

<p style="text-align: center;"><b>NORTH ISLAND COLLEGE BOARD OF GOVERNORS</b>  <b>REGULAR MEETING</b>  <b>TO BE HELD IN THE STAN HAGEN THEATRE, COMOX VALLEY CAMPUS</b>  <b>THURSDAY, SEPTEMBER 24, 2020 @ 1:00 PM</b></p>
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## AGENDA

	Topic	Attachment	Action	Time
<b>1.</b>	<b>CALL TO ORDER</b>			
1.1	Acknowledgement of First Nations Traditional Territory			
1.2	Oath of Appointment (All Board Members)	✓	(To sign)	
1.3	Election of Chair (J. Bowman will be presiding officer)			
1.4	Election of Vice Chair			
1.5	Board Committee Appointments			
1.6	Adoption of Agenda		To adopt	(15 mins)
<b>2.</b>	<b>CONSENT AGENDA</b>			
2.1	Minutes of the Regular Meeting of June 25, 2020	✓	To approve	
2.2	Executive Committee Report	✓	Information	
2.3	Finance and Audit Committee Report	✓	Information	
2.4	Governance and Human Resources Committee Report	✓	Information	
2.5	College Highlights Report	✓	Information	
2.6	Correspondence and Information (Agenda item #5)	✓	Information	(5 mins)
<b>3.</b>	<b>BOARD BUSINESS</b>			
3.1	Presidential Search Process Update		To discuss	
3.2	Board Meeting and Planning Schedule, 2020/2021	✓	To discuss	
3.3	Board Retreat Topics/Objectives October 22/23, 2020	✓	To discuss	
3.4	Roundtable Board Member Reports		Information	(20 mins)
<b>4.</b>	<b>REPORTS ON STRATEGIC ACTIVITIES</b>			
4.1	President			
4.1.1	President's Report, September 2020	✓	Information	
4.1.2	Recovery Planning Assumptions	✓	Information	(20 mins)
4.2	Vice President, Finance and Facilities			
4.2.1	College COVID-19 Safety Plans – Update	✓	To discuss	
4.2.2	Financial Information Act Report	✓	To approve	
4.2.3	First Quarter Financial Statements 2020/21	✓	Information	
4.2.4	NIC 5-Year Capital Plan Priorities	✓	To approve	
4.2.5	Line of Credit to Support COVID Operations	✓	To approve	(30 mins)

4.3	Executive Vice President, Academic		
4.3.1	Fall 2020 Enrolment Update	Information	
4.3.2	Widening Our Doorways	✓ Information	(20 mins)

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

4.5	Chair, Education Council		
4.5.1	Education Council Report	✓ Information	(3 mins)

**5. INFORMATION (*attachments*)**

5.1	Election Timeline Fall 2020
5.2	President's Newsletter, Fall 2020
5.3	Enrollment Planning and Recruitment Newsletter, Fall 2020
5.4	AEST Indigenous Post-Secondary Board Member Gathering
5.5	2020 NIC Emeritus Recognition
5.6	AEST Guidelines for Post-Secondary Institutions, July 2020
5.7	AEST Here2Talk mental health counselling and referral service
5.8	2020 President's Award for Academic Excellence
5.9	Email from CVEC Past Chair re J. Bowman's retirement
5.10	Commonly used acronyms

**6. NEXT MEETING DATES**

- Annual Retreat, October 22/23, 2020 TBC
- Regular meeting – Thursday, November 26, Comox Valley Campus

**7. ADJOURNMENT** 3:00 pm



**North Island College  
Board of Governors**

**Oath of Appointment**

The following Oath of Office is to be sworn, signed and dated before the Board at the commencement of all members' first meeting with the Board. The Ministry suggests that either the Board Chair, or, if an institution prefers, a Commissioner of Oaths would be appropriate administrators of the Oath.

*I, \_\_\_\_\_, sincerely promise and affirm that I will truly, faithfully and impartially, to the best of my ability, execute the duties and responsibilities of my position as a Member of the Board of **North Island College**. I have read and agree to abide by the Code of Conduct Policy and the Conflict of Interest Bylaw of the Institution.*

\_\_\_\_\_  
*(Signature)*

\_\_\_\_\_  
*Date*

**MINUTES OF THE REGULAR MEETING OF THE  
NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
HELD IN THE STAN HAGEN THEATRE, COMOX VALLEY CAMPUS  
THURSDAY, JUNE 25, 2020**

**BOARD MEMBERS**

**PRESENT**

J. Atherton, Community Member, Comox Valley Region  
D. Bellrose, Student Representative  
J. Bowman, President  
M. Erickson, Faculty Representative  
R. Everson, Community Member, Comox Valley Region  
S. Frank, Community Member, Comox Valley Region  
B. Harsell, Chair, Education Council  
D. Hoogland, Support Staff Representative  
A. McCubbin, Community Member, Comox Valley Region  
B. Minaker, Community Member, Comox Valley Region  
E. Mosley, Community Member, Port Alberni Region, Vice Chair  
J. Murphy, Community Member, Comox Valley Region, Chair  
V. Puetz, Community Member, Campbell River Region  
J. Sawatzky, Student Representative  
P. Trasolini, Community Member, Comox Valley Region

**BOARD MEMBER ABSENT**

R. Hunt, Community Member, Mount Waddington Region

**ALSO PRESENT**

T. Bellavia, Associate Vice President, Access and Regions  
K. Crewe, Director, Human Resources and Organizational  
Development  
L. Domae, Executive Vice President, Academic and Chief Operating  
Officer  
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

**IN THE GALLERY**

Members of NIC Faculty Association, CUPE (support staff union)  
and North Island Students Union

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**1. CALL TO ORDER**

J. Murphy called the meeting to order at 1:02 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 K'omoks First Nations.

### **1.2 Adoption of Agenda**

On L. Domae's request, agenda items 4.2.1 Institutional Accountability Plan and Report (IAPR) 2019/2020 and 4.2.2 Final FTE Report for Year Ended March 31, 2020 will be moved up the agenda to follow agenda item 2 Consent Agenda.

**Moved J. ATHERTON / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF JUNE 25, 2020 AS AMENDED.**

**Motion carried**

## **2. CONSENT AGENDA**

- 2.1 Minutes of the Regular Meeting of May 28, 2020
- 2.2 Executive Committee Report, June 12, 2020
- 2.3 Finance and Audit Committee Report, June 15, 2020
- 2.4 Governance and Human Resources Committee Report, June 11, 2020
- 2.5 College Highlights Report
- 2.6 Board Objectives, 2020
- 2.7 Correspondence and Information (Agenda item #5)

**Moved P. TRASOLINI / Seconded R. EVERSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF JUNE 25, 2020.**

**Motion carried**

## **3. REPORTS**

### **3.2 Executive Vice President, Academic and COO**

#### **3.2.1 Institutional Accountability Plan and Report (IAPR) 2019/2020**

The report is an annual document submitted to the Ministry that describes what plans and actions were taken in response to Government's Mandate Letter, what progress have been made towards achieving the goals and objectives of the Ministry as established by the accountability framework performance measures as well as a report on the College's achievements and outcomes based on its strategic plan.

L. Domae reported that the College met 23 out of the 25 performance measures, adding that the performance measures that were not met were the overall FTE target and the targets for developmental programs. Aside from regularly receiving positive feedback from the Ministry regarding NIC's annual report, L. Domae added that the College also excels in student satisfaction with quality of instructions and has achieved performance measures related to student employability.

T. Bellavia reported that the Indigenous Education Council continues to develop the Indigenous programs and services framework. The framework will be included in a future Board agenda for information.

**Moved M. ERICKSON / Seconded A. MCCUBBIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2019/20 REPORTING CYCLE.**

**Motion carried**

### **3.2.2 Final FTE Report for Year Ended March 31, 2020**

L. Domae informed the Board that, on their approval, the report will be submitted to the Ministry. It measures the number of full-time equivalent domestic students enrolled against the FTE targets to achieve as directed by the Ministry. L. Domae reported a decrease by five per cent in domestic and international enrolments, adding that the decline in international FTE was planned in order to balance the sharp increase in 2018. The decline in domestic FTE enrolment is mostly evident in two program areas: Trades and Adult Basic Education.

**Moved D. HOOGLAND / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2019/20 FINAL FTE ENROLMENT REPORT.**

**Motion carried**

## **4. BOARD BUSINESS**

### **4.1 Board Planning and Meeting Schedule 2020/2021**

J. Bowman noted the absence of special agenda items and presentations. Given the impact of the pandemic to College operations, such items will be added as the Board progresses through the year. J. Bowman also suggested delaying the decision on where the Board retreat will take place, how long and what Board education sessions will be included until later in the summer.

J. Murphy emphasized the importance of the Board retreat, taking the time to learn about matters important to the Board and directly hearing from students, faculty and staff through various presentations. B. Harsell suggested that, given the current health and safety environment surrounding the pandemic crisis, video conferencing be considered when inviting students, faculty and staff for presentations.

**Moved J. ATHERTON / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE BOARD PLANNING AND MEETING SCHEDULE FOR ACADEMIC YEAR 2020/2021.**

**Motion carried**

### **4.2 Roundtable Regional Reports**

E. Mosley reported the reopening of a mill in Port Alberni which is projected to hire local residents. He also reported a seafood processing plant that has been reconfigured as a “food hub” with operations to provide cooking facilities and freezing and cooling facilities that are expected support new businesses.

J. Murphy reported that a new long-term care facility is being built in Courtenay which is expected to hire locals, particularly graduates of NIC’s health and human services programs. She also noted other developments through Island Health including repurposing a portion of St. Joe’s hospital and the launch of a new dementia village.

### **4.3 College Plan20-25/Covid-19**

J. Bowman presented the concept/outline for a Covid-19 Recovery Plan 2020/21 to 2022/23. J. Murphy expressed concern over the projections but supported having a plan in place to better respond to the challenges the College will face in the next few years. She added that the plan does not only speak of recovery but also provides responses to possible scenarios arising out of the current crisis.

C. Fowler reported that the Ministry anticipates deficit projections from all post-secondary institutions in the province and is directing all institutions to utilize their reserves as the Ministry will not provide additional funding to assist institutions in the short term. C. Fowler noted that NIC has limited reserves to utilize and does not have the same flexibility as bigger institutions who have sizeable assets. J. Bowman emphasized the need for the College to be proactive in going forward by having conversations around how to manage spending and planning for annual budget deficits amid increasing costs to operate. J.

Murphy enjoined the Board and senior management to consider what opportunities may arise out of the crisis to better position the College.

L. Domae left the meeting at 2:10 pm.

## **5. REPORTS (Continued)**

### **5.1 Vice President, Finance and Facilities**

#### **5.1.1 Audited Financial Statements for Year Ended March 31, 2020**

C. Fowler provided a summary of the audited financial statements for year 2019/2020, adding that the College received a clean audit opinion from KPMG requiring no further adjustments to be made to the statements. C. Fowler noted that the year's budget ended in a deficit brought about by a decrease in funding for Adult Upgrading programs, a decrease in funding support for the Employer Health Tax and the completion of major capital projects including the Campbell River campus project.

The Board briefly discussed the investment portfolio as a revenue source.

C. Fowler informed the Board that the Office of the Auditor General has begun an oversight role beginning this fiscal year 2020/2021.

**Moved R. EVERSON / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2020.**

**Motion carried**

#### **5.1.2 Budget 2020/2021 Update**

C. Fowler provided two scenarios going forward in fiscal 2020/2021: the first was presented to the Board at its May 28<sup>th</sup> meeting and assumes a 30 per cent decrease in tuition revenue from September to March while the second scenario assumes the same decrease in tuition revenue from international students but a lower 25 per cent reduction in domestic tuition revenue. He added that the College will continue to seek to find solutions to mitigate its financial challenges.

#### **5.1.3 Comox Valley Student Housing Project Update**

Given that the July 2020 date for receiving Provincial funding approval will not be met, it will be necessary to delay the target opening date of September 2023, instead of the original target of September 2022. Because of the one-year delay, the Ministry has suggested increasing the contingency budget to 14 per cent of the total project cost. A. McCubbin commented that the Board should monitor its investment portfolio given the continuing challenge of anticipated annual budget deficits while moving forward with the housing project.

**Moved E. MOSLEY / Seconded R. EVERSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INCREASE OF \$4 MILLION TO THE CONTINGENCY BUDGET FOR THE COMOX VALLEY STUDENT HOUSING PROJECT.**

**Motion carried**

### **5.2 Vice President, Strategic Initiatives**

#### **5.2.1 Strategic Initiatives Division/NIC Foundation Update**

R. Heidt reported on the \$1 Million cash gift received from the Mailman Family Foundation as well as another large bequeathed gift received in the last month. He also provided a status update on the marketing and communications initiatives, emphasizing messaging around safety on campus and advances in online education. R. Heidt also reported on plans to redesign the website and renewed recruitment initiatives based on the work done by Academica.

### **5.3 Chair, Education Council**

#### **5.3.1 Education Council Report**

B. Harsell reported that the Education Council (EdCo) has completed two virtual meetings since the start of the pandemic and has become efficient in conducting business in a virtual format. He highlighted the Access to Practical Nursing Diploma that recognizes a student's previous experience in the health care system and allows that experience to transition to a Practical Nursing program.

## **6. INFORMATION**

The Board received the following information items:

- 6.1 Commonly used acronyms
- 6.2 Link to [Board Policies](#) and [Bylaws](#)
- 6.3 Learner Resource Fee Report
- 6.4 2020 President's Letters to Student Awards Recipients

## **7. NEXT MEETING DATE**

- 7.1 Regular meeting – Thursday, September 24, 2020, TBC
- 7.2 In-camera meeting – Thursday, September 24, 2020, TBC

## **8. ADJOURNMENT**

**Moved J. ATHERTON / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF JUNE 25, 2020.**

**Motion carried**

Time: 2:54 pm.

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Jane Murphy, Chair

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Rachel Reid, Executive Assistant

## **NORTH ISLAND COLLEGE BOARD OF GOVERNORS SEPTEMBER 2020**

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

### **AGENDA ITEM:                      Regular Meeting 2.2            Executive Committee Report**

The Executive Committee met on September 10, 2020 with J. Murphy, E. Mosley, J. Atherton, R. Everson, J. Bowman and R. Reid to discuss the following:

- Board meeting agendas and schedule for September 24, 2020;
- Draft meeting minutes of June 25, 2020;
- Other board business.

The Executive Committee discussed the following agenda items for September 24:

- Appointed Board Members' status of appointments and initiating request for reappointments with the Crown Agencies and Board Resourcing Office (CABRO);
- Election of Chair and Vice Chair;
- Board committee appointments and representation on Education Council and Foundation Board;
- Update on COVID-19 Recovery Plan.

J. Bowman noted that a presentation by the College's Centre for Teaching and Learning will be made during the informal morning session to highlight the work being done for the College to be able to deliver its programs during the pandemic.

### **Board Retreat Agenda**

J. Bowman presented suggested topics for the October annual retreat including:

- Governance policy review and development;
- Discussion of this year's board evaluation;
- Understanding college finance at a deeper level;
- COVID-19 recovery plan;
- Advocating to government on NIC's behalf.

He also recommended retaining Scott Borland of Cygnus Management to facilitate the retreat to be held locally in the Comox Valley area. J. Murphy suggested including an update on Plan20-25 given the current context of the pandemic. She also proposed that, given the circumstances around the pandemic, retreat organizers be prepared to deliver the retreat by videoconference or a combination of both in-person and videoconference.

E. Mosley suggested including a discussion of the College and Institute Act and the Board's bylaws and policies if not in the retreat, as part of the Board's morning sessions prior to the regular meetings.

#### Adjournment

The meeting adjourned at 11:35 am.

**Finance and Audit Committee**  
Tuesday, September 15, 2020 9:00 am  
Via BlueJeans

Members present: M. Erickson (Chair), E. Mosley, 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 9:00 am.

Five-Year Capital Plan

C. Fowler presented the 5-year capital plan that includes a new project for the daycare building in the Comox Valley campus. He noted that the Comox Valley student housing project is at the top of NIC's priority list and reported that after updating the contingency fund as requested by the Advanced Education Ministry, the project is still waiting to go to the Treasury Board for approval. C. Fowler added that the College has received funding from the Ministry for the Aboriginal Gathering Place project with additional funding to come from the sale of the Vigar Road property.

First Quarter Financial Statements for FY 2020/2021

A further drop in tuition revenues is anticipated in the Fall and Winter terms given the travel restrictions for prospective international students. Enrolment numbers look encouraging but stable enrolment numbers by end of September would provide a better financial forecast.

Expenditures related to Salary and Benefits are down due to a drop in extended health benefits costs related to closures in dentist and other health care offices during the early months of the pandemic.

Regarding the investment portfolio, C. Fowler noted that it has grown considerably but could just be market-related adjustments that could fluctuate depending on how the markets perform during the pandemic. He added that, for FY 2020/2021, there are no expected capital expenditures that the College needs to fund.

C. Fowler noted that a projected deficit of over \$2M would require an infusion of cash at some point. The committee discussed ways to alleviate the shortfall and agreed to support the College applying for a line of credit with its bank, following the authority granted by the College of Institute Act that allows short-term borrowing. C. Fowler stressed that the solution is a short-term one and that the College will only use the funds to support the peaks and lows of spending during the pandemic until end of the current fiscal year. The committee requested C. Fowler to prepare an agenda item for the Board to consider short-term borrowing with the condition that the Board will be informed of the details of the borrowing including a timeframe, interest rates and updates on the College's cash flow.

C. Fowler reported that the current budget as submitted earlier in the year was balanced but expect that the College, like other post-secondary institutions, will likely run a deficit at year end.

Financial Information Act Report

The committee discussed the annual report which is required by government. The report shows information on employees earning over \$75,000 a year, large payments to suppliers as well as Board Members' expenditures.

#### Online Canada Revenue Agency (CRA) Reporting

In order to expedite access to CRA information online, a Board Member's consent to access a myCRA account is needed. M. Erickson agreed to work with S. Fleck on this.

#### Appointment of Auditors

C. Fowler informed the committee that the College's external auditors have to be appointed every five years and that it is now on its last year of two five-year terms with KPMG. Given the current pandemic, he proposed to extend KPMG's appointment for another two years before the College embarks on a request for proposals to engage external auditors. The committee supported retaining KPMG for another two years and requested that the College set out a request for proposals before the end of those two years.

#### Genus Investments Quarterly Report

C. Fowler highlighted the market gains over the last quarter but cautioned that markets remain volatile due to the pandemic. To fully understand how the investment manager manages the College's investment portfolio, C. Fowler will include a discussion of the College's long-term investment policy.

#### Large Payment Report

The large payment report included a number of IT-related expenses made to address the transition to distance and online learning.

#### Proposed Meeting Schedule, 2020/2021

Due to a change in the committee chair's teaching schedule, the committee requested R. Reid to propose a set of meeting dates that will fall on days other than Mondays and Wednesday.

The meeting adjourned at 10:08 am.

Murray Erickson  
Committee Chair



**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**SEPTEMBER 2020**

*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**  
**2.4      Governance and HR Committee Report**

***July 16, 2020***

Committee members Danielle Hoogland (chair), Jane Atherton, Barry Minaker, Jenny Sawatzky and Ross Hunt (via teleconference) met on July 16, 2020 in the Komoux Hall Boardroom with Rachel Reid as resource person.

**Adoption of Agenda**

D. Hoogland suggested moving the discussion of the 2020 Board Evaluation to the top of the agenda. The committee adopted the agenda as amended.

**Committee Business**

a.      2020 Board Evaluation

D. Hoogland referred to the 2019 Board evaluation survey and interview questions. She suggested requesting the College's Institutional Research and Planning (IRP) to convert those questions into an online survey that IRP will administer and will later summarize to report back to the Committee and the Board. J. Sawatzky suggested adding an open-ended question relating to Board governance and effectiveness amid the pandemic. R. Reid will forward the questions, including the additional open-ended question, to IRP.

Board Members will have at least a week to complete the survey with the survey results to be submitted to the Committee at its first meeting in September and to be included in the Board's regular meeting scheduled for September 24, 2020.

The Committee also discussed the annual Board retreat and possible topics for inclusion in the agenda:

- Finance and COVID-19 Recovery Plan;
- How the Board navigates through difficult times/pandemic;
- Types of Board meetings and best practices;
- Other major issues.

In order to save costs, the Committee supports the suggestion of holding the retreat locally instead of going off-campus.

b. Review of Committee Work

D. Hoogland provided a summary of the continuing work on governance policies which she hopes will be reviewed by the Board during the annual Board retreat in October and approved at the November Board meeting. One more section on decision-making processes will be added to the governance policy document.

The following amendments/additions/deletions were made to governance process policy:

- Rename #2 as “Governance Composition, Roles and Expectations”;
- Add subsection A “Board Composition to include citation on board composition from The College and Institute Act;
- Move two paragraphs describing internal and community board members from #3, subsection B Election of Chair and Vice Chair to #2, subsection A Board Composition;
- Add subsection B “Board Member Roles” under subsection A;
- Rename subsection C to “Board Member Expectations;
- Add “The Vice Chair shall act as Interim Chair until such by-election has been held” in #3 B Election of Chair and Vice Chair;
- Delete last sentence in #3 under #3 B Election of Chair and Vice Chair;
- Add language around Board Members’ ability to add agenda items prior to the meeting;
- Add subsection under #3 D. Decision-Making Processes to be populated at future Committee meetings;
- Clarify and simplify language throughout, while observing politically correct use of pronouns.

The Committee also discussed the various types of meetings and what each type entails. D. Hoogland asked Committee members to consider what kind of access and opportunities to participate would the public have during the Board’s regular meetings. She also requested to carefully consider the use of the two additional meetings: one with the President, the other without the President. The topic of the conduct of Board meetings will be included in the annual Board retreat in October.

The Committee discussed the criteria for the Board to go into in-camera meetings. It instructed R. Reid to include reference to the Freedom of Information and Protection of Privacy Act to this section of the policy.

c. Discussion of Decision-making Processes

The Committee agreed that the use of Robert’s Rules of Order is universal among post-secondary institutions but suggests that education around the use of Robert’s Rules and how to apply them be included in the annual retreat.

The following was included in the governance process policy under #3 D. Decision-Making Processes:

- Absent any provision from the College and Institute Act or any other applicable legislation, Robert’s Rules of Order will be used as a framework for voting and fostering a culture of

informed decision-making.

d. Whistleblower Policy

The Committee will request J. Bowman and the Senior Leadership Team, particularly Ken Crewe, Director, Human Resources and Organizational Development, to assist the Committee in drafting a whistleblower policy.

e. Discussion about Board-only Meetings

Referring to the two meetings that follow the Board meetings that are closed unrecorded sessions, D. Hoogland reiterated that those meetings have to be used the way they were intended to be used. As those two meetings are not recorded, the Board should not make decisions or actionable items. If the Board expects action from those meetings, then those would have to be done in a formal meeting whether regular or in-camera. J. Atherton prefers keeping the practice of having those sessions with and without the President but agree that the Board needs to define the intent of those meetings. This item will be included in the annual Board retreat.

D. Hoogland requested that the Committee discuss the Board retreat agenda at its next meeting in September.

The meeting adjourned at 11:50 am.

***September 1, 2020***

Committee members Danielle Hoogland (chair), Jane Atherton, Barry Minaker, Jenny Sawatzky and Ross Hunt (via teleconference) met on September 1, 2020 in the Komoux Hall Boardroom with John Bowman and Rachel Reid as resource persons.

a. Review of Committee Work

The Committee reviewed the governance process policy and made the following edits:

- Adopt main heading of “Governance Policy”;
- Simplify and use clear language throughout;
- Under Board Member Roles, remove protocol for dealing with inquiries from the public;
- Under Chair Expectations, remove “manage board business including...” and add “advance for consideration communications received from various sources to the Executive Committee”;
- Under In-camera Meetings, attendance other than Board Members to be determined by the Executive Committee.

b. Board Retreat Agenda

The following factors in organizing this year's retreat were discussed:

- Hold the retreat locally either in the Comox Valley or Campbell River areas;
- Board should minimize costs;
- Consider topics like governance and policy, board meetings and best practices, board member experience/diversity/skills/knowledge, Covid health and safety planning;
- NIC programs particularly online and distance learning;
- Relationship-building and social time.

c. 2020 Board Evaluation Results Summary

The committee received the 2020 Board evaluation results summary generated by the College's IRP. D. Hoogland requested that the results be re-calculated using the mean of frequency distribution in order to be able to compare results year to year. She also suggested including discussion of the open-ended comments at the annual retreat as they reflect the culture of the Board and could inform what the Board may wish to undertake in the coming year.

d. Proposed Meeting Dates 2020/21

R. Reid will send out the dates to committee members to determine availability.

e. Committee Terms of Reference

B. Minaker suggested adding a review of the committee's terms of reference at its next meeting.

The meeting adjourned at 11:32am.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
COLLEGE HIGHLIGHTS REPORT  
SEPTEMBER 2020**

<b>TRADES AND TECHNICAL PROGRAMS</b>
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### *Highlights*

Well, where did summer go? Already the leaves are starting to turn colour and there is a noticeable change in the air. Days are slowly getting shorter and the cool evening breezes are ushering in the fall term.

It has been a challenging yet enlightening summer for students and faculty. Strict adherence to new safety protocols, limited face-to-face contact and alternate instructional deliveries, at the time, seemed like insurmountable obstacles and barriers to educational goals but when met head-on by determined learners and dedicated instructors, proved to be just a bump in the road. July saw the successful completion of our Electrical Foundation (Campbell River campus) and Professional Cook Level 1 (Port Alberni campus) programs.

For Chef Al Irving in Port Alberni, he should be especially proud of his aspiring protégés. Due to COVID, the Industry Training Authority of BC (ITA) has issued waivers to many students who would normally be required to write exams and the Professional Cook program was no exception. When given the option, many students would be happy to forego the exam and continue to the next level, Chef's students declared that they did not want to pass up the opportunity to write their Certificate of Qualification exam -which they completed August 24<sup>th</sup>.

At the Comox Valley campus, instructor Erik Hardin guided his students through Level 4 of their Carpentry Apprenticeship program. Being Level 4, there was no waiver for the Interprovincial Red Seal exam. With the class separated into two small groups, students wrote on the morning of August 28<sup>th</sup>. Every student met with success and the overall class average was no less than 85%.

In Campbell River, instructor Byron Beaupre delivered Heavy Mechanical Level 2 to a class of 14. For shop activities, students were divided into groups of two and, according to Byron, this was their time to shine. Engines that had not been in working order for some time were used as shop projects and students took ownership of disassembling, measuring, cleaning, painting and getting them back together (no extra pieces!). The pride they felt when those engines ran was remarkable. What a boost for students who, perhaps under other circumstances, may not have had such an opportunity. There's that bump in the road again – they never gave it a second thought. Beaupre says, "It was incredible for myself to be able to guide and encourage these students and give them confidence and a sense of achievement. I had a fantastic group of students. They were mature, respectful and I enjoyed instructing this class and level very much."

Where do we start when it comes to our Professional Cook Level 2 program at the Campbell River campus? Students saw their way through the more complex techniques employed by Chef Xavier Bauby as expected from a group at this level from the beginning of June to September 4<sup>th</sup>. The talent in the kitchen was tangible, and cake week tested the commitment of even the most steadfast of dieters. Many dreams of a beach body were blatantly abandoned on some lonely treadmill left to gather dust in a garage or make-shift home gym.

There was much excited chatter from the group when they also finished their Certificate of Qualification exam on September 4<sup>th</sup>. Each student left the campus encouraging each other and making plans for Professional Cook Level 3.



## PROGRAM OFFERINGS

In the lineup, we have a full cohort of Electrical Foundation, Carpentry Apprentice Level 3 and Heavy Mechanical Level 4 ready to go September 8<sup>th</sup>. Professional Cook Level 1 and the Culinary Diploma program with instructor Sunshine Layton will also be starting up on the 8<sup>th</sup>. Chef Alan Irving will have a full Professional Cook Level 2 program in Port Alberni by September 21<sup>st</sup>. This unique opportunity has been met with much enthusiasm by culinary students in the Alberni Valley. Travelling is not required for them to obtain the next level of their training and they are excited.

We will be in full swing as we head into October with full Automotive cohorts in both Port Alberni and Campbell River campuses, along with Heavy Mechanical Foundation, Welding Apprenticeship and Foundation, Electrical Apprenticeship Levels 2, 3 and 4, and another Heavy Mechanical Level 2. The Comox Valley campus also has a full agenda with Plumber Apprenticeship Level 2, Carpentry Apprenticeship Level 2 and another full Carpentry Apprenticeship Level 4.



Word has gotten out and the re-vamped Furniture Design and Joinery Certificate program in Port Alberni is sitting pretty at 14 students with room for only two more! Instructor Stephen McIntosh has put a great deal of time and hard work into re-designing this cohort in response to student feedback for their completion outcomes and expectations. Resource material has been completely stripped down and built back up to give students the best possible experience at North Island College. Past Joinery students have produced some amazing pieces and we cannot wait to see the works of this year's students.

Once again, NIC is partnering with the Homalco First Nation for the delivery of the Coastal Forest Worker Certificate program in Campbell River. The program is scheduled to run October 2020 to February 2021 under the guidance of lead instructor Coleen MacLean. While it will be a unique delivery of blended instruction combined with field trips and face-to-face demonstrations, we anticipate a full cohort of 12 successful students.

We are looking forward to our Fall term. 2020 has been so very different from any other year yet as we make our way in this new “norm” we are becoming more innovative, more resourceful and more responsive to any



given situation as it happens. We are meeting each new challenge head-on with an ability to adapt and the determination to give our students the education they deserve.

## STUDENT SERVICES AND REGISTRAR

### **Educational Advising in the face of COVID-19**

*Submitted by Sarah Deagle*

It seems trite to say that COVID-19 has turned our experience of the world on end. When asked, we often lament the losses, like pulling in our “bubble”, limiting our travel or wearing a mask in public. Yet NIC’s educational advising team has experienced some “wins” in this unprecedented time. Students have been able to book appointments online for almost 1 ½ years, which was excellent preparation for the last six months since the campuses have been closed. Advisors, including Recruiter-Advisors, quickly started meeting with students over the phone or via video appointment. There have been fewer no-shows for appointments, the joy in seeing students’ faces if only on a screen, as well as greater ease in sharing computer screens with the student or viewing what they are seeing on their own computer. As advising has a strong pedagogical component, this has also been good preparation for students who will be immersed in technology this fall term. From June 12 to September 7, NIC advisors would have met with 1,500 students in this new format. There surely is grief in what was lost with face-to-face appointments, but it is safe to report that plexiglass and PPE still seem less attractive and far in the future now that we have a solid, non-campus-based alternative worked out.

### **Student Services**

*Submitted by Felicity Blaiklock*

**Full digital supports for our students** are being provided via videoconferencing, telephone and email, with limited access for payments in person by appointment only. Assessment Services and the Department of Accessible Learning Services (DALs) have also been providing limited in-person assessments in addition to online and phone support.

**The Counselling department** has had some staff changes, with Catherine O’Toole filling the position vacated by Elena Richmond in Campbell River, and Karen Mason onboarding in Port Alberni.

**The Sexualized Violence Education Team (SVET)** continues to meet regularly to discuss ways to provide education to the campus community on our revised Sexualized Violence Prevention and Response policy, in addition to efforts to educate the community on consent-based, healthy relationships and sexualized violence, including the supports available for all those impacted by sexualized violence. The committee has completed the following tasks to date:

- Development of pre-recorded videos for Virtual Orientation that focus on the Sexualized Violence Prevention and Response policy, consent, and healthy relationships;
- The webpage review sub-committee have created an outline for a revised webpage, which will be sent to Marketing and Communications after the larger committee approves the design at next meeting;
- Several members of the SVET team will be attending investigator training (virtually) in the fall.

**Student Life @ Home** activities are ongoing and include:

- NIC Student Life Facebook group with ongoing posts to engage and inform students; membership of this group has grown substantially since its creation;
- Weekly newsletters;
- Monthly virtual hangout sessions will begin on September 22 and will be led by student staff;
- Continued outreach to students referred to Early Assist, or identified through other channels as possibly struggling;
- Launch of the 2020-21 Student Life Engagement and Programming Plan, including a variety of events and activities to engage students, and to encourage critical thinking. Highlights include our newly create Brave Spaces sessions, the first of which is being held on October 2 (focused on racism), in addition to our Mental Health Awareness week, which will be held the week of October 5;
- Student Leadership Team program has been modified for the 2020-21 term due to COVID-19, so students will continue to build upon their leadership skills remotely.

NIC's first **Virtual Orientation** launched earlier this summer and has been a great success, thanks to the efforts of the Orientation Working Group, as well as all other folks who contributed. A variety of pre-recorded and live sessions were offered to students throughout the summer focusing a variety of important and relevant topics.

**Highlights:**

- 150 students attended live webinars throughout August; topics included: learning digitally, Student Life and employment opportunities, supports and services, and checklist to success;
- Introduction of NIC's first orientation session specifically for parents and supporters;
- Launch of Virtual Orientation webpage, including all pre-recorded sessions;
- Two final live virtual sessions were held on September 8 with 350 students in attendance!



### **Continuing Education & Training Department Highlights – Bob Haugen**

We have been living with the COVID-19 for more than six months and despite the many challenges our fall 2020 programming is going very well. This is a credit to the dedication of our staff and to the ongoing support of Liesel Knaack and her team at Teaching & Learning. CET staff members have worked tirelessly with instructors over the summer to put the text and paper-based curriculum online to get ready for the start of the term. We now have our core board-approved credit program curriculum organized for online delivery and registrations are strong.

During the summer we delivered two farming programs, Market Gardener in Port Alberni and Small-Scale Sustainable Farming in the Comox Valley. Both programs included theory delivered online and hands-on training delivered on farms under strict COVID-19 safety protocols. Both programs were fully subscribed.

Camosun College in Victoria and VIU in Nanaimo both cancelled their Activity Assistant and Hospital Unit Clerk programs because of the COVID-19 pandemic. Since we now have our programs online, we are attracting Victoria and Nanaimo based students and have expanded our offerings. Our marine training is also online, and we are now attracting students from across the country.

We are offering a variety of Elder College classes on the Zoom platform and are offering a wide variety of interesting topics.

Some training, such as first aid and certain marine training courses, cannot be delivered online. With help and guidance from Health & Safety, we have adapted our delivery methods to follow COVID-19 safety protocols.

### **Campus highlights – Campbell River:**

#### **Marine Training**

As March through June is often the busiest months now for marine training, COVID-19 hit at a rather inopportune time for our courses. Due to the dedication of marine instructors, Clive Quigley and Harry Johnston, we navigated an extensive overhaul of curriculum and review process with Transport Canada and Canadian Power & Sail Squadrons in just a few weeks. This allowed NIC to become one of Canada's first institutions to offer online marine safety training for people working commercially on the water. Three marine courses were

transitioned into online formats, and thanks to the work of the marketing team, we garnered national and local radio and print coverage of this which resulted in student registrations from across Canada. These courses were offered through to the end of June and they continue to be offered online through the Fall term to students across the country. Our September online offerings are all at minimum or full, which is unheard of this time of year for marine training.



*Domestic Vessel Safety Students at Mclvor Lake*

This Fall we have also expanded the in-person course offerings and brought higher level marine courses to the Port Alberni campus. The Simulated Electronic Navigation-Limited course, which is in high demand across BC, has been only offered once in the past 5 years, but now is being offered several times over the Fall. We have also navigated Transport Canada approvals this summer to replace the Master Limited course with two separate courses (Chartwork & Pilotage 1 [NAU 038] and Navigation

Safety 1 [NAU 039]), which will better meet industry demand and student needs.

With new courses and a few Fall term private contracts currently in negotiation with organizations in Ontario and northern British Columbia, based on even rather cautious projections, it appears we may see more revenue generated by marine training than ever before.

### **Metal Jewellery Design**

The Metal Jewellery Design program wrapped up the 2020 students' final two weeks of in-person training in June. We have changed the program to run January to June 2021, instead of normally running September to May. For Fall term, we have five students who have already paid their deposit, and 10 additional applicants who have applied. Given that we have a maximum of 12 students in the program (if COVID restrictions are in place), our January 2021 intake looks positive.

### **Hospital Unit Clerk**

We were able to facilitate practicum placements for our HUC students that completed their training this spring. Because of the pandemic, the practicums were delayed while facilities developed protocols however the ongoing dedication to student training and development

by our local health facilities made it happen. Our enrollments for this term are strong and almost at capacity indicating another successful year.

### **Digital Elevation Expertise Program**

We are delivering a new program in the Mount Waddington region to provide program participants with the tools needed to assist companies with the transition to online marketing and sales. The 10-week program is funded through the Community Workforce Development Grant Program and is scheduled to start in October.

The Mount Waddington Digital Elevation Expertise Program (DEEP) is a relevant, accessible online training program that will provide participants with in-demand expertise in the new age of the digital economy. Participants will learn about digital branding, communications, marketing, and online sales of products and services. Upon completion participants will be equipped to master sought-after skills required by employers in our region.



*Students learning to calculate the volume of a log*

### **Coastal Log Scaling**

We will be offering the 12-week Coastal Log Scaling Program in the Winter 2021 term, so that students can gain hands-on experience on dryland log sorts to learn the practical skills needed to prepare for the Ministry of Forests Coastal Log Scaling Exam.

### **Campbell River ElderCollege**

CR ElderCollege (CREC) hosted their 2020 AGM as a 'live' virtual meeting for the first time. CREC will be offering a scaled-down program this Fall with 11 online courses to keep the membership engaged and inspired.

### **Campus highlights – Comox Valley:**

#### **Comox Valley ElderCollege**

Comox Valley ElderCollege (CVEC) has "Zoomed" into an online future! Indeed, when one of the largest ElderCollege's in western Canada was confronted with the limitations of on-campus programming, given COVID-19, it didn't give up. Instead, it pivoted to an exclusively online schedule for Fall 2020. Starting this October, the ElderCollege will offer over 35 intriguing online courses and webinars – even expanding its maximum seating capacity for its popular Saturday Lectures from 230 'on-campus' seats to 500 'virtual' spaces per

lecture. CVEC has also migrated to a striking online electronic course guide this fall, which can be viewed at this link: <https://conta.cc/2NXc3xi>. To help students adjust to the online programming format, a series of helpful video tutorials have also been developed to address some of the most common questions about ElderCollege, including how to register online. Meanwhile, ElderCollege Comox Valley has also provided a generous gift to the College in order to upgrade the speaker and audio system in the Stan Hagan Theatre. The new equipment will not only greatly improve the wireless microphone system that presenters use for all lectures and classes in the room, but it also includes a special age-friendly feature. Now, hearing impaired students will be able to hook up their hearing devices to the system directly – ensuring they don't miss out on the presentations. This gift will benefit generations of students attending in-class lectures after the current health issue subsides.

### **Activity Assistant Certificate Program**

The North Island College Activity Assistant Program has responded to the increased demand for highly trained caregivers in wake of COVID-19 by creating a unique and completely virtual program. Indeed, while other Activity Assistant programs across Vancouver Island were either closing down or delaying their courses due to the pandemic, NIC successfully pioneered an online program for the 21<sup>st</sup> century. Deborah Provencher, long-time instructor and curriculum developer, reimagined the content, using a wide variety of informative videos, online games, and innovative learning software to adapt this demanding curriculum for the online world. Among its many learning innovations, the North Island College program includes virtual practicums, where students complete challenging and relevant online assignments that build off their existing in-facility experience as Health Care Assistants. This approach not only eliminates the risk to facility residents, but also avoids activity assistants moving between facilities in the aftermath of the pandemic. The Fall 2020 virtual program quickly filled with eager students from across Vancouver Island, Greater Vancouver and the BC Interior. The College has now added a second cohort which will begin in early January 2021. Now, prospective students don't even have to wait for a scheduled information session to learn more about the program – they can simply visit the program website any time to view a new online information session recorded with the instructor.

### **Animal Care Aide Program**

The NIC Animal Care Aide Program continues to be one of the most successful and popular programs of its kind – receiving more than 80 applications for only 20 spots this Fall. Long-time instructor and veterinary technician Cris Caumartin was instrumental in adapting the in-class content for exclusive online delivery this fall given Covid-19, converting 8 months of material while also introducing a series of innovative and interactive videos to enhance online learning. Online courses will run from early October 2020 through May 2021, followed by a virtual practicum. Given the high demand for this program, the program is now exploring how it can offer exclusive advanced admission to those who missed out on the 2020-2021 program, before regular admissions commence for the 2021-2022 academic year.



