

<p>NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING TO BE HELD IN KOMOUX HALL BOARDROOM, COMOX VALLEY CAMPUS THURSDAY, JUNE 14, 2018 @ 1:00 PM</p>
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AGENDA

PRESENTATION:

1:00 p.m. Comox Valley Student Housing Business Case (30 minutes)
L. Domae, C. Fowler, The Scion Group

	Topic	Attachment	Action	Time
1.	CALL TO ORDER			
1.1	Acknowledgement of First Nations Traditional Territory			
1.2	Adoption of Agenda		To adopt	(1 min)
2.	CONSENT AGENDA			
2.1	Minutes of the Regular Meeting of April 19, 2018	✓	To approve	
2.2	Executive Committee Report	✓	Information	
2.3	Finance and Audit Committee Report	✓	Information	
2.4	Regional Highlights Report	✓	Information	
2.5	Correspondence and Information (Agenda item #5)	✓	Information	(2 mins)
3.	BOARD BUSINESS			
3.1	Board Objectives/Action Items Log as of June 14, 2018	✓	To discuss	(5 mins)
3.2	Annual Board Evaluation Results	✓	To discuss	(10 mins)
3.3	Roundtable Regional Reports		Information	(20 mins)
4.	REPORTS ON STRATEGIC ACTIVITIES			
4.1	President			
4.1.1	President's Report, June 2018	✓	Information	(15 mins)
4.2	Executive Vice President, Academic			
4.2.1	Final FTE Report for Year Ended March 31, 2018	✓	To approve	(10 mins)
4.2.2	2017/18 Institutional Accountability Plan and Report	✓	To approve	(20 mins)
4.2.3	Annual Report re Sexual Misconduct Policy	✓	Information	(10 mins)
4.3	Vice President, Finance and Facilities			
4.3.1	Comox Valley Student Housing Business Case	✓	To approve	(15 mins)
4.3.2	Audited Financial Statements for Year Ended March 31, 2018	✓	To approve	(10 mins)
4.4	Vice President, Strategic Initiatives			
4.4.1	Strategic Initiatives Division and NIC Foundation Report	✓	Information	(10 mins)

- 4.5 Chair, Education Council
4.5.1 Education Council Report ✓ Information (3 mins)
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5. CORRESPONDENCE AND INFORMATION

(attachments)

- 5.1 Board of Governors Calendar of Events 2018
5.2 Emeritus Designee Letters 2018
5.3 Learner Resource Fee Update Report
5.4 NIC Foundation Letter re 2017/18 Endowment Statement
5.5 Nadler Framework: Board's Role in Strategy
Development
-

6. NEXT MEETING DATES

- Regular meeting – Thursday, September 27, 2018,
Port Alberni Campus
-

7. ADJOURNMENT 3:35 p.m.

**MINUTES OF THE REGULAR MEETING OF THE
NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD IN KOMOUX HALL BOARDROOM, COMOX VALLEY CAMPUS
THURSDAY, APRIL 19, 2018**

BOARD MEMBERS

PRESENT

D. Lamb, Community Member, Campbell River Region, Chair
J. Atherton, Community Member, Comox Valley Region
J. Bowman, President
R. Everson, Community Member, Comox Valley Region
K. Gibson, Faculty Representative
R. Grant, Community Member, Campbell River Region
J. Kortlever, Student Representative
D. Lightfoot, Chair, Education Council
E. Mosley, Community Member, Port Alberni Region
C. Reyno, Support Staff Representative
N. Schofield, Student Representative

VIA TELECONFERENCE

B. Bell, Community Member, Comox Valley Region

BOARD MEMBERS ABSENT

J. Murphy, Community Member, Comox Valley Region, Vice Chair

ALSO PRESENT

T. Bellavia, Associate Vice President, Access and Regions
L. Domae, Executive Vice President, Academic
C. Fowler, Vice President, Finance and Facilities
R. Heidt, Vice President, Strategic Initiatives
K. Kuhnert, Associate Vice President, Student Services & Registrar
R. Reid, Executive Assistant, Board of Governors

1. CALL TO ORDER

D. Lamb called the meeting to order at 1:00 p.m.

1.1 Acknowledgement of First Nations Traditional Territory

D. Lamb acknowledged that the meeting is being held in the traditional territory of the K'ómoks First Nation.

1.2 Adoption of Agenda

Moved C. REYNO/Seconded K. GIBSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 19, 2018 AS PRESENTED.

Motion carried

2. CONSENT AGENDA

D. Lamb presented the consent agenda, requesting a clerical amendment to the minutes of the regular meeting of March 22, 2018.

- 2.1 Minutes of the Regular Meeting of March 22, 2018
- 2.2 Executive Committee Report
- 2.3 Finance and Audit Committee Report
- 2.4 Regional Highlights Report
- 2.5 Correspondence and Information (Agenda item #5)

Moved J. ATHERTON /Seconded E. MOSLEY: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 19, 2018.

Motion carried

3. BOARD BUSINESS

3.1 Board Objectives/Action Items Log as of April 19, 2018

D. Lamb requested updates on advocacy initiatives, development of a risk management policy and a joint meeting with Aboriginal Education Council and Education Council on the Truth and Reconciliation Committee report.

J. Bowman reported that a planning group has been put together to confirm a date for the joint meeting and firm up an agenda. He added that the date will likely be mid-June and that the venue will be off-campus due to the size of the group.

C. Fowler will bring forward a draft risk management policy for Board review and approval in June.

At its April 10th meeting, the Executive Committee discussed and decided that advocacy initiatives for the College would be best pursued through meeting with local MLAs and MPs. Board community representatives of the area where the meetings will take place will also be invited to join the meetings.

3.2 Roundtable Regional Reports

R. Everson reported that the multi-event project he is helping coordinate to be held in summer received enough funding for it to go ahead.

R. Grant and D. Lamb attended the Campbell River Campus Campaign Leadership Cabinet meeting which included a tour of the Campbell River campus project construction. D. Lamb expressed his appreciation for R. Heidt's work on the fundraising campaign and tailoring campaign materials to target specific potential donors. D. Lamb also attended the Tourism and Hospital Management students' Wine Festival on March 23rd.

4. REPORTS ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Report, April 2018

J. Bowman emceed the Tourism and Hospitality Management student's Wine Festival which raised funds towards scholarships and bursaries. He held town hall meetings at the Port Alberni, Comox Valley and Campbell River campuses and was impressed with the attendance by employees at those meetings. Topics included were the draft 2018/19 College budget including program and service funding, Campbell River campus expansion and renovation project update and video, update on planning for student housing at the Comox Valley campus, college administrative roles and organizational structure and International Education.

J. Bowman reported how pleased Advanced Education Minister Melanie Mark was with her visit to the Campbell River campus on March 26th, noting that this was the second time she has visited NIC, the first being the Comox Valley campus, and that she is planning on visiting the Port Alberni campus at the same time in the future.

He also provided an update on the CICA pre-conference forum to be held in Courtenay which is being organized by NIC. To date, there are over 80 registrations from 30 institutions in 10 provinces.

4.2 Executive Vice President, Academic

4.2.1 Approval of New Credential and Tuition: Aboriginal Leadership Certificate

L. Domae requested T. Bellavia to present information on the proposed program.

T. Bellavia reported that the Aboriginal Leadership Certificate has been in development for a few years. He acknowledged the K'ómoks First Nation and R. Everson in bringing the idea to the College. He also acknowledged the work of Marcia Dawson, Aboriginal Education faculty, Lou-ann Neel, Interim Director, Aboriginal Education and Laura Johnston, Instructor, for the work in developing the proposed program which has been approved by Education Council. Students for the program will be recruited from the North Island region. It will be offered on part-time basis through online and face-to-face classroom sessions including intensive residence-based opportunities. T. Bellavia added that the program allows for laddering to a University of Victoria or Vancouver Island University diploma program with transfer options either by course or credits.

Moved R. EVERSON/Seconded C. REYNO: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE CREDENTIAL: ABORIGINAL LEADERSHIP CERTIFICATE.

Motion carried

Moved R. EVERSON/Seconded R. GRANT: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE TUITION FEE OF \$123.44 PER CREDIT FOR:

**ABG 100 Histories and Impacts of Colonization
ABG 102 Governance and Organizational Structure
ABG 103 Vision, Values, Philosophies and Ethics
ABG 105 Politics, Policy and Practices
ABG 110 Community Development and Planning
ABG 111 Economic Development
ABG 115 Human Resources
ABG 120 Communications
ABG 125 Finance**

EFFECTIVE AUGUST 15, 2018

Motion carried

4.2.2 Approval of Tuition and Lab Fees: THM 175 Mixology and Oenology; THM 276 Food & Beverage Management

L. Domae reported that the two new elective courses address the demand for tourism and hospitality courses, adding that the demand is partly driven by the growth of the wine and spirits industry. THM 175 is a first year option while THM 276 is a second year option in the Tourism and Hospitality Management Program.

Moved R. GRANT/Seconded N. SCHOFIELD: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE TUITION FEES OF \$123.44 PER CREDIT AND LAB FEES OF \$143.37 PER COURSE FOR THM 175 MIXOLOGY AND OENOLOGY AND THM 276 FOOD AND BEVERAGE MANAGEMENT, EFFECTIVE AUGUST 15, 2018.

Motion carried

4.3 Vice President, Finance and Facilities

4.3.1 2018/19 Budget Approval

C. Fowler presented tables showing comparisons in different fiscal years between NIC, Selkirk College, Vancouver Island University (VIU) and Langara College. The tables showed how base funding, international education revenue and tuition and fees vary between the post-secondary institutions.

The Board discussed international education revenue targets, agreeing that what might work for one institution may not work for others.

C. Fowler provided an overview of the proposed budget, highlighting the following:

- Revenue increased by \$4.3 Million is made up of provincial operating grants, one-time only funding and international education tuition revenue;
- Additional revenue also reflects the new spring/summer term that is being introduced this year;
- Additional funding may come in to develop programs;
- Anticipated costs generated by the new Provincial payroll tax.

D. Lamb suggested doing a media release regarding the budget approval especially since the large amount for salaries and wages connote economic impact in the community.

B. Bell joined the meeting at 1:54 p.m.

Moved E. MOSLEY / Seconded N. SCHOFIELD: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FISCAL 2018/19 BUDGET AS PRESENTED.

Motion carried

4.4 Vice President, Strategic Initiatives

4.4.1 Strategic Initiatives Division Update

R. Heidt reported that the College has received two more grants since the January Board meeting from the Natural Sciences and Engineering Research Council of Canada (NSERC) for NIC's Centre for Applied Research, Technology and Innovation (CARTI) as well as funding for kelp research aimed at helping the shellfish industry. He also reported that NIC now has a new website which has a new responsive design that allows easy viewing from any device.

4.4.2 NIC Foundation Report

R. Heidt acknowledged the support of R. Grant in facilitating a presentation to a potential lead gift donor for the Campbell River campus fundraising campaign. The Campaign Leadership Cabinet will continue to meet with potential lead donors throughout the spring, summer and fall months.

5. CORRESPONDENCE AND INFORMATION

The Board received the following information items:

- 5.1 Board of Governors Calendar of Events 2018
- 5.2 President's Budget Letter, April 2018
- 5.3 CIGan Pre-Conference Schedule, April 27-28, 2018
- 5.4 AEST letter – one-time funding for Health Care Assistant program on Denman/Hornby Island

6. NEXT MEETING DATES

- 6.1 Regular meeting – Thursday, June 14, 2018, Komoux Hall, Comox Valley Campus
- 6.3 In-camera meeting – Thursday, June 14, 2018, immediately following the regular meeting

7. ADJOURNMENT

The meeting adjourned at 2:00 p.m.

Derek Lamb, Chair

Rachel Reid, Executive Assistant

DRAFT

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
June 14, 2018

Vision: North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

AGENDA ITEM: Regular Meeting
2.2 Executive Committee Report

The Executive Committee met on Thursday, May 31, 2018 with Derek Lamb, John Bowman and Rachel Reid in attendance. Bruce Bell, Jane Murphy and Roy Grant participated via teleconference.

The Committee reviewed the following items:

- Meeting agendas and schedule of activities for the Board meeting of June 14, 2018 and joint meeting with EdCo and Aboriginal Education Council on June 15, 2018;
- Draft minutes of the April 19, 2018 Board meeting;
- Board evaluation, 2018;
- Advocacy meetings with local MLAs;
- Board Chair succession.

President's Report

J. Bowman reported that in speaking with Tony Loughran, Assistant Deputy Minister for the Ministry of Advanced Education, Skills and Training (AEST), the Board will hear back from the Ministry regarding its request for member reappointments sometime in June. He also advised the Committee of a tentative June 18th visit by AEST Minister Melanie Mark to the Campbell River campus. The event will be hosted by MLA Claire Trevena. Board members will be invited to the event as soon as details are finalized.

J. Bowman also provided an update on an international student's death and what services the College is providing to the student's family. A verbal update regarding this item will be provided to the Board at its in-camera meeting on June 14, 2018.

J. Bowman proposed a mid-term review and renewal of the College's Plan 2020 with the goal of drafting a new updated strategic plan to be approved in 2019.

Advocacy Meetings with Local MLAs

A meeting with MLA Scott Fraser has been set for Monday, June 4th with J. Bowman and D. Lamb representing the NIC Board of Governors (update: Board community representative for Port Alberni E. Mosley joined this meeting in place of D. Lamb). Meetings with MLAs Ronna Rae Leonard and Claire Trevena are still being arranged.

June 14, 2018 Board Meeting Agendas

J. Murphy requested extending the amount of time to be spent on discussing the Institutional Accountability Plan and Report (IAPR). She suggested reviewing the report to see what can be lifted from it that may be relevant to the Board's governance work as well as the College's strategic plan. D. Lamb suggested having the Executive Committee review the current draft IAPR with the last three IAPRs to compare and contrast data to see how far the College has come in terms of implementing its strategic plan.

A workshop/meeting of the Executive Committee and a few other Board members will be determined sometime late July. The goals for this meeting will include a review of the IAPRs against the College's Plan 2020 as well as building an agenda for the Board's annual retreat.

An employee meet and greet event will be postponed to a Board meeting in the Fall.

Joint Meeting with EdCo and Aboriginal Education Council

J. Bowman summarized the draft agenda for the June 15th joint meeting with Education Council and Aboriginal Education Council. R. Grant commented that, following his participation at the recent CIGan conference where he attended a number of sessions on Aboriginal education, he looks forward to planning for the future in terms of policy development arising from the Truth and Reconciliation Report Calls to Action.

Board Chair Succession

The Committee discussed Board Chair succession in light of elections scheduled for the inaugural Board meeting in September.

Finance and Audit Committee
Tuesday May 29, 2018 2:00 pm
Komoux Hall Boardroom, Comox Valley Campus

Members present: K. Gibson (Chair), E. Mosley, B. Bell (via phone)

Member absent: N. Schofield

Resources: C. Fowler (VP, Finance & Facilities), S. Fleck (Director, Finance), R. Reid (EA to BoG)

Guests: L. Bates-Eamer, S. Burden (KPMG)

Call to Order

K. Gibson called the meeting to order at 2:04 pm.

Approval of Agenda

The Committee approved the agenda as presented.

NIC Investment Manager Procurement Update

C. Fowler explained that the College will be identifying qualified vendors through its contacts within the post-secondary institution sector. This will limit the number of prospective vendors that will be requested to submit a proposal for investment management services. The process will be implemented in the next few months with the goal of presenting the submitted proposals to the Finance & Audit Committee at its meeting in September. E. Mosley suggested that a confirmation that an invitation to provide quotes to a limited number of vendors complies with current trade agreements be included in the report that will be going forward to both the Committee and the Board of Governors.

Referring to the 3% cap on investment income to fund operating costs, C. Fowler stressed the need to closely monitor how those resources are drawn out and budgeted.

Risk Management Policy Update

C. Fowler provided an update on the draft risk management policy, adding that a managerial position for an Occupational Health and Safety Manager has been posted with a goal of hiring a manager by June. This position will be part of the risk management team that will develop the risk management framework for NIC. The process of working with departments to identify risks and mitigation strategies as well as safety procedures already in place will begin in summer. The resulting risk register document will be vetted by the Senior Leadership Team (SLT) prior to going to the Board for approval.

B. Bell joined the meeting at 2:20pm.

Draft Audit Findings Report

C. Fowler introduced L. Bates-Eamer and S. Burden of KPMG that provided third party auditing services to NIC. L. Bates-Eamer confirmed that KPMG's audit opinion of the College's financial statements is consistent with prior years in that no outstanding issues, significant deficiencies or control observations were identified in the College's financial reporting. She reminded the Committee that the services performed were one of audit compliance. L. Bates-Eamer added that KPMG is satisfied with the accounting estimates made in areas such as tangible assets and employee benefits.

S. Burden summarized the areas of audit focus including:

- the College has undertaken a number of capital asset work in this fiscal year in both the Mount Waddington and Campbell River campuses projects;
- Costs that had been incurred but not accrued were adjusted to show costs as work in progress, accounts payable and GST receivables;
- No issues were noted with regards to the \$6 million received from Government and restricted for spending in relation to the Campbell River campus consolidation;
- Some costs related to tenant improvements at the Mount Waddington campus were reclassified as lease inducement.

K. Gibson inquired about the scope of related party transactions as discussed during the presentation of the audit plan in March. S. Burden confirmed that Board Members sit at a high level decision-making function and so are far removed from being considered as "related party". C. Fowler reported that consideration will be made to expand the scope to some managerial positions that are not members of the SLT.

2017/18 Draft Financial Statements

C. Fowler will be providing a memo to the Board to accompany the 2017/18 financial statements to be included in the June 14th Board meeting for approval. He highlighted portions of the statements that stand out like capital assets, increase in international student tuition revenue, capital gains from the investment portfolio, increase in tangible capital assets and funding as well as a revenue analysis that breaks down revenues into simple categories to show how contributions mix is changing through the years.

C. Fowler and S. Fleck left the meeting at 2:51 p.m.

The Committee members requested clarification from L. Bates-Eamer and S. Burden about terminologies used in the findings report document as well as how internal controls are substantially audited. A KPMG audit team of three accountants was also on-site for a week to do the ground work.

C. Fowler and S. Fleck rejoined the meeting at 3:01 p.m.

Large Payments Report

S. Fleck highlighted some large payments made from beginning of March to end of April including costs related to health benefits as well as payments made related to contract work for the Campbell River campus project.

2018/19 Proposed Committee Meeting Dates

The Committee agreed to the proposed dates except for the January 8, 2019 date which could be moved to the following week. A final set of meeting dates will be reviewed by the Committee when it convenes with membership in November.

The meeting adjourned at 3:13 p.m.

Kim Gibson
Committee Chair

**REPORT TO NORTH ISLAND COLLEGE BOARD OF GOVERNORS
REGIONAL HIGHLIGHTS
JUNE 2018**

TRADES AND TECHNICAL PROGRAMS

Program Updates

Submitted by Cheryl O'Connell

The following Trades and Technical programs launched in April and May:

- Heavy Mechanical Apprentice Level 3
- Carpentry Apprentice Harmonized Level 2
- Plumber Apprentice Level 3
- Electrical Apprentice Level 4

The following Trades and Technical programs have completed or will complete in April, May, June, July and August:

- Automotive Service Tech PA
- Automotive Service Tech CR
- Heavy Mechanical Apprentice Level 2
- Heavy Mechanical Level 3
- Carpentry Foundation
- Carpenter Apprentice Level 2
- Carpenter Apprentice Level 3
- Carpenter Apprentice level 4
- Plumbing Foundation
- Plumber Apprentice Level 2 x 2
- Trades Sampler
- Electrical Foundation x 2
- Electrical Apprentice Level 2 x 2
- Electrical Apprentice Level 3
- Electrical Apprentice Level 4 x 2
- Plumber Apprentice Level 3
- Joinery Foundation
- Aircraft Structures
- Professional Cook 2
- Welding
- Welding Foundation

Program Highlights



Electrical Apprenticeship Level 2

Students working on new training boards. This lab involved connection of transistor circuits.

Plumbing Project: CV NIC Campus May 10, 2018

Eighteen year old plumbing student, Noah Gunter, is working on the 'roll groove' project.

This system is used for water delivery for fire protection in many industrial sites including mines, mills and is in place at the CV NIC Trades building.





Trades Sampler Program

Students from North Island College’s first Trades Sampler program are auctioning off their class projects to support future trades students. “This is a great chance to get a storage or work shed for your yard, and support local students,” said Cheryl O’Connell, NIC’s dean of trades and technical programing.

The Trades Sampler is a partnership between NIC and School District 72 and is sponsored by BC’s Industry Training Authority. It provides Grade 11 and 12 students an opportunity to spend a semester exploring trades programming as they consider their career options.

“It’s a chance for students to gain invaluable exposure to theory and hands-on training in a variety of trades including carpentry, electrical, auto service tech, heavy mechanical, plumbing and welding before they graduate,” said O’Connell, who thanked Diana Camerin, Timberline Secondary and SD72 career facilitator, for the pilot program’s success.

NIC carpentry instructor Tom Klatt says the project brings a number of key carpentry skills together in one project. “It’s great because it covers wall and floor framing, window and door framing, roof construction and siding, along with electrical work for the lights and outlets,” said Klatt.

Funds from the auction will support future trades students through NIC Foundation scholarships and bursaries.

Professional Cook 1 and 2

All of our Professional Cook Level 1 students successfully completed the program at the end of March with several of them going on to Professional Cook Level 2 beginning immediately thereafter. These PC2 students operate our fine dining restaurant, the Third Course Bistro, for six weeks of their program. The Bistro, located on North Island College’s Campbell River campus features amazing three, four, and five course menus created by our students. The Third Course Bistro offers quality service, fabulous menu choices, an excellent wine selection and an inviting atmosphere all at an incredible value. Students in NIC’s Professional Cook Training [Level 1](#) and [Level 2](#) prepare the meals, with the freshest seasonal products. We are proud to say that all seating was sold out this May and June!!

Students will also spend a full week with the Comox Shellfish Festival, that will host Culinary Team BC and Chefs from all over the country. Students will be helping with the competition and will staff the NVICA booth for a fundraiser serving over 2000 portions of deep fried Halibut under the tent and students will be working with Chefs during the Gala dinner and reception.

Chef Xavier Bauby is very excited to bring the classroom into the real world.



Carpentry Foundation Program



Carpentry Foundation students are working in the CV Carpentry Shop on the Hip Rafters for a Hip Roof.



Work Experience – Trades Foundation

Our first year offerings of the Work Experience - Trades Foundation course have been very successful.



This course provides each student with the opportunity to apply their learning at a worksite within a trades sector aligned with their Foundation Program.

Students engage with daily shop activities on the job site, acquiring practical knowledge of the operations, applying the skill sets developed in class to date, and realizing employer expectations.

By September 2018, 110 students will have participated in work experience with 49 employers!



OFFICE OF GLOBAL ENGAGEMENT

Crete and Philippines Field Schools

Submitted by Cathy Mutis

We currently have 20 students taking part in field schools: 12 in Crete, Greece with Jim Anderson and Sara Vipond, and eight in Cebu, Philippines with Susan Shantz. The students all landed safely and it looks like they're having a wonderful time. The field schools end May 30th.



Exchange Students

Submitted by Cathy Mutis

Nursing student Ariane Jensen left on April 26th to begin her practicum semester at our institutional partner in Denmark, the University College Absalon. Ariane has family in Denmark and is looking forward to connecting with them while she completes her practicum at Nykoebing Hospital on the island of Zealand.

Jacob Teichrib, an Associate of Arts student, completed his second term in Japan in April at our partner the Nagoya University of Foreign Studies. He is currently traveling around Japan and plans to return to Canada at the end of July. Of his experience abroad, Jacob says:

“Studying abroad has changed my capabilities and the toolset I have for my everyday life and in my education. Being abroad, I get to experience my major from a different perspective and interact with friends on a daily basis from all around the world. Being able to approach critical thinking and questioning from a totally new perspective is something I’m definitely taking away with me.”

Uniterra Leave for Change

Submitted by Cathy Mutis

In partnership with Uniterra, for the past three years NIC has provided funding for NIC staff and faculty to take part in 3-week overseas volunteer experiences which provide employees the opportunity to enhance their skills while contributing to improving the socio-economic conditions of poor and marginalized communities. This year, two NIC staff successfully applied for positions:

- Brooke De Maiffe, Awards Advisor, Office of Advancement
Knowledge Management Advisor at Tanzania Chamber of Commerce, Industry and Agriculture in Arusha, Tanzania
- Lynne MacFadgen, Regional Director, Continuing Education & Training
Malawi Partnership Development Project to support young women & girls at risk

Spring Orientation

Submitted by Nadine Biggs

This year's Spring 2018 orientation took place over April 25th – April 27th. We had approximately 72 international students arrive this semester to begin studying at NIC, including a group of Japanese ESL students from Kansai Gaidai. On Friday afternoon, students took part in a field trip to visit the Elk Falls Provincial Park suspension bridge.



Upcoming Events:

May 15th – Lunch and Learn

Students are invited to join Alex and Betty from Employment Services to learn how to write a winning resume and cover letter to use in their job search.

May 30th – Kayaking Field Trip

Students will have the chance to explore the Comox Estuary by kayak! Lessons, guide and transportation are included for \$20.

STUDENT SERVICES AND REGISTRAR

Mount Waddington Open House

Submitted by Sarah Deagle

On Monday, May 14th the staff and faculty of the Mount Waddington campus opened their doors for their first high school Open House event. There are three high schools in the region and two were able to attend this inaugural event, bringing with them 50 students. The format was highly interactive with information/activity stations set out in the newly renovated space. Students were able to practice what a health care assistant might encounter in the course of their work, for instance. Programming for the day directly tied into current or imminent opportunities at the campus. Smiling faces for staff and students alike suggest that this is the first of many such events.



Cathy Denham, Registration Assistant, hosting the First Aid table during the open house

Graduation preparation underway!

Submitted by Sarah Deagle, Darin Bellham, Nancy Twynam

Graduation excitement is now palpable as we have just a few weeks before the four ceremonies. Each will have its own ‘flavour,’ reflecting the size and culture of each campus.

The Comox Valley graduation ceremony for 2018 will see the largest registration numbers to date at 200 registered graduates. The graduates come from a variety of programs with our first graduates from the Engineering Foundation Certificate, Workplace Professionalism Certificate and Practical Academics for the Workplace. As usual, the ceremony will be held at the Comox Valley Sports Centre in Courtenay.

In Campbell River the graduation will include the practical nursing cohort – our largest student group this year – as well as student representation from ten other programs. In total there will be just over 50 graduates. The event will be hosted in the cafeteria, where campus renovations are starting to be seen and felt.

Over 80 graduates will be piped in by a local piper for the Port Alberni Campus graduation. This year, staff are proud to include in the procession graduates from the Applied Business Technology, Automotive Service Technician, Business Administration, the Carpentry Foundation Harmonized Certificate program, the Community Mental Health Worker program, Early Childhood Care & Education, Employment Transition Culinary Assistant, Health Care Assistant, Human Services - Educational Assistant / Community Support - Indigenous Focus, Human Services Diploma, Joinery/Cabinetmaking Foundation, Professional Cook Level 1, Welder Foundation, and Welding B. Many of our programs include Youth Train and dual credit students.

The Port Alberni ceremony will start with the talented John Howitt Elementary School Choir performing *O Canada*. A young soloist will sing our national anthem with the large school choir delivering back up. The ceremony will close with a dance by the remarkable Haahuupayak Elementary school students. The dance begins center-stage and moves the procession to the NIC Gathering Place where everyone will enjoy a reception catered by a hometown caterer.

Mount Waddington’s graduation will be combined with a celebration of completion, highlighting those who have course completions, but not necessarily program completions. The Tourism & Hospitality students, who started in January, will assist with food and event logistics, and the graduating Education

Assistance students are busy sewing traditional regalia in anticipation of the event, which will be the final graduation of the season and will held at the Port Hardy Civic Centre.

Ceremonies begin first in Port Alberni on June 19th and will be complete by June 25th in Port Hardy, with attendance by many from senior leadership at each of the events.

Peer Tutoring

Submitted by Erin McConomy, Coordinator, Learning Commons

For the first time we are offering peer tutoring through our spring and summer semesters this year. We currently have 14 peer tutors available covering all of the courses we are offering during these two semesters. In May, our tutors have had over 30 appointments with students.

Writing Support

Submitted by Erin McConomy, Coordinator, Learning Commons

For the first time, we are also able to offer writing support during our spring and summer 2018 semesters. The faculty tutors are available in person at the Comox Valley Campus, and via Skype to all other campuses. In addition to our Monday-Friday hours, we also have writing support available on Saturdays in May and June. In May, we had 50 writing support appointments, with 14% of those appointments coming on Saturdays.

For the third spring/summer in a row, we are offering online asynchronous writing support via WriteAway. Any students at NIC can submit their written work online to receive feedback from a trained tutor. In less than two weeks, we have already seen four submissions from NIC students.

In addition to seeing students individually, our writing support and library faculty have been visiting classrooms to inform both students and faculty about the services offered through the Library & Learning Commons. In May, we visited nine classes and the international students' orientation.

Library & Learning Commons Highlights to BOG June 2018

Submitted by Mary Anne Guenther

The Library & Learning Commons is hosting a workshop on Fake News on June 14th which will be led by Mike Caufield, an education expert in digital literacy. This initiative is being funded by NICFA PD and supported by the Teaching & Learning Committee.

New spring and summer hours to include evenings and Saturdays at the CV campus have been posted. Several library instruction classes are already booked and citation clinics are being held on Saturdays.

Additional staff will be hired at CV and CR for the fall and winter semesters with one-time funding from OGE. New positions include one fulltime Librarian and two .5 Library Technicians.

The CR LLC move to temporary space is scheduled for mid-June. Planning for the re-location is well underway.

HEALTH AND HUMAN SERVICES**Bachelor of Science in Nursing**

Karen Mason and RaeAnn Hartman, Co-Department Chairs

Program Update

The Practical Nursing (PN) to Bachelor of Science in Nursing (BSN) pathway suite of courses is nearly completed with 18 students currently enrolled in the bridge-in classes. Option C – PN to BSN cohort is scheduled to begin classed July 3, 2018 with 18 students expected to participate. There is ongoing interest from the community regarding the possibility of future offerings of Option C – PN entry to BSN. We are currently reviewing Vancouver Island University's (VIU) report on Option C and having discussions regarding a potential collaborative proposal.

2018 BSN fall intake: 36 students have been invited into the BSN program. This is the first cohort of students utilizing the CASPer assessment tool as part of Selective Entry.

NIC and VIU BSN faculties had a joint retreat on April 19 and 20th, and developed a Joint NIC-VIU BSN Strategic Plan, offering priorities and an action plan for our joint curriculum that is just being drafted. We had 45 faculty come together.

The BSN department have also completed our Joint Interim Report for our Canadian Association of Schools of Nursing (CASN).

The Nursing Education Council of BC has had significant consultation with David Byers and the Ministry of Health as the new Nursing Policy Secretariat is formed and the Priority Recommendations released provincially. David Byers will be joining us on November 8th, 2018 for a joint BSN faculty and Association of Registered Nurses of B.C. sponsored event, bringing together our nursing community in practice and education.

Faculty Update

Heidi Deagle and Cara Tilston are currently enrolled in the Master of Arts with a focus on Rural and Indigenous Health delivered through the University of Victoria.

Joanna Fraser is currently engaged in research relating to her doctoral work through Simon Fraser University, pursuing a Doctorate of Education in Culturally Inclusive Land Based Learning and was successful with CARTI collaboration, receiving an SSERC grant in the amount of 212,000. Building on over 10 years of partnership between North Island College Nursing program and remote First Nations communities on the North end of Vancouver Island we intend to demonstrate the benefits of integrating early immersion experiences for nursing students into the nursing curriculum. It is anticipated that the early immersion experiences will be an opportunity for nursing students to live in and learn from a remote First Nations community. The early immersion experiences will be designed by each of the partnering First Nations communities to reflect the way of learning, the knowledge, values resources and opportunities available in each community. North Island College faculty, Elders, and nursing students will work with the community leads and mentors to develop and facilitate each unique immersion experience. Research advisors will be invited by the project team to assist in designing a community based research process that will help us evaluate the project. Included in the preliminary meeting to create a vision for working together, BSN faculty were joined by community members from Wuikinuxv, Dzawada'enuxw, and Nuu-chah-Nulth.

BSN faculty have engaged in numerous professional development opportunities this winter and spring:



Jan Meiers and Martha Russell (in photo) presented at both the Western Northwestern Regional Canadian Association of Schools of Nursing (WNRCSN) conference in Edmonton and the Western Canada Health Science Educators (WCHSE) conference (see below as presented on the NIC Facebook page).

NIC Nursing faculty were among the presenters at the annual Western Canada Health Science Educators (WCHSE) conference in Parksville May 16-18, 2018

The conference brought together a variety of health science educators from across the Western provinces for a chance to network and share research and best practices.

“Bringing together educators from a variety of health care disciplines lets us learn from each other and share new knowledge and educational techniques,” said Martha Russell, NIC nursing instructor and 2018 conference coordinator.

The theme of this year’s conference is building bridges: working together for safer patient care, with a focus on inter-professional teaching and learning opportunities.

“Inter-professional teaching focuses on bringing health care professionals together to learn from and alongside each other while they are still in training,” said Russell. “It allows students to learn the different approaches and priorities of other members of the health care team so they can communicate effectively and efficiently to ensure patients are getting the best care possible.”

At NIC, Bachelor of Science in Nursing students get the opportunity to take part in inter-professional simulation evenings with Strathcona family practice residents at the North Island Hospitals. The NIC simulation lab is set up for multiple patient-in-distress scenarios and the nursing students and residents need to work together to try to save the patient.

“It’s a chance for both sides to practice what they do and also how they communicate to other members of the health care team,” said Jan Meiers, NIC nursing instructor and registered nurse. “When the doctors are called, nurses need to understand what information the doctors need to know and in what order so the doctors can complete their differential diagnosis. These simulations help the students gain confidence in their skills and their role as part of the team.”

Russell and Meiers also presented their research on using unfolding case studies as a way to add context and bridge theory and practice in skills learning.

“Many people don’t realize that scholarly research is an integral part of being a registered nurse and is part of our national accreditation as nursing faculty,” said Russell. “Scholarly research provides the evidence, upon which nurses base their practice. It’s fundamental in our top priority, which is always improving patient care.”

Many BSN faculty attended part or all of the Western Canada Health Sciences Educators Conference, held in Parksville on May 16-18, 2018.

We have received MYPP funding for a selective entry research project. Jan Meiers will be leading this project, conducting research into the admission changes regarding selective entry and the inclusion of the CASPer assessment. This will take place over Fall 2018 and Winter 2019.

We have received MYPP funding as well for a review of our Learning Center, Skills Development, Simulation, and clinical practice pedagogies and foundations. Martha Russell will be completing a 2 – 3 phase plan for curricular foundations and integration of best practice.

Dr. Kathleen Haggith and RaeAnn Hartman worked with Island Health and students (now graduates!), Niky Burnett and Allison Benastick to evaluate the North Island Hospital patient experience. Data collection and aggregation is complete. Data analysis is underway.

Laurie Michaud was seconded to work with Dr. Diane Naugler on an NIC Program Review plan. She is currently seconded to work with MYPP funding and release within the PN Program and currently acting as Interim Chair for the PN Program for the month of June.

Student Update

Approximately 24 students attended the Canadian Nursing Student Association regional conference in January. The conference was held at VIU and the organization of the conference was supported by a number of NIC BSN students as they shared their wisdom and experience from the previous conference that was hosted at NIC in 2017.

Recent graduates, Benedict Leonard and Casey Lublinkhof presented at the WNRCASN conference in Edmonton in February. They shared their work on deliberate practice and skills mastery based on their experiences as peer mentors through their 3rd and 4th years. Their presentation was titled **BSN Peer Tutors Using a Deliberate Practice Model to Support Skills Mastery** and was well received.

Thirty graduates will be participating in the convocation and pinning ceremonies and celebrations on June 21 and 22. The majority of our graduates will be working locally in various health care settings and in a variety of roles.

Recent and Upcoming Events

Nursing 410 Field school will take place in Kingcome Inlet August 23-30, 2018. This is the 10th anniversary of the field school in Kingcome Inlet. Joanna Fraser and Karen Mason will continue with research that began in June 2017 evaluating the field school in Rivers Inlet.

Early Childhood Care and Education

Laurie Tulloch, Co-Department Chair

Student Achievements

Diploma students from Port Alberni, Campbell River and the Comox Valley attended a Curriculum Development Day hosted by the Comox Valley Child Development Association. This once a year opportunity brings students who have been learning through ITV together to immerse in and celebrate their learning. The focus this year was on Supported Child Development, with hands on workshops in disability awareness and support strategies. Students celebrated the upcoming graduation of eight of their cohort.



Certificate students in the Comox Valley attended *Building Bridges through Understanding the Village* workshop facilitated by Kathi Camilleri and NIC Elder Evelyn Voyageur as part of their curriculum responding to Calls to Action of Truth and Reconciliation. This deeply experiential learning bridged the Winter and Spring semesters, and supported students to identify principles of relational practice that they are now applying in their final practicum.

Both the Port Alberni and Comox Valley Certificate programs travelled to Quadra Island to tour the Children’s Centre. Inspired by the Reggio Emilia Italian philosophy of childcare, the centre is housed in log buildings, brightly lit by skylights and warmed by a wood stove. The design of space, dynamic play centres



inside and outside the building that our students were able to explore to bring their theoretical understanding of Reggio to life.



With changes to the structure of childcare announced in the provincial budget, the Comox Valley Certificate students launched a fundraising campaign to attend the annual Early Childhood Educators of BC Conference in Vancouver and learn first-hand about the exciting new developments. Eight students attended with faculty Cathy Batho, Lesley Henderson, and Laurie Tulloch. The highlight of conference was the presentation of the Sue Fraser Student Award to NIC student Kat Cunningham. This award is presented to an Early Childhood Education student from BC who brings a fresh perspective, energy, and passion to the field. Faculty have been inspired to be a part of the development of Kat’s skills and knowledge. In presenting her acceptance speech Kat acknowledged the opportunity that attending NIC has afforded her. We look forward to working with Kat as our

colleague in the field as she graduates from the program to apply her learning in the opening of her new childcare centre in Union Bay.



Health Care Assistant Department

Laurie Bird, Department Chair

Health Care Assistant Certificate - Additional Program Offerings for 2018FA and 2019WI

The Ministry of Advanced Education, Skills & Training (MAEST) has, for many years, put out an annual call to post-secondary institutions to submit proposals for one time funded health education programs less than a year in length. NIC base their proposal(s) on an identified labour need for program graduates in the community and/or region and demonstrate that there clinical placements available for students.

For the 2018-2019 academic year, NIC received significant funding from the ministry to offer 70 additional seats in the region. Offerings include:

- 10 seats in-community HCA program on Denman Island. We have a historical and positive relationship with the island communities of Denman and Hornby; there was an HCA program offered successfully on Hornby Is. during the 2013-14 academic year. Since that time, we have had regular communication with the employer, Hornby and Denman Community Health Care Society, concerning the continuing need for HCA human resources.
- In addition, we will offer the program on two campuses where the HCA is not regularly held.
 - 10 seat program at the Mt. Waddington campus starting in February 20, 2019
 - Two intakes of 10 students in Campbell River – one in the fall of 2018 and one in the winter 2019.
- An alternate delivery model to 10 students. The schedule will have daytime classes on Saturday and Sunday, and evening classes on Monday, Tuesday and Wednesday at the Comox Valley campus.
- 10 additional seats added to each of our CV base-funded intakes in fall and winter

Human Services Department

Kelly Johnsen and Susan Shantz, Co-Department Chairs

Human Services Education Assistant/Community Support - Indigenous Focus Certificate, Port Alberni - Winter/Spring 2018

My first full academic year as a regular instructor in the Human Services Educational Assistant / Community Support (EACS) – Indigenous Focus certificate program has been really great. We rolled out two of the planned four updated courses this year, with each having a more distinct focus on cultural diversity and awareness than their previous iterations. Thus far, the students have been very receptive to the courses, and vocal in their support for further Indigenization efforts.

In community, our student have jumped in and volunteered to help organize and promote different types of activism with various organizations including, Alberni Community and Women's Services Society (ACAWS), Port Alberni Association for Community Living (PAACL), and supporting the NIC Student Union when needed.

There will be 15 HSW EACS – Indigenous Focus certificate, and 2 HSW diploma graduating students ready to walk the stage in Port Alberni. Several of our part-time students have completed all of their course work and will part of these graduates.

Human Services Educational Assistant/Community Support Certificate, Human Service Diploma, Social Service Diploma, Comox Valley - Winter/Spring 2018

The winter and spring been busy semesters at the Comox Valley. The biggest highlight is the International practicum to Cebu in the Philippines for the Social Service diploma students that happened in May. There was a lot of upfront planning as well as fundraising by the students. The experience was a transformative experience for the students having had such a complete immersion experience.

Also of note is that five of our 2nd Year students have been accepted into the Bachelor of Social Work (BSW) program at the University of Victoria. Many of the students not continuing on have obtained employment opportunities upon graduation.

Three HSW diploma and 17 Social Service diploma graduating students will be present to walk across the stage and celebrate their achievements.



Continuing Education and Training

Board Highlights June 2018

Continuing Education and Training Board Highlights, June 2018

Regional Highlights

In alignment with our mandate to promote student access and educational pathways, CET has designed and delivered customized training programs and is embarking on several regional initiatives, as follows:

New Program Developments – CET continues to develop new training programs and delivery methods to respond to industry trends and labour force demands. Examples, include:

- 1) *Cruise Line Service Training* (CET was contracted by the Office of Global Education to develop customized curriculum to train Chinese staff in Western hospitality and tourism skills). The proposed 13-week, full-time training program will offer targeted, practical-skills training for the growing cruise line travel industry. The training program is designed to build specific industry skills and knowledge for entry-level positions on-board ship, as well as shore-side in relevant travel, hospitality and tourism sectors. We are currently making plans to launch this new training program in February 2019 at the Campbell River campus, as a general CET offering for a domestic market. However, we are also open to reserving seats for international students.
- 2) *Huu-ay-aht First Nation and Steelhead LNG Project* (working to meet 2024 Sarita River Project completion targets and employment agreement terms). We have been approached by the LNG Project Team in Port Alberni to recommend training programs that will address industry needs, while creating long-term employment opportunities for Nation members.
- 3) *Partnering with the City of Campbell River* (custom designing a series of training workshops for local contractors and home renovators). Consultations are underway to include content that covers the building permit process, as well as changes to the building code.
- 4) *Nanwakolas Council* (consultations are under way to assess the potential of developing a greenhouse/field crop training program for indigenous food and medicinal plants for delivery in spring 2019). The program focus is on growing plants for commercial value, as well as restoring the plants in the traditional territory.

