Vancouver Community College

Board of Governors
Public Meeting Agenda

May 28, 2025, at **NEW TIME: 5:45 p.m.**

VCC Broadway Campus, Building A, Room 5025

Guests: MS Teams LINK HERE
Meeting ID: 210 009 905 188 6
Passcode: GE3Rb9j3

ATTENDANCE

Board Members	Senior Team	
Mahin Rashid (Chair, Board/HRC)	David Wells	VP, Academic & Applied Research
Jeffrey Yu (Vice Chair/Chair, FAC)	Ian Humphreys	VP, Admin & International Development
Chi Lo	Kate Dickerson	VP, People Services
Christie Sparklingeyes	Jane Shin	VP, Students & Community Development
Dilraj Sandhu	Elmer Wansink	AVP, IT & CIO
Harleen Kaur	Clayton Munro	AVP, Student & Enrolment Services
Jennifer Cummins	Tannis Morgan	AVP, Academic Innovation
Joey Hartman	Jamie Choi	ED, Finance & CFO
Libby Davies	Surinder Aulakh	ED, Safety, Security & Risk Management
Michele Guerin REGRETS	Charnelle McClure	ED, Marketing & Communications
Paul Yeung	Deborah Lucas	EA, Board of Governors
Seung Oh	Erin Vickars	Project Coordinator, Indigenous Culinary
	Caralee Maloney	AD, Risk Management & Privacy

Ex-Officio		Guests	
Ajay Patel	President & CEO	Frank Cosco	President, VCCFA
Natasha Mandryk	Chair, Education Council/GC	Deanne Bates	Chief Shop Steward, CUPE Local 4627
		Melissa Chirino	Organizer, Advocacy & Governance, SUVCC

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

Item	Topic	Action	Speaker	Time	Attach	Page
1.	**CALL TO ORDER, LAND ACKNOWLEDGEMENT/ OPENING REMARKS**		M. Rashid / A. Patel / C. McClure	5:45		
2.	**APPROVAL OF AGENDA/CONSENT AGENDA**	Decision	M. Rashid	5:58		
	"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."					
	2.1 Minutes: Mar 26, 2025, Public Meeting				✓	3
	2.2 Academic Year: 2025/2026, 2026/2027, 2027/2028				✓	13
	2.3 Course Deactivations				✓	18

NOTE: To streamline the agenda and allow more time for discussion, some EdCo items are now under the Consent Agenda. Please review them carefully—they remain Board decisions requiring full consideration.

Item	Topic	Action	Speaker	Time	Attach	Page
2.4	Program Name Change: Automotive Logistics & Service Operations – Zero Emission Diploma (formerly Automotive Parts and Service Management Diploma)				✓	20
2.5	Board Correspondence & Activity				✓	23
2.6	News and Events				✓	24
2.7	VCCFA Report				✓	28
3.	**CONSTITUENCY GROUP REPORTS**	Info	Constituency Reps	6:00		
3.1	CUPE Local 4627		5 mins each		--	--
3.2	SUVCC				--	--
3.3	VCCFA				✓	28
4.	**EDUCATION COUNCIL REPORT**		N. Mandryk	6:15		
4.1	Chair's Report	Info			✓	31
5.	**FINANCE AND AUDIT COMMITTEE REPORT**			6:25		
5.1	Chair's Report	Info	J. Yu		--	--
5.2	2024/25 Actuals to Budget	Info	J. Yu		✓	93
5.3	2024/25 Audited Financial Statements	Decision	J. Yu		✓	98
6.	**GOVERNANCE COMMITTEE REPORT**					
6.1	Chair's Report	Info	N. Mandryk	6:40	--	--
7.	**HUMAN RESOURCES COMMITTEE REPORT**					
7.1	Chair's Report	Info	M. Rashid	6:43	--	--
8.	**INDIGENIZATION AT VCC**	Info	E. Vickars	6:45	--	--
9.	**VCC FOUNDATION**	Info	J. Yu	6:55	✓	126
10.	**NEW BUSINESS**					
10.1	Annual Sexual Violence & Misconduct Report	Info	C. Maloney	7:00	✓	127
11.	**NEXT MEETING & ADJOURNMENT**	Info	M. Rashid	7:10		

Next regular meeting: June 25, 2025

Vancouver Community College

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Board of Governors
Public Meeting
DRAFT MINUTES
March 26, 2025, at 5:30 p.m.
MS Teams

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ATTENDANCE

Board Members

Mahin Rashid (Chair, Board/HRC)
Jeffrey Yu (Vice Chair/Chair, FAC)
Chi Lo REGRETS
Christie Sparklingeyes
Dilraj Sandhu
Harleen Kaur
Jennifer Cummins
Joey Hartman
Libby Davies
Michele Guerin
Paul Yeung REGRETS
Seung Oh

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

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

Guests	
Frank Cosco	President, VCCFA
Deanne Bates	Chief Shop Steward, CUPE Local 4627
Melissa Chirino	Organizer - Advocacy and Governance, SUVCC

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

The meeting was called to order at 5:32 p.m. with regrets from C. Lo and P. Yeung.
H. Kaur presented the land acknowledgement.

Chair and President's Opening Remarks:

M. Rashid acknowledged recent Eid celebrations and shared a personal anecdote about her daughter's visit to VCC. She emphasized the joy and community spirit such events bring.

Congratulations were extended to the team behind the recent Flourish event, which was noted as a major success with a record breaking $239,000 raised.

M. Rashid shared updates on ongoing advocacy with government representatives, particularly MP Jenny Kwan, who has raised concerns with the Minister of Immigration regarding funding decisions and their impact on institutional sustainability.
She also reported on a recent call with board chairs from other BC colleges and institutes, noting widespread sector challenges, including funding cuts, faculty and program reductions, and leadership transitions.

A. Patel echoed concerns over the financial impact of recent federal decisions affecting international student policy and revenue loss. Efforts are being made to support affected staff and departments, as well, communicate openly and transparently with the college community. Mitigation strategies continue to be implemented, however, the President emphasized that although the institution is relatively stable, it must take ownership of its future and not rely on financial support by the government. Long-term financial sustainability remains a key focus.

M. Rashid and A. Patel both acknowledged the emotional impact these financial adjustments are having on the community, particularly the ending of VCC's LINC program —stressing the importance of compassion and clear communication, and validating the feelings of anger, frustration, and sadness.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the VCC Board of Governors approve the Mar 26, 2025, public meeting agenda; and approve/acknowledge receipt of the following items on the consent agenda:

  2.1 Minutes: Feb 5, 2025, Public Meeting
  2.2 Course Deactivations
  2.3 Board Correspondence & Activity
  2.4 News and Events
  2.5 VCCFA Report

Moved, Seconded & CARRIED

3. ACTION TRACKER – ITEMS BROUGHT FORWARD FROM FEB 5, 2025

No actions.

4. CONSTITUENCY REPORTS

4.1 CUPE Local 4627

No report.

4.2 Student Union of Vancouver Community College (SUVCC) – Presented by M. Chirino, SUVCC Organizer - Advocacy and Governance

M. Chirino provided an update on the SUVCC's recent activities. SUVCC attended the BC Federation of Students Executive Committee meeting from Mar 14–16. The committee expressed collective concern about how institutional deficits are impacting students, particularly in terms of campus services. The Board inquired about the current and potential impacts of financial adjustments on student services at VCC. In response, it was noted that VCC has experienced minimal impact to date, and their hope is that future decisions will continue to prioritize student needs and access to essential supports and services.

4.3 Vancouver Community College Faculty Association (VCCFA) – Presented by F. Cosco, President

F. Cosco expressed concerns about the absence of a cohesive nationwide strategy on immigration and education, emphasizing the need to re-engage in meaningful discussion about the purpose of higher education and its accessibility for all. Reference was made to a former VCC budget policy (2004) that emphasized broad consultation and balanced reductions, with concerns that current cuts are disproportionately impacting instructional areas. A. Patel responded by outlining the annual budget process, emphasizing that reductions are tied to enrolment and program needs.

M. Rashid acknowledged the concerns raised and thanked the faculty and student representatives for their candor and contributions.

5. EDUCATION COUNCIL (EDCO) REPORT – Presented by N. Mandryk, EdCo Chair

5.1 Chair's Report

N. Mandryk reported that three new program concept papers were presented to Education Council for information - Virtual Environment and Simulation Design Diploma, and Wind Turbine Maintenance Technician - Digital Communication, Social Media, and Multimedia (Post-Degree Diploma) – This program moved quickly from concept to full program proposal and was included on the meeting agenda for approval.

Additionally, course deactivations were reviewed and included in the consent agenda for the meeting. It was suggested that the Board consider moving routine items such as course deactivations and the EdCo Chair Report to the consent agenda to streamline future meetings.

5.2 Enrolment Plan 2025-26

The 2025-26 Enrolment Plan forecasts a 24% overall enrolment decline, including a 37% drop in international student registrations and an 11–12% decline in domestic enrolment compared to the previous year. Efforts are underway to support domestic recruitment, including entrance scholarships, targeted marketing, and coordinated outreach across the Registrar's Office, Marketing & Communications, and the VCC Foundation.

A challenge in the data infrastructure was noted—specifically, a gap in tracking student progression between inquiry and registration, limiting the college's ability to identify where potential students are lost in the pipeline. Anecdotal concerns were raised regarding community perceptions, including misinformation about program closures (e.g., School of Business), which may be affecting student decisions. The administration also noted semester conversions that may distort enrolment figures during implementation.

Broader reflections included the possibility that the college's programming does not align with evolving learner demands, particularly the increasing interest in short-term, skill-based education and micro-credentials.

MOTION:
THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2025–2026 Enrolment Plan.
Moved, Seconded and CARRIED

5.3 Program Discontinuance: Acute Care for Health Care Assistants Short Certificate

The Acute Care for Health Care Assistants Short Certificate program was originally created in response to a hiring requirement by the Vancouver Coastal Health Authority (VCHA), which mandated that Health Care Assistants (HCAs) complete the certificate before working in acute care settings. However, VCHA has since removed this requirement and replaced it with a one-month, full-time orientation program that allows them to onboard HCAs more efficiently.

Following this policy change, the department engaged in consultation with external practice partners over the past year. Feedback confirmed that the program is no longer relevant and as a result, and EdCo approved the department's recommendation for its permanent discontinuance, without a two-year suspension period, as outlined in VCC policy 414 Suspension and/or Discontinuance of Programs.

MOTION:
THAT, on the advice of Education Council, the Board of Governors discontinue the Acute Care for Health Care Assistants Short Certificate program, effective May 1, 2025.
Moved, Seconded and CARRIED

5.4 Program Discontinuance: Health Care Assistant Certificate (EAL Cohort)

As with Item 5.3, EdCo recommended discontinuing the Health Care Assistant Certificate program without first entering a two-year suspension period. Enrolment has steadily declined from 2019 to 2024, indicating the program is no longer viable. Students have shown a preference for accessing English as an Additional Language (EAL) support through alternative, tuition-free pathways. In response to the Board's questions regarding risk, it was explained that bypassing the two-year suspension period could potentially affect students who have deferred their studies and wish to return within the allowable program completion timeframe. For the programs outlined in Items 5.3 and 5.4, there are no students currently enrolled. It was also confirmed that any reinstatement of a discontinued program would follow the regular governance process required for new program approvals, which may take up to two years to complete.

MOTION:

THAT, on the advice of Education Council, the Board of Governors discontinue the Health Care Assistant Certificate (EAL Cohort) program, effective May 1, 2025.

Moved, Seconded and CARRIED

5.5 Program Change: Bachelor of Hospitality Management.

In November 2024, the Board approved renaming the Bachelor of Hospitality Management to Bachelor of Hospitality and Food Service Systems Management. However, Education Council (EdCo) now recommends reverting to the original name, as the inclusion of "Food Service Systems Management" would require a full external review—an outcome that is not intended.

MOTION:

THAT, on the advice of Education Council, the Board of Governors approve changing the name of the Bachelor of Hospitality and Food Service Systems Management back to Bachelor of Hospitality Management.

Moved, Seconded and CARRIED

5.6 New: 3 Associate Degree Specializations within the Associate of Science and Associate of Arts Degree: Associate of Arts in Psychology, Associate of Science in Data Science, and Associate of Science in Environmental Science

The proposal involves changing the credential from a generic "Associate of Science" or "Associate of Arts" to one that references a specific specialization. This change would be reflected on the student's transcript and aligned with the appropriate Classification of Instructional Program (CIP) code. The addition of these specializations does not impact transferability.

MOTION:

THAT, on the advice of Education Council, the Board of Governors approve the following specializations within the existing Associate of Science and Associate of Arts Degree credentials:

Associate of Arts (Psychology) Degree	Associate of Science (Environmental Science) Degree
Associate of Science (Data Science) Degree	Associate of Science (Computer Science) Degree

And the creation of 10 courses:

BIOL 2105	MATH 2710	PSYC 2110
EVSC 2010	PHIL 1100	SOCI 2250
MATH 2230	PHIL 2100	
MATH 2705	PSYC 2100	

Moved, Seconded and CARRIED

5.7 New Program & 5 Courses: Digital Learning for Innovative Teaching Short Certificate

The new Short Certificate – Digital Learning for Innovative Teaching was developed by the School of Instructor Education (SIE), which delivers VCC's Provincial Instructor Diploma Program across the province. The development of this certificate was funded by the Ministry of Post-Secondary Education and Future Skills to support the advancement of digital teaching and learning skills among instructors.

MOTION:

THAT, on the advice of Education Council, the Board of Governors approve the new Digital Learning for Innovative Teaching Short Certificate credential program implementation and creation of 5 courses:

DLIT 3010	DLIT 3040
DLIT 3020	DLIT 3050
DLIT 3030	

Moved, Seconded and CARRIED

5.8 Revised Program & 32 Courses: Paralegal Diploma

Following a program review in 2023, VCC's Paralegal Diploma has undergone significant revisions, including the creation of 32 associated new courses. The program has been reduced in overall credit load and updated to better reflect current legal sector requirements, particularly those related to regulatory competencies.

MOTION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the significantly revised Paralegal Diploma program; and

THAT the Board of Governors approve the creation of 32 new courses to be offered as part of the significantly revised Paralegal Diploma program.

LEGL 1601	LEGL 1611	LEGL 2621	LEGL 1641	LEGL 1653	LEGL 1700
LEGL 1602	LEGL 1612	LEGL 2622	LEGL 1642	LEGL 1654	LEGL 2700
LEGL 1603	LEGL 2611	LEGL 1631	LEGL 2641	LEGL 2651	
LEGL 1604	LEGL 2612	LEGL 1632	LEGL 2642	LEGL 2652	
LEGL 1605	LEGL 1621	LEGL 2631	LEGL 1651	LEGL 2653	
LEGL 1606	LEGL 1622	LEGL 2632	LEGL 1652	LEGL 2654	

Moved, Seconded and CARRIED

5.9 New Program: Digital Communication, Social Media and Multimedia Post-Degree Diploma

The new Post-Degree Diploma in Digital Communication, Social Media and Multimedia is designed for students with a bachelor's degree. The program prepares graduates for careers in content creation, social media management, and digital marketing. It differs from the existing Graphic Design Diploma by focusing more on multimedia, marketing, and management. The bachelor's degree admission requirement will be reassessed after the first cohort. The department plans to explore Prior Learning Assessment Recognition (PLAR) for some courses.

MOTION:

THAT, on the advice of Education Council, the Board of Governors approve the new Digital Communication, Social Media and Multimedia Post-Degree Diploma credential implementation, and creation of 12 courses:

DCOM 1100	DCOM 1200	DCOM 1215	DCOM 2120
DCOM 1105	DCOM 1205	DCOM 2105	DCOM 2200
DCOM 1110	DCOM 1210	DCOM 2110	DCOM 2205

Moved, Seconded and CARRIED

6. FINANCE AND AUDIT COMMITTEE (FAC) REPORT - Presented by J. Yu, FAC Chair

6.1 Chair's Report

The Finance and Audit Committee (FAC) met on Mar 17, 2025. In accordance with a prior resolution of the Board, the FAC approved a 1% transfer of funds to support international student initiatives. These initiatives include entrance awards, scholarships for academic excellence, outbound educational experiences, and other related support services.

Additionally, the FAC approved the award of contract for consultant services related to the Broadway Campus Development Plan. VCC intends to engage consultants to support the development of a policy statement and the rezoning application. This phase of the project is critical to ensuring the Broadway Campus development aligns with municipal planning objectives and community needs.

6.2 2023/24 Forecast to Budget

The 2024/25 January forecast (9 months actual + 3 months forecast) is projecting a small surplus at end of fiscal year. With two months remaining in the fiscal year, it was noted that the college is currently projecting a small surplus. This forecast remains tentative due to ongoing uncertainty in the post-secondary sector.

6.3 2025/26 Operating Budget

The VCC operating budget for the fiscal year 2025/26 was approved by FAC for recommendation to the Board. The budget was developed based on a range of assumptions made by management.

The VCC operating budget for the 2025/26 fiscal year has been approved by the Finance and Audit Committee for recommendation to the Board. The budget was developed based on a series of assumptions.

To address ongoing financial pressures, the college is implementing difficult but necessary measures to align spending with actual and projected enrolment. A key component of this approach includes faculty staffing reductions in select program. These reductions are driven by a significant decline in student enrolment and are based on current data and instructional requirements.

The college is following the provisions of the Collective Agreement throughout this process and continues to work with the Faculty Association to identify and pursue mitigation efforts.

There was a question raised about the process, especially amid uncertainties in international enrolment. Management emphasized that decisions were data-driven and not speculative. While the college can expand programs if increased enrolment warrants this, Collective Agreement requirements make rapid changes challenging.

A $250,000 contingency reserve has been included in the budget to manage future uncertainties. While modest, it reflects the balance between financial prudence and meeting budget targets.

Domestic enrolment is showing signs of recovery in some programs, with projections based on realistic trends.

No cuts are planned to student services. The college remains committed to maintaining student support and ongoing communication with the Students' Union regarding any future changes.

The Finance and Audit Committee reviewed the first draft in January and approved the final budget of $171.4M on Mar 12, 2025, with the understanding that careful monitoring will be essential to effectively manage the current constrained financial situation moving forward.

MOTION:
THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2025/26 Operating Budget, as presented at the March 26, 2025 meeting.
Moved, Seconded and CARRIED (1 Opposed: J. Cummins)

6.4 2025/26 Capital Budget

As part of VCC's annual budget cycle, the development of a capital plan is a key component, supported through the college's internal capital funding. Departments submit capital requests, which are reviewed and prioritized based on institutional needs.

For the 2025/26 fiscal year, VCC is proposing a $3M allocation to support facilities improvements, library enhancements, furniture and equipment upgrades, classroom expansion, and IT initiatives. In response to a question from the Board, Management confirmed that these funds are restricted solely for internal capital expenditures.

MOTION:
THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the $3.0 million 2025/26 Capital Budget, as presented at the March 26, 2025 meeting.
Moved, Seconded and CARRIED

6.5 TUITION: Paralegal Diploma

As outlined under item 5.8, the significantly revised Paralegal Diploma program has been designed to ensure both academic relevance and financial sustainability. FAC approved the proposed tuition which reflects these goals while considering the value of the credential, which can lead to higher earning potential for graduates.

It was noted that many students enrolling in the program are already employed in legal settings and are seeking to upskill. During the discussion, the Board suggested that data on employer-sponsored tuition could be a useful consideration in future tuition-setting decisions.

MOTION:
THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the Paralegal Diploma, effective September 2025:

$15,781 (domestic)

Moved, Seconded and CARRIED

6.6 TUITION: New Digital Learning for Innovative Teaching Short Certificate

As outlined in Item 5.7, the new Digital Learning and Innovative Teaching Short Certificate is designed to train sector professionals in digital literacy and is expected to be absorbed into the existing Provincial Instructor Diploma Program (PIDP) in the future.

For recommendation to the Board, FAC approved tuition rates that support the program's financial viability and alignment with provincial needs.

MOTION:
THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the new Digital Learning for Innovative Teaching Short Certificate, effective September 2025:
Domestic: $286.83 per credit
International: $631.65 per credit
Moved, Seconded and CARRIED

6.7 TUITION: New: 13 University Transfer courses within associate degree specializations: Associate of Arts in Psychology, Associate of Science in Data Science, and Associate of Science in Environmental Science

Three new associate degree specializations were outlined in Item 5.6. FAC approved tuition rates for 13 new courses within these specializations, to be launched September 2025. These courses were chosen for their strong transferability to major universities such as SFU and UBC. The new specializations include

what may be the province's first Associate of Science in Data Science, addressing a growing demand in an emerging field.

MOTION:

THAT, on the recommendation of the Finance and Audit Committee, for the new courses in the Associate of Arts and Associate of Science degree programs, the Board of Governors approve tuition, effective September 1, 2025:

$205.30 per credit for domestic students, and $716.99 per credit for international students, for courses:

EVSC 2010	MATH 2710	PSYC 2100
MATH 2230	SOCI 2250	PSYC 2110
MATH 2705	PHIL 2100	PHIL 1100

and;

$246.47 per credit for domestic students, and $799.81 per credit for international students, for courses:

BIOL 2105	BIOL 2216
BIOL 2204	BIOL 2106

Moved, Seconded and CARRIED

6.8 Tuition: New program: Digital Communication, Social Media & Multimedia Post-Degree Diploma

The new Post-Degree Diploma in Digital Communication, Social Media, and Multimedia was outlined in Item 5.9. For recommendation to the Board, FAC approved tuition rates that support the program's financial viability and reflect the high demand for skills in this growing field.

MOTION:

That, on the recommendation the Finance and Audit Committee, the Board of Governors approve the tuition for the new Digital Communication, Social Media and Multimedia Post-Degree Diploma, effective August 1, 2025:

$11,473 domestic

$28,680 international

Moved, Seconded and CARRIED

7. GOVERNANCE COMMITTEE (GC) REPORT - Presented by N. Mandryk, GC Chair

7.1 Chair's Report

The Governance Committee met on Mar 17, 2025. The 2025 Board Evaluation process and timeline were confirmed, with the survey to be conducted in April, followed by a report by the GC to the Board on May 28. The committee completed its annual review of Bylaws G.1.0 (Board Conduct) and G.3.0 (Board Honoraria); no changes were identified, and Mar 17, 2025, was recorded as the formal review date for both. The Board will reaffirm the Oath of Office at this meeting.

A plan was established to review the G.2.0 Board Governance Bylaw and the committee's Terms of Reference, which will commence at the next meeting on May 8. The committee will also recommend that the Human Resources and Finance & Audit Committees review their Terms of Reference.

7.2 G.1.0 Board Conduct – Annual Oath of Office Affirmation

M. Rashid led the annual Oath of Office affirmation, after which the Board members signed the Oath.

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

In collaboration with the President, the Human Resources Committee has established the President's 2025 Performance Objectives. They include ongoing integration of values like equity, diversity, inclusion (EDI), and Indigenization into the college's strategic innovation plan. Key objectives: financial

sustainability (including deficit mitigation strategies), progress of the campus plan, addressing cybersecurity risks, and expanding public relations and outreach initiatives to increase the college's visibility, brand, and impact, all of which are central to his leadership responsibilities and essential for board oversight.