## Craft Brewing and Malting Program

In early 2020, North Island College's Craft Brewing and Malting Program entered into a successful partnership with the Comox Valley Economic Development Society (CVEDS) to launch this exciting, professional training program for craft brewers. After an initial 'soft launch' during the summer, the program secured a provincial grant to launch the full program, given its focus on providing industry-ready training for a wide variety of positions in brewing field, including Brewer, Head Brewer, Production Assistant, Brewery Lab Assistant, Cellar-person, and Craft Beer Bartender. Instructing the program is Adam Chatburn, veteran professional brewer and former president of the Vancouver branch of the Campaign for Real Ale Society of BC. Chatburn, who also taught craft brewing at Simon Fraser University, began homebrewing in the UK at age 16, later starting his career as head brewer for a brewpub in Lancashire.

The expanded program has quickly filled all available seats, and is scheduled to begin in mid-September 2020. Courses will be held over the Fall 2020 and Winter 2021 terms using a mix of virtual and in-facility training. Continuing Education wishes to acknowledge the considerable efforts of John Watson, Executive Director of CVEDS, and NIC's Lisa Domae, Executive Vice President, Academic and Chief Operating Officer, in seeing this program through to its successful launch.

## First Aid

First Aid has been very busy training students attending Fall NIC courses as well as public training. We provided contract training for a couple of our long-time clients and have



*Small-Scale Sustainable Farming students learning cultivation*

several other requests to process. It has been challenging getting everyone certified with the smaller class size requirement. We continue to offer all of our online first aid courses.

## Small Scale Sustainable Farming (SSF) Program

The SSF program has been going extremely well with the graduation of the inaugural class set for September 30<sup>th</sup>. Feedback from the students and instructor at this point is very positive. We will review the course, student feedback, instructor feedback, etc. before submitting our funding requests for next springs course. This program is a partnership between CET and the

Comox Valley Economic Development Society with funding from the BC Community Workforce Development Grant Program.

## **General Interest Programming**

We will be offering thrtree new online courses this fall geared towards business, non-profits and professional training. The courses include Proposal Development & Management; What's Next - A Process for Change; and Exlectics Unite - Lateral Thinking & Decision Making. These courses are being taught by Bruce Rutley, PhD PAG.

## **Campus highlights – Port Alberni:**

### **Marine Training**

We are expanding our marine training to the Port Alberni campus to meet the increased local demand and the opportunity presented by hiring a local instructor, Harry Johnston. This change provides the opportunity to offer higher-level marine training in the region, saving participants the expense and inconvenience of travelling outside of the community for training.

### **Market Gardener program**



*Market Gardener students building a hoop house*

The Port Alberni Market Gardener program, funded through BC Employer Training Grant, in partnership with the Port Alberni Shelter Society has been running online and on the Shelter Farm since June 1st. The program is going well and includes the students taking turns selling their produce at the local Farmers' Market on Saturdays. The program runs Monday to Friday until Oct 24<sup>th</sup>.

### **Other Courses**

*Ed2Go* online courses continue to be popular due to the convenience of the online format for those who are at home.

We have scheduled a few face-face industry safety certification courses such as Forklift Operator, Foodsafe, etc. to meet community needs following COVID-19 safety protocols.

## NORTH ISLAND COLLEGE



VANCOUVER ISLAND, CANADA



## Update from the Office of Global Engagement September 4, 2020

### **Enrolment Update**

July 14, 2020, Immigration, Refugees and Citizenship Canada (IRCC) announced a temporary two stage study permit approval process to support international students impacted by the COVID-19 pandemic. Students have been unable to complete their applications due to visa processing centre closures. This approval process allows students to obtain an "Approval-in-Principle" which is stage one of the study permit process allowing new students to begin their studies in their home country. The second stage of the temporary process is a final review of study permit application with an approval or denial.

Unfortunately, the temporary policy change for study permits came in quite late for most institutions and it did not create a sizable increase in new student registration. We had a total of about 100 new students who paid tuition deposits and expressed their commitment to studying at NIC despite COVID-19, yet most of these students could not receive their study permit in time for September 2020 term start. Overall, our applications were down by about 50%, and the registrations (new and continuing) were down by about 30%. New student arrivals from overseas was only one student; although, we have a number of students already in Canada starting fresh at NIC this fall. It is disappointing that our great recruitment year has amounted to an overall reduction, but we are not discouraged.

Here are a selection of international education headlines from around the globe.

#### **August 26, 2020 ICEF**

##### **Canadian immigration guidance creates uncertainty for incoming students**

- *The Canadian government has introduced new guidance that could limit entry to Canada for students whose programmes have transitioned to online delivery because of the pandemic*
- *Canada's federal government has also launched a new consultation process with provincial and territorial governments to define protocols and processes for the safe arrival of new international students*

#### **August 26, 2020 The PIE News**

##### **ROI focus crucial as HE marketing steps up**

- *Institutions stand out on the community aspect and the experience of being on campus, and that's not always possible when it comes to online programs.*
- *With more institutions looking towards online direct student advertising, the marketplace is expected to become even more competitive.*
- *Institutions need to start thinking more strategically about where they can get the best ROI.*

#### **June 22, 2020 Forbes**

##### **Can International Higher Education Survive COVID-19?**



- *Some in the sector even seem to believe that this re-setting will present not just challenges, but also significant opportunities.*
- *Rather than inflicting online teaching on an unwilling audience, what the pandemic has actually done is accelerate a form of delivery which already made increasing sense to many in the global student community.*
- *A strategy of overseas campuses and partnerships can make sense for universities who rely on international student tuition.*

## **International Students of NIC**



### **Education reunites mother and daughter at NIC**

Kanako Shaw and her 19-year-old daughter Naia Patterson lived separately, sometimes continents apart, for more than a decade and a half. That changed this fall, with both mother and daughter enrolling in programs at NIC. Shaw is taking the NIC's...

[Read more](http://www.nic.bc.ca)  
www.nic.bc.ca

### **Student Testimonial Day**

Junko spent one sunny day in August to film testimonials with our current students/graduates, of course with social distancing! We heard many great stories and we hope to share the final products in a month! This is Naia from the article above and Tremain Media crews that participated in filming.





## International Student Life

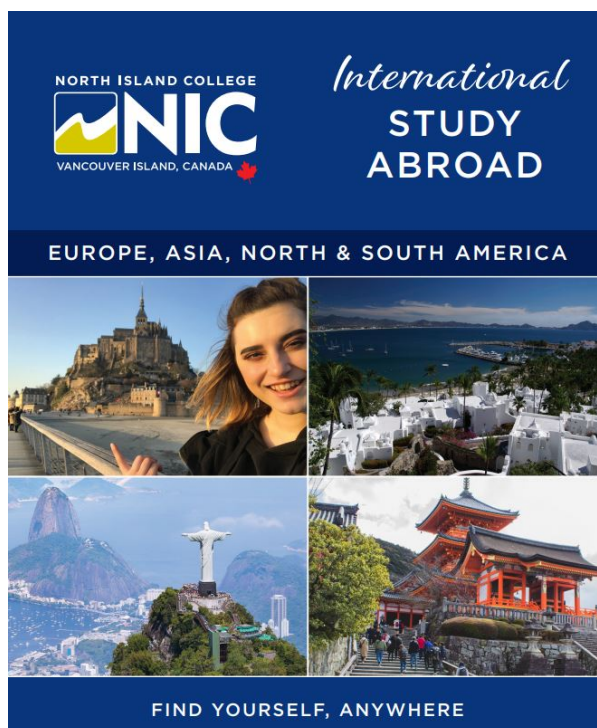
OGE kept North Island College students engaged this summer with social media engagement on both North Island College Global accounts on Facebook and Instagram. These accounts are followed by hundreds of current, past and present students, prospective students, Agents, NIC staff and faculty, and various members of the community. Engagements include providing students with current events happening at NIC, outreach and service listings for mental health, and our first “socially distanced” Pizza Party contest.



## Study Abroad

While Study Abroad activities have been temporarily postponed until 2021, eager students from both North Island College and our partner institutions have either deferred their desired activities to a later date, or have begun their application process for next year. We currently have domestic students scheduled to study in Japan and Germany for next year, and have received interest from potential incoming students from Belgium, Japan, Mexico and Germany.

OGE has recently completed a brand new brochure featuring all current and up to date information on exchange and study abroad opportunities. The brochure features testimonials, financial aid information, contact information, and a comprehensive list of the programs available. International partner institutions have approached OGE about opportunities to develop global classrooms and related information has been shared with NIC deans.



## **OGE Student Support Services**

With the move from in-person to online services for International Orientation, in collaboration with NIC Student Life, OGE dedicated the summer to the creation of a brand [new online virtual orientation website for new international students](#). This website



offers students a self-paced orientation featuring videos such as “Meet the OGE Team”, “Adapting to Canadian Academic Culture”, “Healthy Relationships” and “Working in Canada”. OGE also developed a schedule of live sessions for the week of August 31<sup>st</sup> to September 4<sup>th</sup> 2020 to enable students the opportunity to still engage and ask questions virtually. Live sessions include “Q&A” with International Student Advisors, “Meet the Peer Mentors”, an information session for the parents and supporters of students, and “Q&A” with the Global Engagement Liaison.

OGE’s Volunteer Peer Mentor program for Fall 2020 has been moved to virtual meetings for new international students. Four Peer Mentors will be matched with new students (including offshore students) to help them navigate their Fall semester at NIC by offering them support in finding and booking appointments for NIC services, connecting with them on a weekly basis to check-in and address questions and concerns, and to offer support on a student-to-student basis to allow students to be comfortable asking questions they may feel apprehensive about asking an NIC employee. The Peer Mentors will check in with their paired student throughout the semester depending on need. Meetings will be organized using social media such as Facebook or Instagram, phone calls, texting, WhatsApp or other chat applications. These virtual meetings allow students who may still be abroad to feel connected to the NIC community and to get to know other current NIC students.

OGE has been working with CTLI and Student Life to help support international students in their understanding of the technology needs for the upcoming year. International students have been advised of the Learn Anywhere website, the three technology checklists and the need to have unlimited access to a decent laptop and stable internet connection. All have been advised that smartphones are not adequate for online studies. Virtual technology test sessions have been provided to the new students beginning their studies both in Canada and offshore. Continuing students will have an opportunity to join technology sessions in September and will be supported by the Student Tech team. Access to emergency funding of \$300 for technology needs is available to international students based on financial need. Students can apply for this funding through the financial aid office.

OGE and Student Life have partnered to create and identify virtual engagement and activity programming for all students this year. Together with other NIC departments and under the Campus Life Advisory, OGE will help contribute to creating intentional and meaningful opportunities for international students to participate in the following areas:

1. Indigenization/Truth and Reconciliation Commission
2. Mental Health & Wellbeing
3. Diversity & Inclusion
4. Celebration/Fun
5. Substance use/Harm Reduction
6. Supports (Academic and Personal)
7. Healthy Relationships

## **International Recruitment**

### **What is happening in regions represented by our NIC Recruitment team?**

- As you may be aware, India brings a large number of international students to Canada. Unfortunately, there was a new announcement from the High Commission of New Delhi in July that requires study permit applicants to submit in-person English assessment (instead of online assessment) as a part of the study permit application. This changes the forecast of students coming out of India because India remains in lockdown and in-person IELTS exams are not available for students.
- Though Vietnam seemed very optimistic with an early success in keeping COVID-19 cases down and returning to business-as-usual, Vietnam had a recent scare of COVID-19 and it has now cautiously returned to soft lockdown. With Vietnamese preferring in-person interactions in business, much of international recruitment has slowed down again.
- China is starting to gear into more active recruitment season with some travel and events, albeit at a smaller scale. China's COVID-19 situation continues to fluctuate from city to city and province to province, and our NIC Recruitment Representative Victor Liu is carefully planning his future travels.

The entire world is affected economically by COVID-19 and this impact will be large and long-term. The student behaviour and choices in international education will likely shift quickly and unpredictably with the economy over the next year or more. Having said that, we consistently observe interest in studying in Canada and at NIC and our work continues to seek out opportunities to meet prospective students.

Over the next year, international recruitment is focusing on "meeting students where they are" and supporting them through their journey to become an NIC student. We have spent many hours planning and learning in July and we already have a few exciting things in motion that will support our recruitment. Our changes may be small and incremental, but we hope to make a big difference over time to boost our recruitment!

### **Want a deeper connection with prospective international students and partners?**

We, as a team, are always excited to learn more about your program and what unique things you are offering. The greater knowledge we have about your program, its features, and your stories/student stories, the more we can inform our partners. If you would like to share with us and deepen your connection to our international partners, please contact [Junko Leclair](#), Manager for International Enrolment and Recruitment.

## **Global Learning by Margaret Hearnden**



... although of course we all look perfect in BlueJeans, with or without video!

Happy September! Not the usual summer for most of us I know. I hope you had some time to relax and unplug from the computer at some point.

And so another academic year begins.

### **Connecting with peers**

While we might not be meeting face-to-face much right now, there are lots of other opportunities for connection.

- BC Campus is hosting a variety of events and courses over the next few weeks, covering online facilitation, how to deepen

empathy, and adapting teaching to support student mental health. The *Fall Indigenous Series* begins October 1<sup>st</sup>. [Click here to find out more.](#)

- The Canadian Bureau for International Education (CBIE) Conference 2020 is going virtual this year, November 16-20. [Learn more about CBIE and the conference.](#)

### **In the News**

One international student's perspective on how current world events have affected their studies: [Mohammed Danish, international student, India, The PIE NEWS, August 27, 2020](#)

### **Resources**

If you haven't already done so, check out resources on intercultural learning for faculty on the [new website](#). There are tips on supporting students who have English as an Additional Language (EAL) and ideas on how to engage students in the Intercultural Classroom in the Digital Realm.

### **Quote of the Month**

"Be a duck. Calm on the surface, but paddling like the dickens underneath" Michael Caine.



## **NIC International Alumni**



### **From refugee to scholarship winner**

NIC alumnus Jack Basha is preparing to study computer science and pursue a bright future in programming, thanks to his head start at NIC.

[Read more](#)  
[www.nic.bc.ca](http://www.nic.bc.ca)

Sincerely,

The Office of Global Engagement Team



North Island College- Office of Global Engagement | 2300 Ryan Road, Courtenay, British Columbia  
V9N 8N6 Canada

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## Connecting Communities Through Research on Vancouver Island

### PLANTING KELP TO REHABILITATE MARINE HABITAT

CARTI has partnered with M.C. Wright and Associates Ltd. and BC Timber Sales to plant kelp at log handling/storage sites off the coast of Vancouver Island. The goal of the project is to reduce the environmental impact of logging on marine habitat. Kelp naturally provides food and habitat for many different species, while improving water quality, and thus holds significant potential to rehabilitate marine habitat that has been degraded through logging or other industrial activities.

Researchers are testing different species of kelp and different planting techniques to provide recommendations on the best habitat rehabilitation strategies. In addition, site conditions such as water current, salinity, and temperature are being closely monitored to help identify sites that will or will not support kelp production.



Industry partner, Mike Wright holds up a sugar kelp test line at one of the research sites.



Fish roe on a sugar kelp line.

### SEAWEED AS A CATTLE FEED ADDITIVE

A new CARTI project will investigate how seaweed can help improve the health and sustainability of cattle farming, while also reducing methane gas levels emitted from cows.

Thanks to a \$25,000 Natural Sciences and Engineering Research Council of Canada Engage grant, the project will see NIC creating a new partnership with Beaver Meadow Farms in Comox. The six-month project will be led by NIC faculty member Dr. Spencer Serin.

"We've seen anecdotal evidence that adding a specific variety of kelp to cattle diets has resulted in increased weight gains and reduced greenhouse gas emissions," said Serin.

"Through this research, we're hoping to quantify that data to determine what effects the kelp has and whether it would be of benefit to the cattle industry."

This research has an opportunity to create a new industry on Vancouver Island surrounding the harvest, processing, and research of the abundant red seaweed.

Additionally, the technical skills learned by two NIC students, who will be hired for the project, will be directly transferable to the Canadian beef and milk sectors.

### Student Researcher

The Raising Student Nurses project employed four students over the course two years.

Jennifer Spurr is one of the BSN student researchers who worked on the project which evaluated the outcomes of first-year-nursing students experiencing an immersive learning collaboration with remote First Nations communities.

"Working with Elders, Knowledge Keepers and mentors throughout the project, I have experienced profound personal and professional learning and growth about the way I walk in this world, and the type of nurse I aspire to be," says Spurr.



**Jennifer Spurr, BSN Student**

Jennifer is a fourth year student in the NIC BSN program and co-explorer on the Inquiry Team.

ARE YOU INTERESTED IN  
SUBMITTING A STORY TO  
OUR NEWSLETTER?  
PLEASE CONTACT  
APRIL WHALEN  
APRIL.WHALEN@NIC.BC.CA

## Connecting Communities Through Research on Vancouver Island

### MAPPING WILD KELP BEDS

NIC's Centre for Applied Research, Technology and Innovation (CARTI) is collaborating with the Kwiakah First Nation to conduct wild kelp bed research.

Kwiakah First Nation is the second smallest First Nation in BC with 23 registered members. The core of their traditional territory includes the Phillips and Frederick Arm region, about an hour's boat ride north from downtown Campbell River.

The goals of the collaboration are two-fold: to create a detailed map and measurements of the wild kelp beds and to research the role of kelp in carbon sequestration from the ocean.

"We're very excited to work with Frank and Kwiakah on this project," said Allison Byrne, lead researcher. "We're constantly learning more about the benefits and complexities of ecosystems supported by wild kelp. Taking inventories like this one help us monitor how those wild beds change over time."

Frank Voelker, who leads Band Management and Economic Development for the Kwiakah First Nation, approached NIC with concerns about the status of wild kelp beds in the territory and the impact of commercial harvest of wild ocean plants.

"Kelp and other ocean plants are crucial for a functioning marine ecosystem in Kwiakah's territory," said Voelker.

The project is funded by Tides Canada and Coast Funds. Surveys will begin this summer and will be completed by December 2020.



*Wild bull kelp will be surveyed and measured through a new CARTI research project.*

### Food Processing Equipment Grant to Support R&D

A new research grant will see the purchase of food processing equipment, funded by NSERC's Applied Research Tools and Instruments Grant, including general equipment (for washing, cutting, and drying), specialized equipment, such as mill grinder, commercial pasta mixer/maker as well as packaging equipment.

"There is a demonstrated regional need and support for building local food R&D capacity on northern Vancouver Island," says CARTI manager Naomi Tabata.

The \$144,500 project will support local food innovation and will immediately increase NIC's capacity to conduct research with SMEs spanning fisheries and aquaculture, non-timber forest products, and small-scale agriculture.

The first project will investigate optimal processing techniques for seaweed products.

### 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. CARTI can search our database for funding that may align with your project idea. Additional information is available on the NIC CARTI portal site. You can contact CARTI at 250-923-9771 or [carti@nic.bc.ca](mailto:carti@nic.bc.ca).

FUNDING PROGRAM	DEADLINE
NSERC - Engage and Applied Research Development Grant	Ongoing
INNOVATE BC - ISI Program: Hire A Student	Ongoing
Telus - Community Action Grants	Ongoing
LifeLabs - Community Investment Program	Ongoing
NSERC - Promoscience	Sept. 15, 2020
SSHRC - Insight Grant	Oct. 1, 2020

#### CONTACT US:

**Naomi Tabata**  
[naomi.tabata@nic.bc.ca](mailto:naomi.tabata@nic.bc.ca)  
250-923-9719  
[www.nic.bc.ca/research](http://www.nic.bc.ca/research)

**BOARD OF GOVERNORS**  
**MEETING AND PLANNING SCHEDULE September 2020 to June 2021**

MONTH/LOCATION	ROUTINE AGENDA ITEMS	SPECIAL ITEMS and PRESENTATIONS
<b>JULY / AUGUST</b> <b>Committee Meetings</b>		
<b>SEPTEMBER 24, 2020</b>	<ul style="list-style-type: none"> <li>• Election of Chair and Vice-Chair</li> <li>• Committee Membership</li> <li>• Banking Resolutions (if required)</li> <li>• Financial Information Act Report</li> <li>• 5-Year Capital Plan</li> <li>• BOG Retreat Agenda</li> <li>• Fall 2020 Stable Enrolment Report</li> <li>• First Quarter Financial Statements for 2020/2021</li> </ul>	<ul style="list-style-type: none"> <li>• NIC Distance Learning Presentation (Teaching and Learning Innovation)</li> </ul>
<b>OCTOBER 22, 2020</b> <b>Comox Valley/Campbell River</b>	<b>Special Meeting: Board Education/Planning</b> <b>(Re: COVID-19 Recovery)</b>	
<b>NOVEMBER 26, 2020</b>	<ul style="list-style-type: none"> <li>• 2021/2022 Budget Guidelines and Ongoing Budget Development Timeline</li> <li>• Second Quarter Financial Statements for 2020-2021</li> <li>• Board of Governors Objectives, 2021</li> </ul>	<ul style="list-style-type: none"> <li>• COVID-19 Recovery Planning Assumptions (as presented to the Board, June 25, 2020)</li> </ul>



MONTH/LOCATION	ROUTINE AGENDA ITEMS	SPECIAL ITEMS and PRESENTATIONS
	<ul style="list-style-type: none"> <li>• Board Committee Appointments</li> <li>• Bylaw 6 – International Tuition and Fee Bylaw</li> <li>• Bylaw 4 – Domestic Tuition and Fee Bylaw</li> </ul>	
<b>DECEMBER 2020</b>		
<b>JANUARY 21, 2021</b>	<ul style="list-style-type: none"> <li>• 2021-2022 Budget Preparation</li> <li>• Financial Projections to Year End 2020/2021</li> <li>• Third Quarter Financial Statements for 2020/2021</li> <li>• Fall/Winter Cumulative Stable Enrolment Report</li> <li>• Board Member Succession</li> </ul>	<ul style="list-style-type: none"> <li>• Plan20-25 Approval (as recommended to the Board, June 25, 2020)</li> </ul>
<b>MARCH 25, 2021</b>	<ul style="list-style-type: none"> <li>• Draft Government's Mandate Letter 2021/2022</li> <li>• Planning for Board Evaluation</li> </ul>	
<b>APRIL 29, 2021</b>	<ul style="list-style-type: none"> <li>• 2021/2022 Budget Approval</li> </ul>	
<b>JUNE 17, 2021</b>	<ul style="list-style-type: none"> <li>• Final FTE Report for Year End March 31, 2021</li> <li>• 2020/2021 Institutional Accountability Plan and Report Approval</li> <li>• 5-Year Capital Plan Priorities</li> <li>• Audited Financial Statements for Year Ended March 31, 2021</li> </ul>	
<b>JULY / AUGUST</b> <b>Committee Meetings</b>		

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**September 24, 2020**

**AGENDA ITEM:**                      **Regular Meeting**  
**3.3     Board Education/Planning Retreat Topics/**  
**Objectives (*Attachment*)**

**Background**

The Board of Governors annual Education/Planning Retreat is scheduled for October 22/23, 2020. The attached draft list of Topics/Objectives for the Retreat has been developed based on input from the Governance and Human Resources Committee and the Executive Committee.

Following review and discussion by the Board, this draft list of topics/objectives will be refined and a detailed schedule/agenda for the Retreat will be developed.

Pursuant to direction supported by the Board Executive Committee, Scott Borland (Cygnus Management Consultants) has been retained to facilitate the Retreat again this year.

Given ongoing concerns regarding the evolution of the COVID-19 pandemic, and uncertainty regarding the conditions that will exist in the latter half of October, it will be prudent to plan for the Retreat to be held virtually using videoconference and other technologies.

**Action**

It is requested that the College Board of Governors provide input on the Board Education/Planning Retreat draft Topics/Objectives.

**Suggested Resolution**

None

NORTH ISLAND COLLEGE



## **Board of Governors Fall 2020 Education/Planning Retreat**

October 22 and 23  
(times tbd - possibly 1:00pm to 5:00pm and 9:00am to 1:00pm)

### **Topics/Objectives**

#### **A. Board Member Education and Ongoing Orientation**

- Program and Service Showcases – student and faculty presentations/visits
- Governance: Policy Review/Development
- College Finance – Structural Issues/Challenges

#### **B. Board Objectives/Work Plan Review (2020) and Development (2021)**

- Board Evaluation Feedback, Individual Self-assessment
- Connecting with Business/Community Leaders

#### **C. Strategic Dialogue**

- College Mandate, Mission, Vision, Commitments (Plan2025)
- COVID-19 Recovery Planning
- Government Advocacy: The Importance of NIC, Rural Colleges:  
Past, Present and Future

#### **D. Relationships/Team Building**

- Social/Recreational Activity

#### **E. Other**



**PRESIDENT'S REPORT  
TO THE BOARD OF GOVERNORS  
September 24, 2020**

**Prepared by John Bowman**

This report covers the time period from August 24 to September 23, 2020. 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.

**COVID-19 Recovery Planning**

During the past two months, a major focus of work both internally, and with other provincial post-secondary education institutions and the provincial government, has been on the impacts of the COVID-19 pandemic, planning for the current academic year and next fiscal year. As the fall 2020 semester begins and although a great deal is still unknown, some aspects and impacts of the pandemic are becoming clearer and will be articulated in a draft set of Planning Assumptions and related COVID-19 Impact Fast Facts. The draft planning assumptions will be presented in a separate report.

**BC Post-Secondary Institution Presidents Meeting**

On August 24, I along with presidents of the other 24 B.C. post-secondary institutions participated in a teleconference meeting hosted by the Deputy Minister of Advanced Education and Skills Training (AEST). The purpose of the meeting was to discuss plans for the start up of the fall 2020 semester, and to receive provincial government updates regarding health and safety protocols, the restart plans for the K-12 education system, Fall/Winter institutional communications and federal/provincial reporting requirements for International Students.

**BC Colleges (BCC) Executive Committee**

On August 24, I attended (in my capacity as Past Chair) a teleconference meeting of the BC Colleges Executive Committee. The agenda included receiving updates from Colin Ewart, the President of BCC regarding his work over the summer and to prepare for the September 15 regular meeting of the Council of Presidents to be held via videoconference.

**Port Alberni Campus Welcome Back**

On August 27, I joined the Port Alberni Campus faculty, staff and administration for their online/videoconference fall semester Welcome Back meeting. It was a pleasure to speak with everyone on the call and to hear about plans for college programs and services in the Alberni-Clayoquot region.

**College Update Fall 2020**

On September 1, the College Update Fall 2020 newsletter was emailed to all college employees. It is posted on the College website [here](#).

**Board Governance and Human Resources (GHR) Committee**

On September 1, I attended the in-person meeting of the GHR Committee at the Comox Valley Campus. The meeting included a detailed review of the Committee's work in updating the Board's Governance Policies, as well as discussion regarding the Board Retreat agenda, 2020 Board evaluation results summary and proposed meeting dates for 2020/21.

### Town Hall Meeting

On September 4, I hosted a college-wide videoconference Town Hall Meeting. The Vice Presidents and I provided brief remarks on the topics highlighted in the Fall 2020 College Update newsletter and answered questions on a broad array of topics from many of the 160+ college employees who attended across the region. Future Town Hall meetings this fall will focus on campus safety plans, the Impacts of the COVID-19 pandemic on NIC enrolment and finances, and the underlying planning assumptions upon which the College's multi-year recovery planning will be based.

### Student Orientation/Welcome

On September 8, I participated in two Student Orientation/Welcome sessions delivered online via videoconference. The sessions which were attended by approximately 340 students in total, provided an overview of important information regarding the college's services and supports, including the online resources available to assist students in being successful in their studies. Felicity Blaiklock (Director, Student Affairs & PA Campus Administrator) and Dean Martin (Manager, Student Life) did excellent work preparing and facilitating the sessions.

### College Board Executive Committee

The College Board Executive Committee met on September 10. A separate report on the committee meeting is included in the September 24 regular Board meeting agenda package.

### North Island College Foundation (NICF)

On September 14, I attended a regular meeting of the NICF Board of Directors via videoconference. The agenda for the meeting included reports from the Chair, Executive Director, and various Board Committees.

### BC Colleges (BCC) Council of Presidents (COP)

The BC Colleges COP held its regular meeting on September 15 via videoconference. The meeting agenda included updates from PSEA CEO Rebecca Maurer and AEST DM Shannon Baskerville, ADMs Kevin Brewster and Nicola Lemmer, and Executive Lead Tony Loughran and a discussion on the BC Colleges Recovery Plan Priorities 2020-21,

### Post-Secondary Employers' Association (PSEA)

On September 16, I attended the PSEA Annual General Meeting held via videoconference. The agenda for the meeting included reports from the Board Chair Michael Marchbank, CEO Rebecca Maurer, Chief Operating Officer Brian Chutter, Public Sector Employers' Council Secretariat, Standing Committee on HR Practices, and AEST Deputy Minister Shannon Baskerville. A Bargaining update was also provided and the PSEA 2019-20 Audited Financial Statements were reviewed and PSEA's auditor was appointed.

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

On September 17, I chaired a teleconference meeting of the IKBBCS Society's Transfer Scholarship Committee. The purpose of the meeting was to discuss the applications adjudication process for the Transfer Scholarship Awards and to plan for the development of a new Transitions Award program to begin in 2021.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**September 24, 2020**

**AGENDA ITEM:**                    **Regular Meeting**  
                                         **4.1.2 Planning Assumptions (draft):**  
                                         **COVID-19 Recovery Plan**  
                                         *(Attachment)*

**Background**

It is expected that the COVID-19 pandemic will continue to significantly affect most areas of college operations, including program and service delivery, enrolment and finances, for potentially up to five years. As a result, it will be important to develop a multi-year COVID-19 Recovery Plan to manage immediate impacts and to chart a course for returning to long-term sustainability and growth.

Given the current uncertainty regarding the evolution and duration of the pandemic, the Recovery Plan will require to have as its foundation a set of carefully considered assumptions to guide operational planning, decision-making and future years' budget development.

The Recovery Plan will also help inform the college community about the pandemic's current and future impacts, and the College's strategies for addressing them. It will provide the College with the basis for advocating to the provincial government for additional funding and policy support and to help focus our ongoing work with Ministry of Advanced Education and Skills Training (AEST) staff to develop long-term solutions.

The Recovery Plan will map out in broad terms how the College will move through challenging circumstances including health and safety requirements and their operational impacts, international travel restrictions, an uncertain economy as well as changing government policy and funding scenarios.

The first draft of the Planning Assumptions is attached for review and discussion.

Feedback from the internal college community will also be sought regarding the Planning Assumptions in the coming weeks, as well as other elements to be included in the Recovery Plan.

The target date for completion and approval of the Recovery Plan is January 21, 2021.

**Action**

It is proposed that the College Board review and discuss the draft Planning Assumptions and provide any suggestions for edits.

## RECOVERY PLANNING ASSUMPTIONS

### 1. SIGNIFICANT SHIFT

The COVID-19 pandemic has forced a sudden and significant shift in how post-secondary institutions deliver education around the world. The pandemic's long-term nature and wide-ranging impact has exposed systemic vulnerabilities, which will force many institutions to reshape their operations.

### 2. HEALTH, ECONOMIC AND BEHAVIOURAL IMPACTS

Risk of COVID-19 disease transmission will continue to be a concern until effective vaccines are developed and treatments are widely available. This will have several effects on the post-secondary sector and NIC, including:

- a. **Health and Safety Measures:** BC post-secondary institutions will continue to operate under public health mitigation measures, including institutional COVID-19 Safety Plans and provincial *Go Forward Guidelines* through the 2021/22 academic year.
- b. **Recurring Outbreaks:** Beginning in Fall 2020, recurring waves of COVID-19 outbreaks and case numbers may lead to the renewal of more restrictive public health and safety measures, affecting the operations of schools, post-secondary institutions, businesses and society in general.
- c. **Uncertainty and Anxiety:** The risks and characteristics of COVID-19 disease transmission will continue to create uncertainty and anxiety around face-to-face interactions within our communities, affecting local economies, employees and current and prospective students.
- d. **Workload Pressures and Stresses:** The COVID-19 pandemic created unprecedented workload pressures and stresses for college employees and for the institution as a whole. While it is hoped that the worst of these have passed, the future course and impacts of the pandemic may exacerbate them. Continued concerted attention to the health and well-being of the college community will be essential.
- e. **Economic and Labour Market Disruption:** While national and provincial employment rates will strengthen in 2021, business closures and job losses in industries negatively affected by COVID-19 will not return to pre-pandemic levels for some years. This will contribute to persistently high unemployment rates, lower incomes and rising personal debt among service, retail, airline, hospitality and tourism industry employees, many of whom are in the 18-24 year old age group.
- f. **Government Debt:** Federal and provincial governments will continue to incur debt for several fiscal years. It is unlikely grants will be increased significantly to assist the College or post-secondary sector in balancing their operating budgets.
- g. **International Travel:** International travel restrictions will remain in effect through 2021, including requirements to self-quarantine upon arrival in or return to Canada.

### **3. PROGRAMS, SERVICES AND ENROLMENT PRESSURES**

NIC and post-secondary institutions across Canada moved to digital or blended program and service delivery in Spring 2020 and in the 2020/21 academic year.

- a. **Domestic Students:** While the number of domestic students in programs (headcount) will recover somewhat in 2021, full-time equivalents (FTEs) will decline as a result of students' resistance to taking full course loads online, as well as impacts of the pandemic and demographic change.
- b. **International Students:** New international student enrolment declined dramatically in 2020/21. As a significant intake of new international students is unlikely prior to 2022, overall international enrolment will drop as students complete or graduate each term. These enrolments will take several years to rebuild to 2019/20 pre-pandemic levels.
- c. **Program Demand:** Program demand may be affected by the pandemic's long-term impact on each industry/employment sector, as well as international student participation.
- d. **Enrolment Patterns:** Students will manage their finances and studies by spreading their annual course loads across more than two terms, increasing demand for Spring and Summer courses.
- e. **Delivery Modes:** Digital and blended course and service delivery will continue to evolve, as the pandemic's progression affects students' willingness and ability to attend face-to-face classes and confidence in online learning experiences develop.
- f. **Greater Competition:** As post-secondary institutions across Canada move to digital delivery of academic and open enrolment programs, competition for students has greatly increased. Students can now access and enrol in online programs offered by a vast array of colleges and universities.

### **4. BALANCING THE BUDGET**

The College is operating in a challenging fiscal environment where global declines in economic activity and growth will affect traditional revenue sources and funding models for the post-secondary sector.

- a. **Budget Deficits:** The College will incur a significant operating budget deficit in the 2020/21 fiscal year, estimated in June 2020 at \$2.9 million. This deficit will grow in 2021/22, as result of further anticipated revenue decreases:
  - i. **Reduced Revenues:** Student tuition, bookstore sales, cafeteria revenues, as well as investment income have been the most negatively impacted by the COVID-19 pandemic in 2020/21. Further declines are expected in 2021/22.
  - ii. **Rising Costs:** Unbudgeted mitigation measures, smaller class sizes, technology investments, and the cost of program delivery have increased the complexity and cost of delivery in 2020. Though they will be offset by some savings (e.g. reduced travel costs), expenditures are expected to grow through the length of the pandemic.



- b. **Multi-Year Financial Planning:** It will not be possible for the College to develop a balanced operating budget for 2021/22 simply by reducing expenditures without impacting our provincial mandate. Therefore, the College will be required to develop a multi-year financial plan for returning to a balanced operating budget within the next three to four years.
- c. **Mitigation Measures:** The following measures will be required:
  - i. **Permission to Run Annual Operating Deficits:** Provincial approval will be required to plan for an operating budget deficit in 2021/22 and in successive years.
  - ii. **Curtailed Spending:** Where possible, the College will seek to reduce non-essential spending and the extent of the annual operating budget deficit while limiting the impact to program and service delivery, students and employees.
  - iii. **Use of Accumulated Budget Surplus:** North Island College will need to draw on its accumulated budget surplus of \$6.6 million (at March 31, 2020) to offset revenue shortfalls and support its operations in 2020/21 and in future years. Care must be taken to ensure the limited surplus is not rapidly depleted as it generates investment income for NIC's annual operating budget, commensurate with their total value.
- d. **Government Advocacy:** The College and our post-secondary education system partners must articulate a compelling call to stabilize and increase provincial and federal funding, as well as proactively and strongly advocate for a funding model that recognizes and addresses the distinctive roles, characteristics and needs of rural colleges. This will ensure our institutions can provide the necessary access to education and training programs and services to support economic and social recovery from the pandemic's impacts.

## DECISION-MAKING PRINCIPLES/CONSIDERATIONS

In managing the College's operations and financial resources, the College will be guided by its Mandate, Mission, Vision and Commitments as set out in the working draft *College Plan2025*.

### 1. **College Plan2025 - Commitments**

The *College Plan2025* sets out 21 values-centred Commitments. These Commitments identify the matters that are of utmost importance to the College as it pursues its Mandate, Mission and Vision.

### 2. **College Continuity and Sustainability**

The continuity and sustainability of the College as a whole are of primary importance.

### 3. **Student and Community Needs**

Student and community needs and demands, as well as the impacts of programs and services will be a prime consideration in fiscal decision-making.

### 4. **Budget Development Principles**

The College will consider a specific set of criteria, or Budget Development Principles 2020/21 (Page 4) in making major budgetary decisions for 2021/22.

### 5. **Fiscal Accountability and Prudence**

As a publicly funded entity, the College has a duty to make the best possible use of its financial resources. Careful consideration will be given to the short and long-term implications of financial decisions.

## BUDGET DEVELOPMENT PRINCIPLES, 2020/21

1. [College Plan2025](#) and the [College and Institute Act](#) will serve as a framework for budget decisions in conjunction with government policies and priorities. 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 *College Plan2025*.
3. Budget decisions will be made in accordance with current college collective agreements and policies.
4. Physical 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 incremental and provide 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:
    - i. Union Presidents;
    - ii. Education Council; and
    - iii. 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 enrolment trends;
    - 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.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**September 24, 2020**

*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 COVID-19 Safety Plans (*attachment*)**

**Background:**

The COVID-19 pandemic required NIC to make significant operational changes in how programs and services are offered. Programs that aren't offered in a fully digital delivery model require some level of experiential training on campus. In addition, many student services are being offered by appointment to ensure students can access the supports they need. COVID-19 specific safety plans are required to ensure staff and students are safe in the various environments around campus where they interact.

Programs began running on campus in early May in relatively small numbers. For each program that returned to campus, a safety plan was written specific to COVID-19. In addition, staff that worked remotely during the height of the pandemic have begun returning to campus to better support program delivery. Safety plans are required for all staff work areas to ensure they are COVID-19 safe.

The attached document provides some of the facts and figures regarding NIC's COVID-19 safety response. The pandemic has required NIC to review everything it does through a COVID-19 safety lens. WorksafeBC and the Ministry of Advanced Education have provided some over-arching safety protocols for the sector. However, turning those protocols into reasonable operational plans that keep people safe while allowing as much normality to exist in people's interactions around campus has been challenging.

As the pandemic evolved, a process was established for the return to campus during COVID-19. NIC has a COVID-19 oversight committee that meets regularly to review any safety plan considerations, such as programs returning to campus. A database of all programs and services running on campus was developed. This committee developed a COVID-19 worksite process specific to programs, services and other operations that leads to the development of safety plans. There are now more than 100 individual safety plans in place at NIC.

Students returning to campus for experiential training are provided the program safety plan in advance of their return. COVID-19 safety town halls have been set up as a means to ensure staff are aware of campus safety measures, and can ask questions about anything related to NIC's response to the pandemic. NIC has created a "Safe Start to Fall" web page (see link below) that provides information, videos, and frequently asked questions for staff and students.

<https://www.nic.bc.ca/safe-start-fall/>

**Action:**

For information

# Covid - 19 Response - By the Numbers



## Your Safety Team

- ▶ Hosted 2 Worksafe BC site inspections
- ▶ Hosted 3 Health Authority Inspections
- ▶ Leads bi-weekly Covid 19 oversight committee meetings
- ▶ 1 temporary safety advisor hired
- ▶ 3 temporary safety ambassadors hired, one each at CVC, CRC and PAC for the first few weeks of the semester.
- ▶ Over 100 and counting, safety plans and procedures completed. Plans include facility walkthroughs, union, staff and safety committee review.
- ▶ 500 NIC branded masks distributed to NIC faculty and staff
- ▶ Over 150 bottles of sanitizer delivered to over 120 classrooms and work areas.
- ▶ 6000 disposable masks ordered and available for use.

## Your Facilities Team

- ▶ Increased cleaning frequency of high touch point areas by cleaning team
- ▶ Instituted the “red/green” door tag system to highlight rooms that are cleaned for use or rooms that require cleaning
- ▶ 1000 Covid safety signs installed on 3 campuses.
- ▶ 25 foot operated hand sanitizing stations placed at three campuses
- ▶ 100 lexan shields placed in classes and work areas where social distancing cannot be guaranteed
- ▶ 2 take out bookstore windows installed, one at CVC and the other at CRC.
- ▶ All campus buildings locked or monitored with free access to employees only.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**September 24, 2020**

*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   Financial Information Act report (*attachment*)**

**Background:**

Each year the College prepares a series of financial disclosures required under the *Financial Information Act* for submission to the Ministry of Advanced Education, Skills and Training. The deadline for submission is September 30<sup>th</sup>, 2020.

