enhance Indigenous cultural competencies and integrating Indigenous ways of learning into course outcomes. The department is also mapping Indigenous competencies to national accreditation standards as part of accreditation review.
Bachelor of Science in Nursing	Ongoing	There are numerous courses that weave Indigenous perspectives throughout the Bachelor of Science in Nursing (BScN) program including clinical situations which engage students to explore the socio-historical context of Indigenous health. The program also engages Indigenous guest speakers and community partners (e.g., Elders, health professionals).
Bachelor of Science in Nursing Practical Nursing	New	Both PN and BScN programs have incorporated new BCCNM practice standard “Indigenous cultural safety, cultural humility, and anti-racism” into the curriculum.



**Vancouver
Community
College**

Broadway campus
1155 East Broadway
Vancouver, B.C., V5T 4V5

Downtown campus
250 West Pender St.
Vancouver, B.C., V6B 1S9



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2% increase in domestic tuition and mandatory fees

BACKGROUND:

The Ministry of Post-Secondary Education and Future Skills (PSFS) has placed the 2% limit on domestic tuition and mandatory fee increases for existing programs and services and the increases are on an ongoing basis. Upon Board Approval, this will now enable VCC to open registration for 2025/26 programs, which result in better service for our students.

The Government of British Columbia Tuition Fee Policy can be found at:

<https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/tuition-limit-policy>

The annual operating cost has consistently risen by over 2% in recent years. In order to address financial challenges and ensure ongoing financial stability, VCC proposes a 2% domestic tuition and mandatory fee increase for the 2024/25 academic year. While this 2% increase may not fully cover all the rising costs and inflation, it will help mitigate increased cost of operations.

DISCUSSION:

Domestic Tuition and Mandatory Fees

- Increasing domestic tuition by 2%
- Increasing the mandatory fees by 2%

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase in domestic tuition and mandatory fees, effective August 1, 2025.

PREPARED BY: Jamie Choi, Executive Director, FS & CFO



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
2-5% increase in International Tuition and Mandatory Fees

BACKGROUND

In recent years, operating costs including benefit expenses, have shown an increase ranging from 18.6% to 21.7%. To maintain financial stability and sustainability and establish initial funding for supporting international students, VCC implemented a 3% increase in international tuition fees last year.

VCC has consistently aimed for reasonable tuition increases in the international tuition category. Therefore, we propose a 2% increase in international tuition and mandatory fees for all programs for the 2025/26 academic year. While this 2% increase may not fully cover all the rising costs and inflation, it will help mitigate increased cost operations.

Additionally, we recommend up to 5% increase for the 2026/27 fiscal year to adhere to the new Provincial Government's international tuition fee transparency guidelines. Most international students at VCC are enrolled in two-year programs, so this will enable students to determine the total tuition fee for the entire duration of their program. The Ministry has confirmed that providing a range of increase is acceptable.

DISCUSSION

International Tuition and Mandatory Fees

- Increasing international tuition by 2% for the 2025/26 academic year
- Increasing the mandatory fees by 2% for the 2025/26 academic year
- Increasing international tuition up to 5% for the 2026/27 academic year
- Increasing the mandatory fees up to 5% for the 2026/27 academic year

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the implementation of a 2% increase, effective August 1, 2025, and up to 5% increase in international tuition and mandatory fees, effective August 1, 2026.

PREPARED BY: Jamie Choi, Executive Director, FS & CFO



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
International Tuition: Supply Chain Management Post Degree Diploma

Background:

The School of Hospitality, Food Students and Business has developed a new post-degree diploma in Supply Chain Management. Students graduating from this PDD will obtain a qualification from the Scottish Qualification Authority (SQA) and well as being able to obtain qualifications from the American Quality Certification (AQC).

This PDD has a total of 48 credits, which is more in line with the PDD credits of other PSIs. We have been hearing from our international students that the workload of our 60 credit programs is too much and that the tuition for our PDDs is quite high as well. The tuition for our 60 credit PDDs is very similar to the tuition for master's programs at some private institutes.

This diploma has been designed for international students. Shorter certificates will be created for domestic students. These certificates will focus on more narrow industry outcomes support students to enter the workforce and will be made up of PDD courses.

International Education has a target of 1 cohort of 27 students per term starting in May 2025.

Discussion:

International Education is recommending that the tuition for this PDD be set at the rate for our other PDDs at \$676.50/credit or \$32,472 for the 2-year program.

Note:

The tuition of this PDD (\$32,472) will be less than master's programs offered by private institutes like UCW, which has a tuition of \$40,635.

This costing included a 0.5 IRA release and a 0.5 Program Assistant.
Senior Team Approval – September 3, 2024

	Credits	Tuition/Credit	Total Tuition
Option 1	48	\$676.50	\$32,472

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of \$32,472 for the Supply Chain Management Post Degree Diploma, effective August 1, 2025.

PREPARED BY: Dennis Innes, Dean, Hospitality, Food & Business

ATTACHMENTS: APPENDIX A - Financial Analysis

APPENDIX A

Scenarios	27 International students - 48 Credits
Tuition per student - International	\$32,472
No. of Intakes	3
No. of students per intake - International (proj)	28
Total students (with X FTE attrition) - International	27
Student FTE - International	77.76
Student FTE - Total	77.76
Duration - instructor months	36
Program Duration	16
Duration - instructional programming days	720
Department head release days	90
Duty days per year	160
Instructor FTE required per intake	5.0625
Number of credits	48
Tuition Fee per Credit - International	676.5
Support Staff FTE	0.5
Operational costs	10000
Revenue per credit per student	\$719
Cost per credit per student	\$505
Revenue per student	\$34,492
Cost (breakeven tuition fee) per student	\$24,252
Breakeven tuition fee per credit per student	\$505
Tuition fees per student - International	\$33,825

Revenue

Projected Tuition revenue -Other Fees	\$51,902
Total revenue (projected)	\$2,682,134

Instructor

Salary (step 1)	\$571,526
Benefits (28.5%)	\$162,885

Support Staff

Salary	\$30,410
Benefits (30.5%)	\$9,275

Total support staff costs \$39,685

Total labour cost \$774,096

Operational costs

Operational Expenses	\$10,000
Intl Student Agency Fees	\$394,535

Total operational costs \$404,535

Indirect student support

Indirect student support	\$707,178
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Total indirect student support \$707,178

Total expenditures \$1,885,809



DECISION NOTE

DATE: September 18, 2024

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**
International Tuition: Baking and Pastry Arts Diploma

BACKGROUND:

VCC has offered a dual certificate program in Baking & Pastry Arts for approximately 10 years, which includes an 11-month certificate in Pastry Arts followed by a 5-month certificate in Artisan Baking.

Recently, some graduates have faced difficulties securing their Post Graduate Work Permit due to the current program's structure and schedule. Additionally, the dual-certificate model has proven to be less than ideal for enrollment, standard scheduling, and the overall student experience. As a result, VCC has decided to replace the dual certificate program with a new diploma program.

