



Vancouver Community College Board of Governors Public Meeting Agenda

February 7, 2024, at 5:30 p.m.

VCC Broadway Campus, Room 5025

Additional Zoom option for Public & Guests:

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

Zoom Phone: +1 778 907 2071

Meeting ID: 643 9701 0942

Password: 037455

ATTENDANCE

Board Members

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

Staff Resources

David Wells VP, Academic & Applied Research
 Ian Humphreys VP, Admin & International Development
 Kate Dickerson VP, People Services
 Jane Shin VP, Students & Community Development
 Elmer Wansink AVP, IT & CIO
 Clayton Munro AVP, Student & Enrolment Services
 Tannis Morgan AVP, Academic Innovation
 Jamie Choi ED, Finance & CFO
 Karen Wilson ED, Marketing & Communications
 Surinder Aulakh ED, Safety, Security & Risk Management
 Jessie Williams Dean, Indigenous Initiatives
 Jennifer Gossen Director, International Education & Community Engagement
 Deborah Lucas EA, Board of Governors (Recording Secretary)

Ex-Officio

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

Guests

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

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

Item	Topic	Action	Speaker	Time	Attach	Page
1.	CALL TO ORDER, LAND ACKNOWLEDGEMENT/ OPENING REMARKS		L. Davies/ A. Patel/ C. Lo	10 min		
2.	APPROVAL OF AGENDA/CONSENT AGENDA					
	<i>"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."</i>	Decision	L. Davies	2 min		
	2.1 Minutes: Nov 22, 2023, Public Meeting				✓	3
	2.2 Board Correspondence & Activity				✓	9
	2.3 News & Events – Jan 2024 Report				✓	10
	2.4 VCCFA Report				✓	12

3.	NEW BOARD MEMBER OATH OF OFFICE	Info	L. Davies	8 min	--	--
4.	ACTION TRACKER					
	No items	Info	L. Davies	1 min	--	--
5.	CONSTITUENCY GROUP REPORTS					
	5.1 CUPE Local 4627	Info	Constituency	5 min	--	--
	5.2 SUVCC		Reps	5 min	--	--
	5.3 VCCFA			5 min	✓	12
6.	EDUCATION COUNCIL REPORT		N. Mandryk	15 min		
	6.1 Chair's Report	Info			✓	14
	6.2 NEW PROGRAM: Cybersecurity Governance, Risk, & Compliance Post-Degree Diploma	Decision			✓	16
	6.3 REVISED & NEW PROGRAMS: Essential Employment Skills Certificate (EESC) (formerly Job Readiness Cert) and; Employment Skills Advantage Short Certificate	Decision			✓	24
7.	FINANCE AND AUDIT COMMITTEE REPORT		J. Yu	15 min		
	7.1 Chair's Report	Info			--	--
	7.2 2023/2024 Forecast to Budget	Info			✓	36
	7.3 TUITION: Cybersecurity Governance, Risk, & Compliance Post-Degree Diploma	Decision			✓	42
	7.4 TUITION: Essential Employment Skills Certificate (EESC) (formerly Job Readiness Cert) and; Employment Skills Advantage Short Certificate	Decision			✓	46
8.	GOVERNANCE COMMITTEE REPORT					
	8.1 Chair's Report	Info	N. Mandryk	5 min	--	--
9.	HUMAN RESOURCES COMMITTEE REPORT					
	9.1 Chair's Report	Info	L. Davies	5 min	--	--
10.	INDIGENIZATION AT VCC	Info	J. Williams	10 min	--	--
11.	VCC FOUNDATION	Info	J. Yu	5 min	--	--
12.	NEW BUSINESS					
	12.1 International Education Strategic Plan 2024-2029	Info	J. Gossen	20 min	✓	49
13.	NEXT MEETING & ADJOURNMENT					
	Next regular meeting: March 27, 2024	Info	L. Davies	1 min	--	--



Vancouver Community College Board of Governors

Public Meeting **DRAFT MINUTES**

November 22, 2023, at 5:30 p.m.

VCC Broadway Campus, Room 5025

Zoom for guests & public

ATTENDANCE

Board Members

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

Staff Resources

David Wells VP, Academic & Applied Research
 Ian Humphreys VP, Admin & International Development
 Kate Dickerson VP, People Services
 Jane Shin VP, Students & Community Development
 Elmer Wansink AVP, IT & CIO
 Clayton Munro AVP, Student & Enrolment Services
 Tannis Morgan AVP, Academic Innovation
 Jamie Choi ED, Finance & CFO
 Karen Wilson ED, Marketing & Communications
 Surinder Aulakh ED, Safety, Security & Risk Management
 Deborah Lucas EA, Board of Governors (Recording Secretary)
 Brett Griffiths Dean, School of Trades, Tech & Design
 (on secondment)

Ex-Officio

Ajay Patel President & CEO
 Natasha Mandryk Chair, Education Council

Guests

Taryn Thomson President, VCCFA
 Bobbi Mand Assistant Dept Head, VCC Hospitality Mgmt
 Chris Joyce President, CUPE Local 4627
 Stefan Nielsen Organizer, Advocacy & Governance, SUVCC
 Justine Gonzales Student
 Karen Brooke Dept. Head, School of Instructor Education

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1. CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

- The meeting was called to order at 5:30 p.m. I. Humphreys presented the land acknowledgement. J. Hartman presented opening remarks:
 - Welcomed new board members Jennifer Cummins, Daniela Ocana and Ridhi Bhatia. Congratulated Paul Yeung on his election as Support Staff Representative for a second three (3) year term. Outgoing members Karen Brooke, Justine Gonzales and Yanni Wong were thanked for their contribution to the Board.
 - The Board has conducted the election for the positions of Chair, Vice Chair and Board Standing Committees for a term ending Nov 27, 2024. The new committees will be posted on VCC.ca. J. Hartman was re-elected as chair. L. Davies, who had served as Vice-chair for five years, nominated M. Rashid for that position. M. Rashid accepted gladly and was elected. Board committee positions were also elected, and all positions will be posted on VCC.ca.
- A. Patel's remarks:
 - On Nov 2, VCC hosted VCC Day, its annual professional development day for employees. The day featured welcome remarks from Board Chair, keynote speakers, and an afternoon of workshops

with a focus on the day's theme "Building Connections". He thanked the organizers, volunteers, speakers, and participants.

- On Nov 8, VCC leaders had the honour of laying a wreath at the cenotaph in Victory Square for Indigenous Veterans Day.
- On Oct 17, VCC celebrated the achievements of its Red Seal trades alumni who graduated in 2021 and 2022 during the pandemic. It is the first event since then and was hosted by the VCC Foundation and SkilledTradesBC.

2. APPROVAL OF AGENDA & CONSENT AGENDA

MOTION: THAT the Board of Governors approve the Nov 22, 2023, public meeting agenda, with Item 10 Indigenization at VCC deferred, and approve/ acknowledge receipt of the following items on the consent agenda:

1. Minutes: Sept 27, 2023, Public Meeting w/amendment to reference CUPE Local 4627 report.
2. Board Correspondence & Activity
3. News & Events – Nov 2023 Report
4. VCCFA Report

Moved, Seconded & CARRIED (Abstained: J. Cummins, R. Bhatia, D. Ocana)

3. NEW BOARD MEMBER OATH OF OFFICE

- Newly elected board members were welcomed and sworn in.
 - J. Cummins - Faculty Rep (Term: Nov 1, 2023-Oct 31, 2026)
 - R. Bhatia - Student Rep (Term: Nov 1, 2023-Oct 31, 2024)
 - D. Ocana - Student Rep (Term: Nov 1, 2023-Oct 31, 2024)

4. ACTION TRACKER

- No actions.

5. CONSTITUENCY REPORTS

5.1. CUPE Local 4627

- The Board received a report from C. Joyce, President CUPE Local 4627.
- Executive elections took place and C. Joyce was re-elected as President. All positions are two (2) year terms.
- Collective Bargaining with VCC is in progress.

5.2. Student Union of Vancouver Community College (SUVCC)

- The Board received a report from S. Nielsen, SUVCC Advocacy & Governance Organizer. SUVCC elections were conducted, and 11/12 positions were filled. It was the highest turn-out of voters for an election.
- SUVCC participated in BC Federation of Students Annual Advocacy Week where they met with Premier Eby and other members of government on the topics of institutional funding and fees. The full lobby document will be shared with the board.

5.3. Vancouver Community College Faculty Association (VCCFA)

- T. Thomson, VCCFA, President, sent her regrets. The Board received a report from B. Mand on Internationalization at VCC. The full report, provided in the board materials, speaks to the types of issues that students face and some recommendation for mitigation. A. Patel, who is a current member on the Canadian Bureau of International Education, and BC Council of International Education boards, commented that VCC is finalizing an international education strategic plan to be presented to the Board.

- J. Hartman informed the public that the renewal of VCC and VCCFA's Collective Agreement for a three (3) year term commencing on Apr 1, 2022, and expiring on Mar 31, 2025, has been ratified. She thanked the bargaining committees for their work.

6. EDUCATION COUNCIL (EDCO) REPORT

6.1. Chair's Report (presented by N. Mandryk, EdCo Chair)

- Concept Paper: A foundational trades Clean Energy Technology Diploma program. This program is designed to give broad foundation in clean energy sectors and the intention is to house it in the new Centre for Clean Energy and Automotive Innovation. There is an opportunity to develop the curriculum inclusive of Indigenous perspectives on lands and resource. This program aligns with VCC's Strategic Innovation Plan.
- EdCo approved the Provisional Approval of New Programs process on a permanent basis. Five (5) programs have gone through provisional approval with positive results. Each new program has an ad-hoc committee assigned to guide the department through program launch.
- The Academic Governance Council met on Nov 6, 2023. Topics of discussion included strategies for establishing dedicated Indigenous member seats on education councils.
- As a result of the October elections for positions on EdCo, N. Mandryk's report acknowledges new and outgoing members.