All public bodies must prepare statements of information in accordance with the Act, and in the prescribed Statement of Financial Information (SOFI) format. The key reports that are disclosed in the SOFI are:

- A report showing each employee earning more than \$75,000;
- A report showing amounts paid to suppliers of goods and services that are more than \$25,000;
- A schedule of Guarantees and Indemnity agreements; and
- NIC's audited financial statements that were approved by the Board in June.

A copy of the reports identified above is included in the Board package. This is the most significant element of the SOFI report. However, there are also reconciliations required to adjust NIC's accrual-based financial information (required under Generally Accepted Accounting Principles, or GAAP), and the cash basis reporting required for the SOFI report. This is the more challenging element of the SOFI report, and is still not complete. Rather than hold this up from coming to the Board, we've included all the key schedules, and will forward the completed report to Board members when it is finished later this month.

**Action:**

For the Board's review and approval.

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE STATEMENT OF FINANCIAL INFORMATION REPORTS INCLUDED IN THE BOARD PACKAGE. THE FULL REPORT WILL BE CIRCULATED TO BOARD MEMBERS UPON COMPLETION.**

# **NORTH ISLAND COLLEGE**

## **STATEMENT OF FINANCIAL INFORMATION**

**FOR THE YEAR ENDED MARCH 31, 2020**

Financial Information Regulation (FIR) Schedule 1

**NORTH ISLAND COLLEGE  
APPROVAL OF FINANCIAL INFORMATION  
FIR SCHEDULE 1, SECTION 9(1)  
FOR THE YEAR ENDED MARCH 31, 2020**

The undersigned represents the Board of Governors of North Island College and approves all statements and schedules included in this Statement of Financial Information, produced under the Financial Information Act.

On behalf of North Island College:

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Chair  
Board of Governors

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Date

**NORTH ISLAND COLLEGE  
MANAGEMENT REPORT  
FIR SCHEDULE 1, SECTION 9(3)  
FOR THE YEAR ENDED MARCH 31, 2020**

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all the statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises this responsibility. The Board meets with management and the external auditors once a year or as needed.

The external auditors, KPMG, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements. Their examination does not relate to the other schedules and statements required by the Financial Information Act. Their examination includes a review and evaluation of North Island College's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly. The external auditors have full and free access to the Board of Governors.

On behalf of North Island College:

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Colin Fowler  
Vice President, Finance & Facilities

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Jane Murphy  
Chair, Board of Governors

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Date

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Date



**NORTH ISLAND COLLEGE  
SCHEDULE OF DEBTS  
FIR SCHEDULE 1, SECTION 4  
FOR THE YEAR ENDED MARCH 31, 2020**

The outstanding amount of debt secured by debt instruments is NIL.

**NORTH ISLAND COLLEGE  
SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS  
FIR SCHEDULE 1, SECTION 5  
FOR THE YEAR ENDED MARCH 31, 2020**

North Island College has given the following indemnities under the Guarantees and Indemnities Regulation:

	<b>Issue Date</b>	<b>Indemnity Number</b>	<b>Indemnatee</b>	<b>Description</b>
1.	09/13/2017	20187771	Al Davidson Ltd.	1636 Peninsula Road lease
2.	07/25/2007	080263	BC Health Authorities	Work Experience / Practicum Placements
3.	10/13/2010	110962	Canadian Red Cross Society	First Aid Courses
4.	11/26/2019	202011159	Canadian Red Cross Society	Learning Experiences
5.	03/27/2018	20188649	City of Port Alberni	2018-2021 Lease 4751 Tebo Avenue
6.	08/17/2011	120618	Follett Higher Education Group	Online Access to Text Rental Website
7.	05/17/2017	20187173	Frosst Financial Corp.	Lease of space at Thunderbird Mall for Port Hardy Campus.
8.	09/18/2013	20140898	Minister of Children and Family Development	Practicum Experience for students in Health and Human Services at NIC.
9.	11/01/2016	20176184	Minister of Indian Affairs and Northern Development	DIAND initiatives
10.	02/08/2017	20176579	Minister of Jobs, Tourism and Skills Training	Advanced Aquaculture training programs
11.	08/21/2018	20199423	Mitacs Inc.	Internships/Fellowships at Mt. Waddington
12.	03/31/2010	101444	Nebraska Book Company	WinPrism Software (Bookstore Retail)
13.	01/26/2010	101143	PeopleAdmin Inc.	Employment Application Software

**NORTH ISLAND COLLEGE  
SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS  
FIR SCHEDULE 1, SECTION 5  
FOR THE YEAR ENDED MARCH 31, 2020**

<b>14.</b>	06/18/2009	100349	Performance Objects Inc.	Master subscription agreement for Software
<b>15.</b>	10/15/2019	202010766	Seniors Village 3 LLP	Practice Education
<b>16.</b>	09/30/2014	20152749	Shell Energy North America	Sale and purchase of Natural Gas.
<b>17.</b>	01/08/2014	20141314	SirsiDynix	Library Catalogue software

**NORTH ISLAND COLLEGE**  
**SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES**  
**FIR SCHEDULE 1, SECTION 6**  
**FOR YEAR ENDED MARCH 31, 2020**

**A. Board of Governors**

<b>Name</b>	<b>Position</b>	<b>Remuneration</b>	<b>Expenses</b>
Atherton, Jane	Board Member	1,500	1,335
Bellrose, Darius	Board Member	500	91
Chaudhary, Nitesh	Board Member	1,000	-
Everson, Robert	Board Member	1,500	606
Grant, Roy	Board Member	500	497
Hunt, Ross	Board Member	1,500	1,057
Jain, Vikas	Board Member	1,000	-
Lamb, Derek	Board Member	500	91
McCubbin, Andrew	Board Member	1,000	83
Minaker, Barry	Board Member	1,500	1,030
Mosley, Eric	Board Member	1,500	4,320
Murphy, Jane	Board Chair	1,875	1,404
Puetz, Valery	Board Member	1,000	242
Sawatzky, Jeanette	Board Member	500	-
Trasolini, Patricia	Board Member	1,000	-
		<b>16,375</b>	<b>10,756</b>

**B. Other Employees > \$75,000**

<b>Name</b>		<b>Remuneration</b>	<b>Expenses</b>
Ackland, Shirley	Fac, Appld Bus Tech	94,056	-
Almond, Janis	Fac, Accessible Learning	105,373	-
Anderson, James	Inst, Human/Social Sciences	94,056	3,610
Awai, Katriona	Manager, Financial Services	79,588	3,235
Baird, Niki	Fac, Accessible Learning	91,547	2,191
Balfry, Patrick	Inst, Automotive, Trades	78,946	846
Banton-Smith, Samantha	Inst, Counsellor, Coordinator	82,662	2,956
Barth, Jennifer	Manager, International Education	80,753	13,684
Batch, Cory	Inst, Electronics	94,356	2,275
Batho, Catherine	Inst, Early Childhood Education	94,056	1,474
Bellavia, Antonio	Ass. Vice President Access	129,989	8,448
Bellham, Darin	Ass. Registrar, Student Services	81,016	1,245
Bennis, Othman	Inst, Business Admin	81,049	5,788
Black, Casey	Dir, Information Technology	112,901	-
Blacquiere, Ashley	Inst, Media/Graphic Design	80,436	63
Blaiklock, Felicity	Dir, Student Affairs & PA Admin	105,530	15,558
Bowman, John	President	192,322	19,402

**NORTH ISLAND COLLEGE**  
**SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES**  
**FIR SCHEDULE 1, SECTION 6**  
**FOR YEAR ENDED MARCH 31, 2020**

**B. Other Employees > \$75,000 (continued)**

<b>Name</b>		<b>Remuneration</b>	<b>Expenses</b>
Budisa-Bonneau, Anita	Coord, Work Integrated Ed	94,472	6,359
Burton, Pamela	Inst, Nursing	94,356	1,185
Cameron, Debra	Inst, ABE & Math & Sciences	94,397	-
Caraballo Acosta, Pedro	Inst, Tourism	85,932	3,488
Carrel, Alix	Inst, Human/Social Sciences/Abor.	95,782	2,560
Catchpole, Michael	Inst, Human/Social Sciences	94,138	1,949
Chapelle, Alan	Inst, Bus Admin	85,664	-
Charette, Nick	Inst, Plumbing/Heating	95,022	1,054
Chow, Yiling	Inst, Human/Social Sciences	94,667	3,737
Connell, Katrina	Inst, Early Child Care Ed	83,083	234
Crewe, Ken	Dir, Human Resources	127,754	6,690
Cruickshank, Neil	Dean, Arts/Sciences/Tech	126,537	10,666
Cumming, Anne	Inst, English	93,575	1,273
Dack, Richard	Inst, Nursing	89,845	-
Davis, Ronald	Inst, Bus Admin	94,100	200
Deagle, Heidi	Inst, Nursing	87,771	3,090
Diemer, Jason	Inst, Math/Sciences	94,356	-
Domae, Lisa	Exec.VP, Academic CO	151,777	20,583
Elias, Harley	Inst, Tourism	98,507	300
Erickson, Murray	Inst, Bus Admin	98,334	1,372
Fallis Starhunter, Jennifer	Inst, Math/Sciences	80,959	3,121
Faust, Sandra	Inst, Adult Basic Ed	94,356	2,744
Finnerty, Jolean	Manager, Office of Advancement	75,940	1,167
Fleck, Susan	Director, Finance	100,594	1,000
Fowler, Colin	Vice-Pres Finance & Facilities	148,771	9,763
Fraser, Joanna	Inst, Nursing	94,356	19,702
Gaetz, Roslyn	Fac, Access Learn Serv	94,356	4,475
Gallant, Lynette	Coord, Library Services	93,756	3,207
Gardiner-Hynds, Richelle	Inst, Human/Social Sciences, ABT	91,850	481
George, Darren	Inst, Math/Sciences	94,356	-
Gereluk, Theresa	Inst, Early Child Care Ed	94,356	4,729
Gibson, Kimberley	Inst, Bus Admin	94,356	-
Gingras, Jeannette	Inst, Office Admin	94,138	2,500
Goodliffe, Rachel	Inst, Practical Nursing	99,881	210
Graham, David	Dir, Facilities Management	108,221	9,578
Gray, Danean	Manager, Human Resources	92,978	829
Guenther, Mary Anne	Coord, Library Services	93,825	8,357
Gus, Wilma	Inst, Adult Basic Ed-Abo Ed	92,408	5,875
Haggith, Kathleen	Dean, Health & Human Services	122,192	13,966

**NORTH ISLAND COLLEGE  
SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES  
FIR SCHEDULE 1, SECTION 6  
FOR YEAR ENDED MARCH 31, 2020**

**B. Other Employees > \$75,000 (continued)**

<b>Name</b>		<b>Remuneration</b>	<b>Expenses</b>
Hardin, Erik	Inst, Carpentry Apprentice	94,356	2,515
Harris, Wendy	Learning Specialist, CVC	94,356	3,406
Harrison, Donna	Inst, Math/Sciences	93,159	1,375
Harsell, Bradley	Inst, Industrial Automation	95,782	2,901
Hartman, RaeAnn	Assoc Dean, Health & Human	105,963	6,921
Haugen, Robert	Mgr, Contract & Training Services	80,271	5,251
Hearnden, Margaret	Global Learning Facilitator	94,021	9,744
Hecht, Ben	Fac, Learning Commons	82,459	-
Heidt, Randall	VP, Strategic Initiatives	143,044	18,293
Herringer, Mark	Exec Dir, Int'l Education	132,329	49,026
Hinman-Smith, Daniel	Inst, Human/Social Sciences	94,056	5,000
Irving, Alan	Inst, Professional Cook	95,306	2,549
Jay, Linda	Inst, Bus Admin	94,056	1,195
Johns, David	Inst, Electrical	85,862	841
Johnsen, Kelly	Inst, Human Services	84,570	2,898
Jones, Miriam	Mgr, Stud Servs & Projs	88,692	3,053
Khan, Alexandra	Dir, Marketing & Comm	104,994	16,632
Kuhnert, Kathleen	Assoc VP, Stu Serv/Registra	129,389	7,372
Laird, Robert	Inst, Carpentry Apprentice	94,094	-
Lawrence, Jeffrey	Inst, Human/Social Sciences	94,356	-
Lightfoot, Dennis	Inst, Math/Sciences	101,366	595
Lowey Mackenzie, Kerri	Inst, Human Services	94,356	2,947
Lu, Frank	Inst, Bus Admin	94,356	2,500
MacFadgen, Lynne	Regional Dir, CE & Training	110,461	9,365
Madarasz, Christian	Inst, Office Admin	94,356	2,500
Marriott, Judith	Inst, Bus Admin	91,437	2,430
Mason, Karen	Inst, Nursing (SH)	94,978	577
Mayboudi, Ali	Inst, Bus Admin	94,056	866
McCaffrey, Noreen	Inst, Adult Basic Ed, Assessment	95,548	2,500
McIntosh, Stephen	Inst, Joinery/Cabinet	97,585	580
McKay, Elizabeth	Inst, Nursing	81,456	-
McPherson, Barbara	Inst, Practical Nursing	86,186	3,446
Meiers, Janice	Inst, Nursing	116,687	1,861
Melgaard, Matthew	Inst, Carpentry	83,768	233
Michaud, Laurie	Coord, Practice Placement	102,666	6,226
Milligan, Sandra	Inst, Math/Sciences	94,356	3,184
Morrison, William	Inst, College Centre	94,356	230

**NORTH ISLAND COLLEGE**  
**SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES**  
**FIR SCHEDULE 1, SECTION 6**  
**FOR YEAR ENDED MARCH 31, 2020**

**B. Other Employees > \$75,000 (continued)**

<b>Name</b>		<b>Remuneration</b>	<b>Expenses</b>
Naugler, Diane	Dean, Bus & Applied Studies	122,192	2,484
Nelson, Peggy	Adm Mgr, EVP Academic	78,296	46
Newton, Sean	Inst, English	94,356	2,500
Nilson, David	Inst, Aircraft Structures	85,516	265
Oberik, Lynne	Inst, Nursing	94,356	209
O'Connell, Cheryl	Dean, Trades & Technical	122,192	10,490
O'Donnell, Kathleen	Inst, Acc Learning	94,356	3,577
Parkinson, William	Dir, Enrollment Planning	111,301	328
Pelletier, Norma	Inst, Bus Admin	94,356	300
Perron, Linda	Inst, Fine Arts	94,356	5,867
Peterson, Ivan	Inst, Welding	80,584	782
Petr, Trevor	Inst, Electrical	94,356	341
Pinel, David	Inst, Adventure Guiding/ Tourism	95,008	7,205
Pollack, Walter	Inst, Electrical Apprentice	79,744	-
Posner, Christopher	Inst, Automotive Mechanics	79,417	542
Ronquillo, Jesse	Inst, Aquaculture	80,335	575
Rowes, Amy	Counsellor	79,098	6,976
Russell, Elizabeth	Inst, Fine Arts	94,056	2,500
Schiller, Suzanne	Fac, Learning Commons	87,858	508
Schmidt, Danita	Inst, Adult Basic Ed	82,963	244
Scholtz, Antonie	Inst, Social Sciences, English,	82,888	1,712
Shantz, Susan	Inst, Human Services	84,637	2,914
Shopland, Kelly	Dir, Aboriginal Education	96,520	5,357
Simpson, Nadine	Inst, Adult Basic Ed	95,475	2,530
Skulmoski, Wes	Mgr, Inst Research & Planning	82,673	-
Stuart, Leslie	Coord, Learning Centre, PN	96,088	2,532
Tabata, Naomi	Manager, CARTI	87,878	4,290
Taylor, Jason	Inst, Electrical	94,356	-
Trudel, Anthony	Inst, Adult Basic Ed & Assessment	84,365	2,500
Tulloch, Laurie	Inst, Early Child Care Ed	94,056	3,994
Udy, Christopher	Dir, Trades & Technical	107,621	4,637
Van De Ven, Gerald	Manager, Health & Safety	85,940	5,556
Vipond, Sara	Inst, Fine Arts	94,356	7,256
Wallace, Jason	Manager, Purch, Print, Retail Serv	80,478	10,533
Walters, Kevin	Dir, IT - Infr & Educ Tech	75,953	2,017
Wang, Sherrie	Inst, Math/Sciences	93,756	2,500
Waters, Terry	Inst, Welding	94,356	-
Watts, Lesley-Anne	Inst, English	80,776	2,500
Willers, Michael	Inst, Math/Sciences	94,356	305



**NORTH ISLAND COLLEGE**  
**SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES**  
**FIR SCHEDULE 1, SECTION 6**  
**FOR YEAR ENDED MARCH 31, 2020**

**B. Other Employees > \$75,000 (continued)**

<b>Name</b>		<b>Remuneration</b>	<b>Expenses</b>
Wilson, Megan	Inst, Media/Graphic Design, Fine Ar	91,550	12,170
Wrye, Jennifer	Inst, Human/Social Sciences	94,356	4,989
Yells, Bryan	Mgr, Facilities Operations	84,863	624
Zhao, Chunxiao	Inst, Bus Admin	94,356	2,500
		<hr/>	<hr/>
		<b>13,045,800</b>	<b>543,387</b>
		<hr/>	<hr/>

**C. Other Employees < \$75,000**

Consolidated Remuneration / Expenses < \$75,000	<hr/>	<hr/>
	<b>15,484,088</b>	<b>454,520</b>
	<hr/>	<hr/>

**NORTH ISLAND COLLEGE  
STATEMENT OF SEVERANCE AGREEMENTS  
FIR SCHEDULE 1, SECTION 6(7)  
FOR THE YEAR ENDED MARCH 31, 2020**

There were no new severance agreements made between North Island College and its non-unionized employees during fiscal year 2019-2020.

**NORTH ISLAND COLLEGE  
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES  
FIR SCHEDULE 1, SECTION 7  
FOR THE YEAR ENDED MARCH 31, 2020**

**A. Payments >\$25,000**

<b>Name</b>	<b>Payment</b>
4IMPRINT	26,567
ABC Printing	49,462
AFE Automotive Finishes & Equipment	140,168
Agnel Egidor Worth	75,521
Airplus Industrial Corp	135,217
Al Davison Ltd	26,582
Alberni Valley Refrigeration	43,794
Amanda Hathorn	35,688
Andrew Sheret Ltd	33,274
Arnie's Painting Inc	35,410
Baiocco Ventures Ltd	26,481
BC Electronic Library Network	90,841
BC Hydro	280,304
BCNET	455,811
Bee-Clean Building Maintenance	694,040
Bella Coola Valley Learning	27,995
Black Press Group Ltd	82,645
Blackboard Inc	33,345
Britco	114,201
CR Community Literacy Assoc	85,901
Canadian Standards Association	28,759
CDW Canada, Inc	390,975
Charter Telecom	145,084
Circle Dairy Ltd	56,027
City of Courtenay	108,750
City of Port Alberni	155,349
Coca Cola Refreshments Canada	36,529
College Pension Plan	1,903,072
C V Community Family	69,000
Comox Valley Regional District	100,533
Compugen Inc	58,806
Corporate Visa	703,226
Covalle Carpets Ltd	29,811
Custom Gourmet	25,925
Dale's Plumbing And Mechanical Ltd	42,357

**NORTH ISLAND COLLEGE  
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES  
FIR SCHEDULE 1, SECTION 7  
FOR THE YEAR ENDED MARCH 31, 2020**

**A. Payments >\$25,000 (continued)**

<b>Name</b>	<b>Payment</b>
Dell Canada Inc	150,964
Dependable Lawn Care Ltd	120,533
Dialog BC Architecture	533,238
Digarc	85,618
E.B. Horsman & Son	26,498
Econo-U-Store-It Inc	32,916
Edwise International	26,254
Employer Health Tax Provincial	513,000
ESC Automation	469,498
Footprints Security Patrol Inc	184,478
Formline Architecture	52,551
FortisBC-Natural Gas	56,735
Frosst Financial Corp	178,330
Genus Investments	77,369
Grant Illuminated Signs	197,807
Greenchain Consulting	52,448
Guild Yule Sullivan Yule Truscott & Slivin	39,086
Harris & Company	31,483
Houle Electric Limited	518,883
Hyland Software Canada Ulc	29,781
Idp Education Ltd	86,231
Illume Consulting	33,405
Island West Coast Development Ltd	6,036,345
Keep.Me Safe	34,833
Kevin's Lawn Care	26,416
Kleanza	33,624
KMS Tools	46,836
KPMG LLP T4348	33,495
Laerdal Medical Canada	61,021
Login Canada	112,045
Long View Systems Corporation	40,923
Manulife Financial	1,924,956
McElhanney Consulting	62,973
McGraw-Hill Ryerson	60,150
McGregor Access Control	25,969

**NORTH ISLAND COLLEGE  
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES  
FIR SCHEDULE 1, SECTION 7  
FOR THE YEAR ENDED MARCH 31, 2020**

**A. Payments >\$25,000 (continued)**

<b>Name</b>	<b>Payment</b>
McQueen Construction Ltd	427,484
Medical Services Plan of BC	159,897
Microserve V8205	33,442
Moneris/Chase	206,462
Monk Office Supply Ltd	74,032
MPS	33,218
Municipal Pension Plan	819,625
Mvcc Video Communication	29,770
Nelson Education Ltd	146,212
Nelson Roofing & Sheet Metal Ltd	321,706
Norelco Industries Ltd	131,968
Nuu-Chah-Nulth Tribal Council	65,751
Orbis Communication	34,178
Oxford University Press	46,961
Partition Systems	78,173
Peak Landscaping	29,791
Pearson Education Canada	143,600
Pentair Aquatic Eco-Systems	27,466
PeopleAdmin Inc	27,459
Port Alberni Shelter Society	27,347
Praxair Canada Inc	82,143
Providence Residential Community Care	60,760
Purolator Inc	32,425
Quadient Canada Ltd	28,895
Queens Printer	101,583
Raffles Educity	48,720
Receiver General	1,463,725
Ricoh Canada Inc	177,945
River City Plumbing & Heating Ltd	39,221
Rocky Point Engineering Ltd	56,858
Russell Food Equipment Ltd	501,476
Santa Monica Study Abroad Pvt Ltd	32,530
School District #72	156,495
Shell Energy North America (Canada) Inc	46,413
Staples Business Advantage	529,695
Sysco Victoria	134,789

**NORTH ISLAND COLLEGE  
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES  
FIR SCHEDULE 1, SECTION 7  
FOR THE YEAR ENDED MARCH 31, 2020**

**A. Payments >\$25,000 (continued)**

<b>Name</b>	<b>Payment</b>
TELUS Mobility	103,082
Tianxiang Liu (Victor)	40,141
Tla-O-Qui-Aht First Nation	57,335
Travel Healthcare Insurance Solutions Inc	37,886
Tremain Media Inc	37,271
Tyco Integrated Fire And Security	35,714
Uline Canada	25,761
Vancouver Island North Film Commission	30,500
Wilf Schlitt	160,000
Windsor Plywood	36,605
Woodform Interiors	73,684
Worksafe BC	91,355
Zuma Lift Service Inc	53,561
<b>Total Payments &gt; \$25,000</b>	<b>\$ 25,485,252</b>

**B. Consolidated Payments <\$25,000**

	<b>\$ 3,473,651</b>
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**C. Grants & Contributions**

Consolidated Payments for Grants & Contributions > \$25,000	317,255
Consolidated Payments for Grants & Contributions < \$25,000	-
<b>Total Grants &amp; Contributions</b>	<b>\$ 317,255</b>

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
SEPTEMBER 2020**

*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    First Quarter Financial Statements, 2020/21 (*attachment*)**

**1Q 2020/21 Financial Statement Analysis**

The financial statements for the 3 months ended June 30, 2020 are attached. Below are explanations for the significant changes year-to-year or compared to budget, as well as an analysis of some of the significant account balances that require a deeper dive.

**Statement of Financial Position**

**Cash and Cash Equivalents**

2020/21	2019/20	Variance
4,981,770	2,580,033	2,401,737

The Cash and Cash Equivalents have increased by \$2.4M over last year. This is mainly due to the Ministry front-end loading \$3M of NIC's Operating grant. It was allocated earlier – from September 2020 and March 2021 to April and June 2020. September and March are months with other sources of cash, which is why those months were chosen to draw from. Cash continues to be an issue for NIC that will require ongoing monitoring.

**Long-term Investments**

The quarterly report from Genus is included in the Finance Committee package. Page 4 of that report includes a table showing the portfolio changes for the quarter. The table shows the withdrawal of \$600K made in April to pay for the costs of the architectural work for student housing. NIC doesn't have any plans to withdraw funds for other capital projects in 2020/21, but there may be cash needs as a result of COVID-19 costs and NIC's projected deficit. We may want to consider the use of a line of credit to smooth out cash flow challenges.

The unrealized gains in the 1<sup>st</sup> Quarter of fiscal 20/21 is encouraging, as the market value of the portfolio has grown by over \$500,000. That said, these are just market-related adjustments that could disappear should the markets decline.

**Deferred Revenue**

This balance is down significantly as a result of International student applications and enrolments for the Fall and Winter semesters. This doesn't necessarily mean that tuition in future periods will be down by the exact same amount, but it is an indication of the reduced number of International students applications. It's also an indication that both International and Domestic students aren't applying in advance, but are applying closer to the start of their studies. This likely relates to the impacts of the pandemic.



## Statement of Operations

The Statement of Operations at June 30<sup>th</sup> shows a loss of \$249K compared to \$285K for the same period in FY 18/19. A deficit in this range is the norm for the Q1 College statements due to the fact that some of the College's main sources of revenue (E.g. Tuition, Contract training) are earned between September and April each year. The College is still projecting a deficit for 20/21 as a result of COVID-19, but the 1<sup>st</sup> Quarter of the year reflects the fact that the Spring/Summer semester was on par with previous years. That was the expectation, as the impacts of COVID-19 are more likely to be felt starting in the Fall when our International student numbers are projected to decline. That said, it was encouraging to that the 1Q financial statements were slightly better than they might have been given the impacts and costs of the pandemic to date. The following are explanations of the significant variances to budget and to the 1Q results from FY 19/20:

**Province of BC Funding:** Overall this funding is as expected in the College's budgets, but there is one anomaly worth noting.

- The Province of BC contract funding appears low when compared to budget, however the majority was either just getting underway or won't begin until later in the year. The revenue is recognized as expenditures occur.

## Tuition and Student Fees

	June 2020	FY 20/21 Budget	% of Budget	June 2019
Base funded	808,965	4,586,833	17.64%	979,198
Continuing Ed & Training	462,673	1,314,132	35.21%	481,957
International	2,078,263	6,892,555	30.15%	1,694,893
Total	3,349,901	12,793,520	26.18%	3,156,046

The table above provides a breakdown of tuition revenues for the 1<sup>st</sup> Quarter. While we have recognized just over 25% of tuition revenues after the 1<sup>st</sup> Quarter, these results aren't indicative of what the remainder of the year will look like. The spring semester wasn't projected to be impacted as greatly by the pandemic as the Fall and Winter semester. The impact of the pandemic will be felt in the Fall and Winter as the number of new International students will be significantly impacted.

NIC will have a good indication of the financial impact of the pandemic on the Fall semester towards the end of September. That's when NIC's student numbers will solidify and the impact can be estimated. NIC is projecting a deficit of \$2.9 million, and this forecast will be revised in September after the stable enrolment date.

## Sales of Goods and Services

Sales of Goods and Services revenue is down approximately \$160K from the same period last year. This reflects the reduced revenues from the Campus stores (Bookstores), and Cafeteria. The majority of the reduction (\$113K) is from the Campus Stores. The campus stores were closed at the beginning of the pandemic, but will re-open later in August with reduced hours. The campus stores are always closed for a period of time in the summer, so the re-opening timeframe in August is normal. NIC's forecast for FY 20/21 includes a reduction in Sales of Goods and Services revenue, and a corresponding decrease in Cost of Goods Sold.

## Expenses

### Salaries and Benefits

Salary and benefit costs are in line with the prior year, and with the year-to-date budget expectations. The table below breaks out salary and benefit costs by “fund”, which provides more context. Overall Salary and Benefit costs are down by about 3%. This is due to decreases in Continuing Education, Contract Training, and other Ancillary areas. However, there is a small increase in the “Base Funded” category (which includes all of domestic student programs activities) of 1.92%. All of the College’s Administration and support services are also part of Fund 10 activities.

Digging into this a bit further, one of the largest reductions is in benefit costs, which is down \$94K in the 1<sup>st</sup> Quarter when compared to the 1<sup>st</sup> Quarter last fiscal year. This relates to COVID-19 and the fact that many dentists and other providers of extended health services like physiotherapists were only providing emergency services. We will likely find that these costs escalate later in the year – these savings are likely temporary in nature.

### Salary and Benefit Costs by Fund

Description	YTD.Actuals Jun-20	YTD Actual Jun-19	Variance	% Change
Operating, base funded	6,982,676	6,851,466	131,211	1.92%
Cost Recovery & Com Ed	282,123	317,301	(35,178)	-11.09%
Projects, Contracts, Applied Research	560,219	931,645	(371,426)	-39.87%
Office of Global Engagement	764,184	776,624	(12,441)	-1.60%
Capital Projects, Cafeteria, Ancillary	112,347	193,710	(81,363)	-42.00%
	<b>8,701,549</b>	<b>9,070,746</b>	<b>(287,834)</b>	<b>-3.17%</b>

### Equipment Costs

Equipment costs are high for the 1<sup>st</sup> Quarter of the year due to spending related to COVID-19 of over \$400K. The College needed to invest in some of the infrastructure needed to support digital learning. This includes faculty laptops, network upgrades, software, and other equipment required for digital delivery.

### Expense Savings

Offsetting the increase in Equipment costs are savings in discretionary budgets such as General Fees and Service costs, Supplies and Travel. Travel alone has saved the College about \$200K in the first Quarter of FY 20/21.

**NORTH ISLAND COLLEGE  
FINANCIAL STATEMENTS  
For the three months ended June 30, 2020 and 2019**

**North Island College**  
**Index to the Financial Statements**  
**For the three months ended June 30, 2020 and 2019**

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Schedule 1 - Schedule of Expenses by Object	<b>6</b>

**North Island College**  
**Statement of Financial Position**  
**As at June 30, 2020 and 2019**

	June 2020	June 2019
<b>Financial assets</b>		
Cash and cash equivalents	\$ 4,981,770	\$ 2,580,033
Accounts receivable	435,888	819,876
Due from government organizations	235,444	576,637
Inventories held for resale	246,105	593,082
Portfolio investments	<u>15,477,571</u>	<u>20,531,829</u>
	21,376,778	25,101,457
 <b>Liabilities</b>		
Accounts payable and accrued liabilities	8,745,998	8,258,094
Due to government organizations	367,940	404,135
Employee future benefits	401,454	490,046
Leasehold inducements	352,556	417,748
Deferred revenue	4,841	967,444
Deferred contributions	13,545,156	13,210,468
Deferred capital contributions	<u>38,467,828</u>	<u>36,357,341</u>
	61,885,773	60,105,276
 Net financial assets (net debt)	(40,508,995)	(35,003,819)
 <b>Non-financial assets</b>		
Tangible capital assets	47,975,959	43,730,344
Prepaid expenses	<u>91,418</u>	<u>97,110</u>
	48,067,377	43,827,454
 <b>Accumulated surplus</b>	<b><u>\$ 7,558,382</u></b>	<b><u>\$ 8,823,635</u></b>
 Accumulated surplus is comprised of:		
Accumulated surplus	\$ 6,791,178	\$ 7,666,257
Accumulated remeasurement gains (losses)	<u>767,204</u>	<u>1,157,378</u>
	<u>\$ 7,558,380</u>	<u>\$ 8,823,635</u>

**North Island College**  
**Statement of Operations and Accumulated Surplus**  
For the three months ended June 30, 2020 and 2019

	Budget 2021	% of Budget	June 2020	June 2019
<b>Revenue</b>				
Province of British Columbia				
Base Operating grant	\$ 27,429,603	22	\$ 6,044,830	\$ 6,180,921
Industry Training Authority grant	2,971,911	30	893,062	774,114
Routine capital	320,020	41	130,000	130,000
Leases	344,640	25	86,901	64,098
Aboriginal service plan	510,661	24	120,150	134,793
Literacy grants	233,500		-	-
Student aid	383,899	18	68,221	9,935
Educational partnerships	789,000	17	131,188	146,307
Province of BC contracts	<u>1,116,455</u>	2	<u>26,386</u>	<u>64,008</u>
	34,099,689	22	7,500,738	7,504,176
 Government of Canada	725,963	2	16,101	85,228
Tuition and student fees	12,793,520	26	3,349,901	3,156,046
Contract services	280,083	38	105,668	245,234
Sales of goods and services	1,478,000	1	13,525	173,107
Investment income	543,350	17	90,931	172,462
Realized gain(loss) from investments	-		(40,877)	157,761
Other income	450,900	8	37,999	98,189
Revenue recognized from deferred capital contributions	<u>2,911,442</u>	29	<u>834,240</u>	<u>596,199</u>
	53,282,947	22	11,908,226	12,188,402
<b>Expenses (Schedule 1)</b>				
Instructional and non-sponsored research	50,229,536	24	11,935,855	12,164,603
Ancillary services	1,376,318	8	114,718	220,033
Sponsored research	686,794	3	19,265	52,308
Special purpose	<u>990,299</u>	9	<u>87,019</u>	<u>36,425</u>
	53,282,947	23	12,156,857	12,473,369
 <b>Surplus for the year</b>	-		<b>(248,631)</b>	<b>(284,967)</b>
 Accumulated surplus, beginning of period	<u>7,039,809</u>		<u>7,039,809</u>	<u>7,951,224</u>
 <b>Accumulated surplus, end of period</b>	<b><u>\$ 7,039,809</u></b>		<b><u>\$ 6,791,178</u></b>	<b><u>\$ 7,666,257</u></b>

**North Island College**  
**Statement of Remeasurement Gains and Losses**  
**For the three months ended June 30, 2020 and 2019**

	<b>June 2020</b>	<b>June 2019</b>
Accumulated remeasurement gains, beginning of period	\$ (399,629)	\$ 1,206,552
Unrealized gains (losses) attributed to:		
Pooled funds	1,125,956	108,587
Amounts reclassified to the statement of operations:		
Realized gain on pooled funds	<u>40,877</u>	<u>(157,761)</u>
Remeasurement gains(losses) for the period	1,166,833	(49,174)
<b>Accumulated remeasurement gains (losses), end of period</b>	<b><u>\$ 767,204</u></b>	<b><u>\$ 1,157,378</u></b>



**North Island College**  
**Statement of Cash Flows**  
For the three months ended June 30, 2020 and 2019

	June 2020	June 2019
<b>Cash provided by (used in):</b>		
<b>Operations</b>		
Surplus for the period	\$ (248,631)	\$ (284,967)
Items not involving cash:		
Amortization of tangible capital assets	980,681	688,072
Revenue recognized from deferred capital contributions	(834,240)	(596,199)
Change in employee future benefits	(36,226)	(27,264)
Gain on sale of tangible capital assets	-	(2,102)
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	21,371	16,679
Decrease (increase) in due from government organizations	1,140,682	1,456,907
Decrease (increase) in prepaid expenses	123,338	36,658
Increase in inventories held for resale	22,974	(245,741)
Decrease (increase) in Leasehold inducements	(15,836)	(22,038)
Increase (decrease) in accounts payable and accrued liabilities	(535,635)	(471,648)
Increase (decrease) in due to government organizations	67,075	(230,695)
Decrease in deferred revenue	(1,936,197)	(1,373,909)
Increase in non-capital contributions	<u>3,454,751</u>	<u>624,293</u>
Net change in cash from operating activities	2,452,738	(146,987)
<b>Capital activities</b>		
Cash used to acquire tangible capital assets	(262,542)	(2,075,024)
Proceeds from deferred capital contributions	-	112,494
Proceeds on disposal of tangible capital assets	<u>-</u>	<u>-</u>
Net change in cash from capital activities	(262,542)	(1,962,530)
<b>Investing activities</b>		
Decrease (increase) in investments	(596,848)	(239,874)
Net remeasurement gains (losses)	<u>1,166,833</u>	<u>(49,174)</u>
Net change in cash from investing activities	569,985	(289,048)
<b>Net change in cash and cash equivalents</b>	<b>2,511,550</b>	<b>(2,683,532)</b>
Cash and cash equivalents, beginning of period	<u>2,470,219</u>	<u>5,263,566</u>
Cash and cash equivalents, end of period	<u><u>\$ 4,981,768</u></u>	<u><u>\$ 2,580,033</u></u>

**North Island College**  
**Statement of Changes in Net Financial Assets (Net Debt)**  
For the three months ended June 30, 2020 and 2019

	Budget 2021	June 2020	June 2019
Surplus for the year	\$ -	\$ (248,631)	\$ (284,967)
Acquisition of tangible capital assets	-	(262,542)	(2,075,024)
Amortization of tangible capital assets	3,590,370	980,681	688,072
Gain on sale of tangible capital assets	-	-	(2,102)
Proceeds on sale of tangible capital assets	<u>-</u>	<u>-</u>	<u>-</u>
	3,590,370	718,139	(1,389,054)
Acquisition of prepaid expenses	-	(9,623)	(24,988)
Use of prepaid expenses	<u>-</u>	<u>132,961</u>	<u>61,646</u>
	-	123,338	36,658
Net remeasurement gains (losses)	-	1,166,833	(49,174)
<b>Change in net financial assets (net debt)</b>	<b>3,590,370</b>	<b>1,759,679</b>	<b>(1,686,538)</b>
Net debt, beginning of period	<u>(42,268,676)</u>	<u>(42,268,676)</u>	<u>(33,317,282)</u>
Net debt, end of period	\$ <u><u>(38,678,306)</u></u>	\$ <u><u>(40,508,997)</u></u>	\$ <u><u>(35,003,821)</u></u>

**North Island College**  
**Schedule 1 - Schedule of Expenses by Object**  
**For the three months ended June 30, 2020 and 2019**

		% of		
<b>Expenses</b>	<b>Budget 2021</b>	<b>Budget</b>	<b>June 2020</b>	<b>June 2019</b>
Salaries and benefits	\$ 37,962,501	22	\$ 8,538,683	\$ 8,736,949
Other personnel costs	708,731	23	162,866	333,797
Advertising and promotion	744,989	3	22,087	203,601
Books and periodicals	288,123	17	48,564	53,989
Cost of goods sold	999,150	-	(238)	98,467
Equipment costs	1,234,312	88	1,086,220	758,376
Facility costs	2,577,978	33	838,897	675,783
Financial service charges	232,694	18	40,800	50,699
General fees and services	1,833,265	10	178,211	359,543
Student awards	883,615	10	87,019	35,561
Supplies and general expenses	1,230,057	13	164,698	276,242
Travel	763,662	1	8,369	202,290
Grant transfers	233,500	-	-	-
Amortization of tangible capital assets	<u>3,590,370</u>	27	<u>980,681</u>	<u>688,072</u>
	<u>\$ 53,282,947</u>	23	<u>\$ 12,156,857</u>	<u>\$ 12,473,369</u>

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**September 24, 2020**

*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**  
**4.2.4   5 year capital plan (*attachment*)**

**Background:**

Each year, the Ministry of Advanced Education, Skills and Training requests a Five-Year Capital Plan submission from all public post-secondary institutions.

The timing of the Ministry's request for this information each year requires the work to be done over the summer months when the Board doesn't meet. It is our normal practice to submit the report in draft form to meet the Ministry's timeline, but noting that it still needs to go to the Board for approval. A final version of the plan will be submitted after approval by the Board. The Ministry understands that their timelines necessitate this methodology.

**Executive Summary:**

NIC's 5 year capital plan includes 7 projects, the funding sources are summarized below. The Board has received more detailed briefings on the first 2 projects on this list, as they are the furthest along – with the Gathering Place project in Campbell River already receiving Ministry approval (and funding) to proceed.

**Comox Valley Campus Student Housing**

Estimated Cost: \$59.6 million

Proposed Funding Sources: Provincial Capital Grant \$48.1M, Debt Financing \$8.3M, NIC \$3.2M

- This project has proceeded to the Ministry and Treasury Board approval stage.
- Schematic design is complete, and the budget is based on a "Class C" cost estimate.

**Campbell River Aboriginal Gathering Place/Teaching Space**

Estimated Cost: \$1.8 million

Funding Sources: Provincial Capital Grant \$0.8M, NIC \$1M

- This project has Ministry approval, and they have provided the capital grant funding.
- Construction to begin this Fall.
- NIC funding to come from the sale of the Vigar Road campus.

