# Vancouver Community College
## EDUCATION COUNCIL
### MEETING AGENDA - DRAFT
**June 13, 2017, 3:30 – 5:30 pm, Room 240 DTN**

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlett</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlett</td>
<td>June 13, 2017 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlett</td>
<td>May 9, 2017 Minutes</td>
<td>Approval</td>
<td>3-6</td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>1 min</td>
<td>Todd Rowlett</td>
<td>None</td>
<td></td>
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</tr>
<tr>
<td>5.</td>
<td>Business Arising</td>
<td></td>
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</tr>
<tr>
<td>a)</td>
<td>Technology/ Online Strategy Report</td>
<td>20 min</td>
<td>Kathryn McNaughton</td>
<td>Verbal Report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>b)</td>
<td>Space Planning update</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
<td>Verbal Report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Update: C.1.5 Requirements for Student Attendance and Participation</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
<td>Decision Note, Policy, Procedures</td>
<td>Approval</td>
<td>7-11</td>
</tr>
<tr>
<td>d)</td>
<td>Continuing Studies Non-Credit courses</td>
<td>5 min</td>
<td>Gordon McIvor</td>
<td>Information Note</td>
<td>Information</td>
<td>12-13</td>
</tr>
<tr>
<td>6.</td>
<td>Committee Reports</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>a)</td>
<td>Curriculum Standing Committee</td>
<td>2 min</td>
<td>David Branter</td>
<td>Verbal Report</td>
<td></td>
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</tr>
<tr>
<td>b)</td>
<td>Policy Standing Committee</td>
<td></td>
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</tr>
<tr>
<td>i)</td>
<td>C.3.3 Suspension and/or Discontinuance of a Program</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Information note, Policy, Procedures</td>
<td>Information</td>
<td>14-19</td>
</tr>
<tr>
<td>ii)</td>
<td>F.1.01 Ethical Conduct for Research Involving Humans</td>
<td>5 min</td>
<td>Elle Ting</td>
<td>Information note, Policy, Procedures</td>
<td>Information</td>
<td>20-32</td>
</tr>
<tr>
<td>iii)</td>
<td>F.1.02 Ethics and Integrity in Research and Scholarly Activity</td>
<td>5 min</td>
<td>Elle Ting</td>
<td>Information note, Policy, Procedures</td>
<td>Information</td>
<td>33-38</td>
</tr>
<tr>
<td>iv)</td>
<td>F.1.03 Conflict of Interest Related to Research Procedures</td>
<td>5 min</td>
<td>Elle Ting</td>
<td>Information note, Policy, Procedures</td>
<td>Information</td>
<td>39-44</td>
</tr>
<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Debbie Sargent</td>
<td>Verbal Report</td>
<td></td>
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</tr>
<tr>
<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>2 min</td>
<td>Todd Rowlett</td>
<td>Verbal Report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
<td>Action</td>
<td>Pages</td>
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<tr>
<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Chair Report to the Board, Academic Plan Decision Note, Vision and Values Decision Note</td>
<td>Information</td>
<td>45-50</td>
</tr>
<tr>
<td>8.</td>
<td>Student Report</td>
<td>5 min</td>
<td>Jonard Bernardo</td>
<td>Verbal Report</td>
<td>Information</td>
<td></td>
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<tr>
<td>10.</td>
<td>Next meetings:</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td></td>
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<tr>
<td></td>
<td>September 12, 2017, 3:30-5:30, Room 5025 BWY-A</td>
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<tr>
<td>11.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td></td>
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<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:30pm.</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT Education Council approves the May 9, 2017 agenda as amended. The speaker for Item 5a was changed to Peter Nunoda. All in favour. <strong>Motion carried.</strong></td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT Education Council approve the minutes of the April 11, 2017 meeting as presented. All in favour. <strong>Motion carried.</strong></td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>There were none.</td>
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<td>5.</td>
<td>Business Arising</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT Education Council recommends the Board of Governors approve the Vision and Values as presented. Peter Nunoda presented on the Vision and Values. He noted that some adjustments have been made to the Values during the college-wide consultation process, with the addition of “accessibility” to the Student Success and Diversity sections. All in favour. <strong>Motion carried.</strong></td>
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<tr>
<td></td>
<td>a) VCC Vision and Values</td>
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<td>b) Academic Plan 2017-2022</td>
<td><strong>Motion:</strong> Moved by K. McNaughton and seconded THAT Education Council recommends the Board of Governors approve the 2017-2022 Academic Plan. On page 38, D. Sargent noted “Health Care Aide” needed to be changed to “all Health programs.” T. Rowlatt spoke on behalf of D. Branter, who inquired why the Canadian Business Management program was under International Education (page 25) instead of Hospitality. K. McNaughton explained that it is because it is specifically an international cohort. All in favour. <strong>Motion carried.</strong></td>
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<td>c) ICP Accomplishments 2016-17</td>
<td>K. McNaughton presented the ICP Accomplishments for 2016-17, and explained that this document is just the highlights – a more detailed version for each department can be found under the “departments” tab on the VP Academic webpage. It was suggested by the Council that these successes be celebrated more widely by the College – submission to the Digest was suggested.</td>
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<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
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</table>
| d)  | Hospitality Management Degree – PCG correction | **Motion:** Moved by D. Wells and seconded THAT Education Council approves the insertion of the revised Grading Scale Charts into the PCGs for the Hospitality Management Diploma and Bachelor of Hospitality Management.  

D. Innes explained that this was to correct an error that occurred last year, and the new grading chart will apply to students in the September 2018 cohort. No errors occurred due to the incorrect chart.  

All in favour. **Motion carried.** |
| e)  | Academic Schedule 2018-19 | **Motion:** Moved by B. Beacham and seconded THAT Education Council recommend to the Board of Governors to approve the Academic Schedule/Calendar 2018-19 as presented.  

B. Beacham explained that the Academic Schedule is moving into a 5-year calendar alongside the Academic Plan which will assist future planning. T. Rowlatt clarified that the term identified only indicates that the program begins sometime during that term, not necessarily at the beginning of the term. There was some discussion regarding the changing date of VCC Day, which was due to booking space availability at the Playhouse.  

All in favour. **Motion carried.** |

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<tr>
<th>6. Committee Reports</th>
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<tbody>
<tr>
<td>a) Curriculum Committee Reports</td>
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</tbody>
</table>
| i) New Courses: Foundations of Math 11 Part 1 and 2 | **Motion:** Moved by J-E. Zakoor and seconded THAT Education Council approves the new courses: Foundations of Mathematics 11 part 1 (MATH 0862); Foundations of Mathematics 11 part 2 (MATH 0872).  

D. Wells presented on the subject. He explained that the courses provide the same admission requirements, particularly for Health programs, but are not as rigorous as the PreCalculus courses. J-E. Zakoor brought up the discussion from Curriculum Committee regarding students taking only Part 2, and how it would affect admissions, particularly for PN. T. Thomson clarified that for admission into programs, students will need both Part 1 and Part 2.  

All in favour. **Motion carried.** |
| ii) New Courses: Medical Transcriptionist PLAR | **Motion:** Moved by J-E. Zakoor and seconded THAT Education Council approves the change to the Medical Transcriptionist Certificate Program: Offering PLAR for Medical Terminology for MT 1 (MEDC 1120) and Medical Terminology for MT 2 (MEDC 1130).  

H. Roberts presented on the subject. All in favour. **Motion carried.** |
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
</table>
| ii)  | D.3.6.1 Flexible Admissions Policy | D. McMullen explained that the purpose of this revision was to create more pathways for admissions and provide more consistency with other B.C. institutions, such as the Mature Student pathway. A new category of Open Studies was created, and a list will be compiled of eligible courses. R. Cyr asked if ACE-IT students would qualify under this policy as underage students. D. McMullen explained the revision of the underage students section was geared more towards homeschooled and accelerated students. ACE-IT students apply through a different process directly through their high school. English Language Proficiency Requirements were briefly discussed.  
**The Council agreed to post D.3.6.1 Flexible Admissions Policy for community feedback.** |
| b)   | Policy Standing Committee  
   i)  | D.3.6 Admissions Policy | D. McMullen explained that the revision of this policy was intended to bring greater clarity to definitions, with the intent to maximize the accessibility of admission to VCC.  
**The Council agreed to post D.3.6 Admissions Policy for community feedback.** |
<p>| c)   | Appeals Oversight Committee | D. Sargent put out a call for those interested in participation in Tribunal Training Day on September 21, 2017. There will be a cap at 30 participants. |
| d)   | Program Review and Renewal Committee | J-E. Zakoor explained that the Committee is now getting back to business after the program review process and CD funds allocation. The Committee is now looking at how to refine the program review process. Two smaller task groups have been formed, one to streamline CD fund allocation, and another looking into the program renewal policy. |
| 7.   | Chair Report | T. Rowlatt informed the Council that there has been a student appeal to EdCo and a committee has been struck. He also extended appreciation to T. Marks for providing effective training. |
| 8.   | Student Report | J. Bernardo reported that the SUVCC is pleased with the turnout at the advanced polls at both |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.</td>
<td>Next meeting</td>
<td>June 14, 2017, 3:30-5:30, Room 240 DTN</td>
</tr>
<tr>
<td>10.</td>
<td>Adjournment</td>
<td>Motion: Moved by P. Yeung and seconded THAT Education Council adjourns the May 9, 2017 meeting. The meeting was adjourned at 4:04pm.</td>
</tr>
</tbody>
</table>