6.2 NEW PROGRAM: Automotive Parts and Service Technology Diploma

- The new two (2) year Automotive Parts and Service Technology Diploma program is under the School of Trades, Technology and Design. It will be the only program of its kind in the Lower Mainland, and it's aimed at students interested in entering the automotive field, as well as those with previous work experience wishing to further their careers. The types of jobs where this education is required are in-demand. EdCo approved it for recommendation to the Board on Sept 12, 2023.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the new Automotive Parts and Service Technology Diploma credential and program implementation.

Moved, Seconded & CARRIED (Unanimously)

6.3 SUSPENSION: VR/AR Design and Development Diploma

- Due to ongoing low enrolment in the VR/AR Design and Development Diploma, the Dean, School of Trades, Tech and Design, and the department agreed to pursue program suspension in accordance with policy C.3.3 Suspension and/or Discontinuance of Programs. Education Council approved the recommendation to the Board on Oct 10, 2023.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve the suspension of the VR/AR Design and Development Diploma.

Moved, Seconded & CARRIED (Unanimously)

7. FINANCE AND AUDIT COMMITTEE (FAC)

7.1. Chair's Report – J. Yu

- The Finance and Audit Committee (FAC) met on Nov 8, 2023. They considered the items on the board agenda. In addition, two (2) procurement contract matters were approved for the following services:
 - Provision of practicum placement services for the Business Management Post Degree Program.
 - Provision of Auto Collision and Refinishing Department related paint and sundries.
- FAC discussed Risk Governance at VCC, specifically around Cybersecurity. It was agreed that in addition to the annual Risk Management Report to the Board, FAC would receive a regular report from Management.
- The next meeting is Jan 24, 2024.

7.2. 2023/24 Forecast to Budget

- The financial report in the package shows six (6) months actual + six (6) months forecast. VCC is projecting a surplus of \$1.5M. Revenue is forecasted to be \$6.25M above budget.
- Expenses are forecasted to be \$4.6M higher than budget. The salary and benefit expenses have increased as new positions have been added to accommodate increased enrolment.
- With regards to the 3% increase in international tuition, effective Aug 1, 2024, management is working with the SUVCC and the VCC Foundation on the allocation of 1% of it to establish initial funding to support international students, including entrance awards, scholarships for academic excellence.

7.3. TUITION: Automotive Parts and Service Technology Diploma (Domestic & International)

- As tuition for the new Automotive Parts and Service Technology Diploma has an effective date of Jan 1, 2025, the Finance and Audit Committee (FAC) considered the annual increase in domestic and international tuition, as well, the fact that VCC is currently the only institution in the Lower Mainland with curriculum which includes clean energy. Affordability and sustainability are factors in the decision. FAC approved it for recommendation to the Board on Nov 8, 2024.
- FAC and Management responded to questions. VCC is always looking at resources to support students financially, e.g., tuition waivers, provincial bursary funds. In response to questions around reputational risk, specifically, the inequity in tuition fees for students, A. Patel explained that it can be a challenge to balance the risk against implementing programs which meet the Ministry's mandate. The introduction of this program aligns with VCC's Campus Plan's new Centre for Clean Energy & Automotive Innovation.

MOTION: THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the Automotive Parts and Service Technology Diploma Program, effective Jan 1, 2025.

- International: \$38,280
- Domestic: \$22,457

Moved, Seconded & CARRIED (Unanimously)

8. GOVERNANCE COMMITTEE (GC)

8.1. Chair's Report – M. Rashid

- Governance Committee met on Nov 15, 2023, and considered the policy items on the board agenda.
- The next meeting is on Feb 21, 2024.

8.2. NEW B.1.14 Commercial Card

- B.1.14 is new policy for Commercial Credit Cards (C-cards). C-cards are used by authorized cardholders to pay for expenses as allowed by policy. Until now, C-cards came under the Procurement policy. It provides a framework for the administration of the system, including the application process, defining the roles of C-card administrators, approvers, reviewers and cardholders, transaction limits and violations.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve the new B.1.14 Commercial Card Policy and Procedures.

Moved, Seconded & CARRIED (Unanimously)

8.3. REVISED: B.4.1 Procurement

- B.4.1 Procurement (renamed from Purchasing) provides the accountability framework for the procurement of goods, services, and construction. It is guided by a significant amount of federal and provincial legislation, regulations, statutes, and policies, as well as three trade-related agreements that govern public sector entities.
- The revisions include a policy name change from Purchasing to Procurement to reflect the full scope of Procurement Services department, and new policy principles that expand on the core concepts of fairness, competition, demand aggregation, value for money, transparency, and accountability.
- Contracts with international agencies should include appropriate terms for managing complaints regarding their services.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to B.4.1 Procurement Policy and Procedures.

Moved, Seconded & CARRIED (Unanimously)

8.4. REVISED: B.1.3 Expenses and Travel

- Policy B.1.3 Expenses and Travel governs the expectations and limits, associated with incurring expenses while performing the business operations of the College, locally and while travelling.
- As per policy maintenance procedures, the Finance Department conducted the 5-year review of B.1.3 policy and procedures.
- The revisions reflect government directed increases to per diems \$60 per day up from \$50, and updating procedures to reflect current practices, including updating guidelines for Commercial Card use.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to B.1.3 Expenses and Travel Policy and Procedures.

Moved, Seconded & CARRIED (Unanimously)

8.5. REVISED: A.3.10 Sexual Violence & Misconduct

- A.3.10 Sexual Violence or Misconduct policy and procedures describes the process for disclosing and reporting incidents to VCC, as well, the responsibilities and procedures for investigating those incidents. It also outlines clear measures that VCC will take to assist and support survivors of Sexual Violence or Misconduct, regardless of whether a report has been filed. As directed by government, A.3.10 has undergone its three (3) year review resulting in significant revisions including:
 - Two (2) new principles, one relating to a survivor's sexual history and a second that states that if an incident occurs while violating another VCC policy, the individual will not be subject to sanctions for those violations.
 - Definition for sharing sexually explicit materials amended to include computer generated materials.
 - Added "*Power dynamics*" under the policy principle that recognizes that peoples' experiences of Sexual Violence or Misconduct can be impacted by multiple forms of intersecting oppression.
 - Under procedures, added that Indigenous student may access the Indigenous Education & Community Engagement department for support during an investigation, including the incorporation of Indigenous practices into the process, e.g., Elder blessings, smudging ceremonies, or practices specific to their Nation.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to A.3.10 Sexual Violence and Misconduct Policy and Procedures.

Moved, Seconded & CARRIED (Unanimously)

8.6. REVISED: D.3.11 Transfer Credit Policy

- D.3.11 Transfer Credit Policy has undergone a scheduled review. Revisions were made to align with other related policies, including C.1.3 Granting of Credentials and D.3.5 Prior Learning Assessment and Recognition. Revisions focused on clarifying language and definitions, as well as clearly outlining the transfer credit process and documentation requirements for students.
- This policy is jointly approved by the Board and Education Council. EdCo approved revisions on Nov 14, 2023.

MOTION: THAT, on the recommendation of the Governance Committee, the Board of Governors approve revisions to D.3.11 Transfer Credit policy and procedures.

Moved, Seconded & CARRIED (Unanimously)

9. HUMAN RESOURCES COMMITTEE (HRC) REPORT

9.1. Chair's Report – J. Hartman

- The Human Resources Committee (HRC) are continuing to develop the President's three (3) year review supported by a performance management consultant. The subject is relationships with internal and external stakeholders; the president's relationship, and VCC's relationships under his leadership.

10. INDIGENIZATION AT VCC

- Item deferred due to presenter being unable to attend.

11. VCC FOUNDATION

- J. Yu (Board representative on the VCC Foundation Board (VCCF)) presented a report to the Board. In November, he presented greetings from the Board at the Student Awards, as well, he attended the Donor Recognition event at the Downtown Campus. The campaign to raise \$10M for the new Centre for Clean Energy and Automotive Innovation (CCEAI) continues and includes the Feb 2024 Flourish Gala. The CCEAI ground awakening ceremony is planned for April 2024. Foundation Executive Director, Moira Gookstetter, is making a presentation on the campaign at the Board Retreat in December.

12. NEW BUSINESS

12.1. Ministry of Post-Secondary Education & Future Skills - Indigenous Board Members Gathering

- N. Belokopitov shared her experience attending the fourth Ministry of Post-Secondary Education & Future Skills (PSFS) Indigenous Board Members Gathering on Oct 16, 2023. In her opinion, the session did not meet the original intent of bringing together Indigenous board members for mutual exchange and support. She has shared her observations and concerns with the Ministry and will provide their response to the Board. In addition, J. Hartman has raised it with the Ministry Crown Agency & Board Resourcing Office (CABRO).

13. NEXT MEETING & ADJOURNMENT

- The next regular public board meeting is on Feb 7, 2024. In the absence of J. Hartman and new Vice Chair, M. Rashid, L. Davies will chair the next meeting.
- The meeting adjourned at 7:33 p.m.



