



Vancouver Community College Board of Governors

Public Meeting Agenda

November 25, 2020 at 5:30 p.m.

Zoom Video:

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

Zoom Phone: +1 778 907 2071

Meeting ID: 643 9701 0942

Password: 037455

Attendance

Board Members

Joey Hartman (Chair, Board/HRC)
 Libby Davies (Vice Chair)
 Mike Tourigny (Chair, FAC)
 Karen Brooke
 Ladan Sahraei
 Mahin Rashid
 Nadia Belokopitov
 Paul Yeung
 Rene-John Nicolas
 Sahil Arora
 Seung Oh
 Shobha Rajagopalan
 Sue Hammell

Staff Resources

Deborah Lucas Executive Assistant, Board of Governors
 Clodine Sartori VP, People and Culture (Acting)
 David Wells VP, Academic & Applied Research
 Ian Humphreys VP, Admin & International Development
 Jane Shin VP, Students & Community Development (Interim)
 Elmer Wansink AVP, IT & CIO
 Clayton Munro AVP, Student & Enrolment Services (Interim)
 Jamie Choi ED, Finance & CFO
 Karen Wilson ED, Marketing & Communications
 Shirley Lew Dean, Arts & Sciences
 Dennis Innes Dean, Hospitality, Food & Business
 Surinder Aulakh Director, Safety, Security and Risk

Ex-Officio

Ajay Patel President & CEO
 Elle Ting Chair, Education Council

Guests

Taryn Thomson President, VCCFA
 Chris Joyce President, CUPE Local 4627
 Sydney Sullivan Executive Director, SUVCC

VCC recognizes and acknowledges the Musqueam, Squamish and Tsleil-Waututh people, on whose traditional and unceded territories we live, learn and work.

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS		J. Hartman/ A. Patel	2 min		
2.	APPROVAL OF AGENDA/CONSENT AGENDA			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	J. Hartman			
	2.1 Minutes: Sep 30, 2020 Public Meeting				✓	3
	2.2 Info: International Tuition: Accounting Diploma				✓	7
	2.3 Info: International Tuition: Marketing Technology Diploma				✓	10
	2.4 Info: International Tuition: 2% increase 2021/22				✓	13
	2.5 Board Correspondence				✓	14
	2.6 News & Events				✓	15
	2.7 VCCFA Report				✓	17

3.	ACTION TRACKER				1 min		
	REPORT: No brought forward items from Sep 30, 2020	Info	J. Hartman				
4.	COVID-19 UPDATE	Info	A. Patel/ S. Aulakh		10 min		
5.	CONSTITUENCY GROUP REPORTS						
	5.1 CUPE Local 4627	Info	Constituency		5 min		
	5.2 VCCFA		Reps		each		
	5.3 SUVCC						
6.	EDUCATION COUNCIL REPORT				20 min		
	6.1 EdCo Chair Report	Info	E. Ting	✓		25	
	6.2 Discontinuance: Interior Design Certificate	Decision	E. Ting	✓		27	
	6.3 Suspension: Renal Dialysis Technician Short Certificate	Decision	E. Ting	✓		42	
	6.4 Credential: Accounting Diploma	Decision	E. Ting	✓		45	
	6.5 Credential: Marketing Technology Diploma	Decision	E. Ting	✓		52	
7.	FINANCE AND AUDIT COMMITTEE REPORT				15 min		
	7.1 Chair's Report	Info	M. Tourigny				
	7.2 Financial Performance (Period End: Sep 30, 2020)	Info	M. Tourigny	✓		59	
	7.3 Tuition: Computer Science Certificate Courses	Decision	M. Tourigny	✓		67	
	7.4 Tuition: 2% increase domestic tuition & mandatory fees 2021/22	Decision	M. Tourigny	✓		70	
8.	GOVERNANCE COMMITTEE REPORT				10 min		
	8.1 Chair's Report	Info	R. Nicolas				
	8.2 Revised C.3.13 Academic Year Policy & Procedures	Decision	R. Nicolas	✓		71	
	8.3 Revised C.3.15 Academic Schedule Policy & Procedures	Decision	R. Nicolas	✓		83	
9.	HUMAN RESOURCES COMMITTEE REPORT				5 min		
	9.1 Chair's Report	Info	J. Hartman				
10.	NEW BUSINESS				5 min		
	10.1 Revised A.3.10 Sexual Violence & Misconduct Policy & Procedures	Decision	I Humphreys	✓		103	
11.	NEXT MEETING & ADJOURNMENT				1 min		
	Next meeting: Feb 10, 2020	Info	J. Hartman				



VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS

DRAFT PUBLIC MEETING MINUTES

September 30, 2020

6:00 p.m. Zoom Video Conference

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HRC)
 Libby Davies (Vice Chair)
 Mike Tourigny (Chair, FAC)
 Garth Manning (Chair, Gov Com)
 Erin Klis
 Mahin Rashid
 Nadia Belokopitov (REGRETS)
 Navreet Kaur Thind
 Rene-John Nicolas
 Seung Oh
 Shobha Rajagopalan
 Sue Hammell

Staff Resources

Deborah Lucas	Executive Assistant, Board of Governors
Clodine Sartori	VP, People and Culture (Acting)
David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Admin & International Development
Jane Shin	VP, Students & Community Development (Interim)
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services (Interim)
Jamie Choi	ED, Finance & CFO
Karen Wilson	ED, Marketing & Communications
Claire Sauvé	Dean, Continuing Studies (Interim)

Ex-Officio

Ajay Patel	President & CEO
Elle Ting	Chair, Education Council

Guests

Taryn Thomson	President, VCCFA
Chris Joyce	President, CUPE Local 4627
Sydney Sullivan	Executive Director, SUVCC

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

- J. Hartman called the meeting to order at 6:03 p.m., presented the land acknowledgement and opening remarks:
 - Thanked board members for attending the Special Board meeting for approval of Institutional Accountability Plan and Report and 5 Year Capital Plan on Sept 9, 2020.
 - Bid farewell and thanked outgoing board members Garth Manning, Erin Klis and Navreet Kaur Thind, for their service.
 - Highlighted election in progress, for positions on the Board and Education Council. Voting closes on Oct 13, 2020. New members commence Nov 1, 2020.
 - Highlighted events: Orange Shirt Day (Sep 30, 2020) and Spirit in Sisters Virtual Vigil (Oct 4, 2020). VCC continues working towards one of its core mandates of indigenization.

2. APPROVAL OF AGENDA AND CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the Sep 30, 2020 agenda and approve/acknowledge receipt of the following items on the consent agenda:

- 2.1 Minutes: Jun 24, 2020 Public Meeting
- 2.2 Minutes: Sep 9, 2020 Special Public Meeting
- 2.3 Info: International Tuition - Network Security Advanced Certificate Program
- 2.4 Board Correspondence
- 2.5 News & Events
- 2.6 VCCFA Report

Moved, Seconded & CARRIED (Unanimously)

3. ACTION TRACKER

ACTION - Brought forward from June 24, 2020		WHO	UPDATE
1.	Circulate SUVCC Call to Action statement regarding suspension to tuition increases.	D. Lucas	COMPLETED – Sent by email July 3, 2020, with response from VCC Board Chair.

4. COVID-19 UPDATE

- A. Patel acknowledged the VCC community for making the start of the fall semester a success. Students were commended for continuing to be flexible, understanding and committed to learning.
- S. Aulakh informed the Board that Go Forward plans have been developed. The various committees were thanked for their diligent work in executing these plans. Particularly, for the expeditious delivery of Go Forward plans to support international students and the service areas. The committees were acknowledged for ensuring the safety and security of students and staff is always prominent in the operationalization of plans.
- The expertise of the Joint Occupational, Health & Safety Committee is used to ensure appropriate implementation of plans, taking onboard necessary feedback.
- The Emergency Operations Committee (EOC) meets every 2 weeks and continue to monitor the situation.
- The Board acknowledged and thanked S. Aulakh, the leadership team and everyone who has worked hard to ensure the safety of staff and students at VCC during this challenging time.

5. CONSTITUENCY GROUP UPDATES

5.1 CUPE Local 4627

- CUPE Local 4627 President, C. Joyce informed the Board that members ratified the Collective Agreement Memorandum of Settlement on Sep 16, 2020 and it was subsequently approved by Post-Secondary Employers' Association (PSEA).
- 5 new executive members were elected at the Sep 30, 2020 Annual General Meeting.

5.2 Vancouver Community College Faculty Association (VCCFA)

- VCCFA President, T. Thomson addressed the Board and summarized the written report in the meeting materials.
- In response to the LINC matter, J. Hartman stated that the Board had received information on this matter and after consideration, it was determined that this is an operational issue and not in their mandate to debate. It was noted the program continues to be offered.

5.3 Student Union of Vancouver Community College (SUVCC)

- Executive Director, S. Sullivan addressed the Board. Highlights of the report included:
 - Working with the college on upcoming SUVCC, Board of Governors and EdCo elections.
 - Working with other student unions on the *Get Out the Vote* campaign. Students complete an online pledge and at the same time can select from options of key issues, which is communicated to the candidates in their riding. Big issues include: affordable education and access to education; climate change; reconciliation & indigenization; anti-racism; housing; child care. It is a non-partisan campaign to highlight what students care about and to let candidates know that youth are voting.
- J. Hartman informed S. Sullivan that the letter dated Sep 2, 2020, pertaining to VCC policy on international tuition fees, has been taken under advisement by the Governance Committee.

6. EDUCATION COUNCIL (EdCo)

6.1 EdCo Chair Report

- EdCo Chair, E. Ting, provided highlights of the report included in the meeting materials.

7. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

7.1 Chair's Report

- Finance and Audit Committee met on Sep 16, 2020.
- For information FAC were presented:
 - Tuition: Network Security Advanced Cert International Program (Consent Agenda Item 2.3)
 - Financial Performance: Period End Jul 31, 2020 (Item 7.2)
- FAC approved:
 - Statement of Financial Information (SOFI) Year End Mar 31, 2020
 - Revisions to Policy B.1.10 Spending & Signing Authority (Agenda item 7.3)
 - 3 x Request For Proposal (RFP) & Award of contract for:
 1. Security Services
 2. Desktop infrastructure upgrade to Desktop as a Service (DaaS)
 3. Migration of VCC's Data Center to the Cloud.

All RFP items were subsequently approved by the Board.
- The next Finance and Audit Committee meeting is November 4, 2020.

7.2 Financial Performance (Period End Jul 31, 2020)

- The financial performance report was presented in the meeting materials.
- An approximate \$5M deficit is forecasted for year end Mar 31, 2021.
- Whereas the college is under-performing in domestic revenue, year to date, international tuition revenue was higher. The updated tuition revenue forecast report can be expected for review after September enrolment has been confirmed.

7.3 Revised B.1.10 Signing and Spending Authority Policy & Procedures

- B.1.10 was last reviewed in Sep 2018. Main changes are to the Authorization Matrix, which states what positions have signing and spending authority, and to what level.
- The revisions include: clarifying signing vs. spending; allowing a large contract authorized by the Board to be signed by the President or CFO and; clarifying that Supervisors and Program Coordinators have the same signing authority as Department Leaders.
- On Sep 16, 2020, FAC approved the revisions for recommendation to the Board.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve revisions to B.1.10 Signing and Spending Authority Policy & Procedures, as presented.

Moved, Seconded & CARRIED (Unanimously)

8. GOVERNANCE COMMITTEE REPORT

8.1 Chair's Report

- The Governance Committee met with the Board Chair on Sep 9, 2020. A short Pulse Survey was developed on the subject of board meeting operations. It was deployed to all board members and the results are being reviewed by the committee for the purpose of updating Board Governance Bylaw G.2.0.
- The next committee meeting is on Oct 7, 2020.
- J. Hartman reiterated that the matter of VCC policy for international tuition fees is being taken under advisement by Governance Committee.

9. HUMAN RESOURCES COMMITTEE (HRC) REPORT

9.1 Chair's Report

- A Special Meeting of the Human Resources Committee (HRC) was held on Sep 24, 2020, for the purpose of ratifying the Collective Bargaining terms and conditions for CUPE Local 4627's Memorandum of Settlement (MOS) and VCCFA's Memorandum of Agreement (MOA).
- A comprehensive overview of Collective Bargaining was presented and the HRC ratified the MOS and MOA. Subsequently, approval by Post-Secondary Employers' Association (PSEA) was granted.
- J. Hartman expressed appreciation for the work of the committees who brought these matters to a conclusion.
- The 2019/20 Executive Compensation Disclosure statement, approved by HRC and Public Sector Employers' Council Secretariat (PSEC), is posted on VCC.ca.

10. OTHER BUSINESS

- No new business

11. NEXT MEETING & ADJOURNMENT

- The next regular Public Board of Governors meeting is on Nov 25, 2020. With no further business, the meeting adjourned at 6:53 p.m.

APPROVED AT THE NOV 25, 2020 PUBLIC BOARD MEETING

Joey Hartman
Board Chair
VCC Board of Governors



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **INTERNATIONAL TUITION - ACCOUNTING DIPLOMA**

BACKGROUND:

The School of Hospitality, Food Students and Applied Business has developed a new accounting diploma targeting both international and domestic students with a launch date of September 2021.

We are using many of the first-year courses from our post-degree diploma in Canadian Business Management in this new diploma. Students will then specialize in accounting in their second year. We have begun the process of having the accounting courses recognized by the CPA and articulating this diploma to degree programming in other post-secondary institutes.

These diplomas have been designed for both domestic and international students but we expect that it will take some time to build up the domestic market.

DISCUSSION:

Because some of the foundational courses in our post-degree diploma in Canadian Business management are being used in these new programs, the international tuition for the new diploma has been set at the same level as the post-degree diplomas - \$595/credit.

This proposal includes only international tuition with the 25 projected number of international students because the International Education Department needs to start marketing this diploma as soon as possible. The domestic tuition will come forward at a later date and the projected number of domestic students is 10 per cohort. We have set the class size at 35 in order to reflect the class sizes of other post-secondary institutes in the lower mainland.

NEXT STEPS:

The international tuition for the Accounting Diploma will be set at \$595/credit or \$35,700 for the diploma.

	Credits	Tuition/Credit	Tuition/Diploma	Net Contribution	Contribution to VCC
Option 1	60	\$595	\$35,700	\$149,120	18%

See Appendix A for the financial analysis of this option.

ATTACHMENTS:

APPENDIX A - Financials for Accounting Diploma – International Students

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

DATE: Nov 12, 2020

Vancouver Community College
Business Department
New Diploma - Accounting

APPENDIX A

Domestic Tuition per credit	
International Tuition per credit	\$595
Tuition per domestic student	
Tuition per international student	\$ 35,700
No. of Intakes	1
No. of students per intake - Domestic	0
No. of students per intake - International	25
Total students (with X FTE attrition) - Domestic	0
Total students (with X FTE attrition) - International	2
Student FTE	23
Duration - instructor months	24
Duration - days	250
Other days	0
Department head release days	90
Duty days per year	180
Instructor FTE required per intake	1.9
Number of credits	60
International Tuition Fee per Credit	\$ 595
Support Staff FTE	0.33
Operational costs	\$ 5,000
Revenue per credit per student	\$ 595
Cost per credit per student	\$ 487
Revenue per student	\$ 35,700
Cost (breakeven tuition fee) per student	\$ 29,217
Breakeven tuition fee per credit per student	\$ 487
Tuition fees per domestic student (w/ B. funding)	\$ 0
Tuition fees per international student	\$ 35,700
Block fund per student	

Revenue

Tuition revenue Domestic	\$ -
Tuition revenue International	\$ 821,100
Block fund allocation	\$ -
Total revenue	\$ 821,100

Instructor

Salary (step 1)	\$ 186,958
Benefits (26%)	\$ 45,805
Total instructor costs	\$ 232,763

Support Staff

Salary	\$ 16,729
Benefits (30%)	\$ 5,019
Total support staff costs	\$ 21,748
Total labour cost	\$ 254,511

Operational costs

Direct Operational Expenses	\$ 5,000
Agency Fees (15% avg. of int'l tuition)	\$ 123,165
Total operational costs	\$ 128,165
Total direct costs of delivery	\$ 382,676

Indirect Costs

Indirect costs of delivery (76%)	\$ 289,303
Total indirect costs of delivery	\$ 289,303

Total expenditures \$ **671,980**

Net contribution to VCC overhead / (Deficit) \$ **149,120**

Net contribution to VCC overhead / (Deficit) **18.2 %**

Gross Margin Income Statement

Revenue from tuition and block fund allocation	\$ 821,100
Direct instructors cost	\$ 232,763
Direct non-labour cost	\$ 128,165
Direct support staff cost	\$ 21,748
Gross margin	\$ 438,424
Indirect support staff cost	\$ -
Total indirect expenditures	\$ -
Surplus / (Deficit) (prior VCC overhead)	\$ 438,424
Indirect Cost of Delivery	\$ 289,303
Net Surplus / (Deficit)	\$ 149,120

<i>Gross margin breakeven tuition per student</i>	<i>\$ 16,639</i>
<i>Minimum number of students to cover gross margin</i>	<i>11</i>
<i>Minimum number of students to cover direct + indirect</i>	<i>11</i>
<i>Minimum number of students to cover all costs</i>	<i>19</i>



INFORMATION NOTE

PREPARED FOR: Board of Govenors

DATE: November25, 2020

ISSUE: **INTERNATIONAL TUITION - MARKETING TECHNOLOGY DIPLOMA**

BACKGROUND:

The School of Hospitality, Food Students and Applied Business has developed a new marketing technology diploma targeting both international and domestic students with a launch date of September 2021.

We are using many of the first-year courses from our post-degree diploma in Canadian Business Management in this new diploma. Students will then specialize in marketing technology in their second year. We have begun the process articulating this diploma to degree programming in other post-secondary institutes.

These diplomas have been designed for both domestic and international students but we expect that it will take some time to build up the domestic market.

DISCUSSION:

Because some of the foundational courses in our post-degree diploma in Canadian Business management are being used in these new programs, the international tuition for the new diploma has been set at the same level as the post-degree diplomas - \$595/credit.

This proposal includes only international tuition with the 25 projected number of international students because the International Education Department needs to start marketing this diploma as soon as possible. The domestic tuition will come forward at a later date and the projected number of domestic students is 10 per cohort. We have set the class size at 35 in order to reflect the class sizes of other post-secondary institutes in the lower mainland.

NEXT STEPS:

The international tuition for the Marketing Technology Diploma will be set at \$595/credit or \$35,700 for the diploma.

	Credits	Tuition/Credit	Tuition/Diploma	Net Contribution	Contribution to VCC
Option 1	60	\$595	\$35,700	\$149,120	18%

See Appendix A for the financial analysis of this option.

ATTACHMENTS:

APPENDIX A - Financials for Marketing Technology Diploma – International Students

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

DATE: November 12, 2020

APPENDIX A

Vancouver Community College
Business Department
New Diploma - Marketing Technology

Domestic Tuition per credit	
International Tuition per credit	
Tuition per domestic student	
Tuition per international student	\$ 35,700
No. of Intakes	1
No. of students per intake - Domestic	0
No. of students per intake - International	25
Total students (with X FTE attrition) - Domestic	0
Total students (with X FTE attrition) - International	2
Student FTE	23
Duration - instructor months	24
Duration - days	250
Other days	0
Department head release days	90
Duty days per year	180
Instructor FTE required per intake	1.9
Number of credits	60
International Tuition Fee per Credit	\$ 595
Support Staff FTE	0.33
Operational costs	\$ 5,000
Revenue per credit per student	\$ 595
Cost per credit per student	\$ 487
Revenue per student	\$ 35,700
Cost (breakeven tuition fee) per student	\$ 29,217
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Tuition revenue Domestic	\$ -
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Total revenue	\$ 821,100

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Support Staff

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Total support staff costs	\$ 21,748

Total labour cost

\$ 254,511

Operational costs

Operational Expenses	\$ 5,000
Agency Fees (15% avg. of int'l tuition)	\$ 123,165
Total operational costs	\$ 128,165

Indirect Costs

Indirect costs of delivery	\$ 289,303
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Total expenditures \$ 671,980**Net contribution to VCC overhead / (Deficit)** \$ 149,120**Net contribution to VCC overhead / (Deficit)** 18.2 %**Gross Margin Income Statement**

Revenue from tuition and block fund allocation	\$ 821,100
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Gross margin	\$ 438,424
Indirect support staff cost	\$ -
Total indirect expenditures	\$ -
Surplus / (Deficit) (prior VCC overhead)	\$ 438,424
Indirect Cost of Delivery	\$ 289,303
Net Surplus / (Deficit)	\$ 149,120

Gross margin breakeven tuition per student \$ 16,639

Minimum number of students to cover gross margin 11

Minimum number of students to cover direct + indirect 11

Minimum number of students to cover all costs 19



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: 2% increase in international tuition and mandatory fees

BACKGROUND:

International tuition and mandatory fees do not fall under the Ministry of Advanced Education, Skills and Training (AEST) tuition cap.

In order to offset increased operating costs and to maintain financial stability and sustainability, VCC is implementing a 2% increase in international tuition and mandatory fees for all programs, effective August 1, 2021.

This provides a consistent approach to fee increases for both international and domestic students. Implementing a 2% increase for international tuition and mandatory fees would still price VCC programs competitively.

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

DATE: November 16, 2020



Board of Governors Public Meeting
November 25, 2020

BOARD OF GOVERNORS CORRESPONDENCE

DATE	FROM	DETAIL
Jul 3, 2020	Taryn Thomson, VCCFA President	RE: Sept 30, 2020 Board Meeting
Oct 5, 2020	Pratibha Bhatnagar, Director, Labour Relations and Board Appointments, AEST	RE: Request For Appointment – Board member terms expiring Jul 31, 2021.
Oct 21, 2020	Joey Hartman, VCC Board Chair	Letter to VCCFA President, Taryn Thomson RE: Response to Sept 30, 2020 correspondence: Board consideration of the LINC Program.



VCC NEWS AND EVENTS

November 18, 2020

- **Student Awards**, more than 200 students received awards from VCC's generous donors to make their achievements and to honour their hard work. The students, families and VCC employees celebrated differently this year through an online ceremony on Nov. 20.
- **Experience VCC 2.0** VCC's largest student recruitment event took place online on Oct. 6 & 7. The two-day event showcased VCC programs with info sessions held by faculty, department leaders, advisors, and moderators. More than 600 attendees took part to learn about what VCC has to offer. All sessions were recorded and can be see at www.vcc.ca/experience
- **VCC Day** was help virtually for the first time on Oct. 27 with the theme of "Stronger Together". Keynote speaker, Dr. Yabome Gilpen-Jackson, Phd., led us through how to navigate the waves of Grey Zone of Change in the morning and several other professional development workshops were held in the afternoon. Employee Excellence Awards Winners were announced. Congratulations to:
 - Community Engagement: Food Security Response Team
 - Service Excellence: Joint Occupational Health and Safety Committee
 - Innovation: Disability Services
 - Teaching/Programs: Health Sciences Leadership Team
- **VCC Salon and Spa** re-opens for appointments. After closing to the public due to COVID-19, the VCC Salon and Spa will be re-opening for staff and faculty appointments starting Wednesday, Nov. 4 for hair services and Tuesday, Nov. 17 for spa services.
- VCC student wins national design competition. In her winning entry to this year's prestigious RGD Student Awards competition, **VCC graphic design** student Kylie Woo created a series of inspiring posters promoting American Sign Language (ASL) and awareness of the Deaf and hard of hearing community. "I wanted my posters to be visually bold and strong while having a relevant message to raise awareness at the same time," says Kylie. Read more at www.vcc.ca/news
- Medical Device Reprocessing Technicians (MDRT) have always played a crucial, behind-the-scenes role in surgical centres, but the profession has gained more attention recently due to the COVID-19 pandemic. Brandon Jhong, **VCC MDRT alumni** first learned about medical device reprocessing when trying to decide on a career in health sciences. After graduating from VCC's four-month program in 2019, Brandon started working as an MDRT at Surrey Memorial Hospital. Read more at www.vcc.ca/news

Government Relations

VCC welcomed Jenny Kwan, MP for Vancouver East on Nov. 9 and Minister Melanie Mark, MLA for Vancouver-Mount Pleasant on Nov. 19 onto the Broadway campus to celebrate the Presidential Announcement of Ajay Patel. They both shot segments that will be added to VCC's Convocation in December.

VCC in the News, highlights

[A fundraiser with benefits](#) – The Whig Standard Scout Magazine (Nov. 11) With the travel industry held hostage by the COVID-19 pandemic for too many months the culinary folks at Fairmont Pacific Rim hotel figured hey, have mouth will travel. Six knockout dishes. Six high profile Vancouver chefs. Botanist restaurant's Travel with Your Palate was an out of body trip for diners with some global wanderings. And proceeds went to The Vancouver Food and Beverage Community Relief Fund — what could be finer?

[How these college retooled in the middle of a global pandemic: Visions of car repair](#) – MacLean's magazine (Oct. 20) With lab space at a premium due to the pandemic, students in Vancouver Community College's two-year diploma in auto collision and refinishing will train at home this fall. For a week at a time, each student will have a portable backpack equipped with software that creates an immersive environment in which to practise welding and car painting.

[Updates planned to Vancouver Community College's steel detailing certificate](#) – Journal of Commerce (Sept. 25) As part of its modernization, the program offered by Vancouver Community College (VCC) in downtown Vancouver recently changed its name from steel detailing to steel construction modelling. "We made the name change to better reflect our focus on 3D modelling and what the industry is already doing," said Ron Palma, a steel construction modelling technician instructor at VCC. "We also wanted to make the program sound more attractive to prospective students. Detailing sounded too much like washing cars."

Upcoming Events:

- Convocation, Dec. 1

PREPARED BY: Karen Wilson, Executive Director, Marketing & Communications
DATE: November 16, 2020

November, 2020 VCCFA Report to the College Board

Prepared by Taryn Thomson, VCCFA President

The VCCFA recently conducted a survey (via survey monkey). The survey went to all faculty, and to date we have received 215 responses from auxiliary, term, and regular faculty. The survey was anonymous.

Of these, during the March to August period:

75% worked from home

20% did a blend of working from home and working on campus

During the current term:

60% are working from home

12% working on campus

28% are doing a blend of at home and on campus

The survey asked how supported faculty felt during the initial part of the pandemic and currently. It also asked what were sources of frustration. For your interest, I include some of the comments we received. I have been careful to remove any mention of particular people or departments. I have grouped the sample of comments into themes. I hope you will find this a useful and informative snapshot of the current faculty mood.