**ATTENDEES:**
- Todd Rowlatt
- Andrew Candela
- Taryn Thomson
- Nona Coles
- Jo-Ellen Zakoor
- Kathryn McNaughton
- Jonard Bernardo
- Elle Ting
- Charly Jadranin
- Shirley Lew
- Paul Yeung
- Debbie Sargent
- David Wells
- Rick Cyr
- Janet Theny
- Rick Cyr
- Janet Theny
- Dave McMullen

**REGRETS:**
- Mike Tunnah
- David Branter
- Shaima Jaff

**GUESTS:**
- Peter Nunoda
- Helen Roberts
- Collin Gill
- Brian Beacham

**RECORDING SECRETARY:** Carlie Deans
DECISION NOTE

May 23, 2017

PREPARED FOR: Education Council

ISSUE: C.1.5 Student Attendance and Participation policy and procedures (formerly D.4.6)

BACKGROUND: This policy was revised and approved by Education Council in April 2017 under policy number D.4.6.

DISCUSSION: Student attendance and participation is not a ‘support’ issue, but rather, an academic/grading issue. We have, and continue to experience, in Student Development the misuse of this policy as basis for disciplinary measures put upon students who are unsuccessful in meeting attendance and participation standards for their course/program. This should be reflected in grading and not be used to ‘punish’ student behaviour.

See. S. 3 of the Procedures Document:

- Please refer to policy C.1.1 Grading, Progression and Withdrawal for details on procedures requiring a student to withdraw.
- Instructors are only permitted to require a student to withdraw from a course for failure to meet non-educational standards.
- Non-educational standards can include safety concerns and/or inability to meet professional practice standards due to a failure to meet attendance requirements.

This policy should more appropriately be housed under the “Education” (‘C’) banner of policy groupings. This would support the efforts in Student Development to educate faculty around the policy’s appropriate use.

RECOMMENDATION: That this policy be reassigned as an Education policy under number C.1.5.

Motion: That Education Council approve the reassignment of the Student Attendance and Participation policy from Education Support (D.4.6) to Education (C.1.5).

Prepared by:
Kathryn McNaughton
Vice President Academic, Students & Research
POLICY

Policy No. C.1.5
Title Requirements for Student Attendance and Participation
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students & Research
Last Revised/Replaces April 11, 2017 (formerly D.4.6), May 15, 2012
Effective Date
Signed by

CONTEXT AND PURPOSE

This Policy and its related Procedures addresses expectations about attendance, timeliness, participation and other, similar requirements at Vancouver Community College (VCC). This Policy acknowledges the broad range of requirements that may be appropriate for different subject areas and different learning methodologies.

Departments may establish explicit requirements around attendance, timeliness, participation and other, similar requirements. These explicit requirements must be reflected in all approved Program Content Guide, Course Outline, and/or Departmental Manuals. External educational experiences such as work experience or internships sponsored by agencies and/or accreditation bodies may have additional requirements related to attendance, timeliness and participation.

SCOPE AND LIMITS

This Policy and its related Procedures applies to students while they are enrolled in a course or program, or involved in other educational activities such as work experience or internships. This policy also applies to applicants in the process of meeting program entrance requirements, such as interviews, auditions, observation experiences, work experiences, and assessments.

STATEMENT OF POLICY PRINCIPLES

1. To achieve success, applicants and students must meet certain requirements which may include timeliness, participation in theory and practice, hands-on manipulation of equipment, laboratory simulations and practical applications.
2. Failure to meet these requirements may result in a student failing a course or receiving a lower grade.
DEFINITIONS
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION

C.1.1 Grading, Progression and Withdrawal
C.1.2 Appeal of Final Grade
D.4.3 Student Code of Conduct (Non-educational Matters)
D.4.5 Student Educational Conduct

RELATED PROCEDURES

Refer to Procedures C.1.5 Requirements for Student Attendance and Participation
DEFINITIONS

Excused absences: Absences reported in advance of the absence, wherever possible, or that suitable documentation be provided to support the absence. All other absences will be reported as unexcused absences.

Participation: Refers to active involvement in all scheduled activities which can include participation in discussions, participation in group work, hands-on manipulation of equipment, laboratory simulations and practical applications, submission of assignments and, online or distributed learning activities.

Timeliness: Refers to arriving on time for educational activities returning in a timely manner from breaks.

PROCEDURES

Where departments choose to adopt student attendance, timeliness and participation requirements, the following shall apply:

1. The departmental requirement will be included in the Program Content Guide, Course Outline and/or Department Manuals:
   a. A description of the attendance, timeliness, participation and other requirements, including a definition of excused absences as it relates to the program or department
   b. A rationale for the requirements
   c. Consequences for the student of not following the requirements
2. Instructors will comply with the requirements established by their department.
3. Please refer to policy C.1.1 Grading, Progression and Withdrawal for details on procedures requiring a student to withdraw. Instructors are only permitted to require a student to withdraw from a course for failure to meet non-educational standards. Non-educational standards can include safety concerns and/or inability to meet professional practice standards due to a failure to meet attendance requirements.

4. Students who wish to appeal a decision under this policy that affects their final grade may appeal their grade through the College’s Policy C.1.2 Appeal of Final Grade.

5. Departments will ensure VCC applicants and students enrolled in external educational activities such as work experience or internships sponsored by agencies and/or accreditation bodies will observe the attendance, timeliness and participation requirements established by these external bodies.

RELATED POLICY

Refer to Policy C.1.5 Requirements for Student Attendance and Participation
BACKGROUND:
Continuing Studies offers a robust selection of non-credit courses in most program areas on a regular basis. In 2016, 43% of all CS courses were non-credit, and 57% were credit. Continuing Studies has submitted all new and revised course outlines for courses offered in 2016 to the Education Council office, as per policy C.3.14, Curriculum Development and Approval Process.

DISCUSSION:
In 2016, 27 new courses were offered (see Appendix A). Some highlights include:

- Samsung Tech Institute Professional Pathways program, which trains appliance repair professionals to service Samsung appliances. The Entry Pathways program will be launched in 2017.
- Award of Achievement in Community Interpreting, a 6-course offering that enables graduates to become associate members of the Society of Translators and Interpreters of BC, upon successful completion of the Community Interpreter Language and Interpreting Skills Assessment Tool (CILISAT).
- IV Therapy and Insertion, an updated and improved version of the previous course IV Therapy Theory that prepares Registered and Licensed Practical Nurses (RN/LPN) to initiate and maintain peripheral intravenous infusions.
- Introduction to Practice for Non-Registered Health Care Workers, a course for out-of-province and internationally educated health care professionals seeking registration with the BC Care Aide & Community Health Worker Registry.
- Makeup and Hairstyling for Indian Bridal and Hairstyling for Makeup Artists, professional development workshops for practicing makeup artists.

