



## ATTENDANCE

### Education Council Members

Natasha Mandryk (Chair)  
Shantel Ivits (Vice-Chair)  
Ali Oliver  
Andy Sellwood  
Dave McMullen  
David Wells  
Heidi Parisotto  
Janita Schappert  
Jessica Yeung  
John Demeulemeester  
Louise Dannhauer  
Lucy Griffith  
Marcus Ng  
Sarah Kay  
Todd Rowlatt  
Vivian Munroe

### Regrets

Ishaan Saini  
Jo-Ellen Zakoor

### Recording Secretary

Darija Rabadzija

### Guests

Adrian Lipsett  
Clay Little  
Dawn Cunningham Hall  
Dennis Innes  
Elle Ting  
Ian Humphreys  
Jennifer Cummins  
Jennifer Gossen  
Jeremy White  
Ken McMorris  
Lorraine Rehnby  
Pervin Fahim  
Reza Nezami  
Sara Yuen  
Shirley Lew  
Svetlana Mitrovic  
Tannis Morgan  
Tanya Cowie  
Taryn Thomson  
Trishna Nazareth  
Valerie Kakurai

## 1. CALL TO ORDER

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

## 2. ACKNOWLEDGEMENT

- L. Griffith gave the following land acknowledgement:

*I would like to honour the existence of the First Peoples by acknowledging that today's meeting is being held on the traditional land of the unceded traditional territory of the x̱m̱əθḵw̱əɣəm (Musqueam), Sḵw̱x̱w̱ú7mesh (Squamish), and Seḻílwitulh (Tsleil-Waututh) Nations who have been stewards of this land from time immemorial.*

*Today, I am joining you from traditional land of the unceded traditional territory of the Katzie, Semiahmoo, Kwantlen and other Coast Salish Peoples, known today as Surrey.*

*My ancestors and I are from the United Kingdom, Welsh and English, and I have lived in Canada since 2006 and have worked at VCC since 2009. My learning journey started around 9 years ago, when I had the pleasure of meeting with colleagues from Nicola Valley Institute of Technology, and I started to explore how trades training is delivered on and around Indigenous lands. Then in 2016 I started a Master's Degree, and in my final research project I explored components and implementation of a framework that outlines what aspects of a trade program should be adapted to meet the needs of an Indigenous cohort, which will allow for greater student success in Indigenous communities.*

*I appreciate the location I reside in because of its beauty, people and opportunity, and I would like to take this opportunity to share with you some history of the lands that I am joining you from, and where some of our students and YTIT (Youth Train in Trades) programs are situated.*

*This region's mountains, oceans, lakes, inlets, beaches, the Fraser River plain and delta, and lands surrounding the Salish Sea (Georgia Strait) make up the traditional territory of the Coast Salish Peoples. The Coast Salish peoples are a vast and diverse network of culturally and linguistically linked individual communities that comprise one of the largest Indigenous cultural groups in British Columbia. My location is nearest to Semiahmoo (meaning "Half Moon").*

*The Semiahmoo are a proud and determined trans-boundary nation located in both Canada and the United States. While the traditional territories are now divided between the two countries, they remain closely connected to the Lummi and Nooksack who live in the United States. They have inhabited extensive territory across Washington State, the Strait of Georgia (now known as the Salish Sea) and the Lower Mainland of British Columbia for thousands of years and are primarily tied through the common language of North Straits Salish, as well as traditional fishing methods and the use of common lands.*

*Before the arrival of European settlers, a peaceful way of life was oriented to the sea. While other nations focused more on land hunting and trapping, they were dominantly focused on fishing for sustenance.*

*The Spanish were the first Europeans to visit their ancestors in 1791, when two ships arrived to examine the Strait of Juan de Fuca. The next year, Captain George Vancouver explored the ancestral waters and reported finding ruins of a fishing camp on Point Roberts that were capable of containing 400 or 500 inhabitants.*