Board of Governors Public Meeting February 7, 2024

BOARD OF GOVERNORS CORRESPONDENCE

DATE	TO	FROM	DETAIL
Dec 4, 2023	VCC Board Chair	Bobbi Plecas, Deputy Minister Ministry of Post-Secondary Education and Future Skills	New appointed board members: Christie Sparklingeyes Michele Guerin
Jan 15, 2024	VCC Board Chair	Luke Butler, Senior Executive Assistant, Office of the Deputy Minister, Bobbi Plecas	INVITE: Board Governance Workshop – June 2024
Jan 15, 2024	VCC Board Chair	Mary Sue Maloughney, Associate Deputy Minister of the Crown Agencies Secretariat	INVITE: Governing in the Public Interest Conference 2024 – April 2024 (Appointed board members)

BOARD OF GOVERNORS ACTIVITY

DATE	EVENT	ATTENDED:
Nov 24, 2023	VCC Student Fall Awards	Jeffrey Yu
Nov 30, 2023	VCC Fall Convocation	Shobha Rajagopalan
Dec 7 & 8, 2023	VCC Board Retreat	Board members and Senior Team Jessie Williams, Dean, Indigenous Initiatives Moira Gookstetter, Exec. Director, VCC Foundation Joan Phillip, MLA - Vancouver-Mount Pleasant



VCC NEWS AND EVENTS

December 2023 – January 2024

- VCC hosted its biannual **Welcome Days for new and returning students** on Jan. 12 and 14, to provide valuable information in a fun environment, ensuring students start the semester engaged and well-informed.

- On Dec. 15, students from Heavy Mechanical Trades got a first-hand look at the **newest addition to VCC's EV lineup** used for student training. The Freightliner eCascadia is an all-electric semi-truck that will be used to train VCC students in safely maintaining and repairing heavy-duty electric vehicles.



Heavy mechanical trades student getting a glimpse at the all-electric semi-truck.

- VCC hosted its **second annual holiday market** on Dec. 12. Open to the community, the market featured beautifully crafted items handmade by VCC students and affiliates from several programs.

- On Dec. 5, VCC's [Culinary Arts](#) program served up **250 traditional turkey meals to at SheWay**, a social services organization that provides health, education, and counselling programs to women with current or past substance use issues, who are pregnant or have young children.



Culinary students prepare traditional turkey meals for SheWay.

- **VCC Jewellery Art & Design students hosted their annual holiday sale** from Dec. 5-7. This pop-up features handmade pieces by current second year students.

- On Dec. 4, team members from [Spud](#) delivered donated food supplies to VCC's Indigenous Gathering Space pantry. VCC's Gathering Spaces are inclusive spaces that promote cultural safety, belonging, and the opportunity to connect with others. Its pantry provides healthy and accessible snacks allowing students to help themselves to the cupboard without question.

- On Dec. 4, JJ's Restaurant was named one of **OpenTable's Top 100 restaurants in Canada** for 2023. The list is culled from over 1.1 million OpenTable diner reviews. The results are tabulated based on dining metrics including diner ratings, percentage of reservations made in advance, and five-star reviews.



GOVERNMENT RELATIONS

- On Jan. 24, VCC welcomed the **Honourable Yonah Martin** to the Broadway campus for a tour and visit. Senator Martin is currently the Deputy Leader of the Opposition in the Senate of Canada.



VCC leadership meets with Senator Yonah Martin at the Broadway campus.

VCC IN THE NEWS (HIGHLIGHTS)

- VCC President Ajay Patel has been appointed to the Board of Trustees for [World Education Services \(WES\)](#). [Read the news release](#)
- [Inside Vancouver Community College's plan to develop much-needed housing](#), BC Business, Dec. 15, 2023

UPCOMING EVENTS

- **Flourish presented by RBC**, will be taking place on Feb. 27, at the Broadway campus. A tasting event full of food, wine, and music, hosted by the Vancouver Community College Foundation. [Gala website >](#)

PREPARED BY: VCC Marketing & Communications
 DATE: January 30, 2024

Report to the VCC Board of Governors, January 2024

Prepared by Taryn Thomson, VCCFA President

International Students

I attended the town hall concerning the changes to International Education from both the Federal and the Provincial governments recently. We appreciate VCC administration pulling together this opportunity to share information with the community so quickly, and we look forward to many further conversations about how we will face the challenges ahead.

Federation of Post-Secondary Educators

The VCCFA has given notice that we will leave FPSE as of June 1 this year. Our membership will vote on the decision at our March general meeting. The decision to give notice was not taken lightly, but our Executive decided unanimously after several years of discussion that this was the correct decision for the VCCFA and the best way to serve our members. The Federation is not a union, but a federation of independent unions. Our departure will not affect the relationship between the VCCFA and VCC.

January Community Action Donations

Pedal Society (Our Community Bikes): \$600 toward info cards for DHH guests/staff, refreshments, and enhanced seating. PEDAL Society envisions a community without oppression where bicycles are accessible to all, regardless of perceived ability, employment status, income, race, gender, or sexual orientation. PEDAL Society promotes bicycles as a healthy, affordable, and environmentally sound form of transportation. They offer education in the form of mechanical skills training to empower people and enable access to community services and opportunities.

Britannia Community Centre's Swimming and Skating Programs, \$500 toward adaptive equipment: This donation would help provide adaptive equipment for autistic learners in Britannia Community Centre's swimming and skating programs. For families of kids with autism, finding programs that suit their kids' specific needs is a struggle, yet these life skills could be essential for survival.

The donation would go toward equipment such as poles and headgear, which considers the needs of these learners who may be sensitive to touch and sound.

Britannia Community Centre Daycare, \$500 toward play-based accessible equipment: This donation would go to play-based special equipment for kids with physical disabilities at Britannia Community Centre's 75-seat onsite daycare. This accessible equipment would offer a sensory-focused play experience for these children, such as tables and sensory boards for handling sand, water, and other tactile items.



INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: February 7, 2024

ISSUE: Education Council Chair Report to Board of Governors

EDUCATION COUNCIL PLANNING DAY

Education Council held its annual Planning Day on December 1. The first session revolved around Indigenous representation on Education Council. Following this conversation, a proposal for Indigenous representation on EdCo was put forward and approved at the next regular meeting (see next item).

The second session, on the Private Training Institutions Branch (PTIB) program evaluation process, was facilitated by Louise Dannhauer, who is an EdCo member and has acted as an SME evaluator for PTIB. This session provided background on processes for evaluation of program quality at private institutions in the context of ongoing discussions about VCC's educational affiliation agreements.

Curriculum and Education Policy Committees held a training session on trauma-informed education, facilitated by Nicole Johnson and Ida Gianvito from Sheridan College, authors of the [Cultivating Trauma-Informed Spaces in Education: Promising Practices Manual](#).

INDIGENOUS REPRESENTATION ON EDUCATION COUNCIL

Indigenous representation on Education Council was discussed at multiple Education Council meetings and at the December 1 Education Council planning session. Jessie Williams, Dean of Indigenous Initiatives; Clay Little, Associate Director of Indigenous Education and Community Engagement; and Elder John Sam participated in the planning day discussion. Additional consultation took place after the session. Input was also sought from David Wells, Vice President Academic, and David Kirk, Dean of Curriculum & Pedagogy.

Different options to include non-voting or voting Indigenous representatives on Education Council under the College & Institute Act were considered.

The College and Institute Act provides two avenues to add voting members:

- Section 15 (3): adding a member for one year
- Section 15 (2): adding a member for more than one year, as long as the ratio of faculty members, students, educational administrators, and support staff remains the same

Both avenues have been utilized by other institutions in BC. Terms under either option are renewable. Adding an additional seat changes the ratio of constituency groups, but only minimally. At least two other BC institutions have added a seat under section 15(2). EdCo members agreed to add one voting seat for an Indigenous educational administrator under section 15 (2). This change was approved by Ajay Patel, VCC's President and CEO on December 13, 2023.

We welcome David Kirk, Dean of Curriculum & Pedagogy, as the newly appointed Indigenous educational administrator on EdCo.

The next step for EdCo will be to add a non-voting Indigenous representative in consultation with Indigenous Education and Community Engagement (IECE). Ways to create an elected seat for an Indigenous faculty, student, or staff member will also be explored in consultation with IECE, in view of considerations around eligibility to stand for election and vote.

EDUCATION COUNCIL CHAIR ELECTIONS

The elections for EdCo chair, executive, and standing committee chairs were held at the December 12, 2023 meeting. Natasha Mandryk and Sarah Kay were re-elected as chair and vice-chair. Louise Dannhauer and Todd Rowlett were re-elected to the executive. Todd Rowlett returns as the chair of Curriculum Committee and Education Quality Committee (EQC); Sarah Kay continues chairing the Education Policy Committee (EPC).

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: January 26, 2024



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 7, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma

BACKGROUND:

The Centre for Continuing Studies is proposing a new credential: the Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma (PDD). The program addresses a critical and growing shortage of cybersecurity professionals in Canada and globally. The [\(ISC\)² 2022 Cybersecurity Workforce Study](#) estimates a talent gap of over 25,000 in Canada alone and over 3.4 million worldwide. VCC's program has a unique focus on skills in governance, risk, and compliance (GRC) within the cybersecurity context, which are essential to protection of sensitive data, intellectual property, and critical infrastructure.

The program complements existing information technology program in Continuing Studies, which is seeing high student demand. International graduates will be eligible for a post-graduate work permit (PGWP). Opportunities to incorporate industry certification as well as develop cybersecurity micro-credentials are being explored.

The curriculum provides a mix of skill development in the governance, risk and compliance space, along with core skills like project management, technical and business writing, and business fundamentals. The program does not focus on the technical sides of cybersecurity; consultation with industry experts indicated that education and experience in diverse fields is an asset for cybersecurity professionals (e.g., in marketing, legal, or business). Accordingly, the admission requirements do not limit the type of undergraduate degree students need to have completed.

Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma graduates will be able to meet the following program learning outcomes:

- Assess different governance, risk, and compliance (GRC) and security tooling, and choose which ones to implement within the organization.