PREPARED BY:
Gordon McIvor, Dean, Continuing Studies
Claire Sauvé, Sr Program Coordinator, Continuing Studies
### Appendix A: New CS non-credit courses (2016)

<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Course Number</th>
<th>Course Title</th>
<th>First Offered</th>
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<tbody>
<tr>
<td>DNTL</td>
<td>1201</td>
<td>Dental Ceramics</td>
<td>July 23, 2016</td>
</tr>
<tr>
<td>ECCE</td>
<td>1508</td>
<td>Positive Guidance Strategies</td>
<td>October 8, 2016</td>
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<tr>
<td>ECCE</td>
<td>1509</td>
<td>Separation Anxiety in Children</td>
<td>December 3, 2016</td>
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<tr>
<td>FASH</td>
<td>1199</td>
<td>Portfolio Development Photo Shoot</td>
<td>January 21, 2017</td>
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<td>HLTH</td>
<td>1110</td>
<td>Dietary Aide</td>
<td>May 16, 2016</td>
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<td>HLTH</td>
<td>1402</td>
<td>Introduction to Practice</td>
<td>May 28, 2016</td>
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<tr>
<td>HLTH</td>
<td>1403</td>
<td>IV Therapy and Insertion</td>
<td>October 1, 2016</td>
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<tr>
<td>HVAC</td>
<td>0100</td>
<td>CFC Emissions in Refrigeration</td>
<td>October 1, 2016</td>
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<tr>
<td>INTP</td>
<td>1101</td>
<td>Introduction to Interpreting</td>
<td>April 20, 2016</td>
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<tr>
<td>INTP</td>
<td>1102</td>
<td>Interpreting 1</td>
<td>October 11, 2016</td>
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<tr>
<td>INTP</td>
<td>1103</td>
<td>Interpreting 2</td>
<td>November 15, 2016</td>
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<tr>
<td>INTP</td>
<td>1105</td>
<td>Terminology Research</td>
<td>May 1, 2017</td>
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<tr>
<td>INTP</td>
<td>1104</td>
<td>Simultaneous Interpreting</td>
<td>June 6, 2017</td>
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<tr>
<td>JEWL</td>
<td>1120</td>
<td>Introduction to Rhino 3-D</td>
<td>February 7, 2016</td>
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<tr>
<td>JEWL</td>
<td>1132</td>
<td>Make a Ring in a day</td>
<td>July 14, 2016</td>
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<tr>
<td>JEWL</td>
<td>1135</td>
<td>Stone Setting in Jewellery 2</td>
<td>January 16, 2017</td>
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<tr>
<td>JEWL</td>
<td>1133</td>
<td>Make a Copper Bowl in a Day</td>
<td>February 18, 2017</td>
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<tr>
<td>JEWL</td>
<td>1134</td>
<td>Stone Setting in Jewellery 1</td>
<td>April 24, 2017</td>
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<tr>
<td>LANG</td>
<td>1149</td>
<td>French for Seniors</td>
<td>October 4, 2016</td>
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<tr>
<td>LANG</td>
<td>1164</td>
<td>En Espanol, Por Favor</td>
<td>October 19, 2016</td>
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<tr>
<td>LANG</td>
<td>1148</td>
<td>French Through Theatre</td>
<td>October 22, 2016</td>
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<tr>
<td>MACD</td>
<td>1161</td>
<td>Youth Film Summer Camp</td>
<td>August 8, 2016</td>
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<td>MKUP</td>
<td>1109</td>
<td>Hairstyling for Makeup Artists 1</td>
<td>September 12, 2016</td>
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<td>MKUP</td>
<td>1110</td>
<td>Makeup and Hairstyling for Indian Bridal</td>
<td>November 12, 2016</td>
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<tr>
<td>SAMS</td>
<td>0203</td>
<td>Measurement &amp; Instrumentation</td>
<td>October 11, 2016</td>
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BACKGROUND:
This substantially revised policy provides a comprehensive process for the suspension and discontinuance of programs. Education Policy Committee has thoroughly discussed this important policy and is providing it to Education Council for information and community feedback.

DISCUSSION:
There is currently no language around program suspension. This policy fills that gap by outlining a consultative process when programs are being considered for suspension. The policy also clearly lays out the responsibilities of different administrative, faculty and governance stakeholders when program suspension and/or discontinuance is being considered.

RECOMMENDATION:
Education Policy Committee provides C3.3 Suspension and/or Discontinuance of Programs policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

May 4, 2017

CONTEXT AND PURPOSE
Under Section 23(1) of the College & Institute Act, Education Council must advise the Board, and the Board must seek advice from the Education Council, on the development of educational policy for the suspension and discontinuation of programs. The purpose of this policy is to formalize a process for the suspension/cancellation of program intakes, as part of the College’s strategic program planning requirements, based on program performance indicators including program quality, student demand, retention and graduation rates, financial viability, and program relevance. The objective is to make best use of the College’s resources while offering a regularly updated mix of programs and courses that serve the needs of students, employers and the community.

SCOPE AND LIMITS
This policy applies to all College programs with the exception of non-credentialled programs in Continuing Studies. This policy does not apply to adjustments in the number or location of course offerings as part of the ongoing management of program delivery.

STATEMENT OF POLICY PRINCIPLES
1. Program suspension and the possible discontinuation of a program will be made in a respectful, timely, and consistent manner in accordance with the College’s values, vision, and the Integrated College Plan.

2. The Board of Governors will consider for approval the discontinuation of a program upon the recommendation of the Senior Executive Team, after hearing the advice of Education Council.
3. The College decision to suspend a program intake is based on program performance indicators including program quality, student demand, retention and graduation rates, financial viability, and program relevance.

4. The College will make the decision to suspend program intakes and to suspend/cancel programs as early as possible in order to minimize the impact on perspective applicants and current students.

5. The college is to provide the students with the opportunity to complete the program at the college in which they are enrolled. However, there may be special circumstances where it is not possible for the college to do so, or where the transfer of students to another college would be more practicable for both the students and the college. Under such circumstances, the college will, whenever possible, assist the students to become enrolled in the same program offered by another college located within a reasonable distance from the college.

6. Discontinuation of a program will be communicated to all affected stakeholders, including but not limited to, government if appropriate.

7. The discontinuation of a program shall be considered only as the final means of managing a program.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

LEGISLATION
Colleges and Institute Act
VCCFA Collective Agreement
CUPE 4627 Collective Agreement

POLICIES
C.3.2 Program Review and Renewal
D.1.1 Education Services Review

RELATED PROCEDURES
C.3.3 Suspension or Discontinuance of Programs Procedures
C.3.3 Suspension or Discontinuance of Programs Policy

(page previously called Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees Policy)

Approving Jurisdiction: Board of Governors, Education Council

Policy Sponsor: Vice President Academic, Students and Research

Last Revised/Replaces: January 29, 2004

Effective Date: May 4, 2017

DEFINITIONS

Consultation: Consultation involves notification (i.e., to publicise the matter to be consulted on), consultation (i.e., a two-way flow of information and opinion exchange) as well as participation (i.e., involving interest groups or stakeholders). A decision is only reached after this process of consultation is complete.

Program: A defined set of courses of instruction that lead to a credential approved by the Education Council.

Program Suspension: Ceasing to admit to a program for a defined period of time of at least one intake in duration. The postponement of a program start will not constitute a program suspension unless the revised start date is the same or later than the start date proposed for a subsequent intake within the Academic Schedule. Programs may not be in suspension longer than four years without a decision made to reinstate the program, or discontinue it.

Program Discontinuance: Permanent closure of a program which includes removal from the academic calendar and cessation of admission to the designated program.

Program Feasibility Review: The review is designed to examine a proposed suspension of a program and recommend a course of action to Education Council. This review will result in a feasibility study. The Program Review and Renewal committee will appoint a subcommittee to conduct the review, ensuring that equity and fairness are paramount.
Program Suspension

1. The College’s decision to explore the suspension of a program, or suspend with the intent to discontinue, is based on program performance indicators including program quality, student demand, retention and graduation rates, financial viability, and program relevance. This would generally be triggered by the Dean of the School in which the program resides and will be informed by the annual program review process. The feasibility study will take place prior to a final decision regarding suspension. If the department and Dean bring forward a joint proposal to suspend or cancel a program it will go to Step 6.

2. The subcommittee will produce a feasibility study based on their review of the program, the report will include the following elements:
   
a. Review of the reasons program suspension is being contemplated;
b. Discussion of all current facts or conditions which argue in favour of, or against, the suspension of the program;
c. Discussion of the labour market trends relevant to the program;
d. Discussion of student demand for the program;
e. Discussion of competing or related programs at other colleges in the Province;
f. Discussion of the past, current and potential future financial impacts on the College of continuing or suspending the program;
g. Discussion of the non-financial impacts of suspending the program;
h. Discussion of possible curriculum changes which might allow the program to continue without suspension;
i. Discussion of the costs and potential benefits of continuing the program without suspension, after necessary changes, to curriculum and otherwise, have been made.

3. The feasibility study will involve broad consultation as well as the completion of a feasibility review report. The consultation process will ensure that all departments, including Student Development, are engaged in a discussion of the potential impact of program suspension. The study will be completed in a timely manner, not to exceed three months.

4. After the feasibility review report is written, it shall be provided to the Dean, all other relevant administrators (including department leader), Education Council, and all faculty and support staff of the affected program. A copy of the report will also be provided to CUPE and the VCCFA.

5. The recommendations of the report will be used to inform the Dean’s decision. If the feasibility report indicates the program could be revitalized the program will be given a reasonable opportunity to implement the recommendations. The College will invite proposals for one-time funding to support the implementation plan which would renew the program.
Should the Dean recommend suspension of a program, then the following steps will take place:

6. The affected program can make a presentation to Education Council for information. The Dean will provide affected program faculty and staff, Program Advisory Committee (PAC) members, and any other interested stakeholders with the date and time of the next regularly scheduled Education Council meeting, no less than four (4) weeks prior to the date.