**Comox Valley Academic Building (to replace Village Portables)**

Estimated Cost: \$25M

Proposed Funding Sources: Provincial Grant \$19M, NIC \$6M

- A new building to replace the Village portables.

- This would be a possible project for federal infrastructure funding should that occur as a result of COVID-19. As such, the College may want to begin early design work in late 2020, early 2021.

### **Expanded Daycare and Early Childhood Care and Education Teaching Space**

Estimated Cost: \$6M

Proposed Funding Sources: Provincial Grant \$6M

- NIC is submitting an application to the Ministry of Children and Families this Fall to expand the daycare. Estimated cost of \$3M
- AEST could augment that funding by an additional \$3M to build a second floor with an ECCE teaching focus.
- NIC doesn't have funding to provide to this project – it would proceed as a daycare expansion only should the additional funding of \$3M from AEST not be available.

### **Port Alberni New Trades Building**

Estimated Cost: \$20M

Proposed Funding Sources: Provincial Grant \$18M, NIC \$2M

### **Tyee Classroom Addition**

Estimated Cost: \$5.25M

Proposed Funding Sources: Provincial Grant \$4.25M, NIC \$1M

### **Campbell River Student Housing**

Estimated Cost: \$56M

Proposed Funding Sources: TBD – this project is simply a placeholder for the future (beyond the 5 year capital plan).

### **Action:**

For approval

### **Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE'S FIVE YEAR CAPITAL PLAN FOR FINAL SUBMISSION TO THE MINISTRY OF ADVANCED EDUCATION, SKILLS AND TRAINING.**

Five-Year Capital Plan Instructions (2021/22 to 2025/26)

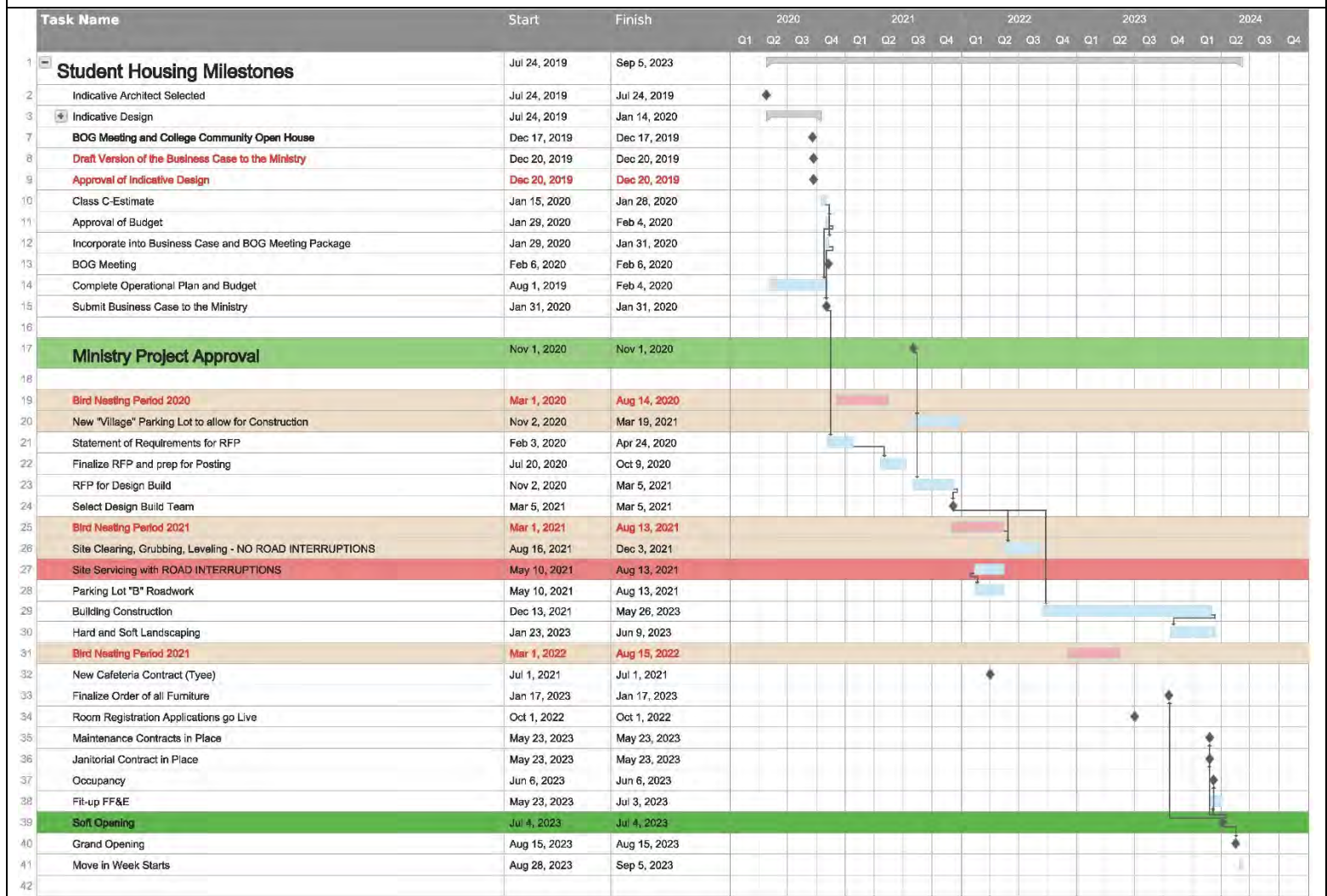
Attachment 3: Prioritized List of Proposed Projects



- Project Categories
- Category 1: New Priority Projects
- Category 2: Whole Asset Replacement & Renewal Projects
- Category 3: Student Housing Projects

#	Institution	Campus	Region	Program Type	Project Description	Project Category	Facility Condition Index (for existing assets)	Asset Replacement Value	Anticipated Construction Start Date	Anticipated Occupancy Date	Total Project Budget	Total Cashflow Forecast 2021/22	Total Cashflow Forecast 2022/23	Total Cashflow Forecast 2023/24	Total Cashflow Forecast 2024/25	Total Cashflow Forecast 2025/26	Total Cashflow Forecast Outgoing Years	Provincial Cashflow Forecast 2021/22	Provincial Cashflow Forecast 2022/23	Provincial Cashflow Forecast 2023/24	Provincial Cashflow Forecast 2024/25	Provincial Cashflow Forecast 2025/26	Total Provincial Cashflow Forecast Outgoing Years	Total Provincial Budget
1	NIC	Comox Valley	Vancouver Island / Coastal	Student Housing	New Student Housing complex. Single Student and Family Housing.	Student Housing Projects	N/A	N/A	Aug/2021	Aug/2023	\$ 60,000,000	\$ 12,000,000	\$ 30,000,000	\$ 18,000,000				\$ 12,000,000	\$ 30,000,000	\$ 14,800,000				\$ 56,800,000
2	NIC	Campbell River	Vancouver Island / Coastal	Aboriginal Gathering Place/Teaching Space	Aboriginal Gathering Place, including Teaching space, Elders offices, and Carving area.	New Priority Projects	N/A	N/A	Sep/2020	Sep/2021	\$ 1,800,000	\$ 800,000	\$ 1,000,000				\$ 800,000							\$ 800,000
3	NIC	Comox Valley	Vancouver Island / Coastal	Health Sciences	New Academic Building to replace our delapidated "Village" Portable complex.	Whole Asset Replacement & Renewal Projects	0.61	\$ 3,432,033	Apr/2023	Dec/2024	\$ 25,000,000			\$ 9,000,000	\$ 16,000,000					\$ 9,000,000	\$ 10,000,000			\$ 19,000,000
4	NIC	Comox Valley	Vancouver Island / Coastal	Health Sciences	New Early Childhood Care and Education (ECC) Teaching space and Expanded Daycare Building.	New Priority Projects	N/A	N/A	Apr/2022	Aug/2023	\$ 6,000,000		\$ 4,000,000	\$ 2,000,000					\$ 1,000,000	\$ 2,000,000				\$ 3,000,000
5	NIC	Port Alberni	Vancouver Island / Coastal	Trades	Replacement of the outdated and insufficient leased Tebo Vocational Building with the construction of a new Trades building built on College property adjacent to the existing campus buildings.	Whole Asset Replacement & Renewal Projects	0.80	\$ 4,737,985	Apr/2024	Sep/2025	\$ 20,000,000				\$ 12,000,000	\$ 8,000,000					\$ 12,000,000	\$ 6,000,000		\$ 18,000,000
6	NIC	Comox Valley	Vancouver Island / Coastal	Business & Economics	Classroom addition to our existing Tyece building to provide larger classrooms for expanded student cohorts.	New Priority Projects	0.23	\$ 6,059,192	Apr/2022	Jan/2023	\$ 4,250,000		\$ 4,250,000											\$ -
7	NIC	Campbell River	Vancouver Island / Coastal	Student Housing	New Student Housing complex. Single Student and Family Housing.	Student Housing Projects	N/A	N/A	Apr/2030	Aug/2032	\$ 56,000,000						\$ 56,000,000						\$ 53,000,000	\$ 53,000,000
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											\$ 173,050,000	\$ 12,800,000	\$ 39,250,000	\$ 29,000,000	\$ 28,000,000	\$ 8,000,000	\$ 56,000,000	\$ 12,800,000	\$ 31,000,000	\$ 25,800,000	\$ 22,000,000	\$ 6,000,000	\$ 53,000,000	\$ 150,600,000

## Attachment 2: Project Overview





# Five-Year Capital Plan Instructions (2021/22 - 2025/26)

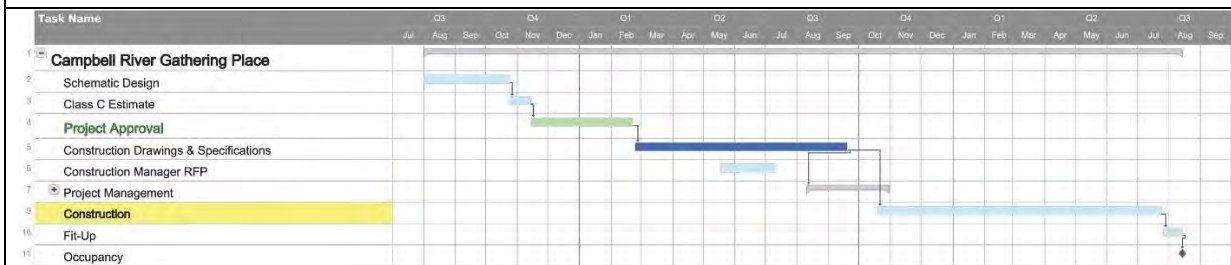
## Attachment 2: Project Overview

Institution	Campus/City	Project Title	Project Category	Project Priority
NIC	Campbell River	Aboriginal Gathering Place	1	1 of 7

### 1.0 Current Situation

This is a placeholder only as North Island College has already received a COA (#062-806020-1) for this project (#806020).

This project is being included to show Cashflow information on the spreadsheet.



N/A

### 2.0 Project Description

N/A

# Five-Year Capital Plan Instructions (2021/22 - 2025/26)

## Attachment 2: Project Overview

Institution NIC	Campus/City Comox Valley	Project Title Replacement of Portable Classrooms and Portable Office Facilities - New Academic	Project Category 2	Project Priority 1 of 7
--------------------	-----------------------------	------------------------------------------------------------------------------------------------------	-----------------------	-------------------------------

### 1.0 Current Situation

- The “Village” portable classrooms are more than 20 years old and are in poor condition with a current FCI rating of 0.61. We receive complaints from students who attend classes in these portables as they do not represent quality education. They are hot in summer and cold in winter and maintenance to keep them in a reasonable state of repair is high.
- Students and staff have to use an external walkway, open to wind and blowing rain to access washrooms. Maintenance costs are rapidly increasing as major systems and building envelope require replacement.
- The portables are approximately 1,128 sqm with all circulation space external to them.
- The Komoux Hall Annex is made up of three portable units joined by a common external walkway and has an FCI of 0.56. There are no washroom facilities for Continuing Education faculty, Human Resources and Facilities Departments (~20 FTE) whose offices are in this location – they need to walk to another building to access a washroom. Age and condition is similar to the Villages although they do not get as much traffic/hard wear as the classrooms.
- Both the Village and the Komoux Hall Annex do not have a fire protection sprinkler system and retrofitting one into portable buildings separated by unheated space would be cost prohibitive.
- When the campus was built, it was primarily a distant learning institution with a limited number of small classrooms. Since that time, the population of the Comox Valley has grown substantially. Larger classrooms would allow us to meet increased student demand at lower cost by aligning class size with the faculty collective agreement. When replacing the existing portable classroom space, we would address this

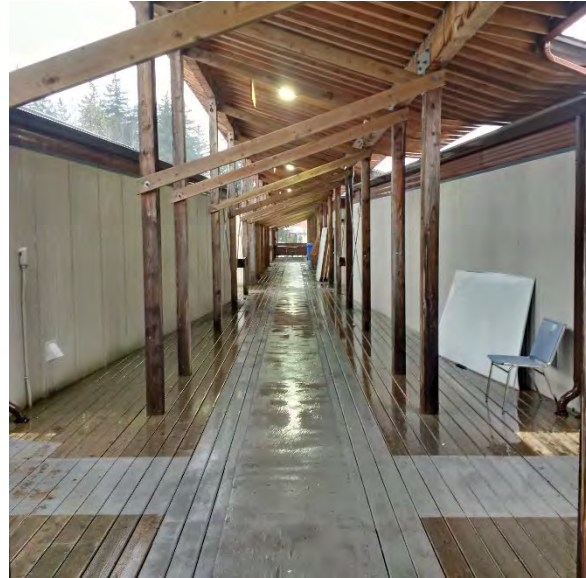


<p>issue and increase the number of classes that can hold 30 – 40 students. Enrollment at this campus has increase 59% since F07/08 and we would be able to achieve savings through use of larger classrooms.</p> <ul style="list-style-type: none"> <li>• Since 2011/12 international FTE's have grown by 300%. Increasing the number of larger classrooms would also increase capacity for international students. With few large classrooms, we have programs that are limited by classroom capacity and cannot accommodate international students.</li> </ul>
<ul style="list-style-type: none"> <li>• The Portables have classroom space for 222 Students, 33 Faculty, and a Prayer Room for 12.</li> <li>• The Komoux Hall Annex has a FTE of 20.</li> </ul>
<ul style="list-style-type: none"> <li>• This would be a Whole Asset Replacement &amp; Renewal Project, with the Village portables being demolished once the new building is operational.</li> </ul>

## 2.0 Project Description

<ul style="list-style-type: none"> <li>• The existing Portable buildings consist of: <ul style="list-style-type: none"> <li>○ Ten classrooms, ranging from 22 to 36 students.</li> <li>○ Six office blocks</li> <li>○ One washroom block.</li> <li>○ Exterior access/circulation space for all buildings.</li> </ul> </li> </ul>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- The Replacement building would be 3,050 sqm, including 550 sqm self-funded gymnasium space. Circulation space for the portable structures is exterior to the units and is not included in the VFA measurements. It has been added in calculating the gross area of the project.
- This project will replace existing classroom and office space. Because of the poor condition of the classrooms, they are used as part of the general classroom pool and are the last classrooms booked. We have not undertaken detailed program planning for this facility so cannot indicate which specific programs would be located in the new facility. However, our Health and Human Services programs have exceeded their space in the Puntledge Building and are already expanding into the Village. This new building is anticipated to hold our Health and Human Services programs. With the opening of the new Comox Valley Regional Hospital adjacent to our Campus, we are expecting our H&HS programs to continue expanding. This is an opportunity to train local graduates who will stay in the North Vancouver Island region.



- Current labs accommodate only 12 students which results in higher costs and difficulty in scheduling classes. Without additional lab space we are unable to meet increased demand for health-related and science programs.
- NIC does not have fitness/sporting facilities on our campus. Medium or large sized events such as Graduation ceremonies, must be held off campus in rented facilities. With Government approval, NIC would contribute funds from the sale of land for VIHA to this project to cover the cost of the gymnasium. The gym will act as multi-purpose auditorium space for events, larger capacity exams, and health and wellness space for students and employees.
- Approximate gross size of building:
  - Current Village & KMX Annex: 1,390 sqm
  - Gross up Factor (50%)<sup>1</sup>: 660 sqm
  - Gymnasium: 550 sqm

- Science Labs: 300 sqm
- First Nations Space: 150 sqm
- Total: 3,050 sqm

Note: 1 - *Circulation space for the portable structures is exterior to the units and is not included in the VFA measurements. It has been added in calculating the gross area of the project.*

### 3.0 Project Objectives

- North Island College is leasing space at the old St. Joseph's Hospital to accommodate Health program overflow. This lease expires on April 30, 2023 and has no renewal options. This is a Critical Risk to the delivery of NIC Health Programs as no other space is available.
- Current labs accommodate only 12 students which results in higher costs and difficulty in scheduling classes. Without additional lab space we are unable to meet increased demand for health-related and science programs.
- First Nations space. 1,200 students of self-declared Aboriginal ancestry took courses at NIC in 2013/14, making up 13% of the College's student population. Aboriginal student representation has consistently been at or above this level for the past five years. The proportion of Aboriginal students at NIC exceeds the proportion of Aboriginal people (12%) living in the College's service area. NIC does not have any dedicated First Nations space at the Comox Valley campus and this project would incorporate space for this use.

### 4.0 Options considered

- Our temporary Portable classrooms and offices have long exceeded their lifespan. A continuous maintenance cycle of repairing rotting foundations and wall sections, battling mold, heating and ventilation that no longer meets Building Codes or healthy standards, all account for the high FCI for this group of portables.
- This building complex is an impediment to attracting students due to the poor condition and poor HVAC along with no air-conditioning, and as such status quo is not a viable option. Over \$3.0 million in renewal funding is projected through VFA over the next 10 years pouring money into what was originally a temporary portable building complex.
- The existing small buildings are not suitable for renovations due to the construction techniques used to build a portable structure.
- The portable complex encompasses such a large percentage of our teaching spaces (approximately 30%), replacing/building new is the preferred option. Maintaining the portable facilities will become more costly with each year. Air quality in these buildings is steadily

deteriorating as dirt crawlspaces and major building and structural components deteriorate.

- The construction is not energy efficient and cost for heating and cooling will rise at a faster rate than for other buildings.
- Without additional laboratory space, our ability to meet the need for health-related and science programs – areas where there are significant skill shortages expected – will be limited.
- Without larger classrooms for popular classes/programs, our costs of delivery are higher and our ability to accommodate international students is reduced.
- No Fire Protection. As the Village represents almost one-third of the Comox Valley classroom capacity, losing any significant part of this complex would have a drastic impact on the College's ability to deliver classes. This entire complex is combustible construction and has no Fire Protection Sprinkler System. A modern new building would be built to modern fire code and significantly reduce this risk to College operations.

## 5.0 Project Outcomes

- This project will deliver several key outcomes:
  - Provide appropriate and healthier learning space for a number of important short duration job skill programs, trades programs, and International students.
  - Provide First Nations learning space on campus where none currently exists.
  - Larger capacity Lab space to meet demand and reduce delivery costs.
  - Reduce maintenance and operating costs by replacing an old building in poor condition with a new, more efficient facility.
  - A poor learning/working environment will be replaced with a better functioning, significantly more energy efficient facility that will address shortages of specific types of spaces.
  - The campus will have gymnasium/auditorium space to act as multi-purpose space for events, larger capacity exams, and health and wellness space for students and employees

Reduced maintenance costs, on our most energy inefficient building on campus, by replacing it with a new building.

Classrooms designed to our modern student capacities. Current classrooms are limited in size and effectiveness since we are working with pre-fabricated 1990 era portable buildings.



Reduced operational costs due to higher efficiency (Step 4) building construction. Currently plumbing runs underneath the portables in poorly insulated crawlspaces, subject to freezing risk in the winter.

Health Programs will utilize the latest in innovative Simulation Labs and create potential partnerships with the adjacent Comox Valley Regional Hospital. Specialized Simulation labs and Health teaching centres will be programmed into this space.

- BC Skills for Jobs Blueprint - Currently NIC does not have space on this campus to meet the increasing need for short-term skills training that will lead to job creation. Much of this delivery is done through our Community and Industry Training department.
- International Education Strategy – this project would enable us to offer spaces to more international students. Over the past three years, NIC has made growth of international students a priority. Strategic Directions 1 and 4 of NIC's strategic plan speak to increasing international presence on our campus as well as offering international experiences to our domestic students.
- Strong growth on this campus over the past five years has resulted in a shortage of space which is impacting access for domestic students and limiting the number of international students.
- Reduction of operating and maintenance costs to our highest FCI building at the CV campus.

The NIC Comox Valley Campus has no Student Commons and a limited Learning Commons area. This building would program spaces similar to our Campbell River Campus Library and Learning Commons, modernizing the CV campus to student learning needs.

The Comox Valley Campus has no Aboriginal Space and no Gathering Place for First Nations students. This new building will incorporate approximately 150sqm of First Nations space into the design.

Energy Modeling has not been completed for this proposed project but the existing portable buildings have minimal insulation and mid-efficiency furnaces. They are the least energy efficient buildings on campus.

A modern LEED and Step 4 building will accommodate energy and heat transfer technology to reduce greenhouse gas emissions.

## 6.0 Project Cost/Funding

- North Island College has allocated a portion of the proceeds from the sale of land to the Comox Valley Hospital, towards this capital project.
- \$25,000,000; Province: \$19,000,000; NIC: \$6,000,000

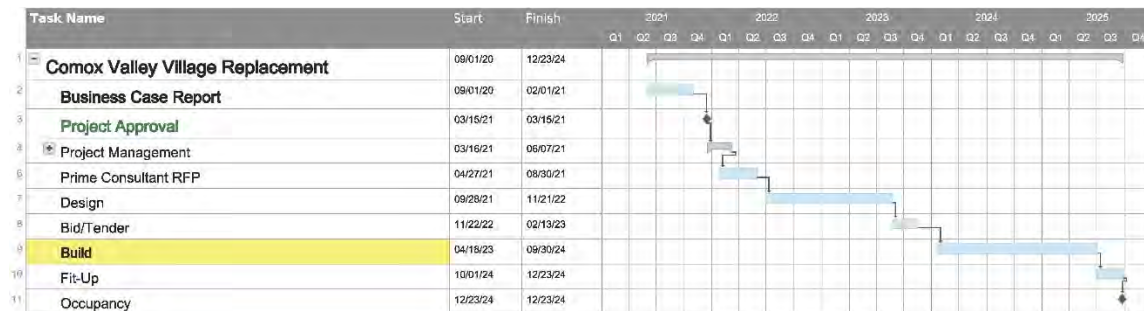
## 7.0 Key Risks

- Our leased Health program facilities at the St. Joe's Hospital complex will expire on April 30<sup>th</sup>, 2023. This creates a high risk in not being able to deliver these programs, as we have no space on Campus. We have reviewed the option of renovating off campus space at a significant cost (our renovations to the St. Joe's space was relatively cost effective since the space had previously been used for Health purposes) but no similar space is currently available in the Courtenay/Comox area. Better to put the funding into a college owned building, rather than a leased space.
- Maintaining the portable facilities will become more costly with each year. Air quality in these buildings is steadily deteriorating as dirt crawlspaces and major building and structural components deteriorate.
- The construction is not energy efficient and cost for heating and cooling will rise at a faster rate than for other buildings.
- Without additional laboratory space, our ability to meet the need for health-related and science programs – areas where there are significant skill shortages expected – will be limited.
- Without larger classrooms for popular classes/programs, our costs of delivery are higher and our ability to accommodate Health and international students is reduced.



- No Fire Protection. As the Village represents almost one-third of the Comox Valley classroom capacity, losing any significant part of this complex would have a drastic impact on the College's ability to deliver classes. This entire complex is combustible construction and has no Fire Protection Sprinkler System. A modern new building would be built to modern fire code and significantly reduce this risk to College operations.

## 8.0 Project Schedule



Anticipated Construction start date would be April 2023 based on approvals to start on building programming and a project business case by Sept 2021.

Occupancy is anticipated to be December of 2025.

# Five-Year Capital Plan Instructions (2021/22 - 2025/26)

## Attachment 2: Project Overview

Institution	Campus/City	Project Title	Project Category	Project Priority
NIC	Comox Valley	Centre of Excellence of Early Childhood Education	1	1 of 7

### 1.0 Current Situation

North Island College has an on-campus Childcare facility serving Students, Employees, and the local community. It currently has a three year and 200 child waiting list. The existing building has space for 12 children under three years old and 42 spaces for children over three years.

With the construction of the adjacent Comox Valley Hospital and anticipated Student Housing project (containing 20 family units), childcare spaces will become more of a premium.

Early Childhood Care and Education (ECCE) program demand is at an all time high as many Remote and First Nations communities are seeking high quality childcare programs.

Currently the ECCE Programs are taught in two different buildings (one on campus the other off campus) due to space demands.

This request is a placeholder as North Island College is preparing a proposal to the Ministry of Children and Family Development's Childcare BC New Spaces Fund. This application will be requesting funding for the lower floor (Childcare) of this new building. This funding partnership is a key component for this development.

The ECCE program has 24 FTE's with an additional 16 FTE's enrolled at the St. Joe's Facility.

This would be a new Building.

## 2.0 Project Description

This would be a standalone new building with main floor space for 24 to 36 children, and support space, along with second floor ECCE space for 32 students (FTE's) and support space.

First Floor: Childcare Centre

- Two large activity rooms
- Adjacent sleeping room and cloakrooms
- Kitchen
- Two Offices
- Staff Room
- Pedagogical room for ECCE programs.
- Support space

Second Floor: Early Childhood Education and Development: 32 FTE's

- Two Classrooms of 16 students
- Four Faculty Offices
- Student Breakout Rooms
- Support space (Washrooms, copy room, storage, janitorial, etc.)

## 3.0 Project Objectives

The Comox Valley has a significant shortage of Childcare spaces as Identified by the Ministry of Children and Family Development. The existing North Island College Comox Valley Campus Childcare facility is unable to support the current demand from existing Students and Employees, and is expected to see a steady increase.

With the proposed Family Student Housing development on campus we are expecting to see an increased demand for Childcare seats.

Our ECCE programs have steady pressure to add capacity and often have waiting lists. Our innovative approaches to distance education, including ITV or Skype classroom links to remote islands or isolated communities for pre-requisite and entry level courses, further increases demand.

Currently one ECCE cohort is able to attend classes at the Comox Valley campus, while the second ECCE cohort is attending classes at the temporary St. Joes Facility due to space limitations at the CV campus.

Combining the Childcare expansion and ECCE program in one building (the site would be directly adjacent to the existing Childcare building) will provide efficiencies and opportunities to create a Childcare Centre of Excellence.

Combining funding with the Ministry of Children and Family Development will provide innovative opportunities and synergies resulting in a highly effective program.

#### 4.0 Options considered

Alternate options for Program delivery are already being utilized by expanding an additional program cohort into the St. Joes leased space, but this lease expires in 2023 and has no options for renewal.

ECCE Cohorts have already been expanded into the Campbell River and Port Alberni Capuses and there is no additional space available on campus.

Alternate buildings that could be leased would require extensive renovations and would not be a valuable long term solution.

#### 5.0 Project Outcomes

N/A

Combining the Childcare expansion and ECCE program in one building (the site would be directly adjacent to the existing Childcare building) will provide efficiencies and opportunities to create a Childcare Centre of Excellence.

Combining funding with the Ministry of Children and Family Development will provide innovative opportunities and synergies resulting in a highly effective program.

If this funding partnership works, it will demonstrate a multi-Ministry funding partnership that will support the College and local community, provide additional childcare for the proposed Student Family Housing, and create a centre of excellence for ECCE students.

This development would support additional Childcare spaces and provide quality education for ECCE Students. The current ECCE cohort at St. Joes does not have the same access to Student Services, Library, Advising, Student Employment, and other student supports.

With the anticipated 20 Family Student on campus Housing units, we are expecting guaranteed childcare spaces

Education of ECCE students will be improved by co-locating all CV cohorts together with an operational Childcare facility.

This also reduces the Risk of program interruption when our Lease at the St. Joe's Facility ends. If the construction of this project can align with the new Student Family Housing, and the St. Joes lease completion, we can provide continuous quality programming.

This building would be built to a Step 4 energy level, which would make it the most energy efficient building on campus, next to the planned Student Housing project.

## 6.0 Project Cost/Funding

- o Estimated Cost : \$6,000,000
- o Ministry of Children and Family Development Funding (application to be submitted this fall): \$3,000,000
- o Ministry of Advanced Education, Skills and Training: \$3,000,000

## 7.0 Key Risks

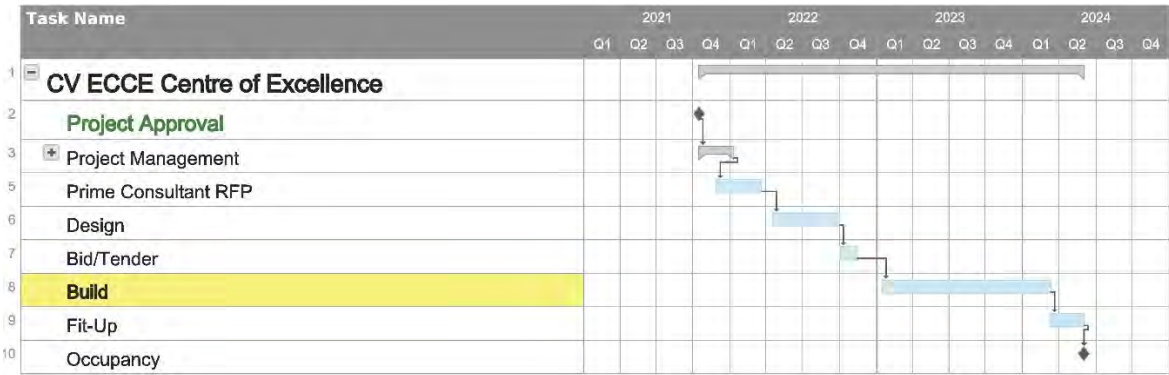
Lack of Funding Partnerships: NIC does not have the funding to contribute to this project so without funding partnerships this project will not be able to proceed.

Loss of St. Joe's space. The ECCE program running at the leased St. Joes space will be at risk if alternate facilities can not be secured prior to the completion of that lease.

Lack of Child Care spaces at the CV Campus. With the introduction of Family Student Housing, our limited Child Care spots will be under even more pressure to support our students and employees. Waiting lists will grow larger and students and employees will have to look at off campus options, which are also over capacity.

8.0 Project Schedule

Anticipated Construction start date: April 2022,  
Anticipated occupancy: Aug 2023.




# Five-Year Capital Plan Instructions (2021/22 - 2025/26)

## Attachment 2: Project Overview

Institution	Campus/City	Project Title	Project Category	Project Priority
NIC	Port Alberni	Tebo Trades Training Centre	2	1 of 7

### 1.0 Current Situation

- North Island College's Port Alberni Trades Training facility on Tebo Avenue is currently operating out of a 37 year old leased industrial building halfway across town from the college's main campus.
  - North Island College moved into this building in 1992.
  - Students at this building have no access to student services, counselling, library space, or study space, therefore are not receiving the same service level as students attending the Roger Street campus.
  - This leased building has limited HVAC, no insulation, and failing curtain wall window assemblies.
  - While this building is leased, the VFA FCI rating is 0.80 indicating it is in poor condition with limited HVAC, no insulation, and significant floor cracking.
  - This leased building is over capacity with one program currently having to travel across town to the main campus for the classroom component of their training.
  - The current Lease expires on March 31<sup>st</sup>, 2021.
- 
- FTE's:
    - Automotive Service Technician: 16FTE
    - Carpentry Foundation: 16FTE
    - Joinery/Cabinetry Foundation: 16FTE
    - Welding Foundation, C, B, and A: 45FTE
    - Employment Transitions/Construction Labourer program: 14FTE.

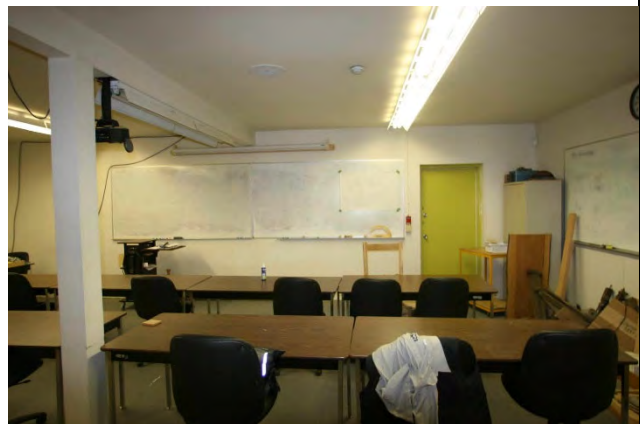
This is a leased building, so we would simply not renew our lease.

## 2.0 Project Description

- The existing Leased building on Tebo Ave would be replaced with a purpose built Trades facility on the site of the main Campus. This would allow for increased administrative efficiencies and reduced operational costs.
  - This new facility would be significantly more energy efficient.
  - Building size would be approximately 2100sqm.
- 
- FTE's:
    - Automotive Service Technician: 16FTE
    - Carpentry Foundation: 16FTE
    - Joinery/Cabinetry Foundation: 16FTE
    - Welding Foundation, C, B, and A: 45FTE
    - Employment Transitions/Construction Labourer program: 14FTE

## 3.0 Project Objectives

- Replace a leased facility in poor condition and rent costing \$120,945 per year, with a purpose built Trades facility on College owned land at the main Port Alberni campus.
- Improve operating efficiency. The Tebo facility is at capacity will three dedicated "bays" delivering Automotive Service Tech, Joinery/Cabinetry Foundation, and Welding. The fourth bay is in high demand as multipurpose space covering the ET/CL program, Carpentry Foundation, and Electrical Foundation. If these courses are delivered at the main campus, underutilized classroom space can absorb the classroom components from Tebo freeing up shop space for delivery of additional key Provincial Trades Programs.





- This facility is a former industrial building which is in poor condition and does not provide an adequate facility for most of the programming scheduled there. The location is not accessible by public transportation
- Currently programs such as the ET/CL program must take their classroom instruction at the main campus, then travel to Tebo to continue with their shop instruction.
- Increase Aboriginal participation in post-secondary education: North Island College has one of the largest geographical regions in the Province and 35 First Nations have their territories within our regional boundaries. Memorandum of Understandings with several local First Nations relate to finding space to teach specific Trades programs.
- Provide appropriate learning space for a number of important trades and job skill programs.
- In addition to the programs currently delivered at the Tebo facility, NIC Port Alberni has regular and continued requests for:
  - Coastal Forest Resource
  - Foundation Electrical
  - Aquaculture Technician
  - Coastal Log Scaling
  - Rigging
  - Power Engineering
  - Small Engine Repair
  - Marine Training.

Multi-purpose space utilization could allow these courses to be run on a revolving bases increasing FTE counts for a minimal investment.

#### 4.0 Options considered

- North Island College has explored several options:
  - In past Capital Plan submissions, NIC has considered purchasing this building. As time has passed and the building has aged we are re-evaluating and planning out options and strategies for renewing this facility. There is concern that purchasing this building will result in a rapidly expanding maintenance and renewal deficiency that will require significant yearly funding to manage. VFA has conducted a building Audit with FCI values at 0.80.
  - Purchasing the Tebo Facility. Previous negotiations with the City have indicated the Tebo building and land sales price for NIC would be in the \$1.0 million to \$1.4 million range.

- Building a new, purpose built Trades facility on existing NIC property. NIC has significant existing land assets at its main campus on Roger Street and co-locating the Tebo Trades facility to the main campus buildings will provide the best long term result. Utilization rates at this campus will be improved by sharing facilities, Tebo students will receive equal services, counselling, and educational support. Marginal services at the main campus such as the cafeteria will greatly benefit from the added FTE's. Co-location will reduce duplication of spaces and resources.



## 5.0 Project Outcomes

- Replacement and relocation of Tebo to the main campus will improve the learning environment for students currently at the Tebo facility.



- Currently Tebo has no elevator and has classrooms (Automotive, Carpentry, and Welding) only on the second floor.
- This project would improve utilization rates by allowing underutilized facilities at the main campus to be combined with new purpose built shop space.
- The existing building location makes it difficult for students to access student services located at the main campus. Currently Student Services staff, advisors, counselors, must travel to the Tebo location to provide access to Students.
- There is reasonably good bus service at the main campus making that location more accessible to students.

- A new, energy efficient building will greatly reduce maintenance costs, operational costs, and utility bills.
- Co-locating the building at the existing campus will benefit services such as the Library and Cafeteria, due to the increased numbers of students.
- This is a leased building with yearly lease costs going to an outside source, and NIC is still responsible for all maintenance.

N/A

- BC Skills for Jobs Blueprint - Currently NIC does not have adequate space at the Tebo centre to meet the increasing need for short-term skills training that will lead to job creation. Much of this delivery is done

through our Community and Industry Training department. Some programs have had to relocate their lecture components to the main campus, creating travel problems for Students.

- Reduction of operating and maintenance costs to our highest FCI building, institution wide.

Students at the current Tebo location will have the same full access as students at the main campus, to Library and Learning Commons, Assessment and Testing, Advising, and other important Student Services.

The existing building is poorly insulated and inadequate for current industry teaching standards. Shop layouts are cluttered and HVAC equipment old and undersized. A new building will reflect professional training standards.

Energy Modeling would be done as part of the business case, but this is a concrete tilt up building with almost no insulation, uninsulated metal roll up doors, and single pane windows.

New construction to a Step 4 standard will utilize a fraction of the energy the existing building does.

## 6.0 Project Cost/Funding

- This project is estimated to be \$20,000,000
- Province: \$18,000,000; NIC: \$2,000,000

The existing building is currently leased at \$120,945 with a regular yearly increase.

## 7.0 Key Risks

- Based on Provincial Skills Blueprint and LNG projections, adequate Trades training for local domestic and First Nations students will fall behind if we do not prepare for this opportunity. Local Mill and other industry shutdowns is providing a motivated adult student population ready to be retrained for current Provincial priorities.
- With the Tebo Facility at full capacity, the School of Trades and Technology is limited in the potential to diversify programming in Port

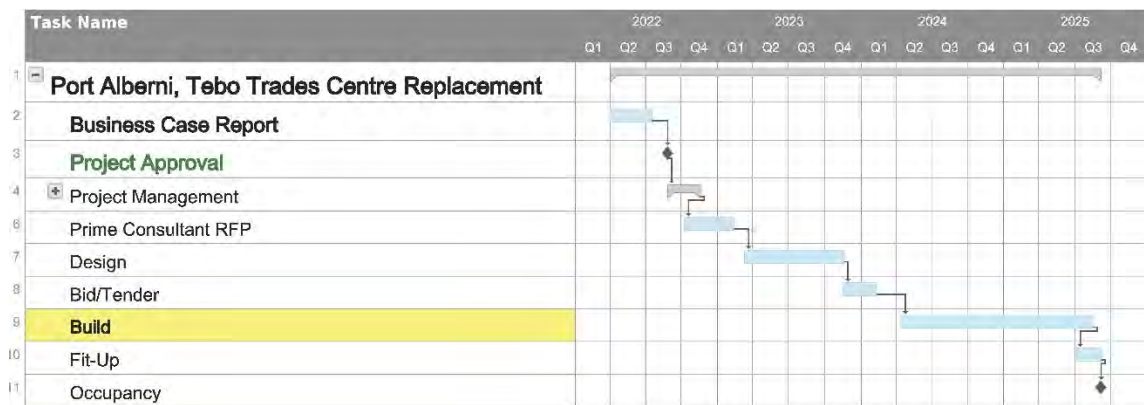
Alberni to meet training needs supporting the West Coast, and to align with labour market considerations. This is impacting recruitment strategies.

- Do to tebo being undersized for current programs, some classes are having to split their lecture/lab between the main campus and the Tebo Facility with travel back and forth between. This is having a negative impact on student retention.
- Maintenance costs will begin to rise dramatically as building systems fail. As this building is leased and has an FCI of 0.80, funding for renewals is both difficult to obtain and ultimately benefits the landlord.

## 8.0 Project Schedule

Anticipated Construction start date would be April 2024 based on approvals to start the Concept plan and Programming by April of 2022.

Occupancy is anticipated to be September of 2025.





