# NORTH ISLAND COLLEGE BOARD OF GOVERNORS
## REGULAR MEETING
TO BE HELD IN KOMOUX HALL BOARDROOM, COMOX VALLEY CAMPUS
THURSDAY, NOVEMBER 28, 2019 @ 1:00 PM

## AGENDA

<table>
<thead>
<tr>
<th>Topic</th>
<th>Attachment</th>
<th>Action</th>
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</thead>
<tbody>
<tr>
<td><strong>1. CALL TO ORDER</strong></td>
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<tr>
<td>1.1 Acknowledgement of First Nations Traditional Territory</td>
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<td>1.2 Welcome Board of Governors New Members / Oaths of Office – Jenny Sawatzky, Darius Bellrose</td>
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<td>1.3 Adoption of Agenda</td>
<td></td>
<td>To adopt</td>
<td>(10 mins)</td>
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<tr>
<td><strong>2. CONSENT AGENDA</strong></td>
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<tr>
<td>2.1 Minutes of the Regular Meeting of September 26, 2019</td>
<td>✓</td>
<td>To approve</td>
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<td>2.2 Executive Committee Report</td>
<td>✓</td>
<td>Information</td>
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<td>2.3 Finance and Audit Committee Report</td>
<td>✓</td>
<td>Information</td>
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<tr>
<td>2.4 Executive Committee Terms of Reference</td>
<td>✓</td>
<td>To approve</td>
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<td>2.5 Finance and Audit Committee Terms of Reference</td>
<td>✓</td>
<td>To approve</td>
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<td>2.6 Governance and HR Committee Terms of Reference</td>
<td>✓</td>
<td>To approve</td>
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<td>2.7 College Highlights Report</td>
<td>✓</td>
<td>Information</td>
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<td>2.8 Correspondence and Information (Agenda item #5)</td>
<td>✓</td>
<td>Information</td>
<td>(5 mins)</td>
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<td><strong>3. BOARD BUSINESS</strong></td>
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<td>3.1 Board Committee Appointments</td>
<td>✓</td>
<td>Information</td>
<td>(2 mins)</td>
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<td>3.2 Board Bylaw #4 – Domestic Tuition and Fee Bylaw</td>
<td>✓</td>
<td>To approve</td>
<td>(10 mins)</td>
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<td>3.3 Board Bylaw #6 – International Tuition and Fee Bylaw</td>
<td>✓</td>
<td>To approve</td>
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<td>3.4 Roundtable Board Member Reports</td>
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<td>Information</td>
<td>(15 mins)</td>
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<td>3.5 Draft Board Objectives, 2020</td>
<td>✓</td>
<td>To discuss</td>
<td>(15 mins)</td>
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<td>3.6 Dashboard Key Performance Indicators</td>
<td>✓</td>
<td>To discuss</td>
<td>(15 mins)</td>
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<td><strong>4. REPORTS ON STRATEGIC ACTIVITIES</strong></td>
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<td>4.1 President</td>
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<td>4.1.1 President’s Report, November 2019</td>
<td>✓</td>
<td>Information</td>
<td>(10 mins)</td>
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<td>4.1.2 Employee Engagement Plan - Update</td>
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<td>Information</td>
<td>(10 mins)</td>
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<td>4.2 Executive Vice President, Academic and COO</td>
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<td>4.2.1 Approval of Credential: Shellfish Aquaculture Technician</td>
<td>✓</td>
<td>To approve</td>
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<td>Certificate</td>
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<tr>
<td>4.2.2 Approval of Credential: Hatchery Operations Certificate</td>
<td>✓</td>
<td>To approve</td>
<td>(10 mins)</td>
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<td>4.2.3 Approval of Credential and Tuition: Computer Information Systems</td>
<td>✓</td>
<td>To approve</td>
<td>(10 mins)</td>
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**Note:** The duration is estimated based on the number of items and their typical discussion time.
4.2.4 Approval of Credential and Tuition: Employment Transition Grounds & Custodial Assistant Certificate ✓ To approve (10 mins)

4.3 Vice President, Finance and Facilities
4.3.1 2020-21 Budget Development Principles ✓ Information (5 mins)
4.3.2 Second Quarter Financial Statements 2019/20 ✓ Information (5 mins)
4.3.3 Risk Management Policy ✓ To approve (5 mins)
4.3.4 Campbell River Campus Aboriginal Gathering Place ✓ Information (15 mins)

4.4 Vice President, Strategic Initiatives
4.4.1 Strategic Initiatives Division/NIC Foundation Update ✓ Information (5 mins)

4.5 Chair, Education Council
4.5.1 Education Council Report ✓ Information (5 mins)

5. CORRESPONDENCE AND INFORMATION
   (attachments)
   5.1 Board of Governors Calendar of Events 2019-2020
   5.2 2019 Board retreat documents and notes
   5.3 Board Committee Membership, 2019-2020
   5.4 AEST appreciation letter for PA campus visit August, 2019
   5.5 Board of Governors bursary recipients, October 2019
   5.6 Commonly used acronyms
   5.7 Graphic recordings of Post-Secondary Indigenous Board Members Gathering, September 20, 2019

6. NEXT MEETING DATES
   - Regular meeting – Thursday, February 6, 2020, Comox Valley Campus

7. ADJOURNMENT 3:30 pm
MINUTES OF THE REGULAR MEETING OF THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD IN THIRD COURSE BISTRO, CAMPBELL RIVERCAMPUS
THURSDAY, SEPTEMBER 26, 2019

BOARD MEMBERS
PRESENT
J. Atherton, Community Member, Comox Valley Region
J. Bowman, President
N. Chaudhary, Student Representative
M. Erickson, Faculty Representative
B. Harsell, Chair, Education Council
D. Hoogland, Support Staff Representative
V. Jain, Student Representative
A. McCubbin, Community Member, Comox Valley Region
B. Minaker, Community Member, Comox Valley Region
J. Murphy, Community Member, Comox Valley Region, Chair
V. Puetz, Community Member, Campbell River Region
P. Trasolini, Community Member, Comox Valley Region

VIA TELECONFERENCE
E. Mosley, Community Member, Port Alberni Region, Vice Chair

BOARD MEMBERS ABSENT
R. Everson, Community Member, Comox Valley Region
R. Hunt, Community Member, Mount Waddington Region

ALSO PRESENT
T. Bellavia, Associate Vice President, Access and Regions
D. Bellrose, Student
L. Domae, Executive Vice President, Academics and COO
C. Fowler, Vice President, Finance and Facilities
R. Heidt, Vice President, Strategic Initiatives
M. Herringer, Executive Director, International Education
K. Kuhnert, Associate Vice President, Student Services and Registrar
R. Reid, Executive Assistant, Board of Governors
J. Sawatzky, Student

1. CALL TO ORDER
J. Murphy called the meeting to order at 1:00 p.m.

1.1 Acknowledgement of First Nations Traditional Territory
J. Murphy acknowledged that the meeting is being held in the unceded traditional territory of the Wei Wai Kum and We Wai Kai First Nations.

1.2 Welcome Board of Governors New Members
J. Murphy welcomed new community representatives Arlo McCubbin, Valery Puetz and Patricia Trasolini to the Board. The three new members read and signed their oaths of appointment. J. Murphy
also thanked the two outgoing student representatives, V. Jain and N. Chaudhary, for their participation on the Board for the past year.

1.3 Oath of Appointment (All Board Members)

J. Murphy requested all Board Members present at the meeting to sign the Oaths of Appointment provided to them. All Board Members signed their respective Oaths of Appointment.

1.4 Election of Chair

J. Bowman assumed the role of Presiding Officer for the purpose of conducting the election of Chair of the NIC Board of Governors. He opened the floor for nominations for the position of Chair of the NIC Board of Governors.

J. Atherton nominated J. Murphy for the position of Chair. J. Murphy accepted the nomination.

J. Bowman called a second and a third time for nominations for the position of Chair. Hearing none, J. Bowman declared J. Murphy elected as Chair of the North Island College Board of Governors by acclamation.

1.5 Election of Chair

J. Bowman opened the floor for nominations for the position of Vice Chair of the NIC Board of Governors.

D. Hoogland nominated E. Mosley for the position of Vice Chair. E. Mosley accepted the nomination.

J. Bowman called a second and a third time for nominations for the position of Vice Chair. Hearing none, J. Bowman declared E. Mosley elected as Vice Chair of the North Island College Board of Governors by acclamation.

1.6 Board Committee Appointments

J. Murphy outlined the expectation that Board Members join and participate in at least one standing committee of the Board. She thanked B. Minaker for representing the Board on the Education Council and asked Board Members to let her know of their interest in participating in a committee or representing the Board on the Education Council.

1.7 Adoption of Agenda

J. Murphy suggested allotting more time for discussing the Board Workplan and moving up agenda item 3.5 Draft Board Retreat Agenda to 3.1, followed by 3.2 Board Objectives and Workplan, 2019/20 so that the section on Board Business is as follows:

3.1 Draft Board Retreat Agenda  
3.2 Board Objectives and Workplan, 2019/20  
3.3 2019 Board Evaluation Results Summary  
3.4 Debrief of the Joint Meeting with Education Council and Aboriginal Education Council of June 14, 2019  
3.5 Proposed Board Meetings Structure

Moved J. ATHERTON /Seconded V. JAIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF SEPTEMBER 26, 2019 AS AMENDED.

Motion carried
2. CONSENT AGENDA

2.1 Minutes of the Regular Meeting of June 13, 2019
2.2 Executive Committee Report
2.3 Finance and Audit Committee Report
2.4 Governance and Human Resources Committee Report
2.5 College Highlights Report
2.6 Correspondence and Information (Agenda item #5)


Motion carried

3. BOARD BUSINESS

3.1 Draft Board Retreat Agenda October 24-25, 2019

Cygnus Management Consultants has been engaged to facilitate the 2019 retreat, build the agenda and work with the Board in drafting its annual workplan. J. Bowman briefly discussed the draft retreat agenda noting that the 2019 Board evaluation feedback will be utilized to draft specific action items. Sessions on team-building, familiarization of governance policies and roles, administrative structure and strategic dialogue will be incorporated into the retreat.

3.2 Board Objectives and Workplan, 2019/20

J. Murphy noted that the current objectives were developed based on what the Board considered as priorities during the 2018 Board retreat. One goal for this year’s retreat is to draft a new set of objectives for the coming year.

Some of the points raised when discussing the workplan were:

- Development of governance level dashboard with key indicators (overall a.): J. Bowman has discussed developing key performance indicators (KPIs) with the Senior Leadership Team and will bring those KPIs to the Board in November; J. Murphy suggested in-depth discussion at the forthcoming Board retreat to clarify what Board Members can do to support the College’s strategic priorities;
- Special Board education sessions (#2 i.): Board Members to suggest other topics for further Board education;
- Support staff presentation (#2 j.): A presentation from student employment services is planned for the November Board meeting;
- Use of technology to support access and success (#3 k.): Presentation on Instructional Television (ITV) planned for early 2020;
- Meeting with business communities in service region (#3 m.): Plan to meet with Port Alberni business leaders when Board meets at the Port Alberni campus;
- Aboriginal Education and Indigenization (#4): Continue to meet with the Aboriginal Education Council (AEC) annually;
- Advocate for policy of creating new programs to support Aboriginal communities (#4 q.): Aboriginal Service Plan (ASP), as determined by the AEC, is submitted yearly for funding requests to support programs specific to Aboriginal communities’ needs; at the joint meeting of June 14, 2019, K. Shopland, Aboriginal Education Director, presented NIC activities and programming in support of the Truth and Reconciliation (TRC) Calls to Action;
- Development of risk registry and policy (#7 x.): Risk Management Policy will be brought to the Board for approval in November.
Discussion ensued around the Board’s role in approving the annual Institutional Accountability Plan and Report (IAPR). The meeting acknowledged that while the KPIs in the report are prescribed by government, efforts can be made in streamlining the report to provide clarity in how the report relates to the College’s strategic priorities.

3.3 2019 Board Evaluation Results Summary

Scott Borland of Cygnus Management Consultants conducted the 2019 Board evaluation survey and interviews and will also act as this year’s retreat facilitator. J. Atherton, as chair of the Governance and Human Resources Committee, reiterated that the evaluation results will form part of the basis of the Board’s annual objectives. She noted the following:

- Response rates for both online survey and phone interviews were excellent;
- Two retiring Board Members’ perspectives were captured;
- About 80% of respondents commented on the new member orientation;
- Online survey results dovetailed into the phone interviews;

Hiring a third party consultant is a good investment and the information derived from the evaluation is valuable in assessing the Board’s work and developing its future workplan.

B. Minaker emphasized the need for the Board to improve its understanding of what is operational and what is related to the Board’s role. J. Bowman reported that part of the Plan 20-25 process is to determine KPIs and other measures that can be tracked and monitored over time.

3.4 Debrief of the Joint Meeting with Education Council and Aboriginal Education Council of June 14, 2019

D. Hoogland commented that having a conversation around indigenization with faculty and students present at the joint meeting helped in learning what indigenization actually means from both teaching (through faculty) and learning (through students) perspectives. J. Murphy added that faculty showed commitment in operationalizing indigenization through programs and curriculum.

B. Minaker noted from the joint meeting that there could be a number of exceptional Aboriginal teachers who may not be qualified to teach based on conventional standards. He added that tapping into that resource would help in demystifying the classroom for Aboriginal students.

The College’s efforts at providing orientation around indigenization include an international student orientation on Aboriginal culture and indigenization with the goal of raising awareness among international students around truth and reconciliation with First Nations peoples. J. Murphy requested that a discussion around the TRC Calls to Action and the Board’s role in supporting it be included in the Board retreat agenda.

3.5 Proposed Board Meetings Structure

Based on the Board’s desire to have more in-depth discussions as reflected by comments made in the 2019 Board evaluation, J. Bowman suggested restructuring the meeting days to accommodate board education sessions, special meetings or events and the in-camera meeting in the mornings prior to holding the regular meeting in the afternoon. The Board supported the proposed meetings structure.

3.6 Roundtable Board Member Reports

In June, J. Murphy attended graduation ceremonies in all campuses while J. Atherton and D. Hoogland attended the ceremony held at the Comox Valley campus. V. Jain completed his program this year and participated in the graduation ceremony at the Comox Valley campus.

J. Murphy joined the student welcome in September where she had the opportunity to talk about the work of the Board as well as the College’s strategic plan.
In August, E. Mosley participated in the visit of AEST Minister Mark to the Port Alberni campus and joined J. Bowman during his presentation of the Plan 20-25 process to the Port Alberni City Council. He also attended the Port Alberni campus student orientation in September.

New members A. McCubbin, V. Puetz and P. Trasolini as well as D. Hoogland, B. Harsell and B. Minaker participated in the new member orientation held September 13, 2019.

B. Harsell and J. Atherton together with SLT members C. Fowler and R. Heidt met with MLAs Simon Gibson and Stephanie Cadieux on September 10th at the Comox Valley campus. B. Harsell and J. Atherton both noted positive feedback from the MLAs.

J. Atherton attended the opening of the new Health and Human Services program space at the St. Joseph’s Hospital in Comox. She also participated in NIC Foundation meetings and its award selection panel.

4. REPORTS ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President’s Report, September 2019

J. Bowman highlighted information on the newly completed Campbell River campus project. L. Domae emphasized that more than physical space, the new facilities in the campus provide opportunities for students to engage in learning with each other and their instructors, adding that being able to run a broad range of programming at the campus creates a learning community for residents in the region. C. Fowler noted that the improvements brought about by the renovation project also benefit the Timberline High School as new shops and administration offices have been built for them.

An evening open house will be held on November 7th to introduce the community to the newly renovated campus and its facilities and an official government celebration is slated for January 2020.

J. Bowman also reported visiting the Vancouver Island University (VIU) campus in Nanaimo where a joint ecotourism Aboriginal program was offered. The program enrolled students from 27 First Nations communities. He highlighted the 20th anniversary celebration of the ElderCollege on September 13th which was marked by an additional $20,000 donation for student bursaries.

4.1.2 College Plan 20-25 Process Update

A major survey is currently being conducted online for community members to share their thoughts on the future of the College. J. Bowman has been presenting the Plan 20-25 process to various municipalities, chambers of commerce and will be hosting community forums in November in locations throughout NIC’s service region.

Referring to the chart on Integration/Alignment of College Plans/Operations, J. Bowman noted that the working draft will continue to capture annual activities by groups within the College as they relate to Plan 20-25. He further explained that the intent is to be able to annually measure successes from all groups within the College against the strategic priorities and goals in Plan 20-25. A first draft of Plan 20-25 will be published in late December.

4.2 Vice President, Finance and Facilities

4.2.1 Financial Information Act Report

The report was previously distributed to the Finance and Audit Committee members for review. B. Harsell inquired about a figure under Tangible Capital Assets – Disposals. C. Fowler will provide further information on this.
Moved M. ERICKSON /Seconded V. JAIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INFORMATION PREPARED BY THE COLLEGE FOR THE YEAR ENDED MARCH 31, 2019 AS REQUIRED UNDER THE FINANCIAL INFORMATION ACT.  

Motion carried

4.2.2 First Quarter Financial Statements 2019/20

C. Fowler noted that the Campbell River campus capital project directly affected the cash balance which is significantly lower compared to last year’s first quarter statements. The timing of receipt of certain capital funding also affected the statements.

4.2.3 NIC 5-Year Capital Plan Priorities

C. Fowler reported that the document was submitted in draft form to the Ministry pending approval from the Board. The final document will be submitted to the Ministry upon Board approval.

C. Fowler highlighted the Comox Valley campus student housing project which is now in the indicative design phase. He also noted that the construction of the Campbell River Aboriginal Gathering Place will begin soon and the new academic building planned for the Comox Valley campus is envisioned to replace the portable classrooms.

B. Harsell commented on the Campbell River campus student housing project and encouraged the Board to support and consider non-traditional approaches to student housing (“village” type rather than apartment building).

C. Fowler added that the capital plan priorities list is submitted to the Ministry annually and is subject to change by the provincial and federal governments or what the College will consider as priorities in the future.

Moved M. ERICKSON / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE’S FIVE YEAR CAPITAL PLAN DATED JUNE 2019 FOR FINAL SUBMISSION TO THE MINISTRY.  

Motion carried

4.3 Executive Vice President, Academic and COO

4.3.1 Fall 2019 Stable Credit Enrolment Report

The report is a snapshot of the stable enrolment date which is the last day a student is allowed to add or drop a course without academic penalty. L. Domae explained that the report does not include non-credit and continuing education programs. She highlighted the following:

- Headcount for students is down by 39 domestic students and up by 32 international students;
- Strong employment opportunities usually translate to lower registrations;
- There is difficulty in hiring faculty for program areas that are high in demand;
- Although fall enrolment is down, summer enrolment was up;
- Decline in headcount is more pronounced at some campuses compared to others;
- The College expects to increase enrolment in the Campbell River campus with the new facilities in place.

4.4 Vice President, Strategic Initiatives

4.4.1 Strategic Initiatives Division/NIC Foundation Update

R. Heidt highlighted the success of the Lego robotics camps which saw over 700 students participating during the summer. He also reported on the improvements on the division’s systems brought about by the
College’s Business Applications Services. Regarding the strategic marketing plan, J. Bowman commented that data collection in relation to the marketing plan has been delayed so as not to conflict with the strategic plan survey.

4.5 Chair, Education Council (EdCo)

4.5.1 Education Council Report

B. Harsell reported that efforts to harmonize trades training across Canada is underway so that the same training maybe taught across provinces. He also cautioned that the harmonization of trades training could create challenges in retaining trained tradespeople in the region as they will be able to work anywhere in the country. B. Harsell expressed appreciation for the implementation of electronic voting for representatives to both the Education Council and the Board.

5. INFORMATION

The Board received the following information items:

5.1 Board of Governors Calendar of Events 2019/20
5.2 Election Timeline Fall 2019
5.3 AEST Letter and Order-in-Council – A. McCubbin, V. Puetz, P. Trasolini’s appointments; B. Minaker, R. Hunt’s reappointments
5.4 President’s Newsletter, August 2019
5.5 President’s Awards for Academic Excellence, June 2019
5.6 AEST Letters of Appreciation to R. Grant and D. Lamb
5.7 BC Colleges Presidents Report: TTBC Awareness
5.8 PSEA letter re collective bargaining, July 2019
5.9 Ministers letter to PSI Board Chairs re Childcare Funding
5.10 AEST letter to PSI Presidents re Sexual Violence and Misconduct Awareness Campaign
5.11 AEST Indigenous Board Member Gathering Agenda, September 20, 2019

6. NEXT MEETING DATES

6.1 Annual Retreat, October 24-25, 2019, Mount Washington Alpine Resort
6.2 Regular meeting – Thursday, November 28, 2019, Comox Valley Campus
6.3 In-camera meeting – Thursday, November 28, 2019, Comox Valley Campus

J. Bowman noted that the Board may be required to hold a special meeting to consider the Comox Valley student housing design plan on December 17.

7. ADJOURNMENT

Moved V. JAIN /Seconded N. CHAUDHARY: THAT THE REGULAR MEETING OF THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS OF SEPTEMBER 26, 2019 BE ADJOURNED.

Motion carried

Time: 3:41 p.m.

Jane Murphy, Chair
Rachel Reid, Executive Assistant

11/12/2019 1:12 PM
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

October 10, 2019

The Executive Committee met on Thursday, October 10 with Jane Murphy, Eric Mosley, John Bowman and Rachel Reid to discuss the Annual Board Retreat on October 24-25 at the Mount Washington Alpine Resort.

The meeting reviewed a draft agenda provided by retreat facilitator Scott Borland of Cygnus Management Consultants.

The committee also reviewed a draft conceptual framework showing the alignment of the College strategic plan with other College plans and operations. J. Bowman updated the committee with an overview of the Plan20-25 components, process elements and contributors which he will be presenting at the retreat.

November 12, 2019

The Executive Committee met on Tuesday, November 12, 2019 with Jane Murphy, Eric Mosley (via teleconference), Jane Atherton, John Bowman and Rachel Reid in attendance.

The Committee discussed the following items:

- Campbell River campus project update;
- Plan20-25 process update;
- Student housing project;
- Board objectives/work plan 2019/20;
- Board meeting agendas and schedule for November 28, 2019;
- Executive Committee meeting schedule.

Campbell River Campus Project Update

J. Bowman informed the committee that an official ribbon-cutting ceremony is tentatively scheduled for January 31, 2020; a successful public open house of the campus was held on November 7. An update on the Campbell River campus’ Aboriginal gathering place will be included in the November 28 meeting.
Plan20-25 Process Update

J. Bowman reported that a good representation of about 115 community members participated in four regional forums recently held in Port Hardy, Port Alberni, Comox Valley and Campbell River, all within NIC’s service region. An overview of input received from the forums will be presented to the Board at its November meeting.

Comox Valley Student Housing Project

A presentation to the Board by the architectural firm Dialog Design contracted by the College to complete the preliminary design for the Comox Valley student housing project is scheduled for December 17. The Ministry requires the College to provide a Class C cost estimate which will be finalized in the new year and presented to the Board as part of the final business case at its first meeting in 2020. J. Bowman proposed moving the previously scheduled January 23rd meeting to February 6th in order to allow sufficient time for the business case and cost estimate be completed. The Board will need to review and approve the business case prior to submission to government.