Workload issues:

- Not being compensated for all the extra time involved of completely restructuring and changing my course curriculum and lesson plans to suit an online environment. It has been so completely exhausting and taking a toll on my life. 2. Physically having to sit at a computer to teach online for 7 hours a day is insane to me. (I have to teach 2 classes

back to back). Not only trying to keep students engaged online for that long is so unrealistic.

- We need more support and financial relief. We should not be expected to be online for the entire class time and should be allowed to have lessons planned that students can complete on their own time. We should have office hours and not all class hours.
- I work much more now working from home than I did when I was at the college...this has become VERY frustrating
- The workload. To be with students and to be trying to create digital activities that support assessment, and to digitize assessments, create an online Moodle course and to work with students who can't always follow or upload. There is no break: to get any help, it involves sitting at the computer longer. Any meetings or workshops is the same. So, how can we make this sea of Zoom and work more manageable. Any less is not fair to students who are having a hard time passing or completing work.
- There is a feeling of despair that this will continue a long time. Fitness and physical health has moderately dropped already Unpaid work hours. To date, since September, I have put in on average, 9-10 hours per week of unpaid work. I feel like teaching takes over my entire life now.
- It is extremely challenging to teach students with learning disabilities over Zoom. I'm not sure that there is an easy way to solve this problem, other than spending more one on one time with them.
- Too much screen time. Too much sitting. Unreasonable expectations to be providing the same as face-to-face seems to be creeping in. We are not equipped with curriculum to meet all our needs online. This takes time and expertise to develop. Doing the best I can off the side of my desk. Experiencing limitations around assessing progress. Pressure to show how wonderful online is working is another bothersome issue. Yes, we are managing, but managing does to mean it is working wonderfully.
- Zoom fatigue
- Students are being misplaced because, due to the pandemic, they aren't being tested [we're just relying on 3rd party apps that are pretty hokey]. This makes class harder for teachers and should result in some less than nominal pass/repeat activity.
- I love my course, I love teaching, but the obstacles by the college and lack of support has been profound and disheartening. I have more than earned my AD/PD hours for 2021, well in advance. A pat on the back seems very hollow and completely out of context with what I and many of my colleagues are feeling. We are so exhausted.
- Faculty are committed professionals and need to be treated as professionals that are committed to getting their work done.
LOTS more work before Longer days More cleaning etc.
- Longer days to fit in teaching the class of 24 No extra remuneration
- The additional time to teach online is 20-30 hours a week, and initial expense output for home equipment (I went fancy with an iPad, nice web cam and headphones). I don't expect recompense because the equipment I will use outside of teaching, and the time is something one donates freely during a pandemic in the interest of student success.

- The workload has caused the most frustration for me. Teaching safely from home has meant that I spend much more time managing my classes. In addition to prepping, teaching, marking, I have also needed to counsel my students far more due to them being disconnected from a physical campus safe and dealing with the pressures of COVID. Routinely, students have needed directions to appropriate resources on and off campus and day-to-day support for their overall mental health. In short, I wish we had more paid time to manage the extra work associated with remote delivery.
- Although it may appear that online teaching is somehow easier than face-to-face, I have not spoken to a single colleague who does not agree with me that it is significantly more difficult.
- Increase in time spent redeveloping course materials, increase in time spent communicating with other faculty and students outside of class time, no increase in work hours or pay.
- As a term instructor only teaching 2 days a week, I feel as if I'm on call to my students and my department 24/7 now that they majority of my teaching is online. I also feel that we should be receiving compensation for our home internet usage costs. These costs have gone up because of the extra bandwidth needed to teach online from home.
- DL's have shouldered a huge burden getting faculty up and running.
- Trying to serve the students best as possible without time or training to adapt to online delivery. Transitioning existing courses to online requires extensive course development efforts, but there is no support from the college for this. Even implementing a jury-rigged online course (as we have) requires significantly more time and effort than running the existing in-person course did.
- The College keeps hiring Administrators but at the same time is laying off instructors! Shame! No support, huge classes, instructor BURN OUT
- It takes a lot more time than any of us thought it possibly could to do everything connected with online learning. It takes time, and appointments, and an incredibly flexible schedule to keep students connected with each other, with us as instructors, and with the work they're doing. I email and message students constantly on top of meeting in ZOOM sessions
- That we're all working really hard to support students with the courses we're teaching and emotionally as well. That students have lots of additional stressors during this time and that everyone I know is doing the best they can.
- Not enough time! I have been working 7 days a week since the end of August (and I am supposed to be part-time).
- A little recognition would be nice and a little compensation. At this point, I would accept recognition.
- The amount of work! Students are needing a lot more attention, and this is all being forwarded on to the DH from many areas of the college. I am working in one capacity or another 6 days a week to try to stay on top of everything. Extra covid "make-work" projects have been frustrating too - covid occupancy reports, room-booking, safety quizzes etc...
- I have had to put in more hours than ever before to keep up and sitting in front of a computer for 55-60 hours for work and then another 10-15 hours for personal stuff has

affected my health...especially my back. It's important that we try to reduce class size to a maximum of 19 because of the hours required to mark and give each student the time and attention needed to help them succeed.

- Extra time required to develop online course materials. Extra time required to respond to students' emails. Extra time for gathering/marking/returning assignments individually to each student all through emails
- Isolation, loneliness and mental health for remote working.
- Overload. Unrealistic expectations. Inefficient processes. Doing the same work over and over again because forms, processes and procedures keep changing. Big frustration with the long hours. I'm working at least 30% more than before the pandemic. I'm setting things up on Moodle in the evenings and monitoring asynchronous learning on the weekends and trying to fit in time to mark assignments. What took 30 minutes f2f can take 2-3 hours or more now online. I don't think VCC understands that concept. I'm completely overloaded, exhausted, frustrated, angry and close to walking away from VCC forever.
- Not everyone has the privilege of having a home office, it is affecting our health.
- Exhaustion and burnout, also feeling a lack of appreciation / low morale. I feel like I have given a lot to an organization that does not really care about me or my well-being or my staff's well-being and I didn't feel that way before the pandemic. My own department, both students and faculty, have been amazing.
- Instructors are so tired
- I've been managing, but, like many, I feel like I've hit a COVID wall. It would be helpful to have more mental well-being support for all. I would also appreciate support in supporting students through this. Mental health issues are growing...

Financial Costs of working from home:

- I think that if we are to work from home that is fine, but the college should have no problem making sure that we have what we need at home to do so!! Students are still paying FULL tuition prices!
- Had to purchase a webcam and modem/computer cable from out-of-pocket.
- I think it is that the college has not recognized that we are all working from home, and probably will continue to do so. I have friends in the same boat, but they are recognized as working from home and so they gain the benefit of reporting their home, internet, cell phone, etc. for tax purposes. I am also unable to utilize things like the Adobe license through VCC because I am not on a VCC device.
- Not yet compensated for a laptop that had to purchase in order to continue to support a new online cohort from home.
- No. Outside of the department, I saw no effort to support instructors with the technology that they needed to teach remotely. In fact, instructors were forced to either take the technology that they needed from campus or purchase technology out of pocket. Neither

option was endorsed by management, who maintained that since we were teaching from home "volunteerally" that they had no obligation to furnish us with the technology necessary to do our jobs remotely.

- No. As a term instructor, I do not have the financial stability to invest in technology for which I may not be reimbursed. So, I rely on my personal laptop, wired earbud headphones, and our home Internet to deliver my classes.
- I am using my house with the attendant expenses - heat, light, internet, my computer, printer, etc. I've purchased a new mic, an audio interface, a new digital camera, an iPad and iPencil plus a whack of software. I have also spent countless hours learning to use software and revamping my courses for online delivery and I don't get the sense that it is appreciated. It is just expected. I believe some type of remuneration should be forthcoming. Lip service doesn't pay the bills.
- What else do you want us to be aware of?
- Need better financial support to do the job, either more pay or more financial support for technology and office equipment
- Having to pay out of pocket for required digital services, software, and hardware
- Ergonomics can be an issue for those now working from a computer all day. Injuries may occur. I don't feel this issue has been properly explored and supported by my employer.
- The college assumes everyone is set up at home with a home office. I have worked off an iPad. I can't afford to go buy a computer or use the computer loan. My husband was given a work computer.
- It's not fair to be asked to work from home pay the internet bill without having the right equipment provided
- I will have to purchase a new computer, an extra screen, and likely a printer, in order to be able to continue to work from home. I don't expect that the college will pay for it but in the very least I would expect them to gratefully issue me a T2200 as I clearly have legitimate employment expenses.
- Is there no room for all or partial compensation on equipment required for teaching? I had to purchase the 2-in-1 laptop for my online teaching. It would have been impossible for me to teach online without it. In my course, I need to show students how to solve problems using equations and go over concepts that require much writing.
- Not being issued a T2200 form. Not being compensated for out of pocket expenses or additional time to prepare distributed learning courses
- There should be some funds available for teachers to upgrade their equipment, and teachers should be compensated for using their own phones, computer, printers, scanners, etc. Some of the money that is being saved in running the facilities at VCC should be directed to the teachers for this purpose

Issues with Technology and Access:

- accessing Global, accessing banner, accessing Moodle courses, accessing access

- I am using my own technical and space resources to provide online education. I very rarely need college resources to do this. From the college we need curriculum development time and funds so instructors can adapt for and improve on online education. There are bid delays in students getting funded and registered. Access to technology is still very uneven amongst students. The ability to use technology is still very uneven amongst students and leads to inequities in the online classroom.
- That there is NO dedicated 24-hour tech support help line for our students, who are working with various devices (tablets, Mac, PC, Surface etc.) with limited support. From security settings to where settings are on a MacBook, to OneDrive issues with multiple accounts, I felt I was my student's tech support.
- VPN connectivity and interference with Outlook. Bandwidth activity causing freezing. Extent of Departmental scheduling of hours to be online for long chunks of time, i.e. 3-hour continuous connection
- 1) Ability to download software onto VCC laptop to support students. 2) No technical support on weekends and after hours, while "teaching" is still happening.
- Using my own personal resources for the benefit of the college: Internet, home space, home computer, personal software, external hardware (camera, mic, etc.).
- Not having a home computer with current software that will permit me to access my VCC files. Also, not having a camera on my office computer to have zoom sessions from my office desk.
- WIFI/computer crashes although have 5G at home! Need more support from marketing to increase online presence. More staff there, please!
- Students having unequal access to computers. Some students only have access to iPad.
- Not having access to resources and programs that would allow for seamless online marking, admin work and putting all documents together. I.e. Kahoot to conduct tests/quizzes, to edit, merge, split documents etc. Not being provided with equipment or additional equipment to assist with teaching from home. Having to pay for my own equipment, height adjustable desk, etc.
- VCC not committing to full accessibility - e.g. their VCC Day event did not allow Deaf people to easily access interpreters and took 2 hours for them to change their settings into the gallery view that put the interpreters in view. The majority of their video/media contents do not have English captions and linked mental health resources also do not have captions. This leaves Deaf staff and students behind in being able to be kept up to date with VCC information and contents.
- Students - those already barriered/marginalized - struggle w access (WIFI, computers, private workspace, online study skills).
- WIFI on campus was worse than my WIFI at home.
- We were able to quickly get an Intro to Online Learning course through Ed Co, which was great. We got support with getting laptops for our students. We were allowed to purchase 3 document cameras and a graphics tablet for instructors. Instructors still purchased their own equipment on occasion because the process to go through the college would take too long. None of the computers on campus in our department work for zooming because the mics don't pick much sound up at all. So, everyone needed to use their personal computers and some instructors had to buy new computers.

- The technology available to my students who cannot afford to buy good computers. How can they learn and practice when their computer freezes every 5 to 10 minutes?

Fears:

- what is the college's plan, if the pandemic situation is unchanged or getting worse?
- My internet connection Huge Workload Uncertainty to be laid off as hearing deficits and low students' registration
- Scared to lose my job
- Unclear leadership dynamics, cuts to the department., worries about people not getting paid, admin saying with words how much they appreciate faculty but not following it up with action, very slow registration processes. students working from home still being charged for the U-pass, Sorry. Lots of frustration.
- The timing and tone of the last round of collective bargaining was discouraging w.r.t. the relationship between faculty and the college. It does not bode well for my hope that the college will better support the faculty efforts to maintain the quality of education (via training and equipment) during the pandemic.
- I have lost out on a lot of subbing work. My earnings are drastically reduced, which is stressful.
- Looming lay offs add to our stress load

Kudos:

- Technical support i.e. IT and Moodle were excellent, thank you!!!
- Yes. John and Blair from the ELearning team have been responsive. I truly appreciate their expedient assistance on issues.
- Yes. Much of the support came from colleagues (like figuring out how zoom access worked with Remote Access) in more simple matters (but essential as contact w students could not be established otherwise). I commend VCC Librarians in particular for creating short videos in layman terminology to help students and also faculty with online access. They beat YouTube videos hands down!
- IT and help desk were helpful.
- How much we appreciate having a strong and supportive union. :)
- CTRLR did a fantastic job of providing training for online teaching.
- Our department head is doing a top-notch job of keeping the programs running.
- Besides the above, I want to say the IRAs have been great, colleagues too, although there is some tension over workload equity. Powers that be MUST reduce class sizes especially considering how much more onerous online instruction has turned out to be. Also, a shout out to you awesome & hardworking VCCFA folks. Thank you!

- It continues to be a different environment; I am very proud to be a part of a great group of people who care about the students and the job that they have
- Within my department, I have been continuously overwhelmed by the efforts by faculty and staff despite the lack of support and confusing guidance delivered by the college. We continue to put students first and the energy and resources that are being developed and applied is truly astonishing, again, despite the lack of support by the college

Collegiality:

- Not being in class
- That I (and many others) would like to be back in the class.
- Lack of face to face with co-workers and students
- Being together with the other faculty. It's those informal, day-to-day conversations where we share ideas and offer/receive advice, suggestions, support, etc. I do feel we can do most of our work online, but nothing replaces the social interaction and the learning we do together, face-to-face.

Registration:

- I'd love to have the option of online course registration for students. It feels strange to be asking them to study online when we can't process registrations online.
- Working with the Registrar's Office has been very difficult. It takes weeks to get follow through on simple tasks like processing a student's application form or getting students fees paid for through internal accounts. Students are getting charged the bus pass when they shouldn't be. This has been a major problem since the beginning of September.
- There are significant delays at the RO (around 3-week delay on responding to students in Sept, down to about 1-1.5 week delay now). We've raised it with.... (who acknowledged it's an issue) but with no way to quantify the impacts, I am very afraid it will impact our enrollment numbers and lead to course cancellations.

Marketing:

.I know you are already aware of this - but the lack of support from the institution to help maintain and increase our enrolment. It is very difficult to get a response from marketing, and they are not open to finding new ways to reach potential students. I am worried about layoffs as a result of COVID-related enrolment decreases.



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: Education Council Chair Report to Board of Governors

CONCEPT PAPER: NAIL TECHNOLOGY CERTIFICATE

Scheduled to launch in September 2021, the Nail Technology Certificate program is being developed in response to growth in the personal care services (spa/salon/studio) and film production sectors in Metro Vancouver and the commensurate increase in demand for nail technicians' services. As current training in this area is delivered exclusively through local private institutions (Blanche Macdonald and John Casablancas), VCC would be the first public institution in British Columbia to provide this education.

The proposed Nail Technology Certificate program will have both full-time (four [4] months) and part-time (eight [8] months) options and will be comprised of a pair of nine (9)-credit courses, Nail Foundations and Artificial Nails. The program has been designed as an extension to the Esthetics and Spa Therapy Certificate program, whose curriculum, while comprehensive, does not directly cover nail extensions, nail art, hard gel, and acrylic.

Graduates from VCC's Esthetics and Spa Therapy Certificate program (or equivalent) will have the option of laddering directly into the second course of the Nail Technology Certificate, providing this education was completed within the last five (5) years. As recent VCC Esthetics and Spa Therapy Certificate graduates have expressed a need for advanced training in nail technology, this pathway into the Nail Technology program is expected to be in demand.

CONCEPT PAPER: HEALTH CARE ASSISTANT DIPLOMA (INTERNATIONAL COHORT)

The Health Care Assistant (HCA) Diploma (International Cohort), planned for a January 2022 launch, is designed exclusively for international students seeking work in the Canadian healthcare system as HCAs in a variety of settings, including home support, assisted living, residential/complex care, special care units, and other home and community care settings. This program would extend the current version of the HCA program to serve international students more effectively.

The need for HCAs is well-documented, given Canada's aging population: Statistics Canada estimates that by 2036, the proportion of senior citizens will increase to 25% of the total Canadian population, and

the aged 80+ demographic will more than double.¹ Domestic enrolment in HCA programming, meanwhile, has not been sufficient to meet the demand for HCAs. This program provides an opportunity to address this demand by providing international students with an accessible pathway towards a health care career.

Learners completing the new International HCA Diploma program would be eligible for a three (3)-year postgraduate work permit (PGWP); no other HCA program exists in BC (at public or private postsecondary institutions) that allows international students to access the PGWP. As the work permit is a pathway to permanent residency in Canada and a requirement for international students to qualify for a BC Care Aid Registry number, it is a powerful incentive for attracting international students.

The proposed HCA International Diploma will also support VCC's current laddering structure into the Access to Practical Nursing and then LPN-to-BSN programs. Furthermore, the work experience completed as part of the aforementioned postgraduate work permit can be put towards the 600 hours of work experience required for the above programs.

EDUCATION COUNCIL ELECTIONS

Education Council elections concluded on October 14, 2020; of the nine (9) vacancies—five (5) faculty seats and four (4) student seats—all have been filled except for a single remaining DTN student representative vacancy. A by-election will be held in the spring to try to fill that last vacant EdCo seat.

The EdCo team thanks the following outgoing members for their work supporting our dialogue and decision-making: Denise Beerwald, Nona Coles, Jessica Yeung, Sukhmanjot Singh, and Lisa Hunter. Their contributions have enriched our collective work, and it has been an absolute pleasure serving on Education Council with them.

Education Council is excited to welcome back Natasha Mandryk, John Demeulemeester, and Marcus Ng, who have all been re-elected. We are also very excited to have our new members joining us: Sarah Kay, Blair McLean, Shantel Ivits, Julia Skye Summers, and Natasha.

I am very pleased that Education Council continues to be a vibrant cross-section of the VCC community and would like to extend special thanks to the EdCo Assistant, Darija Rabadzija, and the VCCFA for supporting EdCo's education and recruitment efforts. I look forward, as always, to working with the EdCo team and supporting our collective mission.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: November 13, 2020

¹ "Seniors." *Statistics Canada*, 17 Jan 2018, <https://www150.statcan.gc.ca/n1/pub/11-402-x/2011000/chap/seniors-aines/seniors-aines-eng.htm>. Accessed 16 Nov 2020.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Discontinuance of the Interior Design Certificate program

BACKGROUND:

VCC's Interior Design Certificate program, delivered through Continuing Studies (CS), was suspended on February 13, 2019 and promptly began a program renewal in July 2019. The final report produced by the program renewal steering committee was completed June 25, 2020, with its key recommendation being the discontinuance of the program.

The provincial regulatory body for interior design practitioners, the Interior Designers Institute of British Columbia (IDIBC) limits the professional designation of Registered Interior Designer (RID) to graduates of four-year degree programs; this change came after a January 2017 decision by the Council for Interior Design Accreditation (CIDA) to change its entry-to-practice educational requirements for interior designers from a certificate to a Bachelor's degree. As a result of these external changes, VCC's Interior Design Certificate has become misaligned with industry certification standards. Established CIDA-accredited degree programs at British Columbia Institute of Technology (BCIT) and Kwantlen Polytechnic University (KPU) have the requisite infrastructure and reputational capital to meet local demand for credentialed Interior Design programming; it would, therefore, be impractical for VCC to attempt to complete in this landscape.

The Interior Design program renewal steering committee suggests that a more appropriate approach for VCC to attract those working or interesting in working in interior design would be to offer stackable/modular programming, specifically a suite of Business for Creatives courses. These courses would be designed in consultation with other creative programs at VCC (Digital Media Design, Fashion, Jewellery) to serve a more general audience of creative professionals. Another, longer-term option would be to explore programming related to eco design, which is a relevant upcoming trend.

DISCUSSION:

Education Council reviewed the proposed discontinuance at its October 13, 2020 meeting and had no questions or concerns.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the discontinuance of the Interior Design Certificate program.

ATTACHMENTS: APPENDIX A – Decision Note to Education Council (October 13, 2020)
APPENDIX B – Interior Design Certificate Program Renewal Final Report (Jun 25, 2020)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: November 4, 2020

APPENDIX A



DECISION NOTE

DATE: October 13, 2020

PREPARED FOR: Education Council

ISSUE: Discontinuance of the Interior Design Certificate program

BACKGROUND:

On February 12, 2019, the Board of Governors voted to suspend, per Policy C.3.3 Suspension and/or Discontinuance of Programs, the Interior Design Certificate run out of Continuing Studies at VCC.

Subsequently the program underwent Program Renewal, led by a Program Renewal Steering Committee, which reviewed the Key Performance Indicators (Curriculum and Instruction, Student Outcomes, Program Planning and Administration, Faculty and Staff, Program and Student Support Services, and Physical and Learning Environments) and produced a Final Report and corresponding Action Plan per Policy C.3.2 Program Review and Renewal.

Based on the findings from the program renewal self-study and feedback from industry consultations, the recommendation of the Program Renewal Steering Committee is to discontinue the Interior Design programming at VCC.

DISCUSSION:

Changes in the certification and accreditation of Interior Designers, certified by the Council for Interior Design Qualifications (CIDQ) and the Council for Interior Design Accreditation (CIDA) and the Interior Design training programs in North America, resulted in the VCC INTD program not meeting or having any pathways towards the requirements for accreditation or certification, as a bachelor's degree is now a minimum requirement to become a "registered interior designer (R.I.D.)" through the Interior Designers Institute of British Columbia (IDIBC).

Since the suspension of the program in 2019, the program has been taught out; current students either graduated or transferred to BCIT, and there are no longer any students working through the program.

RECOMMENDATION:

That Education Council recommends Discontinuance of the Interior Design Certificate Program at VCC.

PREPARED BY:

Claire Sauvé, Interim Dean, Continuing Studies
Erin Lenz, Operations Manager, Continuing Studies



PROGRAM RENEWAL

Final Report

Interior Design Certificate

Submitted to

Claire Suave, Interim Dean, School of Continuing Studies

David Wells, Vice President Academic, Students & Research

Todd Rowlatt, Chair, Program Review & Renewal Committee

Elle Ting, Chair, Education Council

**Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5**

On June 25, 2020

By

Francesco Barillaro, Instructional Associate, Centre for Teaching, Learning, & Research (Chair)

Claire Sauve, Interim Dean, School of Continuing Studies

Justin Ewart, Interior Design Program Coordinator

Jamie Banfield, Interior Design Instructor

Lou Solina, Continuing Studies Program Assistant

Patris Aghakian, Associate Director, Institutional Research

Erin Lenz, Continuing Studies Operations Manager

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1 Executive Summary

Vancouver Community College has been offering programming in Interior Design since 1985. The first certificate was established in 1998. In January 2017, the Council for Interior Design Accreditation (CIDA) implemented a significant change to their regulatory requirements, raising the level of post-secondary completion for interior designers from a certificate to a Bachelor's degree. As the development and delivery of Bachelor's level training is typically beyond the scope of Continuing Studies programming, it became clear that the program in its current form would no longer be recognized as an accredited training delivery institution, and would therefore no longer align with student and industry needs.

Beginning in August 2018, there was a marked decline in enrollment numbers and tuition revenue in the wake of industry changes, and in February 2019 the program was suspended. In April 2019, efforts were underway to sunset the program and undergo a program renewal to determine viable programming alternatives. The program renewal process began in July 2019 and was conducted in accordance with VCC's Program Review and Renewal Policy and Procedures C.3.2. The self-study was completed in March 2020 and involved data from a number of sources including annual program reviews, DACSO, industry survey and consultations, departmental records, and course evaluations. Both a competitive scan and labour market analysis were also conducted. VCC Institutional Research provided enrollment and attrition data.

Throughout the renewal, the steering committee considered several programming alternatives, such as repositioning the certificate program to focus on interior decorating, which does not require bachelor level education, or developing a series of non-credit professional development courses to meet industry demand. Justin Ewart, Interior Design Program Coordinator, conducted industry consultations from experts in the field regarding possible future direction of the program, which served as the external review of the program. (The steering committee felt that industry consultations would serve as the external review given that the program is suspended and would not be reinstated as a credentialed program – See Section 3.) Programming recommendations from industry included:

- Developing professional development courses for interior designers
- Offering an interior decorating certificate
- Creating a series of "Business for Creatives" courses
- Offering a textiles certificate
- Developing a preparation course for the National Council of Interior Design Qualification (NCIDQ) exam.

The steering committee met to review the industry recommendations and discuss the pros and cons of each. After review of the self-study and industry feedback, the steering committee recommends the development of a new 'Business for Creatives' course series targeted to emerging creative

professionals in the design-related fields. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the dean, program coordinator, and operations manager.

2 Self-Study Report Summary

2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report.

2.2 Key Performance Indicators (KPIs) – Key Findings

2.2.1 Curriculum and Instruction

As of January 2017, to be registered with the Interior Designers Institute of British Columbia (IDIBC), interior designers in British Columbia need a bachelor's degree from a program accredited by the Council for Interior Design Accreditation (CIDA), 3520 hours of supervised interior design experience, and successful completion of the National Council of Interior Design Qualification (NCIDQ) exam. An interior design certificate from VCC does not meet the minimum education requirement, which graduates have commented on:

The program is not aligned with requirements set by the Interior Design Council of BC. This program barely gives you any qualifying experience in the field (VCC Interior Design Graduate, DACSO report).

The VCC Interior Design Certificate prepared students for a variety of roles within the interior design profession and industry. Students were challenged to recognize, recall, and describe the elements and principles of design and to apply this information to the selection, arrangement, and assembly of materials, finishes, textiles, colours, and furnishings within residential interior spaces. The program consisted of 37 credits and was composed of 14 courses (448 hours). There was no specific order in which these courses had to be taken; however, two courses did require prerequisites. Students could take up to 5 years to complete the program.

Courses were delivered face-to face and part-time, typically during evenings and weekends. Registration took place on an *a-la-carte* basis, where student could take courses in no particular order. This led to students being at different skill sets and knowledge levels in the class, impacting the overall learning experience for students. One graduate wrote:

There could be improvement in the availability of the courses and overall structure of the program. There were many of us in the program who had to wait for months or even years

for a class they needed. For those more serious in completing the certificate over those who just want to take a one-off class needs to be weighted upon enrollment (VCC Interior Design Graduate, DACSO report).