# Five-Year Capital Plan Instructions (2021/22 - 2025/26)

## Attachment 2: Project Overview

Institution NIC	Campus/City Comox Valley	Project Title Tyee Classroom Addition	Project Category 1	Project Priority 1 of 7
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### 1.0 Current Situation

<ul style="list-style-type: none"><li>• When North Island College's Comox Valley Campus was built, it was primarily a distant learning institution with a limited number of small classrooms. Since that time, the population of the Comox Valley has grown substantially, program offering have increased and the campus is over capacity.</li><li>• With few large classrooms, we have programs that are limited by classroom capacity and cannot accommodate international students.</li><li>• The NIC Comox Valley Campus has 6389 total students (F18/19) with 702 (11%) being self-declared First Nations and 579 International students from over 30 countries. Since 2011/12 international FTE's have grown by 300%.</li><li>• Faculty offices are limited in size and number with most offices holding two or three faculty creating conflicts with student support office hours and productivity.</li></ul>
N/A
N/A

### 2.0 Project Description

<ul style="list-style-type: none"><li>• To accommodate additional classrooms and faculty offices, space for four 50 student capacity classrooms of approximately 120sqm each is required. This would incorporate an addition to one of North Island College's newer buildings, Tyee Hall.</li><li>• Tyee Hall contains several classrooms and student/public spaces allowing for efficient use of existing amenities.</li><li>• The location of the addition will be on the outskirts of the future Campus inner courtyard as defined by the NIC Campus Master Plan (2013), and is</li></ul>
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adjacent to the new Comox Valley Hospital. Campus roadways already provide access to a convenient drop off area for a foyer/entrance to this addition.

- The location provides adequate space to be able to build a single story slab on grade building, thus keeping construction complexity to a minimum, reducing building volume required for multi-floor circulation space (eg: stairs).
- Outside of the Village complex, Tyee Hall is currently the classroom "hub" of the campus so additional classrooms would be functionally compatible with this building and would future-proof the addition.
- This option would include an additional 40 person classroom internally funded through a joint fundraising initiative between Elder College and International Education. This additional scope is to take advantage of the economy of scale opportunity provided by this addition, and the location of Tyee Hall being a classroom and student hub.
- This project consists of a single story slab on grade addition of 1,048 square meters to the existing Tyee Hall building.
- Large open flexible spaces, allowing for multi-purpose program uses as future demand changes.

This addition is proposed to house four 50 person classrooms capable of multiple different configurations to suit different teaching environments. In addition it would house 12 to 15 faculty offices (depending on building configuration) plus washrooms and support space.

Tyee Hall is one of our general classroom buildings and programs supported vary from:

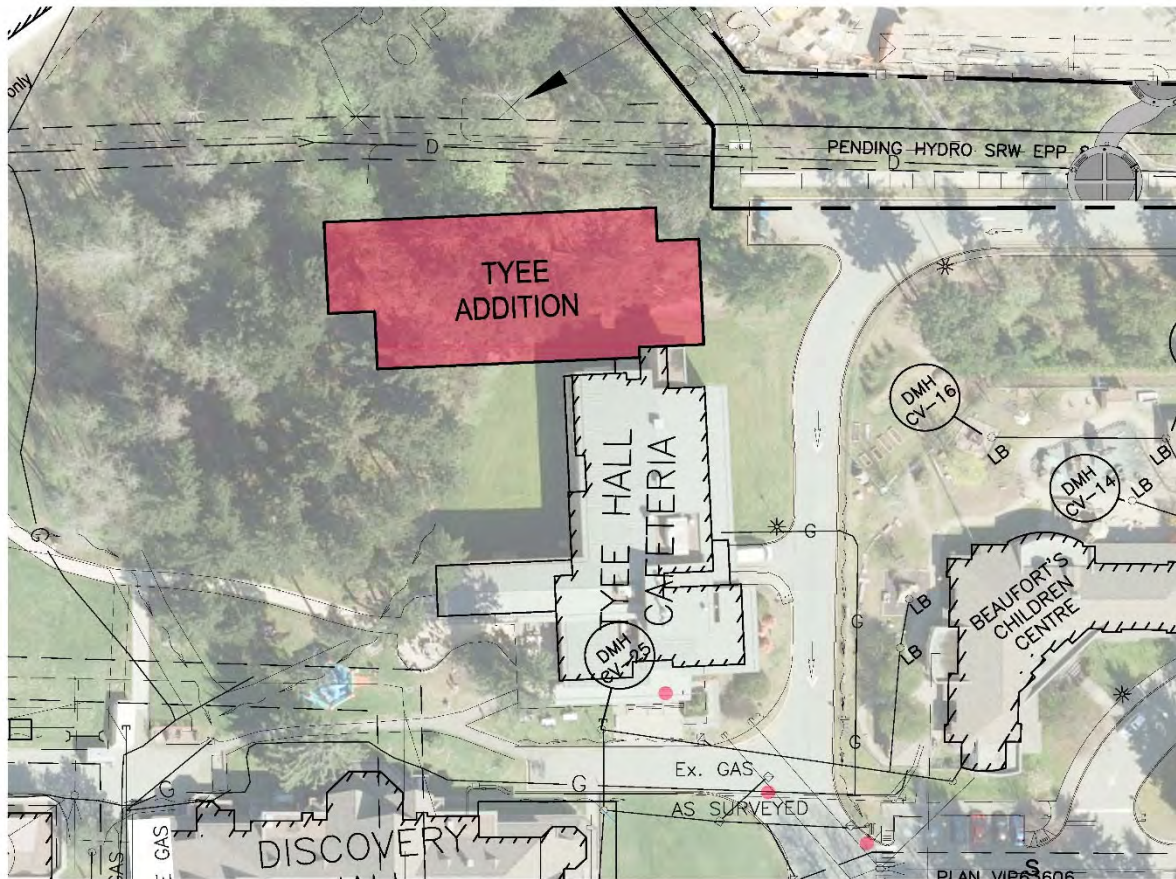
- University Transfer courses
- Business and International
- Assessible Learning,
- First Nations Language courses (currently having to be split between two classrooms since we do not have a single classroom large enough for the demand).
- General Computer program
- Elder College classes.

This addition could support up to 175 FTE's.

### 3.0 Project Objectives

- Larger classrooms would allow us to meet increased student demand at lower cost by aligning class size with the faculty collective agreement.

- Increasing the number of larger classrooms would also increase capacity for international students.



#### 4.0 Options considered

- The following options were identified and evaluated:
  - Option #1: Several small additions to existing buildings. High effort and low return due to multiple sites and no economy of scale.
  - Option #2: Lease space off campus. Low value and no benefit to existing on-campus services.
  - Option #3: Addition to Existing Building. Best option to maximize existing on-campus services.
- A decision matrix was used to evaluate each option based on objective Technical Criteria from the stakeholders, along with operational and support requirements for the Facility, Financial evaluation, site servicing, and quantitative Risk analysis.



- Based on the selection criteria, Option #3 was deemed the best option to meet the project requirements, financial requirements, and accumulate the least Risk to the project.

## 5.0 Project Outcomes

- Demand and continued growth at the Comox Valley Campus is placing greater pressure onto classroom and faculty office utilization that is already over capacity.
- Successful recruiting initiatives, both domestic and international, along with proposed Student Housing will create a Risk of a further increase in enrollment, outstripping capacity. Adding classroom space will allow NIC to manage student enrollment and increase International recruiting while mitigating risks to its opportunity matrix.

The Tye Hall building already contains faculty offices, staff room, book store, food services and the Student Union, so is a central Academic Classroom hub. Adding additional classrooms and offices to this building will utilize the core components of this building, rather than having to be re-created in an adjacent building.

N/A

This addition is part of the Campus Master Plan to support infilling Educational zones within the campus grounds and clustering buildings to reduce the amount of natural space impacted by expansion.

Larger classrooms would reduce the pressure on our smaller classroom space, leaving these smaller classrooms to teach short duration industry programs. Multiple course offerings can be combined and align better with Faculty collective agreements for larger class sizes.

Waiting lists will be reduced as often capacity for a program is limited to the size of the room available.

Larger program offerings such as Aboriginal Language courses can be offered, rather than splitting them between rooms and having language facilitators having to move between the rooms.

This addition would incorporate the latest Step 4 energy emission guidelines.

## 6.0 Project Cost/Funding

- Total project Budget is \$5,250,000
- Province: \$4,250,000; NIC: \$1,000,000

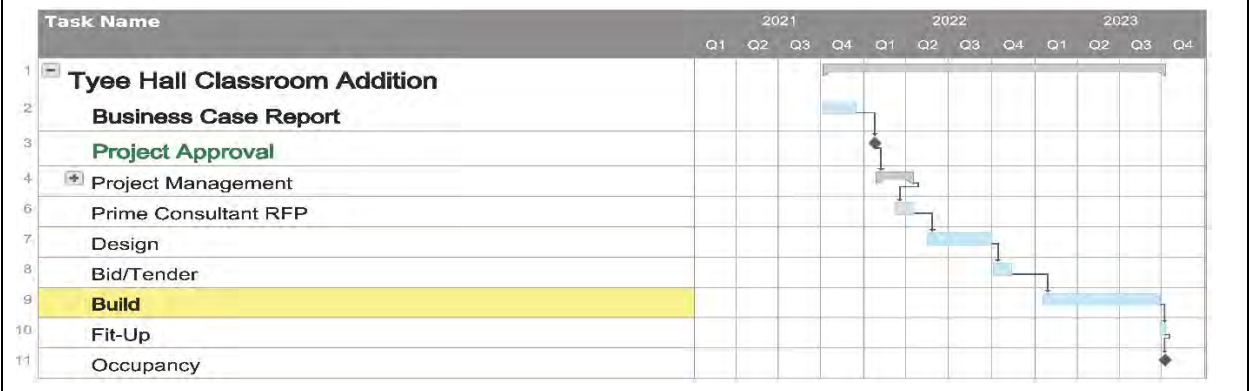
## 7.0 Key Risks

Several college programs are inefficient in their delivery due to the inability to offer large student classes and several sessions of the same program are offered, sometimes back to back. Having the capacity of four 50 student classrooms would allow for greater flexibility and may allow for more efficient allocation of Faculty resources.

## 8.0 Project Schedule

Anticipated Construction start date would be April 2022 based on approvals to start the Concept plan and Programming by Jan 2021.

Occupancy is anticipated to be January of 2023.



# Five-Year Capital Plan Instructions (2021/22 - 2025/26)

## Attachment 2: Project Overview

<b>Institution</b> NIC	<b>Campus/City</b> Comox Valley	<b>Project Title</b> Student Housing	<b>Project Category</b> 3	<b>Project Priority</b> 1 of 7
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### 1.0 Current Situation

This is a placeholder only as our Campbell River Student Housing planning sessions were canceled due to COVID and resources being redirected to COVID planning.

The CR Student Housing project is anticipated to be modeled after our Comox Valley Student Housing project (which has also been delayed by a year). We are projecting 20 Family Housing units and 125 to 150 Single student beds.

Estimated costs, based on a 2030 build date are \$56 million.

N/A

N/A

### 2.0 Project Description

N/A

## **NORTH ISLAND COLLEGE BOARD OF GOVERNORS**

**September 24, 2020**

*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**  
**4.2.5    Line of Credit to Support COVID operations**

**Background:**

The COVID-19 pandemic has impacted revenues in post-secondary institutions across Canada. NIC is not immune to both the public health and economic impacts of the pandemic. NIC's most recent forecast update from August projects a \$2.2 million deficit for 20/21. The economic decline resulting from the pandemic is likely to continue for several years, and as a result, NIC will be projecting deficits for the next two or three fiscal years as we slowly recover. We will complete an updated projection in late September that will be sent to the Ministry of Advanced Education, Skills and Training. That will signal to the Ministry that NIC will need to operationalize deficit budgets in order to smooth out the impacts of the pandemic.

An operating line of credit linked to NIC's bank account can help smooth out the impacts of the economic downturn. Early discussions with Scotiabank indicate they can provide NIC with a revolving line of credit of \$2 million, but in order to proceed, they would require a board resolution authorizing the credit facility. Some of the benefits of a line of credit are:

- We are only paying interest on the amount we need on a line of credit, requesting several withdrawals is time consuming and we may have to over withdraw from Genus Capital Management (Genus) to ensure proper working capital.
- Creating the legal framework now ensures we don't have delays when we need to access the funds. We are putting this in place for precautionary purposes, but it needs to be set up with the bank in advance to be effective.
- We can give Genus some notice of any need to withdraw before the end of March 2021 to give them some chance to plan the withdrawal.
- Any requests for quick withdrawals possibly takes away from Genus' ability to maximize returns, something they mentioned at their last presentation.

Regarding short-term borrowing, the College and Institute Act says the following:

*Short term borrowing*

*33 (1) An institution may borrow money to meet the expenditures of the institution until the revenues of the current fiscal year become available.*

*(2) Money borrowed under subsection (1) together with accrued interest must be repaid out of current revenues and may be secured by promissory notes of the institution.*

Based on the Act, the College has the authority to enter into short-term borrowing arrangements, as long as the funding is repaid before year-end. This would allow NIC to borrow (if needed) during the fiscal year, and then only have to balance this with a withdrawal from long-term investments once per year (again, only if needed).

The Finance and Audit Committee was supportive of setting up an operating line of credit, but would want any use of those funds to come to the committee in advance for approval. During the pandemic, cash balances need to be monitored closely through the Finance and Audit Committee and the Board. A line of credit is simply one more tool to allow this to happen in a more strategic fashion.

**Action:**

For approval

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE ADDING A \$2 MILLION LINE OF CREDIT TO ITS BANKING ARRANGEMENT.**

**From:** [Lisa Domae](#)  
**To:** [Lisa Domae](#)  
**Subject:** Widening Our Doorways  
**Date:** Monday, September 21, 2020 8:34:46 AM  
**Attachments:**



Colleagues,

As we settle into this academic year like no other, the lasting effects of COVID-19 on post-secondary education have been top of mind for me and the Senior Education Team (SET).

Attached is a newsletter that shares some of the work that the College community has done over the summer to prepare for this year and that provides a brief, early overview of enrolment for Fall 20/Winter 21. Thank you to everyone.

In response to COVID-19, today, the Senior Education Team (SET) is also thrilled to launch **Widening Our Doorways: COVID-19 and a 10 Point Plan to Reset, Reshape, and Renew Learning at NIC** (attached).

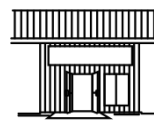
We have also created a series of short videos to talk about the many ways that COVID-19 is changing post-secondary education and to introduce **Widening Our Doorways** to you. Following an introduction from me, there's a video by members of the SET team for each of the 10 points in the plan. You can find the draft plan and the videos [here](#). We're also hosting an Academic Division Zoom conversation and Q&A session on September 25 from noon-1:30pm. The meeting link is <https://ca01web.zoom.us/j/63508607649> with the passcode: **academic**. Hope to see you many of you there.

*Lisa*



**Lisa Domae, PhD, RPP**  
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**OFFICE OF THE EXECUTIVE VICE PRESIDENT, ACADEMIC & COO, NORTH ISLAND COLLEGE**

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September 21, 2020

## **Widening Our Doorways - Launching a New Academic Year during COVID-19**

Colleagues,

By now, I hope you are all starting to feel settled into this Fall 2020 term like no other. An enormous thank-you to everyone for your tremendous effort this summer to recruit, enroll and prepare for this amazing class of students who are diving into digital learning with us. Much has been achieved over a short amount of time and students are sharing some very positive feedback about our roll-out of the Fall term. Providing students with certainty during uncertain times continues to be a key element of our COVID-19 learning strategy and it is paying off. Major kudos to everyone for making it happen this academic year – I know it continues to be heavy lifting.

While I have much to share about this academic year and future ones, top of mind for me is gratitude for the many teams which have realized this Fall's start-up. Of course, nothing is possible without our terrific and tremendous Information Technology group which bolstered all aspects of our technology operation and infrastructure this summer, including the roll out of nearly 100 Faculty Technology Toolkits. We also owe many thanks to the Centre for Teaching and Learning Innovation (CTLI) which delivered countless sessions and seminars to assist faculty with their teaching this year.

And to everyone who contributed to the development of their area's safety plan, thank you. Our operating reality today is complex, and I appreciate everyone's time and investment in making teaching and learning work during COVID-19. Along with faculty, Deans and Directors across the College worked throughout the summer to prepare for this year. NICFA and CUPE were there too, representing faculty and support staff, advising and problem-solving with administration. An incredible effort all around, thank you. The commitment to a strong NIC runs deep and never ceases to inspire me.

NICFA and the College have been working very hard to mitigate the impacts to faculty laid off in the open enrolment programs, which I reported in May. As a result of this work and a small, late summer enrolment increase, we are very happy to share that we have been able to mitigate some of the regular faculty layoffs and have even been able to hire some sessional faculty. Creative thinking and hard work have yielded some productive and fair solutions. I express my thanks to the NICFA Executive which has made this possible.

In response to the digital learning environment, as reported in May, we have added some new support staff positions in information technology and other related areas. This has helped to offset support staff reductions made elsewhere in the Academic Division. As we always do, we will



## OFFICE OF THE EXECUTIVE VICE PRESIDENT, ACADEMIC & COO, NORTH ISLAND COLLEGE

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continue to evaluate our teaching, service and administrative needs and will adjust staffing accordingly.

Last Friday would have been our traditional stable enrolment date. This year, however, it has been extended by a week to allow students some extra time to withdraw if they encounter insurmountable technological or other problems. While the final data will not be available until mid-October after our Trades programming begins, at this moment, our domestic student numbers have come in slightly better than expected. International student numbers are as projected; that is down 30%. We will have a more solid look at the numbers next month, however, at this time, we are projecting that FY 20/21 domestic FTEs will be down around 18% and international FTEs down 30%. Enrolment, especially for Winter, continues to be uncertain and activities are underway to grow registration. Seeing the changes that are occurring at colleges and universities across North America, it is abundantly clear that we need to widen the doorways into NIC.

Amidst the many preparations undertaken for the Fall, the Senior Education Team spent much of the summer using scenario planning and trauma-informed adaptive management, to strategize about learning at NIC in a world permanently changed by COVID-19. This is a once-in-a-generation moment that will have lasting, transformative effects on post-secondary education, and we believe that a renewed NIC is uniquely positioned to capitalize on the changes that are underway.

To help get us there, SET has drafted a new framework for learning titled **Widening Our Doorways - COVID-19 & A 10-point Plan to Reset, Reshape & Renew Learning at NIC**. Replacing Multi-year Program Planning (MYPP), **Widening Our Doorways** invites forward-thinking, collaborative, and consultative program and service planning that is centred on widening NIC's approaches to relevant, responsive, and accessible learning.

SET has created a series of short videos to talk about the many ways that COVID-19 is changing post-secondary education and to introduce **Widening Our Doorways** to you. Following an introduction from me, there's a video by members of the SET team for each of the 10 points in the plan. You can find the draft plan and the videos [here](#). We're also hosting an Academic Division Zoom conversation and Q&A session on September 25 from noon-1:30pm. The meeting link is <https://ca01web.zoom.us/j/63508607649> with the passcode: **academic**. Hope to see you all there.

Thank you all for your devotion to NIC and our students. As always, I am excited about connecting with everyone.

*Lisa Domae, PhD*  
*Executive Vice President, Academic & Chief Operating Officer*





# Widening Our Doorways

**COVID-19 & A 10-point Plan to Reset, Reshape & Renew Learning at NIC**

Office of the Executive Vice-President Academic and Chief Operating Officer  
September 2020

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*A big thank you to Michael Johnson, Marketing and Communications for the amazing graphics.*

# Introduction

COVID-19 has transformed post-secondary education in Canada and across the globe<sup>1</sup>. The pandemic catalyzed trends that were already underway and created brand new ones. At NIC we too are part of lasting change that is underway. We need to meet this moment and begin implementing strategies that respond and adapt to the many ways COVID-19 will continue to shape teaching and learning at NIC.

**Widening Our Doorways** is a 10-point framework to renew learning at NIC in response to COVID-19. It is focused on learner-centric strategies and plans that consider the long-term financial, enrolment and operational effects of COVID-19 on post-secondary education. Synthesizing leading higher education research, scholarship and thought and situating it in the NIC context, **Widening Our Doorways** outlines 10 macro conditions emerging from COVID-19. It describes their impact on NIC and post-secondary education generally, discusses the emerging opportunities, and delineates a 10-point framework to not only respond and recover but to be at the forefront of rural community college education.

Replacing Multi-year Program Planning (MYPP)<sup>2</sup>, **Widening Our Doorways** is a new framework for forward-thinking, collaborative, and consultative program and service planning that is centred on widening NIC's approaches to relevant, responsive, and accessible learning. It is the foundation for rolling annual program renewal plans and non-instructional service plans in the Academic Division.

**Widening Our Doorways** is structured to address and to adapt to the uncertainty of COVID-19 and recognizes that we are transitioning to new leadership as an organization. The plan looks to the future but in keeping with these uncertain times, approaches it on an annual basis. The framework is organized around resetting and reshaping learning at NIC towards achieving goals for renewal. **Reset** indicates the emergency responses to COVID-19 that NIC undertook to complete the 2019/20 academic year. It also includes the creative, innovative and adaptive activities that we executed for the 2020/21 academic year and outlines those we will continue to pursue as the year unfolds. Faculty and department planning focused on reshaping learning and service comes next. **Reshape** is a calibration period where strategies are formulated, implemented, reviewed and adapted to address the lasting effects of COVID-19 on NIC. Addressing each of the 10 points in the framework, these strategies will guide department-created response and renewal plans. **Renew** describes the horizon as we envision it now. Renewal is not an end-game but rather the next stage in an ongoing and evolving process of strategy formulation, execution and evaluation.

COVID-19 presents unprecedented instability for developing plans and strategies. To be effective, **Widening Our Doorways** must be responsive to rapid change. Adaptive management<sup>3</sup>, that is, actively monitoring our internal and external environments and making iterative, regular adjustments will help ensure the framework's relevancy and effectiveness during these deeply uncertain times. This open feedback process relies on the on-the-ground knowledge and experiences of NIC's faculty, staff and students and values on-going discussions with NICFA, CUPE and NISU. It requires everyone's active commitment.

**Widening Our Doorways** builds on four NIC planning processes and situates them in the context of COVID-19. The first of these is the consultation and planning work we recently engaged in to develop College Plan 2025.<sup>4</sup> The second is our first collaboratively developed program planning framework - MYPP - and its 7 elements of healthy and sustainable programming.<sup>5</sup> The third is the enrolment planning systems and processes that we have built over the last two academic years for instructional programs. NIC's Senior Education Team (SET) initiated the fourth process which began over two planning days. Crystallization of the group's thinking about learning and access began on January 7, 2020, prior to the pandemic. Four months into it on July 22, 2020, SET built on these ideas by using trauma-informed<sup>6</sup>, strategic foresight<sup>7</sup> to develop strategies for NIC to thrive across a range of plausible future scenarios. These robust and flexible strategies along with higher education literature form the backbone of the **Widening Our Doorways** framework.

A summary of each of the 10-points follows this introduction. The next 10 pages each describe a macro-condition emerging from COVID-19, discuss the opportunities for NIC and indicate the attendant strategies to renew learning in response. **Widening Our Doorways** concludes with the strategy's institutional owners and outcomes along with a faculty discussion and process guide to program renewal.

<sup>1</sup> Murgatroyd, S. (2020). A Cancelled Future - What's Next for Universities and Colleges. *Colleges and Institutes Canada*.

<sup>2</sup> Multi-year Program Planning (MYPP) is NIC's college-wide process for developing 3-year rolling plans for credit and credentialed programming.

<sup>3</sup> Meerow, S., & Woodruff, S. C. (2019). Seven Principles of Strong Climate Change Planning. *Journal of the American Planning Association*, 86(1), 39-46.

<sup>4</sup> Due to COVID-19, the NIC Board of Governors has deferred final approval of the new College Strategic Plan2025. Until then, the current version of Plan2025 will be used as a working draft. *Fall 2020 College Update*, 31 August 2020, p. 3

<sup>5</sup> The 7 inter-related elements of healthy and sustainable programming are: 1) meeting students' needs, 2) relevant curriculum, 3) evaluation & development, 4) financial sustainability, 5) accessibility, 6) regional outcome, and 7) educational identity/brand.

<sup>6</sup> Baum, H. S. (1999). Forgetting to Plan. *Journal of Planning Education and Research*, 19(1), 2-14.

<sup>7</sup> Scoblic, J. P. (2020). Learning from the Future: How to make robust strategy in times of deep uncertainty. *Harvard Business Review*, 98(4), 38.

# The 10 points

1. **Safe and Healthy Place-making**
2. **Fiscal Strength**
3. **Program Response & Renewal**
4. **Higher Levels of Participation**
5. **Multi-modal, Flexible, Demand-based Enrolment that occurs Year-round**
6. **Self-directed Skill-based Learning & Customizable Credentials**
7. **Socially Just and Green Learning**
8. **Embedded and Virtual Student Supports**
9. **Rethinking the Teaching Itself**
10. **A Robust and Effective IT Platform**

# 1. Safe and Healthy Place-making

Macro condition:

**Disease, fear of COVID-19 and general germaphobia.** Peaks and valleys of COVID-19 outbreaks will continue in Canada until at least January 2022.<sup>8</sup> Physical distancing behaviours & requirements may last several years, regardless of the availability of a vaccine.<sup>9</sup>

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goals
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Health and Safety</b> Risk of COVID-19 disease transmission &amp; the pandemic of fear. Anxiety remains high. Lasting fear of coming on-campus due to the unseen risk of disease.</p> <p>Students and faculty who are ill cannot attend. Ability to learn and teach remotely must be in place, regardless of course delivery type.</p> <p><b>Physical/Social Distancing</b> Challenged/no ability to run face-to-face classes leading to paused &amp;/or restructured programs. Enhanced safety measures in place for Fall 2020.</p> <p>Need to prepare to transition off-campus again in the event of a second wave of the pandemic and/or a local outbreak.</p>	<p>NIC’s transition to digital learning &amp; student services represents an opportunity to serve students who have long-term concerns about COVID-19 or need flexibility. Expansion across the College’s service areas would create an integrated learning experience for students.</p> <p>We need to better understand and communicate if, when &amp; why face-to-face is necessary to learning. This work can inform the need for and design of our facilities and help us differentiate our on-campus experiences, including housing. Re-thinking and repurposing the campus infrastructure accordingly comes next. Capital funding for shovel-ready projects likely available.</p> <p>Institutions that can create, execute, and communicate safe working and learning plans will earn students’, employees’ and the public’s trust as small numbers of people attending college in-person for limited periods of time represents a “relatively good tradeoff.”<sup>10</sup></p>	<p><input checked="" type="checkbox"/> Safety plans have been completed for all in-person programs and instructional spaces for the Fall term.</p> <p><input checked="" type="checkbox"/> <u>Certain Learning in Uncertain Times</u>. NIC was the first BC public post-secondary to determine how each program &amp; course will be run for both the Fall and Winter terms</p> <p><input checked="" type="checkbox"/> NIC completed required in-person instruction that was paused due to COVID-19, demonstrating our ability to offer face-to-face learning during the pandemic.</p> <p>Develop a formal process to remotely complete students that need to pause &amp;/or are sick.</p>	<p>Across as many instructional areas as possible, offer a selection of programs and courses through <u>HyFlex</u> learning to allow the simultaneous participation of remote &amp; on campus students.</p> <p>Define the value &amp; purpose of face-to-face and place-based learning for each program. Adjust programs and modes of delivery accordingly.</p> <p>Develop a plan/purpose for campuses &amp; centres in the digital learning environment.</p> <p>Put a COVID-19 lens on the NIC Housing Commons business case and adjust planning accordingly.</p> <p>Promote safety plans for each program (blended learning) or service that has a required on-site component.</p> <p>Where applicable, review and update college expectations (policies) regarding student attendance and performance.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Keep students safe and on track by developing and communicating safe learning strategies, inclusive of ability to catch-up remotely.</p> <p>Strengthen the ability of the College to deliver instruction during an on-campus disruption.</p> <p>Know the value and purpose of place-based learning for each program/area of instruction as well as each campus/centre.</p> <p>Create &amp; communicate safe, effective, meaningful and welcoming learning environments where people want to be.</p>

<sup>8</sup> Government of Canada. (14 August 2020). *Update on COVID-19 in Canada: Epidemiology and Modelling*.

<sup>9</sup> Jones, R. P. (2020). *Physical distancing, mask-wearing could be in place for 2-3 years even with vaccine, Tam warns*. CBC.ca.

<sup>10</sup> Benzell, S. G., Collis, A., & Nicolaides, C. (2020). Rationing social contact during the COVID-19 pandemic: Transmissions risk and social benefits of US locations. *Proceedings of the National Academy of Sciences of the United States*, 117(26), 14642-14644.

## 2. Fiscal Strength

Macro condition:

**Global decline in economic activity and growth** leading to a recession. Institutions are suddenly grappling with serious financial challenges.<sup>11</sup>

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goals
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Essential Service tied to Economic Recovery</b> NIC has been deemed a non-health essential service critical to economic recovery. Government direction given to remain open throughout the pandemic and to maintain ability to respond when it concludes.</p> <p><b>Financial – Reduced Revenues</b> NIC \$2.9M projected deficit. Government awareness of the need for deficit budgets. Federal &amp; provincial governments are projecting record high, multi-year deficits, limiting their ability to support higher education. Budgeting must assume no additional operating funding will be available from the province. Best case is stagnant funding from government. Ongoing funding reductions possible, perhaps probable.<sup>12</sup></p> <p><b>Financial – Rising Costs</b> Increased complexity of operations driving higher costs, e.g. paused/restarted delivery, smaller class sizes &amp; technology investment. Additional costs if face-to-face instruction is paused again.</p> <p><b>Reduced Ability for Community Support.</b> Record small business bankruptcies and closures will limit resources available to support NIC.</p> <p><b>Tuition</b><sup>13</sup> Movement to reduce post-secondary tuition as students believe that paying for services &amp; amenities that aren't available is not fair.</p>	<p>A revitalized, enhanced &amp; diversified international education renewal strategy remains a top priority for phased growth at NIC.</p> <p>While mindful of student affordability, within Government's <u>tuition limit policy</u>, there is an opportunity for NIC to diversify &amp; grow tuition revenue through:</p> <ul style="list-style-type: none"> <li>increased enrolment – digital &amp; blended models of instruction allow us to enhance our reach;</li> <li>new instructional models generating new tuition;</li> <li>addressing existing out-of-market anomalies in our tuition rates.</li> </ul> <p>One-time funding opportunities for NIC are available, on a competitive basis, from many sources including:</p> <ul style="list-style-type: none"> <li>government (federal, provincial, Indigenous)</li> <li>industry-based contracts for services;</li> <li>community-based granting agencies.</li> </ul> <p>There is need to maximize the efficient use of public resources through cooperation, working together with NICFA and CUPE and attentive management.</p>	<p><input checked="" type="checkbox"/>Revise budgets - Academic Division reductions.</p> <p>Reduce costs by examining less needed areas of service/delivery.</p> <p>Funding advocacy with government.</p> <p>Develop a phased plan to broaden and renew international education for 21/22. Restart paused plan to develop contracts, projects, cohorts &amp; partnerships.</p>	<p>Develop a multi-year plan to reduce deficit that includes increasing revenue and reducing costs.</p> <p>Increase revenues through new instructional models and programming that yield new tuition and diversify the students we serve, e.g., NIC's market.</p> <p>Maximize best use of resources:</p> <ul style="list-style-type: none"> <li>build enrolment/tuition revenue considerations into department operating budgets;</li> <li>reduce program &amp; course duplication and overlaps;</li> <li>develop seat utilization benchmarks;</li> <li>consider partnerships to foster student access to programming with limited demand at NIC;</li> <li>examine workloads for fairness and consistency.</li> </ul> <p>Maintain access to upper level/lower enrolled programming by pairing course deliveries within a section.</p> <p>Assess the opportunities to provide digital and mobile in-community programming.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Fiscal strength and resilience achieved through new forms of tuition &amp; other revenue and efficient use of public resources.</p>

<sup>11</sup> Deloitte Centre for Higher Education Excellence (2020) COVID-19's impact on higher education: Strategies for tackling the financial challenges facing colleges and universities.

<sup>12</sup> Steele, K. (2020). Near-Term Impacts of COVID-19, Education.

<sup>13</sup> Prasad, T. (2020, 10 07 2020). B.C. university students suggest tuition cuts, question quality of online learning. *City News* 1130.

### 3. Program Response & Renewal

Macro condition:

**Long-lasting labour market impacts with overall increase in unemployment.** Some sectors seeing a growth in jobs, others decimated and may not recover or will recover slowly. Gen Z and Millennials hardest hit. Impact on regions is uneven with struggling communities and marginalized groups hit harder.<sup>14</sup>

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goals
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Program Mix</b> Programming that supports negatively impacted industries, including retail, airlines, hospitality, restaurants, and tourism, may not be viable in the short to medium term.</p> <p>Markedly less demand for some previously government-targeted and popular programming due to changed risk/investment/reward dynamics.</p> <p><b>Workforce Transition and Launching Lives</b> Students will increasingly expect that schools help launch them into economic success.</p>	<p>NIC has a role to play in community-based social and economic recovery and resilience. We must use that lens in our decision-making over the next several years.</p> <p>Colleges are key to economic recovery as they can offer quick response, short &amp; accessible programming. One-time funding likely to be made available for training &amp; re-skilling. NIC has very solid record of winning competitive one-time funding from government and other funders with a strong reputation for delivery.</p> <p>New programming can be developed to support new &amp; emerging industries &amp; forms of work as well as for underserved student groups. NIC can be a bridge linking employers, industry &amp; students.</p> <p>As a result of the economic downturn, people are seriously evaluating their career prospects and options. NIC has a strong reputation with assisting mature learners to re-skill. Recruitment efforts and programming can target those affected by workforce reductions &amp; business closures.</p>	<p><input checked="" type="checkbox"/>NIC has earned \$620K in one-time funding to offer short-term, labour market-oriented programming.</p> <p><input checked="" type="checkbox"/>Review and reduction of low enrolment course sections; addition of high enrolled course sections.</p> <p><input checked="" type="checkbox"/>Intake cancellations of 4 programs due to enrolment or delivery mode change (Aquaculture, Aircraft Structures, Industrial Automation &amp; Pro Photo).</p> <p><input checked="" type="checkbox"/>Plan for government investment in retraining. NIC has 17 program proposals ready to be submitted for funding. 4 already funded.</p> <p>Update enrolment planning processes and plans to reflect COVID-19 projections.</p>	<p>Consider the opportunity for community-based service learning and/or projects in programs and departments.</p> <p>Expand and create labour oriented &amp; responsive programming with embedded services for students-in-transition.</p> <p>Sunset or reconceptualize programs with low demand or poor economic outlook.</p> <p>Develop pathways and links between non-credit (CET) models of instruction and credit programming.</p> <p>Develop ways to attract and support negatively affected workers and small business owners with transition.</p> <p>Expand workplace-integrated learning (WIL) across programming.</p> <p>Advance programming in support of under-represented learners.</p> <p>Consider how to formally recognize learning that occurs outside of the educational system and in the labour market.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Program response &amp; renewal plans inclusive of enrolment planning (beginning with academic year 21/22).</p>

<sup>14</sup> Hazelkorn, E. (2020). "Renewing the civic engagement agenda." *People, Productivity and Place: The Civic Role of Colleges*. The Independent Commission on the College of the Future. p. 10-13.

## 4. Higher Levels of Participation

Macro condition:

**Overall decline in student enrolment.** Halted international student enrolment. Growing domestic student reluctance to attend post-secondary in its traditional forms. Desire for on-campus collegiate experience and concern about ability to succeed in an on-line environment.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goals
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Fewer Students</b> As of Sept 2020, FTE Enrolment projections of -18% (domestic) and -30% (international) for FY 2020/21.</p> <p>Increased part-time enrolment. Student hesitancy to register in more than one semester at a time. National pattern of higher enrolments in Spring/Summer.</p> <p>Sharp reduction in international student enrolment, including deferment of admission of the Spring and Fall 2020 intakes. Deferral likely to continue past Winter 2021 and to not resume in substantial numbers until Fall 2021.</p> <p><b>Aggressive Competition</b> Increased competition for students by traditional and non-traditional organizations heightened by ability to learn anywhere digitally. Institutions will want to recoup investment in online learning as well as address enrolment shortfalls.</p>	<p>NIC can improve students' ability to be directly admitted to their first-choice program by mitigating barriers to admission and embedding learning supports.</p> <p>New international students can complete up to 50% of their program in their home country.</p> <p>Value - NIC's tuition is low and the return is high. Preference to be closer to home and/or in rural communities may drive interest in NIC from individuals transferring from more expensive schools.</p> <p>NIC has begun experiential recruitment through the Youth Outreach program and can expand its successful pilot.</p>	<p><input checked="" type="checkbox"/> Certain Learning &amp; care differentiating NIC in short-term.</p> <p><input checked="" type="checkbox"/> Student phone-a-thon to support enrolment.</p> <p><input checked="" type="checkbox"/> Elimination of surplus seats &amp; addition of in-demand seats in open enrolment programs.</p> <p><input checked="" type="checkbox"/> Approximately 280 digital (147 Fall/133 Winter) asynchronous sections offered to serve students who need flexibility and/or are in another time zone.</p> <p><input checked="" type="checkbox"/> Development of the <u>Learn Anywhere</u> website.</p> <p><input checked="" type="checkbox"/> International: Deferment of admission in 14 programs. International student cohorts offered at CR, CVC and PA campuses.</p>	<p>Increase the ability of students to be directly admitted into their first-choice program – evaluate entry &amp; admission requirements &amp; create modules of learning to support entry into programs.</p> <p>Consider co-requisites and embedded learning supports for math and English in place of pre-requisite requirements.</p> <p>Reinvent &amp; renew the delivery of upgrading education.</p> <p>De-mystify digital learning &amp; promote NIC's roots in distance learning &amp; expertise in personalized, caring instruction.</p> <p>Develop and offer modes of delivery and support mechanisms to serve international and other out-of-region students.</p> <p>Through enrolment planning, set annual domestic and international application and registration targets for each program/instructional area.</p> <p>Develop recruitment &amp; marketing strategies for each program/instructional area.</p> <p>Lived experience = Brand = Reputation. Strengthen alumni relations. Focus on their stories and successes.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Drive higher levels of participation at NIC through entry, recruitment, and marketing strategies for each program &amp; instructional area.</p>



## 5. Multi-modal, Flexible, Demand-based Enrolment that occurs Year-round

Macro condition:

**Changed student enrolment patterns.** COVID-19 has sharply accelerated the post-secondary system’s gradual transition from a supply-based model to a demand-based model.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Demand-led Enrollment</b><sup>15</sup> Programming based on need/demand rather than supply. Growing view that higher education, particularly at the college level, needs to be more closely aligned with industry, economic &amp; social needs.</p> <p><b>Education on Demand</b> The when and how of education will change in response to student demand. “Students are not confined to what post-secondary has traditionally offered or how it has been offered.”<sup>16</sup> Learners choosing non-term-based models of instruction &amp; credit. To meet demand, programming must be accessible to those who want it, when they want it.<sup>17</sup></p>	<p>NIC began as a distance education institution operating out of community-based learning centres and mobile learning units with a history of open students and models of instruction. There is an opportunity for NIC to redefine and modernize our commitment to non-campus-based learning &amp; access.</p> <p>Ethos for personalized learning in our teaching and learning culture.</p> <p>Students want flexible learning as they manage multiple, conflicting obligations - more-so during the pandemic.</p> <p>For the last 3 years, NIC has been offering both 7-week intersessions (base budget) and a 14-week Spring session (revenue funded) with strong enrolment.</p>	<p><input checked="" type="checkbox"/>First digital Spring and intersession with record enrolment.</p> <p><input checked="" type="checkbox"/>Addition of 144 apprenticeship and foundation Trades seats across three campuses</p> <p>Continue NIC’s intersessions and 14-week spring session with offerings in all program areas.</p>	<p>Create multiple entry points for each program (i.e., continuous-intake and entry, monthly starts, etc.)</p> <p>Offer a mix of face-to-face, digital; (asynchronous and synchronous) and blended in all instructional areas.</p> <p>Consider new ways to meet students’ learning needs beyond existing offerings and modes of delivery.</p>	<p>Review, assess, and adjust.</p>	<p>Flexible, demand-based enrolment that occurs throughout the year.</p>

<sup>15</sup> Murgatroyd, S. (2020). A Cancelled Future - What's Next for Universities and Colleges. *Colleges and Institutes Canada*.  
<sup>16</sup> Weinberg, A. (2020 08 04). 5 ways COVID-19 will change higher education forever, and how colleges can adapt. *USA Today*.  
<sup>17</sup> St. Amour, M. (2020 09 16). The Moment is Primed for Asynchronous Learning. Inside Higher Education.