7. At the next meeting of Education Council, if suspension is recommended, Education Council will vote on its advice to the Board of Governors on the proposed suspension.
   a. If Education Council does not agree with the recommendation to suspend, the proposal will not go forward to the Board for suspension, and the Dean of the program and the Vice President Academic will develop alternate plans for revitalizing the program.

8. At the next meeting of the Board of Governors, the Board will seek Education Council’s advice regarding the proposed suspension. If the Board votes to suspend the program, then the program will be suspended from the date of the next intake.

9. It is the College’s responsibility to communicate to all stakeholders and teach out the program to currently enrolled students.

Program Discontinuance

10. Two years following the suspension of a program, the feasibility review recommendations will be revisited by the Dean and department and a recommendation would be made to Education Council on a course of action.

11. If the Dean of the affected program recommends discontinuance based on the information available, Education Council will provide advice to the Board of Governors.

12. If the Board votes to discontinue the program, then the date of this meeting will be the official discontinuance date.
   a. The department, Dean, Registrar, and the Marketing & Communications department will be notified and a communication plan will be implemented to notify affected stakeholders.
   b. Existing applicants and students will be notified when a program is discontinued and, where possible, directed to Advising to offer registration information in another program.

RELATED POLICY
C.3.3 Suspension or Discontinuance of Programs Policy
BACKGROUND:
Applied research is a growing area of interest for the college and as such it was important to revise our 3 Applied Research policies to ensure they were up to date and in alignment with changes recently made to the Tri-Council Policy Statement. The Tri-Council Policy Statement is a joint policy of Canada’s three federal research agencies.

DISCUSSION:
Policy committee made some minor language changes and removed hyperlinks and also made some language changes in the section on consent.

RECOMMENDATION:
Education Policy Committee provides F.1.01 Ethical Conduct for Research Involving Humans policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
This policy establishes the principles and procedures that will guide the College in ensuring the ethical conduct of research involving humans carried out under the auspices of the College.

**CONTEXT AND PURPOSE**

Vancouver Community College recognizes the importance of research to the educational process.

The College is committed to ensuring the highest level of ethical standards in research involving humans and to seeing that participants’ safety, welfare, dignity, and rights are protected.

This Policy and related Procedures establish principles and procedures to guide and ensure the ethical conduct of research involving humans carried out within the jurisdiction of Vancouver Community College or under its auspices. This policy and procedures is implemented to be in compliance with *TCPS 2- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans* (2014):

The College’s Research Ethics Board (REB) evaluates and monitors the quality and ethical standards of college research involving humans. The REB has the authority to terminate research activity that has not been approved through the College’s Ethics Review process.

**SCOPE AND LIMITS**

This policy applies to any research activities conducted within the jurisdiction of Vancouver Community College or under its auspices that include human participants:

a. Inclusion of College employees and/or students either as researchers or participants.

b. Affiliation between the College and other institutions and/or members of the public.
c. Non-College individuals or organizations using the College name or its resources and/or conducting research on College students and/or employees.

This policy does not apply to the normal administration, evaluation, or improvement of an operation, program, service, or activity within the College. Such activities include, but are not limited to, quality assurance studies, performance reviews, or testing within normal educational requirements.

STATEMENT OF POLICY PRINCIPLES

1. The College ensures oversight of its research activities involving humans by establishing an appropriate structure within the College.

2. In carrying out its responsibilities, the College is at all times guided by the Tri-Council Policy Statement or future standards as may come to stand in its place. In particular the College will adopt as the College’s research ethics principles the core principles contained and defined within the Tri-Council Policy Statement. As such, the guidelines in this policy are based on the following three core principles:
   - Respect for Persons
   - Concern for Welfare
   - Justice

3. The College will recognize the independence and authority delegated to the REB and may not override, without a formal appeal process, negative REB decisions reached on the grounds of ethics.

4. The College will establish a Research Appeal Board, to hear appeals of REB decisions according to the TCPS: Ethical Conduct for Research Involving Humans guidelines.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

FEDERAL GOVERNMENT

POLICIES
A.3.1 Prevention of Harassment, Discrimination, and Bullying Policy
A.3.3 Freedom of Information & Protection of Privacy (FOIPPA) Policy
A.3.6 Standards of Employee Conduct and Conflict of Interest Policy
D.4.3 Student Code of Conduct Policy (Non-Educational matters)
D.4.5 Student Educational Conduct Policy
F.1.02 Ethics and Integrity in Research and Scholarly Activity Policy
F.1.03 Conflict of Interest Related to Research Policy

RELATED PROCEDURES

Refer to Ethical Conduct for Research Involving Humans Procedures, F.1.01

ACKNOWLEDGEMENTS

This policy is based upon the Research Ethics for Human Participants Policies of British Columbia Institute of Technology, Douglas College, Langara College, Camosun College, and George Brown College.
DEFINITIONS

Ethics Review: Ethics Review means the processes and guidelines by which research proposals are evaluated to determine if they meet the quality and ethical principles and standards for research involving humans. The College will follow the Tri-Council Policy Statement (TCPS 2); Ethical Conduct for Research Involving Humans*.

Minimal Risk: Minimal Risk means risk that is considered to be within the range normally encountered by, and acceptable to, the participant in everyday life.

Principal Researcher/Principal Investigator: Principal Researcher and Principal Investigator are considered by the College to mean the same thing and will be used interchangeably through these policy and procedures documents; Principal Researcher/Investigator refers to the person primarily responsible and accountable for a particular research project, “and is typically an employee (faculty, staff and/or administrator) at VCC.”

Research: Research refers to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation.

Risk: Risk refers to the likelihood that something harmful might occur and to the potential magnitude of the harm.

Sponsor: Sponsor refers to a VCC dean/director who assumes responsibility for research implemented by an individual or organization outside of VCC during the period of the research project.

PROCEDURES

Section 1: Ethics Review

A. Research Requiring Ethical Review

1. Unless specifically excluded under Item A.2 below, any research conducted by an individual under the auspices of Vancouver Community College (VCC) involving (a) living human participants or (b) research on human biological materials or materials related to human reproduction derived from living or deceased individuals is subject to mandatory ethics review and approval prior to the commencement of the research.

2. Exceptions

   I. Research that relies on publicly available information when: (a) the information is legally accessible to the public and appropriately protected by law; or (b) the information is publicly accessible and there is no reasonable expectation of privacy.

   II. Research that exclusively uses data obtained from pre-existing or archival databases that are in the public domain with no identifying information being used.

   III. Research involving observation of people in public places where: (a) there is no intervention staged by the researcher or direct interaction with the individuals or groups; (b) individuals or groups targeted for observation have no reasonable expectation of privacy; and (c) any dissemination of research results does not allow identification of specific individuals.

   IV. Research that exclusively uses anonymous secondary use information or anonymous human biological materials, so long as any data linkage, recording, or dissemination of results does not generate identifiable information.

   V. Quality assurance and quality improvement studies, program evaluation activities and performance reviews, or testing within the normal educational requirements when used exclusively for assessment, management or improvement purposes.

   VI. Creative practices through which art is made or interpreted, provided these processes are not used to obtain responses from participants that will be analyzed to answer a research question.

   VII. Any research not affiliated with or supported by the College (i.e., conducted by College employees or students on their own time, outside their College role, not using College employees, students, or resources).

If a researcher is uncertain whether contemplated research does or does not require approval under this policy, then the researcher shall consult the Chair of the VCC-REB.

1 "tissues, organs, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other bodily fluids" (TCPS 2, Article 2.1)

2 "embryos, fetuses, fetal tissues and human reproductive materials" (TCPS 2, Article 2.1)
B. Review Procedure

1. Proportionate Approach to Ethics Assessment
   The REB applies a proportionate approach to ethics review based on the general principle that the more potentially invasive or harmful the proposed research, the greater the care necessary in its review. Potential harm is usually understood in relation to risks, which are defined in terms of the magnitude of harm and the probability of its occurrence.

Proposals are reviewed and may be approved through one of the means listed below. Regardless of the review strategy, the REB remains responsible for the ethics review of all research involving human participants that is carried out at the College.

2. Full Review
   Where a proposal poses more than minimal risk (as defined by the Tri-Council Guidelines in Articles 2.9 and 6.12), the REB will: (a) assess the harm and/or benefits of the proposed research project, (b) determine if the research design is capable of answering the research questions, and (c) ensure that the research procedures and materials conform to established ethical standards.

3. Delegated Review
   Where a proposal: (a) poses only minimal risk, (b) has been approved elsewhere by a Tri-Council policy-compliant REB, and/or (c) is research conducted by students under the supervision of an instructor as part of an approved course research proposal (course designation) designed to fall under the minimal risk category, the REB will assign two (2) members to review the proposal and its conformity to established research ethics standards and practices.