A cohort model may have been better for overall student success and satisfaction. From April 2016 until January 2020, 81 courses were offered. 35% of these were cancelled due to low enrollment. 81 courses at max enrollment could have seen 1,620 student registrations. However, there were only 522 registrations in the 52 course that ran.

One of the goals for the program renewal was to find our niche market, our competitive advantage on other interior design training/education providers. The self-study team created an industry survey to identify what education and skills industry professionals are looking for in potential employees and what they saw as missing. The team also wanted to know how these industry professionals saw the interior design field evolving. Survey respondents identified a need for increased fluency in drafting software (e.g. AutoCad, Sketchup, Revit); a better knowledge of construction, materials and building codes; more training in design; and more development of soft skills such as work ethic, communication skills, professionalism, and leadership. Small business management and project management were also identified as extremely important. Eco/Green design was seen as a major industry trend moving forward.

2.2.2 Student Outcomes

Attrition for the 14 courses in the program was relatively low from the years 2014-2015 up to 2018-2019. (Attrition for the program is not a trackable metric due to the a-la-carte registration structure.) Student enrollment and tuition revenue, however, started to decline after January 2017 when the changes to regulatory requirements came into effect. The number of registrations per year, from 2014 to 2018, reached 230 in 2015 and dipped to a low of 130 in 2018. The average of student headcount over the five year period (Fiscal Year 2014-2015 to 2018-2019) is 72.4, with a peak of 95 in 2015-2016 and a low of 53 in 2018-2019. The program saw 34 students graduate between 2014 and 2018.

The BC Student Outcomes DACSO Summary of Survey Results (2014-2018) for Interior Design included responses to the question of graduate satisfaction with the Interior Design program. The total number of respondents was 19 out of 34 graduates during this period. Some key points to note:

- 72% of graduates were satisfied with the education they received
- 26% of students ranked the quality of instruction good or very good
- 32% of students ranked the amount of practical experience good or very good
- 56% of students ranked the relevance of topics as good or very good
- 37% of students ranked the organization of the program as poor or very poor
- 53% of student ranked covering standards used as adequate

Various components of satisfaction were ranked relatively low compared to typical VCC programs. This data is unsurprising due to the challenges with this program, ranging from lack of alignment with industry standards, administrative turnover, and class scheduling concerns.

Course evaluations (n=439) from 2014-2018 for the Interior Design program were compiled and analyzed. In 410 course evaluations, students would recommend the respective course. Comments on course evaluations were limited, but included the following feedback, which touches on various elements of curriculum and instruction, program planning, and learning environment:

- Develop a dedicated course on perspective and rendering
- Encourage more variety in instructional delivery
- Provide opportunities to view different spaces, via field trips and additional visuals
- Include more fundamentals
- Incorporate critique into curriculum
- Combine courses to improve integration
- Increase course length; provide more time to do exercises
- Improve equipment and real-world drafting examples
- Reduce class sizes/utilize larger classrooms
- Consider alternative textbooks and assignments to improve relevance
- Improve clarity of assignments

2.2.3 Program Planning and Administration

Program Planning

Key action items from the annual departmental reports over the last five years include increasing professional development course offerings in the program area, enhancing relationships with industry partners, and identifying options for program redesign and rebranding as a result of CIDA's changes to their regulatory requirements. A variety of non-credit professional development courses were offered between 2014-2018 without much success, including:

- Illustrator for Interior Designers
- Residential Space Planning
- Basics of Brand Development
- Freelancing and Finances
- Creative Brief and Presentation

Without focused marketing resources, these courses did not secure sufficient registrations to run, despite an expression of interest and need from industry and students.

Efforts to develop new relationships with industry partners and form a new PAC in 2018-2019 were also unsuccessful. The decision was made in February 2019 to suspend the program and begin the program renewal to identify industry needs and determine the best course of action for the Interior Design Program.

Accreditation

The VCC Interior Design Certificate program is not currently in alignment with regulatory requirements from the CIDA.

Affiliations and Partnerships

This program does not currently have any affiliations or partnerships.

Program Advisory Committee (PAC)

This program has not had an active Program Advisory Committee since 2016. The program has encountered challenges securing PAC members due to lack of compensation and changes to industry regulatory requirements. During the final PAC meeting September 2016, the members discussed how the program could stay relevant given the 2017 regulatory changes. The Dean at that time was clear that VCC would not be offering a bachelor's program to compete with BCIT or Kwantlen. Programming options PAC members discussed included: a certificate in interior/residential decorating; a one-year foundational program that exposes students to a variety of options in the interior design/decorating industry; continuing education courses in fabrics, textiles, colour theory; and professional upgrading courses in project management, business, soft skills, and design software specializing in construction.

Marketing and Recruitment

Marketing and recruitment efforts have been effectively discontinued during the teach-out phase of the program. In lieu of this, the program staff have been liaising with individual students to review program completion options on a case-by-case basis.

In general, marketing of the program was limited as there is no freedom for Continuing Studies to do its own promotions of the program. Should we move forward with the programming recommendations coming out of the self-study, we would need a more focused marketing strategy to successfully build and grow our niche in the market.

Labour Market Demand

In BC, certification is required to use the designation of Interior Designer. As a result of the 2017 regulatory changes, our program can no longer offer what market demands in terms of the minimum education requirement to become an interior designer.

2.2.4 Faculty and Staff

The Interior Design Certificate program is housed within the School of Continuing Studies. The Program Coordinator facilitates the day-to-day functioning of the program. The Program Coordinator is supported by the Continuing Studies team, which includes the Program Assistant, Senior Program Coordinator, Operations Manager, Associate Registrar, and the Registrations Office.

The instructors report to the Program Coordinator. The Dean of Continuing Studies leads the School of Continuing Studies.

Prior to the program suspension, and during the teach-out phase, the program was supported by seven instructors, all of whom are industry professionals with years of experience in their respective fields.

One instructor suggested that Continuing Studies provide annual workshops to instructors that could cover administrative “how to” tasks (e.g. logging into the network and email) as well as teaching strategies, student engagement, lesson planning, etc.

2.2.5 Program and Student Support Services

The Program Assistant is typically the first point of contact with students who enquire by phone or email. Inquiries are referred to the Program Coordinator for advising on an as-needed basis. Course registrations are managed by the Continuing Studies Registrations Office. Students can register by phone, in person or online. In general, as courses were typically in the evenings and weekend, VCC Student Support Services did not receive many visitations from students in the program.

2.2.6 Physical and Learning Environments

The classroom setup did not support experiential learning in the field, so students may not have been developing the skills required in industry. One student wrote:

What I learned was quite minimal, and I feel like that I may not apply the skills I learned in the real situation. The certificate wasn't really helpful to get into the industry. Maybe it was because I didn't have any experience in the field. There wasn't practical work for me to move onto a job (VCC Interior Design Graduate, DACSO report).

Currently, there are no dedicated facilities for Interior Design courses at VCC (e.g. no drafting facilities). Comments submitted on course evaluations have echoed previous findings on drawbacks of the VCC learning environment in general, but are not specific to Interior Design, including but not limited to classroom size and condition, absence of services during evening hours, etc. Overall, there was no commitment to the design aspect of the learning environment, and classrooms had nothing related to design that would inspire or excite students.

Self-Study Recommendations

See Section 5 below.

3 Industry Consultations Summary

Given the unique nature of this renewal, the steering committee discussed if there was a need to conduct an external review of the program as outlined by VCC policy. With no program to review, facilities to tour, or students and instructors to interview, and the fact that the program would not be reinstated as a credentialed program due to the changes in regulatory requirements, the steering committee felt it was best to focus its efforts on industry needs and how VCC can meet these needs given the regulatory change. Industry consultations were held to identify needs and future programming options.

An industry survey that was sent out to industry professionals in November 2019. Key skills industry professionals are looking for, as identified in the survey, include:

- Knowledge in design principles
- Fluency in technology/software (drafting software, computer skills, general office programs)
- Knowledge of construction, building materials, and building codes
- Soft Skills (e.g. work ethic, communication skills, professionalism, leadership)

Small business management and project management were also identified as extremely important in the interior design field. Eco/Green design is seen as a major industry trend.

The Program Coordinator conducted one-on-one industry consultations regarding possible future directions of the program, resulting in the five following recommendations, which were not universally supported by all stakeholders:

- Developing professional development courses for interior designers
- Offering an interior decorating certificate (similar to George Brown College)
- Creating a series of “Business for Creatives” courses (targeted to emerging creative professionals in design-related fields)
- Offering a textiles certificate (similar to Capilano’s discontinued certificate)
- Developing a preparation course for the National Council of Interior Design Qualification (NCIDQ) exam.

Industry stakeholders who opposed the recommendations above cited concerns about suitability of an exam preparation course in the absence of an ‘anchoring’ program and the difficulty of offering topical courses in a stand-alone course environment. Currently, the ability for Continuing Studies to market individual courses is limited by the college’s marketing strategy being primarily geared towards program-level recruitment. In order for future non-credit course series to be successful, effective positioning of programming and thoughtful consideration of the course series structure (i.e. micro-credentials) are essential.

While there may not have been universal agreement on these topics, there was some agreement on the validity of offering a variety of business, software, and other relevant courses to interior designers, including but not limited to:

- AutoCAD/SketchUp
- Adobe Creative Suite
- Entrepreneurship & Business Skills
- Budgeting
- Marketing
- Social Media
- Presentation and Portfolio Development

4 Steering Committee Response to Industry Recommendations

The steering committee met on February 26, 2020 to discuss the findings from the self-study and industry recommendations. Each recommendations was discussed in detail. A summary of the discussion is provided below.

1. Professional Development Courses for Interior Designers

VCC's history of offering Interior Design programming was acknowledged and appreciated. However, it was felt that without a successful interior design program, it doesn't make sense to offer a series of professional development courses in this area. Continuing Studies also tried running professional development courses in Interior Design in the past, but there were no registrations and courses did not run.

2. Interior Decorator Certificate

The steering committee felt VCC's Interior Design Certificate was in between decorating and design but was competing with BCIT. The committee discussed the possibility of rebranding the program, and calling it Interior Decorating. However, Interior Designer, and steering committee member, Jamie Banfield felt there wasn't a real need or market for a program like this. Decorating, he feels, is the easy way to do design without going to school. People interested in Interior Decorating are everywhere and setting up their own small businesses. Most are also self-taught. There is no regulation or quality standards, and people do this without insurance. There are also web-based platforms out there where people will design a space for \$49.

3. Business for Creatives Courses

This is a niche and there is limited competition in this area, such as Emily Carr's Professional Practice course series. VCC's target audience would include those studying or working in a variety of artistic occupations: e.g. fashion designers, graphic designers, make-up artists, interior designers, jewellery artists, retail design, photographers, etc. Many times, the 'business' course of a design-related program is not nearly detailed enough, nor does it properly prepare students with the skills needed to run a successful small business or lead a team of people. Knowing how to run a business in a creative space is extremely important. Equally important are the skills needed to lead teams of people, skills which are sought after by many employers. There is a gap in business-/leadership-related programming geared towards the creative, artistic professions. The School of Continuing

Studies already has a number of courses in other areas that can be modified and added to the 'Business for Creatives' series, giving students more choice and flexibility to build their own credential or micro-credential. There are many possibilities and potential partnerships that can be explored with this type of programming.

4. Textiles Certificate

There does not seem to be a demand for this type of programming. Capilano used to have a textiles certificate program, but it has been discontinued for some time now.

5. National Council of Interior Design Qualification (NCIDQ) Exam Preparation Course

The steering committee felt that without an accredited Interior Design program at VCC, we are in no position to offer an exam preparation course in this area. The programs at BCIT and Kwantlen, both accredited with CIDA, help students prepare for the exam.

6. Eco/Green Design

The steering committee also briefly discussed eco/green design since this was identified by industry professionals as a new trend coming. There are opportunities here, but this would require higher resources and in-depth planning. This could be something to be considered in the long term.

4.1 Dean Response to Industry Recommendations

Interior Design has a long history at VCC; however, the program area has not been able to compete in current years with competing programs at BC Institute of Technology, Kwantlen Polytechnic University, and Vancouver Arts and Design Academy; these institutions have dedicated facilities and faculties, and the capacity to deliver bachelor degrees, which is now required as entry-to-practice.

The Steering Committee responses to the industry suggestions are well thought-out and practical. VCC Continuing Studies is currently engaged in a redesign of the Leadership Suite of programs into stackable micro-credentials in practical leadership and management, with a focus on running a small business, and the Business for Creatives courses may fit well into that space.

5 Final Comments and Recommendations

Upon completion of the self-study and industry consultations, it appears that the suspension of the program due to lack of industry alignment was a sound decision. Market demand for future programming in a related program area (such as interior decorating) remains uncertain. Recent efforts to offer non-credit interior design and decorating courses have not generated enough interest to run successfully. Various alternatives for interior-design specific professional development courses were considered; however, it does not seem that there is enough agreement amongst industry stakeholders to validate one particular course of action over another.

It seems that Continuing Studies at VCC is not well-positioned to offer credentialed programming specific to interior design following the industry changes in 2017, and that shifting focus towards alternative topic areas may be a better use of limited program development resources. At this time, the College may benefit from the development of courses geared towards a more general audience of creative professionals, but that may also be relevant for interior designers.

Based on the consultations with industry and internal conversations to date, the recommended course of action is to discontinue interior design courses at VCC Continuing Studies, and consider packaging existing courses in a new course series with a thematic underpinning of 'Business for Creatives'. This course series should be modular in nature, and remain accessible to existing and emerging creative professionals as they build their own businesses or develop relevant skills for careers with current and future employers. Based on initial consultations with interior design professionals, topics should include:

- Business Foundations
- Business Growth Strategies
- Sales
- Customer Service/Relationship Management
- Contract Management
- Budgeting for Projects
- Trade/Supplier Relations
- Marketing and Branding
- Social Media
- Adobe Creative Suite (Photoshop, Illustrator)
- Web Design

The School of Continuing Studies currently offers a wide variety of courses of this nature that could be repackaged to meet this need. Additional course offerings could be developed for added flexibility and breadth, and the course series could be offered as a build-your-own micro-credential. Further consultation with other creative programs within VCC (e.g. Digital Media Design, Fashion Design, Jewellery) to refine offerings within this series would be beneficial before proceeding. Investigating partnership opportunities with other institutions (i.e. Emily Carr) may also be worthwhile.

A longer-term possibility that has potential would be to explore programming options in eco design since this is an upcoming trend. This project, however, would require broader support from the college and more time to research and conceptualize.



Program Renewal: Interior Design Certificate Education Council Report (June 25, 2020)

Action Plan

Based on the findings from the program renewal self-study, and feedback from industry consultations, it has been decided that Continuing Studies (CS) will no longer offer Interior Design programming at VCC. Currently, CS is working on the Leadership Suite of Programs program revisions, and there may be opportunities in the future, within this suite of programming, to repackage and develop small business and leadership courses geared towards creative professionals. This will be explored at a later date, however.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	See above			
2				
3				
4				
5				
6				
7				



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Program Suspension: Renal Dialysis Technician Short Certificate

BACKGROUND:

Continuing Studies (CS) launched its Certificate in Renal Dialysis in 1999; this program underwent formal renewal in 2015/2016 and was relaunched in 2018 as the Renal Dialysis Technician (RENL) Short Certificate, a 278-hour program taken over eight (8) weeks of full-time study. Like its predecessor, the RENL Short Certificate program is intended primarily for those already working in a healthcare setting who want to specialize as renal dialysis technicians.

Despite its recent renewal, however, the RENL Short Certificate program has continued to face challenges due to changes within regional health authorities and hospitals. The program has typically been offered responsively to meet labour demands in the health authorities; however, frequent turnover in health authority leadership has led to inconsistent communication and, subsequently, weakening of support for the program within the health authorities. Furthermore, hospitals are increasingly opting to run in-house renal dialysis technician training, which has had a predictably detrimental impact on demand for the RENL program: Fraser Health Authority, for instance, in running its own in-house renal dialysis technician training in the fall of 2020, virtually eliminated any need for VCC's RENL program for at least a year and possibly two (2) years. The department has reached out to the health authorities and is continuing to explore delivery options, but it remains unclear when there will be need for RENL programming again.

As it has become apparent that the RENL program will not have sufficient demand to run in the near future, it has not been included in the 2019/2020 enrolment plan and will not be included in the 2020/2021 enrolment plan: the department and the dean of Continuing Studies have mutually agreed to recommend suspension of the Renal Dialysis Technician Short Certificate program, making a feasibility report redundant as per C.3.3 Suspension and/or Discontinuance of Programs Procedures Section 1(a).

DISCUSSION:

Education Council discussed this proposal at its October 13, 2020 meeting: Interim CS Dean Ms. Claire Sauvé and CS Renal Dialysis and Health Sciences Program Coordinator Ms. Rebeccah Bennett noted that RENL has a waitlist of approximately 50 students, and the department continues to receive regular inquiries about the program, but without clarity at this time about when RENL can be offered, these students are being advised to consider other VCC Health programs, such as the Medical Device Reprocessing Technician (MDRT) program. The option of directing students to health authorities offering renal dialysis technician training is also being discussed.

In accordance with C.3.3 Suspension and/or Discontinuance of Programs Procedures Sections 9-11, the RENL Short Certificate will be reviewed and potentially renewed within the next two (2) years before returning to Education Council and the Board of Governors for a final decision to continue or discontinue the program.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the suspension of the Renal Dialysis Technician Short Certificate program.

ATTACHMENTS: APPENDIX A – Decision Note to Education Council (October 13, 2020)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: November 2, 2020

APPENDIX A



DECISION NOTE

DATE: October 13, 2020

PREPARED FOR: Education Council

ISSUE: To approve a request for suspension of the Renal Dialysis Short Certificate program

BACKGROUND:

The first Certificate in Renal Dialysis was launched in Continuing Studies in 1999. The program went through a formal renewal in 2015/16, and the new Renal Dialysis Short Certificate Program (RENL) was launched in 2018. The current program is a 278-hour short certificate, completed over two months of full-time study.

The program has been facing many challenges over the past several years, including but not limited to:

- The high turnover rate in leadership roles within the local health authorities, resulting in inconsistencies in communication and program offerings.
- The steady decline in the demand for training since 2013, as local hospitals have increasingly opted to run their own in-house training. VCC has only run the program three times since 2013.

DISCUSSION:

Due to the inconsistent Renal Dialysis program offerings over the past seven years, the program has not been included in the 2019/20 enrollment plan, and will not be included in the 2020/21 enrollment plan. Fraser Health Authority has recently announced their intention to deliver another in-house training program for the fall of 2020, thus eliminating the need for VCC to offer the program in the next year or two. Both the Continuing Studies Dean and Renal Dialysis Program Coordinator agree that without a need from the Regional Health Authorities for VCC to run this program, it is not viable.

Continuing Studies would thus like to suspend the program, in accordance with *Policy C3.3: Suspension and/or Discontinuance of Programs*. The policy states "if the department and Dean agree on a recommendation to suspend or discontinue a program, a Feasibility Report is not required. A proposal with supporting rationale will be submitted to Education Council for advice to the Board, and the Board will make the final decision."

RECOMMENDATION

It is recommended that Education Council approve suspension of the Renal Dialysis Short Certificate program, effective immediately. Upon suspension, Continuing Studies will work with Marketing to develop a communication strategy and refer waitlisted students to Advising so they can explore VCC health program alternatives.

PREPARED BY:

Claire Sauvé, Interim Dean, Continuing Studies
 Rebecca Bennett, Program Coordinator, Renal Dialysis and Health Sciences Continuing Studies
 Erin Lenz, Operations Manager, Continuing Studies



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Accounting Diploma

BACKGROUND:

The proposed Accounting Diploma, which the School of Hospitality, Food Studies & Applied Business plans to launch in September 2021, is a full-time 60-credit program that is two (2) years in duration and open to both domestic and international students. The first year of the program is designed to provide learners with core learning in business management, foundational to both the Accounting and Marketing diploma programs; the second year is organized around more advanced and specialized study in accounting, with emphasis placed on up-to-date accounting software and business analytics.

Graduates of the Accounting Diploma will be prepared for employment as accounting assistants, auditing clerks, tax preparers, and accounting technicians; the latter occupation was identified as being particularly in-demand locally. Pending final review and approval by the national professional organization for Accounting, Canadian Professional Accountants (CPA) Canada, the program will also meet Chartered Professional Accountant National Recognition standards¹ by including specific prerequisite courses that learners can use to ladder into further professional CPA education.

Upon successful completion of the Accounting Diploma program, graduates will be able to meet the following outcomes:

- *Communicate effectively and respectfully as business professionals*
- *Apply business principles, theories, skills, and best practices*
- *Record financial transactions for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises, and non-profit organizations*
- *Prepare and present financial statements, and reports for sole proprietorships, partnerships, and private enterprises*
- *Apply fundamental management accounting and financial management concepts to assist with the decision-making in an organization*
- *Use accounting software to perform accounting, payroll, and tax remittance functions in a computerized format*
- *Prepare individual income tax returns and provide basic tax planning advice in compliance with the Canadian Income Tax Act*

¹ CPA National Recognition and Accreditation Standards for Post-Secondary Institutions. 1 January 2020. <https://www.cpacanada.ca/en/become-a-cpa/pathways-to-becoming-a-cpa/national-education-resources/cpa-recognition-and-accreditation-standards>. Accessed 20 May 2020.

- *Apply critical thinking and problem-solving techniques to make sound management decisions and recommendations*
- *Apply principles of corporate social responsibility, sustainability, and ethics in their work as business professionals*

There is currently neither an Accounting department nor faculty hired to teach in this area; as this infrastructure is being established, this program will be supported by the Provisional Approval of New Programs Committee, an ad hoc committee of Education Council.

DISCUSSION:

The Accounting Diploma was developed in tandem with the Marketing Diploma (also included in this Board package), so these programs were reviewed and discussed together at the October 13, 2020 Education Council meeting.

EdCo members raised concerns about the evaluation plans and noted that while changes to the course evaluation plans had been made in response to Curriculum Committee's recommendation to diversify assessments, the programming still relied heavily on quizzes and exams. Mr. Dennis Innes, the dean of the School of Hospitality, Food Studies & Applied Business, explained that the curriculum developers identified the demonstration of accuracy under pressure as an crucial skill for accounting professionals and had built test-taking into the curriculum to reinforce that ability.

The history of Accounting education at VCC was also discussed briefly, with one member of EdCo recalling that there had been an Accounting Certificate program at the college that had been discontinued in 2008. Dean Innes and Mr. David Wells, VP-Academic and Applied Research, both stated that the industry landscape had shifted significantly since the previous VCC Accounting program closed, with the most important development being the consolidation of various accounting bodies under CPA Canada: this change also underscored the value of CPA accreditation.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Accounting Diploma program.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Accounting Diploma

PREPARED BY: Elle Ting, Chair, Education Council

DATE: November 12, 2020



Accounting Diploma

Program Content Guide

Effective Date: September 2021

Purpose

The Accounting Diploma is being designed to provide students with a solid foundation in business management in the first year of the program and an opportunity for more advanced, specialized study of accounting in the second year.

Students graduating from the Accounting Diploma are prepared to work as accounting assistants, auditing clerks, tax preparers, and accounting technicians.

Admission Requirements

- Grade 12 graduation or equivalent
- Knowledge of English demonstrated by one of the following:
 - English 12 with a minimum 'C+' grade or equivalent, *or*
 - English Language Proficiency at an English 12 'C+' level
- Knowledge of mathematics demonstrated by one of the following:
 - Math 11 Foundations with a 'C+' grade or equivalent, *or*
 - Pre Calculus 11 with a C+ grade or equivalent, *or*
 - VCC Math 0861 and 0871 with a C+ grade *or*
 - VCC Math Assessment with the following scores: Basic Math with a minimum 80% *and* Algebra with a minimum 60%

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for the following courses: MGMT 1001 Business Mathematics, MGMT 1021 Computer Applications for Management.

Only 6 credits of this program may be completed by PLAR.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations. See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

The program will have four academic terms and must be completed within five years from the date the student began studies in the first term of the program.

Program Learning Outcomes

Upon completion of this diploma graduates will be able to:

- Communicate effectively and respectfully as business professionals
- Apply business principles, theories, skills and best practices
- Record financial transactions for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations
- Prepare and present financial statements, and reports for sole proprietorships, partnerships and private enterprises
- Apply fundamental management accounting and financial management concepts to assist with the decision-making in an organization

- Use accounting software to perform accounting, payroll and tax remittance functions in a computerized format
- Prepare individual income tax returns and provide basic tax planning advice in compliance with the Canadian Income Tax Act
- Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
- Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner centred approaches that promotes collaboration and student engagement.

Accounting classes will be actively supported by computerized accounting lab activities using the latest industry standard software.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum cumulative grade point average of C+ (2.33) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

- Detail-oriented and meticulous
- Well-developed analytical and critical thinking skills
- An interest in the field of business and commerce
- Good basic computer literacy
- A strong sense of ethics, integrity and accountability
- Excellent organizational skills
- Ability to work well with others in a diverse team environment

Courses

First Year			
Term	Course #	Course Name and Description	Credits
One	MGMT 1001	Business Mathematics	3.0
	MGMT 1004	Communications in the Canadian Workplace	3.0
	MGMT 1021	Computer Applications for Management	3.0
	MGMT 1006	Fundamentals of Marketing	3.0
	MGMT 1035	Financial Accounting 1	3.0
Total Credits per Term:			15.0
Two	MGMT 1002	The Canadian Economy	3.0
	MGMT 1011	Information Technology Management	3.0
	MGMT 1003	Principles of Management	3.0
	MGMT 1045	Financial Accounting 2	3.0
	MGMT 2014	Financial Management	3.0
Total Credits per Term:			15.0
Second Year			
Term	Course #	Course Name and Description	Credits
One	MGMT 1005	Organizational Behaviour	3.0
	MATH 1111	Introduction to Statistics	3.0
	MGMT 2035	Management Accounting	3.0
	MGMT 2045	Intermediate Accounting 1	3.0
	MGMT 2001	Accounting Software Applications	3.0
Total Credits per Term:			15.0
Two	MGMT 1010	Business Sustainability and Ethics	3.0
	MGMT 2017	Canadian Business Law	3.0
	MGMT 2002	Canadian Income Tax 1	3.0
	MGMT 2003	Business Data Analytics	3.0
	MGMT 2055	Intermediate Accounting 2	3.0
Total Credits per Term:			15.0

Total Program Credits: 60.0

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. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	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

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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Marketing Technology Diploma

BACKGROUND:

The proposed Marketing Technology Diploma is expected to be launched by the School of Hospitality, Food Studies & Applied Business in September 2021. Like its “twin,” the Accounting Diploma, it has been planned as a full-time 60-credit program that is two (2) years in duration and open to both domestic and international students. The Marketing Technology Diploma shares first-year foundational courses in business management with the Accounting Diploma; the second year provides learners with more advanced and specialized study in marketing technology, specifically in the use of cutting-edge marketing software to facilitate digital marketing and customer relationship management.