9. INDIGENIZATION AT VCC

Indigenous Board Member Christie Sparklingeyes shared reflections from the International Women's Day event held on March 6, 2025, hosted by DIVERSEcity Community Resources Society in partnership with Minerva BC.

Speaking to a diverse audience of emerging leaders and professionals, Christie highlighted her journey as an Indigenous woman in leadership, emphasizing the importance of representation, empowerment, and resilience. She spoke about her early career experiences, leadership roles, and governance training that helped shape her voice and confidence.

She also raised concerns about the impact of funding cuts on marginalized communities, urging the Board to consider these effects through an equity lens. Quoting her own words, "Tell me how to do something, then watch me do my best work," she underscored the value of support and trust.

Board members expressed gratitude for Christie's insights and the perspective her lived experience brings to their work.

10. VCC FOUNDATION – Presented by J. Yu, Board Representative, VCC Foundation Board of Directors

Sincere thanks were extended to all who helped make the Mar 5, 2025 Flourish gala a resounding success. A record-breaking $239,000 was raised to equip a classroom in the new Centre for Clean Energy & Automotive Innovation (CCEAI) building, including a $50,000 pledge from Heritage Office Furniture and Steelcase. The nearly sold out event featured 13 chef stations, 9 beverage stations, and 11 VCC program activations. Special thanks to MC Fred Lee for creating an engaging atmosphere. Two videos highlighting the event and CCEAI Fund a Need campaign were shown.

Outstanding Alumni Awards -Nominations are now closed. The selection panel will meet shortly, and recipients will be honoured at a celebration on Jun 26, 2025, at the Broadway campus.

Student Awards - The Spring awards celebration will be held on Jun 6, 2025, with both morning and afternoon sessions. This year includes 46 new awards funded by the Barrett Family Foundation, supporting six program areas as part of their pledge to VCC's CCEAI, marking the largest number of awards from a single foundation in VCC's history.

11. NEW BUSINESS

11.1 Strategic Innovation Plan Update

A. Patel provided an update on VCC's Strategic Innovation Plan, which continues to guide institutional efforts around financial sustainability, shared values, reconciliation, and innovation. Designed to be adaptive, the plan balances long-term vision with responsiveness to changing needs. At the core of the plan is a commitment to "real learning for real change"—a guiding principle that reflects VCC's dedication to meaningful education, inclusion, and community transformation.

Reconciliation & Identity - Continued integration of Indigenous values through the longhouse logo, now visible in public-facing materials and across campus. The longhouse symbol—representing warmth, learning, and transformation—has helped foster a shared sense of purpose. The ground blessing ceremony for the new CCEAI building marked a culturally respectful shift from traditional groundbreakings and was cited as a significant step in reconciliation.

Academic Innovation - 14 new micro-credentials launched in areas such as gaming, animation, Indigenous business, and marketing technology. Global partnerships expanded, including exchanges with institutions

in Brunei, Japan, Mexico, China, and Kenya. All curriculum is reviewed through a JEDI (justice, equity, diversity, inclusion) lens, ensuring values alignment across programming.

Sustainability & Facilities - Annual 5% reduction in greenhouse gas emissions reported, supported by physical upgrades and smart systems. Major capital projects include a $36.9M culinary kitchen focused on sustainability, wellness, and inclusion. Accessibility upgrades include height-adjustable desks, strobe warning systems, and other inclusive design features.

Operational Excellence - Completion of ERP Phase II and implementation of automated expense processing and fraud detection tools. System transition to Linux to improve cybersecurity. Online time entry systems launched for all employees. Compliance maintained with the Board-approved risk management policy.

Leadership & Culture - Launch of an internal Leadership Development Program connecting employees with senior mentors and cross-department projects. Focus on building an inclusive, mobile workforce and supporting staff career progression. The College received its third Accessible Employers Award in recognition of inclusive workplace practices.

Community Engagement & Partnerships - Active partnerships include Bernie's Meals on Wheels vehicle repair, ECCE assistant training for newcomer women, National Employment Program with the Canadian Hard of Hearing Association, ICBC vehicle donation refurbished by students for the Pacific Association of First Nations Women, collaboration with UBC and BC Disability Services to support students with autism and other learning challenges.

Foundation & Student Services - The Foundation continues to lead impactful fundraising and student support initiatives, e.g., Flourish gala and Fund a Need campaign, distribution of laptops through the loan laptop service, increasing digital equity for students, funding of psychological educational assessments for students with learning needs, removing financial barriers to further support.

Looking Ahead - Work continues on a comprehensive Indigenization Framework, an updated campus plan, and a new capital campaign to support growth. Strategic documents are being used to engage community leaders, government officials, and stakeholders, reinforcing the College's commitment to real learning for real change.

Indigenous Engagement - Ongoing consultation with the Indigenous Advisory Council, including education leaders from all host nations and experts in Indigenous education, continues to inform VCC's direction and ensure accountability.

12. NEXT MEETING & ADJOURNMENT

M. Rashid thanked everyone for their participation.

The next regular public board meeting is scheduled for May 28, 2025. The meeting adjourned at 7:56 p.m.

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 28, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Academic Year 2025/2026, 2026/27 and 2027/28

BACKGROUND:

This document supports the coordination of academic and campus activities and operation of the Registrar's Office. It includes public holidays and College closures, term dates, and grade submission deadlines.

As with last year, these proposed academic dates do not include a set exam period. Instead, the proposed schedule lists "Last Day of Class/Exams", which is more broadly applicable to VCC programs.

DISCUSSION:

Les Apouchtine, Deputy Registrar, presented the proposed academic year schedule for 2025–2026, 2026–2027 and 2027–2028 to EdCo at its May 13, 2025 meeting.

The short Fall 2026 and Fall 2027 terms will make it challenging for some areas to schedule their required course or program contact hours, with 67 and 68 instructional days as proposed, respectively. By comparison, the proposed Fall 2025 term has 71 instructional days and the Winter 2028 term has 72 days.

Fall term includes four statutory holidays and VCC Day (an employee in-service day), which are not counted in the instructional days. Additionally, the term must start after Labour Day and end before the holiday closure/winter break around Christmas.

Concern around reduced instructional days was raised last year by Education Council, and was reiterated at its May 13, 2025 meeting.

The Registrar's Office consulted with People Services about moving VCC Day from the usual November date to the winter (January–April) term, which would reduce the impact of lost instructional hours in the Fall. However, due to various scheduling constraints and challenges booking the venue, moving VCC Day does not appear feasible.

The dates for the holiday closure over the winter break fall under the purview of People Services; for this reason, the dates are listed as "TBD" on the schedule.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the Academic Year 2025–2026, 2026–2027 and 2027–2028.

PREPARED BY: Natasha Mandryk, Chair, Education Council

ATTACHMENT: APPENDIX A – Academic Year 2025–2026, 2026–2027 and 2027–2028

DATE: May 21, 2025

Academic Year Information

Note: Some vocational and/or trades programs may start or end on dates that do not coincide with the semester-based dates below. Please contact the appropriate instructional department for additional information.

Public Holidays and Closures (2025/2026)	
Event	**Date**
Labour Day	Mon, Sep 01, 2025
National Day for Truth and Reconciliation	Tue, Sep 30, 2025
Thanksgiving	Mon, Oct 13, 2025
VCC Day	TBD
Remembrance Day	Tue, Nov 11, 2025
Holiday Closure (TBD)	Tue, Dec 23, 2025 – Mon, Jan 05, 2026
Family Day	Mon, Feb 16, 2026
Good Friday	Fri, Apr 03, 2026
Easter Monday	Mon, Apr 06, 2026
Victoria Day	Mon, May 18, 2026
Canada Day	Wed, Jul 01, 2026
BC Day	Mon, Aug 03, 2026

Term Dates (2025/2026) (For courses running the entire term)			
Term	**Fall**	**Winter**	**Spring/Summer**
First Day of Class	Tue, Sep 02, 2025	Mon, Jan 05, 2026	Mon, May 04, 2026
Last Day of Class/Exams	Mon, Dec 15, 2025	Fri, Apr 17, 2026	Mon, Aug 17, 2026
Grade Submission Deadline	Thu, Dec 18, 2025	Fri, Apr 24, 2026	Mon, Aug 24, 2026

Public Holidays and Closures (2026/2027)

Event	Date
Labour Day	Mon, Sep 07, 2026
National Day for Truth and Reconciliation	Wed, Sep 30, 2026
Thanksgiving	Mon, Oct 12, 2026
VCC Day	TBD
Remembrance Day	Wed, Nov 11, 2026
Holiday Closure (TBD)	Wed, Dec 23, 2026 – Fri, Jan 01, 2027
Family Day	Mon, Feb 15, 2027
Good Friday	Fri, Mar 26, 2027
Easter Monday	Mon, Mar 29, 2027
Victoria Day	Mon, May 24, 2027
Canada Day	Thu, Jul 01, 2027
BC Day	Mon, Aug 02, 2027

Term Dates (2026/2027) (For courses running the entire term)

Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 08, 2026	Wed, Jan 06, 2027	Mon, May 03, 2027
Last Day of Class/Exams	Tue, Dec 15, 2026	Tue, Apr 20, 2027	Fri, Aug 20, 2027
Grade Submission Deadline	Fri, Dec 18, 2026	Fri, Apr 23, 2027	Fri, Aug 27, 2027

Public Holidays and Closures (2027/2028)

Event	Date
Labour Day	Mon, Sep 06, 2027
National Day for Truth and Reconciliation	Thu, Sep 30, 2027
Thanksgiving	Mon, Oct 11, 2027
VCC Day	TBD
Remembrance Day	Thu, Nov 11, 2027
Holiday Closure (TBD)	Thu, Dec 23, 2027 – Mon, Jan 03, 2028
Family Day	Mon, Feb 21, 2028
Good Friday	Fri, Apr 14, 2028
Easter Monday	Mon, Apr 17, 2028
Victoria Day	Mon, May 22, 2028
Canada Day	Fri, Jun 30, 2028 (in lieu of Sat, Jul 1)
BC Day	Mon, Aug 07, 2028

Term Dates (2027/2028) (For courses running the entire term)

Term	Fall	Winter	Spring/Summer
First Day of Class	Tue, Sep 07, 2028	Wed, Jan 05, 2028	Mon, May 01, 2028
Last Day of Class/Exams	Wed, Dec 15, 2027	Tue, Apr 18, 2028	Tue, Aug 15, 2028
Grade Submission Deadline	Fri, Dec 17, 2027	Fri, Apr 21, 2028	Mon, Aug 21, 2028

DECISION NOTE

PREPARED FOR: **Board of Governors**

DATE: **May 28, 2025**

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Course Deactivations

BACKGROUND:

The Board of Governors approved discontinuing the Acute Care for Health Care Assistants Short Certificate and the Health Care Assistant Certificate (EAL Cohort) programs effective May 1, 2025. These programs have not been taught in years.

The current proposal is to deactivate related courses:
- ELSK 0701 English Language Skills 1
- ELSK 0702 English Language Skills 2
- ELSK 0703 English Language Skills 3
- HRCA 1103 Lifestyle and Choices
- HRCA 1105 Interpersonal Communications
- HRCA 1120 Introduction to Practice
- HRCA 1122 Personal Care and Assistance 1
- HRCA 1130 Health & Healing 1
- HRCA 1224 Cognitive or Mental Challenges
- HRCA 1227 Clinical 2
- HRCA 1230 Health and Healing 2
- HRCA 1232 Personal Care and Assistance 2
- HRCA 1320 Working in Acute Care
- HRCA 1325 Acute Personal Care & Assistance
- HRCA 1328 Community Practicum
- HRCA 1329 Clinical 3

- HRCA 1331 Acute Care Clinical

DISCUSSION:

In 2020, Education Council delegated authority to approve course and program deactivations to Curriculum Committee, except for those programs and courses that are within the process of suspension or discontinuance as governed by the Suspension and/or Discontinuance of Programs policy (414).

Revisions to the Curriculum Development and Approval policy (410) and creation of the Program Development and Approval policy (409), approved on December 17, 2024, return approval authority for course deactivations to the Board of Governors. There is an exception in policy procedures that delegates power to Education Council to approve course deactivations if the decision is requested by the VP, Academic and Research due to being considered either urgent or minor in impact.

Generally, recommendations about course deactivations will be brought to the Board with advice from Education Council.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approves the deactivation of the 17 courses listed above.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: May 21, 2025

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 28, 2025

ISSUE: **RECOMMENDATION FOR APPROVAL:**

Program Name: Automotive Logistics and Service Operations - Zero Emission Diploma

BACKGROUND:

Due to policy changes by Immigration, Refugee and Citizenship Canada (IRCC), several VCC programs were renamed in 2024 to align with designated Classification of Instructional Program (CIP) codes that are eligible for post-graduate work permits.

The School of Trades, Technology and Design is proposing a program name change of the Automotive Parts and Service Management Diploma to Automotive Logistics and Service Operations - Zero Emission Diploma (*CIP 52.0203 – Logistics, materials, and supply chain management*). The program learning outcomes, description, and courses have been updated, and three new courses created, to better reflect the program's alignment with this CIP code.

The program is part of a suite of program offerings connected to VCC's future Centre for Clean Energy and Automotive Innovation. The curriculum covers the use of both conventional technology and zero-emission technology in logistics.

Automotive Logistics and Service Operations – Zero Emission Diploma graduates will be able to meet the following program learning outcomes:

- Use parts catalogs and inventory systems to identify, locate, and manage automotive parts and stock levels across the supply chain.
- Plan and coordinate comprehensive logistics operations including the purchasing, receiving, storing, tracking, and distributing of automotive parts while implementing

efficient and environmentally sustainable supply chain strategies and inventory control systems for both conventional and zero emissions vehicle components.

- Apply basic supply chain procedures to source and stock parts for both traditional and modern vehicle systems, including electric, hydrogen fuel cell, and other zero emissions vehicles, ADAS systems, and connected vehicle platforms.
- Support automotive operations by applying basic management, teamwork skills, and problem-solving skills in parts and service departments.
- Implement inventory and warehouse management systems utilizing industry-specific software to optimize storage solutions that address both the unique requirements of zero emissions vehicle components and energy-efficient facility operations.
- Deliver professional service advising by accurately diagnosing customer concerns, recommending maintenance schedules, and providing detailed estimates while maintaining high customer satisfaction.
- Coordinate transportation and distribution networks by managing shipping, receiving, and logistics operations, ensuring the efficient movement of automotive parts with a focus on optimizing logistics for zero-emission transportation methods.
- Apply financial management principles to parts operations by analyzing costs, managing budgets, and optimizing resource allocation across the automotive supply chain network, with specific attention to the financial implications of sustainable practices and zero-emission fleet transitions.
- Apply effective just-in-time principles to maintain efficient inventory levels in automotive parts operations.
- Use industry software and forecasting tools to estimate resource needs for automotive parts operations.

DISCUSSION:

Curriculum Committee reviewed the program curriculum in March 2025. There was a longer discussion about the inclusion of "zero emission" in the program name. The curriculum covers both traditional technology and use of zero-emission technology in logistics. The committee requested some edits to more explicitly embed zero emission logistics in the curriculum documentation.

This conversation continued at the April 2025 Education Council meeting. EdCo members requested the program purpose and program learning outcomes clarify that "zero emission" refers to handling of electric vehicle (EV) parts, as well as the focus on zero emission/environmentally sustainable logistics and supply chain processes and decision-making. Minor changes were also recommended, and accepted, to reflect the higher level of learning outcomes in the management-focused courses.

Education Council unanimously approved the revised curriculum, including three new courses, and supported the program name change.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve changing the name of the Automotive Parts and Service Management Diploma program to Automotive Logistics and Service Operations – Zero Emission Diploma.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: May 21, 2025

Vancouver Community College

Board of Governors Public Meeting
May 28, 2025

Board correspondence and activities since March 26, 2025:

BOARD OF GOVERNORS CORRESPONDENCE

DATE	TO	FROM	DETAIL
Apr 9, 2025	Board Chair	Trevor Hughes Deputy Minister Ministry of Post-Secondary Education and Future Skills (PSFS)	Reappointment to VCC Board: Michele Guerin & Christie Sparklingeyes – term end Jul 31, 2027 Jeffey Yu - term end Jul 31, 2028.

BOARD OF GOVERNORS ACTIVITY

DATE	EVENT
Apr 2, 2025	2025 Flourish Thank You Reception: Attendees: C. Sparklingeyes, J. Yu, H. Kaur, A. Patel
Apr 28, 2025	YWCA Women of Distinction Awards Attended by: H. Kaur, A. Patel

VCC events and news round-up

March – May 2025

Prepared for: VCC Board

Prepared by: VCC Marketing & Communications

VCC EVENTS

March

March 19 – Vancouver International Auto Show: With over 300,000 square feet of exhibition space, this year's show was bigger than ever. VCC hosted an Automotive and Heavy Mechanical Trades booth to share more about our innovative programs that prepare students for the industry's future. VCC displayed its eCascadia Freightliner truck and electric vehicles alongside an incredible lineup of manufacturers, dealers, custom builds, and commercial exhibitors.

March 28 – Cybersecurity careers talk: VCC supported an insightful career talk and networking session at the Central Library, where industry experts who have recently immigrated to Canada, including VCC instructors, shared their experiences, career paths, and tips for success. The event was hosted by VPL's Skilled Immigrant InfoCentre, in partnership with VCC; Immigration, Refugees and Citizenship Canada; and WelcomeBC.

April

April 1 & 2 – Eid al-Fitr celebrations: Embracing cultural traditions from around the world is at the heart of what we do at VCC. Our Eid al-Fitr celebration at the Broadway Campus reflected our diverse community. Students, staff, faculty, and community members gathered to share in the spirit of Eid, enjoying delicious snacks, refreshing drinks, and insightful conversations about its significance.

VCC events and news round-up

March – May 2025

April 2 – PAFNW+ van handover: VCC and the VCC Foundation handed over a Honda Odyssey van rebuilt by VCC students after it was donated to the Pacific Association of First Nations Women (PAFNW+). The refurbished vehicle will support PAFNW+ in transporting Indigenous women and their families to essential services like healthcare appointments, helping to remove transportation barriers and improve access to community supports. The project gave students in VCC's Automotive Collision Repair program the opportunity to collaborate with Red Seal-endorsed instructors in a professional shop setting, preparing them for the workforce while giving back to the community.

April 10 – Vancouver Fashion Week: VCC Fashion students showcased their final garment projects at [Vancouver Fashion Week](#), North America's second-largest fashion show. This event marks a significant milestone for our Fashion Design & Production Diploma students, offering them an industry-level platform to express their creativity, technical skills, and personal design vision.

April 24 – Bee Fest: As part of Earth Month, Bee Fest brought together students, employees, and community members to celebrate pollinators and sustainability. Since 2020, VCC has hosted Mason bees on campus, recognizing their vital role in local ecosystems and food security. Sustainability is an ongoing focus at VCC; it is integrated across VCC campuses through student-led initiatives, resource-conscious operations, and inclusive learning environments. From waste reduction programs to significant energy savings and emissions reductions, VCC champions climate action alongside the community and beyond.

VCC events and news round-up

March – May 2025

April 28-May 2 – Info Week: Through a mix of in-person and virtual sessions, Info Week gave potential students the chance to explore VCC's 140+ programs in health sciences, design, trades, university transfer, and more.

May

May 5 – Red Dress Day: VCC's Broadway campus observed Red Dress Day, honoring Missing and Murdered Indigenous Women, Girls, and 2SLGBTQQIA+ individuals, with help from the Elders, Indigenous leaders, staff, and volunteers whose guidance and dedication made this event possible. Red dresses were displayed across campus as a powerful visual reminder of the lives lost and the urgent need for justice. Big City Bannock, an Indigenous family-owned food truck, provided traditional Indigenous food to nourish attendees and add cultural significance to the event.

VCC IN THE NEWS (HIGHLIGHTS)

Earned coverage

Institutional
- **BC Colleges – Vancouver Community College hosts Flourish fundraiser for new Centre for Clean Energy and Automotive Innovation:** Highlights the CCEAI building and how Flourish is supporting VCC's innovation and sustainability initiatives.
- **Blast Media Print – VCC Vancouver Community College - Downtown Campus building banner billboard:** Showcases VCC's branding and visibility efforts in Downtown Vancouver.
- **Canada International Student Magazine – Exciting Updates to VCC's Graphic Design and Engineering Programs for International Students!:** Highlights curriculum enhancements aimed at international learners.
- **Canada International Student Magazine – Exciting New Programs and Opportunities at VCC:** *Your Path to Success Starts Here!* — Showcases new offerings for international students.
- **Daily Hive – You can still get a defined benefit pension with these Vancouver employers:** Lists VCC among employers offering strong retirement benefits.
- **Education News Canada – VCC President Awarded King Charles III Coronation Medal:** Celebrates VCC President Ajay Patel's recognition for leadership in education.
- **The JoongAng (The Korea Daily) – Vancouver Korean Scholarship Foundation, Scholarship Applications Until the 31st:** Promotes scholarship opportunities in partnership with VCC.
- **Rebellion Research – Best Dental Assistant Programs Around the World:** Lists VCC among top global dental assistant programs.
- **Vancouver is Awesome – Here are your 2025 Stars of Vancouver winners:** Lists VCC among the winners recognized for excellence in Education and community impact.

Student & alumni success
- **Asian Pacific Post – Vancouver Fashion Week Returns for Fall/Winter 2025 with a Twist on Kidswear:** Features VCC student designers' collections for Vancouver Fashion Week.

VCC events and news round-up

March – May 2025

- **[Education News Canada](#)** – **Graphic Design students rank sixth in local hackathon:** Celebrates VCC students' success in a competitive design event.
- **[TriCity News](#)** – **Tri-City designers show wares on Vancouver Fashion Week catwalk:** Features VCC fashion students and alumni, with a spotlight on two VCC designers from Tri-Cities.

Reconciliation

- **[Autosphere](#)** & **[Education News Canada](#)** – **VCC students rebuild donated van for Pacific Association of First Nations Women:** Announces that VCC and VCC Foundation handed over a Honda Odyssey van rebuilt by VCC students after being donated to the Pacific Association of First Nations Women (PAFNW+).

Innovation

- **[World Architecture News](#)** – **WAN Awards 2024 winners revealed!:** Celebrates VCC's recognition in the WAN Awards for innovation in design and education.

Sponsored coverage

- **[Vancouver is Awesome](#)** – **Learn today, lead tomorrow:** Highlights the range of Continuing Studies programs offered at VCC, to showcase how VCC prepares students for in-demand careers.

UPCOMING EVENTS

- **Gala Opening: Jewellery Art & Design Student Exhibition, May 30:** The Jewellery Art & Design Student Exhibition gala opening is on Friday, May 30, 6 – 9 p.m. in the Downtown campus atrium. The event features almost 30 returning and graduating students. Well-attended by industry experts, the event gives students the opportunity to connect with emerging and established jewellers.
- **Fair in the Square 2025, June 8:** Central City Foundation and Vancouver Community College are again teaming up to host Fair in the Square. Each year, over 3,000 people join us in Victory Square Park to connect with our inner-city neighbours and non-profit agencies that are doing crucial work in the community. Attendees can enjoy live music and entertainment, arts and crafts, an artisan market, and a free BBQ.
- **Convocation ceremonies, July 3:** VCC holds convocation ceremonies in the Spring/Summer and Fall of each year. This year's ceremonies will be celebrated in person at the Queen Elizabeth Theatre.
- **Student awards, June 6:** Twice a year, VCC holds ceremonies to celebrate student success and to present scholarships and awards to exceptional students. Students are recognized for academic excellence and leadership in the classroom or community. Ceremonies are by invitation only.