CET’s Contributions to North Island College and Our Regions:

Total Number of CET students for the 2017/18 fiscal year: **4,550**

Total Number of training contracts: **66**

Full Time Equivalents: **177.62**

[In-Community Training Partnerships](#) – CET has successfully launched several customized training programs in partnership with our First Nations communities. Examples, include:

- 1) *Westcoast Carpentry Career Pathway Program* (Ministry of Advanced Education Funding). This 14-week, Trades Discovery Program included ABE Upgrading & Essential Skills/Career Readiness Training on the Ty-Histanis Reserve, Tofino (in collaboration with NIC Trades, and with PA Elder involvement and support). On June 7th, 13 students from Tla-o-qui-aht, Ucluelet, and Ahousat First Nations, were celebrated for completing Phase 1 of the *Carpentry Career Pathway Program*. We are currently making plans for the next phase of training, a Supported-Entry, Level 1 Carpentry Apprenticeship Training Program, to be delivered in-community, Oct/18–Jan/19. It is exciting for NIC to help realize Tla-o-qui-aht’s vision for creating a red-seal certified local workforce to address their long-term community housing and infrastructure project needs.



CARPENTRY PATHWAY PARTNERSHIP WITH TLA-O-QUI-AHT FIRST NATION, TY-HISTANIS RESERVE, TOFINO, JUNE 2018.

- 2) *Campbell River Marine Skills Training*.

This 3-week program, sponsored by Nanwakolas Member Nations, provided a suite of Marine Certificate courses, as well as First Aid, WHMIS and Food Safe. CET was able to



enhance the skills of students completing the VIU First Nations Stewardship Technician Program – an example of NIC collaborating with our Island post-secondary partner to address local labour force needs, while creating sustainable employment opportunities.

- 3) *Bella Coola Marine Training*. This two-week training program provided Marine Safety and

MARINE SKILLS TRAINING CAMPBELL RIVER 2018

Operations certification for members of the Nuxault First Nation in Bella Coola was delivered in April.

- 4) *Marine and First Aid in Ditidaht First Nation.* We delivered Marine Safety Certification training, as well as First Aid training on-site in the community in February 2018.

External Liaison & Education Planning – CET staff remain active participants in various regional economic development and education planning forums. Examples, include:

- 1) *Alberni-Valley Learning Council (AVLC).* At the May 31st Meeting, the CET Regional Director facilitated a group discussion to build on the results of the Needs Assessment Survey commissioned by AVLC (conducted by a practicum student, Aug/17). We also considered the outcomes of the NIC Community Engagement Survey Results that John Bowman presented at the April 27/18 AVLC Meeting. Action items include resource mobilization/leveraging among education/community stakeholders to address training needs and gaps.
- 2) *Holmalco First Nation Youth Training Needs Assessment.* The CET Manager of Contract & Training Services will be conducting the needs assessment with community consultations starting in July 2018. The aim is to design training solutions from identified training needs.

PROGRAMMING ACTIVITIES BY CAMPUS

CAMPBELL RIVER



Metal Jewelry and Design

The class went very well with positive feedback from the students and instructional staff. We hosted an open house in the studio at the Campbell River Campus on April 11, 2018. The open house provided an opportunity to showcase the student's creations and to tour the studio. There were opportunities to purchase select pieces from the students and we provided information regarding our full range of metal jewelry courses.

METAL JEWELLERY DESIGN CAMPBELL RIVER 2018

Underground Mining Essentials Program – Pemberton

With funding from the Ministry of Jobs, Tourism and Skills Training, we delivered the Underground Mining Essentials Program (UGM) in Pemberton BC with students from the N'Quatqua First Nation. The students completed the final module in February, consisting of mining skills, simulator training (provided by Sandvic Mining and Rock Technologies) and finishing off the month with worksite practicums at Bralorne Mines, a gold mine owned by Avino Silver & Gold. Nine students wrote the final exam and attended graduation ceremonies in Pemberton on February 21st. Graduation was well attended by family, local stakeholders and Avino representatives. We had an excellent level of support from the mining industries and the program completed on a positive note. We also learned that we need to have a full time coordinator to facilitate student success in remote locations.



UNDERGROUND MINING CERTIFICATE PROGRAM GRADUATION, PEMBERTON, N'QUATQUA FIRST NATION

COMOX VALLEY

First Aid

We have delivered first aid programs throughout the NIC region from Mount Waddington to Kyuquot and Tofino. In addition, our programs have supported NIC students in various faculty, First nation communities, and school district partners. In the first quarter of 2018, we have had in excess of 500 students register in our First Aid courses. It looks like another strong year for First Aid instruction.

Enhanced Security Guard

The Ministry of Advanced Education funded an Enhanced Security Guard Program intake and we were able to attract a cohort of eleven students. This program prepares participants for entry-level careers in private security and is suitable for youth starting out in their work life, as well as retired people looking for opportunities to supplement their pension incomes. The participants graduated from the program on March 15, 2018.

PORT ALBERNI

Building Service Worker Program

The 4-week Building Service Worker Program wrapped up on Feb 9th with all 10 students successfully completing the program, and ready to seek employment in public and private commercial settings.



GRADUATES FROM THE BUILDING SERVICE WORKER PROGRAM PORT ALBERNI 2018

Wildfire Firefighters Training Program

We held a 4-week funded Wildfire Crew Member program that included Fire Suppression, Power Saw Safety training, Wildfire Entrapment Avoidance, Transportation of Dangerous Good – Air, WHMIS and more related certifications. All 13 students successfully completed the program and are excited to find work this fire season.



PORT ALBERNI WILDFIRE PROGRAM GRADUATES GETTING READY FOR ANOTHER BC FIRE SEASON

Board of Governors Objectives/Action Items Log 2018

<u>NIC Strategic Priority</u>	<u>Board Objectives</u>	<u>Action Items</u>	<u>Assigned to/Completed by</u>
Student Experiences and Success	1. Review progress relative to all Plan 2020 priorities and goals.	<ul style="list-style-type: none"> - Monitor/review reports and Key Performance Indicators (KPI's) (e.g student outcomes and survey results). - Cygnus Management Consultants to conduct 2018 presidential assessment (BOG in-camera meeting November 2017) 	<ul style="list-style-type: none"> - J. Bowman, September 2018 - PPCC / Spring 2018
High quality, relevant, responsive curriculum and programs	2. Increase awareness and understanding of Education Council role and processes.	<ul style="list-style-type: none"> - Members to attend at least one EdCo meeting - Board members to attend Education Council meetings - Education Council Chair to present educational briefing to Board 	<ul style="list-style-type: none"> - All / 2018 - J. Murphy, R. Grant & J. Kortlever attended EdCo - January 25, 2018
	3. Increase awareness and knowledge of educational programming and student services through Board education activities.		
Access to learning and services across the region	4. Increase Board members' local engagement and region-wide visibility.	<ul style="list-style-type: none"> - Regional (PA, MW, CR) board members to attend Regional Learning Council meetings.(BOG retreat – October 2017) 	All / 2018
Aboriginal Education and Indigenization	5. Increase recognition and incorporation of appropriate First Nation protocols in governance related activities.		
	6. Increase knowledge and awareness through Board development and education (e.g. TRC Calls to Action related to post-secondary education).	<ul style="list-style-type: none"> - Joint meeting with EdCo and Aboriginal Education Council with focus on TRC recommendations 	June 15, 2018

Board of Governors Objectives/Action Items Log 2018

<u>NIC Strategic Priority</u>	<u>Board Objectives</u>	<u>Action Items</u>	<u>Assigned to/Completed by</u>
International Education and International-ization	7. Support Global Engagement initiatives through attendance at related events.		
	8. Engage in strategic thinking discussion regarding International Education in the context of College Mandate, Mission, and Values.	Board to focus discussion on international education around strategic dialogue/planning at a higher Board level; T. Pather to make a presentation at future Board meeting (BOG retreat – October 2017)	- J. Bowman / March 7, 2018
People, Organization, Culture	9. Increase Board visibility with college employees and students through attendance at college and community events, etc.	Announcement and invitation to regular Board meetings to be posted on myNIC portal prior to meetings (BOG retreat – October 2017) Host Board of Governors “meet and greet” socials with employees and students on alternate years (BOG retreat – October 2017)	- J. Bowman / Ongoing
Resources, Investment, Sustainability	10. Undertake government relations and advocacy initiatives.	Meet with MLAs and Cabinet ministers, highlight key priorities and issues.	- Late spring 2018
	11. Strengthen communication and collaboration with NIC Foundation (NICF).	NIC Board representative to become member and attend NICF Board of Directors meetings.	- J. Kortlever sits as BOG rep
	12. Support Campbell River Campus Capital Campaign.	Follow-up reports to Board (BOG in-camera meeting February 2016)	- J. Bowman / Ongoing
Update on fundraising campaign (BOG in-camera meeting, March 2014; BOG meeting September 2015)		- J. Bowman / Ongoing	
Active Connections to Community	13. Attend community events and foster relationships within regional communities.		- All / 2018
College Identity and Brand	14. Individually and collectively communicate positive messages and success stories.		- All / 2018
Other Areas	15. Develop and approve new Risk Management Policy.	Develop a Board-level policy on risk management (BOG retreat – October 2017)	- J. Bowman / June 2018

Board of Governors Objectives/Action Items Log 2018

<u>NIC Strategic Priority</u>	<u>Board Objectives</u>	<u>Action Items</u>	<u>Assigned to/Completed by</u>
	16.	Evaluate committees' performance (BOG meetings May and September 2015)	- All committees / Ongoing
	17.	Policy and/or bylaw updates (unruly behavior in meetings) (GHR Committee meetings October 2014)	- GHR Committee / Ongoing
	18. Investment Portfolio Management	RFP to be posted based on College Policy 6-15 Long Term Investments; Genus Capital to provide update on College portfolio (Finance & Audit Committee meeting, November 2017)	- March 22, 2018

North Island College
Board of Governors Survey Results
Spring 2018

Prepared by the Office of Institutional Research & Planning

June 4th, 2018

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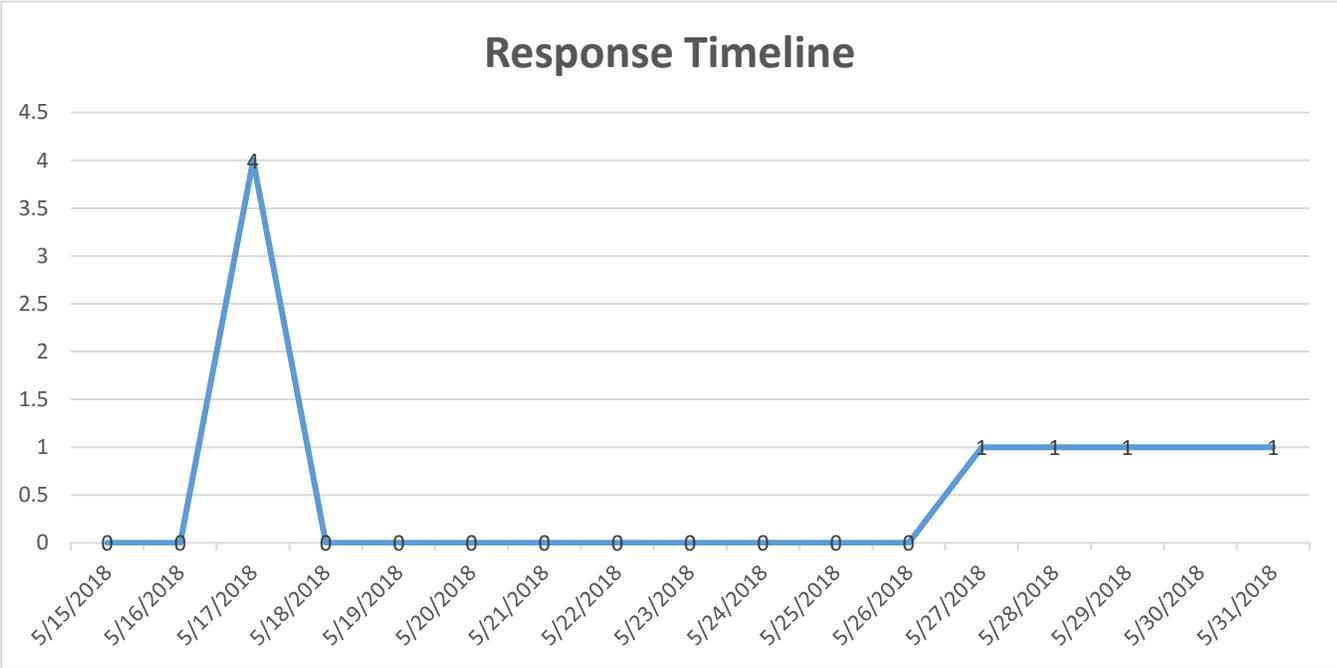
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 - Total Responses 1
 - Response Timeline **Error! Bookmark not defined.**
- A. Strategic Intent 2
- B. Personal Effectiveness 4
- C. Engaging Others 6
- D. Communication 8
- E. Decision Making 10
- F. Knowledge & Skills 12
- Additional Comments 14
 - What are the key strengths of the current NIC Board? 14
 - What key areas for improvement should the NIC Board focus on? **Error! Bookmark not defined.**
- Appendix A – Overview and Instructions from the Survey 15

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Number of Survey Responses and Timeline of Responses

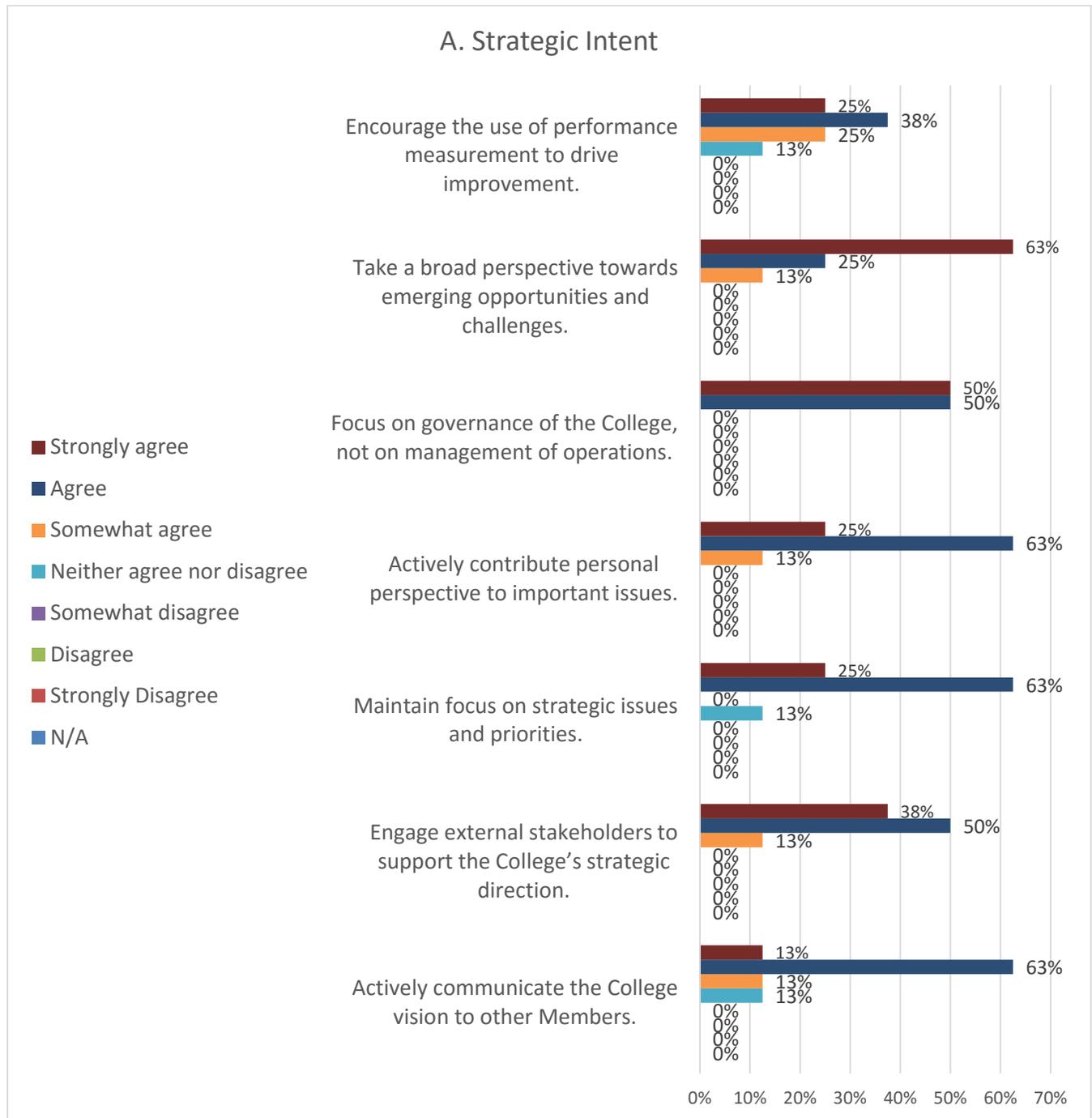
Total Responses

8 individuals responded



A. Strategic Intent

Members of the Board...



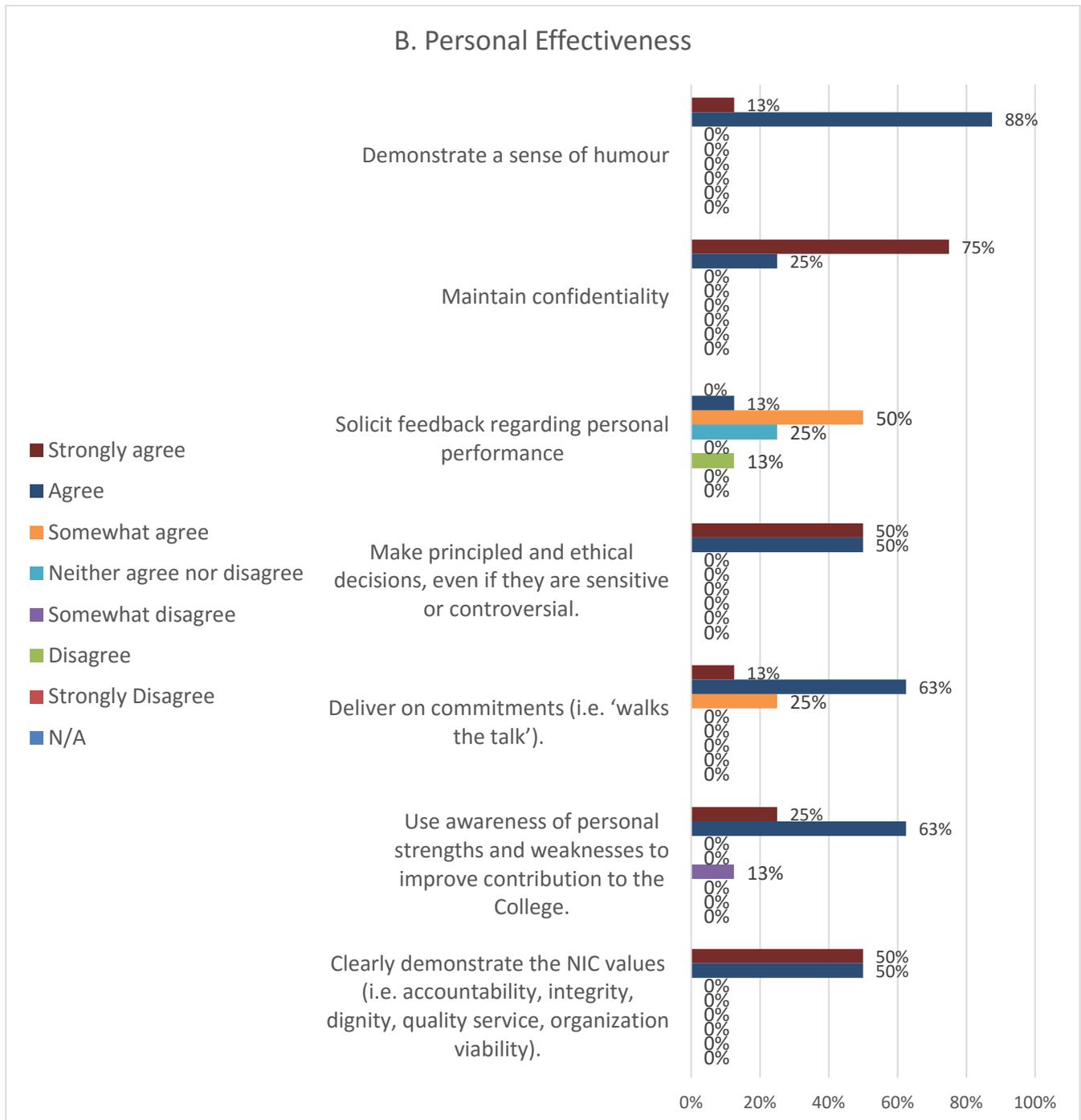
Do you have any specific comments regarding: A. STRATEGIC INTENT

Response

1. Keep refining strategic planning process - more measurable outcomes and communication of progress and accomplishments

B. Personal Effectiveness

Members of the Board...



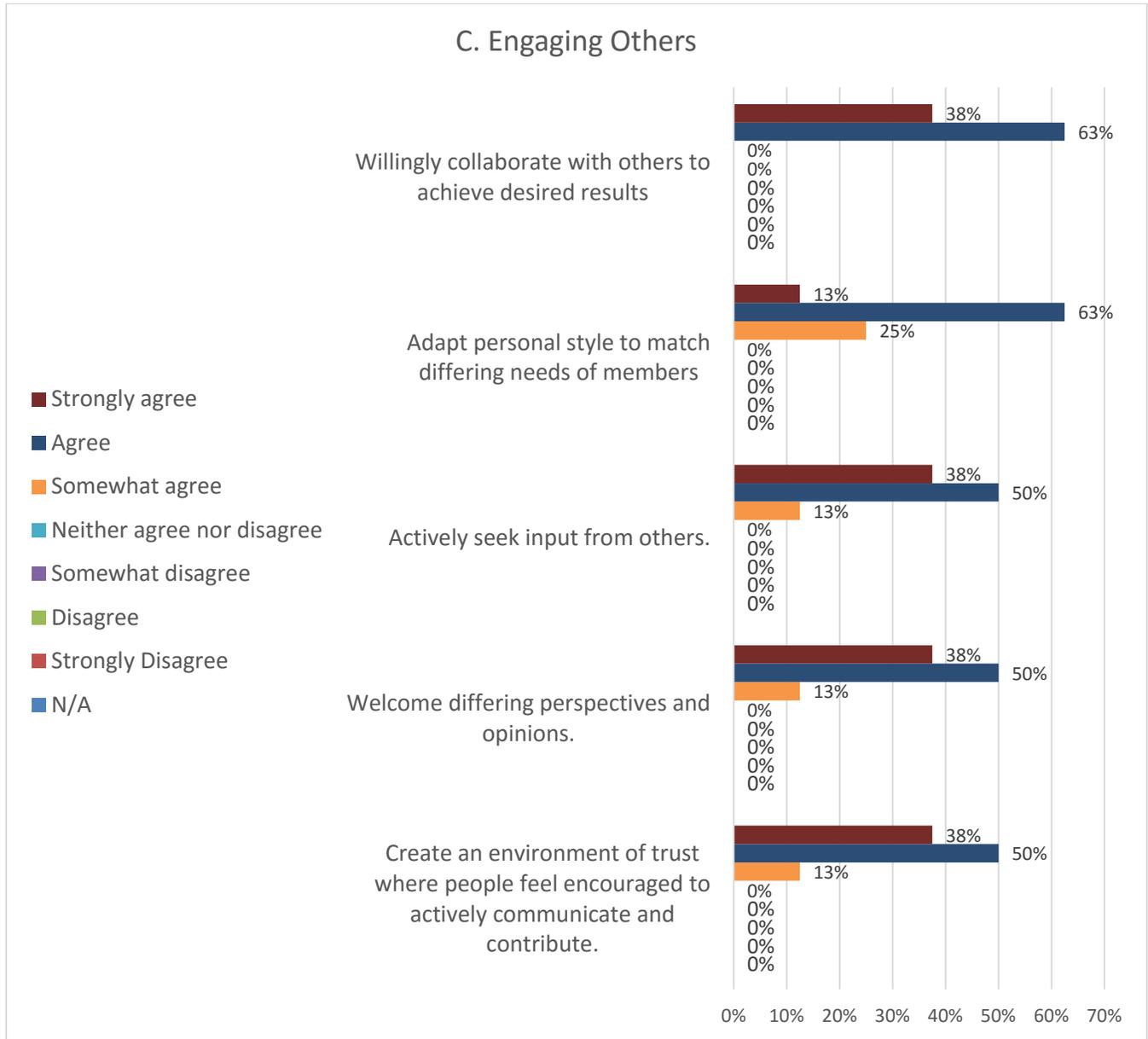
Do you have any specific comments regarding: B. PERSONAL EFFECTIVENESS

Response

1. should we develop a process for individual board members to receive feedback on their performance?

C. Engaging Others

Members of the Board...



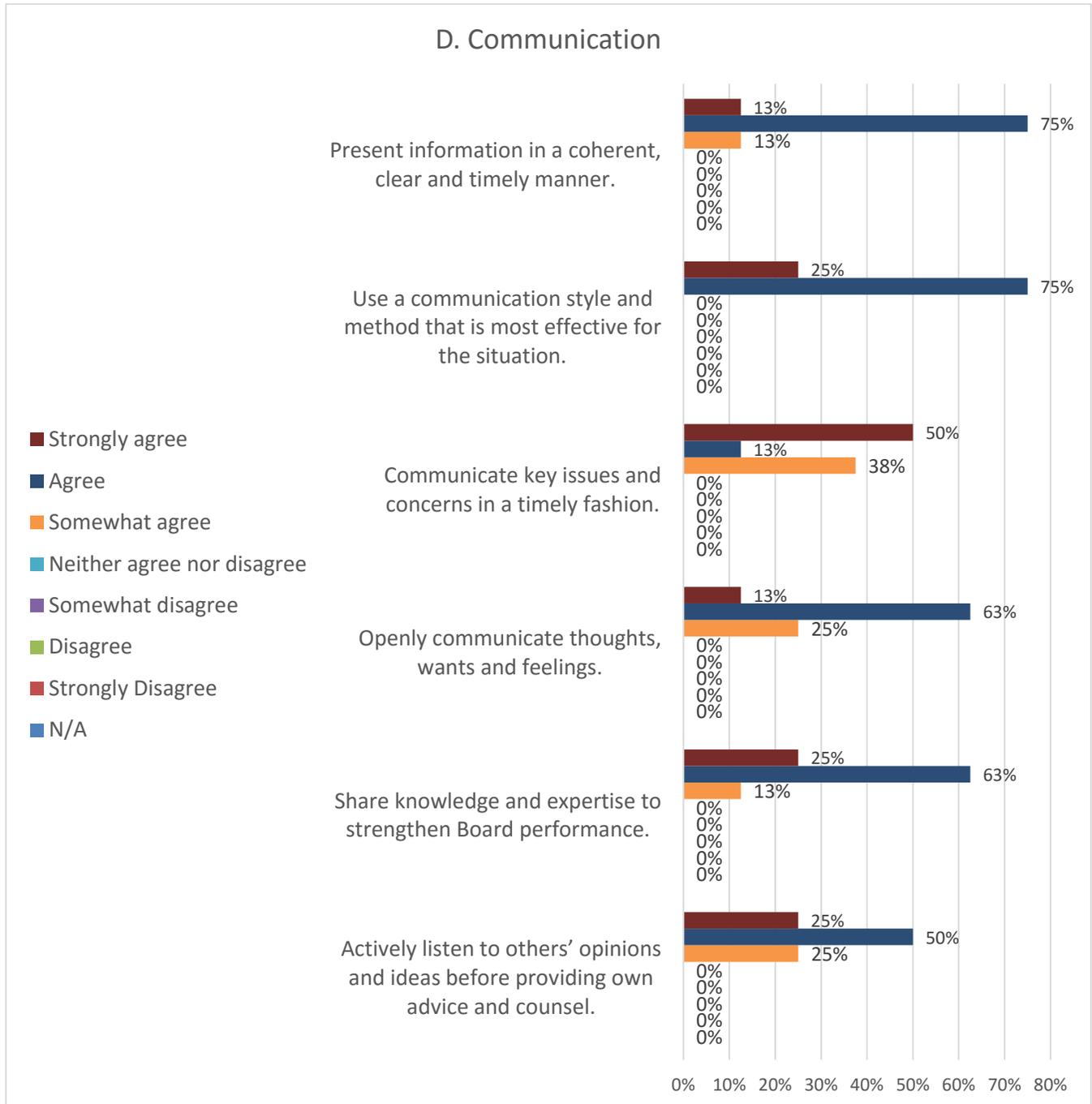
Do you have any specific comments regarding: C. ENGAGING OTHERS

Response

1. good mix of perspectives and respect for differences

D. Communication

Members of the Board...



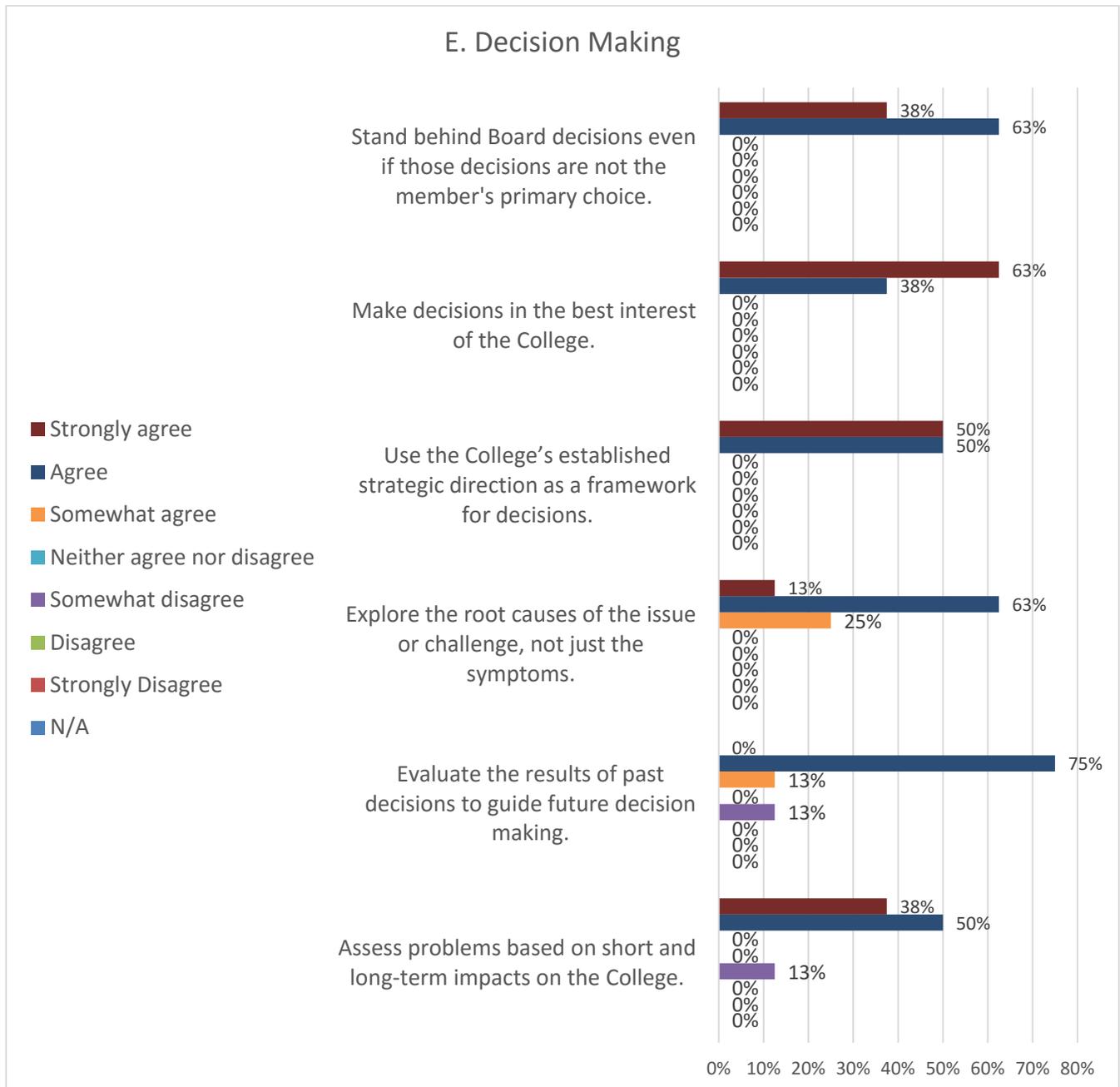
Do you have any specific comments regarding: D. COMMUNICATION

Response

1. No Responses

E. Decision Making

Members of the Board...



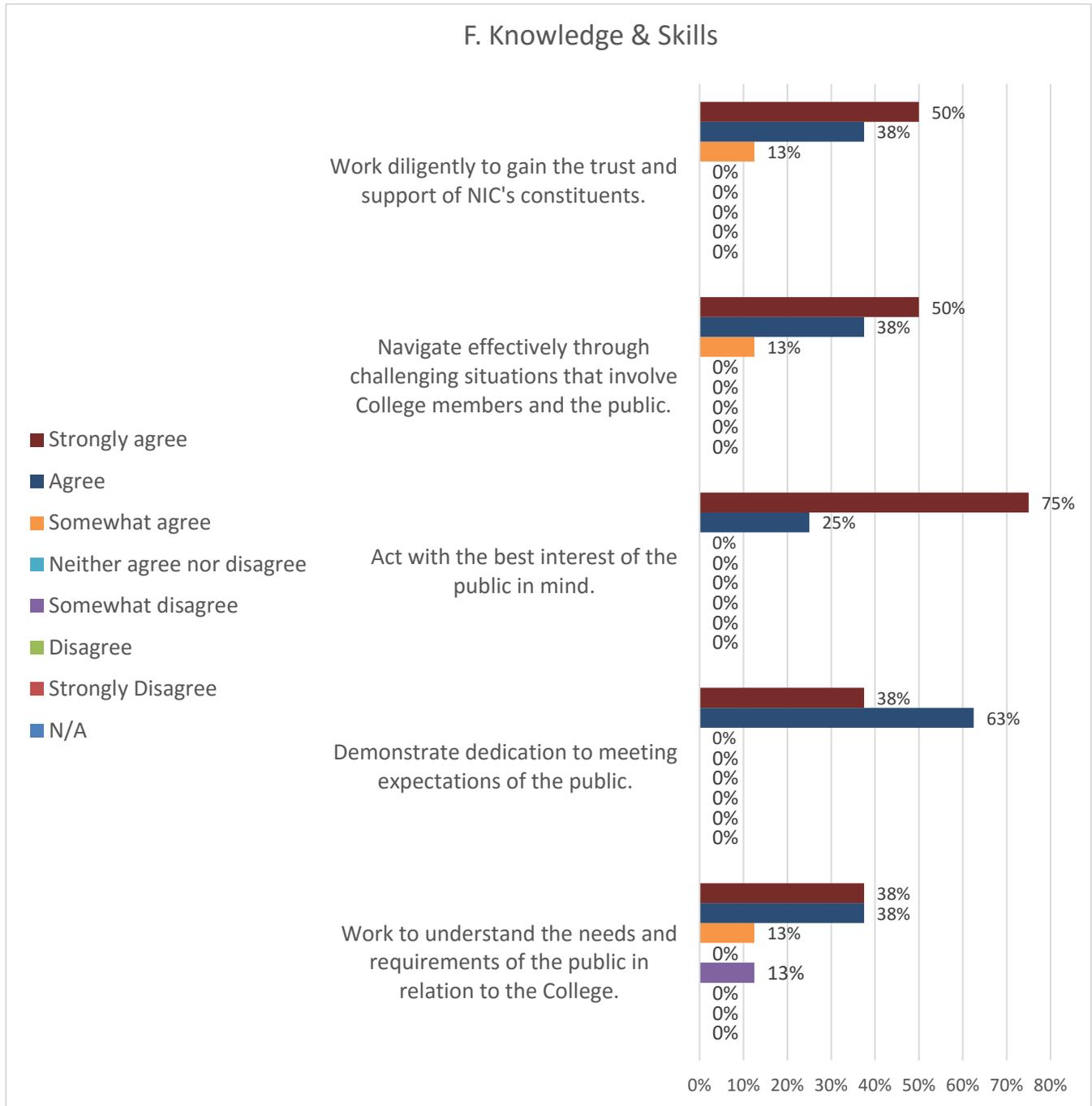
Do you have any specific comments regarding: E. DECISION MAKING

Response

1. Feel all Board members put the interest of the College first - very committed

F. Knowledge & Skills

Members of the Board...



Do you have any specific comments regarding: F.KNOWLEDGE & SKILLS

Response

1. Understand nuances re working for the "public" - first and foremost is student success and experience AND also the many other stakeholders the College serves.

Additional Comments

What are the key strengths of the current NIC Board?

#	Response
1.	Dedicated and committed group that brings different perspectives. Listen to and respect different perspectives and all work to advance the interests of the College. Support Board decisions even if not their personal decision. Appreciate the excellent support we receive from management in support of governance.
2.	Collaborative and respectful.
3.	Diversity, experience, maturity, commitment
4.	Commitment to the best interests of the students and assessing and meeting needs of communities it services.
5.	Professional skill set. Indigenous and student voices at the table. Staff ensure that the board is well informed prior to making decisions.
6.	Diversity, communication, co-operation, participation
7.	Ability to work together even though opinions may differ.
8.	diversity of membership

What key areas for improvement should the NIC Board focus on?

#	Response
1.	Further work on refining strategy, making progress and communicating this important work to internal and external audiences.
2.	None come to mind.
3.	Strengthen and increase opportunities to interact with and learn about the College's programs and services from students and employees.
4.	Communication between Board and Executive.
5.	Making time for more generative strategic discussion looking down the road on how to anticipate and meet the changing needs of the community.
6.	Community outreach
7.	Metrics for success. Data gathering. Transparency of information.
8.	ensuring board members are at meetings and up to date on college issues between meetings

Appendix A – Overview and Instructions from the Survey

(from p. 1 of the survey)

Board Member Leadership Responsibilities

This questionnaire was designed to assess overall Board member effectiveness and asks members to rate the Board across a range of attributes that have been identified as critical to effective performance. When completed in the Spring 2018, results will provide the Board with insights regarding its strengths and areas for development.

In order to provide the broadest possible perspective, feedback is being requested from each Board member. This questionnaire will require about 30 minutes to complete.

Your individual reply is confidential. We are committed to keeping all replies in strictest confidence. Your numerical responses are anonymous because they are averaged with responses from other Board members. Any comments you make will be included verbatim in the summary report, but you will not be identified as the source of those comments.

Thank you for taking the time to answer this questionnaire

(from p. 2 of the survey)

Questionnaire

Each statement in this questionnaire is preceded by, "**Members of the Board...**". Please indicate the extent to which you agree with each statement as it relates to the NIC Board.

Your choice of responses ranges from a "1" (which means that you strongly disagree with the statement) to a "7" (which means you strongly agree with the statement). Please choose one of the numbers from 1 to 7, to provide a definitive response to each statement.

If you feel you don't have enough information, that the statement is not applicable, and/or you are unsure of your response, you can respond with a "N/A", indicating "Not applicable".

Simply click on the circle under the statement which corresponds with your selection.

At the end of the section, you will find space for any additional comments you would like to make.



OFFICE OF THE PRESIDENT

PRESIDENT'S REPORT TO THE BOARD OF GOVERNORS

Prepared by John Bowman

This report covers the time period from April 20 to June 15, 2018. It is intended to provide an overview (not an exhaustive list) of the activities and events that the President has participated in during the time period. Other information notes are also provided under the related NIC Plan 2020 Strategic Priority headings. In some cases, items may be related to more than one strategic priority.

Student Experiences and Success

School of Business Spring Social

On May 31, I attended the 6th annual NIC School of Business Spring Social at the Blackfin Pub in Comox in support of the NIC School of Business alumni and 2018 BBA graduates. The event was well attended by NIC faculty and administration, current and former students as well as community members.

High Quality, Relevant, Responsive Curriculum and Programs

1st Year Nursing Students

On May 11, I along with other faculty, staff and administration colleagues, volunteered to participate in health interviews and basic physical assessments with our 1st year Nursing Students. It was an opportunity for the students to practice basic health assessment skills on a one to one basis, for the very first time.

Access to Learning and Services Across the Region

Student Leadership Team

On April 22, I attended the Student Leadership Team Year End celebration at Port Alberni Campus. Through the Student Leadership Team program, students develop their own leadership skills, meeting and working with other students and NIC employees. They have taken part in leadership workshops and retreats, network with community and volunteer at community events. Recently, they volunteered as Comox Valley campus tour guides for registrants at the CIGan pre-conference event hosted by NIC.

Aboriginal Education and Indigenization

Campbell River Campus Gathering Place

On April 24 and June 7, I chaired meetings of the Campbell River Campus Gathering Place and Indigenization Project Committee. On April 24, Fran Prince, Chair and K'ómoks First Nation Elder; Amanda Chickite, NVIATS; and Audrey Wilson, Laichwiltach Family Life Society attended on behalf of the NIC Aboriginal Education Council. The agenda included discussions regarding the background and history of the project, visioning, indigenization of the whole campus, and the project plan/charter process.

International Education

Student Welcome and Orientation

On April 25, I attended the International Student Orientation event and welcomed approximately 80 new students for the Spring 2018 semester.

People, Organization, Culture

Year End Celebration

On June 1, I hosted NIC's annual Year End Celebration for employees from across the College held at Comox Valley Campus Campus. The purpose of the event was to celebrate progress achieved in 2017/18 in relation to our Plan2020 Priorities and Goals, express appreciation to all college employees for their work and to recognize our Emeritus recipients (John Marton and Derek Hanebury). Funds were also raised to support NIC student scholarships and bursaries.

Diversity Matters

On June 13, I co-chaired the Diversity Matters Working Group meeting. The purpose of the meeting was to review the analysis of the campus conversation circles and student survey data in preparation for the development of a draft report which will serve as the basis for creation of a future action plan.

Resources, Investment, Sustainability

NIC Foundation Board

On April 24 and May 29, I attended the monthly meetings of the North Island College Foundation Board of Directors. Agenda topics included CV ElderCollege's Leaving a Legacy presentation, matching funds draft policy development, awards program, donor recognition and board development.

MLA Ronna-Rae Leonard

On May 11, L. Domae, C. Fowler and I met with Ronna-Rae Leonard, MLA Courtenay-Comox. The purpose of the meeting was to discuss student housing and instructional space and to review the concept paper for temporary student housing and instructional space in the former St. Joseph's Hospital building.

MLA Scott Fraser

On June 4, Eric Mosely and I met with Hon. Scott Fraser, Minister of Indigenous Relations and Reconciliation, MLA Mid Island-Pacific Rim to provide him with an update on NIC's progress and plans for the College overall, the Alberni-Clayoquot Region and for Aboriginal Education and Indigenization.

Active Connections to Community

Comox Valley ElderCollege

On April 23, R. Heidt, T. Bellavia, L. MacFadgen and I met with the Comox Valley ElderCollege Executive Committee to review activities of the past several months and to chat about opportunities to strengthen our relationship.