The Marketing curriculum prominently features hands-on training on customer relationship management (CRM) software platforms. Through this CRM training, learners will graduate prepared to write CRM administrator certification exams and/or be ready to work in entry-level roles in brand management, traditional and digital marketing, and customer relationship management database administration.

Upon successful completion of the Marketing Technology Diploma program, graduates will be able to meet the following outcomes:

- *Communicate effectively and respectfully as business professionals*
- *Apply business principles, theories, skills, and best practices*
- *Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise*
- *Apply critical thinking and analytical skills/strategies to provide marketing solutions that meet the needs of a business*
- *Develop a marketing plan that meets the needs of a business or organization*
- *Integrate the concepts, processes and applications of marketing automation and Customer Relationship Management (CRM), into a company's business operations*
- *Use data analysis to support strategic and operational business decisions*
- *Identify the unique opportunities and issues that arise when marketing to an Indigenous community*
- *Apply principles of corporate social responsibility, sustainability, and ethics in their work as business professionals*

There is currently neither a Marketing department nor faculty hired to teach in this area; as this infrastructure is being established, this program will be supported by the Provisional Approval of New Programs Committee, an ad hoc committee of Education Council.

DISCUSSION:

The Marketing Technology Diploma was developed in tandem with the Accounting Diploma (also included in this Board package), so these programs were reviewed and discussed together at the October 13, 2020 Education Council meeting.

The overlap in courses (~50%) between the proposed Marketing and Accounting diploma programs and those of existing post-degree diploma (PDD) programs offered by the School of Hospitality, Food Studies & Applied Business (Canadian Business Management [CBM] and Business and Project Management [BPM]) was flagged as a particular concern: diploma graduates will already have completed half of the credits towards a post-degree diploma. Mr. Dennis Innes, dean of the School of Hospitality, Food Studies & Applied Business, addressed the course overlap and stated that the respective audiences for the diploma and post-degree programs differed enough that the similarity would not be a problem: the post-degree programs were designed to upskill international students with a university degree for managerial positions, while the diploma programs are intended for those seeking entry-level work in Accounting or Marketing. Furthermore, as most PDD learners needed foundational business training, it made sense to include that same set of foundational courses.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Marketing Technology Diploma program.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Marketing Technology Diploma

PREPARED BY: Elle Ting, Chair, Education Council

DATE: November 12, 2020



Marketing Technology Diploma

Program Content Guide

Effective Date: September 2021

Purpose

The Marketing Technology Diploma is being designed to provide students with a solid foundation in business management in the first year of the program and an opportunity for more advanced, specialized study in marketing technology.

Graduates from the Marketing Technology Diploma will be prepared for entry-level roles in brand management, traditional and digital marketing, and customer relationship management database administration.

Students in the Marketing Technology Option will learn to use the latest marketing software to analyse data and configure applications used in digital marketing and customer relationship management.

This new program will give students hands-on training on customer relationship management (CRM) software platforms. Students will develop a set of job-ready skills in the CRM courses and be prepared to write CRM administrator certification exams upon graduation.

Admission Requirements

- Grade 12 graduation or equivalent
- Knowledge of English demonstrated by *one* of the following:
 - English 12 with a minimum 'C+' grade or equivalent, *or*
 - English Language Proficiency at an English 12 'C+' level
- Knowledge of mathematics demonstrated by *one* of the following:
 - Math 11 Foundations with a minimum 'C+' grade or equivalent, *or*
 - Pre-Calculus 11 with a minimum 'C+' grade or equivalent, *or*
 - VCC Math 0861 and 0871 with a minimum 'C+' grade, *or*
 - VCC Math Assessment with the following scores: Basic Math with a minimum 80% and Algebra with a minimum 60%

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for the following courses: MGMT 1001 Business Mathematics; MGMT 1021 Computer Applications for Management.

Only 6 credits of this program may be completed by PLAR.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations. See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

The program will have four academic terms and must be completed within five years from the date the student began studies in the first term of the program.

Program Learning Outcomes

Upon completion of the Marketing Technology Diploma graduates will be able to:

- Communicate effectively and respectfully as business professionals
- Apply business principles, theories, skills and best practices

- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Apply critical thinking and analytical skills/strategies to provide marketing solutions that meet the needs of a business
- Develop a marketing plan that meets the needs of a business or organization
- Integrate the concepts, processes and applications of marketing automation and Customer Relationship Management (CRM), into a company's business operations
- Use data analysis to support strategic and operational business decisions
- Identify the unique opportunities and issues that arise when marketing to an Indigenous community
- Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner centred approaches that promotes collaboration and student engagement.

Students will work with actual data sets to simulate marketing automation tasks.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum cumulative grade point average of C+ (2.33) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

- Well-developed analytical and critical thinking skills
- An interest in the field of business and marketing
- Good basic computer literacy and working knowledge of various social media programs
- Ability to work well with others on a diverse team environment

Courses

First Year			
Term	Course #	Course Name and Description	Credits
One	MGMT 1004	Communications in the Canadian Workplace	3.0
	MGMT 1007	Financial Accounting	3.0
	MGMT 1001	Business Mathematics	3.0
	MGMT 1021	Computer Applications for Management	3.0
	MGMT 1006	Fundamentals of Marketing	3.0
Total Credits per Term:			15.0
Two	MGMT 1002	The Canadian Economy	3.0
	MGMT 1003	Principles of Management	3.0
	MGMT 1012	Indigenous Business in Canada	3.0
	MGMT 1011	Information Technology Management	3.0
	MGMT 1024	Customer Relationship Management	3.0
Total Credits per Term:			15.0
Second Year			
Term	Course #	Course Name and Description	Credits
One	MGMT 2017	Canadian Business Law	3.0
	MGMT 2006	Business Analysis and Systems Design	3.0
	MGMT 2004	Professional Selling	3.0
	MGMT 2031	Customer Relationship Management (CRM) Software Administration	3.0
	MGMT 2003	Business Data Analytics	3.0
Total Credits per Term:			15.0
Two	MGMT 1010	Business Sustainability and Ethics	3.0
	MGMT 2005	Marketing Automation	3.0
	MGMT 2041	Advanced Customer Relationship Management (CRM) Administration	3.0
	MGMT 2008	International E-Commerce	3.0
	MGMT 2009	Advertising and Marketing Communication	3.0
Total Credits per Term:			15.0

Total Program Credits: 60.0

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. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	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.

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INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **Financial Performance (for the Six Months ended September 30, 2020)**

2020/21 Operating Overview (April 2020 – September 2020)

Revenue for the period was \$55.8 million compared to budget of \$59.6 million (\$3.78 million below plan) and prior year of \$58.4 million (\$2.6 million below prior year) (**Table 4**). Domestic tuition revenue was down for the period by \$1.13 million compared to original budget and international revenue was down by \$284K. (**Table 1, 2 and 3**).

The School of Hospitality, Food Studies and Applied Business domestic revenue was \$125K lower than budget. International revenue was down by \$17K. Project Management and Post Diploma Business Management programs international tuition revenues were lower by \$298K, but has been offset by higher Culinary and Baking programs tuition revenue of \$372K.

The School of Arts and Science was \$34K lower than the domestic tuition revenue budget. The School of Health and Science domestic tuition revenue was down by \$288K. Dental Assisting and Allied Health program domestic tuition revenues were down by \$106K and \$91K respectively.

The School of Trades, Technology and Design domestic tuition revenue was lower than budget by \$165K, with a decrease in international revenue of \$242K. Hair Design & Skin Therapy program international revenue was \$188K lower than budget.

Total expenses for the period were \$57.4 million compared to budget of \$61.1million (\$3.69 million below budget) and prior year of \$57.7 million (\$290K below prior year).

The deficit for period was \$1.59 million compared to a budget deficit of \$ 1.5 million (\$92K less favourable than budget) and prior year surplus of \$715K (\$2.3 million unfavourable than prior year).

2020/21 Forecast to Budget Overview

2020/21 Forecast (6 months actual + 6 months forecast) in **Table 8** shows that VCC is projecting a deficit of \$4.5 million. Revenue is forecasted to be \$118.4 million compared to budget of \$128.4 million (\$9.9 million below budget) and prior year of \$123.9 million (\$5.5 million lower than prior year) (**Table 5, 6 and 7**). Expenses are forecasted to be \$122.9 million compared to budget of \$128.3 million (\$5.4 million lower than budget) and prior year of \$123 million (\$121K lower than prior year).

The College will update its tuition forecast when the January 2021 enrolment is finalized and the College's operating budget for 2020/21 will be revised further. The management reviewed non-salary and discretionary expenses and the expense reduction is reflected in this forecast.

ATTACHMENTS: APPENDIX A:
Table 1, 2 and 3: Summary – Actual Revenue by School (Apr – Sep 2020)
Table 4 – Statement of Operations for the Four Months ended Sep 30, 2020
Table 5, 6 and 7: Summary – Forecast Revenue by School (Apr 2020 – Mar 2021)
Table 8 – Statement of Operations: 2020/21 Forecast with Six Months Actual (Ended Sep 30, 2020) and Six Months Forecast

PREPARED BY: Jamie Choi, Executive Director FS & CFO

DATE: November 16, 2020

APPENDIX A

Summary - Revenue by School

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

	2020/21 Actuals (Apr 2020 - Sep 2020)	2020/21 Budget (Apr 2020 - Sep 2020)	Variance (Actuals vs Budget)	2019/20 Actuals (Apr 2019 - Sep 2019)	Variance (2021 Actuals vs 1920 Actuals)
CENTRE FOR CONTINUING STUDIES	982,075	1,370,168	(388,093)	1,397,168	(415,093)
SCHOOL OF ARTS AND SCIENCES	550,467	584,508	(34,041)	520,876	29,591
ABE & EAL TUITION FREE	1,925,141	2,060,780	(135,639)	2,198,292	(273,151)
SCHOOL OF HEALTH	1,672,124	1,960,581	(288,457)	1,677,131	(5,007)
SCHOOL OF HOSP, FOOD & BUSINESS	643,689	769,401	(125,712)	792,844	(149,155)
DIVISION OF LIBRARY, TEACH & LEARN	436,508	431,728	4,780	473,340	(36,832)
SCHOOL OF TRADES, TECH & DESIGN	980,895	1,146,632	(165,737)	967,453	13,441
	7,190,898	8,323,798	(1,132,900)	8,027,104	(836,206)

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

	2020/21 Actuals (Apr 2020 - Sep 2020)	2020/21 Budget (Apr 2020 - Sep 2020)	Variance (Actuals vs Budget)	2019/20 Actuals (Apr 2019 - Sep 2019)	Variance (2021 Actuals vs 1920 Actuals)
CENTRE FOR CONTINUING STUDIES	49,281	48,296	985	64,072	(14,791)
SCHOOL OF ARTS AND SCIENCES	142,407	181,978	(39,571)	181,977	(39,570)
SCHOOL OF HEALTH	7,783	1,621	6,162	28,961	(21,178)
SCHOOL OF HOSP, FOOD & BUSINESS	6,538,975	6,556,801	(17,826)	5,594,492	944,482
DIVISION OF LIBRARY, TEACH & LEARN	7,564	0	7,564	0	7,564
SCHOOL OF TRADES, TECH & DESIGN	3,854,930	4,096,819	(241,889)	3,446,274	408,656
	10,600,940	10,885,515	(284,575)	9,315,777	1,285,163

Table 3:
Combined Domestic and International Revenue by School

	2020/21 Actuals (Apr 2020 - Sep 2020)	2020/21 Budget (Apr 2020 - Sep 2020)	Variance (Actuals vs Budget)	2019/20 Actuals (Apr 2019 - Sep 2019)	Variance (2021 Actuals vs 1920 Actuals)
CENTRE FOR CONTINUING STUDIES	1,031,356	1,418,464	(387,108)	1,461,240	(429,884)
SCHOOL OF ARTS AND SCIENCES	692,874	766,486	(73,612)	702,853	(9,979)
ABE & EAL TUITION FREE	1,925,141	2,060,780	(135,639)	2,198,292	(273,151)
SCHOOL OF HEALTH	1,679,907	1,962,202	(282,295)	1,706,092	(26,185)
SCHOOL OF HOSP, FOOD & BUSINESS	7,182,664	7,326,202	(143,538)	6,387,336	795,328
DIVISION OF LIBRARY, TEACH & LEARN	444,072	431,728	12,344	473,340	(29,268)
SCHOOL OF TRADES, TECH & DESIGN	4,835,825	5,243,451	(407,626)	4,413,728	422,097
	17,791,838	19,209,313	(1,417,475)	17,342,881	448,957

**Statement of Operations – Comparison to Budget and Prior Year
For the Six Months Ended September 30, 2020**

Table 4:

(In \$ Thousands)	2020/21 Actuals (Apr 2020 - Sep 2020)	2020/21 Budget (Apr 2020 - Sep 2020)	Variance (Actual vs Budget)	Comments	2019/20 Actuals (Apr 2019 - Sep 2019)	Variance favourable /(unfavourable)
Province of B.C. Grants	28,294	28,406	(112)		28,545	(251)
Adult Upgrading Grant (AUG)	213	306	(93)		300	(87)
Sales of goods and services	1,277	3,149	(1,872)	Food services revenues lower by \$1.3M and bookstores revenues lower by \$500K	3,215	(1,939)
Tuition and student fees	17,062	18,701	(1,639)	Table 1,2 and 3	16,738	324
ABE/EAL Tuition Free	1,925	2,061	(136)	EAL program \$63K; CF program \$47K; ABE \$35K less than budget	2,198	(273)
Other grants, fees & contract services	3,081	2,562	519	\$501K increased by City of Vancouver COVID 19 project \$361K & Emergency Assistance Funding \$140K	3,208	(127)
Miscellaneous income	820	1,086	(267)	Movie rental \$63K, parking revenue \$82K and over misc income down by \$60K	992	(172)
Donation income (Foundation Related)	316	276	40		307	9
Amortization of deferred capital contributions	2,698	2,705	(7)		2,593	105
Interest income	132	350	(218)	Due to lower interest rate	325	(193)
REVENUES	55,818	59,602	(3,783)		58,422	(2,604)
SALARY AND BENEFIT EXPENSES	42,926	44,977	2,051	All employees groups salaries reduced due to hiring delays, lower enrolments and postponed classes in later days. Benefits expenses also reduced	42,164	763
Supplies and general expenses, other	3,194	3,839	645	Travel and Conference, PD fund down by \$471K, overall supplies expenses reduced		
AUG Financial Aid	213	306	93		300	(87)
Bursary/Scholarship (donation related)	316	276	(40)		307	9
Professional fees	2,055	2,189	134		1,920	135
Building and telecom	2,988	3,159	170	Overall facilities expenses down due to reduced capacity	3,148	(160)
Cost of Goods Sold	1,086	1,870	784	Expenses reduced due to closure of food services and limited bookstore services. \$215K added for City of Vancouver COVID 19 project	1,881	(795)
Depreciation Expense	4,638	4,492	(145)		4,230	408
OPERATING EXPENSES	14,490	16,130	(1,640)		11,786	(490)
TOTAL EXPENSES	57,416	61,107	(3,691)		53,950	272
NET SURPLUS (DEFICIT)	(1,598)	(1,506)	(92)		4,472	(6,070)

*ABE : Adult Basic Education

*EAL : English as Additional Language

*CF: College Foundation

Summary – Forecast Revenue by School

Table 5:
Domestic Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	2020/21 Actuals (Apr 2020 - Sep 2020)	2020/21 Budget (Apr 2020 - Sep 2020)	Variance (Actuals vs Budget)	2019/20 Actuals (Apr 2019 - Sep 2019)	Variance (2021 Actuals vs 1920 Actuals)
CENTRE FOR CONTINUING STUDIES	982,075	1,370,168	(388,093)	1,397,168	(415,093)
SCHOOL OF ARTS AND SCIENCES	550,467	584,508	(34,041)	520,876	29,591
ABE & EAL TUITION FREE	1,925,141	2,060,780	(135,639)	2,198,292	(273,151)
SCHOOL OF HEALTH	1,672,124	1,960,581	(288,457)	1,677,131	(5,007)
SCHOOL OF HOSP, FOOD & BUSINESS	643,689	769,401	(125,712)	792,844	(149,155)
DIVISION OF LIBRARY, TEACH & LEARN	436,508	431,728	4,780	473,340	(36,832)
SCHOOL OF TRADES, TECH & DESIGN	980,895	1,146,632	(165,737)	967,453	13,441
	7,190,898	8,323,798	(1,132,900)	8,027,104	(836,206)

Table 6:
International Tuition Revenue by School – Forecast Compared to Budget and Prior Year

	2020/21 Forecast (Apr 2020 - Mar 2021)	2020/21 Budget (Apr 2020 - Mar 2021)	Variance (Forecast vs Budget)	2019/20 Actuals (Apr 2019 - Mar 2020)	Variance (2021 Forecast vs 1920 Actuals)
CENTRE FOR CONTINUING STUDIES	97,588	96,600	988	186,675	(89,087)
SCHOOL OF ARTS AND SCIENCES	451,369	490,941	(39,572)	465,042	(13,673)
SCHOOL OF HEALTH	7,783	1,621	6,162	51,329	(43,546)
SCHOOL OF HOSP, FOOD & BUSINESS	17,325,253	18,397,918	(1,072,665)	15,307,324	2,017,929
DIVISION OF LIBRARY, TEACH & LEARN	7,564	0	7,564	0	7,564
SCHOOL OF TRADES, TECH & DESIGN	8,106,174	9,170,101	(1,063,927)	7,403,403	702,771
	25,995,731	28,157,181	(2,161,450)	23,413,772	2,581,959

Table 7:
Combined Domestic and International Tuition Revenue by School - Forecast

	2020/21 Forecast (Apr 2020 - Mar 2021)	2020/21 Budget (Apr 2020 - Mar 2021)	Variance (Forecast vs Budget)	2019/20 Actuals (Apr 2019 - Mar 2020)	Variance (2021 Forecast vs 1920 Actuals)
CENTRE FOR CONTINUING STUDIES	2,720,129	3,470,353	(750,224)	3,597,260	(877,131)
SCHOOL OF ARTS AND SCIENCES	1,949,619	2,092,598	(142,979)	1,945,772	3,847
ABE & EAL TUITION FREE	4,704,532	5,037,280	(332,748)	4,956,732	(252,200)
SCHOOL OF HEALTH	3,675,422	4,312,612	(637,190)	3,904,575	(229,153)
SCHOOL OF HOSP, FOOD & BUSINESS	18,891,098	20,322,275	(1,431,177)	17,150,548	1,740,550
DIVISION OF LIBRARY, TEACH & LEARN	853,024	840,680	12,344	931,078	(78,054)
SCHOOL OF TRADES, TECH & DESIGN	10,393,103	11,818,031	(1,424,928)	9,625,803	767,300
	43,186,927	47,893,829	(4,706,902)	42,111,769	1,075,158

**Statement of Operations – Comparison to Budget and Prior Year
2020/21 Forecast with Six Months Actual (Ended September 30, 2020) and Six Months Forecast**

Table 8:

(In \$ Thousands)	2020/21 Current Forecast (6 + 6)	2020/21 Original Budget	Forecast vs Original Budget	Comments	2019/20 Actuals	2021 Current Forecast vs 1920 Actuals
Province of B.C. Grants	56,686	56,798	(112)		56,759	(74)
Adult Upgrading Grant (AUG)	334	427	(93)		427	(93)
Sales of goods and services	2,084	6,164	(4,079)	Food services revenue lower by \$2.5M, bookstore revenues lower by \$1.3M and room rentals revenues lower by \$160K	5,909	(3,825)
Tuition and student fees	41,145	45,980	(4,834)	Table 5, 6 & 7	40,136	1,009
ABE/EAL Tuition Free	4,705	5,037	(333)	EAL program \$82K; CF program \$101K; College Career Access \$76K; ABE \$37K less than budget	4,957	(252)
Other grants, fees & contract services	5,499	4,980	519	\$501K increased by City of Vancouver COVID 19 project \$361K & Emergency Assistance Funding \$140K	6,874	(1,376)
Miscellaneous income	1,507	2,123	(616)	Movie rental \$265K; parking revenue \$253K; other mis income lower by \$100K	1,968	(461)
Donation income (Foundation Related)	800	760	40		752	48
Amortization of deferred capital contribution	5,403	5,411	(7)		5,472	(68)
Interest income	252	700	(448)	Due to lower interest rate	708	(456)
REVENUES	118,416	128,379	(9,963)		123,962	(5,546)
SALARY AND BENEFIT EXPENSES	91,388	92,764	1,376	All employees groups salaries reduced due to hiring delays, lower enrolments and postponed classes in later days. Benefits expenses also reduced	87,611	(3,777)
Supplies and general expenses	8,624	9,424	800	Due to the reduced tuition revenue, overall expenses are reduced	9,274	(650)
AUG Financial Aid	334	427	93		427	(93)
Bursary/Scholarship	800	760	(40)		752	48
Professional fees	4,970	5,454	485	Due to the reduced tuition revenue, overall expenses are reduced	5,384	(415)
Building and telecom	5,903	6,865	962	Due to the reduced tuition revenue, overall expenses are reduced	6,995	(1,092)
Cost of Goods Sold	1,800	3,701	1,901	Expenses reduced due to closure of food services and limited bookstore services. \$215K added for City of Vancouver COVID 19 project	3,627	(1,827)
Depreciation Expense	9,130	8,985	(145)		8,999	131
OPERATING EXPENSES	31,560	35,615	4,055		35,458	(3,898)
TOTAL EXPENSES	122,948	128,379	(5,431)		123,069	(121)
NET SURPLUS (DEFICIT)	(4,532)	0	(4,532)		893	(5,425)

*ABE : Adult Basic Education

*EAL : English as Additional Language

*CF: College Foundation



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
 TUITION: 2nd year Computer Science courses: CMPT 2225 Data Structures and Programming; CMPT 2276 Introduction to Software Engineering; CMPT 2295 Introduction to Computer Architecture

BACKGROUND:

A number of second year science courses exists in the catalogue but have never run or put forward for tuition approval. The three second year computer science courses are of interest to students in our UT – Computing Science and Software Systems (UBC) and UT – Computer Systems (assured admission to SFU) certificates. They have expressed a desire to complete these courses at VCC in advance of continuing their studies at SFU or UBC. With sufficient enrollment, we would like to offer these courses in future.

These courses would also allow greater options to launch the Associate of Science – Computer Science degree, a credential we would like to focus on and grow, particularly with international students. This course would augment a growing technology niche with other programs at VCC, such as VR/AR Diploma, Computer Systems Technology, and the security/network courses in CS.

DISCUSSION:

The following courses are courses requiring fee approval:

- CMPT 2225 Data Structures and Programming
- CMPT 2276 Introduction to Software Engineering
- CMPT 2295 Introduction to Computer Architecture

The cost analysis below provides comparator fees for equivalent computer science courses and three options for each course.

Langara College - \$101.41/credit
 Douglas College - \$107.80/credit
 Capilano University - \$135.52/credit
 UBC - \$183.56
 SFU - \$205.68

The standard rate for first year UT courses at VCC is \$305.83/credit.

OPTIONS:

All options consider class enrolment levels of 34 students, 80% overhead, and ongoing operational costs at 5%. Operational costs assumes the ability to deliver these courses in the computer labs.

Option 1: \$305.83/credit. Total tuition fee per course is \$917.49

Implications: This will result in a 4.9% shortfall in covering the full costs of operation. The same tuition rate per credit as other first-year computing courses at VCC.

Option 2: \$336/credit. Total tuition fee per course is \$1,008.

Implications: This option offers a 6.3% contribution. This rate was recently approved for CMPT 1030 and CMPT 1040 courses for the new VR/AR Diploma program.

Option 3: \$355/credit. Total tuition fee per course \$1,065.

Implications: This option generates a 10.6% net contribution. However, the total tuition fee is significantly higher than equivalent level courses at other institutions and higher than current UT courses at VCC.

RECOMMENDATION: Option 2 - \$336/credit. Total tuition fee per course is \$1,008.