DISCUSSION:

To address the challenges faced by international students with the current dual certificate structure, the Baking & Pastry Arts department has developed a new diploma program that integrates the two existing certificates. This streamlined diploma will encompass all three levels of technical training necessary for students to sit for the Red Seal exam. Additionally, students will be required to complete their workplace hours prior to taking the exam.

The overall program duration remains unchanged at 16 months, and it will continue to offer 64 credits. Consequently, there will be no increase in tuition or cost per credit. Furthermore, the new diploma program will align with standard term start dates, enhancing accessibility and enrollment flexibility.

NEXT STEPS:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve international tuition of \$39,686.32 for the Baking and Pastry Arts Diploma, effective August 1, 2025.

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



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
International Tuition: Increase for Esthetics & Spa Therapy Program

BACKGROUND:

VCC has been increasing international tuition at 2-4% per year, alongside the 2% increases for domestic tuition. However it was determined that the international tuition in Esthetics & Spa Therapy program should be increased by more than 2% this year to align with tuition in the Cosmetology Diploma.

International students studying the Cosmetology Diploma take a 10-month Hairstylist Certificate and a 10-month Esthetics & Spa Therapy Certificate. The proposed 2025/26 tuition for these two programs is different, with Hairstylist being \$537.23 per credit and Esthetics & Spa Therapy being \$469.47 per credit. These fees were implemented more than 10 years ago when the programs were initially established.

DISCUSSION:

The proposed tuition for the Cosmetology Diploma (\$40,335.76) do not cover program costs, and an increased per credit rate for the Esthetics & Spa Therapy program will help make this program more financially sustainable. The program requires a large quantity of consumables, and the cost of all professional products have increased dramatically since 2020. This is due to multiple price increases stemming from supply chain issues, rising fuel costs, and inflation in general. All of contracts which expired in December 2023, were increased due to the vendors increase in pricing. Additionally, VCC made a capital investment to expand the learning space in recent years and aimed to recover this investment.

Increasing the international per credit tuition fee for the Esthetics & Spa Therapy certificate would increase the total tuition for the Cosmetology Diploma by \$2,642.64. The proposed 25/26 program tuition would be \$40,335.76 and the increased program tuition would be \$42,978.40. Since applications for the Fall 2025 term open on October 1 for new international applicants, this would be a good time to implement the increase.

25/26 tuition change

Esthetics & Spa program: \$18,309.33 to \$20,951.97

Cosmetology program: \$40,335.76 to \$42,978.40

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the increases the international tuition fee for the Esthetics & Spa Therapy Certificate to \$20,951.97 and the Cosmetology program to \$42,978.40, effective August 1, 2025.

PREPARED BY:BY: Jennifer Gossen, Director International Education
Lucy Griffith, Dean Trades, Technology & Design



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New: Cyber Security Policy and Procedures (#506)

BACKGROUND:

The Cyber Security policy is a new policy created to provide direction and oversight over the College's cyber security risk management. It follows recommendations of the Office of the Auditor General of British Columbia. The policy and procedures were developed by Momchil Karov, Director of Information Security. It outlines the roles and responsibilities for managing cyber security risk and identifies the components of a Cyber Security Governance Framework.

DISCUSSION:

The policy and procedures were reviewed by Administrative Policy Committee and Operations Council and sent for community feedback in June 2024. The Policy was evaluated by the Associate Director of Risk Management and Privacy for alignment with the new Enterprise Risk Management Policy. This resulted in some revisions to the Policy Principles that make them more consistent with the College's broader risk management strategies. At its August meeting, Operations Council approved this policy for recommendation for Board approval. The Governance Committee approved the new policy on September 10, 2024.

RECOMMENDATION:

THAT, on the recommendation of the Governance Committee, the Board of Governors approve new Cyber Security Policy and Procedures (#506).

PREPARED BY: Elmer Wansink, Associate Vice President, IT & Chief Information Officer

ATTACHMENT: APPENDIX A - Draft Policy & Procedures

APPENDIX A

Cyber Security

Policy Number	506
Effective Date – Policy	tbd
Effective Date – Procedures	tbd
Last Full Review Date	new
Next Scheduled Review Date	tbd
Approval Body	Board of Governors
Policy Sponsor	President
Review Body	Operations Council
Responsible Authority	Information Technology

Policy

Context and Purpose

Vancouver Community College (VCC; the College) acknowledges that cyber risks represent strategic enterprise risks for the organization, and that it has legislative, financial, and legal obligations as a public institution to manage these risks in a systematic and consistent manner.

This policy establishes a Cyber Security Governance Framework (the Framework) which includes roles, authorities, responsibilities, and procedures for implementing and managing the College's Cyber Security Risk Management Program (the Program) and Cyber Security Standards (the Standards), and the corresponding oversight of the Framework with the goal of achieving Program maturity and cyber resilience.

Scope and Limits

This policy applies to all users of VCC's digital information resources and all processes, systems, applications, involving VCC's digital information, whether internal or external (hosted by third parties).

Policy Principles

1. The College is committed to protecting all VCC digital information assets and resources through a Framework that implements regular cyber risk assessments, identification of risk mitigation strategies, and institutional oversight.
2. The College will adhere to all relevant laws and regulations governing cyber security risk management of public institutions in British Columbia.
3. VCC will, to the best of its abilities, follow established best practices in cyber security.
4. VCC recognizes that not all risks can or should be fully mitigated or avoided.

5. The Framework is designed to identify, evaluate, treat, report on, and monitor key risks at the College.
6. The VCC Board of Governors, President and Chief Information Officer are responsible for full oversight of the Framework.
7. Violations of this Policy may result in restrictions on IT network, application, or service access in addition to administrative and/or disciplinary actions outlined in the other relevant College policies.
8. VCC will follow a standardized approach to managing and mitigating cyber security risk by implementing a cyber incident response plan.

Procedures

1. VCC's Cyber Security Governance Framework (the Framework) consists of the following:
 - A. Oversight Responsibilities
 - B. Cyber Security Risk Management Program (the Program)
 - C. Cyber Security Risk Exception Process
 - D. Cyber Security Risk Register

A. Oversight Responsibilities

2. The VCC Board of Governors (the Board) is responsible for:
 - a. Full oversight of the Framework, and delegates this authority to the Finance and Audit Committee.
 - b. Reviewing the Framework on an annual basis.
 - c. Adopting an orientation program for new board members that outlines the Board's responsibilities of oversight of the Framework and Program.
 - d. Adopting an annual development program for all board members that includes training and updates on cyber security risk management.
3. The President is responsible for:
 - a. Ongoing oversight of the Framework and Program.
4. The Chief Information Officer (the CIO) is responsible for:
 - a. Establishing and managing the Cyber Security Standards and the Cyber Security Risk Exception process, and ensuring they are consistent with this Policy.
 - b. Establishing and managing the VCC Cyber Security Risk Register, which contains all identified cyber security risks as well as the related mitigation strategies and plans.
 - c. Managing the Framework and Program through delegates.
 - d. Appointing members to the Cyber Security Governance Working Group (CyberGWG).
 - e. Providing an annual oversight report of the Framework and Program to the Board and President.