- Develop and manage projects using Project Management (PM) best practices.
- Create a business case for a cybersecurity project and present the case using effective presentation skills and persuasive techniques.
- Recognize emerging technologies and evaluate them using an appropriate framework.
- Prepare for and deliver both written and verbal communications related to IT/security that are appropriate to the intended audience.
- Plan and develop internal controls related to security in response to identified risks based on information and evidence obtained from stakeholders.
- Evaluate the enterprise gaps to prepare or revise security policies, standards, and guidelines.
- Apply different security and compliance frameworks in supporting audit activities (internal and external) and maintaining regulatory compliance certification requirements.
- Design an incident response plan that includes identification of the roles of a cybersecurity incident response team.
- Demonstrate ability to build rapport and trust with a variety of relevant parties and adapt to local business culture context.

DISCUSSION:

Curriculum Committee reviewed the proposal in November 2023 and commended the program design. The committee commended the program design and requested only minor changes.

Education Council reviewed the proposal at its September 12, 2023 meeting and unanimously voted to recommend its approval.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma credential and program implementation.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: January 26, 2024

APPENDIX A



Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma

Program Content Guide

Effective Date: September 2024

Purpose

This program provides students with the fundamental knowledge and skills to work in the cybersecurity field of governance, risk management, and compliance (GRC).

Students will gain an understanding of the major frameworks of privacy and security, why they are important to organizations, and the impact of risks related to technology on an organization. Students will learn how to translate risks related to technology into business risk and opportunities to communicate effectively to a variety of stakeholders. Students will gain an understanding of the operations of enterprise IT and how the role of GRC integrates with/interacts with functioning of the business.

The program provides students with the opportunity to practice and develop the business communication skills necessary in the technology environment, using real-life scenarios, team-based activities, and case studies. Students will be prepared to work with evolving security and compliance frameworks. Graduates of this program will be prepared for a variety of entry-level positions in information security, such as cybersecurity risk analyst, security specialist, security auditor, IT Auditor, and governance specialist.

Admission Requirements

- An undergraduate degree from an accredited post-secondary institution
- Knowledge of English demonstrated by one of the following:
 - English Studies 12 with a minimum 'C+' grade, or equivalent. Or,
 - English Language Proficiency at a minimum English 12 'C+' level

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:

- CYBR 1101 Cybersecurity Fundamentals
- CYBR 1202 Project Management

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations.

If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations.

See VCC Policy and Procedures D.3.5 Prior Learning Assessment for more information.

*Note for international students requesting PLAR: Prior to proceeding with the PLAR request, please contact VCC International Education Advising to learn how PLAR can impact immigration status.

Program Duration & Maximum Time for Completion

This program can be completed in two years with full-time study. The program must be completed within 3 years.

Program Learning Outcomes

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

- Assess different governance, risk, and compliance (GRC) and security tooling, and choose which ones to implement within the organization.
- Develop and manage projects using Project Management (PM) best practices.
- Create a business case for a cybersecurity project and present the case using effective presentation skills and persuasive techniques.
- Recognize emerging technologies and evaluate them using an appropriate framework.
- Prepare for and deliver both written and verbal communications related to IT/security that are appropriate to the intended audience.
- Plan and develop internal controls related to security in response to identified risks based on information and evidence obtained from stakeholders.
- Evaluate the enterprise gaps to prepare or revise security policies, standards, and guidelines.
- Apply different security and compliance frameworks in supporting audit activities (internal and external) and maintaining regulatory compliance certification requirements.
- Design an incident response plan that includes identification of the roles of a cybersecurity incident response team.
- Demonstrate ability to build rapport and trust with a variety of relevant parties and adapt to local business culture context.

Instructional Strategies, Design, and Delivery Mode

Students will engage with the material in this program through hands-on exercises and projects involving typical IT work situations, including scenarios from industry. Other instructional strategies include the use of case-studies and group discussions based around current events related to IT news, demonstrations, and reflective practice.

Class-time will utilize active learning strategies such as problem-based learning, simulations, writing exercises, and interactive classroom activities. Some classes may be delivered partially or fully online.

Evaluation of Student Learning

Students will be assessed through a wide range of activities such as presentations, assignments, quizzes, projects, reports, learning journals, and exams.

Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

- A keen interest in technology and in following technology trends.
- A desire to pursue industry certifications.
- Strong communication, leadership, collaboration, problem-solving, and critical thinking skills.
- Attention to detail.
- Appreciation for the value of organizational processes and procedures.
- Proficient digital literacy skills.

Courses

First Year			
Term	Course #	Course Name	Credits
One	CYBR 1000	Orientation to GRC and Cybersecurity	1.0
	CYBR 1101	Cybersecurity Fundamentals	3.0
	CYBR 1102	Business Communication and Presentation Skills	3.0
	CYBR 1103	Business Fundamentals	3.0
	CYBR 1104	IT Risk	3.0
Total Credits per Term:			13.0
Two	CYBR 1201	Introduction to Security Program Management	3.0
	CYBR 1202	Project Management	3.0
	CYBR 1203	Report and Technical Writing	3.0
	CYBR 1204	Frameworks and Auditing	3.0
Total Credits per Term:			12.0
Second Year			
Three	CYBR 2301	Cloud Security Principles	3.0
	CYBR 2302	Incident Response and Disaster Recovery	3.0
	CYBR 2303	Information Technology Infrastructure Library	3.0
	CYBR 2304	Privacy and Data Protection	3.0
Total Credits per Term:			12.0
Four	CYBR 2401	Advanced Cybersecurity Topics	3.0
	CYBR 2402	Governance of Enterprise IT	3.0
	CYBR 2403	Professional Development	2.0
	CYBR 2404	Capstone	4.0
Total Credits per Term:			12.0

Total Program Credits: 49.0

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 7, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
 Significantly Revised Program: Deaf and Hard of Hearing Essential Employment Skills Certificate (EESC) &
 New Program: Deaf and Hard of Hearing Employment Skills Advantage Short Certificate

BACKGROUND:

The School of Arts & Sciences is proposing significant revisions to the Deaf and Hard of Hearing Essential Employment Skills Certificate (EESC, formerly Job Readiness) and a new credential: the Deaf and Hard of Hearing Employment Skills Advantage Short Certificate.

The 10-month EESC was revised incorporating student feedback, with the intent to align with current work practices and WorkBC recommendations for employment training.

Part of the curriculum redesign was the development of a new credential, the Deaf and Hard of Hearing Employment Skills Advantage Short Certificate, which consists of the last two months of the longer certificate program. Students with prior work experience or graduates of the previous Job Readiness program (or similar) can choose to complete only the last two months of the EESC and obtain the new short certificate.

The short certificate was designed to meet demand for refresher training and support for those already in the workforce. Topics include advocacy, employment search, networking, and workplace conflict resolution.

Deaf and Hard of Hearing Essential Employment Skills Certificate graduates will be able to meet the following program learning outcomes:

- Apply awareness of self and others in their personal relationships and workplace interactions.
- Research and explore their personal interests, lifestyles, and career choices to develop and understand reasons for working.

- Contribute to fair and inclusive employment practices in the workplace.
- Network with appropriate contacts in order to develop an employment resource base.
- Compose and revise resumes and cover letters to match career opportunities.
- Apply the necessary skills for a successful job interview.
- Perform duties in the workplace with increasing levels of autonomy through work placement training, evaluation and feedback.
- Demonstrate basic computer functions and access online files at the workplace.
- Examine workplace conflict situation and demonstrate ways to resolve conflicts.
- Identify and complete relevant employment documentation such as hiring and tax forms.
- Demonstrate the importance of balancing cultural values and workplace dynamics.
- Advocate and express needs relating to ongoing workplace accommodations, training and awareness.
- Communicate requests and notifications to employer regarding career transitions and internal advancements.

Graduates of the Deaf and Hard of Hearing Employment Skills Advantage Short Certificate will be able to meet the following program learning outcomes:

- Contribute to fair and inclusive employment practice in the workplace
- Examine workplace conflict situations and demonstrate ways to resolve conflicts
- Revise existing employment documents such as resumes, cover letters and references to match new career opportunities
- Advocate and express needs relating to ongoing workplace accommodations, training and awareness
- Demonstrate the importance of balancing cultural values and workplace dynamics
- Communicate requests and notifications to employers regarding employment transitions and internal advancements
- Prepare an employment resource package relating to ongoing career opportunities, advocacy and support and employment self-guidance
- Create a resource guide for ongoing resiliency relating to conflict and resolution
- Research and evaluate resources and services that support internal workplace advancement and career transitions

DISCUSSION:

Curriculum Committee reviewed the proposal in August 2023 and encouraged the department to begin a conversation with the Indigenous Education and Community Engagement department around future Indigenizing of the programming.

Education Council reviewed the proposal at its September 12, 2023 meeting and unanimously voted to recommend its approval.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Deaf and Hard of Hearing Employment Skills Advantage Short Certificate credential and program implementation, and the implementation of the significantly revised Deaf and Hard of Hearing Essential Employment Skills Certificate program.

ATTACHMENT: APPENDIX A – Program Content Guide (PCG) for the Deaf and Hard of Hearing Essential Employment Skills Certificate

APPENDIX B – Program Content Guide (PCG) for the Deaf and Hard of Hearing Employment Skills Advantage Short Certificate

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: January 26, 2024



Deaf and Hard of Hearing Essential Employment Skills Certificate

Program Content Guide

Effective Date: September 2024

Purpose

The Essential Employment Skills Certificate (EESC) helps Deaf and hard of hearing students develop necessary job and communication skills. Students will apply strategies and tools related to work experience, career research, employment skills and self-assessment. This comprehensive approach provides opportunities to acquire the skills and resources that enable adults to engage more confidently and participate more fully in the workplace.