Board Objectives 2020

The Executive Committee reviewed and discussed a preliminary draft set of objectives for 2020 as developed based on the Board’s work at its October 24-25 retreat.

The committee suggested the following:

1. Group items according to broader headings/priority areas instead of the nine Plan2020 strategic priorities;
2. Label “education” as either “board education” or “board governance”;
3. Articulate focus on students as the College’s raison d’etre;
4. Include a future presentation on the annual student satisfaction surveys;
5. At the next stage after review by the whole Board, reformat the document to provide timelines and, if possible, performance measures;
6. Under board education, additional topics of interest are –
   a) The role of the Aboriginal Education Council;
   b) NIC’s type of board, the fiduciary duties of board members as well as the government’s mandate representing added layers of board responsibility;
   c) The student satisfaction outcomes results by the College’s Institutional Research and Planning;
   d) The United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP) along with Aboriginal education and indigenization;
   e) Explore possibility of indigenizing the way the Board conducts its business.

Other Business

The committee requested that the Board be provided an update on the Employee Engagement Interim Action Plan at the November 28 meeting. Regarding meeting schedules, the committee also requested that a list of deadlines for required reports from the College to government be provided in order to give the Board an idea of its fiduciary duties over the year.
Members present: M. Erickson (Chair), E. Mosley, V. Puetz

Member absent: A. McCubbin

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

Call to Order

M. Erickson called the meeting to order at 3:03pm.

2020/2021 Budget Guidelines and Ongoing Budget Development Timeline

C. Fowler presented a timeline showing the development of the 2020/2021 budget towards Board approval in April 2020. He noted that wages and salaries account for around 70% of annual expenses. C. Fowler added that funding received from provincial government doesn’t change too much except for the infusion of one-time only funding which the College usually receives at the tail-end of the budgeting process.

Second Quarter 2019/20 Financial Statements

C. Fowler remarked that a loss is recorded at the end of the second quarter due to the timing of the academic year. The majority of tuition revenue is recognized from September through April but salaries and benefits are recognized evenly throughout the year.

C. Fowler explained that deferred capital contributions are a portion of revenues used to cover the cost of amortization for capital assets. E. Mosley noted a decrease in portfolio investment; C. Fowler informed the committee that $1M was withdrawn from the investment to cover a portion of NIC’s commitment to the Campbell River project.

Investment Funds for Capital Projects

C. Fowler provided a summary of the major outcomes of the Campbell River campus project which is partly funded by the provincial government and federal government’s strategic investment fund (SIF):

1. Consolidation of all programs based in Campbell River including programs run out of the Vigar space as well as creating separate spaces for the College and Timberline Secondary School.
   - NIC’s own-source funding is largely from realized gains from investments.

2. Implementation of CAM-Plan (Integrated Multi-Year Program) to build growth in programs for additional spaces created in the campus.
   - Funding is from Provincial government-source deferred Annual Capital Allowance that NIC had earmarked for this type of use and from NIC’s long-term investments.

C. Fowler added that government has not provided funding for equipment for programs delivered at the Campbell River campus. Fundraising will be the source of funds for the majority of equipment purchases.
Finance and Audit Committee Terms of Reference

The committee approved the suggested edits to its terms of reference. This will be included in the November 28 Board meeting agenda for approval.

Committee meeting schedule to May 2020

The committee agreed to the following meeting dates and start time:

- Monday, January 20, 3pm (February 6 Board meeting)
- Monday, March 2, 3pm (March 19 Board meeting)
- Monday, April 6, 3pm (April 23 Board meeting)
- Monday, May 25, 3pm (June 11 Board meeting)

Risk Management Policy

C. Fowler summarized the draft policy which will be presented to the Board at its November 28 meeting for approval. He also discussed the coverage provided by the University, College and Institute Protection Program (UCIPP).

Large Payment Report

The Committee received the report for payments over $50,000.

The meeting adjourned at 4:13pm.

Murray Erickson
Committee Chair
NORTH ISLAND COLLEGE
BOARD OF GOVERNORS
EXECUTIVE COMMITTEE
TERMS OF REFERENCE

PURPOSE

An Executive Committee comprising of the Board Chair, Vice Chair, immediate Past Chair and up to two appointed members and the President/CEO will be established with delegated powers of the Board to conduct the work of the Board between Board meetings in accordance with Section 59 (5) (a) of the College and Institute Act.

COMPOSITION AND OPERATIONS

The Board Chair will survey appointed Board members, immediately following the September meeting, for interest in serving on the Executive Committee. A selection from those Board members who express interest will be made by the Board Chair, Vice Chair and President/CEO based on a consideration of experience, complementary expertise and balancing of geographical representation. This will take place in September of each year, immediately following the annual elections and appointments.

The Chair of the Board of Governors shall also serve as Chair of the Executive Committee. A majority of the members of the Executive Committee constitutes a quorum.

DUTIES AND RESPONSIBILITIES

• All business conducted by the Executive Committee will be reported to the Board at the next regular meeting;
• The Executive Committee is empowered to make urgent decisions on behalf of the Board and is required to report those decisions back to the Board;
• The Executive Committee prepares agendas for upcoming Board meetings.
PURPOSE

An Executive Committee comprising of the Board Chair, Vice Chair, immediate Past Chair and up to two appointed members and the President/CEO will be established with delegated powers of the Board to conduct the work of the Board between Board meetings in accordance with the College and Institute Act.

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NORTH ISLAND COLLEGE  
BOARD OF GOVERNORS  
FINANCE AND AUDIT COMMITTEE  
TERMS OF REFERENCE

PURPOSE

The Finance and Audit Committee is a standing committee of the Board established to assist the Board in meeting its financial accountability and oversight responsibilities and its statutory obligations under the College and Institute Act, Section 55.

The Committee makes recommendations and/or delivers reports to the Board of Governors in the following areas:

1. Recommendation to Board of Governors for Approval:
   - Annual consolidated budget
   - Annual audited financial statements
   - Annual financial information act requirements
   - Appointment of auditors
   - Appointment of investment manager
   - Financial policies and banking resolutions requiring Board approval
   - In matters of acquisition or disposal of real property including facility leases

2. Provision of information to Board of Governors
   - Quarterly financial statements, reports and forecasts
   - Significant financial planning, management and reporting issues
   - Reports from auditors and administration on internal control issues, risk management and other matters within the mandate of the Committee.

The Committee shall have the power to conduct or authorize investigations into any matters within the Committee’s scope of responsibilities.

COMPOSITION AND RESOURCES

The Committee is composed of at least three Board members with a minimum of two members who have been appointed by the Provincial Government. The Board shall confirm appointments to the Committee and the Chair of the Committee will be appointed by the Chair of the Board. All appointments to the Committee are for a term of one year. Re-appointments are permitted.

In order to execute their responsibilities, Committee members shall be financially literate and sufficiently versed in financial matters to understand public sector accounting practices and the major judgments involved in preparing financial statements and budget development. At least one member shall have an accounting designation or a strong background in finance, accounting and/or auditing.

Revision history:
March 24, 2010  
November 30, 2011  
January 28, 2016  
June 9, 2018
The Vice President, Finance and Director, Finance and the Executive Assistant to the Board will be resources to the Committee and shall, unless otherwise directed by the Committee, attend all meetings of the Committee.

With prior approval of the Board Chair, the Committee may engage independent advisors or consultants, other than the appointed auditor to assist the Committee in fulfilling its duties as may be deemed necessary.

**DUTIES AND RESPONSIBILITIES**

Management is responsible for financial management and reporting, risk management and internal controls of the College. The Committee’s role is one of oversight. The Committee’s responsibilities include the following:

**Financial Reporting**

The Committee will review the quarterly financial statements prepared by management. Review of the statements shall include discussion with management of results compared to budget and prior year results to provide assurance that the financial reports reflect the financial position of the College.

The Committee will review with management any other financial reports that require Board or Committee approval.

The Committee will meet with management prior to the presentation of the annual operating budget to the Board to review the proposed budget, including assumptions used in the preparation of the budget and ensure that potential risks have been identified and strategies developed to address those risks. Upon completion of the Committee’s assessment of the budget and budgeting process, the Committee shall be in a position to communicate its review and recommendation with respect to the budget to the Board of Governors.

**External Audit**

The Committee recommends the appointment and compensation of the external auditor to the Board.

The Committee directs the external auditor to prepare an annual auditor’s report and perform other audit services and oversees the audit by:

- reviewing the terms and conditions of the audit engagement letter including the objectives and scope of the audit work;
- reviewing materiality limits and areas of audit risk;
- reviewing proposed staffing, timetable and fees for the audit; and
- reviewing with the auditors the results of the annual audit examination including, but not limited to the following:
  - difficulties encountered or restrictions imposed by management during the annual audit;
  - significant accounting or financial reporting issues;
  - the auditor’s evaluation of the College's system of internal accounting controls and procedures;
  - key management estimates material to the financial statements;
  - the post-audit or management letter containing any findings or recommendations of the external auditor including management’s response and subsequent follow up to any identified internal accounting control weaknesses; and,
  - any other matter which the external auditors should bring to the attention of the Committee.

The Committee shall meet at least once annually with the External Auditor without management present.
Risk Management

The Committee will periodically review and assess reports provided by management and the external auditor that provide information:

- about significant proposed changes in financial reporting and accounting policies and practices proposed by the College
- on new or pending developments in accounting and reporting standards that may impact the College
- confirming that the College’s internal controls were assessed during the annual audit and are deemed sufficient to support production of accurate financial statements and reports; and
- on the external auditor’s assessment of financial risks and uncertainties and the systems management uses to identify and manage risk and prevent financial mismanagement.

Investment Management

The Finance and Audit Committee shall review and report annually, to the Board of Governors, on the compliance with the Long Term Investments policy including but not limited to:

- an annual review of the Long Term Investment policy;
- review of the performance of the investment manager to ensure that the investments are being managed in accordance with the Long Term Investment Policy; and
- periodically recommend the (re-)appointment or replacement of the investment manager.

ACCOUNTABILITY

The Committee shall maintain minutes of all meetings and report to general or in-camera meetings of the Board of Governors as appropriate.

The Committee will review its terms of reference at least once every three years and recommend any changes to the Board of Governors.

MEETINGS

- The meeting schedule will be set in September for the year. Changes to scheduled meeting times will be approved by the Chair. Every effort will be made to ensure adequate notice of any change to the meeting schedule.
- Meeting will be held in the Boardroom of Komoux Hall unless another meeting location is scheduled in advance. Committee members may join the meeting by conference call.
- A majority of members shall constitute quorum.
NORTH ISLAND COLLEGE
BOARD OF GOVERNORS

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The Vice President, Finance and Director, Finance and the Executive Assistant to the Board will be resources to the Committee and shall, unless otherwise directed by the Committee, attend all meetings of the Committee.

Revision history:
January 28, 2016
June 9, 2016
November 14, 2019
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**DUTIES AND RESPONSIBILITIES**

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  - the auditor’s evaluation of the College’s system of internal accounting controls and procedures;
  - key management estimates material to the financial statements;
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- confirming that the College’s internal controls were assessed during the annual audit and are deemed sufficient to support production of accurate financial statements and reports; and
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- Meeting will be held in the Boardroom of Komoux Hall unless another meeting location is scheduled in advance. Committee members may join the meeting by conference call.
- A majority of members shall constitute quorum.
NORTH ISLAND COLLEGE
BOARD OF GOVERNORS

GOVERNANCE AND HUMAN RESOURCES COMMITTEE
TERMS OF REFERENCE

PURPOSE

The purpose of the Governance and Human Resources Committee is to assist the Board in fulfilling its obligations relating to Board Governance and Human Resource management.

COMPOSITION AND OPERATIONS

a. The Board shall appoint a Governance and Human Resources Committee of not less than four Board Members, with a minimum of three appointed Board Members of the College. The Chair of the Committee will be appointed by the Chair of the Board.

b. The majority of members of the Governance and Human Resources Committee shall constitute a quorum.

c. The Director, Human Resources and Organizational Development and the Executive Assistant to the Board will be resources to the Committee.

d. The Governance and Human Resources Committee has the authority to seek input from internal and external constituents of the College community. Consultants may also be used as required with the approval of the Board of Governors.

e. The Governance and Human Resources Committee shall meet as required with a minimum of two (2) meetings per year.

DUTIES AND RESPONSIBILITIES

Subject to the powers and duties of the Board, the Governance and Human Resources Committee will:

Governance

1. Develop and review annually every two years:
   a. the Board Manual containing:
      i. the policies and procedures by which the Board will operate,
      ii. Board Bylaws, and
      iii. Descriptions of the duties of the:
         1. Chair,
         2. President,
         3. Governors, and
         4. Board Committees.
   b. The Code of Conduct and Conflict of Interest Bylaw #2 for the College as well as the Board Member’s Code of Conduct Policy GP-5.
   c. an appropriate evaluation process for the Board, the Board Chair, and the Board Committees.
2. Recommend relevant training and professional development for Board members including new Board member orientation and annual Board retreat.

3. Develop and/or support a Board recruitment process based on:
   a. the essential and desired experiences and skills competencies for potential Board members, and
   b. the Board’s short-term needs and long term succession plans.

   A list of potential candidates will be prepared for consideration by the Executive Committee and the Board of Governors prior to being submitted by the Chair to the Crown Agencies and Board Resourcing and Development Office for consideration.

4. Keep current on best practices related to the mandate of the Governance and Human Resources Committee and the Board and, as required, recommend changes to governance.

**Human Resources**

1. Review as necessary:
   a. College-wide governance level human resources policies,
   b. Senior leadership organizational structure,
   c. Management terms and conditions of employment, including all matters concerning total compensation,
   d. Any employment contracts or agreements between the College and Management including those addressing compensation, retirement, termination of employment including benefits or severance or other special circumstances, as appropriate,
   e. The succession plan for the President and senior management, per relevant Board policy and other critical employees. Monitor and report annually to the Board on the College’s progress in implementing the succession plan.

2. Ensure that all labour relations activities of the College are conducted in a manner consistent with the directives of the Public Sector Employers’ Council and Post Secondary Employers’ Association.

3. Address other human resource issues as delegated to the Governance and Human Resources Committee by the Board or the Board Chair.

**ACCOUNTABILITY**

The Governance and Human Resources Committee shall maintain minutes of all meetings and report to in-camera or general meetings of the Board as appropriate.

The Governance and Human Resources Committee will review its terms of reference annually and recommend any changes to the Board.

**COMMITTEE TIMETABLE**

Revision history:
- March 24, 2015
- November 30, 2011
- November 27, 2014
- November 26, 2016
- January 28, 2016
- June 9, 2016
The Governance and Human Resources Committee will establish an annual calendar for its activities which will be shared with the Board.
NORTH ISLAND COLLEGE  
BOARD OF GOVERNORS  

GOVERNANCE AND HUMAN RESOURCES COMMITTEE  
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      i. the policies and procedures by which the Board will operate,
      ii. Board Bylaws, and
      iii. Terms of Reference of the Board Committees.
   b. the Code of Conduct and Conflict of Interest Bylaw #2 for the College as well as the Board Member’s Code of Conduct Policy GP-5.
   c. an appropriate evaluation process for the Board, the Board Chair, and the Board Committees.

2. Recommend relevant training and professional development for Board members including new Board member orientation and annual Board retreat.

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   a. the essential and desired experiences and competencies for potential Board members, and
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   c. Management terms and conditions of employment, including all matters concerning total compensation,
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2. Ensure that all labour relations activities of the College are conducted in a manner consistent with the directives of the Public Sector Employers’ Council and Post Secondary Employers’ Association.

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COMMITTEE TIMETABLE

The Governance and Human Resources Committee will establish an annual calendar for its activities which will be shared with the Board.
TRADES AND TECHNICAL PROGRAMS

Highlights

PROGRAM OFFERINGS

Across all campuses, 2019 Fall has kept Trades and Technical programs’ faculty and staff on their toes. Demand continues to be strong at all levels of foundation and apprenticeships. Recent results of the Industry Training Authority (ITA) Plumbing Apprenticeship level 2 exam saw the full cohort of 15 students pass and complete their level with not one grade under 82% and the highest being 95%. The launch of our new Culinary, Forestry and Aquaculture programs was also met with great success. (Further details below)

An information session was held in the Port Alberni teaching kitchen on November 21st. In this meet and greet event, Chef Alan Irving shared his passion for food and love of the culinary arts with an impressive turn-out of approximately 35 potential NIC students. Attendees were given an overview of the culinary arts programming, both present and future, followed by further discussion and tour of our fully-equipped teaching facilities.

Looking Ahead to January and February

In addition to the foundation and apprenticeship cohorts, we will be offering not just one Trade Sampler, but have expanded and will be rolling out two additional Sampler programs geared towards students interested in the aerospace and culinary arts industries.

On the heels of a recent screening of the new Apple TV series SEE filmed in Campbell River, NIC received a nod from the North Island Film Commissioner (NIFC) Joan Miller who stated that, while in production, filming generated set construction, lighting, production assistant and grip jobs for local film industry professionals, some of whom trained locally at NIC. In addition, Miller indicated NIFC is currently in talks with Apple TV regarding further local and Island productions. This is an exciting development, at the very least, as the College is ready to rise to the needs of the film industry with two streams of TV & Film Training taking place in Campbell River beginning in January. Grip and Lighting training will run concurrently for five weeks in Campbell River.

In partnership with the ITA, our Port Alberni campus will be bringing forth a Women in Construction Trades initiative in February. This will be a two-week tuition-free “sampler” program designed specifically to engage women to consider a career in a trade vocation. Students will experience an orientation to Welding, Metal Fabrication, Automotive, Plumbing, Carpentry, and Culinary Arts. The goal of this hands-on approach is to give students the opportunity to gain insight into a variety of possible career choices.
CULINARY ARTS

Chef Xavier Bauby is putting the new teaching kitchen through its paces guiding a total of 18 students through Professional Cook 1, Culinary Business Operations Diploma and Advanced Diploma. Chef Al wasted no time in bringing students “to the table” to apply the practical components of their programs. Faculty and staff (and the public) were treated to a full Thanksgiving menu in October and weekly breakfast specials are now a hot commodity Tuesdays to Thursdays. Students provided their first ever plate service in October for an NIC/School District 72 meeting of administrators and are preparing to host an extravagant seasonal buffet in December. Although we would like to everyone, seating is limited due to capacity restrictions of the new Bistro.

HATCHERY OPERATIONS CERTIFICATE

Aquaculture instructor, Dr. Jesse Ronquillo, is leading a cohort of 12 students in the Hatchery Operations Certificate program represented by the following First Nation groups: Homalco, Klahoose, K’omoks, Cape Mudge, and Squamish. The program curriculum focuses on hatchery operations with a specialization in fish culture that is important in the salmonid enhancement program of the federal and provincial governments in collaboration with various indigenous groups in BC. The students are getting their feet wet with the practical training in the new NIC Aquaculture laboratory. Actual spawning and larval rearing activities took students to the Department of Fisheries and Oceans’ Quinsam Hatchery in Campbell River. By January 2020, the students will also conduct salmon enhancement activities at the facilities of Oyster River Enhancement Society Hatchery. Having students obtain actual experience in fish stock stewardship and enhancement of wild Pacific salmon species exemplifies NIC’s commitment to meeting industry expectations of our graduates.

COASTAL FOREST WORKER CERTIFICATE

The Coastal Forest Worker certificate program is in the third month of this five-month program. This delivery is an impressive example of collaborative programming made possible with the support of Huu-ay-aht First Nations and Western Forest Products. Students have been very busy with this enhanced applied programming as informed by the NIC Forestry Program Advisory Committee. Several modules have been covered including Chainsaw Safety, Road Resource and Remotely Piloted Aircraft Systems or in layman’s terms, drones. This rapidly developing technology is being used in the forest industry for high resolution mapping and analysis. The superior quality of the imagery and ease of access to remote areas where it would not be economically viable to use manned aircraft is proving to be a valuable
resource. It is noteworthy that the BC Wildfire Service (among other agencies) has also brought drones into use to collect thermal imagery to identify hotspots. NIC’s Port Alberni students will graduate their program having been trained in this innovative technology being used in several of the forestry sectors.

**COMOX VALLEY CLASSIC CRUISERS**

Midway through September, the Campbell River campus was paid a visit by the Comox Valley Classic Cruisers. Members of the club joined us for a light lunch while putting their cars on display behind the new Student Commons. It was an impressive collection of vintage vehicles that have been lovingly restored and meticulously maintained. Members were happy to hold an impromptu Q & A for the curious and envious.

**COLLEGES AND INSTITUTES CANADA ROUNDTABLE**

On September 26th, Chef Alan Irving from the Port Alberni campus ventured to Ottawa by invitation from the Colleges and Institutes Canada (CICan) to take part in the “Teaching Sodium Reduction in Colleges and Institutes” roundtable discussion. Chef Al reports that this was a full, intensive day of brainstorming and talks on what we, as colleges and institutions, can do to support implementing practical nutrition information (supported by medical research) in our Culinary, Hospitality and Foodservice programs. The roundtable generated incredible information about the devastating effects of too much sodium in our modern-day diets. The participants were made up of chef educators, dieticians, medical doctors, representatives from fast food giant McDonald’s restaurants, Dare Foods Limited, PhD professors from Niagara College and representatives from Algonquin College and CICan. With phase 1 and 2 of the research and discussion completed, phase 3 will be dedicated to developing, piloting and evaluating supplementary teaching materials.
STUDENT SERVICES AND REGISTRAR

Recruitment Activities

Submitted by Bill Parkinson

NIC Student Recruiters Danielle Hoogland and Renae Roles are extremely busy in the month of November with off-campus recruitment efforts from the North Island to Victoria and multiple places in between. Further, they are playing key organizational roles in our community and parent-student information nights on the Campbell River and Comox Valley campuses. These highly versatile employees are an asset to the college and wonderful ambassadors for the NIC experience as it relates to prospective students.

Strategic progress is being made on the intersection of recruitment and longer term enrollment planning efforts. This includes our recruiters’ participation in yearly enrollment planning discussions across decanal areas each fall for the following academic year.

NIC Student Employment Services – November 2019

Submitted by Anita Budisa-Bonneau, Coordinator Work Integrated Education

NIC recently hosted two networking events to increase community connections between students, faculty and the business community both on and off campus. On October 15, 2019 and in collaboration with the Campbell River Chamber of Commerce, NIC hosted a business-student mixer event in the new Student Commons space at the Campbell River campus. This event was also a celebration as the Campbell River Chamber of Commerce has recently joined the Global Leaders of Tomorrow mentorship program along with the Comox Valley Chamber of Commerce and the NIC School of Business. The mentorship program aims to connect students with working professionals in the business community to share their knowledge and experience with a new generation of business leaders. On November 5, 2019 and with sponsorship from CPABC, NIC was pleased to host the 10th School of Business Networking Night, an annual community event that brings together business students, faculty and local employers to celebrate the School of Business academic programs. The event is held in the ballroom at the Crown Isle Resort in Courtenay and free transportation was provided for business students from the Comox Valley and Campbell River campuses. These events help students make contacts and learn more about opportunities with local employers before they graduate while also increasing student co-op and internship opportunities.