To undergo REB review, researchers will submit to the REB, in addition to the Request for Ethics Review (Form 1), the following documentation:

I. The research proposal, in sufficient detail to permit the REB to make an assessment of its ethical acceptability;
II. Experimental protocol (where appropriate);
III. Informed consent statement and forms (as necessary: normally, participants must also be given a copy of the informed consent form which they have signed);
IV. Copies of questionnaires and research instruments (where appropriate);
V. Evidence of TCPS 2-CORE completion or equivalent research ethics training;
VI. Such other material or information as the REB may request.

C. Research Ethics Board

1. Mandate
   a. The REB is responsible for reviewing the ethical acceptability of all research conducted within the jurisdiction of VCC or under its auspices that involves human participants: its role is to educate researchers and to review and
monitor research proposals and projects. It conducts independent multidisciplinary review of research proposals to determine if they meet ethical requirements necessary for initiation or annual continuance.

b. The REB serves as a consultative body on research ethics and assists in educating the VCC community about research ethics.

2. **Authority of the Research Ethics Board**
   a. The College mandates the REB to approve, reject, and propose modifications to or termination of any proposed or ongoing research involving human participants that is conducted within or by members of the College, using the considerations set forth in the Policy as a minimum standard.
   b. The REB is an independent standing committee with terms of reference approved by the Board of Governors. The REB's decision to approve or deny proposals for research is made independently and may not be set aside without formal appeal.

3. **Membership of the Research Ethics Board**
   a. The REB shall consist of at least five (5) members, including both men and women, of whom:
      I. at least two (2) are faculty who possess broad expertise in the methods or in the areas of research that are covered by the REB;
      II. at least one (1) member is knowledgeable in ethics;
      III. for biomedical research, at least one (1) member is knowledgeable in the relevant law; and
      IV. at least one (1) member has no affiliation with the College, recruited from the community served by the institution.
   Each member should be appointed to fulfill the formal requirements of a single category.

   b. The REB may from time to time also call on specialists to advise on particular proposals that require additional expertise for appropriate review.

   c. The REB will elect a Chair each year from among its membership. The position is renewable.

4. **Meetings and Attendance**
   a. The REB will meet regularly and as needed to review requests and carry out REB business. It is preferred for members to attend and participate in face-to-face meetings.

   b. A quorum for committee purposes for a full review is at least four (4) members, excluding the chair. Where possible, the REB will reach decisions by consensus; otherwise a simple majority will prevail. The Chair will not vote, except in the event of a tie.

5. **Record Keeping**
   a. Minutes of all VCC-REB meetings shall be prepared and maintained by the chair or designate. The minutes shall clearly document the Committee's
decisions and any dissents and the reasons for them. Minutes are accessible
to authorized representatives of the institution, researchers, and funding
agencies.

b. The REB will prepare and maintain adequate documentation of REB
activities, including the following:

   I. Copies of all research proposals reviewed, certificates of
      approval, scientific evaluations, if any, that accompany the
      proposals, approved sample consent documents, progress
      reports by researchers and reports of injuries to participants;
   II. Records of continuing review activities;
   III. Copies of all correspondence between the REB and the
        researchers;
   IV. A list of REB members; and
   V. Written procedures for the REB.

c. The required records will be retained for three (3) years, and records
   relating to research that is conducted will be retained for at least three (3)
   years after completion of the research.

6. Decision Making

   a. The REB review shall be based upon fully detailed research proposals or,
      where applicable, progress reports. The REB will function impartially,
      provide a fair hearing to those involved, and provide reasoned and
      appropriately documented opinions and decisions. The REB will
      accommodate reasonable requests from researchers to participate in
      discussions about their proposals, but not be present when the REB is
      making its decision. When the REB is considering a negative decision, it shall
      provide the researcher with all the reasons for doing so (within five to eight
      weeks) and give the researcher an opportunity to reply before making a
      final decision.

   b. Final decisions in the full review that are based on consensus or majority
      quorum (i.e., at least four [4] members present, plus the chair) will be
      adopted only if the members attending the meeting possess the relevant
      competence and knowledge necessary to review the proposals under
      consideration.

   c. The REB will notify the researchers in writing of its decision to:
      
      I. Approve the proposed research activity as submitted; or
      II. Require minor modifications of the proposed research activity.
         The resubmitted proposal will be reviewed by the Chair or
         delegate of the REB; or
      III. Require significant modifications or additional information or
           major revisions. The resubmitted proposal will be reviewed by
           the REB; or
      IV. Disapprove the proposed research activity.

   d. The REB will submit an annual report to Senior Management listing the
      number of proposals reviewed, approved, and denied.

7. Reconsideration
a. Researchers have the right to request, and the REB has the obligation to provide, reconsideration of decisions affecting a research project.
b. The REB will be guided by principles of natural and procedural justice in its decision-making. Such principles include providing a reasonable opportunity to be heard; an explanation of the reasons for opinions or decisions, and the opportunity for rebuttal; fair and impartial judgment; and reasoned and written grounds for the decisions.

8. Appeals
If a request for a review is unsuccessful in resolving the disagreement, the researcher has the right to a formal appeal of the REB’s decision to the Vice President-Academic, Students, and Research (VP-ASR). Upon application by a researcher for a formal appeal of a REB decision, the VP-ASR shall refer the matter to an appeal committee; the VP-ASR may either refer the matter to an appeal committee at another institution or may establish a special Research Ethics Appeal committee to hear the appeal. In either case, no member of the REB whose decision is being appealed may be a member of the committee that hears the appeal. If the matter is referred to another institution for review, that institution must have a Research Ethics Policy and Board whose operations are compliant with the Tri-Council Policy Statement, and VCC must have a prior agreement in place with that institution to refer appeals under this policy. In either case, the decision of the appeal committee shall be final.

9. Conflicts of Interest
a. If the REB is reviewing research in which a member of the REB has a personal interest in the research under review (e.g., as a researcher or as an entrepreneur), conflict of interest principles require that the member not be present when the REB is discussing or making its decision.
b. Disclosure of conflicts of interest will comply with the VCC’s Conflict of Interest in Research policy (F.1.03).

10. Review of Multi-Centered Research
REB is responsible for the ethical acceptability of research undertaken within VCC’s jurisdiction or under its auspices. In case of any ethical concerns, when local practices or standards in other jurisdiction vary from those of VCC, VCC’s REB will require its researchers to comply with whichever expectations are more rigorous.

Section 2: Free and Informed Consent

A. Requirement for Free and Informed Consent
1. Research governed by this Policy may begin only if (a) prospective participants, or authorized third parties, have been given the opportunity to give free and informed consent voluntarily (i.e., without manipulation, undue influence, or coercion) about participation, and (b) their free and informed consent has been given and is maintained throughout their participation in the research.
2. Evidence of free and informed consent by the subject or authorized third party should ordinarily be obtained in writing. Where written consent is culturally
unacceptable, or where there are good reasons for not recording consent in writing, the procedures used to seek free and informed consent shall be documented.

3. The REB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent, provided that the REB finds and documents that:
   a. The research involves no more than minimal risk to the participants;
   b. The waiver or alteration is unlikely to have an adverse effect on welfare of the participants;
   c. The research could not practicably be carried out without the waiver or alterations;
   d. in the case of a proposed alteration, the nature and extent of the alteration is clearly defined; Wherever possible and appropriate, a plan to provide debriefing to participants and the opportunity to refuse consent and/or withdraw data and/or biological materials.

B. Special Considerations Regarding Consent

1. In some randomized and/or blind clinical trials, neither the research participants nor the researchers know which treatment the participants are receiving. Random/blind assignment is not regarded as an alteration of consent requirements if the participants are informed of the probability of being randomly assigned.

2. Some social science research requires the use of partial disclosure or deception (e.g., giving participants false information about themselves, events, social conditions, the purpose of the research); for such techniques to be considered an exception to the general requirement of full disclosure for consent, the research must meet all the REB waiver/alteration requirements.

3. In some population and public health research, prior informed consent is not obtainable as communicating with community members through a consent process could affect the group response: in such cases, researchers must explain clearly why the research question cannot be answered without an exception to the requirement of prior consent and, if possible, seek community engagement prior to data collection.

4. An individual medical emergency, where an individual who requires urgent medical care is unable to provide consent for research due to unconsciousness or a loss of decision-making ability, is subject to special exemption from informed consent requirements because certain medical emergency practices can be applied only when such emergencies occur. The REB may allow research that involves medical emergencies to be carried out without participants’ informed consent if all of the following apply:
   a. There is a serious threat to the prospective participant that requires immediate intervention;
   b. The research offers the best or only option for treatment;
   c. The risk of the research treatment is clearly justified by the prospect of the direct benefits to the participant;
   d. The participant is not conscious or otherwise able to make an informed consent decision;
e. Third-party authorization cannot be secured in sufficient time, despite due diligence; and
f. No relevant prior directive by the participant is known.