This option offers a 6.3% contribution to the college. It recovers direct and indirect costs, is within range of first-year UT courses, and consistent with the rate set for computer science courses in VR/AR.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approval of tuition of \$1,008 (\$336 per credit) for the following courses:

- CMPT 2225 Data Structures and Programming
- CMPT 2276 Introduction to Software Engineering
- CMPT 2295 Introduction to Computer Architecture

ATTACHMENT: APPENDIX A – Financial Analysis

PREPARED BY: Shirley Lew, Dean, School of Arts & Sciences

DATE: Nov 5, 2020

APPENDIX A

Vancouver Community College

School of Arts and Sciences

CMPT 2nd Year Courses (2225, 2276, 2295)

Org 2023

Options (Domestic students only)	Option 1	Option 2	Option 3
Tuition fee per course	\$ 917.49	\$ 1,008.00	\$ 1,065.00
Tuition fee per credit - Domestic	\$ 305.83	\$ 336.00	\$ 355.00
Tuition fee per credit - International	\$ 600.00	\$ 600.00	\$ 600.00
No. of Intakes	1	1	1
No. of students per intake - Domestic	31	31	31
No. of students per intake - International	3	3	3
Total students (with X FTE attrition) - Domestic	31	31	31
Total students (with X FTE attrition) - International	3	3	3
Instructor FTE required per course (1 FTE = 24 credits)	0.13	0.13	0.13
Number of billing hours	3.00	3.00	3.00
Tuition fee for new courses per billing hour - Domestic	\$ 306	\$ 336	\$ 355
Tuition fee for new courses per billing hour - International	\$ 600	\$ 600	\$ 600
Support Staff FTE	0.05	0.05	0.05
Operational costs	5 %	5 %	5 %
Revenue per credit per student	\$ 3,318	\$ 3,593	\$ 3,766
Cost per credit per student	\$ 3,479	\$ 3,367	\$ 3,367
Revenue per student (incl. Block Fund)	\$ 1,092	\$ 1,182	\$ 1,239
Cost (breakeven tuition fee) per student	\$ 1,145	\$ 1,108	\$ 1,108
Breakeven tuition fee per credit per student	\$ 323	\$ 311	\$ 311
Tuition fees per student - Domestic	\$306	\$336	\$355
Student FTE per course (1 FTE = 10 courses)	3.40	3.40	3.40

Revenue

Tuition revenue - Domestic	\$ 28,442	\$ 31,248	\$ 33,015
Tuition revenue - International	\$ 5,400	\$ 5,400	\$ 5,400
Total revenue	\$ 33,842	\$ 36,648	\$ 38,415

Instructor

Salary (step 1)	\$ 12,372	\$ 11,892	\$ 11,892
Benefits (26%)	\$ 3,217	\$ 3,092	\$ 3,092
Total instructor costs	\$ 15,589	\$ 14,984	\$ 14,984

Support Staff

Salary	\$ 2,451	\$ 2,451	\$ 2,451
Benefits (30%)	\$ 735	\$ 735	\$ 735
Total support staff costs	\$ 3,186	\$ 3,186	\$ 3,186

Operational costs

Operational Expenses	\$ 939	\$ 908	\$ 908
Total operational costs	\$ 939	\$ 908	\$ 908

Indirect Cost of Delivery

Indirect Cost of Delivery (80%)	\$ 15,771	\$ 15,262	\$ 15,262
Total indirect student support	\$ 15,771	\$ 15,262	\$ 15,262

Total expenditures	\$ 35,484	\$ 34,341	\$ 34,341
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Net contribution to VCC overhead / (Deficit)	\$ (1,642)	\$ 2,307	\$ 4,074
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Net contribution to VCC overhead / (Deficit)	-4.9 %	6.3 %	10.6 %
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

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

BACKGROUND:

The Ministry of Advanced Education, skills and Training (AEST) has placed the 2% limit on domestic tuition and mandatory fee increases for existing programs and services and the increases is on an ongoing basis. Upon Board Approval, this will now enable VCC to open registration for 2021/22 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>

In order to offset increased operating costs and to maintain financial stability and sustainability, VCC is recommending that domestic tuition and mandatory fees be increased by 2% in 2021/22.

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, 2021.

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

DATE: November 16, 2020



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revisions to C.3.13 Academic Year (formerly Academic Schedule) Policy and Procedures

BACKGROUND:

Revisions to C.3.13 Academic Year (formerly Academic Schedule) were recommended by the Administrative Policy Committee in early March and approved to be posted for community feedback by Operations Council at its April 29, 2020 meeting:

- Renaming C.3.13 *Academic Year*: in Registrar's Offices' (RO) terminology, "academic schedule" refers to the scheduling of courses and programs, not the identification of important dates, so this name change aligns with the language used in the wider RO community. (See C.3.15 documentation regarding that policy's related name change.)
- Changing the timing of the publication of dates from eighteen (18) months to three (3) years in advance: increasing the amount of lead time will simplify enrolment planning and scheduling.

These changes are being proposed in tandem with the revisions to C.3.15 Academic Schedule (formerly Academic Timetable and Room Booking). Both policies reflect the three (3)-term structure (central to the Student Experience project initiated by the Registrar's Office) while continuing to accommodate exceptions to this standardized setup.

The above changes to C.3.13 Academic Year were reviewed by the Education Policy Committee (EPC) at its June 10, 2020 meeting: EPC members asked the RO representatives to explicate the impact of the three (3)-term structure on programming that was unable to conform to this model, and the RO reiterated that there would be flexibility to accommodate different program dates. All other suggested corrections referred to word choice (e.g. changing "Spring" to "Spring/Summer") and were quickly resolved. As the revisions had been sent for community feedback by Operations Council, EPC members were comfortable making a recommendation to Education Council without seeking community feedback a second time.

DISCUSSION:

The suggested changes were approved by Education Council (EdCo) at its September 8, 2020 meeting. EdCo subsequently presented the revisions to the Governance Committee, which approved them on October 7, 2020.

RECOMMENDATION:

THAT, on the recommendation of the Governance Committee, the Board of Governors approve the revisions to C.3.13 Academic Year Policy and Procedures (formerly Academic Schedule), as presented on November 25, 2020.

ATTACHMENTS: APPENDIX A – C.3.13 Academic Year Policy (Tracked & Clean draft copies)
APPENDIX B – C.3.13 Academic Year Procedures (Tracked & Clean draft copies)

PREPARED BY: Elle Ting, Chair, Education Council
Deborah Lucas on behalf of Governance Committee

DATE: October 8, 2020

APPENDIX A



TRACKED DRAFT

POLICY

Policy No.	C.3.13
Title	Academic Schedule Year
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	<u>February 25, 2015</u>
Effective Date	<u>Draft: June 10, 2020</u> February 25, 2015

CONTEXT AND PURPOSE

The purpose of this policy is ~~to assist in~~ the establishment of the Academic ~~Schedule~~ by ~~identifying dates that reflect the scheduling (start and end dates) of programs as well as courses not part of a program, dates important for students to note in relation to their program/course as well as dates that impact the~~ Year. The Academic Year identifies the key dates for Vancouver Community ~~College~~ College's (VCC; the College) ~~community~~.

~~The College's Academic Schedule is the backbone of a student's life. Deadlines for payment and adding/dropping courses, refunds, registering in courses/programs, application for graduation, holiday dates and other important information for the entire academic year are outlined in the schedule.~~ programming and institutional operations.

~~The College and Institute Act, Section 23(1) states "an education council must advise the board and the board must seek advice from the education council, on the development of educational policy for the following matters ... (h) setting of the academic schedule."~~

~~The Academic Year is published well in advance to ensure students have predictability in their academic lives so they can plan ahead and take advantage of educational opportunities. This also enables College operations to schedule in advance to improve overall service to students.~~

SCOPE AND LIMITS

This policy applies to all programs, courses and College employees ~~except for courses and programs taught in Continuing Studies. A separate policy will be developed for Continuing Studies.~~

STATEMENT OF POLICY PRINCIPLES

1. ~~The Academic Year is based on standard practice in post-secondary education, along with input from the Students' Union of VCC, operational units, and Deans. Other factors include, but are not limited to:~~
 - a. Impact on students
 - b. Transfer arrangements, if any
 - c. Sufficient notice time
 - d. Facility impact
 - e. Student FTE impact
 - f. Grade submission impact

g. External constraint implications (such as Industry Training Authority requirements, external examination dates, availability of practicum placements and external funding requirements)

~~1.2.~~ The College operates on a September to August, 12-month academic year.

~~3. Important dates are provided to students with as much advance notice as possible, so they are able to plan their lives around their education at VCC.~~

~~2.4.~~ The start and end dates for all programs and courses will be established in advance of the student registration process.

~~3. Normally, the instructional year will run from the first working day in September to the last working day in August and include, among others, all dates with regard to:~~

- ~~— application deadline dates;~~
- ~~— admission deposit due dates;~~
- ~~— fee payment date and fee deferral request dates;~~
- ~~— registration dates;~~
- ~~— add/drop and last day for official withdrawal without academic penalty dates;~~
- ~~— refund dates;~~
- ~~— final examination dates; and~~
- ~~— known College closures as well as any breaks unique to a program or course not part of a program.~~
- ~~— date to change to audit status.~~

~~13.5.~~ Dates relating to the Academic ScheduleYear will be communicated ~~on~~via the College website.

~~14. Where the approved Academic Schedule is impacted by program suspension, program cancellation or course cancellation, other Policies and Procedures will take precedence.~~

DEFINITIONS

~~Academic Schedule Ad Hoc Committee: Oversees the establishment of the Academic Schedule for the instructional year. The committee will include:~~

- ~~● Vice President Academic, Students & Research~~
- ~~● Registrar~~
- ~~● Representative from Institutional Research~~
- ~~● One Dean~~
- ~~● Dean of Student Services~~
- ~~● SUVCC Student Representative~~
- ~~● Education Council Representative~~

~~Non term based courses and/or programs: Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).~~

~~Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.~~

There are no definitions for this policy.

RELATED LEGISLATION & POLICIES

Legislation

College and Institute Act, ~~Section 23(1)(h)~~

Policies

A.3.5_ Unscheduled College Closures

~~B.3.4_ Use of College Facilities~~

~~C.3.3_ Suspension and/or Discontinuance of Programs~~

C.3.15_ Academic Timetable and Room Booking

~~D.2.2_ Awards~~

~~D.3.2_ Fee Deferral~~

~~D.3.3_ Tuition and Fee Waiver for Employees~~

D.3.4_ Tuition and Fee Refund

D.3.6_ Admissions

D.3.7_ Tuition ~~&~~ Fees

~~D.3.8_ Criminal Record Check~~

D.3.9_ Tuition Waiver for Seniors

RELATED PROCEDURES

Refer to C.3.13 Academic ~~Schedule~~Year Procedures.



CLEAN DRAFT

POLICY

Policy No.	C.3.13
Title	Academic Year
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	February 25, 2015
Effective Date	Draft: June 10, 2020

CONTEXT AND PURPOSE

The purpose of this policy is the establishment of the Academic Year. The Academic Year identifies the key dates for Vancouver Community College's (VCC; the College) academic programming and institutional operations.

The Academic Year is published well in advance to ensure students have predictability in their academic lives so they can plan ahead and take advantage of educational opportunities. This also enables College operations to schedule in advance to improve overall service to students.

SCOPE AND LIMITS

This policy applies to all programs, courses and College employees.

STATEMENT OF POLICY PRINCIPLES

1. The Academic Year is based on standard practice in post-secondary education, along with input from the Students' Union of VCC, operational units, and Deans. Other factors include, but are not limited to:
 - a. Impact on students
 - b. Transfer arrangements, if any
 - c. Sufficient notice time
 - d. Facility impact
 - e. Student FTE impact
 - f. Grade submission impact
 - g. External constraint implications (such as Industry Training Authority requirements, external examination dates, availability of practicum placements and external funding requirements)
2. The College operates on a September to August, 12-month academic year.
3. Important dates are provided to students with as much advance notice as possible, so they are able to plan their lives around their education at VCC.
4. The start and end dates for all programs and courses will be established in advance of the student registration process.
5. Dates relating to the Academic Year will be communicated via the College website.

DEFINITIONS

There are no definitions for this policy.

RELATED LEGISLATION & POLICIES

Legislation

College and Institute Act

Policies

- A.3.5 Unscheduled College Closures
- C.3.15 Academic Schedule
- D.3.3 Tuition and Fee Waiver for Employees
- D.3.4 Tuition and Fee Refund
- D.3.6 Admissions
- D.3.7 Tuition and Fees
- D.3.9 Tuition Waiver for Seniors

RELATED PROCEDURES

Refer to C.3.13 Academic Year Procedures.



APPENDIX B

TRACKED DRAFT

PROCEDURES

Policy No.	C.3.13
Title	Academic Schedule Year
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	<u>February 25, 2015</u>
Effective Date	Feb 25, 2015 Draft: June 10, 2020

- ~~1. The Registrar's Office is responsible for preparing Academic Schedule Ad Hoc Committee will oversee the drafting Year information.~~
- ~~1.2. The Registrar's Office is responsible for setting the first and last date of an the Academic Schedule for Year, as well as the first and last date of each instructional year term.~~
- ~~3. The Registrar will recommend Academic Year has three (3) terms:

 - ~~a. The Fall Term normally starts on the first working business day and following the last working Labour Day weekend.~~
 - ~~b. The Winter Term normally starts on the first business day of the Academic year to the first full week after New Year's Day.~~
 - ~~c. The Spring/Summer Term normally starts on the first business day in May.~~~~
- ~~4. Each term is 16 weeks long and includes a one-week exam period as part of the 16 weeks.~~
- ~~2.5. The Academic Schedule Committee Year includes, among others, all dates with regard to:

 - ~~2. For term based courses, the Registrar will recommend the start and end dates for each term to the Academic Schedule Ad Hoc Committee. Any study breaks or exam periods will be identified by the respective areas.~~
 - ~~2. For non-term based courses and/or programs, the course/program area will recommend their start and end dates, as well as any proposed date(s) for final examination(s) and/or study breaks to the Academic Schedule Ad Hoc Committee.

 - ~~c. The start and end dates will be based on the number of hours or weeks required to complete the course and/or program as reflected in the approved Program Content Guide and/or Course Outline, with due consideration given to appropriate completion dates needed to permit transfer to and from other institutions and dates that will impact the writing of provincial and/or national examinations.~~
 - ~~d. Each course/program area will collaborate with their Dean in establishing practices for submission of the required information.~~~~~~
- ~~2. All start and end dates for both term and non-term based courses will reflect an entire instructional year and be submitted 18 months in advance of that instructional year.~~

- f. ~~For courses/programs that cannot submit information 18 months in advance (such as new courses/programs or courses/programs that have been canceled), the course/program area will submit information as soon as possible.~~
- a. The Academic Schedule Ad Hoc Committee will review all proposals regarding the Program and course start and end dates
- b. Final examination dates
- c. Known College closure dates, as well as any breaks unique to a program or course
6. Dates for programs and courses approved after the Academic Year has been set are approved by the Registrar's Office as part of the implementation process for programs and courses.

APPROVAL OF THE ACADEMIC YEAR

7. Academic Year information must be published at least three (3) years before the beginning of that Academic Year, in order to facilitate institutional planning, coordination, procedures and student awareness.
- ~~3.8.~~ The Registrar's Office presents the draft Academic Schedule and Year to Education Council. Education Council provides a recommendation will be made to the Education Council who in turn will make a recommendation regarding approval to the Board of Governors. Recommendations will be made based on the following criteria:
- ~~—~~ Impact on students
 - ~~—~~ Transfer arrangements if any
 - ~~—~~ Sufficient notice time
 - ~~—~~ Facility impact
 - ~~—~~ Student FTE impact
 - ~~—~~ Grade submission impact
 - ~~—~~ External constraints implications (such as Industry Training Authority requirements, external examinations dates, availability of practicum placements and external funding requirements)
9. ~~The~~ The Board of Governors is responsible for approving the Academic Schedule will be Year.
- ~~11.10.~~ The Academic Year is posted onto the College website after it is approved by the Board of Governors.
- ~~12.11.~~ Normally, once the academic schedule Academic Year has been approved by the Board of Governors, no changes will be made except in extraordinary circumstances. The Academic Schedule Committee will serve Registrar's Office serves as the adjudicating body point of contact for any such changes requests prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

RELATED POLICIES

Refer to C.3.13 Academic Schedule Year Policy.



CCLEAN DRAFT

PROCEDURES

Policy No.	C.3.13
Title	Academic Year
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	February 25, 2015
Effective Date	Draft: June 10, 2020

1. The Registrar's Office is responsible for preparing Academic Year information.
2. The Registrar's Office is responsible for setting the first and last date of the Academic Year, as well as the first and last date of each term.
3. The Academic Year has three (3) terms:
 - a. The Fall Term normally starts on the first business day following the Labour Day weekend.
 - b. The Winter Term normally starts on the first business day of the first full week after New Year's Day.
 - c. The Spring/Summer Term normally starts on the first business day in May.
4. Each term is 16 weeks long and includes a one-week exam period as part of the 16 weeks.
5. The Academic Year includes, among others, all dates with regard to:
 - a. Program and course start and end dates
 - b. Final examination dates
 - c. Known College closure dates, as well as any breaks unique to a program or course
6. Dates for programs and courses approved after the Academic Year has been set are approved by the Registrar's Office as part of the implementation process for programs and courses.

APPROVAL OF THE ACADEMIC YEAR

7. Academic Year information must be published at least three (3) years before the beginning of that Academic Year, in order to facilitate institutional planning, coordination, procedures and student awareness.
8. The Registrar's Office presents the draft Academic Year to Education Council. Education Council provides a recommendation regarding approval to the Board of Governors.
9. The Board of Governors is responsible for approving the Academic Year.
10. The Academic Year is posted to the College website after it is approved by the Board of Governors.

11. Once the Academic Year has been approved by the Board, no changes will be made except in extraordinary circumstances. The Registrar's Office serves as the point of contact for any such requests prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

RELATED POLICIES

Refer to C.3.13 Academic Year Policy.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revisions to C.3.15 Academic Schedule (formerly Academic Timetable and Room Booking) Policy and Procedures

BACKGROUND:

Revision of C.3.15 Academic Schedule (formerly Academic Timetable and Room Booking) took place over the last year, alongside the review of B.3.4 Space Allocation and Room Booking and C.3.13 Academic Year (previously known as Academic Schedule).

The proposed changes to C.3.15 focus the policy on matters related to the creation of the annual academic schedule: academic scheduling, enrolment planning, and the identification of course start and end dates. Room booking and the establishment of important institutional calendar dates are now addressed in other policies (B.3.4 and C.3.13, respectively).

The most significant change is the adoption of a three (3)-term year, with each term lasting four (4) months: September to December, January to April, and May to August. The standardization of this tri-semester model emerged out of the Student Experience project led by the Registrar's Office (RO) and aligns with the systems used at most Canadian postsecondary institutions; there will continue, however, to be built-in flexibility for programming that does not readily conform to the tri-semester standard.

The Administrative Policy Committee (APC) discussed the changes to C.3.15 at its March 2020 meeting and recommended minor revisions, such as language that clearly outlines the joint involvement of department leaders, deans, and School operations managers in finalizing enrolment plans and academic schedules.

At its June 2020 meeting, the Education Policy Committee (EPC) reviewed the policy; EPC members expressed appreciation for the alternatives provided for programming unable to fit the tri-semester system. As with C.3.13 Academic Year, community feedback had already been sought after Operations Council reviewed the proposed revisions to C.3.15 Academic Schedule in April 2020; consequently, EPC members were comfortable making a recommendation to Education Council without another round of community feedback beforehand.

DISCUSSION:

The suggested changes were approved by Education Council (EdCo) at its September 8, 2020 meeting. EdCo subsequently presented the revisions to the Governance Committee, which approved them on October 7, 2020.

RECOMMENDATION:

THAT, on the recommendation of the Governance Committee, the Board of Governors approve the revisions to C.3.15 Academic Schedule Policy and Procedures (formerly Academic Timetable and Room Booking), as presented on November 25, 2020.

ATTACHMENTS: APPENDIX A – C.3.15 Academic Schedule Policy (Tracked & Clean draft copies)
APPENDIX B – C.3.15 Academic Schedule Procedures (Tracked & Clean draft copies)

PREPARED BY: Elle Ting, Chair, Education Council
Deborah Lucas on behalf of Governance Committee

DATE: October 8, 2020



APPENDIX A

TRACKED DRAFT

POLICY

Policy No.	C.3.15
Title:	Academic Timetable and Room Booking Schedule
Approval Body	Board of Governors President
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	July 26, 2016; formerly Academic Timetable and Room Booking
Effective Date	July 26, 2016 Draft: May 21, 2020

CONTEXT AND PURPOSE

~~This policy outlines the process that is employed to prepare an Academic Schedule of all courses offered by Vancouver Community College (VCC; the College) is committed to operate under clear principles and a policy framework whereby scheduling of learning activities across the College shall occur in a manner that optimizes). From the utilization of our human and physical resources. The Academic Timetable consists of credit courses scheduled in an orderly and consistent manner, maximizing Academic Schedule, each student's timetable of courses is created.~~

~~The purpose of an Academic Schedule is to maximize student learning, student access and space utilization while maintaining and maintain program integrity. Through the use~~

~~The Academic Schedule allows for effective scheduling, registration of a scheduling software system, the outcome of the students, academic scheduling process will be a Master Schedule which supports students in their program of study by being convenient, equitable and facilitates their learning. The Master Schedule will include all non-Continuing Studies programming and alternate delivery courses planning, enrolment management, and faculty assignment and utilization within the framework of the fiscal year.~~

SCOPE AND LIMITS

~~This~~

~~The policy applies to all non-Continuing Studies employees of the College responsible for setting up course offerings. All courses offered and administered on behalf of by VCC are included in the College. A policy regarding Continuing Studies timetabling will be developed separately. College's Academic Schedule.~~

STATEMENT OF POLICY PRINCIPLES

- ~~1. —The College's Academic Timetable policy will be~~ Schedule is based on the general principles of fairness, consistency, and transparency.
- ~~The Academic scheduling adheres to the~~ Schedule is based on the following principles: ~~Board of Governors outcomes and values as they relate to this process:~~
 - ~~Student Centered: Scheduling of learning activities is centred -~~ designed to meet the needs of the students and ~~supports the support~~ teaching ~~and~~ learning ~~processes~~ processes.

- b) Accessible: ~~The human and physical resources are scheduled to optimize access to the College's educational opportunities. The College will ensure that its scheduling will make - ensuring~~ reasonable accommodations for students and ~~staff employees~~ with disabilities ~~and different cultures.~~
- c) Responsive: ~~The Master Schedule will provide - providing~~ accurate and timely information ~~to students, staff and external clients.~~
- d) Fiscally Responsible: The College will ensure the administrative efficiency of the scheduling and timetabling process by optimizing responsible - maximizing the usefulness of resources.
- e) Efficient - improving automation and integration of ~~all teaching/learning~~ activities and effective utilization of College space.
3. All ~~collective agreements~~ Collective Agreements will be adhered to during the academic scheduling and timetabling process.
4. ~~VCC ensures that program requirements are amended~~ The Registrar's Office, in a timely manner and that they are administratively workable and consistent in purpose, language and logic.
5. ~~VCC ensures consultation with Departments, is responsible for the program calendar descriptions, web site and other publications present accurate and consistent information.~~
6. All teaching, learning and related activities held at any VCC campus must be scheduled through operation of a centralized scheduling software system.
- 7.4. ~~VCC is the sole owner of all space. Space will be assigned through a cooperative and collaborative process and will result in resource based scheduling~~ the resulting student timetable.
1. ~~The scheduling software system will also be used for all VCC room bookings that are non-learning related, and for all space owned or leased by the College.~~

DEFINITIONS

Academic Records: The department in the Registrar's Office that is responsible for testing registration, applying fees in the Student Information System (SIS) and releasing the final Academic Schedule for registration.

Academic Schedule: A College-level breakdown complete listing of statutory holidays, Holiday closures, VCC Day and Term start and end dates as well as programs/clusters all scheduled classes to be offered. To be completed taught within an academic term, including dates, days, times, and any additional details required to set up student registration.

Academic Scheduling: The department in the Registrar's Office that is responsible for supporting the enrolment planning process, managing the academic schedule process and approved 18 months in advance of the fiscal year for communicating effectively with various stakeholders within the College.

Academic Year: -The twelve-month period running from September through August.

Banner: The software system used at VCC to administer The Academic Year information on students, financial aid, finance, human resources and student advancement and the primary repository of institutional information includes a listing of statutory holidays, Holiday closures, VCC Day and Term start and end dates.

Classroom: Space utilized directly for instruction but can also include time and space utilized for alternative delivery learning.

Contact Hours (Student): Actual periods of time (measured in hours and portions thereof) during which classes or sections of students are engaged in scheduled periods of teaching and learning activities instruction.

Draft Academic Schedule: The preliminary academic schedule populated based on the information sent provided from the Enrolment Plan and then distributed to Department Heads from the Timetabling Unit Leaders for updating which forms the basis for the final schedule.

EMS: The room booking system that works with Banner related to the actual room assignment review.

Enrolment Capacity: The maximum number of students allowed to enroll in each section.

Enrolment Plan: A plan that contains detailed information expanding on the Academic Schedule and provides a breakdown of classes to be offered in the coming fiscal year which is broken down by School, ORG and GENR. The plan includes historical averages associated with prior enrolment in individual sections for the purposes of establishing realistic enrolment targets for the purposes of building the College budget pertaining to tuition revenue based on these projections. This is to be completed by Institutional Research 12 months prior to the start of the fiscal year.

Enrolment Plan: The listing of anticipated courses, sections, and students for a program/department. It informs the budget and scheduling processes.

Fiscal Year: The twelve-month period running from April 1 to March 31.

Instructional Space: Classrooms, labs or physical space that has been designated for the purposes of providing instruction for students.

Lab: A classroom with specialized equipment generally for the purpose of applying skills in a simulated setting.

Master Schedule: The final or complete list of all credit courses, times, dates, instructors, rooms, etc., produced for the purpose of preparing timetables for students. The Master Schedule will be completed for each term and available six months prior to the start of that individual term. The Master Schedule is built by the Timetabling Unit which is part of the Registrar's Office.

Priority Use of Space: Where an individual, activity or program is given preferential access to a learning space due to the purpose-built nature of the space.

Program: An organization of credit courses and related learning experiences leading to certification.

Projected Enrolment: This field on the individual course section form in Banner (SSASECT) is for the exclusive use of Institutional Research and is where enrolment estimates are placed that will drive the Enrolment Plan and budgeting process.

Room Scheduling Assistant: The Room Scheduling Assistant is part of Facilities and handles ad hoc room and external room requests.

Seating Capacity: The maximum seating designated to a specific room.

Sole Use of Space: Where an individual, activity or program is given exclusive access to a learning space in the interests of security, purpose built or equipped for a specific program, safety or confidentiality.

Term: One of the periods of time in the Academic Year (eg. 201640, 201650, 201660, 201670).

Timetable: The personal, individualized itinerary of classes provided to each student at registration. It includes Course Reference Number (CRN), name of course, days, times, location and instructor.

Timetabling Matrix: A model for class scheduling that is designed to enhance standardization of scheduling, enhance the utilization of College space and provide simplified information for students concerning when and where courses will be taught.

RELATED LEGISLATION & POLICIES

Policies

B.3.3 Rental of College Facilities

B.3.4 UseSpace Allocation and Room Booking

C.1.4 Assignment of College FacilitiesCredits

C.3.13 Academic ScheduleYear

Collective Agreements

VCC and CUPE Local 4627 Collective Agreement

VCC and VCC Faculty Association Collective Agreement

RELATED PROCEDURES

Refer to C.3.15 Academic Timetable and Room BookingSchedule Procedures.

**CLEAN DRAFT****POLICY**

Policy No.	C.3.15
Title:	Academic Schedule
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	July 26, 2016; formerly Academic Timetable and Room Booking
Effective Date	Draft: May 21, 2020

CONTEXT AND PURPOSE

This policy outlines the process that is employed to prepare an Academic Schedule of all courses offered by Vancouver Community College (VCC; the College). From the Academic Schedule, each student's timetable of courses is created.

The purpose of an Academic Schedule is to maximize student learning, student access and space utilization and maintain program integrity.

The Academic Schedule allows for effective scheduling, registration of students, academic planning, enrolment management, and faculty assignment and utilization within the framework of the fiscal year.