Admission Requirements

- DHHE 0603 English Foundations with a "S" grade or permission from the Department
- Interview with Department Leader and EESC instructor to determine student career goals, digital literacy skills and ASL competency

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for all courses in the program, *except*:

- DDHR 0619 - Work Experience 1
- DDHR 0629 - Work Experience 2

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations. Please contact the Department for details. See VCC's D.3.5 Prior Learning Assessment [Policy](#) and [Procedures](#) for more information.

Program Duration & Maximum Time for Completion

The program is 10 months of full-time study. The maximum time for completion is 3 years.

Program Learning Outcomes

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

- Apply awareness of self and others in their personal relationships and workplace interactions.
- Research and explore their personal interests, lifestyles, and career choices to develop and understand reasons for working.
- Contribute to fair and inclusive employment practices in the workplace.
- Network with appropriate contacts in order to develop an employment resource base.
- Compose and revise resumes and cover letters to match career opportunities.
- Apply the necessary skills for a successful job interview.
- Perform duties in the workplace with increasing levels of autonomy through work placement training, evaluation and feedback.
- Demonstrate basic computer functions and access online files at the workplace.
- Examine workplace conflict situation and demonstrate ways to resolve conflicts.
- Identify and complete relevant employment documentation such as hiring and tax forms.
- Demonstrate the importance of balancing cultural values and workplace dynamics.

- Advocate and express needs relating to ongoing workplace accommodations, training and awareness.
- Communicate requests and notifications to employer regarding career transitions and internal advancements.

Instructional Strategies, Design, and Delivery Mode

Interactive lectures, lab activities, field experience, individual and group work, written and signed assignments, projects and presentations.

Two work experience placements:

- Term one - 4 weeks
- Term two - 4 weeks

Students work with the instructor to determine their work experience placement options. The instructor sets up the placement, provides weekly, on-site conferences and conducts an employer/instructor/student evaluation.

Evaluation of Student Learning

- Written and signed assignments
- Portfolio and Resource Projects
- Exams
- Presentations
- Work Placement progress reports and final evaluation

Students must receive a grade of 'S' in each of the required courses in each term to advance into subsequent courses/terms in the program. Students must receive a grade of 'S' in each of the required courses to successfully graduate.

Recommended Characteristics of Students

- Ability to follow workplace instruction, policy and procedures
- Ability to adapt to a variety of workplace situations
- Ability to recognize common problems associated with a particular workplace and identify possible solutions

Courses

Term	Course #	Course Name	Credits
One	DHHR 0610	Personal Development 1	3.0
	DHHR 0616	Employment Skills 1	3.0
	DHHR 0617	Career Explorations 1	3.0
	DHHR 0618	Workplace Literacy Skills 1	3.0
	DHHR 0619	Essential Employment Skills Work Experience 1	3.0
Total Credits per Term:			15.0
Two	DHHR 0620	Personal Development 2	3.0
	DHHR 0626	Employment Skills 2	3.0
	DHHR 0627	Career Explorations 2	3.0
	DHHR 0628	Workplace Literacy Skills 2	3.0
	DHHR 0629	Essential Employment Skills Work Experience 2	3.0
Total Credits per Term:			15.0
Three	DHHR 0631	Self Awareness and Advocacy	3.0
	DHHR 0632	Employment Search Literacy	3.0
	DHHR 0633	Career Networking and Resources	3.0
	DHHR 0634	Workplace Conflict Resolution	3.0
Total Credits per Term:			12.0

Total Program Credits: 42.0

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

VCC Education and Education Support Policies

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



Deaf and Hard of Hearing Employment Skills Advantage Short Certificate

Program Content Guide

Effective Date: September 2024

Purpose

The Deaf and Hard of Hearing Employment Skills Advantage Short Certificate (ESAC) consists of 4 online courses designed to meet the needs of those who wish to refresh employment skills, enhance their work experience, and discover new career opportunities. This 2-month, online program is designed (1) for students currently working and wishing to improve their employment experience and (2) for those who need to renew their skills while seeking employment opportunities. The student will learn how to apply appropriate employment literacy skills, advocate for change, resolve conflict and develop resources to support best practice at work. Upon completion, the student will receive a Short Certificate.

Admission Requirements

- Completion of Deaf and Hard of Hearing Job Readiness Program Certificate within the last 5 years or department approval

or

- A letter of reference from an employer verifying current employment

LANGUAGE REQUIREMENT

- Completion of DHHE 0603 with a grade of "S" or equivalent as determined by Department Leader and EESC instructor

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program.

Methods of PLAR vary by course, and may include exams, external evaluations, professional portfolios, interviews, and other evaluations. Please contact the Department for details.

See the D.3.5 Prior Learning Assessment [Policy](#) and [Procedures](#) for more information.

Program Duration & Maximum Time for Completion

The program is 2 months of full time study. This program may be offered as a day or evening program. The maximum time for completion is 2 years.

Program Learning Outcomes

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

- Contribute to fair and inclusive employment practice in the workplace
- Examine workplace conflict situations and demonstrate ways to resolve conflicts
- Revise existing employment documents such as resumes, cover letters and references to match new career opportunities
- Advocate and express needs relating to ongoing workplace accommodations, training and awareness
- Demonstrate the importance of balancing cultural values and workplace dynamics

- Communicate requests and notifications to employers regarding employment transitions and internal advancements
- Prepare an employment resource package relating to ongoing career opportunities, advocacy and support and employment self-guidance
- Create a resource guide for ongoing resiliency relating to conflict and resolution
- Research and evaluate resources and services that support internal workplace advancement and career transitions

Instructional Strategies, Design, and Delivery Mode

Lectures, paired and group work, projects, lab research, presentations, classes may be synchronous or asynchronous

Evaluation of Student Learning

- Written and signed assignments
- Portfolio and Resource Projects
- Exams
- Presentations

Students must receive a grade of 'S' in each of the required courses to successfully graduate.

Recommended Characteristics of Students

- Ability to work in groups and independently
- Ability to participate in group discussions
- Ability to recognize common problems associated with a particular workplace and identify possible solutions

Courses

DHHR 0631	Self Awareness and Advocacy	3.0
DHHR 0632	Employment Search Literacy	3.0
DHHR 0633	Career Networking and Resources	3.0
DHHR 0634	Workplace Conflict Resolution	3.0

Total Program Credits: 12.0

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: February 7, 2024

ISSUE: **2023/24 Forecast to Budget**

2023/24 January Forecast to Budget Overview

2023/24 January Forecast (9 months actual + 3 months forecast) in **Table 4** shows that VCC is projecting a surplus of \$1.3M. Revenue is forecasted to be \$173.8 million compared to budget of \$159 million (\$14.8 million above budget) and prior year of \$143.9 million (\$29.9 million above than prior year). The increased grant includes the funding for Shared Recovery Mandate for faculty as their collective agreement was ratified in November 2023. The total amount for both fiscal years is \$6.2M.

Domestic tuition revenue is down by \$48.8K (excluding ABE/EAL) compared to original budget, and international revenue is up by \$4.9 million. (**Table 1, 2 and 3**).

The School of Hospitality, Food Studies and Applied Business domestic tuition revenue is \$105K lower than budget. International tuition revenue is up by \$3.14 million; Project Management, Business Management and Hospitality programs are up by \$1.87 million, and Baking & Pastry and Culinary Arts programs are up by \$571K. The School of Trades, Technology and Design domestic tuition revenue is higher than budget by \$115K and international tuition revenue is higher than budget by \$283K, mostly from Hair Design and Skin/Body Therapy.

The School of Health and Science domestic tuition revenue is higher by \$4,940 and international tuition revenue is higher by \$51K than budget. The School of Arts and Sciences domestic tuition is higher than budget by \$33K, and international tuition revenue is up by \$317K. College Foundations programs tuition revenues are down by \$111K than budget, but ESL Pathway programs domestic tuition is increased by \$301K, and UT programs international tuition is increased by \$231K compared to budget.

Continuing Studies domestic tuition revenue was down by \$34K, and international tuition revenue was up by \$1.1 million from ECCE, Option and IT Network programs. Other revenues such as parking, space rental, commercial services and interest income are higher by \$3 million. This increase is mainly due to the higher interest rates.

Expenses are forecasted to be \$172.5 million compared to budget of \$159 million (\$13.4 million higher than budget) and prior year of \$142.8 million (\$29.7 million above than prior year). The salary and benefit expenses are higher to accommodate increased enrolments and additional positions are

projected in the forecast. The retro/pay increase as well as benefits expenses were incurred for the amount of \$4.7 million for the VCCFA Collective Agreement ratification for the 2023/24 fiscal. The previous year (2022/23) amount \$2.5 million was accrued last year and reversed out to offset the amount.

The main increases in professional fees and building and telecom are due to legal fee increase by \$200K, agency fees \$620K, and due to higher cost to address aging infrastructures and cleaning fee increase of \$420K.

The College is finalizing the January enrolment to update the financial forecast and the College's operating forecast for 2023/24 will be revised further.