B. Cyber Security Risk Management Program

The Program consists of:

5. VCC Cyber Security Standards (the Standards)
 - a. The Standards cover all technical aspects of the cyber security risk management and establish mandatory baselines and controls for all VCC users, digital information, processes, and systems. The main goal of these baselines and controls is to protect confidentiality, integrity, privacy, and availability of all VCC cyber resources and assets.
 - b. The Standards are defined, reviewed, and approved by the Cyber Security Governance Working Group (CyberGWG).
6. Cyber Security Governance Working Group (CyberGWG)
 - a. The CyberGWG is a high-level technical group delegated by the CIO to review and approve VCC's Cyber Security Standards (the Standards).
 - b. Using an industry standard cyber security framework, the CyberGWG will assess on an annual basis the maturity of the Framework, Program and Standards. This assessment will be included in the oversight report provided by the CIO to the Board and President.
7. Awareness and Training
 - a. Training and awareness are part of the overall VCC onboarding process.
 - b. Annual renewal of cyber security training is required by all employees.
 - c. Additional training may be required when new cyber security technology or processes are implemented.

C. Cyber Security Risk Exception Process

8. Depending on the use case, if a mandatory baseline cannot be met due to specific business and/or technical reasons, a Risk Exception request can be initiated for review and approval by the CIO or appointed delegates.
9. The CIO or appointed delegates review, assess and approve Risk Exception requests based on business justified violations of the Standards, through a dedicated process within the IT department.
10. Risk Exception requests must have a remediation plan and a defined timeline for aligning the corresponding cyber resources/assets/processes with the requirements of the violated Standards.
11. When approving a specific Risk Exception request, the CIO or delegates can sometimes require a list of compensating controls to be applied during the Risk Exception timeline to manage the inherent risk. These compensating controls are mandatory for the team requesting the Exception.

D. Cyber Security Risk Register

12. The CIO, or delegates, manage VCC Cyber Security Risk Register by performing various assessment processes to identify significant cyber security risks for the

- College. These can be, but not limited to, technical vulnerabilities (both hardware and software), process weaknesses, deficiencies in user behaviour, awareness etc.
13. The Cyber Security Risk Register also contains the approved Risk Exception requests during their lifecycle, i.e. until they are remediated and closed.
 14. The Cyber Security Risk Register is the authoritative source of information representing the current cyber security risks for the College.
 15. Items in the Cyber Security Risk Register must be prioritized by the CIO or appointed delegates, based on the assessed risk of each item.
 16. The high-priority items of the Cyber Security Risk Register representing the most significant cyber security risks for the College are escalated to the institutional risk register as managed by the Department of Safety, Security, Risk and Privacy and are presented by the CIO in the oversight reports to the President and the Board of Governors.

Definitions

Term	Description
Availability	Information or information systems being accessible and usable on demand to support business functions.
Confidentiality	Information is not made available or disclosed to unauthorized individuals, entities, or processes.
Control	Any policy, processes, practice, or other action that may be used to modify or manage cyber security risk.
Cyber Incident	A single or a series of unwanted or unexpected events that threaten privacy or cyber security, i.e. the confidentiality, integrity and/or availability of cyber resources and assets.
Cyber Resilience	A dimension of cyber risk management, representing the ability of systems and organizations to develop and execute long-term strategies to withstand cyber events; an organization's ability to sustainably maintain, build and deliver intended business outcomes despite adverse cyber events.
Cyber Risk	Probable loss event that materializes when a cyber threat affects an asset of value and results in a material impact on an organization. Cyber risk can be measured as the probable frequency and the probable impact of a material loss event.
Cyber Security	The set of activities that protect networks, devices and data from unauthorized access or criminal use and the practice of ensuring confidentiality, integrity and availability of information and proper delivery of services.
Cyber Threat	Potential cause of an unwanted cyber incident, which may result in harm to a system or organization.

Term	Description
Integrity	The characteristic of information being accurate and complete and the preservation of accuracy and completeness by protecting the information from unauthorized, unanticipated, or unintentional modification.

Related VCC Policies

VCC Policies	Policy Number
Appropriate and Responsible Use of Educational and Information Technology	505
Electronic Mail (Employees)	503
Freedom of Information and Protection of Privacy	501
Internet of Things	504
Standards of Employee Conduct & Conflict of Interest	202
Student Non-Academic Conduct	324

Related Resources

[College and Institute Act](#), RSBC 1996, c 52

[Financial Information Act](#), RSBC 1996, c 140

[Freedom of Information and Protection of Privacy Act](#), RSBC 1996, c 165

[Personal Information Protection Act](#), SBC 2003, c 63



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New: Enterprise Risk Management Policy and Procedures (#131)

BACKGROUND:

The Enterprise Risk Management policy is a new policy developed to provide oversight over the College's risk management governance and accountability processes. The policy establishes an ERM framework and Risk Register and identifies key roles and responsibilities.

DISCUSSION:

The policy and procedures have been reviewed by the Administrative Policy Committee and Operations Council and sent out for community feedback. Feedback and comments were discussed and incorporated into the documents, and Operations Council approved a recommendation for Board approval in June 2024. The Governance Committee approved the new policy on September 10, 2024.

RECOMMENDATION:

THAT, on the recommendation of the Governance Committee, the Board of Governors approve the new Enterprise Risk Management Policy and Procedures (#131)

PREPARED BY: Kate Dickinson, Vice President People Services

ATTACHMENT: APPENDIX A - Draft Policy & Procedures

APPENDIX A

Enterprise Risk Management

Policy Number	131
Effective Date – Policy	TBD
Effective Date – Procedures	TBD
Last Full Review Date	New Policy
Next Scheduled Review Date	TBD
Approval Body	Board of Governors
Policy Sponsor	President
Review Body	Governance Committee
Responsible Authority	Safety, Security, Risk and Privacy

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to the systematic identification, assessment, and management of risks to achieve its strategic objectives, enhance decision-making processes, and ensure the institution's long-term sustainability. The purpose of this policy is to establish VCC's approach to risk management, describe key roles and responsibilities of employees at the College, and identify the governance and accountability for its Enterprise Risk Management (ERM) Framework.

VCC aligns its ERM Framework with the ISO 31:000 2018 *Risk Management – Principles and Guidelines* model as adopted by the Government of British Columbia.

Scope and Limits

This policy applies to all VCC employees and members of the Board of Governors.