## 6. Self-directed Skill-based Learning & Customizable Credentials

Macro condition:

**Generation C (Coronavirus)**<sup>18</sup> Heightened student concern about the return on investment (ROI) for post-secondary education, especially for digital natives and gig workers. Focus on employability and skills acquisition especially among those who have a job. Debt wariness in an uncertain economic environment.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Uncertainty and Pessimism about the Future</b><sup>19</sup> Younger students (Gen Z and Millennials) are not optimistic about their post-pandemic future and highly cautious about investing time and resources in traditional post-secondary education. New and mid-stream post-secondary students are re-evaluating their plans.</p> <p><b>Preference for non-degree, non-college training</b> <i>Inside Higher Education</i> survey data indicate that 25% of those unemployed due to COVID-19 intend to retrain. However, 62% of those do not intend to pursue a baccalaureate degree path.<sup>20</sup></p> <p><b>Customizable Learning</b> Customizable, personalized learning that recognizes industry-based learning was already trending but will accelerate.<sup>21</sup></p> <p><b>Private-Sector and Disruptor-led Learning</b> The private post-secondary sector was rapidly growing before the pandemic and e-learning schools have jumped ahead during it. MOOC enrolments are rapidly expanding. Non-educational companies like Google Career Certificates, Linked-In Learning &amp; Microsoft Certification provide their own learning &amp; credit systems geared towards upskilling. Subscription-based access/priced online learning such as Great Courses and MasterClass have also taken off.</p>	<p>NIC can meet the demand for re-skilling and up-skilling by developing new shorter programs and by providing multiple exit points in existing longer programs.</p> <p>We can increase flexibility in our credentialing to allow for shorter, more specific periods of engagement with learning beyond the traditional certificate, diploma, degree framework.</p> <p>B.C.'s K-12 system has already moved in this direction with their new curriculum and approach to student learning. Strong regional K-12 distance learning (NIDES, PIE) has created graduates who are successful digital learners.</p>	<p>Foster NIC awareness and belonging in the K-12 system through dual credit and outreach initiatives.</p> <p>Promote government, NIC Foundation and other financial supports available to students.</p> <p>Evaluate and consider a micro-credentials strategy.</p>	<p>Articulate &amp; recognize the skill-based learning that occurs in all courses and programs.</p> <p>Create more alternate, competence-based ways to recognize skill-based learning, including badges/micro or nano-credentials which can be stacked.</p> <p>Examine the creation of skill based, personally-customizable credentials.</p> <p>Review and revise Policy #3-22 Program and Course Credentials to support shorter programming.</p> <p>Find more ways to recognize co-curricular learning; i.e., learning that occurs outside of the classroom.</p>	<p>Review, assess, and adjust.</p>	<p>Self-directed learning that is personalized, customizable, and credentialed.</p>

<sup>18</sup> Whang, O. (2020). When virtual life turns into quarantine. *National Geographic*. Washington, DC, National Geographic Society. 238: 15-18.

<sup>19</sup> Statistics Canada. (2020). [Impacts of the COVID-19 pandemic on post-secondary students](#).

<sup>20</sup> Vedder, R. K. (2020 06 30). [Will More Unemployment Increase Fall College Enrollments?](#) *Forbes*.

<sup>21</sup> Schrumm, A. (2020). [The Future of Post-Secondary Education: On Campus, Online and On Demand](#). *Human Capital*. RBC.

# 7. Socially Just and Green Learning

Macro condition:

**We are part of a social and environmental reckoning.** The recovery from the impact of COVID-19 must be both socially just and green.<sup>22</sup> Racism, colonialism, gender inequality, homophobia, ableism, and climate justice are inextricably linked. Diversity, equity & inclusion as well as sustainability must be embedded in the reset of our society and economy.

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year (AY) 21/22	AY 22/23 & Onwards	
<p><b>Racism</b> Racialized British Columbians are more likely to get COVID-19 and suffer economically and socially because of it.<sup>23</sup> This is coupled with rising anti-Asian racism in BC,<sup>24</sup> Canada’s “shadow pandemic”<sup>25</sup> and a reckoning about racial inequality as represented in Canada’s <u>Black Lives Matter movement</u> and <u>Scholars Strike</u>.</p> <p><b>Indigenization &amp; the TRC Calls to Action</b> Bill 41 - BC adopts the United Nations Declaration on the Rights of Indigenous People (UNDRIP). Provincial and federal mandate to respond to the Truth &amp; Reconciliation Commission’s (TRC) <u>Calls to Action</u>.</p> <p><b>Gender Inequality/The “she-cession.”</b><sup>26</sup> Women are disproportionately negatively affected by the economic downturn &amp; COVID-19 reducing women’s ability to participate in post-secondary education.</p> <p><b>Climate Change</b><sup>27</sup> Post-secondary institutions face clear and growing risks from climate disruption.</p>	<p>Growing student insistence that NIC advance social justice and climate change issues through action. Opportunity to foster hope and unity across the college community.</p> <p>Strong relationships &amp; reputation with the NIC Indigenous Education Council (IEC) &amp; First Nation communities.</p> <p>Foundation for systemic and structural change created by the President’s Diversity Matters project and the work of Student Affairs.</p> <p>NIC has been reducing greenhouse gas emissions. Adapting to climate change through education is the next step.</p>	<p><input checked="" type="checkbox"/>Creation of Student Life Engagement &amp; Programming plan that addresses social justice.</p> <p><input checked="" type="checkbox"/>Women in Trades program offered.</p> <p><input checked="" type="checkbox"/>Digital delivery of Indigenous language education.</p> <p>Development of NIC’s Indigenization Plan.</p> <p>Respond to First Nation community program needs through Indigenous Skills Training and Education Program funding.</p> <p>Examine the participation, GPA &amp; completions rates of Black, Indigenous and people of colour (BIPOC), women, &amp; students of special abilities in NIC programming.</p>	<p>Implement the TRC’s Calls to Action for education.</p> <p>Take additional steps to become Indigenous-serving, that is, supportive of Indigenous learner &amp; First Nation self-defined interests and determination.</p> <p>Increase employee awareness and competencies in diversity, equity and inclusion (DEI).</p> <p>Increase the successful participation of women, BIPOC, and students with access needs, in all college programming.</p> <p>Include climate change in curricula across a range of disciplines, basic &amp; specialized.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Socially and environmentally just learning that:</p> <ul style="list-style-type: none"><li>• responds to the TRC Calls to Action &amp; UNDRIP;</li><li>• addresses structural racism and inequality by improving the completion rates of BIPOC, women &amp; students with accessibility needs;</li><li>• meets First Nation identified education and training needs and</li><li>• includes climate change in the curricula.</li></ul>

<sup>22</sup>Currie, B. (2020). “The opportunity to build sustainability into our sector.” *People, productivity and place: A new vision for colleges*. The Independent Commission on the College of the Future. p. 30-31

<sup>23</sup> Hager, M. (2020 08 2013). B.C. survey shows racialized people most likely to suffer from effects of COVID-19 pandemic. *The Globe and Mail*.

<sup>24</sup> Xu, X. (2020 09 13). Data shows an increase in anti-Asian hate incidents in Canada since onset of pandemic. *The Globe and Mail*.

<sup>25</sup> Shore, R. (2020 06 22). Anti-Chinese racism is Canada’s shadow pandemic,’ say researchers. *The Vancouver Sun*.

<sup>26</sup> Watt, J. (2020 05 24). The ‘she-cession’ may be new but its underlying causes are not. *The Star Vancouver*.

<sup>27</sup> Dyer, G., & Andrews, J. (2013). Higher Education’s Role in Adapting to Climate Change. American College & University Presidents’ Climate Commitment.

## 8. Embedded and Virtual Student Supports

Macro condition:

**De-stabilized lives and exacerbated ‘normal’ stresses** with uncertainty in finances, employment, mental health and caring. Worry about the future combined with high levels of loneliness.<sup>28</sup>

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 2020/21	Reshape		Renewal Goals
			Strategies for Academic Year (AY) 2021/22	AY 22/23 & Onwards	
<p><b>De-stabilized lives</b> Students report feeling more de-stabilized during an already anxious period of a person’s life.<sup>29</sup> Student mental health concerns were already at record highs before the pandemic.<sup>30</sup> Financial and lifestyle changes have been dramatic, in many cases, and include precarious employment, trepidation about digital learning and social isolation in addition to fear of COVID-19.<sup>31</sup></p> <p><b>Decreased Student Persistence</b> Student persistence with their post-secondary studies is down. Nationally<sup>32</sup>, 11% of students indicate they are not able to complete their planned credential with 17% of secondary school graduates reporting that they are now not be able to complete post-secondary.</p> <p>BC government launched Here2talk, a free 24/7 counselling services was announced on April 16, 2020.</p>	<p>As expressed in the “We are NICe” campaign, NIC has a strong reputation for providing caring learning and student services which can be delivered remotely.</p> <p>NIC launched its first annual Thrive week focused on mental health in February 2020.</p> <p>NIC has formally adopted the Okanagan Charter, an international charter for health promoting university and colleges collaboration locally and globally.</p>	<p>☑Virtual Student Services: Aboriginal Advising &amp; Elder support, Assessment Services, Counselling, Department of Accessible Learning (DALs), Educational Advising, Financial Aid, Library &amp; Learning Commons services, Student Life &amp; Outreach, Work Integrated Learning/Student Employment conducted through video conferencing and telephone methods.</p> <p>☑Implementation of a self-care campaign.</p> <p>☑Outreach to vulnerable students.</p> <p>☑Creation of virtual graduation and orientations.</p> <p>☑Single support contact for students established to support persistence. Financial aid options are communicated and referrals to other services are provided. Very positive feedback.</p> <p>☑Financial support to students increased by \$205K (Ministry funded).</p>	<p>Include strategies to support student mental health and well-being in all programming.</p> <p>Create virtual learning and support communities that are accessible to students in all programs.</p> <p>Create virtual campus life to increase peer-to-peer connections and support.</p> <p>Embed student services into the delivery of courses and programs.</p>	<p>Review, assess, and adjust.</p>	<p>Student mental health and well-being woven into teaching and learning.</p> <p>Embedded virtual and in-person student learning &amp; well-being supports in courses &amp; programs.</p>

<sup>28</sup> Whillans, A et al. (2020 08 03) “Why a Covid-19 World Feels Both Tiring and Hopeful for College Students” *Harvard Business Review*.

<sup>29</sup> Ford, Carla. (2020). “How colleges empower a civic mindset.” *People, Productivity and Place: The Civic Role of Colleges*. The Independent Commission on the College of the Future. p. 28-29.

<sup>30</sup> Steele, K. (2020). *Immediate Impacts of COVID-19. Eduvation*.

<sup>31</sup> Statistics Canada. (2020). *Impacts of the COVID-19 pandemic on post-secondary students*.

<sup>32</sup> Ibid.

9. Rethinking the Teaching Itself.<sup>33</sup> Pedagogically focused teaching & learning.

Macro condition:

Overnight yet uneven transition to digital and blended forms of learning and service which will continue beyond the pandemic.<sup>34</sup>

Impact on NIC/Post-secondary	Opportunity	Reset Academic Year 20/21	Reshape		Renewal Goal
			Strategies for Academic Year 2021/22	AY 22/23 & Onwards	
<p><b>Teaching and Learning</b></p> <p>NIC’s transition to digital forms of learning and service was difficult due to the emergency nature of the transition and the need for greater investment (funding and skills) in the digital learning environment.</p> <p>While our ardent and determined commitment to learners prevailed, the experience was taxing for faculty and for students.</p> <p>While a return to face-to-face instruction is the goal of many post-secondary institutions, digital and blended learning modalities are also here to stay.<sup>35</sup> NIC must strategically retool our pedagogies to meet this new environment.</p> <p><b>Digital Divide</b></p> <p>Digital learning requires access to a computer and the internet. Many NIC students do not have easy access to either and are attempting to learn on smartphones. Access to internet is particularly difficult for many learners: “The students community colleges and other open-access institutions tend to serve -- nontraditional, low-income and underrepresented students -- might not be going home to broadband. They rely on public transportation, computer labs and food pantries”<sup>36</sup></p>	<p>There is an opportunity to embed what we have learned about digital learning and service and to keep what works well on an ongoing basis.</p> <p>Structures to support program relevancy have been created by major revision of policy#3-11 Program Review in 2019 &amp; through investment in the Centre for Teaching and Learning Innovation (CTLI).</p>	<p><input checked="" type="checkbox"/>Centre for Teaching and Learning (CTLI) prioritization on supporting faculty with digital teaching &amp; learning. Work on program review &amp; QAPA delayed.</p> <p><input checked="" type="checkbox"/>Acquisition of licenses for Bluejeans &amp; Zoom (video conferencing), Kaltura (video production &amp; Blue (evaluation).</p> <p><input checked="" type="checkbox"/>Further development of <i>Teach Anywhere</i> website.</p> <p><input checked="" type="checkbox"/>CTLI staff increase of 1.5 FTE. Educational Technologies group (IT) aligned with CTLI.</p> <p><input checked="" type="checkbox"/>Creation of campus-based videography kits to allow the recording of lectures, seminars, demonstrations and learning activities.</p> <p><input checked="" type="checkbox"/>Open student computer labs at each campus.</p> <p>Evaluate future suitability of Blackboard Learn (learning management system).</p>	<p>Gather feedback &amp; explore research about the student experience during COVID-19.</p> <p>Learn from faculty about their digital learning experiences and adopt evidence-informed practices.</p> <p>Develop ways to enhance student-centered learning experiences and student-faculty connections through digital learning.</p> <p>Advance program review and government’s QAPA (Quality Assurance Process Audit) requirements.</p> <p>Enhance employee’s digital literacies and competencies through professional development.</p>	<p>Review, assess, &amp; adjust.</p>	<p>Pedagogically focused curriculum design and delivery in all programs/areas of instruction.</p>

<sup>33</sup> Warnica, R. (2020, 08 14). How professors and students across Canada are preparing for a university year like no other. *National Post*.

<sup>34</sup> Villasenor, J. (2020, 01 06). Online college classes are here to stay. What does that mean for higher education? *Brookings Institute*.

<sup>35</sup> Ibid.

<sup>36</sup> St. Amour, M. (2020 03 19) “Worry, Hope for Community Colleges” *Inside Higher Education*.

## 10. A Robust and Effective IT Platform

Macro condition:

**Increased reliance on technology for instructional delivery, student services and working from home.** Always essential for NIC's operations, information technology (IT) is now the conduit for all instruction and service including digitally and on-campus.

Impact on NIC/Post-secondary	Opportunity	Reset Fiscal Year 20/21	Reshape Fiscal Year 2021/22 and Onwards. Review, assess and adjust as necessary.	Renewal Goal
<p><b>Peak reliance on technology</b> for core business operations. COVID-19 revealed NIC's and other college's under-investment in digital infrastructure, resources, and skills.<sup>37</sup></p> <p>Our infrastructure is insufficient to sustain both on and off campus learning and working indefinitely. Immediate investment in critical resources and infrastructure is required.</p>	<p>NIC's dependence on technology during COVID-19 comes with recognition that increased investment in IT is necessary.</p> <p>COVID-19 presents an opportunity to change approach and refocus IT's role and mission. Financial realities dictate that investment must contribute to NIC's core mission of teaching and learning.</p> <p>NIC is a member of BCNet, the province's shared services for higher education and research which provides procurement, shared systems, licensing and best practice resources. Where appropriate, NIC can draw upon their technological responses to COVID-19.</p> <p>IT literacies and competencies can be an area for focused professional development for all College employees.</p>	<p><input checked="" type="checkbox"/> Enhanced back up &amp; recovery and service desk solutions.</p> <p><input checked="" type="checkbox"/> Facilitated remote staff &amp; student access to NIC computing resources.</p> <p><input checked="" type="checkbox"/> Increased IT staffing (3 FTE) and investment in training.</p> <p><input checked="" type="checkbox"/> Capital investment in IT to create faculty technological toolkit (laptop &amp; accessories). Delivery of 75 toolkits.</p> <p>Execute IT project plan:</p> <ul style="list-style-type: none"> <li>• Migrate on premise Exchange 2013 to Exchange 2016 in BCNet EduCloud</li> <li>• Pilot Microsoft Azure Windows Virtual Desktop – remote access for staff and students</li> <li>• Implement new backup and recovery solution</li> <li>• Redundant Firewall at CV campus (NIC's data centre)</li> <li>• Server Room UPS upgrade – stable power backup systems for on premise infrastructure</li> <li>• Implement Microsoft InTune – Microsoft cloud tools for remote device management (e.g. NIC laptops at home)</li> <li>• Implement DIGARC Acalog – Academic Calendar solution</li> <li>• Implement DIGARC Curriculumlog – solution to manage tool Education Council and Curriculum development activities. Implementation will likely occur into next fiscal.</li> <li>• Migrate Ellucian Colleague test server infrastructure to BCNet EduCloud</li> <li>• Implement TeamDynamix – IT Service Management solution (helpdesk, asset management, project management)</li> </ul>	<p>Pursue an IT strategy that:</p> <ul style="list-style-type: none"> <li>• defines and minimizes services hosted on-premise</li> <li>• focuses on resiliency, stability and security for on-premise core services</li> <li>• delivers services via software as a service (SaaS) and infrastructure as a service (IaaS) where feasible</li> <li>• increases the implementation of applicable Microsoft services</li> <li>• transitions to more formal IT service management practices</li> <li>• maximizes return on existing IT investments</li> <li>• evaluates use of BCNet shared services.</li> </ul> <p>Establish an IT governance framework that is supported by:</p> <ul style="list-style-type: none"> <li>• satisfaction/feedback mechanisms</li> <li>• stakeholder input</li> <li>• consultative program planning</li> <li>• a multi-year IT plan inclusive of predictable costs/service levels</li> </ul>	<p>IT governance body directing investment in a rolling 5-year IT infrastructure &amp; service plan that produces a robust and effective IT infrastructure reflecting best practices.</p>

<sup>37</sup> Crowther, N. (2020). "How an embedded civic ethos will make the sector resilient to future crises." *People, Productivity and Place: The Civic Role of Colleges*. The Independent Commission on the College of the Future. p. 32-35

## Owners & Outcomes

Owner	Phase	Strategy	Outcome
<b>1. Safe and Healthy Place-making</b>			
Programs	Reset	Develop a formal process to remotely complete students that need to pause &/or are sick.	Program Renewal Plans
Programs	Reshape	Offer a selection of programs and courses through <u>HyFlex</u> learning.	
Programs	Reshape	Define the value and purpose of place-based learning for each program/area of instruction. Adjust programs and modes of delivery accordingly.	Program Renewal Plans
AVP A&R	Reshape	Develop a plan/purpose for campuses & centres in the digital learning environment.	Campus/Centre Learning plans
EVPA/VPF	Reshape	Put a COVID-19 lens on the NIC Housing Commons business case and adjust planning accordingly.	
Deans & Directors	Reshape	Promote safety plans for each program (blended learning) or service that has a required on-site component.	Safety plans
SET, Education Co.	Reshape	Review and update college expectations regarding student attendance and performance.	Policy & Procedure
<b>2. Fiscal Strength</b>			
EVPA/SLT	Reset	Advocacy/Review financial situation with AEST.	Funding
EVPA/VPF	Reset	Review tuition and fee structures to address out-of-market anomalies.	Bylaw #4
Exec Dir IE	Reset	Develop a phased plan to broaden and renew international education for Fall 2021. Review paused plan to develop international contracts, projects, cohorts and partnerships.	IE Plan Program Renewal Plans
SET	Reset	Develop a multi-year plan to reduce deficit that includes increasing revenue and reducing costs.	Annual budgets
Deans & Directors	Reset	Increase revenues through new instructional models and programming that yields new tuition.	21/22 Timetable
Deans & Directors	Reshape	Build enrolment/tuition revenue considerations into department operating budgets.	Annual budget
Deans & Directors	Reshape	Reduce program & course duplication and overlaps.	21/22 Timetable
Deans & Directors	Reshape	Develop seat utilization benchmarks.	21/22 Timetable
Deans & Directors	Reshape	Consider partnerships to foster student access to programming with limited demand	Program Renewal Plans
Deans & Directors	Reshape	Examine workloads for fairness and consistency.	Workload assignments
Deans & Directors	Reset	Maintain access to upper level/lower enrolled programming by pairing course deliveries within a section.	21/22 Timetable
Deans & Directors	Reshape	Assess the opportunities to provide digital and mobile in-community programming.	21/22 Timetable
<b>3. Program Response &amp; Renewal Plan</b>			
Dir Enrol, Planning	Reset	Update enrolment planning processes and plans to reflect COVID-19 projections	Enrol. Planning Templates
Programs	Reshape	Consider the opportunity for community-based service learning and/or projects in programs and departments.	Program Renewal Plan
Programs & Deans	Reshape	Expand and create labour oriented & responsive programming with embedded services for students-in-transition.	Program Renewal Plans
Deans	Reshape	Sunset or reconceptualize programs with low demand or poor economic outlook.	Program Renewal Plans
Programs	Reshape	Develop pathways and links between non-credit (CET) models of instruction and credit programming.	Program Renewal Plans
Programs	Reshape	Develop ways to attract and support negatively affected workers and small business owners with transition.	Program Renewal Plans
Programs	Reshape	Expand WIL across programming. Move to formally recognize learning that occurs in the labour market.	Program Renewal Plans

Owner	Phase	Strategy	Outcome
<b>4. Higher Levels of Participation</b>			
Programs	Reshape	Develop strategies that increase the ability of students to be directly admitted into their first-choice program. Evaluate entry and admission requirements and create modules of learning to support entry into programs.	Program Renewal Plans
Programs	Reshape	Consider co-requisites and embedded learning supports for math and English in place of pre-requisite requirements.	Program Renewal Plans
AVP Access/ABE faculty	Reshape	Reinvent & renew the delivery of 'upgrading' education.	Program Renewal Plans
CTLI	Reshape	De-mystify digital learning & promote NIC's roots in distance learning & expertise in personalized, caring instruction.	21/22 Timetable
Programs, OGE, Dir SS	Reshape	Develop and offer modes of delivery and support mechanisms to serve international and other out-of-region students.	21/22 Timetable
Programs, Exec D IE, Dir EP	Reshape	Set annual domestic and international application and registration targets for each program/instructional area.	Program Renewal Plans
Programs, Deans, Dir EP	Reshape	Re-develop recruitment & marketing strategies for each program/instructional area.	Program Renewal Plans
Programs	Reshape	Focus on alumni stories and successes.	Program Renewal Plans
<b>5. Multi-modal, Flexible, Demand-based Enrolment that occurs Year-round</b>			
Dir Enrolment Planning	Reshape	Continue NIC's intersessions and 14-week spring session with offerings in all program areas.	21/22 Timetable
Programs & Deans	Reshape	Create multiple entry points for each program (i.e., continuous-intake and entry, monthly starts, etc.)	Program Renewal Plans
Programs	Reshape	Offer a mix of face-to-face, digital; (asynchronous and synchronous) and blended in all instructional areas.	21/22 Timetable
Programs, Deans	Reshape	Consider new ways to meet students' learning needs beyond existing offerings and modes of delivery.	Program Renewal Plans
<b>6. Self-directed Learning &amp; Customizable Credentials</b>			
Dir EP & Deans	Reset	Foster NIC awareness and belonging in the K-12 system through dual credit and outreach initiatives.	Recruitment Plan 21/22 Timetable
Dir Student Affairs	Reset	Promote government, NIC Foundation and other financial supports available to students.	Recruitment Plan
SET	Reset	Evaluate and consider a micro-credentials strategy.	Policy & procedure
Programs	Reshape	Articulate & recognize the skill-based learning that occurs in all courses and programs.	ACDs
SET	Reshape	Create more competence-based credentials, including badges/micro or nano-credentials which can be stacked.	Policy & procedure
SET	Reshape	Examine the creation of skill based, customizable credentials.	Policy & procedure
SET, Education Council	Reshape	Review and revise Policy #3-22 Program and Course Credentials to support shorter programming.	Policy & procedure
Programs	Reshape	Find more ways to recognize co-curricular learning; i.e., learning that occurs outside of the classroom.	
<b>7. Socially and Environmentally Just Learning</b>			
Deans & IR	Reset	Examine the participation, GPA & completions rates of Black, Indigenous and people of colour (BIPOC), women, & students with accessibility needs in NIC programming.	Report
Dir Indigenous Ed. & Deans	Reshape	Implement the TRC's Calls to Action for education.	Program Renewal Plans
Dir Indigenous Ed. & Deans	Reshape	Take additional steps to become Indigenous-serving, that is, supportive of Indigenous learners & First Nations self-defined interests and determination.	Program Renewal Plans
Deans	Reshape	Increase employee awareness and competencies in diversity, equity and inclusion (DEI).	PD offerings
Programs & Deans	Reshape	Increase the successful participation of women, BIPOC, and students with special abilities, in all college programming.	Program Renewal Plans
Programs	Reshape	Include climate change in curricula across a range of disciplines, e.g., basic education in all areas as well as specialized courses.	Program Renewal Plans
<b>8. Embedded &amp; Digital Student Supports</b>			
Programs	Reshape	Include strategies to support student mental health and well-being in all programming.	Program Renewal Plans
Programs, Student Services	Reshape	Create digital learning and support communities that are accessible to students in all programs.	Program Renewal Plans
Dir. Student Services	Reshape	Create virtual campus life to increase peer-to-peer connections and support.	Student Service Plan
Dir. Student Services	Reshape	Embed student services into the delivery of courses and programs.	Student Service Plan



Owner	Phase	Strategy	Outcome
<b>9. Rethinking the Teaching Itself</b>			
Dir CTLI, Dir IT	Reset	Evaluate future suitability of Blackboard Learn (learning management system)	Report & Recommendation
Dir CTLI, IR, Student Services, Deans	Reshape	Gather feedback & explore research about the student experience during COVID-19.	Report
Dir CTLI	Reshape	Learn from faculty about their digital learning experiences and adopt evidence-informed practices.	Report
Programs, Dir CTLI	Reshape	Develop ways to enhance student-centered learning experiences and student-faculty connections through digital learning.	Program Renewal Plans
Dir CTLI	Reshape	Advance program review and government's QAPA (Quality Assurance Process Audit) requirements.	Report
All	Reshape	Enhance employee's digital literacies and competencies through PD.	PD offerings
<b>10. A Robust and Effective IT Platform</b>			
Dir IT	Reset	Execute FY 2020/21 Project Plan	IT Plan
Dir IT	Reshape	Develop and execute a rolling 5-year IT infrastructure and service plan that aligns with college-wide IT strategy	IT Plan
Dir IT	Reshape	Establish an IT governance framework.	Governance body

# Faculty Process/Discussion Guide to Program Renewal Plans

## Introduction

*Widening Our Doorways - COVID-19 & A 10-point Plan to Reset, Reshape & Renew Learning at NIC (Doorways)* is a learning renewal plan that sets out ten macro conditions that have impacted and will continue to impact NIC's mission for years to come. The plan identifies several opportunities for learning and program renewal within a multi-year timeframe that includes our current academic year. This guide is designed to aid faculty members in their consideration of opportunities for renewal. In the coming weeks, Deans and Chairs will be facilitating these discussions in concert with the production of the draft timetable for the 2021-22 academic year and the production of program renewal plans that will guide department offerings over the life of the *Doorways* plan. The purpose of the resulting program renewal plans is to revitalize learning at NIC through the development and promotion of broadly accessible, student-centered learning opportunities through an NIC's students' admission, registration, and instructional experiences.

This guide was developed by the Senior Education Team to assist faculty members in identifying possible changes to course and credential offerings that respond to the macro conditions and changes to post-secondary education as outlined in *Doorways*. No program or department area is expected to accomplish all the initiatives/potential changes indicated in *Doorways*. The plan timeline is dynamic and variable with consideration given along the way to initiatives across three-time frames: immediate, one year out and beyond. Program Renewal plans will be generated at the department level with the consultation of the Dean and the authorization of SET (see Appendix 2 for an expandable Program Renewal Plan Template).

This guide is organized around the "Reshape" column items detailed in *Doorways*. Each item is reformulated as a question that your department/program/area can consider in relation to your current, and future, courses and credentials. For each question/item that you and your colleagues identify as an initiative for your Program Renewal plan, you are encouraged to further identify an implementation date.

*Potential initiatives for implementation in 2021-22:* are changes that can be made this Fall (2020) to take effect for the 2021-22 academic year **or** that can take place over the life of *Doorways* in time for the next course/program offering.

*Potential initiatives for implementation one year out in 2022-23:* are changes that can be initiated this academic year in order to take effect for the course/program offering in 2022-23 **or** that can be initiated over the life of *Doorways* in time for the next delivery one year out (e.g. new programming or changes requiring Education Council approval).

*Potential initiatives for implementation beyond one year out in 2023-24:* are changes requiring consultation with advisory or accrediting bodies, professional development etc. or additional resourcing needs.

Enrolments in our programs and courses are a primary indicator of NIC's responsiveness to our students, our communities, our partners in education and provincial government priorities. Two years ago, the college embarked on an Enrolment Planning initiative that ran in a separate, but parallel fashion to Multi-Year Program Planning (MYPP). Enrolment Planning templates were designed, historical enrolment data was infused, and supplemental enrolment data was made available as required for departments. This year we are taking the next step by directly linking *Doorways* with Enrolment Planning.

The development of Program Renewal Plans as envisioned through *Doorways* is premised on the use of Enrolment Planning. As such, yearly enrolment planning projections will now be accomplished in tandem with yearly *Doorways* departmental planning. With a current budget deficit projected for this fiscal and likely beyond, this responsiveness is more vital than ever for NIC's institutional sustainability.

Across NIC's Academic Division, *Doorways* allows us to take an evidence-based approach to planning through use of enrolment data, contemporary trend analysis, and learner and alumni feedback. Enrolment data specifically is a tool that can assist us in quantifying enrolment trends. This tool is meant to be used in partnership with other factors (e.g. labour market information, government funding priorities, demographic information) to estimate future enrolments so that NIC can work towards optimizing the use of finite college resources in the most efficient manner.

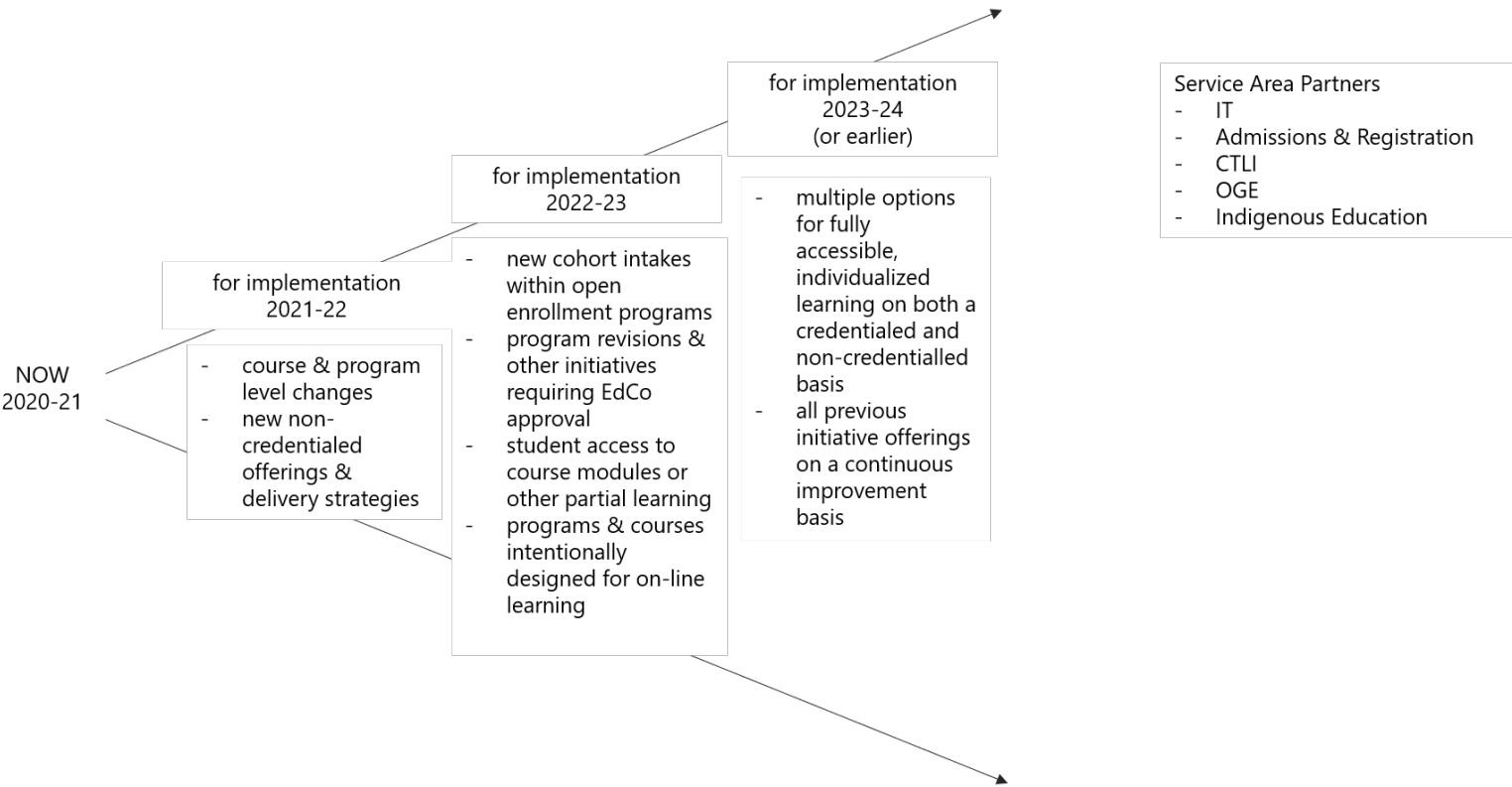
When you and your department or program colleagues have reviewed *Doorways*, your pertinent enrolment data, and answered the Reshape initiative questions, please send your answers to your Dean for review and further dialogue before drafting your Program Renewal Plan.

Program Renewal Plan Overview and Institutional Actions Context

Actions currently underway or planned for SET and Administrative staff of the Academic Division:

- develop digital learning plans for learning centres and campuses
- review policies on student attendance and performance (where applicable); consult on instructional models and programming that yield increased revenues’
- maximize best use of resources, examine workloads for fairness and consistency; set application and registration targets by program through enrolment planning’
- work with marketing and recruitment to develop further strategies for each instructional area;
- strengthen alumni relations; review and revise Policy 3-22 Program and Course Credentials;
- increase employee awareness and competencies in diversity, equity and inclusion (DEI); consult on development of student mental health strategy;
- consult on embedded virtual student supports and campus life development; survey and research student experience during COVID;
- learn about faculty members’ digital learning experiences; advance program review and BC’s Quality Assurance Process Audit (QAPA) requirements;
- support the development of professional development opportunities to enhance digital literacy and competencies across faculty and staff complements;
- and consult on IT strategy and governance model.

Program Renewal Plan development workflow and timeframe overview – department/program and Dean’s offices (Figure 1)



Program Renewal Plan Development Questions: For Departments and Programs

Please review your enrolment planning data (as described in Appendix 1) and at a department/program meeting, answer the following questions for discussion with your Dean/Director.

Macro Condition	Potential Action Item Question	Answer (y or N and rationale or project plan) • Identify any resources, training, or inter-departmental collaborations needed	Implementation Date by academic year – specify each date by credential/course as appropriate
1. Safe and Healthy Place-making	What existing courses can be offered via Hy-flex learning to allow simultaneous participation of remote and on campus learners? • Consider % in development and delivery in each of 2021-22, 2022-23, 2023-24		
	What is the value and purpose of face-to-face learning in your program/credential? What is the value and purpose of place-based learning in your program/credential? Outline any resulting adjustments to learning outcomes and delivery modes. Develop and revise safety plans accordingly.		
2. Fiscal Strength	Potential Action Item Question	Answer (y or N and rationale or project plan) • Identify any resources, training, or inter-departmental collaborations needed	Implementation Date by academic year – specify each date by credential/course as appropriate
	Are there any elements of program courses that unnecessarily overlap or duplicate learning? Outline any resulting adjustments. Are there any elements of course duplication across programs within your department or across departments/program areas? Outline any resulting adjustments.		
	Are there partnerships to build that will foster student access to programming?		
	Are there opportunities to preserve student access by pairing seats in lower and upper level courses within one section offering?		
	Are there any opportunities to provide digital and mobile in-community /international programming?		

<b>3. Program Response and Renewal</b>	<b>Potential Action Item Question</b>	<b>Answer (y or N and rationale or project plan)</b> • Identify any resources, training, or inter-departmental collaborations needed	<b>Implementation Date by academic year – specify each date by credential/course as appropriate</b>
	Are there opportunities for community-based service learning, professional development, or projects connected to your department/program?		
	Review admission requirements to promote greater course/credential access. How can MAT/ENG admission thresholds be lessened/considered throughout the credential? How could MAT/ENG support be embedded into programs?		
	Are there potential pathways between non-credit (CET) models of instruction and credit programming in your area?		
	Is there learning or potential programs in your area that would attract and support workers and small business owners in transition?		
	How can workplace-integrated learning (WIL) be implemented or expanded in your area?		
	How can prior learning assessment (PLA) and/or challenge exams be more broadly available prior to and during a course delivery?		
<b>4. Higher Levels of Participation</b>	<b>Potential Action Item Question</b>	<b>Answer (y or N and rationale or project plan)</b> • Identify any resources, training, or inter-departmental collaborations needed	<b>Implementation Date by academic year – specify each date by credential/course as appropriate</b>
	What modules of learning (preprogram learning) can be developed to increase the ability of students to be directly admitted into their first-choice program?		
	Could programs be revised to include Math and English co-requisites and embedded learning supports in place of pre-requisite requirements? Outline potentials to discuss across service and credential areas.		
	What delivery and support mechanisms can be developed to serve international and other out-of-region students? Outline potentials to discuss with OGE and admissions and registration.		

<b>5. Multi-modal, Flexible, Demand-based Enrolment that occurs year-round</b>	<b>Potential Action Item Question</b>	<b>Answer (y or N and rationale or project plan)</b> • Identify any resources, training, or inter-departmental collaborations needed	<b>Implementation Date by academic year – specify each date by credential/course as appropriate</b>
	What credentials in your area could be offered with multiple entry points (i.e. continuous-intake and entry, monthly starts, etc.)?		
	What percentage of courses can be offered asynchronously? Do the percentages vary by year level?		
	What mix of face-to-face, digital (synchronous and asynchronous) and blended deliveries would increase access to your courses and credentials? Does this vary across course levels? Have departments offering electives and required service courses been consulted?		
	What new ways can your department offer to meet students' learning needs beyond mode of delivery refinements?		
	Can compressed course deliveries be offered in Fall and/or Winter terms?		
<b>6. Self-directed Skill-based Learning and Customizable Credentials</b>	<b>Potential Action Item Question</b>	<b>Answer (y or N and rationale or project plan)</b> • Identify any resources, training, or inter-departmental collaborations needed	<b>Implementation Date by academic year – specify each date by credential/course as appropriate</b>
	What is your department's statement about the skill-based learning that occurs in each of your credentials?		
	What alternate, competence-based recognitions of skills-based learning (including badges, micro or nano credentials) could be developed in your area? • What new learners would these credentials attract? • Are there opportunities to "stack" these new credentials? • Are pathways or equivalents to existing credentials possible/necessary?		
	Are there possibilities for the development of micro-credentials within your department and with another department(s)?		

	From existing courses only? <ul style="list-style-type: none"> <li>• With some course revisions?</li> <li>• With some new courses?</li> </ul>		
	What elements of skill-based, personally customizable credentials could your area contribute (e.g. modules within a 'build your own' credential)?		
	What elements of co-curricular learning does your department support?		
<b>7. Socially Just and Green Learning</b>	<b>Potential Action Item Question</b>	<b>Answer (y or N and rationale or project plan)</b> <ul style="list-style-type: none"> <li>• Identify any resources, training, or inter-departmental collaborations needed</li> </ul>	<b>Implementation Date by academic year – specify each date by credential/course as appropriate</b>
	What items in the Truth and Reconciliation Commission's calls to action does your department need to develop and implement?		
	What additional steps can your area take to become more Indigenous serving?		
	How can your department/program contribute to the successful participation of women, BIPOC, second language learners, and students with diverse abilities across your programming?		
	Where in existing courses are revisions needed in address climate change and environmental awareness as relevant to your discipline?		
<b>8. Embedded and Virtual Student Supports</b>	<b>Potential Action Item Question</b>	<b>Answer (y or N and rationale or project plan)</b> <ul style="list-style-type: none"> <li>• Identify any resources, training, or inter-departmental collaborations needed</li> </ul>	<b>Implementation Date by academic year – specify each date by credential/course as appropriate</b>
	How could your program/area create digital learning communities that are accessible to all learners? What support would you need from NIC's Student Life staff?		
	How could student services & supports be embedded across courses in your program area?		
	How can health & well-being promotion be embedded into program/curriculum?		
	How do we create opportunities for students to develop self-management, advocacy and coping (resiliency skills)?		
	What does a caring and compassionate teaching/learning environment look like?		