Meeting with Comox Valley Elder College Executive



Pictured left to right: T. Bellavia, G. Priestman, J. Bowman, S. Harrison, L. MacFadgen, R. Heidt

Comox Valley Chamber of Commerce Community Representatives Meeting

On May 9, I attended the Comox Valley Chamber of Commerce's Annual Community Representatives Meeting. I provided an update on NIC's progress and plans.

Other Topics

BC Colleges (BCC) Council of Presidents (COP) Planning Meeting

On May 2-3, I chaired the BCC COP Strategic Retreat for a discussion and reflection on current BCC 2017/18 priorities and to determine potential new priorities for 2018/19.

On May 16, BCC President Colin Ewart, visited the Comox Valley Campus to meet with members of the Senior Leadership Team.

On June 7, I chaired the BCC Executive monthly teleconference. On June 12, I chaired the COP conference call.

Irving K Barber BC (IKBBC) Scholarship Society AGM and Board of Directors Meeting

On June 12, I attended the IKBBC Scholarships Society AGM and Board of Directors Meeting in Victoria, in my role as a Board member.

Board Executive Committee

On May 31, I participated in the College Board Executive Committee meeting. I provided the Committee with brief updates on a variety of topics and we reviewed the schedule and agendas for the June 14, 2018 Board of Governors meetings, as well as the June 15 joint meeting with the Aboriginal Education Council (AEC) and Education Council.

Special Meeting of the Board of Governors

On May 8, I participated in Board of Governors special teleconference meeting regarding the new Excluded Administration Compensation Framework.

President's Performance and Compensation Committee (PPCC)

On May 8, following the special meeting of the Board of Governors, I participated in the PPCC teleconference meeting with Scott Borland from Cygnus Management Consultants to wrap and close the 360 Feedback Project.

CICan Pre-conference Forum, April 27-28

On April 27-28, we hosted the Colleges and Institutes Canada (CICan) Pre-conference Forum for Colleges and Institutes Serving Rural, Northern and Remote Communities. A total of 88 participants from 30 institutions across Canada registered for the event. The Forum offered us an excellent opportunity to learn from other institutions and to showcase some of the great work being done at NIC.

CICan Annual Conference, April 29-May 1

The 2018 Annual Conference of Colleges and Institutes Canada (CICan) was held in Victoria (April 29-May 1) and was hosted by Camosun College. A group of NIC employees and Board members attended the conference which provided a unique opportunity to capitalize on individual, team and organizational learning and development.

EducationPlannerBC (EPBC) All Presidents Session

On May 17, I attended the EPBC All Presidents session in Vancouver which provided an overview of the EPBC project and benefits, and what is being proposed as the future vision – transitioning from the Ministry to a non-profit. The purpose of the session was to ensure that each institutions' president understood EPBC's vision and plan. The recommendation was to leave the application fees static but implement an EPBC service charge which could be paid either by student, institution or both. K. Kuhnert, Associate VP, Student Services and Registrar and Casey Black, Director, Information Technology – Application Services have both been the lead contacts for NIC on the EPBC initiative. K. Kuhnert has advised that NIC is currently fully onboard for both domestic and international applicants.

Post-secondary Employers' Association (PSEA)

On May 18, I attended the PSEA Presidents' Strategic Planning Session at the PSEA office in Vancouver. We reviewed changes to the PSEA Governance/Bylaws, as required under the Societies Act, which will be brought forward at the AGM in the fall for adoption. Other items of discussion included governance and collective bargaining, and the sectoral bargaining plan.

Vacation

I was on vacation from May 21 to May 25

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

June 14, 2018

Vision: North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

AGENDA ITEM: Regular Meeting
4.2.1 2017/18 FINAL FTE ENROLMENT REPORT

NIC's 2017/18 *Final FTE Report*, a Ministry of Advanced Education, Skills and Training (AEST) reporting requirement, is provided for the Board's review and approval. This report represents the College's domestic student full-time equivalent enrolments (FTEs) and utilization with respect to AEST funded targets for fiscal year 2017/18.

Student FTEs represent the enrolment activity of students in a program in a given instructional year. Each full-time student in a full-time program is equivalent to one FTE. Part-time student enrolments are converted into full-time equivalents based on their course registrations as a proportion of a full-time course load (e.g., a student taking 50% of a full course load is equivalent to 0.5 FTEs).

The 2017/18 *Final FTE Report* was submitted to AEST on May 16th. Data supporting FTE calculations were also submitted to AEST's Post-Secondary Central Data Warehouse on May 29th.

NIC enrolled 2,187 domestic student FTEs and 364 international student FTEs in fiscal year 2017/18 for a total of 2,550 FTEs, a 2% increase (57 FTEs) from the previous year with gains in international student FTEs offsetting declines in domestic student FTEs.

A total of 1,535 domestic student FTEs were countable toward NIC's overall AEST FTE target of 2,248 FTEs; however, NIC also enrolled 1,040 FTEs in 2017/18 that did not count toward AEST FTE targets.

- Industry Training Authority (ITA) funded foundation trades, technology, and apprenticeship programs enrolled 652 FTEs.
- NIC enrolled 364 international student FTEs – up 30% from 2016/17 – that are not counted toward AEST FTE targets.
- NIC's Bachelor of Science in Nursing program, offered in partnership with Vancouver Island University (VIU), enrolled 24 fourth-year student FTEs counted by VIU in addition to the 105 FTEs counted by NIC.

NIC exceeded all nursing and health program FTE targets except the 10 FTE target for the Community Mental Health worker program, which was fully enrolled with 10 students but generated less than one FTE per student per the requirements of the FTE calculation methodology.

Skills Gap Plan FTE targets, which support aligning programs to high-demand occupations as identified by the provincial government since 2014/15, were all met.

Developmental adult upgrading program FTEs were substantially below the AEST target in 2017/18 - NIC enrolled 364 FTEs against the AEST target of 572 FTEs. The Developmental FTE target includes all domestic student adult upgrading FTEs in Adult Basic Education (ABE), Access for Students with Disabilities (ASD) and English as a Second Language (ESL) programs. NIC began charging tuition for adult upgrading programs in the fall of 2015 as a result of Government funding and policy changes. ABE FTEs declined by 21% in 2015/16 and there was a further decline of 16% in 2016/17. With ABE becoming tuition free again in the fall of 2017, FTEs increased by 9% in the 2017/18 fiscal year. ESL

FTEs are also a component of the Developmental FTE target and these have declined in 2017/18 by just under 70% due to the loss of the Language Instruction for Newcomers to Canada (LINC) program, which has enrolled an average of 30 FTEs annually for the past three years. A substantial structural decline in ASD FTEs that occurred in 2015/16 (44% from the previous year) as a result of converting the program to a tuition-based model continues in 2017/18 and will persist going forward. The combined ABE, ESL and ASD FTE decline over the past few years has resulted in Developmental Student Spaces FTEs being substantially below target and has contributed substantially to total domestic student FTEs being below target.

NIC's *Institutional Accountability Plan and Report for the 2017/18 Reporting Cycle* (IAPR) submission to AEST on, or before, July 16, 2018 discusses the context of NIC's 2017/18 Accountability Framework FTE performance measures.

Action:

For the Board's review and approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2017/18 FINAL FTE ENROLMENT REPORT.

**2017/18 Final FTE Report
North Island College**

Institution Contact: Wes Skulmoski, Manager, Institutional Research & Planning **Phone Number: 250-334-5245** **Email: wes.skulmoski@nic.bc.ca**

Ministry Code	CIP Code	Program Name	Total FTE Targets								Actual FTEs				Comments	
			Baseline	14/15 Skills Gap Plan	15/16 Skills Gap Plan	16/17 Skills Gap Plan	17/18 Skills Gap Plan	Total Skills Gap Plan	Total Target Funded	Base Funded Target	Total Target	Baseline	Skills Gap Plan	Base Funded		Total
NURS	51.3801	Bachelor of Science in Nursing	36	10	16	12		38	74	13	87	36	38	31	105	
NLPN	51.3901	Licensed Practical Nurse	32					-	32		32	32		7	39	
NHCA	51.3902	Health Care Assistant	20					-	20	20	40	20		27	47	
HLOT	51.3902	Health Care Assistant (one-time)						-	-	10	10			21	21	
HLOT	51.5000	Community Mental Health Worker (one-time)						-	-	10	10			9	9	
HLTH	51.0000	Allied Health Programs												10	10	
DEV	Multiple	Developmental		16	43	54		113	113	459	572		113			
ABE	53.0101	ABE						-						194	307	
ESL	32.0109	ESL						-						11	11	
ASE	32.0101	ASE						-						40	40	
ESL	32.0109	LINC						-	-		-				0	
AVED	1108	Interactive Media Communications Design Dip.				10		10	10		10		10	6	16	
AVED	1907	Early Childhood Care & Education Certificate			13			13	13		13		13	27	40	
AVED	2401	University Studies					74	74	74		74		74	253	327	
AVED	4400	Human Services Certificate		7	8	8		23	23		23		23	13	36	
AVED	4407	Social Services Diploma			5			5	5		5		5	26	31	
AVED	5202	Business Admin Degree - General Mgmt.				15		15	15		15		15	35	50	
AVED	5203	Business Admin Degree - Accounting		6	15	5		26	26		26		26	31	57	
AVED	5204	Applied Business Technology Certificate		10	15			25	25		25		25	31	56	
AVED	5214	Business Admin Degree - Marketing				5		5	5		5		5	14	19	
AVED	Multiple	AVED Undergraduate Balance						-	-	1,301	1,301			298	298	
CSF	Multiple	CSF Trades programs funded by AVED*						-	-		-			16	16	
AVED Sub-Total			88	49	115	109	74	347	435	1,813	2,248	88	347	1,100	1,535	

ITA Funded Programs

ITEL/ITHS/																	
ITOT	Multiple	Foundation													227		
ITAP	Multiple	Apprenticeship Technical Training													425		
ITA Sub-total															652		

TOTAL

2,187

Supplementary FTE Information

Health Program FTEs

Multiple	Health Programs Funded by AVED		231
Multiple	Health Programs Funded by Other Sources (please list programs)		

International FTEs

Multiple	All programs		364
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*CSF programs are Trades Programs Funded by AEST under the federal Labour Market Development agreement. Please refer to the funding letters uploaded to your institution's folder on AVED Reporting SharePoint site.

FTE Summary by Program Grouping			
	Target	Actual	Utilization
NURS	87	105	120.7%
NLPN	32	39	122.7%
NHCA	60	77	127.7%
HLTH		10	
DEV	572	359	62.8%
AVED	1,497	945	63.1%
TOTAL	2,248	1,535	68.3%

All Health	179	221	123.4%
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	FTE Summary		
	Target	Actual	Utilization
Baseline	88	88	100.0%
Skills Gap Plan	347	347	100.0%
<i>Target Funded Subtotal</i>	<i>435</i>	<i>435</i>	<i>100.0%</i>
Base Funded	1,813	1,100	60.7%
TOTAL	2,248	1,535	68.3%

BC Campus Program

FTEs as Reported by BC Campus :

Activity/Program	ABT	ICT	Total
Teaching & Registered	23.76		23.76
Teaching, Not Registered	22.81		22.81
Total Teaching (AVED countable)	46.57	-	46.57
Registered, Not Teaching	30.82		30.82

FTEs as Reported by the Institution (reconciliation of FAT to FTE Report):

Report/Program	ABT	ICT	Total
FTE Audit Tool (FAT Report)	56.44		56.44
Manual Adjustment (this FTE Report)	-9.87		(9.87)
Total Teaching (AVED countable)	46.57		46.57

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
JUNE 14, 2018**

Vision: North Island College is a premier community and destination college, in a spectacular west-coast environment, that inspires and prepares students for success in a rapidly changing world.

**AGENDA ITEM: Regular Meeting
4.2.2 DRAFT INSTITUTIONAL ACCOUNTABILITY PLAN AND
 REPORT (IAPR) FOR THE 2017/18 REPORTING CYCLE
 (attachment)**

British Columbia's Ministry of Advanced Education, Skills and Training (AEST) has developed a results-based Accountability Framework for the public post-secondary system. All public post-secondary institutions in British Columbia prepare annual, publicly available IAPRs. In accordance with NIC's governance structure, the President and Board Chair are accountable for the IAPR.

The purpose of the IAPR is to describe an institution's goals, objectives and outcomes and how it will monitor progress toward these outcomes. Institutions must describe what actions were taken and the accomplishments achieved related to priorities within the institution's 2017/18 Mandate Letter; as this is both a report and a plan, institutions must also describe what actions are planned or implemented for priorities within the institution's 2018/19 Mandate Letter. In addition, the IAPR must also report on progress toward the goals and system objectives of AEST as established by the Accountability Framework performance measures.

NIC's *IAPR for the 2017/18 Reporting Cycle* is also aligned with *NIC Plan 2020* and includes a report on year-two (i.e. 2017/18) outcomes and achievements.

A draft of the IAPR has been provided given that confirmation of 2017/18 final full-time equivalent (FTE) performance measure data is pending from AEST. In the draft, these values have been populated with values from NIC's *2017/18 Final FTE Enrolment Report* submission to AEST on May 16th - these figures are not expected to change. Based on these, and performance measure data provided by AEST, NIC exceeded, achieved or substantially achieved 17 of the 19 assessed Accountability Framework performance measures in the 2017/18 reporting cycle.

The Total Student Spaces and Developmental Student Spaces FTE performance measures were not achieved, with 1,535 FTEs enrolled toward the 2,248 FTE Total Student Spaces target and 359 FTEs enrolled toward the 572 FTE Developmental Student Spaces target. The "Performance Measures, Targets and Results" section of the IAPR (p. 41) provides important context for all of NIC's Accountability Framework performance measure target assessments including challenges to achieving the FTE targets.

NIC will submit the *Institutional Accountability Plan and Report for the 2017/18 Reporting Cycle* to AEST by the submission deadline of July 16, 2018.

Action:

For the Board's discussion and approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2017/18 REPORTING CYCLE.

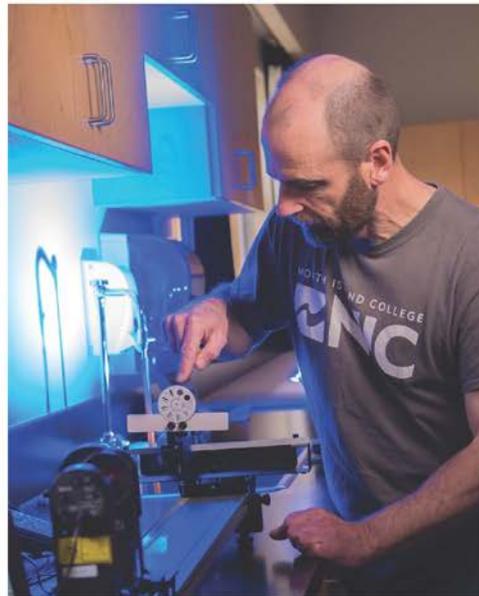
NORTH ISLAND COLLEGE



INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2017 - 2018 REPORTING CYCLE

***** DRAFT at 18/06/04 *****



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June 14, 2018

Honourable Melanie Mark
Minister of Advanced Education, Skills & Training
Parliament Buildings
Victoria, British Columbia V8V 1X4

Dear Minister,

We are pleased to submit the North Island College (NIC) *Institutional Accountability Plan and Report for the 2017-2018 Reporting Cycle*.

This document has been prepared in accordance with the *Accountability Framework Standards Manual and Guidelines 2017/18 Reporting Cycle for B.C.'s Public Post-Secondary Education System*. It describes our institution's achievements in 2017/18 measured against the Ministry's required performance indicators.

NIC launched our current 2016-2020 Strategic Plan in the fall of 2015. *Plan 2020* addresses the College's regional challenges and opportunities and distinguishes our college's role from other post-secondary institutions across B.C. NIC faculty, staff, administration, and community members have worked together to learn about our communities' needs, to understand our challenges, and to strategize the best ways to deliver programs and services over the five-year period. The nine strategic priorities and 45 goals in *Plan 2020* closely align with Government's mandates and priorities - both NIC's and the Government's priorities together reinforce a focus on the needs of our students and communities.

Government conveys its key issues and policy directives to post-secondary education institutions through an annual mandate letter. NIC's 2017/18 Mandate Letter dated February 3, 2017 required the College to support the strategic priorities of Government such as:

- develop and implement an updated Skills Gap Plan, in alignment with the priorities of *B.C.'s Skills for Jobs Blueprint*;
- continue to deepen B.C.'s talent pool, in support of the #BCTECH strategy, ensuring opportunities for students in the technology sector;
- work in partnership with the Government and Aboriginal communities, organizations and institutes to implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*;
- continue to deliver on provincial priorities for international education;
- continue to actively encourage and promote the development and use of online resources;
- continue to actively participate in the development and implementation of a common application system for all public post-secondary institutions in the province;
- promote safe campuses by developing policies and actions to prevent and respond to sexual misconduct and assault of all forms;
- meet or exceed the financial targets identified in the Ministry's three-year Service Plan as tabled under Budget 2017; and,
- continue to maximize the efficient use of public post-secondary administrative resources through participation in the Administrative Service Delivery Transformation initiative.

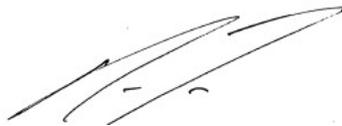
In the coming year, NIC will closely attend to Government's key commitments as noted in the 2018/19 Mandate Letter dated February 1, 2018.

1. Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the TRC Calls to Action and UNDRIP.

2. Work closely and in collaboration with Government to support the implementation of priority initiatives. Specific actions include, but are not limited to:
 - a. continue to implement tuition-free Adult Basic Education and English Language Learning programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners;
 - b. continue to improve the education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports at our institution; and,
 - c. expand technology-related programming and other programs that align with the growing knowledge-based economy.
3. Improve student mental health, safety and overall well-being, including creating greater awareness of available supports.
4. Align our institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.
5. Work closely with your Ministry to develop a balanced approach to international education.
6. Comply with Government's two percent cap on tuition and mandatory fee increases.

On behalf of North Island College, we convey to you our commitment and accountability for the College's results and plans as presented within this document.

Sincerely,



Derek Lamb
Chair, Board of Governors



John Bowman
President

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STRATEGIC CONTEXT AND DIRECTION

STRATEGIC CONTEXT

Institutional Overview

North Island College (NIC) is a comprehensive community college with a service area that spans approximately 80,000 km² on central and northern Vancouver Island and parts of the B.C. mainland coast from Desolation Sound to Klemtu. With 157,000¹ residents in its region, NIC serves the largest population of all B.C. rural colleges. The College is honoured to acknowledge operations within the traditional territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

Established in 1975 as a distance education institution serving rural and remote areas of central and northern Vancouver Island, the story of NIC is one of innovation, change, challenge, and success. The College began building permanent campuses in the 1990s and now operates four campuses in Comox Valley, Campbell River, Port Alberni and Mount Waddington. The College also operates a learning centre in Ucluelet.

NIC offers a full range of campus-based pathway programming as well as educational, financial aid, disability, counseling, and student advising services, including a dedicated Student Employment Services department that supports nationally accredited co-operative education programs. In keeping with its access-focused roots, NIC serves its diverse and geographically dispersed communities through technology-enabled distance learning and face-to-face in-community programming, which are based on specific local needs and delivered onsite at community and First Nations partners' locations.

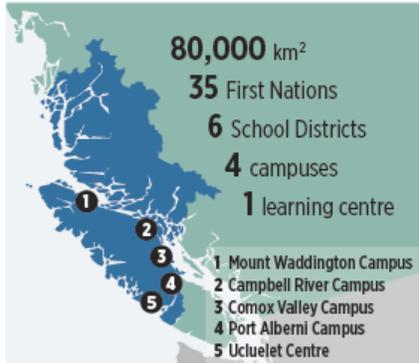
¹ Statistics Canada (2016). *Census Profile, 2016 Census*. Retrieved from <http://www12.statcan.gc.ca/census-recensement/2016/dp-pd/prof/details/Page.cfm?Lang=E&Geo1=PR&Code1=59&Geo2=&Code2=&Data=Count&SearchText=British%20Columbia&SearchType=Begin&SearchPR=01&B1=All&GeoLevel=PR&GeoCode=59>.



Figure 1, North Island College Region, First Nations Communities and NIC Campuses



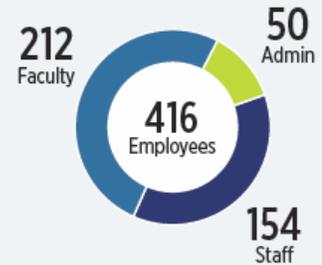
North Island College 2017 Fast Facts



100+
credit programs

700+
credit courses

STAFF COMPOSITION



STUDENTS

8,323
Students
1,249
Indigenous Students
496
International students

222
Dual Credit high school students

100
Dual Admissions post-secondary students

2,187
Domestic FTEs

364
International FTEs

STUDENT ORIGINS



Students from mainland BC, Canada and other countries

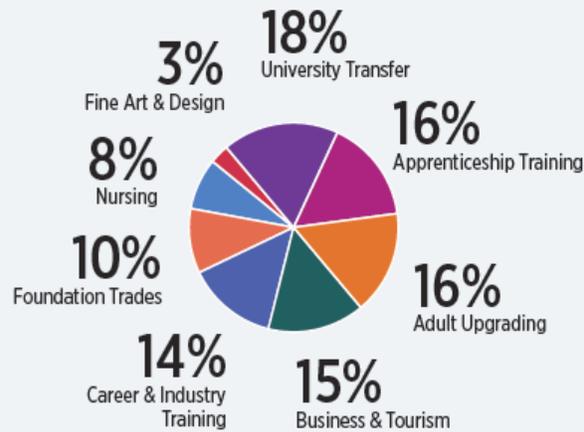


Students from southern Vancouver Island

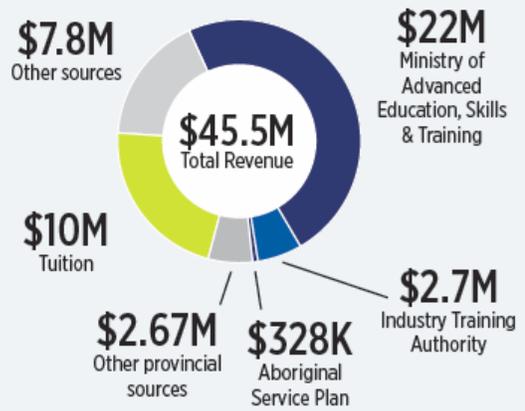


Students from within the NIC region

PROGRAM MIX



FUNDING



NIC FORMER DIPLOMA, ASSOCIATE DEGREE, AND CERTIFICATE STUDENTS



are satisfied with their education

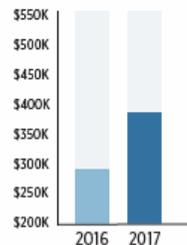


gave high ratings to NIC's quality of instruction

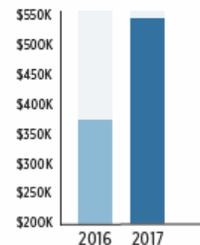


who went on to further studies said they were well-prepared by NIC

SCHOLARSHIPS AND BURSARIES AWARDED



APPLIED RESEARCH & INNOVATION PROJECTS



Governance

Board of Governors

NIC's Board of Governors is empowered by B.C.'s *College and Institute Act* to manage, administer, and direct the affairs of the institution in the areas of property, revenue, expenditure, business, and other matters within the context of process and duties afforded it.

The Board's primary responsibility is to oversee the strategic direction and management of the College and ensure it carries out its mission. To that end, the primary functions and roles of the Board are to establish the institution's purpose and direction, to ensure the institution is effectively and efficiently managed, to establish policies that have institution-wide application, and to provide effective communication with the community.

Senior Leadership Team

NIC's President and CEO leads the College's Senior Leadership Team, which has two primary responsibilities:

1. lead the educational and administrative functions of the College through the establishment of institutional priorities and directions; and
2. ensure institutional accountability and adherence to legislative and Ministry of Advanced Education, Skills & Training policies and directives.

Education Council

North Island College's Education Council is established by the provincial *College and Institute Act* and is made up of faculty members, administration and support staff, and student representatives. The Council's role is to ensure educational quality at NIC.

The Education Council serves two main functions:

1. to review and approve curriculum and policies that relate to academic standing, academic standards and evaluation of student performance; and
2. to advise the Board of Governors on the development of educational policy related to the implementation and/or cancellation of courses and programs, evaluation of programs and educational services, terms of affiliation with other post-secondary bodies, qualifications for admission policies and criteria for awarding certificates, diplomas and degrees.

Programs

To meet the education and training needs of the region, NIC offers a broad range of programs tailored to the needs of current and future students. Programming includes: adult upgrading (including adult basic education, English language training, and access for students with disabilities); university transfer; business; tourism; health and community care; fine arts; Indigenous education; continuing education; and Industry Training Authority (ITA) approved foundation trades, technical, and apprenticeship training. The College also offers a significant range of sector-specific training to support local industry and communities. NIC also hosts and supports ElderCollege, which provides lectures and courses on a wide range of topics at low cost for individuals 50 years of age and older (55+ at the Comox Valley Campus). New in 2017/18 is the College's Joy of Lifelong Learning program which offers academic credit courses from a wide array of more than 80 interesting arts, science, creative writing and fine arts academic courses at reduced rates for students aged 55 and up.

By working closely with our community, industry and educational partners, NIC ensures that programs and institutional resources are aligned with regional economic and labour market needs. NIC develops innovative ways to deliver responsive programming on a when-needed, where-needed basis. Curriculum, programs, and services that respond to the shifting occupational structure of the North Island region are continuously in development. Many of these programs are aimed at meeting the training needs of transitioning primary industry workers.

More information about NIC's program offerings can be found online by visiting NIC's website.²

Partnerships

With over 114 agreements in place, NIC's work with the B.C. Council on Admissions & Transfer and partner post-secondary institutions provincially, nationally and internationally focusses on supporting post-secondary student mobility and transfer pathways. NIC also has ongoing and expanding partnership agreements with local school districts to provide dual credit programming for high school students and community agreements with local First Nations to enable programming that meets the education and training needs of local communities.

A complete list of NIC's current domestic and international post-secondary, community, and school district partnership agreements can be found online by visiting NIC's website.³

Applied Research and Innovation

NIC's Centre for Applied Research, Technology and Innovation (CARTI) connects NIC expert staff and students with local businesses and organizations to develop innovative solutions to current challenges. Exemplary applied learning opportunities are provided for students by working on projects that support innovations with and for community partners. CARTI's goal is to connect communities through research by offering services to support research project development, project management and funding. Funding for all CARTI research units was \$531K in 2017/18, up from \$358K in 2016/17.

More information about applied research and innovation at NIC including projects, services, and research news can be found online by visiting CARTI's website.⁴

² <http://www.nic.bc.ca/programs/default.aspx>

³ <http://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements>

⁴ <https://www.nic.bc.ca/life-at-nic/applied-research-innovation/>

Environmental Factors

The environmental factors described in the bullet points that follow represent important considerations for strategic and short-term planning and operations as North Island College works to achieve its mandates, mission and vision.

- **Large and geographically diverse region** - The College serves a vast and diverse region made up of more than 35 First Nations, six school districts, and five regional districts spread over 80,000 km² on Vancouver Island and B.C.'s central coast. Many communities in the region are only accessible by boat or air. Each of the many small communities in NIC's service area has important social, labour market, and educational needs that, if met, benefit the entire province. NIC strives to provide access to affordable, high quality, relevant post-secondary education and training as well as adult upgrading on a when-needed, where-needed basis to local communities.
- **Reliance on Provincial funding** - NIC receives 64% of its revenue from the Province making it vulnerable to flat or reduced government funding. The Province's base and one-time funding model for public post-secondary education does not always provide the flexibility required to support labour-market focused, quick-response education and training needed for local communities. Targeted one-time funding initiatives from Government often have uncertain mid- to long-term availability, making it difficult to sustain programs that have been developed and launched.
- **Low tuition** - Tuition and student fees make up 22% of NIC's revenue. NIC has the lowest tuition on Vancouver Island and the Province has limited tuition fee increases to 2% annually (approximately the rate of inflation) since 2005. As a result, similar programs at different institutions in B.C. can have widely varying tuitions and there is no opportunity for NIC to make adjustments even though faculty costs are based on a provincial common grid.
- **Indigenous population** - Indigenous peoples represent a substantially larger portion of the NIC region's population than that seen provincially (13% versus 6%). The proportion of NIC's student population of self-declared Indigenous ancestry is 16%, exceeding the representation in the regional population. The Indigenous population in the NIC region is younger than the overall population with 15-24 year-olds making up 16% of the Indigenous population compared with 9% of the overall population. Within the NIC region, the largest number of Indigenous people live in Alberni-Clayoquot (6,040) and Strathcona (5,855) regional districts where they represent 29% and 28% of the respective local populations.
- **Low preparedness for post-secondary education in the region**
 - Over one-quarter (27%) of secondary school students in the North Island College region do not graduate high school versus 16% for the province overall. Additionally, the percentage of 25-64 year olds living in the North Island College region who don't have at least a high school diploma is 13% compared with 10% provincially. The variation among regional districts within the region is considerable, ranging from approximately 23% for Mount Waddington and Central Coast to 9% in the Comox Valley. Strathcona and Alberni-Clayoquot are in the middle at 12% and 18%, respectively.

- One in five former diploma, associate degree, and certificate students surveyed in 2017 took Adult Basic Education during, or prior to, their studies, a comparatively high proportion relative to other B.C. public post-secondary institutions.

- **Higher proportion of regional population with no post-secondary** - The percentage of 25-64 year olds in the region with no post-secondary credential is 43% compared with 37% provincially. Among regional districts within the region served by the College, the percentage of individuals with no post-secondary credentials is highest in Mount Waddington and the Central Coast, both at 52%, and lowest in the Comox Valley at 38%; Strathcona and Alberni-Clayoquot are in the middle at 44% and 48%, respectively.
- **Most job openings in B.C. will require post-secondary education** - It is forecast that between now and 2027, there will be 917,000 job openings in B.C. It is estimated that 78% of jobs will require some post-secondary education and training - the largest share (42%) will be occupations requiring a diploma, certificate or apprenticeship training; the second largest share (36%) will be in occupations that require a bachelor's, graduate or first professional degree and/or significant work experience. Approximately 70% of these job openings are expected to come from workers leaving the work force, mostly through retirement, with the remaining 30% from new jobs. Regionally, for the Vancouver Island / Coastal development region, the main sources of employment are forecast to be in the Health Care and Social Assistance, Wholesale and Retail Trade, and the Construction sectors.
- **Rapidly growing international student demand** - International student enrolment at NIC has grown substantially over the past five years from just under 200 students in 2013/14 to just under 500 students in 2017/18 with an unprecedented year-over-year increase of almost 120 students (30%) in 2017/18. Rapid growth in international student demand has spurred a focus on sustainable admissions and enrolment practices.
- **Need for student housing at CV Campus** - The city of Courtenay and the surrounding area has a tight housing market with very low rental vacancy rates, a situation that is expected to continue. Difficulty in finding housing serves as a barrier to non-local students living in NIC's 80,000 km² service region who wish to take programs at NIC's main campus. Students coming from the northern and western regions, where the majority of First Nations communities are located, trades students who need short-term accommodations, international students, and students with families (i.e. children, partners, and/or elderly parents) are groups that are particularly impacted. Sixty-two percent of students who responded to a market and demand analysis survey in 2018 indicated that it was difficult to find housing within a reasonable distance to campus. NIC is working to finalize a business plan for onsite student housing at the Comox Valley campus.
- **Shrinking number of 18-24-year-olds in the region** - The number of 18-24-year-olds, the traditional demographic for post-secondary education, is expected to shrink from around 11,800 to around 11,000 in the NIC region between 2019 and 2024, a drop of about 7%.
- **Slowly recovering secondary school enrolment** – After declining by 15% from 2011/12 to 2017/18, the number of secondary school students enrolled annually in grades 8-12 in the NIC region is expected to begin a slow recovery over the next few years increasing to approximately 5% below 2011/12 levels by 2025/26.

- **Proportionately older population in the region** - The proportion of individuals aged 65+ living in the NIC region is substantially higher than that seen provincially (23% versus 18%).
- **Pending employee retirements** - Over one-third of all NIC employees are over the age of 55. Faculty are the oldest group, with 42% of faculty over the age of 55.
- **Upgrades at two NIC campuses**
 - NIC's Campbell River campus is undergoing a \$17.6M expansion project. The project will internally separate Timberline Secondary School and NIC into two distinct entities, creating almost 10,000 m² of new and renovated space for trades, health, and community care programs, as well as a new library and learning commons, student commons, and Aboriginal student lounge.
 - NIC moved its existing Mount Waddington campus in Port Hardy to a new \$1.4M facility with four classrooms, a computer lab, and a multi-purpose room that doubles as a nursing lab. An interactive TV classroom provides access to university studies classes in real time at other NIC campuses. The new site is more convenient to students commuting by bus from nearby communities and is closer to NIC's community partners.
- **Two new hospitals opened in 2017** - A new 153-bed hospital, co-located with NIC's Comox Valley campus in Courtenay, opened in 2017 fall and another new 95-bed hospital opened in Campbell River where NIC also has a campus. Students in NIC's nursing programs took on the role of patient welcomers, playing a vital role for the experience of patients moving into both of the new hospitals. NIC continues to work with Island Health to optimize the benefits accruing from the North Island hospitals.
- **In-Community delivery model** - NIC is meeting the needs of rural and remote communities through a regional delivery model that centres on in-community program delivery.
- **Distributed learning** - NIC has been an innovator for more than 40 years in providing distributed learning to meet the needs of learners living in small, remote communities. Blended learning, high definition interactive television (ITV), and web-based offerings integrate rapidly evolving online tools and educational technologies to provide students with flexible, distance access to courses, labs and programs.

STRATEGIC DIRECTION

Mission, Vision and Values

The foundation of North Island College’s success is our commitment to our students and communities. Our vision, mission, and values all stem from a commitment to empowering students and a dedication to embracing our role as a community capacity builder.

Vision

NIC holds a vision of being a premier community and destination College, in a spectacular west-coast environment that inspires and prepares students for success in a rapidly changing world.

Mission

NIC is committed to meeting the education and training needs of adults within its service region by providing high quality, affordable higher education and skills training, collaborating with our partners to create pathways to learning, and empowering individuals to achieve their full potential.

Values

NIC’s values are the cornerstone of our organizational culture. All employees are aware of the College’s values and incorporate them into their work at NIC.

- Student success
- Access to learning and services
- Accountability
- Quality
- Relevance and responsiveness
- Positive organizational culture
- Social and environmental responsibility

Mandate Letter Priorities

The B.C. Government annually conveys its key issues and policy directives to post-secondary education institutions through an annual mandate letter. The mandate letter is signed by all members of the North Island College Board of Governors and acknowledges the Board's statutory obligations to act in the best interests of the College in exercising the Board's duties. This section provides a report on North Island College's 2017/18 mandate letter priorities as well as priorities specified in the 2018/19 mandate letter, received in February 2018. Priorities and goals specified in NIC's five-year strategic plan, *NIC Plan 2020*, have considerable overlap with the mandate letter priorities; more information on these can be found in the "NIC Plan 2020: 2017/18 Goals, Actions and Outcomes" section of this document.

Eliminating Financial Barriers to Education and Training

Mandate Letter 2017/18:

- Promote the development and use of online resources and open textbooks to support post-secondary affordability for students.

Mandate Letter 2018/19:

- Implement tuition-free ABE and ELL programs to domestic students, and collaborate with partner organizations to effectively deliver these programs to meet the needs of adult learners.
- Improve education success of former youth in care who pursue post-secondary education, including implementation of the tuition waiver program and other supports.

- In 2017/18, NIC instructors used open educational resources (OER) in humanities, social sciences, mathematics, science, technology, trades, tourism, and adult basic education courses to support access and affordability for students. Some NIC instructors plan to expand incorporation of OER into curriculum in the near term while others who have not yet used them are reviewing proposed open textbooks for adoption. It is noteworthy that in addition to promoting the use of OER as part of course curriculum, NIC instructors have also been contributing to their development by authoring chapters in a BCCampus open textbook on tourism and applying for a BCCampus grant to develop two open resources for biology.
- In 2017, the B.C. Government announced the elimination of tuition fees for Adult Basic Education (ABE) and English language learning (ELL) programs in the K-12 and public post-secondary education systems and an expansion of the provincial tuition waiver program for former youth in care to all 25 B.C. public post-secondary institutions. North Island College implemented both policies effective September 2017, approving the youth in care tuition waiver for nine students.

Safe and Healthy Campuses

Mandate Letter 2017/18:

- Promote safe campuses by developing policies and actions to prevent and respond to sexual misconduct and assault of all forms.

Mandate Letter 2018/19:

- Improve student mental health, safety, and overall well-being, including creating greater awareness of available supports.

- NIC implemented *Policy #3-34 - Sexual Violence and Misconduct*⁵ in 2017 which articulates how the College will create an environment free from sexual violence and misconduct by:
 - offering education and training programs to the college community that are pertinent to this policy, including programs aimed at awareness and prevention of sexual violence and misconduct;
 - creating a safe environment in which reporting by complainants is facilitated;
 - providing supports to complainants; and
 - responding to and addressing complaints of sexual violence and/or misconduct.
- Following implementation of Policy #3-34, a series of sexual violence and misconduct workshops were offered to the NIC college community to provide guidance about handling disclosures of sexual violence and misconduct, definitions of consent, bystander interventions, and other important related aspects. NIC's Teaching and Learning Committee also hosted training for faculty to equip them with the knowledge, skills, and resources to respond to disclosures of sexual assault and provide empowering support to survivors. To ensure ongoing access to information and resources for survivors and individuals who have received disclosure, a sexual violence and misconduct support portal has been launched on NIC's public website.⁶ The portal also provides quick and easy access to contact information for NIC security and counselling services, emergency and medical services, and community support agencies.
- Beyond implementation of Policy #3-34 in 2017, NIC continued to offer a wide range of ongoing supports and services to ensure student safety and promote student mental health and overall well-being. The College provides a high level of campus security with established emergency protocols and designated, certified first aid attendants onsite daily at all campuses. Counselling services are available to all students including career and educational counselling, problem solving and strategies to help with time management, reducing anxiety and stress and study skills, sexual violence support, and referral to external services. Crisis counselling is also available.

⁵ <https://www.nic.bc.ca/pdf/policy-3-34-sexual-violence-and-misconduct.pdf>

⁶ <https://www.nic.bc.ca/student-services/counselling/sexual-violence-misconduct-support/>

- Indigenous Elders-in-Residence play an important role at NIC in providing a culturally welcoming environment for Indigenous students. They take leadership roles in ceremonial matters and visit NIC classrooms and Aboriginal student lounges to share teachings and provide their unique perspectives from their respective traditions. Elders are also available to staff and students interested in Indigenous culture or in need of guidance; all students are welcome to consult with the Elders for support and guidance. Elders also work closely with NIC's Aboriginal education advisors and contribute to policy, program, and curriculum development. Ninety-three percent of self-declared Indigenous students surveyed indicated that they were satisfied or very satisfied meeting with an Elder.

Preparing Students for High Opportunity Jobs

Mandate Letter 2017/18:

- Develop and implement an updated Skills Gap Plan.
- Support the #BCTECH strategy.

Mandate Letter 2018/19:

- Expand technology-related programming and other programs that align with the growing knowledge-based economy.

- In 2017/18, NIC enrolled 435 student FTEs in Skills Gap Plan targeted programs, including Bachelor of Science in Nursing, Licensed Practical Nurse, Health Care Assistant, Early Childhood Care and Education, Human Services and Social Services, Accounting, Marketing, Business Management, Applied Business Technology (leading to high opportunity administrative assistant occupations), University Transfer, and Adult Basic Education. NIC has met all Skills Gap Plan enrolment targets each year since the process was launched in 2014/15.
- NIC provides direct support to the #BCTECH Strategy's talent pillar by offering credit programs that directly lead to careers in the technology sector.
 - The College offers five Interactive Media and Graphic Design streams:
 - Mobile Application Development Certificate,
 - Web and Mobile Application Development Diploma,
 - Communications Design Diploma,
 - Advanced Communication & Interactive Design Diploma, and
 - Web Design Certificate.
 - NIC has offered a one-year study plan in engineering since 2010, allowing students to transfer to UVic to complete their program and launch their engineering career. Starting 2017 fall term, NIC offered an Engineering Foundations Certificate with the added benefit of providing students with a credential for their résumé and increased access to other post-secondary institutions.

- For more than two decades, NIC has offered the Industrial Automation Technician Diploma and Electronics Technician Core Certificate programs.
- NIC is actively working to expand its technology program offerings in 2019/20 with plans to offer a new computer information systems certificate. The Province has provided the College with \$100K to support planning to enroll 20 student FTEs in 2019/20, increasing capacity to 40 student FTEs in 2020/21. Once the spaces are fully implemented, ongoing funding is expected to increase to \$400K annually. NIC has been consulting with industry and employers during the program's development stages to ensure students graduate with the basic knowledge and skills to meet the needs of businesses in the region. The certificate is designed to help people start working as IT professionals in less than a year and could feed into NIC's existing university transfer partnerships and interactive media programs.

Indigenous Education

Mandate Letter 2017/18:

- Implement the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan* to increase the participation and success of Aboriginal learners.

Mandate Letter 2018/19:

- Actively participate in an engagement process with the Ministry and Indigenous partners to develop a comprehensive post-secondary strategy that responds to the *TRC Calls to Action* and UNDRIP.

The Province's *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, the *Truth & Reconciliation Commission's Calls to Action*, and *The United Nations Declaration of the Rights of Indigenous Peoples* provide overarching direction for post-secondary educational institutions to address historic and current barriers to Indigenous student access, transition, retention, and successful completion of education and training programs. At the core of Indigenous education at NIC is an organization-wide commitment to serve the region's diverse and geographically dispersed Indigenous students and communities in the way that best meets their needs via the following initiatives.