When a previously incapacitated participant regains decision-making ability or third-party authorization is found, consent shall be sought promptly for any continuing or subsequent treatment related to the research.

5. Whether or not consent is required for research involving naturalistic observation depends on the degree of privacy expected by individuals in a given setting, the nature of the research, and the potential to violate sensitive interests. Purely observational research done in public settings where there is no expectation of privacy is exempt from REB review; however, some material that is publicly accessible may still require participants’ consent due to the expectation of privacy attached to certain groups or activities (e.g., religious/cultural ceremonies, online chatroom discussions).

C. Informing Potential Participants

1. General Conditions

Researchers shall provide, to prospective participants or authorized third parties, full and frank disclosure of all information relevant to voluntary, informed, and ongoing consent. Throughout the consent process, the researcher must ensure that prospective participants are given adequate opportunities to discuss and contemplate their participation. The REB may approve research without requiring that the researcher obtain participants’ consent where the REB is satisfied that all of the following apply:

a. Information that the individual is being invited to participate in a research project;
b. A comprehensible statement of the research purpose, the identity of the researcher(s), the expected duration and nature of participation, and a description of research procedures;
c. A comprehensible description of reasonably foreseeable harms and benefits that may arise from research participation, as well as the likely consequences of non-action, particularly in research related to treatment, or where invasive methodologies are involved, or where there is a potential for physical or psychological harm;
d. An assurance that prospective participants are free not to participate, have the right to withdraw at any time without prejudice to pre-existing entitlements, and will be given continuing and meaningful opportunities for deciding whether or not to continue to participate.
D. Decision-Making Capacity

1. Subject to applicable legal and regulatory requirements, individuals who lack the ability, either permanently or temporarily, to decide for themselves whether or not to participate, the REB shall ensure that, as a minimum, the following conditions are met:

   a. The researcher involves the participants in the decision-making process to the greatest extent possible;
   
   b. The researcher seeks and maintains consent from authorized third parties who have the participants’ best interests in mind;
   
   c. The authorized third party may not be the researcher or any other member of the research team;
   
   d. The researcher demonstrates that the research is being done for the participants’ direct benefit or the benefit of others in the same category; in the latter situation, the researcher shall demonstrate the research will pose only minimal risk and burden to the participant;
   
   e. When participation in a research project occurred through third-party authorization, and a participant regains decision-making ability during the course of the project, the participant’s informed consent shall be sought as a condition of continuing participation.
BACKGROUND:
Applied research is a growing area of interest for the college and as such it was important to revise our Applied Research policies to ensure they were up to date and in alignment with changes recently made to the Tri-Council Policy Statement. The Tri-Council Policy Statement is a joint policy of Canada’s three federal research agencies.

DISCUSSION:
Policy committee made some minor language changes to the procedures document.

RECOMMENDATION:
Education Policy Committee provides F.1.02 Ethics and Integrity in Research and Scholarly Activity policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
Poicy No. F.1.02
Title Ethics and Integrity in Research and Scholarly Activity
Approving Jurisdiction Board of Governors
Policy Sponsor Vice-President, Academic, Students, and Research
Last Revised/Replaces N/A
Effective Date April 5, 2013
Signed by Chair, Board of Governors

This policy addresses Vancouver Community College’s commitment to ensure the highest standards of ethics and integrity in research and scholarly activity.

CONTEXT AND PURPOSE

Vancouver Community College (VCC) is committed to supporting, promoting, and developing processes to ensure the highest standards of ethics and integrity in research and scholarly activity. This policy establishes the principles and procedures that will achieve this aim. This policy also designates responsibility for maintaining these standards and specifies processes for addressing allegations of, and a timely response to, misconduct related to ethics and integrity in research and scholarly activity.

SCOPE AND LIMITS

VCC expects all those conducting research and scholarly activity under the auspices of the College (researchers, faculty, students, technical assistants, administrators, etc.) to adhere to the principles and processes articulated in this policy and accompanying procedures.

STATEMENT OF POLICY PRINCIPLES

1. The College expects that all research and scholarly activities will be conducted with the highest level of integrity and ethics.
2. Researchers are primarily responsible for maintaining the highest level of integrity and ethics while conducting research and scholarly activity.
3. Misconduct while undertaking research and scholarly activity is unacceptable and may be cause for disciplinary action or sanctions.

DEFINITIONS

Ethics and Integrity in Research and Scholarly Activity Policy
Page 1 of 2
Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION

FEDERAL GOVERNMENT

POLICIES
A.3.1 Prevention of Harassment, Discrimination, and Bullying Policy
A.3.3 Freedom of Information & Protection of Privacy (FOIPPA) Policy
A.3.6 Standards of Employee Conduct and Conflict of Interest Policy
D.4.2 Student Grievance Policy
D.4.3 Student Code of Conduct (Non-Educational Matters) Policy
D.4.5 Student Educational Conduct Policy
F.1.01 Ethical Conduct for Research Involving Humans Policy
F.1.03 Conflict of Interest Related to Research Policy

RELATED PROCEDURES
Refer to Ethics and Integrity in Research and Scholarly Activity, F.1.02

ACKNOWLEDGEMENTS

This policy is based upon the Integrity in Scholarly Research Policies of George Brown College, Langara College, Camosun College, and Douglas College.
DEFINITIONS

Researcher/Investigator: The terms researcher and investigator are used interchangeably for the purposes of this policy; researcher/investigator, for the purposes of this policy, means an individual—a VCC employee (faculty, staff and/or administrators at VCC), student, or other—either paid or volunteering to conduct research or scholarly activity at or through the College.

Research and Scholarly Activity: Research and scholarly activity refer to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Scholarly activity includes research; the dissemination of new knowledge through such means as publications, presentations, and exhibitions; and the application of new knowledge in professional practice and student learning.

Research Ethics Board (REB): A decision-making body that reviews research proposals involving human participants to ensure that ethical principles are upheld.

PROCEDURES

These procedures are organized under the following headings: Mandatory and Appropriate Conduct in Research and Scholarly Activity, Attribution of Authorship, Handling of Research Data, Responsibilities of the College, Responsibilities of the Researcher, Allegations of Scholarly Misconduct.

MANDATORY AND APPROPRIATE CONDUCT IN RESEARCH AND SCHOLARLY ACTIVITY

Appropriate and mandatory conduct in research and scholarly activity includes but is not limited to the following:

1. Obtaining, recording, analyzing, storing, reporting, and publishing data or results using scholarly and scientific rigor and integrity.
2. Recognizing the substantive contributions of all collaborators (including students); using unpublished work of other researchers and scholars only with permission and with due acknowledgement; and using archival materials in accordance with the rules of the archival source.

3. Ensuring the authorship of published work includes those who have materially contributed to and share responsibility for the concepts of the publication, and only those persons.

4. Obtaining the permission of the author(s) before using new information, concepts, or data originally obtained through access to confidential manuscripts.

5. Seeking and obtaining approval by the VCC Research Ethics Board (REB) before engaging in any research involving humans (unless exempted by the Vancouver Community College Policy F.1.01, Ethical Conduct for Research Involving Humans), and then complying fully with the approved research protocols. Complying with VCC regarding the operational and financial terms of research grants and/or contracts awarded to the researcher.

6. Voluntarily and immediately disclosing in writing to the Vice-President Academic, Students, and Research (or delegate) any material financial interest in a company that contracts with VCC to undertake research, particularly research involving the company’s products: material financial interest includes ownership, substantial stock holding, directorship, significant honoraria, or consulting fees, but does not include minor stock holdings in a large publicly traded company.

7. Disclosing as early as possible in writing to the sponsors of the research project, VCC and other institutions, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decision on whether the researcher should be asked to review manuscripts or applications, test products, or be permitted to undertake work sponsored from outside sources.

8. Disclosing to the VCC Research Ethics Board (REB) any conflicts of interest in research involving humans, including any material financial interest in a company that contracts with the College to undertake research, particularly studies involving the company’s products: such disclosure will be made in the application to the REB for ethical review.

ATTRIBUTION OF AUTHORSHIP

9. Authorship implies significant intellectual contributions to the work which, when recognized, must include only those people who have materially contributed to and share responsibility for content.

10. Students will be given the appropriate recognition for authorship or collection of data in any publication.

HANDLING OF RESEARCH DATA

11. Research is conducted and data is acquired in different manners. In the case of collaborative work, all members of the research team are responsible for ensuring proper acknowledgement of each team member when the data is released in any form.