Campbell River Information Night

Submitted by Sarah Deagle

The Campbell River campus hosted the third NIC Information Night on Thursday, November 7 from 6:30 to 8:30 pm. The event was one of the first opportunities this fall for a large public gathering in the new Student Commons and adjacent areas, including the library. Following a similar format to 2018,
there was a welcome from President Bowman and a brief NIC overview presentation highlighting programs and unique selling features across NIC’s college regions. Four separate workshops, campus tours and extensive program tables, staffed by faculty, were also features of the night. Application fees were waived for students who applied that night and one lucky applicant was the winner of a $500 tuition credit. While the attendance was about the same as last year, Marketing and Recruiting did an excellent job of spreading the word throughout the community, raising awareness of the options that NIC offers to new and returning students.

Sara Vipond, Department Chair Fine Arts & faculty member speaking with prospective students

Library and Learning Commons Report
Submitted by Mary Anne Guenther

The Comox Valley campus Library & Learning Commons (LLC) held the second Late Night Against Procrastination (LNAP) on November 13th. The Library was open until 12:00 midnight and attendance and enthusiasm from students were overwhelming with 206 registrants and a gate count of 827 between 4:00 p.m. and midnight.
Group room bookings for 118 students were submitted and space was fully utilized with students clustered at tables, meeting in study rooms, seeking quiet space in carrels and the library lab. As late as 10:10 p.m., there were 58 students studying, researching and writing, many of whom stayed until closing. The LLC provided a full range of services, including research and citation help, writing and technical supports and counselling. In addition to free printing, pizza, vegetable trays, fruit, snack bars and coffee were provided. To encourage healthy breaks, therapy dogs and guided walks around campus were scheduled.

So many supporters helped to make this event a success – Kathleen Kuhner, Tony Bellavia, North Island Students Union (NISU), McDonalds, Thrifty Foods as well as Marketing, Facilities and the staff and faculty who championed the event.

Comments from students:

“This is really amazing seeing so many students together at a place, all studying, focused and with all the energy. It was enthusiastic, encouraging and a really fun event. I want this to be in every semester”.

“Thank you for your encouragement and support for the students who are struggling with their courses. Keeps us on track and stay focused.”

“It is a very useful even to catch up with assignments and relieve some stress and to stand with each other in the time of distress”.

“I found this so helpful to work on assignments and catch up in my courses. Will definitely attend the next”.

**Student Services & Supports**

Submitted by Felicity Blaiklock

The IamNICe campaign is well under way, building a stronger college community through the promotion of kindness to each other and ourselves. Bi-weekly tabling events are happening every Thursday at the CV campus and Tuesday at the PA campus, focusing on various themes.

Early Assist, our online referral system that enables NIC faculty and staff to identify students facing academic or other challenges, is off to a strong start with 50 referrals since the beginning of September. This translates to 50 students who are on their way to getting the extra help they need.

Mental Health & Well Being Working Group meetings have begun with approximately 51 participants committed to developing an NIC mental health and well-being strategy.

In support of well-being goals, the Random Acts of Kindness initiative was also launched in November 2019 and it has already received a number of email responses.

During October, NIC and NISU collaborated on a food drive, gathering donations for the Salvation Army and for NIC students.

A college wide Campus Life Events monthly email to students will commence in November 2019. This will detail various happenings within the NIC community, providing opportunities for students to take part in all of our initiatives.

Other campus activities include:

- Naloxone training will be offered to students and staff at the CV campus on November 28th, and the PA on November 26th;
- The libraries in CV, CR and PA will display books on men’s health for November;
- The PA campus is offering free drop-in basketball so students can exercise while meeting other students.
The Port Alberni campus is celebrating its 25th year anniversary this year, and held a celebration of this amazing milestone on Tuesday, November 5th. President John Bowman was on hand to address the numerous attendees. Everyone enjoyed refreshments as well as an official opening of the time capsule that NIC staff and local community partners contributed items to 25 years ago!

Staff and faculty from NIC Port Alberni, set up an information table at the Alberni District Secondary School (ADSS) during their parent teacher conferences. Information on NIC’s programming, in particular dual credit and university pathways, was shared. Parents and students appreciated giveaways, especially coloured pencils and chocolate. It is always great to have a presence at ADSS events and we are grateful for the partnership we have built with our local high school.

ACCESS AND REGIONS

Peer Tutoring
Submitted by Erin McConomy, Coordinator, Peer Tutoring, Writing and Math Supports

Peer Tutoring continues to be a popular choice for many students across the college to access support in both their specific content area as well as for general study skills and support in learning how to be an effective student. The spring/summer of 2019 was our busiest yet, with 10 tutors on hand and over 90 student appointments booked. Currently, we have 33 tutors available who have offered a combined 315 hours of tutoring to students in areas including business, English, psychology, math & sciences, ABE and trades. This semester we have had more interest in Skype tutoring between campuses, including to students in Mixalakwila. Although we have tutors available in a wide range of subject areas and levels, we rely on student availability and competency for our peer tutors which means that at times we are unable to find tutors for certain subject areas or campuses. However, we are always adding to our tutor roster as student tutor requests come in throughout the semester.

Writing Support
Submitted by Erin McConomy, Coordinator, Peer Tutoring, Writing and Math Supports

Writing Support continues to grow each semester as more and more students and instructors become aware of the program and its immense benefits. In the Spring/Summer 2019 semester, writing support was concentrated at the Comox Valley campus, as well as weekly appointments available in Campbell River in May and June with Skype appointments made available throughout the semester to all locations.
During that semester, our writing support faculty logged 225 student appointments, a 40% increase over the same time last year.

The Fall 2019 semester is off to an extremely busy start with 450 writing support appointments by the end of October. This is more than the total number of appointments for the entire Winter 2019 semester. We are bracing for a busy November.

In addition to individual writing support appointments, our writing support faculty went into four classes in 4 different subject areas to provide in-class workshops tailored to the individual needs of faculty members and their students. This is a great way for us to share our expertise with faculty and students and to encourage students to book individual appointments with us.

NIC continues to be a part of the WriteAway consortium offering online writing support to students at institutions across the province. In the Spring/Summer 2019 semester, NIC saw 24 submissions and so far in September and October 2019 WriteAway has received 52 submissions from NIC students. These are approximately 2% and 4% of total submissions respectively.

**Math Support**

*Submitted by Erin McConomy, Coordinator, Peer Tutoring, Writing and Math Supports*

Faculty math support at the Comox Valley, Campbell River and Port Alberni campuses support students in any courses in which math is involved. This semester, math support appointments at the three campuses have totaled 115 so far.

In addition to working with students individually, our math support faculty in the Comox Valley has offered four statistics workshops this semester in order to support students in preparing for their midterm exams. These workshops have been quite popular and well-attended.
SPOTLIGHT: NICBotCamp SURPASSES 700 STUDENTS

NICBotCamps came alive in the halls of NIC again this summer with beginner and advanced camps as well as a Girls Only camp held in Comox.

A total of 226 students, including 45 females and 20 self-identified Indigenous learners, learned valuable Science, Technology, Engineering and Math (STEM) skills in the robotics camps. In the past four years, more than 700 students have participated. Participants were able to build, program and control robots in a fun, hands-on weeklong camp.

“The growth in the NICBotCamps exemplifies the importance of offering STEM-related, hands-on learning to northern Vancouver Island students,” says CARTI manager, Naomi Tabata.

Funding was received for these camps from Navigate NIDES, Engineers & Geoscientists British Columbia, BC Hydro, The Hamber Foundation, Houle Electric, Campbell River Creative Industries Council, and the Government of Canada.

SPOTLIGHT: KATE MOYNIHAN, BSN STUDENT

Name: Kate Moynihan
Project: Raising Student Nurses in Remote First Nations Communities
Role in Project: Student Co-Explorer

Briefly Describe the project: The Raising Student Nurses in Remote Communities inquiry/research project aims to create opportunities for first year BSN students to experience immersion learning in remote Indigenous communities. We wish to discern if having first year students participate in these learning experiences helps to decolonize perspective, and assist in reconciliation.

How is this project related to your studies? Research is integral to the evolution of the nursing profession, and thus understanding research is vital to my work as an RN. The Truth and Reconciliation Commission of Canada’s call to action #24 beseeched that nursing schools be part of decolonization and reconciliation by providing courses dealing with Indigenous health issues. I took part in this research in response to this call.

Most Valuable part of being involved in this project? Being in the room with such wise, knowledgeable, open, compassionate and brilliant people has changed my life. The wisdom I have been exposed to in this process is unforgettable, and a true gift in this life.
BSN STUDENTS IMMERSE IN LEARNING

The Raising Student Nurses in Remote First Nations Communities (RSN) project continues to learn from the successful provision of immersion learning opportunities early in the nursing curriculum.

Two groups of first year students attended one of two immersion learning experiences in May 2019. One was in Huu-ay-aht from May 14th to 17th and the other in Kyuquot from May 21st to 24th. Both experiences were attended by NIC Elder Evelyn Voyageur, NIC Faculty Joanna Fraser and student co-explorers.

Discussion circles, field trips to old village sites, attending community events, participating in school/day care activities, community dinner and ceremonial activities were some of the activities the students took part in. The student co-explorers conducted information gathering sessions, focus groups and interviews during and following the immersion learning experiences to gather information from student participants, facilitators and community members/knowledge holders about the benefits and challenges of the project.

Five of the inquiry team members representing NIC students, faculty and Elders as well as partner communities members, presented at the 2019 NAISA (Native American and Indigenous Studies Association) Conference held in Hamilton, New Zealand (Aotearoa) at the University of Waikato from June 26-29. They each shared stories from being involved in the project highlighting the benefits and transformational learning that has occurred.

The RSN project is continuing this fall and winter, with inquiry team members working on data analysis and planning follow up community visits and celebrations in the two participating communities. Feedback from the first-year students who participated has been positive and team members are looking at how to sustain this immersion learning as part of the curriculum for future students.

Upcoming Funding Deadlines

Please contact CARTI to discuss your ideas for research submissions in advance of the funder deadline or regarding any projects that may involve NIC. There may be additional funding programs that will suit your initiative. Additional information is available on the NIC CARTI portal site. You can contact CARTI at 250-923-9771 or carti@nic.bc.ca.

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<td>NSERC - College and Community Social Innovation Fund</td>
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NIC doubles business course offerings in Campbell River

The start of the 2019/2020 academic year marked a milestone for NIC’s business programming in Campbell River. More than 20 business courses are now being offered at the Campbell River campus – double what was offered last year.

“Current year’s course offerings in Campbell River represents a significant expansion for us. More importantly, improved accessibility for students wanting to continue their business studies to get their diploma or degree without having to leave their home community,” said Ali Mayboudi, department chair of NIC School of Business.

Along with additional higher-level business courses, Post-Degree Diploma in Global Business Management is also offered at the Campbell River campus.

“These expanded offerings in Campbell River mark a fascinating time for the NIC School of Business,” said Mayboudi.

NIC business mentorship expanding to Campbell River

NIC’s Global Leaders of Tomorrow mentorship program is preparing for another year of connecting local business mentors with NIC business students.

New this year, thanks to a partnership with the Campbell River Chamber of Commerce, the program is expanding to include Campbell River Chamber Members as well.

“Global Leaders of Tomorrow has been so successful in the Comox Valley, we’re so thrilled to be able to expand and welcome members of the Campbell River Chamber to our mentorship program;” said Anita Budisa-Bonneau, NIC’s coordinator, work-integrated education. “The mentorship program allows students to connect with local business people, ask questions and pick their brain about working as a local business professional. For business people, it’s a chance to tap into the students’ enthusiasm and knowledge of current business trends.”

Mentors are asked to give six hours of their time between November and April, meeting with their mentees approximately once a month.

“We know that learning opportunities outside the classroom like this are invaluable for helping students with their career planning,” said Budisa-Bonneau. “As we expand our Campbell River business programming, this new partnership with the Campbell River chamber is a great opportunity for our students and chamber members to connect.”

Anyone interested in taking part in the mentorship program should contact the Campbell River or Comox Valley Chamber of Commerce.

NIC Employee Recognition

Each year, NIC recognizes employees who have reached milestones at the College of 5, 10, 15, 20, 25, 30 years of service. Congratulations to the NIC School of Business faculty and alumni celebrating milestones this year:

Heather Buchanan, alumni, 10 yrs
Ingrid Burkholder, alumni, 15 yrs
Ron Davis, faculty, 10 yrs
Rebecca Gurney, alumni, 5 yrs
Ali Mayboudi, faculty, 5 yrs
Disha Salhan, alumni, 5 yrs
NIC School of Business Networking Nights

NIC was proud to host the Campbell River & District Chamber of Commerce to celebrate a new partnership providing mentorship and internship opportunities for students and businesses alike. The celebratory gathering was the first ever Business-Student Networking Night in Campbell River at our new student commons space “The Bistro” at the Campbell River campus.

“We are thrilled to be able to connect businesses and students,” said Mary Ruth Snyder, executive director of the Campbell River & District Chamber of Commerce. “We’re looking forward to expanding our work with NIC to make possible those valuable networking opportunities for our current members and the next generation of business leaders.”

The annual Comox Valley Business-Student networking night is coming up on Nov. 5 at Crown Isle.

Business instructor
Othman Bennis new NIC international advisor

NIC business faculty member Othman Bennis has expanded his role at NIC to include serving as an advisor for international business students.

The role works with business students, providing guidance, advice and educational direction to help them achieve their goals. It also works closely with the Office of Global Engagement and business faculty to meet the needs of international students.

“What interested me in the job was the opportunity to learn more about the students,” said Bennis. “Everyone is different and has individual goals. My role is really to listen to them, learn about them as people – their interests, goals, personalities – and help them onto a path that will get them where they want to go.”

Originally from Morocco, Bennis can also relate to the international student experience.

“I know what it’s like to be in a new place, new culture, new country,” he said. “It is a wonderful and enriching experience, but it can also be challenging. Having someone to talk to who has been there and experienced it too can be very helpful for students.”

Having international students in business classes has enriched both the learning and teaching opportunities both inside and outside the classroom.

“The experience they bring to class provides a new level of richness to the learning for all students,” he said. “It’s exciting to see the students not only learn from me as an instructor, but also learn so much from each other.”

Students interested in speaking to Bennis can reach out to him directly to schedule an appointment: othman.bennis@nic.bc.ca.

School of Business sponsors youth leadership award

NIC School of Business is proud to be the sponsor of You Rock Youth Award at the Comox Valley Chamber of Commerce Annual Awards.

The award honours an individual or organization that:

- Has made significant contributions to the community and/or their school over a period of time
- Demonstrates leadership, ingenuity and initiative in any endeavour(s) that improve the lives of others, the community, or the environment
- Is under the age of 25 or whose key members are under 25

Nominations are open now.

If you know of an individual making a difference, you can submit the nomination via the Comox Valley Chamber of Commerce website: www.comoxvalleychamber.com/2019-awards.html.

Business student going global with her learning

Third-year business degree student Georgia Rodgers is set to embark on her second study abroad journey through NIC. Rodgers took part in the Disney internship for 6 months, studying at the University of California, Riverside and then working at Disney World in Florida. In January, she’ll leave NIC for Germany to study at SRH Heidelberg University for 4 months.

“I looked at the Disney internship because I have always been a huge Disney fan and having an opportunity to work for the company was something I couldn’t pass up,” said Rodgers.

Rodgers says the experience of studying abroad was invaluable.

“It’s given me more confidence,” she said. “If I’m ever nervous about doing something I tell myself that I went to Florida and worked for one of the biggest corporations in the world by myself so I can do this.”
EduCanada Art + Creative Industries Conference in Vietnam and Philippines

Faculty Sara Vipond and Megan Wilson participated in the EduCanada Conference that showcased Canadian institutions that feature Art and Creative Technologies Programs. Megan Wilson offered a presentation on Prototyping Web + Mobile Applications. The conference focused on International partnership potentials and recruitment.

Artist Talk: Boomer Jerritt

Acclaimed Comox Valley Photographer, artist and world traveler Boomer Jerritt gave a talk about his life behind the lens. Jerritt has been involved in the photographic industry since his graduation from the Western Pacific Academy of Photography in 1990. Primarily a lifestyle and recreation photographer his editorial imagery can be seen in various tourism initiatives and publications here in British Columbia and throughout North America. This event was free and open to the public.
**Comox Valley Art Gallery Exhibition: uncover (Sept 28 – Nov 23)**

The artwork of faculty Elizabeth Russell is featured in the current group show titled *uncovered* at the Comox Valley Art Gallery. Elizabeth collaborated with local poet Natalie Nickerson the work brings painting and poetry together in dialogue. Elizabeth is currently on NICFA Leave (Fall 2019) to focus on developing her arts-based research and developing a new body of work.

**New NIC Program Flipbook, created by NIC Marketing to showcase Fine Art + Interactive Media Programs**

This flipbook features the suite of programs offered by the department. Fine Art offers the Fine Art Diploma and Professional Photography Certificate. Interactive Media has two pathways of study, *Design Stream* where students can attain Web Design Certificate, or Communication Design Diploma; *Development Stream* where students can pursue Mobile Application Development Certificate, or Web and Mobile Application Development Diploma. There is also an option of the Advanced Communication + Interactive Design Diploma, this program is a hybrid of the design and development stream, where students learn design as well as, front end and back end development.
Update on FALL Activities 2019 for NIC Board of Governors

Artist Talk: Anna Gustafson
Acclaimed artist Anna Gustafson offered a talk about her art practice, using common objects she explores the intersection between the natural world, human behavior and technology. She grounds her work with research in history, science and communication. For the past three years Gustafson has been enshrouding discarded small appliances and single use plastic containers in linen, just as we once prepared our dead for burial. This event was free and open to the public.

Alberta University of the Arts visits NIC for Info Session

Alberta University of the Arts formerly known as Alberta College of Art + Design recently attained University status and have rebranded their institution. The NIC Fine Art Diploma Program has an articulation agreement with AUArts where students can pursue degree completion with a Bachelor of Fine Art, or Bachelor of Design pathway. NIC welcomed AUArts Jonathan Huntley to offer an information session to inform students and faculty of the institutional changes, connect with students about educational opportunities, and build relations.
Update on FALL Activities 2019 for NIC Board of Governors

EcoPoxy Art Casting Workshop (Nov 16)
NIC School of Fine Art + Design is collaborating with Industrial Plastics + Paints, EcoPoxy and Island Valley Prototyping to host a two-session seminar/workshop, that are free and open to the public. This provides an opportunity for the students, faculty and community to learn about new techniques and products for sculptural casting and furniture design.

Session 1: EcoPoxy will demonstrate the use of UVPoxy, pigments and GloPoxy for coating and small sculptural castings.
Session 2: EcoPoxy will feature the use of Liquid Plastic for woodworking and river tables.

Artist Talk: Samantha Dickie (Nov 21)
Victoria-based artist Samantha Dickie, known for her abstract, minimalist approach to ceramics. The contemporary ceramic artist has fostered an artistic practice over the past two decades that prioritizes the natural beauty of imperfection by preserving the raw, visceral and tactile beauty of clay through textural surfaces and abstract forms.
Over the past 15 years, her practice includes various residencies in Canada and abroad and receiving national and provincial grants to create largescale projects for exhibition in public galleries across Canada. Recent and upcoming public exhibitions include the Canadian Clay and Glass Gallery and the Art Gallery of Burlington in Ontario, as well as commercial commissions for Louis Vuitton’s Boston location.

Thursday November 21st 6-7pm Stan Hagen Theatre, Komoux Hall, NIC Comox Valley Campus. Event is free and everyone is welcome.
BOARD OF GOVERNORS

2019-2020 Board Committee Membership and Representation

Executive Committee
Jane Murphy, Committee Chair
Eric Mosley
Jane Atherton
Rob Everson

Finance and Audit Committee
Murray Erickson, Committee Chair
Eric Mosley
Arlo McCubbin
Valery Puetz

Governance and Human Resources Committee
Danielle Hoogland, Committee Chair
Jane Atherton
Barry Minaker
Ross Hunt
Jenny Sawatzky
Darius Bellrose

President’s Performance and Compensation Committee
Jane Murphy, Committee Chair
Eric Mosley
Rob Everson

NIC Foundation Representative
Jane Atherton

Education Council Liaison
Patricia Trasolini
AGENDA ITEM: Regular Meeting

3.2 BOARD BYLAW NO. 4 – DOMESTIC TUITION AND FEE BYLAW

It is expected that the Ministry of Advanced Education, Skills and Training will confirm the continuation of the 2% limit for tuition and mandatory fee increases for the 2020/21 year. Confirmation of this will be sought by VP Finance, Colin Fowler, in early January 2020. Information on the tuition limit policy is available at the following website: https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/tuition-limit-policy.

The draft revision of Bylaw 4 (attached) applies a 2% increase to all program areas in accordance with the Government’s tuition limit policy, with the exception of the following:

1. The developmental programs listed below currently charge tuition at the maximum rate allowed by Ministry of Advanced Education:
   - Employment Transition Construction Access (note the tuition was decreased to the maximum amount mandated by the Ministry.)
   - Employment Transition Kitchen Assistant

2. Housekeeping items include the following:
   - Interactive Media lab fees
     - IMG 270 has been added which replaces IMG 130 as a course code revision.
     - IMG 212 has been added. This course has been offered since 2017 but was missing from the by-law in error.
     - IMG 120 has been removed. This course is now obsolete and has been deactivated.
   - Human Services lab fees
     - HSW 136 has been added. This course has been offered since 2017 but was missing from the by-law.

Action:
For the Board’s approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2020 - DOMESTIC TUITION AND FEE BYLAW WHICH INCLUDES A 2% INCREASE TO DOMESTIC TUITION AND MANDATORY FEES WITH THE EXCEPTION OF THE EMPLOYMENT TRANSITIONS CONSTRUCTION ACCESS AND EMPLOYMENT TRANSITION KITCHEN ASSISTANT PROGRAMS.
This bylaw establishes principles for a sustainable tuition fee model for courses and programs. Under the College and Institute Act, the Board of Governors is responsible for approving tuition fees.

North Island College will take into consideration the following principles when setting Tuition and Fees:

**Principles:**

Tuition and Fees are the students’ contribution to the overall costs of instructional courses and programs including materials and supplies used in the course delivery.

In setting Tuition and Fees, the following factors will be taken into account: the Mission and Values of the College, program duration and operating costs, available provincial funding for the program, and tuition and fees for comparable programming at other BC institutions.

Tuition and Fees for courses and programs that do not receive provincial funding will be set at a level that covers the full cost of the course or program, including a contribution to the operation of support services.

Programs which require specialized supplies or facilities may have fees levied to cover those additional costs.

Tuition and Fees for programs offered in partnership with other post-secondary institutions will be established with the partner institution(s).

The Tuition fee model will strive for simplicity.

Proposed Tuition and Fees for new programs will be brought forward to the Board as part of the credential approval process.

Tuition and Fees will comply with the Province of British Columbia’s Tuition Limit Policy.