*They became a trans-boundary nation in 1846, when the Oregon Treaty was signed to define the border between the United States and British North America at the 49th parallel. The waters in the Strait of Juan de Fuca remained open to navigation by both parties. All of Vancouver Island was placed in Canada, but Point Roberts was claimed by the United States, a decision which isolated them from traditional village and fishing sites. After the division, many Semiahmoo members were forced to choose one membership between the Semiahmoo in Canada, and the Nooksack and Lummi in the United States.*

*The Point Elliot Treaty was signed between the United States government and the Native American tribes of the greater Puget Sound area. The treaty established, amongst others, the Lummi Reservation, and guaranteed fishing rights. The Semiahmoo were not a signatory, and while they existed as an entity prior to the treaty, their name was excluded from the maps after the treaty was signed. It was expected that Semiahmoo and Nooksack would ultimately join the Lummi on their reservation, which some did. Others moved to the Little Campbell River on the Semiahmoo Indian Reserve in British Columbia.*

*On the Canadian side of the border, they now reside in what is referred to as South Surrey on our Semiahmoo Reserve. Before 1850, winters were primarily spent out at Drayton Harbour, Birch Bay, Crescent Beach and Semiahmoo Bay. Summers were spent in what is now known as Tsawwassen and Point Roberts.*

*For generations, they have been working towards true economic independence. However, they are faced with challenges to achieving this goal. For example, they are the only community in the Metro Vancouver area without access to clean running water. They also lack adequate sewage services.*

*As a nation, they have been working towards charting their own economic and social destiny, with a strong desire to be fully autonomous. They simply want to have what their neighbouring communities have already enjoyed for decades – something Canada's Constitution entitles them to.*

*I am aware of the history of racism in Canada and its impacts on Indigenous and other racialized peoples. As a builder of the future, I am committed to working toward change, reconciliation, and healing. As a learner, I now understand that this place has significance to the First Peoples because of*

*the connection to the land and sea. I am committed to being honest, respectful and inclusive, and action-focused.*

### 3. ADOPT AGENDA

**MOTION:** THAT Education Council adopt the May 10, 2022 agenda as presented.

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

### 4. APPROVE PAST MINUTES

**MOTION:** THAT Education Council approve the April 12, 2022 minutes as presented.

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

### 5. ENQUIRIES & CORRESPONDENCE

- There were none.

### 6. BUSINESS ARISING

#### a) Risk Registry

- VP Administration and International Development I. Humphreys presented on VCC's Risk Registry, which was first developed in 2013. A renewal project was undertaken, which identified information technology and data security as critical areas for risk management. Other significant risks relate to operations in the Registrar's Office. Mitigation strategies were developed and are being implemented.
- While many identified issues fall on the operational side, there were questions about risks impacting EdCo's work. One example is the lack of a standardized term structure across VCC programs, which could be one consideration when reviewing curriculum. There was interest in follow-up discussions with a focus on governance and quality assurance.

#### b) Annual Update - Deans & Directors

- D. McMullen presented the Registrar's Office's accomplishments in 2021/22 and priorities for 2022/23. He commended D. Cunningham Hall on her contributions in the new role of Assistant Registrar, Calendar & Curriculum. Work is underway with an external consultant to review institutional system structures; the final report will be submitted to the President.

#### c) Academic Year

**MOTION:** THAT Education Council recommends the Board approve the Academic Year 2022/2023, 2023/2024, and 2024/2025.

**Moved by D. McMullen, Seconded & CARRIED (Unanimously)**

- D. McMullen presented the Academic Year for approval. With the revision of policy C.3.13 Academic Year, key dates are planned out three years in advance; these include term start and end dates, exam periods, and grade submission deadlines.
- It was noted that not all programs have exam weeks, and there is variability in exam schedules across programs; the provided dates are intended as guidelines to support standardization. There were questions about the possibility of a reading break for students in November; this would require broader discussion and is currently not under consideration.

#### d) Academic Plan

- D. Wells presented the revised Academic Plan headings, incorporating feedback received after the last meeting. A key consideration was reviewing language from a lens of decolonization and JEDI (justice, equity, diversity and inclusion), particularly terminology related to relationships and partnerships, which needs to reflect the perspectives of all parties.