ATTACHMENTS: APPENDIX A: Table 1, 2 and 3: Summary – Forecast Revenue by School (Apr 2023 – Mar 2024)
Table 4 – Statement of Operations: 2023/24 Forecast with Nine Months Actual (Ended December 31, 2023) and Three Months Forecast

PREPARED BY: Jamie Choi, Executive Director Financial Services & CFO

Summary – Forecast Revenue by School

APPENDIX A

Table 1:

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

	Current Year 2023/24 Forecast (Apr 2023 - Mar 2024)	Current Year 2023/24 Budget (Apr 2023 - Mar 2024)	Variance (Forecast vs Budget)	Prior Year 2022/23 Actuals (Apr 2022 - Mar 2023)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	2,649,689	2,684,487	(34,798)	2,649,178	511
SCHOOL OF ARTS AND SCIENCES	1,475,474	1,442,020	33,454	1,476,888	(1,414)
ABE & EAL TUITION FREE	4,027,985	3,810,242	217,743	3,453,102	574,883
SCHOOL OF HEALTH	4,536,656	4,531,716	4,940	4,292,040	244,616
SCHOOL OF HOSP, FOOD & BUSINESS	1,431,015	1,536,290	(105,275)	1,562,197	(131,182)
CENTER FOR EDUCATION EXCELLENCE	661,530	724,169	(62,639)	634,511	27,019
SCHOOL OF TRADES, TECH & DESIGN	2,720,433	2,604,931	115,502	2,605,973	114,461
	17,502,782	17,333,855	168,927	16,673,888	828,893

Table 2:

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

	Current Year 2023/24 Forecast (Apr 2023 - Mar 2024)	Current Year 2023/24 Budget (Apr 2023 - Mar 2024)	Variance (Forecast vs Budget)	Prior Year 2022/23 Actuals (Apr 2022 - Mar 2023)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	8,526,347	7,410,171	1,116,176	4,711,888	3,814,460
SCHOOL OF ARTS AND SCIENCES	579,360	261,697	317,663	610,649	(31,290)
SCHOOL OF HEALTH	1,283,250	1,232,044	51,206	440,660	842,590
SCHOOL OF HOSP, FOOD & BUSINESS	43,394,076	40,250,487	3,143,589	29,118,036	14,276,040
CENTER FOR EDUCATION EXCELLENCE	1,278	0	1,278	72,282	(71,004)
SCHOOL OF TRADES, TECH & DESIGN	12,625,614	12,342,329	283,285	11,233,748	1,391,866
	66,409,924	61,496,728	4,913,196	46,187,263	20,222,661

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

	Current Year 2023/24 Forecast (Apr 2023 - Mar 2024)	Current Year 2023/24 Budget (Apr 2023 - Mar 2024)	Variance (Forecast vs Budget)	Prior Year 2022/23 Actuals (Apr 2022 - Mar 2023)	Variance (Current Year Forecast vs Prior Year Actuals)
CENTRE FOR CONTINUING STUDIES	11,176,036	10,094,658	1,081,378	7,361,066	3,814,971
SCHOOL OF ARTS AND SCIENCES	2,054,833	1,703,717	351,116	2,087,537	(32,704)
ABE & EAL TUITION FREE	4,027,985	3,810,242	217,743	3,453,102	574,883
SCHOOL OF HEALTH	5,819,906	5,763,760	56,146	4,732,700	1,087,206
SCHOOL OF HOSP, FOOD & BUSINESS	44,825,091	41,786,777	3,038,314	30,680,233	14,144,857
CENTER FOR EDUCATION EXCELLENCE	662,808	724,169	(61,361)	706,793	(43,985)
SCHOOL OF TRADES, TECH & DESIGN	15,346,047	14,947,260	398,787	13,839,720	1,506,327
	83,912,706	78,830,583	5,082,123	62,861,151	21,051,555

**Statement of Operations – Comparison to Budget and Prior Year
2023/24 Forecast with Nine Months Actual (Ended December 31, 2023) and Three Months Forecast**

Table 4:

(In \$ Thousands)	Current Year 2023/24 Forecast (9 +3)	Current Year 2023/24 Budget	Forecast vs Budget	Comments	Prior Year 2022/23 Actuals	Current Year Forecast vs Prior Year Actuals
Province of B.C. Grants	60,698	56,990	3,708	ITA funding reduced by \$300K. \$4M Faculty retro (Shared Mandate Recovery) increase for 2023/24 fiscal. \$2.2 M was accrued last year so offsetting the overage.	52,159	8,539
Adult Upgrading Grant (AUG)	417	350	67		316	101
Future Skills Grant	429		429	Future Skills Grant funding		
Sales of goods and services	4,994	4,503	490	Rental revenue by \$61K; food services revenue \$200K; bookstore revenue \$145K; salon and spa revenue by \$68K higher than budget	4,789	205
Tuition and student fees	84,511	78,752	5,759	Table 1, 2 & 3	63,463	21,048
ABE/EAL Tuition Free	4,028	3,810	218	College Foundations \$112K less than budget; EAL \$301K and CCA\$39K higher than budget	3,453	575
Other grants, fees & contract services	6,634	5,891	744	CICAN Training \$103K; AAAB \$40K; MLA \$84K; Video Game Micro Cred \$105K; DigiBC Flex \$117K; ECCE \$92K, HCA Pathway \$140K and CALP \$32K higher than budget	8,739	(2,105)
Miscellaneous income	2,223	2,282	(58)	Movie rental \$240K lower than budget; misc revenues from other areas increased by \$160K	2,523	(299)
Donation income (Foundation Related)	1,069	675	394	Unbudgeted entrance bursary distributed	640	429
Amortization of deferred capital contribution	5,528	5,134	394		5,534	(6)
Interest income	3,358	700	2,658	Due to higher interest rates	2,351	1,007
REVENUES	173,890	159,087	14,803		143,968	29,922

**Statement of Operations – Comparison to Budget and Prior Year
2023/24 Forecast with Nine Months Actual (Ended December 31, 2023) and Three Months Forecast**

Table 4CONTINUED

(In \$ Thousands)	Current Year 2023/24 Forecast (9 +3)	Current Year 2023/24 Budget	Forecast vs Budget	Comments	Prior Year 2022/23 Actuals	Current Year Forecast vs Prior Year Actuals
SALARY AND BENEFIT EXPENSES	118,488	110,203	(8,286)	FA salary and benefit retro increased by \$4.7M for 2023/24 fiscal; \$2.58M for 2022/23 fiscal was accrued last year & reversed out to offset amount ; \$2M faculty salary to accommodate increased tuition revenues; faculty sickness increased by \$250K; increased benefits added by \$500K; additional positions projected in the forecast. \$280K extended health and dental benefits increased in Decemeber.	101,903	(16,585)
Supplies and general expenses	14,570	12,620	(1,950)	Overall general supplies and equipment increased by \$700K; additional bursary for international students and campus plan support funding to Foundation \$1.2M	10,301	(4,269)
AUG Financial Aid	417	350	(67)		316	(101)
Bursary/Scholarship	1,069	675	(394)		640	(429)
Professional fees	16,672	14,928	(1,743)	Increased legal fee by \$200K and international students agency commission \$620K, additional professional fees \$800K for branding, programs and additional contracts	9,639	(7,033)
Building and telecom	8,058	7,638	(420)	Cleaning, security and other building maintenance fees increased	7,705	(353)
Cost of Goods Sold	3,399	3,120	(279)	Cost of goods sold higher due to higher commercial services revenues	3,195	(204)
Depreciation Expense	9,899	9,553	(346)	Depreciation revenue increased by \$394K	9,157	(742)
OPERATING EXPENSES	54,085	48,885	(5,200)		40,953	(13,131)
TOTAL EXPENSES	172,573	159,087	(13,486)		142,857	(29,716)
NET SURPLUS (DEFICIT)	1,317		1,317		1,111	206

*ABE : Adult Basic Education

*CCA: College & Career Access

*EAL : English as Additional Language

*CF: College Foundation

*AAAB: Administrative Accounting and Bookkeeping

*AUG: Adult Upgrading Grant

*CALP - Community Adulty Literacy



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 7, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
TUITION: New Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma

BACKGROUND:

In British Columbia, the demand for cybersecurity training has surged in recent years, primarily due to the escalating threats in the digital landscape. A recent (2023) workforce study¹ emphasizes critical skills deficits and the vulnerability of organizations due to knowledge gaps and evolving technologies. The report indicates that the global gap for cybersecurity professionals has surged by 13% compared to 2022, illustrating an unprecedented need for nearly 4 million cybersecurity experts worldwide. According to the Conference Board of Canada²,

“demand for cybersecurity professionals is projected to grow by an estimated average annual rate of 2.9 per cent. However, amidst the escalating demand, Canada’s cybersecurity talent deficit poses a serious threat to the digital economy. PSIs are well-positioned to address this challenge by developing cybersecurity programs that equip their graduates with the skills required by Canada’s labour market, today and in the future.”

In response to growing market demand for cybersecurity, Continuing Studies has engaged in a rapid curriculum development pilot project to develop a Post-Degree Diploma in Cybersecurity, Governance, Risk, and Compliance. See below for an overview of comparable programs in the province:

Institution	Program	Credential Type	Domestic Tuition	International Tuition
VCC	Cybersecurity, Governance, Risk, and Compliance	Post-Degree Diploma	\$20,045	\$32,753
Douglas	Computer & Information Systems	Post-Bac Diploma	\$20,122	\$38,205
BCIT	Industrial Network Cybersecurity	Diploma	\$20,787	\$57,051
Camosun	Cybersecurity & Network Technology	Diploma	N/A	\$34,780

¹ https://media.isc2.org/-/media/Project/ISC2/Main/Media/documents/research/ISC2_Cybersecurity_Workforce_Study_2023.pdf

² <https://www.globenewswire.com/news-release/2023/11/20/2783347/0/en/Post-Secondary-Institutions-Can-Lead-the-Way-in-Addressing-Canada-s-Cybersecurity-Labour-Shortage.html>

DISCUSSION:

This program will focus on the development of skills in the Governance, Risk, and Compliance framework within the cybersecurity context. Governance, risk, and compliance (GRC) are essential components of cybersecurity that ensure the protection of sensitive data, intellectual property, and critical infrastructure. Through their studies, students will also develop soft-skills that are integral to their success in this industry.