Please visit the [events page](#) for more details on upcoming events.

PREPARED BY: VCC Marketing & Communications
DATE: May 20, 2025 (Last report issued March 18, 2025)

VCCFA
**VANCOUVER COMMUNITY COLLEGE
FACULTY ASSOCIATION**

May 28, 2025

VCC Board Meeting

Appreciate the Board holding a special session with Department Leaders on the 16th. Hope it was useful to members and provided a bit of a sense as to who our people are, what their departments do, and their commitment to their work. The FA is continuing to work through issues and ideas through weekly meetings with administrative leaders. We've made progress where we can and have arrived at some layoff recissions. There are other areas where progress hasn't been possible, but we will keep trying.

As the meeting on the 16th went on, several mentions of Langara sparked reflections. Now, with the two-decade-long "gold-fever" of International Education tuition abating, the air is clearing a bit and it's time to reassess.

To try to see where VCC is at and how it got here. "Here" unfortunately looks a lot like 1992-95.

Financially, VCC is pretty much in the same situation it was about 30 years ago when Langara separated.

Langara was a campus of VCC in 1992. And in BC, VCC was essentially number one in terms of size and breadth of programming outside of the big universities. The three busy campuses couldn't contain the numerous satellite programs we had around the city. Paul Gallagher was being succeeded by John Cruickshank as President. John was well-intentioned, but he wasn't the political animal Paul was, nor did he have a history with the BC system.

Faculty in programing that was to become the core of Langara's offerings were for a while housed along with the SPD, Special Programs Division at the old King Edward High School site (which became King Edward Campus KEC when it moved to East Broadway.) These faculty taught almost exclusively first and second year university transfer (UT) courses.

There's no way UT folk wanted to be part of the VIA, the Vocational Instructors' Association (which had become the VCCFA in 1990). The VIA held the union certification at the Vancouver Vocational Institute on Pender and for 'new' developmental programs at SPD— mainly the Adult Basic Education and English as an Additional Language folk. The UT faculty formed the LFA and the Langara Faculty Association. So VCC for about 20 years had two faculty unions.

Times weren't easy financially for VCC, money was tight. Comprehensive Community Colleges in BC were designed that way. The mix of programming would allow surpluses from UT programming to balance off higher costs in health, vocational and developmental programming. What was unusual in the VCC case was that the combined health, vocational and developmental programming was larger than the UT programming, probably a 60/40 ratio.

LFA leadership figured that if they could get away from the expensive programs at what had become City Centre on Pender and KEC at Broadway, then their more homogenous UT programming with its more easily worked and relatively generous funding formulae could flourish on West 49th. Their bargaining for a 92-94 contract stretched into the fall, and they mobilized a successful strike vote.

 They actually pulled it off! The September/October strike of 1992 had a secret goal. The VCC Board Chair, President Cruikshank, the Langara Principal and the unions helicoptered over to Victoria for talks with the Minister to try to settle the strike. LFA's last issue— separation. And the NDP minister, Tom Perry, granted it. But no one made the necessary adjustments to the funding formula for the programming remaining at VCC. The ensuing fixation on international tuition funding hid the problem for decades.

So, here we are +30 years later with a broken funding formula which no one has cared to fix. We were never designed to operate without a significant UT component. We appreciate that Ajay and others have struggled to maintain the unique nature of VCC's program mix but it's getting more and more difficult.   The "gold fever" of almost unfettered International tuition swept up the provincial system for 20 years. Even when completing the international tuition funding, VCC was at a disadvantage without significant amounts of without UT programming, we couldn't be the biggest competitors, but we were able to forstall facing our fundamental funding problem. (Still delivering far fewer student FTEs then we should be.)

That era has ended and we're still in the situation we were in the 90s.

In the 90s, the FA went with the Board Chair and President to Victoria to present our case for a different funding status for VCC. No other place had, or has had, or has our mix of programming. You must have noticed the variety from the session. We needed and still need a different funding approach. We trust the Board agrees and will make a special effort to advocate for a change to VCC's funding status.

We don't want to just duplicate what other institutions are doing. That doesn't help our present and future students, it does not help BC. VCC's programs do make a difference, there's arguably more transformation of lives at VCC than at homogenous UT colleges. People find a place and a contribution they can make to society. It's worth advocating for.

Frank Cosco

VCCFA President

VCC

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: May 28, 2025

ISSUE: Education Council Chair Report to Board of Governors

CONCEPT PAPERS

Following 409 Program Development and Approval procedures, concept papers are provided to both the Board of Governors and Education Council for information. Education Council has received a concept paper for the new Construction Electrician Foundation Certificate program.

The full concept paper is attached in the appendix.

EDUCATION SERVICES RENEWALS

Policy 405 Education Services Renewal supports the ongoing renewal of VCC's educational services to ensure the College is providing high quality and effective services that contribute to student success. The renewal process includes both internal reflection and external review, resulting in creation of a renewal report with recommendations for the area, which informs planning processes both within the area and the broader institution. The appropriate Vice President provides an institutional response to the renewal report and recommendations.

Reports and institutional responses are reviewed by the Education Quality Committee and shared with both Education Council and the Board of Governors for information. The following Education Service Renewal report and responses are attached in the appendix for your information:

- Disability Services
- Library
- Student Conduct & Judicial Affairs Office

Education Council acknowledges the tremendous amount of work and effort that goes into service renewals, which is work added on top of the day-to-day running of these areas. A recurring theme in EdCo and committee discussion has been the need for better resourcing of education service renewals. While program renewals are supported by the Centre for Teaching, Learning and Research, there is no equivalent support for service areas.

NEW COURSE APPROVALS

VCC's curriculum and program approval framework affirms that authority to approve the creation or deactivation of courses ultimately rests with the board. The board has delegated authority (via Policy 409 Program Development & Approval) to EdCo to approve creation of new courses in cases where:

- The new course is not a required part of a program or credential
- The new course is a required part of a program or credential, and is likely to affect the cost of program delivery.

Accordingly, at its April 8 meeting, EdCo approved 17 new courses for the High Performance and Custom Engine Technician Diploma, and three new courses for the Automotive Parts and Service Management Diploma (to be renamed Automotive Logisticss and Service Operations – Zero Emission Diploma). These new courses are required for their respective programs, but reflect program revisions that are not anticipated to affect the cost of program delivery.

PREPARED BY: Natasha Mandryk, Chair, Education Council

ATTACHMENTS: APPENDIX A – Concept Paper, Construction Electrician Foundation Certificate

APPENDIX B – Disability Services Renewal Report & Institutional Response

APPENDIX C – Library Renewal Report & Institutional Response

APPENDIX D – Student Conduct & Judicial Affairs Office Renewal Report & Institutional Response

DATE: May 21, 2025

New Concept Paper Proposal

Construction Electrician Foundation Certificate

Name of Program:
Construction Electrician Foundation Certificate

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

Anticipated Start Date:
January 2025

If this is a joint educational offering, name of other institution (refer to Educational Affiliations policy 407):

Contact(s)

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	6048717012
Feras Ghesen	fghesen@vcc.ca	16048717110

PART 1: CONCEPT

Purpose and Context

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

The Construction Electrician Foundation Certificate program aims to prepare students with the fundamental technical knowledge, practical skills, and problem-solving abilities required to enter the electrical trade with a focus on construction electrical work. The program will focus on electrical theory, electrical code requirements, wiring methods, and safety practices essential for beginning a career as a construction electrician.

Program Goals:

- Provide comprehensive foundational education in electrical systems, theory, and applications
- Develop hands-on skills in the installation, testing, and troubleshooting of electrical systems
- Foster critical thinking abilities for addressing electrical challenges in construction settings

- Build awareness of electrical codes, standards, and safety requirements
- Prepare graduates to enter apprenticeships or entry-level positions in the electrical field

Graduates will be prepared for roles such as:

- Electrical Apprentice
- Construction Electrician Assistant
- Electrical Installation Helper
- Electrical Maintenance Assistant
- Electrical Systems Installer
- Lighting Systems Installer
- Residential Wiring Technician
- Commercial Electrical Assistant
- Electrical Service Technician Helper
- Electrical Contractor Support Staff

2. Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC's mission and core values.

This program directly aligns with VCC's Strategic Innovation Plan 2022-25, particularly supporting the following priorities:

Academic Innovation: The Construction Electrician Foundation Certificate delivers sustainable programming responsive to changing learner, community, and employer needs in the construction and electrical sectors. The program will employ diverse educational delivery models with practical, hands-on components to address evolving industry requirements.

Campuses of the Future: The program supports VCC's commitment to creating learning spaces optimized for learner success through practical, industry-relevant electrical labs and training facilities.

Engaged Communities: This program will foster industry partnerships in the electrical and construction sectors, enhancing VCC's community impact and recognition in a field essential to BC's infrastructure and economic development.

Operational Excellence: The program supports VCC's commitment to system integration through ensuring graduates have relevant skills for today's electrical industry needs.

The program also aligns with provincial priorities for skilled trades development and the ongoing need for qualified electrical workers in BC's construction industry.

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

The Construction Electrician Foundation Certificate will have strong connections to several existing VCC programs and courses:

- **Fundamentals of Electricity:** Provides essential electrical theory that will be foundational to this certificate program.
- **Principles of Magnetism:** Core concepts in this course directly apply to electrical systems and components.
- **Wiring Methods:** Skills taught in this course are central to the certificate program's focus on construction electrical installations.
- **Electrical Code, Plans and Specifications:** Understanding electrical codes is essential for construction electricians.
- **Applied Mechanics:** Mechanical principles relevant to electrical installations in construction settings.
- **AC Circuit Analysis:** Understanding of AC circuits is fundamental to electrical work in modern buildings.

The program will serve as a streamlined entry point to electrical careers, with potential pathways to more advanced electrical programs at VCC and through apprenticeship routes.

Needs Assessment

4. What educational need is this program intended to meet?

This program addresses several critical educational gaps:

1. **Entry-Level Skills Development:** There is a need for programs that specifically prepare students with the foundational skills to enter the construction electrical trade.
2. **Pre-Apprenticeship Training:** Many employers seek candidates who already have foundational electrical knowledge before entering apprenticeships.
3. **Practical Hands-On Experience:** Students need access to practical training in construction wiring methods before entering the field.
4. **Code Knowledge Introduction:** Understanding electrical codes and specifications is critical for anyone entering the electrical field, particularly in construction settings.
5. **Safety Training:** Comprehensive electrical safety training is essential before working on construction sites.

This program aims to fill these gaps by providing focused technical training specifically designed to prepare students for entry into the construction electrical field, either through apprenticeships or entry-level positions.

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

The BC Labour Market Outlook 2024-2034 provides strong evidence of demand for construction electricians:

- The report highlights that "Construction industry continues to benefit from significant investments in infrastructure projects" and "The provincial government's focus on affordable housing, transportation infrastructure and green building initiatives will continue to fuel demand in this sector."
- The Outlook shows strong growth in related occupations:
    - Electricians (except industrial and power system): 4,280 job openings (2024-2034)
    - Construction trades helpers and labourers: 12,300 job openings
    - Electrical power line and cable workers: 490 job openings
    - Construction millwrights and industrial mechanics: 2,810 job openings

Additionally, factors contributing to demand for electricians include:

- Ongoing residential and commercial construction throughout BC
- Aging infrastructure requiring electrical upgrades and retrofits
- Increasing complexity of electrical systems in modern buildings
- Electrification trends driving demand for upgraded electrical services
- Aging workforce in the electrical trades leading to significant replacement demand

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

Student demand for construction electrician foundation programs is evidenced by:

1. **Consistent Interest in Electrical Careers:** Electrical trades consistently rank among the most sought-after trades careers due to good wages and job security.
2. **High Enrollment in Related Programs:** Strong enrollment numbers in VCC's existing electrical courses demonstrates ongoing interest in the field.
3. **Employer Feedback:** Local employers have indicated they seek candidates with foundational electrical knowledge to enter apprenticeships.
4. **Employment Data:** Construction electrician jobs typically offer competitive salaries and stable employment prospects, which are key factors influencing student program selection.
    5. **Apprenticeship Trends:** Electrical apprenticeships remain among the most in-demand apprenticeship programs in BC, with many requiring pre-apprenticeship training.

Competitive Analysis

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

Current related programs in the Lower Mainland include:

British Columbia Institute of Technology (BCIT):

- Offers an Electrical Foundation Certificate
- Focus: Foundational electrical knowledge and skills
- Length: 24 weeks full-time
- Cost: Approximately $4,500
- Provides technical training credit toward Level 1 apprenticeship

Kwantlen Polytechnic University (KPU):

- Offers a Construction Electrician Foundation program
- Focus: Preparation for electrical apprenticeship
- Length: 24 weeks
- Cost: Approximately $3,800
- Provides technical training credit toward Level 1 apprenticeship

Camosun College:

- Offers an Electrical Foundation program
- Focus: Entry-level electrical skills
- Located on Vancouver Island (not Lower Mainland)
- Length: 25 weeks
- Cost: Approximately $3,500

The proposed VCC Construction Electrician Foundation Certificate would be distinct by:

- Providing focused training specifically for construction electrical applications
- Emphasizing practical, hands-on installation and testing skills
- Being accessible to students without prior post-secondary education
- Offering a direct pathway to electrical apprenticeships
- Providing a competitive and affordable option compared to other institutions
- Leveraging VCC's downtown location and industry connections

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

There is no specific articulation committee for Clean Energy Technology programs recognized by BCCAT. However, we would explore articulation through the following relevant committees:

1. **Electrical Articulation Committee:** Many core concepts overlap with electrical programs
2. **Technology (Engineering) Articulation Committee:** For technical aspects of energy systems
3. **Environmental Programs Articulation Committee:** For sustainability components

We would work with BCCAT to establish appropriate transfer credit arrangements with related programs at other institutions, potentially including:

- BCIT's Sustainable Energy Management Advanced Certificate
- KPU's Environmental Protection Technology Diploma
- Camosun's Electronics and Computer Engineering Technology program

Additionally, we would explore opportunities for block transfer agreements with related degree programs to create pathways for further education.

Student Profile

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

Target Student Profile:

Age and Background:

- Recent high school graduates (18-24) with interest in technology and sustainability
- Mature students (25-45) seeking career transitions into the growing clean energy sector
- Working professionals from related fields (electrical, HVAC, construction) seeking to upgrade skills

Educational Background:

- High school graduates with strong math and science foundations
- Trades workers with some technical experience seeking specialization
- Those with partial post-secondary education in related fields
- Graduates of VCC's Electrical Foundations program

Student Characteristics:

- Interest in technical problem-solving and hands-on work
- Commitment to environmental sustainability
- Basic mechanical and electrical aptitude
- Willingness to work with both established and emerging technologies

- Comfort with digital technologies and computer applications

Important Characteristics:

- Ability to work safely with electrical systems
- Physical capability to perform hands-on installation work
- Strong analytical and troubleshooting skills
- Commitment to ongoing learning in a rapidly evolving field

10. How do you plan to recruit or attract these students?

For Recent High School Graduates:

- Information sessions at high schools, focusing on STEM programs
- Participation in career fairs and educational exhibitions
- Social media campaigns highlighting clean energy careers and sustainability impact
- Campus tours featuring hands-on lab demonstrations
- Partnerships with science teachers and career counselors

For Career Transitioners:

- Industry information sessions targeting workers in related fields
- Targeted digital marketing to professionals in adjacent sectors
- Partnerships with WorkBC and employment centers
- Evening information sessions to accommodate working professionals

For Indigenous Students:

- Dedicated outreach to Indigenous communities through VCC's Indigenous Education and Community Engagement department
- Partnerships with Indigenous skills training organizations
- Development of culturally relevant program components
- Exploration of specific funding opportunities

General Marketing Approaches:

- Highlighting career opportunities and salary potential in the clean energy sector
- Emphasizing the program's contribution to climate solutions
- Showcasing state-of-the-art equipment and hands-on learning experiences
- Promoting industry partnerships and work-integrated learning opportunities

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

Technical and trades programs, including those in the energy sector, have traditionally faced underrepresentation from several groups:

Gender Imbalance: Women are significantly underrepresented in energy and electrical technology programs.

Indigenous Representation: Indigenous learners have historically been underrepresented in technical diploma programs.

Diverse Cultural Backgrounds: Some immigrant and diverse cultural communities face barriers to accessing technical education.

Accessibility Concerns: Persons with disabilities may encounter challenges in technical programs with hands-on components.

Program Strategies to Address Barriers:

1. **Gender Equity:**
   - Active recruitment of women through targeted marketing
   - Highlighting female instructors and industry professionals as role models
   - Creating an inclusive classroom culture
   - Partnering with organizations like Women in Renewable Energy (WiRE)
2. **Indigenous Inclusion:**
   - Incorporating Indigenous perspectives on sustainable energy
   - Working with VCC's Indigenous Education department to develop supportive practices
   - Creating specific scholarships and support systems
   - Exploring renewable energy applications in remote and Indigenous communities
3. **Cultural Diversity:**
   - Ensuring program materials and examples are culturally inclusive
   - Providing additional language support where needed
   - Recognizing international credentials and experience
4. **Accessibility:**
   - Designing lab spaces with accessibility in mind
   - Creating flexible learning options where possible
   - Providing accommodations for different learning needs
5. **Financial Accessibility:**
   - Working with industry partners to develop scholarships
   - Exploring microcredential options for incremental skill development
   - Creating part-time pathways for working students

The program will also align with VCC's commitment to Justice, Equity, Diversity & Inclusion as outlined in the Strategic Innovation Plan.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

Potential Accreditations/Certifications:

1. **Technical Safety BC Recognition:** Ensuring the program meets provincial safety standards for electrical and energy systems work.
2. **Canadian Standards Association (CSA) Alignment:** Program content will align with CSA standards for renewable energy installations.
3. **North American Board of Certified Energy Practitioners (NABCEP) Associate Program:** Exploring alignment with this internationally recognized solar certification.
4. **Building Performance Institute (BPI) Standards:** Alignment with energy efficiency standards and practices.

Potential Articulations/Transfer Agreements:

1. **BCIT:** Exploring block transfer options into their Sustainable Energy Management Advanced Certificate or Electrical Engineering Technology program.
2. **Thompson Rivers University:** Potential articulation with their Bachelor of Technology programs.
3. **Royal Roads University:** Exploring pathways into their Bachelor of Science in Environmental Practice.
4. **VCC Electrical Foundation Program:** Creating clear pathways for graduates to enter the Clean Energy Technology Diploma with advanced standing.

We will also explore industry-recognized micro-credentials that could be embedded within the program, allowing students to earn stackable credentials while completing their diploma.

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

VCC will have faculty in the Clean Energy Technology program and Wind Turbine Technician program with expertise in electrical systems, which is directly relevant to the Construction Electrician Foundation Certificate.

Current Faculty Qualifications:

- Electrical systems and wiring expertise
- Electronics and controls knowledge
- Industrial electrical experience
- Teaching experience in related programs

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

Applied Projects (Throughout Program):

- Real-world electrical installation and troubleshooting projects
- Potential collaboration with community organizations and industry partners
- Projects could include residential and commercial wiring installations

Industry Field Trips:

- Visits to active construction sites with electrical installations in progress
- Tours of electrical contractor facilities
- Site visits to completed electrical projects

Potential Industry Mentorship Program:

- Pairing students with industry professionals
- Guidance on career development and technical specialization
- Networking opportunities within the electrical industry

These work-integrated learning components will be developed in close consultation with industry partners to ensure relevance and value for both students and employers.

Admission, Delivery, and Design

15. What is the expected length of the program (in months/years)? How many intakes are you expecting per year? How many students per intake?

Delivery Model:

- Blended online program with hands-on training
- Mix of online, laboratory, and practical training
- Total of approximately 720 instructional hours

Intakes:

- Initially one intake per year (September)
- Potential for a second intake (January) based on demand after program establishment

Cohort Size:

- Initial cohort: 20 students
- Target cohort once established: 24 students per intake
- Maximum capacity based on lab space: 24 students

This structure allows for:

- Manageable class sizes for hands-on laboratory work
- Efficient use of specialized equipment and facilities
- Sustainable staffing model
- Appropriate level of individual attention for technical skills development
- Potential for growth as demand and resources allow

16. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Pathways INTO the Program:

1. **Direct Entry:** Students meeting admission requirements can enter directly from high school or other backgrounds.
2. **VCC Programs:**
   - Graduates of VCC's Electrical Foundations program
   - Students with partial completion of related VCC programs
   - Potential bridge course for graduates of other trades programs
3. **Other Institutions:**
   - Students with related coursework from other colleges
   - Transfer students from related fields
4. **Prior Learning Assessment:** Options for those with relevant work experience in electrical, construction, or energy fields.

Pathways FROM the Program:

1. **Direct Employment:** Primary pathway to careers in clean energy sector.
2. **Advanced Education:**
   - Bachelor's degree programs in sustainable energy, engineering technology, or related fields (e.g., BCIT, Thompson Rivers University, Royal Roads University)
   - Specialized certificates in specific clean energy technologies
3. **Professional Certifications:**
   - Industry-specific certifications (NABCEP, etc.)
   - Technical Safety BC certifications
4. **Apprenticeship Pathways:**
   - Possible credits toward related apprenticeship programs
   - Advanced standing in electrical or related trades
5. **Entrepreneurship:**
   - Preparation for starting clean energy installation or consulting businesses
   - Specialized technical knowledge for green business development

We will develop formal articulation agreements to facilitate these pathways once the program is established.

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

The program will initially be offered as a full-time in a blended online delivery:

Initial Delivery Model:

- **Full-Time Delivery:** Online theory, in-person labs and practical.
- **Mixed-Mode Components:**
  - Theory courses may include online or hybrid components
  - In-person attendance required for all laboratory and hands-on components
  - Some courses may utilize flipped classroom approach with online theory and in-person application

Future Delivery Options (post-implementation):

- **Part-Time Option:** Development of a part-time pathway extending program duration to 3-4 years for working professionals
- **Evening/Weekend Components:** Potential for specific courses to be offered in evenings or weekends to accommodate working students
- **Expanded Online Components:** Increasing online delivery for appropriate theoretical content while maintaining in-person delivery for hands-on skills

Rationale for Mixed-Mode Approach:

- Technical skills require hands-on practice with specialized equipment
- Complex systems integration is best learned through direct experience
- Safety considerations require supervised practice
- Theory components can be effectively delivered through online or hybrid formats
- Mixed-mode approach increases flexibility for students while maintaining quality

The program structure will be designed with future flexibility in mind, potentially allowing for modular course offerings that could be delivered in various formats.