- Other edits were made to provide a higher-level structure and more clarity around the different categories. Some objectives, such as program renewals, could fit under either Goal 5.1 or Goal 5.3, as they relate both to educational quality and financial sustainability (e.g., tuition changes due to significant revisions following a renewal).
- There were questions about consultation with the College or community to gauge openness to and understanding of JEDI. S. Ivits responded that one of the top priorities for the EDI Advisory Committee is to conduct an environmental scan.
- It was requested to further clarify section 5.3.3 on academic targets/objectives; this heading could subsume, e.g., items related to student progression and completion or course articulation. D. Wells will review department submissions under this goal and clarify wording. 5.1.7 refers to larger organizational changes in school or department structures to better support programs, which may happen only every few years. As not every category of the plan will contain objectives every year, it was suggested to remove these blank areas from the final Academic Plan document each year.
- There were questions about points 5.1.2/5.1.3 (“*Conduct needs assessment and determine sustainability requirements of NEW/EXISTING programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant.*”). This was read as referring to an overarching viability audit, outside the program renewal process, which already incorporates financial sustainability considerations. D. Wells clarified that program renewals may lead to substantive changes and associated re-costing. Goals 5.1.2 and 5.1.3, on the other hand, aim to assess the true cost of running a program so this information can be provided to the province in the context of the funding model review. This includes capturing the complexity not just of programming but also of VCC’s diverse student body and the associated need for supports and services. It was suggested that the current wording may lead to concerns about certain programs being in jeopardy.
- The full Academic Plan will be provided to Education Council before the June meeting, at which EdCo will provide advice to the Board of Governors on its approval.

#### e) Continuing Studies Non-Credit Course Outlines

- A. Lipsett presented the annual update on Continuing Studies (CS) non-credit courses. Despite a reduction in new courses compared to the previous year, non-credit offerings still present a great opportunity for CS to bring forward innovative ideas and gauge community interest.
- Last year’s highlights included increased uptake in fully asynchronous LERN/UGotClass courses, as well as collaborations with the Music and Nursing departments.

#### f) EAL Pathways Update

- As noted at the last meeting, N. Mandryk received inquiries from several EdCo members about this topic and a request to add it to the May meeting agenda.
- S. Kay reported that the EAL department was notified of a 30% reduction in course offerings just before registration for the Spring term opened. This came as a surprise to the department, as issues around enrolment and retention were not raised during the recently completed comprehensive program renewal. There were concerns about this last-minute change disrupting students’ access to developmental programming and discouraging them from registering in the program.
- N. Mandryk emphasized that EdCo does not exert oversight over layoffs or the budget; however, EdCo provides oversight in an advisory role to the Board of Governors related to the Enrolment Plan. The question was raised regarding why these cuts were not addressed when the Enrolment Plan was presented to EdCo in March, prior to providing a recommendation for approval to the Board of Governors.
- Members inquired about the consultation process before the Enrolment Plan is presented to Education Council. D. Wells responded that conversations take place between November and February with schools, the Registrar’s Office, and Finance to create realistic projections for the next year. He

noted the importance of not over-projecting numbers, since this could result in a claw-back of provincial funding if registration targets are not met.

- With regards to consistency of the Enrolment Plan with the recent cuts to sections, D. Wells clarified that the Enrolment Plan is presented at the department or program code level, not at the detailed level of course sections. The current Enrolment Plan projects a modest increase in number of registrations compared to actual registrations last year. These registrations could be adequately supported and accommodated in fewer sections, since class sizes in recent terms have been smaller than maximum class capacity, partially due to the pandemic.
- Reducing the number of sections frees up faculty members to undertake the significant amount of curriculum development work arising from the recent program renewal. The renewal identified the need to adjust the program to the needs of a changed and more diverse student body; allocating more faculty resources to this work could move this project forward more quickly, particularly in view of otherwise limited funding available for curriculum development. S. Lew acknowledged that the last-minute timing of the communication was disruptive.
- Members also inquired about challenges for students attempting to register in classes, and how these are being addressed to support registration and enrolment numbers. D. McMullen responded that the Registrar's Office is streamlining processes to better serve students and remove barriers to registration. This includes improved communication between the department and the Registrar's Office, and proactively reaching out to students who were previously enrolled in courses. A challenge during the pandemic was the high volume of inquiries to the Registrar's Office, but this backlog has been cleared, and the office is in a better position to manage incoming communications.