- The Aboriginal Education Department at NIC continues to work closely with Indigenous communities and organizations in the North Island region to:
 - develop plans that meet the educational and training goals of Aboriginal learners across the region;

- receive advice and direction from NIC's Northern, Central and West Coast regional advisory committees and NIC's Aboriginal Education Council in the development of the College's Aboriginal Service Plan;
 - work in concert with NIC's Senior Leadership Team, Senior Education Team, and Education Council to develop strategies and priorities that respond directly to the *Truth and Reconciliation Commission's Calls to Action*; and,
 - explore opportunities for community collaborations, institutional partnerships, research, curriculum development, and development of other tools and resources that support the success of Indigenous students.
- Provincial funding (\$370K) secured via the College's Aboriginal Service Plan made the following initiatives possible in 2017/18:
 - continuing to provide active frontline student support via Aboriginal Education Advisors, Elders-in-Residence, and local community Elders - student feedback indicates this plays an important role in student access, retention, success, and satisfaction;
 - continuing to offer Kwak'wala language classes with strong participation in the Northern Region;
 - commencing the Tourism Bridging Program with Tourism and Hospitality pre-entry courses in the Northern Region;
 - continuing the Tourism and Hospitality program in Port Hardy;
 - developing a new cohort for an in-community Early Childhood & Care Education Certificate in Ahousaht on Flores Island with the support of a program Elder to fill a need brought forward by the community;
 - implementation of new Nuuchahnulth language classes at the 096/097 level, and continuing to plan with communities for further Nuuchahnulth language classes in future;
 - offering a pre-health block in the West Coast Region with a cultural component provided through partnership with Nuuchahnulth Tribal Council; and
 - increasing our total First Nation Education Agreements to 47 (February 2011- February 2018).
- As the College continues to increase partnerships with local First Nation communities and urban Indigenous organizations, the work being done to meet NIC's commitments under the *Colleges and Institutes Canada Indigenous Education Protocol* needs to continue in a timely manner. As a result, NIC's 2018/19 Aboriginal Service Plan will see an increase in community outreach activities and engagement to ensure that development of new policies relating to Indigenous education will be informed, shaped, and guided by communities and NIC departments.
- Indigenization of programs and curricula at NIC was ongoing in 2017/18 with development of four First Nations language credit courses in response to the TRC Calls to Action and further Indigenization of the Early Childhood Care and Education and Human Service Worker programs. New program offerings included a Community Mental Health Worker certificate in partnership with the Nuuchahnulth Tribal Council in Port Hardy and an Awi'nakola land-based learning program that included a Kwak'wala First Nations language course. An Aboriginal Leadership

certificate was also developed in 2017/18 for launch in 2018/19. More information about NIC's programs, courses, and research with Indigenous focus can be found on the College's website.⁷

- To ensure access to health and community care programs for Indigenous students, NIC received continuation of special program approval for designated Indigenous seats by the B.C. Human Rights Tribunal in 2017/18. The designated seat allocations have been extended to October 2022 in the following programs:
 - Practical Nursing (two seats),
 - Bachelor of Science in Nursing (three seats),
 - Human Service Worker (two seats),
 - Health Care Assistant (two seats), and
 - Early Childhood Care and Education (two seats).

International Education

Mandate Letter 2017/18:

- Deliver on provincial priorities for international education including opportunities to advance the two-way flow of students, educators and ideas.

Mandate Letter 2018/19:

- Develop a balanced approach to international education.

- NIC has embraced the challenge of delivering on provincial priorities for international education by working to advance the two-way flow of students, educators and ideas between countries. Highlights from 2017/18 included the following initiatives.
 - NIC increased efforts to create awareness among students of the opportunities and benefits of study abroad activities, as well as expanded agreements with international exchange partner institutions, resulting in larger numbers of both incoming and outgoing exchange students as well as students and faculty participating in field schools. Initiatives that will permit further expansion are underway with preparations for a future field school in the Philippines.
 - NIC launched several initiatives to support internationalization at home, including a new course offering, sponsorship of student-led cultural activities, staff and faculty training, expanded participation in International Education Week, and participation in the Changemaker Forum for a second year.
- Given the substantial growth in international student enrolment the College has seen in recent years, as well as the expanded interest from prospective international students seeking

⁷ <https://www.nic.bc.ca/aboriginal-education/aboriginal-curriculum/>

admission over the past year, the College has been keenly engaged with developing a sustainable, balanced approach to international education. An *International Education and Internationalization Action Plan for 2018/19* has been developed specifying six key actions focused on achieving sustainable growth in international student enrolment.

1. Implement target-based enrolment planning by setting campus and program based targets and caps for international students that support all learners and increase program offerings for Canadian students.
2. Diversify the countries of origin of international students in order to mitigate against significant changes in the global supply of international students, and to expose domestic students to a wider array of cultures and experiences.
3. Review and refine recruitment channels and processes in accordance with campus, program and country of origin targets. This process will be complemented by more stringent criteria for the selection and training of recruitment agents to ensure student academic preparedness and educational interest.
4. Review and refine application and admissions processes in accordance with campus, program and country of origin targets. Optimize use of available data to establish benchmarks.
5. Examine previous education and success rates of international students by term groups in order to revise and refine country and program targets.
6. Enhance the communication and integration of information between NIC's Office of Global Engagement and other College departments to coordinate enrolment planning strategies and activities.

Sound Financial Management

Mandate Letter 2017/18:

- Meet or exceed the financial targets identified in the Ministry's three-year Service Plan.
- Participate in the Administrative Service Delivery Transformation initiative.

Mandate Letter 2018/19:

- Comply with government's 2% cap on tuition and mandatory fee increases.

- B.C. public post-secondary education institutions are required by law to submit balanced budgets each year to the Provincial Government. The Province also requires institutions to provide regular, detailed financial reports to ensure that revenues and expenditures are in accordance with the budget submitted. NIC's 2017/18 audited financial statements report a balanced budget, thereby contributing to achieving the financial targets identified in the Ministry's three-year Service Plan. NIC has consistently met Government's requirements to deliver balanced budgets and maintains a strong commitment to continuing this trend in future reporting cycles.

- The Administrative Services Delivery Transformation (ASDT) initiative is an effort led by the public post-secondary sector in B.C. that seeks to reduce costs and improve non-academic service delivery by finding administrative efficiencies and sharing expertise. NIC employees have served in leadership roles on sector-wide procurement initiatives via membership on the ASDT Steering Committee and the Finance Centre of Excellence Committee. NIC has also had membership the Enterprise Resource Planning (ERP) Working Group, tasked with developing a strategy for enhanced collaboration and increased ERP optimization for the sector. The College is currently participating in the Commercial Card Project, aimed at consolidating purchasing volumes to obtain greater rebates, and the Central Deposit Program, focused on increasing interest-income for participating institutions and reducing Government borrowing.
- NIC complied with Government's 2% cap on tuition and mandatory fee increases in 2017/18 and plans to follow Government directives on tuition 2018/19.

Seamless Transitions for High School Students

Mandate Letter 2018/19:

- Align institutional processes with the K-12 curriculum changes to ensure the seamless transition of students entering post-secondary education.

- North Island College's Senior Education Team (SET) has developed a subcommittee to review the new K-12 curriculum and determine equivalencies between it and courses from the old K-12 curriculum. SET approved an omnibus process in 2017/18 that allows course and program supervisors to review the committee's equivalency determinations and either adopt the omnibus program or choose alternative admissions from the new curriculum. The omnibus process remains underway and is nearing completion.

EducationPlannerBC

Mandate Letter 2017/18:

- Participate in the development and implementation of a common application system for all public post-secondary institutions in the province.

- NIC has contributed to ongoing development of EducationPlannerBC (EPBC), formerly known as the Common Application System, in 2017/18 via participation on the EPBC Operations Working Group. The group's recent and continuing projects include:
 - development of technical upgrades to standardize the applicant profile portion of the application form;
 - development of a risk register to identify responsibilities for risk management and response strategies;
 - addressing barriers for groups who are under-represented at post-secondary institutions;
 - development of information sharing agreements; and
 - creating an online resource with updated information on EPBC status, outages, and maintenance notices.

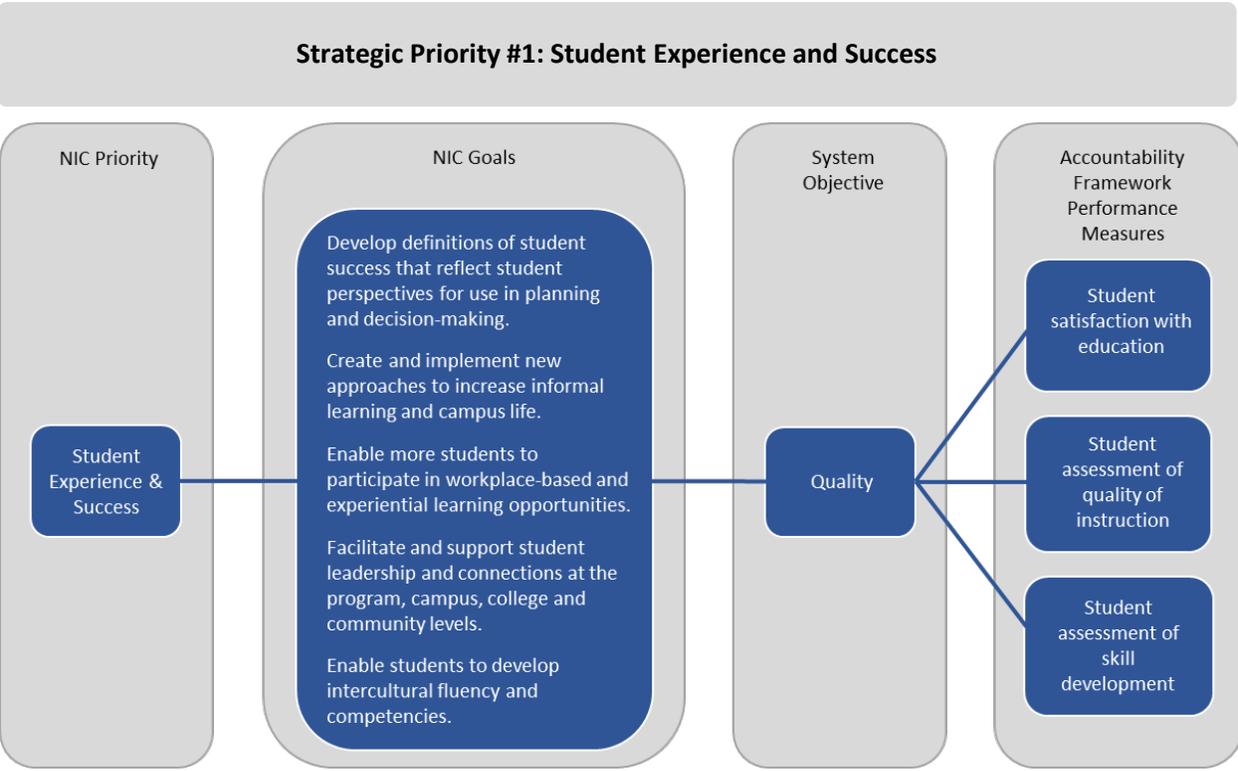
PERFORMANCE PLAN

NIC Plan 2020: 2017/18 Goals, Actions and Outcomes

Launched in the fall of 2015, North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*,⁸ addresses NIC’s regional opportunities and challenges and distinguishes NIC’s role from other post-secondary institutions across B.C. The plan identifies nine over-arching strategic priorities and 44 related goals with a central focus on supporting student experiences and success.

The diagrams in this section illustrate how NIC’s priorities and goals align with the B.C. post-secondary system objectives and associated Accountability Framework performance measures. NIC’s key actions and outcomes in 2017/18, the second year of NIC Plan 2020, are described in bullets below each diagram.

A report on NIC’s targets, results and assessments for the Accountability Framework performance measures in 2017/18 can be found in the section titled “Performance Measures, Targets and Results.”



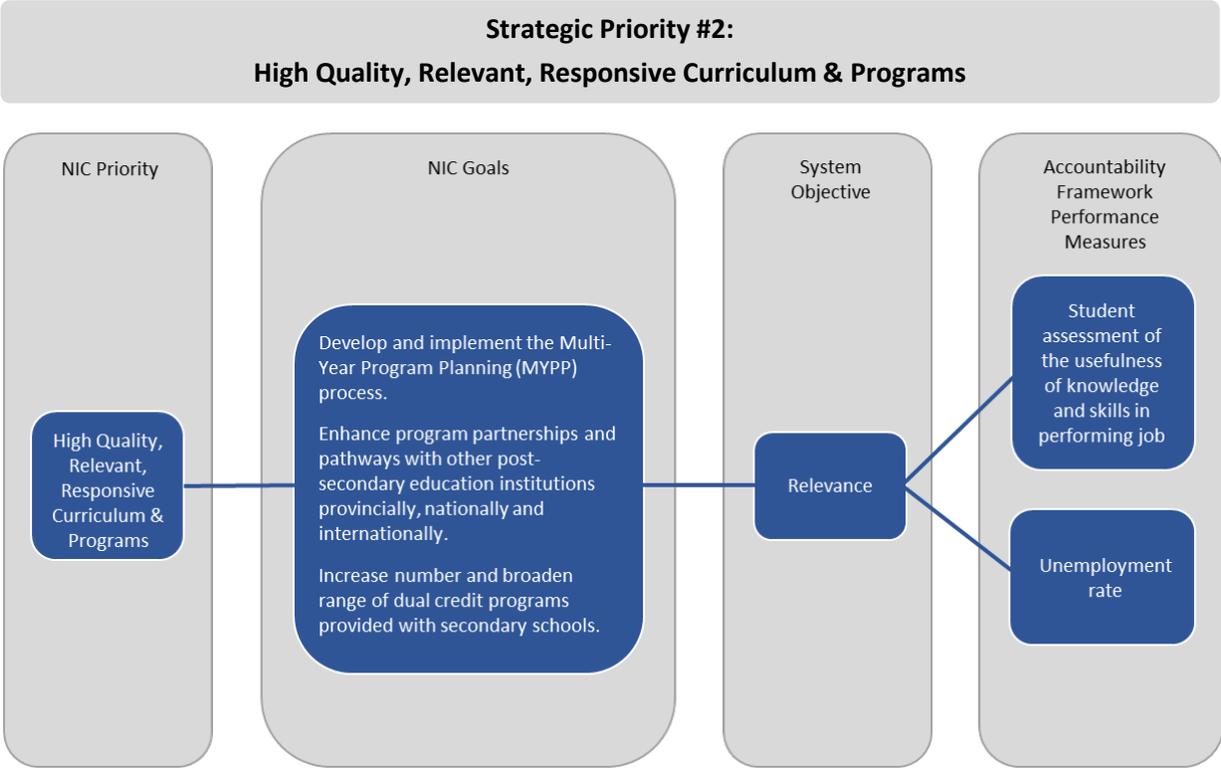
⁸ North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*, can be viewed online at http://www.nic.bc.ca/about_us/College_plan/

2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
<p>Develop definitions of student success that reflect student perspectives for use in planning and decision-making.</p>	<p>Gather feedback from students on how NIC is meeting its student success goals.</p>	<ul style="list-style-type: none"> • Asked student leaders to identify what student success means to them. Members defined and prioritized key areas of student success as academic, well-being, career-building, easy access to support services, social components and campus life. • Participated in the BC Student Outcomes Survey, where 94% of students in certificate, diploma and associate degree programs were satisfied with their education in 2017. The numbers were similar for NIC’s apprenticeship programs (93%) and higher for bachelor’s degree programs (100%). • 88% of self-declared Indigenous students were satisfied NIC helped them meet their education goals in 2017/18; between 81% and 88% reported experiencing a culturally welcoming environment, safety and respect on campus, and effective academic and personal support.
<p>Create and implement new approaches to increase informal learning and campus life.</p>	<p>Sustain a high quality peer tutoring service.</p>	<ul style="list-style-type: none"> • NIC students in Port Alberni, the Comox Valley and Campbell River booked 1,300 peer tutoring appointments between September 2017 and March 2018. In the fall and winter terms, 30 active tutors taught math, business, chemistry, statistics, study skills and more in person or online. • Students also booked 600 appointments for writing help with peer tutors.
	<p>Expand Library & Learning Commons services to students.</p>	<ul style="list-style-type: none"> • Renovated the Comox Valley campus’ Library & Learning Commons to include dedicated quiet rooms and group study spaces as well as additional computers. The space has since become a more active study, research and learning hub. • Expanded library use with additional student support, Saturday hours and the piloting of Sunday hours in the fall session. More than 14,600 students have taken part in one of 4,846 group room bookings. • Plans are underway for a Library and Learning Commons in Campbell River.
	<p>Increase student writing support services.</p>	<ul style="list-style-type: none"> • WriteAway, a provincially available online writing service, saw a 40% increase in NIC student submissions this fall and an 80% year over year increase in the winter term. • NIC plans expand its online writing resources with common writing tips for students and faculty.

	Create recreational, literary, cultural and social activities to provide informal learning, and social opportunities across areas of study.	<ul style="list-style-type: none"> • NIC and the North Island Students Union (NISU) continue to support free indoor soccer and volleyball in the Comox Valley. • Sought feedback on additional sports. • Polled Campbell River students and found an interest in athletic clubs, service learning projects, documentary films and one-time sporting events. • NIC's Write Here Readers Series hosted 40 authors, including a series of monthly readings and NIC's first-ever North Island Writers' Conference. • Hosted established Canadian artists in the Artist Talk Lecture Series, brought in leadership speakers, student-run art events and cultural gatherings.
Enable more students to participate in workplace-based and experiential learning opportunities.	Develop more opportunities for workplace learning.	<ul style="list-style-type: none"> • Experienced a 32% increase in students participating in co-op education and business internships from the 2015/16 baseline year. • Re-accredited NIC's co-op program for another six years to December 2023.
	Connect students with employers to help them identify career opportunities and pathways to employment.	<ul style="list-style-type: none"> • Hosted the 8th Annual Career Fair in the Comox Valley with 40 employers providing career planning and employment information to students. Approximately 250 students participated in this year's fair, a 25% increase over last year. • Held hiring fairs at three campuses, in addition to info sessions and employment workshops in Port Alberni and Port Hardy. • Planned additional networking and career fairs for 2018/2019, including NIC's first career fair in Campbell River.
Facilitate and support student leadership and connections at the program, campus, College and community levels.	Foster student leadership opportunities.	<ul style="list-style-type: none"> • Increased NIC's Student Leadership Team to 22 members, including 10 international students. As NIC's largest ever team, it employed its own work-study student, brought in guest speakers and participated in many campus-wide student events. • Two student leaders returned as alumni this year to mentor new students. • The team organized a successful student leadership retreat, with 28 domestic and international students from all program areas, including one student from Thompson Rivers University in Kamloops. The team has already scheduled its next retreat for January 2019. • Created an NIC Open House student panel to speak to Grade 11 students on why they chose NIC.
Enable students to develop intercultural fluency and competencies.	Create opportunities to foster understanding of world religious views in modern times, including Indigenous perspectives.	<ul style="list-style-type: none"> • NIC's Office of Global Engagement organized several cultural events, including a multi-faith panel discussing First Nations, Buddhist, Islamic and Humanist perspectives.

See also "Strategic Priority #4: Aboriginal Education and Indigenization" and "Strategic Priority #5, International Education and Internationalization."



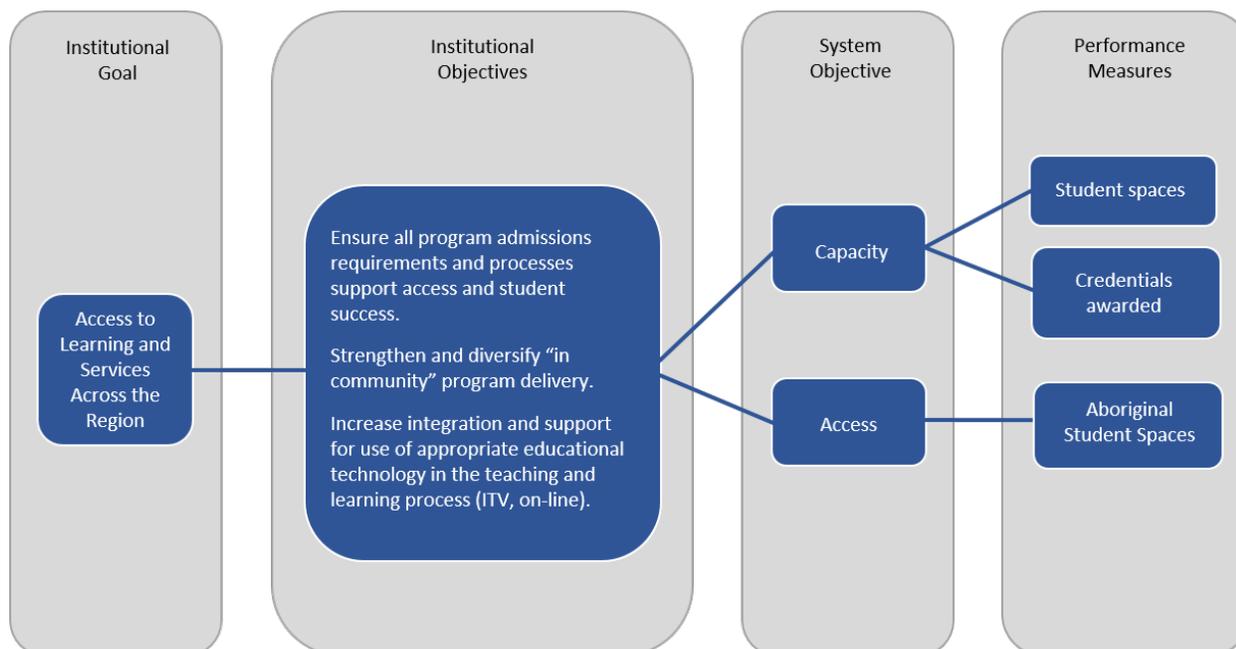
2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Develop and implement the Multi-Year Program Planning (MYPP) process.	Develop and implement a college-wide multi-year program planning process to achieve optimum program enrolment, regionally responsive programming for students and communities, and effective quality standards.	<ul style="list-style-type: none"> Completed second-year of MYPP resulting in four additional math science Interactive TV (ITV) course offerings to two school districts. Offered four new face-to-face business courses in Campbell River to 56 students, leading the way for new business programming at the campus. Early Childhood Care and Education (ECCE) faculty consulted with regional Elders, community, and advisors to revise courses and include Indigenous ways of knowing and being into curriculum. Provided leave for ECCE faculty to prepare for in-community rotational ECCE certificate and practicums. Developing curriculum for Electronics Core Automation as part of NIC's growing STEM offerings. Developing culinary course modules and diploma program, specializing in regional and molecular cuisine. Reviewing NIC's Metal Fabrication program, consulting with industry, and developing curriculum. Human Service Worker program faculty researched and provided recommendation to support alternative admissions process and support systems that are

		<p>culturally sensitive to Indigenous learners for students entering the program.</p> <ul style="list-style-type: none"> • NIC’s Senior Education Team (SET) approved more than \$348,918 to support departmental MYPPs in 2018/19.
	Develop and reinvigorate programs based on regional demand and student need.	<ul style="list-style-type: none"> • Developed and delivered Film and TV Crew Training programs in both Campbell River and Port Alberni, in partnership with the Island North Film Commission (INFilm). Several students obtained local employment immediately after the training. • Supported a Coastal Forest Resource certificate and Underground Mining Essentials certificate with Continuing Education and Training. Several students obtained local employment immediately after training. • Expanded sections of core trades programs, including Carpentry Foundation in Port Alberni and a pilot Prep Cook certificate in Campbell River. • Developed and delivered a 27-week Employment Transition/Culinary Assistant program in Port Alberni to meet the needs of students who have barriers to learning and employment and have an interest in working in the food service industry.
	Indigenize the curriculum to improve learning outcomes and strengthen content for students.	<ul style="list-style-type: none"> • Developed an Aboriginal Leadership certificate, to be delivered in 2018/19. Co-developing specific curriculum sections with Nuuchahnulth, Kwakwaka’wakw and Coast Salish Nations to create a space for Indigenous teachings and traditional knowledge sharing. • Developed or delivered four First Nations language courses in support of the TRC calls to action, including Kwak’wala and Nuuchahnulth language courses at the ABE level. • Developed a Kwak’wala reading and writing course, scheduled for delivery in Jan. 2019. • Developed and delivered an Awi’nakola land-based learning program offering ABE-level Kwak’wala, English and Math outside of the traditional classroom in Port Hardy. This program will continue in 2018/2019. • Revised the Early Childhood Care and Education, Human Service Worker curriculum to work with Elders, community and advisors to revise courses and support students in community practicums to include Indigenous ways of knowing and being. • Delivered two first-year university transfer English courses to produce parallel streams of Indigenous and non-Indigenous content for improved outcomes. • Offered a pre-Tourism bridging courses and programs, as well as a Tourism and Hospitality certificate in Port Hardy with First Nations support. • Aboriginal Education director continues to work with departments to discuss additional ways to Indigenize curriculum.

	Provide additional course offerings to meet student demand.	<ul style="list-style-type: none"> • Increased first-year business delivery in Campbell River, with four first-year courses. • Offered two first-year university-level math and science courses via ITV in Port McNeill and Parksville. • Additional courses planned across academic divisions through 2018/19 MYPP process.
	Develop, implement, and strengthen curriculum in trades and technical programs.	<ul style="list-style-type: none"> • Developing a provincially funded computer technology certificate to address skills gaps and demand for technology expertise in North Island business and industry. Consultation with industry continues as staff develop curriculum for implementation in fall 2019. • Updated curriculum for trades programs, as a part of ITA harmonized trades delivery initiative. • Enhanced and develop Aquaculture Technician certificate and diploma programs. • Studying feasibility for specialty culinary courses, culinary diploma and metal fabrication program. • Underway: additional curriculum development planning across academic divisions through 2018/19 MYPP.
Enhance program partnerships and pathways with other post-secondary education institutions provincially, nationally and internationally.	Expand and maintain educational partnership agreements.	<ul style="list-style-type: none"> • NIC now has 114 active partnership agreements in 2017/18, including 43 Canadian agreements, 46 international agreements, 18 community agreements and seven agreements with local school districts. Fourteen new agreements were signed in 2017/18.
	Expand and maintain post-secondary educational pathway opportunities for students.	<ul style="list-style-type: none"> • Launched a transfer pathway for McDonald's employees who complete McDonald's Management Development Program. Employees get consideration for up to 24 credits in NIC's business programs. • Collaborated with the College of New Caledonia and Okanagan College to sign a MOU to continue access to online Applied Business Technology programs and prepare students for high demand office administrative positions.
Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools.	Expand and maintain dual credit offerings and agreements.	<ul style="list-style-type: none"> • In total, 222 students enrolled in dual credit courses at NIC in 2017/18, a 53% increase over the previous year. • Strengthen existing agreements with Comox Valley, Campbell River, Port Alberni, Qualicum, North Island and Gulf Island School Districts. • Offered trades sampler and discovery programs in collaboration with the Campbell River School District and the Tla-o-qui-aht First Nation.

Strategic Priority #3: Access to Learning and Services Across the Region

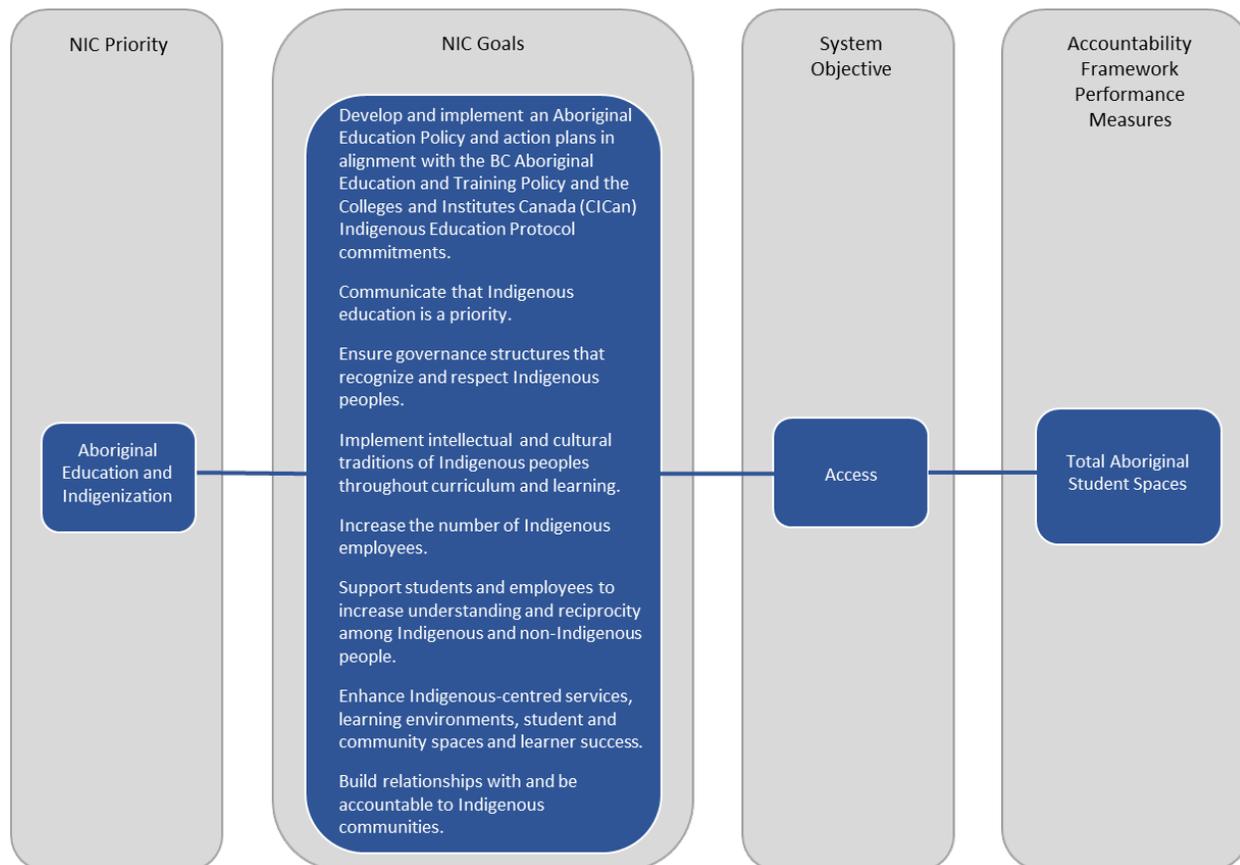


2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Ensure all program admissions requirements and processes support access and student success.	Eliminate cultural bias and provide immediate assessment results to international students.	<ul style="list-style-type: none"> Ongoing.
	Improve access opportunities for Aboriginal students interested in trades and tourism programs.	<ul style="list-style-type: none"> Collaborated with Vancouver Island University to offer Aboriginal Eco-Tourism program for Indigenous students across the region. Operated two short-term introductory construction trades programs for members of the Toquaht Nation and Tla-o-qui-aht Nation. Offered pre-tourism, tourism certificates and programs in Mount Waddington. Programs will continue in 2018. Developing a Building Maintenance Worker – Aboriginal Community Focus to provide Indigenous community members with building maintenance skills for mechanical systems, plumbing, roof systems, windows, general cleaning and mould remediation.
	Create new advising tools and align admissions requirements with new K-12 curriculum.	<ul style="list-style-type: none"> Implemented advising tools created in 2016/17. Established a committee to review B.C.'s changing K-12 curriculum and the effect of restructured courses on NIC admission requirements. Hired a staff member to review course equivalencies and adopt or suggest alternate courses from the new curriculum.

<p>Strengthen and diversify "in community" program delivery.</p>	<p>Work with community, First Nations and industry partners to improve student access to post-secondary education.</p>	<ul style="list-style-type: none"> • Provided 66 in-community contracts serving students from Ucluelet to Bella Coola in diverse program areas, including a Community Mental Health Worker certificate in Port Alberni with the Nuuchahnulth Tribal Council.
<p>Increase integration and support for use of appropriate educational technology in the teaching and learning process (ITV, online).</p>	<p>Increase instructional delivery of ITV and upgrade and expand locations to support concurrent course delivery.</p>	<ul style="list-style-type: none"> • NIC's Interactive TV (ITV) rooms ran at peak capacity in 2071/18, with 79 hours of weekly instruction in the fall and 81.5 hours in the winter session. • Delivered Early Childhood Care & Education via Skype for Business between students in Port Hardy and Alert Bay to improve student access. • Created a second dedicated ITV classroom for students in Port Alberni.
	<p>Increase online educational technology use to improve access to resources and allow students and faculty to collaborate with each other.</p>	<ul style="list-style-type: none"> • Supported tutors with an online forum providing consistent training materials, communication tools and online community to connect with other peer tutors.
	<p>Improve technical support services for students.</p>	<ul style="list-style-type: none"> • Expanded student technical support in the new Library and Learning Commons. This resulted in 39% more walk-ups to the new library support desk, 42% more web visits and more than double the number of people participating in workshops at the beginning of each term.

Strategic Priority #4: Aboriginal Education and Indigenization

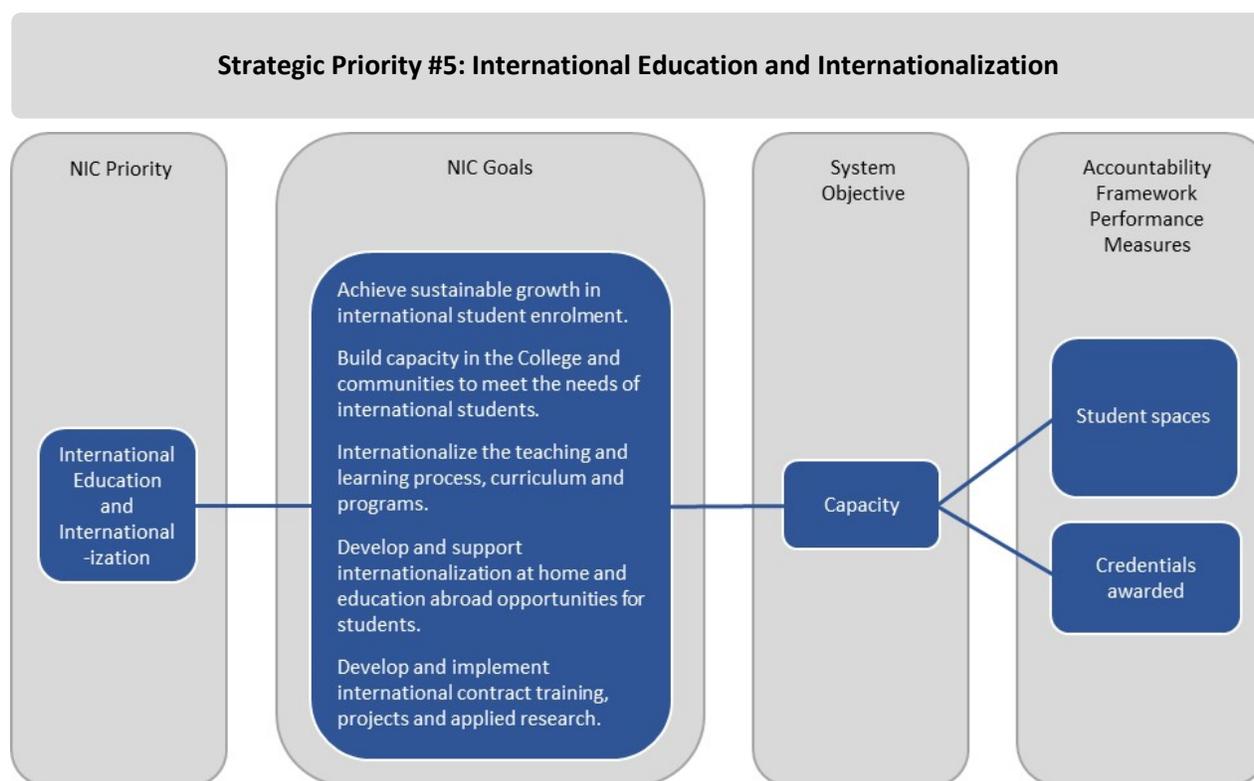


2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Develop and implement an Aboriginal Education Policy and action plans in alignment with the BC Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.	Develop overall Aboriginal Education policy and guidelines for use within newly developed Aboriginal Education Information Binder.	<ul style="list-style-type: none"> Review materials with Regional Advisory Committees, Aboriginal Education Council (AEC), SET and SLT and determine completion timelines. Work to develop communication plan and Aboriginal Education policy. Plan a celebration and signing event with Board of Governors to adopt new Aboriginal Education policy.
Communicate that Indigenous education is a priority.	Develop a marketing plan for internal and external audiences, including regular ad space and monthly editorials to highlight program and student success.	<ul style="list-style-type: none"> Current stories running in First Nations Drum and Hashilth-sa; need to assess current audiences and publications.
	Enhance social media presence to communicate with students, communities and organizations to ensure local	<ul style="list-style-type: none"> Created Facebook account and group used by Elders and advisors to share events across campuses. Additional plans to set up and maintain media and social media presence.

	communities feel welcomed and are encouraged to share ideas and feedback.	
Ensure governance structures recognize and respect Indigenous peoples.	Review Regional Advisory Committees and Aboriginal Education Council (AEC) Terms of Reference documents to ensure authentic community voices shape policies that sustain relationships between the College and communities.	<ul style="list-style-type: none"> • Ongoing
Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.	Review and update existing policies relating to intellectual property, traditional knowledge and copyrights.	<ul style="list-style-type: none"> • Working to summarize existing NIC policies for review by Regional Advisory Committees/AEC, SET and SLT. • Ensure partnership and education agreements include clear language around copyright, intellectual property and protection of rights.
	Develop and implement an Indigenization policy and strategy that further clarifies the importance of Indigenous content, knowledge and teachings within NIC's curriculum and programs.	<ul style="list-style-type: none"> • Working to draft a strategy for Regional Advisory Committees / AEC to review, discuss and develop. • Working to create a simple template for departments to identify activities, curriculum and resources that inform their Indigenization plans / ideas. • Establish a meeting schedule between Aboriginal Education and each department to develop plans and report to Regional Advisory Committees / AEC.
Increase the number of Indigenous employees.	Plan for Elder positions at all four campuses to be regularized. Consider options for new employment positions and anticipated contract positions.	<ul style="list-style-type: none"> • Four regularized campus elder positions, one at each NIC campus, and three contract positions are now in place.
	Further discussion on Human Rights exemptions for instructors of specific courses and programs.	<ul style="list-style-type: none"> • Working to ensure Human Rights Tribunal permissions are sought and approved to designate specific positions for Aboriginal peoples.
	Apply for Human Rights Tribunal approval of a policy update regarding 'self-identifying as Aboriginal' on employment applications.	<ul style="list-style-type: none"> • Discussions are ongoing on Regional Advisory Committees, AEC, SET and SLT meeting agendas.
Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people.	Encourage participation in activities that provide understanding of traditional Aboriginal ways and values, or increase knowledge and self-awareness of Aboriginal history in Canada.	<ul style="list-style-type: none"> • Identified successful training such as Yukon College's First Nations 101. Develop similar training for staff, students and faculty. • Supported opportunities for 'The Village Workshop' to be included in NIC's programs and courses. Exploring opportunities to offer workshop to staff and students. • Ongoing: promote opportunities for employees to attend Aboriginal community cultural events.
Enhance Indigenous-centred services, learning environments, student and	Open Aboriginal student lounges to provide improved	<ul style="list-style-type: none"> • Opened Comox Valley lounge in fall 2017. • Included First Nation symbols and art into design of new Mount Waddington campus in Port Hardy.

community spaces, and learner success.	learning spaces and services for Indigenous students.	<ul style="list-style-type: none"> All NIC Campuses now have Aboriginal student lounges.
	Work with the K'omoks First Nation to formally recognize their traditional territory.	<ul style="list-style-type: none"> Working to commission a new pole carving at the Comox Valley campus.
Build relationships with and be accountable to Indigenous communities.	Co-develop educational agreement templates to ensure the goals, objectives, IP/copyright and important elements meet NIC and community needs, and are written in plain English.	<ul style="list-style-type: none"> Working to review and update educational agreements and include in new partnership agreements.



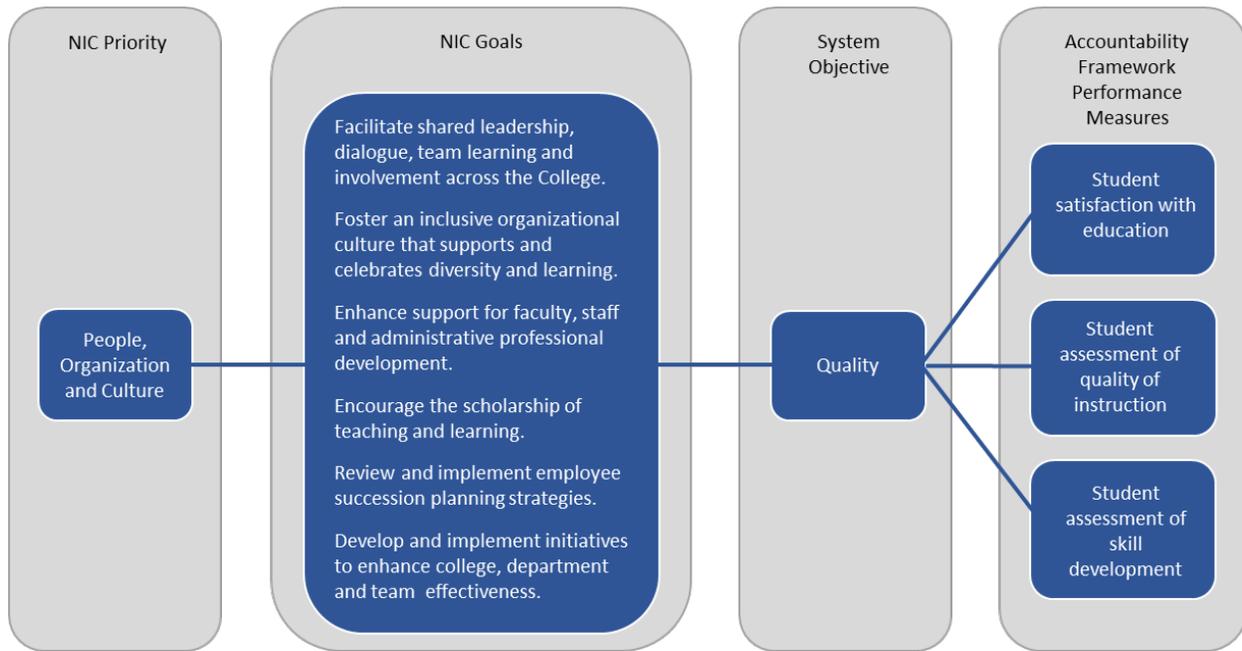
2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Achieve sustainable growth in international student enrolment.	Create, implement, and strengthen a strategic international recruitment and marketing plan.	<ul style="list-style-type: none"> Committed to a three-year enrolment management plan starting in the 2019/2020 academic year to refine recruitment channels, admissions and application processes; create campus and program targets for international students to support all learners and increase program offerings for Canadian students; diversify international students' countries of origin to mitigate against global changes and expose domestic students to a wider array of cultures. The process will also examine past

		international students' education and success rates to refine country and program targets.
	Integrate international enrolment within NIC's multi-year planning.	<ul style="list-style-type: none"> • Restructured NIC's Office of Global Engagement within NIC's Academic Division. • In development: enhance communications between the Office of Global Engagement and other departments to co-ordinate enrolment planning strategies, admissions and activities.
Build capacity in the College and communities to meet the needs of international students.	Increase and diversify program offerings for all students by offering additional term tracks, course sections and additional programming in business at the Campbell River campus.	<ul style="list-style-type: none"> • Expanding Global Business Management program into Campbell River in fall 2018 to bring 75 international students to Campbell River. • Expanding availability of existing services and introducing new supports where needed (academic writing course and supports, math, additional invigilation, instructional assistants) in Campbell River.
	Create faculty and staff professional development opportunities overseas.	<ul style="list-style-type: none"> • Three employees participated in Leave for Change in 2017/18, volunteering their time with institutional partners in developing countries to encourage fresh perspectives new skills, global understandings and confidence. • Held faculty workshops on challenges of working with diverse international learners. • Human Services faculty completed a trip to the Philippines to prepare students for a field school and development working partnership with Cebu Normal University.
	Create peer mentoring and support programs with domestic students.	<ul style="list-style-type: none"> • Program has started with goal to recruit more mentors in fall 2018.
	Develop a staffing strategy to support enhanced offerings in key program areas.	<ul style="list-style-type: none"> • Hired faculty versed in global learning competencies. • Increased support staff positions in key admissions, advising, Library and Learning Commons and international staff to support students.
	Support students' abilities to enrol and succeed by expanding accommodation options for all students.	<ul style="list-style-type: none"> • Initiate consultation and develop business case for student residence at the Comox Valley campus.
Internationalize the teaching and learning process, curriculum, and programs.	Create an elective course to provide students with intercultural competencies.	<ul style="list-style-type: none"> • Delivered a tuition-free elective to grow students' intercultural awareness and skills, with plans to regularize in 2018/19.
Develop and support Internationalization at home and education abroad opportunities for students.	Grow NIC's study abroad offerings through new exchanges and field schools.	<ul style="list-style-type: none"> • NIC's study abroad and exchange programs grew exponentially in 2017/18. Thirty-one students from NIC's nursing, human services, university studies and fine arts departments travelled to rural Nepal, the Philippines and Greece in the summer of 2017 and spring of 2018 as part of NIC field school courses.