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

There will not be multiple entry and exit points

Operational Needs

19. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; People Services: need for new

instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

Facilities Needs:

- Electrical Training Laboratory with:
  - Residential wiring simulation areas
  - Commercial electrical panels and distribution systems
  - Conduit bending and installation stations
  - Electrical testing and troubleshooting stations
- Modifications to existing electrical labs to accommodate new equipment
- Storage area for equipment and materials
- Faculty office space

Equipment/Technology Needs:

- Electrical panels, breakers, and distribution equipment
- Conduit and raceway materials
- Residential and commercial wiring materials
- Lighting fixtures and controls
- Electrical test equipment
- Specialized hand and power tools
- Motor control equipment

IT Requirements:

- Computer lab with capacity for 20 students
- Software licenses for:
  - Electrical design software
  - Code reference databases
  - Electrical simulation programs
  - CAD software for electrical layouts

Human Resources:

- Program Head (1 FTE)
- Electrical instructors (2-3 FTE)
- Lab technician support (0.5 FTE)
- Administrative support

Library Resources:

- Electrical code references and handbooks
- Subscriptions to industry journals and publications

- Standards documents (CSA, IEEE, etc.)
- Digital resources for electrical construction

Marketing:

- Program promotion materials
- Industry outreach
- Recruitment events and information sessions
- Website and digital marketing

20. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

Existing faculty from the Clean Energy Technology department can be leveraged to develop this program.

21. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

Risk Mitigation Strategies:

If full funding is not immediately available, we would explore:

1. **Phased Implementation:** Begin with less equipment-intensive components while securing funding for advanced labs.
2. **Industry Partnerships:** Seek equipment donations or shared access to industry facilities.
3. **Grant Opportunities:** Apply for climate action and clean energy training grants.
4. **Leased Equipment:** Explore leasing rather than purchasing certain equipment.
5. **Shared Resources:** Collaborate with other departments/institutions to share specialized resources.

Phase In/Phase Out Plan

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

This is a new program, not a substantial change to an existing program. Therefore, no phase-out plan is required.

However, we will ensure the program is designed to:

1. Build upon and complement existing electrical and technology programs at VCC
2. Create clear pathways from existing programs (particularly Electrical Foundations)

3. Avoid unnecessary duplication of content with existing courses
4. Potentially share resources and facilities with related programs where appropriate

If current courses in existing programs will be utilized as part of this new program, we will ensure appropriate scheduling and capacity to accommodate both existing and new student cohorts.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

Funding will come from domestic student tuition

Disability Services

Service Renewal: Final Report and Action Plan

February 21, 2025

This report has been drafted for the Associate Vice President, Student & Enrollment Services in accordance with policy D.1.1, Education Services Renewal – Procedures, section 6.

Summary of Findings

Since its inception in 2014, Disability Services has grown, improved internal systems, and strengthened connections within the VCC community. A significant cultural shift has occurred, with instructors now welcoming student accommodations and resistance is no longer the norm. Findings from the Educational Service Renewal self-study and external review process highlight that Disability Services is recognized for its high-quality, responsive service and its role in removing access barriers for students with disabilities.

However, challenges persist: a) the high volume and complexity of student caseloads strain the team during peak periods; b) building institutional capacity for Work Integrated Learning/Clinical accommodations is hindered by limited time and resources; c)

there is growing demand for support for neurodiverse students and for program instructors, particularly for needs not covered by typical accommodation plans (e.g., behavior support); and d) DS lacks clear processes for handling last-minute requests, leading to reactive accommodation planning.

This action plan will enable Disability Services to advance projects aligned with VCC's core values and will enhance service quality and efficiency. Highlights include: how DS can reflect on and take action toward indigenous reconciliation and decolonization; through Clockwork optimization, processes will be streamlined across campuses; the plan will guide the team in setting boundaries and establishing reasonable timeframes for last-minute accommodation requests, and finally, it will support the team with focusing in on key innovative projects.

Action plan

The following action plan includes recommendations from both the self-study and round table discussion external review have been incorporated. In assessing the priority and feasibility for each action, Disability Services used Stephen R. Covey's Time Management Matrix.

Urgent and Important	Not Urgent, but Important
Urgent, but Not Important	Not Urgent and Not Important

Recommendation	Goal	Action	Partners	Target Date	Source	Resources Required	Priority Level
Decolonization, Indigenization and Reconciliation	Strengthen Relationship with Indigenous Education	1. Form a working group to plan/schedule an in-person gathering with IECE team (share food together? A cultural activity?) 2. Prepare for the meeting – research intersections/current issues re: Disability Services and impacts affects on indigenous students 3. Engage in conversation re: how Disability Services can meaningfully indigenize over time	Disability Services team, IECE	Fall 2025	ad hoc discussions with IECE team members, round table	Time to schedule and plan a gathering, possible costs – for food and/or cultural activity – to be confirmed	Important and Urgent
	Land Acknowledgements at team meetings	1. Identify a process where the entire team can get experience with doing	Disability Services	Summer 2025		No cost	Important and Urgent

		the land acknowledgements 2. If more support is needed, research resources and/or invite a guest speaker to build capacity and confidence					
	Plan one team building cultural activity	1. after collecting guidance from IECE, put this on the agenda 2. Discuss ideas for activities 3. Plan an activity with the Disability Services team (e.g. Pulling Together book club, Cultural Workshop for our team get together	Disability Services in consultation with IECE	January 2026		No cost for the book club, Average cost for the indigenous cultural workshop - $500-700	Important and Urgent
Increase Clockwork Utilization	1. Streamline and standardize our workflow between campuses. 2.Improve efficiencies in	1. Launch new configuration of Clockwork 2. Launch student and instructor portals	Disability Services, Clockwork Team	1.February 2025 2. April 2025	Surveys, consults with Articulation group and Clockwork	Resources already invested, time needed to learn new system	Urgent and Important

	reporting and workload.						
Update Website	Improve functionality and content of DS Website	Make changes to facilitate Clockwork updates (student and instructor portal buttons)	Disability Services team, IT	April 2025		Time, continued funding for Clockwork support	Urgent and Important
		Develop plan and timeline to update website content	Disability Services, Marketing	Sept 2025	Feedback from surveys, DS Team experience	Time	Urgent and Important
Staffing Restructure and Increased Capacity: Lead DS Advisor, Auxiliary Counsellor, Assistive Technologist	Grow Disability Services and Establish New Roles	Lead DS Advisor		On-hold			On-hold
		Auxiliary DS Counsellor -It is lined up to recruit a part time DS Counsellor for coverage during 2025-26 special projects -Key question – is it possible to make this an on-going role?	Nigel Scott, VCCFA	February 2025	Surveys, consult with DS Team, anecdotal evidence lack of Counsellor Coverage during peak periods and during vacation		Important and Urgent

		Assistive Technologist		On-hold			On-hold
Explore Name Change and Raise Awareness of Disability Issues	Initiate a process to A) raise awareness of Disability Issues impacting students B) highlight the arguments for and against the name change and b) Explore if the VCC community would like DS to change it's name if so – to what?	1. Form a working group to a) research issues and b) plan a strategy and timeline for raising awareness and collecting feedback re: name change	Accessibility Committe, Disability Services team, Disabled VCC community members, External partners	On-hold	This was commonly cited as a concern in the survey and DS regularly gets feedback from faculty during presentations re: asking DS to change to Accessibility	No Cost, Time	Important, not urgent
	Implementing a Feedback tool	1. Delegate team member in DS to lead this project 2. Survey other schools for models 3. Decide on a feedback tool and strategy for sharing with students	Disability Services Team, VCC IR	Feb 2027	Gathering feedback is an ethical and best practice as cited by AHEAD	No Cost	Important, not urgent

Ensuring Delivery of a High Quality Service							
	Strategic Outreach Plan	1. Develop a strategic outreach plan to better educate faculty and students about Disability Services. 2. Implement plan that is proactive in reaching out to all VCC program areas over a period of time each year	Disability Services, all Program Areas	On-hold	Surveys, DS anecdotal experience	Time, no cost	Important, not urgent
	Define Reasonable Timeframe and set clear/ transparent boundaries to avoid last minute accommodation planning	1. Establish working group 2. Discuss issues (e.g. define reasonable timeframe) 3. Create internal working document 4. Deadline – when accommodation not possible for complex accommodations 5. Communication strategy - College	Disability Services	Draft guidelines in place September 2025 Finalize guidelines TBD			Important and Urgent

	Explore possibility of initiating an Accessible Learning Policy at VCC that reduces the need for individual accommodation	1. Collaboration already initiated with Disability Services, Mary DeMarinis, JIBC 2. Symposium presentation March 2025 – initiate discussion with the VCC Community 3. Lit review, environmental scan at VCC (barriers/facilitators)	Disability Services, CTLR	March 2026	Surveys, Articulation, Disability Services Team	Time	Important, Urgent (because we received funding)
Innovation and Creativity	Supporting Neurodiverse Students	1. Funding already secured 2. Recruit Auxiliary DS Counsellor – in progress 3. Conduct Environmental scan (lit review, survey? Outreach to external post-secondary schools)	Disability Services,	March 2026	Feedback from Disability Services team, instructors, Articulation		Important, Urgent
	Clinical & Work Integrated Learning Accommodations - need for	1. Reach out to key groups at VCC – EdCo, Deans, select department heads	Disability Services and College Community	Feb 2027	Feedback from Disability Services team,		Urgent, Important

	clearer procedures and strategic approach across areas and Disability Services Counsellors	2. Identify resources needed to develop and implement plan 3. Apply for funding (SIEF, Education Leave Funds) to carve out time in DS to implement			instructors, Articulation		

Associate Vice President, Student and Enrollment Services – Response to Disability Services' Final Report and Action Plan for Education Services Renewal (March 2025)

I would like to acknowledge the substantial work and thought that has gone into preparing the Disability Services Self Study and this final Report and Action Plan. This plan has been crafted during times of significant change at VCC yet has managed to identify key actions that will continue to keep the department moving forward in a good way. The DS Report and Action Plan has struck a balance of sustainability, relevance and innovation. Combined with your Disability Services Self Study, I believe the Final Report and Action plan will support DS in improving student access, increasing operational efficiencies, and finding innovative ways to be a leader in accessible post-secondary education. Further, I appreciate the collaborative effort that went in to both the creation of the action plan and the commitment to further collaboration with other VCC departments. While these meaningful collaborations and consultations may take additional time or patience, I believe they will enrich the work being done.

Decolonization, Indigenization and Reconciliation

As VCC continues working towards decolonization, indigenization and reconciliation, it is great to see this shared commitment highlighted in your action plan. Steps to deepen understanding and shared learning are nicely connected to tangible actions such as land acknowledgments at team meetings. Connecting with Indigenous Education and Community Engagement is a great partnership opportunity that will enhance this action. VCC also makes San'yas training available for employees who wish to explore Indigenous cultural safety. I would also suggest looking at the Pulling Together guides as a way of enriching your dialogues.

Improved Use of Technology and the Website

VCC and DS have made great investments into better utilizing ClockWork to streamline DS processes. This project, that started in late 2023, is nearing completion and will continue to receive support. I applaud the department's forward-thinking approach to the use of technology to eliminate time-consuming and manual tasks so that more time can be spent engaging with students.

Work on the DS webpage will be an important tool for DS to improve communication with students and the college community. Clarity on supports available, appropriate timelines and ways to connect with DS will allow DS to further its goal of improving and standardizing processes to increase operational efficiency and effectiveness. I understand that initial discussions have already started with Marketing and Communications and in partnership with them, I have no doubt that this work will fit in nicely with the college's overall website improvements.

Staffing

Over the last three years, DS has grown its staffing complement in strategic ways to support the changes in demand. The addition of permanent Accessibility Assistants, ongoing support for topping the faculty complement up to 4.0 FTE, and continued training and support for all staff, has allowed DS to meet the needs of students. Further, strategic partnerships with the VCC Foundation, along with successful applications for SIEF funding, have led to additional staff and faculty money available to continue supporting students while investing in innovative initiatives. VCC remains committed to exploring with DS how staffing can be aligned to best support students with disabilities while maintaining our other commitments.

Name Change

Through your consultations with students and employees, the idea of exploring the appropriate name for Disability Services has been raised. I appreciate your desire to undertake this as it would be a substantial project. It is important that the name of the department be one that students understand, while being sure that they feel respected by the language we use. This can be a fine balance and feel confident that the process of such a review will be crafted and executed with the intention and thoughtfulness that is customary for Disability Services.

Innovation

Innovation to enhance services and increase accessibility is an important part of your Final Report and Action Plan. As student demographics change, it is great to see DS adapting to ensure that we are prepared to serve students of the future. This is evidenced in your Supporting Neurodiverse Students project, your work to eliminate low-level accommodations through policy and curriculum changes, and the ongoing and vital work around clinical accommodations. As you partner with the greater college community on this work, I remain committed to finding ways to support your department to see this work completed.

Conclusion

The Disability Services Final Report and Action Plan is a great outline of the meaningful work DS is doing, and will continue to do, to increase support for students, faculty and staff at VCC. I appreciate the prioritization of work that will further VCCs commitment to decolonization, find operational efficiencies, and move the department and college into the future through innovative projects. I look forward to supporting the department in any way that I can.

Clayton Munro
Associate Vice President, Student and Enrolment Services

Education Services Renewal Final Report
Library

Submitted to

David Wells, Vice President Academic, Students & Research

Natasha Mandryk, Chair, Education Council

Todd Rowlatt, Chair, Education Quality Committee

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

On July 2, 2024

By
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Executive Summary

The Library is a core academic support service at Vancouver Community College dating back to the College's founding in 1965. The Library supports students and employees through the provision of information resources and technology, study spaces and computer access, support for information and technology usage, and instruction in information literacy. The Library also supports copyright, research, open education, records management, and archives, and actively participates in College-wide committees and initiatives.

Over the last 10 years, VCC Library has transitioned its services in three significant ways:

1. We have moved to a single service point model of service, with our front-line library technicians receiving all questions and referring more complex questions to the information services group as needed.
2. The librarians have taken on coordinator portfolios in areas of key importance to the Library and the wider College. 50 percent of their time is now dedicated to those projects.
3. Like all libraries, our collections have moved heavily to online and digital resources away from physical items, shifting the focus of collections budgets and freeing up space for students in the Library as stacks are removed.

The self-study took place between May 2023 and February 2024 and involved both qualitative and quantitative data collection. The self-study committee took a "key questions" approach to the study, focused on specific elements of the Library's work instead of all parts. The ten key areas were:

- Indigenization and Decolonization
- Leadership
- Collections
- Systems and Technical Services
- Technology
- Student Spaces
- Access
- Instruction
- Research
- Communications

43 recommendations were put forward in the self-study report related to these questions. Key recommendations included: hire a full-time Library Indigenous Initiatives Coordinator and a Library Director as soon as possible; develop a long-term plan for staffing and resources needed to maintain and expand technology loaning programs; develop a long-term plan for resourcing textbook loan programs and expand use of Open Education Resources (OER); improve space and noise issues at the Downtown Library; and complete the Research Data Management Strategy.

The external review team (ERT) met on April 8, 2024, to review the self-study report with VCC employees and conduct a site visit at the Downtown campus. The ERT submitted its report on May 14, 2024.

The self-study committee met to review the external review report and prioritized the 39 final recommendations from this renewal. The committee and the Interim Dean of the Library both provided a response to the ERT report. A separate action plan, submitted alongside this final report, presents the key initiatives generated from the renewal process.

Self-Study Report Summary

This Library Educational Service Renewal took a "key questions" approach. Following the collection of feedback from Library employee discussion, college-wide surveys, and other consultations, we identified questions that embodied the key work underway at the Library. From these questions, we developed 43 recommendations to improve the services the Library offers.

Data gathering included both qualitative and quantitative approaches, including four surveys:

- Student Textbook Affordability (October 31, 2023; 243 respondents)
- Student Library Space (October 31, 2023; 814 respondents)
- College Staff Survey (October 6, 2023; 128 respondents)
- College Faculty Survey (May 30, 2023; 126 respondents)

Qualitative data sources included an all-Library employee meeting, an environmental scan of relevant accessibility standards across Canada, and two Talking Circles with Indigenous students with six students, facilitated by Toni Gladstone, Senior Indigenous Engagement Advisor.

Quantitative data sources included internal and external statistics, with extensive comparisons to similar BC institutions primarily using data gathered annually by the Council of Post Secondary Library Directors.

Indigenization and Decolonization

In 2019/2020, Vancouver Community College (VCC) emphasized decolonization and reconciliation as key elements of its Strategic Innovation Plan. To support this, the VCC Library developed a plan to create a more inclusive environment for Indigenous community members. Objectives included enhancing communication, building relationships, integrating traditional knowledge, and providing information literacy education from Indigenous perspectives. A full-time Library Indigenous Initiatives Coordinator was essential to achieving these goals.

In August 2021, the retirement of a permanent part-time librarian prompted the Library to allocate this position toward funding a Library Indigenous Initiatives Coordinator role. The Library engaged with Indigenous Education and Community Engagement (IECE) to align the role with VCC Indigenous students' needs. Despite crafting a comprehensive job description, collaboration with Peoples Services proved challenging, and the Library's push for a full-time position was dismissed for over two years. Posted part-time in October 2023, the role failed to attract candidates with lived Indigenous experience. The hiring committee, including key VCC Indigenous leaders, decided to wait until a full-time position could be offered, arguing that a part-time role is insufficient and tokenistic.

Over the past two years, the VCC Library has partnered with IECE on a few initiatives including a professional learning series based on the Pulling Together guide. The Library has enhanced communication with Indigenous students through newsletters about events, services, and supports. Additionally, it created subject guides on Indigenous Studies, Literature, and Pedagogy to increase material relevance; renamed the Aboriginal Music Collection to Indigenous Music Collection; and increased funding for the Indigenous studies collection by

180% to create a new collection of children's books in Indigenous languages in 2022. The Library is also collaborating with other institutions to decolonize subject headings.

For this renewal, the Library in partnership with IECE, hosted an Indigenous Student Talking Circles on each campus to create a safe space for students to share their perspectives. The Talking Circle model encourages equal participation and attentive listening, aiming to gather feedback on current supports and suggestions for improvements. Six students participated, highlighting positive experiences such as cultural representation and appreciation for quiet spaces and computer access. They also noted negative experiences like staff appearing busy and having to wait for help and suggested improvements like free printing, comfortable seating, and learning materials in Indigenous languages. Participants were unaware of some collections and services. The feedback underscores the importance of culturally relevant services and better communication about Library offerings. The Library should hire a full-time Indigenous Initiatives coordinator; support language revitalization; Indigenize the space with art and collections; and seek out Indigenous perspectives on the Library.

Leadership

Libraries are crucial to academic institutions, requiring strong leadership to navigate evolving information technology and educational trends. Library directors provide strategic vision aligned with institutional goals, building teams to develop long-term plans and innovative solutions. VCC Library has lacked a dedicated leader since 2019, impacting its involvement in crucial discussions and organizational collaborations.

Building relationships with other directors is vital for sharing best practices and fostering innovation. Lack of a director has led to missed opportunities, such as participation in research data management strategies discussions. Involvement in organizations like CPSLD (Council of Post Secondary Library Directors), BC Electronic Library Network (BC ELN), and Electronic Health Library of BC (eHLBC) facilitates information sharing and advocacy for library initiatives.

As part of the service renewal, the Library engaged in an all-staff meeting where employees shared their belief that the lack of a Library director implies a devaluation of Library work, indicating a potential absence of strategic vision for the Library's role within the academic community.

Colleges that prioritize research and academic excellence recognize the essential role of a Library director or Dean of Library Services to oversee the development and management of Library resources and services, aligning with the institution's commitment to fostering a high-quality teaching, learning, and research environment. Given VCC's commitment to supporting research, appointing a Library director, as soon as possible, is essential for ensuring the library meets evolving needs, including supporting research and scholarly activities; enhancing VCC learning environments; and participating effectively in province-wide initiatives.

Collections

Like all academic libraries, VCC Library has transitioned to primarily electronic resources over the last 20 years: the number of digital items has grown to 478,042 from under a thousand items; print items have dropped from around 100,000 items to our current holdings of 39,309 (as of March 2023). We have grown several targeted print collections to fit user needs:

children's literature, graphic novels, and popular reads. Most of our electronic resources are purchased consortially through the Electronic Library Network (ELN); in addition to standard article databases, the Library purchases program-specific boutique databases for various trades programs.

Both our collections budget and the use of our materials are comparable to other urban post-secondary institutions in BC. Prior to the pandemic, VCC's print use was significantly higher: around 8 circulations per FTE Student in 2019 to around 2 circulations per FTE Student in 2023. Traditionally, our English as an Additional Language (EAL) students have been a primary driver of print circulation. Many EAL classes moved online during the pandemic and EAL publishers have increasingly moved to licensed online audio-visual resources, with severely limited subscription options for libraries.

Library users appear generally satisfied with our collection, particularly our special print collections. When surveyed as part of the Library's renewal, 90 percent of instructors agreed or somewhat agreed that the material is current; and 83 percent agreed or somewhat agreed that the material is relevant to their needs as teachers.

We track our electronic collection use locally, but non-standards-compliant metrics for our trades products make it difficult for us to locate ourselves against comparators in the province. We need to develop a longer-term collections strategy, including more in-depth assessment systems.

Systems and Technical Services

Over the past decade, academic libraries have seen a robust expansion in their electronic resource collections, a trend that has significantly accelerated following the COVID-19 pandemic. As our institution continues to integrate advanced technologies into its pedagogical frameworks, it is imperative for the library to sustain and enhance its provision of diverse resources, including electronic materials, streaming media, software, and technological equipment. Central to this effort is the library's online presence and discovery layer, which plays a crucial role in facilitating access to these resources, thereby enhancing the overall academic experience. Many other institutions have established "discovery and metadata" positions or committees focused on maintaining and improving discovery: we can look to them for models.

Despite these advancements, the current staffing structure and workflows within Systems & Technical Services have been unable to keep pace to fully leverage the rapid technological shifts. We must develop and execute strategic initiatives aimed at realigning this department with both the Library's and the broader College's technological and strategic objectives. This realignment is essential to ensuring that Systems & Technical Services can proficiently manage and support the enhanced technological framework and resource offerings that are now pivotal to modern academic settings.

Technology

Our primary circulating devices include tablets, laptops, chargers, and calculators, reflecting a broad spectrum of student needs. The funding mechanisms for both the acquisition and replacement of these devices are multifaceted and often complex. Concurrently, we have

noticed a significant decline in student reliance on library desktop computers, coupled with a rising demand for laptops. To address these evolving preferences effectively, it is imperative that we collaborate with IT and other relevant departments to establish comprehensive policies, procedures, and assessment processes for the procurement, replenishment, and support of these devices.

We heard (unprompted) in both the Student Space Survey and the Indigenous Student Talking Circle that printing costs are a barrier to students. Printing remains a popular service in the Library, with an estimate of over 20,000 pages printed at each campus. Student input revealed that it is a source of financial hardship to students and library services need to continue to assess how we can support students by reducing costs and barriers.

In addition to addressing current technological needs, the library should proactively stay ahead of emerging technologies to provide students with innovative resources and learning tools. This involves regularly evaluating advancements in technology such as virtual reality (VR), augmented reality (AR), artificial intelligence (AI), and other innovative platforms that have the potential to enhance educational experiences. We should consider pilot programs to integrate these technologies into our offerings and gather feedback from users to continuously refine and expand our tech resources. By doing so, we can ensure that students are well-equipped with the skills and tools needed to succeed in a rapidly evolving digital landscape. This forward-thinking approach will help position the library as a leader in educational innovation and technological adaptation.