Policy Principles

1. The College is committed to integrating risk management into its culture and operations through the implementation of an ERM Framework, and maintaining a governance structure that facilitates the application of this Framework.
2. VCC accepts risk as an integral part of its operations and recognizes that ERM is critical to the achievement of its goals and governance responsibilities.
3. The ERM Framework is designed to identify, evaluate, treat, report on, and monitor key risks.
4. ERM at VCC is tied to its strategies and objectives and is designed as one of the inputs in making informed strategic and operational decisions.
5. ERM is a shared responsibility and an effective ERM Framework is reliant on the expertise and knowledge of partners across the College.

6. VCC recognizes that not all risks can or should be fully mitigated or avoided.

Procedures

Roles and Responsibilities

1. Board of Governors - Finance and Audit Committee
 - a. Provides oversight of all components of Enterprise Risk Management (ERM).
 - b. Provides direction and support to the Vice President, People Services and the President on all matters related to ERM.
 - c. Reviews on an annual basis, management's processes with respect to ERM and ensures management is positioned to identify, assess, and respond to risk, and to bring relevant information to the Board of Governors.
 - d. Reviews on an annual basis that VCC's risk tolerance statement is suitable for the environment in which VCC operates.
2. President
 - a. Ensures strategic, financial, and capital planning activities are aligned with the ERM Framework and within the College's risk appetite and tolerance.
 - b. Provides leadership and direction to senior management on all matters related to ERM, including VCC's commitment to implementing and maintaining an effective ERM process.
3. Vice President People Services
 - a. With the support and approval of the President, recommends and implements broad-based policies reflecting VCC's risk management philosophy and risk appetite.
 - b. Oversees the maintenance of the Risk Register through the Department of Safety, Security, Risk and Privacy.
 - c. Ensures risk mitigation activities are sufficient and appropriate such that VCC's residual risks are within its risk tolerance.
 - d. Acts as the key liaison with the Finance and Audit Committee on all matters related to ERM and supports the President in their liaison with the Board of Governors.
4. Senior Leadership Team
 - a. Ensures identified risks in their areas of responsibility are being appropriately managed and mitigated within the ERM Framework.
 - b. Oversees the implementation of high-level mitigation strategies for critical risks in their area(s) of responsibility (e.g. fraud risk, cyber risk, etc.).
5. Executive Director, Safety, Security, Risk and Privacy
 - a. Provides strategic direction and advice regarding the development and maintenance of the College's ERM program.
 - b. Escalates key strategic risks to the Vice President, People Services.
6. Associate Director, Risk Management and Privacy

- a. Supports the Vice President, People Services in reporting of risks and risk mitigation activities to the Finance and Audit Committee.
 - b. Develops and manages the College's ERM Framework.
 - c. Maintains and updates the College's Risk Register.
 - d. Conducts annual reviews of identified risks and control measures in all College departments.
7. Management and Employees
- a. Identifies and monitors department-level risks.
 - b. Considers the impact of risk in strategic planning and operational priorities.
 - c. Implements and maintains controls to help ensure that risks are within the College's risk tolerance.

Procedures

8. The College will implement and maintain a risk management program to identify and mitigate risks that may impact the College's objectives, and incorporate risk management into core operations, including coordinating and overseeing:
- a. A Risk Register which identifies those risks with the potential to significantly impact the College's strategic innovation plan and operational objectives;
 - b. The assessment, evaluation and prioritization of each risk using consistent criteria;
 - c. The assignment of a risk owner responsible for identifying and mitigating risks in respective department(s);
 - d. The development of risk response plans in order to manage each risk within the acceptable risk tolerance;
 - e. Regular reviews and reports on the progress of risk response plans; and
 - f. Education and awareness initiatives to increase the understanding of risk management across the College.
9. The Associate Director, Risk Management and Privacy (the Associate Director), or delegate, will develop the College's ERM Framework and maintain VCC's Risk Register.
10. A formal process to review and update the Risk Register will be conducted on an annual basis. Senior and department leaders are required to provide direct input into the identification and assessment of risks, and for monitoring and evaluating any implemented risk controls between annual reviews, upon request of the Associate Director or their designate.
11. The Associate Director, or designate, will present an annual report to the Finance and Audit Committee on the College's most significant risks, and the controls in place to bring those risks within the established risk appetite and tolerance.
12. The Finance and Audit Committee and Board of Governors will be presented with a summary of significant changes (if any) in VCC's risk profile upon their request.
13. VCC will provide all records relating to the ERM Framework to any approved external auditors when requested.

14. The College’s institutional Risk Register is a highly sensitive and restricted document which is only shared in its entirety with the Finance and Audit Committee, Senior Leadership Team, and any external auditors. The Associate Director, or designate, will publish an annual report on the status of the ERM Framework, while keeping the details of risks and their mitigation strategies confidential.

Definitions

Term	Description
Enterprise Risk Management	The coordinated, ongoing application of risk management across all parts of the organization, at all levels from strategic planning to service delivery.
ERM Framework	The system of infrastructure, processes, methodology, tools, and techniques that enables a consistent, efficient, and effective approach to risk identification, assessment, and treatment.
Risk	Uncertainty related to a future event or occurrence which could prevent or impede the College from achieving its financial, strategic, and operational objectives and priorities.
Risk Appetite	The amount of risk that the College is willing to accept to achieve its objectives. The risk appetite is set by the Board of Governors.
Risk Register	A tool that links specific activities, processes, projects, or plans to a list of identified risks and results on risk analysis and evaluation and that is ultimately consolidated at the enterprise level.
Risk Tolerance	The acceptable deviation from the level set by the risk appetite to achieve specific objectives. Risk tolerance sets the boundaries of risk taking that the College will not go beyond in pursuit of its long-term objectives.

Related VCC Policies

VCC Policies	Policy Number
Emergency Management	220
International Travel Risk and Security	207
Off-Campus Activity Involving Students	415

Related Resources

- [Risk Management Guideline for the BC Public Sector](#)
- ISO 31:000 – Risk Management



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: September 18, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revised Freedom of Information and Protection of Privacy Policy and Procedures (#501)

BACKGROUND:

The Ministry of Post-Secondary Education and Future Skills has directed all public bodies to expand their privacy protection frameworks. A key element is the renewal of the Freedom of Information and Protection of Privacy policy and procedures, last reviewed in 2011. The revised policy and procedures detail the College's obligations and responsibilities as established in the BC *Freedom of Information and Protection of Privacy Act (FIPPA)* which requires the College commit to treating personal information with a higher degree of confidentiality.

Three sets of procedures are attached to the policy:

1. Correction of Personal Information procedures: Details the responsibilities of all employees to support the correction/removal of personal information per the Act.
2. Privacy and Access to Information procedures: Details the collection, use, protection, disclosure and retention of information. It explains the requirements for Privacy Impact Assessments, education and training, and how information can be accessed, including through Freedom of Information (FOI) requests.
3. Privacy Breaches and Complaints procedures: Provides detailed steps for investigating and remediating privacy breaches and how to respond to privacy complaints.