**Scope:**

This bylaw applies to domestic tuition and lab and supply fees for:

- All courses and programs that lead to a credential;
- Department of Accessible Learning (DAL) courses and programs.

THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE IN OPEN MEETING ASSEMBLED ENACTS AS FOLLOWS:

1. This bylaw shall be known and may be cited as Bylaw No. 4, 2020, “Domestic Tuition and Fee Bylaw”.

2. Tuition and fees payable by students (international students excluded) to North Island College shall be those set out in Schedules “A” and “B” attached hereto.
3. Tuition and fees will be communicated to students by inclusion in the College Calendar and by posting on the College Website.

4. This bylaw will be reviewed at least once per year.

Approved the 28th day of NOVEMBER, 2019.

_________________________________  _________________________________
Chair, Board of Governors    Executive Assistant, Board of Governors
SCHEDULE “A”
DOMESTIC TUITION FEES
Effective for courses and programs with start dates after August 15, 2020

Adult Basic Education (except ABE Fundamental) .........................................................  $ 117.70/credit
Adult Basic Education (Fundamental) .................................................................  $ 117.70/course
Department of Accessible Learning .................................................................................  $ 117.70/credit
English as a Second Language (except ESL Beginner) ....................................................  $ 117.70/credit
English as a Second Language (Beginner) .................................................................  $ 176.62/credit
Employment Transition Construction Access ...............................................................  $ 4,800.00 program fee
Employment Transition Kitchen Assistant .................................................................  $ 3,200.00 program fee

Aboriginal Leadership
ABG courses .....................................................................................................................  $ 128.41/credit

Arts and Science ...............................................................................................................  $ 102.73/credit
BIO 250 ............................................................................................................................  $ 128.41/credit
CHN 101, 102 ...................................................................................................................  $ 128.41/credit
CPS 104 ............................................................................................................................  $ 128.41/credit
ENR 151 ...........................................................................................................................  $ 128.41/credit
GEO 220 ...........................................................................................................................  $ 128.41/credit
MAT 122 ...........................................................................................................................  $ 128.41/credit
PHY 215 ...........................................................................................................................  $ 158.38/credit
PHY 216 ...........................................................................................................................  $ 158.38/credit

Business (except as listed below) .....................................................................................  $ 102.73/credit
BUS 360, 370, 375 ............................................................................................................  $ 128.41/credit
BUS 500 ............................................................................................................................  $ 146.39/credit

Cooperative Education ......................................................................................................  $ 102.73/credit

Fine Arts (except as listed below) .....................................................................................  $ 102.73/credit
Professional Photography .................................................................................................  $ 8,246.10 program fee
Professional Potter ............................................................................................................  $10,554.90 program fee
Metal Jewellery Design .....................................................................................................  $ 5,858.27 program fee

Health (except as listed below) .........................................................................................  $ 102.73/credit
Activity Assistant............................................................................................................  $ 2,694.78 program fee
Community Mental Health Worker ..................................................................................  $ 5,078.58 program fee
Pre-program Pathway Course - CMH 150 ........................................................................  $ 906.36/course
Practical Nursing ............................................................................................................  $ 158.38/credit
NUR 170, 173 ....................................................................................................................  $ 158.38/credit
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<td>Hospital Unit Clerk</td>
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## Mandatory Fees

Learner Resource Fee:
- Credit-based tuition: $5.40/credit
- Program-based tuition: $18.01/month

*Note: Fee is levied on registration for post-secondary courses and programs*

## Lab Fees

### Adult Basic Education
- BIO 060: $12.38
- CHE 051, 060: $12.38
- PHY 050, 060: $12.38

### Arts and Science
- ANT 260: $59.73
- BIO 102, 103, 110, 111, 160, 161, 200: $12.38
- BIO 211: $138.51
- BIO 250: $121.86
- CHE 110, 111, 200, 201: $12.38
- CHE 211: $138.51
- CPS 104: $121.86
- CPS 100, 101, 146: $12.38
- ENR 100: $60.93
- ENR 101: $60.93
- ENR 151: $143.57
- MAT 181, 182: $12.38
- PHY 100, 101, 120, 121: $12.38
- PHY 215, 216: $119.48
- SSA 100, 101: $62.13

### Business
- BUS 170: $12.38

### Fine Arts
- FIN 110, 111, 210, 211, 292: $37.25

### Metal Jewellery Design
- Metal Jewellery Design: $212.24

### Professional Photography
- Professional Photography: $124.28

### Professional Potter
- Professional Potter: $351.47
<table>
<thead>
<tr>
<th>Course</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMH 150, 160, 165, 170, 175</td>
<td>$24.82</td>
</tr>
<tr>
<td>ECC 124, 125</td>
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<tr>
<td>HCA 120</td>
<td>$12.38</td>
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<tr>
<td>NUR 105</td>
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<td>NUR 115, 175, 206, 216, 375</td>
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<td>NUR 306</td>
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<td>PNS 116, 126, 236, 246</td>
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<tr>
<td>HSW 136, 166</td>
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<td>IMG 100, 102, 103, 105, 110, 111, 112, 204, 208, 209, 210, 212, 214, 215 230, 240, 250, 260, 270</td>
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</tr>
<tr>
<td>THM 119</td>
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<tr>
<td>THM 219</td>
<td>$896.28</td>
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<td>THM 170, 175, 176, 270, 276</td>
<td>$149.15</td>
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<tr>
<td>THM 275</td>
<td>$244.46</td>
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<tr>
<td>Aircraft Structures Technician</td>
<td>$248.61</td>
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<tr>
<td>Aquaculture Technician Certificate</td>
<td>$132.65</td>
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<tr>
<td>Aquaculture Technician Diploma</td>
<td>$255.00</td>
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<tr>
<td>Automotive Service Technician Harmonized</td>
<td>$155.38</td>
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<tr>
<td>Carpentry Foundation Harmonized</td>
<td>$975.14</td>
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<tr>
<td>Coastal Forest Worker Certificate</td>
<td>$66.30/course</td>
</tr>
<tr>
<td>Culinary Business Operations Diploma</td>
<td>$765.00</td>
</tr>
<tr>
<td>Culinary Business Operations Advanced Diploma</td>
<td>$331.50</td>
</tr>
<tr>
<td>Electrician Foundation Harmonized</td>
<td>$93.20</td>
</tr>
<tr>
<td>Electronics Core Technician</td>
<td>$93.20</td>
</tr>
<tr>
<td>Heavy Mechanical Foundation</td>
<td>$331.21</td>
</tr>
<tr>
<td>Industrial Automation Technician</td>
<td>$93.20</td>
</tr>
<tr>
<td>Joinery/Cabinetmaking Foundation</td>
<td>$124.28</td>
</tr>
<tr>
<td>Landscape Apprenticeship Level 1</td>
<td>$140.55</td>
</tr>
<tr>
<td>Landscape Apprenticeship Level 2</td>
<td>$140.55</td>
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<tr>
<td>Landscape Fundamentals</td>
<td>$140.55</td>
</tr>
<tr>
<td>Lather Interior Systems Mechanic</td>
<td>$225.21</td>
</tr>
<tr>
<td>Metal Fabrication Foundation</td>
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</tr>
<tr>
<td>Plumbing &amp; Piping Foundation Harmonized</td>
<td>$93.20</td>
</tr>
<tr>
<td>Professional Cook 1</td>
<td>$31.05</td>
</tr>
<tr>
<td>Professional Cook 2</td>
<td>$60.92</td>
</tr>
<tr>
<td>Professional Cook 3</td>
<td>$47.76</td>
</tr>
<tr>
<td>Welding Level A</td>
<td>$88.75</td>
</tr>
<tr>
<td>Welding Level B</td>
<td>$177.55</td>
</tr>
<tr>
<td>Welder Foundation Harmonized</td>
<td>$310.72</td>
</tr>
</tbody>
</table>
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
BOARD BYLAW NO. 6 – INTERNATIONAL TUITION AND FEE BYLAW

International fees are excluded from the Ministry of Advanced Education, Skills and Training tuition limit policy. The draft revised bylaw has been updated to include a 2% increase to tuition for all program areas and mandatory fees, which is in line with the increase to domestic tuition and fees.

The revised bylaw has been updated to include a tuition program fee for Professional Photography. International fees were not set previously for this program because it was suspended for several years while being updated. This program is now being offered this academic year and we anticipate interest from our international students.

The Accommodation Application Fee has also been removed from the bylaw as a housekeeping item. This service is no longer provided by North Island College.

Action:
For the Board’s approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW 6, 2020 – INTERNATIONAL TUITION AND FEE BYLAW, WHICH INCLUDES A 2% INCREASE TO INTERNATIONAL TUITION AND MANDATORY FEES.
This bylaw establishes principles for a sustainable international tuition fee model for courses and programs. Under the College and Institute Act, the Board of Governors is responsible for approving tuition fees.

North Island College will take into consideration the following principles when setting International Tuition and Fees:

Principles:

1. In setting Tuition and Fees, the following factors will be taken into account: the Mission and Values of the College, program duration and operating costs, full cost of the course or program, including a contribution to the operation of support services, and tuition and fees for comparable programming at other BC and Canadian institutions.
2. Province of BC policy requires that international tuition and fees are set at a level that covers the full cost of the course or program, including the cost of support services.
3. Programs that require specialized supplies or facilities may have fees levied to cover those additional costs.
4. Tuition and Fees for programs offered in partnership with other post-secondary institutions will be established with the partner institution(s).
5. The tuition fee model will strive for simplicity.
6. Proposed International Tuition and Fees for new programs and courses will be brought forward to the Board as part of the credential approval process.

Scope:

This bylaw applies to international tuition and fees for:
- All courses and programs that lead to a credential;
- Adult Basic Education (ABE) courses and programs; and
- Academic English Language courses.
THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE IN OPEN MEETING
ASSEMBLED ENACTS AS FOLLOWS:

1. This bylaw shall be known and may be cited as Bylaw No. 6, 2020, “International Tuition and Fee Bylaw”.

2. Tuition and fees payable by international students to North Island College shall be those set out in Schedule “A” and “B” attached hereto. For laboratory and supply fees, please refer to Bylaw 4, “Domestic Tuition and Fee Bylaw”.

3. Tuition and fees will be communicated to students by inclusion in the College Calendar and by posting on the College Website.

4. This bylaw will be reviewed at least once per year.

Approved the 28th day of NOVEMBER, 2019.

_____________________________ _________________________________
Chair, Board of Governors Executive Assistant, Board of Governors
NORTH ISLAND COLLEGE

BYLAW NO. 6, 2020

SCHEDULE “A”

INTERNATIONAL TUITION AND FEES

Effective for courses and programs with start dates after August 15, 2020

Enrolment in fewer than three courses requires Office of Global Engagement department approval.

Academic program tuition by credit, program, month or course

- All courses charged per credit, except as noted .......................................................... $ 459.00/credit
  - Early Childhood Care and Education ......................................................................... $408.00/credit
  - Metal Jewellery Design Certificate ........................................................................ $ 8,277.42/program
  - Professional Photography ......................................................................................... $ 16,885.69/program
  - Professional Potter Advanced Diploma .................................................................. $ 16,885.69/program
  - Adventure Guiding Certificate .............................................................................. $ 16,885.69/program

Trades and Technology:

- Apprenticeships:
  - Professional Cook Level 1 ..................................................................................... $ 11,251.92/program
  - Professional Cook Level 2 ..................................................................................... $ 4,822.25/program
  - Professional Cook Level 3 ..................................................................................... $ 3,214.83/program

- Foundation & other Trades programs:
  - Aircraft Structures Technician ................................................................................ $ 14,466.60/program
  - Automotive Service Technician Foundation Harmonized ...................................... $ 11,251.80/program
  - Carpentry Foundation Harmonized ......................................................................... $ 9,644.40/program
  - Culinary Business Operations Diploma ..................................................................... $ 13,918.34/academic year
  - Culinary Business Operations Advanced Diploma ................................................... $ 13,918.34/academic year
  - Electrician Foundation Harmonized ....................................................................... $ 9,644.40/program
  - Electronics Technician Core Certificate .................................................................... $ 14,466.60/program
  - Heavy Mechanical Foundation ............................................................................... $ 12,859.20/program
  - Industrial Automation Technician ........................................................................... $ 14,466.60/program
  - Joinery/Cabinetmaking Foundation ....................................................................... $ 14,466.60/program
  - Metal Fabrication Foundation ................................................................................ $ 8,037.00/program
  - Plumbing & Piping Foundation Harmonized ........................................................... $ 11,251.80/program
  - Other programs ........................................................................................................ $ 1,607.40/month

- Prior Learning Assessment (for above as applicable).................................................. 75% of tuition fee
- English Language Pathway ....................................................................................... $ 2,677.50/course

Note: Bylaw 4 – “Domestic Tuition and Fee Bylaw” will apply to international dual credit high school students.
SCHEDULE “B”

INTERNATIONAL STUDENT SERVICES FEES

Effective for courses and programs with start dates after August 15, 2020

For laboratory, supply and other mandatory fees, please refer to Bylaw 4, “Domestic Tuition and Fee Bylaw”.

Mandatory International Service Fee:

<table>
<thead>
<tr>
<th>Service Type</th>
<th>Fee</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit-based Tuition</td>
<td>$30.60/credit</td>
</tr>
<tr>
<td>Program-based Tuition</td>
<td>$102.00/month</td>
</tr>
</tbody>
</table>
AGENDA ITEM: Regular Meeting
3.5 Board Objectives, 2020
(Attachment)

Background/History

The Board of Governors develops an annual set of objectives to guide its work. The Objectives are then used to create a “Board Workplan and Schedule, 2020” which sets out more specific activities (including dates and responsibilities) that will be undertaken in order to address the Objectives.

During the October 24-25 Board Planning/Education Retreat, the Board discussed the Board Evaluation Feedback Summary Results Report (June 28, 2019) provided by Cygnus Management Consultants (Scott Borland) which included areas for possible improvement for the Board. It also identified some other priorities for 2020 including items from the 2019 Board Objectives to be carried forward.

Based on the discussion and documentation generated at the Board Retreat, the president prepared a draft set of “Board Objectives, 2020” for review by the Executive Committee. The draft was discussed at the November 12 Executive Committee and feedback was provided to the President for editing and reorganizing the draft for further review by the whole Board of Governors on November 28. As discussed at the Board Retreat, the use of the College Plan2020 priorities as headings under which to organize the Board’s Objectives has been discontinued, as those headings will change when the new College Plan20-25 is approved in 2020.

Action:

It is proposed that the College Board review and provide feedback for finalizing the Board Objectives, 2020 and for the development of the Board Workplan and Schedule, 2020. A final draft of the Objectives, 2020 will be recommended for approval at the first Board Meeting in the new year.

Suggested Resolution:

None
Board of Governors
Objectives 2020

A. Board Meetings
   1. Strengthen board discussion regarding strategic and governance topics by dedicating additional board-day meeting time in the morning for “Committee of the Whole” work. (e.g. dialogue regarding major issues, special presentations, and engagement with community, students, college employees, etc.).

B. Board Development/Education
   2. Strengthen board member orientation and ongoing development with additional education, information and discussion sessions regarding:
      a. Governance: board types (public post-secondary institutions, others) , NIC board processes, policies, member roles and fiduciary responsibilities, government mandate;
      b. College: programs, services, administrative structure and roles, finance; use of technology to support access; news media relations; use of social media; marketing and communications plans;
      c. Roles and Relationships: Education Council, Aboriginal Education Council (AEC) and NIC Foundation (NICF);
      d. North Island First Nations’ Cultures;
      e. Truth and Reconciliation Commission Calls to Action, and U.N. Declaration on the Rights of Indigenous People (UNDRIP)
      f. Other

C. Planning, Oversight and Performance Assessment
   3. Participate in the development of, review and final approval of the new five-year strategic plan (College Plan20-25).

   4. Determine appropriate measures for monitoring, assessing and reporting on the College’s overall progress, as well as the President’s, and Board/members’ performance as part of the annual and multi-year planning, objective setting and review/reporting processes.
Board of Governors
Objectives 2020

5. Develop governance level “Dashboard” with key indicators for each college strategic plan priority to monitor status and assess progress, draw from the performance indicators in the Institutional Accountability Plan and Report (IAPR).

6. Hold at least one special Board meeting session to provide an opportunity for comprehensive review of important topics by the Board (e.g. Student Housing, Aboriginal education, Innovation).

D. Board Engagement

7. Continue having student, faculty and staff presentations at Board meetings to support engagement and Board development.

8. Develop and implement opportunities for Board Members to engage with business communities, and other community stakeholders/partners (e.g. First Nations, non-profit organizations).

9. All Board members to be active in attending college and community events.

10. Invite employees to attend Board meetings and hold meet and greet/mix and mingle opportunities with employees and students.

E. Advocacy and Government Relations

11. Continue to engage in advocacy and to develop effective government relationships with local, regional, provincial and federal government partners (mayors, councilors; provincial MLA’s and federal Members of Parliament).

F. Other

12. . . .

13. . . .
AGENDA ITEM: Regular Meeting

3.6 Key Performance Indicators: “Dashboard” and Plan20-25 Assessment/Reporting

Background/History

This report has two purposes: 1) to provide information, and 2) to seek feedback and clarification from the Board regarding the following.

The Board of Governors has identified a desire to establish and publish a set of overall, annual governance-level metrics (Key Performance Indicators – KPI’s) for the purpose of monitoring macro-level institutional performance over time.

It is intended that the KPI’s will be presented in a concise and easily understood “Dashboard” format including simple charts and numeric tables. The Dashboard will likely be similar to but more comprehensive than the current NIC “Fast Facts” publication (Appendix A.) which includes some college “performance” measures as well as environmental scan type information.

Also, the Board has directed that the College set measurable goals in the new five-year strategic plan (Plan20-25), for which the progress can be more readily tracked and reported on annually.

Colleges in British Columbia are required to adhere to the provincial post-secondary education Accountability Framework Standards and Guidelines. The Framework specifies the requirements for the annual Institutional Accountability Plans and Reports (IAPR). The provincial government has stipulated the key performance measures all institutions are required to track and report to the Ministry (Appendix B.). These government required measures will form a core of the NIC Dashboard.

A preliminary list of other data elements that may be included in the Dashboard are listed in Appendix C.

Action:

The Board’s feedback and advice with respect to the development of the Dashboard is requested. Based on the Board’s feedback, and after further review and consultation with the Senior Leadership Team and the Manager, Institutional Research and Planning a draft “Dashboard” will be prepared for presentation at a future Board of Governors meeting in 2020.

The Board will have the opportunity to review and provide feedback regarding the College Plan-20-25 Goals and assessment measures at future meetings in early 2020.

Suggested Resolution:

None
Appendix A.

NIC “Fast Facts” 2018
NIC is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka’wakw and Coast Salish traditions, on whose traditional and unceded territories we are situated.

NIC is a publically funded community college dedicated to serving 157,000 people on northern Vancouver Island and the central BC mainland coast. Our central focus is to support student experiences and success. Programming is delivered onsite at four campuses and one learning centre, through technology-enabled distance learning, and many in-community programs developed in partnership with remote communities across our 80,000 km² service region.

NIC STUDENTS SAY*

90% are satisfied with their education at NIC
92% NIC’s quality of instruction is high
90% were well-prepared by NIC for further studies

* DACSO survey of former NIC Diploma, Associate Degree and Certificate students

PROGRAM MIX*

3% Interactive Media & Fine Arts
9% Health & Human Services
10% Foundation Trades
10% Career & Industry Training
15% Adult Upgrading
16% Business & Tourism
20% University Transfer
17% Apprenticeship Training

* Based on student FTEs

STUDENT HEADCOUNT

8,053 Students total
1,246 Indigenous students
564 International students

173 Dual Credit high school students
82 Dual Admissions post-secondary students

2,234 Domestic FTEs
506 International FTEs

COLLEGE REVENUE

$48.9M Total Revenue
$24.4M Ministry of Advanced Education, Skills & Training
$11.6M Tuition
$391K Aboriginal Service Plan
$2.0M Other provincial sources
$2.7M Industry Training Authority
$7.8M Other sources

SCHOLARSHIPS AND BURSARIES AVAILABLE

APPLIED RESEARCH & INNOVATION PROJECTS

For more information, please contact 1-800-715-0914 or questions@nic.bc.ca

www.nic.bc.ca
Appendix B.

Ministry of Advanced Education

Accountability Framework Standards and Guidelines

Performance Measures 2018/19
PERFORMANCE MEASURES, TARGETS AND RESULTS

Tables 1 and 2 at the end of this section provide NIC’s 2018/19 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.5

NIC exceeded, achieved or substantially achieved 18 of the 20 performance measures in the 2018/19 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 students in trades programs, former apprenticeship students; and bachelor degree graduates. NIC exceeded, achieved, or substantially achieved the targets for all of these measures in 2018/19, 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; former apprenticeship students; and bachelor degree graduates were all exceeded.

Nursing and Other Allied Health Programs FTEs continue to be well above target in 2018/19.

Developmental adult upgrading program FTEs were substantially below the target of 572 FTEs with 369 FTEs enrolled. Although this was a three percent increase (10 FTEs) over the previous year, NIC has been substantially below target since 2015/16 when tuition for adult upgrading programs was introduced as a result of Government funding and policy changes. Developmental program FTEs declined substantially in 2015/16 and have not recovered even though the tuition policy was reversed in 2017/18 for Adult Basic Education (ABE) and domestic English as a Second Language (ESL) programs. Permanent reductions in developmental program FTEs are now coming from no longer offering ESL pathway programs to domestic students. ABE FTEs have shown a modest increase of two percent (seven FTEs) over last year but remain substantially below levels seen prior to 2015/16. In consideration of these factors, NIC has worked with AEST over the past year on revisions to the Developmental Student Spaces target, reducing the College’s target for ABE to 341 FTEs in 2019/20, increasing to 375 FTEs in 2020/21 and increasing further to 412 FTEs in 2021/22.

The Total Student Spaces performance measure was not achieved, with 1,509 FTEs enrolled toward the 2,302 FTE 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 factors are not accounted for in 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.

It is noteworthy that NIC enrolled 1,254 FTEs in 2018/19 that did not count toward Ministry targets. Industry Training Authority (ITA) funded foundation trades, technology and apprenticeship programs enrolled 725 FTEs. The College’s Bachelor of Science in Nursing program, offered in partnership with Vancouver Island University (VIU), enrolled 23 fourth-year student FTEs counted by VIU in addition to the 125 FTEs counted by NIC. The College also enrolled 506 international student FTEs in 2018/19 – up 39% from the previous year – that are not counted toward Ministry targets.