9. Rethinking the Teaching Itself	Potential Action Item Question	Answer (y or N and rationale or project plan) • Identify any resources, training, or inter-departmental collaborations needed	Implementation Date by academic year – specify each date by credential/course as appropriate
	How can student-centered learning experiences and student-faculty connections be enhanced through digital learning in your courses and credentials?		
	How can your program gather feedback & explore research about student experiences?		
	How can you learn from your own digital learning experiences and apply to your future teaching experiences?		
	What evidence-informed practices could enhance existing or create new learning experiences?		
	How can you and your department (and students) enhance their digital literacies and competencies?		
10. A Robust and Effective IT Platform	Potential Action Item Question	Answer (y or N and rationale or project plan) • Identify any resources, training, or inter-departmental collaborations needed	Implementation Date by academic year – specify each date by credential/course as appropriate
	Is your department/area prepared to provide stakeholder input to IT governance?		

## Conclusion

The Office of the Executive Vice President Academic and Chief Operating Officer and the Senior Education team want to recognize the tremendous amount of work undertaken by faculty members and services staff in order to translate most of our courses and programs from face to face to digital delivery. *Doorways* is premised on this work and encourages departmental, inter-departmental and college-wide planning to transform course curricula and credentials for our current context and new learning modalities and the new learners we need to attract in order to assure a bright future for NIC and the region we serve.

The ‘potential action items’ indicated in this document are only some of the potential initiatives faculty members and departments can consider as we pursue the revitalization of our programming. Programs and departments will already be variously positioned in relation to *Doorways* goals and challenges. Actions taken under this plan will therefore be staggered, many will require inter-departmental coordination and dialogue, and all will support the access of students to their desired learning. *Doorways* sets our collective goal to provide coherent paths for learners that promote learning that is accessible from anywhere at any time.



## Appendix 1. Guide to Preliminary use of Enrolment Planning Data

Before beginning your Program Renewal Plan, please consult the Enrollment Planning Team Site on the MyNIC portal. Use the relevant data and targets in your rationale for identified initiatives in your Program Renewal Plan.

Recommended steps in completing this work:

- On the portal page click on the **Educational Planning Resources** SharePoint site
- Focus on the **Enrolment Planning Data** portion of this site in the middle section of the page
- Under **Core Reports** you will find a number a excel worksheets with enrolment data
- In these documents you will find historical enrolment data (the previous year's numbers), present enrolment data (this year's numbers) and a Planning Year template to be populated by Deans and Department Chairs (essentially your estimates on next year's numbers). Historical and present year data is one element in helping you determine next year's numbers (quantitative trend line).

**\*Note:** if departments require a few more years of historical data, Institutional Research can provide this upon request (be mindful that the further you go back in time the less relevant those numbers are for future planning in many cases)

- Be aware that there are multiple tabs on the bottom of each excel worksheet including **Program Headcount** and **Registration by Discipline**. Cohorts and Programs will utilize the **Program Headcount** worksheet in projecting their enrolments. Service course areas will use the **Registration by Discipline** worksheet in their projections.
- Institutional Research updates current year enrolment data on the last Friday of October each year so that Deans and Chairs have the information they need to enrolment plan in the month of November.
- The Planning year enrolment projections deadline is at the end of November. Your worksheets should be populated and sent to your Dean's office by that time.
- Now your enrolment projections for the next academic year can help inform your completion of your *Doorways* planning.
- Your Dean's Office can help you with developing your Program Renewal Plan and Bill Parkinson (Interim Director Enrolment Planning) and Wes Skulmoski (Manager, Institutional Research) can assist you with your enrolment planning queries.

Appendix 2: Program Review Plan Template, v. 1 for Dean/Director consideration

Program Renewal Plan

Department/Program \_\_\_\_\_

Internal Consultations \_\_\_\_\_

Date Submitted \_\_\_\_\_

Review by SET \_\_\_\_\_

Note: Chart below is expandable. Please include all actions and requested detail.

**2021-22:** work begins Fall (2020) to take effect for the 2021-22 academic year.

Description of Action Item/Initiative	Macro condition(s) Addressed	Rationale and workflow outline	List any resources, training, or inter-departmental collaborations required

**2022-23:** work begins Fall (2020) to take effect for the course/program offering in 2022-23 (e.g. new programming or changes requiring Education Council approval).

Description of Action Item/Initiative	Macro condition(s) Addressed	Rationale and workflow outline	List any resources, training, or inter-departmental collaborations required

**2023-24:** work begins Fall (2020) for implementation in 2023-24 (e.g. projects requiring consultation with advisory or accrediting bodies, professional development etc. or additional resourcing needs).

Description of Action Item/Initiative	Macro condition(s) Addressed	Rationale and workflow outline	List any resources, training, or inter-departmental collaborations required

**Vice President Strategic Initiatives  
 Report to the Board of Governors  
 September 15, 2020  
 Prepared by Randall Heidt**

This report covers the time period from June to September 2020. 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: Resources, Investment, Sustainability**

**Chan Nowosad Boates donates largest corporate cash gift to NIC**

Hundreds of NIC students will be able to reach their educational, career and life goals thanks to the largest corporate cash gift in NIC Foundation history.

Chan Nowosad Boates' record corporate cash donation of \$125,000 will provide technology and awards to help students in Campbell River and northern Vancouver Island.

"We are very thankful to receive this generous gift that will help students in Campbell River, Port Hardy, Port McNeill, Port Alice, Alert Bay, Zeballos and all northern communities on the Island," said NIC President John Bowman. "The CNB bursaries that were established as part of this donation will help students in need have access to education that will change their lives."

Funds from the CNB accounting firm will be used to purchase technology, such as laptop computers, for students who need them to access digital courses in the wake of COVID-19.

"Chan Nowosad Boates remains a Vancouver Island focused firm, with a significant focus on giving back to the communities and region that has given us so much," said Derek Lamb, CNB partner. "We are delighted to partner with NIC to improve the accessibility and quality of learning at an already outstanding institution. Our greatest asset at CNB is our team of 5 partners and 45+ team members, a number whom have joined us from NIC including two of our partners, and we are proud to invest in education that will benefit all of the communities that we serve." Along with the funds for technology to support students, \$25,000 will go towards bursaries for students who are in financial need and living north of Campbell River. The CNB Bursary will provide up to 10 awards for a total value of \$5,000 per year for the next five years. Full story [here](#).



## Instant Pot guru's endowment supports NIC culinary students

NIC students will have access to a new bursary, thanks to a memorial endowment honouring Instant Pot influencer Ruth "Rootitoot" McCusker.

The Campbell River woman became famous in the Instant Pot community online, sharing her family recipes, which she adapted for the popular, pressure-cooker-style appliance. Her popularity online grew to over 102,000 followers and led to The Rootitoot [Cookbooks](#) Volume 1 and 2.

Beyond her cooking expertise, McCusker's popularity was due to her warm personality and kind heart.

"Many were drawn to McCusker's unmistakable sweetness — she began most posts with the words, 'Good morning, O Best Beloveds.' But she was also endlessly helpful, spending the majority of her waking hours fielding queries and developing recipes as needed," read her [obituary](#) in the Vancouver Sun.

The NIC Foundation endowment was set up by her children, Brian Wilkowski and Linda Ramos, to honour her memory and support students interested in pursuing a career in the culinary field. They set up a fundraiser through her website and matched the donations, bringing the total to \$42,862.

"She was passionate about cooking and so this seemed like a perfect way to honour her memory," said McCusker's son Brian. "It's so fantastic how many lives she's touched over the last couple of years," Brian said. "Even when she found out that it was going to be a terminal diagnosis, she was grateful for what she had experienced especially in the last portion of her life."

Ms. Ruth "Rootitoot" McCusker passed away on Feb. 12, 2020 after a short illness. She was given the "Rootitoot" nickname by her father when she was a child.

Special congratulations to Sherri Wilson who worked on this donation – her first bequeathed endowment -- with the McCusker family.



Ruth "Rootitoot" McCusker.

## Strategic Priority: College Identity and Brand

### NIC Indigenous language course receives national media attention

Indigenous education facilitator and Kwak'wala instructor Sara Child, (photo), received national media attention for NIC's Indigenous language courses and the importance of language revitalization. Canada's National Observer featured Child's work in an August news story [here](#). Child developed an [Indigenous language fluency certificate for North Island College \(NIC\)](#), which has campuses based in Kwakwaka'wakw and Nuuchah-nulth traditional territories.

NATIONAL OBSERVER  
ABOUT NEWS OPINION ANALYSIS FEATURES SPECIAL REPORTS MULTIMEDIA DONATE



“Our languages encode vital aspects of our culture, ways of life and ways of being that depict how we live our lives,” said Child about how language revitalization is key to the wellness of Indigenous people and communities.

The certificate program will build upon both peoples’ language courses that are already offered at NIC, she said.

The growing number of Indigenous language courses and programs at post-secondary institutions across B.C. derive from one of the [Truth and Reconciliation Commission’s](#) calls to action, Child said.

The commission called for increased funding and a collective effort to protect and renew Indigenous languages, and ensure the right to Aboriginal languages through the teaching of credit courses.

But certificate programs that go beyond single courses and emphasize fluency in Indigenous languages are crucial, Child said. There are few elders whose first language is Kwak’wala, and many who remain are in their 80s, she added.

## From refugee to scholarship winner

NIC alumnus Jack Basha is preparing to study computer science and pursue a bright future in programming, thanks to his head start at NIC.

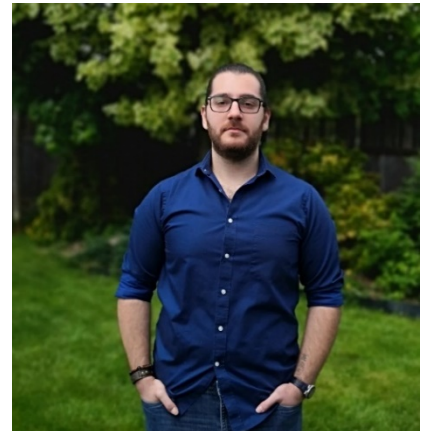
Basha graduated from NIC’s Mobile App certificate program in 2019 and was accepted into the University of Victoria on a full scholarship. A few short years ago, his future was less certain. Basha and his family were among the thousands of Syrians who fled war in their home country to seek refuge in Canada.

Basha had already spent two years studying computer science in Syria, but the situation in the country had become perilous.

“It was getting worse by the day,” Basha recalls.

Basha, his sister and their parents eventually arrived in the Comox Valley, thanks to support from their sponsor family.

Read the full story [here](#).



*Jack Basha and his family fled war in Syria, but the NIC alumnus is now using his training to pursue a bright future in computers.*

## New NIC resource helps students learn from anywhere

NIC has launched a new one-stop resource to help students prepare for the digital learning and blended delivery options coming this Fall.



*A new one-stop resource has been launched to help NIC students prepare for digital and blending learning.*

NIC’s programs and courses for the 2020/21 academic year will be offered either fully digitally, or through a blend of digital and on-campus learning depending on the requirements of the programs.

“We know that digital learning is new for a lot of our students, and there’s also a lot of information out there, which can be overwhelming” said Kathleen Kuhnert, associate vice president, student services. “This site brings together all those resources into one place so students don’t have to search for the information they’re looking for.”



The resource page includes information on NIC's learning technology platforms, tips for being a successful digital learner.

Read the full story [here](#)

## Strategic Priority: Active Connections to Community

### Seaweed research story gets provincial media attention

An NIC applied research project, which investigates how kelp can help improve the health and sustainability of cattle farming, has received coverage on Chek TV news and CBC.

NIC's Centre for Applied Research Technology and Innovation received \$25,000 from the federal government's NSERC Engage grant for the project, which will be led by NIC faculty member Dr. Spencer Serin.

"We've seen anecdotal evidence that adding specific varieties of seaweed to cattle diets has resulted in increased weight gains and reduced greenhouse gas emissions," said Serin, the NIC faculty member leading the research. "Through this research, we're hoping to identify the impact of these additives on the final beef product and whether it would be of benefit to the cattle industry."

See the Chek TV news story [here](#). Listen to the CBC story [here](#).



HOME NEWS COVID-19 SP

#### Researchers investigating whether seaweed feed for cows could make beef better

JULY 28, 2020



## Strategic Priority: College Identity and Brand

### NIC YouTube channel sees 142% increase in web traffic

As you may have noticed, NIC's Marketing and Communications department dramatically increased its video production in the last few months. Special thanks to Spencer Anderson for his excellent work in this area. We have produced 28 new videos this past summer, including the Safe Start to Fall [video](#), which we would like all students, employees and visitors to watch before returning to campus. The increase in video production has resulted in a 142% increase in traffic to NIC's YouTube channel over last year. Since March, our YouTube videos have resulted in 153,477 impressions with 15,411 views and 647 hours of viewers' time watching NIC videos.



## NIC website sees numerous improvements

NIC's website evolved at an extraordinary rate this past spring and summer. Since March, we have created several new web pages, including: [Safe Start to Fall](#), [Fall 2020](#), and a new [COVID-19](#) web-space. We also worked with Continuing Education to develop NIC's first ever digital [CE Learner Guide](#). We also worked with the department chairs and faculty to create [subject-specific pages](#) for University Transfer, Humanities and Social Sciences, (right photo).

The screenshot displays the NIC website's 'University Transfer Arts, Science & Technology' page. The header includes the NIC logo, a search bar, and navigation links. The main content area features a large image of two students working, followed by a text block stating: 'NIC offers a wide range of courses that transfer to universities across BC and beyond. With our small class sizes, supportive instructors and competitive tuition, you'll be better prepared for university and career success.' Below this are three columns of program information: Science, Technology, Engineering & Math Programs; Humanities & Social Science Programs; and English Programs. A section titled 'Start your university degree with the NIC advantage' shows a timeline from 2 years to a Bachelor's Degree. Other sections include Dual Credit Courses, Transfer Agreements, The NIC Advantage, and NIC alumni statistics.

We will be rolling out new web pages for the other divisions in the coming weeks. We have also been working with Student Services and IT to support Acalog implementation, which will result in a new look for programs and course web pages this October.

### Earned Media

Marketing and Communications sent out 30 media releases over the summer, with 25 more in development. We achieved a 100% pick up rate by local, regional, provincial and even national media, including CBC, the National Observer and MacLean's Magazine.

### Social Media

From July 1 to August 31, NIC had 461 social media posts, which resulted in 5,584 engagements across our four social media channels.



### Promotional toolkit for 2021

Marketing and Communications worked with student recruiters, advisors and department chairs over the summer to create a promotional tool kit for the 2021 academic year. The kit includes publications such as: domestic and international viewbooks, Indigenous Education Handbook, Study Abroad Booklet as well as Programs at a Glance, departmental booklets, brochures and posters.

### Paid Media

We have completed Phase 1 of our Bell Media geotargeting campaign for Fall promotion. We achieved a total of 665,860 impressions.

We also used Google Adwords to support promotion of all programs, we generated more than 35,000 impressions and 3,597 clicks through to program pages, this represents a 10.07% click through rate, which is more than double the industry standard rate for a good campaign at 4.4%. Marketing and Communications will launch Phase 2 of our digital campaign for Winter semester beginning on Sept. 28. It Includes 1.1 Million impressions through a combination of geo-targeting and location based app advertising. We will also be launching Phase 2 of our Google AdWords campaign at that time.

Both will be supported with region-wide radio and social media to help drive traffic to our website. We are also working with the Deans to finalize the Marketing and Communications priorities for the full academic year.



## Education Council Report for the Board Sept 2020

*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.*

### September 2020

#### **Policy and Standards**

- None

#### **Approved Curriculum**

##### *New Programs:*

- None

##### *Program Revisions:*

- Workplace Professionalism: Skills for Employment Retention

##### *New Courses:*

- AED 071, 072, 073
- ATH 200

##### *Course Revisions:*

- AED 015, 028, 029, 031, 033, 034, 035, 043, 044, 045, 050, 052, 060, 061, 062

##### *Course Deactivations*

- None

#### **Correspondence/Information**

- Report from Senior Education Team (T. Bellavia)
- Report from Aboriginal Education (K. Shopland)
- Appointment to Research & Ethics Board – Heidi Deagle & Sara Child

#### **New Business**

Wilma Gus elected as interim chair (Oct 7, 2020 to Jan 1, 2021)

The next Education Council meeting is tentatively scheduled for October 9, 2020 at 12:30 pm in a format and location to be determined.

Respectfully  
Brad Harsell  
Chair, Education Council

## Fall 2020 Timeline for Election Contacts

(R 5.1)

### Election for Board of Governors and Education Council

Date	Action
Aug 31	Election promotion: student & employee myNIC sites, email to students and employees, Student Life newsletter, social media, digital hallway monitor slide, nomination forms made available to campuses/centre via myNIC site announcements and emails.
Sept 18	Nominations close by 4 pm. These must have <b><u>arrived</u></b> at Registrar's Office by 4 pm Deadline for requesting mail-in ballots
Sept 21	Nominees ratified; candidates declared, campaigning period begins Nominees may review their biographies at Registrar's Office
Sept 22	Biographies and election materials available to all campuses/centres
<b>Oct 5</b>	<b>Election day</b>
Oct 6	Ballots counted and results announced
Oct 12-16	Appeal period
Oct 12	Thanksgiving Day (college closed)
Oct 16	Education Council meets
Oct 22	Board of Governors retreat
Nov 20	Education Council meets

Note: a copy of the official meeting schedule(s) will be provided to the elected members (along with additional documents) by Rachel Reid for the Board of Governor and by Kara Foreman for Education Council.

# Fall 2020 College Update

NORTH ISLAND COLLEGE



AUGUST 31, 2020

Greetings! We hope everyone has had an enjoyable summer. Over the past few months, college faculty, staff and administrators have been completing tremendous work in preparation for the Fall 2020 term. Thank you for all of your efforts to support students, your colleagues and the College as a whole during these unprecedented times. The 2020/21 academic year will undoubtedly bring many new and continuing challenges in how we work and interact with each other. Flexibility, empathy, patience and a resolute commitment to ensuring everyone's health and safety will help us all have a successful year ahead.

## Key Dates

Online Orientation for New On and Off-Shore International Students	Aug. 28 – Sept. 2
College Wide Town Hall	Friday, Sept. 4 12:00 – 1:30 pm
Student Orientation Live Sessions	Beginning Aug. 4 Tuesday, Sept. 8
First Day of Fall Classes	Wednesday, Sept. 9
Campus-Specific Safety Town Halls	Beginning Friday, Sept. 11

## Safety Planning

The NIC [COVID-19 Safety Plan](#), as well as the provincial COVID-19 [Go Forward Guidelines](#) for the post-secondary education system have been completed and are available online.

The Health and Safety Team, with the support of the Oversight Safety Committee, has been working with deans, directors and department chairs to finalize safety plans for all programs, services and operational areas. These will be shared by supervisors and will allow teams to safely return to campus and better support the growing number of students beginning blended or digital classes this September.

## New Mask Recommendation

Among the new safety procedures is a strong recommendation that non-medical masks be worn whenever safety plans require them and in all NIC indoor common areas, including building entryways, classrooms, labs, shops, washrooms, study areas, hallways and stairways.

This recommendation is consistent with what is being done across BC's post-secondary education sector, and supported by the BC Centre for Disease Control, the Provincial Health Officer, and the Public Health Agency of Canada to help prevent the spread of COVID-19 in instances where physical distancing cannot be consistently maintained.

## Return to On-Campus Work

To accommodate the College's many campuses, programs and divisions, there is no single fixed date when all employees are required to be back on campus. As each department's operational needs and circumstances are unique, supervisors have been asked to collaborate with employees to schedule a safe return date for their department.

The College understands some employees will require accommodation to continue working from home. [NIC Workplace Accommodation Guidelines](#) and forms are available on the Human Resources portal page.

Most of us, however, will be returning to campus to work under new safety guidelines. As a place of employment, NIC is designed for its employees to work together, on-campus. Each campus and centre is equipped with the furniture, technology and other resources needed to support employees in doing their work. In addition, the college's Information Technology (IT) department needs to prioritize on and off-campus supports for students and therefore, will be less able to assist employees working from home.

For additional details, see the [Information for all Employees](#) web page and plan to attend an upcoming campus-specific town hall, beginning on September 11.

### Fall 2020 Enrolment

As of August 28, NIC had 2,074 domestic and international students (headcount) enrolled for the Fall 2020 term. This is down 14%, or 341 students, compared with last year. Domestic student enrolment is 10% (187 students) lower than last year and international student enrolment is 33% (154 students) lower than this time last year.

Virtually all program areas are seeing declines, with foundation trades, health programs and Continuing Education and Training credit programs the least affected.

We will continue to closely monitor enrolment as we approach the fall stable enrolment date of September 17.

### NIC Finances & Budget 2020/21

NIC's Board of Governors approved a balanced operating budget for the 2020/21 fiscal year on April 23, 2020.

Unfortunately, the COVID-19 pandemic has resulted in significant ongoing budget pressures. By the end of June, our projected annual operating deficit was approximately \$2.9 million, due to lower revenues and unanticipated pandemic-related costs. As a result, we have informed the Ministry of Advanced Education, Skills and Training (AEST) that the College will incur a substantial operating budget shortfall this fiscal year.

The College's financial projections will be updated again in September and regularly throughout the year.

### COVID-19 Recovery Plan

The COVID-19 pandemic will continue to significantly affect all areas of NIC, including college enrolment and finances, for potentially three to five years. As a result, it will be important for the College to develop a multi-year COVID-19 Recovery Plan to manage immediate impacts, and support our long-term sustainability and growth.

Our Recovery Plan will have as its foundation a set of assumptions and principles that will guide operations, decision-making and budget development. The Recovery Plan will inform the college community about the pandemic's impacts. It will provide the College with the foundation for government advocacy and will support our ongoing work with AEST staff to develop long-term solutions.

Across the globe, the pandemic and the required safety measures have put enormous pressure on students, creating stress and uncertainty in completing their studies. This has necessitated altering how NIC and post-secondary institutions around the globe deliver programs and services.

Our response to date has included transitioning programs and courses to digital and blended delivery, expanding digital resources for students and faculty, as well as providing technology and supports for employees to work from home, when required.

The COVID-19 Recovery Plan will further outline how the College will move through challenging circumstances including health and safety requirements and their operational impacts, international travel restrictions, an uncertain economy as well as changing government policy and funding.

The first draft is being developed and will be distributed for feedback in the coming weeks with the goal to have a final plan prepared by January 2021.

## College Plan2025

In light of the many impacts and uncertainties COVID-19 has brought on the College, the community and its stakeholders, the Board of Governors has deferred final approval of the new College Strategic Plan2025 until early in the new calendar year.

In the meantime, the current version of [Plan2025](#) will be used as a working draft to guide the COVID-19 Recovery Plan and annual operational planning for 2020/21.

## Student Housing Timeline

NIC's highly anticipated 217-bed [Comox Valley Housing Commons](#) continues to move through the approval process with the provincial government. When approved and completed, the Comox Valley Housing Commons will become home to 157 single students and 20 their families (60 beds).

Due to the pandemic's impact on provincial government operations and the AEST review

process, it has not been possible to receive a student housing funding approval decision by July 31 which would have enabled the project to be completed by September 2022. Therefore, the College has extended the proposed opening date, at AEST's request, to September 2023 and increased the student housing project contingency budget. This will account for any cost increases created by the new timeline or construction during the COVID-19 pandemic.

## Support for Centre for Teaching and Learning Innovation and IT teams

The College wishes to acknowledge the Centre for Teaching and Learning Innovation (CTLI) and IT teams for their support of the college community during the past six months.

The CTLI, a timely addition to the College last year, has offered a seemingly endless list of instructor workshops and sessions, while guiding faculty through the redesign of courses. It also expanded resources on teaching methods and technologies and developed two comprehensive [Learn Anywhere](#) and [Teach Anywhere](#) websites. With CTLI support, the College is shifting to digital instruction in an engaging, research-based way.

The IT team enabled us to work from home, when required, and quietly and steadfastly ensured all of our digital systems and servers could support staff, faculty and students as we worked through successful Winter, Spring and Summer terms.

Together, the two departments have provided vital and innovative resources to support students and employees during the pandemic. The College appreciates all of their continued work in the year ahead.





## Enrollment Planning and Recruitment September 2020



It's the beginning of a new recruitment year and with that comes new communication tools and ideas!

We've been inspired by OGE and Aboriginal Education's newsletters, and in the spirit of communication and collaboration, we have launched our own newsletter to keep the college community abreast of what our small, but mighty, department is up to.

## Meet Our Team



### Bill Parkinson

Bill has worked at NIC for 15 years in a number of capacities. Since September 2019 Bill has been the Interim Director of Enrolment Planning. Bill works closely with Institutional Research overseeing the Academic Enrolment Planning process, he also works collaboratively with our Recruiters and Youth Outreach Liaison to expand NIC's prospective student pool.

[Bill.Parkinson@nic.bc.ca](mailto:Bill.Parkinson@nic.bc.ca)

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### **Danielle Hoogland**

Danielle has been a NIC recruiter for the past 4 years. Prior to working at NIC, Danielle worked as a community based literacy practitioner and coordinator, an intercultural international youth program supervisor and an international active travel guide. Danielle has a Masters of Adult Education and Community Studies and a Bachelor of Science.

[Danielle.Hoogland@nic.bc.ca](mailto:Danielle.Hoogland@nic.bc.ca)

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### **Renae Roles**

Holding a Master of Education degree from the University of British Columbia, Renae specialized in Higher Education focusing her studies on student support services and engagement. Renae is dedicated to helping students achieve their educational and career goals while supporting them as they navigate the world of post-secondary.

[Renae.Roles@nic.bc.ca](mailto:Renae.Roles@nic.bc.ca)

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### **Ali Sandholm**

Ali started her role as Youth Outreach Liaison at NIC in January 2020. Previous to NIC Ali spent extensive time running a private youth camp business in both BC and Alberta. Ali started her career in youth programming at the City of Calgary and holds a BA in Communication Studies from the University of Calgary.

[Ali.Sandholm@nic.bc.ca](mailto:Ali.Sandholm@nic.bc.ca)

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## **Enrolment Planning Update**

This fall the academic division enters year 3 of our Enrolment Planning initiative. We have learned a great deal in our first two years of this project. We have developed enrolment planning templates, infused historical enrolment data and provided departments with supplemental enrolment data as required.

This year we are putting more effort and energy on the direct linkage between



departmental academic planning and their enrolment plans. After all, enrolments in our programs and courses is a primary indicator of NIC's responsiveness to our students, our communities, our partners in education and provincial government priorities. Given our current economic and fiscal realities, this level of responsiveness is more vital than ever to NIC's institutional sustainability.

This linkage between academic planning and enrolment planning will become clearer in the days ahead as our Executive VP of Academics and COO corresponds with the academic division in writing and via town-hall. Your individual academic Deans will also be an important resource in this process and of course I am happy to support both Department Chairs and Deans throughout this process.

*Bill Parkinson, Interim Director of Enrollment Planning*

## Recruitment Update and Highlights



### Expanding Our Reach

As you can well imagine our fall recruitment season will be very different this year. However, because recruitment activities will be entirely virtual, we will be able to "travel" across BC and Alberta through virtual fairs. For the first time ever, NIC will be attending 40 virtual post-secondary BC fairs across BC and Alberta. The virtual fairs are a great opportunity to introduce NIC to high school students across Western Canada.

2020 will also mark the second "North Island Post-Secondary Tour". Camosun College, UVIC and VIU will join NIC to present post-secondary

island options and emphasize transferability among institutions. Dates are Oct 22nd and Nov 26th. We will be reaching out to all our communities and high schools across the North Island region.

### Promotional Efforts

We have sent approximately 700 NIC promotional packages to high schools and community organizations across BC and Alberta. The packs include our new viewbook, the indigenous handbook, OGE's viewbook, posters, and departmental booklets. This has been our largest mail out ever! Thanks to our amazing Campus Life Assistants (CLAs) who have put together the packages



We want to thank the entire Marketing & Communications team for their support, especially designer Calliope Gazetas and writer Elizabeth Young for their hard work in helping us refine the visual and textual tone of this year's viewbook document. The result is an engaging, welcoming and inspiring document we are proud to share with you and our wider community.



You will notice a few key changes this year. First, the viewbook emphasizes place, with the tag line “find yourself, here” and inspiring photography to illustrate exploration, opportunity, and connection to place. Another addition is the “NIC Advantage” boxes on each program page to highlight what sets NIC apart from other institutions. The “Find Your Fit” program exploration page is also new and is a tool to begin a conversation with future students. We will be using this with high school career counselors to help students explore their educational opportunities at NIC.

## Looking Forwards

Renae and Danielle are extroverts who thrive on connecting with our future students and their supporters. COVID19 has really changed how we do our work. However we are also creative and optimistic that we will be able to continue to nurture and build strong relationships with our community partners, high schools, and students. We also look forward to connecting with faculty and other departments to promote NIC programs, courses, research, and services. Please don't hesitate to reach out to us through all our digital channels!

*Danielle Hoogland & Renae Roles, Student Recruiter-Advisors*

## Youth Academy Update



This summer Youth Academy was scheduled to host five brand new youth summer camps (Video Art Editing, Coding and Web Design, French Language, Digital Art, and Health Sciences) in addition to the ever popular Mad Scientist and Lego Robotics youth camps. Unfortunately we were unable to proceed as originally planned due to COVID19 restrictions.

In July, as a quick pivot to a new delivery format, Youth Academy hosted a small group of grade 7 and 8 students outdoors on the Comox Valley campus as part of a trial tutoring program called "Academic Edge". The program was well received by participants and was an excellent test of the operational foundations developed for Youth Academy.

Youth Academy is now brainstorming new ways to engage with youth while taking the restrictions of the "new normal" into consideration. We look forward to an opportunity to make an exciting introduction of Youth Academy in 2021. More information about Youth Academy can be found [here](#). We hope you will follow along!

*Ali Sandholm, Youth Outreach Liaison*

NORTH ISLAND COLLEGE



North Island College - Future Students | 2300 Ryan Road, Courtenay, British Columbia V9N 8N6  
Canada

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Sent by futurestudents@nic.bc.ca



Our Ref. 119559

September 10, 2020

Dear Board Chair,

The Ministry of Advanced Education, Skills and Training (the Ministry) is hosting the second Indigenous Post-Secondary Board Member Gathering on Monday, September 28, 2020, from 1:00 p.m. to 4:15 p.m. Please share this email with your Board members who identify as Indigenous (First Nations, Métis or Inuit) to save the date in their calendars and join us for the Gathering.

This year, the Gathering will be held virtually to ensure everyone's health and safety amid the conditions resulting from the pandemic. The intent is to bring Indigenous board members together to discuss challenges and opportunities in Indigenous post-secondary education and training, how Indigenous board members can be better supported, the implementation of the Declaration on the Rights of Indigenous Peoples Act, and the day-to-day experiences of Indigenous board members. The agenda will include opportunities for sharing experiences and exploring issues relevant to Indigenous board members.

Similar to last year's Gathering, participation will be limited to Indigenous board members. The Gathering will also include representatives from the First Nations Education Steering Committee, Métis Nation BC and the Crown Agency Board Resourcing Office.

We will require an RSVP from interested Indigenous board members. Indigenous board members who are interested in attending the Gathering should please send their RSVPs to Bryan Dreilich, Director, Indigenous Policy and Engagement in the Ministry at [bryan.dreilich@gov.bc.ca](mailto:bryan.dreilich@gov.bc.ca), by September 18, 2020.

If you or your members have any questions about the Gathering, please contact Bryan Dreilich by email or by phone at 778-698-9778.

Sincerely,

Shannon Baskerville  
Deputy Minister

pc: Bryan Dreilich, Director, Post-Secondary Engagement and Partnerships  
Indigenous Policy and Engagement Branch  
Ministry of Advanced Education, Skills and Training



June 22, 2020

Andrew Marr  
14-2055 Galerno Road  
Campbell River, BC  
V9W 6Z1

Dear Andrew,

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

In March 2020, the Emeritus Selection Committee met to review the nominations for the 2020 Emeritus designation and was unanimous in its recommendation to me that you be granted Emeritus designation. It is my privilege to award you with the designation of Emeritus, effective immediately.

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

Emeritus designees are normally recognized at the annual NIC Year End Celebration Day. Regrettably, this year's celebration has been cancelled due to COVID-19. We will be following up with you as we explore other options to celebrate your designation.

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

Sincerely,

A handwritten signature in blue ink, appearing to read "J. Bowman", is written over a light blue horizontal line.

John Bowman  
President

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

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

## **APPENDIX A PROCEDURES**

### **Emeritus Honours/Privileges**

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

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

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



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## STATEMENT

For Immediate Release  
2020AEST0044-001439  
July 31, 2020

Ministry of Advanced Education, Skills and Training

### **Minister's statement on guidelines for post-secondary institutions**

VICTORIA – Melanie Mark, Minister of Advanced Education, Skills and Training, has released the following statement regarding the guidelines for reducing the risk of COVID-19 at post-secondary institutions in B.C.:

"I am pleased that the Go Forward Guidelines have been released. They will provide greater certainty to students, faculty and staff at our post-secondary institutions as they prepare for the fall 2020 semester during the COVID-19 pandemic.

"The guidelines were developed by the post-secondary sector, with representatives from Indigenous educational groups, key student associations and major post-secondary labour organizations.

"They provide a minimum standard for both public and private institutions as they develop their own COVID-19 safety plans. They will include detailed policies, guidelines and procedures to reduce the risk of transmission of COVID-19 in their campus communities.

"They also include general guidance on everything from physical distancing, cleaning and hygiene practices, in-person and online course protocols, mental-health supports, student housing, campus pubs, child care and research.

"The public expects that our institutions are places of innovation, and our government expects that each of B.C.'s 25 post-secondary institutions follow the amended health order on mass gatherings by the provincial health officer. The clarification allows for more in-person course delivery to ensure that everyone in B.C. has access to educational opportunities as close to home as possible.

"My ministry will work with the sector to achieve the earliest possible restoration of full service on our campuses to support economic recovery while following recommendations from the provincial health officer."

### **Learn More:**

The Go Forward Guidelines have been reviewed by the provincial health officer and WorkSafeBC and are available here:

PDF: [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/aest\\_postsecgoforwardguidelines.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/aest_postsecgoforwardguidelines.pdf)

Webpage: <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/studying-during-covid-19>

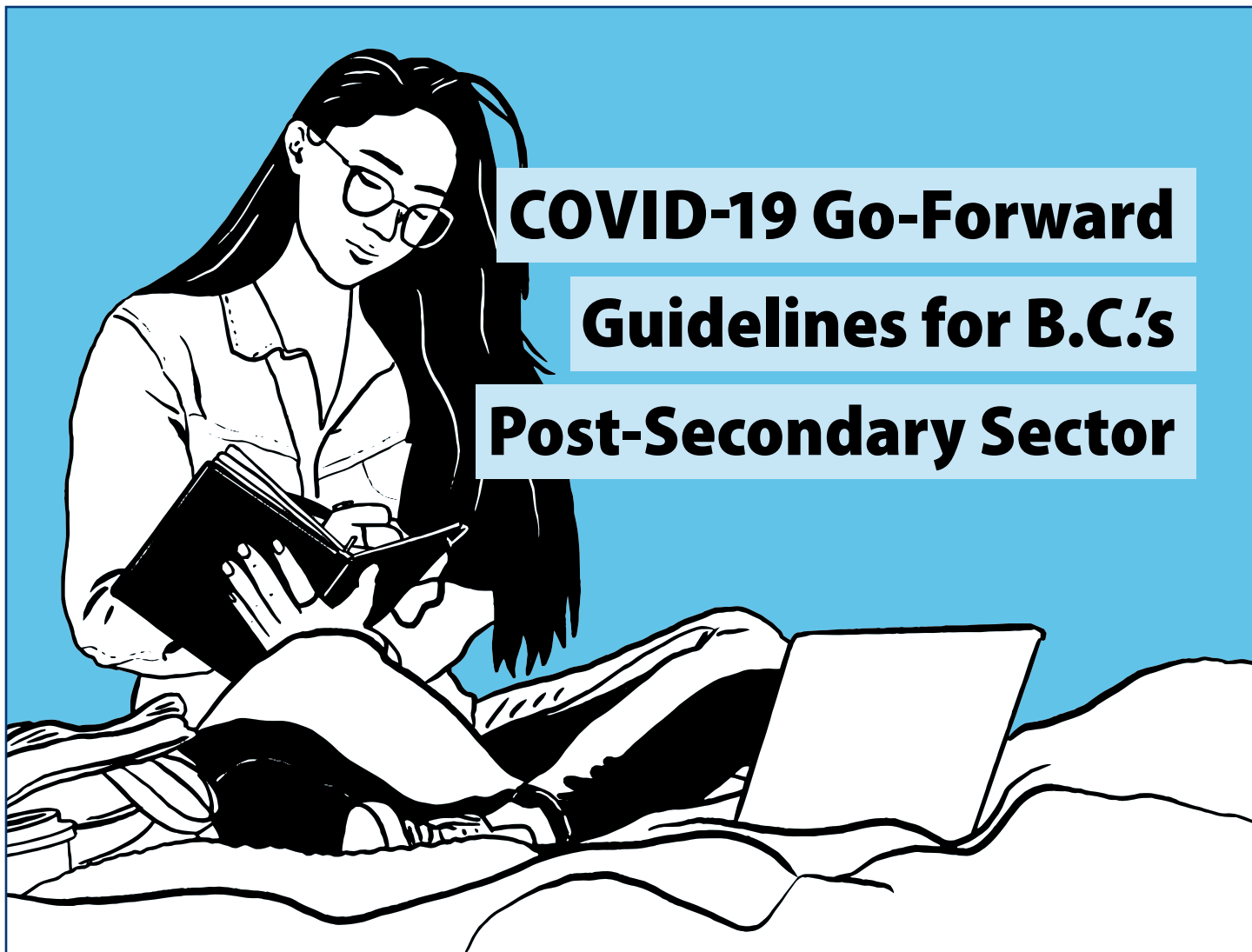
**Contact:**

Jennifer Fernandes  
Communications Manager  
Ministry of Advanced Education, Skills and  
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250 889-8370

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Connect with the Province of B.C. at: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect)





# **COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector**

**July 31, 2020 Edition**

*Guidelines produced by*  
**B.C. Post-Secondary Institutions**  
**with the support of the Ministry of**  
**Advanced Education, Skills and Training.**



# Acknowledgements

The Go-Forward Guidelines were developed by experts from the B.C. post-secondary sector. Special thanks to members of the Steering Committee, Panel of Experts and Reference Groups for their contributions.

## Steering Committee

**Judith Osborne**, Retired VP, Legal Affairs,  
Simon Fraser University  
[Chair]

### COLLEGES

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VP Administration  
Vancouver Community College

### INSTITUTES

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Thompson Rivers University

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## Reference Groups

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I-LEAD

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First Nations Education Steering Committee

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Indigenous Post-Secondary Education and Training Partners

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Nicola Valley Institute of Technology

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**Doug Dykens**

British Columbia Government and Service Employees' Union

**Annabree Fairweather**

Confederation of University Faculty Associations of BC

**Blair Littler**

University Public Sector Employers' Association

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Post-Secondary Employers' Association

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Public Sector Employers' Council

**Teri Van Steinburg**

Federation of Post-Secondary Educators

### STUDENTS

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Alliance of BC Students

**Cole Evans**

Alma Mater Society of the University of British Columbia

**Tanysha Klassen**

BC Federation of Students

## Reference Groups

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Canadian Tourism College, Sterling College

**Krista Livingstone Clark**

Discovery Community College

**Jason Dewling**

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**James Griffin**

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**Lois McNestry**

Discovery Community College

**Brad O'Hara**

Adler University

**Jeremy Sabell**

Stenberg College

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# Post-secondary Institutions: Protocols for Safe Operation

These protocols provide guidance to post-secondary institutions for education, research and on-campus services. Institutions must ensure they are abiding by any Orders, notices, or guidance issued by the Provincial Health Officer and their local health authority. The protocols will be periodically updated, as necessary, to align with evolving guidance from the Provincial Health Officer.

Post-secondary institutions have remained open and available for learners with remote adaptive learning. The goal of these protocols is to support the gradual increase of in-person teaching, learning, research, administrative and support services at post-secondary institutions while reducing the risk of COVID-19 transmission. Key interventions to reduce COVID-19 transmission are early diagnosis and isolation of people with COVID-19 and identification and management of clusters of infection. General prevention measures such as frequent cleaning of high touch surfaces, hand hygiene and reducing unnecessary close contact with large numbers of people add additional layers of protection.

# Developing a COVID-19 Safety Plan

Post-secondary institutions are required to develop [COVID-19 Safety Plans](#) that outline the policies, guidelines, and procedures they have put in place for their respective institutions to reduce the risk of COVID-19 transmission. This plan follows the six steps outlined by WorkSafeBC in the [COVID-19 and returning to safe operation resource](#). Institutions should involve frontline faculty, staff and students, joint health and safety committees, and supervisors in identifying protocols for their workplace. A formal plan does not need to be in place to expand in-person operations, but institutions are expected to develop one while protecting the safety of faculty, staff and students.