DISCUSSION:

The policy and procedures were discussed at the May and June 2024 Admin Policy Committee meetings and went out for community feedback in July/August. At its August meeting, Operations Council made a recommendation for final approval by the Board. The Governance Committee approved the revisions on September 10, 2024.

RECOMMENDATION:

THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to Freedom of Information and Protection of Privacy Policy and Procedures (#501)

PREPARED BY: Kate Dickinson, Vice President People Services

ATTACHMENT: APPENDIX A - Draft Policy
APPENDIX B - Draft Procedures (501-1)
APPENDIX C - Draft Procedures (501-2)
APPENDIX D - Draft Procedures (501-1)

ADDITIONAL RESOURCES: [CURRENT: Freedom of Information and Protection of Privacy Policy and Procedures \(#501\)](#)

APPENDIX A
Draft Policy 501

Freedom of Information and Protection of Privacy

Policy Number	501
Effective Date – Policy	TBD
Effective Date – Procedures	TBD
Last Full Review Date	May 5, 2011
Next Scheduled Review Date	TBD
Approval Body	Board of Governors
Policy Sponsor	President
Review Body	Operations Council
Responsible Authority	Safety, Security, Risk and Privacy

Policy

Context and Purpose

Vancouver Community College (VCC; the College), as a public post-secondary institution in British Columbia, is subject to the BC *Freedom of Information and Protection of Privacy Act* (the Act; FIPPA). VCC is committed to the principles of accountability, transparency, and care for the Personal Information entrusted to VCC by College members and Community Members.

This policy informs all members of the VCC community of their rights and responsibilities under the Act and other applicable laws, and establishes VCC's operational and administrative requirements under the Act.

Scope and Limits

This policy applies to all Personal Information and Records in the custody or under the control of VCC, and to all VCC Board of Governors members and Employees, including Volunteers and Service Providers and their subcontractors.

Policy Principles

1. VCC recognizes its legal and ethical responsibilities to protect Personal Information of its Employees, Students, Board members, and Community Members and to provide the public with access to College Records.
2. VCC is committed to meeting its obligations under the Act and to following the requirements of the Act, the guidance of the Office of the Information and Privacy Commissioner, and other applicable legislation and best practices.
3. VCC collects, uses, discloses, stores, and secures Personal Information about its Students, Board members, Employees, and Community Members in compliance with

the Act, other applicable legislation, and in accordance with best practices and guidelines.

4. VCC will respond to requests for access to information or records openly, accurately and completely, in accordance with the Act.
5. The College's Privacy Management Program is developed in accordance with the directions of the minister responsible for the Act, and is regularly monitored and updated as required.
6. The College will treat Personal Information in its custody and/or under its control with a high degree of confidentiality. The College will only use Personal Information it is authorized to collect for the purpose of supporting College operations or activities, and Personal Information will only be accessed by Employees for that purpose and only by the authorized individuals as needed to complete their duties.
7. VCC recognizes its requirement under the Act to evaluate the privacy implications of all new or revised initiatives within the College that involve the collection, use, disclosure, or storage of Personal Information by completing Privacy Impact Assessments.
8. The College will investigate all reports of any Privacy Incident, Privacy Breach, or any other suspected or confirmed unauthorized disclosure of Personal Information.
9. The College will make every reasonable effort to protect the Personal Information in its custody and under its control through physical and technical security measures that meet the requirements of the Act and follow best practices. VCC is committed to continuously assessing its security systems to ensure they are sufficient and compliant.
10. The College will provide regular and adequate training opportunities to ensure Employees are aware of their responsibilities and obligations under the Act.
11. Employees are responsible for ensuring they are compliant with the Act, and for the physical and technical security of all Records and data that they collect and use under the Act.

Procedures

- Privacy and Access to Information Procedures 501-1
- Correction of Personal Information Procedures 501-2
- Privacy Breaches and Complaints Procedures 501-3

Definitions

Term	Description
Access	The ability or opportunity to view, study, or obtain copies of Personal Information or other Records.
Community Member	An individual other than an Employee, Volunteer, Student, or Board member whose Personal Information is collected or

Term	Description
	accessed by VCC when participating in VCC's programs or services, such as donors, prospective or past Students or Employees, visitors, and other members of the public.
Contact Information	Information to enable an individual at a place of business to be contacted and includes the name, position name or title, business telephone number, business address, business email or business fax number of the individual.
Employee	An individual who is currently employed by VCC on a full-time, part-time, permanent, temporary, term, casual, or contract basis. The Act defines Employee as including a Volunteer and a Service Provider. Therefore, when "Employee" is used in this policy and its procedures, the term includes Volunteers and Service Providers.
Personal Information	Recorded information about an identifiable individual other than contact information.
Personal Information Bank	A collection of personal information that is organized by and capable of being retrieved using an individual's name, identifying number, or another personal identifier.
Privacy Breach	The theft or loss, or other unauthorized collection, use, or disclosure of Personal Information in the custody or under the control of VCC and/or its Service Providers.
Privacy Complaint	A report of concern or dissatisfaction from any individual about how the College handled or processed their Personal Information.
Privacy Impact Assessment	An assessment involving a step-by-step review process that is conducted by VCC to determine if a current or proposed enactment, system, project, program, or activity (initiative) at the College meets or will meet the protection of privacy requirements of the Act.
Privacy Incident	The potential mishandling of Personal Information, or a suspected but unconfirmed, Privacy Breach. A Privacy Incident may become a Privacy Breach after investigation.
Privacy Protection Schedule	A schedule that forms part of a contract with a Service Provider and details a Service Provider's requirements under the Act for the security, storage, collection, use, retention, disclosure of Personal Information.
Record	Anything on which information is recorded or stored by graphic, electronic, mechanical or other means, but does not include a computer program or any other mechanism that produces records. In this policy, a Record is any recorded or

Term	Description
	stored information that is in the custody or under the control of VCC and within the scope of the Act.
Routinely Available Information	Records that can be released to an individual without the requirement of a formal access to information/Freedom of Information request. These Records include: publicly available information; records that have been provided by or previously released to the requester; Personal Information about an individual released on the basis of consent from that individual, such as transcripts; and Records determined by VCC to be Routinely Available.
Service Provider	A person or vendor retained under contract to perform services for VCC. FIPPA applies to all employees and associates of a Service Provider.
Student	A person who is, or was, registered in full-time or part-time credit or non-credit courses offered by VCC.
Volunteer	An individual who works for VCC without being paid.