12. A complete set of all original research data must be securely retained by the principal researcher for a period of five (5) years following the completion of the research or as required by law, whichever is longer. All collaborators must have free access to the
relevant data at all times and authorization to copy may not be withheld by any team member without valid reason.

RESPONSIBILITIES OF THE COLLEGE

13. VCC is responsible for promoting integrity in research. VCC will engage in educational activities including workshops in support of research and research practices and will post related documents and processes on MyVCC. New faculty will be made aware of research policies as part of their orientation. Updates and changes to research policies will be announced through internal College media and will be available on the College’s website.  
14. VCC is responsible for investigating and responding in a timely manner to allegations of misconduct in research, including informing the appropriate funding council(s) of conclusions reached and actions taken.  
15. VCC is responsible for creating and maintaining an active Research Ethics Board, as per Policy F.1.01, Ethical Conduct for Research Involving Humans.

RESPONSIBILITIES OF THE RESEARCHER

16. The researcher is responsible for maintaining high standards of conduct in research. The College holds researchers responsible for ensuring that they maintain the appropriate standards of integrity and ethics while conducting research under this policy, and that they meet the requirements for conducting research, some of which are noted in this policy.

ALLEGATIONS OF SCHOLARLY MISCONDUCT

17. Allegations of conflicts of interest related to research and involving employees will be addressed under College policies A.3.6 Standards of Employee Conduct & Conflict of Interest and F.1.03 Conflict of Interest Related to Research. Allegations of conflicts of interest related to research and involving students will be addressed under College policy D.4.3 Student Code of Conduct (Non-Educational matters).

RELATED POLICIES

F.1.02 Ethics and Integrity in Research and Scholarly Activity  
F.1.03 Conflict of Interest Related to Research
PREPARED FOR: Education Council  
ISSUE: F.1.03 Conflict of Interest related to Research policy and procedures

BACKGROUND:
Applied research is a growing area of interest for the college and as such it was important to revise our 3 Applied Research policies to ensure they were up to date and in alignment with changes recently made to the Tri-Council Policy Statement. The Tri-Council Policy Statement is a joint policy of Canada’s three federal research agencies.

DISCUSSION:
Policy committee made some minor language changes to the procedures document to ensure consistency with the other two applied research policies.

RECOMMENDATION:
Education Policy Committee provides F.1.03 Conflict of Interest related to Research policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah  
Chair, Education Policy Committee
The purpose of this policy is to establish a process for developing policies at VCC.

**CONTEXT AND PURPOSE**

Members of the College community engaged in research activities may encounter situations that represent an actual, potential, or perceived conflict of interest.

It is essential that public trust be maintained by the appropriate disclosure and management of conflict of interest situations.

**SCOPE AND LIMITS**

The College expects all those involved in research activities within the jurisdiction of the College or under its auspices (e.g., researchers, faculty, students, technical assistants, administrators, staff, etc.) to uphold the principles and processes articulated in this policy and accompanying procedures.

**STATEMENT OF POLICY PRINCIPLES**

1. All members of the College community engaged in research are expected to act in a manner that maintains public trust and confidence in the College and, in particular, to avoid any conflicts of interest or perceived conflicts of interest.
2. When it is not possible to avoid a conflict of interest in research activities, then it is the responsibility of the affected College community member to disclose this situation to the College immediately.
3. The College will consider conflict of interest allegations related to research associated with VCC, regardless of whether the research is led by someone within or outside of the College.
4. The College ensures conflicts of interest are dealt with appropriately.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

FEDERAL GOVERNMENT
Tri-Agency Framework: Responsible Conduct of Research (2016)
Agreement on the Administration of Agency Grants and Awards (2016)

POLICIES
A.3.1 Prevention of Harassment, Discrimination, and Bullying Policy
A.3.3 Freedom of Information & Protection of Privacy (FOIPPA) Policy
A.3.6 Standards of Employee Conduct and Conflict of Interest Policy
D.4.3 Student Code of Conduct Policy (Non-Educational Matters)
D.4.5 Student Educational Conduct Policy
F.1.01 Ethical Conduct for Research Involving Humans Policy
F.1.02 Ethics and Integrity in Research and Scholarly Activity

RELATED PROCEDURES

Refer to Conflict of Interest Related to Research Procedures, F.1.03

ACKNOWLEDGEMENTS
This policy is based upon the Conflict of Interest Related to Research policy of Langara College, with permission.
DEFINITIONS

Researcher/Investigator: The terms researcher and investigator are used interchangeably for the purposes of this policy; researcher/investigator, for the purposes of this policy, means an individual—a VCC employee (faculty, staff and/or administrators at VCC), student, or other—either paid or volunteering to conduct research or scholarly activity at or through the College. Conflict of Interest: Conflict of interest, for the purposes of this policy and its procedures, means a situation in which a researcher’s/investigator’s personal or financial interests are in conflict or perceived to be in conflict with the College’s interests or mission, or with the proper performance of the employee’s job duties, responsibilities, or obligations. A conflict of interest may be actual, potential, or perceived: an apparent conflict of interest can be as detrimental as an actual conflict of interest. Such actions undermine or compromise public confidence in the College or the College’s trust in the employee’s ability to discharge work responsibilities and obligations.

Research and Scholarly Activity: Research and scholarly activity refer to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Scholarly activity includes research; the dissemination of new knowledge through such means as publications, presentations, and exhibitions; and the application of new knowledge in professional practice and student learning.

Research Ethics Board (REB): A decision-making body that reviews research proposals involving human participants to ensure that ethical principles are upheld.
PROCEDURES

These procedures are organized under the following headings: Standard for Assessing Actual, Potential or Apparent Conflicts of Interest; Disclosure of Actual, Potential or Apparent Conflicts of Interest; Allegations of Actual, Potential or Apparent Conflicts of Interest, Conflict of Interest Involving the Research Ethics Board (REB) members:

STANDARD FOR ASSESSING ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

The following questions, although not exhaustive, will be used to identify real, potential, or perceived conflicts of interest:

1. Would the researcher be biased in any way that would affect the goals of the research?

2. Would an outside observer question the ability of the researcher to make a proper decision in light of possible private or personal interests?

DISCLOSURE OF ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

3. Any potential conflict of interest will be voluntarily and immediately disclosed in writing by the researcher to the Vice-President Academic, Students, and Research (VP-ASR) or delegate.

4. A conflict is to be allowed only when it can be managed in a way that protects and serves the interests, integrity, and reputation of the College, as well as its legal and contractual obligations, and will stand the test of reasonable and independent scrutiny.

5. Where the VP-ASR or delegate is satisfied that the researcher can conduct the proposed study without compromise, the VP-ASR or delegate will provide the researcher a letter stating the same.

6. Where the VP-ASR or delegate determines that a more structured review is required, the VP-ASR or delegate will name an Ad Hoc Conflict of Interest In Research Resolution Committee (Ad Hoc COIRR Committee) to review voluntarily disclosed conflicts of interest. The Ad Hoc COIRR Committee will assess and resolve the potential conflict in a timely, fair, and open manner. If the conflict is irresolvable, it is in the committee’s purview to deny the research.

7. The Ad Hoc COIRR Committee will consist of:
   - Two (2) peers.
   - The Vice-President Academic, Students, and Research or delegate

8. The Ad Hoc COIRR Committee will communicate in writing with the researcher
regarding any decision with respect to the conflict and clearly outline any conditions of managing the conflict.

9. If necessary, researchers will be given the opportunity to relinquish or modify those interests that are conflicting such that the Ad Hoc COIRR Committee is satisfied.

10. In the interest of facilitating research, the Ad Hoc COIRR Committee will make reasonable attempts to provide a means of managing the conflict, rather than simply disallowing the research for the sake of avoiding a conflict of interest.

ALLEGATIONS OF ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

11. Allegations of conflicts of interest related to research will be addressed under VCC policy A.3.6, Standards of Employee Conduct & Conflict of Interest. Allegations of conflicts of interest related to research and involving students will be addressed under College policies D.4.3, Student Code of Conduct (Non-educational Matters) and/or D.4.5, Student Educational Conduct. Individuals should advise the College of any perceived conflict of interest as soon as possible.

CONFLICTS OF INTEREST INVOLVING RESEARCH ETHICS BOARD (REB) MEMBERS

12. To maintain the independence and integrity of ethics review, it is of the highest importance that members of the REB avoid real or perceived conflicts of interest. For example, REB members are in a clear conflict of interest: a) when their own research projects are under review by their REB; or b) when they have been in direct academic conflict, have collaborated with, or have provided support to the researcher whose proposal is under review.

13. In the cases where a member of the REB has a conflict of interest pertaining to the research under review, that person shall not be present when the REB is discussing or making decisions on that research.

