



VCCFA
Education Council
April 22, 2008

Here to consider input to the Education Plan which has become VCC's way of dealing with the Council's statutory obligation under the College and Institute Act to advise the Board on the setting of the academic schedule.

As the VP Education has indicated on pages 3 and 4 of the plan the budget and the plan are interconnected. He states on page 4, "the training plan is the key driver of the 2008/09 budget." Of course the reality is somewhat different.

The parameters of the budget seem to have been set and then a plan is derived to fit those parameters. The VCCFA's main point is that those parameters do not have an ethos of conservation of learning opportunities.

The Council's top concern is for the integrity of the educational enterprise. All the programming within the plan, whether eliminated/cut/reduced or left alone is legitimate and valuable. It has all been validated by the current Strategic Plan, adopted by the Board, and all are providing valuable learning opportunities to the community; moreover, it is delivered with the special VCC approach that has had to be developed because more of our students are older, more have difficulty with the language and more have literacy difficulties. (As an aside, the Council, when it dealt with Electronics – Core showed the appropriate response to a program that was no longer providing a valuable service.) To significantly change programming should require a comprehensive process with adequate time for input and consideration. That consideration should include the broader community as well.

The drastic degree to which this plan changes our profile demonstrates a relatively extreme view of executive privilege and prerogative and of the priority given to non-educational related budgeting.

That executive/budget question is a struggle that will have to wait for another day – they are not primarily Education Council issues. The lens through which the VCC Faculty Association asks the Council to consider programming and this plan is one that the Board of this College used to use. It is not radical or extreme. It is one of conservation. -- That valuable, successful programming should be preserved and not harmed.

All budget and executive questions aside, if it is demonstrated that this plan harms or removes the capacity of programming to be successful, then it does not merit your recommendation to the Board. We trust that that message will be delivered

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