Student Spaces

Each campus has a Library. The Broadway library is open Monday through Friday; the Downtown library is also open for four hours on Saturdays. This is below provincial norms at comparable institutions. In our student space survey, multiple students from both campuses mentioned not having suitable study space at home.

Students indicated more satisfaction with the Broadway library, although students want more 'Zoom rooms,' extended hours, relaxation space, and group study rooms at both libraries. The Broadway campus library will move to the new Centre for Clean Energy and Automotive Innovation (CCEAI) once that is completed.

The Downtown Library has significantly higher gate counts, echoey acoustics, and more programs requiring group work, which creates noise and distraction. Social spaces are limited at the Downtown campus; meanwhile international programs have expanded, and students face high costs for shared housing. These factors all combine to create additional pressure and noise at that library. We need to mitigate noise at the downtown campus, increase accessibility, and provide better group space. Our aging physical libraries cannot always provide enough areas that are suitably private, soundproof, social, or public, as various learning needs may demand. Downtown, VCC Facilities creating more non-Library social spaces would help meet students' needs while also taking pressure off the Library.

Access

This section highlights two key Access themes that emerged from our self-study: textbook affordability and Library accessibility.

7

A Student Textbook Affordability Survey revealed the financial, educational, and personal costs of high textbook prices to students. The Library has a role in promoting textbook affordability, including updating class sets; promoting Open Education Resources; and educating faculty about textbook subscription costs.

The Library purchases one or two copies of each print textbook required at the College. We also manage any class sets that departments have purchased through one-time grants, but we do not have the budget to update these or replace items that are not returned. These textbook collections are consequently aging and shrinking.

Wherever it exists, we will purchase an eBook version of a required text, with the largest available number of simultaneous users. However, conventional textbooks are rarely available for library purchase. Instructional faculty do not appear to be widely aware that most textbooks are not available for the library to purchase as eBooks.

Making the Library more accessible now will improve access and will help us anticipate requirements and regulations under the new *Accessible British Columbia Act*. Instructional departments may receive accommodation requests to help make specific classes more equitable for students with disabilities. People access the Library in a more ad hoc way than they do their coursework, so we need to be prepared to serve anyone in the most effective way possible.

We also need to become more systematic in making our services and communications accessible and communicating our accessibility standards. Ensuring that staff are knowledgeable about supporting students with disabilities, that assistive technologies are available in the Library, and that accommodations can be provided to Library users will help to reduce the barriers faced by patrons with disabilities. We can start this process by actively seeking input from students with disabilities and Deaf students, to learn their satisfaction levels with Library services. When the College migrates its websites to WordPress, the Library will hire web accessibility experts with lived experience to conduct testing.

Instruction

Instruction at VCC is very comparable in scope to other urban colleges in BC, averaging nearly 5,000 students taught the past five years. Our teaching numbers have fully recovered since the March 2020 COVID pivot. Library Instruction follows a similar model to most academic institutions: Liaison librarians teach workshops for their assigned areas, developing ongoing relationships with instructors, with library workshops integrated to curriculum goals. However, librarians also still often teach 'one-shot' workshops, whether in-person or online. Research has shown that teaching multiple sessions over the course of a term is a better approach; the librarians have successfully moved to this model in many program areas but work remains.

In May 2023, a survey was sent to 523 instructors and received 126 responses. The results were positive: 96 percent of instructors surveyed agree or somewhat agree that Library instruction is relevant and current; and 89 percent agree/somewhat agree their students are engaged by the librarians. The feedback on whether the instructional session improved student assignments was not as positive: 31 percent of instructors were neutral or somewhat disagreed. While it is clear instructors believe the sessions are relevant and engaging, their effectiveness at improving student success is somewhat in question.

The emergence of Artificial Intelligence (AI) in education will likely be the primary driver of change in Library instruction for the near future. The College is developing an overall strategy. In addition to participating in those wider discussions, VCC librarians are working to stay abreast of developments in this area, responsive to instructor and student needs, and will continue to develop instructional tools in relation to AI, as reflected in our guiding statement: *Library instruction focuses on the creation, organization, and dissemination of information in all forms. The complex information environment in which we live poses many challenges for learners. We support the critical assessment and ethical use of diverse information sources, including AI-generated content.*

Research

Applied research at VCC is in its preliminary stages, with the Library being one of the few areas with an ongoing position dedicated to research or research support. Federal requirements around research data management will drive most of our work in the next few years as we support capacity-building within the College. Our key question asked what Library services and infrastructures are needed to enhance research capacity at VCC over the next five years.

In 2023, the Library conducted a survey on research activities, receiving 237 responses. 22 percent of respondents reported initiating a research project in the last five years, with 8.5 percent having submitted an article or other written work for publication. The biggest barriers were workload constraints: time (35 percent), money (10 percent), and opportunity (7 percent).

The primary driver of work over the next few years will be the Tri-Council's requirement for institutions to have a Research Data Management (RDM) Strategy. As required, VCC's RDM Strategy has been approved and posted online. This strategy has 37 objectives with timelines running to 2026. Success is dependent on establishing secure data storage and long-term storage, along with extensive educational and process changes. Completing the tasks will be hugely beneficial to expanding the research infrastructure at VCC.

Communications and Training

The VCC Library regularly communicates and markets through MyVCC's staff and student channels, bulletin boards, the College Digest, and the student newsletter. It is active on social media, particularly Instagram and YouTube, and produces a quarterly newsletter for Indigenous students. The Library also participates in college events and collaborates with departments for special event book displays.

A dedicated Library technician handles most marketing and communication tasks, working closely with the Information Services department head. One librarian manages social media, while other technicians handle newsletters for Indigenous students and graphic design. Despite their capabilities, none of the staff have formal experience in this field.

Surveys revealed inconsistent efficacy in communication efforts. Feedback indicated a need for improved promotion of Library services to students, staff, and faculty, highlighting a demand for greater awareness of available resources. Reaching employees and students with information about the Library remains an ongoing challenge, so we should develop a communications and marketing strategy and a plan to assess it.

The Library's move to a single service point included extensive training programs for CUPE staff, including cross-training across departments. The renewal self-study uncovered a need to review and improve cross-training as part of our ongoing commitment to a single service point model.

External Review Report Summary

The External Panel Committee (EPC) was composed of Dana McFarland, Librarian & Coordinator for eResources & Scholarly Communication, Library Systems, Vancouver Island University; D. Vanessa Kam, University Librarian, Emily Carr University of Art + Design; and Suzanne Rackover, Director Library & Academic Success Centre, Langara College. The external panel met with members of the Library and broader College on April 8, 2024, at an all-day meeting at the Downtown campus. They submitted their external review report on May 14, 2024.

The External Panel commended the Library team's commitment to "ensuring that their services, spaces, programs, and collections are relevant to the needs and interests of students and society, and that they are grounded in principles of collaboration with partners across the institution, professional organizations, and local communities."

Along with providing helpful commentary on all the recommendations from the Library's Self-Study, the EPC identified seven top priorities:

1. Urgent: hire a **library director** or arrange a secondment of a librarian with backfill. This leadership void has detrimental impacts in numerous areas including the morale and safety of the library team; the formulation of key library policies; missed opportunities to shape and contribute to significant College initiatives like the management of research data and the formulation of strategies around leveraging AI; and critical representation at consortia tables. Not staffing this role is a risk and a liability for VCC.
2. Secure 1.0 FTE for an **Indigenous Library Coordinator.** Once hired, develop a cogent strategy for the support and retention of this librarian.
3. Review the strategy of the library offering **access to textbooks** to make it more sustainable and coordinated with other areas of responsibility at VCC. The textbook initiative should form part of an integrated collections strategy that also considers the role and potential of Open Educational Resources (OER)s and broader institutional support (strategic and financial).
4. Review the library's relationship with IT with respect to **device lending and maintenance**. This review should highlight the risk of current practices for privacy, cybersecurity, and appropriately meeting student needs and increasing demands.
5. Public Services library staff at the downtown campus described an ongoing situation with **disrespectful students** that has made them **feel unsafe** and has adversely affected their morale. The relationship between the library and Security should be probed to enhance support for the public services team.
6. Review strategies for adequate **onsite library staffing** including a review of the hybrid work program and **cross-training** as part of the single service point model.
7. Fully implement the **reorganization of Systems and Technical Services** through a strategic review to better support the shift from print to electronic resources.

Responses to the External Review Report

Library Renewal Committee Response

The renewal committee would like to thank the members of the external panel for their time, careful reflection and consideration, and professional expertise. Their comments provide invaluable, informed perspectives from experienced leaders in the profession, offering fresh insights from outside the College.

Dean Response

The discussion and recommendations from the external panellist are greatly appreciated. The report reflects the panellists' high level of engagement with the service renewal process, and the care and attention they brought to understanding our Library and context. As a result, the final report is relevant in addressing our challenges and opportunities at a critical time for the Library and the college. Their recommendations are key drivers that support the Library to move forward, grow, and evolve and ultimately be a position to best support our students.

We are indebted to the panellists for sharing their time and expertise with us. Their contribution made the service renewal process a meaningful and positive experience.

Final Recommendations

Indigenization and Decolonization

High Priority

1. New: Develop a comprehensive strategy to support and retain the Library Indigenous Initiatives Coordinator.

Medium Priority

2. Once a coordinator is in place, create a strategy to enhance relationships with our Indigenous students, focusing on strengthening connections with the Gathering Space. Continue to learn from consultation processes to improve the responsiveness to students' needs and foster strong relationships between Indigenous students and the Library.
3. In collaboration with Indigenous Education and Community Engagement, create a collection of language learning materials for Indigenous languages aimed at promoting language revitalization and cultural preservation. Compile resources such as books, audio recordings, and online materials that facilitate language acquisition and proficiency.
4. Once a coordinator is in place, explore opportunities for the Library to support language revitalization efforts in the community, such as hosting introductory language instruction within the Library spaces and including languages in murals and signage.

Low Priority

5. Increase Indigenous visibility in both the physical and digital space in the libraries. Acquire a piece of Indigenous art for the entry at DTN Library.
6. Enhance accessibility by creating collection displays or promotional exhibits featuring items of interest in the Gathering Spaces, such as children's books in Indigenous languages and Readers.

Leadership

High Priority

7. Hire a Library director as soon as possible. The Library director will provide strategic vision aligned with institutional goals, build teams to develop long-term plans, and implement innovative solutions.

Collections

Medium Priority

8. Develop a longer-term collection plan and vision that includes a more in-depth assessment strategy for both the print and electronic collections.

Low Priority

9. Reassess English as an Additional Language (EAL) print collection use statistics over the next two years as more Language Instruction for Newcomers to Canada (LINC) and EAL classes return to campus.

Systems & Technical Services

Medium Priority

10. Once the director is in place, complete a strategic review of systems & technical services and collections.
11. New: Form a Discovery Committee to develop a discovery strategy and discovery audit.

Technology

High Priority

12. Re-evaluate and re-develop local policies with respect to device lending including:
    a. Funding model of device lending program(s)
    b. Cybersecurity
    c. Upgrades/Replacement
    d. Support for loaned devices

Medium Priority

13. Investigate printing solutions that waive or reduce fees in coordination with other VCC partners.

Low Priority

14. Continue to assess on-campus workstation use and re-evaluate total number and space utilization as demand changes over time.

Student Spaces

High Priority

15. Advocate Facilities create more group study spaces and "spaces to relax and unwind" around the Downtown campus, particularly focused on the Atrium directly outside the Downtown Library.
16. Hire professional designers to evaluate and add noise-mitigating design elements to the Downtown Library.
17. Conduct an accessibility assessment of the Downtown Library.

Medium Priority

18. Increase access by expanding hours on Saturdays, at both campuses, to provincial norms.

Access

High Priority

19. Develop a policy and procedures for class textbook sets in concert with administration and departmental partners.
20. Survey students with disabilities and Deaf students about their experiences and expectations using the Library.

21. Once the Library website has been moved to the college's new web content management system (CMS), hire web accessibility experts with lived experience to conduct testing.

Medium Priority

22. Arrange sign language training for Library employees. Make it easy for frontline employees to attend, for example scheduling training as a weekly series with on-call coverage.
23. Systematically track OER adoption and use at VCC, instituting this tracking in all future academic years. Use this (and other) information to promote Library OER initiatives to faculty and students in programs where use is low or non-existent.

Low Priority

24. Create a section of the website that outlines the accessibility features and services available at the Library.
25. Create a written policy for accessible Library communications.
26. Become more consistent and systemic to ensure documents used to communicate with patrons are more accessible and in multiple formats.

Library Instruction

Medium Priority

27. Continue encouraging multiple sessions instead of 'one-shots' with programs where research and information skills are critical to student success. Develop supporting documents for librarians to demonstrate the value of multiple sessions and seek access to integrating Library instruction into courses and programs at the planning or program renewal stage.
28. Incorporate AI tools into Library instruction within the context of critical information assessment and ethical use of diverse resources. Align our work with the activities of VCC's AI Working Group.

Low Priority

29. Survey instructors on Library instruction on a regular basis (every two-to-three years). Target specific instructors at times to focus responses. Develop strategies based on results to improve instructor engagement with the Library.
30. Develop a collection of asynchronous class offerings. Create Library modules/courses to integrate into Moodle shells. Improve instructor awareness of the availability of online Library sessions, both synchronous and asynchronous.
31. Develop and implement an assessment strategy for Library workshops.

Research

Medium Priority

32. Complete the tasks established in the RDM Strategy by 2026.

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Low Priority

33. Once the director is hired, encourage more funding and release for researchers at VCC to achieve critical mass and create efficiencies in Library research supports.

Communications and Training

Medium Priority

34. New: Review the single service point model around cross-training of library technicians.

Low Priority

35. Review and improve our communications guidelines and training for Library staff in inclusive language, accessible formats, etc.
36. Leveraging the findings gleaned from the 2023 surveys conducted among staff, students, and faculty, tailor communications that directly speak to the unique needs and interests identified within each of these distinct groups:
    a. New Resource Announcements: Inform faculty about the acquisition of new books, databases, or other resources that align with their research interests or teaching needs.
    b. Library Service Updates: Communicate any changes or enhancements to Library services that may directly impact students, ensuring they are well-informed about available support.
    c. Research Support and Collaboration Opportunities: Highlight the Library's role in supporting faculty research, showcasing available research services, collaboration opportunities, and assistance with literature reviews or data management.
    d. Feedback Results Updates: Keep our users up to date with the services we have introduced or improved due to their feedback.
37. Develop a Library Communications and Marketing Strategy tailored to our team's capacity, aimed at informing and engaging our users, and evaluating our communication activities.
38. Create and execute an evaluation plan for communication and marketing, aimed at pinpointing areas for improvement and fine-tuning communication strategies. Establish Feedback as a recurring agenda item in our monthly meetings.

Service Renewal: Library
Education Council Report: July 2024

Action Plan

Based on the findings from the service renewal Self-Study Report and the feedback from the External Review, the Library has identified the following final key projects and initiatives.

#	Initiatives	Timeline	Resources Required	Evaluation Plan
Indigenization and Decolonization				
1	Hire a full-time Library Indigenous Initiatives Coordinator a) Secure funding and hire b) Create a retention strategy including mentorship, PD and support networks	a) Fall 2024 b) Spring 2025	People Services, Library Indigenous Coordinator hiring committee, IECE, Director	Coordinator hired and remains in position for multiple years
2	Enhance relationships with Indigenous students, Elders and Knowledge Keepers a) Develop a strategy to engage with Indigenous students and integrate library services with the Gathering Space b) Curate a collection of materials to support Indigenous language revitalization c) Identify and implement community language revitalization initiatives d) Enhance the presence of Indigenous culture in both physical and digital library spaces	a) Summer 2025 b) Fall 2026 c) Fall 2026 d) Summer 2025	Library Indigenous Initiatives Coordinator, Director, Department Head, IECE, collections funds, facilities funds	Student, Elders and Knowledge Keeper feedback
Leadership				
3	Hire a Library Director	As soon as possible	VP-ASR, People Services	Director hired

#	Initiatives	Timeline	Resources Required	Evaluation Plan
Collections				
4	Develop a long-term collection plan and vision that includes: a) Overall assessment strategy for print and electronic collections b) Impact of LINC classes return to campus on EAL print usage	a) Fall 2025 b) Fall 2026	Assessment Coordinator, Collections Coordinator, Systems & Tech Services Coordinator	Assessment data available; Decisions made regarding EAL print funds
Technical Services & Systems				
5	Conduct a strategic review of systems & technical services and collections	Winter 2026 or later	Director, Systems & Tech Services Coordinator, Collections Coordinator	Review complete and changes proposed or implemented
6	Form a Discovery Committee and develop a discovery strategy and discovery audit	Fall 2025	Systems & Tech Services Coordinator, UX Coordinator, Library Indigenous Coordinator, others	Audit completed and strategy initiated
Technology				
7	Investigate printing solutions to waive or reduce fees	Summer 2025	Director, Department Head, Finance	Free printing or cost reduced
8	Re-evaluate device lending program including funding model, cybersecurity, local policies, upgrades/replacement and support responsibilities	Summer 2025	Director, CTO, Systems & Tech Services Coordinator, Various IT and Library staff, capital funding	Review completed and strategy initiated
Space				
9	Improve accessibility and student experience at the Downtown campus library a) Conduct an accessibility audit of the downtown library	Fall 2026	Department Head, User Experience Coordinator, Facilities, facilities funding, capital funding	Accessibility audit complete and improvements proposed; Noise mitigated at downtown library

#	Initiatives	Timeline	Resources Required	Evaluation Plan
	b) Hire professional designers to evaluate and add noise-mitigating design elements in the downtown library			
10	Expand Saturday hours to align with provincial norms a) Develop business case to secure funding to staff expanded hours	Winter 2025	Director, PS Supervisor, Finance, operating funds	Business case complete and submitted; hours adjusted
Access				
11	Develop a policy and procedures for class textbook sets in concert with administration and departmental partners	Summer 2025	Department leaders, support staff, Library leaders	Policy complete
12	Improve our understanding of accessibility needs in the Library a) Survey students with disabilities and Deaf students about their experiences and expectations using the Library b) Hire web accessibility experts with lived experience to conduct testing of Library website on College's new web content management system (CMS)	a) Spring 2025 b) Winter 2027	Assessment Coordinator, Accessibility Committee, MarCom	Survey and accessibility studied complete; Changes proposed and implemented
13	Expand use of Open Education Resources (OER) a) Systematically track OER adoption and use at VCC b) Promote new OER initiatives to instructors and students	Ongoing to 2027	OER Coordinator, Director and/or VP Academic, CTLR	Increased adoption of OER on campus
Library Instruction				
14	Enhance and assess Library instruction a) Incorporate AI tools into Library instruction within the context of critical information assessment and ethical use	a) Ongoing to 2029 b) Spring 2026 c) Fall 2025 d) Spring 2026	Assessment & UX Coordinator, Research & Library Instruction Coordinator, librarians, CTLR, IR	Instructor and student feedback; Increased use of multiple library

#	Initiatives	Timeline	Resources Required	Evaluation Plan
	b) Develop collection of asynchronous class offerings c) Develop documents supporting the value of multiple library sessions to instructors d) Develop and implement an assessment strategy for library instruction e) Survey instructors on library instruction every two-to-three years	e) Ongoing to 2029		sessions and asynchronous offerings
Research				
15	Complete the tasks established in the Research Data Management Strategy	Fall 2026	Research Coordinator, Systems & Tech Services Coordinator, Director, VP-ASR, IT, operating and capital funds	Tasks completed and reported to Tri-Council
Communications & Training				
16	Improve library communications and marketing a) Create a communications and marketing strategy including an evaluation plan to assess communication activities b) Review and Improve Communications Guidelines and Training for Library Staff	a) Spring 2025 b) Winter 2025	Assessment & UX Coordinator, PS Supervisor, Department head, Communications Team	Instructor and student feedback; Increased use of library materials and services
17	Review and improve cross-training as part of the single service point	Summer 2026	Director, PS Supervisor, IS Dept Head, Systems & Tech Services Coordinator, all members PS and TS teams	Establish guidelines and increase training opportunities

VP Academic & Applied Research – response to final recommendations for Education Services Renewal Report (Library)

Re: Indigenization and Decolonization Recommendations

The College is currently posting for a FT Library Indigenous Initiatives Coordinator. Previous attempts at posting for the .5FT Library Indigenous Initiatives Coordinator (that had been the originally budgeted allocation), was not successful in attracting eligible candidates. Consequently, the position was increased to 1.0. Once this position has been filled, the incoming Coordinator will be connected with the growing community of Indigenous knowledge-holders at VCC, including the Director of Indigenous Initiatives (Jessie Williams), Associate Director of Indigenous Initiatives (Clay Little), Dean of Curriculum & Pedagogy (David Kirk), Manager of Indigenous Education Initiatives (Tanya O'Neill), Indigenous Initiatives Faculty Advisor (Mae Bickley), and Senior Indigenous Engagement Advisor (Toni Gladstone).

Connecting the new Coordinator with this community of professionals will be the essential first step to ensure adequate support is in place to retain this important role, and to ensure the responsibilities of library engagement with Indigenous students, and the curation and collection of critical and appropriate resources is undertaken in a coordinated fashion, consistent with the strategic planning that is occurring in these different areas. Out of this work, the coordinator can review the role of the library in language revitalization, an issue that is both critically important and situationally complex, given the two different languages utilized by the three Nations, and the many more languages connected with the large urban Indigenous population typically supported by VCC. The work depends heavily on relationship and protocol.

Re: Leadership

A Director of Library and Applied Research is one of the identified leadership positions that will be submitted for consideration in the upcoming institutional budgeting process. It is recognized as an important role for the College, and will be given consideration as such within what is anticipated to be a more challenging budget planning cycle. Notwithstanding this plan, the current institutional leader overseeing the Library along with the School of Arts and Sciences, is a Professional Librarian, active within the sector, and well positioned to help define the nature of this leadership role/

Re: Collections

I am in support of the creation of a longer-term collection plan and vision. In regards to the EAL print collections that would be necessary for on-campus learners, we will continue to monitor student demand for face-to-face learning. While overall demand for EAL instruction remains stable, and relatively strong, the demand for significant face-to-face delivery has not materialized. We had anticipated a greater and more immediate demand amongst EAL learners for face-to-face classes than has actually been the case. We will continue to monitor demand, along with monitoring the availability of digital and open source collections that can support student regardless of the place of learning.

Re: Systems & Technical Services

I believe these are reasonable recommendations to explore.

Re: Technology

Technology is an important issue, and one which is being looked at by different parts of the College, not the least of which is IT. Ensuring these functions align with the mandate and responsibilities of the areas hosting such technology and can be adequately and sustainably supported is critical, particularly in light of a hardening financial climate.

Re: Student Spaces

The College will continue to explore the issue of student space, particularly as they plan for re-envisioned campuses at both locations over the coming decade. Much of the planning is focused long term, including a deeper understanding how student commons might be used to support such needs. In the more immediate term the College will continue to address space where feasible.

Re: Access

The College will take these recommendation under advisement, directing them to student services areas supporting this work.