**Table 1, Accountability Framework performance measures, 2018/19 reporting cycle**

<table>
<thead>
<tr>
<th>Performance measure¹</th>
<th>Reporting year</th>
<th>2017/18 Actual</th>
<th>2018/19 Target</th>
<th>2018/19 Actual</th>
<th>2018/19 Assessment</th>
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</thead>
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<tr>
<td><strong>Student spaces (FTEs)²</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total student spaces</td>
<td>1,535</td>
<td>2,302</td>
<td>1,509</td>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td>Nursing and other allied health programs</td>
<td>231</td>
<td>229</td>
<td>258</td>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Developmental</td>
<td>359</td>
<td>572</td>
<td>369</td>
<td>Not Achieved</td>
<td></td>
</tr>
<tr>
<td><strong>Credentials awarded³</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number</td>
<td>520</td>
<td>507</td>
<td>520</td>
<td>Achieved</td>
<td></td>
</tr>
<tr>
<td><strong>Aboriginal student spaces (FTEs)⁴</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Aboriginal student spaces</td>
<td>405</td>
<td>≥13%</td>
<td>420</td>
<td>Exceeded</td>
<td></td>
</tr>
<tr>
<td>Ministry (AEST)</td>
<td>328</td>
<td></td>
<td>334</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Industry Training Authority (ITA)</td>
<td>78</td>
<td></td>
<td>87</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student satisfaction with education⁵</strong></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>93.8%</td>
<td>1.8%</td>
<td>89.5%</td>
<td>2.1%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Former apprenticeship students</td>
<td>93.2%</td>
<td>4.5%</td>
<td>≥ 90%</td>
<td>96.3%</td>
<td>5.5%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>100.0%</td>
<td>0.0%</td>
<td>92.6%</td>
<td>5.4%</td>
<td>Achieved</td>
</tr>
<tr>
<td><strong>Student assessment of the quality of instruction⁵</strong></td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>94.1%</td>
<td>1.7%</td>
<td>≥ 90%</td>
<td>92.0%</td>
<td>1.9%</td>
</tr>
<tr>
<td>Former apprenticeship students</td>
<td>89.8%</td>
<td>5.4%</td>
<td>92.6%</td>
<td>7.6%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>95.8%</td>
<td>4.9%</td>
<td>100.0%</td>
<td>0.0%</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>
### Student assessment of skill development

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>87.7%</td>
<td>2.2%</td>
<td>85.3%</td>
<td>2.4%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Former apprenticeship students</td>
<td>87.8%</td>
<td>6.0%</td>
<td>≥ 85%</td>
<td>86.9%</td>
<td>9.6% Exceeded</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>79.8%</td>
<td>9.2%</td>
<td>92.4%</td>
<td>5.2%</td>
<td>Exceeded</td>
</tr>
</tbody>
</table>

### Student assessment of usefulness of knowledge and skills in performing job

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>88.3%</td>
<td>3.6%</td>
<td>79.0%</td>
<td>4.1%</td>
<td>Substantially achieved</td>
</tr>
<tr>
<td>Former apprenticeship students</td>
<td>92.2%</td>
<td>5.5%</td>
<td>90.9%</td>
<td>9.8%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>91.7%</td>
<td>6.8%</td>
<td>96.2%</td>
<td>4.2%</td>
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### Unemployment rate

<table>
<thead>
<tr>
<th>Degree Type</th>
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<th>%</th>
<th>+/-</th>
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<tbody>
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</tr>
<tr>
<td>Former apprenticeship students</td>
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<td>Bachelor degree graduates</td>
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<td>0.0%</td>
<td>0.0%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Student assessment of skill development</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
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</tr>
<tr>
<td>----------------------------------------</td>
<td>-------</td>
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</tr>
<tr>
<td>Former diploma, associate degree and certificate students</td>
<td>87.7%</td>
<td>2.2%</td>
<td>85.3%</td>
<td>2.4%</td>
<td>Achieved</td>
</tr>
<tr>
<td>Former apprenticeship students</td>
<td>87.8%</td>
<td>6.0%</td>
<td>≥ 85%</td>
<td>86.9%</td>
<td>9.6%</td>
</tr>
<tr>
<td>Bachelor degree graduates</td>
<td>79.8%</td>
<td>9.2%</td>
<td></td>
<td>92.4%</td>
<td>5.2%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Student assessment of usefulness of knowledge and skills in performing job</th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
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<tbody>
<tr>
<td>Former diploma, associate degree and certificate students</td>
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<td>96.2%</td>
<td>4.2%</td>
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</table>

<table>
<thead>
<tr>
<th>Unemployment rate</th>
<th>%</th>
<th>+/-</th>
<th>%</th>
<th>+/-</th>
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<td>11.5%</td>
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<tr>
<td>Bachelor degree graduates</td>
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### Table 2, Accountability Framework performance measures, 2018/19 reporting cycle, Assessment of Skill Development component measures

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<th>Performance measure¹</th>
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<td>+/-</td>
<td>%</td>
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<tr>
<td>Skills development (avg. %)</td>
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<td>2.2%</td>
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<tr>
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</tr>
<tr>
<td>Reading and comprehension</td>
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</tr>
<tr>
<td>Former apprenticeship students’ assessment of skill development⁵</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
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<td>6.0%</td>
<td>≥ 85%</td>
<td>86.9%</td>
<td>9.6%</td>
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<tr>
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<td>N/A</td>
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<tr>
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<tr>
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<tr>
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<tr>
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<td></td>
</tr>
<tr>
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<td>96.2%</td>
<td>5.8%</td>
<td></td>
</tr>
<tr>
<td>Bachelor degree graduates’ assessment of skill development⁵</td>
<td>%</td>
<td>+/-</td>
<td>%</td>
<td>+/-</td>
<td></td>
</tr>
<tr>
<td>Skills development (avg. %)</td>
<td>79.8%</td>
<td>9.2%</td>
<td>≥ 85%</td>
<td>92.4%</td>
<td>5.2%</td>
</tr>
<tr>
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<td>Learn on your own</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>88.9%</td>
</tr>
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<td>Reading and comprehension</td>
<td>91.7%</td>
<td>6.8%</td>
<td>N/A</td>
<td>N/A</td>
<td>92.0%</td>
</tr>
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</table>
The Accountability Framework performance measures in the preceding tables are assessed per the scale described below. Note that the margin of error is added to the actual value before assessments are made for “>=” targets and subtracted from the actual value before assessments are made for “<=” targets.

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

Notes for Tables 1 and 2:


2 Results from the 2017/18 reporting year are based on data from the 2017/18 fiscal year; results from the 2018/19 reporting period are based on data from the 2018/19 fiscal year.

3 Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2018/19 reporting year are a three-year average of the 2015/16, 2016/17 and 2017/18 fiscal years.

4 Results from the 2017/18 reporting year are based on data from the 2016/17 fiscal year; results from the 2018/19 reporting period are based on data from the 2017/18 fiscal year.

5 Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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 Results from the 2017/18 reporting year are based on 2017 survey data; results from the 2018/19 reporting year are based on 2018 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%.
Appendix C.

Performance Indicators “Dashboard”

Other Possible Data Elements to be Included
OTHER POTENTIAL KPI'S (OR NOTABLE NUMBERS)

STUDENTS

Enrolment/Student Total FTE, Headcounts and % by
- Age
- Gender
- Aboriginal
- International
- Campus/Location
- From within/outside NIC Region
- Major Program Type

Student Success
- Credentials awarded (Certificates, Diploma, Degree, Post-degree Diploma, etc.)
- Program/Course Completions

Student Transition Rates
- Percent of region high school graduates in region transitioning to directly to NIC
- Number of students transferring/transitioning from NIC to other post-secondary institutions

Financial Awards
- Total value and number of student scholarships/bursaries awarded

PROGRAMMING
- Number of new credit and non-credit courses/programs developed/delivered
- In-community Program Partnerships

FINANCE
- Total College Annual Budget
- Annual College Revenues % by Source/Type
- Annual % of One-time/Special Funding

FACILITIES
- Annual Value $ of Capital Improvements Made to Facilities
- Facilities/Space (Room and Seat) Utilization Rates by Campus

EMPLOYEES
- Employee FTE by Type
- Age of Employees
- Length of Service by Type
- Employee Satisfaction/Engagement Measures
PROVINCIAL GOVERNMENT REQUIRED KPI'S

Students

Actual and Target Student Enrollment
  Total student spaces (FTE)
  Health
  Developmental

Aboriginal student spaces (FTE)

Credentials awarded

Student satisfaction with education
Student assessment of the quality of instruction
Student assessment of skill development
Student assessment of the usefulness of knowledge and skills in performing job

Unemployment rate
This report covers the time period from September 27 to November 27, 2019. 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.

College Plan20-25 Process

During October and November, the College Plan20-25 process was a major focus of my attention and work. I presented to municipal government councils in Cumberland (September 30), Tofino and Ucluelet (October 8), the Alberni Valley School Board of Education (October 8) and Comox Valley Chamber of Commerce Board of Directors (October 16) to invite them to participate in the process.

On October 4, the Environmental Scan Subcommittee met to review and discuss the final 2019 Environmental Scan document prepared by the Office of Institutional Research and Planning. The final scan document was published to the college website and is available here.

Participation by students, employees and community members in Strategic Planning Survey was actively promoted up to October 15, after which the survey data were tabulated and a report prepared. The report on the survey findings has been posted to the college website and is available here. In total, 1,509 people completed all or a part of the survey. The information provided through survey regarding the college mission, vision, values and priorities will be used in the development of the draft College Plan20-25.

The College Plan20-25 Committee met on October 30. The agenda included a review of the Key Factors and Trends slide show presentation drawn from the Environmental Scan that would be used during the Regional Community Forums in November, the preliminary analysis of the Strategic Planning Survey findings, as well as the goals and draft agenda for the Regional Community Forum meetings.

The Regional Community Forums were held in Port Hardy (November 4), Port Alberni (November 5), Comox Valley (November 6) and Campbell River (November 7). In total, 115 community leaders and organizational representatives attend the four forums. Participants included local government officials, school districts, First Nations, health and social services, non-profit organizations, business leaders, economic development staff, and employment service agencies.
During each of the forums, participants provided a wealth of feedback regarding the College’s mission, values, opportunities and challenges as well as about community and college priorities and goals. The information generated through the Forums will help to inform the development of the draft Plan20-25 as well as other college planning activities.

A new College Plan20-25 website has been launched which provides public access to information about the strategic planning process.

**Student Success and Experience**

**Student Housing**

On October 18, I and other members of the Senior Leadership Team attended the provincial Student Housing Workshop hosted by the Ministry of Advanced Education and Skills Training at the University of British Columbia. The focus of the workshop was on how to effectively operate student housing services on campus. It included a series of presentations and panel discussions by experienced personnel from post-secondary institutions that have student housing. The topics addressed included best practices in: Aboriginal student supports; student mental health and well-being; safety and security; diversity and inclusion; and, residence life activities.

This fall, the Senior Leadership Team (SLT) and Student Housing Advisory Committee have been actively and intensively involved in working with architectural consultants (Dialog Design) to develop the preliminary (indicative or schematic) designs for the Comox Valley Student Housing Project. Since September 9, four design workshops have been facilitated by the architectural consultant team:

- Workshop 1: Fostering a Sense of Belonging, September 9, 2019
- Workshop 2: Community Wellbeing and Sustainability, September 27, 2019
- Workshops 3+4: Project Principles for Building Community, October 22, 2019

Weekly update meetings were held (October 16, 30, November 6, 14, 20, 27) with the architects and members of SLT, in order to provide timely advice and direction to the architects on their work. On December 17, at a special meeting of the Board of Governors, members of the Dialog Design team will present the preliminary draft design plans for the Student Housing project.

**High Quality, Relevant Programs and Curriculum**

**Bachelor of Science in Nursing (BSN) Program**

On October 29, I attended a meeting with members of SLT, the Dean of Health and Human Services and BSN program faculty, and site visitors/reviewers from the British Columbia College of Nursing Professionals (BCCNP) involved in the Education Review of NIC BSN program. We discussed questions the site visitors posed regarding the supports provided by the College for the BSN program and students.

**People, Organization, Culture**

**Diversity Matters Steering Committee (DMSC)**

On October 31, I chaired a meeting of the DMSC that focused on advancing short and longer term actions in support of our values with respect to Diversity and Inclusion. I also provided the Committee with feedback provided by members of SLT regarding our current and planned activities to address the issues and priorities that have been identified.
Campus Town Hall Meetings

I hosted campus Town Hall Meetings in Campbell River (October 3), Port Alberni (October 9) and Comox Valley (October 21). The topics discussed at each meeting included: Fall 2019 semester campus highlights; Campbell River Campus update; Comox Valley Student Housing project; and the College Plan20-25 process.

Port Alberni Time Capsule Opening

On November 7, NIC faculty, staff and former employees came together to celebrate the official opening the time capsule, marking 25 years since the Grand Opening of NIC’s Port Alberni Campus on Roger Street. I had the honour of opening the capsule. The items are on display on the 2nd floor of the Library and Learning Commons for all to browse. The College is also accepting donated items/memorabilia to be placed in another capsule for the next unveiling (25 years into the future, marking the 50th anniversary of the Port Alberni Campus). The capsule will be sealed again with these items, in the Spring 2020.

"North Island College Port Alberni Regional Campus Time Capsule sealed on October 18, 1994 by Dr. Neil Murphy – Open on October 18, 2019."

New Employee Welcome and Orientation

On November 8, I participated in the New Employee Welcome and Orientation session organized by the Human Resources Department at the Comox Valley Campus.

Resources, Investment, Sustainability

North Island College Foundation (NICF)

On November 18, I attended a regular meeting of the NICF Board of Directors. The agenda for the meeting included reports from the Chair, Executive Director, Treasurer and Secretary, and various Board Committees. Three policies - Executive Director Position Description, Statement of Investment Policy and Code of Conduct were reviewed and discussed.

I also participated in North Island College Foundation Donor Appreciation Events in Campbell River (October 29), Comox Valley (November 13) and Port Alberni (November 25). It was a pleasure for me to have these opportunities to thank the many individuals and organizations that support students and the College through the funding of scholarships and bursaries. The events also included remarks shared by student award recipients regarding how the financial assistance they received impacted their success.
Active Connections to Community

School District #72 Campbell River

On October 28, I chaired a meeting of the NIC Senior Leadership Team and the Campbell River School District #72 senior administrative team held in the Bistro with an excellent plated lunch provided by our culinary students. At the meeting, we thanked our school district partners for their support in completing the Campbell River Campus Expansion and Renovation Project, and they in turn expressed appreciation to the college for the benefits that resulted for Timberline Secondary School students. We also discussed current college programming and services in Campbell River, many current and future opportunities to collaborate including: increased dual credit programming partnership opportunities, Aboriginal student recruitment and supports; our High School Partnership Initiative (HSPI); and, school space utilization.

Campbell River Campus Information Night

On November 7, the College hosted the Campbell River Campus Information Night. I was pleased to attend and to provide brief welcoming remarks. The event was well attended by prospective students and community members. The program for the event (click here) included workshops, program and service showcases, as well as campus tours.

Culinary Team BC

On November 22, I attended the Culinary Team BC special event at our new teaching kitchen at the Campbell River Campus. NIC’s Chef Xavier Bauby welcomed Team BC for the fundraising event – a 5-course gourmet dinner and dress rehearsal of Team BC’s complete menu for the 2020 IKA World Culinary Olympics in Stuttgart, Germany. In addition, the event organizers arranged for pre-dinner appetizer stations involving Team BC and their support team, as well as the NIC Culinary Arts program students.

Other Topics

BC Colleges (BCC)

On October 23, I chaired the Council of President’s (COP) teleconference meeting. The agenda included a discussion on the Post-Secondary (PS) Indigenous Board Member gathering held at the Musqueam Cultural Education Resource Centre on September 20. Topics of discussion included Aboriginal PS Education and Training Policy Framework and Action Plan, UN Declaration on the Rights of Indigenous Peoples, and Truth and Reconciliation Commission’s Calls to Action. Other agenda topics included the Asia-Pacific Association for International Education (APAIE) conference to be held in Vancouver, March 22-26, 2020 and EMSI (Economic Modeling Specialists Intl) labour market data for higher education.

On November 21, I attended the COP meeting held in Vancouver. The meeting agenda included COP and BC Colleges Day in Victoria (February 24-25, 2020); presentations from EMSI, Leger-McMaster 2019 College Reputation Study, and Council of Forest Industries. AEST DM S. Baskerville and ADM J. Vasey joined the meeting to provide an update on AEST. Randall Martin, Executive Director of BC Council for International Education (BCCIE) discussed a potential study tour to Australia and New Zealand in October 2020.

College Board of Governors

On October 10 and November 12, I facilitated meetings of the Board Executive Committee. The focus of the October 10 meeting was primarily on planning for the October 24-25 Board of Governors Education/Planning Retreat held at Mount Washington Alpine Resort. The November 12 meeting agenda included: an update on the Campbell River Campus Fundraising Campaign (from R. Heidt); debrief of the Board of Governors Planning/Education Retreat (October 24-25); review and discussion of the draft Board Objectives, 2020; and, review of the preliminary schedule and draft agendas for the Board of Governors meetings to be held on November 28.
Planning and preparation for the Board of Governors Annual Education/Planning Retreat was a major activity during October. I met via teleconference with Scott Borland (Cygnus Management Consultants) on October 4th, 15th and 22nd, to develop and discuss the goals, agenda and activities that would be included in the retreat program.

Based on feedback provided by members of the Board of Governors, the Retreat was viewed as productive and successful in achieving its intended goals. Rachel Reid and I held a debriefing call with Scott Borland on November 14, during which we discussed what went well and what might have been improved. Our experiences in organizing the 2019 Retreat will help inform those to be held in the future.

Irving K. Barber B.C. Scholarship (IKBBCS) Society

On October 7, I attended a regular meeting of the IKBBCS Society. In addition to routine board business, the meeting included discussions regarding the development of a new student bursary program to support students to transition from Adult Upgrading to post-secondary education programs. Discussions with the Ministry of Advanced Education and Skills Training regarding the proposed program of assistance are expected to occur in the near future.

On October 30, I participated in the International Scholarship Committee teleconference to consider revisions to the application form/process for the Premier’s and One World International Scholarship Programs. On November 20, I participated in the Transfer Scholarship Committee teleconference to discuss the 2019 and 2020 Transfer Scholarship/Transfer Review Programs.
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 Shellfish Aquaculture Technician Certificate

Summary:

The Shellfish Aquaculture Technician Certificate program has been developed to provide quality, industry-responsive skills training in shellfish aquaculture. The new program is also designed to provide interested entrepreneurs, new shellfish farmers, the First Nations, aquaculture students, and other stakeholders a foundation of knowledge to start a shellfish aquaculture business and/or improve the commercial shellfish farming operation of some commercially important species of bivalve mollusks, crustaceans, holothurians, and algae. In addition, the goal of the Shellfish Aquaculture Certificate is to meet the needs of learners who aspire to secure and/or sustain employment within the shellfish aquaculture sector, while achieving credentials which provide opportunities for further career advancement and education.

The global demand for seafood products cannot be met sustainably by harvesting wild sources, and aquaculture will therefore play an increasingly important role in global food security (Food and Agriculture Organization 2016). The aquaculture sector in BC accounts for approximately half of the entire Canadian aquaculture output (Fisheries and Oceans Canada, 2018), providing high-quality seafood products and thousands of stable jobs year-round. BC has more diversified species of shellfish and seaweeds compared with other Canadian provinces. Based on 2016 Canadian Aquaculture Statistics in terms of quantities and values, BC has produced more clams, oysters, scallops, and other shellfish species than other provinces, with the exception of mussels which are predominantly farmed in Prince Edward Island (PEI).

Most of shellfish aquaculture jobs in BC are based in northern and central Vancouver Island – precisely the catchment area of North Island College (NIC). In fact, the NIC Campbell River campus, where the proposed program will be based, is located near the head offices and hatchery facility of Manatee Holdings Ltd., the largest shellfish company in BC, along with numerous supporting organizations and businesses of shellfish aquaculture. The BC Shellfish Growers Association (BCSGA) office is located in Comox, BC. Some of the big shellfish companies/employers in BC coasts are: Sawmill Bay Shellfish in Read Island; Fanny Bay Oysters in Union Bay; Mac’s Oysters Ltd. in Fanny Bay; Nova Harvest Ltd. in Bamfield, BC; Odyssey Shellfish Ltd. in Bowser; Raincoast Sea Farms Inc. in Courtenay; Ritchie Holdings, Quadra Island; Island Scallops Ltd., Qualicum Beach. NIC is therefore perfectly situated to serve its rural communities by fulfilling the urgent need for aquaculture training in the region.

Aquaculture industry representatives in BC have made it clear that a technical program serving Northern Vancouver Island would have the full support of industry and all suitable graduates would find employment in the region. Attracting and retaining workers in rural areas where aquaculture operations are located is an ongoing challenge for the industry. In 2014, there were 450 unfilled jobs in the Canadian aquaculture sector, which was responsible for an estimated $57
million in lost revenue (Canadian Agricultural Human Resource Council, 2016). The number of unfilled aquaculture jobs is predicted to reach 1,300 by 2025 (Canadian Aquaculture Industry Alliance, 2018).

As the aquaculture sector grows, new positions are available every week across the country. Many of these positions are in rural areas where there is a lack of recruits due to an aging workforce – or to the exodus of skilled workers to other regions of the country. As a result, there is currently a shortage of skilled labour in the farm production and post-production processing side of operations. Industry is therefore actively recruiting personnel from around the globe, including: Poland, Northern Africa, South America and Asia.

The shellfish certificate program will involve a blend of classroom lectures, laboratory activities, applied learning in the classroom, industry skills training, field trips, and practicum in shellfish companies’ facilities. The curriculum focuses on biology of shellfish species including biodiversity, geographic distribution, taxonomy, anatomy, physiology, life stages, history, ecology and genetics. Skills developed through the program will also encompass shellfish husbandry techniques and principles including algal scale-up production and seaweed culture, feeding/nutrition, shellfish health and biosecurity, and biotechnology advancements to aid production, shellfish hatchery production techniques and principles to maximize survival and growth during the early life stages, including broodstock development, spawning and larval rearing, juvenile production, and grow-out culture, shellfish diseases and health, from a holistic perspective of the cultured shellfish, pathogen, and environment, covering biosecurity and harmful algae monitoring (HAMP) plankton training. Applied skills will include computer and mathematics skills related to the daily operations of an aquaculture farm, using industry-relevant software, equipment operation and maintenance, business communication skills (both written and oral) as applicable in aquaculture industry operations and in communicating with the public, and soft skills training related to working in a team environment, managing stress, and conflict resolution.

**Action:**

- For the Board’s approval of the certificate program.

*Tuition fee will be established in upcoming months with initial cohorts being delivered on contract.

**Suggested Resolution:**

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE SHELLFISH AQUACULTURE TECHNICIAN CERTIFICATE PROGRAM.
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 Hatchery Operations Certificate

Summary:
The Hatchery Operations Certificate program provides learners with skills in hatchery operations including functional knowledge of aquatic ecology and resource restoration to support finfish stock enhancement of surrounding watersheds and other natural bodies of water in North America. Graduates of the program will be equipped to work in finfish hatcheries from private aquaculture industries, including stock enhancement programs of provincial and federal (DFO) governments, First Nation communities, and non-governmental finfish enhancement societies. The inaugural delivery of the Hatchery Operations Certificate will be implemented in collaboration with Homalco First Nation, finfish enhancement societies, the Department of Fisheries and Oceans Canada (DFO), and members of BC Salmon Farmers Association (BCSFA).