Related VCC Policies

VCC Policies	Policy Number
Appropriate and Responsible Use of Educational and Information Technology	505
Archives	521
Cyber Security	506
Electronic Mail (Employees)	503
Internet of Things	504
Records Management	520
Sharing & Stewardship of Information	502
Standards of Employee Conduct & Conflict of Interest	202

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- [Human Rights Code](#), RSBC 1996, c 210
- [Freedom of Information and Protection of Privacy Act](#), RSBC 1996, c 165

APPENDIX B**Draft Procedures 501-1**

Freedom of Information and Protection of Privacy: Privacy and Access to Information Procedures

Procedures Number	501-1
Effective Date – Policy	tbd
Effective Date – Procedures	tbd
Last Full Review Date	new
Next Scheduled Review Date	tbd
Approval Body	Board of Governors
Policy Sponsor	President
Review Body	Operations Council
Responsible Authority	Safety, Security, Risk and Privacy

Procedures

Roles and Responsibilities

1. As the Head of a public body, the President of VCC:
 - a. Has ultimate responsibility for all matters related to VCC's privacy and access to information obligations under the Act.
 - b. May delegate, pursuant to section 66 of the Act, any duty, power or function of the head of the public body under the Act, except the power to delegate.
2. Pursuant to section 66 of the Act, the Head has delegated responsibilities and obligations under FIPPA to VCC's Privacy Officer: the Associate Director of Risk Management and Privacy.
3. The Privacy Office is responsible, in consultation with senior College officials, for establishing policy and protocols to facilitate VCC's compliance with the legislative requirements of the Act. The Privacy Office is the primary point of contact for all privacy and access matters.
4. All Employees and Board members:
 - a. Are responsible for complying with the Act and College policies and procedures when they collect, access, use, disclose, store, and dispose of Personal Information while working or providing services for the College;
 - b. Are responsible for securing and protecting any Personal Information they create, receive, or access while working or providing services for VCC;
 - c. Will only access Personal Information as authorized and as needed to perform their duties, and will not use or disclose Personal Information other than for the purpose for which it was collected or disclosed;
 - d. May receive a request for access to information or records and will act in accordance with these procedures and their requirements under the Act;

- e. Must immediately report any suspected Privacy Incident or Breach, following the *Privacy Breaches and Complaints Procedures*, and cooperate fully with any investigation into a Privacy Incident or Breach;
 - f. Are responsible for complying with the terms of the Privacy Protection Schedule, if a Service Provider.
5. Employees and Board members have a legal obligation to comply with the requirements of the Act. Individuals who maliciously contravene this policy or the legislation may be subject to discipline or legal proceedings, depending on the severity of the contravention.

Collection

6. VCC collects Personal Information only for purposes authorized under the Act. This may include Personal Information collected from Students, Employees, Board members, or Community Members. Collection must be:
- a. Expressly authorized by legislation;
 - b. Necessary for the purposes of law enforcement; or
 - c. Necessary for the operation of a program or activity of VCC.
7. The College will collect an individual's Personal Information directly from the individual when possible, in accordance with section 26 of the Act. The College will obtain the individual's informed consent to collect their Personal Information as required by the Act.
8. When collecting Personal Information directly from an individual, the College must ensure that the individual is told:
- a. The purpose for collecting the Personal Information;
 - b. The specific uses of the Personal Information;
 - c. The legal authority for the collection of the Personal Information; and
 - d. The contact information for someone in the College who can answer questions about the collection, use, and disclosure of their Personal Information.
9. The College may only collect an individual's Personal Information indirectly as authorized under section 27 of the Act.

Use

10. The College will only use the Personal Information it creates, receives, or accesses for the purpose for which it was collected, or for a use consistent with that purpose. A use consistent with that purpose has a reasonable and direct connection to the original stated purpose.
11. The purpose must be related to supporting the College's business operations or instructional programs or activities and may include, but is not limited to:
- a. Providing education, research, and administrative services;
 - b. Communicating with students, faculty, staff, alumni, donors, and other individuals;

- c. Administering scholarships, bursaries, and other financial assistance;
 - d. Complying with legal and regulatory requirements;
 - e. Investigating incidents and enforcing the College's rules and policies;
 - f. Evaluating and improving the College's programs and services.
12. If use extends beyond the original purpose of collection, the College must obtain a person's informed consent for its use. Service Providers will follow the requirements of their Privacy Protection Schedule.

Disclosure

13. The College and its Service Providers will treat Personal Information with the highest degree of confidentiality and will disclose an individual's Personal Information to a third party inside or outside of Canada only as authorized under section 33 the Act. This includes:
- a. Disclosing the Personal Information only for the purposes of the program and/or services for which it was collected;
 - b. As required by law; or,
 - c. In specific circumstances with the consent of the relevant individual.
14. Requests for a disclosure of Personal Information from law enforcement or emergency personnel must be directed to the Department of Safety, Security, Risk, and Privacy and requires a notification to the Privacy Officer.

Accuracy and Correction

15. VCC will make every reasonable effort to ensure that Personal Information in its control or custody is accurate and complete.
16. VCC will follow the *Correction of Personal Information Procedures* to address any requests to correct or annotate individuals' Personal Information.

Retention

17. Units, departments, or offices (Departments) will retain any Personal Information, or any Record containing Personal Information, for at least one year after the Personal Information is used to make a decision that directly affects an individual.
18. Records may be retained for longer than one year to meet with the requirements of VCC's Records Retention Schedule (RRS) and Records Management Policy, and Records will be disposed of in accordance with the Records Management Policy.

Protection and Security

19. VCC protects Personal Information in its custody or under its control through reasonable security measures appropriate to the sensitivity of the personal information, including:

- a. Physical safeguards (i.e. locked filing cabinets, staff-only access, securely stored computing equipment);
 - b. Administrative safeguards (i.e. VCC policies, education and training, role-based user access controls, proper Privacy Protection Schedules in contracts, accessing personal information on a need-to-know basis); and
 - c. Technical safeguards, as defined by the VCC Cyber Security Standards.
20. Employees and Board members must take measures to protect digital and paper records containing Personal Information when travelling or working offsite at another location.
21. Employees and Board members must use their VCC-assigned corporate accounts when conducting any VCC business, and should:
- a. Avoid sending Personal Information via email;
 - b. Never use personal identifiers in the subject of an email;
 - c. Send documents securely and encrypted if possible; and
 - d. Only use records and data storage solutions that are approved by VCC.

Education & Training

22. VCC requires all Employees to complete VCC's Privacy and FOI Training Modules.
- a. Employees will complete these modules when they are hired to VCC.
 - b. Employees will review the modules when required by People Services to ensure that their knowledge is current.
23. The Privacy Office will provide other privacy and access education and training opportunities to the College, including by consultation or advice as needed.
24. All Employees are required to be aware of their rights and responsibilities under the Act.

Privacy Breaches and Complaints

25. VCC will follow the *Privacy Breaches and Complaints Procedures* to address any Privacy Incidents, Privacy Breaches, or other suspected or confirmed unauthorized disclosures of personal information, or any Complaints about the collection, use, or disclosure of personal information.