		<ul style="list-style-type: none"> • Exchange students from five countries studied at NIC this year. Outgoing students have studied at Disney, in California and Florida, Japan and Denmark. One student also received a \$5,000 CIGan scholarship to study in Brazil this summer. • Planning to increase study abroad scholarship budget and increase the number of field schools by 4% per year. • Working to expand institutional exchange partners in countries and programs of interest to students.
	Launch student participation in Uniterria Students Without Borders Program.	<ul style="list-style-type: none"> • Underway: budget, seek academic credit, set student participation target.
	Develop robust student ambassador program that includes domestic and international students.	<ul style="list-style-type: none"> • In development
	Expand International Education Week activities.	<ul style="list-style-type: none"> • Ongoing
	Organize International Development Week events.	<ul style="list-style-type: none"> • In development
Develop international contract training, projects, and applied research.	Continue to solicit and develop short-term and customized programs for clients.	<ul style="list-style-type: none"> • Hosted 20 Chinese students in Customized Cruise Line Service training. Continue to seek and support clients with their training needs.
	Collaborate on international research.	<ul style="list-style-type: none"> • In development

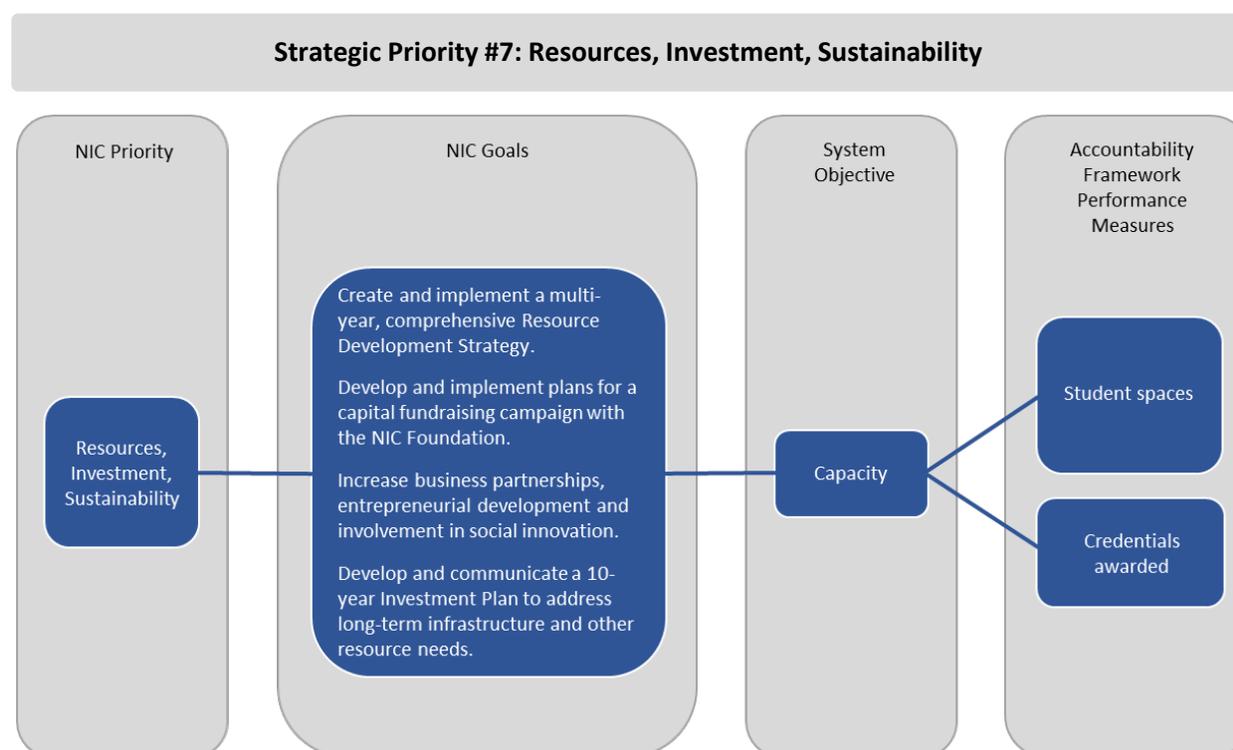
Strategic Priority #6: People, Organization and Culture



2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Facilitate shared leadership, dialogue, team learning and involvement across the College.	Review recommendations and implement initiatives to respond to employee feedback gathered from a comprehensive employee engagement survey undertaken in late 2016.	<ul style="list-style-type: none"> Engaged in formal and informal processes to improve communication and provide for increased employee participation, including an internal communications survey, more frequent town hall meetings and campus-wide committees on student housing and more.
Foster an inclusive organizational culture that supports and celebrates diversity and learning.	Continue a Diversity Matters@NIC committee made up of a cross-section of NIC community members, including students, to guide a college-wide diversity and inclusion project.	<ul style="list-style-type: none"> Developed process and methods to gather perceptions and implement improvements. Conversation circles held with staff across campuses to gather feedback and ideas for future initiatives.
	<i>See also "Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people" in "Strategic Priority 4: Aboriginal Education and Indigenization."</i>	
Enhance support for faculty, staff, and administrative professional development.	Continue to support faculty, support staff and administrative employees in maintaining and increasing their professional skills.	<ul style="list-style-type: none"> Reviewed and updated professional/career development manuals. Explore increased access to group professional development opportunities for faculty and staff and create standalone professional development days separate from staff celebration events.
Encourage the scholarship of teaching and learning.	Improve access to the NICFA Common Professional Development Fund by broadening the scope of eligible activities and increasing	<ul style="list-style-type: none"> The development fund supported 20 activities in 2017/18, allocating \$63.6K.

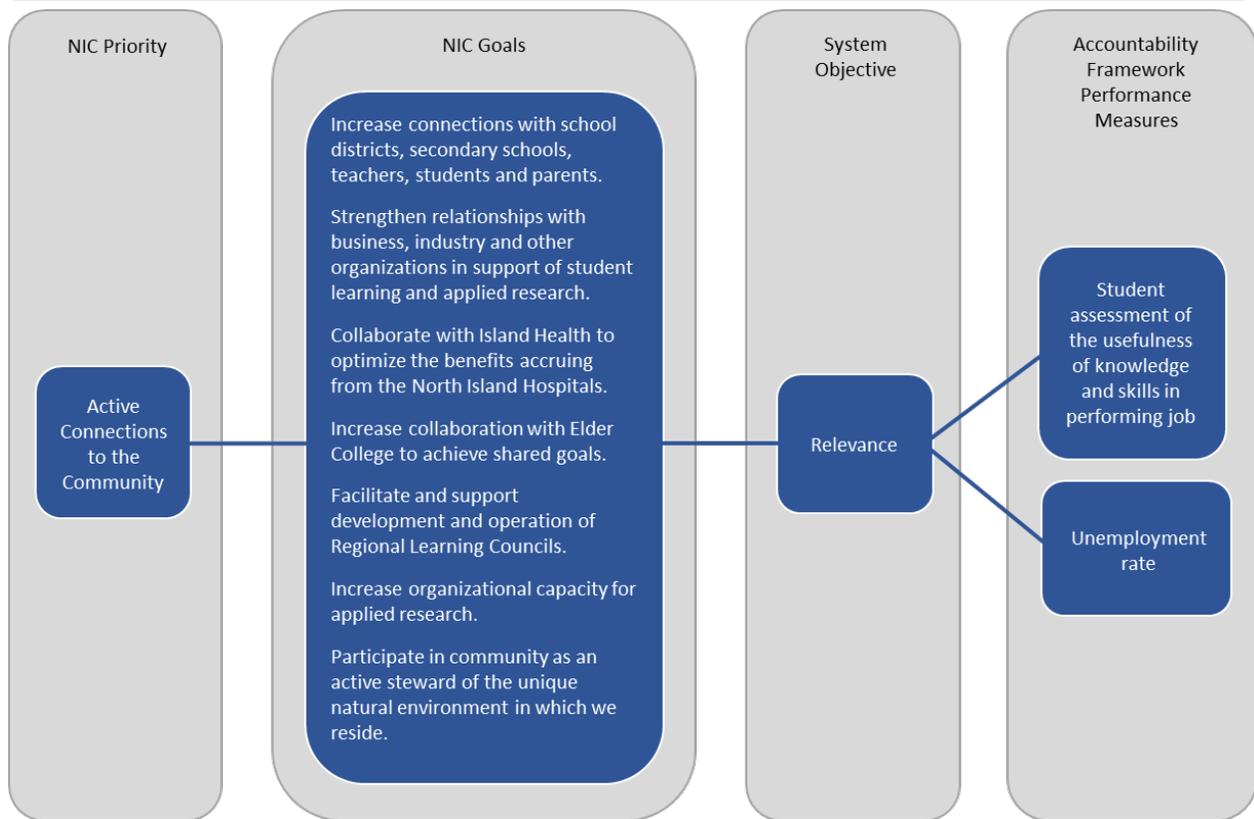
	faculty awareness of eligible coverage and process.	
	Encourage faculty to participate in professional development opportunities across B.C.	<ul style="list-style-type: none"> • Offered a professional development day at the Comox Valley campus in August; additional events planned. • The Teaching and Learning Committee’s three largest events included a seminar with UBC expert in teaching excellence, a team-based learning workshop, and a three-day welcome back event in August, including workshops on Indigenizing the curriculum, sexual harassment, the library and learning commons, ITV, Blackboard Learn, Academic Integrity and more. The welcome back returned in a bootcamp format in January.
Review and implement employee succession planning strategies.	Provide support for administrative staff development.	<ul style="list-style-type: none"> • Several administrators served in acting roles in 2017/18 to cover leaves of absence allowing each to gain valuable knowledge and experience and prepare for future promotional opportunities.
Develop and implement initiatives to enhance College, department and team effectiveness.	Organize and implement departmental training initiatives to address group learning needs.	<ul style="list-style-type: none"> • Several departments organized and participated in group training to support skill development and knowledge enhancement.
	Facilitate team-building activities to improve employee health.	<ul style="list-style-type: none"> • Human Resources organized Canadian Mental Health Week activities in May 2017; the initiative continued in 2018.



2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome/ Status
Create and implement a multi-year, comprehensive Resource Development Strategy.	Work with industry, business, and government to support long-term development strategies.	<ul style="list-style-type: none"> NIC became one of two B.C. colleges to receive funding from the Labour Market Partnership program, a joint initiative between the B.C. Ministry of Jobs, Tourism and Skills Training and the Government of Canada. NIC received almost \$1.1M, including \$600K to develop curriculum and pilot delivery of the Aquaculture Technician diploma and \$488K to develop curriculum and pilot delivery of a TV and Film Crew Training program.
Develop and implement plans for a capital fundraising campaign with the NIC Foundation.	Develop a campaign to raise funds for equipment, technology and student awards for the Campbell River campus expansion.	<ul style="list-style-type: none"> Established a Leadership Cabinet of influential community members and assisted with the research and development of a donor prospect list. Developed and integrated an itemized sponsorship opportunities list with the donor prospect list. Created a case for support video detailing the \$17.6 million Campbell River campus expansion and renovation project. The video has been shown to select audiences. Written grant proposals have commenced based on preliminary discussions with federal, provincial and local funding sources. Met with several lead donor prospects with more scheduled for spring, summer and fall 2018.
Increase business partnerships, entrepreneurial development and involvement in social innovation.	Strengthen connections to business organizations via director positions with the Comox Valley and Campbell River Chambers of Commerce and the Innovation Island Technology Association.	<ul style="list-style-type: none"> Increased collaboration with business leaders through executive positions on chamber boards in the Comox Valley and Campbell River, as well as the Innovation Island Technology Association. This saw support for mentorship programs, research grants and program funding, sponsorship of annual community awards, and increased engagement and awareness of NIC goals.
	<i>See "Strategic Priority #8: Active Connections to the Community" for more applied research partnerships.</i>	
Develop and communicate a 10-year Investment Plan to address long-term infrastructure and other resource needs.	Work with the NIC Foundation and community stakeholders to develop an investment plan.	<ul style="list-style-type: none"> Completed a new constitution and bylaws for the NIC Foundation, approved by the BC Societies Registry. Established a record level of student awards for the third consecutive year with more than \$126K in new awards created in 2017/18, representing a 43% increase in scholarships and bursaries available to NIC students. Developing an Agreement in Principle between the NIC Foundation and NIC to provide a framework for long-term investment and strategic plans. A comprehensive overhaul of NIC Foundation policies and procedures is underway.

Strategic Priority #8: Active Connections to Community



2017/18 Goals, Actions and Outcomes

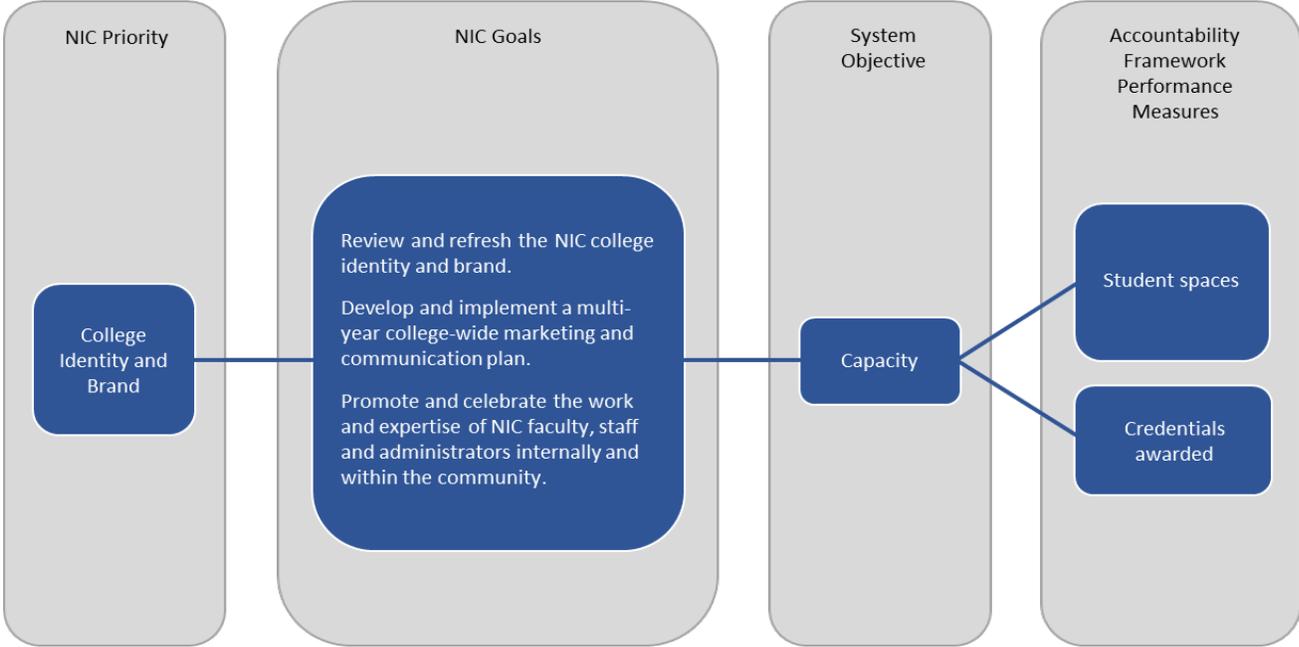
Goal	Action	Outcome/ Status
Increase connections with school districts, secondary schools, teachers, students and parents.	Strengthen high school open houses and parent student information nights to demonstrate relevant programs and career paths for students across program areas.	<ul style="list-style-type: none"> • Hosted almost 1,400 Grade 11 students from across the region at two open houses, one in the Comox Valley and one in Port Alberni. • Held a Parent Student Info Night in the Comox Valley for the second year with 175 students and family members in attendance. • Attended the high school parent student night in Port Alberni, where parents, students and families were already attending. • Planning to offer a Parent Student Info Night in Campbell River in the future. • Hosted a Fine Arts discovery day for Alberni District Secondary School students and faculty.

	Increase communication with school district advisors and counsellors.	<ul style="list-style-type: none"> • Hosted an advising session at Open House 2018 and will continue to seek opportunities to be present at parent/school information nights (PAC, graduation meetings, etc.). • Hosted a second, well-attended counsellor session in March 2018. • Held meetings with school district stakeholders in Port Alberni, Comox Valley, and Oceanside to focus on delivery of dual credit courses, the High School Partnership Initiative, and related events.
	Collaborate with school districts on science and technology offerings.	<ul style="list-style-type: none"> • Collaborated with regional school districts to deliver robot camps to 149 youth, providing an introduction to NIC, career insights, and pathway opportunities for young families.
	<i>See also "Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools." in "Strategic Priority 2: High Quality, Relevant, Responsive Curriculum & Programs"</i>	
Strengthen relationships with business, industry, and other organizations in support of student learning and applied research.	Strengthen relationship with the B.C. Salmon Farmers' Association (BCSFA) and B.C. Shellfish Growers' Association (BCSGA).	<ul style="list-style-type: none"> • NIC's Centre for Applied Research Technology and Innovation (CARTI) received several grants with the support of both associations, including: <ul style="list-style-type: none"> • \$600K to pilot delivery of an Aquaculture Technician diploma (continued from previous year); • \$150K to investigate how salmon farms act as floating reef habitats; • \$134K for micro-hatchery equipment to research seed diversification; • \$25K to install anti-predator netting to improve oyster seed survival; • \$25K to develop new virus detection tools for the shellfish industry; and • \$25K to investigate if kelp can address ocean acidification issues in hatchery production of shellfish. • NIC has also conducted the single largest study to explore B.C.'s kelp growing potential. Kelp lines were installed at more than 30 farm sites off Vancouver Island with BCSFA support.
	Explore opportunities to study tidal and wave energy.	<ul style="list-style-type: none"> • Discussions continue with academic and industry colleagues specializing in the marine renewable energy sector.
	Support alumni association in collaboration with alumni champions.	<ul style="list-style-type: none"> • Supported one event, led by students. • Additional development is being undertaken through business degree spring mixer.
	Strengthen relationship with Colleges and Institutes Canada (CICan).	<ul style="list-style-type: none"> • Hosted the CICan preconference for rural and remote colleges with several NIC faculty leading panel presentations. • Faculty participated and presented at CICan national conference in Victoria.

	Collaborate with the Comox Valley Chamber of Commerce to encourage and promote entrepreneurship, mentorship and student connections with the business community via programs and targeted events.	<ul style="list-style-type: none"> • Ran the Global Leaders of Tomorrow mentorship program and sponsored the Comox Valley Chamber tech event in October; in exchange, students were given free tickets to attend the networking component.
	Partner with the Community Justice Centre in support of student learning.	<ul style="list-style-type: none"> • Formulated partnership between NIC and the Comox Valley Community Justice Centre in March 2017 to support the Annual Campagnolo Lectures in Restorative Justice, improve public knowledge of the justice system, and enhance educational opportunities for students.
Collaborate with Island Health to optimize the benefits accruing from the North Island Hospitals.	Create new programs to address Island Health hiring needs.	<ul style="list-style-type: none"> • Developed pathway for licensed practical nurses to bridge into years 3 and 4 of NIC's Bachelor of Science in Nursing (BSN) program. • Participated in four themed (Mental Health, Mat/Child, Med/Surg, Palliative) simulation events with BSN students, BSN faculty and residents from UBC Strathcona Family Practice Residency Program. • Completed initial feasibility study for a pilot Rehabilitation Assistant diploma.
	Identify the role students can play in the Comox Valley and Campbell River hospitals, which opened in fall 2017.	<ul style="list-style-type: none"> • Completing a study on the effect of using patient welcomers in the hospital moves when 68 students took on patient welcomer roles in September and October 2017.
Increase collaboration with ElderCollege to achieve shared goals.	Work with ElderCollege executive to share best practices and assess program challenges.	<ul style="list-style-type: none"> • Establish liaison meetings with ElderCollege executive from all three campuses to explore potential synergies across regions.
	Implement the Joy of Lifelong Learning program, enabling adults 55+ to easily access more than 80 affordable academic credit courses.	<ul style="list-style-type: none"> • Launched in September 2017, with Comox Valley ElderCollege participation.
Facilitate and support development and operation of Regional Learning Councils (Alberni Valley, Mount Waddington, the West Coast and Campbell River).	Create learning councils with regional First Nations, school districts, local government, non-profit organizations and industry to identify, advise and support regional education needs.	<ul style="list-style-type: none"> • Campbell River Learning Council work deferred until after Campbell River campus expansion complete, Mount Waddington council on hold. Progress continues with Port Alberni Learning Council.
Increase organizational capacity for applied research.	Expand the Centre for Applied Research Technology and Innovation (CARTI) and scope of its work.	<ul style="list-style-type: none"> • Applied for infrastructure, equipment, and research grants. • Continue to employ a research assistant. • Twelve students hired to work on applied research projects, providing exemplary experiential learning opportunities.
	Apply for SSHRC grant to investigate how leadership principles are embedded in the Kwak'wala language.	<ul style="list-style-type: none"> • Received \$24.6K grant. Research has been conducted within the Mount Waddington region and was recently presented at the CIGan Rural and Remote Pre-Conference symposium.

	Focus on clean technologies and building capacity in seafood production and processing.	<ul style="list-style-type: none"> • Exploring opportunities to work with Vancouver Island University, the Ministry of Agriculture, and the B.C. Shellfish Growers Association.
	Extend NIC's NSERC funded Industrial Research Chair for Colleges in Sustainable Aquaculture grant and highlight work internationally to raise awareness of NIC expertise.	<ul style="list-style-type: none"> • Grant extended as part of a \$1M, five-year contract with additional contributions from community. • Advanced Research Assistant position increased from a sessional to a regular faculty position. • Plans to hire up to four students each year are underway.
	Expand the diversity of research initiatives and increase the number of faculty members participating.	<ul style="list-style-type: none"> • Facilitated a \$212K grant from SSHRC for BSN faculty to work with three local First Nation health authorities to provide an immersion experience for first-year nurses. • Provided support for B.C. Shellfish Growers with two new NSERC-funded applied research initiatives.
Participate in community as an active steward of the unique environment in which we live.	Continue to reduce greenhouse gas emissions from natural gas and electricity consumption.	<ul style="list-style-type: none"> • From 2013 to 2016, NIC upgraded its HVAC systems and lowered its natural gas consumption for a 21% decrease in greenhouse gas emissions; during the same time, LED lighting upgrades reduced electricity consumption and lowered greenhouse gas emissions by 31%.
	Participate in Bike to Work Week.	<ul style="list-style-type: none"> • Seventy-two NIC employees cycled 2,221 km and saved 481 kg in GHGs in 2017.
	Encourage participation in community environmental stewardship projects.	<ul style="list-style-type: none"> • Hosted a Kus-kus-sum information session with Project Watershed in support of student and staff participation in a campaign to purchase and restore the decommissioned Field Sawmill site in Courtenay.

Strategic Priority #9: College Identity and Brand



2017/18 Goals, Actions and Outcomes

Goal	Action	Outcome / Status
Review and refresh the NIC identity and brand.	Strengthen and renew the NIC logo.	<ul style="list-style-type: none"> Continued to replace and roll out the new NIC logo on materials, merchandise etc.
	Develop the NIC website.	<ul style="list-style-type: none"> New website launched in 2018, key features include: <ul style="list-style-type: none"> responsive design, ability to scale to mobile devices and desktop computers; ability to access key NIC databases in real time for consistent, quality information; students-first navigation; ability for users to self-serve key information, empowering ambassadors throughout the region; and ability to focus content on distinct needs of programs and areas of study.
	Grow the NIC newsroom.	<ul style="list-style-type: none"> Followed BC government lead in creating news pages with updated news, events, stories and media coverage, by region and area of study Ability to adapt as stories develop and share related stories
	Expand scope of rebranded Office of Global Engagement materials to profile student experiences and support, campus life and NIC advantages.	<ul style="list-style-type: none"> Created full scale marketing materials and applied them to NIC's 2018 <i>International Viewbook</i>, pop-up banners, press ads, marketing videos, and print collateral. Launched a mobile-friendly, responsive design website.

		<ul style="list-style-type: none"> • Communication tools translated into four languages.
	Establish new NIC Foundation logo, branding, and materials.	<ul style="list-style-type: none"> • Supported branding and website created last year with video testimonials.
Develop and implement a multi-year, College-wide marketing and communication plan.	Create a multi-year college-wide marketing and communication plan.	<ul style="list-style-type: none"> • Working with several departments to integrate marketing needs, publications and materials within the scope of larger NIC communication plan. • Developed print and online pages for specific users, including Student Employment Services, Assessment Services, NIC's capital campaign, military, and more through new website, with ongoing refinements and adjustments.
	Collaborate with media to publish news stories.	<ul style="list-style-type: none"> • Record number of news releases published in 2017 with coverage secured in local, provincial, niche, national media channels.
	Continue to share campus life, programs, and culture via social media channels to inform the public and create awareness of NIC brand, people, and culture.	<ul style="list-style-type: none"> • Ongoing: continue to support six social media channels (Facebook, Twitter, LinkedIn, Instagram, YouTube and Google +).
	Expand the High School Partnership Initiative to increase awareness of NIC programs and enrolment.	<ul style="list-style-type: none"> • Installed promotional material, posters or TV screens in every public and private high school in Port Hardy, Port McNeill, Zeballos, Gold River, Campbell River, Comox, Courtenay, Port Alberni, Ucluelet, Qualicum Beach, and Parksville including alternative and private high schools. Each school is at various phases of the initiative, which includes posters (Phase 1), digital signage (Phase 2) and artwork from NIC fine arts alumni (Phase 3).
	Continue to develop a strategic promotional material buying network across departments.	<ul style="list-style-type: none"> • Continue departmental bulk orders of promotional materials, providing economies of scale, better pricing, and uniform branding. • Student Services is promoting the wearing of the NIC brand to employees and students at events.
	Strengthen community connections and build awareness of NIC through promotional tent rentals.	<ul style="list-style-type: none"> • Ongoing: NIC tents available to employees, community partners and sponsorship recipients.
Promote and celebrate the work and expertise of NIC faculty, staff, and administrators internally and within the community.	Expand faculty profiles on the NIC website to build awareness of faculty expertise.	<ul style="list-style-type: none"> • Ongoing: more than 65 faculty profiles now online, with individual faculty promoted weekly.
	Work with departments to solicit notable student and staff achievements and success stories.	<ul style="list-style-type: none"> • Ongoing: integrate work into web content, news coverage, high school marketing initiative and more.

Performance Measures, Targets and Results

Tables 1 and 2 at the end of this section provide NIC's 2017/18 performance targets, results and assessments for each applicable performance measure included in the Ministry of Advanced Education, Skills & Training's Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* online at the Ministry of Advanced Education, Skills and Training's website.⁹

NIC exceeded, achieved or substantially achieved 17 of the 19 assessed performance measures in the 2017/18 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC diploma, associate degree, and certificate students; former apprenticeship students; and bachelor degree graduates. NIC exceeded or achieved the targets for all of these measures in 2017/18, affirming the quality and relevance of the College's broad range of educational programming. The College consistently receives high levels of positive feedback from students on these measures.

The unemployment rate performance measure achievements for diploma, associate degree, and certificate students and former apprenticeship students were achieved and exceeded, respectively, indicating that students coming out of those NIC programs have a lower unemployment rate than individuals with high school credentials or less. The unemployment rate performance measure for bachelor degree graduates was not assessed this cycle; however, unemployment for this group has averaged 3% over the past three years, indicating that virtually all of NIC's bachelor degree graduates find employment after completing their studies.

The Total Student Spaces and Developmental Student Spaces full-time equivalent (FTE) performance measures were not achieved, with 1,535 FTEs enrolled toward the 2,248 FTE Total Student Spaces target and 359 FTEs enrolled toward the 572 FTE Developmental Student Spaces target.

The Developmental Student Spaces measure includes all domestic student adult upgrading FTEs in Adult Basic Education (ABE), Access for Students with Disabilities (ASD) and English as a Second Language (ESL) programs. NIC began charging tuition for adult upgrading programs in the fall of 2015 as a result of Government funding and policy changes. ABE FTEs declined by 21% in 2015/16 and there was a further decline of 16% in 2016/17; with ABE becoming tuition free again in the fall of 2017, FTEs increased by 9% in the 2017/18 fiscal year. As mentioned, ESL FTEs are also a component of the Developmental Student Spaces measure and these have declined in 2017/18 by just under 70% due to the loss of the Language Instruction for Newcomers to Canada (LINC) program, which has enrolled an average of 30 FTEs annually for the past three years. A substantial structural decline in ASD FTEs that occurred in 2015/16 (44% from

⁹ http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf.

the prior year) as a result of converting the program to a tuition-based model continues in 2017/18 and will persist going forward. The combined ABE, ESL and ASD FTE decline over the past few years has resulted in Developmental Student Spaces FTEs being substantially below target and has contributed substantially to Total Student Spaces FTEs being below target.

Nursing and Other Allied Health Programs FTEs continue to be well above target in 2017/18; as has been the case historically, NIC’s health programs were enrolled at capacity.

It is noteworthy that NIC enrolled 1,040 FTEs in 2017/18 that did not count toward the 2,248 FTE Total Student Spaces target. Industry Training Authority (ITA) funded foundation trades, technology, and apprenticeship programs enrolled 652 FTEs. The College’s Bachelor of Science in Nursing program, offered in partnership with Vancouver Island University (VIU), enrolled 24 fourth-year student FTEs counted by VIU in addition to the 105 FTEs counted by NIC. The College also enrolled 364 international student FTEs in 2017/18 – up 30% from the previous year – that are not counted toward the Total Student Spaces target.

Environmental factors like relatively low levels of preparedness for post-secondary education, the predominantly part-time nature of the College’s student population, and the sheer size of NIC’s geographic region (80,000 km²) present significant challenges to achieving FTE performance targets. The College’s commitment to providing responsive programming as close to home as possible for local communities creates additional challenges given higher program delivery costs and challenges to optimizing FTE enrolment in small communities. Although these, as well as many of the other nuances described in the preceding paragraphs, are not captured in some of the Student Spaces FTE measures, North Island College has demonstrated a consistent, long-term capacity for efficiently and effectively providing access to affordable, high quality, relevant education and training to individuals living in the NIC region.

***** Figures and assessments highlighted in yellow in Table 1 below are pending confirmation from Ministry of Advanced Education, Skills and Training; however, they are not expected to change. *****

Table 1, Accountability Framework performance measures, 2017/18 reporting cycle

Performance measure ¹	Reporting year			
	2016/17 Actual	2017/18 Target	2017/18 Actual	2017/18 Assessment
Student spaces²				
Total student spaces	1,606	2,248	1,535	Not Achieved
Nursing and other allied health programs	211	179	231	Exceeded
Developmental	360	572	359	Not Achieved

Credentials awarded³						
Number	530	511	520	Achieved		
Aboriginal student spaces⁴						
Total Aboriginal student spaces	372	≥13%	405	Exceeded		
Ministry (AVED)	299		328			
Industry Training Authority (ITA)	73		77			
Student satisfaction with education⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.0%	1.7%	≥ 90%	93.8%	1.8%	Achieved
Former apprenticeship students	95.5%	3.2%		93.2%	4.5%	Achieved
Bachelor degree graduates	100.0%	0.0%		100.0%	0.0%	Exceeded
Student assessment of the quality of instruction⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.3%	1.4%	≥ 90%	94.1%	1.7%	Achieved
Former apprenticeship students	98.5%	1.9%		89.8%	5.4%	Achieved
Bachelor degree graduates	97.1%	2.9%		95.8%	4.9%	Exceeded
Student assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.4%	1.9%	≥ 85%	87.7%	2.2%	Achieved
Former apprenticeship students	84.2%	6.2%		87.8%	6.1%	Exceeded
Bachelor degree graduates	91.9%	4.8%		79.8%	9.2%	Achieved
Student assessment of usefulness of knowledge and skills in performing job⁵						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	80.2%	4.0%	≥ 90%	88.3%	3.6%	Achieved
Former apprenticeship students	91.5%	4.9%		92.2%	5.5%	Achieved
Bachelor degree graduates	100.0%	0.0%		91.7%	6.8%	Achieved
Unemployment rate						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	9.5%	2.7%	≤ 10.4%	13.4%	3.3%	Achieved
Former apprenticeship students	9.2%	4.6%		8.9%	5.4%	Exceeded
Bachelor degree graduates	2.9%	2.9%		N/A	N/A	Not Assessed

Table 2, Accountability Framework performance measures, 2017/18 reporting cycle, Assessment of Skill Development component measures

Performance measure ¹	Reporting year					
	2016/17 Actual		2017/18 Target	2017/18 Actual		2017/18 Assessment
Former diploma, associate degree and certificate students' assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Skill development (avg. %)	89.4%	1.9%	≥ 85%	87.7%	2.2%	Achieved
Written communication	85.2%	2.8%		82.5%	3.3%	
Oral communication	82.3%	3.1%		82.5%	3.2%	
Group collaboration	88.6%	2.1%		89.6%	2.3%	
Critical analysis	94.5%	1.5%		90.1%	2.2%	
Problem resolution	89.8%	2.0%		85.6%	2.7%	
Learn on your own	89.3%	2.1%		87.9%	2.4%	
Reading and comprehension	94.0%	1.6%		93.9%	1.8%	
Former apprenticeship students' assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Skill development (avg. %)	84.2%	6.2%	≥ 85%	87.8%	6.1%	Exceeded
Written communication	*	*		*	*	
Oral communication	*	*		*	*	
Group collaboration	76.7%	7.3%		92.3%	5.4%	
Critical analysis	90.5%	4.8%		89.7%	5.5%	
Problem resolution	83.9%	6.1%		86.0%	6.4%	
Learn on your own	91.9%	4.5%		89.5%	5.7%	
Reading and comprehension	89.1%	5.0%		94.7%	4.1%	
Bachelor degree graduates' assessment of skill development^{5,6}						
	%	+/-		%	+/-	
Skill development (avg. %)	91.9%	4.8%	≥ 85%	79.8%	9.2%	Achieved
Written communication	100.0%	0.0%		*	*	
Oral communication	91.4%	4.9%		*	*	
Group collaboration	88.6%	5.5%		83.3%	9.2%	
Critical analysis	82.9%	6.6%		91.7%	6.8%	
Problem resolution	94.3%	4.0%		79.2%	10.0%	
Learn on your own	90.9%	5.5%		*	*	
Reading and comprehension	97.0%	3.3%		91.7%	6.8%	

The Accountability Framework performance measures in the preceding tables are assessed per the scale described below.

Target assessment scale	Description
Exceeded	110% or more of the target
Achieved	100% - 109% of the target
Substantially achieved	90% - 99% of the target
Not achieved	Less than 90% of the target
Not Assessed	Survey results with less than 20 respondents or a margin of error of 10% or greater, descriptive measures, and measures without targets

Notes for Tables 1 and 2:

¹ Please consult the 2017/18 Standards Manual for a current description of each measure. See https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf.

² Results from the 2016/17 reporting year are based on data from the 2016/17 fiscal year; results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year. Excludes Industry Training Authority student spaces.

³ Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2017/18 reporting year are a three-year average of the 2014/15, 2015/16, and 2016/17 fiscal years. Changes have been made to the Credentials Awarded methodology. The details of the new methodology can be found on page 17 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

⁴ Results from the 2016/17 reporting year are based on data from the 2015/16 fiscal year; results from the 2017/18 reporting period are based on data from the 2016/17 fiscal year.

⁵ Results from the 2016/17 reporting year are based on 2016 survey data; results from the 2017/18 reporting year are based on 2017 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁶ Changes have been made to the Student assessment of skill development methodology to better reflect the answers provided by individual students. The details of the new methodology can be found on page 21 of the 2017/18 Standards Manual . Results from the 2016/17 reporting year have been recalculated to reflect the change in methodology.

FINANCIAL INFORMATION

NIC's most recent audited financial statements are available online at the B.C. Government's website.¹⁰

For more information about North Island College's financial management principles and processes, please see the "Sound Financial Management" section of this document under "Mandate Letter Priorities."

¹⁰ <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>

NORTH ISLAND COLLEGE



INSTITUTIONAL ACCOUNTABILITY PLAN & REPORT

2017 - 2018 REPORTING CYCLE

To: Board of Governors
From: Lisa Domae, Executive Vice-President, Academic and COO
Date: June 14, 2018
Subject: **Report to the Board of Governors – April 20, 2017 – May 1, 2018
Implementation of NIC Policy #3-34 Sexual Violence and Misconduct**

NIC Policy #3-34 [Sexual Violence and Misconduct](#) became effective on April 20, 2017. In accordance with Bill 23 -2016: Sexual Violence and Misconduct Policy Act:

1. the post-secondary institution must establish and implement a policy that:
 - a. addresses sexual misconduct, including sexual misconduct prevention and responses to sexual misconduct; and
 - b. sets out procedures for making complaints, reports and responding to such complaints.
2. the post-secondary institution must make its policy publicly available on the post-secondary institution's website; and
3. each year, the president of a post-secondary institution must report to the Board of Governors on the implementation of the policy.

NIC Policy #3-34 Sexual Violence and Misconduct was developed in accordance with the legislative requirements and was presented to the Board of Governors for approval on April 20, 2017. Since the implementation of the policy, NIC has actively work towards addressing the policy's purpose statements as follows:

1. Pertinent education and awareness campaigns were offered through workshops at Campbell River, Comox Valley and Port Alberni campuses to over 200 employees and students. These workshops were developed and presented by the Director of Facilities, Manager of Human Resources, counselling faculty and the Associate Director of Student Affairs;
2. [Relevant information](#) has been placed on the NIC website that includes the policy, actions to be taken by those experiencing sexual violence and misconduct, supports services and videos; and
3. Databases have been developed to track any reports of sexual violence and misconduct.

Although it is not a requirement of the legislation to provide numbers of reported incidences, for the information of the Board of Governors, there have been three incidences of misconduct reported in this period: two were resolved and one remains under investigation.

Respectfully Submitted,



Lisa Domae
Executive Vice-President, Academic and COO

NORTH ISLAND COLLEGE

STUDENT HOUSING

DRAFT BUSINESS CASE

June 14, 2018



 **NIC**
www.nic.bc.ca

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EXECUTIVE SUMMARY

PROJECT DESCRIPTION

North Island College (NIC) is pleased to present this business case for its first on-campus student housing project at the Comox Valley campus that will include 148 beds for single students in a variety of unit types and 20 units for students with families. Plans will be made to fully integrate the housing complex into the curricular and co-curricular life of the College to benefit the entire Comox Valley campus as well as for those living within it.

BACKGROUND INFORMATION

The Comox Valley has a serious housing shortage with a current vacancy rate of .5% which has placed a strain on the ability of our current and prospective students to find housing. Sixty-two percent of recently surveyed students indicated that it was difficult to find housing within a reasonable distance to campus. The lack of affordable housing is a real barrier for students living outside of the College region, Indigenous students living in isolated communities and for International students, to attend NIC.

NIC engaged The Scion Group which has conducted two studies on the demand for housing at both the Comox Valley (2014 and 2018) and Campbell River (2018) campuses and to inform a financial case, based on demand, to seek approval and funding for construction. These studies clearly showed a high demand for student housing at the Comox Valley campus with consideration for the price point sensitivities of students. Adding housing to the Comox Valley campus will also have a positive impact for in and out of region students searching for off campus housing as well as helping the Comox Valley community in general by alleviating student pressures on available housing.

STRATEGIC ALIGNMENT

Adding student housing to the Comox Valley campus is directly linked to NIC Plan 2020. An integrated student housing complex supports all nine strategic priorities and goals in NIC Plan 2020:

- Student experiences and success
- High-quality, relevant, responsive curriculum and programs
- Access to learning and services across the region
- Aboriginal education and Indigenization
- International education and internationalization
- People, organization, culture
- Resources, investment, sustainability
- Active connections to community
- College identity and brand

Strategic priority “Student Experiences and Success”, most notably, is directly tied to having an integrated housing program. NIC plans to have a full housing life and education program for students living in the complex as well as providing a connection to non-resident students. In addition, some faculty departments are studying program areas that could connect to the housing complex directly. The new housing complex will become part of the heart of campus and will provide a sense of “home” to its residents and a gathering place for activities for all of our students.

ENVIRONMENTAL ANALYSIS

The addition of a student housing project at the Comox Valley campus is directly in line with the goals of the provincial government’s housing strategy. By bringing 168 students onto the campus, at least that many spaces will be opened in the Comox Valley community.

NIC has gone to great lengths to include the entire College community in the consultations and feedback for a student housing project to ensure it is a key element of the Comox Valley campus once constructed and would be more than just a place for students to sleep.

CONCLUSIONS & RECOMMENDATIONS

NIC is seeking support to construct a student housing complex containing 148 units for single students and 20 units for students with families. Our business plan includes the intention of fully integrating a student housing complex into the “life” of the campus through co-curricular connections and direct academic connections.

IMPLEMENTATION STRATEGY

The College plans to build the student housing complex over a three-year period beginning with space planning and design work as soon as September 2018. Based on the analysis gathered during the business case development, NIC believes that the Design, Bid, Build procurement model is appropriate for student housing at the Comox Valley campus.

The College plans to operate student housing modeled after examples of successful self-operated housing that exist in BC (e.g. University of Victoria).

1.0 PROJECT DESCRIPTION

1.1 Project Objectives

Following a feasibility study completed in 2014, in 2018, The Scion Group was re-engaged by North Island College (NIC) to update a student housing demand analysis with the primary focus at the Comox Valley campus. The Scion Group also provided an analysis for the Campbell River campus as NIC is currently seeing enrolment growth at that campus.

The Scion Group has been advising colleges and universities in Canada and the USA for more than 20 years and has worked with more than 200 institutions, with over 40 in Canada. Scion's expertise, honed through years of experience, includes conducting market and demand analyses for successful student housing projects in terms of size, amenities, unit types, unit mix and price points.