SCOPE AND LIMITS

The policy applies to all employees of the College responsible for setting up course offerings. All courses offered by VCC are included in the College's Academic Schedule.

STATEMENT OF POLICY PRINCIPLES

1. The College's Academic Schedule is based on the general principles of fairness, consistency, and transparency.
2. The Academic Schedule is based on the following principles:
 - a) Student centred - designed to meet the needs of the students and support teaching and learning processes.
 - b) Accessible - ensuring reasonable accommodations for students and employees with disabilities.
 - c) Responsive - providing accurate and timely information.
 - d) Fiscally responsible - maximizing the usefulness of resources.
 - e) Efficient - improving automation and integration of activities.
3. All Collective Agreements will be adhered to during the academic scheduling and timetabling process.
4. The Registrar's Office, in consultation with Departments, is responsible for the operation of a centralized scheduling process and the resulting student timetable.

DEFINITIONS

Academic Records: The department in the Registrar's Office that is responsible for testing registration, applying fees in the Student Information System (SIS) and releasing the final Academic Schedule for registration.

Academic Schedule: A complete listing of all scheduled classes to be taught within an academic term, including dates, days, times, and any additional details required to set up student registration.

Academic Scheduling: The department in the Registrar's Office that is responsible for supporting the enrolment planning process, managing the academic schedule process and for communicating effectively with various stakeholders within the College.

Academic Year: The twelve-month period running from September through August. The Academic Year information includes a listing of statutory holidays, Holiday closures, VCC Day and Term start and end dates.

Contact Hours: Actual periods of time (measured in hours and portions thereof) during which classes or sections of students are engaged in scheduled periods of instruction.

Draft Academic Schedule: A preliminary academic schedule populated based on the information provided from the Enrolment Plan and then distributed to Department Leaders for review.

Enrolment Capacity: The maximum number of students allowed to enroll in each section.

Enrolment Plan: The listing of anticipated courses, sections, and students for a program/department. It informs the budget and scheduling processes.

Fiscal Year: The twelve-month period running from April 1 to March 31.

Timetable: The personal, individualized itinerary of classes provided to each student at registration. It includes Course Reference Number (CRN), name of course, days, times, location and instructor.

RELATED LEGISLATION & POLICIES

Policies

- B.3.3 Rental of College Facilities
- B.3.4 Space Allocation and Room Booking
- C.1.4 Assignment of Credits
- C.3.13 Academic Year

Collective Agreements

- VCC and CUPE Local 4627 Collective Agreement
- VCC and VCC Faculty Association Collective Agreement

RELATED PROCEDURES

Refer to C.3.15 Academic Schedule Procedures.

APPENDIX B



TRACKED DRAFT

PROCEDURES

Policy No.	C.3.15
Title	Academic Timetable and Room Booking Schedule
Approval Body	President Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	July 26, 2016; formerly Academic Timetable and Room Booking
Effective Date	July 26, 2016 Draft: May 21, 2020

~~1. Class Scheduling: It is necessary to develop an academic Master Schedule for non Continuing Studies courses to allow for timetabling, registration of students, academic planning, enrollment management and staffing within the framework of the fiscal year.~~

~~Scheduled teaching and learning activities **GENERAL**~~

- ~~— Unless otherwise stated, courses will be at times and locations that will facilitate positive learning outcomes. Scheduling of events will be prioritized and be generally based (in no particular order) on:~~
 - ~~— Resources~~
 - ~~— Room restricted classes~~
 - ~~— Time and day restricted classes~~
 - ~~— Events required by multiple programs and majors~~
 - ~~— Events requiring appropriately sized rooms~~
 - ~~— Events of extended duration~~
 - ~~— Events of shorter duration~~
 - ~~— Events requiring priority use or sole use of a learning space~~
- ~~— Flexibility will be required in order to schedule teaching and learning activities which maximize the expertise of VCC instructional resources (staff and facilities), keeping in mind contractual obligations. Historical use or preference of proximity cannot take precedence over the need to ensure that learning activities are allocated the teaching space most suited to the mode of instruction, class size and impact on institutional space efficiency, however, the Timetabling staff will have discretion in matters where assignment based on historical use does not adversely impact these previously noted factors.~~
- ~~— It may not be possible to make all electives available to all students every year or semester due to resource limitations.~~

~~13. Instructional Space: The Timetabling staff facilitate the efficient utilization of the College's instructional space through scheduling and room allocation.~~

- The maximum classroom utilization will not exceed the seating capacity regulated by the Fire Marshall requirements.
- Preferred maximum room capacity will be determined, in consultation with the Timetabling staff and the Department Head, before finalizing the Master Schedule.
- All teaching space will be inventoried by the Facilities to assess design, features, and suitability for various teaching modes, equipment, seating capacity and disability access with information updated to a definitive data source.
- Changes to the functionality of a room during the teaching year will be communicated by IT, Facilities, or the Departments to the Room Booking Assistant in a timely manner.

18. Room Allocation

- The room allocation process is predicated on automation and optimisation of the room scheduling software system.
- The allocation of rooms for teaching and learning will be the responsibility of the Timetabling staff.
- Timetabling staff will be responsible for the initial room allocation process as part of the Master Schedule build. All subsequent changes will be made through the Room Scheduling Assistant in Facilities.
- Room requests should be made on the basis of anticipated enrolment being equal or greater than 80% of room capacity.
- The following requests will be accommodated subject to priorities and availability of space:
 - Additional time prior to or following a scheduled activity to allow time for preparation, clean up and maintenance for laboratories or shops, as needed.
 - Time for unsupervised student activity in laboratories, to be allocated once scheduling is complete.
- There are ten minutes of each instructional unit built in for travel time for students, staff or relocation of resources. Teaching and learning activities will be allocated to rooms in a manner that takes into account any travel time required between locations for students and staff and resources.

27.1. In the event of a dispute over room allocation, the matter will be discussed within a standard four-month term (i.e. Sep-Dec, Jan-Apr, and May-Aug). Exceptions to this standard must be approved by the Registrar (or designate, and appropriate Department Head, with input from stakeholders. The final decision will be based on the Principles stated in Policy C.3.15.)

- Once a room has been assigned to a class, changes to the room assignment cannot arbitrarily be made without consulting the Timetabling staff to ensure that such a change will not create a room conflict elsewhere. The criteria under which room changes will be considered are noted in 7).b). of these procedures.

29. Instructional Time

- Full time programs will predominantly be scheduled between 8:00 a.m. and 6:00 p.m. The College has recourse to offering credit establishes open hours for all campuses and

~~all courses at 6:00 p.m. or later if required to provide a satisfactory Master Schedule. Programs may request weekend classes, with the prior approval of Facilities, to accommodate workshops, field trips, labs and to schedule examinations.~~

~~Where it is determined that classes are required to will be scheduled within these hours. Requests to run courses outside of these hours, Campus Security will ensure that spaces are accessible and secured at the required times. These bookings will need to be provided to Campus Security by the will be adjudicated on an individual(s) making the booking.~~

~~32.2. Non-teaching Times: Departments may schedule common meeting times as required. These may be reoccurring meetings on a regular basis.~~

~~33. Resolving Scheduling Conflicts~~

~~The Timetabling staff member will make every attempt to resolve scheduling conflicts between involved parties.~~

~~3. It is the responsibility of the Department Head and/or the Continuing Studies courses are generally offered after 6 p.m. and on weekends. Any changes to scheduling that may impact Continuing Studies access to space during these times must be approved by the Registrar or designate.~~

~~4. The assignment of classrooms for individual classes will take into account any travel time required between locations for students and employees.~~

~~5. Deans are responsible for developing ensuring that within all Departments, the Master College's scheduling process, policy, procedures and deadlines are met and adhered to, and are consistent with the Enrolment Plan.~~

~~6. The following criteria should be considered in preparation of the Academic Schedule:~~

~~a. Student expectations~~

~~b. Open hours of the campuses~~

~~c. Required contact hours~~

~~d. Resources and facilities requirements (specialized equipment)~~

~~e. Regulatory body requirements~~

~~f. Student funding, fees and financial aid impacts~~

~~g. Access to large capacity rooms (examination space)~~

~~7. Department Leaders are responsible for each program to ensure:~~

~~a. Providing information regarding class schedule, teaching mode and required resources.~~

~~b. Collecting, preparing, verifying data and returning it to Academic Scheduling within timelines and in the format provided.~~

~~c. Designating an alternative contact during any extended periods when the Department Leader will be unavailable to answer questions from Academic Scheduling.~~

~~a.d. Ensuring that courses will be sequenced in the appropriate fashion. This will ensure that students so that student will be able to complete associated co-pre-requisites and prerequisites in the proper order co-requisites.~~

35. Schedule Changes

8. In the event a Department Leader or approved designate is unavailable over five (5) business days, Academic Scheduling has the authority to resolve conflicts affecting student timetabling. Academic Scheduling may resolve the issue sooner than five days if conflict occurs during the affected students' course schedule and there is an immediate impact to students.

ACADEMIC SCHEDULING PROCESS

9. For existing programs:

- a. Academic Scheduling populates the Enrolment Plan with the anticipated offerings for the upcoming fiscal year by June 1, and sends it to the Dean.
- b. Deans are responsible for consulting with Department Leaders and the School Operations Manager in reviewing, revising and returning the Enrolment Plan to Academic Scheduling by July 31.
- c. Academic Scheduling prepares the data and draft Academic Schedule for distribution to the Department Leaders for review.
- d. The Department Leader confirms or revises the information, including the maximum enrolment capacity, in the draft Academic Schedule and returns it to Academic Scheduling by the deadline.
- e. Academic Scheduling produces a final Academic Schedule for release to Academic Records and other relevant stakeholders.
- f. Academic Records updates the Student Information System with fee information and prepares for student registration.
- g. Once complete, Academic Records releases the final Academic Schedule for registration at least six months prior to the start of the term.

10. New programs will be added to the Enrolment Plan if Education Council has approved them prior to July 31 for the effective date in the next fiscal year.

11. For new programs not added to the Enrolment Plan by July 31:

- a. Academic Records creates a master schedule template and sends it to Academic Scheduling. This includes a complete list of courses, course numbers, credits, and levels as approved by Education Council.
- b. Academic Scheduling sends a master scheduling template to the Department Leader.
- c. The Department Leader completes the master scheduling template in consultation with the Dean and the School Operations Manager, and returns it to Academic Scheduling within two weeks of receipt.
- d. Academic Scheduling produces a final Academic Schedule for the new program for release to Academic Records and other relevant stakeholders.
- e. Academic Records updates the Student Information System with fee information and prepares for student registration.
- f. Once complete, Academic Records releases the program's final Academic Schedule for registration at least four months prior to the start of the term.

12. The Registrar or delegate has the authority to make exceptions based on the policy principles.
13. Academic Scheduling may not be able to accommodate Department preferences if the required deadlines are not met.
14. At the discretion of the Registrar or designate, the final Academic Schedule may be released based on information from the previous year's schedule if submission deadlines are not met, so as not to delay having schedule information available for students.
15. Once the final Academic Schedule has been released, the room booking process begins. Refer to Policy B.3.4 Space Allocation and Room Booking.

SCHEDULING CHANGES AND CONFLICTS

- ~~36.~~16. After the Masterfinal Academic Schedule has been publishedreleased, all requests for changes require approvalmust be approved by the Registrar or designate, Director of Finance or designate, and the Dean/Director responsible for the program area within established guidelines. Changes must be submitted using the Academic Schedule Change Request form so as to track and document all changes.
- ~~37.~~17. Changes to the published schedule will be kept to a minimum. Valid reasons for changes include:
- ~~a.~~ Unexpected staff changes.
 - ~~b.~~a. Unexpected increase/decrease in student enrolment
 - ~~c.~~ Course cancellations.
 - ~~d.~~b. Unexpected health or safety hazard. hazards
 - ~~e.~~c. Adjustments required to accommodate staffemployees or students with special needs or cultural requirements.
 - ~~f.~~d. Changes in available equipment.
 - ~~g.~~e. Instructional opportunities that may be offered through Continuing Studies as a revenue source.
 - ~~h.~~ The Department Head, with written approval by the Dean, will notify the Timetabling staff in writing, of all requests for changes to schedules within established deadlines. These changes will be reflected in any subsequent draft copies of the Master Schedule or in the scheduling software system.
 - ~~i.~~ Where changes to the published Master Schedule have had final approval by the Timetabling staff, the Department Head will be responsible for notifying the students and staff of the change.
 - ~~f.~~ The Timetabling staffUnexpected employee changes
18. The Department Leader will communicate approved changes to Room Booking, employees, and students as soon as information is available.
- ~~38.~~19. Academic Scheduling shall keep a record of all changes to the published timetablefinal Academic Schedule and provide a report to the Registrar each term. The Registrar or designate will notify the appropriate Dean if continual change occurschanges occur and are deemed to be problematic.

40. Responsibilities

- ~~· The Vice President, Academic, Students and Research and the Vice President, Administration and CFO are responsible for ensuring that the College's scheduling process is supported and operates in an efficient and effective manner.~~
 - ~~· Timetabling staff are responsible for:

 - ~~· Functional system maintenance and data integrity.~~
 - ~~· Preparation, distribution and enforcement of Master Schedule development timelines.~~
 - ~~· Training and support for system users.~~
 - ~~· Liaison with Department Leaders regarding scheduling.~~
 - ~~· Recommending and implementing relevant policies and procedures.~~
 - ~~· Room allocations and time classes are offered for all non-Continuing Studies offerings.~~
 - ~~· Testing to determine and Scheduling will make every attempt to resolve scheduling conflicts.~~
 - ~~· Testing, implementing and communicating approved schedule changes to the Department contact.~~
 - ~~· Preparation of reports relating to the operation of the scheduling process.~~
 - ~~· Any other situations mentioned in this policy that specifically refer to the Timetabling staff positions.~~~~
 - ~~· Deans are responsible for ensuring that the College's scheduling process, procedures and deadlines are met and adhered to within all Departments and are consistent with the Enrolment Plan.~~
 - ~~· Within each School/Centre, Department Heads shall be responsible for:

 - ~~· Determining the courses to be offered by year and semester.~~
 - ~~· Planning for the appropriate number of sections dependent upon enrolments.~~
 - ~~· Utilizing full capacity of sections.~~
 - ~~· Providing information regarding teaching mode, required resources.~~
 - ~~· Accommodating special needs in conjunction with the Coordinator of Disabilities and ensuring cultural needs are met.~~
 - ~~· Collecting, preparing, verifying data and returning it to the Timetabling staff within appropriate timelines, and in the format provided.~~
 - ~~· Designating an alternative contact during any extended periods when the Department Head will be unavailable to answer questions from the Timetabling staff.~~
 - ~~· In the event of a Program Coordinator/Chair or approved designate is unavailable dispute over a three-day period, the Timetabling staff have the authority to resolve conflicts affecting student timetabling. The Timetabling staff~~~~

may resolve the issue sooner than three days if conflict occurs during the affected students' course schedule and there is an immediate impact to students.

63. Timelines

- Timelines for the scheduling process will be clearly defined in the Master Schedule development instructions. As a general rule, the following timelines will be adhered to for each yearly timetable cycle:
 - Curriculum and curriculum changes for the following academic year(s) and cohort of students, by November Education Council and Curriculum Committee.
 - Enrolment targets and student schedule groups to be established by no later than November 1.
 - Roll over of Master Schedule to new fiscal year and delivered to Schools/Centres a minimum of 10 months before the scheduled start of term.
 - Scheduling process within Schools/Centres, with ongoing submission of information to the Timetabling staff at least nine months prior to the start of the term.
 - Once this deadline passes, which will be communicated to the College community, no changes can be submitted until the Master Schedule is released.
 - The Timetabling Unit will provide a revised Master Schedule to the College community at least seven months prior to the start of term.
 - Once Timetabling staff have completed the Master Schedule, the scheduling or room allocation, Academic Records unit within the Registrar's Office requires one additional month in order to establish appropriate attributes, fees, UPass parameters and associated registration set up.
 - Final Master Schedule to be released to facilitate registration six months prior to the start of term.
 - All exceptions to the above guidelines will be approved by the Vice President, Academic, Students and Research and the Vice President, Administration and CFO. Failure to meet the required deadlines may result in forfeiture of preferences.

74. Ad Hoc Use of Rooms (One-off requests)

- Teaching space not already in use may be booked for 'ad hoc' purposes.
- All ad hoc bookings shall be made through the Room Scheduling Assistant once will refer the final Master Timetable is completed.

77.20. The scheduling software system will be made available matter to staff to determine the availability of rooms, for ad hoc purposes, with final approval being set by Registrar or designate, who will consult the Room Dean(s), Department Leaders, and Academic Scheduling Assistant.

78. External Request for Rooms

- a. Use of the College's physical facilities by individuals, groups or organizations external to the College must be compatible with the College's mission and goals.

~~b. Use of the College's physical facilities by individuals, groups or organizations external to the College must comply with legislative requirements, particularly in relation to Occupational Health and Safety, and any relevant College policy or procedure.~~

~~—All bookings by external users must be made through Facilities.~~

~~78. Business Process~~

~~c. Integration between the scheduling software system and Banner will occur through an interface.~~

~~c. The policy will be reviewed annually by the Space Utilization Executive Coordinating Group.~~

The Registrar

CONTINUING STUDIES

21. Due to the scope and nature of Continuing Studies programming and unique operational needs, Continuing Studies does not utilize Academic Scheduling to build schedules, and the timelines and procedures for scheduling differ from those of the rest of the College.

22. Continuing Studies Program Coordinators are responsible for preparing enrolment plans each fall, in consultation with Departments the Operations Manager and Information Systems, is responsible for the development with approval from the Dean.

23. Course schedules will be released three times annually, several months before the start of term. The deadlines for courses to be active and maintenance of open for registration are as follows:

a. For Fall Term (September – December): June 15

b. For Winter Term (January – March): October 15

c. For Spring Term (April – August): February 15

24. Schedule changes and requests for additional courses are submitted to Continuing Studies registration staff for entry on an as-needed basis.

~~79:25. Once the course schedule for the formal business upcoming term has been activated, the room booking process to enable the operation of centralized timetabling, the implementation of a timetabling matrix model and the preparation of student timetables within the College begins. Refer to Policy B.3.4 Space Allocation and Room Booking.~~

RELATED POLICY

Refer to C.3.15 Academic ~~Timetable and Room Booking Schedule~~ Policy.



CLEAN DRAFT

PROCEDURES

Policy No.	C.3.15
Title	Academic Schedule
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	July 26, 2016; formerly Academic Timetable and Room Booking
Effective Date	Draft: May 21, 2020

GENERAL

1. Unless otherwise stated, courses will be scheduled within a standard four-month term (i.e. Sep-Dec, Jan-Apr, and May-Aug). Exceptions to this standard must be approved by the Registrar (or designate).
2. The College establishes open hours for all campuses and all courses will be scheduled within these hours. Requests to run courses outside of these hours will be adjudicated on an individual basis.
3. Continuing Studies courses are generally offered after 6 p.m. and on weekends. Any changes to scheduling that may impact Continuing Studies access to space during these times must be approved by the Registrar or designate.
4. The assignment of classrooms for individual classes will take into account any travel time required between locations for students and employees.
5. Deans are responsible for ensuring that within all Departments, the College's scheduling process, policy, procedures and deadlines are met and adhered to, and are consistent with the Enrolment Plan.
6. The following criteria should be considered in preparation of the Academic Schedule:
 - a. Student expectations
 - b. Open hours of the campuses
 - c. Required contact hours
 - d. Resources and facilities requirements (specialized equipment)
 - e. Regulatory body requirements
 - f. Student funding, fees and financial aid impacts
 - g. Access to large capacity rooms (examination space)
7. Department Leaders are responsible for:
 - a. Providing information regarding class schedule, teaching mode and required resources.
 - b. Collecting, preparing, verifying data and returning it to Academic Scheduling within timelines and in the format provided.

- c. Designating an alternative contact during any extended periods when the Department Leader will be unavailable to answer questions from Academic Scheduling.
 - d. Ensuring that courses are sequenced so that student will be able to complete associated pre-requisites and co-requisites.
8. In the event a Department Leader or approved designate is unavailable over five (5) business days, Academic Scheduling has the authority to resolve conflicts affecting student timetabling. Academic Scheduling may resolve the issue sooner than five days if conflict occurs during the affected students' course schedule and there is an immediate impact to students.

ACADEMIC SCHEDULING PROCESS

9. For existing programs:
- a. Academic Scheduling populates the Enrolment Plan with the anticipated offerings for the upcoming fiscal year by June 1, and sends it to the Dean.
 - b. Deans are responsible for consulting with Department Leaders and the School Operations Manager in reviewing, revising and returning the Enrolment Plan to Academic Scheduling by July 31.
 - c. Academic Scheduling prepares the data and draft Academic Schedule for distribution to the Department Leaders for review.
 - d. The Department Leader confirms or revises the information, including the maximum enrolment capacity, in the draft Academic Schedule and returns it to Academic Scheduling by the deadline.
 - e. Academic Scheduling produces a final Academic Schedule for release to Academic Records and other relevant stakeholders.
 - f. Academic Records updates the Student Information System with fee information and prepares for student registration.
 - g. Once complete, Academic Records releases the final Academic Schedule for registration at least six months prior to the start of the term.
10. New programs will be added to the Enrolment Plan if Education Council has approved them prior to July 31 for the effective date in the next fiscal year.
11. For new programs not added to the Enrolment Plan by July 31:
- a. Academic Records creates a master schedule template and sends it to Academic Scheduling. This includes a complete list of courses, course numbers, credits, and levels as approved by Education Council.
 - b. Academic Scheduling sends a master scheduling template to the Department Leader.
 - c. The Department Leader completes the master scheduling template in consultation with the Dean and the School Operations Manager, and returns it to Academic Scheduling within two weeks of receipt.
 - d. Academic Scheduling produces a final Academic Schedule for the new program for release to Academic Records and other relevant stakeholders.

- e. Academic Records updates the Student Information System with fee information and prepares for student registration.
 - f. Once complete, Academic Records releases the program's final Academic Schedule for registration at least four months prior to the start of the term.
12. The Registrar or delegate has the authority to make exceptions based on the policy principles.
 13. Academic Scheduling may not be able to accommodate Department preferences if the required deadlines are not met.
 14. At the discretion of the Registrar or designate, the final Academic Schedule may be released based on information from the previous year's schedule if submission deadlines are not met, so as not to delay having schedule information available for students.
 15. Once the final Academic Schedule has been released, the room booking process begins. Refer to Policy B.3.4 Space Allocation and Room Booking.

SCHEDULING CHANGES AND CONFLICTS

16. After the final Academic Schedule has been released, all changes must be approved by the Registrar or designate, Director of Finance or designate, and the Dean/Director responsible for the program area. Changes must be submitted using the Academic Schedule Change Request form so as to track and document all changes.
17. Changes to the published schedule will be kept to a minimum. Valid reasons for changes include:
 - a. Unexpected increase/decrease in student enrolment
 - b. Unexpected health or safety hazards
 - c. Adjustments required to accommodate employees or students with special needs
 - d. Changes in available equipment
 - e. Instructional opportunities that may be offered through Continuing Studies as a revenue source
 - f. Unexpected employee changes
18. The Department Leader will communicate approved changes to Room Booking, employees, and students as soon as information is available.
19. Academic Scheduling shall keep a record of all changes to the final Academic Schedule and provide a report to the Registrar each term. The Registrar or designate will notify the appropriate Dean if continual changes occur and are deemed to be problematic.
20. Academic Scheduling will make every attempt to resolve scheduling conflicts. In the event of a dispute over scheduling or room allocation, Academic Scheduling will refer the matter to the Registrar or designate, who will consult the Dean(s), Department Leaders, and Academic Scheduling.

CONTINUING STUDIES

21. Due to the scope and nature of Continuing Studies programming and unique operational needs, Continuing Studies does not utilize Academic Scheduling to build schedules, and the timelines and procedures for scheduling differ from those of the rest of the College.

22. Continuing Studies Program Coordinators are responsible for preparing enrolment plans each fall, in consultation with the Operations Manager and with approval from the Dean.
23. Course schedules will be released three times annually, several months before the start of term. The deadlines for courses to be active and open for registration are as follows:
 - a. For Fall Term (September – December): June 15
 - b. For Winter Term (January – March): October 15
 - c. For Spring Term (April – August): February 15
24. Schedule changes and requests for additional courses are submitted to Continuing Studies registration staff for entry on an as-needed basis.
25. Once the course schedule for the upcoming term has been activated, the room booking process begins. Refer to Policy B.3.4 Space Allocation and Room Booking.

RELATED POLICY

Refer to C.3.15 Academic Schedule Policy.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: November 25, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Revisions to A.3.10 Sexual Violence and Misconduct Policy and Procedures

BACKGROUND:

Policy A.3.10 Sexual Violence and Misconduct was first approved in May 2017. The BC government mandated that all post-secondary institutions have a policy and that the policy must be reviewed every three (3) years. Caralee Maloney, Manager in Safety, Security and Risk Management, was assigned as policy writer and led a small review team in re-drafting the policy.

DISCUSSION:

Significant changes were made, with the major focus of changes being:

1. Centering survivors by using language that takes their experiences seriously, treats them respectfully, and gives clear direction to College members that survivors have the right to determine how they disclose and report sexual violence and misconduct. The previous version of the policy had similar clauses but the committee sought to improve the language used.
2. Simplifying the language whenever possible, and reducing the amount of legal-ese used. For example, instead of Complainant and Respondent, the document use Survivor and Person Accused/Respondent.

The review followed the procedures under policy A.3.2 Policy Development & Maintenance. All feedback was considered when developing the final draft for Operations Council, which approved the recommendations (Appendix A and B) on October 29, 2020.

As documents were still under review at the time of the last Governance Committee meeting, this policy is being brought directly to the Board in order to meet the mandated timeline of December 2020.

The College commends the work of Caralee Maloney as lead policy writer.

RECOMMENDATION:

THAT the Board of Governors approve the revised A.3.10 Sexual Violence and Misconduct Policy and Procedures.