Re: Library Instruction

There are valuable recommendations, including the use of asynchronous content that could better facilitate more regular and continuous instruction in this area.

Re: Research

There is active and ongoing work in developing institutional capacity in applied research. Securing the necessary resources and leadership capacity to make best use of those resources will be a critical early part of this work.

Re: Communications and Training

There is new leadership in Marketing and Communications at the College. We will engage with this area in regards to these priorities.

Observations, Report and Action Plan
Student Conduct & Judicial Affairs Educational Services Renewal
March 2025

Submitted by: Dave Stevenson, Student Conduct & Judicial Affairs Officer

Purpose

This report has been created following the previous Educational Services Renewal Policy and Procedures (D.1.1). The Student Conduct and Judicial Affairs (SCJA) Office exhaustively reviewed the findings from the external review and their own self-study to develop a final report outlining recommendations. With the support of the Associate Vice President of Student & Enrollment Services, this will form an operational plan for the next three year.

Introduction to the Student Conduct and Judicial Affairs Office

The office handles the administration of our student conduct policy and supports reasonable and responsible conduct by students at all times. It addresses concerns from students about other students as well as concerns from employees regarding the conduct of students. The office directs and supports the resolution of all issues within the context of policy. The scope of the issue is determined, and often an informal conversation and direction are given to students to resolve most issues. The office can also use the formal tools of the policy to direct students to follow the expectations of the code of conduct. The goal is always to meet students where they are and dialogue with them to provide education and paths to insight that aid with a moderation or elimination of concerning student behavior.

Methodology

The office interviewed multiple employees across the campus and reviewed with them how to better deliver services and support the ability of the office to support students and their time in the classroom and college. The office reviewed best practices in the field with multiple student conduct offices in BC and beyond. Surveys of both students and employees about the work of the office were completed. The office reviewed with practice leaders in student conduct and academic integrity support. All the information was reviewed, and a self-study was created, which was then reviewed again with best practices in the literature and current research. The office met with an external reviewer to dialogue and critique all aspects of the practice, policy, style, and challenges of student support in post-secondary.

The review process and reflection provided a myriad of ideas and suggestions to improve the practise of the office. The review and survey responses provided valuable feedback and ideas to be more effective and responsive to the needs of our students and employees.

The external review was support by following external professionals.

Jordon Mclinden   Manager, Student Support and Case Management
Western University
Review Support: Survey and Research

Evan Hilchey   Director, Student Affairs
Camosun College
Review Support: Self Study and Practise Evaluation

Sue Dorey   Executive Director, Student Engagement, Retention and Success
Emily Carr University

Review Support: Practise Evolutions and Outcomes

Also, thanks to all my colleagues at VCC, who both support my work with our students and our joint work together to create the best possible student success.

Summary of Findings

The review process and reflection provided a myriad of ideas and suggestions to improve the practice of the office. The review and survey responses provided valuable feedback and ideas to be more effective and responsive to the needs of our students and employees.

Finding #1:   The campus is well served by the SCJA office

The office has an effective working relationship with all departments and services. The office administers the student conduct portfolio and actions related to VCC Policy 324 Student Non-Academic Conduct   The office also tracks academic conduct and support investigations in relation to VCC Policy 325 Academic Integrity. The effectiveness of the office was confirmed by the self-study, the survey of students and employees and the review of interviews within the college.

The office is always looking to direct students to be aware of the policies of the college and look for a new way of viewing things, so the students can understand and alter their actions or conduct to be able to have success at the college.

After nine years of providing service and leadership to the college, it has been an honor and privilege to review the work done and the support and collaboration

that has occurred across the college to support and improve the success of students. The goal is to create a plan for the work area going forward, to celebrate what works, and to implement improvements to make the service even more responsive and effective.

When asked by someone outside of the college what I do at the college, my short answer is that my work is to help everyone get along. In truth it is far beyond that simple to support the needs of a complex and diverse student to understand and adhere to the student code of conduct policy and to support our departments and instructors in effective administration of the academic integrity policy. There is a myriad of grey areas that take place in the interaction between students, students and employees and students and community members, where misconduct, misunderstanding and ineffectual and ineffective communications and actions can take place.

The goal of the conduct office is to support that students are informed and aware of the expectations of Policy 324 Student Non-Academic Conduct and that supports are available to students when affected and when their conduct affects other students and employees or community members. The goal is always to inform and educate students and find the best workable solutions and support for any student issue.

The external review and the self-study confirm that the SCJAO office at VCC is viewed with high regard and provides compassionate effective service and is a well-trained individual who cares deeply about the work support students and the college.   The office deals with all the issues that comprise a complex and widely scoped portfolio.

It is clear department on one is limited by the staffing level. The department is aided by the Office of Safety and Security and Risk Management, but the college is underserved. By nature, the office it is often put into a perceived conflicted role by having to provide case management functions for student issues. This is also a conflict in some events.   It is difficult to respond to new requests from program areas and as a result, the services are stretched and could improve with added employee time. As the complexity of the needs of student conduct and academic integrity responses increase, there is additional expectations on the office to respond to concerns.

Finding #2: The area of academic integrity has also formed an increasing part of the portfolio

The office handles the keeping of academic integrity records, and the support of integrity issues and when needed investigation support. This also includes providing support to instructors and department heads to provide education and

support on administration of Policy 325 Academic Integrity. It is also critical to provide support for the campus wide education and tools for our students to be aware of and understand Policy 325 Academic Integrity, and how to create all their academic work by their individual effort. There is a need that requires cross campus response to the change in assessment and the change in the use of AI tools. In discussions with academic departments managing the adjudication of student work products in becoming increasingly complex. As an institution we are not at the optimal point managing this complex issue. There is time being spent to support authentic assessment and sorting out work that appears to not be student written. My office will continue to support and aid with investigations of alleged academic integrity concerns. My office will continue to work with our Academic leadership to support education and improving out support for effective academic integrity management.

Finding #3: Growing Caseload.

The number of student issues dealt with by the office have continued to grow each year. This can be attributed to the number of programs offered at the college, the range of programs, the impact of an access institution, the stressor of the modern student experience and the complexity of the changes in our ability assess and grade in the age of rapid AI learning tool expansion. The number of issues has grown each of the last 9 years, and this year the office has seen 1008 student conduct inquires and 281 Academic integrity inquires.

The office receives multiple daily requests to support student conduct concerns and multiple weekly concerns regarding academic integrity inquires, investigation support and checks regarding policy and procedure adherence. The college is increasing aware of the presenting needs of students and the demands of being a student today. The stress of living in the Lower Mainland, the challenge of maintaining one's mental heath and the regular ebb and flow of the demands of courseload management can overwhelming and is a demand on this office and the services of the college. The office and the college is working to provide supports and services to assist our students.

Finding #4: Challenge with an office on only one person

A one-person office is challenged to meet workflow during peak periods and vacation and other off time. The office is aware for the need to build in a backup for the role and the need to prepare for a eventual transition to a new person in the office. The demands for service and a response to presenting needs is a challenge to balance. The office will work to improve the materials and support on our website to support students. The increased impact of the active mental health challenges faced by our students adds to the workload and complexity of the office

in dealing with student concerns. The office is appreciative of cross campus team approach to supporting student mental health.

Finding #5: Awareness of Policy and Practise.

Only 20% of student and 60% of employees know about the policies that guide student conduct and academic integrity. This is after 9 years and presentations to every group and every program area. Targeting training for unfamiliar employees and the fact we add new students every month means raising the awareness in an ongoing challenge that will continue to be addressed. A plan to increase employees and student knowledge of these two critical policies is required and will be implemented.

Finding #6: Confusion between Offices – Student Conduct & the Arbiter of Student Issues

There is still institutional confusion as to the role of each office, but some progress is being made. Some of the confusion is that employees want a response that is not possible by the mandate of our policy and practise. Our plan to provide another series of education and training campus wide may add to the awareness. My office will strive to be clear in the separation of tasks between the two offices.

Recommendations and Operational Plan

Several recommendations were related to the work of supporting student classroom management, the well-being of students, and enhancing support for faculty in dealing with students in distress. Improvements to the administrative functioning and overall intake process, including a database and privacy protocols for students, were found in both reviews as critical issues to address. The recommendations are summarized in Table A and were given a priority level from low to high based on advice from the external reviewers and our evaluation of the impact on the service and greater College Community.

The experience of undergoing a Service Renewal has been an incredibly thought provoking and useful process for the Office. The ability to review all aspects of the service, policy, and interconnection with all aspects of the college has been of great value. The office supports a range of issues to simple to extraordinarily complex and highly involved with multiple other college offices and community supports. The recommendations form an important overview and plan for the department over the next three years and I look forward to implementing the actions. I also look forward to working with an amazing team in an amazing college and support student success going forward.

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
Build campus awareness of student conduct policy and expectation and academic integrity policy and expectations	Better support students and employees to be aware of policy and expectations	1. Create with the support of marketing an information campaign.	Students, Employees, SCJAO AVPSS	2025/26 (to be determined with M&C)	Service Renewal Self-Study	Employee Time	High
		2. Work with Arbiter of Student Issues and Office of Safety, Security, Risk and Privacy to present training and awareness to all employees	SCJAO, ASI AVP of SS	Aug/25	Service Renewal Self-Study	Employee Time	Medium
		3. Create a lunch and learn video	SCJAO, ASI, MSS	2025/26 (to be determined with M&C)	Service Renewal Self-study	Employee time	Low
	Support Faculty to support student's success.	1. Define scope of practise for training faculty	SCJAO AVP of SS	Sept/25	Service Renewal Self-Study & External Review	Employee Time	Medium

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
		2. Develop & launch and supporting student conduct and academic integrity brochure.	SCJAO Marketing, AVPSS	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review	Employee time	High
		3. Guide & instruct faculty in how to respond to students conduct issue through regular liaisons with schools and departments, lunch & learns, Leader's Forum	SCJAO	Ongoing	Service Renewal Self Study & External Review	Employee Time	High
		4. Develop & deliver workshops with CTLR on supportive relationships with students to understand academic integrity	SCJAO, CTLR	Ongoing	Service Renewal Self Study	Employee Time	Medium
Improve SCJAO Office website and information for students and employees	Enhance campus information and awareness	1. Collaborate with Marketing to update the office website.	SCJAO, Marketing	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review		Medium

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
		2. Form a cross-campus launch event	SCJAO, Marketing	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review	Employee Time	High
		3. Create an ongoing education plan	SCJAO, Marketing	2025/26 (to be determined with M&C)	Service Renewal Self Study & External Review		Medium
		4. Review best option for the office and the college.		Mar/25	Service Renewal Self Study & External Review	Employee Time	High
Rename office and employees titles	Create a new office name and employee titles to better	1. Work with all offices in Student Success and Enrolment, with Marketing to create an online and in person onboarding experience	All SER services	Dec/26	Service Renewal Self Study &	Employee Time	High

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
	support student success				External Review		
Improve student onboarding process to college life and college services and policies.	Invest in development of online and on-boarding for the student success experience	1. Support Marketing to implement.	SCJAO	Dec/26	Service Renewal Self Study & External Review	Employee Time	High
		1. Work with AVP and other offices and IT department to source a functional database.	SCJAO and Arbiter	On-going	Service Renewal Self Study & External Review	Employee Time	High
Improve Record Keeping	Find a client database	1. Create a better outcome for students with comprehensive data to review	SCJAO	After database is operational	Service Renewal Self Study & External Review	Employee Time	High
		2. Work with AVP to look for budget options	SCJAO	In progress	Service Renewal Self Study	Employee Time	High

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stakeholders	Timeline	Source	Resources Required	Priority Level
Additional coverage for vacation and service and paperwork/record keeping support	Find funding	1. Review college needs and options with partnership with HR to create case management capacity	SCJAO and AVPSS	Dec/25	Service Renewal Self Study & External Review	Employees Time and budget	Medium
Advocate for the resourcing of management at the college		1. Look for office training and support	SCJAO AVPSS	In progress	Service Renewal Self Study & External Review	PD funds; Financial support from SS	Medium
Enhance professional growth and competency		1. Explore access to Psychologist for consultation on complex students and events	SCJAO, AVPSS, Wellness Committee	June/25	Service Renewal Self Study	Resources to fund services	Low
		2. Bring in training for support for student with trauma and complex needs.	SCJAO and SER services	July /25	Service Renewal Self Study	Fees for Service	Low

Associate Vice President, Student and Enrollment Services – Response to Student Conduct Final Report and Action Plan for Education Services Renewal (March 2025)

I would like to express my great appreciation for the effort and expertise put into preparing the final report and action plan for the Department of Student Conduct and Judicial Affairs. As a department of one, it must be recognized how extremely challenging it is to navigate this important process while balancing the day-to-day demands of the college community. Nevertheless, this report offers a thorough and thoughtful reflection on the current challenges and emerging opportunities within the department and throughout the college relating to student conduct. The themes and recommendations outlined in the report provide a clear and strategic roadmap for the department, positioning us for continuous improvement in this evolving and complex area of work. I am grateful for the valuable insights and direction it provides us as we move forward.

Enhancing Campus Awareness

Efforts to build campus awareness of the student conduct policy and academic integrity policy are crucial. The proposed information campaign, in collaboration with Marketing and Communications, will undoubtedly help students and employees better understand these policies and expectations. The creation of a lunch and learn video and the development of a supporting brochure are excellent initiatives to further this goal. Additionally, the plan to work with the Arbiter of Student Issues and the Office of Safety, Security, Risk, and Privacy to present training and awareness to all employees is a significant step towards fostering a well-informed campus community.

Supporting the Learning Environment

The plan to define the scope of practice for employee's education and training, on the topic(s) of responding to student conduct issues, is vital for fostering a supportive learning environment. The workshops on fostering more supportive relationships with students and their understanding of academic integrity will also play a significant role in this regard. The ongoing efforts to guide and support faculty through regular liaisons with schools and departments, lunch & learns, and the Leader's Forum will be a worthwhile investment of time and attention and be critical to maintain the strong relationships needed to work in collaborative ways and towards the best possible outcomes. Furthermore, when reading this section of the report I was struck by how I could see this outreach being done in partnership with Indigenous Education and Community Engagement and in ways that would deepen our individual and collective knowledge and meaningful connections with Indigenous ways of being and knowing.

Improving Administrative Functioning

The recommendations to enhance the SCJAO Office website and information for students and employees, as well as the collaboration with Marketing and Communications to update the office

website, are essential steps towards improving administrative functioning. The cross-campus launch, and an ongoing education plan will further strengthen these efforts. Additionally, the plan to rename the office and employee title to better support student success is a thoughtful approach to improving the overall perception and effectiveness of the office.

Addressing Growing Caseload and Complexity

The acknowledgment of the growing caseload and complexity faced by a department of one highlights the need for us to look into the further depth of capacity. The plan to work towards additional coverage and supportive resources (e.g. access to a psychologist for consultation, increased trauma informed training) are important steps we need to consider in order to address the capacity challenges. It will be critical for us to purse this work in a way that only strengthens an ever-caring approach that reflects our VCC values, particularly with respect to access and success. This combined with ongoing efforts to improve record keeping and database management should enhance the office's ability to manage student conduct and academic integrity issues effectively.

Improving Record Keeping and Database Management

The focus on improving record keeping and finding a functional database is essential for creating better outcomes for students. The collaboration with the IT department and the ongoing efforts to source a functional database will significantly enhance the office's ability to manage student conduct and academic integrity issues effectively. The plan to create a better outcome for students with comprehensive data to review is a commendable approach to improving the overall effectiveness of the office. As noted above, this work will benefit the departments depth of capacity and help ensure continuity of service when limited resources are particularly stretched.

Conclusion

This report and action plan provides us with a clear and comprehensive strong way for Student Conduct and Judicial Affairs Office. The dedication to improving student success and supporting the college community through this very challenging work is truly inspiring. It demonstrates a strong commitment to the college community and heartfelt desire to lead and implement improvements that will strengthen our college community.

Clayton Munro
Associate Vice President, Student and Enrolment Services

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: May 28, 2025

ISSUE: **2024/25 Actuals to Budget**

2024/25 Actuals to Budget Overview

2024/25 actuals in **Table 4** shows that VCC is projecting a small surplus.   Revenue is $186.4 million compared to budget of $186.3million ($138K above budget) and prior year of $170.9 million ($15.5 million above than prior year).   Domestic tuition revenue is up by $2 million (excluding ABE/EAL and Future Skills Grant) compared to original budget, and international revenue is up by $6.8 million. **(Table 1, 2 and 3)**.

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is $115K higher than budget. International tuition revenue is up by $4.5 million; Project Management and Hospitality programs are up by $4.2 million, and Business Management program is up by $598K, meanwhile Accounting and Marketing programs international tuition revenues are down by $73K and Culinary and Baking program international tuition revenues are down by $300K. The School of Trades, Technology and Design domestic tuition revenue is higher than budget by $432K mostly from Hair Design and Skin body Therapy, and international tuition revenue is higher than budget by $437K.

The School of Health and Science domestic tuition revenue is higher by $23,442 and international tuition revenue is higher by $131,662 than budget. The School of Arts and Sciences domestic tuition is higher than budget by $138,557, and international tuition revenue is up by $989K mostly from ECCE and UT programs.   For domestic tuition revenues, College Career Access and College Foundations programs tuition revenues are up by $219K than budget, and ESL Pathway programs domestic tuition is increased by $385K.

Continuing Studies domestic tuition revenue is higher by $662K, and international tuition revenue is up by $707K. For domestic tuition revenue, health programs including MDRT program revenue are increased by $439K.   For international tuition revenue, ECCE, Optician and Cybersecurity PDD programs are up by $744K, but Fashion program revenue is down by $89K. Domestic tuition at the Centre for Education Excellence has increased by $630K, primarily because the Future Skills Grant was not available until August.   Other revenues such as parking, space rental, commercial services and interest income are higher by $3.3 million.

Expenses are projected to total $186.2 million, compared to the budgeted amount of $186.3 million and surpassing the previous year's $169.4 million by $16.4 million. The increase in salary and benefit expenses is mainly due to the faculty salaries and benefits related to the ECCE program, which has been moved to the academic area. Additionally, the rise includes expanded support for EAL international services, increased staff costs to support the growth in both domestic and international

enrolments, and severance cost for the LINC program, which was not renewed by IRCC in late November 2024 as well as severance cost to reflect reduced international student enrolment in next fiscal year.

The contribution to the VCC Foundation increased by $1.6 million in the fiscal year to support strategic initiatives, including bursaries for both domestic and international students and the campus development plan. Professional fees was reduced, primarily due to project delays and the reclassification of certain initiatives to capital expenditures as part of year-end closing, and the agency fee was increased by $800K.

Additional notes:

Interest income for the 2024/25 fiscal year totalled $4.6 million, driven by continued high interest rates throughout much of the year. However, with the Bank of Canada initiating rate reductions in recent months, management anticipates a decline in interest income in the upcoming fiscal period. As of year-end, the reported cash balance stood at $102.4 million. Of this amount, $62.1 million is classified as restricted cash, representing accrued liabilities and deferred tuition obligations—funds that are committed to short-term liabilities and potential refunds as well as an additional $11.2 million reserved for capital expenditure commitments.

ATTACHMENTS:	**APPENDIX A**
	Table 1, 2 and 3: Summary – Actual Revenue by School (Apr 2024 – Mar 2025)
	Table 4 – Statement of Operations for the Twelve Month Ended March 31, 2025
PREPARED BY:	Jamie Choi, Executive Director FS & CFO

Summary – Forecast Revenue by School   **APPENDIX A**

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

	Current Year 2024/25 Actual (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,536,944	1,874,671	662,273	2,757,842	(220,898)
SCHOOL OF ARTS AND SCIENCES	1,839,715	1,701,158	138,557	1,533,922	305,793
ABE & EAL TUITION FREE	4,494,388	3,929,643	564,745	3,996,848	497,540
SCHOOL OF HEALTH	4,519,218	4,495,776	23,442	4,487,857	31,361
SCHOOL OF HOSP, FOOD & BUSINESS	1,716,490	1,601,180	115,310	1,457,559	258,931
CENTER FOR EDUCATION EXCELLENCE	1,000,271	369,323	630,948	774,243	226,028
SCHOOL OF TRADES, TECH & DESIGN	3,085,450	2,652,587	432,863	2,661,587	423,863
FUTURE SKILLS GRANT	346,147	736,927	(390,780)	555,783	(209,636)
	19,538,623	**17,361,265**	**2,177,358**	**18,225,640**	**1,312,983**

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

	Current Year 2024/25 Actual (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	8,075,403	7,368,053	707,350	9,484,467	(1,409,064)
SCHOOL OF ARTS AND SCIENCES	3,840,483	2,851,394	989,089	1,095,654	2,744,830
SCHOOL OF HEALTH	2,333,317	2,201,655	131,662	1,374,914	958,404
SCHOOL OF HOSP, FOOD & BUSINESS	51,736,460	47,204,593	4,531,867	44,713,414	7,023,046
CENTER FOR EDUCATION EXCELLENCE	5,714	0	5,714	1,278	4,436
SCHOOL OF TRADES, TECH & DESIGN	12,873,848	12,436,612	437,236	12,844,443	29,405
	78,865,226	**72,062,307**	**6,802,919**	**69,514,170**	**9,351,055**

Table 3:

Combined Domestic and International Tuition Revenue by School - Actuals

	Current Year 2024/25 Actual (Apr 2024 - Mar 2025)	Current Year 2024/25 Budget (Apr 2024 - Mar 2025)	Variance (Forecast vs Budget)	Prior Year 2023/24 Actuals (Apr 2023 - Mar 2024)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	10,612,347	9,242,724	1,369,623	12,242,309	(1,629,962)
SCHOOL OF ARTS AND SCIENCES	5,680,198	4,552,552	1,127,646	2,629,576	3,050,622
ABE & EAL TUITION FREE	4,494,388	3,929,643	564,745	3,996,848	497,540
SCHOOL OF HEALTH	6,852,535	6,697,431	155,104	5,862,770	989,765
SCHOOL OF HOSP, FOOD & BUSINESS	53,452,950	48,805,773	4,647,177	46,170,973	7,281,977
CENTER FOR EDUCATION EXCELLENCE	1,005,984	369,323	636,661	775,521	230,463
SCHOOL OF TRADES, TECH & DESIGN	15,959,298	15,089,199	870,099	15,506,030	453,267
FUTURE SKILLS GRANT	346,147	736,927	(390,780)	555,783	(209,636)
	98,403,848	**89,423,572**	**8,980,276**	**87,739,810**	**10,664,038**

2

Statement of Operations – Comparison to Budget and Prior Year
2024/25 Actuals for the Twelve Month Ended March 31, 2025
Table 4:

(In $ Thousands)	Current Year 2024/25 Actuals	Current Year 2024/25 Budget	Forecast vs Budget	Comments	Prior Year 2023/24 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants & Contributions	53,901	68,151	(14,250)	Includes BC Gov't Grants & Contributions - variance deferred for Center for Clean Energy, campus plan phase II, capital projects and to mitigate against further declines in international tuition revenue.	52,301	1,601
Future Skills Grant	346	737	(391)	Future Skills Grant funding not available until August	556	(210)
Sales of goods and services	5,954	5,078	877		5,392	562
Tuition and student fees	98,424	89,741	8,682	Table 1, 2 & 3	88,157	10,266
ABE/EAL Tuition Free	4,494	3,930	565	CCA $219K, ESL $385K higher than buddget; ABE 30K lower than budget	3,997	498
Other Grants & Contract Services	7,047	6,394	653	Various contracts increased revenues not in budget; DigiBC projects $150K, Heiltsuk Project $87K, Source Mosk Training $155K, Inurialuit $60K, BC Hydro & BC Ferry $87K	5,991	1,057
Miscellaneous income	3,347	2,304	1,043	Various one time revenues received including parking $184K	2,835	512
Donation income (Foundation Related)	962	777	185		866	96
Amortization of deferred capital contribution	7,405	6,078	1,327	Increased due to addition of restricted capital	6,192	1,213
Interest income	4,594	3,147	1,446	Due to higher interest rates	4,680	(86)
REVENUES	**186,474**	**186,337**	**138**		**170,966**	**15,509**
SALARY AND BENEFIT EXPENSES	**134,416**	**131,088**	**(3,328)**	ECCE transferred to academic area. Addition of EAL international support, and increased severance costs.	**118,862**	**(15,554)**
Supplies and general expenses	14,903	17,341	2,439	Foundation transfer for domestic & international students bursaries and Campuses of the Future $1.6M. Contingecy removed	14,301	(601)
Bursary/Scholarship	962	777	(185)		866	(96)
Professional fees	14,570	15,717	1,147	Some projects delayed or relassed to capital expense	16,284	1,714
Building and telecom	8,118	8,135	16		7,127	(991)
Cost of Goods Sold	3,630	3,577	(53)		3,422	(208)
Depreciation Expense	9,683	9,702	19		8,969	(714)
OPERATING EXPENSES	**51,866**	**55,249**	**3,382**		**50,970**	**(897)**
TOTAL EXPENSES	**186,283**	**186,337**	**53**		**169,832**	**(16,451)**
NET SURPLUS (DEFICIT)	**192**		**192**		**1,134**	**(942)**

*ABE : Adult Basic Education   *CCA: College & Career Access
*CF: College Foundation   *ESL : English as Second Language

DECISION NOTE

PREPARED FOR: VCC Board of Governors Public Meeting

DATE: May 28, 2025

ISSUE: VCC 2024/25 Audited Financial Statements

BACKGROUND:

Section 55 of the *College and Institute Act* requires that post-secondary institutions conduct an audit of their accounts and transactions annually. The 2024/25 audited financial statements presented satisfy this audit requirement under the Act.