BC produces half of all Canadian aquaculture products by quantity and by value, and the vast majority of these products are grown around the rural communities of central and northern Vancouver Island – precisely the communities served by NIC. The finfish aquaculture industry utilizes freshwater fish hatcheries to produce the millions of smolts used to grow in seasite facilities until they are a marketable size. These hatcheries also play a key role in the finfish enhancement efforts of the First Nation communities, enhancement societies, and the provincial and federal governments for the following activities: conserving weak finfish stocks; providing recreational, commercial and Aboriginal fishing opportunities; and supporting stock assessment. Fisheries and Oceans Canada (DFO) operates 23 hatchery facilities and spawning channels throughout British Columbia, which release hundreds of millions of juvenile finfish every year to supplement wild stocks and sustain British Columbia wild fisheries. First Nations and community groups also operate hatcheries under contract with DFO, while volunteers run community hatcheries to enhance finfish stocks on local rivers and streams (Fisheries and Oceans Canada, 2018).

Hatchery facilities for stock enhancement are used to improve the survival rates of juvenile finfish at a level many times greater than those in the wild. Hatcheries and spawning channels operated for stock enhancement are essential to the regional economy as they provide for an estimated 10% to 20% of all finfish harvested in BC (Fisheries and Oceans Canada, 2018). The Finfish Enhancement Program alone contributes approximately $90 million of direct and indirect economic benefits and 1,592 person-years of employment annually to Canada’s economy (Fisheries and Oceans Canada, 2018). Finfish wild fisheries are an important source of jobs in First Nations and coastal communities, not only in British Columbia but to Canada’s economy as a whole. Wild Pacific Salmon, supported through various enhancement programs, are intrinsically linked to the culture and identity to British Columbians and they are fundamental to the culture and tradition of many Indigenous communities. Over the past several years, there has
been a decline in a number of key Pacific finfish stocks and as a result the Government of Canada has announced, during the Fall Economic Statement in November 2018, to work with the provincial government in creating a British Columbia Salmon Restoration and Innovation Fund. The Canadian Government will contribute over $100 million in federal funding over six years, and the provincial funding will be announced in the coming months (Government of Canada, 2018). The funds are directed to hatchery work and fish habitat protection and restoration to enhance declining wild Pacific finfish species population in BC coasts and are being actively secured by communities and interest groups who are requesting access to applicable training.

According to Honourable Lana Popham, BC’s Minister of Agriculture: “The fish and seafood industry in our province supports communities and First Nations up and down our coastline and is the backbone of economies throughout B.C. I look forward to the work ahead to ensure this significant investment aligns with sustainable priorities and innovative opportunities to strengthen our uniquely positioned sector, and provide prosperity to the people that work in it.” (Government of Canada, 2018, p.1).

The program curriculum focuses on hatchery operations with a specialization in finfish culture. Through consultations with industry personnel, First Nations, and an analysis of pan-Canadian post-secondary aquaculture programs, it is evident that the proposed certificate program will be a valuable addition to regional programming and will provide a practical and efficient means for students to access the required competencies to transition into or advance their careers in hatchery operations. The program provides learners with skills in hatchery operations to support finfish stock enhancement. Curriculum includes technical aspects of finfish hatchery production with a primary focus on spawning, egg incubation, rearing of alevins, culture of parr and smolt, and the protection and enhancement of finfish environment. Students will also learn identification of different species of finfish, familiarization of the external and internal fish anatomy, finfish life cycle and migration, important reproductive physiology and osmoregulatory function. In addition, instruction will include hatchery biosecurity measures, disease prevention and health and safety within hatchery operations. Applied skills in hatchery operations will include job readiness skills, leadership skills, communication skills, conflict resolution, and workplace diversity. The program encompasses practicum placements with Department of Fisheries and Oceans (DFO), Quinsam Hatchery, and Oyster River Enhancement Society hatchery facilities.

Action:

- For the Board’s approval of the certificate program.

*Tuition fee will be established in upcoming months with initial cohorts being delivered on contract.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE HATCHERY OPERATIONS CERTIFICATE PROGRAM.
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
4.2.3 Computer Information Systems Certificate Approval of Credential, Tuition and Laboratory Fees

Summary:

The Computer Information Systems (CIS) Certificate is an eight (8) month certificate program comprising twelve (12) discrete courses. The certificate program is designed to prepare students for entry-level employment in North Island’s burgeoning tech sector or elsewhere, on or off-Island, in a cognate job/position.

The program was developed in consultation with Camosun College and, as a result, upon program completion students will be able to transfer to Camosun’s Information Computer Systems *Diploma* program.

Program Rationale:

On January 16th, 2018 the Minister of Advanced Education, Skills and Training announced a funding initiative to support the expansion of employment-focussed technology training at public post-secondary institutions in British Columbia. North Island College applied for funding from this envelop and received $100,000 to develop an applied computer information system certificate to exist alongside existing Computer Science courses and Interactive Media Certificate and Diploma programs.

The TechTalent BC (2016) report identified emerging skills shortages in a number of technology categories that could act as brakes on the expansion of the technology-based industries in British Columbia over the next few years. These skills fall under several National Occupation Code Categories (NOC) including 2171 (Information Systems Analysts), 2174 (Computer Programmers and Interactive Media Developers), 2281 (Computer Network Technicians), 2282 (User Support Technicians), and 6221 (Technical Sales Specialist). NIC’s existing Computing Science and Interactive Media Graphics (IMG) programs focus on NOC 2174. Conditions attached to the funding envelop require that the College cover as many of the skills shortage areas identified in the TechTalent BC report as possible and create a new credential. Our new certificate program does precisely this.

The CIS program is intended to prepare students for immediate, entry-level employment in the tech sector, broadly understood. There is a dearth of qualified tech-savvy, credentialed, persons in the NIC catchment area and the proposed certificate will help ameliorate this. It should be noted, as well, that the CIS advisory committee identified an immediate need for entry-level computer programmers and technicians in Campbell River and elsewhere on the Island.

Existing courses in computing Science at NIC are intended primarily to prepare students for further academic study leading to bachelor’s degrees in Computing Science and eventual
employment in technology related fields and to support students in the Interactive Media Graphics program. Interactive Media Graphics (IMG) focusses on students interested in employment in graphic design, front end web development and/or programming for web and mobile applications, or in longer term transfer to academic programs.

Noting this, and in response to what our community partners and stakeholders told us, it was felt a short(er), more focused certificate program in information technology would prepare students for a job in data management, programming or network servicing. The IT sector, and the service sector more generally, is growing across the north Island (and in the Comox Valley and Campbell River, particularly) and, as a result, employment opportunities for CIS graduates will continue improve. In addition to employment in the technology sector, advisory committee members suggested that employers traditionally seen as ‘outside the tech sector’ including school districts, hospitals, fish farms, banks and similar organizations would likely employ graduates of the proposed program.

Courses will transfer to Camosun College’s Information and Computer Systems Diploma program. A block transfer agreement is in development between NIC and Camosun College. This agreement will be in place for FALL 2020. Other courses will articulate where possible into computer science and/or IT programs across BC.

Tuition rate:

Tuition is being charged on a per credit basis, as outlined below. The program is comprised of new and existing courses.

Action:

- For the Board’s approval of the credential and tuition.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE CREDENTIAL: COMPUTER INFORMATION SYSTEMS CERTIFICATE;

AND FURTHER THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE TUITION FEE OF $146.39 PER CREDIT (FOR LRN 110; MAT 155; CPS 113; CPS 114; CPS 127; CPS 129, and CPS 128) AND A LABORATORY FEE OF $ 24.82 (FOR CPS 113; CPS 114; CPS 127; CPS 129; CPS 128).
AGENDA ITEM: Regular Meeting

4.2.4 Approval of Credential and Tuition:
Employment Transition Grounds & Custodial Assistant Certificate

Program Rationale:

There continues to be an identified need for educational programs with a focus on targeted skills development for young adults who have executive functioning and developmental challenges. Through meaningful educational opportunities, hands on skills development and built in support, many barriers to meaningful employment can be eliminated. This 27-week program is designed to meet the needs of students with disabilities who have barriers to learning and employment and have demonstrated an interest in working in grounds and custodial industries.

To meet student demand and the identified need for skilled workers in both indoor and outdoor cleaning and maintenance areas, the Employment Transition/Grounds & Custodial Assistant program will build on the success of NIC’s existing Employment Transition/Kitchen Assistant program framework, and offer skills training in grounds and custodial in place of kitchen skills training. The employment transition courses will continue, with a different industry focus.

The employment transition portion of the program is designed to teach behaviours that lead to successful access to, and retention of, employment. The targeted skills courses in grounds and custodial areas provide industry relevant training. After completing the Employment Transition/Grounds & Custodial Assistant program, students may pursue further education and training, or move directly into meaningful employment. Learners may seek employment in areas including the accommodation sector of tourism industry – hotels/motel/B&Bs, schools, recreation centers, hospitals/health care centres, daycares, seniors’ care facilities, city and regional parks, golf courses, greenhouse and garden centres.

This program provides an opportunity to gain work related certificates and participate in industry work experience, in either grounds maintenance or custodial areas. A work study assistant attached to the program will set up and supervise work experiences and provide mentorship throughout the program.

Students will attend employability courses, industry specific skills development courses, relevant certificate courses, a job shadow practicum and a full-time supported work experience placement.
Tuition rate:

The tuition rate of $3,200.00 proposed for the Employment Transition/Grounds & Custodial Certificate is based on established and Board of Governors approved tuition rate for the Employment Transition/Kitchen Assistant program. In addition, the tuition rate of $3,200.00 falls within the tuition levels mandated by the Ministry of Advanced Education, Skills and Training for Adult Special Education programming.

Action:

- For the Board’s approval of the credential and tuition.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE CREDENTIAL: EMPLOYMENT TRANSITION/GROUNDS & CUSTODIAL ASSISTANT CERTIFICATE;

AND FURTHER THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE TUITION FEE OF $3,200.00 FOR THE EMPLOYMENT TRANSITION/GROUNDS & CUSTODIAL ASSISTANT CERTIFICATE.
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
4.3.1 F20/21 Q1 Budget Development Principles (attachment)

Background:

The College has begun working on the Fiscal 2020/21 budget, and during these early stages of budget development, it is important to ensure the principles that will guide the process are up to date and relevant. This core budget document doesn’t change significantly from year to year. It is a high level statement of principles that will guide the process, and any challenging decisions that may be required as the budget is developed.

The attached document serves a few key purposes:

- It identifies the key guiding documents that are important during the budget development process (e.g. NIC’s strategic plan and the Ministry of Advanced Education, Skills and Training mandate letter;
- It sets out some of the key processes and communications that are integral components of budget development; and
- It identifies the key criteria that will guide decisions about any program or service changes that may be required.

These principles will serve as the framework document as the College moves through the budget process for Fiscal 2020/21.

Action:

For information only
Budget Development Principles – F20/21

1. North Island College’s strategic plan and the College and Institute Act will serve as a framework for budget decisions. In addition, the Ministry of Advanced Education, Skills and Training communicates priorities to all public post-secondary institutions in the form of a mandate letter. Priority will be placed on maintaining commitment to the long term strategic directions outlined in these framework documents when making budget decisions.

2. Resources may be reallocated as part of the budget development process to address internal pressure points or to achieve strategic directions outlined in the College Strategic Plan.

3. Budget decisions will be made in accordance with current College collective agreements and policies.

4. Physical plant infrastructure maintenance requirements and operating capital replacement needs will be considered as part of the budget development process.

5. The budget development process will be an incremental process that provides a variety of opportunities for input and communication. These opportunities will be as follows:

   a. Members of the Senior Leadership Team (SLT) will work with Exempt Administrators to gather information regarding budgetary needs;

   b. Members of SLT will work with their Divisions to clarify specific budget requirements;

   c. SLT will work with the VP Finance and Facilities with input from the Senior Educational Team (SET) to prepare a draft budget;

   d. The President will meet with various stakeholder groups to review the draft budget being proposed to the Board:

      • Union Presidents;
      • Education Council; and
      • The College community through campus-based meetings.

   e. Budget forums will be held to gather college-wide feedback on the draft budget.
6. The following criteria will be used to guide decisions about any program and service changes:

a. Education programs:

   i. Student demand and enrollment trend;
   ii. Graduation and completion rates;
   iii. Transfer and employment rates of graduates;
   iv. Industry and community demand;
   v. Program effectiveness;
   vi. Partnership commitment;
   vii. Relationship to other NIC Programs; and
   viii. Availability of programs elsewhere or through other delivery methods.

b. Services:

   i. Shifts in size and profile of the student population;
   ii. Changes in the number, type and location of programs that impact level of services attached to the programs;
   iii. Service costs;
   iv. Statutory and regulatory requirements;
   v. Necessity of the service for the operation of the college;
   vi. Availability of the service elsewhere or through other delivery methods; and
   vii. Importance of the service in enhancing students’ experience and/or success
**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

4.3.2 F19/20 Q2 Financial Statements (*attachment*)

**Background:**

Each quarter, NIC’s Finance team prepares a set of year-to-date financial statements – in this case for the period April 1 to September 30th, 2019. These statements form part of a quarterly reporting package that the College sends to the Ministry of Advanced Education, Skills and Training.

The 2nd Quarter financial statements are included in the Board package, and were reviewed at the Finance and Audit committee meeting on November 14th.

The statements show a deficit for the 2nd quarter of $361,529, but the College is not projecting a deficit by the end of the year. A deficit is normal in the 2nd quarter, as the majority of NIC’s tuition revenue is recognized in the 2nd half of fiscal years. However, the College’s largest expense (Salaries and Benefits) is for the most part recorded evenly throughout the year. This tends to create deficits in the 1st and 2nd quarters of fiscal years.

The Finance and Audit committee spent time reviewing the Statement of Financial Position, which now includes most of the changes related to the Campbell River project. The College’s cash contributions were made near the end of the project, and were from funds that are in NIC’s long-term investments. These funds will be moved into Cash and Cash Equivalents on the Statement of Financial Position to cover NIC’s cash requirements related to the build. Tangible Capital Assets and Deferred Capital Contributions were also impacted by the project.

The majority of the impacts of the project in Campbell River are on the Statement of Financial Position. The net effect on the Statement of Operations going forward will be minimal.

**Action:**

For information only
NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the six months ended September 30, 2019 and 2018
North Island College
Index to the Financial Statements
For the six months ended September 30, 2019 and 2018

FINANCIAL STATEMENTS

    Statement of Financial Position                     1
    Statement of Operations and Accumulated Surplus     2
    Statement of Remeasurement Gains and Losses         3
    Statement of Cash Flows                              4
    Statement of Changes in Net Financial Assets (Net Debt) 5
    Schedule 1 - Schedule of Expenses by Object         6
## North Island College
### Statement of Financial Position
**As at September 30, 2019 and 2018**

<table>
<thead>
<tr>
<th></th>
<th>Sept 2019</th>
<th>Sept 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Financial assets</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash and cash equivalents</td>
<td>$3,142,602</td>
<td>$7,434,643</td>
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<tr>
<td>Accounts receivable</td>
<td>890,695</td>
<td>750,600</td>
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<td>Due from government organizations</td>
<td>575,872</td>
<td>809,868</td>
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<tr>
<td>Inventories held for resale</td>
<td>518,636</td>
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<td>Portfolio investments</td>
<td>18,986,613</td>
<td>20,055,794</td>
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<td><strong>Total Financial assets</strong></td>
<td>24,114,418</td>
<td>29,522,155</td>
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<tr>
<td><strong>Liabilities</strong></td>
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<td></td>
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<tr>
<td>Accounts payable and accrued liabilities</td>
<td>7,868,593</td>
<td>7,799,536</td>
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<tr>
<td>Due to government organizations</td>
<td>105,408</td>
<td>177,265</td>
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<td>Employee future benefits</td>
<td>447,540</td>
<td>418,202</td>
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<tr>
<td>Leasehold inducements</td>
<td>401,219</td>
<td>462,500</td>
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<td>Deferred revenue</td>
<td>4,221,675</td>
<td>4,421,365</td>
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<tr>
<td>Deferred contributions</td>
<td>12,649,317</td>
<td>12,493,149</td>
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<tr>
<td>Deferred capital contributions</td>
<td>36,050,031</td>
<td>31,344,340</td>
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<tr>
<td><strong>Total Liabilities</strong></td>
<td>61,743,783</td>
<td>57,116,357</td>
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<tr>
<td><strong>Net financial assets (net debt)</strong></td>
<td>(37,629,365)</td>
<td>(27,594,202)</td>
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<tr>
<td><strong>Non-financial assets</strong></td>
<td></td>
<td></td>
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<tr>
<td>Tangible capital assets</td>
<td>46,434,389</td>
<td>36,840,634</td>
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<td>Prepaid expenses</td>
<td>46,637</td>
<td>124,238</td>
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<tr>
<td><strong>Total Non-financial assets</strong></td>
<td>46,481,026</td>
<td>36,964,872</td>
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<tr>
<td><strong>Accumulated surplus</strong></td>
<td>$8,851,661</td>
<td>$9,370,670</td>
</tr>
</tbody>
</table>

Accumulated surplus is comprised of:

<table>
<thead>
<tr>
<th></th>
<th>Sept 2019</th>
<th>Sept 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulated surplus</td>
<td>$7,589,695</td>
<td>$7,689,091</td>
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<tr>
<td>Accumulated remeasurement gains (losses)</td>
<td>1,261,966</td>
<td>1,681,579</td>
</tr>
<tr>
<td><strong>Total Accumulated surplus</strong></td>
<td>$8,851,661</td>
<td>$9,370,670</td>
</tr>
</tbody>
</table>
North Island College
Statement of Operations and Accumulated Surplus
For the six months ended September 30, 2019 and 2018

<table>
<thead>
<tr>
<th>Revenue</th>
<th>Budget 2020</th>
<th>% of Budget</th>
<th>Sept 2019</th>
<th>Sept 2018</th>
</tr>
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<tbody>
<tr>
<td>Province of British Columbia</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Base Operating grant</td>
<td>$ 26,671,881</td>
<td>47</td>
<td>$12,628,570</td>
<td>$11,689,692</td>
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<tr>
<td>Industry Training Authority grant</td>
<td>2,805,683</td>
<td>52</td>
<td>1,458,025</td>
<td>1,445,463</td>
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<tr>
<td>Routine capital</td>
<td>160,592</td>
<td>268</td>
<td>430,000</td>
<td>151,487</td>
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<td>Leases</td>
<td>235,560</td>
<td>58</td>
<td>135,550</td>
<td>117,780</td>
</tr>
<tr>
<td>Aboriginal service plan</td>
<td>405,093</td>
<td>53</td>
<td>215,255</td>
<td>86,506</td>
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<td>Literacy grants</td>
<td>233,500</td>
<td>78</td>
<td>181,396</td>
<td>183,307</td>
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<td>Student aid</td>
<td>317,399</td>
<td>15</td>
<td>48,199</td>
<td>11,522</td>
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<td>Educational partnerships</td>
<td>789,000</td>
<td>35</td>
<td>273,683</td>
<td>247,914</td>
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<td>Province of BC contracts</td>
<td>1,215,332</td>
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<td>107,152</td>
<td>241,772</td>
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<td></td>
<td>32,834,040</td>
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<td>15,477,830</td>
<td>14,175,443</td>
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<tr>
<td>Government of Canada</td>
<td>622,130</td>
<td>22</td>
<td>135,370</td>
<td>174,996</td>
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<tr>
<td>Tuition and student fees</td>
<td>12,719,848</td>
<td>41</td>
<td>5,258,562</td>
<td>4,497,423</td>
</tr>
<tr>
<td>Contract services</td>
<td>211,500</td>
<td>201</td>
<td>424,971</td>
<td>93,005</td>
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<tr>
<td>Sales of goods and services</td>
<td>1,418,000</td>
<td>52</td>
<td>733,440</td>
<td>747,015</td>
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<tr>
<td>Investment income</td>
<td>613,350</td>
<td>51</td>
<td>311,480</td>
<td>308,976</td>
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<tr>
<td>Realized gain(loss) from investments</td>
<td>-</td>
<td></td>
<td>159,089</td>
<td>334,603</td>
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<tr>
<td>Other income</td>
<td>559,189</td>
<td>110</td>
<td>614,227</td>
<td>407,064</td>
</tr>
<tr>
<td>Revenue recognized from deferred capital contributions</td>
<td>2,263,015</td>
<td>53</td>
<td>1,190,509</td>
<td>1,175,595</td>
</tr>
<tr>
<td></td>
<td>51,241,072</td>
<td>47</td>
<td>24,305,478</td>
<td>21,914,120</td>
</tr>
<tr>
<td>Expenses (Schedule 1)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional and non-sponsored research</td>
<td>48,389,117</td>
<td>48</td>
<td>23,186,990</td>
<td>20,720,772</td>
</tr>
<tr>
<td>Ancillary services</td>
<td>1,376,319</td>
<td>49</td>
<td>678,627</td>
<td>711,287</td>
</tr>
<tr>
<td>Sponsored research</td>
<td>551,837</td>
<td>15</td>
<td>82,444</td>
<td>180,720</td>
</tr>
<tr>
<td>Special purpose</td>
<td>923,799</td>
<td>78</td>
<td>718,946</td>
<td>507,708</td>
</tr>
<tr>
<td></td>
<td>51,241,072</td>
<td>48</td>
<td>24,667,007</td>
<td>22,120,487</td>
</tr>
<tr>
<td>Surplus for the year</td>
<td>-</td>
<td></td>
<td>(361,529)</td>
<td>(206,367)</td>
</tr>
<tr>
<td>Accumulated surplus, beginning of period</td>
<td>7,951,224</td>
<td></td>
<td>7,951,224</td>
<td>7,895,458</td>
</tr>
<tr>
<td>Accumulated surplus, end of period</td>
<td>$ 7,951,224</td>
<td></td>
<td>$ 7,589,695</td>
<td>$ 7,689,091</td>
</tr>
</tbody>
</table>
North Island College  
Statement of Remeasurement Gains and Losses  
For the six months ended September 30, 2019 and 2018

<table>
<thead>
<tr>
<th></th>
<th>Sept 2019</th>
<th>Sept 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accumulated remeasurement gains, beginning of period</td>
<td>$1,206,552</td>
<td>$1,569,093</td>
</tr>
<tr>
<td>Unrealized gains (losses) attributed to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pooled funds</td>
<td>214,503</td>
<td>447,090</td>
</tr>
<tr>
<td>Amounts reclassified to the statement of operations:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Realized gain on pooled funds</td>
<td>(159,089)</td>
<td>(334,604)</td>
</tr>
<tr>
<td>Remeasurement gains(losses) for the period</td>
<td>55,414</td>
<td>112,486</td>
</tr>
<tr>
<td><strong>Accumulated remeasurement gains (losses), end of period</strong></td>
<td><strong>$1,261,966</strong></td>
<td><strong>$1,681,579</strong></td>
</tr>
</tbody>
</table>
North Island College  
Statement of Cash Flows  
For the six months ended September 30, 2019 and 2018