ATTACHMENTS: APPENDIX A - A.3.10 Policy (tracked & clean drafts)
APPENDIX B - A.3.10 Procedures (tracked & clean drafts)

PREPARED BY: Ian Humphreys, Vice President, Administration & International Development

DATE: October 29, 2020

APPENDIX A

TRACKED DRAFT



POLICY

Title	Sexual Violence and Misconduct
Policy No.	A.3.10
Approval Body	Board of Governors
Policy Sponsor	Vice President Administration & International Development
Last Revised/Replaces	May 17, 2017
Effective Date	<i>Draft: October 19, 2020</i>

CONTEXT AND PURPOSE

This Policy and the accompanying Procedures affirms Vancouver Community College's (VCC, the College) commitment to providing a safe, respectful, and inclusive environment where Sexual Violence and Misconduct is not tolerated. It outlines a process for Disclosing and Reporting incidents of Sexual Violence and Misconduct to the College and makes clear the College's responsibilities and procedures for reporting and investigating those incidents. It also outlines clear measures the College will take to assist and support survivors of Sexual Violence and Misconduct, whether or not they have filed a Report.

[This Policy is not intended to interfere with any other College policy, Collective Agreement or applicable law. College Members may choose to proceed with an allegation of Sexual Violence or Misconduct pursuant to this Policy and its related Procedures, or through another appropriate grievance process or College procedure. However, College Members may not pursue more than one concurrent College process related to the same allegations.](#)

In accordance with the *Sexual Violence and Misconduct Policy Act*, this Policy will be reviewed at least once every three years. The President will report to the Board of Governors on the implementation of this Policy on an annual basis.

SCOPE AND LIMITS

This Policy and its related Procedures apply to all current College Members while they are:

- engaging in a College-Related Activity;
- on College property;
- acting in a capacity defined by their relationship to the College; and/or
- Interacting with persons known to them because of their relationship to the College, regardless of whether the incident occurs off campus.

For the purposes of College investigations, outcomes and corrective action, including discipline, this Policy applies only to Sexual Violence or Misconduct by a College Member against another College Member. The College will provide support and resources to any College Member who is

a Survivor of Sexual Violence or Misconduct, but the College does not have the jurisdiction to investigate or implement corrective action on a Person Accused who is not a College Member.

STATEMENT OF POLICY PRINCIPLES

- 1) VCC will not tolerate Sexual Violence and Misconduct. VCC is committed to promoting a safe, inclusive, and respectful learning and working environment free from Sexual Violence and Misconduct at all times.
- 2) VCC recognizes that peoples' experiences of Sexual Violence and Misconduct can be impacted by multiple forms of intersecting oppression such as misogyny, sexism, racism/white supremacy, poverty/classism, ableism, transphobia, homophobia, ageism, religious discrimination, and colonization.
- 3) VCC recognizes that individuals of all gender identities, gender expressions, and sexual orientations may experience Sexual Violence and Misconduct.
- 4) VCC understands that Sexual Violence and Misconduct can have a significant impact on Survivors and their community; that violence, harassment, and threats can seriously impact the ability of College Members to function in their studies, work, and lives; and can lead to lasting emotional, mental, and physical injuries. The College understands that each Survivor will be impacted by, and respond differently to, Sexual Violence and Misconduct.
- 5) VCC is committed to creating a space where College Members who have experienced Sexual Violence and Misconduct can feel safe to Disclose and seek support from VCC. VCC is committed to respecting the rights of those who Disclose Sexual Violence and Misconduct to make their own decisions about accessing support services, making a Report, or pursuing external processes such as criminal or civil actions. VCC is committed to treating Survivors with compassion and recognizes their right to self-determination regarding their interests, regardless of whether they choose to Disclose or Report.
- 6) All individuals involved in a complaint will be treated in a fair and equitable manner, in accordance with the principles of Procedural Fairness and Natural Justice.
- 7) VCC will respond to Disclosures, and conduct investigations into Reports, in a timely manner.
- 8) VCC is committed to protecting the confidentiality of Survivors and Persons Accused/Respondents. College Members who receive a Disclosure or Report must make every reasonable effort to protect confidential information and maintain confidentiality. However, there are limits to confidentiality. VCC may need to disclose information or proceed with an investigation in certain exceptional circumstances as described in the Procedures.
- 9) ~~Any form of retaliation against a person who makes a Disclosure or Report of Sexual Violence or Misconduct will not be tolerated. No individual shall be penalized in any way for making a Disclosure or Report, or giving evidence in an investigation regarding a claim of~~

~~Sexual Violence and Misconduct, unless the claim proves to be made in bad faith or is vexatious.~~

~~10)9)~~ The College's counselling service will be freely available for student Survivors. The College has made available a list of community resources for all College Members who have experienced Sexual Violence or Misconduct in Appendix A of this Policy's Procedures.

~~11)10)~~ Respondents who have been found to have committed an act of Sexual Violence or Misconduct will be held accountable by the College and will be subject to responsive action up to and including expulsion or termination, in accordance with College policies and/or the applicable Collective Agreement.

~~12)11)~~ VCC is committed to providing comprehensive and inclusive Sexual Violence and Misconduct prevention and response training to College Members. This may include a combination of campaigns, online and in-person training sessions, workshops, print and online resources, programs, and other events on a range of topics related to reducing, preventing, and responding to Sexual Violence and Misconduct, and on providing support to Survivors. The College maintains a Gender Based Violence Education and Prevention Committee to support prevention and response training.

DEFINITIONS

Accommodation: the provision by the College of reasonable and appropriate academic, workplace or other measures that:

- a) are provided to a member of the College Community affected by Sexual Violence or Misconduct;
- b) are designed to meet that person's needs resulting from an incident of Sexual Violence or Misconduct; and
- c) do not infringe on the rights of others.

Examples of academic accommodation in teaching or evaluation procedures may include providing an extension on an assignment, deferring an exam, authorizing withdrawal from a class without penalty or allowing continuing studies from home.

Balance of probabilities: The standard of proof upon which a decision is based indicating that one accounting of facts is more likely to have occurred than another when a Report of Sexual Violence or Misconduct is made. ~~where the official complaint is decided in favour of the party whose claims are more likely to be accurate and credible.~~

College Member: Refers to all current VCC Students, Employees, and Board members.

College-Related Activity: Includes an activity conducted on College property or under the authority of the College at another location. The activity in question and persons involved must have a real and substantial connection to the College, College activities or College-related functions, whether or not the conduct occurs on College property.

Complainant: An individual who experiences an alleged incident of Sexual Violence or Misconduct, and seeks resolution, support, or assistance through this Policy and associated Procedures.

Consent: An active, voluntary, conscious, and ongoing choice and agreement between people to engage in sexual activity. It is the responsibility of the person initiating or pursuing sexual activity to obtain consent at all stages of sexual engagement. More specifically, consent:

- a) Is explicit and freely given. It cannot be assumed or based on a perception that it was implied;
- b) Cannot be given by someone who is incapacitated (by drugs and/or alcohol), asleep, unconscious, or otherwise incapable of providing consent;
- c) Can be withdrawn at any time, regardless of whatever other sexual activities have taken place;
- d) Can never be obtained through threats, intimidation, coercion, or other pressure tactics;
- e) Cannot be obtained if someone abuses a position of trust, power or authority; and
- f) Cannot be assumed from previous consent to the same or similar activities.

Disclose, Disclosure, or Disclosing: The sharing of information by a College Member regarding an incident of Sexual Violence or Misconduct with another College Member. A Disclosure does not initiate an investigation unless a Report is made.

Employee: Any person who is employed by the College.

Interim Measures: The temporary provisions that may be placed on a Person Accused of Sexual Violence or Misconduct by the College. Interim Measures are designed to limit contact between the Complainant and Respondent while an investigation is conducted, and are not intended to be punitive in nature.

Investigation: The formal process carried out by the College to examine and verify the events described in a Report, as set out in the Procedures.

Person Accused/Respondent: The individual who is alleged to be responsible for committing Sexual Violence or Misconduct in a Disclosure or Report.

Procedural Fairness and Natural Justice: The principles ensuring that a dispute is fairly decided.

If a Report is made both the Complainant and Respondent(s) have equal rights to the following, in accordance with applicable law:

- a) Notice;
- b) Disclosure;
- c) An opportunity to present one's case;
- d) An opportunity to respond;
- e) An advocate
- f) Have all relevant information considered;
- g) Legitimate expectations;
- h) An impartial and unbiased decision maker;
- i) A sufficiently detailed, reasoned and timely decision; and

- j) A fair and timely process.

Report or Reporting: Making a formal statement to the Director of Safety, Security and Risk Management, or their designate, regarding an incident of Sexual Violence or Misconduct with the intention of initiating an investigation.

Sexual ~~Violence and Misconduct:~~ For the purpose of this Policy, Sexual Misconduct or sexual violence is behaviour, or action, and/or a continuum of behaviour and/or action that includes, but is not limited to:

- a) **Sexual Assault:** Any non-consensual or unwanted sexual contact, including but not limited to, oral contact (kissing), touching, genital contact, tampering with contraceptives, penetration, and/or any threatening behavior that gives a person reasonable cause to believe that they are at risk of any kind of sexual violence.
- b) **Sexual Exploitation:** Touching, directly or indirectly, with a part of the body or with an object, any part of the body of a young person for a sexual purpose. Or inviting, counselling, or inciting a young person to touch, directly or indirectly, with a part of the body or with an object, the body of another person.
- c) **Sexual Harassment:** Conduct of a sexual nature by a person who knows or ought reasonably to know that such behavior is unwanted or unwelcome, which leads to or implies employment or academic consequences of the person harassed, interferes with a person's participation in a College Related Activity, or creates an intimidating, hostile or offensive working or educational environment. Examples of sexual harassment include, but are not limited to:
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 - vi. Bragging about sexual prowess;
 - vii. Distributing and/or displaying sexually explicit images of self or others to a person who has not consented to being a recipient of the images;
 - viii. Unwanted questions about sexual history.
- d) **Stalking:** Actions by a person that cause another person to reasonably fear for their safety or the safety of anyone known to them. Stalking consists of a person:
- i. Repeatedly following another person or anyone known by that other person from place to place;
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 - iii. Watching another person's home, commute, work location, classroom locations, or anywhere else a person known by that other person happens to be; and/or

**CLEAN DRAFT****POLICY**

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- i. Repeatedly following another person or anyone known by that other person from place to place;
 - ii. Repeatedly communicating directly or indirectly with another person or anyone known by that other person;
 - iii. Watching another person's home, commute, work location, classroom locations, or anywhere else a person known by that other person happens to be; and/or
 - iv. Engaging in threatening conduct directed at another person or any member of that person's family.
- e. **Indecent Exposure:** The non-consensual exposure of one's genitals to another person for a sexual purpose.
- f. **Voyeurism:** The surreptitious observation or recording of a person who is in circumstances that give them a reasonable expectation of privacy, where the person could reasonably be expected to be nude or engaging in sexual activity; or where the observation or recording is done for a sexual purpose.
- g. **Coercion:** Unreasonable and persistent pressure for sexual activity. The use of emotional manipulation, blackmail, threats to the Survivor (including those to family, friends, or pets), or the promise of rewards or special treatment, to persuade someone to do something they do not wish to do.
- h. The distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without the consent of the

person in the photograph or video and with the intent to distress the person in the photograph or video.

- i. The attempt to commit an act of Sexual Violence or Misconduct.
- j. The threat to commit an act of Sexual Violence or Misconduct.

Student: A person who is registered in a full-time or part-time credit or non-credit course offered by VCC. Persons are still considered a student if they withdraw after allegedly violating the Student Code of Conduct or have been subject to involuntary withdrawal. Those who are not officially enrolled for a particular term but who have a continuing relationship with VCC or who have been notified of their acceptance for admission are also considered students.

Survivor: A member of the College community who has experienced Sexual Violence or Misconduct. Survivors who choose to Report may also be referred to as Complainants.

Vexatious Report: A Report is considered vexatious when it is possible to demonstrate that the Report is without basis and that it was made with an intention to cause annoyance, embarrassment, or distress.

RELATED LEGISLATION & POLICIES

Legislation

Criminal Code of Canada

Freedom of Information and Protection of Privacy Act

Human Rights Code

Sexual Violence and Misconduct Policy Act (Bill 23 – 2016)

Workers' Compensation Act; Occupational Health & Safety Regulation Part 4

Policies

A.1.2 Student Appeal of Suspension to the College Board

A.3.1 Prevention of Harassment, Discrimination, and Bullying

A.3.3 Freedom of Information and Protection of Privacy (FOIPPA)

A.3.6 Standards of Employee Conduct & Conflict of Interest

A.3.8 Violence Prevention

B.2.19 Whistleblower

B.5.2 Appropriate and Responsible Use of Education and Information Technology

C.3.7 Off Campus Activity Involving Students

D.4.2 Student Grievance

D.4.3 Student Code of Conduct (Non-Educational Matters)

RELATED PROCEDURES

Refer to A.3.10 Sexual Violence and Misconduct Procedures.



TRACKED DRAFT

PROCEDURES

Title	Sexual Violence and Misconduct
Policy No.	A.3.10
Approval Body	Board of Governors
Policy Sponsor	Vice President Administration & International Development
Last Revised/Replaces	May 17, 2017
Effective Date	<i>Draft: October 19, 2020</i>

General

1. VCC understands it can be difficult to talk about Sexual Violence or Misconduct and respects the rights of Survivors to choose whether to Disclose and/or Report an incident of Sexual Violence or Misconduct, but encourages survivors to do one or both to enable the College to provide support.
2. A College Member who has experienced Sexual Violence or Misconduct has the right to:
 - a) Be treated with dignity and respect;
 - b) Have their privacy respected and protected, within the reasonable limits of confidentiality;
 - ~~b)c)~~ Be informed about on and off campus services and resources;
 - ~~c)d)~~ Access available services and to choose those services felt to be most beneficial;
 - ~~d)e)~~ Decide whether or not to Disclose, make a Report to VCC, and/or to contact police;
 - ~~e)f)~~ Have reasonable actions taken to prevent further unwanted contact with the other person(s) involved in the incident;
 - ~~f)g)~~ Receive clear and transparent information throughout the process;
 - ~~g)h)~~ Be accompanied by a support person throughout the process.
3. College Members who are accused of Sexual Violence or Misconduct have the right to:
 - a) Be treated with dignity and respect;
 - a)b) Have their privacy respected and protected, within the reasonable limits of confidentiality;
 - ~~b)c)~~ Be informed about on- and off-campus services and resources;
 - ~~c)d)~~ Access available services and to choose those services felt to be most beneficial;
 - ~~d)e)~~ Receive clear and transparent information throughout the entire process;
 - ~~e)f)~~ Be accompanied by a support person throughout the entire process.

Immediate Assistance and Options for Survivors

4. The College encourages, but does not require, individuals impacted by Sexual Violence or Misconduct to seek immediate assistance from a medical service provider, the police, VCC's Counselling Services, Human Resources, the Department of Safety, Security, and Risk Management, and/or community resources.

5. In addition to disclosing Sexual Violence or Misconduct to a College Member, Survivors are entitled to choose any one the following College processes, but may not pursue more than one College option concurrently. Their options include:
 - a) Making a Report to the College;
 - b) Filing a grievance under an applicable collective agreement;
 - c) Filing a complaint under Policy A.3.1 Prevention of Harassment, Discrimination, and Bullying;

6. Survivors may report their allegations through the criminal justice system by contacting the police. If an individual chooses to do so, VCC's Department of Safety, Security, and Risk Management can assist with making a Report. The College will lawfully cooperate with any criminal investigation.

PROCEDURES FOR DISCLOSING AND REPORTING SEXUAL VIOLENCE AND MISCONDUCT

Disclosures and Reports

- 6-7. An individual who has experienced Sexual Violence or Misconduct has the option to make a Disclosure or to file a Report. A Disclosure is when a survivor shares information of an incident to a College Member. This does not trigger an investigation, but allows the College Member to provide support and resources to the survivor in confidence. A Report is a formal statement which initiates an investigation by the College into an incident of Sexual Violence or Misconduct.

- 7-8. While there is no time limit to an individual Disclosing or Reporting Sexual Violence and Misconduct or accessing support, the College may not have jurisdiction to investigate a Report if the parties involved are no longer affiliated with the College or the lapse of time may make it impossible to investigate.

Disclosing Sexual Violence and Misconduct

- 8-9. A Survivor may choose to Disclose an incident of Sexual Violence or Misconduct to any College Member, including but not limited to a Faculty Member, a staff member from Counselling, Disability Services, Human Resources, Student Services, Campus Security, or the Students' Union of VCC (SUVCC).

- 9-10. A Survivor of Sexual Violence or Misconduct usually makes a Disclosure when they need emotional support from a person they trust. It is not the role of the person who receives the Disclosure to initiate an investigation or implement any accommodations. If College Members receive a Disclosure of Sexual Violence and Misconduct, they should:
 - a) focus on listening, giving support, and connecting the Survivor with resources to meet their immediate needs (e.g. connecting the Survivor with VCC Counselling if they have been given clear and express consent to do so);
 - b) recognize that experiencing and Disclosing Sexual Violence or Misconduct can be traumatic and the ability to recall the events may be limited;

- c) advise Survivors of the Policy and these Procedures, [including the additional resource options referenced in Appendix A](#);
- d) respect the Survivor's right to choose the services they feel are most appropriate and to decide whether to Report to the College and/or contact police; and
- e) [except as provided in paragraph 11 below](#), not disclose information to others or report the incident to the police or VCC Safety, Security, and Risk Management without the express consent of the Survivor.

~~10-11.~~ To the greatest extent possible, VCC will respect a Survivor's choice not to make a Report and will keep the Disclosure confidential. Information will be shared with the College strictly on a 'need-to-know' basis. The Survivor's wishes and confidentiality will be prioritized. However, in certain circumstances, VCC may be permitted or required to disclose information it receives, including but not limited to, when:

- a) A person is judged to be at imminent risk of self-harm or of harming another College Member;
- b) There is judged to be an imminent risk of harm to the College community and/or the broader community through continued Sexual Violence or Misconduct;
- c) Disclosure is otherwise required by law, including but not limited to when:
 - i. the disclosure involves sexual harassment in the workplace and is required under the *BC Workers' Compensation Act*; or
 - ii. A person under 19 years of age is endangered.
- d) Evidence of Sexual Violence or Misconduct is available in the public domain (e.g., videos/images shared publicly).

~~11-12.~~ In the circumstances described above, VCC may do one or both of the following:

- a) Initiate an investigation in which case the individual who Disclosed may choose not to participate in the investigation; and or
- b) Notify third parties, such as the police, WorkSafeBC, or child protection authorities.

~~12-13.~~ College Members [who receive a Disclosure](#) should provide a compassionate, respectful, and reassuring response to a Survivor who chooses to Disclose. The most important thing to do for the Survivor is to be there in a supportive capacity. [College Members who require support about how to respond to a Disclosure may contact the Department of Safety, Security, and Risk Management.](#)

Reporting Sexual Violence or Misconduct

~~13-14.~~ Anyone who experiences or witnesses Sexual Violence or Misconduct may Report it to the College, law enforcement, or both.

~~14-15.~~ An anonymous Report, or a Report made by a witness to Sexual Violence or Misconduct, must follow these Reporting procedures. These Reports will be included in the College's records and will inform campus safety efforts. The College may be unable to conduct an investigation if the Survivor does not wish to participate in the process.

VCC Internal Report and Investigation

~~15-16.~~ College Members who wish to make a Report of Sexual Violence or Misconduct must contact the Department of Safety, Security, and Risk Management.

~~16-17.~~ Survivors may request assistance from a support person in Reporting Sexual Misconduct or Violence. [Individuals may elect the support person of their choice](#)~~Support persons may be any individual the Survivor chooses~~, regardless of whether they have a relationship with the College [and so long as this role does not place the support person in a conflict of interest](#).

~~17-18.~~ The College will respond promptly to all Reports of Sexual Violence and Misconduct made under this policy.

~~18-19.~~ The Department of Safety, Security, and Risk Management will respond to a filed Report of Sexual Violence or Misconduct by:

- a) Conducting an initial review of the allegation, [in collaboration with Human Resources as required](#), to determine whether the incident falls within the scope of the Policy, and if so, to coordinate and oversee any internal investigation. If the allegation does not fall within the scope of this Policy, the Department of Safety, Security, and Risk Management may refer the Complainant to a more relevant policy [and/or Collective Agreement process](#) for their complaint;
- b) If applicable, and with the consent of the Survivor, overseeing and coordinating any investigation with law enforcement;
- c) If necessary, conducting a risk assessment; and
- d) As necessary, ensuring appropriate Interim Measures are taken and Accommodations are put in place.

Interim Measures and Accommodations

~~19-20.~~ Where appropriate to do so, the College may put Interim Measures and/or Accommodations into place pending the disposition of the complaint. All such measures are to be non-punitive in nature. [Where the complaint involves employees of the College, any Accommodations or Interim Measures will be in accordance with the relevant Collective Agreement](#).

~~20-21.~~ Interim Measures and Accommodations seek to protect the safety of all parties involved and to protect the integrity of the investigation process. The need for Interim Measures will be determined on a case-by-case basis by the appropriate College authority taking into account the nature of the allegations and the circumstances of each situation.

~~21-22.~~ [The provision of Accommodations and/or use of](#) Interim Measures in no way determine the Respondent's culpability. Any Interim Measures implemented will be designed to have the least disruptive impact on the Respondent.

~~22-23.~~ Interim Measures may include:

- a) Alteration of the academic schedule of any Student involved in the Report;
- b) A No-Contact requirement;

- c) Restricting a Respondent's access to some College facilities;
- d) Temporary, non-disciplinary leave of a Respondent;
- e) Involuntary withdrawal; and
- f) Any other Interim Measures as may be determined by the College.

~~23-24.~~ Accommodations may include:

- a) Alteration of the academic schedule of any Student involved in the Report;
- b) Academic or workplace accommodations;
- c) Assignment extensions;
- d) Withdrawal from courses without penalty;
- e) Offering distance learning where possible;
- f) Any other Accommodations as may be determined by the College.

~~24-25.~~ When the incident involves police or other internal or external investigations, Interim Measures may remain in effect until all relevant investigations are concluded.

Internal Investigation Procedures

~~25-26.~~ All College investigations will uphold the principles of Procedural Fairness and Natural Justice, and protect the rights of both the Survivor and the Person Accused/Respondent. Any determinations are based on a Balance of Probabilities.

~~26-27.~~ If the Person Accused/Respondent is a Student, the investigator will be a delegate of the Vice President, Academic. The investigator is usually a member of the Department of Safety, Security, and Risk Management.

~~27-28.~~ If the Person Accused/Respondent is a College employee, the investigator will be a delegate of the Vice President, People and Culture.

~~28-29.~~ An investigation of a Report will commence as soon as reasonably possible following receipt of a Report. ~~The investigation will proceed and conclude in a timely manner.~~

~~30.~~ The Survivor and the Person Accused may have an advisor, advocate, union representative, or support person present during the investigation process. A support person's role is to provide emotional support. A support person, other than an advocate, may not act instead of a Complainant, Respondent, or witness. Information must come directly from the Complainant, Respondent, or witness.

~~29-31.~~ The Investigator will determine an appropriate process for the investigation, which may include reviewing relevant documents, obtaining written submissions, or meeting with the Survivor and the Respondent and any witnesses deemed to be relevant by the Investigator.

~~30.~~ Reports are investigated by interviewing the Survivor, the Respondent, and any witnesses, and by reviewing any available documentation, data, or other evidence.

- ~~31. In the course of the investigation, the Person Accused/Respondent will be provided all relevant information, data, and evidence regarding the complaint and will be given an opportunity to respond in full.~~
32. The investigator will prepare a confidential report that will be provided to the Vice President, Academic (if the Survivor or Person Accused/Respondent is a Student), the Vice President, People and Culture (if the Survivor or Person Accused/Respondent is an Employee), or the Board Chair (if the Survivor or Person Accused/Respondent is a Board Member), and will normally include the following:
- Findings of fact;
 - An initial finding as to whether, on a Balance of Probabilities, Sexual Violence or Misconduct has occurred;
 - Where applicable, an initial finding as to whether the complaint is frivolous or vexatious;
 - Recommendations including any remedial steps to assist in better ensuring a work and learning environment free from Sexual Violence or Misconduct; and
 - Recommendations regarding responsive action, including disciplinary measures if any.
33. The appropriate Vice President will ~~review the report.~~ make a determination based on the investigator's report and the Balance of Probabilities as to whether or not Sexual Violence and Misconduct has occurred. If the complaint is substantiated the College may impose sanctions that are both disciplinary and/or non-disciplinary in nature and which provide a safe environment for the Survivor and College community at large, taking into account relevant policies and procedures and Collective Agreement requirements including:
- Conditions on the exercise of any College privilege;
 - Immediate suspension of any College privilege;
 - Taking the necessary action to remove the Respondent from campus; and
 - Taking any other action deemed appropriate in the circumstances, up to and including termination of employment, suspension or expulsion.
34. If the complaint is not substantiated any Interim Measures will be lifted and the Respondent will be returned to full status. This does not preclude the Respondent being further investigated and/or sanctioned upon the introduction of new information or evidence. The Survivor may still access support services through the College.
- ~~34. If the appropriate Vice President determines that Sexual Violence or Misconduct has not occurred, the Survivor and the Respondent will be notified in writing. Any interim measures will be lifted and the Respondent will be returned to full status. This does not preclude the Respondent being further investigated and/or sanctioned upon the introduction of new information or evidence. The Survivor may still access support services.~~
35. The Vice President or their Delegate will inform the Survivor and Person Accused/Respondent in writing of the outcome of the investigation with detail, up to what is permitted under individuals' privacy and confidentiality rights.

Responsive or Disciplinary Measures

36. Where the Respondent is a Student and is determined to have violated the Policy, responsive or disciplinary measures will be in accordance with the Student Code of Conduct (Non-Educational) Policy and Procedures.
37. Where the Respondent is a College employee and is determined to have violated the Policy, responsive or disciplinary measures will be in accordance with the applicable terms and conditions of their employment or Collective Agreement.
38. Failure to abide by the imposed sanctions is considered to be a further violation of the Policy. Breach of sanctions may lead to the imposition of new or escalated sanctions up to and including suspension and expulsion, or termination, or measures as outlined in applicable Collective Agreements.

Right to Withdraw a Report

39. At any time in the process, the Survivor has the right to withdraw the Report without consequences to their College status and activities. However, the College may continue to act on the incident identified in the Report to comply with its legal obligations to prevent continuing harm or the endangerment of people under 19 years of age. In the event that the College is required by law to report the incident of Sexual Violence or Misconduct to legal authorities or outside governing bodies, the Survivor will be advised of this requirement.
40. A Survivor who withdraws a Report may still access the College's support services and any Accommodations put in place.
41. A Survivor may decide at any time to [resubmit-make amendments to](#) their initial Report before a final decision has been made.