#### g) EdCo Planning Day

- N. Mandryk reported that EdCo Planning Day will take place on June 6, 9:30 a.m. —12:30 p.m., in a HyFlex format (both in person and online).

## 7. COMMITTEE REPORTS

### a) Curriculum Committee

#### i) New Course & Program Update: Marketing Technology Diploma

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Marketing Technology Diploma and one (1) new course MKTG 2077 Data Analytics for Marketing.

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

- T. Rowlatt presented the proposal to replace one course in the Marketing Technology Diploma for both the current and future cohorts. The new courses approaches data analytics from a marketing perspective, rather than an accounting perspective, making it more relevant to marketing students. To facilitate implementation of this change for September, T. Rowlatt agreed, in consultation with Department Head J. White and the Registrar's Office, to bring this proposal straight to Education Council without going through Curriculum Committee. Following EdCo approval, this item will come to Curriculum Committee for information, and any committee feedback regarding the process will be reported to EdCo.

#### ii) Program Update: Computer Systems Technology Diploma

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Computer Systems Technology Diploma program, including one new and 23 revised course outlines.

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

- T. Rowlatt presented the proposal for updates to the Computer Systems Technology Diploma program. The curriculum was originally purchased from Saskatchewan Polytechnic and combined network/

systems administration and software development. Since students typically choose to pursue one of these two pathways, systems administration content was taken out of the program, creating a focus on software development. This change reduces the previously high number of program credits to 76, creating a more manageable workload for students.

- It was clarified that while some other IT programs are taught out of Continuing Studies, the Computer Systems Technology Diploma program is housed in the School of Trades, Technology & Design. There were questions about the impact of these changes on tuition; D. Wells responded that this is currently under review.

#### **b) Policy Committee**

- S. Kay reported on the agenda of the upcoming meeting on May 11. The committee will discuss updates to its terms of reference based on revisions to policy A.3.2 Policy Development and Management, as well as adjusting the meeting schedule to better align with EdCo meeting dates.
- The committee will discuss revisions to policies D.3.10 Indigenous Education Enrolment, D.4.5 Academic Integrity and C.1.3 Granting of Credentials.

#### **c) Appeals Oversight Committee**

- No report.

#### **d) Education Quality Committee**

##### **i) Program Renewal Reports & Action Plans: ASL & Deaf Studies; CCA Computer Courses; ESL Pathways; Hospitality Management; Medical Office Assistant**

- Renewal reports were included in the meeting package. T. Rowlett commended the outstanding work done on renewals by departments and Instructional Associates in the CTRL over the last year.

### **8. RESEARCH REPORT**

- E. Ting reported that the REB West conference for research ethics boards from BC and other provinces will take place for the first time in 3 years from June 16-17 (online; free [registration](#)).

### **9. CHAIR REPORT**

- N. Mandryk attended the Colleges and Institutes Canada (CICan) conference; highlights were discussions on sustainable development goals from a governance perspective.
- EdCo Planning Day preparations are underway.

### **10. STUDENT REPORT**

- M. Ng reported on Welcome Day activities for the start of the new term. SUVCC is working with Indigenous Education and Community Engagement (IECE) on activities for the [Moose Hide Campaign](#) and National Indigenous Peoples Day on June 21.

### **11. NEXT MEETING AND ADJOURNMENT**

- Education Council Planning Day will take place on June 6, 9:30 a.m. - 12:30 p.m. (HyFlex format; room 5025, BWY-A, or Zoom). The next regular Education Council meeting will take place on June 7, 2022, 3:30-5:30 p.m., via Zoom.
- The meeting was adjourned at 5:43 p.m.

#### **APPROVED AT THE JUNE 7, 2022 EDUCATION COUNCIL MEETING**

**Natasha Mandryk**  
**Chair, VCC Education Council**