<table>
<thead>
<tr>
<th></th>
<th>Sept 2019</th>
<th>Sept 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cash provided by (used in):</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Operations</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Surplus for the period</td>
<td>(361,529)</td>
<td>(206,367)</td>
</tr>
<tr>
<td><strong>Items not involving cash:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>1,378,738</td>
<td>1,375,208</td>
</tr>
<tr>
<td>Revenue recognized from deferred capital contributions</td>
<td>(1,190,509)</td>
<td>(1,175,595)</td>
</tr>
<tr>
<td>Change in employee future benefits</td>
<td>(69,770)</td>
<td>(210,644)</td>
</tr>
<tr>
<td>Gain on sale of tangible capital assets</td>
<td>(2,102)</td>
<td>-</td>
</tr>
<tr>
<td><strong>Change in non-cash operating working capital:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease (increase) in accounts receivable</td>
<td>(54,140)</td>
<td>(36,112)</td>
</tr>
<tr>
<td>Decrease (increase) in due from government organizations</td>
<td>1,457,672</td>
<td>(686,717)</td>
</tr>
<tr>
<td>Decrease (increase) in prepaid expenses</td>
<td>87,131</td>
<td>(27,118)</td>
</tr>
<tr>
<td>Increase in inventories held for resale</td>
<td>(171,295)</td>
<td>(172,975)</td>
</tr>
<tr>
<td>Decrease (increase) in Leasehold inducements</td>
<td>(38,567)</td>
<td>(37,500)</td>
</tr>
<tr>
<td>Increase (decrease) in accounts payable and accrued liabilities</td>
<td>(861,149)</td>
<td>(1,988,314)</td>
</tr>
<tr>
<td>Increase (decrease) in due to government organizations</td>
<td>(529,422)</td>
<td>(273,569)</td>
</tr>
<tr>
<td>Decrease in deferred revenue</td>
<td>1,880,322</td>
<td>2,163,880</td>
</tr>
<tr>
<td>Increase in non-capital contributions</td>
<td>63,142</td>
<td>1,264,839</td>
</tr>
<tr>
<td><strong>Net change in cash from operating activities</strong></td>
<td>1,950,051</td>
<td>195,383</td>
</tr>
<tr>
<td><strong>Capital activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash used to acquire tangible capital assets</td>
<td>(5,469,735)</td>
<td>(5,567,481)</td>
</tr>
<tr>
<td>Proceeds from deferred capital contributions</td>
<td>399,494</td>
<td>3,702,080</td>
</tr>
<tr>
<td>Proceeds on disposal of tangible capital assets</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td><strong>Net change in cash from capital activities</strong></td>
<td>(5,070,241)</td>
<td>(1,865,401)</td>
</tr>
<tr>
<td><strong>Investing activities</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Decrease (increase) in investments</td>
<td>1,305,342</td>
<td>(658,041)</td>
</tr>
<tr>
<td>Net remeasurement gains (losses)</td>
<td>55,414</td>
<td>112,486</td>
</tr>
<tr>
<td><strong>Net change in cash from investing activities</strong></td>
<td>1,360,756</td>
<td>(545,555)</td>
</tr>
<tr>
<td><strong>Net change in cash and cash equivalents</strong></td>
<td>(2,120,963)</td>
<td>(2,421,940)</td>
</tr>
</tbody>
</table>

Cash and cash equivalents, beginning of period:  
- 5,263,566  
- 9,856,583

Cash and cash equivalents, end of period:  
- $3,142,602  
- $7,434,643
# North Island College

## Statement of Changes in Net Financial Assets (Net Debt)

For the six months ended September 30, 2019 and 2018

<table>
<thead>
<tr>
<th></th>
<th>Budget 2020</th>
<th>Sept 2019</th>
<th>Sept 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surplus for the year</td>
<td>$</td>
<td>$(361,529)</td>
<td>$(206,367)</td>
</tr>
<tr>
<td>Acquisition of tangible capital assets</td>
<td>-</td>
<td>$(5,469,735)</td>
<td>$(5,567,481)</td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>2,782,514</td>
<td>1,378,738</td>
<td>1,375,210</td>
</tr>
<tr>
<td>Gain on sale of tangible capital assets</td>
<td>-</td>
<td>$(2,102)</td>
<td>-</td>
</tr>
<tr>
<td>Proceeds on sale of tangible capital assets</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2,782,514</td>
<td>$(4,093,099)</td>
<td>$(4,192,271)</td>
</tr>
<tr>
<td>Acquisition of prepaid expenses</td>
<td>-</td>
<td>$(24,988)</td>
<td>$(120,672)</td>
</tr>
<tr>
<td>Use of prepaid expenses</td>
<td>-</td>
<td>112,119</td>
<td>93,554</td>
</tr>
<tr>
<td></td>
<td>-</td>
<td>87,131</td>
<td>(27,118)</td>
</tr>
<tr>
<td>Net remeasurement gains (losses)</td>
<td>-</td>
<td>55,414</td>
<td>112,486</td>
</tr>
<tr>
<td><strong>Change in net financial assets (net debt)</strong></td>
<td>2,782,514</td>
<td><strong>(4,312,083)</strong></td>
<td><strong>(4,313,271)</strong></td>
</tr>
<tr>
<td>Net debt, beginning of period</td>
<td>(33,317,282)</td>
<td>(33,317,282)</td>
<td>(23,280,931)</td>
</tr>
<tr>
<td>Net debt, end of period</td>
<td>$(30,534,768)</td>
<td>$(37,629,365)</td>
<td>$(27,594,202)</td>
</tr>
</tbody>
</table>
North Island College  
Schedule 1 - Schedule of Expenses by Object  
For the six months ended September 30, 2019 and 2018

<table>
<thead>
<tr>
<th>Expenses</th>
<th>Budget 2020</th>
<th>% of Budget</th>
<th>Sept 2019</th>
<th>Sept 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries and benefits</td>
<td>$37,107,763</td>
<td>45</td>
<td>$16,793,027</td>
<td>$15,183,816</td>
</tr>
<tr>
<td>Other personnel costs</td>
<td>711,260</td>
<td>71</td>
<td>508,023</td>
<td>528,817</td>
</tr>
<tr>
<td>Advertising and promotion</td>
<td>761,220</td>
<td>46</td>
<td>351,771</td>
<td>228,402</td>
</tr>
<tr>
<td>Books and periodicals</td>
<td>267,060</td>
<td>47</td>
<td>125,029</td>
<td>109,670</td>
</tr>
<tr>
<td>Cost of goods sold</td>
<td>999,150</td>
<td>43</td>
<td>427,532</td>
<td>504,236</td>
</tr>
<tr>
<td>Equipment costs</td>
<td>1,162,745</td>
<td>108</td>
<td>1,252,360</td>
<td>843,879</td>
</tr>
<tr>
<td>Facility costs</td>
<td>2,321,752</td>
<td>64</td>
<td>1,493,190</td>
<td>1,413,219</td>
</tr>
<tr>
<td>Financial service charges</td>
<td>187,595</td>
<td>67</td>
<td>125,031</td>
<td>120,280</td>
</tr>
<tr>
<td>General fees and services</td>
<td>1,817,446</td>
<td>33</td>
<td>596,875</td>
<td>621,487</td>
</tr>
<tr>
<td>Student awards</td>
<td>679,115</td>
<td>82</td>
<td>557,011</td>
<td>327,651</td>
</tr>
<tr>
<td>Supplies and general expenses</td>
<td>1,246,566</td>
<td>43</td>
<td>534,191</td>
<td>393,711</td>
</tr>
<tr>
<td>Travel</td>
<td>963,386</td>
<td>36</td>
<td>342,833</td>
<td>286,704</td>
</tr>
<tr>
<td>Grant transfers</td>
<td>233,500</td>
<td>78</td>
<td>181,396</td>
<td>183,307</td>
</tr>
<tr>
<td>Donations to NIC Foundation</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>100</td>
</tr>
<tr>
<td>Amortization of tangible capital assets</td>
<td>2,782,514</td>
<td>50</td>
<td>1,378,738</td>
<td>1,375,208</td>
</tr>
</tbody>
</table>

$51,241,072 | 48 | $24,667,007 | $22,120,487
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
4.3.3 Risk Management Policy (attachment)

Background:

Over the last year, North Island College (NIC) has worked on a number of initiatives related to risk management, health and safety. The following is a summary of those initiatives:

Occupational Health and Safety
- Management of Aggressive Behaviour (MOAB) training;
- Further development of a safety committee training plan;
- Occupational Health and Safety manual updates;
- Joined the College and University Safety Association (CUSA).

Emergency Management
- Further developed NIC’s Emergency Operations Centre (EOC) for responding to emergencies;
- Identified the EOC team for NIC, and provided training (ongoing).

During the same timeframe, the College began working on a Risk Management policy. A number of the other small publicly funded Colleges in BC were also developing risk management policies and procedures at the same time as NIC. The College worked together with staff at these institutions to develop NIC’s Risk Management framework and policy.

It is important to recognize that risk can’t be eliminated for an organization such as NIC, it is an inherent part of operating our programs. But we can identify the key risk areas, and ensure that we have mitigation plans in place where we can.

A small risk assessment team has been formed, led by Gerald Van de Ven, Manager Health and Safety. They have gone through the process to identify the most significant College-wide risks we face, and are now working on documenting the controls we have for those risk areas. This process would also identify the gaps in NIC’s controls, so those can be addressed.

The Risk Management policy and framework document (which includes a draft risk register) were reviewed by the Finance and Audit Committee at their meeting on November 14th. The policy is attached for approval. The Risk Management framework and risk register are still being developed, with a planned completion timeline of February 2020. The risk register is
meant to be a living document that is updated as needed, and as risk mitigation strategies evolve over time.

**Action:**

For approval

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE’S RISK MANAGEMENT POLICY AS PRESENTED.**
RISK MANAGEMENT POLICY

POLICY STATEMENT

North Island College’s risk management policy follows the guidelines for the BC Public Sector developed by the Province of British Columbia’s Risk Management Branch.

PURPOSE STATEMENT

The purpose of this policy is to establish a coordinated College-wide approach to risk management. Risk exists in all activities, and therefore managing risk is a College-wide activity. All College employees and members of the Board of Governors have a role to play in the identification and management of risk.

PRINCIPLES

1. North Island College recognizes that a coordinated risk management approach is critical to the achievement of its strategic goals. The College will establish a risk management approach to strategic and operational decision-making that is proactive. Risks cannot be eliminated, but they can be identified and managed. A Risk Register will be the key tool to identify risk facing the College and assess their impact and likelihood.
2. By identifying and assessing risk, the College will create an environment that allows for innovation while ensuring the key objectives in the College’s strategic plan can be met.
3. The College will seek to transfer or share risk with third parties through insurance, waivers and contracts when appropriate and cost-effective.

The Risk Register that identifies the key risks and mitigating strategies will be presented to the Board on an annual basis.

Definitions:

Risk Register – official recording of identified risks facing the College assessed by impact and likelihood.

Links to Other Related Policies, Documents and Websites:
- Risk Management Guideline for the BC Public Sector
APPENDIX A

PROCEDURES

1. Risk Identification and Analysis

The College will prepare a framework that will guide the application of risk management within the College. The framework will consist of standards, policies, culture, responsibilities, governance and reporting structures within which the risk management process will be applied.

Risk identification is a process to identify a distinct risk that hinders a specific College objective. The process is conducted through discussion with faculty and staff throughout the College community and is then documented on the Risk Register.

A risk analysis is then undertaken and involves assessing the current controls in place to mitigate risks, determining the likelihood of an identified risk occurring, and the consequences of the risk (should it occur).

A risk evaluation is then undertaken to determine if the controls in place are adequate, defining the College’s tolerance for the risk, and deciding if action will be taken to further mitigate the risk.

2. Monitoring and Reporting

The Risk Register will be presented to the Board on an annual basis.

Where a specific mitigation strategy is identified, it will be assigned to the appropriate administrator, who will report back to SLT on an as needed basis.

It is important to note that identifying a mitigation strategy for a risk does not necessarily mean that the risk can be eliminated. Risk is inherent for any organization. Identifying risks and mitigation strategies is simply a tool for the College to communicate to its community the controls it has in place for the risks it faces. Some risks are beyond the control of the College to mitigate, but awareness is key.
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
4.3.4 Campbell River Campus Aboriginal Gathering Place

Background:

North Island College is currently moving forward with the design of an Aboriginal Gathering Place at the Campbell River Campus. The Gathering Place will provide a welcoming environment for Indigenous students and community to participate in gatherings, Indigenous education courses, workshops and events.

Consultations have been underway with representatives from local First Nations, Elders, Indigenous organizations, Chief and Councils, and students to determine the location and vision for the Gathering Place. As a result of these meetings, Alfred Waugh from Formline Architecture has designed a space that will be adjacent to the current Aboriginal Student Lounge. The proposed building represents a drum design with a Big House structure as the formal Gathering Place. NIC will continue to consult with local Elders, Leaders and Artists to ensure the space is representative of the Liqwiltokw People. If approved, the plan is to begin construction in the late Spring or Summer of 2020, but this date may need to be extended as a result of community feedback and protocol.
An Aboriginal Gathering Place subcommittee was formed and met for the first time in April 2018. The subcommittee has met six times since then. Student feedback and consultation took place in October 2018.

In the Summer of 2019, Alfred Waugh presented drawings to We Wai Kai Chief and Council who expressed their support for the project as presented. As well, Curtis Wilson, as a Council member for Wei Wai Kum, shared the drawings with community Elders, and feedback was shared with Alfred. These consultations have all been taken into account to advance the design and drawings to the Schematic Design phase.

This project is on the College’s Five Year Capital Plan at an estimated cost of $1.6 million. A Class C cost estimate is now being prepared, and once we have that we will refine the design methodology and present the Schematic Design Report to the Advisory Committee.

**Action:**

For information only
Vice President Strategic Initiatives Report to the Board of Governors

November 22, 2019
Prepared by Randall Heidt

This report covers the time period from September 17, 2019 to November 14, 2019. It is an overview of the activities and events of the NIC Foundation and 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 #7: Resources, Investment, Sustainability

Donors support more students in Campbell River than ever before
A total of 150 NIC students in Campbell River received a record $136,000 in NIC scholarships and bursaries this year, thanks to generous donors to the NIC Foundation. The awards are part of a record $534,000 in scholarships and bursaries that were made available to NIC students in 2019. The awards mark a 99% increase in student awards since 2014, when $267,000 was distributed to students in need. This year’s awards were held in the new Heavy Mechanical building at the Campbell River campus. The event was the first of the new format, which focused on donor recognition, and was lauded by donors in attendance.

CARTI Showcases Shellfish Tag Printer at AGM
CARTI staff, Naomi Tabata, Allison Byrne and April Whalen, attended the BC Shellfish Growers Association’s (BCSGA) Annual General Meeting on, Oct. 25 to showcase a new tag printer for the industry. Members of the BC Shellfish Growers Association (BCSGA) were offered 50 free tags, which were customized with each company’s tenure. The tag printer will improve shellfish traceability and will ensure compliance with federal government regulations. This tagging system is both user-friendly and cost effective. The printer was purchased thanks to a $150,000 Applied Research Tools and Instruments (ARTI) Grant from Natural Sciences and Engineering Research Council of Canada (NSERC). CARTI has worked in partnership with the BCSGA to identify equipment that will provide improved opportunities for applied research, increased production capacity and collaboration between the college and local shellfish growers. Allison Byrne was a presenter at the event giving an update on NIC shellfish projects.
CARTI Harnessing the Environmental and Economic Potential of Kelp Aquaculture

Industry partners: Ahous Business Corp., Cermaq Canada, SEA Vision Group Inc.

Project Dates: March – August 2019
Number of Students Hired: 3

Sugar kelp was cultured at two aquaculture sites on the Ahousaht First Nation traditional territory, off the west coast of Vancouver Island recently. One site was a vacant aquaculture tenure, while the second site was a salmon farm operated by Cermaq Canada (a collaborator on the project). The goal of the project was to determine the sites’ commercial potential for kelp aquaculture.

Kelp quality was excellent at both sites, though yield was higher at the vacant tenure compared to the salmon farm. Ahous Business Corporation plans to continue kelp research and commercialization efforts in collaboration with NIC and Cermaq Canada.

BC Hydro presents new awards

Stephen Watson from BC Hydro handed out seven awards for $1,000 each recently to NIC students, such as industrial automation student Joe Barnes (photo). The scholarships were provided to two First Nations students, three students needing financial assistance, and two students with high academic marks. Areas of study included one industrial automation, two carpentry, and four electrician apprenticeship.

Watson said BC Hydro will fund six scholarships each fall from 2020 through 2023, which is an additional four years of scholarship opportunities. This will bring the total BC Hydro funding to $31,000.
Comox ElderCollege donates $20,000
Comox Valley ElderCollege donated $20,000 to the NIC Foundation recently to celebrate their 20 Year Anniversary. NIC Foundation Board Chair Ilona Horgen, right photo, accepted the cheque from ElderCollege representatives on behalf of the Foundation. The new bursary will provide $1,000 each year to an NIC student at the Comox Valley campus, who is pursuing health-care studies working with older adults, with preference for students in the Health Care Assistant certificate program.

Dryden campaign nears $50K
Thanks to contributions from the NIC Board of Governors and our generous donors, we were able to raise more than $26,000 to carry on the legacy of Dr. Lou Dryden. The campaign brings the total amount raised in Lou’s name to $49,264. We have recently emailed the 200 plus guests who attended, or were invited to, the official opening of the Dr. Lou Dryden Trades Training Atrium this past April and asked them to help us reach our goal of $50,000. Please let me know if any of you would like to email your contacts to ask for support. To view photos and videos from the event and/or donate click here.

NIC @ St. Joseph’s Hospital
Members of the VPSI division organized the official grand opening of our newly renovated space at the former St. Joseph’s General Hospital in Comox. The College has signed a four-year lease for the former Surgical Day Care space on the first floor of the building. For the 2019-2020 academic year, it will be used to deliver the Health Care Assistant and Early Childhood Care and Education programs.

The area has been renovated to include classrooms, study areas, meeting rooms and skills labs, making it easy for Health Care Assistant students to stay in one area for both theory and lab components of their program.
Subsequent to the grand opening event, I recently toured Courtenay-Comox MLA Ronna-Rae Leonard around the teaching space at St. Joe’s. Leonard said she was very impressed with the space and enjoyed meeting with the HCA students, instructors and Associate Dean RaeAnn Hartman. Leonard also shared that it was wonderful that NIC is increasing its HCA and ECCE programs, as the demand in the Province for these graduates is rapidly increasing.

**Strategic Priority #8: Active Connections to Community**

**Culinary Team BC – Tickets Sold Out!**
We are delighted that Culinary Team BC chose the new teaching kitchen at NIC’s Campbell River campus to host a fundraising dinner as they prepare to compete at the IKA Culinary Olympics 2020 in Germany.

The team includes NIC alumna Tina Tang (photo), who began her Red Seal training at NIC’s Campbell River campus. Tang was recently named one of Canada’s next star chefs by the Globe and Mail. The Culinary Olympics is one of the largest and most prestigious culinary events in the world, bringing together thousands of chefs from dozens of countries to compete. Medals are awarded based on a points system, which scores presentation and innovation, composition, skill and technique and serving arrangement. Special thanks to NIC Chef Bauby, Dean Cheryl O’Connell and the North Island Chef’s Association for their work on this sold out event.

**Planned giving presentations**
Sherri Wilson joined Brenda Kelm, Chartered Professional Accountant, at the Leaving a Legacy presentation to the Comox Strathcona Probus Club recently. More than 100 Probus members were engaged and asked a number of questions around planned giving. NIC Foundation Board Secretary and Campbell River lawyer, Brett Woodside, will deliver Part 2 of the presentation on wills and
estates with Sherri on November 28. Special thanks to Brenda and Brett for donating their time and expertise to support the NIC Foundation’s planned giving strategy.

**BC Colleges Advancement Conference**
I was recently a guest panelist at the BC Colleges Post-Secondary Advancement Conference in Vancouver for a session entitled *Recruiting and Orienting Foundation Board Members*. Office of Advancement Manager Jolean Finnerty and I also attended informative sessions on investment policies, endowment management, spending policies; and legal perspectives on gift agreements and managing difficult cases.

**CARTI Staff Participates in Beach Clean Up**
As a team building activity, CARTI staff participated in a beach clean up on September 24 in Union Bay as part of the Great Canadian Shoreline Clean Up initiative. Naomi Tabata, Allison Byrne and April Whalen spent the morning collecting debris and garbage on a beach in Union Bay. The goal of the event, coordinated by BC Shellfish Growers Association, is to work with our neighbours to clean the shorelines in Baynes Sound and beyond. Beach clean ups also took place in the Royston and Fanny Bay areas.

**Strategic Priority #9: College Identity and Brand**

**Digital Signage being installed in Campbell River**
Installation of the new digital sign at the Campbell River campus is underway.

The sign will look very similar to the new signage on Ryan Road once it is completed.

Electricity, communications cables and the cedar roof structure will be installed in the coming weeks.

The sign is located across from the new air craft structures building and will promote NIC programs, courses and special events, such as parent info night, to hundreds of motorists daily.
Education Council Report for the Board November 2019

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.

October 2019

Elections (to serve Jan 2020 to Dec 2020)

Brad Harsell elected as Chair
Sara Child elected as Vice-Chair

Policy and Standards

- None

Approved Curriculum

The following new and revised curriculum were approved at the October meeting:

New Programs:
- None

Program Revisions:

- Carpentry Apprenticeship Harmonized
- Electrician Apprenticeship Harmonized

New Courses:
- CRH 401
- ELH 401

Course Revisions:
- None

Correspondence/Information

Chair’s report from Academic Governance Council (Attached)
Request re territorial acknowledgements on course outlines
November 2019

**Policy and Standards**
- None

**Approved Curriculum**
The following new and revised curriculum were approved at the October meeting:

**New Programs:**
- Computer Information Systems (CIS) Certificate

**Program Revisions:**
- Web and Mobile Application Development – Interactive Media Diploma
- Communication Design - Interactive Media Diploma
- Web Design - Interactive Media Certificate
- Advanced Communication and Interactive Design – Interactive Media Diploma

**New Courses:**
- CPS 101, 110, 113, 114, 127, 128, 129
- DGL 101, 104, 222
- LRN 100
- MAT 155

**Course Revisions:**
- ABT 020, 100, 101, 102, 109, 110, 111, 116, 117, 120, 126, 135, 145, 146, 147, 148, 149, 150, 151, 152, 161, 162, 165 (These courses were updated after being moved back from BC-Campus and shifted to the new OAD code)
- FIN 217, 247
- IMG 105, 112, 209, 215

**Not Approved Curriculum**

**Program revision:**
- Mobile Application Development Certificate

**Course Revisions:**
- PHI 100, PHI 200

**Correspondence/Information**
- Academic Schedules and Deadlines
- Instructional Key Dates for Programs with Varying Start Dates and Distance Courses

The next Education Council meeting will be held on December 13, 2019 at 10:00 am.

Brad Harsell
Chair, Education Council
Academic Governance Council Chair Report

The Academic Governance Council is comprised of Education Council representatives from the 14 Colleges and Institutes in British Columbia.

Before the meeting began there was a discussion around a wireless service called Eduroam. It allows students and faculty to log in to the wireless service at any participating institutions anywhere in the world with their home school credentials. Currently in place in the larger BC institutions, it provides flexibility and allows easier transitions for its users. It would be advantageous to our faculty and students if we could implement this.