Appeals

42. A Respondent may appeal the imposition of a Responsive or Disciplinary Measure from the College.
43. Grounds for an appeal are limited to the following:
 - a) The investigation lacked procedural fairness; or
 - b) There is relevant new information that was not available at the time the investigation took place and the decision was made and that may have influenced the outcome.
44. Where the Respondent is a Student, appeals to Disciplinary Measures must follow the appeal process outlined in the Student Code of Conduct (Non-Educational Matters) Policy and Procedures.

45. Where the Respondent is a College employee any disciplinary action taken as a result of Sexual Violence or Misconduct may be subject to grievance under the relevant Collective Agreement, or, where the College Member is not covered by a Collective Agreement, appealed to the President. Any decision by the President respecting an appeal under the Policy and these Procedures will be final.

Retaliations

46. The College will not tolerate any retaliation, directly or indirectly, or threats of retaliation against anyone who Discloses or Reports, or who participates in a process that responds to a Report. Members of the College community who are found to have engaged in such conduct will be subject to sanctions and/or discipline, up to and including Student suspension from the College or termination of employment.

~~46-47.~~ No individual shall be penalized in any way for making a Disclosure or Report, or giving evidence in an investigation regarding a claim of Sexual Violence or Misconduct, unless the claim proves to be made in bad faith or is frivolous or vexatious.

Records, Confidentiality, and Privacy

- ~~47-48.~~ The Department of Safety, Security, and Risk Management will maintain case records and confidential files of all reported incidents involving students.

- ~~48-49.~~ Human Resources will maintain case records and confidential files of all reported incidents involving employees.

- ~~49-50.~~ All records and correspondence pertaining to the investigation will be maintained in accordance with the College's Records Management Policy and Procedures.

- ~~50-51.~~ The privacy of all College Members involved in any complaint of Sexual Violence and Misconduct will be protected to the furthest extent possible and in accordance with the *Freedom of Information and Protection of Privacy Act*.

RELATED POLICY

Refer to A.3.10 Sexual Violence and Misconduct Policy



PROCEDURES

Title	Sexual Violence and Misconduct
Policy No.	A.3.10
Approval Body	Board of Governors
Policy Sponsor	Vice President, Administration & International Development
Last Revised/Replaces	May 17, 2017
Effective Date	<i>Draft: October 29, 2020</i>

General

1. VCC understands it can be difficult to talk about Sexual Violence or Misconduct and respects the rights of Survivors to choose whether to Disclose and/or Report an incident of Sexual Violence or Misconduct, but encourages survivors to do one or both to enable the College to provide support.
2. A College Member who has experienced Sexual Violence or Misconduct has the right to:
 - a. Be treated with dignity and respect;
 - b. Have their privacy respected and protected, within the reasonable limits of confidentiality;
 - c. Be informed about on and off campus services and resources;
 - d. Access available services and to choose those services felt to be most beneficial;
 - e. Decide whether or not to Disclose, make a Report to VCC, and/or to contact police;
 - f. Have reasonable actions taken to prevent further unwanted contact with the other person(s) involved in the incident;
 - g. Receive clear and transparent information throughout the process;
 - h. Be accompanied by a support person throughout the process.
3. College Members who are accused of Sexual Violence or Misconduct have the right to:
 - a. Be treated with dignity and respect;
 - b. Have their privacy respected and protected, within the reasonable limits of confidentiality;
 - c. Be informed about on- and off-campus services and resources;
 - d. Access available services and to choose those services felt to be most beneficial;
 - e. Receive clear and transparent information throughout the entire process;
 - f. Be accompanied by a support person throughout the entire process.

Immediate Assistance and Options for Survivors

4. The College encourages, but does not require, individuals impacted by Sexual Violence or Misconduct to seek immediate assistance from a medical service provider, the police, VCC's Counselling Services, Human Resources, the Department of Safety, Security, and Risk Management, and/or community resources.

5. In addition to disclosing Sexual Violence or Misconduct to a College Member, Survivors are entitled to choose any one of the following College processes, but may not pursue more than one College option concurrently. Their options include:
 - a. Making a Report to the College;
 - b. Filing a grievance under an applicable collective agreement;
 - c. Filing a complaint under Policy A.3.1 Prevention of Harassment, Discrimination, and Bullying;
6. Survivors may report their allegations through the criminal justice system by contacting the police. If an individual chooses to do so, VCC's Department of Safety, Security, and Risk Management can assist with making a Report. The College will lawfully cooperate with any criminal investigation.

PROCEDURES FOR DISCLOSING AND REPORTING SEXUAL VIOLENCE OR MISCONDUCT

Disclosures and Reports

7. An individual who has experienced Sexual Violence or Misconduct has the option to make a Disclosure or to file a Report. A Disclosure is when a survivor shares information of an incident to a College Member. This does not trigger an investigation, but allows the College Member to provide support and resources to the survivor in confidence. A Report is a formal statement which initiates an investigation by the College into an incident of Sexual Violence or Misconduct.
8. While there is no time limit to an individual Disclosing or Reporting Sexual Violence or Misconduct or accessing support, the College may not have jurisdiction to investigate a Report if the parties involved are no longer affiliated with the College or the lapse of time may make it impossible to investigate.

Disclosing Sexual Violence or Misconduct

9. A Survivor may choose to Disclose an incident of Sexual Violence or Misconduct to any College Member, including but not limited to a Faculty Member, a staff member from Counselling, Disability Services, Human Resources, Student Services, Campus Security, or the Students' Union of VCC (SUVCC).
10. A Survivor of Sexual Violence or Misconduct usually makes a Disclosure when they need emotional support from a person they trust. It is not the role of the person who receives the Disclosure to initiate an investigation or implement any accommodations. If College Members receive a Disclosure of Sexual Violence or Misconduct, they should:
 - a. focus on listening, giving support, and connecting the Survivor with resources to meet their immediate needs (e.g. connecting the Survivor with VCC Counselling if they have been given clear and express consent to do so);
 - b. recognize that experiencing and Disclosing Sexual Violence or Misconduct can be traumatic and the ability to recall the events may be limited;
 - c. advise Survivors of the Policy and these Procedures, including the additional resource options referenced in Appendix A;

- d. respect the Survivor's right to choose the services they feel are most appropriate and to decide whether to Report to the College and/or contact police; and
 - e. except as provided in paragraph 11 below, not disclose information to others or report the incident to the police or VCC Safety, Security, and Risk Management without the express consent of the Survivor.
11. To the greatest extent possible, VCC will respect a Survivor's choice not to make a Report and will keep the Disclosure confidential. Information will be shared with the College strictly on a 'need-to-know' basis. The Survivor's wishes and confidentiality will be prioritized. However, in certain circumstances, VCC may be permitted or required to disclose information it receives, including but not limited to, when:
- a. A person is judged to be at imminent risk of self-harm or of harming another College Member;
 - b. There is judged to be an imminent risk of harm to the College community and/or the broader community through continued Sexual Violence or Misconduct;
 - c. Disclosure is otherwise required by law, including but not limited to when:
 - i. the disclosure involves sexual harassment in the workplace and is required under the *BC Workers' Compensation Act*; or
 - ii. a person under 19 years of age is endangered.
 - d. Evidence of Sexual Violence or Misconduct is available in the public domain (e.g., videos/images shared publicly).
12. In the circumstances described above, VCC may do one or both of the following:
- a. Initiate an investigation in which case the individual who Disclosed may choose not to participate in the investigation; and or
 - b. Notify third parties, such as the police, WorkSafeBC, or child protection authorities.
13. College Members who receive a Disclosure should provide a compassionate, respectful, and reassuring response to a Survivor who chooses to Disclose. The most important thing to do for the Survivor is to be there in a supportive capacity. College Members who require support about how to respond to a Disclosure may contact the Department of Safety, Security, and Risk Management.

Reporting Sexual Violence or Misconduct

14. Anyone who experiences or witnesses Sexual Violence or Misconduct may Report it to the College, law enforcement, or both.
15. An anonymous Report, or a Report made by a witness to Sexual Violence or Misconduct, must follow these Reporting procedures. These Reports will be included in the College's records and will inform campus safety efforts. The College may be unable to conduct an investigation if the Survivor does not wish to participate in the process.

VCC Internal Report and Investigation

16. College Members who wish to make a Report of Sexual Violence or Misconduct must contact the Department of Safety, Security, and Risk Management.

17. Survivors may request assistance from a support person in Reporting Sexual Misconduct or Violence. Individuals may elect the support person of their choice, regardless of whether they have a relationship with the College and so long as this role does not place the support person in a conflict of interest.
18. The College will respond promptly to all Reports of Sexual Violence or Misconduct made under this policy.
19. The Department of Safety, Security, and Risk Management will respond to a filed Report of Sexual Violence or Misconduct by:
 - a. Conducting an initial review of the allegation, in collaboration with Human Resources as required, to determine whether the incident falls within the scope of the Policy, and if so, to coordinate and oversee any internal investigation. If the allegation does not fall within the scope of this Policy, the Department of Safety, Security, and Risk Management may refer the Complainant to a more relevant policy and/or Collective Agreement process for their complaint;
 - b. If applicable, and with the consent of the Survivor, overseeing and coordinating any investigation with law enforcement;
 - c. If necessary, conducting a risk assessment; and
 - d. As necessary, ensuring appropriate Interim Measures are taken and Accommodations are put in place.

Interim Measures and Accommodations

20. Where appropriate to do so, the College may put Interim Measures and/or Accommodations into place pending the disposition of the complaint. All such measures are to be non-punitive in nature. Where the complaint involves employees of the College, any Accommodations or Interim Measures will be in accordance with the relevant Collective Agreement.
21. Interim Measures and Accommodations seek to protect the safety of all parties involved and to protect the integrity of the investigation process. The need for Interim Measures will be determined on a case-by-case basis by the appropriate College authority taking into account the nature of the allegations and the circumstances of each situation.
22. The provision of Accommodations and/or use of Interim Measures in no way determine the Respondent's culpability. Any Interim Measures implemented will be designed to have the least disruptive impact on the Respondent.
23. Interim Measures may include:
 - a. Alteration of the academic schedule of any Student involved in the Report;
 - b. A No-Contact requirement;
 - c. Restricting a Respondent's access to some College facilities;
 - d. Temporary, non-disciplinary leave of a Respondent;
 - e. Involuntary withdrawal; and
 - f. Any other Interim Measures as may be determined by the College.

24. Accommodations may include:
- a. Alteration of the academic schedule of any Student involved in the Report;
 - b. Academic or workplace accommodations;
 - c. Assignment extensions;
 - d. Withdrawal from courses without penalty;
 - e. Offering distance learning where possible;
 - f. Any other Accommodations as may be determined by the College.
25. When the incident involves police or other internal or external investigations, Interim Measures may remain in effect until all relevant investigations are concluded.

Internal Investigation Procedures

26. All College investigations will uphold the principles of Procedural Fairness and Natural Justice, and protect the rights of both the Survivor and the Person Accused/Respondent. Any determinations are based on a Balance of Probabilities.
27. If the Person Accused/Respondent is a Student, the investigator will be a delegate of the Vice President, Academic. The investigator is usually a member of the Department of Safety, Security, and Risk Management.
28. If the Person Accused/Respondent is a College employee, the investigator will be a delegate of the Vice President, People and Culture.
29. An investigation of a Report will commence as soon as reasonably possible following receipt of a Report.
30. The Survivor and the Person Accused may have an advisor, advocate, union representative, or support person present during the investigation process. A support person's role is to provide emotional support. A support person, other than an advocate, may not act instead of a Complainant, Respondent, or witness. Information must come directly from the Complainant, Respondent, or witness.
31. The Investigator will determine an appropriate process for the investigation, which may include reviewing relevant documents, obtaining written submissions, or meeting with the Survivor and the Respondent and any witnesses deemed to be relevant by the Investigator.
32. The investigator will prepare a confidential report that will be provided to the Vice President, Academic (if the Survivor or Person Accused/Respondent is a Student), the Vice President, People and Culture (if the Survivor or Person Accused/Respondent is an Employee), or the Board Chair (if the Survivor or Person Accused/Respondent is a Board Member), and will normally include the following:
- a. Findings of fact;
 - b. An initial finding as to whether, on a Balance of Probabilities, Sexual Violence or Misconduct has occurred;
 - c. Where applicable, an initial finding as to whether the complaint is frivolous or vexatious;

- d. Recommendations including any remedial steps to assist in better ensuring a work and learning environment free from Sexual Violence or Misconduct; and
 - e. Recommendations regarding responsive action, including disciplinary measures if any.
33. The appropriate Vice President will make a determination based on the investigator's report and the Balance of Probabilities as to whether or not Sexual Violence or Misconduct has occurred. If the complaint is substantiated the College may impose sanctions that are both disciplinary and/or non-disciplinary in nature and which provide a safe environment for the Survivor and College community at large, taking into account relevant policies and procedures and Collective Agreement requirements including:
- a. Conditions on the exercise of any College privilege;
 - b. Immediate suspension of any College privilege;
 - c. Taking the necessary action to remove the Respondent from campus; and
 - d. Taking any other action deemed appropriate in the circumstances, up to and including termination of employment, suspension or expulsion.
34. If the complaint is not substantiated any Interim Measures will be lifted and the Respondent will be returned to full status. This does not preclude the Respondent being further investigated and/or sanctioned upon the introduction of new information or evidence. The Survivor may still access support services through the College.
35. The Vice President or their Delegate will inform the Survivor and Person Accused/Respondent in writing of the outcome of the investigation with detail, up to what is permitted under individuals' privacy and confidentiality rights.

Responsive or Disciplinary Measures

36. Where the Respondent is a Student and is determined to have violated the Policy, responsive or disciplinary measures will be in accordance with the Student Code of Conduct (Non-Educational) Policy and Procedures.
37. Where the Respondent is a College employee and is determined to have violated the Policy, responsive or disciplinary measures will be in accordance with the applicable terms and conditions of their employment or Collective Agreement.
38. Failure to abide by the imposed sanctions is considered to be a further violation of the Policy. Breach of sanctions may lead to the imposition of new or escalated sanctions up to and including suspension and expulsion, or termination, or measures as outlined in applicable Collective Agreements.

Right to Withdraw a Report

39. At any time in the process, the Survivor has the right to withdraw the Report without consequences to their College status and activities. However, the College may continue to act on the incident identified in the Report to comply with its legal obligations to prevent continuing harm or the endangerment of people under 19 years of age. In the event that the College is required by law to report the incident of Sexual Violence or Misconduct to

legal authorities or outside governing bodies, the Survivor will be advised of this requirement.

40. A Survivor who withdraws a Report may still access the College's support services and any Accommodations put in place.
41. A Survivor may decide at any time to make amendments to their initial Report before a final decision has been made.

Appeals

42. A Respondent may appeal the imposition of a Responsive or Disciplinary Measure from the College.
43. Grounds for an appeal are limited to the following:
 - a. The investigation lacked procedural fairness; or
 - b. There is relevant new information that was not available at the time the investigation took place and the decision was made and that may have influenced the outcome.
44. Where the Respondent is a Student, appeals to Disciplinary Measures must follow the appeal process outlined in the Student Code of Conduct (Non-Educational Matters) Policy and Procedures.
45. Where the Respondent is a College employee any disciplinary action taken as a result of Sexual Violence or Misconduct may be subject to grievance under the relevant Collective Agreement, or, where the College Member is not covered by a Collective Agreement, appealed to the President. Any decision by the President respecting an appeal under the Policy and these Procedures will be final.

Retaliations

46. The College will not tolerate any retaliation, directly or indirectly, or threats of retaliation against anyone who Discloses or Reports, or who participates in a process that responds to a Report. Members of the College community who are found to have engaged in such conduct will be subject to sanctions and/or discipline, up to and including Student suspension from the College or termination of employment.
47. No individual shall be penalized in any way for making a Disclosure or Report, or giving evidence in an investigation regarding a claim of Sexual Violence or Misconduct, unless the claim proves to be made in bad faith or is frivolous or vexatious.

Records, Confidentiality, and Privacy

48. The Department of Safety, Security, and Risk Management will maintain case records and confidential files of all reported incidents involving students.

49. Human Resources will maintain case records and confidential files of all reported incidents involving employees.
50. All records and correspondence pertaining to the investigation will be maintained in accordance with the College's Records Management Policy and Procedures.
51. The privacy of all College Members involved in any complaint of Sexual Violence or Misconduct will be protected to the furthest extent possible and in accordance with the *Freedom of Information and Protection of Privacy Act*.

RELATED POLICY

Refer to A.3.10 Sexual Violence and Misconduct Policy

Appendix A Resources

Internal Support Resource List

VCC Counselling Services

Free, confidential counselling services for VCC Students.

Broadway Campus: Building A, Level 4
Monday, Tuesday, Thursday and Friday: 9 a.m. – 4 p.m.
Wednesday: 11 a.m. – 7 p.m.

Downtown Campus: Pender Street Entrance, Level 1
Monday – Friday: 9 a.m. – 4 p.m.

Phone: 604.871.7000, option 2 or stop by one of the offices.

Book online: <http://www.vcc.ca/services/services-for-students/counselling/>

Students' Union of VCC - Student Advocate

Assistance for VCC Students who feel they have been treated unfairly by a College Employee or need assistance with College policies or procedures.

Broadway Campus: Building A, Room 2662
604-871-7000 ext. 7336

Downtown Campus: Room 358
604-871-7000 ext. 8467

Email: advocacy@suvcc.ca

Web: <http://suvcc.ca/>

VCC Arbiter of Student Issues

Helps students resolve conflict or deal with complaints under VCC Policy, including issues relating to harassment on Campus.

Broadway Campus: Building A, Student Services Area, Room 4017
Tuesday - Friday

Email: tmarks@vcc.ca

Phone: 604-871-7000 ext. 7040

VCC Safety, Security and Risk Management

Helps students solve problems related to their safety and security. Conducts investigations in Sexual Violence or Misconduct.

Downtown Campus: Room 236
Phone: 604-871-7000 ext. 8361

Broadway Campus: Building A, Level 2
Phone: 604-871-7000 ext. 5020

Web: <http://www.vcc.ca/services/current-students/security--risk-management/Emergency>

VCC Human Resources

Address: Building A, 5th Floor (Broadway Campus)
 Phone: 604-871-7000 ext. 7069 (Director, Human Resources)
 Web: <http://www.vcc.ca/about/college-information/careers/contact-hr/>

Canadian Union of Public Employees Local 4627

Web: <http://www.cupe4627.com/>
 Email: cupe4627@cupe4627.com
 Broadway Campus: Room 3304
 Phone: 604-871-7000 ext. 7043
 Downtown Campus: Room 942
 Phone: 604-871-7000 ext. 8650

Vancouver Community College Faculty Association

Web: <http://vccfa.ca/>
 Email: info@vccfa.ca
 Phone: 604-688-6210
 Address: 401 – 402 West Pender Street Vancouver, BC V6B 1T6

Morneau Shepell - Employee and Family Assistance Program

24 hour line providing information and support to any work, health or life concern

Web: <https://www.workhealthlife.com/>

External Support Resource List**WAVAW Rape Crisis Centre**

Services and referrals for self-identified women who have been sexually assaulted.

Web: <http://www.wavaw.ca>
 24-hour Crisis Line: 604-255-6344
 Toll-Free: 1-877-392-7583
 Office Line: 604-255-6228 (public education requests or general questions about WAVAW)

Battered Women's Support Services Society

Services for self-identified women who have experienced relationship violence.

Web: <http://www.bwss.org>
 Crisis & Counselling: 604-687-1867
 Toll-Free: 1-855-687-1868

Vancouver and Lower Mainland Multicultural Family Support Services Society (VLMFSS)

Assistance for immigrant and visible minority women and their families who are experiencing family violence. Services offered in many different languages.

Web: <http://www.vlmfss.ca>
 Email: againstviolence@vlmfss.ca
 Phone: 604-436-1025

BC Society for Male Survivors of Sexual Abuse

Support for self-identified men and boys who have been sexually assaulted.

Web: <http://bc-malesurvivors.com/>
 Vancouver Phone: 604-682-6482
 Surrey Phone: 778-222-6885

Catherine White Holman Wellness Centre

Free counselling, health services, and legal information for transgender and gender non-conforming people. Clinics are open on the second and fourth Sunday of every month.

Web: <http://www.cwhwc.com/>
 Email: contactus@cwhwc.com
 Phone: 604-442-4352

Vancouver General Hospital

Sexual Assault Service for sexual assault survivors of all genders, within the past seven days. Go to VGH Emergency Department and ask for the Sexual Assault Service. Nurses and doctors are on-call 24 hours a day. Care Card is not required.

Address: 920 10th Avenue West, Emergency Entrance

YWCA of Metro Vancouver

The Domestic Violence Outreach Worker provides one-to-one support and outreach in the Downtown Eastside, including safety planning for women who have experienced violence in a relationship.

Web: <http://www.ywcavan.org>
 Phone: 604-216-1653

Legal Educator at YWCA

Provides legal support to women and answers questions about legal issues.

Web: <http://www.ywcavan.org>
 Email: avollans@ywcavan.org
 Phone: 604-734-5517 ext. 2235

VictimLINK

24-hour service, in many different languages providing information, crisis support, and referrals to all victims of crime.

Web: <http://www.victimlinkbc.ca>
 Email: VictimLinkBC@bc211.ca
 Toll-Free: 1-800-563-0808
 Text message: 604-836-6381
 TTY (for Deaf & hard-of-hearing people): 604-875-0885

Deaf, Hard of Hearing & Deaf-Blind Well-Being Program

The Well-Being Program provides mental health services for Deaf, Hard of Hearing & Deaf-Blind people throughout the province of BC.

Web: deafwellbeing.vch.ca
 Voice: 778-819-0951
 Text: 778-987-4174
 TTY: 604-456-0901
 Email: wellbeing.staff@vch.ca

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Phone: 604.871.7000, option 2 or stop by one of the offices.
Book online: <http://www.vcc.ca/services/services-for-students/counselling/>

Students' Union of VCC - Student Advocate

Assistance for VCC Students who feel they have been treated unfairly by a College Employee or need assistance with College policies or procedures.

Broadway Campus: Building A, Room 2662
604-871-7000 ext. 7336

Downtown Campus: Room 358
604-871-7000 ext. 8467

Email: advocacy@suvcc.ca
Web: <http://suvcc.ca/>

VCC Arbiter of Student Issues

Helps students resolve conflict or deal with complaints under VCC Policy, including issues relating to harassment on Campus.

Broadway Campus: Building A, Student Services Area, Room 4017
Tuesday - Friday

Email: tmarks@vcc.ca
Phone: 604-871-7000 ext. 7040

VCC Safety, Security and Risk Management

Helps students solve problems related to their safety and security. Conducts investigations in Sexual Violence or Misconduct.

Downtown Campus: Room 236
Phone: 604-871-7000 ext. 8361

Broadway Campus: Building A, Level 2
Phone: 604-871-7000 ext. 5020
Web: <http://www.vcc.ca/services/current-students/security--risk-management/Emergency>

VCC Human Resources

Address: Building A, 5th Floor (Broadway Campus)
 Phone: 604-871-7000 ext. 7069 (Director, Human Resources)
 Web: <http://www.vcc.ca/about/college-information/careers/contact-hr/>

Canadian Union of Public Employees Local 4627

Web: <http://www.cupe4627.com/>
 Email: cupe4627@cupe4627.com
 Broadway Campus: Room 3304
 Phone: 604-871-7000 ext. 7043
 Downtown Campus: Room 942
 Phone: 604-871-7000 ext. 8650

Vancouver Community College Faculty Association

Web: <http://vccfa.ca/>
 Email: info@vccfa.ca
 Phone: 604-688-6210
 Address: 401 – 402 West Pender Street Vancouver, BC V6B 1T6

Morneau Shepell - Employee and Family Assistance Program

24 hour line providing information and support to any work, health or life concern
 Web: <https://www.workhealthlife.com/>

External Support Resource List

WAVAW Rape Crisis Centre

Services and referrals for self-identified women who have been sexually assaulted.

Web: <http://www.wavaw.ca>
 24-hour Crisis Line: 604-255-6344
 Toll-Free: 1-877-392-7583
 Office Line: 604-255-6228 (public education requests or general questions about WAVAW)

Battered Women's Support Services Society

Services for self-identified women who have experienced relationship violence.

Web: <http://www.bwss.org>
 Crisis & Counselling: 604-687-1867
 Toll-Free: 1-855-687-1868

Vancouver and Lower Mainland Multicultural Family Support Services Society (VLMFSS)

Assistance for immigrant and visible minority women and their families who are experiencing family violence. Services offered in many different languages.

Web: <http://www.vlmfss.ca>
 Email: againstviolence@vlmfss.ca
 Phone: 604-436-1025

BC Society for Male Survivors of Sexual Abuse

Support for self-identified men and boys who have been sexually assaulted

Web: <http://bc-malesurvivors.com/>
 Vancouver Phone: 604-682-6482
 Surrey Phone: 778-222-6885

Catherine White Holman Wellness Centre

Free counselling, health services, and legal information for transgender and gender non-conforming people. Clinics are open on the second and fourth Sunday of every month.

Web: <http://www.cwhwc.com/>
 Email: contactus@cwhwc.com
 Phone: 604-442-4352

Vancouver General Hospital

Sexual Assault Service for sexual assault survivors of all genders, within the past seven days. Go to VGH Emergency Department and ask for the Sexual Assault Service. Nurses and doctors are on-call 24 hours a day. Care Card is not required.

Address: 920 10th Avenue West, Emergency Entrance

YWCA of Metro Vancouver

The Domestic Violence Outreach Worker provides one-to-one support and outreach in the Downtown Eastside, including safety planning for women who have experienced violence in a relationship.

Web: <http://www.ywcavan.org>
 Phone: 604-216-1653

Legal Educator at YWCA

Provides legal support to women and answers questions about legal issues.

Web: <http://www.ywcavan.org>
 Email: avollans@ywcavan.org
 Phone: 604-734-5517 ext. 2235

VictimLINK

24-hour service, in many different languages providing information, crisis support, and referrals to all victims of crime.

Web: <http://www.victimlinkbc.ca>
 Email: VictimLinkBC@bc211.ca
 Toll-Free 1-800-563-0808
 Text message: 604-836-6381
 TTY (for Deaf & hard-of-hearing people): 604-875-0885

Deaf, Hard of Hearing & Deaf-Blind Well-Being Program

The Well-Being Program provides mental health services for Deaf, Hard of Hearing & Deaf-Blind people throughout the province of BC.

Web: deafwellbeing.vch.ca
 Voice: 778-819-0951
 Text: 778-987-4174
 TTY: 604-456-0901
 Email: wellbeing.staff@vch.ca