Given the growing demand for experts in the field, the employment prospects for graduates are promising, “underscored by the wage premiums offered to professionals who possess these highly coveted skills. Positions requiring cybersecurity skills offer a 70 per cent higher average hourly wage than all other job postings in Canada.”³ Additionally, this program intends to partner with ISACA, an internationally recognized industry association, to deliver relevant certification exams as part of the information technology governance, cybersecurity, and risk management domain, which will increase employability post-graduation.

With Indigenous communities facing significant challenges in accessing and utilizing online technologies, leading to a ‘digital divide’⁴, there arises an increased need for cybersecurity awareness and education within Indigenous communities. This program, or a subset tailored to specific needs of Indigenous communities, could help address these challenges and bridge the gap, thus empowering communities to navigate the online world safely and be better equipped to shield against potential cyber threats.

This program is intended for both domestic and international student audiences. The recommended rate for international tuition is consistent with fees for existing programs in IT offered through VCC Continuing Studies.

International: \$32,753

The following details the options for domestic tuition rates:

Option One: Set domestic tuition at \$18,932

Implications:

- Maintains a competitive advantage relative to other comparable programs, supporting recruitment efforts
- Somewhat financially self-sustaining

Option Two: Set domestic tuition at \$20,045

Implications:

- Remains competitive within local landscape
- Most financially self-sustaining

³ <https://www.globenewswire.com/news-release/2023/11/20/2783347/0/en/Post-Secondary-Institutions-Can-Lead-the-Way-in-Addressing-Canada-s-Cybersecurity-Labour-Shortage.html>

⁴ <https://ir.lib.uwo.ca/cgi/viewcontent.cgi?article=1058&context=sociologypub>

RECOMMENDATION:

THAT, on the recommendation of Finance & Audit Committee, the Board of Governors approve the following tuition for the new Cybersecurity Governance, Risk, and Compliance Post-Degree Diploma, effective September 1, 2024:

- **Domestic:** \$20,045
- **International:** \$32,753

PREPARED BY:

Adrian Lipset, Dean, Continuing Studies

Erin Lenz, Associate Director, Business Development, Continuing Studies

APPENDIX A

Vancouver Community College

School of Continuing Studies

Post-Degree Diploma - Cybersecurity Governance, Risk and Compliance

CS Technology

Scenario	INTERNATIONAL	DOMESTIC		
	International	Breakeven	Option One	Option Two
Tuition per student	\$ 32,753	\$17,039	\$18,932	\$20,045
Maximum number of students	20	20	20	20
Expected number of students	20	17	17	17
Revenue Breakeven No. of Students	13	17	15	14
Credits	49.0	49.0	49.0	49.0
Instructors paid hours (IPH)	875	875	875	875
Direct Instructor rate per hour (excl. benefits)	\$ 125	\$ 125	\$ 125	\$ 125
Instructors' cost as % of Revenue	19 %	43 %	39 %	37 %
Department non-labour cost as % of Revenue	19 %	8 %	8 %	7 %
Instructors' cost as % of total cost	30 %	43 %	43 %	43 %
Department non-labour cost as % of total cost	6 %	8 %	8 %	8 %
Program Gross margin	\$ 346,907	\$ 79,760	\$ 111,944	\$ 130,876
Program Gross margin as % of Revenue	53 %	28 %	35 %	38 %
Total Direct/Indirect Cost per student	\$ 21,263	\$ 17,039	\$ 17,039	\$ 17,039

Revenue

Tuition fees	\$ 655,061	\$ 289,655	\$ 321,839	\$ 340,771
Total Revenue	\$ 655,061	\$ 289,655	\$ 321,839	\$ 340,771

Direct Program Expenditures

Labour

Instructors (incl. benefits)	\$ 125,781	\$ 125,781	\$ 125,781	\$ 125,781
Program Assistant (incl. benefits)	\$ 24,632	\$ 24,632	\$ 24,632	\$ 24,632
Program Coordinator (incl. benefits)	\$ 34,982	\$ 34,982	\$ 34,982	\$ 34,982
Total Labour Costs	\$ 185,395	\$ 185,395	\$ 185,395	\$ 185,395

Non-Labour

Department Supplies and General Expenses	\$ 24,500	\$ 24,500	\$ 24,500	\$ 24,500
Agency Fees - International	\$ 98,259			

Total Non-Labour Costs

\$ 122,759	\$ 24,500	\$ 24,500	\$ 24,500
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Total Direct Program Expenditures

\$ 308,154	\$ 209,895	\$ 209,895	\$ 209,895
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Indirect Program Expenditures

Indirect Support	\$ 117,099	\$ 79,760	\$ 79,760	\$ 79,760
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Total Indirect Expenditures

\$ 117,099	\$ 79,760	\$ 79,760	\$ 79,760
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Total Direct and Indirect Cost

\$ 425,253	\$ 289,655	\$ 289,655	\$ 289,655
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Gross Margin Income Statement

Revenue from tuition	\$ 655,061	\$ 289,655	\$ 321,839	\$ 340,771
CS direct expenditures	\$ 308,154	\$ 209,895	\$ 209,895	\$ 209,895
Gross margin	\$ 346,907	\$ 79,760	\$ 111,944	\$ 130,876
Indirect Support	\$ 117,099	\$ 79,760	\$ 79,760	\$ 79,760
Total CS expenditures	\$ 425,253	\$ 289,655	\$ 289,655	\$ 289,655



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: February 7, 2024

ISSUE: **RECOMMENDATION FOR APPROVAL:**
 TUITION: Revised Deaf and Hard of Hearing Essential Employment Skills Certificate (formerly Deaf and Hard of Hearing Adult Job Readiness Certificate) and;
 New Employment Skills Advantage Short Certificate

BACKGROUND:

VCC's Deaf and Hard of Hearing (DHH) Department completed a review of the DHH Adult Job Readiness Certificate Program which resulted in significant revisions. The program was redeveloped to align with current work practices and WorkBC recommendations for employment training. It was a consultative process with stakeholders. The ten (10) month program was renamed **Deaf and Hard of Hearing Essential Employment Skills Certificate (EESC)**, as well, the last four (4) courses of the curriculum were combined to create a new credential; the two (2) month **Deaf and Hard of Hearing Employment Skills Advantage (ESA) Short Certificate**.

New students will want to complete the ten (10) month EESC, whereas the two (2) month ESA short certificate can be taken as a stand-alone credential and is aimed at individuals who wish to return to school to improve, refresh or upgrade their employment skills. It covers topics such as advocacy, employment searching, networking, and workplace conflict resolution.

With the EESC redesign, while nominally increasing student capacity and standardizing the program structure, it was ensured that the cost of delivery would not increase. The student capacity for the EESC cohort stream remains at eight (8) students. The ESA short certificate allows modest growth with the addition of four (4) seats. Total cohort twelve (12) students.

TUITION:

DHH programs are under the Ministry umbrella of Developmental Education, and institutions are mandated to deliver programs under the tuition replacement funding model. This restricts the tuition. FAC is aware that these restrictions result in the EESC program continuing to run at a deficit. With the addition of up to four (4) seats for ESA Short Certificate and the addition of four (4) credits for EESC, total revenue for the ten (10) month EESC program is increased, and the overall EESC program deficit is reduced.

For the significantly revised EESC, and the new ESA Short Certificate, the recommendation is to maintain the existing per credit fee. The tuition for the EESC program will increase to \$5,389.44, as the number of credits has increased. As the new ESA Short Certificate is a 12-credit program, the recommended tuition is \$1,539.84.

RECOMMENDATION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the following domestic tuition for the following programs, effective September 1, 2024:

- Revised: Deaf and Hard of Hearing Essential Employment Skills Certificate:
\$5,389.44
- New: Deaf and Hard of Hearing Employment Skills Advantage Short Certificate:
\$1,539.84

ATTACHMENT: APPENDIX A: Costing Analysis: DHH Essential Employment Skills Certificate (EESC)

PREPARED BY: Shirley Lew, Dean, School of Arts & Sciences
Mark Chiarello, Associate Director, School of Arts and Sciences
Deborah Lucas, Executive Assistant, VCC Board of Governors

	Existing	REVISED Effect. Sept 1, 2024
Tuition per student - Domestic	\$ 4,780	\$ 5,389
No. of Intakes	1	1
No. of students per intake - Domestic (projected)	8	8
Total students (with X FTE attrition) - Domestic	8	8
Student FTE - Total	8.0	8.0
Duration - instructor months	10	10
Program Duration	10	10
Duration - instructional programming days	154	154
Other days	0	0
Department head release days	0	0
Duty days per year	180	180
Instructor FTE required per intake	0.86	0.86
Number of credits	38	42
Support Staff FTE	0.00	0.00
Operational costs	\$ 0	\$ 0
Revenue per credit per student	\$ 135	\$ 124
Cost per credit per student	\$ 756	\$ 639
Revenue per student	\$ 5,117	\$ 5,196
Cost (breakeven tuition fee) per student	\$ 28,710	\$ 29,677
Breakeven tuition fee per credit per student	\$ 756	\$ 639
Tuition fees per student - Domestic	\$ 4,780	\$ 4,876

Revenue

Projected Tuition revenue -Domestic	\$	38,243	\$	43,116
Projected Tuition revenue -Other Fees	\$	2,692	\$	2,828
Total revenue (projected)	\$	40,936	\$	45,944

Instructor

Salary (step 1)	\$	92,466	\$	92,466
Benefits (27%) (FY2324)	\$	24,041	\$	24,966
Total instructor costs	\$	116,508	\$	117,432