KPMG LLP was appointed in accordance with VCC's Selection and Appointment of Auditors Policy and Procedures (116) after VCC had gone through a Request for Proposals process. This is a five-year commitment, with 2024/25 being the fifth year KPMG has conducted the audit for VCC.

DISCUSSION:

This package includes:

- 2024/25 Audited Financial Statements

MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2024/25 Audited Financial Statements.

ATTACHMENTS: APPENDIX A: Audited Financial Statements for the year ended March 31, 2025

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

Financial Statements of

VANCOUVER COMMUNITY COLLEGE

And Independent Auditor's Report thereon

Year ended March 31, 2025

VANCOUVER COMMUNITY COLLEGE

Statement of Management Responsibility

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements are management's responsibility. Management is also responsible for all of the notes of the financial statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. A summary of the significant accounting policies are described in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The Vancouver Community College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control, and exercises these responsibilities through the Finance and Audit Committee. The Finance and Audit Committee reviews the internal financial statements on a quarterly basis and external audited financial statements yearly. The Finance and Audit Committee also discuss any significant financial reporting or internal control matters prior to their approval of Vancouver Community College's financial statements.

The external auditors, KPMG LLP, conduct an independent examination, in accordance with Canadian auditing standards, and express their opinion on the financial statements. The external auditors have full and free access to management of Vancouver Community College and meet when required. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the financial statements.

On behalf of Vancouver Community College:

_____

Ajay Patel
President and CEO
May 28, 2025

_____

Jamie Choi
Executive Director, Finance & CFO
May 28, 2025

KPMG

KPMG LLP
PO Box 10426 777 Dunsmuir Street
Vancouver BC V7Y 1K3
Canada
Telephone (604) 691-3000
Fax (604) 691-3031

INDEPENDENT AUDITOR'S REPORT

To the Board of Governors of Vancouver Community College, and to the Minister of the Ministry of Post-Secondary Education and Future Skills, Province of British Columbia

Opinion

We have audited the financial statements of Vancouver Community College (the "Entity"), which comprise:

- the statement of financial position as at March 31, 2025

- the statement of operations and accumulated surplus for the year then ended

- the statement of changes in net debt for the year then ended

- the statement of cash flows for the year then ended

- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the "financial statements").

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2025 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the "***Auditor's Responsibilities for the Audit of the Financial Statements***" section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Financial Reporting Framework

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

DRAFT – MAY 14, 2025

KPMG *Vancouver Community College*
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Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.

  The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.

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KPMG *Vancouver Community College*
Page 3

- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.

- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Vancouver, Canada
DATE

DRAFT – MAY 14, 2025

VANCOUVER COMMUNITY COLLEGE

Statement of Financial Position

March 31, 2025, with comparative information for 2024

		2025		2024
Financial assets				
Cash and cash equivalents	$	47,783,563	$	89,523,486
Investments (note 3)		55,756,460		6,597,500
Accounts receivable		7,758,713		9,210,484
Due from government and government organizations (note 4)		1,208,039		2,491,281
Inventories for resale		943,631		1,142,326
		113,450,406		108,965,077
Liabilities				
Accounts payable and accrued liabilities (note 5)		46,995,913		57,416,602
Due to government and government organizations (note 4)		-		28,361
Employee future benefits (note 6)		3,407,800		3,269,000
Deferred tuition fees (note 7)		15,149,758		17,137,473
Deferred revenue (note 8)		38,903,596		11,379,770
Deferred capital contributions (note 9)		133,024,409		107,418,673
Asset retirement obligation (note 2 (l))		4,862,938		4,862,938
Capital lease obligation (note 10)		3,993		138,036
		242,348,407		201,650,853
Net debt		(128,898,001)		(92,685,776)
Non-financial assets				
Tangible capital assets (note 11)		146,850,962		110,846,643
Inventories held for use		209,487		129,325
Prepaid expenses		1,406,168		1,086,609
		148,466,617		112,062,577
Accumulated surplus	$	19,568,616	$	19,376,801

Contractual obligations and contractual rights (notes 13 and 14)
Contingent liabilities (note 15)

See accompanying notes to financial statements.

Approved on behalf of the Board:

_____   _____
President   Chair of the Board

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VANCOUVER COMMUNITY COLLEGE

Statement of Operations and Accumulated Surplus

Year ended March 31, 2025, with comparative information for 2024

	Budget	2025	2024
	(note 2 (j))		
Revenue			
Province of British Columbia (note 18)	$ 72,817,759	$ 58,741,943	$ 56,853,242
Federal Government grants and contracts	6,195,627	5,870,904	5,344,240
Tuition and student fees	89,741,373	98,423,666	88,157,416
Sales of goods and services	5,077,505	5,954,065	5,392,131
Other grants and contracts	198,755	1,176,569	646,313
Miscellaneous income	3,080,408	4,308,966	3,700,455
Investment income	3,147,162	4,593,643	4,679,675
Revenue recognized from deferred capital contributions	6,078,000	7,404,634	6,192,051
	186,336,589	186,474,390	170,965,523
Expenses (note 16)			
Instruction and instructional support	177,996,143	177,076,321	161,791,533
Ancilliary operations	7,188,446	7,736,112	6,740,443
Special purpose	1,152,000	1,470,142	1,299,609
	186,336,589	186,282,575	169,831,585
Annual surplus	$ -	$ 191,815	$ 1,133,938
Accumulated surplus, beginning of year	19,376,801	19,376,801	18,242,863
Accumulated surplus, end of year	$ 19,376,801	$ 19,568,616	$ 19,376,801

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Changes in Net Debt

Year ended March 31, 2025, with comparative information for 2024

	Budget	2025	2024
	(note 2 (j))		
Annual surplus	$ -	$ 191,815	$ 1,133,938
Acquisition of tangible capital assets	(3,000,000)	(45,687,541)	(15,522,777)
Acquisition of tangible capital assets through capital lease	119,852	-	-
Amortization of tangible capital assets	9,460,372	9,683,222	8,969,411
	6,580,224	(36,004,319)	(6,553,366)
Acquisition of inventories held for use	-	(209,487)	(129,325)
Acquisition of prepaid expenses	-	(1,406,168)	(1,086,609)
Use of inventories held for use	-	129,325	114,893
Use of prepaid expenses	-	1,086,609	968,023
	-	(399,721)	(133,018)
Decrease (increase) in net debt	6,580,224	(36,212,225)	(5,552,446)
Net debt, beginning of year	(92,685,776)	(92,685,776)	(87,133,330)
Net debt, end of year	$ (86,105,552)	$ (128,898,001)	$ (92,685,776)

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Statement of Cash Flows

Year ended March 31, 2025, with comparative information for 2024

	2025	2024
Cash provided by (used in):		
Operating activities:		
Annual surplus	$ 191,815	$ 1,133,938
Items not involving cash:		
Amortization of tangible capital assets	9,683,222	8,969,411
Revenue recognized from deferred capital contributions	(7,404,634)	(6,192,051)
Change in employee future benefits	138,800	593,000
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	1,451,771	(683,675)
Decrease (increase) in inventories for resale	198,695	(238,337)
Decrease (increase) in due from government and other government organizations	1,283,242	(1,104,959)
Increase in prepaid expenses	(319,559)	(118,586)
Increase in inventories held for use	(80,162)	(14,432)
Increase (decrease) in accounts payable and accrued liabilities	(10,420,689)	5,152,234
Increase (decrease) in due to government and other government organizations	(28,361)	20,750
Decrease in deferred tuition fees	(1,987,715)	(842,720)
Increase in deferred revenues	27,523,826	2,354,876
Net change in cash from operating activities	20,230,251	9,029,449
Investing activities:		
Redemption of investments	1,699,040	1,640,000
Purchase of investments	(50,858,000)	-
Net change in cash from investing activities	(49,158,960)	1,640,000
Capital activities:		
Acquisition of tangible capital assets	(45,687,541)	(15,522,777)
Net change in cash from capital activities	(45,687,541)	(15,522,777)
Financing activities:		
Principal payment on capital lease obligation	(134,043)	(263,687)
Deferred capital contributions received	33,010,370	25,886,448
Net change in cash from financing activities	32,876,327	25,622,761
Net (decrease) increase in cash and cash equivalents	(41,739,923)	20,769,433
Cash and cash equivalents, beginning of year	89,523,486	68,754,053
Cash and cash equivalents, end of year	$ 47,783,563	$ 89,523,486

See accompanying notes to financial statements.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements

Year ended March 31, 2025

1. **Authority, purpose and nature of operations:**

   Vancouver Community College (the "College") is a post-secondary educational institution funded in part by the Province of British Columbia and incorporated under the College and Institute Act on November 28, 1978. The College is a not-for-profit entity governed by a Board of Governors, the majority of whom are appointed by the provincial government of British Columbia. The College is exempt from income taxes under Section 149 of the Income Tax Act.

   The College serves a diverse urban community by providing excellent programs and services that prepare learners for ongoing education, direct entry into employment, career advancement and greater participation in the community.

2. **Summary of significant accounting policies:**

   The financial statements of the College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies are as follows:

   (a) Basis of accounting:

   The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

   The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

   Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian Public Sector Accounting Standards without any PS 4200 elections effective their first fiscal year commencing after January 1, 2012.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

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2. **Summary of significant accounting policies (continued):**

(a) Basis of accounting (continued):

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors. Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met. For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian Public Sector Accounting Standards which requires government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS 3410. As a result, revenue recognized in the Statement of Operations and Accumulated Surplus and certain related deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

(b) Cash and cash equivalents:

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase and redeemable guaranteed investment certificates ("GICs").

(c) Financial instruments:

Financial instruments are classified into two categories: fair value or cost.

(*i*) Fair value category: Portfolio investments in equity instruments that are quoted in an active market and derivative instruments are reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statement of Operations and Accumulated Surplus and related balances reversed from the Statement of Remeasurement Gains and Losses.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

2. **Summary of significant accounting policies (continued):**

(c) Financial instruments (continued):

(*ii*) Cost category: Gains and losses are recognized in the Statement of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments is included in the cost of the related investments.

(*iii*) The College does not have any financial instruments that are recorded at fair value and hence does not have any remeasurement gains and losses. As a result, the College does not have a Statement of Remeasurement Gains and Losses.

(*iv*) The following items are included in the cost category and measured as follows:

(A) Accounts receivable are measured at amortized cost using the effective interest method.

(B) Investments are comprised of GICs which are capable of prompt liquidation and redeemable annually for the next 2 years. A portion of the investments are redeemable on an annual basis and are recorded at amortized cost based on the transaction price on the trade date. All interest income, gains and losses are recognized in the Statement of Operations and Accumulated Surplus in the period in which they arise.

(C) Accounts payable and accrued liabilities are measured at amortized cost using the effective interest method.

(d) Inventories for resale:

Inventories held for resale, including books and school supplies, are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell. Inventories are written down to net realizable value when the cost of inventories is estimated not to be recoverable. When circumstances that previously caused inventories to be written down below cost no longer exist, the amount of write down previously recorded is reversed.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

2. **Summary of significant accounting policies (continued):**

(e) Non-financial assets:

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(*i*) Tangible capital assets:

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest during construction is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. Land is not amortized as it is deemed to have a permanent value.

Asset	Basis
Buildings	30 - 50 years
Building improvements	15 years
Furniture and equipment	5 years
Leasehold improvements	remaining lease term
Computer hardware and software	4 years
Computer equipment under capital lease	3 - 5 years

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services.

Leases of tangible capital assets which transfer substantially all the benefits and risks of ownership are accounted for as leased tangible capital assets. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs. The maximum recorded value of the leased assets cannot exceed the leased property's fair value when determining the discount rate to be used.

(*ii*) Inventories held for use:

Inventories held for use are recorded at the lower of cost and replacement cost.

Cost includes the original purchase cost, plus shipping and applicable duties. Replacement cost is the estimated current cost to replace the items.

(*iii*) Prepaid expenses:

Prepaid expenses are recorded at cost and amortized over the period where the service benefits are received.

VANCOUVER COMMUNITY COLLEGE
Notes to Financial Statements (continued)

Year ended March 31, 2025

2. **Summary of significant accounting policies (continued):**

(f) Employee future benefits:

(i) The College and its employees make contributions to the College Pension and Municipal Pension Plans which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings. Defined contribution plan accounting is applied because the assets and liabilities of the plan are not segregated by employer. Contributions are expensed as they become payable.

(ii) Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life.

(iii) The College provides long service and gratuity benefits to the employees. The costs of these benefits are actuarially determined based on length of service and best estimates of benefit usage, retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits. Actuarial gains and losses are amortized over the expected employee average remaining service life.

(iv) Employees who are retiring at age 55 or over and who receive pension under the provisions of the Pension Act, receive a benefit where the College pays for the premiums of Group Life Insurance coverage in the amount of $10,000 for a period of five years from the date of retirement.

(v) Certain College employees are entitled to the continuation of health and dental benefits while on disability leave. The costs of insured benefits reflected in these financial statements are the employer's portion of the insurance premiums owed for coverage of employees during the period.

The most recent valuation of the College's future employee benefits as described in (ii) to (v) was estimated by an actuarial valuation completed on March 31, 2025.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

2. **Summary of significant accounting policies (continued):**

(g) Revenue recognition:

(*i*) Fees for services and sale of goods:

Revenues from transactions with performance obligations are recognized when (at a point in time) or as (over a period of time) the College satisfies the performance obligations, which occurs when control of the benefits associated with the promised goods or services has passed to the payor.

Revenues from transactions without performance obligations are recognized at realizable value when the College has the right to claim or retain an inflow of economic resources received or receivable and there is a past transaction or event that gives rise to the economic resources.

Tuition fees are collected in advance and recognized as revenue at the time services are provided. Student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

(*ii*) Contributions:

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded in accordance with Regulation 198/2011 (note 2(a)) which requires that they be recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred revenue and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

(*iii*) Investment income:

Investment income includes interest recorded on an effective interest method, realized gains and losses on the sale of investments, and write-downs on investments where the loss in value is determined to be other-than-temporary.

(h) Expense recognition:

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

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2. **Summary of significant accounting policies (continued):**

(i) Foreign currency translation:

The College's functional currency is the Canadian dollar. Transactions in foreign currencies are translated into Canadian dollars at the exchange rate in effect on the transaction date. Monetary assets and liabilities denominated in foreign currencies and non-monetary assets and liabilities which were designated in the financial instruments fair value category (note 2(c)(*i*)) are reflected in the financial statements in equivalent Canadian dollars at the exchange rate in effect on the Statement of Financial Position date. Any gain or loss resulting from a change in rates between the transaction date and the settlement date or Statement of Financial Position date is recognized in the Statement of Remeasurement Gains and Losses. There are no gains or losses as at March 31, 2025 (2024 – nil). As a result, the College does not have a Statement of Remeasurement Gains and Losses.

(j) Budget figures:

The budget figures have been derived from the 2024/25 Budget approved by the Board of Governors of the College on March 27, 2024. The budget is reflected in the Statement of Operations and Accumulated Surplus and the Statement of Changes in Net Debt.

(k) Use of estimates:

The preparation of these financial statements in accordance with the financial reporting framework described in note 2(a) requires management to make estimates and assumptions. These estimates and assumptions affect the reported amounts of assets, liabilities, and the disclosure of contingent assets and liabilities at the date of the financial statements, and revenue and expenses for the periods reported. Key areas where management has made estimates and assumptions include the useful lives of tangible capital assets, amortization of related deferred capital contributions, the present value of employee future benefits, and provisions for contingencies and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(l) Asset retirement obligations:

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

(i) There is a legal obligation to incur retirement costs in relation to a tangible capital asset;

(ii) The past transaction or event giving rise to the liability has occurred;

(iii) It is expected that future economic benefits will be given up; and

(iv) A reasonable estimate of the amount can be made.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

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2. **Summary of significant accounting policies (continued):**

(l) Asset retirement obligations (continued):

The College's asset retirement obligation is primarily related to the removal of asbestos in buildings.

The estimate of the asset retirement obligation includes undiscounted costs directly attributable to the asset retirement activities and is recorded as a liability and increase to the related tangible capital assets. The amount capitalized in tangible capital assets is amortized using the amortization accounting policy outlined in note 2(e)(*i*).

The carrying value of the liability is reconsidered at each financial reporting date with changes to the timing or amount of the original estimate of cash flows recorded as an adjustment to the asset retirement obligation liability and tangible capital assets.

3. **Investments:**

Investments consist of:

(a) $150,000 – a GIC with a one-year term that bears interest at 4.45% per annum. This is held as security for the letter of credit with the City of Vancouver (note 13(a)).

(b) $237,500 – a GIC with a one-year term that bears interest at 4.75% per annum. This is held as security for the letter of credit with the City of Vancouver (note 13(a)).

(c) $708,000 – a GIC with a one-year term that bears interest at 4.45% per annum. This is held as security for the letter of credit with the City of Vancouver (note 13(a)).

(d) $4,660,960 (2024 – $6,360,000) – Five-in-One GIC with a $2,000,000 distribution amount redeemable annually in April that bears interest at 3.60% per annum. As at March 31, 2025, $6,000,000 from the $10,000,000 original amount plus reinvested interest totaling $660,960 remain outstanding. The redeemable portion of $2,000,000 in April 2025 has been classified as cash and cash equivalents with the remaining balance of $4,660,960 classified as investments.

(e) $50,000,000 – a portfolio of multiple GICs with one-year terms that bear interest at rates ranging from 3.24% to 3.35% per annum.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

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4. **Due from / to government and government organizations:**

	2025	2024
Due from the Province of British Columbia	$ 108,754	$ 33,382
Due from the Federal Government	1,099,285	2,457,899
	$ 1,208,039	$ 2,491,281
Due to the Province of British Columbia	$ -	$ 28,361
	$ -	$ 28,361

The amounts due from / to government and government organizations are due on demand and are non-interest bearing.

5. **Accounts payable and accrued liabilities:**

	2025	2024
Accounts payable and accrued liabilities	$ 17,996,315	$ 12,782,281
Salaries and benefits payable	9,498,257	11,571,400
Accrued vacation payable	5,468,082	4,404,372
Student deposits	14,033,259	28,658,549
	$ 46,995,913	$ 57,416,602

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

6. **Employee future benefits:**

   (a) Pension plan:

   The College and its employees contribute to the College Pension Plan and Municipal Pension Plan (jointly trusteed pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2024, the College Pension Plan has about 18,000 active members, and approximately 11,200 retired members. As at December 31, 2023, the Municipal Pension Plan has about 256,000 active members, including approximately 7,000 from colleges.

   Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

   The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a $202 million surplus for basic pension benefits on a going concern basis.

   The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a $3,761 million funding surplus for basic pension benefits on a going concern basis.

   The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024.

   The College paid $9,512,593 (2024 – $8,611,735) for employer contributions to the plans in fiscal 2025.

   Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

   (b) Employee future benefits:

   (*i*) Certain employees of the College are entitled to sick leave benefits in accordance with the terms and conditions of their employment contracts. These include post-retirement benefits, benefits that are expected to be provided after employment but prior to retirement and which vest or accumulate during service; and compensated absence benefits, benefits paid during employment, including sick pay benefits that accumulate and are payable upon a future illness or injury-related absence. The benefit expense associated with the covered benefits attributed to the accounting period is included in the College's Statement of Operations and Accumulated Surplus and the accrued benefit liability for the benefits attributed to employee service to the accounting date are included in the College's Statement of Financial Position.

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VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

6. **Employee future benefits (continued):**

   (b) Employee future benefits (continued):

   (*ii*) Certain excluded employees (employed prior to August 2010) earn 3 days per year in addition to vacation in accordance with the terms and conditions of their employment contracts. The current gratuity plan for support staff ceased to accumulate as of December 31, 2016, and the balance of gratuity plan will not increase in the future.

   (*iii*) Certain employees of the College are entitled to the continuation of extended health and dental benefits in accordance with the terms and conditions of their employment contracts. Coverage is extended to disabled employees, their spouses and dependent children while on disability. Faculty and exempt employees receive these benefits from their date of disability to the earlier of recovery from disability and return to work or age 65.

   (*iv*) Employees who are retiring at age 55 or over and who receive pension under the provisions of the Pension Act, receive a benefit where the College pays for the premiums of Group Life Insurance coverage in the amount of $10,000 for a period of five years from the date of retirement.

		2025		2024
Balance, beginning of the year	$	4,827,000	$	2,703,000
Current benefit cost		230,000		119,000
Interest cost		214,600		109,000
Benefits paid		(574,700)		(168,000)
Expense for long term disabilty health & dental benefits		102,900		537,000
Recognized actuarial loss		332,100		1,527,000
Accrued benefit obligation, end of year	$	5,131,900	$	4,827,000
Accrued benefit obligation, end of year consists of:				
Accrued obligation, end of year	$	5,131,900	$	4,827,000
Unamortized actuarial gain		(1,724,100)		(1,558,000)
Accrued benefit liability, end of year	$	3,407,800	$	3,269,000

The significant actuarial assumptions adopted in measuring the College's accrued benefit obligations are as follows:

	2025	2024
Discount rate	4.30%	4.50%
Expected future base wage and salary increases	2.50%	2.50%

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

7. **Deferred tuition fees:**

Deferred tuition includes tuition received in advance of the related activity performed.