Information Sharing Agreements

26. The College will complete an Information Sharing Agreement (ISA) before beginning any initiative that involves the College and another organization, including another public body, jointly collecting, using, and/or disclosing Personal Information. The ISA will document the conditions for the collect, use, and/or disclosure of Personal Information and be approved by the party within VCC responsible for the initiative, and the other parties. The Privacy Office will maintain a file of the completed ISAs.

Privacy Impact Assessments

27. Any Department or Employee undertaking a new initiative or making a significant change to an existing initiative is required by the Act to complete a Privacy Impact Assessment (PIA). An initiative includes any enactment, system, project, program, or activity of VCC (including, but not limited to, new software or information systems). A significant change includes any change to the collection, use, or disclosure of Personal Information, including the disclosing of Personal Information outside of Canada for storage.
28. The Employee initiating the PIA is responsible for ensuring that all information required to conduct the PIA is supplied to the Privacy Office and that there is adequate time to complete the PIA process.
29. An Employee from the Department undertaking the initiative must be accountable for and involved in drafting and completing the PIA.
30. PIAs will be reviewed and completed in accordance with the guidelines and process developed by the Privacy Office.
31. PIAs must be reviewed and signed by the appropriate signatories, including the Privacy Officer, before the initiative is implemented.
32. PIAs must be completed regardless of any other existing contracts, agreements, or technical or security assessments.
33. The Privacy Office will maintain a file of the completed PIAs.

Personal Information Banks

34. The Privacy Officer will develop and maintain a directory of Personal Information Banks and make it accessible to the public as required under the Act.

Access to Own Personal Information

35. An individual may make a request for their own Personal Information by contacting the relevant Department directly.
36. Departments will release the requested records to the individual if they only contain Personal Information about that individual.
37. Departments will verify the identity of an individual making a request for their Personal Information prior to disclosing it, following guidelines developed by the Privacy Office and without collecting additional Personal Information. Departments will obtain the individual's consent before releasing their Personal Information.
38. An individual may make a formal access request for any other records that are not routinely available information.
39. Departments will consult the Privacy Office if they are unsure about whether a request is for an individual's own Personal Information or whether records may be released.
40. Service Providers will follow the requirements of the Privacy Protection Schedule.

Access to Personal Information by Third Parties

41. Any requests for another individual's Personal Information from outside of the College must provide the College with proof that the requester is authorized to receive the Personal Information.
42. Departments will, as needed, develop and use consent forms for an individual to release their Personal Information to an authorized third party.
43. Departments will not release any Personal Information to a third party without an individual's written consent or completed authorization form, even if the request is received verbally.
44. Departments may only disclose an individual's Personal Information to a third party without their authorization in specific situations as authorized by the Act, such as when the health and safety of the individual or others is at imminent risk.
45. Departments will consult with the Privacy Office when developing authorization forms or with any questions about releasing Personal Information to authorized third parties.

Access to Information and Freedom of Information (FOI) Requests

46. Departments may provide individuals with Routinely Available Information without requiring the individual to complete a formal access request under the Act.
47. The Privacy Officer will work with the College to designate categories of Records that will be made available to the public without the need to make a request in accordance with the Act.
48. Some access to information requests that are not for Routinely Available Information may be fulfilled through offices such as the Registrar's Office or International Education, as established and authorized.
49. For all other requests that do not contain Routinely Available Information, individuals may make a formal request for access to records (FOI request).
 - a. FOI requests must be for access to Records in VCC's custody or under its control.
 - b. They must be in writing and provide enough detail to enable an experienced employee of VCC, with a reasonable effort, to identify the record sought.
 - c. The applicant must also provide written proof of the authority of the applicant to make the request, if the applicant is acting on behalf of another person.
 - d. Requests should be made to the Privacy Office at privacyandfoi@vcc.ca.
50. Employees who receive an FOI request must immediately direct the request to the Privacy Office at privacyandfoi@vcc.ca.
51. VCC may charge fees for an access to information request under the Act, other than for a request for the individual's own Personal Information, in accordance with section 75 of the Act. VCC will not charge an application fee.
52. The Privacy Office will contact Employees and Board members with a call for records when they are required to search and produce Records.
53. Employees and Board members will search all their and/or their Department's Records (including deleted items, drafts, digital and physical records, etc.) for

Records that respond to the request, without interpreting the request too narrowly. Employees and Board members will:

- a. Be able to declare that they performed an adequate search;
 - b. Produce all the records they have that are responsive to the Privacy Office's request, without altering the records;
 - c. Confirm that they have no responsive records, if that is the result of the search;
 - d. Respond to a call for records within 5 business days of receiving the request.
54. The Privacy Office will respond to applicants and process all FOI requests in accordance with the timelines and procedures required by the Act.

Access for Research, Statistical, Archival or Historical Purposes

55. The College will allow access to Personal Information for research, statistical, archival, or historical purposes under conditions specified in sections 33(3)(h) and 33(4) of the Act, in accordance with other relevant College policies.

APPENDIX C
Draft Procedures 501-2

Freedom of Information and Protection of Privacy: Correction of Personal Information Procedures

Procedures Number	501-2
Effective Date – Policy	tbd
Effective Date – Procedures	tbd
Last Full Review Date	new
Next Scheduled Review Date	tbd
Approval Body	Board of Governors
Policy Sponsor	President
Review Body	Operations Council
Responsible Authority	Safety, Security, Risk and Privacy

Procedures

1. VCC relies upon its Employees and Students to correct or update their own Personal Information when possible, such as contact information, to ensure that is complete and accurate. Employees and Students can correct or update their Personal Information through the available self-service systems.
2. Where self-service systems are not available, an individual may submit a request to correct their Personal Information if they believe there is an error or omission or if their Personal Information needs to be updated. The request will be submitted to the unit, department, or office (Department) that has the custody or control of the records that include the Personal Information in question.
3. Individuals may be required to submit documentation as proof to support their requested correction.
4. Within 5 business days of receiving written or verbal direction from an individual to correct or annotate their Personal Information, Departments must correct or annotate the information unless unable to do so, either:
 - a. Because the applicant has not submitted adequate proof in support of the requested correction; or,
 - b. Because the information is such that it cannot be corrected.
5. Service Providers will respond to requests to correct or annotate Personal Information in accordance with the terms of their Privacy Protection Schedule.
6. Correcting Personal Information consists of deleting and replacing the original, incorrect information with the correct, requested information. Personal Information may be annotated if it is unable to be corrected.
7. Only factual information can be corrected. An opinion that is a subjective assessment or evaluation of a person's abilities, performance or other characteristics cannot, in most cases, be corrected. In these circumstances:
 - a. Departments must annotate the record with a statement to the effect that the applicant does not agree with the opinion given by the other person.