Scion submitted a Market and Demand Analysis to NIC as well as a Financial Analysis of the proposed student housing project. These documents form the basis of NIC's proposal for new student housing at the Comox Valley campus. **NIC's business plan submission outlines the considerations for a 148-bed single student operation with a 20-unit family housing operation for student housing at the Comox Valley campus.** Developed in 2013, the Master Plan for the Comox Valley campus anticipated the need for student housing by identifying potential sites.

The combination of the review of the student profile, the student survey feedback, and the workshop with the NIC college community indicates a student housing project should be very successful. The project will also present many opportunities for business and educational opportunities during the summer months. The addition of student housing at the Comox Valley campus presents an exciting and important opportunity for not only the College, but also the Comox Valley region as a whole. By creating an affordable housing option for students, the College will be in a more favourable position to attract and retain students who may not have considered NIC as an option. The presence of a student housing complex integrated into the educational fabric of the institution will promote learning and success for the students in general, and give some academic programs the opportunity for a living laboratory (e.g. Hospitality and Tourism).

1.2 Project Scope

Scion made several observations regarding demand and preferences for student housing at the Comox Valley campus, which is included in the following summary. Notably, the existence of campus housing would likely draw students to NIC that are currently outside the typical student profile, according to Scion's experience at other institutions.

Scion has suggested a mix of:

- quad occupancy four bedroom apartments with two bathrooms;
- quad occupancy two bedroom apartments with two bathrooms;
- double occupancy two bedroom apartments; and
- studio apartments.

The rental schedule that follows outlines the recommended rates to be assigned per person. Room configurations can be found in Appendix A.

Table 1.1: North Island College Rental Schedule

Rental Schedule	Units	Beds (Unit for Family)	Recommended Monthly Rental Rates Per Person	Monthly Revenue	Total AY Rent	Total Sq M	AY Revenue Per Sq M
Family Housing 2 Bedrooms / 1 Bathroom	20	20	\$ 1,200	\$ 24,000	\$ 288,000	1,100	\$ 225
Studio Suite	8	8	\$ 925	\$ 7,400	\$ 88,800	120	\$ 740
2 Person Suite 2 Bedrooms / 1 Bathroom	10	20	\$ 775	\$ 15,500	\$ 186,000	550	\$ 338
4 Person Suite 2 Bedrooms / 2 Bathrooms	10	40	\$ 600	\$ 24,000	\$ 288,000	1,000	\$ 288
Quad Suite 4 Bedrooms / 2 Bathrooms	20	80	\$ 725	\$ 58,000	\$ 696,000	2,000	\$ 348
TOTAL	68	168		\$ 128,900	\$ 1,546,800	4,770	

Total Beds 168	Rents Include:	Electricity, Gas, Water/Sewer, Trash, and Internet Services. Units are furnished
	Term Length:	12 month leases

Based on demand relative to price sensitivity, it is planned to design the quad occupancy apartments into units that can be converted from two bedrooms to four bedrooms and vice versa. The family housing section would be composed of two bedroom units of the same gross square metres. One bedroom would be larger and one bedroom would be smaller to account for the different living styles of parents and children.

Based on the demand analysis, Scion projects that the demand for housing exists at the Comox Valley campus and warrants construction of:

- 130 - 182 total beds of single student housing (this range of beds is provided given the uncertainty of the long-term international student population); and
- Up to 25 beds of partner and family housing units.

A “capture rate” refers to the percentage of students in an available market that the institution can convert into a student living in housing. The range of 130-182 beds is related to the capture rates that Scion has projected for the Comox Valley campus. The 130 number is a conservative and “safe” capture rate while the higher 182 number is a more aggressive capture rate of the reasonably available market for students who are considering housing. NIC proposes a new building of 148 single student beds and 20 units of family housing.

Scion has strongly recommended that a marketing platform must be ready to be implemented not later than the early fall semester (September) of the year BEFORE the building is to open. Lastly, the most important factor in marketing is to open the housing complex on time. Opening on time will create a celebration on campus that can be positively publicized.

1.3 Project Outcomes

Part of the student housing planning process was to determine what could be done with student housing on campus. The obvious answer is the actual provision of housing. In addition, members of the college community participated in a workshop to determine how best to integrate a housing project into the campus life and academics. Many of the themes were consistent from the workshop feedback and the survey data. Most prominently, the college community is supportive of and is encouraged by the opportunity to develop on campus housing.

The lack of housing and the limited number of resources to help mitigate and offset demand were seen as significant barriers to diversifying and increasing student enrolment. Student housing will transform the Comox Valley campus for our diverse student population – domestic, international, indigenous, and students with families. In addition, 168 rental spaces, currently taken up by students, would be freed up in the local Comox Valley housing market for community members looking for rentals amid a critical shortage of housing.

Student housing also has the potential to generate revenue from recreational and conference groups, meetings and events outside of the academic year. Many colleges and universities maintain conference operations over the summer which helps to offset lower student summer occupancy rates. The availability of other campus facilities for meetings and events will also likely make a difference in attracting other summer groups. Whether for a few weeks, a semester, or a full academic year, student housing will be a home away from home to students in programs of varying lengths i.e. international and trades students.

Impact on Campus

Student housing at the Comox Valley campus will have a sense of “home” for students which will carry beyond the year(s) they live in the complex. This has the potential to impact the campus in a variety of ways, which has been considered when the possibility of student housing was contemplated. Should the Comox Valley campus become a 24/7 campus, there will be an increase in students requesting services and desiring to use campus facilities during off-hours. The College will plan for any adjustment of services and staffing, and for the expansion of hours/access; i.e., within some student service areas and campus buildings. Students’ use of campus facilities and services such as the library, counselling and advising, and cafeteria will increase. Generally, the adjustment of campus programs and activities to include more evening and weekend events will likely be necessary. Increasing campus security coverage during evening and weekend hours will be necessary to ensure the safety and security of students and building facilities. There will also be a need for a system to be created for after-hours care related to medical and mental health needs. Such a system may not require all services to be on campus, given the co-location of the Comox Valley hospital. The College is studying additional considerations in advance of the project going forward so that it is fully prepared for the opening and decades of successful operations.

2.0 BACKGROUND INFORMATION

2.1 Current Situation

In the most recent Comox Valley Vital Signs Report, the rental vacancy rate was listed at 0.5%. This very low vacancy rate makes it more challenging for potential students to come to NIC (who are outside of our region or in remote areas). Finding affordable housing has become increasingly difficult for anyone wishing to live in or move to the Comox Valley. The Comox Valley Coalition to End Homelessness has created a five-year plan to end homelessness in the Comox Valley. The guiding principles behind the five-year plan involve a collaborative effort to create more adequate housing options while implementing a coordinated public awareness program.

The lack of affordable housing available in the Comox Valley area has had far-reaching consequences that are affecting a prospective student's decision-making process to attend NIC. Many students who would be a good fit for NIC may be seeking their education elsewhere.

Student Survey Findings

As part of the Market Demand and Feasibility study, an online student survey to gauge the housing preferences of current NIC students was conducted. Data collected from the survey form, in part, the basis for recommendations on the quantity, types and rental rates for housing in the Demand Analysis. The survey was accessible to all NIC students, to potential future applicants/students and to non-students as well. 4,636 students were surveyed during the period of February 5 to February 23, 2018 and a total of 694 non-duplicate responses were received.

Survey respondents were asked to identify where they currently reside. The majority of respondents (38%) either live in an off campus rental property or (37%) live in their parents' or friends' homes. About 16% of the respondents live in a property they own and 6% live in a homestay (international students). Responses varied, depending on the students' home campus and where they have the majority of their classes.

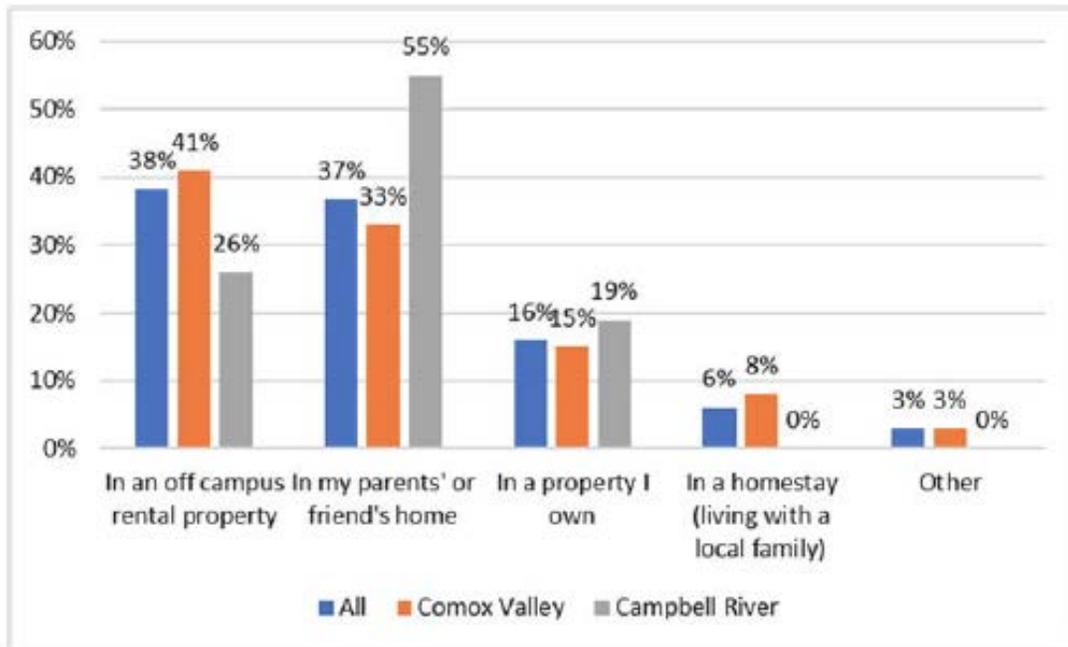


Figure 1: Current Living Situation; By Campus

2.2 Demand

The combination of the student profile review, feedback from the student survey and the college community workshop – all indicate a program plan for a housing project should be very successful. A student housing project also presents many business and educational opportunities in the summer months.

Comox Valley Campus

Enrollment Projections for International Students

Recommendations were made based on the assumption that NIC’s international student population is not projected to increase into the future. In Winter 2018, there has been a spike in the enrolment of international students, predominantly from India. These students tend to have economic preferences that lead them to seek lower cost housing. In Scion’s experience, this is common across Canada. Clearly, these are generalities and not necessarily applicable to all students from India. However, this need could be considered in the price considerations and the layouts in the construction of student housing, without significant complications.

In considering the interest for potential student housing and based on current projections, Scion used 370 as the number of International Students likely to consider housing on campus in 2021, even with a spike in enrolment. A conservative estimate was used as it may be too difficult to project if the current year is an anomaly or not.

In response to the question, “If North Island College had a student residence, how likely is it that you would want to live there for your first year of studies?”

Table 2.1: Students showing interest in residence at North Island College – NOT actual demand

Response	YES	NO	Maybe	Maybe + YES
On Campus Residence	423/37%	297/26%	423/37%	846/74%
On Campus Residence (just International)	183/49.5%	43/11.5%	144/39%	327/88.5%

Table 2.1 indicates that 54% of survey respondents are in a living situation where they would generally give consideration to student housing because they are not living with family. The campus median age of 22 years has also been given consideration due to the typical age of students interested in living in traditional student housing. The length of commuting time for students who are within a 50 km radius of their home campus may lead some to choose on-campus housing as an option even if they may consider themselves “local”. Similarly, student housing is likely to draw more applications from students who are not “local” because of the opportunity to live on campus.

Campus Considerations Related to Housing Demand:

- Food service, in terms of availability and variety should be considered.
- The trades program has students studying across a 10-11 month time frame with each student having classes for 6-8 weeks at a time. Any consideration of student housing space should allow for a set amount of spaces to allow for inclusion of students in the trades programs and account for their higher turnover.
- Students, overwhelmingly, indicated the frustration and concern about the ability to find suitable housing at reasonable prices and within a reasonable distance.
- Parking, in general, must be considered.
- The College must keep in mind the current perception of the campus “closing” at 6:00 pm is very real for the current students. This emphasizes the need for additional services (some of which could be included in student housing) at the campus.
- Students strongly indicated a preference for being able to cook for themselves and this desire matches their peers at other similar institutions. This is not reflective of quality but of availability and variety.

Reasonably Available Market for Housing on Campus

Based on Scion’s experience, **Table 2.2** that follows shows the calculation of the actual projected demand is taken from a population of students that are likely to give serious consideration to student housing at the College based on their preference, the address from which they applied to the college, full-time course load status, international status, students’ feedback in person and through the student survey, among other factors.

Scion recommends that NIC can market its student housing program based on the Reasonably Available Market for Housing projection numbers with a reasonable possibility of success.

Table 2.2: NIC Housing Demand Projections

	Fall 2021 Projections of Reasonably Available Market for Housing (with International)	Reasonable Capture Rate All Items Considered	Aggressive Capture Rate All Items Considered	Minimum Adjusted Demand Fall 2021	Max Adjusted Demand Fall 2021
Campbell River	30	20%	30%		
Total Beds for Campbell River				6	9
Comox Valley	521	25%	35%		
Total Beds for Comox Valley				130	182
Partner/Family Housing at Comox Valley	64	25%	40%	16	26

Other Demand Considerations

- Enrolment is skewed heavily towards those from the Comox Valley area. The numbers from beyond the Comox Valley are expected to grow (domestic and especially international) and having student housing will likely boost demand.
- Students seem comfortable driving or taking transit from up to 30 minutes away or more. Some students commute by car from much farther. A more attractive housing option should capture some of these students who currently consider a long commute worth the money.
- Domestic students have expressed cost concerns with regards to similar housing at other institutions. Cost sensitivity is a valid and important issue not to be ignored in the likely cost of a future housing project. International students have expressed an even deeper price sensitivity, especially those from India who make up the majority of the international student population. Creating a mix of price points would be a strategic advantage to allow a more broad set of options to the students.

- There is little interest from domestic students in sharing bedrooms which is not the case for the international students. This reinforces the recommendation to include a mix of unit types with lower price options.
- There is a willingness to accept a higher rent for a studio-style unit as well as a two-bedroom unit.
- The Homestay concept is quite limiting for international students as a housing option.
- Family housing is a strong consideration for the Comox Valley campus.
- Students with partners: Some of the student population would be interested in housing with live-in partners (without children) could have some success. As a result, including studio units for students with partners (one or both are students) to the mix is recommended. A higher rate (20%) should be charged when there are two people in a studio or one-bedroom unit to account for utilities and wear/tear on the unit. Clearly written policies on these matters are a must for the operation of the building.

3.0 STRATEGIC ALIGNMENT

3.1 Stakeholder Alignment

Table 3.1: Stakeholder Alignment

The Ministry		
Goal	How the Institution's Opportunity Supports the Stakeholder's Goal	Impact (High, Medium, Low)
1. Lack of affordable housing in BC in general	Creation of housing space at the Comox Valley campus will allow 168 students to live on the campus thus freeing up the equivalent space in the local community. The spaces currently taken by the students in the community cover a wide range of price points including those at the lower and mid range.	High impact for community High impact for students seeking housing
2. Lack of student housing in BC	Student housing is clearly indicated through research as a benefit to a student's academic performance and retention. The provision of housing will make NIC an option to students needing a place to live while at NIC but currently unable to obtain suitable housing due to the very low vacancy rate in the community.	High impact for students High impact for institution High impact for Ministry's goals in this community

Specific Populations of Students		
Goal	How the Institution's Opportunity Supports the Stakeholder's Goal	Impact (High, Medium, Low)
1. Additional support for Indigenous students	Indigenous students often have difficulty obtaining adequate and supportive housing at the College. Campus housing will increase their sense of connection to campus as well as increase their access to campus resources for support. The housing complex will have "indigenization" concepts built into it.	High impact on Indigenous students seeking NIC admissions and coming from more than 45 minutes away.
2. Housing opportunities for students with families	NIC serves a larger than typical population of students with young children, partners and/or who are caring for family elders. Appropriate housing for such students is often very difficult to find in a new city when seeking higher education. Campus housing that accounts for such situations will make NIC a possibility for students wishing to attend and needing to keep family with them. In this region, such an opportunity would provide benefit to a population that is disproportionately female and Indigenous.	High impact on students with families.

3. Housing opportunities for trades students	Trades students have an especially difficult time finding housing as it is difficult to rent affordable housing on a 6-8 week time frame and hotels are very expensive for this amount of time. A specific set of reserved space for trades students will ease their needs and prevent them from needing to have excessively long commutes and/or sleeping in their vehicles.	High impact on trades students.
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NIC Plan 2020		
Goal	How the Institution's Opportunity Supports the Stakeholder's Goal	Impact (High, Medium, Low)
1. Strategic Priority #1: Student Experience and Success	Housing promotes academic performance, retention and graduation rates. The College has as its primary focus, the promotion of student experiences and success. The addition of an integrated campus housing program will directly support and promote this goal as well as the other priorities of the Strategic Plan - including the Indigenization of the campus. The addition of campus housing and all it entails can be directly connected to all 9 strategic priorities of the Plan.	High impact on the promotion and support of the successful implementation of the Strategic Plan.

3.2 Economic Stimulus

Adding student housing at the Comox Valley campus will provide students with a supportive and integrated learning environment. Student housing will have some economic impacts on the campus and the surrounding area.

There will be local construction jobs created for approximately 18 months during construction and there will also be three FTE positions involved in the operation of the student housing complex. The primary economic driver however, will be more students moving to the campus and the Comox Valley community where NIC may not have previously been their college of choice. These domestic and international students will spend more time in our community supporting local businesses and could become long term residents. The opportunity to create special event programming with support from our academic program areas, will bring additional economic benefits to the College and community. Increased exposure to the Comox Valley region of Vancouver Island will also bring indirect economic benefits as more people visit this beautiful part of BC.

4.0 ENVIRONMENT ANALYSIS

4.1 Review Process

NIC created a Student Housing Planning and Advisory Committee made up of faculty, staff, and students. They reviewed the Business Case and provided feedback. In addition, the business case went to NIC's Senior Leadership team for their review and feedback.

4.2 Environment Scan

The BC Government's plan to aid institutions in building student housing through a government loan program has been well received and is likely to be utilized by several institutions. Our communities and colleges/universities are aware that additional student beds across the province will assist in improving access to affordable housing by families and others in the province. NIC is excited to play its part in the government's plan with the addition of 168 beds to the Comox Valley campus. The College has put much effort and time into its research and the preparation of this plan. We are hopeful that our business case, market and demand study, and our financial projections will make our project stand out to the Ministry.

4.3 Lessons Learned

The primary lesson that has been learned by NIC for adding student housing to the Comox Valley campus has been the importance of preparation and learning. It has become clear that there are many lessons to learn from other institutions and from student housing professionals). The primary risks to adding housing at the Comox Valley campus include:

- Overbuilding of housing could have significant negative impacts on the budget and morale;
- Integration of the housing into the academic and co-curricular mission of the College is an important way to boost the positive impact of housing and make it a part of the learning mission of the College;
- Preparing in advance for the additional impacts of having students living on the Comox Valley campus include, but not limited to, costs and issues related to security, mental health and counselling supports, student life activities, extended hours of service, and risk management.
- From a community perspective, adding student housing on campus will help the student and community housing situation as students that choose not to live on campus will free up to 168 housing spaces in the community.

5.0 DETAILED CAPITAL/OPERATING BUDGET

5.1 PRIMARY FINANCIAL ASSUMPTIONS

The following analysis examines the financial viability of the proposed new student housing facility at the Comox Valley campus, with assumptions made regarding factors such as space utilization, unit distribution, project costs, rental rates, staffing models and operating costs. The majority of these assumptions come from the faculty/staff workshop feedback and the intended goals for housing on campus, the survey results, and Scion's experience with similar developments.

While no one hypothetical scenario provides a perfectly accurate prediction of the many variables involved in the delivery and financing of a new student housing facility, the projections represent the range under which Scion has observed how such student housing financing and ownership models perform.

The primary assumptions in the detailed capital/operating budget are as follows:

1. The project is delivered on schedule and will open at least one week prior to the start of classes in the target year. Opening in the summer prior certainly provides some relief of time pressure - students can move in and start their leases earlier or the building can be used for guest stays and events. The location of the Comox Valley campus will ultimately be very attractive and a feature in the marketing and desirability of the project as well as helping to promote the College itself.
2. The College will receive a grant of \$11.955 million and a Provincial Treasury loan of \$9 million. We have assumed the term of the loan is 30 years and the interest rate is 3.75%. The College will utilize fundraising and capital reserves to cover additional costs of the project construction.
3. Common area, circulation and amenity spaces will be constructed to promote academic and social interaction with some spaces serving multipurpose functions. Based on the 2018 Market Demand and Feasibility study, Scion has proposed rates and made recommendations related to operating and marketing, in addition to the student housing beds/units. The studying spaces should feature items related to promoting academic interaction as noted in the updated market and demand analysis. Common rooms can be built with some additional flexibility.
4. All figures are in 2018 dollars with progressions for rising costs factored into the tables for future years.
5. Rental rates are per bedroom for an 11.5 month lease (shown as 11.5 months to include a maintenance period during which the students need not leave) for the single student housing and a 12-month lease for the family units. In the case of a student partner relationship using only one "bed space" (i.e. two students in a studio unit), the College will charge a surcharge of approximately 35%. There is also the option of a two-bedroom unit where each student in the relationship pays full rent instead of the studio unit that is shared at a premium charge. There

does appear to be enough demand to use 12 month leases. It may also be a consideration to construct the building with two wings or even two separate buildings to separate the single student housing and family units.

6. Rent includes utilities (i.e., water, sewer, heat, hydro, waste disposal, cable/satellite TV and high-speed wireless Internet access). A 'one bill' system will serve as part of the marketing plan for the building. Although one bill systems are becoming rarer in student housing, it is very desirable on the part of students (especially international students).
7. All suite units include appropriate appliances for the unit.
8. All residents will select an 11.5-month contract for single student units or a 12-month contract for family units.
9. Revenue and expense projections are based on information provided by NIC with some adjustments for certain items based on Scion's experience:
 - a. There is no gain/loss to lease ¹;
 - b. Vacancy/Bad Debt is 4% of gross rental income; and
 - c. Lease lengths as described above (no. 8).
10. Revenue escalates by 3.5% annually.
11. Operating expenses escalate by 3.5% annually.
12. No real estate taxes are assumed.
13. The College will use the recommended materials and construction techniques common to purpose-built student housing to increase the durability and livability, in a student context, of the building – soundproofing bedrooms, extra thick walls, vinyl plank flooring, high durability cabinets and counters, and furniture with style but also significant durability.
14. Utility costs are listed as higher than typical family housing which follows a trend in student housing. These higher costs are factored into setting the rental rates.

¹ Gain/Loss to lease refers to income on leases that is potentially gained/lost through making incentive offers to prospective tenants.

Table 5.1: North Island College Development Budget

North Island College Project Development				
1. Land		Cost/GSM	Total	Cost/Bed
Acquisition	0	n/a	n/a	\$ -
Demolition	0	n/a	n/a	\$ -
Sitework	7,155	\$ 70.88	\$ 507,146.00	\$ 43.00
Sub-Total	7,155	\$ 70.88	\$ 507,146.00	\$ 43.00
2. Hard Costs				
New Residential Construction with Gold LEED escalator (4%)	7,155	\$ 2,611	\$ 17,960,406	\$ 102,795
Sub-Total	7,155	\$ 2,611	\$ 17,960,406	\$ 106,907
3. Soft Costs				
Residential Soft Costs (25% Hard Costs)	7,155	\$ 628	\$ 4,490,102	\$ 26,727
Residential FF&E	7,155	\$ 70	\$ 504,000	\$ 3,000
Capitalized Interest	7,155	\$ -		
Misc. (5%)	7,155	\$ 35	\$ 249,705	\$ 1,486
Sub-Total	7,155	\$ 733	\$ 5,243,807	\$ 31,213
Sub-Total Project Costs	7,155	\$ 3,314	\$ 23,211,368	\$ 138,163
4. Financing Costs				
Capitalized Interest	7,155			
Debt Service Reserve	7,155			
Cost of Issuance	7,155	\$ 28	\$ 199,175	\$ 4,145
Working Capital	0			
Sub-Total		\$ 28	\$ 199,175	\$ 4,145
TOTAL	7,155	\$ 3,341	\$ 23,910,535	\$ 142,308

This assumes very good quality furniture and quality finishes; 10 year warranty on furniture

Table 5.2: North Island College Operating Expenses

Annual Operating Expenses*				
Student Staff Needs	Stipend/Wage	Dining	Annual Cost	Cost / Bed
Resident Advisors (5)	\$ 17,325	\$ 11,313	\$ 28,638	\$ 170
Council/Staff Activities Budget (1)	\$ 5,000		\$ 5,000	\$ 30
Cleaning Support/ Burst Cleaner	\$ 31,513		\$ 31,513	\$ 188
Subtotal Student Staff	\$ 53,838	\$ 11,313	\$ 65,150	\$ 388
Professional Staff Needs	Wage	Benefits	Annual Cost	Cost/Bed
Maintenance Tech (0.31 FTE)	\$ 12,579	\$ 3,057	15636	\$ 93
Caretaking (1.2 FTE)	\$ 48,694	\$ 11,833	60527	\$ 360
Residence Life Coordinator (1 FTE)	\$ 40,578	\$ 9,860	50438	\$ 300
Admin Staff (0.92 FTE)	\$ 37,332	\$ 9,072	46404	\$ 276
Subtotal Professional Staff Needs	\$ 139,183	\$ 33,821	\$ 173,004	\$ 1,030
Total Staff Needs	\$ 193,021	\$ 45,134	\$ 238,155	\$ 1,418
Operating Expenses (Non-Staff)**			Annual Cost	Cost/Bed
Material And Supplies			\$ 18,644	\$ 111
Telephone			\$ 2,038	\$ 12
Repairs and Maintenance			\$ 39,223	\$ 233
Memberships			\$ 203	\$ 1
Taxes			\$ -	\$ -
Rental / Lease			\$ 35,657	\$ 212
Contracts			\$ 18,905	\$ 113
Insurance			\$ 1,279	\$ 8
Professional Fees			\$ 2,038	\$ 12
Expendable Equipment			\$ 9,678	\$ 58
Travel			\$ 1,834	\$ 11
Utilities			\$ 43,511	\$ 259
Amortization			\$ 1,630	\$ 10
Total Operating Expenses (Non Staff)			\$ 174,640	\$ 1,040
Aggregate Operating Expenses			\$ 412,794	\$ 2,457

**Assumes in-house teams for caretaking, a meal plan for RAs, and a stipend for residence activities*

6.0 DETAILED FINANCING

The primary financial assumptions can be found in Section 5.0.

The rental rates proposed have the most significant impact on the financial picture but can certainly be altered. The proposed rental rates strike the best balance between affordability for students and the ability of the College to collect enough revenue to maintain the facility over time while providing a positive experience. The student rental rates can be adjusted on a pace that far exceeds multi-family housing due to the shorter tenancies. A key focus of NIC for the first year of operations will be to achieve full occupancy without move-in delays, establishing a reputation for effective building management and providing an enjoyable housing environment.

It should be noted that although the cash flow model below shows a revenue escalation of 3.5% per year, it does not necessarily result in rental rates being increased by 3.5% per year. Decisions will be made on an annual basis, based on actual operating costs.

The Deferred Capital contribution is the \$11.95 million contributed by the province and amortized over the useful life of the asset. This reflects the accounting treatment for provincial funding contributions, and helps to offset the amortization expense.

The Year 1 contingency is included in order to recognize that student housing may not be 100% for 12 months in year 1, and to factor in additional one-time operating costs.

The table that follows shows the 5 year cash flow based on the assumptions provided in this business case.

Table 6.1: North Island College Cash Flow Analysis (Years 1-5)

Year	1	2	3	4	5
<i>Revenue Escalation</i>	0.00%	3.50%	3.50%	3.50%	3.50%
<i>Expenses Escalation</i>	0.00%	3.50%	3.50%	3.50%	3.50%
REVENUE					
Gross Rental Income (all 12 month)	\$ 1,546,800	\$ 1,600,938	\$ 1,656,971	\$ 1,714,965	\$ 1,774,989
Staff beds	\$ (29,000)	\$ (30,015)	\$ (31,066)	\$ (32,153)	\$ (33,278)
Less Vacancy/Bad Debt (4%)	\$ (61,872)	\$ (64,038)	\$ (66,279)	\$ (68,599)	\$ (71,000)
Summer/Conference Revenue (0%)	\$ -	\$ -	\$ -	\$ -	\$ -
Ancillary Revenue (3.5%)	\$ 54,138	\$ 56,033	\$ 57,994	\$ 60,024	\$ 62,125
Projected Operating Revenue	\$ 1,510,066	\$ 1,562,918	\$ 1,617,620	\$ 1,674,237	\$ 1,732,835
<i>Deferred Capital Contribution</i>	\$ 298,882	\$ 298,882	\$ 298,882	\$ 298,882	\$ 298,882
Total Revenue	\$ 1,808,948	\$ 1,861,800	\$ 1,916,502	\$ 1,973,119	\$ 2,031,717
OPERATING EXPENSES					
Staff	\$ 238,155	\$ 246,490	\$ 255,117	\$ 264,046	\$ 273,288
Non-Staff	\$ 174,640	\$ 180,752	\$ 187,078	\$ 193,626	\$ 200,403
Real Estate Taxes	\$ -	\$ -	\$ -	\$ -	\$ -
Projected Total Operating Expenses	\$ 412,794	\$ 427,242	\$ 442,195	\$ 457,672	\$ 473,691
NET OPERATING INCOME	\$ 1,097,272	\$ 1,135,676	\$ 1,175,425	\$ 1,216,565	\$ 1,259,145
Other Expenses					
Debt Service Payment	\$ 500,165	\$ 500,165	\$ 500,165	\$ 500,165	\$ 500,165
Amortization	\$ 597,763	\$ 597,763	\$ 597,763	\$ 597,763	\$ 597,763
Additional Security	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000	\$ 30,000
Maintenance Reserve	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Year 1 Contingency	\$ 100,000				
Total Expenses	\$ 1,690,722	\$ 1,605,170	\$ 1,620,123	\$ 1,635,600	\$ 1,651,619
NET SURPLUS	\$ 118,226	\$ 256,630	\$ 296,379	\$ 337,519	\$ 380,099
<i>Debt Service Coverage Ratio</i>	2.2	2.3	2.4	2.4	2.5
<i>Total Project Cost:</i>	\$ 23,910,535				
<i>Total Debt (100%):</i>	\$ 9,000,000				
<i>Amortization (Months):</i>	360				
<i>Interest Rate:</i>	3.75%				

7.0 PROJECT RISK ASSESSMENT

Student Housing projects face a number of unique challenges both during the construction phase, and during operations. NIC has identified the risks that may impact the success of student housing, and has used the Risk Register template from the Capital Asset Reference guide to summarize the risks and mitigation strategies. In addition, NIC will work closely with the Ministry to mitigate these risks.

Table 7.1: Risk Register – Risk Identification & Response

Risk Register		Institution: North Island College		Project: Comox Valley Student Housing		Revision Date: 4-Jun-18						
Risk Identification								Risk Response				
Risk ID	Life Cycle	Risk Event	Trigger / Root Cause	Consequence on Project Performance	Notes	Risk Probability	Risk Impact	Risk Ranking	Status	Risk Owner	Owner Organization	Risk Response
1	Business Case	Delay in Ministry Approvals .	Delays in funding approvals due to competing interests and other priorities.	Schedule Delays. Risk of Cost Escalation or delays in tendering work packages.	NIC has planned to complete the project and have students living on site by Sept 1, 2021. The 0.5% vacancy rate in Courtenay will still continue to create issues for students in finding housing.	3	5	15	Identified	Project Director	College	This risk is outside the College's control, but government does have a Housing Strategy and NIC has a strong business case that addresses the low vacancy rate in Courtenay.
2	Construction /	Higher than market construction costs	The Region is currently experiencing a higher than normal construction boom.	Project budget could be impacted.	With the 2 hospitals now complete, the impact of this risk may begin to lessen when housing project begins.	3	5	15	Identified	Functional Lead	Consultan	The College has proposed a Design, Bid, Build procurement method which will help mitigate this risk. However, it may impact pricing during the Bid stage.
3	Design	Design Delays	Delays in the design process by the consultants due to industry demands, phasing approach, or lack of manpower, cause schedule slippage.	Project schedule may be delayed.	There may be a number of housing projects moving forward at the same time, and this may impact the availability of industry professionals.	2	5	10	Planned Response	Risk Owner	Organizat	The College will move quickly as soon as Ministry approval attained to begin the design process based on the project requirements already gathered.
4	Construction /	Delays in Building Permits or Municipal approvals.	This project requires a change in how this area of the campus will be used - it is currently a Greenfield area.	Project Schedule could be significantly delayed.	This project will benefit the city in addressing the vacancy rate in the area. That may assist in addressing any delays.	3	2	6	Identified	Risk Owner	Organizat	The College has a good working relationship with the city and doesn't expect approval delays. The College will begin discussions with the city early to address this risk.
5	Construction /	Weather Issues	Poor Weather could impact construction progress.	Project Schedule could be delayed if we have a very wet summer and dewatering the construction site is improperly handled.	The construction period should be sufficient in length to reduce the chance of this risk having a significant impact.	1	2	2	Identified	Functional Lead	Consultan	Weather can be an impact in the Winter in the Comox Valley, but the project schedule includes a long enough construction period to mitigate this risk.
6	Operations	The College currently doesn't have Housing	This will be a significant change for the Comox Valley campus - it will become a 24 hour operation.	The new challenge of student housing may impact the current regular operations of the campus.	Running student housing is a significant change for NIC.	3	5	15	Identified	Project Director	College	NIC has already begun to learn from peer institutions and get the appropriate training in running student housing. We have also made some contacts with consultants that can provide assistance during the early stages of running student housing.
7	Operations	Student Housing isn't full to capacity.	Students may choose other housing over the student housing.	This would impact the Financial viability of student housing and could impact College operations.	Student housing is new to NIC but it doesn't predict a vacancy issue due to the low vacancy rate in the Comox Valley.	2	2	4	Identified	Project Director	College	The College has set fair rental rates, and there is a low vacancy rate in the Comox Valley. This makes the probability of this risk very low.

8.0 CONCLUSIONS & RECOMMENDATIONS

8.1 Conclusions

NIC is seeking support and funding approval to construct a student housing complex containing 148 units for single students and 20 units for students with families at the Comox Valley campus. Our plan includes the intention of fully integrating this housing complex into the “life” of the campus through co-curricular connections and direct academic connections. NIC has engaged the support of The Scion Group, a professional consulting group specializing in student housing. We are taking detailed steps to ensure that we are fully prepared to bring student housing to the Comox Valley campus and have it be a successful addition to the life and education experience for our students.

Our business case includes the primary findings of the Market and Demand Analysis that was prepared by The Scion Group and has already been provided to the Ministry. Our campus team believes this report reflects valuable research and a broad group of stakeholders on our campus participated in this project actively.

8.2 Recommendations

NIC believes that our proposal reflects a balanced approach with recommendations for a variety of unit types and price points in order to provide student housing in support of our campus and community without the risk of over-building.

The College plans to operate the student housing facility and services, and will utilize successful operating models seen at some institutions in British Columbia. The University of Victoria operates their student housing, and is an example of a successfully run in-house model.

9.0 IMPLEMENTATION STRATEGY

9.1 Procurement Model

Based on the analysis gathered during the business case development, NIC believes that the Design, Bid, Build procurement model is appropriate for student housing at the Comox Valley campus. It will ensure the project risks identified in this business case are addressed by spending the time up front to develop the design specifications. Using a competitive bid model will provide better value for the housing project because the design specifications will be clearly identified up front, and will provide fairness to potential vendors.

9.2 Schedule

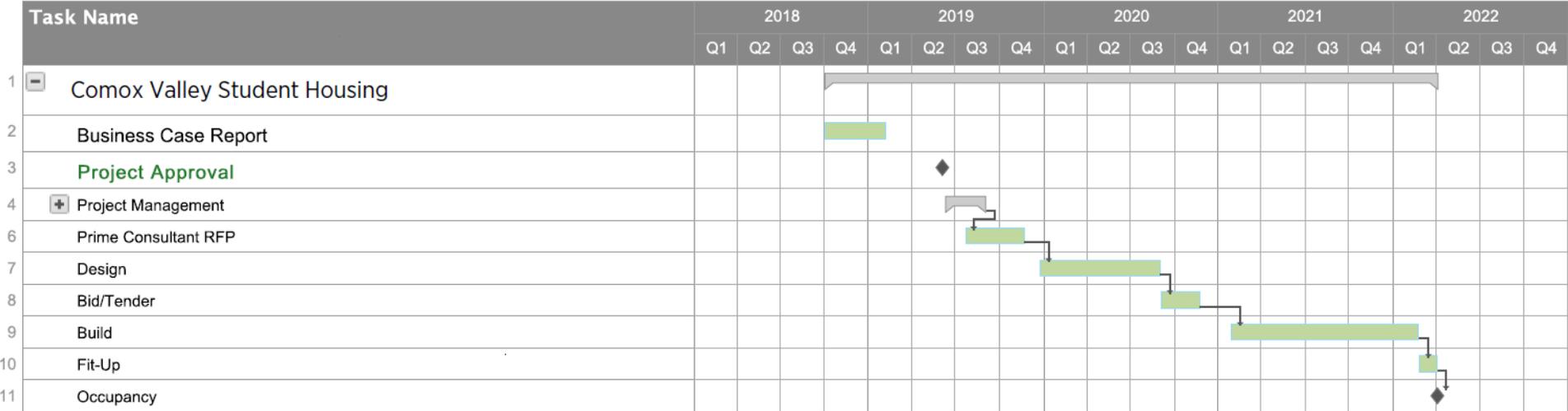
The proposed schedule/timeline (Figure 9.1) for the Comox Valley campus student housing project is provided on page 26. It assumes the project has been approved to move forward by early fall 2018 which would provide the time required to complete the project for opening by fall 2021. Note that the years shown below are fiscal years i.e. 2019 represents fiscal 2018/19. As the business case identifies, opening on time, and marketing the housing project effectively one year in advance of opening, are critical elements of any housing project.

9.3 Project Governance

Project governance will be an important consideration for student housing – both to help guide the construction project, and for the day-to-day operation of housing. The College is currently utilizing a planning and advisory committee to gather feedback during the business case development stage.

NIC plans to use a project governance structure appropriate for a small capital project as recommended in the Ministry's Capital Asset Reference Guide. Similar to the governance structure used for the current Strategic Investment Fund project in Campbell River, NIC will utilize a project steering committee for the student housing project. NIC envisions that many of the members of the current student planning and advisory committee also participate on the project steering committee. It will also be appropriate to include Ministry staff on the steering committee.

Figure 9.1: Project Schedule/Timeline



10.0 REVIEW & APPROVAL PROCESS

10.1 Sign-off

[FIRST NAME, LAST NAME], [TITLE] [MM DD, YYYY]

[FIRST NAME, LAST NAME], [TITLE] [MM DD, YYYY]

[FIRST NAME, LAST NAME], [TITLE] [MM DD, YYYY]

[FIRST NAME, LAST NAME], [TITLE] [MM DD, YYYY]

Appendix A: ROOM CONFIGURATIONS

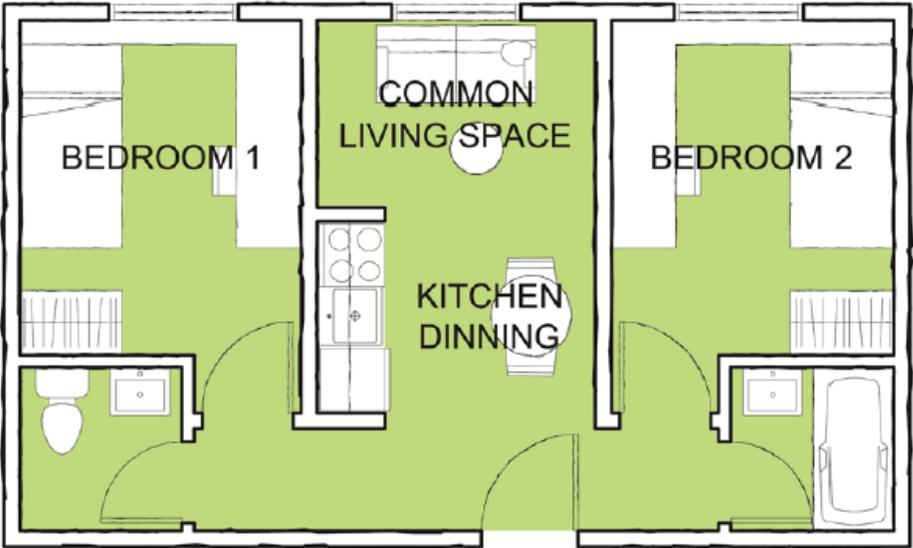


Figure 4 Proposed Two Bedroom Unit for Two Students

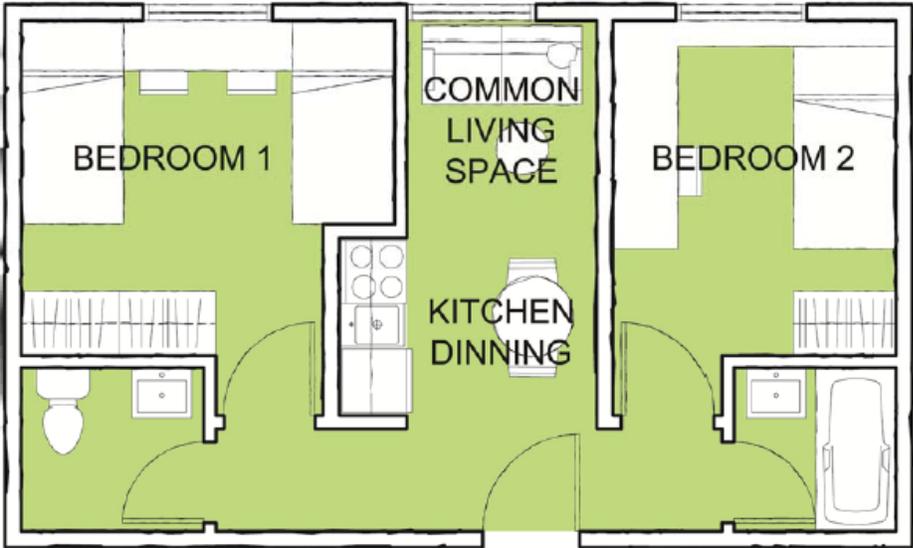


Figure 5 Proposed Two Bedroom Unit for up to Three Students



Figure 3a Proposed Studio Unit Floor Plan



Figure 3b Proposed Accessible Studio Unit Floor Plan



Figure 6 Proposed Four Bedroom Unit for Four Students



Figure 7 Proposed Four Bedroom Unit for Up to Six Students

North Island College

FY 2017/18 Financial Statement Analysis

North Island College's (NIC's) financial statements for the year ended March 31, 2018 are now complete in draft form and were presented to the Finance and Audit Committee at its May 29th meeting for review along with the audit findings report. The College's auditors KPMG conducted their audit on-site during the week of April 30th, and Liette Bates-Eamer from KPMG presented the audit findings report to the Committee.