	Opening balance		Receipts during year		Recognized as revenue		2025
Deferred tuition	$	17,137,473	$	96,435,951	$	(98,423,666)	$ 15,149,758

	Opening balance		Receipts during year		Recognized as revenue		2024
Deferred tuition	$	17,980,193	$	87,314,696	$	(88,157,416)	$ 17,137,473

8. **Deferred revenue:**

Deferred revenue includes grants, contributions and contract fees received in advance of the related activity being performed.

	Opening balance		Receipts during year		Recognized as revenue		2025
Deferred contract fees	$	1,832,171	$	14,996,050	$	(9,841,991)	$ 6,986,230
Deferred contributions		9,547,599		35,774,817		(13,405,050)	31,917,366
Deferred revenue	$	11,379,770	$	50,770,867	$	(23,247,041)	$ 38,903,596

	Opening balance		Receipts during year		Recognized as revenue		2024
Deferred contract fees	$	2,264,187	$	8,053,601	$	(8,485,617)	$ 1,832,171
Deferred contributions		6,760,707		13,491,400		(10,704,508)	9,547,599
Deferred revenue	$	9,024,894	$	21,545,001	$	(19,190,125)	$ 11,379,770

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

9. Deferred capital contributions:

Deferred capital contributions represent the unamortized amount of externally restricted grants and other funding received for the purchase of tangible capital assets. Amortization of deferred capital contributions is recorded as revenue in the Statement of Operations and Accumulated Surplus over the useful life of the related asset.

		2025		2024
Balance at beginning of the year	$	107,418,673	$	87,724,276
Contributions received		32,926,526		25,886,448
Contributions accrued		83,844		-
Less amortization to revenue		(7,404,634)		(6,192,051)
	$	133,024,409	$	107,418,673

Deferred capital contributions are comprised of the following:

		2025		2024
Unamortized capital contributions	$	116,939,433	$	74,575,337
Unspent contributions		16,084,976		32,843,336
	$	133,024,409	$	107,418,673

10. Capital lease obligation:

From fiscal 2018 to fiscal 2023, the College entered into various capital leases for computer and copier equipment. The future minimum lease payments for all computer and copier equipment capital lease are as follows:

2026		4,011
Total minimum lease payments		4,011
Less amounts representing interest (Nil to 1.85% per annum)		(18)
Present value of net minimum capital lease payments	$	3,993
Total interest on the capital leases for the year	$	3,327

Capital lease obligation for computer and copier equipment as of March 31, 2024 was $138,036.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

11. Tangible capital assets:

2025	Land	Buildings	Building improvements	Building - construction in progress	Furniture and equipment	Computer hardware and software	Computer equipment under capital lease	2025 Total
Cost								
Opening balance	$ 7,744,768	$ 149,277,585	$ 41,546,759	$ 9,400,190	$ 36,860,404	$ 23,810,547	$ 7,031,215	$ 275,671,468
Additions	-	-	5,311,899	34,410,892	4,650,410	1,314,340	-	45,687,541
Disposals	-	-	-	-	-	-	-	-
Ending	7,744,768	149,277,585	46,858,658	43,811,082	41,510,814	25,124,887	7,031,215	321,359,009
Accumulated amortization								
Opening balance	-	95,079,295	13,263,510	-	27,971,019	21,615,650	6,895,351	164,824,825
Disposals	-	-	-	-	-	-	-	-
Amortization	-	2,593,515	2,946,842	-	3,002,737	1,007,760	132,368	9,683,222
Closing balance	-	97,672,810	16,210,352	-	30,973,756	22,623,410	7,027,719	174,508,047
Net book value	$ 7,744,768	$ 51,604,775	$ 30,648,306	$ 43,811,082	$ 10,537,058	$ 2,501,477	$ 3,496	$ 146,850,962

2024	Land	Buildings	Building improvements	Building - construction in progress	Furniture and equipment	Computer hardware and software	Computer equipment under capital lease	2024 Total
Cost								
Opening balance	$ 7,744,768	$ 149,277,585	$ 37,053,829	$ 3,802,585	$ 32,506,896	$ 22,731,813	$ 7,031,215	$ 260,148,691
Additions	-	-	4,492,930	5,597,605	4,353,508	1,078,734	-	15,522,777
Disposals	-	-	-	-	-	-	-	-
Ending	7,744,768	149,277,585	41,546,759	9,400,190	36,860,404	23,810,547	7,031,215	275,671,468
Accumulated amortization								
Opening balance	-	92,480,641	10,643,488	-	25,581,296	20,607,259	6,542,730	155,855,414
Disposals	-	-	-	-	-	-	-	-
Amortization	-	2,598,654	2,620,022	-	2,389,723	1,008,391	352,621	8,969,411
Closing balance	-	95,079,295	13,263,510	-	27,971,019	21,615,650	6,895,351	164,824,825
Net book value	$ 7,744,768	$ 54,198,290	$ 28,283,249	$ 9,400,190	$ 8,889,385	$ 2,194,897	$ 135,864	$ 110,846,643

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

12. Associated organization:

The Vancouver Community College Foundation (the "Foundation") is a separate society formed to raise funds to further the interests of the College and to provide scholarships and bursaries for students of the College. The College does not control the Foundation; therefore, the Foundation's assets, liabilities, revenues and expenses are not included in these financial statements.

The College had the following transactions with the Foundation:

		2025		2024
Foundation contributed awards and bursaries to the College	$	665,539	$	760,974
Foundation provided project funding and equipment to the College		238,125		160,047
Foundation reimbursed the College for salaries expenses		1,005,633		538,896
College contributed grants to the Foundation for operating expenses		1,310,707		818,923

As of March 31, 2025, the College had accounts receivable from the Foundation of $312,265 (2024 - $220,009) for expenses that were paid for by the College on behalf of the Foundation. At March 31, 2025, the Foundation had net assets of $28,432,000 (2024 - $22,106,000).

For the year ended March 31, 2025, gift-in-kind donations from the Foundation to the College were $62,607 (2024 - $27,703).

The College contributed $450,000 (2024 - $900,000) to the Foundation for the restricted purpose of future campus projects, $1,145,000 (2024 – $450,000) for the entrance awards for the College's students, $100,000 (2024 - nil) to enhance cultural understanding and Indigenization of philanthropy, and $40,000 (2024 - nil) for endowed awards in recognition of the College's current and future Board of Governors.

13. Contractual obligations:

(a) Building construction contracts:

During the year ended March 31, 2025, the College started construction of the Center for Clean Energy and Automotive Innovation ("CCEAI") building. At year end, the College has three outstanding letters of credit with the City of Vancouver totaling $1,095,500, secured by term deposits (note 3(a) to (c)). These letters of credit are expected to remain in place until the respective obligations have been satisfied:

(i) $150,000 for the provision of three shared vehicles through Modo, a car-share service.

(ii) $237,500 for the completion of Phase II of the campus redevelopment.

(iii) $708,000 for off-site street improvements associated with the property at 1111 East 7th Avenue.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

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13. Contractual obligations (continued):

(b) The College has entered into a number of long-term service contracts for the construction of the CCEAI building as part of the College's campus redevelopment building in construction project (note 11). These contracts have total expected payments as follows:

2026	$	1,475,587
2027		932,395
	$	2,407,982

The College has entered into a series of contractual agreements with Bird Construction, the construction management firm engaged for the CCEAI building project. The total value of these commitments is $217,026,396, exclusive of Goods and Services Tax (GST). These agreements will remain in effect until the completion of the project, which is scheduled for November 2027. At this time, the annual allocation of these obligations cannot be reasonably determined, as the amounts are contingent upon the progress of the construction.

(c) Service contracts:

The College entered into a number of long-term service contracts for equipment rentals and services with expected payments as follows:

2026	$	4,430,608
2027		1,330,249
2028		813,814
	$	6,574,671

14. Contractual rights:

Contractual rights are rights to economic resources arising from contracts or agreements that will result in revenues and assets in the future. The College's contractual rights arise from contracts entered into to lease building space and to provide educational services.

The following table summarize the contractual rights of the College for future assets:

2026	$	466,708
2027		114,590
	$	581,298

15. Contingent liabilities:

The College is currently engaged in or party to certain pending matters and the outcome of which cannot be determined. A reasonable estimate of these future contingent liabilities is made and recorded in the financial statements as a liability where the outcome is assessed as likely and the amount is determinable. No amounts are recorded where the outcomes of amounts or losses are uncertain.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

16. Expenses by object:

The following is a summary of expenses by object:

	2025	2024
Salaries and benefits	$ 134,416,210	$ 118,861,987
Supplies and services	30,435,338	31,451,254
Building and telecom	8,117,930	7,126,935
Cost of goods sold	3,629,876	3,421,998
Amortization	9,683,221	8,969,411
	$ 186,282,575	$ 169,831,585

17. Financial risk management:

The College has exposure to the following risks from its use of financial instruments: credit risk, market and interest risk and liquidity risk.

The Board of Governors ensures that the College has identified its major risks and ensures that management monitors and controls them.

(a) Credit risk:

Credit risk is the risk of financial loss to the College if a customer or counterparty to a financial instrument fails to meet its contractual obligations. Such risks arise principally from certain financial assets held by the College consisting of investments and accounts receivable. The College assesses these financial assets, on a continuous basis for any amounts that are not collectible or realizable.

Cash and cash equivalents and investments are held with reputable financial institutions and the Province of British Columbia's Central Deposit Program from which management believes the risk of loss to be remote.

(b) Market and interest risk:

Market risk is the risk that changes in market prices, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to other significant market risks or interest rate risk arising from its financial instruments.

(c) Liquidity risk:

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

VANCOUVER COMMUNITY COLLEGE

Notes to Financial Statements (continued)

Year ended March 31, 2025

17. **Financial risk management (continued):**

(c) Liquidity risk (continued):

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations and anticipated investing and financing activities to ensure, as far as possible, that it will always have sufficient liquidity to meet its liabilities when due, under both normal and stressed conditions, without incurring unacceptable losses or risking damage to the College's reputation.

18. **Comparative information:**

Certain comparative information has been reclassified to conform to the financial statement presentation adopted for the current year. Reclassifications relate to amounts between certain revenue captions on the Statement of Operations and Accumulated Surplus. There was no impact to total revenue or annual surplus as a result of these reclassifications.

Foundation Update
May 2025

VCC Foundation Board - Governance Updates

A standing committee of the VCC Foundation Board has now been struck to enhance the policy development and infrastructure of the Foundation. A terms of reference has now been developed and is in the process of being approved by the Board. The first work of the committee will be to oversee and implement a risk registry for the Foundation.

The Board recently reviewed and approve the Foundation's annual operating budget. With this year's presentation, enhanced reporting and a new budgeting presentation was introduced. The new presentation includes quarterly

Preparations are underway for the annual audit by KPMG June 2-13th.

Outstanding Alumni Awards

Nominations have closed for this award processed. The selection panel is convening in a few weeks to determine this year's recipients. The celebration to honour this year's class of Outstanding Alumni is scheduled for June 26th at the Broadway campus.
The recipients include:

- **Lifetime Achievement**: Andrew George – Director, Truth & Reconciliation, SkilledTradesBC, PIDP, 2015 & Culinary Certificates from VVI 1984, Red Seal 1989
- **Honorary Alumnus:** Elder Dee George – Esteemed səl̓ilw̓ətaɬ (Tsleil-Waututh) Elder & VCC Elder in Residence
- **Community Contribution:**
  - Michael (Mike) Steele - *Culinary Arts Instructor, VCC, Red Seal, 1991 & PIDP graduate, 2007*
  - Ernesto Reyes – *LPN Outpatient Dept, St Paul's Hospital, LPN Diploma, 2005*
- **One to Watch:** Camille Francisco – Property Manager, Tenant Relations, YWCA Metro Vancouver, Business & Project Management graduate, 2023
- **Career Success:** Cathy Larson – Instructor, Dental Assisting / Reception Program, VCC, Adult Ed Certificate, PID, CDA (when VCC was VVI), 1975

Student Awards

The Spring awards celebration will take place June 6th honouring student recipients. A morning and afternoon session will be hosted. This year we have the addition of 46 new awards which are being provided by the Barrett Family Foundation across six different programs. The Barrett gift is part of a pledge to support VCC's new Clean Energy Institute. This is the largest number of awards being provided supported by one Foundation for VCC students. Mr. Barrett the founder of the Foundation has also committed to attend the ceremonies.

VCC Sexual Violence and Misconduct Policy Report to VCC Board of Governors

Prepared by: Caralee Maloney
Associate Director, Risk Management and Privacy
May 2025

Land Acknowledgement and Intersectionality statement

We acknowledge that VCC is located on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial, and we recognize our privilege to work and learn here.

VCC recognizes that peoples' experiences of Sexual Violence or Misconduct can be impacted by multiple forms of intersecting oppression such as power dynamics, misogyny, sexism, racism/white supremacy, poverty/classism, ableism, transphobia, homophobia, ageism, religious discrimination, and colonization. We endeavor to support all survivors equitably while recognizing that their lived experiences and responses to sexual violence or misconduct are influenced by intersectional identities.

Outreach and Education

Education and outreach initiatives have been directed towards advancing awareness of the options for reporting sexual violence and misconduct, whether through the Sexual Violence Support Services or the online reporting platform, REES. The Department of Safety, Security, Risk, and Privacy (SSRP) has conducted routine onboarding sessions tailored for new employees, incoming students, and international students, which have focused on explaining reporting options.

Additionally, a dedicated Sexual Violence Support Services booth was present during the VCC Welcome Days, offering educational materials and disseminating information on both College and community support resources available to survivors.

Furthermore, People Services and SSRP have partnered to develop a new mandatory online course for Faculty on how to respond to disclosures of sexual violence and misconduct, and how to ensure they are following VCC's policy and procedures. The anticipated launch of that training will take place in summer 2025.

Sexual Violence and Misconduct Statistics

This purpose of this report is to share the number of disclosures and reports made to the College in the preceding year. Under VCC's Sexual Violence and Misconduct Policy disclosures and reports are defined as:

> **Disclosure**: 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.

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

Survivors can make anonymous disclosures or a formal report directly to the SSRP or through the College's online reporting system, REES.

Limitations to VCC's ability to count and report SVM statistics

The definition of disclosure under VCC's Sexual Violence and Misconduct Policy allows for any College Member to receive a disclosure. Under this definition it is impossible to track and report an accurate number of disclosures. As such, this report reflects all disclosures that came to the attention of the Department of Safety, Security, Risk and Privacy either by the survivor directly or through REES.

The College also records consultations and requests for advice between employees and the Department of Safety, Security, Risk and Privacy. These are not recorded as disclosures unless the student later comes to the Department to make a disclosure or a report. Consultations that later became disclosures or reports are not recorded as consultations to avoid double reporting on the same incident.

This report has been designed to provide the Board representatives with the appropriate amount of detail without infringing on an individual's right to privacy or breaching the confidentiality of survivors. Although the College collects and records many data points during an intake with a survivor, reporting by categories (campus, program, student type) will only occur when the number of incidents is greater than five to prevent inadvertently identifying individuals.

The time period covered by this report is June 1, 2024 – May 31, 2025.

Disclosure and Report Statistics

This reporting period saw a slight decrease in disclosures and a large decrease in reports from the last reporting period. However, this year continues to show that we've maintained our higher levels of disclosures from the 2023-2024 reporting year. There are a few factors that might explain this change:

- Several incidents were disclosed as part of larger incidents that could be better resolved under alternative policies, leading to lower reporting numbers.
- Disclosures that were withdrawn by survivors and did not become reports.
- Decreased media items and social media posts relating to sexual misconduct reporting options.

We have been collecting data under the Sexual Violence and Misconduct Policy Act for several years and can now present evidence of changes over time that demonstrate the effectiveness of the Policy and the efforts to reduce reporting barriers at the College.
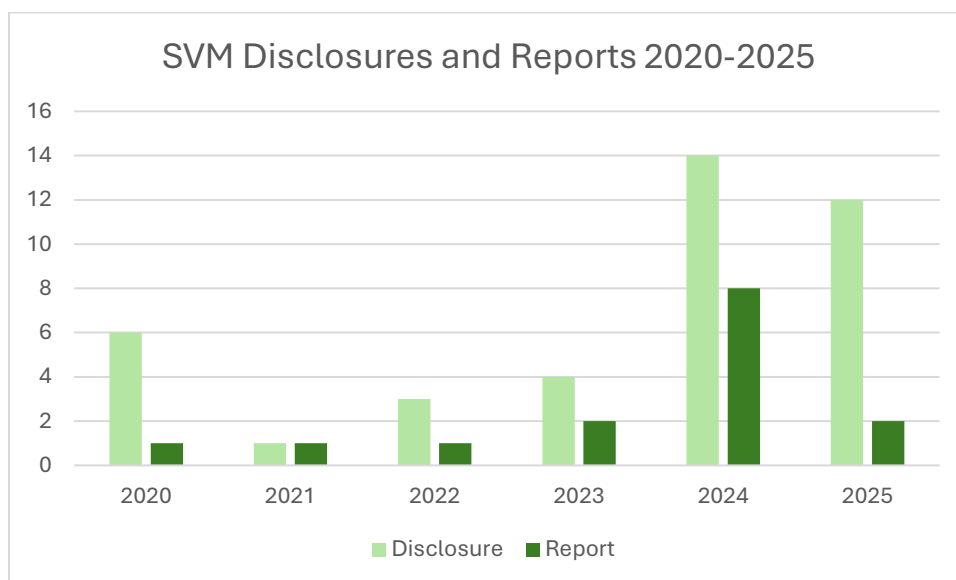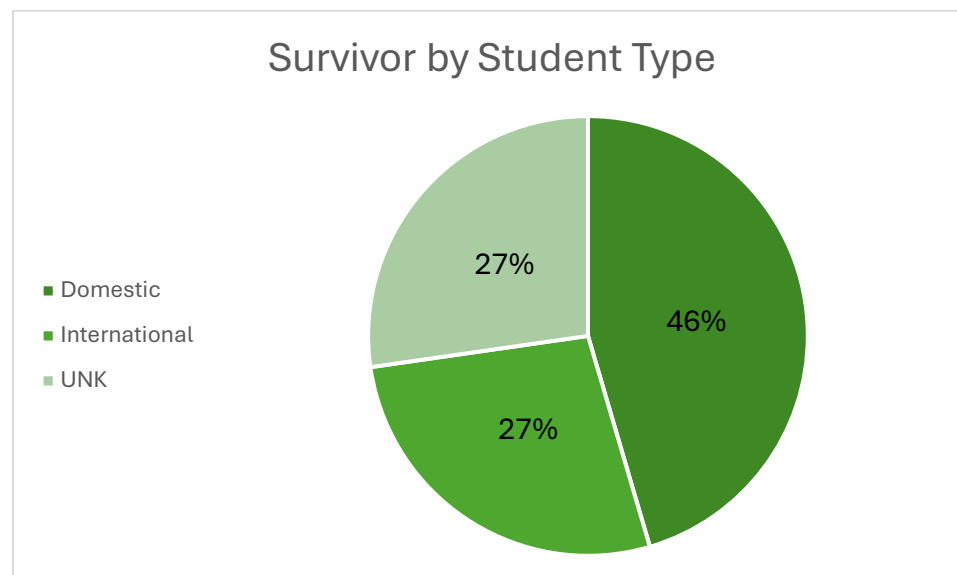
Total Disclosures and Reports

Total Disclosures and Reports 2024-2025			
	Disclosure	**Report**	**Consultations**
Employees	-	-	1
Students	11	2	-
Comm. Member	1	-	-
Total	**12**	**2**	**1**

Survivor and Respondent Breakdown

Survivor/Respondent Breakdown				
	Student	**Employee**	**Comm Member**	**Total**
Survivors	13	0	1	14
Persons Accused/Respondents	8	3	1	12

***Discrepancy in totals is due to incidents where multiple survivors reported one individual

Domestic vs International

Survivor by Student Type

- Domestic — 46%
- International — 27%
- UNK — 27%

Reports by Campus

Disclosures and Reports by Campus

6   8

■ BWY   ■ DTN
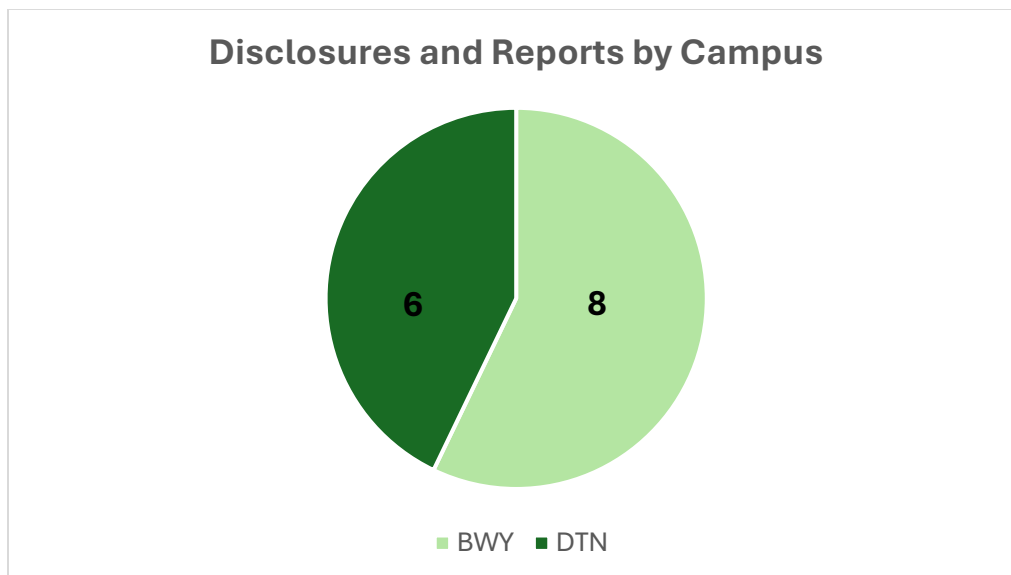
Types of Incidents

Types of incidents are not able to be reported as categorized data points as there were commonly fewer than five incidents within the incident types. In an effort to be transparent, we can report that the most common type of disclosure or report involved verbal sexual harassment. Examples of other incident types include disclosures around being exposed to pornography and indecent exposure.

There were no disclosures or reports that involved assault or that required police involvement.

Resolutions and Support

Of the fourteen total incidents, there was one complaint that did not meet the definition of sexual misconduct under the Policy. During this reporting period the College formally investigated five incidents. However, these incidents were investigated by either the Student Conduct Officer or the Manager of Safety and Security, as they involved additional types of misconduct that could be resolved more expeditiously under different policies. In all instances where an employee was the respondent, People Services conducted the investigation. Four of the investigations were founded and involved some type of corrective actions, with one investigation ongoing. Corrective measures cannot be reported because they are unique to each situation and could potentially identify individuals involved.