- b. If the opinion is based on inaccurate or incorrect information, the person who supplied the opinion may provide an amended opinion.
 - c. Disagreements or disputes over grading, assessments and evaluations will be resolved through the approved procedures at VCC.
8. Within 5 business days of correcting or annotating any Personal Information, Departments must:
 - a. Inform any other VCC Departments or third parties to whom the information was disclosed to within the prior year of the correction or annotation.
 - b. Inform the individual in writing that either:
 - i. The information has been corrected; or,
 - ii. The information has been annotated.
 - c. Advise any Service Providers also in possession of the individual's Personal Information to make the correction or annotation.
9. If a request for correction is denied, Departments will:
 - a. Annotate the information with the requested correction, but not correct the information.
 - b. Within 5 business days, inform the individual in writing that their request was denied and why a correction is inappropriate, or why the proof they provided in support of the correction is insufficient or inadequate.
10. When incorrect factual information was used to make a decision directly affecting an individual and the corrected factual information could have influenced the outcome of the decision, Departments should review that decision.
11. Departments will ensure the correction or annotation will always be retrieved with the original Record.
12. All Employees within a Department are responsible for ensuring that Personal Information is corrected, updated, or annotated when requested.
13. When informed of a correction or annotation by another public body, VCC must make the same correction or annotation as that made by the informing public body.
14. If a Department is unable to fulfill the request, or the individual is not satisfied by the response, the individual may make a request in writing to the Privacy Officer. The Privacy Office will follow the steps in these procedures and require the relevant Department to make the correction or annotation in accordance with section 29 of the Act. This request from an individual for correction should include:
 - a. The individual's information to be corrected;
 - b. The Department that holds the information;
 - c. The requested correction.

APPENDIX D
Draft Procedures 501-3

Freedom of Information and Protection of Privacy: Privacy Breaches and Complaints Procedures

Procedures Number	501-3
Effective Date – Policy	tbd
Effective Date – Procedures	tbd
Last Full Review Date	new
Next Scheduled Review Date	tbd
Approval Body	Board of Governors
Policy Sponsor	President
Review Body	Operations Council
Responsible Authority	Safety, Security, Risk and Privacy

Roles and Responsibilities

1. All Employees and Board members have a duty under the Act to report any Privacy Incidents or Privacy Breaches to their supervisor/manager, or to the Privacy Officer directly.
2. Any unit, department, or office (Department) of the College may receive a Privacy Complaint and is required to attempt to resolve the Complaint. If the Complaint cannot be resolved within the Department that received it, the Department will direct the Complaint to the Privacy Office.

Privacy Breaches

3. Employees and Board members must immediately report any Privacy Incidents or Privacy Breaches to their supervisor/manager, who will then immediately report the Incident or Breach to the Privacy Officer.
 - a. Breaches or Incidents may be reported directly to the Privacy Officer in the absence of a supervisor/manager, or as the Breach or Incident requires.
 - b. Service Providers will report to the Employee who is their administrative contact in accordance with the Privacy Protection Schedule.
 - c. The Privacy Office will develop materials to assist with reporting and reports can be made to privacyandfoi@vcc.ca or directly by phone.
4. If an Incident or Breach involves theft, loss or destruction of property, Employees and Board members must also immediately notify the Department of Safety & Security.
5. If an Incident or Breach involves computer security, unauthorized access of systems, any compromised data, or other technology-related Incidents, Employees and Board members must also immediately notify IT Services.

6. Simultaneous with reporting, Employees and Board members will take steps to contain the Breach to the best of their ability when possible. Initial remediation may include:
 - a. Immediately stopping the activity that led to the Breach;
 - b. Recovering or requesting the deletion of records that were inappropriately disclosed;
 - c. Disabling any systems that might have been improperly accessed.
7. The Privacy Office, in collaboration with the Department(s) or individual(s) involved, will conduct a preliminary investigation. The preliminary investigation report will include the following:
 - a. Description of the information that was compromised;
 - b. Known or suspected cause(s) of the Incident or Breach;
 - c. Date and time of the Incident or Breach;
 - d. Number and type of individuals affected;
 - e. Sensitivity of the Personal Information Breached and the level of harm to individuals;
 - f. Immediate steps taken to contain the Incident or Breach.
8. The Privacy Office will determine if a Breach has occurred and if so, will commence further investigation and remediation activities.
9. If a Breach has occurred, the Privacy Office, and, when applicable, IT Services and/or Safety & Security, in collaboration with the unit(s), department(s), or office(s) involved in the Breach, will:
 - a. Ensure that the Breach is contained by preventing the further spread of Personal Information.
 - b. Notify Service Providers if the Breach involves data that is currently in their custody under the obligation(s) of their contract with VCC.
 - c. Make all reasonable efforts to recover the Personal Information from all sources to which the Personal Information has been disclosed or receive confirmation the Personal Information has been confidentially destroyed and no copies retained if the Personal Information cannot be recovered.
 - d. Work with the appropriate Employees to take remedial action on a systemic basis which may include:
 - i. Changes to systems or programs involving Personal Information;
 - ii. Revising operational policies and procedures and advising employees of the revisions;
 - iii. Providing supplementary training to staff regarding their privacy obligations.
 - e. Notify law enforcement if required or appropriate.
 - f. Determine whether affected individuals should be notified in accordance with #10.
10. In accordance with section 36.3 of the Act, the Privacy Officer will, without unreasonable delay, notify affected individuals if the Breach could reasonably be expected to result in significant harm to the individual, including identity theft or significant

- a. bodily harm;
 - b. humiliation;
 - c. damage to reputation or relationships loss of employment, business, or professional opportunities;
 - d. financial loss;
 - e. negative impact on a credit record;
 - f. damage to, or loss of, property.
11. VCC is not required to notify an affected individual if notification:
 - a. Could reasonably be expected to result in immediate and grave harm to the individual's safety or physical or mental health; or
 - b. Threaten another individual's safety or physical or mental health.
 12. The Privacy Officer must notify the Office of the Privacy Commissioner (OIPC) if the Privacy Breach could reasonably be expected to result in significant harm.
 13. The Privacy Office will prepare a report of the Privacy Breach including circumstances, findings, remediation, and recommendations, and share it with the Executive Director of Safety, Security, Risk & Privacy. Privacy Breach Reports may be shared with the Senior Leadership Team depending on the severity of the Breach. The report may also be shared with the OIPC if requested.
 14. Documentation related to Privacy Breaches will be retained in accordance with VCC's Records Retention Schedule (RRS).

Complaints

15. Any individual may file a Privacy Complaint with VCC about the improper collection, use, or disclosure of their Personal Information by VCC, or about a decision made by VCC concerning a Personal Information request.
16. Privacy Complaints may be received by any Employee in any Department at VCC. Based on the Complaint, the relevant Department will work to resolve the Complaint.
17. If the Department is unable to resolve the Complaint, the Department must refer the Complaint to the Privacy Office.
18. The Privacy Office will investigate and remediate as required and will attempt to resolve the Complaint informally.
19. Individuals who are not satisfied with VCC's response to their complaint may submit a formal complaint to the BC Office of the Privacy Commissioner (OIPC) following the instructions and requirements available on the OIPC's website at oipc.bc.ca.