The end of the fiscal year presents a good opportunity to look back at the year and reflect upon the impact that the College operations had in respect to the finances of the College.

Revenue Analysis

Like many other Colleges in BC, NIC saw a significant increase in the number of International students in 2017/18. The table below breaks down the sources of tuition and other student fee revenue:

	Mar-18	Budget	Variance	Mar-17
Base Funded	4,337,423	4,698,515	(361,092)	4,576,598
Continuing Ed & Training	1,206,523	1,193,859	12,664	1,217,222
International	<u>4,670,532</u>	<u>3,277,564</u>	<u>1,392,968</u>	<u>3,382,842</u>
Total	10,214,478	9,169,938	1,044,540	9,176,662

Base funded tuition and other fee revenues came in below budget by \$361,091, which was mainly due to the change in the Provincial Adult Upgrading tuition policy that was implemented part way through the budget year. The change was made after NIC had prepared the 17/18 budget on the assumption that tuition would be charged for these programs. This resulted in a reduction in base-funded tuition revenue of \$296,976, however, the Province provided Operating grant funding to offset this tuition revenue reduction.

International student tuition and fee revenue increased significantly in 2017/18, and came in almost \$1.4 million more than budgeted. This was due to a large influx of students mainly from India attending North Island College at the Comox Valley campus. The additional revenue was used mainly to fund the new sections required to accommodate the additional students. It also funded the purchase of classroom furniture and equipment and other College priorities that weren't accommodated in the base budget. This can be seen in the increase in the Instructional and non-sponsored research costs of \$2.7M.

The other revenue item that materially exceeded budget was Investment income. NIC was able to use this additional revenue of \$496,130 towards NIC's contribution to the Campbell River capital project. The College added some of the additional revenue from International Education, and asked that the Ministry restrict \$600,000 towards the Campbell River project. The Ministry accepted this request, allowing the College to defer it for this specific purpose.

The NIC contribution to the project in 2017/18 brings the funding now earmarked for the project to just under \$2 million. The College has committed to contributing \$2.4 million so we are now within reach of this goal.

Capital Projects

During 2017/18, the College started 2 significant capital projects, completing the project on the new campus location in Port Hardy. The project in Campbell River will be completed in 2019/20. These projects had an impact on the College's financial statements that I will summarize below.

The College's Cash balance tends to be larger at March 31st than at other times in the fiscal year, due to transactions with the Provincial government. Those were in two main areas this year – funding draws for the Campbell River project were \$2.5M in March, and the year-end funding the College received (for example, Health Care Assistance funding of \$591K and Coastal Forestry program funding of \$328K).

Deferred capital contributions – a long-term liability account – increased by approximately \$6M in 2017/18. This relates to the Provincial and Federal funding received for the ongoing Campbell River expansion project. This funding serves two purposes: 1. It funds the project construction costs, and 2. Under public sector accounting rules, the revenue can be deferred and recognized into revenue over the life of the asset. It then becomes the funding source for the Amortization expense related to the project. This ensures the College doesn't run a deficit in future years as required under the College and Institute Act.

The Tangible Capital Asset account also increased during 2017/18, mainly as a result of the work-in-progress on the Campbell River project. The Deferred Capital Contribution and Tangible Capital Asset balances are shown below:

	Mar-18	Mar-17	Variance
Deferred Capital Contribution	29,317,855	23,287,981	6,029,874
Tangible Capital Assets	32,648,362	25,820,655	6,827,707

Conclusion

The significant increase in the number of international students and the renovation and expansion of two of the College's campuses were the key drivers of NIC's financial results in 2017/18. It is important to note that NIC was able to address the challenges of 2017/18 without impacting the financial health of the institution as it looks towards the future.

It is always interesting to look at the key sources of revenue at the College, and how they've changed over time. The table below shows a three year picture.

NIC Revenue Analysis

	Budget		
	FY 18-19	FY 17-18	FY 16-17
Tuition & Fee Revenue	12,040,695	10,214,478	9,176,662
Provincial Contributions	29,901,991	28,918,262	27,672,338
Other Revenue	5,821,680	6,348,782	6,317,172
Total	47,764,366	45,481,522	43,166,172
Tuition & Fee Revenue	25.21%	22.46%	21.26%
Provincial Contributions	62.60%	63.58%	64.11%
Other Revenue	12.19%	13.96%	14.63%
Total	100.00%	100.00%	100.00%

Prepared by Colin Fowler CPA, CMA

Vice President, Finance and Facilities

**NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the year ended March 31, 2018**

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North Island College
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For the year ended March 31, 2018

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North Island College
Statement of Financial Position
As at March 31, 2018 with comparative information for 2017

	Note	2018	2017
Financial assets			
Cash and cash equivalents		\$ 9,856,583	\$ 7,522,590
Accounts receivable		714,487	667,700
Due from government organizations	3	123,151	533,922
Inventories held for resale		298,275	197,536
Portfolio investments	4	<u>19,397,753</u>	<u>18,590,369</u>
		30,390,249	27,512,117
Liabilities			
Accounts payable and accrued liabilities	5	9,787,850	7,119,585
Due to government organizations	3	450,834	495,274
Employee future benefits	6	628,846	381,902
Leasehold Inducements		500,000	-
Deferred revenue		2,257,485	1,914,773
Deferred contributions	7	11,228,310	10,651,682
Deferred capital contributions	8	<u>28,817,855</u>	<u>23,287,981</u>
		53,671,180	43,851,197
Net debt		(23,280,931)	(16,339,080)
Non-financial assets			
Tangible capital assets	9	32,648,362	25,820,657
Prepaid expenses		<u>97,120</u>	<u>90,816</u>
		32,745,482	25,911,473
Accumulated surplus		<u>\$ 9,464,551</u>	<u>\$ 9,572,393</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 7,895,458	\$ 7,879,742
Accumulated rereasurement gains		<u>1,569,093</u>	<u>1,692,651</u>
		<u>\$ 9,464,551</u>	<u>\$ 9,572,393</u>

Commitments and contingencies (notes 11 & 12)
See accompanying notes to the financial statements

Approved on behalf of the Board of Governors

Derek Lamb,
Chair of the Board of Governors

Colin Fowler,
Vice President, Finance and Facilities

North Island College
Statement of Operations and Accumulated Surplus
For the year ended March 31, 2018 with comparative information for 2017

	Note	Budget 2018	2018	2017
Revenue				
Province of British Columbia		\$ 28,635,194	\$ 28,918,262	\$ 27,672,338
Government of Canada grants		473,583	463,295	434,646
Tuition and student fees		9,169,938	10,214,478	9,176,662
Contract services		292,950	320,795	825,649
Sales of goods and services		1,624,500	1,560,694	1,657,657
Investment income		595,350	1,091,480	686,889
Other income		651,014	606,434	639,128
Revenue recognized from deferred capital contributions	8	<u>1,993,721</u>	<u>2,306,083</u>	<u>2,073,203</u>
		43,436,250	45,481,521	43,166,172
Expenses (Schedule 1)				
Instructional and non-sponsored research		39,976,135	42,639,503	39,812,977
Ancillary services		1,632,633	1,563,083	1,741,331
Sponsored research		1,010,582	440,008	683,044
Special purpose		<u>816,900</u>	<u>823,211</u>	<u>921,667</u>
		43,436,250	45,465,805	43,159,019
Surplus for the year		-	15,716	7,153
Accumulated surplus, beginning of year		<u>7,879,742</u>	<u>7,879,742</u>	<u>7,872,589</u>
Accumulated surplus, end of year		<u>\$ 7,879,742</u>	<u>\$ 7,895,458</u>	<u>\$ 7,879,742</u>

See accompanying notes to the financial statements

North Island College
Statement of Change in Net Financial Assets (Net Debt)
For the year ended March 31, 2018 with comparative information for 2017

	Budget 2018	2018	2017
Surplus for the year	\$ -	\$ 15,716	\$ 7,153
Acquisition of tangible capital assets	-	(9,643,884)	(1,837,356)
Amortization of tangible capital assets	2,736,595	2,816,179	2,794,159
Gain on sale of tangible capital assets	-	(28,249)	(1,534)
Proceeds on sale of tangible capital assets	<u>-</u>	<u>28,249</u>	<u>6,317</u>
	2,736,595	(6,827,705)	961,586
Acquisition of prepaid expenses	-	(83,723)	(59,214)
Use of prepaid expenses	<u>-</u>	<u>77,419</u>	<u>133,759</u>
	-	(6,304)	74,545
Net remeasurement (losses) gains	<u>-</u>	<u>(123,558)</u>	<u>901,744</u>
Change in net debt	2,736,595	(6,941,851)	1,945,028
Net debt, beginning of year	<u>(16,339,080)</u>	<u>(16,339,080)</u>	<u>(18,284,108)</u>
Net debt, end of year	<u>\$ (13,602,485)</u>	<u>\$ (23,280,931)</u>	<u>\$ (16,339,080)</u>

See accompanying notes to the financial statements

North Island College
Statement of Remeasurement Gains and Losses
For the year ended March 31, 2018 with comparative information for 2017

	2018	2017
Accumulated remeasurement gains, beginning of year	\$ 1,692,651	\$ 790,907
Unrealized gains attributed to:		
Portfolio investments	367,419	1,011,192
Amounts reclassified to the statement of operations:		
Realized gains on pooled funds	<u>(490,977)</u>	<u>(109,448)</u>
Net remeasurement (losses) gains for the year	<u>(123,558)</u>	<u>901,744</u>
Accumulated remeasurement gains, end of year	<u>\$ 1,569,093</u>	<u>\$ 1,692,651</u>

See accompanying notes to the financial statements

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North Island College
Statement of Cash Flows
For the year ended March 31, 2018 with comparative information for 2017

	2018	2017
Cash provided by (used in):		
Operations		
Surplus for the year	\$ 15,716	\$ 7,153
Items not involving cash:		
Amortization of tangible capital assets	2,816,179	2,794,159
Revenue recognized from deferred capital contributions	(2,306,083)	(2,073,203)
Change in employee future benefits	246,944	114,435
Gain on sale of tangible capital assets	(28,249)	(1,534)
Change in non-cash operating working capital:		
Increase in accounts receivable	(46,787)	(252,970)
Decrease (increase) in due from government organizations	410,771	(137,069)
(Increase) decrease in prepaid expenses	(6,304)	74,543
(Increase) decrease in inventories held for resale	(100,739)	18,932
Increase (decrease) in accounts payable and accrued liabilities	2,668,265	(369,375)
(Decrease) increase in due to government organizations	(44,440)	105,811
Increase in deferred revenue	342,712	421,378
Increase (decrease) in deferred contributions	<u>576,628</u>	<u>(94,075)</u>
Net change in cash from operating activities	4,544,613	608,185
Capital activities		
Cash used to acquire tangible capital assets	(9,643,884)	(1,837,356)
Increase in deferred capital contributions	8,335,957	2,597,694
Proceeds on disposal of tangible capital assets	<u>28,249</u>	<u>6,317</u>
Net change in cash from capital activities	(1,279,678)	766,655
Investing activities		
Increase in investments	<u>(930,942)</u>	<u>(60,891)</u>
Net change in cash from investing activities	(930,942)	(60,891)
Net change in cash and cash equivalents	2,333,993	1,313,949
Cash and cash equivalents, beginning of year	<u>7,522,590</u>	<u>6,208,641</u>
Cash and cash equivalents, end of year	<u>\$ 9,856,583</u>	<u>\$ 7,522,590</u>

See accompanying notes to the financial statements

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

1 Authority and purpose

North Island College operates under the authority of the College and Institute Act of British Columbia. The College is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is a registered charity and is exempt from income taxes under section 149 of the Income Tax Act.

2 Summary of significant accounting policies

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

(a) Basis of accounting:

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

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

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections related to accounting standards for not for profit organizations.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

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

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

2 Summary of significant accounting policies (continued)

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which require that government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

(b) Cash and cash equivalents

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

(c) Financial instruments

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

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

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

(d) Inventories held for resale

Inventories held for resale, including books and merchandise for sale in campus bookstores are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

2 Summary of significant accounting policies (continued)

(e) Non-financial assets

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

(i) Tangible capital assets

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

Buildings and site improvements	
Concrete and steel buildings	10-40 years
Wood-framed buildings	10-20 years
Site improvements	10 years
Furniture and equipment	
Library books	10 years
Furniture, equipment, and vehicles	5 years
Computer servers	3-5 years
Computer equipment	3-5 years
Leasehold improvements	Remaining term of the lease

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

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

2 Summary of significant accounting policies (continued)

(f) Employee future benefits

The College and its employees make contributions to the College Pension Plan and the Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plan is accounted for as a defined contribution plan and any contributions of the College to the plan are expensed as incurred.

Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits.

(g) Revenue recognition

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

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

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as set out in note 2(a).

The College leases certain land properties to third parties for a period of 99 years. Cash received from land leases is deferred and amortized to revenue on a straight-line basis over the term of the lease.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

(h) Use of estimates

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the fair value of financial instruments, useful life of tangible capital assets and the present value of employee future benefits and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

2 Summary of significant accounting policies (continued)

(i) Foreign currency translation

The College's functional currency is the Canadian dollar. There are no significant foreign currency transactions.

(j) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the North Island College 2017-2018 Budget approved by the Board of Governors of North Island College on April 20, 2017.

Budget figures are presented only for information purposes.

(k) New accounting standards:

The College adopted the following accounting standards in this fiscal year:

(i) PS 2200, *Related Party Disclosures*, defines a related party and established disclosures required for related party transactions. Disclosure of information about related party transactions and the relationship underlying them is required when the transactions have occurred at a value different from that which would have been arrived at if the parties were unrelated, and the transactions have, or could have, a material financial effect on the financial statements. Note 13 provides these disclosures.

(ii) PS 3420, *Inter-entity Transactions*, established standards of how to account for and report transactions between public sector entities that comprise of a government reporting entity from both a provider and a recipient perspective. The main features of the standards are as follows:

- ◆ Under a policy of cost allocation, revenues and expenses are recognized on a gross basis;
- ◆ Transactions are measured at the carrying amount, except in specific circumstances;
- ◆ A recipient may choose to recognize unallocated costs for the provision of goods and services and measure them at the carrying amount, fair value or other amount dictated by policy, accountability structure or budget practice; and
- ◆ The transfer of an asset or liability for nominal or no consideration is measured by the provider at the carrying amount and by the recipient at the carrying amount or fair value.

Requirements of this standard are considered in conjunction with requirements of PS 2200. Note 13 provides these disclosures.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

2 Summary of significant accounting policies (continued)

(iii)PS 3210, *Assets*, provides guidance for applying the definition of assets set out in PS 1000, *Financial Statement Concepts*, and establishes general disclosure standards for assets. Disclosure of information about the major categories of assets that are not recognized is required. When an asset is not recognized because a reasonable estimate of the amount involved cannot be made, a disclosure should be provided. Management has determined that there is no impact of adoption of PS 3210 on the financial statements of the College.

(iv)PS 3320, *Contingent Assets*, defines and establishes disclosure standards for contingent assets. Contingent assets are possible assets arising from existing conditions or situations involving uncertainty. Disclosure of information about contingent assets is required when the occurrence of the confirming future event is likely. Management has determined that there is no impact of adoption of PS 3210 on the financial statements of the College.

(v)PS 3380, *Contractual Rights*, defines and establishes disclosure standards for contractual rights. Contingent rights are rights to economic resources arising from contracts or agreements that will result in both an asset and revenue in the future. Contractual rights are distinct from contingent assets as there is no uncertainty related to the existence of the contractual right. Disclosure of information about contractual rights is required including a description of their nature and extent, and the timing. Note 15 provides these disclosures.

3 Due from and to government organizations

Due from:	2018	2017
Federal government	\$ 641	\$ 1,063
Provincial government	114,649	524,747
Other government organizations	<u>7,861</u>	<u>8,112</u>
	<u>\$ 123,151</u>	<u>\$ 533,922</u>
Due to:	2018	2017
Federal government	\$ 358,792	\$ 337,043
Provincial government	25,361	22,963
Other government organizations	<u>66,681</u>	<u>135,268</u>
	<u>\$ 450,834</u>	<u>\$ 495,274</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

4 Portfolio investments

Portfolio investments are recorded at fair value and are comprised of the following:

	2018	2017
Fixed income	\$ 1,397,531	\$ 403,020
Pooled bond funds	8,888,504	9,081,763
Pooled equity funds	<u>9,111,718</u>	<u>9,105,586</u>
	<u>\$ 19,397,753</u>	<u>\$ 18,590,369</u>

5 Accounts payable and accrued liabilities

	2018	2017
Trade payables	\$ 1,250,569	\$ 1,297,906
Salaries and benefits payable	906,265	1,049,361
Accrued leaves payable	3,037,302	2,795,769
Other payables and accrued liabilities	<u>4,593,714</u>	<u>1,976,549</u>
	<u>\$ 9,787,850</u>	<u>\$ 7,119,585</u>

6 Employee future benefits

(a) Pension benefits:

The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits provided are based on a formula. As at August 31, 2017, the College Pension Plan has about 14,000 active members, and approximately 7,500 retired members. As at December 31, 2016, the Municipal Pension Plan has about 193,000 active members, including approximately 5,800 from colleges.

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

The most recent actuarial valuation for the College Pension Plan as at August 31, 2015, indicated a \$67 million surplus for basic pension benefits on a going concern basis.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

6 Employee future benefits (continued)

The most recent valuation for the Municipal Pension Plan as at December 31, 2015, indicated a \$2,224 million funding surplus for basic pension benefits on a going concern basis. As a result of the 2015 basic account actuarial valuation surplus and pursuant to the joint trustee agreement, \$1,927 million was transferred to the rate stabilization account and \$297 million of the surplus ensured the required contribution rates remained unchanged.

The College paid \$2,234,775 for employer contributions to the plans in fiscal 2018 (2017: \$2,162,592).

The next valuation for the College Pension Plan will be as at August 31, 2018 with results available in 2019. The next valuation for the Municipal Pension Plan will be December 31, 2018, with results available in 2019.

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

(b) Other benefits:

	2018	2017
Severance	\$ 560,846	\$ 318,902
Accumulated sick leave benefit	<u>68,000</u>	<u>63,000</u>
	<u>\$ 628,846</u>	<u>\$ 381,902</u>

(i) The College provides severance benefits to eligible employees based on eligibility, years of service, and final salary.

(ii) Employees of the College are entitled to sick leave in accordance with the terms and conditions of their employment contracts. Sick leave credits accumulate for employees of the College, as they render services they earn the right to the sick leave benefit. The College recognizes a liability and an expense for sick leave in the period in which employees render services in return for the benefits. The accrued benefit obligation and the net periodic benefit cost were estimated by an actuarial valuation.

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

	2018	2017
Discount rates	2.00%	2.00%
Expected wage and salary increases	2.75%	2.75%

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

7 Deferred contributions

Deferred contributions are comprised of funds for restricted uses including special programs, facilities and research. Changes in the deferred contribution balances are as follows:

	2018		
	Land Sale	Other	Total
Balance, beginning of year	\$ 3,961,144	\$ 6,690,538	\$ 10,651,682
Contributions received	-	6,330,750	6,330,750
Revenue recognized	-	<u>(5,754,122)</u>	<u>(5,754,122)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 7,267,166</u>	<u>\$ 11,228,310</u>
	2017		
	Land Sale	Other	Total
Balance, beginning of year	\$ 3,961,144	\$ 6,784,613	\$ 10,745,757
Contributions received	-	4,318,746	4,318,746
Revenue recognized	-	<u>(4,412,821)</u>	<u>(4,412,821)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 6,690,538</u>	<u>\$ 10,651,682</u>

In 2012/13, the College sold 11.164 acres of land to the Vancouver Island Health Authority for \$4,030,114. Use of the sale proceeds is restricted under the College and Institute Act. The proceeds, net of land costs of \$68,970, have been recorded as deferred contributions until permission to use the funds for acquisition of specific capital assets is granted.

8 Deferred capital contributions

Funding contributions for tangible capital assets are referred to as deferred capital contributions. Amounts are recognized into revenue as the asset is amortized over the useful life of the asset. Treasury Board specifies this accounting treatment as disclosed in note 2(a). Changes in the deferred capital contributions balance are as follows:

	2018	2017
Balance, beginning of year	\$ 23,287,981	\$ 22,763,490
Contributions received and expended on tangible capital assets	7,835,957	2,597,694
Revenue recognized from deferred capital contributions	<u>(2,306,083)</u>	<u>(2,073,203)</u>
Balance, end of year	<u>\$ 28,817,855</u>	<u>\$ 23,287,981</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

9 Tangible capital assets

Cost	Mar 31, 2017	Additions	Transfers	Disposals	Mar 31, 2018
Land	\$ 457,919	\$ -	\$ -	\$ -	\$ 457,919
Site improvements	2,404,933	-	-	-	2,404,933
Buildings	57,839,126	77,301	357,589	-	58,274,016
Furniture & equipment	4,252,472	339,400	-	(428,085)	4,163,787
Software & licences	54,942	16,830	-	(23,572)	48,200
Computer equipment	1,112,172	182,198	-	(180,852)	1,113,518
Leasehold improvements	77,169	220,655	1,333,183	-	1,631,007
Vehicles	363,955	190,545	-	-	554,500
Library books	495,217	31,483	-	(55,134)	471,566
Assets under construction	191,674	8,585,472	(1,690,772)	-	7,086,374
Total	\$ 67,249,579	\$ 9,643,884	\$ -	\$ (687,643)	\$ 76,205,820

Accumulated amortization	Mar 31, 2017	Amortization	Disposals	Mar 31, 2018
Site improvements	\$ 2,021,991	\$ 107,277	\$ -	\$ 2,129,268
Buildings	35,899,681	1,640,329	-	37,540,010
Furniture & equipment	2,489,781	672,714	(428,085)	2,734,410
Software & licences	42,777	9,260	(23,572)	28,465
Computer equipment	552,444	193,318	(180,852)	564,910
Leasehold improvements	16,017	69,244	-	85,261
Vehicles	132,645	80,897	-	213,542
Library books	273,586	43,140	(55,134)	261,592
Total	\$ 41,428,922	\$ 2,816,179	\$ (687,643)	\$ 43,557,458

Net Book Value	Mar 31, 2017	Net Book Value	Mar 31, 2018
Land	\$ 457,919	\$ 457,919	\$ 457,919
Site improvements	382,942	275,665	275,665
Buildings	21,939,445	20,734,006	20,734,006
Furniture & equipment	1,762,691	1,429,377	1,429,377
Software & licences	12,165	19,735	19,735
Computer equipment	559,728	548,608	548,608
Leasehold improvements	61,152	1,545,746	1,545,746
Vehicles	231,310	340,958	340,958
Library books	221,631	209,974	209,974
Assets under construction	191,674	7,086,374	7,086,374
Total	\$ 25,820,657	\$ 32,648,362	\$ 32,648,362

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

9 Tangible capital assets (continued)

Cost	Mar 31, 2016		Additions		Transfers		Disposals		Mar 31, 2017	
Land	\$	457,919	\$	-	\$	-	\$	-	\$	457,919
Site improvements		2,306,379		98,554		-		-		2,404,933
Buildings		57,133,104		706,022		-		-		57,839,126
Furniture & equipment		4,215,698		560,029		-		(523,255)		4,252,472
Software & licences		59,636		-		-		(4,694)		54,942
Computer equipment		1,130,776		173,446		-		(192,050)		1,112,172
Leasehold improvements		19,674		-		57,495		-		77,169
Vehicles		335,333		35,909		-		(7,287)		363,955
Library books		504,514		41,849		-		(51,146)		495,217
Assets under construction		<u>27,622</u>		<u>221,547</u>		<u>(57,495)</u>		<u>-</u>		<u>191,674</u>
Total	\$	<u>66,190,655</u>	\$	<u>1,837,356</u>	\$	<u>-</u>	\$	<u>(778,432)</u>	\$	<u>67,249,579</u>

Accumulated amortization	Mar 31, 2016		Amortization		Disposals		Mar 31, 2017	
Site improvements	\$	1,857,733	\$	164,258	\$	-	\$	2,021,991
Buildings		34,322,034		1,577,647		-		35,899,681
Furniture & equipment		2,271,611		736,642		(518,472)		2,489,781
Software & licences		39,265		8,206		(4,694)		42,777
Computer equipment		560,907		183,587		(192,050)		552,444
Leasehold improvements		2,388		13,629		-		16,017
Vehicles		73,724		66,208		(7,287)		132,645
Library books		<u>280,750</u>		<u>43,982</u>		<u>(51,146)</u>		<u>273,586</u>
Total	\$	<u>39,408,412</u>	\$	<u>2,794,159</u>		<u>(773,649)</u>	\$	<u>41,428,922</u>

	Net Book Value		Net Book Value	
	Mar 31, 2016		Mar 31, 2017	
Land	\$	457,919	\$	457,919
Site improvements		448,646		382,942
Buildings		22,811,070		21,939,445
Furniture & equipment		1,944,087		1,762,691
Software & licences		20,371		12,165
Computer equipment		569,869		559,728
Leasehold improvements		17,286		61,152
Vehicles		261,609		231,310
Library books		223,764		221,631
Assets under construction		<u>27,622</u>		<u>191,674</u>
Total	\$	<u>26,782,243</u>	\$	<u>25,820,657</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

9 Tangible capital assets (continued)

(a) Assets under construction

Assets under construction having a value of \$7,086,374 (2017: \$191,674) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

10 Financial risk management

The College is potentially exposed to credit risk, liquidity risk, foreign exchange risk and interest rate risk from the entity's financial instruments. Qualitative and quantitative analysis of the significant risks from the College's financial instruments is provided below by type of risk.

(a) Credit risk

Credit risk primarily arises from the College's cash and cash equivalents, accounts receivable and portfolio investments. The risk exposure is limited to their varying amounts at the date of the statement of financial position.

Accounts receivable primarily consist of amounts receivable from government organizations, students, clients and sponsors. To reduce the risk, the College regularly reviews the collectability of its accounts receivable and establishes an allowance based on its best estimate of potentially uncollectible amounts. As at March 31, 2018 the amount of allowance for doubtful debts was \$135,601 (2017: \$135,451), as these accounts receivable are deemed by management not to be collectible. The College historically has not had difficulty collecting receivables, nor have counterparties defaulted on any payments.

(b) Market and interest rate risk

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

The College manages market risk by holding cash balances with a top rated Canadian Schedule I financial institution. The portfolio investments are professionally managed following the investment program which is approved by the College's Board of Governors and consistent with the requirements of the College and Institute Act. The College periodically reviews its investments and is satisfied that the portfolio investments are being managed in accordance with the investment program.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

10 Financial risk management (continued)

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

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

(c) Liquidity risk

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

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations, anticipated investing, and financial activities to ensure that its financial obligations are met.

(d) Foreign exchange risk

The College has not entered into any agreements or purchased any foreign currency hedging arrangements to hedge possible currency risks, as management believes that the foreign exchange risk derived from currency conversions is not significant. The foreign currency financial instruments are short-term in nature and do not give rise to significant foreign currency risk.

11 Contractual obligations

The nature of the College's activities can result in multiyear contracts and obligations whereby the College will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	Port Alberni Campus	Port Hardy Campus	Total
2019	\$ 114,894	\$ 118,752	\$ 233,646
2020	114,894	118,752	233,646
2021	114,894	118,752	233,646
2022	-	49,480	49,480
Total lease obligations	<u>\$ 344,682</u>	<u>\$ 405,736</u>	<u>\$ 750,418</u>

12 Contingent liabilities

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. In the event that any such claims or litigation are resolved against the College, such outcomes or resolutions could have a material effect on the business, financial condition, or results of operations of the College. At March 31, 2018 there are no outstanding claims.

North Island College
Notes to the Financial Statements
Year ended March 31, 2018

13 Related parties

North Island College is related through common ownership to all Province of British Columbia ministries, agencies, crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

North Island College Foundation is a not-for-profit organization and a registered charity under the Income Tax Act. The Foundation was created to enhance the delivery of North Island College's programs and services by raising funds to provide scholarships and bursaries, and to support various College projects. Although there is no common control of the organizations through the Board appointment or other forms of control, the Foundation is related to the College by virtue of holding resources which are to be used to provide support to students attending the College. Transactions with the Foundation were recorded at the exchange amount.

At March 31, 2018, accounts payable of the College included \$35,007 (2017: \$132,036) due to the Foundation.

	2018	2017
Bursaries	\$ 347,980	\$ 291,037
Donations and other	49,794	86,547
Gifts-in-kind	<u>65,048</u>	<u>19,409</u>
Foundation contributions to the College	<u>\$ 462,822</u>	<u>\$ 396,993</u>
College contributions to the Foundation	<u>\$ 74,900</u>	<u>\$ 170,500</u>

14 Comparative Information

Certain comparative information has been reclassified to conform with the current year's financial statement presentation.

15 Contractual rights

The College has entered into multi-year contracts with the Province of British Columbia that entitles the College to receive the following amounts:

	Port Alberni Campus	Port Hardy Campus	Total
2019	\$ 114,894	\$ 118,752	\$ 233,646
2020	114,894	118,752	233,646
2021	114,894	118,752	233,646
2022	<u>-</u>	<u>49,480</u>	<u>49,480</u>
Total contractual rights	<u>\$ 344,682</u>	<u>\$ 405,736</u>	<u>\$ 750,418</u>

North Island College
Schedule 1 - Schedule of Expenses by Object
For the year ended March 31, 2018 with comparative information for 2017

Expenses	Budget 2018	2018	2017
Salaries and benefits	\$ 30,618,476	\$ 30,480,251	\$ 28,905,816
Other personnel costs	702,357	954,806	823,713
Advertising and promotion	531,013	730,072	611,550
Books and periodicals	248,283	267,359	255,792
Cost of goods sold	1,006,350	998,217	1,128,570
Equipment costs	1,006,746	1,610,023	1,708,259
Facility costs	2,423,142	3,125,750	2,740,941
Financial service charges	182,561	228,088	208,764
General fees and services	1,541,310	1,763,049	1,384,243
Student awards	607,180	593,952	684,575
Supplies and general expenses	840,922	864,266	861,972
Travel	791,315	745,744	667,016
Grant transfers	200,000	213,149	213,149
Donations to NIC Foundation	-	74,900	170,500
Amortization of tangible capital assets	<u>2,736,595</u>	<u>2,816,179</u>	<u>2,794,159</u>
	<u>\$ 43,436,250</u>	<u>\$ 45,465,805</u>	<u>\$ 43,159,019</u>

DRAFT 5/24/2018

Vice President Strategic Initiatives Report to the Board of Governors

June 14, 2018

Prepared by Randall Heidt

This report covers the time period from April 19 to June 14, 2018. It is an overview of the activities and events of the Strategic Initiatives Division during this time period. The information is provided under the related NIC Plan 2020 Strategic Priority headings and may fall under more than one priority.

Strategic Priority #8: Active Connections to Community

Applied Research Update

Robot Camps back this summer

Thanks to some great work by April Whalen and Naomi Tabata of CARTI, we will receive approximately \$35,000 in grant funding from NSERC's PromoScience division as well as Engineers & Geoscientists BC, Campbell River Creative Industries Council, Navigate, and Yuu-thlu-ilth-aht First Nation. Students will once again get to learn how to build, program and control LEGO robots in order to give them valuable Science, Technology, Engineering and Math (STEM) skills in a hands-on environment. Along with having camps in Port Alberni, Port Hardy, Ucluelet, Campbell River and Comox, this year we are adding a camp in Gold River. This year we are also adding a one-week Technology Explorers camp to the Comox Valley and Campbell River camps. If you know students in Grades 4 to 6 who would like to learn coding, LEGO robotics, circuits and other aspects of technology in a hands-on, fun environment, have them register online at www.nic.bc.ca Camps run July and August. A total of 288 students have participated in the last two years.

Strategic Priority #7: Resources, Investment, Sustainability

NIC Foundation Report

Record number of award applications

We have had a record number of applicants for NIC scholarships and bursaries this year. A total of 562 students completed applications for awards this year, which is up about 125 from last year's record. I would like to thank Casey Black and Britt Hibbert from NIC's Business Application Services (BAS) for their work on improving the online application process and the responsive design website, which both made it easier than ever for students to apply for awards. The selection process is also going smoother than ever thanks to improvements made by NIC Foundation Executive members Lisa Moyes, Kathryn Jones and Ilona Horgen as well as improvements made in the Office of Advancement by Jolean Finnerty, Brooke De Maiffe and Avry Janes. The vital behind-the-scenes work was very timely, given we have 99 new awards totaling \$126,000, which takes this year's total up to a record \$375,000, which is up significantly from last year's \$290,000 record.

BC Hydro tour to benefit NIC

BC Hydro has generously agreed to donate funds raised from its upcoming John Hart project tours to NIC students. On September 16, BC Hydro will be offering tours of its massive underground powerhouse project in Campbell River. "The powerhouse is as long as a football field and is 10 stories high. It's amazing to see," said BC Hydro's Stephen Watson, who has committed to donate funds to the NIC Foundation. Watson is predicting about 1,240 people will pay \$5 each to take the rare tour. Buses will depart from Shoppers Row in front of Spirit Square from 9:30 am to 2:30 pm Sept. 16. Tickets must be purchased in advance starting July 11 through the Tidemark Theatre <http://tidemarktheatre.com> or 250-287-7465 or walk-in box office. As much as \$6,200 may be donated to awards for NIC trades students.

New Policies and Procedures

Excellent progress has been made on Board policies and procedures with the NIC Foundation. Thanks to some great work by Secretary Ilona Horgen and Treasurer Mary Lovely, we were able to complete six new policies for the Foundation Board, which they recently approved. The important work means we are poised to begin recruiting new members to start next fall. Please let us know if you know of someone who may be a good fit and want to help the NIC Foundation raise funds to support NIC students.

Campbell River Campaign Update

We have hired a contractor to work with us on potential federal, provincial and local grants for the Campbell River expansion project. We will use the information currently being collected to apply to Western Economic Diversification Canada (WD), BC Knowledge Development Fund (BCKDF), Canadian Foundation for Innovation (CFI), Island Coastal Economic Trust (ICET) and others. Members of the Leadership Cabinet are also helping with a strategy to garner support from the City of Campbell River for the project. We are also continuing with our donor research and custom presentations for leadership gift prospects. We will continue to meet with major gift prospects throughout the summer and fall.

Save the date for NIC Foundation Awards Receptions

Please put these NIC Foundation awards ceremony dates in your calendar and let Jolean know if you are able to attend by email at jolean.finnerty@nic.bc.ca

- Mount Waddington – Monday, June 25, 5 pm
- Comox Valley - Thursday, September 13, 6:30 to 8 pm
- Campbell River – Wednesday, September 19, 6:30 to 8 pm
- Port Alberni – Wednesday, September 26, 6:30 to 8 pm

**Education Council
Report for the Board
June 2018**

Education Council was established in 1996 in response to the then new College and Institute Act. Clauses 14, 15 and 18 of the Act define the role and composition of an Education Council. The mandate of the Education Council at North Island College is to ensure educational quality. Education Council extends a standing invitation for members of the Board to attend Council meetings. This report is provided to update the Board on work done by the Council.

Policy and Standards

The following revised policies were approved: 3-06 Code of conduct, and 3-30 Student Appeals.

Approved Curriculum

The following new and revised curriculum were approved at the May and June meetings:

New Programs:

- Culinary Business Operations Diploma
- Aquaculture Technician Diploma

Program Revisions:

- Aboriginal Leadership Certificate
- Aquaculture Technician Certificate

New Courses:

- AQT 200, 201, 202, 203, 204, 205, 206, 207, 208
- ELH 201
- ENG 166
- NCN 097
- PCA 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 201, 202, 203, 204, 205, 206, 207, 208, 209

Course Revisions:

- AQT 100, 105, 110, 115, 120, 125, 130
- ENG 104, 115, 116, 122, 127, 160, 212, 213, 224, 225, 230,
- HUC 100, 103

Note that an omnibus motion was also passed to add a new NIC course, MAT 055, to the list of admission requirements and course prerequisites to a list of programs and courses which currently list Foundations of Math 11.

The next Education Council meeting will be in September.

Dennis Lightfoot
Chair, Education Council

Board of Governors Calendar 2018/19

Month/Date	Event	Time	Location
June 2018			
14 th	Board Meeting	1:00 pm	Komoux Hall Boardroom, Comox Valley Campus
19 th	PA Campus Graduation Ceremony	1:00 pm	Alberni Athletic Hall
20 th	CR Campus Graduation Ceremony	2:00 pm	Campbell River Campus
21 st	BSN Pinning Ceremony	1:00 pm	Stan Hagen Theatre, Comox Valley Campus
22 nd	CV Campus Graduation Ceremony	1:00 pm	Comox Valley Sports Centre
25 th	MW Campus Graduation Ceremony	5:00 pm	Port Hardy Civic Centre
September 2018			
4 th	Student orientation		CR and CV campuses
5 th	Fall classes begin		All campuses
16 th	John Hart Generating Station Replacement Project Tour	9:30 am	John Hart station site, Campbell River
27 th	Board Meeting	1:00 pm	Port Alberni Campus
October 2018			
24/25	Vancouver Island Economic Alliance Summit		Vancouver Island Conference Centre, Nanaimo
25/26 (Tentative)	Board Retreat		Campbell River Region
November 2018			
14 th	Parents Info Night		Comox Valley Campus

22 nd	Board Meeting		Komoux Hall Boardroom, Comox Valley Campus
January 2019			
24 th	Board Meeting		Komoux Hall Boardroom, Comox Valley Campus
February 2019			
20 th	High School Open House		Port Alberni Campus
21 st	High School Open House		Comox Valley Campus
April 2019			
25 th	Board Meeting		Komoux Hall Boardroom, Comox Valley Campus
June 2019			
13 th	Board Meeting		Komoux Hall Boardroom, Comox Valley Campus



OFFICE OF THE PRESIDENT

May 7, 2018

Derek Hanebury
5066 Leslie Avenue
Port Alberni, BC
V9Y 6S6

Dear Derek,

In February 2013, North Island College established the designation of Emeritus to recognize the outstanding service of retired employees to the college and the broader educational community. The Emeritus designation provides an opportunity for selected individuals to continue their involvement in College activities after retirement from active employment.

In April 2018, the Emeritus Selection Committee met to review the nominations for the 2018 Emeritus Designation and was unanimous in its recommendation to me that you be granted Emeritus designation. It is my privilege to award you with the designation of Emeritus, effective immediately.

As an Emeritus designee, you may receive privileges that come with the designation. Our Human Resources Department will be in contact with you to arrange for any privileges that may come with the designation. A copy of the Emeritus Honours/Privileges taken from Appendix A of NIC Policy #1-18 Emeritus Recognition is attached for your reference.

On Friday, June 1, 2018, the NIC college community will be coming together for the annual NIC Celebration Day to be held at our Comox Valley campus. Please save this date. More details will be forthcoming but it is our intention to recognize you and our other Emeritus designees on that day.

In closing, I want to thank you for your outstanding contributions to the college, broader educational community and to the success of our students. Congratulations and best wishes for continued outstanding success in all of your endeavours.

Sincerely,

A handwritten signature in black ink, appearing to read "John Bowman".

John Bowman
President

Attachment: NIC Policy #1-18 Appendix A – Emeritus Honours/Privileges

cc: Board of Governors
Senior Leadership Team
HR Department – A. Barner

NIC POLICY #1-18 - EMERITUS RECOGNITION

(APPENDIX A – PROCEDURES)

Updated May 2016

Emeritus Honours/Privileges

In addition to the privileges granted to retired personnel through Collective Agreements as negotiated from time-to-time, and through College Policies and Procedures, those with the Emeritus designation may receive the following privileges:

1. Use of name in College publications and other communication devices as appropriate;
2. Opportunities to remain engaged in such College activities as mentorship, scholarship, and strategic planning, and participation in the processional at graduation;
3. MyNIC portal access to newsletters, announcements, information on lectures, seminars, social functions, graduation and events;
4. Opportunity to submit research grant applications for review and approval by the VP Strategic Initiatives and SLT;
5. Access to College facilities, classroom and work space to support research and service, depending on availability and resource demands and as approved by the department chair/dean/director/designate. In no case will a person with Emeritus designation have priority over a faculty or staff for space or facilities. Privileges do not include access to or use of campus supplies;
6. Library privileges, including interlibrary loans and access to research databases;
7. Computer account with email address;
8. One set of business cards indicating Emeritus status and title, without charge. Further sets will be provided at cost;
9. Use of letterhead and envelopes for College-related activities;
10. Use of the college mailing address and mailing privileges for scholarly and/or approved business purposes;
11. Photocopy and printing privileges for College-related activities.

These honours and privileges may be renewed annually, amended or discontinued as determined by the College. If changes occur, every attempt will be made to give prior notice to the individuals.



May 7, 2018

John Marton
1764 Embleton Crescent
Courtenay, BC
V9N 6N8

Dear John,

In February 2013, North Island College established the designation of Emeritus to recognize the outstanding service of retired employees to the college and the broader educational community. The Emeritus designation provides an opportunity for selected individuals to continue their involvement in College activities after retirement from active employment.

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In closing, I want to thank you for your outstanding contributions to the college, broader educational community and to the success of our students. Congratulations and best wishes for continued outstanding success in all of your endeavours.

Sincerely,

A handwritten signature in black ink, appearing to read 'J. Bowman', is written over a white background.

John Bowman
President

Attachment: NIC Policy #1-18 Appendix A – Emeritus Honours/Privileges

cc: Board of Governors
Senior Leadership Team
HR Department – A. Barner

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LEARNER RESOURCE FEE

REPORT TO NIC ON SECOND YEAR OF SERVICES, JUNE, 2018

SUMMARY

North Island College approved a Learner Resource Fee which was implemented in 2016/2017 academic year. The \$5.10 per credit fee applies to all students at all campuses, including both domestic and international, taking post-secondary level course/programs that have academic credit or equivalent. The Learner Resource Fee is for supporting student success initiatives and to enhance the student experience. Based on student feedback, the services offered as a result of revenue from the Learner Resource Fee have been highly successful in the last two academic years. In the 2017-2018 academic year, students have accessed the following services:

Learning Commons:

- Peer tutoring: 72 peer tutors with over 1500 peer tutoring hours
- Student Technical support: 18,940 web traffic online support and 35 in person workshops serving 700 students face to face
- Faculty support for Students: Writing, ¹Write-Away support, Math support
- Library Research tools: 91,000 searches – supports students with single search and retrieval approach to research
- WriteAway¹ 780 submissions

Health & Wellness:

- Counselling and Campus Life: additional counselling hours across the region; intramural sports teams

¹ WriteAway is a service in BC that gives students at participating institutions the opportunity to receive online writing assistance. Qualified tutors from each of the participating sites staff the service and provide feedback on students' draft writing assignments. There are currently sixteen institutions participating in WriteAway.