WorkSafeBC will not be reviewing or approving the plans of individual institutions. In accordance with the order of the [Provincial Health Officer](#), plans must be posted at the worksite. During a WorkSafeBC inspection, institutions will be asked about the steps

they have taken to protect their faculty, staff and students or to see the plan if it has been developed.

One part of developing a COVID-19 Safety Plan is identifying protocols that everyone at the institution must follow to keep faculty, staff and students safe. Industry-specific protocols are provided below to use in the development of institutional plans.

These protocols are not a list of requirements; however, they should be considered and implemented to the extent that they address the current risks of COVID-19 for individual institutions. It may be necessary to identify and implement additional protocols if these do not sufficiently address the risks to faculty, staff and students at a specific institution.

Institutions are advised to continue to work collaboratively with Indigenous community partners to ensure that plans take into account the health and safety of Indigenous learners and communities.

# Understanding the Risk

COVID-19 is a respiratory infection that is transmitted through person-to-person contact. Illness due to COVID-19 infection is generally mild. As with many other respiratory infections, the likelihood of severe illness is much higher in the elderly and among those with chronic medical conditions. COVID-19 has become an established human pathogen, and a certain level of transmission is now expected. The goal of COVID-19 prevention measures in Canada is to minimize societal disruption, protect the most vulnerable, and maintain adequate health services.

The virus that causes COVID-19 spreads in several ways, including through droplets when a person coughs or sneezes, and from touching a contaminated surface and then touching the face. Higher risk situations require adequate protocols to address the risk. The risk of COVID-19 depends on the amount of virus circulating in the community, which changes from place to place and over time. Community transmission is monitored by public health authorities in British Columbia.

Important considerations:

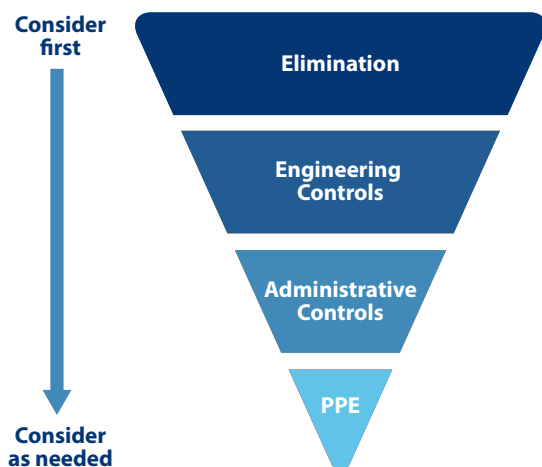
- Institutions should remain aware of the level of community transmission in order to implement interventions that are proportionate to current local risk. They should also follow advice from local public health authorities, which can change based on the level of transmission.
- COVID-19 is spread by people who are infected with COVID-19. Isolating away from others when infected is very effective at mitigating risk.
- The risk of transmission is increased when many people contact the same surface, and when those contacts happen in short intervals of time. Frequent cleaning of high touch surfaces and following consistent hygiene practices help mitigate this risk.
- The risk of person-to-person transmission is increased the closer people come to other people infected with COVID-19, and the amount of time spent in close proximity. Reducing the number and duration of close contacts helps reduce the risk during times of high community transmission of COVID-19.
- Some Indigenous people face elevated health risks linked to social determinants (e.g. income, culture, access to health services, etc.). It is important to be aware of the elevated risks of COVID-19 infections and the potential for heightened anxiety for Indigenous people.

# Selecting Prevention Measures for the Workplace

When selecting the most appropriate prevention measures, consider the current level of community transmission of COVID-19 as well as the feasibility and effectiveness of the intervention. The collection of prevention measures chosen will depend on what the institution needs to function.

**First level protection (elimination):** Where practical, promote safe physical distancing between people as recommended by the Provincial Health Officer. Use policies and procedures to reduce the number of prolonged close contacts among faculty, staff and students. These may include creating assigned seating in classrooms and ensuring that students who have multiple classes together are assigned to sit next to each other as much as possible.

**Second level protection (engineering controls):** In situations where physical distancing cannot be maintained and a large number of contacts are expected (e.g. at a cash register in a cafeteria), install physical barriers such as plexiglass.



## **Third level protection (administrative controls):**

Establish rules and guidelines, such as cleaning protocols, advising faculty, staff and students not to share tools, or implementing one-way doors or walkways. Maintain hand hygiene stations and clean high touch surfaces.

## **Fourth level protection (non-medical masks or PPE):**

During periods of high levels of community transmission and when physical distancing is difficult to maintain, consider the use of [non-medical masks](#). Be aware of the limitation of non-medical masks to protect the wearer from respiratory droplets. Ensure faculty, staff and students are [using masks appropriately](#). Health experts advise that masks may be problematic for some people, such as those with asthma, autism, or hearing impairments. For this reason, other options should be included in planning.

Note that medical grade PPE may be mandatory in a limited number of post-secondary settings (e.g., clinical settings, laboratories).

# Protocols for Post-Secondary Education

## Accessing the Campus Safely

### COVID-19 SELF-ASSESSMENT

All faculty, staff, students and visitors must assess themselves daily for COVID-19 symptoms prior to accessing campus property.

- The [BC COVID-19 self-assessment tool](#) is available online to be used and/or to help develop assessments.
- In some circumstances, institutions may require individuals to provide self-reporting declarations. This will be dependent on the risk presented, including contact intensity (e.g., childcare, healthcare practicums, physiotherapy clinics, certain lab environments, etc.).
- Expectations for completing a self-assessment and/or declaration should be made clear to all visitors before they enter the campus.
- Anyone with symptoms associated with COVID-19 as well as anyone who has travelled outside Canada in the previous 14 days, or anyone identified as a close contact of a person with a confirmed case of COVID-19 must self-isolate in accordance with guidance from the [BC Centre for Disease Control](#).
- Adequate signage ([WorkSafeBC](#) or [BCCDC](#)) and regular communication of the above requirements should be provided to everyone who accesses the campus.
- Instructions for individuals to contact 8-1-1 or a medical provider if further health advice is required should be made available.
- Work with local health care providers and student health services to ensure that faculty, staff and students have easy access to COVID-19 testing.
- Seek advice from the local public health authority around managing cases of COVID-19 in the institution.

### ACADEMIC CONCESSION / WORKPLACE ACCOMMODATION

- Students who would normally attend campus but are self-isolating as a result of the daily self-assessment process, or who reside with someone who needs to self-isolate, may request academic concession due to missed classes or course requirements. Formal requests for accommodation will continue to be managed through the processes outlined in institutional policy. Institutions should review and, if needed, adjust current policies to support students to stay home if they are sick.
- Faculty and staff who would normally attend campus but are self-isolating as a result of the daily self-assessment process should contact their supervisor to report their absence from working on campus and to discuss temporary remote work arrangements, if practical. Institutional sick day policies will apply as appropriate. Formal requests for accommodation will continue to be managed through the processes outlined in the applicable collective agreement, or institutional policy, as appropriate. Institutions should review and, if needed, adjust current policies to support faculty and staff to stay home if they are sick.
- Some Indigenous students may require additional accommodations due to housing or community COVID-19 restrictions. For example, Indigenous communities may have COVID-19 travel restrictions that preclude students from participating in activities.



## COVID-19 SYMPTOMS

The symptoms of COVID-19 are similar to other respiratory illnesses including the flu and common cold. They include:

- Fever
- Chills
- Cough
- Shortness of breath
- Sore throat
- Stuffy or runny nose
- Loss of sense of smell
- Headache
- Muscle aches
- Fatigue
- Loss of appetite

Symptoms can range from mild to severe. Most people with COVID-19 have mild illnesses, but symptoms can sometimes suddenly worsen in a few days. People infected with COVID-19 can also experience gastrointestinal symptoms such as diarrhea, nausea and vomiting a few days after the onset of the above symptoms.

## IF FACULTY, STAFF OR STUDENTS DEVELOP SYMPTOMS WHILE AT THE INSTITUTION:

- Separate the symptomatic individual from others in a supervised area and direct the symptomatic individual to return to their place of residence. Arrangements for transportation should be coordinated if required.
- If symptoms persist, the individual should be instructed to contact 8-1-1 or their local healthcare provider for further direction.
- Staff responsible for facility cleaning must clean and disinfect the space where the individual was separated and any areas used by them (e.g., classroom, bathroom, common areas).

## Administrative Areas

The following protocols provide guidance regarding office space including workplace operations, workstations, communal spaces, deliveries and elevator use, as well as working from home.

- [Protocols for Offices](#)
- [Working from home: A guide to keep workers healthy and safe](#)
- [Setting up, organizing and working comfortably in your home workspace](#)
- [What employers should do](#)
- [Help prevent the spread of COVID-19: Cover coughs and sneezes](#)

## Athletics and Recreation Facilities

The following protocols apply to athletics and indoor/outdoor recreation facilities, including gymnasiums, sports fields, swimming pools, fitness centres and classes, track facilities, varsity and intramural athletics, and field trips for recreational purposes.

### PROTOCOLS

- Be aware of and follow advice of local public health authorities, which may change based on the level of local transmission of COVID-19
- Apply [Cleaning and Sanitizing](#) and [Physical Distancing](#) protocols.
- Reduce unnecessary contacts by reducing the number of individuals per group and maintaining the same people in each group as much as possible.
- For one-time gatherings (e.g. athletic meets) adhere to mass gathering requirements.
- Consider providing self-isolation containment area(s) for individuals showing symptoms of illness while waiting for transportation to home or a medical center.
- Provide non-medical masks for staff when close contact is required.

## ADDITIONAL RESOURCES

- [\*Protocols for Fitness and Recreational Facilities\*](#)
- [\*Canada West Universities Athletic Association\*](#)
- [\*NCAA Sport Science Institute: Core Principles of Resocialization of Collegiate Sport\*](#)
- [\*BCRPA: COVID-19 Recovery through Recreation and Parks\*](#)

## Campus Transportation

- Consider the following for campus transportation (e.g. buses, shuttles and vehicles):
  - » Use separate or private vehicles, or larger vehicles, where possible, to maximize distance between passengers.
  - » Have passengers sit in a configuration that maximizes distance between passengers (e.g., passenger sits in the back-passenger seat instead of up front next to driver).
  - » Assign seats to all passengers to be used for the entire journey.
  - » During periods of substantial local community transmission of COVID-19, when physical distancing cannot be maintained, consider other control measures such as non-medical masks.
- Apply the [\*Cleaning and Sanitizing, Physical Distancing, PPE/Non-Medical Mask\*](#) protocols as well as guidance provided in the [\*Communication and Education for the Campus Community\*](#) section.
  - » Provide each vehicle with alcohol-based hand sanitizer.
  - » Ask staff and passengers to practice hand hygiene when entering the vehicle.

## ADDITIONAL INFORMATION

- [\*Transportation and COVID-19 Safety\*](#)
- [\*BC Transit Recovery Plan\*](#)
- [\*TransLink Safe Operating Action Plan\*](#)

## Child Care and Day Camps

The following information provides protocols for childcare services and day camps.

- [\*Child Care and Day Camps: Protocols for returning to operations\*](#)
- [\*Public Health Guidance for Child Care Settings\*](#)

## Cleaning and Sanitizing

The following protocols provide guidance regarding cleaning and disinfecting within institutions:

- Institutions should be cleaned and disinfected in accordance with the [\*BCCDC's Cleaning and Disinfectants for Public Settings\*](#).
- Develop a schedule that focuses on cleaning high-traffic areas and high-contact surfaces, such as doors and cabinet handles, stair railings, washrooms, shared office spaces, desks, keyboards, light switches, communications devices, equipment, common areas, and transportation vehicles.
- Remove shared items where cross-contamination is possible (e.g., shared office supplies, coffee and water stations, and snack bins).
- Provide and stock adequate hand-washing facilities on site and ensure the location is visible and easily accessed. Provide the ability for frequent handwashing or sanitizing.
- Develop guidance around when faculty, staff and students should wash their hands, including upon arriving on campus, before and after breaks, after handling cash or other materials, before and after handling common tools and equipment, etc.
- Ensure those engaged in cleaning have adequate instruction, training, materials and supplies (e.g., soap and water/hand sanitizer and disinfectant wipes).
- Limit capacity in washrooms to ensure physical distancing.

## ADDITIONAL RESOURCES

- [\*COVID-19: Health and Safety: Cleaning and disinfecting\*](#)
- [\*Help prevent the spread of COVID-19: Handwashing\*](#)

# Communication and Education for the Campus Community

## BUILD A COMMUNICATION PLAN

- Develop an integrated communication plan that considers all communication/messages that will be sent to the campus community.
- Ensure that content is consistent with provincial and local public health advice.
- Keep faculty, staff and students informed about what is being done to ensure safety and reduce the risk of COVID-19 transmission.
- Where appropriate, include off-campus partners, such as Indigenous communities and institutes or organizations delivering experiential learning, in the communication plan.
- Engage members of the campus community (e.g. faculty, staff, students, student unions/ societies, occupational health and safety committees) in planning communication messages and channels.
- Be intentional about messaging. Consider the audience, equity and diversity, language, and tone.
- Ensure that communication is accessible to the whole campus community, including those with low literacy.
- Communicate that acts of discrimination against people will not be tolerated.
- Reference relevant public health information in communications and training materials.

## STRATEGIES

- Use concise language with links to online resources and embed video when possible.
- Communicate frequently and repeat key messages. Do not assume the message has already been understood.
- Use multiple communication channels (e.g., websites, posters, social media, closed circuit television monitors), including campus and personal email addresses for students.
- Establish a website/webpage where every update is made available.
- Provide COVID-19 related information on the front page of high-traffic websites.
- Consider establishing a call line for COVID-19 related questions.
- Remind faculty, staff and students that all health and safety measures administered prior to the pandemic are still in place.

## COMMUNICATION TO FACULTY AND STAFF

- Communicate essential health, safety and wellness (including mental health) information to faculty and staff in writing before they return to the workplace. If possible, give them an appropriate amount of time to review this material, and to respond with questions.
- Upon first return to the workplace, provide opportunities to review workplace practices relating to COVID-19 and other health and safety matters. Additional communication may be required as new information is made available that may affect work practices.
- Provide regular check-ins with faculty and staff to provide new information and opportunities for discussion.
- Maintain and keep records on:
  - » COVID-19 instruction and training provided to faculty and staff.
  - » First aid reports and incidents of exposure.
- Ensure faculty and staff know how to raise safety concerns (e.g. through a joint health and safety committee).

- Remind faculty and staff of health and wellness supports available including employee and family assistance programs.

## Education Delivery

### RESPECTFUL LEARNING ENVIRONMENTS

Normal institutional expectations for respectful work and learning environments remain in place.

### REMOTE LEARNING

- Students attending classes remotely must follow existing institutional expectations and policies for respectful behaviour that apply to in-person classes.
- Consider providing instructors with information and ready access to guidance on how to manage student distress in a virtual classroom.
- Institutions are encouraged to provide supports for transitioning education delivery to a remote learning environment, including providing guidance for instructors and supervisors on creating respectful and inclusive learning environments.

### EXPERIENTIAL LEARNING AND IN-PERSON INSTRUCTION

The following protocols apply to a range of learning settings including but not limited to classroom-based instruction, trades training, labs, field classes, art and music studios.

- Develop safety plans for each campus/building to reduce the risk of COVID-19 transmission, including protocols for access to buildings and facilities.
- Implement instructor and student orientation procedures prior to room usage where applicable.
- Where possible, consider the use of cohorts and assigned seating in classrooms for students who work and/or learn together to reduce the number of close contacts and to facilitate contact tracing should it become necessary.
- Practice physical distancing, in conjunction with enhanced hand hygiene and cleaning protocols.

- Implement measures to restrict the number of people within the physical space at any given time.
- Consider using shifts to minimize close contact.
- Consider supplemental portable handwashing stations where needed.
- In situations where the learning environment permits appropriate physical distancing, the use of non-medical masks is a matter of personal choice. It is important not to stigmatize people wearing masks.

- Apply [\*Cleaning and Sanitizing\*](#), [\*Physical Distancing\*](#), and [\*PPE/Non-Medical Mask\*](#) protocols.

- Non-medical masks may be required based on levels of transmission in the community and where physical distancing cannot be maintained.
- For activities requiring the use of PPE (including medical grade surgical masks), it is the responsibility of the instructor to provide education and training pertaining to the required PPE, and to ensure that the required PPE is used appropriately.

- Apply guidance provided in the [\*Communication and Education for the Campus Community\*](#) section on signage.

### ACCESSIBILITY

- Persons with disabilities may be especially impacted by COVID-19 transmission and response. They may face additional barriers, including interruption of support networks, social isolation due to physical distancing and increased risk of contracting the virus. Appropriate supports for people with disabilities should be considered to minimize these challenges.

- Students in rural and remote locations, including Indigenous communities, may have limited internet connectivity and/or bandwidth. Institutions should be mindful of learning models that require high bandwidth such as videoconferencing, the downloading of large documents, etc.

### COMMUNITY-BASED PROGRAMS

- Many institutions partner with other organizations to deliver post-secondary programs in community settings, including Indigenous communities and institutes. Institutions are encouraged to work with community-based partners to:
  - » Jointly develop plans for safely resuming or continuing program delivery; and,
  - » Determine whether additional supports are required for learners who face barriers to remote learning, such as lack of technology or online literacy.
- Faculty and staff are expected to respect and follow any precautions being taken to avoid carrying the virus into Indigenous communities.

## Food Services and Catering

The following protocols provide guidance on food services (e.g. cafeterias, food kiosks/carts, cafés, vending machines, catering, restaurants, and convenience stores).

- [\*Protocols for Restaurants, Cafés, and Pubs\*](#)
- [\*Additional Resources\*](#)

## Housing / Student Residences

### HOUSING OPERATIONS

- Consider the following operational changes:
  - » Install barriers for front desk services and where consumers interact with service providers.
  - » Develop or revise policies (e.g. guests, limitations on social events, plans for students with high-risk health conditions, etc.).

- » Transition to contactless payment options and move work order requests to online.

- Apply [\*Cleaning and Sanitizing, Physical Distancing\*](#) and [\*PPE/Non-Medical Mask\*](#) protocols.
- Wherever possible, designate entry ways and stairwells as entrance and exit only.
- Support the remote delivery of academic programs with internet access in residences.

### SHARED ACCOMMODATIONS

- If a student in shared accommodations (e.g., apartment, suite) becomes ill, the student should be separated from others to prevent the potential spread of the virus.
- Assess whether testing is necessary, and then follow public health guidance in the case of a positive test.

### QUARANTINE AND ISOLATION

- International students (or domestic students returning from abroad) must self-quarantine for 14 days. Where possible, they should be allowed to move in 14 days before other students.
- Assign case workers to maintain daily communication with students in quarantine.
- Provide meal plan options to those in isolation/quarantine.
- Wherever possible, consider relocating students in quarantine or isolation to residence rooms designated/reserved for that purpose.
- Recognize that returning home may not be an option for some students, in particular Indigenous students coming from communities that prohibit travel in and out during the COVID-19 crisis.

### PROCEDURES FOR MOVING IN AND OUT

- Stagger move-in dates and times to reduce large crowds.
- Where physical distancing cannot be maintained, provide non-medical masks to all staff and volunteers supporting move-in and ensure appropriate safety training is provided to all volunteers prior to move-in.

- Explore strategies to make move-in as contactless as possible (e.g., reduce the need for writing utensils, paper forms, put room keys or cards in envelopes).
- Reduce/remove furniture in common areas where people gather to reduce temptation for large group gatherings. Ensure that facilities for smaller gatherings are maintained to support social interaction among residents.
- Establish guidelines for entering, exiting, and queuing during move in.
- Place physical distancing decals and signs to communicate move-in procedures.

### HUMAN RESOURCES AND TRAINING

- Designate a COVID-19 health and safety point person or team.
- Establish appropriate work shifts to reduce density of staff on site at any one time.
- Provide COVID-19 prevention education and guidelines for all staff.
- Conduct regular health advisory sessions.

### RESIDENCE LIFE SERVICES

- Design robust COVID-19 prevention education and training.
- Consider training Residence Assistants via online tools.
- Consider support services required by Indigenous students (see resources under Indigenous Gathering Places.)
- Communicate virtual mental health support services.
- Where possible provide residence life programming virtually or outdoors in accordance with public health guidelines for outdoor gatherings.

### ADDITIONAL RESOURCES

- [\*Tourism and Hospitality - Best Practices Guidelines\*](#)
- [\*BC Hotel Association\*](#)

- [\*American College Health Association - Considerations for Reopening Institutions of Higher Education\*](#)
- [\*BCCDC - Protecting Workers at Large Industrial Camps During the COVID-19 Pandemic\*](#)

## Indigenous Gathering Places

- Indigenous Gathering Places provide important supports for Indigenous students who may be facing increased anxiety given the impact of previous pandemics on Indigenous communities, and disparities related to the social determinants of health. Institutions are encouraged to work with Indigenous community partners and Indigenous students to develop plans to safely reopen Gathering Places and provide cultural supports for Indigenous students.
- Access to Elders is important for Indigenous students. Given that older adults are at higher risk for severe illnesses from COVID-19, institutions should consider how to do this safely, such as using technology.
- Institutions may also consider consulting the [\*First Nations Health Authority\*](#) for the latest guidance on providing services and supports for Indigenous people.

### ADDITIONAL RESOURCES

- [\*First Nations Health Authority Services Resumption Planning Guide June 1 2020\*](#)
- [\*Cultural Safety in the Face of a Pandemic: Historic and Contemporary Realities through a Trauma Informed Lens with Harley Eagle\*](#)
- [\*kitatipithitamak mithwayawin: Indigenous-Led Planning & Responses to COVID-19 & Other Pandemics\*](#)
- [\*Ceremony at a Distance with Elder Gerry Oleman\*](#)
- [\*Taking Care of our Communities: Part I of our Wellness Series with the FNHA\*](#)



## International Students

The following protocols provide guidance for institutions enrolling international students.

### PLANNING

- Where feasible, institutions should consider assisting international students with their arrival plans including the development of the student's pre-arrival self-isolation planning, advance arrival in Canada, suitable accommodation for 14-day self-isolation, providing or advising on safe transportation to their self-isolation accommodation, and systems to support their mental wellbeing and integration into the campus community during self-isolation.

### COMMUNICATION

- Consider the following when communicating with prospective and accepted international students:
  - » Provide information on federal and provincial health obligations, such as mandatory self-isolation, that international students entering Canada are required to follow on arrival at their final destination in B.C.
  - » Provide agents, prospective students and host homestay families with federal and provincial health and safety guidelines, including the institution's COVID-19 safe operating plan and any institution or program-specific requirements or policies.
  - » Ensure transparency regarding uncertainty of border reopening and risks of international travel.
  - » Provide information on technology requirements to support online programming.
  - » Consider standardized information packages and requiring students to acknowledge receipt.

### ADDITIONAL RESOURCES

- [\*Government of Canada Coronavirus Disease\*](#)
- [\*B.C.'s Response to COVID-19\*](#)
- [\*Immigration, Refugees and Citizenship Canada\*](#)
- [\*Canada Homestay Network\*](#)

## Libraries

The following protocols provide guidance for on-campus libraries.

- [\*Protocols for Libraries\*](#)
- [\*Additional Resources\*](#)

## Medical Clinics, Student Counselling and First Aid

The following protocols provide guidance to health professionals in community-based clinic settings. Those professions covered under the Health Professions Act may have additional obligations around clinical care prescribed by their professional college.

- [\*Protocols for Health Professionals\*](#)
- [\*Protocols for In-person Counselling\*](#)

## Mental Health

Faculty, staff and students may be experiencing anxiety, depression or other mental health challenges arising from the COVID-19 pandemic.

- Resources are available to support the mental health and wellbeing of students including [\*Here2Talk\*](#) offering mental-health counselling available 24/7.
- Culturally-aware crisis support is available 24/7 to Indigenous people in B.C. through the [\*KUU-US crisis response service\*](#).
- Faculty and staff can access counselling and wellness services through employee and family assistance programs.
- The Province offers a range of [\*virtual mental health programs and services\*](#) to support mental health and wellness.

## ADDITIONAL RESOURCES

- [\*Mental Health Commission of Canada - National Standard for Psychological Health and Safety in the Workplace\*](#)

## Museums and Art Galleries

The following protocols provide guidance for on-campus museums and art galleries.

- [\*Protocols for Museums and Art Galleries\*](#)
- [\*Additional Resources\*](#)

## Outdoor Campus Spaces

The following protocols provide guidance for parks.

- [\*Protocols for Parks\*](#)
- [\*Additional Resources\*](#)

## Personal Services

The following protocols provide guidance for on-campus personal services (e.g. hairdressers, aestheticians, etc.).

- [\*Protocols for Personal Services\*](#)
- [\*Additional Resources\*](#)

## Pubs

The following protocols provide guidance on serving food and beverages (e.g. restaurants, pubs and bars).

- [\*Protocols for Restaurants, Cafés, and Pubs\*](#)
- [\*Additional Resources\*](#)

## Research

The following protocols provide guidance for conducting post-secondary research.

- Practice physical distancing, in conjunction with enhanced hand hygiene and cleaning protocols.
  - » Implement measures to reduce the number of people within research facilities and within shared common areas at any given time.
  - » Lab facilities may be used in shifts to minimize close contact provided that appropriate cleaning and maintenance can be scheduled between shifts.
- Institutions must be prepared to rapidly scale back research activities or move to full curtailment of research activities if necessary.
- Safety plans should be developed for each campus/building to reduce the risk of COVID-19 transmission, including protocols for access to buildings and facilities.

## HUMAN OR ANIMAL RESEARCH

- For research with human participants, Research Ethics Boards are encouraged to review protocols and, in consultation with health and safety personnel, provide direction during COVID-19. Research Ethics Board direction may include ceasing in-person interviews and focus groups and providing enhanced privacy protocols in technology-supported participant interviews.
- The head of research at institutions or their delegate will inform researchers on specific protocols for studies involving animals, field work, in-person human subject research, and Indigenous communities. As Indigenous populations disproportionately face health disparities linked to the social determinants of health (e.g. income, culture, access to health services, etc.), faculty, staff and students must respect any precautions being taken to avoid carrying the virus into Indigenous communities.



- For research that engages human subjects in close proximity where physical distancing cannot be maintained, other control measures such as establishing cohorts or the use of medical grade or non-medical masks may be required.

### RESEARCH RESUMPTION PLANS

- Institutions should specify an approval process for research resumption plans that is coordinated with relevant units (e.g. Facilities Management).

## Retail Services

The following protocols provide guidance for retail services (e. g., bookstores, clothing stores, printing shops, and grocery stores).

- [\*Protocols for Retail\*](#)
- [\*Handling Money\*](#)
- [\*Additional Resources\*](#)

## Safety

The following protocols provide guidance on general safety practices. The most important safety intervention to stop the spread of the virus is for people to stay home if they are ill and get tested if they have COVID-19 symptoms.

### FACULTY, STAFF AND STUDENT HYGIENE

- Provide and stock adequate hand-washing facilities on site for faculty, staff and students and ensure the locations are visible and easily accessed.
- Develop guidance around when faculty, staff and students should wash their hands, including upon arriving on campus, before and after breaks, after handling cash or other materials, before and after handling common tools and equipment, etc.
- Implement a cleaning protocol for all common areas and surfaces, including washrooms, equipment, tools, common tables, desks, light switches, and door handles. Ensure those engaged in cleaning have adequate training and materials.

### USE OF PERSONAL PROTECTIVE EQUIPMENT AND NON-MEDICAL MASKS

- For faculty, staff and students carrying out tasks that require PPE, including respirators, continue to supply/use the appropriate equipment per the relevant hazard identification, risk assessment and safe working procedures.
- For instruction in close proximity where physical distancing cannot be maintained, or the use of barriers is not practical, other control measures such as establishing cohorts or the use of medical grade or non-medical masks may be required.
  - Faculty, staff, and students are permitted to use non-medical masks while at work, provided they do not prevent them from carrying out their duties in a safe way.
  - If using a non-medical mask at work, it is important to understand the limitations and risk associated with them.

### ADDITIONAL RESOURCES

- [\*Help prevent the spread of COVID-19: How to use a mask\*](#)
- [\*COVID-19 Health and Safety: Selecting and using masks\*](#)
- [\*COVID-19- Health and Safety: Designing effective barriers.\*](#)

### SAFETY RESPONSIBILITY BY ROLE

Institutions are responsible for developing COVID-19 Safe Work Plans in accordance with WorkSafeBC's six-step process and in alignment with the sector Go-Forward Guidelines.

### POST-SECONDARY INSTITUTIONS

- Engage with members of the campus community (faculty, staff, students, student unions/societies, occupational health and safety committees) in the development of safety plans, taking into consideration health and safety terms and conditions in collective agreements.
- Select, implement, and document risk assessments and appropriate site-specific control measures.

- Where reasonably practicable, provide resources (e.g., information, administrative changes, technology, training, human resources) and materials (e.g., PPE, cleaning and disinfecting products and systems) required to implement and maintain Safe Work Plans.
- Ensure faculty, staff and students are informed about the content of safety policies.
- Conduct a periodic review of the effectiveness of the plan. This includes a review of the available control technologies to ensure that these are selected and used when practical.
- Maintain records of training and inspections.
- Re-examine tasks in the workplace and ensure that safe work procedures are updated with COVID-19 practices.

#### **SENIOR EXECUTIVE AND MANAGERS**

- Ensure faculty and staff understand the controls required to minimize their risk of COVID-19.
- Direct work in a manner that minimizes the risk to faculty, staff and students.
- Where appropriate, jointly develop safety plans for community-based programs and experiential learning with partner organizations and communities.
- Post or relay educational and informational material in an accessible area for faculty and staff to review.

#### **FACULTY, STAFF AND STUDENTS (INCLUDING STUDENT UNIONS/SOCIETIES AND OUTSIDE CONTRACTORS)**

- Self-assess daily for symptoms of COVID-19 prior to arriving on campus and only come to campus if asymptomatic.
- Know the controls required to minimize their risk of COVID-19.
- Participate in COVID-19 related training and instruction.
- Follow established work procedures and instructions
- Report any unsafe conditions or acts.
- Know how and when to report exposure incidents.

#### **CAMPUS VISITORS**

- Self-assess daily for symptoms of COVID-19 prior to arriving on campus and only come to campus if asymptomatic.
- Follow all posted safety instructions.
- Report any unsafe conditions or acts to campus security (or equivalent).

#### **ADDITIONAL INFORMATION:**

- [OFAA protection during the COVID-19 pandemic: A guide for employers and occupational first aid attendant](#)
- [Process safety risks in hazardous facilities due to COVID-19 pandemic](#)
- [COVID-19- A guide to reducing the risk](#)

## For more information

This information is based on current recommendations and may change. For the latest guidance, please see the health information from the [\*British Columbia Centre for Disease Control\*](#) and the latest COVID-19 updates from the [\*Government of British Columbia\*](#).

### **IF YOU HAVE A QUESTION OR CONCERN**

Faculty, staff and students with questions or concerns about institutional exposure to COVID-19 can call WorkSafeBC's Prevention Information Line at 604-276-3100 in the Lower Mainland (toll-free within B.C. at 1-888-621-SAFE). Prevention officers will provide answers to questions and, if required, a prevention officer will be assigned to assess the health and safety risk at an institution.

# Resources

- [COVID-19 A guide to reducing the risk](#)
- [COVID-19 Considerations for a Trauma Informed Response for Work Settings \(Organizations/ Schools/Clinics\)](#)
- [COVID-19 Health and Safety: Cleaning and disinfecting](#)
- [COVID-19 Health and Safety: Designing effective barriers](#)
- [COVID-19 Health and Safety: Selecting and using masks](#)
- [COVID-19 Psychological First Aid Service: Information and Signup](#)
- [COVID-19 Safety Plan](#)
- [COVID-19 Staying Well in Uncertain Times](#)
- [Help prevent the spread of COVID-19: Cover coughs and sneezes](#)
- [Help prevent the spread of COVID-19: Entry check for visitors](#)
- [Help prevent the spread of COVID-19: Entry check for workers](#)
- [Help prevent the spread of COVID-19: Handwashing](#)
- [Help prevent the spread of COVID-19: How to use a mask](#)
- [Inspections during the COVID-19 pandemic: Frequently asked questions for employers](#)
- [Managing COVID-19 Stress, Anxiety and Depression](#)
- [Mental Health and COVID-19](#)
- [Mental Health and Psychosocial Considerations During COVID-19 Outbreak](#)
- [OFAA protection during the COVID-19 pandemic: A guide for employers and occupational first aid attendant](#)
- [What employers should do](#)
- [Process safety risks in hazardous facilities due to COVID-19 pandemic](#)
- [Setting up, organizing and working comfortably in your home workspace](#)
- [Taking Care of Your Mental Health \(COVID-19\)](#)
- [Working from home: A guide to keep workers health and safe](#)



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## UPDATE

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Ministry of Advanced Education, Skills and Training

### **Mental health supports for post-secondary students**

VICTORIA – As post-secondary students are hitting the books this fall, the Here2Talk mental health counselling and referral service is available 24/7 to provide support to students who need it.

“We know that students beginning or returning to their post-secondary studies this fall may be feeling apprehensive about many things – including all the normal concerns like course work, relationships, employment on top of navigating the stress of the COVID-19 pandemic,” said Melanie Mark, Minister of Advanced Education, Skills and Training. “I want anyone who feels alone or isolated or overwhelmed to know that it is ok to not be ok and that there is help for you when you need it, 24/7.”

The free mental health counselling and referral service launched in April 2020. It provides 24/7 mental health services for all B.C. post-secondary students regardless of where they are studying, be it from their homes or face to face in classrooms.

Students can access chat sessions with a trained counsellor at [here2talk.ca](https://here2talk.ca) or by downloading the Here2Talk app. Students can also speak to a counsellor by phone (toll free 1 877 857-3397 or direct 604 642-5212). Students calling from outside Canada can dial +1 604 642-5212 (international calling charges may apply).

Here2Talk is in addition to other supports available on campus and in the community, including virtual mental health supports available on the Ministry of Mental Health and Addictions’ website.

“Our government is making sure British Columbians can access the mental health supports they need and deserve, when and where they need it,” said Judy Darcy, Minister of Mental Health and Addictions. “Students experience high levels of stress and anxiety compounded by the pandemic. Here2Talk is a 24/7, free service that is available to post-secondary students across the province no matter where they are – because access to mental health services shouldn’t depend on where you live or the size of your bank account.”

Improving mental health in post-secondary institutions is an integral part of government’s actions outlined in A Pathway to Hope, B.C.’s roadmap for making the system of mental health and addictions care better for people no matter where they live in the province. Implementing A Pathway to Hope is a shared priority with the BC Green Party caucus and is part of the Confidence and Supply Agreement.

#### **Quick facts:**

- Hundreds of students across B.C. provided feedback and ideas that were used to develop

and tailor Here2Talk to deliver the kind of help students felt they needed.

- The on-demand service, operated by Morneau Shepell, supports students dealing with challenges such as depression, anxiety, loneliness, pressure to perform, crises, racism and relationships.
- Counsellors can also refer students to local resources in their communities.

### **Learn More:**

Need someone to talk to? Here2Talk chat is confidential and has qualified counsellors for each session. Here2Talk can be accessed by downloading the app or at: <https://here2talk.ca/>

Or by phone:

B.C. students can call toll free at 1 877 857-3397 or direct at 604 642-5212.

Students calling from outside Canada can dial +1 604 642-5212 (international calling charges may apply).

Students can search 'Here2Talk' and download the free app from either the Apple App Store or Google Play to start a chat session with a counsellor.

### **Contact:**

Sean Leslie  
Communications Director  
Ministry of Advanced Education, Skills and  
Training  
sean.leslie@gov.bc.ca  
250 356-8485

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Connect with the Province of B.C. at: [news.gov.bc.ca/connect](https://news.gov.bc.ca/connect)

OFFICE OF THE PRESIDENT

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July 6, 2020

Joseph P. Almeida  
7608 Island Hwy  
Black Creek, BC  
V9J 1G3

Dear Joseph:

**Re: President's Award for Academic Excellence – Trades Foundation Programs**

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as this year's recipient of the President's Award for Academic Excellence for your academic achievements in the Plumbing Foundation program.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,

A handwritten signature in blue ink, appearing to read "J Bowman", is written over a light blue horizontal line.

John Bowman  
President

cc. North Island College Board of Governors  
Lisa Domae, Executive Vice President, Academic and COO  
Kathleen Kuhnert, Associate Vice President, Student Services and Registrar  
Cheryl O'Connell, Dean, Trades and Technical Programs  
Jolean Finnerty, Manager, Office of Advancement



**From:** [Murphy, Jane](#)  
**To:** [CVEC MichaelSyer](#); [BOG](#)  
**Cc:** [John Bowman](#)  
**Subject:** RE: NIC President  
**Date:** Monday, July 13, 2020 5:47:23 PM  
**Attachments:** [image001.png](#)

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Michael, thank you for your note. And agreed, we will very much miss John's leadership at NIC. The Board is also very supportive of Elder College and impressed with the range of continued learning that you offer. The Board will certainly keep your comments in mind as we move forward to find a new President. All the very best Jane

Jane Murphy  
Board Chair, NIC

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**From:** Michael Syer <cvecmichael@gmail.com>  
**Sent:** Friday, July 10, 2020 12:21 PM  
**To:** BOG@nic.bc.ca; Murphy, Jane <Jane.Murphy@cvviews.ca>  
**Cc:** John Bowman <John.Bowman@nic.bc.ca>  
**Subject:** NIC President

Rachel: Jane,

Thank you for your email of July 7. As a group, we learn with much disappointment of John Bowman's retirement as NIC President. Notwithstanding, we wish him all good things in the years ahead.

Our valued partnership with NIC has, we believe, flourished under John's tenure and we'll be sorry to lose his obvious and public support for Elder College. His support has enabled us to plan with confidence under the umbrella of NIC's Department of Continuing Ed., as we strive to deliver on our mission of enhancing the wellbeing of our community's older demographic by offering affordable opportunities for continued learning - free from the stress of tests or examinations..

We do hope that the NIC Board, in the search for its next president, will consider the importance of similar support and passion towards our community segment.

Best regards,  
Michael.

Michael Syer

Imm. Past Chair, CVEC  
[cvecmichael@gmail.com](mailto:cvecmichael@gmail.com)  
250-338-0474  
250-898-7379





## Commonly Used Acronyms

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

ABE	Adult Basic Education (formerly known as Adult Upgrading)
AEC	Aboriginal Education Council (now Indigenous Education Council)
AEST	(Ministry of) Advanced Education, Skills and Training
AGC	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.
ASD	Access for Students with Disabilities. Now renamed to DALs.
AVP	Associate Vice President
AST	Arts, Science and Technology (Faculty of)
BCNet	Not-for-profit, shared services organization providing computer support and services to post-secondary institutions
BOG	Board of Governors
CABRO	Crown Agencies and Board Resourcing Office
CARTI	Centre for Applied Research, Technology and Innovation
CEO	Chief Executive Officer
CET	Continuing Education and Training
CICan	Colleges and Institutes Canada
COO	Chief Operating Officer
CR	Campbell River
CUPE	Canadian Union of Public Employees
CV	Comox Valley
DAC	Deans Advisory Council
DACSO	Diploma, Associate degree, and Certificate Student Outcomes; BC Student Outcomes conducts annual surveys of former students from British Columbia's post-secondary institutions
DALS	Department of Accessible Learning Services
DCC	Deferred Capital Contribution
DCWG	Department Chairs Working Group
EdCo	Education Council
EVPA	Executive Vice President, Academic
FBAS	Faculty of Business and Applied Studies
HHS	Health and Human Services (Faculty of)
IEC	Indigenous Education Council (former Aboriginal Education Council)

IRR	(Ministry of) Indigenous Relations and Reconciliation
ITA	Industry Training Authority BC (Trades programs)
ITV	Interactive Television
IWC	Immigrant Welcome Centre
JTT	(Ministry of) Jobs, Trade and Technology
MYPP	Multi-Year Program Plan
NIC	North Island College
NICFA	North Island College Faculty Association (Union)
NISU	North Island Students' Union
OGE	Office of Global Engagement (formerly International Education)
OIC	Order-in-Council
PA	Port Alberni
PSEA	Post-Secondary Employers' Association
PSEC	Public Sector Employers' Council Secretariat
PSI	Post-Secondary Institution
SET	Senior Education Team
SIF	Strategic Investment Fund
SLT	Senior Leadership Team
SVM	Sexual Violence and Misconduct (Policy)
TLC	Teaching and Learning Committee
TLI	Teaching & Learning Innovation
T&T	Trades & Technical (Faculty of)
UCIPP	University, College and Institute Protection Program
UT	University Transfer