Support Staff

Salary	\$	-	\$	-
Benefits (30%)	\$	-	\$	-
Total support staff costs	\$	-	\$	-

Total labour cost

\$	116,508	\$	117,432
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Operational costs

Operational Expenses	\$	-	\$	-
Direct Student Supports (i.e. interpreting)				
Facility Leasing Costs				
Capital/Technology/Equipment				
Curriculum Renewal	\$	41,895	\$	46,305
Intl Student Agency Fees	\$	-	\$	-
Total operational costs	\$	41,895	\$	46,305

Indirect student support

Indirect student support	\$	71,281	\$	73,682
Total indirect student support	\$	71,281	\$	73,682

Total expenditures

\$	229,684	\$	237,419
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Gross Margin Income Statement

Gross margin breakeven tuition per student	\$ 14,564	\$ 13,282
Minimum number of students to cover gross margin	23	23
Minimum number of students to cover direct + indirect	23	23
Minimum number of students to cover all costs	37	37



INFORMATION NOTE

PREPARED FOR: VCC Board of Governors

DATE: February 7, 2024

SUBJECT: International Education Strategic Plan 2024-2029

BACKGROUND:

VCC has developed a five-year International Education Strategic Plan (IESP) to inform and guide our local and global engagement in our internationalization efforts. This plan was developed with consideration to the BC Ministry of Post-Secondary Education and Future Skills' (PSFS) International Education Framework and EduCanada's consultations on the forthcoming renewal of the federal International Education Strategy. It is intended to be responsive to evolving student and sectoral needs, provide strategic vision and direction to VCC campus and community members, and position VCC to lead the College sector in BC in global engagement.

The IESP includes strategic objectives that were developed with input from internal and external stakeholders including students, staff, faculty, and partners. This input was collected through various engagement events including meetings, focus groups, surveys, and presentations. In addition, we formed an IESP Advisory Committee to provide input, be informed and make recommendations on the plan.

This institution-wide plan outlines strategic objectives and action items that showcase opportunities for VCC to advance internationalization across the College and will be further developed in the next phase of community-wide implementation planning. Objectives include Indigenous Perspectives; Equity, Diversity, Inclusion and Access; Student Success; Global Experiences and Partnerships; and Sustainability.

ATTACHMENT: APPENDIX A – International Education Strategic Plan 2024-2029

PREPARED BY: Jennifer Gossen, Director, International Education & Community Engagement

APPENDIX A

INTERNATIONAL EDUCATION STRATEGIC PLAN (IESP) 2024 - 2029

VANCOUVER COMMUNITY COLLEGE
Vancouver, British Columbia, Canada

VCC
International Education Strategic Plan

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Land Acknowledgement

We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the x^wməθk^wəyəm̓ (Musqueam), Sḵw̓x̓wú7mesh Úxwumixw (Squamish), and səliłw' ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

President's Accountability Statement

For nearly 60 years, VCC has been committed to ensuring a diverse, globally engaged and locally grounded community for students, employees, industry partners, and community members. We are proud of our commitment to internationalization and look forward to making an even greater impact in the years to come.

The International Education Strategic Plan (IESP) was developed to meet evolving student and sectoral needs, ensuring a learning and living environment that will serve our community and our province well into the future. Our unwavering dedication to international education and global engagement is central to this plan. We take responsibility for promoting sustainable and ethical initiatives, and through this strategic plan, we embark on a journey to integrate relevant programs, practices, and values across our organization.

At VCC, we believe that true progress cannot be made without also furthering reconciliation, equity, and accessibility. These values have strongly informed this plan and will continue to guide our way in the decades to come.

Thank you to all of those who contributed to this plan, and to the International Education Department and Advisory Committee members for your dedication, time, and collaboration on the IESP.

Thank you for joining us as we shape VCC's future together.

Sincerely,



Ajay Patel
President and CEO
Vancouver Community College

About the International Education Strategic Plan (IESP)

The International Education Strategic Plan (IESP) is a collaborative effort led by the VCC International Education Department and supported by the IESP Advisory Committee on behalf of the broader VCC community. The plan is informed by and aligned with the VCC Strategic Innovation Plan (SIP, 2022 - 2025) and other VCC commitments, including the Campus Plan, Accessibility Plan (2023 - 2026), Environmental Sustainability Strategy (2023 - 2028) Mental Health and Well-being Framework (2022-2026) and the Indigenization Strategy (forthcoming). It was developed with a keen eye to the British Columbia Ministry of Advanced Education & Skills Training International Education Framework (2021) and EduCanada's consultations on the forthcoming renewal of the federal International Education Strategy (2025 - 2030).

The IESP is a five-year strategic plan (2024 - 2029) that informs and guides VCC's local and global engagement in our internationalization efforts. The IESP was developed to be responsive to evolving student and sectoral needs, provide strategic vision and direction to VCC campus and community members, and position VCC to lead the BC College sector in global engagement. It is an institution-wide plan created with support from the Senior Leadership Team and the Board.

VCC is committed to community engagement in all of our strategic planning. We conducted internal and external stakeholder engagement, and their feedback was integrated into the development of this IESP. The IESP will be followed by a detailed College-wide implementation plan that will be community-built and initiated.

Thank you to the International Education Department, the IESP Advisory Committee, and internal and external stakeholders for sharing valuable ideas and helping shape this strategic plan. We also thank external consultants Kate Jennings and Sarah Mines, who provided expert training and senior advisory services throughout the development of the IESP.

About VCC

Vancouver Community College (VCC) offers in-demand programs leading to employment that support provincial and federal strategies for internationalization. As a key player in the post-secondary landscape in BC, VCC's connections to industry and community ensure that our students have direct access to employers and community resources. The majority of VCC's programs incorporate experiential and work-integrated learning to prepare graduates for employment, as demonstrated by our high graduate employment rates.

VCC prioritizes student learning with small classrooms in cohorts that provide individualized and specialized support for learners. VCC's cohort model embeds essential student support for language, intercultural and academic competencies. Our instructors bring industry experience to the classroom and our on-campus facilities provide real work and practical skills to promote community engagement and further ensure our graduates are ready for the workforce.

One of the College's core values is to create an accessible and sustainable environment in the local and global classroom, industry and community where students build the skills, develop the attributes and gain the experience needed for success now and in the future. We are deeply committed to furthering equity, accessibility, decolonization and reconciliation and adopting environmentally sustainable practices into our internationalization initiatives and operations, which makes VCC a unique and exciting place to study and work.

VCC administrators, staff and faculty foster a student-centered environment and ensure students have access to services and resources to enhance their success. We recognize our role in ensuring students are successful both on- and off-campus. We are committed to working with local partners to create living and learning spaces that are responsive to student needs. Through holistic student services and programs, VCC supports the entire student journey from pre-arrival to graduation and beyond.

International Education Strategic Plan

VCC Vision Statement

The first choice for innovative, experiential learning for life.

VCC International Education Vision Statement

An inclusive environment for students, staff, and faculty to engage in international learning and contribute to the local and global VCC community.

VCC International Education Mission

- Advance internationalization efforts at VCC through strategic internal and external partnerships
- Deliver high-quality, inclusive education and services for students to thrive academically, culturally and socially.
- Promote and provide local and global engagement opportunities for students, staff and faculty and contribute to a more sustainable and interconnected world.

VCC International Education Strategic Objectives

The following strategic objectives position VCC to be responsive to global trends and opportunities and to lead the BC College sector in global engagement. Each objective has related actions, which are highlighted below. The actions showcase opportunities for VCC to advance internationalization across the College and will be further developed in the next phase of community-wide implementation planning.

Indigenous Perspectives

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

Actions:

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

Equity, Diversity, Inclusion and Access

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

Actions:

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

Student Success

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

Actions:

- Enhance student supports and services with a focus on mental health, career and settlement, and safe and secure living conditions, to help students overcome challenges and achieve their academic goals.

- Support program development that aligns with in-demand labour market outcomes as identified by provincial and national labour market analyses.
- Ensure opportunities for students to gain employment in careers related to their field of study and maintain high graduate employment rates and successful graduate outcomes.
- Prioritize students' best interests and hold VCC and its partners, including education agents, accountable to ethical business practices that comply with provincial and federal standards.

Global Experiences and Partnerships

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

Actions:

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

Sustainability

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

Actions:

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

IESP Aspirations

The IESP (2024 - 2029) sets VCC on a solid path for the next five years as we evaluate and enhance our internationalization efforts and operations. Throughout the IESP process, we considered why we were embarking on this work and setting strategic objectives for VCC. The vision became clear as we articulated our long-term aspirations. The IESP objectives will help ensure that VCC

- is an institutional partner of choice for global learning opportunities with local, national and international institutions and governments; has increased engagement of VCC faculty and program areas participating in global learning opportunities; and is the college of choice for inbound and outbound mobility;
- is recognized locally and globally by students and employers as the first choice for skills training and career opportunities supported by high-quality student services; has the highest graduate employment rate in BC and is a role model institution for graduates who meet labour market demands and bring diversity and global competencies to the workplace;
- integrates practices of decolonization and reconciliation in its internationalization efforts and operations; proactively collaborates with indigenous colleagues in keeping with UNDRIP and advancing the TRC Calls to Action;
- integrates equity, diversity, inclusion and access in its internationalization efforts and operations; has a truly diverse student body supported by diverse faculty, staff and community members; is recognized as a local and global leader in creating accessible and inclusive student-centered programs and supports; and
- is known as a local and global leader in the College sector in its commitment and actions related to the UN SDGs; is reducing emissions within its internationalization efforts and operations and is positioned to achieve net-zero emissions by 2050.