Member institution reports included a couple of common themes. Program review has occurred and is occurring in several institutions. One report was shared with others to come, and concerns were expressed around finding external reviewers. Curriculum software is being implemented in several institutions. The struggles were with having a strong workflow process outside of the software, deciding on who had access at which point of the process, and all institutions experienced “glitches” no matter how much preparation was done. The suggestion was made to run the new software in parallel with existing processes and utilize pilot programs and courses.

Several institutions indicated they had severe challenges with student engagement on both the Board of Governors and Education Council. Of the larger institutions present one had only 1 of 4 student positions filled, and another had difficulty with not having a full complement of students, and with some of those signing up and not attending. Best practices were shared by all present. It’s a testament to North Island College students that we have a full complement and required elections.

A survey was done of the institutions present as to the make-up of the faculty representatives on EdCo and procedures for filling vacant spaces, as well as what meeting times worked best. I have been tasked with compiling that information and sharing it amongst the user group. I will be happy to share that with EdCo as well once I have confirmed my notes with each institution. The common theme was that every effort is made to ensure a full faculty complement, regardless of the program area, if there were faculty willing to serve. A general by-election was the most common method, but there were a small number of institutions that appointed members.

There was a discussion around Communication and Collaboration tools that could be used between institutions to share resources and best practices. An attempt will be made to improve on the ListServ and Wiki provided by BCNet.

The next AGC meeting is tentatively scheduled for May 4, 2020 at Douglas College.

Respectfully submitted,
Brad Harsell
Chair, Education Council
<table>
<thead>
<tr>
<th>Month/Date</th>
<th>Event</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>December 2019</td>
<td></td>
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<tr>
<td>17th</td>
<td>Special Board Meeting</td>
<td>10 am</td>
<td>Komoux Hall Boardroom, Comox Valley Campus</td>
</tr>
<tr>
<td>January 2020</td>
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<tr>
<td>18-19</td>
<td>NIC Student Retreat</td>
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<td>Camp Homewood, Quadra Island</td>
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<tr>
<td>February 2020</td>
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<tr>
<td>6th</td>
<td>Board Meeting</td>
<td>1 pm</td>
<td>Komoux Hall Boardroom, Comox Valley Campus</td>
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<tr>
<td></td>
<td>Port Albemi Open House</td>
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<td>Port Albemi Campus</td>
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<tr>
<td></td>
<td>Comox Valley Open House</td>
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<td>Comox Valley Campus</td>
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<td>March 2020</td>
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<tr>
<td>19th</td>
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<td>Campbell River Campus</td>
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<tr>
<td>April 2020</td>
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<tr>
<td>23rd</td>
<td>Board Meeting</td>
<td>1 pm</td>
<td>Port Albemi Campus</td>
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<tr>
<td>June 2020</td>
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<tr>
<td>11th</td>
<td>Board Meeting</td>
<td>1 pm</td>
<td>Comox Valley Campus</td>
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<tr>
<td>12th</td>
<td>Port Hardy Completion</td>
<td>1 pm</td>
<td>Mixalakwila Campus</td>
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<tr>
<td>17th</td>
<td>Port Albemi Grad Ceremony</td>
<td>1 pm</td>
<td>Athletic Hall</td>
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<tr>
<td>18th</td>
<td>Campbell River Grad Ceremony</td>
<td>1 pm</td>
<td>Thunderbird Hall, 1650 Old Spit Road</td>
</tr>
<tr>
<td>19th</td>
<td>Comox Valley Grad Ceremony</td>
<td>1 pm</td>
<td>Comox Valley Sports Centre</td>
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NORTH ISLAND COLLEGE BOARD OF GOVERNORS
November 28, 2019

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
5.2 2019 Board retreat documents and notes (attachment)

As attached:

2. Future Vision (NIC 2024) – pp 13-16
5. Retreat Evaluation – pp 20-21

Action:

For the Board’s information and reference.
Key Strengths

- Commitment from Board
  - appetite for learning
  - attendance
  - keen

- Effective Committee function

- Strong organization facilitation process
More?

- consider brief oral reports from sub.com recap - significant items

- identify board members’ individual expertise and areas of passion
Key Strengths

1. Respectful Team Approach
2. Community Connections
3. Board Members eager to Learn.
4. Diverse Team
Key Strengths We Can Leverage

Building Stronger Connections To the Community. Organizations

Talk When the Opportunity arises.
Key Strengths

- Engaged and dedicated Board members
- Make up of Board - experienced / diversity of perspective
- Board meeting processes
  - in camera / general / Board only + John / Board only
Strengths to Leverage

- diversity relative to life content (socioeconomic, level, handicap)

- Continue to improve accountability framework & processes

- Relationship - communities, partner organization, business community

- community
Key Strengths

- Effective committees
- Well structured & run board meetings
- Positive & respectful board
Strengths that we can leverage:

- discussions can be deepened, broadened in board meetings—considering multiple & diverse perspectives
- articulate/reflect/evaluate “line of sight” KPIs
- ensure accountability
- measuring progress
- understanding & utilizing board members’ skills, competencies & connections
Potential Improvements

- Strengthen board discussions (extended time should help)

Increased governance training

Ongoing monitoring of Goals/Plans

“Dashboard”
Key Improvements

- The Board's strategic role in stakeholder relations

- Expanding interconnectedness
Key Improvements We Could Focus On

- Continue to improve accountability framework/processes
- Explore how Board can further build relationships
  ➔ common messages
Improvements

- identify ways to measure progress
  "what gets measured, gets managed"

- improving orientation process

- promoting members' involvement in community

- preparing members' with information/resources when they are in their communities

- community engagement eg. invitations...
Looking to NIC 2024: Mind Maps Transcription

Group 1 (Murray)

1. Students: Indigenization, housing, more local, college life, funding fees & costs
2. Funding: philanthropy, endowments, partnering, alumni, international students (new model?), other alternatives, shifting one-time funding to base
3. Relevance of curriculum: environment, climate, sustainable energy, indigenization, offering course
4. Workplace: desirable, recruiting quality instructors
5. Community: branding image valued, NIC partnering to increase post-sec education and improve overall economic environment
6. Accountability – performance measurements KPIs: operating efficiencies, climate environment
7. Technology: increasing access, de-carbonizing

Group 2 (Danielle)

1. Harness innovative technologies: address social deficits, campus life
2. Expand partnerships: communities, school districts, other PSIs, First Nations, International
3. Tomorrow’s students: Non-trades sampler, “take a gap year with NIC”, promoting possibilities, international students, housing solutions, innovative course/program delivery, non-traditional faculty recruitment, indigenous students
4. Emerging industries/technologies: industry partnerships, embracing trends
5. Faculty/staff: international exchanges

Group 3 (Brad)

1. “North Island Polytechnic”: applied degrees, engineering degree, hands-on skills, combination of trades and university programs, blended learning, location alternative energy climate change
2. Industry connections: combination of trades and university programs, forestry, fish farms, bio-fuel energy, workplace preparation for courses offered on the island
3. Funding: preparation for economic trends (links back to workplace prep)
4. People and relationships: increasing Aboriginal connections, cater programs to specific groups, renewable energy, offer programs to people who have been out of the education system (middle age, people who lost jobs and want to find alternate route)
- Middle age
- Lose Jobs
- Want to find alternate route.

Funding

Prep. for Econ. Trends
Danielle

NIC 2024

HARNESS INNOVATIVE TECHNOLOGIES

ADDRESS SOCIAL DEFICITS

EXPAND PARTNERSHIPS

OTHER PSIs

INTERNATIONAL

FIRST NATIONS

EMBRACING TRENDS

DIVERSIFY FUNDING STREAMS

INTERNATIY EXCHANGES

EMERGING INDUSTRIES/TECHNOLOGIES

FACULTY/STAFF

NON-TRAD. FACULTY RECRUITMENT

INNOVATIVE COURSE/PROGRAM DELIVERY

INDIGENOUS STUDENTS

“TAKE YOUR GAP YEAR WITH NIC”

TOMORROW’S STUDENTS

PROMOTING POSSIBILITIES

HOUSING SOLUTIONS

NON-TRAD. STUDENTS
Draft Plan20-25 framework

What resonates:

1. Emotional and aspirational wording
2. Simplifies the list of values grouping them into just four clusters;
3. Focus on people
4. What needs to be strengthened:
5. Values are too many at 15
6. Terms used are confusing (students are also people; what does “college” mean?; how can “infrastructure” be a value)
7. Community values aren’t articulated enough; NIC already possesses demonstrated values but how do we grow them (lift to make those values visible within community/province)
8. Perhaps use other formats to provide clarity to the framework (graphs, charts?)
9. There may be values that we hear about but are not included in the framework

What could be strengthened:

1. Is there a way to bring in values that we hear about into this framework;
2. Values are too many at 15;
3. Values could be listed in order of priority (values within the bubble); apply some sort of ranking for those values; suggest a visual representation of those values and interconnect them;
4. Confusing – all of the 4 clusters are all people; “students”, “communities” and staff are all “people”;
5. Venn diagrams are good but maybe try to represent this in other ways - maybe internal (staff, students) and external (community or medical, physical) or maybe graphs or columns and other visual representations;
6. When the hierarchical people get together and ask “how will we achieve these goals?” and then board can measure what we can achieve;
7. This is part of a good working document but how does this differentiate us from other colleges; we all want to prioritize our students so is this marketing (flexibility, greater value) or differentiation/uniqueness?
8. If words within the bubbles are values, how is infrastructure a value? Need clarity on those values;
9. Struggled with use of “college” – this will be confusing because isn’t all of these “college”?
10. There are demonstrated values but community values aren’t articulated enough; the college is not able to expand its values and lift itself up to make itself visible; think big: NIC already has values inherent in it but (some may be abandoned) take those values and grow them (what is it that makes NIC different);
11. Needs to be clear in nature of the change; a plan is a plan for the future so rather than making it broad, it doesn’t invite you to think of the future; needs more on the ground specificity and clarity.
TO DO for 2020:

Board effectiveness:

1. Accountability, measuring progress results, KPIs relative to College plan; not just KPI but accountability framework
2. Board’s appetite for learning is there so keeping the opportunities for training, resources on relevant areas (continuous learning)
3. Improved discussions at board meetings; we need to set aside an important agenda item that board can dig deeper into;
4. Board meeting structure and timing to allow for more dialogue
5. Need to think prior to meeting to think about which agenda items we’ll need to discuss deeper; plan out strategic and emerging pieces (prioritize)
6. There are some topics need to be brought on earlier on and have staff take those board insights to work it out; setting the 6-month table for staff to do additional work to report back at a future meeting; (radar piece: have board be onboard early on, not way down towards approval); if there’s something coming down the pipeline, have board forewarned and educated
7. Community engagement; developing an elevator pitch – key points; common messaging (did you know that NIC…); consistent set of message to give out; quick hits fact sheet would be very useful to refer to but supplement that with specific initiatives and current ideas and utilize those; “value proposition” for NIC
8. Branding: strengths vs fall back; not just going to NIC because student can’t make it to university – turn this around and make it positive branding for NIC;
9. Orientation process: how do we keep going with that; maybe have other members of SLT to hear from them (how their work connects to Board); also policy review as an ongoing orientation;
10. Board mentorship: (buddy system) new people should have a go-to person;

Carry forwards from 2019 workplan:

1. Preliminary draft KPIs (scheduled for November)
2. Special board education sessions to be ongoing
3. Joint AEC and EdCo meetings
4. Marketing plan
5. Risk management policy
6. Board members to continue to actively engage with communities
7. Can EC look at the workplan and determine what are the carry forwards? EC to go through the list in some detail. (Rachel to send to EC this list and the send the list of committee membership to all board.)
8. Jenny wants to have this list created as a database
1 takeaway from BOG retreat:

1. Become familiar with board members
2. Lisa and Colin’s presentation really helped in understanding the structure
3. Good intro to new board members and interaction with all board members
4. Enjoyed the communication styles exercise – our diff. communications styles brings diversity on our board
5. Incredible commitment of individual board members in understanding our roles so we can do it well, be effective; impressed with the work on strategic planning
6. I feel part of a team now
7. Power of effectiveness of group – thanks to Scott
SESSION EVALUATION

1) Overall satisfaction with the session?

<table>
<thead>
<tr>
<th>Not at All Satisfied</th>
<th>Very Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7</td>
<td>8 9 10</td>
</tr>
</tbody>
</table>

2) What worked well?
   a) Working with different people – I think I only missed working with one person. Really feel more connected; Good overview of how the college works, the values, challenges, funding, etc.; I liked the pacing the clarity of instruction, the focus of discussions.
   b) Presentations from staff, review of board evaluation – putting the results to work, visualization with magazine cover & resulting visionary mind mapping.
   c) Excellent participation, facilitation; great balance between information and discussion; fantastic activities (egg drop, scavenger hunt); being in a resort environment; excellent schedule/agenda – time for breaks, informal conversations.
   d) Facilitator helped keep things on rack and provided direction; meeting and communicating with everyone aided in an inclusive atmosphere.
   e) Facilitation – very good, kept us on track; good exercises to improve relationships; liked input into values/strategic priorities.
   f) Well-organized agenda; balance of time and sessions was effective; overview was very valuable.
   g) Facilitator; group interactions; preparation for session was apparent.
   h) Group work – great way to build relationships; preparation by staff (especially Rachel) made things smooth.
   i) Most of the sessions yielded valuable insights, suggestions and at times fun. I loved the egg exercise.
   j) Great board member dialogue; nice fast paced agenda.
   k) Everything! Mix of activities; quality of information, presentations.
   l) Format of retreat was perfect; the facilitation was excellent and controlled the pace well.
   m) Communication styles exercise.
   n) Team-building; very well managed; good location and service.

3) What could be improved?
   a) I’m sorry I had not done more prior reading of the plans, goals, objectives.
   b) Further insights from environmental scan & opportunities identified (more robust info);
      other group activity than scavenger hunt.
   c) Overall, not much.
   d) Bar being open beyond 9pm – just kidding!! Can’t think of anything – perhaps more info.
on leading edge thinking in post-secondary education.

e) Optional open meeting space for those who may have wanted to hang out later in the evening (past 9pm).

f) It was good.

g) John’s presentation on Board governance policies amounted to a review of the table of contents; I was hoping for an in-depth presentation on Board authority, roles and responsibilities.

h) Even more dialogue to solve problems or perceived problems at the college; more strategic dialogue.

i) Space, control of lighting and temperature in the room; projector/screen – not bright or large enough.

j) Very little.

k) Do communication styles first; set the tone for the next activities.

l) Nothing really but…as with many other similar sessions, we could not drill down enough. Not sure how to find time to do this with everyone’s busy schedules.

4) Other comments?

a) Very productive 2 days – time well spent.

b) Thanks for a great learning experience.

c) Thanks to everyone who supported and helped make this a success.

d) Thank you to all who contributed behind the scenes. Value and necessary for team-building.

e) Worthwhile to do this annually.

f) I appreciated Scott’s ability to help participants to clarify as things were written up.

g) Nice job, Scott; Rachel rocks!

h) Lots of follow-up work to be done; Board’s expectations regarding timelines and multiplicity of tasks to be completed will have to be managed given the resources we have to support the work of the Board.

i) Material was at the right level: not too much, not too little.

j) If possible, shorter presentations with breaks for active participation exercises.
2019-2020 Board Committee Membership and Representation

Executive Committee
Jane Murphy, Committee Chair
Eric Mosley
Jane Atherton
Rob Everson

Finance and Audit Committee
Murray Erickson, Committee Chair
Eric Mosley
Arlo McCubbin
Valery Puetz

Governance and Human Resources Committee
Danielle Hoogland, Committee Chair
Jane Atherton
Barry Minaker
Ross Hunt
Jenny Sawatzky
Darius Bellrose

President’s Performance and Compensation Committee
Jane Murphy, Committee Chair
Eric Mosley
Rob Everson

NIC Foundation Representative
Jane Atherton

Education Council Liaison
Patricia Trasolini
September 2019

Mr. John Bowman
President and CEO
North Island College
2300 Ryan Rd
Courtenay BC V9N 8N6

Dear Mr. Bowman:

It was a pleasure meeting with you, Eric Mosely and Randall Heidt at the Port Alberni campus of North Island College (NIC) on August 9, 2019.

I truly appreciate opportunities to visit post-secondary campuses and to personally connect with staff and students who are the foundation of our post-secondary education system. I particularly enjoyed the lunch we shared, prepared by students in NIC’s Professional Cook Level 1 program.

Further to our conversation about NIC’s interest in offering the Professional Cook Level 2 program, I would encourage you follow up with Ministry staff to discuss these plans in detail. The Ministry contact is Kim Buchanan, Director of Trades Training, Strategic Policy and Initiatives Branch, who can be reached at (250) 217-2183 or at Kim.V.Buchanan@gov.bc.ca.

Please extend my thanks to everyone at North Island College who helped make my visit to Port Alberni a success.

Respectfully,

Melanie Mark
Hli Haykwhl Wiis Xsгаak
Minister

pc: Eric Mosely, Vice-Chair
Board of Governors
North Island College

Randall Heidt, Vice-President
Strategic Initiatives
North Island College

Jeff Vasey, Assistant Deputy Minister
Post-Secondary Policy and Programs Division
Ministry of Advanced Education, Skills and Training
Ms. Jane Murphy  
NIC Board of Governors  
2300 Ryan Rd  
Courtenay, BC, V9N 8N6

October 24, 2019

Dear Ms. Murphy,

I am delighted to share news of this year’s Board of Governors Bursary recipients. The Selection Committee found each student to be exceptionally deserving of support and a strong match to your award.

<table>
<thead>
<tr>
<th>Sara Hopkins</th>
<th>Carpentry Apprenticeship Harmonized</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alexandra Manuel</td>
<td>Electronics Technician Core Certificate</td>
</tr>
</tbody>
</table>

Your recipients have come to North Island College with big dreams for the future, and like over 50% of NIC students, they rely on some form of financial aid to be able to pursue post-secondary education. They work hard, often juggling jobs and other commitments to build a better future for themselves and their families. For these students and their families, the impact of your generosity is simply life-changing.

Among the hundreds of letters coming in from students this month, one recipient shared:

> “Words cannot describe the relief that has come from your unexpected financial support. I greatly appreciate that you are donating your money to help people attend school and become even better versions of themselves. I truly believe I will be doing good with my education and rest assured your gift is going to a good cause.”

Your passion and commitment to student success continue to be the driving force behind everything we do. From all of us at the NIC Foundation and North Island College, thank you for your unwavering support.

Please watch for an email from foundation@nic.bc.ca or visit us online foundation.nic.bc.ca for your invitation to our upcoming Donor Appreciation Reception in your community. We look forward to celebrating with you soon.

Sincerely,

Jolean Finnerty  
Manager, Office of Advancement  
NIC Foundation & North Island College
Commonly Used Acronyms

This is an incomplete list of acronyms commonly used at North Island College.

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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<tbody>
<tr>
<td>ABE</td>
<td>Adult Basic Education (formerly known as Adult Upgrading)</td>
</tr>
<tr>
<td>AEC</td>
<td>Aboriginal Education Council</td>
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<tr>
<td>AEST</td>
<td>(Ministry of) Advanced Education, Skills and Training</td>
</tr>
<tr>
<td>AGC</td>
<td>Academic Governance Council. This is the group of EdCo chairs from all BC colleges and institutes (BCIT and the Justice Institute), which meets twice a year to discuss areas of common concern.</td>
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<tr>
<td>ASD</td>
<td>Access for Students with Disabilities. Now renamed to DALS.</td>
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<tr>
<td>AVP</td>
<td>Associate Vice President</td>
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<tr>
<td>AST</td>
<td>Arts, Science and Technology (Faculty of)</td>
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<tr>
<td>BCNet</td>
<td>Not-for-profit, shared services organization providing computer support and services to post-secondary institutions</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
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<td>CABRO</td>
<td>Crown Agencies and Board Resourcing Office</td>
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<td>CICan</td>
<td>Colleges and Institutes Canada</td>
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<tr>
<td>COO</td>
<td>Chief Operating Officer</td>
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<td>CR</td>
<td>Campbell River</td>
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<td>CUPE</td>
<td>Canadian Union of Public Employees</td>
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<td>CV</td>
<td>Comox Valley</td>
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<tr>
<td>DAC</td>
<td>Deans Advisory Council</td>
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<tr>
<td>DACSO</td>
<td>Diploma, Associate degree, and Certificate Student Outcomes; BC Student Outcomes conducts annual surveys of former students from British Columbia's post-secondary institutions</td>
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<td>DALS</td>
<td>Department of Accessible Learning Services</td>
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<td>DCC</td>
<td>Deferred Capital Contribution</td>
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<td>EVPA</td>
<td>Executive Vice President, Academic</td>
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<td>FBAS</td>
<td>Faculty of Business and Applied Studies</td>
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<td>HHS</td>
<td>Health and Human Services (Faculty of)</td>
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<tr>
<td>IRR</td>
<td>(Ministry of) Indigenous Relations and Reconciliation</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
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</tr>
<tr>
<td>ITA</td>
<td>Industry Training Authority BC (Trades programs)</td>
</tr>
<tr>
<td>ITV</td>
<td>Interactive Television</td>
</tr>
<tr>
<td>JTT</td>
<td>(Ministry of) Jobs, Trade and Technology</td>
</tr>
<tr>
<td>MYPP</td>
<td>Multi-Year Program Plan</td>
</tr>
<tr>
<td>NIC</td>
<td>North Island College</td>
</tr>
<tr>
<td>NICFA</td>
<td>North Island College Faculty Association (Union)</td>
</tr>
<tr>
<td>NISU</td>
<td>North Island Students’ Union</td>
</tr>
<tr>
<td>OGE</td>
<td>Office of Global Engagement (formerly International Education)</td>
</tr>
<tr>
<td>OIC</td>
<td>Order-in-Council</td>
</tr>
<tr>
<td>PA</td>
<td>Port Alberni</td>
</tr>
<tr>
<td>PSEA</td>
<td>Post-Secondary Employers’ Association</td>
</tr>
<tr>
<td>PSEC</td>
<td>Public Sector Employers’ Council Secretariat</td>
</tr>
<tr>
<td>PSI</td>
<td>Post-Secondary Institution</td>
</tr>
<tr>
<td>SET</td>
<td>Senior Education Team</td>
</tr>
<tr>
<td>SIF</td>
<td>Strategic Investment Fund</td>
</tr>
<tr>
<td>SLT</td>
<td>Senior Leadership Team</td>
</tr>
<tr>
<td>SVM</td>
<td>Sexual Violence and Misconduct (Policy)</td>
</tr>
<tr>
<td>TLC</td>
<td>Teaching and Learning Committee</td>
</tr>
<tr>
<td>TLI</td>
<td>Teaching &amp; Learning Innovation</td>
</tr>
<tr>
<td>T&amp;T</td>
<td>Trades &amp; Technical (Faculty of)</td>
</tr>
<tr>
<td>UCIPP</td>
<td>University, College and Institute Protection Program</td>
</tr>
<tr>
<td>UT</td>
<td>University Transfer</td>
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