YEAR TWO ACTIVITIES

LIBRARY & LEARNING COMMONS

With the completion of Phase 2 renovations at the Comox Valley campus in fall of 2017, which created bright, modern, technology-rich spaces and the continued roll out of Academic Support services and software college-wide, a number of milestones were realized in year two. Record numbers of students came to the Library & Learning Commons to get Research help, to book and use group study rooms, to learn about research strategies, to find and cite sources, and to engage with peers and receive help with technology, math and writing.

Since its inception, NIC has surveyed students regarding the range, type and usefulness of services offered to students. The 2018 student survey was completed by 130 students at the end of the Winter term. On average, students reported being satisfied with the services provided. The most popular services accessed by most students are online room bookings and accessing library research help. After reviewing last year's survey, it was evident that many students were not even aware of the services available to them. As a result, one of the main goals for the 2017/18 academic year was to ensure that every student was aware of the services. More efforts and resources were spent working with faculty to ensure students were informed of the services and classroom faculty presentations were offered to promote services. These efforts were clearly successful as indicated by the survey which confirmed that most students had heard about the services from their instructor.

The Discovery One Search Interface to the library's information resources generated just under 91,000 searches between April 2017 and March 2018. While there are options to search specifically for books or journal articles, this single search tool retrieves results across all formats and information sources available at NIC, thereby streamlining search and retrieval of information.

Online room bookings for group study and student collaboration peaked in March 2018 at 1,159 bookings representing 3,304 students. And for the period September 2017 to March 2018, there were 5,627 bookings and 16,898 students used bookable spaces.

Similarly, gate counts taken at three campus' Library & Learning Commons peaked in March 2018 at a total of 29,707, of which 21,340 were at the Comox Valley Campus Library & Learning Commons. The number of people entering the three campus Library & Learning Commons, as recorded on the electronic gate counter for the period September 2017 to March 2018 was 153,551 (of which 97,420 was recorded at Comox Valley campus).



Peer Tutoring

Our peer tutoring program has continued to be robust this year with a slight increase in the number of tutors and tutoring hours provided. The majority of the tutoring continues to take place at the Comox Valley Campus, but we do have a number of tutors available to support students at both Campbell River and Port Alberni campuses. Our tutors provide support in a wide variety of courses and disciplines including Business, Math & Sciences, English, Social Sciences and Humanities, Nursing, Health Care Assistant, Tourism and Hospitality Management, Interactive Media, Aircraft Structures Technician and Heavy Duty Apprenticeship Training. The majority of tutoring takes place in Business, Math & Sciences, and English, but this year we have seen an increase in the number of trades students accessing tutoring.

This year, we have had the opportunity to supplement the faculty-run math drop-in support with drop-in support from two of our highly qualified math peer tutors. This drop-in support has been available at the Comox Valley and Campbell River campuses and has helped to serve many students in a variety of math courses and levels.

The new configuration and renovations in the Comox Valley Campus Library & Learning Commons has provided more space for tutors to hold their tutoring sessions in the library. Tutoring sessions take place in the common study area at the entrance of the library, in the smaller study rooms, and in the Assessment room when available.

In December, our peer tutoring program was approved for a further 3-years of certification by the College of Reading and Learning Association with very positive feedback on our training process and the direction our program is taking. This includes supplementing face-to-face training with online resources and peer interaction, looking towards facilitating a peer tutor mentorship model in which experienced tutors can help guide new tutors as they develop their tutoring skills, and continuing to expand our peer tutoring services to new disciplines in the college.

A full roster of peer tutors has been hired for the Spring/Summer 2018 semester:

- 48 tutors between September and April; collectively provided over 1,500 hours of tutoring;
- 10 tutors at the Port Alberni and Campbell River campuses, including 4 at Vigar Vocational Centre; and
- 14 tutors hired to support students through the spring and summer 2018 semesters.

Writing Support

Writing support saw a significant increase in numbers in the Fall 2017 semester. In January of 2018, the number of Writing Support hours increased significantly to 40 hours of faculty support per week at the Comox Valley Campus. This allowed us to provide daily drop-in and scheduled appointment times, giving students easy and consistent access to the service. As expected, the number of student appointments increased exponentially during this time. Writing Support times remained consistent with previous semesters at both the Campbell River and Port Alberni campuses, with weekly Skype appointments and bi-weekly in-person appointments available.

In addition to individual student writing appointments, in-class writing workshops continued to be offered through the Library & Learning Commons Writing Support. Faculty are encouraged to work with the Writing Support faculty to customize topics and skills they would like their students to develop. Workshop topics this year included writing and communication skills development both for essay writing and for discipline specific writing, and understanding and using documentation styles in academic writing.

Writeaway Services

NIC continued to participate in the WriteAway provincial consortium of 15 institutions offering online written support for writing assignments. The number of WriteAway submissions from NIC students also increased this academic year and NIC students continued to give positive feedback on the convenience of the service, the quality of feedback provided, and the improvement in their overall writing skills as a result:

- 130 student appointments Fall 2017, equivalent to the number of student appointments for the entire 2016-17 academic year;

- 650 student appointments Winter 2018, four times as many appointments as the Fall 2017 semester;
- 55% of student appointments were with students taking English classes, particularly ENG 115 (Essay Writing & Critical Analysis) and ENG 160 (Effective Organizational Writing);
- Approximately 75% of students attending the writing support services were International students;
- 4 in-class workshops provided to Automotive Service Technicians, Practical Nursing, Health Care Assistants and Dual-Credit Sociology classes;
- 202 WriteAway submissions - a 37% increase over last year and 5.5% of the total consortium submissions (a significant number considering the size of our institution); and
- Faculty Writing Support and WriteAway will both be offered May-August 2018 to service the increased number of sections and students during this semester.

Math Support – Faculty

Drop-in math support was provided in person by faculty at the Comox Valley, Campbell River and Port Alberni campuses. The number of hours of support provided varied between campuses ranging from 2-4 hours per week. At the Comox Valley and Campbell River campuses, these faculty math support hours were supplemented with an extra 2-4 hours per week of drop-in math support provided by our peer tutors. This helped to vary the hours and the days that math support was provided in order to meet the needs of more students needing help:

- Between faculty and peer tutors in the Comox Valley, Campbell River and Port Alberni, almost 300 student appointments occurred from September 2017 - April 2018, with the vast majority taking place in the Comox Valley;
- Students sought help in MAT 115 (Introduction to Statistics), MAT 181 (Calculus 1), MAT 162 (Math for Elementary Education), and MAT 060 (ABE Provincial Math). Some trades students also sought math support at both Comox Valley and Campbell River campuses.

We would like to look at meeting the needs of more trades students and continuing to serve math students at all campuses in the coming academic year.

Trades support has been provided as follows:

- Group format for Heavy Mechanical - overall there were 15 students who chose to engage;
- Group format for Plumbing and Carpentry as one coordinated group session which ran over 10 weeks; there were a core of 10 students who committed to accessing the tutoring; and
- Additional support was provided on a per student basis with approximately 20 students accessing support.

We continue to review the model as we have not yet confirmed the ideal format given the busy schedule of the Trades students. We are working towards advancing with a blended model which involves scheduled sessions spanning Foundation and Apprenticeship programming, in addition to in-the-moment Math tutoring. The key is to confirm the ideal blend and our goal is to further review this consideration during our August Faculty meeting as we plan to advance with a model which facilitates various points of intervention, providing both faculty and students with the opportunity to identify when support is needed on a continuous basis.

Student Technical Support

In our second year of deployment, Student Technical Services was able to follow through with its goal of reaching students directly through In-Class Orientations. We participated in roughly 35 orientations, reaching over 700 students through this method alone.

We also succeeded in reaching more students through our online resources, as our website traffic tripled in September (from 1,757 visits to 6,393). Our current website traffic total is 18,940 (compared to 11,777 this time last year). We feel this will only grow as our online presence continues to improve, thus achieving our previous goal.

We are currently implementing room booking kiosks which will be placed outside of Group Study Rooms to allow students to view available time slots, check current bookings, and book the room themselves. One kiosk is currently in place (as our trial run), with others ready to be implemented in the Comox Valley Library & Learning Commons. We also have plans for the other campuses.

STUDENT LEADERSHIP

The 2017-2108 Student Leadership Team experienced growth in membership and activities. Student numbers increased from 12 to 22, and a waitlist was created. The leaders also increased their presence and participation/assistance at all campus events (orientation, open house, career fairs, guest speakers, NISU events) by providing approximately 1,000 volunteer hours to the NIC community. They were easily identifiable by their green NIC Student Leadership T-Shirts and NIC name tags.

The leaders participated in professional development activities once per week, attended a one day planning retreat in August 2017 at Black Creek Hall and a weekend retreat in January at Camp Homewood facilitated by Campus speaker award winner, Troy Stende. This event was a highlight for everyone and life changing for many.

Much of the success of the team this year was due to the hiring of the student leadership team liaison person, Rachel Birch. She worked 10 hours per week supporting the coordination of all events and activities that the team participated in. Diane Naugler, Dean, Business and Applied Studies and Cathy Mutis, Associate Director, Office of Global Engagement also provided great support to the team, attending meetings, workshops and the January retreat. Having champions such as the Diane and Cathy supporting the program is essential for its continuity.

HEALTH & WELLNESS

Counselling

This is the second year of having counselling support provided by an on-call counsellor. The role expanded this year from covering holidays and professional development days, to also providing counselling services in Comox Valley campus library every Saturday, and Mondays in Campbell River campus (CR counsellor is only 80%).

Campus Life

NIC Student Services, the North Island Student Union, the Office of Global Engagement and Learner Resource Fee revenue funded 10 weeks of indoor soccer and volleyball in both the Fall and the Winter terms in the Comox Valley. The games provide an opportunity for students from different program areas to connect in an active and non-academic way. NIC will continue to strive to expand campus life activities to other campuses in the next academic year.

CAMPUS EVENTS

NIC reduced graduation fees in June 2016 from \$35 to \$20 per graduating student to improve access and encourage participation. Although emergency funding is available to support students who do not have the finances available to pay for attendance, some students find it easier not to attend. Participation in our ceremonies has increased substantially since 2016. In 2017, a record number of graduates participated. 2018 is already shaping up to be another record year for participation.

FINANCIALS

NIC deferred a portion of the Learner Resource Fee revenue into fiscal 2018-2019 as it was collected before the services were delivered. This is the same practice NIC uses for tuition when a program continues past the fiscal year-end. Unlike last fiscal when we had a small deficit, there was a small surplus remaining that falls to the college's bottom line.

The Learning Commons also benefited from ESL faculty being partially reassigned to the Learning Commons. The salaries were covered by the college and not through the Learner Resource Fee.

2017-2018 ACTUALS		
	REVENUE	
LEARNER RESOURCE FEE	245,466	
<i>Deferred from F1617</i>	38,167	
<i>Defer to F1819</i>	(56,896)	
Student Leadership	846	
TOTAL REVENUE	227,583	
	EXPENSES	BENEFIT
LEARNING COMMONS		
Peer Tutoring Students	25,159	72 Peer tutors 1,500+ hours of tutoring
Student Technical Support	61,387	35 workshops serving 700 students and 18,940 web visits
Faculty Support	83,342	Peer Tutoring coordination, writing and math support
Research Technology	9,564	91,000 searches on Discovery One Search
WriteAway Fees & Other	3,608	128 submissions, representing 5.5% of provincial submissions
STUDENT LEADERSHIP	14,408	22 emerging leaders, workshops and support totaling over 1,000 volunteer hours
HEALTH & WELLNESS		
Counselling	12,876	Expanded services in Campbell River and Saturday service in Comox Valley
Campus Life	1,167	Volleyball and Soccer leagues
CAMPUS EVENTS	8,134	Reduced graduation fees/event equipment
TOTAL EXPENSES	219,643	
Surplus/(Deficit)	7,940	<i>* Surplus fell to College bottom line</i>
Learning Commons		
ESL Faculty Winter 2018	36,477	



NICFoundation

Advancing students, education and communities

May 31, 2018

Derek Lamb
NIC Board of Governors

Dear Mr. Lamb:

Thanks to you, more than \$400,000 in bursaries and scholarships will be awarded to North Island College students through the NIC Foundation this year.

I am pleased to tell you that this year's matching funds allowed us to apply just over **\$0.29** to every dollar gifted to the **Board of Governors Bursary** during the 2017/2018 fiscal year, meaning an additional **\$2,100.08** was added to the endowment.

Real lives are changing in and around our communities because of your generosity. Your gift makes it possible for educational dreams to come true for over 375 students each and every year.

Our team is excited to begin working with the 2018 Awards Selection Committee and I am looking forward to sharing the news of your recipients later this summer.

Thank you again for your kindness and for your continued support of the North Island College Foundation and our students.

Enclosed please find a copy of your Endowment Statement as of **March 31, 2018** for your records.

If you have any questions about your endowment or about the NIC Foundation please call me anytime at 250-334-5040.

Sincerely,

Joleen Finnerty
Manager, Office of Advancement
North Island College & NIC Foundation

via email

cc: Rachel Reid

North Island College Foundation
 Statement of Endowment Balance
 Board of Governor's Bursary Endowment

BOGE

31-Mar-18

	Opening Balance	30-Apr-17	31-May-17	30-Jun-17	31-Jul-17	31-Aug-17	30-Sep-17	31-Oct-17	30-Nov-17	31-Dec-17	31-Jan-18	28-Feb-18	31-Mar-18	2017/2018 Transactions	Complete Fund History
ENDOWMENT FUND															
Donations	44,248.63	0.00	0.00	1,496.76	0.00	396.20	0.00	1,669.86	371.20	1,669.86	173.10	173.10	1,173.10	7,123.18	51,371.81
NIC Matching	20,273.69	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	2,100.08	2,100.08	22,373.77
Gov/Other Matching	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Tsf In/(Out) - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL ENDOWMENT	64,522.32	64,522.32	64,522.32	66,019.08	66,019.08	66,415.28	66,415.28	68,085.14	68,456.34	70,126.20	70,299.30	70,472.40	73,745.58	9,223.26	73,745.58
# of Days															
AWARD Balance															
Investment Income	6,095.28	247.17	244.72	235.62	249.48	220.33	204.23	232.10	222.66	209.31	229.28	235.36	207.66	2,737.92	8,833.20
Student Awards	(6,060.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	(2,100.00)	(2,100.00)	(8,160.00)
Award Available	35.28	287.17	527.17	762.79	1,012.27	1,232.60	1,436.83	1,668.93	1,891.59	2,100.90	2,330.18	2,565.54	673.20		673.20

What's the board's role in strategy development?: Engaging the board in corporate strategy

David A. Nadler

David A. Nadler is Chairman and CEO of Mercer Delta Consulting (david.nadler@mercerdelta.com), a global management consulting firm that works with CEOs, senior executives and boards of directors in the areas of leadership and organizational change.

A dynamic tension is emerging in the evolving relationships between CEOs and their boards. As legal requirements surrounding corporate governance increase, directors are taking a more active, independent role in their corporate oversight responsibilities. Consequently, chief executives must determine how to engage their newly empowered boards in real, hands-on work that provides value to the company but doesn't result in directors usurping essential management functions. While simple in theory, the challenge is for management to develop processes that engage their boards in the right kinds of work – and in the right way.

If a CEO is sincere about finding a level of board engagement that goes beyond mere window dressing, he or she should consider involving the board in the development of corporate strategy. A recent survey confirms, “There is little doubt that board members want to be involved in strategy”. Directors “want to understand the strategy of the business and want to have opportunities to shape and influence it[1]”. Yet, while some directors are both eager and equipped to contribute to strategy development, they are likely to become frustrated because many corporations do not have a process to involve them in a substantive way.

From their perspective, CEOs report that strategic planning is one of the most important issues that their boards should address[2]. A study of CEOs conducted by the National Association of Corporate Directors reveals that the board's participation in “strategic planning ranked number two in importance to their companies, yet only number 11 in their board's effectiveness[3]”. So if CEOs place such importance on their boards' contributions to strategy development and directors express a desire to participate, why aren't more boards integrally involved in developing their companies' business strategies?

The reasons vary, but a primary one springs from CEOs' reluctance to involve their boards too heavily in running the company (management) and deflecting their attention from ensuring that the company is well run (governance). Similarly, many companies lack a clear process – the

“ While some directors are both eager and equipped to contribute to strategy development, they are likely to become frustrated because many corporations do not have a process to involve them in a substantive way. ”

Definitions of strategic activity

We use the term “corporate strategy” to encompass four different types of activity:

- (1) **Strategic thinking.** The first step in strategy development involves the collection, analysis, and discussion of information about the environment of the firm, the nature of competition, and business design alternatives. Business design includes the customer value proposition, the scope of offerings, profit-capture mechanisms, and sources of competitive differentiation[4]. In multibusiness firms, strategic thinking also involves core questions about the shape of the business portfolio.
- (2) **Strategic decision-making.** Ultimately, strategy requires a set of core directional decisions. In the context of strategic thinking, there are fundamental choices concerning the business portfolio and the business design, which serve as the platform for the future allocation of limited resources and capabilities.
- (3) **Strategic planning.** Once key strategic decisions have been made, priorities are identified, objectives set, and resources configured to execute the decisions. This typically results in a plan and a set of budgets, though the plan evolves over time as consequences of the firm’s actions are seen, the environment changes, and new information is obtained.
- (4) **Strategic execution.** Reaching this phase, the company focuses on implementation, monitoring results, and appropriate corrective action. This phase of strategy development can involve the allocation of funds, acquisitions, and divestitures.

The Board’s role can differ dramatically in these four development phases (see Exhibit 1).

education, necessary steps, definition of roles and responsibilities, for example – that enables directors to constructively participate in strategy development. However, there are distinct benefits for companies that systematically and effectively involve their boards in setting strategic direction. Not the least of these is enhanced board-management collaboration, which can carry over to other board-management interactions. Additionally, a board engaged in strategy development becomes better educated about the company and more committed to its chosen direction.

We offer an action plan for CEOs who want to constructively engage their boards in the strategy process that:

- details five key elements of value-added engagement of the board in strategy;
- provides a framework for board-management strategic decision-making; and
- identifies requirements for an effective participative strategy process.

The plan outlines the step-by-step actions that management can take to effectively involve their boards in the strategy process.

Ideally, a board that is engaged constructively in strategy is:

- an active participant in strategic thinking;
- involved substantively in strategic decision-making and the ultimate approval of major decisions affecting the portfolio or significant investments;
- providing input to the process required to implement the strategic plan, including measures and milestones necessary for strategic decisions to be turned into action within the desired timeframe; and
- apprised of strategic execution as part of its normal review of company performance.

Engaging the board in strategy

Many CEOs, for a variety of reasons, are concerned about the board’s involvement in corporate strategy development[5]. At one extreme, many CEOs believe that board involvement is an all-or-nothing proposition. At the other extreme are CEOs who worry that board involvement will be merely a cursory review, a common practice where the board reviews the strategic work that has been done by the executive team, usually after that work has been completed. Theoretically, this cursory appraisal provides an opportunity for the board to review

Exhibit 1 Corporate strategy tasks and roles

Description of task	Role of the board	Role of senior management
<p><i>Strategic thinking</i> Collecting, analyzing, and discussing information about the environment of the firm, the nature of competition, and broad business design alternatives – different views of customer value proposition, scope, competitive advantage, and profit capture</p>	<ul style="list-style-type: none"> ■ Be an active participant in the strategic thinking process ■ Bring an outside perspective and accumulated wisdom ■ Test the consistency of management’s thinking ■ Collaborate with management 	<ul style="list-style-type: none"> ■ Initiate the process of strategic thinking ■ Set the agenda pose the questions and issues ■ Provide rich and meaningful information ■ Actively participate with the board in the discussions ■ Summarize the output of board and management working together
<p><i>Strategic decision-making</i> Making the fundamental set of decisions about the business portfolio and business design</p>	<ul style="list-style-type: none"> ■ Provide input for management’s decision-making ■ Provide ultimate review and approval on major decisions (resource allocation, initiatives, portfolio changes, etc.) 	<ul style="list-style-type: none"> ■ Make critical decisions ■ Develop proposals to the board for critical directional decisions and major resource allocation ■ Engage with the board in its review of decisions
<p><i>Strategic planning</i> Translating the critical strategic decisions into a set of priorities, objectives, and resource allocation actions to execute the strategy</p>	<ul style="list-style-type: none"> ■ Review core strategic plans presented by management ■ Ensure understanding of the plans and their potential risks and consequences ■ Comment and make suggestions on plans, as appropriate ■ Approve plans 	<ul style="list-style-type: none"> ■ Develop plans, working with staff support and operating management ■ Review plans to ensure consistency with corporate objectives and strategy ■ Present plans to the board for review
<p><i>Strategic execution</i> Undertaking the various initiatives and actions consistent with the strategic plan, including adjustments over time to account for environmental changes and different outcomes</p>	<ul style="list-style-type: none"> ■ Review the process and progress of implementation of key initiatives <i>vis-à-vis</i> established milestones and objectives 	<ul style="list-style-type: none"> ■ Ensure resources and leadership for execution are in place ■ Monitor progress of execution ■ Make changes in either the execution or the plan, depending on outcomes

management’s strategic decisions and directions, but in practice, it is usually done with the expectation that approval will be given. In such cases, the board has few options – either accept, reject, or postpone – and it has very little basis on which to evaluate or shape the strategy. A possible alternative is to have the board lead strategy development, which many CEOs see as an infringement upon their – and management’s – responsibility and role.

An alternative approach

There is, however, a middle position, one that we call value-added engagement. In this approach, the board participates in the strategic thinking and strategic decision-making processes, adding value but not infringing on the CEO’s and executive team’s fundamental responsibilities. More specifically, in value-added engagement, the CEO and management lead and develop the strategic plan with directors’ input, and the board generally approves the strategy and the metrics to assess progress. We’ve seen this approach, which is both possible and desirable, employed in a variety of different settings.

At one company, the CEO and executive team decided to engage the board in making a critical choice about the company’s business portfolio and future strategic direction. The ultimate decision involved whether to divest several business units and become a communications equipment pure-play, or, alternatively, to concentrate resources on and “turbo-charge” a small portfolio of complementary businesses. This was a difficult choice to make in an era when the communications industry was booming and seemed poised for continued future growth. But, in their work together, management and the board recognized the perils of putting all their eggs in a single basket. They resisted the allure of a seemingly sure thing and chose instead to pursue a balanced strategy of diversified but related businesses. The decision would turn out to be a

pivotal one. By early 2001, the communications sector was in a rapid decline, and the choice to pursue a balanced portfolio strategy was directly responsible for the ongoing viability of the company.

While board participation in strategy doesn't always produce such significant results, engagement can yield substantial dividends. It helps to:

- Create deeper understanding. As the board participates in strategic thinking, directors learn about the company and its strategic environment. Their expanded knowledge better prepares them to contribute to future strategic discussions and decisions.
- Build ownership. By participating in the process, the strategy becomes "our" strategy as opposed to "their" strategy. With increased ownership comes increased commitment to help the strategy succeed and to defend it when under attack.
- Improve the quality of decisions. Directors bring new perspectives, different points of view, and wisdom that can lead to better strategic decisions.
- Define a more collaborative dynamic between the board and management. The board and management's collaboration on a mutual strategy enhances their ability to work as a team on other initiatives and decisions.
- Increase board satisfaction. Board members feel that their time, knowledge, and experience have been used constructively.
- Prompt board members to become external company advocates. When directors are an integral part of strategy development, they are more likely to champion and appropriately defend the company's strategy to external audiences, including analysts, customers, suppliers, and media.

While the benefits can be significant, broader board participation in strategy development also has costs. First, board members need a comprehensive understanding of the company, and that takes time and commitment. As the Conference Board suggests, "In approving strategies, boards need to understand, among other things, the corporation's capital allocation, debt levels, risks and vulnerabilities, compensation strategy, and growth opportunities. Importantly, they must engage management on the central issues facing the company and have a firm grasp on the trade-offs that lie at the heart of a corporate enterprise[6]". Increased board participation can also result in less management control over the outcome. Real participation means influence, and influence means the ability to change outcomes. However, a well-designed and well-facilitated process can yield the benefits of participation while limiting the amount of time and potential loss of control.

The key elements of a value-added engagement process

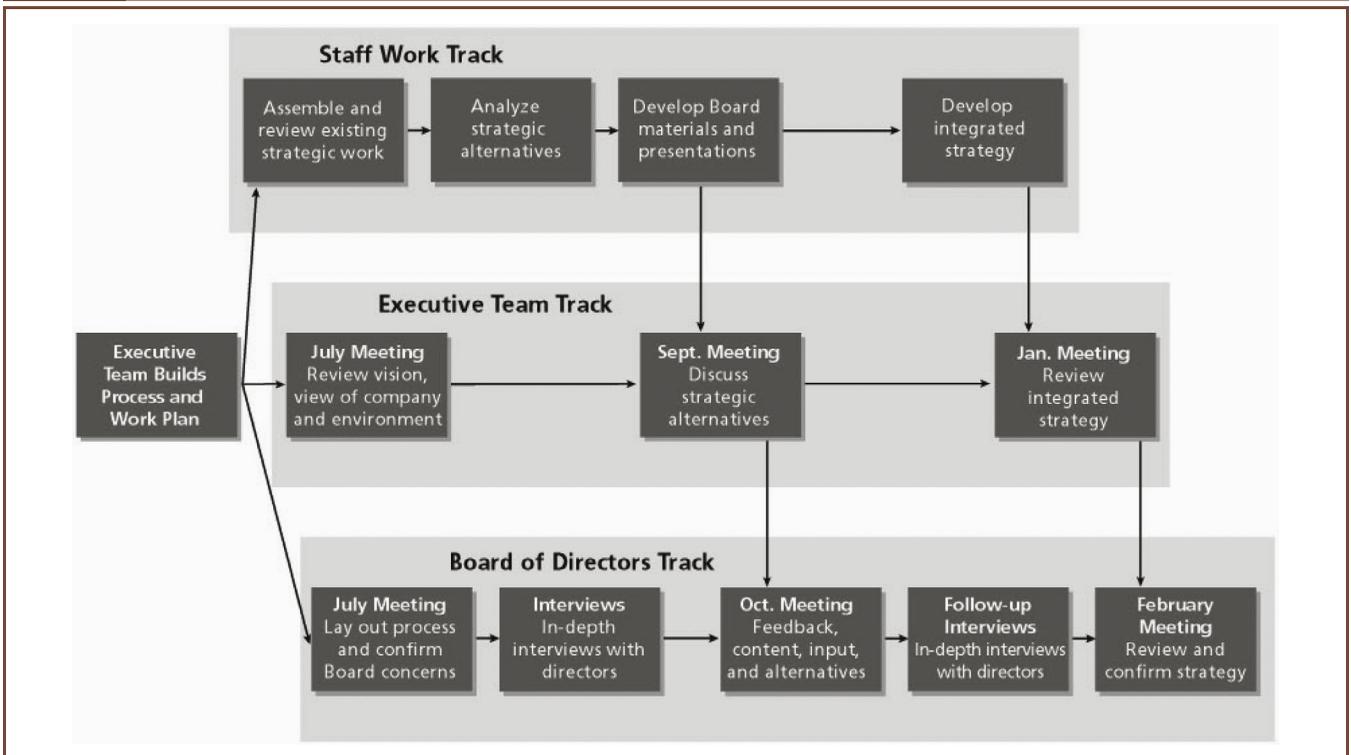
The challenge is to construct a process that can produce value-added engagement. Five key elements are critical to successful engagement of the board in strategy development:

- (1) View strategy as a process, not an event. Successful board-level strategy work usually involves a process that occurs over months. Frequently, discussions with the board about strategy may begin at a strategy offsite, but following this, significant time is required to digest information, perform analysis, and develop insight. CEOs can develop and present to directors an overview of the strategy process at an initial "special" meeting, after which their involvement in developing the company's strategy becomes the focus of both regular board meetings and offsites for the ensuing six to nine months.

“ In value-added engagement, the CEO and management lead and develop the strategic plan with directors' input, and the board generally approves the strategy and the metrics to assess progress. ”

- (2) Design parallel but lagged processes. The executive team – not just the board – should be a part of the strategy development process. Parallel processes should be created, with the executive team going through the same steps and asking the same questions as the board but in more depth and detail. Usually, the executive team is somewhat ahead of the board (or the board-level process is lagged). This allows the CEO and executive team to pose the most pertinent questions to the board, rather than just throwing open strategy development for unguided discussion. At the same time, the team cannot get so far ahead of the board that it already has answers it is committed to and, consequently, is not open to input from or influence by the board. The board is engaged in a process of discovery as it works strategic issues, but it is a guided discovery, bounded by the work that the executive team has already done but also informing that work. Exhibit 2 illustrates the parallel but lagged workflow process developed for one client's staff, executive team, and board.
- (3) Inform and educate the board. In order for independent directors to engage in strategy in a value-added manner, they need access to appropriate information, such as company financials, industry and competitor developments, and broader economic trends. And, frequently, they also need to develop a much deeper understanding of the business, which can be done through briefings, training sessions, site visits, and product/offering demonstrations. One board, for example, participated in a day-long working seminar on emerging technologies at one of their company's research and development centers. Others visited manufacturing, operational, or retail sites. Immersion in a company's day-to-day operations is a critical component of the board's education and it should include familiarizing members with the various lines of business, their customers, and their strategic options.
- (4) Collect and analyze director input. True engagement requires the opportunity to provide input. This implies finding ways for individual directors to ensure that their perspectives, questions, and recommendations find their way into the process and are seriously considered. Episodic board meetings, which tend to be infrequent and driven by set agendas, are not the most productive time to get such input. Collecting several rounds of

Exhibit 2 Strategic choice framework



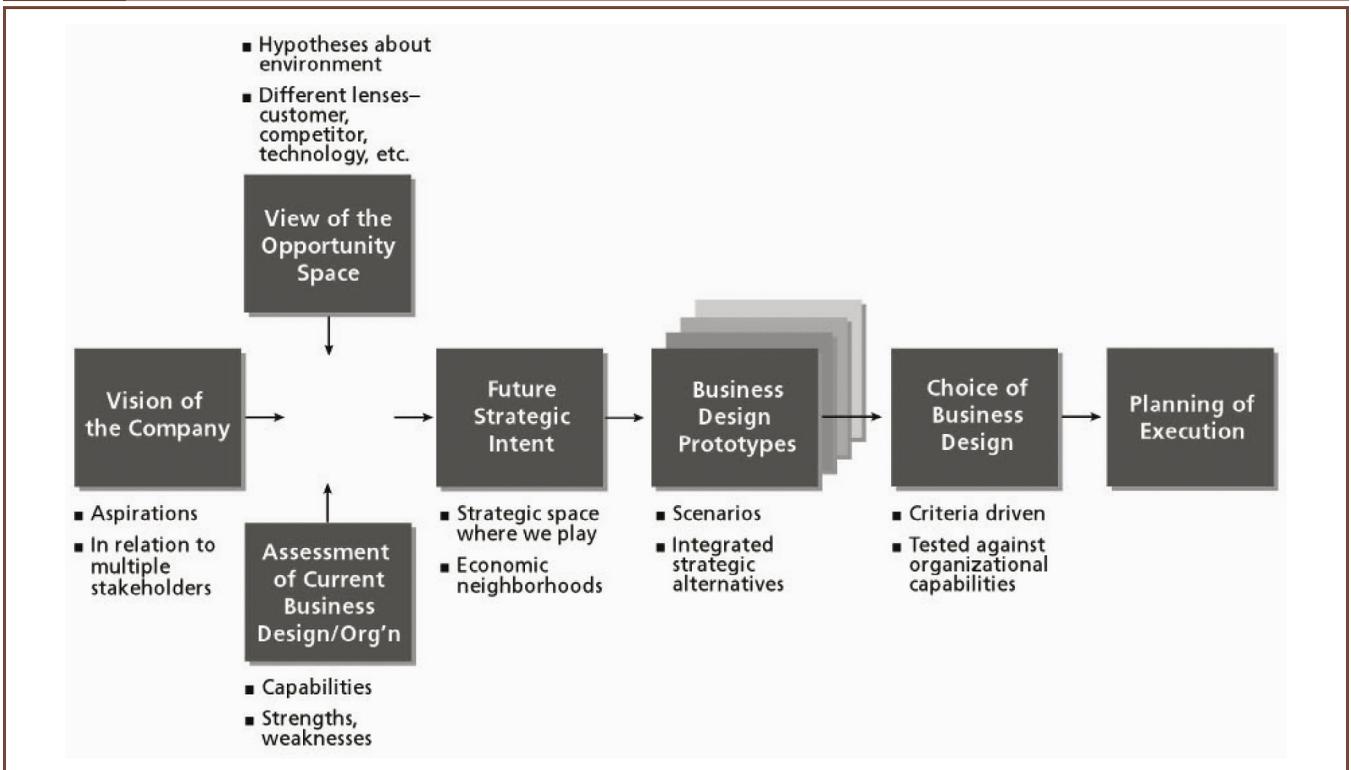
data – over time – from each director is critical but time consuming. One effective approach is to interview directors individually (and, in some cases, supplement these interviews with surveys), at their own offices, using a set of questions and issues related to where in the strategy process the board is. Then, as a means of starting and focusing discussion at the next board work session, information from the interviews is analyzed and feedback is presented to the board as a whole. In a one-on-one setting, directors are frequently willing to share concerns, observations, and questions that they might not feel free to raise in a group setting. The interview/feedback cycle helps make the in-room board time more productive and ensures that the right issues are on the table.

- (5) Generate strategic alternatives. Real involvement comes from informed choice and the opportunity to develop commitment to decisions that the group makes. Informed choice is difficult when the only alternatives possible are to accept or reject. The best practice is for executive teams to develop and present to their boards a set of viable strategic alternatives – distinctly different courses of action. The management of the high-technology company we described earlier presented its board with several variations on two themes: pure-play or balanced portfolio. Neither limiting directors to a single yes/no response, nor overwhelming them with infinite possibilities, the executive team offered the board several distinct business design alternatives, allowing them to compare the advantages and disadvantages of each. Directors had a real choice and were engaged with the process. And while their role was not to select the strategic direction, they were able to identify and discuss the pitfalls and opportunities they saw with each strategic alternative and work with management to make the best choice.

A framework for strategic thinking and decision-making

A framework can help to organize the discussions and decisions that the board will undertake and is helpful when implementing the key elements of this process (see Exhibit 3). Both the executive team and the board can use it to sequence activities, although each situation will have

Exhibit 3 Parallel, lagged workflow process



its own specific requirements. This framework, which we call the “strategic choice process”, involves six key steps:

- (1) agreeing on the company vision;
- (2) viewing the opportunity space;
- (3) assessing the company’s business design and internal capabilities;
- (4) determining the company’s future strategic intent;
- (5) developing a set of business design prototypes; and
- (6) choosing the business design alternative that is deemed best.

Agreeing on the company vision. The work typically begins with a restatement (or confirmation) of the company vision – a description of its aspirations in relation to multiple stakeholders, including investors, customers, suppliers, employees, legislative and regulatory institutions, and communities. The vision statement should answer this question: “What are we striving to become in terms of our role in the larger environment in which we function?” If the vision is not clear, significant work may need to be done before moving ahead.

Some companies like to use vision statements born in the marketing or public relations department and intended for a variety of external purposes. A better practice is to develop vision statements intended as an internal guide for strategy development. In this context, a vision statement is aspirational and gives a picture of what the company hopes to accomplish and hopes to be, in the context of stakeholders, but in tangible and measurable terms. Good vision statements talk about measures of growth, relative positions in markets or industries, or returns to shareholders. They provide a benchmark against which to assess strategic alternatives.

Viewing the opportunity space. The second step in the strategic choice process is to consider the potential opportunity space in which the company might function successfully. Strategy makers first describe the environments in which the company operates, and then develop points of view, or hypotheses, about those environments. In the pure-play/balanced portfolio case mentioned earlier, the ability of management and the board to forecast the risks of a singular focus on communications was not just a stroke of good luck. It came from a thorough understanding of the company’s business environments and a disciplined, collaborative approach to developing well-grounded hypotheses about how those environments were likely to change. The analysis of environments can be done from different perspectives. One might consider different emerging markets, the range of available technologies to meet a customer need, the potential set of customers, or the constellation of competitors. Each of these presents a different set of “lenses” through which to look at the environment. Obviously, in different companies and industries, different lenses will be appropriate.

Assessing the company’s business design and internal capabilities. The next step is to look inward, making an assessment of the company itself, including its current business design and organization. The objective during this phase is to understand current and potential capabilities of the company in the context of the opportunity space. This assessment focuses on the relative strengths and weaknesses of the firm, including its human capital, technologies, financial situation, work processes, etc. Different tools and models can be used to do this assessment[7].

Determining the company’s future strategic intent. The fourth step is to bring together the vision, the view of the opportunity space, and the assessment of the current business/organization to identify a future strategic intent. The purpose is to identify a strategic space where the company’s capabilities and the hypothesized environment come together in places where the potential for profit is present – what can be called attractive “economic neighborhoods”. In other words, it involves determining the most attractive opportunities for the company to pursue the development of business, given their vision and their capabilities. At this point, the executive team and board can begin to identify the key criteria for evaluating a potential business design that would reflect that strategic intent. These key criteria will be used later on to make critical choices.



Developing a set of business design prototypes. Having identified a strategic intent, the next step is to develop prototypes for each business design. Again, it is important to have a number of distinct, viable options to stretch the thinking of the group and to provide the opportunity for real comparison, contrasting approaches, and true choice. Ultimately, one business prototype must be selected. That decision is best made against a set of criteria developed in the strategic intent stage, and the benefits of having engaged the board at that earlier stage becomes quickly apparent at this point. The leading choices should also be tested against current organizational capabilities to understand the nature of the challenges inherent in executing each strategy. When this choice is made, initial planning of execution is complete.

The “strategic choice” work process usually is done over a period of months, with numerous meetings, work sessions, and rounds of data collection and feedback. This strategic choice process provides a way of building board engagement. Perhaps more importantly, management will benefit from the board’s informed point of view.

Requirements for effective board engagement in strategy

While the elements of a value-added engagement and the framework for strategic thinking and decision-making can help to effectively engage the board, not every board is prepared to participate. In our experience, addressing a set of prerequisites will set the stage for value-added participation:

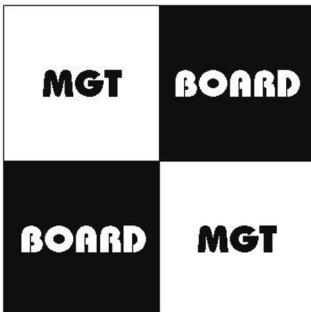
1. **Balanced but diverse board composition.** The quality of the board’s contributions will depend on the quality of its members, and several characteristics are particularly important. First, of course, is independence. When directors are not independent – either financially or psychologically – they may not be able to raise the difficult or challenging questions that are part and parcel of strategic thinking and decision-making. A second major requirement is specific knowledge. At least some directors need to have sufficient knowledge about the technologies, markets, competitors, or processes of the company so that they can make informed contributions to strategy development.

Corporations are waking up to the benefits of a good board mix and diversifying their boards by recruiting specific director talent, structuring new director compensation packages (to ensure independence), and increasing director pay for growing (and increasingly specific) board responsibilities[8]. Of course, board members should also possess a general wisdom, or the perspective and judgment that a director can bring as the result of his/her accumulated business experience. Finally, it helps to have some directors who have a long-term view of the business and a deep understanding of the company history, and others who bring fresh insight and new perspectives.

2. **An engaged executive team.** Strategic thinking and decision-making requires a commitment to creative teamwork by both the board and the company executives who will be responsible for leading and managing the implementation of the strategy. Effective implementation of the strategy depends on the full understanding, ownership, and personal commitment of a company’s managers. Participating with the team provides the board with a tremendous opportunity to hear the leadership’s multiple perspectives and also to gain insight into their capabilities as a management team.

3. **The CEO as a process leader.** For this approach to succeed, the CEO needs to be experienced, open to input, and receptive to different ideas. While the CEO can demonstrate this openness by serving as the leader of the strategic process with the board and by playing an active role in soliciting the directors’ input, some CEOs use an outside facilitator to help guide the group through the process. This frees them to think about content and substance – without undermining the needed role of impartial and fair facilitator.

4. **An open and constructive board culture.** It’s important for the board to have a culture – that is, a set of norms and expectations – that support constructive contention and the importance of different points of view. A board that is characterized by conformity, excessive politeness, and aversion to conflict will have a difficult time engaging in true strategic thinking and strategic decision-making. On the other hand, a CEO who seeks to move the board culture



towards more openness and constructive contention can use the strategy process as a catalyst to help make that happen.

5. **Board accountability.** The board needs to feel that it has something at stake in relation to the development and successful implementation of strategy. The increasing focus on board accountability and visibility helps. Other actions that can increase accountability include shaping the way the board is rewarded, using board and director assessment to motivate individuals to participate actively and constructively, and increasing the visibility of the board as spokespeople for the strategic direction.

The benefits of strategic engagement

In the strategic choice process, a CEO should not turn over strategy development to the board; on the contrary, the CEO and his/her executive team should lead the process – while engaging the board at every step. The underlying message here, and one that we've seen proved true time and again, is that this can be done, and it can be accomplished without management giving up its prerogative to manage and run the company. In the strategic choice process and steps we outlined for value-added board engagement, the CEO and his/her team lead the way.

We have observed a number of benefits to this approach. First, the process yields better strategic decisions that contribute to a more robust strategy than would have been developed otherwise. Second, the satisfaction of the participating directors increases significantly. They feel that they have made a contribution; they feel that their capabilities have been utilized; they feel that they have been listened to; and, ultimately, they feel that they've been able to add value. Third, the process results in an understanding of the company that will improve the quality of the board's work in the future. Specific proposals for investments, capital, acquisitions, etc. will now be considered in the context of a strategy that everyone around the table owns, rather than as isolated, one-off transactions. This typically results in more thoughtful discussion of and stronger support for proposals that are consistent with the strategic direction. Finally, the process results in strong ownership and support, which is particularly useful when the company hits a difficult period or a crisis. The board that has been engaged is much more likely to support management in times of dire need because it understands that its support is truly deserved.

Notes

1. Conger, J.A., Lawler, III, E.E. and Finegold, D.L. (2001), *Corporate Boards: Strategies for Adding Value at the Top*, Jossey-Bass, San Francisco, CA.
2. National Association of Corporate Directors and the Center for Board Leadership (2000), *1999-2000 Public Company Governance Survey*.
3. National Association of Corporate Directors Blue Ribbon Commission (2000), *The Role of the Board in Corporate Strategy*.
4. Slywotzky, A.J. and Morrison, D.J. (1999), "Profit patterns", *Times Business*, New York, NY.
5. We assume for this discussion the dominant US governance model, where one person holds the chairman and CEO positions.
6. The Conference Board Commission on Public Trust and Private Enterprise, 2003.
7. Nadler, D.A. (1998), *Champions of Change*, Jossey-Bass, San Francisco, CA.
8. The Wall Street Journal Reports: Corporate Governance, "Ready and able?" (R3, R5), and "More work, more pay" (R4, R5), 24 February, 2003.