14. In the cases of disagreement over conflicts of interest, both the REB member in the alleged conflict and the researcher might present evidence and offer a rebuttal concerning the nature of the conflict of interest. The other members of the REB should make a final decision regarding how to proceed.

15. Senior administrators shall not serve on the REB as their presence casts doubt on the independence of the REB’s decision making.

RELATED POLICY

Refer to Conflict of Interest Related to Research Policy, F.1.03
NEW PROGRAM DEVELOPMENT: HEAVY MECHANICAL TECHNOLOGY DIPLOMA
The Heavy Duty Transport department is developing a Heavy Mechanical Technology Diploma, designed primarily for international students interested in the heavy mechanical trades industry. Graduates will be able to obtain employment in areas such as truck and transport mechanic, diesel engine mechanic, and transport trailer technicians.

VCC currently runs a very successful program out of the Annacis Island campus for domestic students, and there is no comparable program in the lower Mainland for international students. There is a consistent demand for trained technicians in this area according to Work BC; the College’s International Education department believes there will be demand for this program building on the success of the current international programs in Automotive Service Technology and Automotive Collision Refinishing.

The content is this program would be identical to that delivered to ITA domestic students, and graduates may have the opportunity for formal apprenticeship training after the program.

The program would be two years, with provides students with the opportunity to apply for permanent residency; this is a significant draw for international students. The initial plan is for a cohort of 16 students to start each year, with an additional cohort if the first two years are successful.

Education Council members asked about English language support, as English proficiency is typically the most significant barrier to students both during the program and after when seeking employment. The department is planning to make EAL courses available to students on Fridays (when other courses are not running) and are exploring options for the Learning Centre to support students with tutoring.

Education Council also asked about space limitations. The current space at Annacis Island is fully utilized; the department is looking at additional space options, as well as changing delivery hours to accommodate the programs. This is a potential barrier to running the program that the department is fully aware of.

CURRICULUM DEVELOPMENT FUNDS
The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation.
The budget is $400,000. Education Council’s Standing Committee on Program Review and Renewal provides advice to the Vice-President, Academic, Students & Research in allocating the funds.

The requests for funds was overwhelming – over $1.2 million was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in-progress needing additional funds for completion; 3) projects arising from Program Reviews or Renewals; and 4) projects needed for program accreditation. It was very challenging to make final decisions, as numerous worthwhile projects went unfunded, and the committee discussed the need for additional CD funds, as well as other ways of funding these types of projects.

The funded projects were:
1. New 1st and 2nd year university courses for the Associate of Arts Degree in development.
2. New courses in ABE-level computer studies and law.
3. New blended learning options for EAL Pathways Level 7 Listening & Speaking and Reading & Writing courses.
4. Materials to better support EAL student success in Hospitality Management Diploma program through improved language and socio-cultural competencies training.
5. Develop material to align and assess LINC programming with the Canadian Language Benchmarks, and share with institutions across Canada, solidifying VCC as a leader in EAL education.
6. New course in Career Literacy Foundations to support Basic Education students through career exploration, planning and skill building.
7. New catering course for Culinary Arts Certificate.
8. Develop material for teaching Voice Recognition Software for Medical Transcriptionist, Medical Office Assistant, and Admin Assistant programs.
9. New courses for the new Canadian Business Management international program.
10. Expand online materials for Automotive Service Technician program
11. New 2nd year courses for CAD & BIM Diploma program.
12. Renewal of Counselling Skills Certificate program based on needs assessment completed last year.
13. Renewal of Early Childhood Education certificate and diploma programs.
14. Renewal of Networking Technology certificate program.
15. Continuing development of Bachelor of Applied Science in Dental Hygiene.
16. New courses for the renewed Dental Technology Sciences program.
17. Continuing renewal of the Denturist Diploma program.
18. Ongoing development of the Occupational/Physical Therapist Assistance program based on accreditation requirements.

CHANGES TO D.4.6 REQUIREMENTS FOR STUDENT ATTENDANCE AND PARTICIPATION POLICY
Education Council approved minor changes to the Student Attendance and Participation D.4.6 policy to ensure it was consistent with changes made to the Grading policy last year.

PREPARED BY: Todd Rowlatt, Chair, Education Council
DATE: May 23, 2017
DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 31, 2017

ISSUE: Approval of VCC’s Academic Plan 2017-2022

BACKGROUND:
Education Council has had a series of presentations on the 5-Year Academic Plan 2017-2022. Kathryn McNaughton, Vice President Academic, Students, and Research, along with all of the academic deans and directors, gave presentations in February and March 2017 to review the main elements and specific school initiatives. Marlene Kowalski, Vice President Administration & CFO also presented on the draft 2017-18 budget and integrated college plan process at the March meeting.

DISCUSSION:
The process in developing the Academic Plan was robust; drafts of the plan were brought to Education Council over several months. Dr. McNaughton noted that one of the key benefits of the five year plan was to help long term planning decisions made across the institution, such as capital planning, curriculum development funds, and campus facilities plans, while maintaining flexibility to change and alter initiatives.

During the series of presentations, EDCO members asked for more items to be added over the longer time frame (filling out the fourth and fifth years with some additional initiatives), and for more details on plans for supporting international students. Those additions have been made.

The major point of discussion was the Adult Basic Education (ABE) programs. The enrolment projections for next fiscal year are similar to the enrolments of this fiscal year, but that is around 50 percent lower than prior years when the programs were tuition-free. There are three discussion points to highlight for the Board:

1. Other colleges in the Metro Vancouver have, on paper, seen increases in their ABE enrolment. David Wells, the Dean of Arts & Sciences, explained other institutions are cross-listed some courses so they also qualify at first-year university level (and therefore usable as pre-requisites or equivalent credit into some post-secondary programs). Those institutions are seeing similar declines in actual developmental education due to the cost of the courses. Dean Wells is exploring ways to cross-list some courses at VCC.

2. Education Council asked about the impact of fewer ABE students on enrolment to our other programs. The ABE programs have traditionally been pathways into our other programs for students. The College does not have any useful data at this point. More research is needed.

3. There are numerous students who are just above the income eligibility line for the Adult Upgrading Grant (AUG) funding, but who cannot afford the cost of the courses. VCC used interim funding from the Ministry to fund many of these students for the first 18 months of
tuition-based ABE but did not receive additional funding to support these students. The ABE departments are turning away many students on a daily basis who do not quite qualify for AUG funding. The department heads and the Dean of Arts & Sciences have proposed waiving tuition for these students for otherwise empty seats, but this proposal was not supported at the time by Finance. Education Council asked for more information about the proposal and the reasons why it was rejected, and encouraged better communication between the department level and other parts of the College in finding reasonable solutions to improving access for students who don’t qualify for AUG funding.

Despite the need for additional work in this area, overall Education Council is supportive the development of a longer term academic plan, and pleased with the consultative process that developed the initiatives. Education Council recommends that the Board approve the plan.

RECOMMENDATION:
THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the 2017-2022 Academic Plan.

ATTACHMENTS: Academic Plan 2017-2022

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: May 23, 2017
DECISION NOTE

PREPARED FOR: Board of Governors

DATE: May 31, 2017

ISSUE: Approval of VCC’s Vision and Values Statements

BACKGROUND:
Education Council has had a series of presentations on the College’s draft Vision and Values statements. President Peter Nunoda presented at the March and May 2017 meetings to review the process and wording of the statements. Dr. Nunoda reported that he had held 3 town halls for employees or students, and had meetings to consult with all of the schools and areas of the College.

DISCUSSION:
Education Council was fully consulted during this process to establish new Vision and Values statements over several meetings. There were three main discussions:

1. At the March meeting, EDCO members supporting adding the word “access” or “accessibility” into the statements. This had been a suggestion heard at many of the consultations held by Dr. Nunoda. Access is an important aspect of VCC’s mission, and members felt its inclusion was important to reflect the College’s work. Dr. Nunoda agreed with the addition, and the word “accessible” had been added in two places within the Values statement, under Student Success and Diversity.

2. Members asked about the creation of a College mission statement to focus the work of areas within the College. Kathryn McNaughton, Vice President Academic, Students & Research, agreed that was a logical next step after Board approval. Departmental-level mission and vision statements that fit under the College-level vision were also discussed as a possibility.

3. Members also discussed whether this vision statement moves the College towards defining a “signature learning experience” as other institutions have done, and if that would include mandatory courses. Dr. Nunoda was hesitant around the idea of mandatory courses. He believes that these core values are already embedded into most of the current curriculum. The College has also begun a process to establish institution-level learning outcomes that continue expanding the idea of a VCC learning experience.

Education Council, at its May 9 2017 meeting, recommended approval to the Board of Governors.

RECOMMENDATION:
THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the VCC Vision and Values statements.