

<p style="text-align: center;">NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING TO BE HELD VIA VIDEOCONFERENCE THURSDAY, JANUARY 21, 2021 @ 1:00 PM</p>

AGENDA

	Topic	Attachment	Action	Time
1.	CALL TO ORDER			
1.1	Acknowledgement of First Nations Traditional Territory			
1.2	Guest Presentation: Kevin Brewster, ADM, Ministry of AEST			(~35 mins)
1.3	Adoption of Agenda		To adopt	(2 mins)
2.	CONSENT AGENDA			
2.1	AEST Minister's Congratulatory Letter to J. Bowman, January 21, 2021		✓ Information	
2.2	Minutes of the Regular Meeting of November 26, 2020		✓ To approve	
2.3	Executive Committee Reports, December 9, 2020 and January 7, 2021		✓ Information	
2.4	Governance and Human Resources Committee Reports, December 10, 2020 and January 7, 2021		✓ Information	
2.5	Finance and Audit Committee Report, January 8, 2021		✓ Information	
2.6	Board Planning and Meeting Schedule 2020/2021		✓ Information	
2.7	Minister's Mandate Letter, November 26, 2020		✓ Information	
2.8	January 2021 College Highlights Report		✓ Information	
2.9	Correspondence and Information (Agenda item #5)		✓ Information	(5 mins)
3.	BOARD BUSINESS			
3.1	Presidential Search Update		Information	
3.2	New President Transition Team/Plan		✓ To approve	
3.3	Appointment of Acting/Interim President		Information	
3.4	Board Governance Policy		✓ To approve	
3.5	Request for Support, City of Port Alberni		✓ To approve	(25 mins)
4.	REPORTS ON STRATEGIC ACTIVITIES			
4.1	President			
4.1.1	President's Report, January 2021		Information	(5 mins)
4.2	Vice President, Finance and Facilities			
4.2.1	Third Quarter Financial Statements, 2020/21		✓ Information	
4.2.2	Fiscal 20/21 Financial Projections		✓ Information	(15 mins)

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|-------|---|---|----------------------|
| 4.3 | Executive Vice President, Academics and COO | | |
| 4.3.1 | Fall/Winter Cumulative Stable Enrolment Report | ✓ | Information |
| 4.3.2 | Credential Name Change:
Culinary Business Operation Diploma and
Culinary Business Operations Advanced Diploma | ✓ | To approve (15 mins) |
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| 4.4 | Vice President, Strategic Initiatives | | |
| 4.4.1 | Strategic Initiatives Division/NIC Foundation Report | ✓ | Information (3 mins) |
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| 4.5 | Chair, Education Council (EdCo) | | |
| 4.5.1 | Education Council Report | ✓ | Information (3 mins) |
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| 5. | INFORMATION (<i>attachments</i>) | | |
| 5.1 | Draft College Plan20-25 | | |
| 5.2 | Widening Our Doorways Academic Plan | | |
| 5.3 | Board of Governors Draft Priorities and Objectives 2021 | | |
| 5.4 | Commonly used acronyms | | |
| 5.5 | Link to Board policies and bylaws | | |
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| 6. | NEXT MEETING DATES | | |
| | - Regular meeting – Thursday, March 25, 2021 | | |
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| 7. | ADJOURNMENT | | 2:30 pm |
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January 21, 2021
Our Ref. 120555

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

Dear John Bowman:

I am writing to congratulate you on your upcoming retirement as you prepare to leave the role of President of North Island College (NIC), and to extend my sincere appreciation for your 31 years of dedicated service to the public post-secondary system in British Columbia.

I understand that under your exceptional stewardship, NIC has fostered many new and expanded partnerships with local, regional, and international communities. Building relationships with all levels of government and enhancing NIC's commitment to providing services for all learners has established the College's reputation among the best.

I recognize many of your accomplishments, such as the expanded and renovated Campbell River Campus, including new trades training facilities at both Campbell River and Courtenay campuses, the new M̓ix̓alakwila Campus in Port Hardy, the advancement of programs and services for Indigenous students and communities, and increased support for students through the NIC Foundation.

I acknowledge the educational and financial uncertainties that students, post-secondary institutions, and education organizations are experiencing as a result of the COVID-19 pandemic and recognize the steadfast support and guidance you have provided to NIC staff and students during this challenging time. We are connected through our common goals and wishes for the future as we go forward.

Through your dedication, commitment, and advocacy for post-secondary education, your accomplishments will continue to positively impact British Columbia and its citizens for years to come.

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I trust that as you retire, you do so with a sense of pride in your contributions and achievements since assuming the presidency in 2013.

Please accept my best wishes as you look forward to this new and exciting journey.

Sincerely,

A handwritten signature in black ink, appearing to read 'Anne Kang', written in a cursive style.

Honourable Anne Kang
Minister

**MINUTES OF THE REGULAR MEETING OF THE
NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD VIA VIDEOCONFERENCE
THURSDAY, NOVEMBER 26, 2020**

**BOARD MEMBERS
PRESENT**

J. Atherton, Community Member, Comox Valley Region, Vice Chair
J. Bowman, President
P. Chakraborty, Student Representative
M. Erickson, Faculty Representative
S. Frank, Community Member, Comox Valley Region
W. Gus, Chair, Education Council
D. Hoogland, Support Staff Representative
A. McCubbin, Community Member, Comox Valley Region
B. Minaker, Community Member, Comox Valley Region
J. Murphy, Community Member, Comox Valley Region
V. Puetz, Community Member, Campbell River Region
C. Scarlatti, Student Representative
P. Trasolini, Community Member, Campbell River Region

BOARD MEMBER ABSENT

R. Everson, Community Member, Comox Valley Region
R. Hunt, Community Member, Mount Waddington Region
E. Mosley, Community Member, Port Alberni Region, Chair

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 (COO)
C. Fowler, Vice President, Finance and Facilities
R. Heidt, Vice President, Strategic Initiatives
M. Herringer, Executive Director, International Education
K. Kuhnert, Associate Vice President, Student Services and Registrar
R. Reid, Executive Assistant, Board of Governors

IN THE GALLERY

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

1. CALL TO ORDER

J. Atherton called the meeting to order at 1:00 p.m.

1.1 Acknowledgement of First Nations Traditional Territory

J. Atherton acknowledged that the meeting is being held in the unceded traditional territory of the K'omoks First Nations.

1.2 Adoption of Agenda

Moved J. MURPHY / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF NOVEMBER 26, 2020 AS PRESENTED.

Motion carried

2. CONSENT AGENDA

- 2.1 Minutes of the Regular Meeting of October 22, 2020
- 2.2 Minutes of Special Meeting, October 15, 2020
- 2.3 Executive Committee Report, November 9, 2020
- 2.4 Retreat Planning Committee Reports, October 27, November 5, and November 16, 2020
- 2.5 Governance and Human Resources Committee Report, November 4, 2020
- 2.6 Finance and Audit Committee Report, November 13, 2020
- 2.7 Board Planning and Meeting Schedule 2020/2021
- 2.8 Fall 2020 Stable Enrolment Report
- 2.9 Strategic Initiatives Division / NIC Foundation Report
- 2.10 Education Council Report
- 2.11 College Highlights Report
- 2.12 Correspondence and Information (Agenda item #5)

Moved P. TRASOLINI / Seconded A. MCCUBBIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF NOVEMBER 26, 2020.

Motion carried

3. BOARD BUSINESS

3.1 Presidential Search Process Update

J. Murphy, as Chair of the Board's Presidential Search Advisory Committee (PSAC), updated the Board with progress on the work of the PSAC, adding that a long list of candidates is expected to be reviewed by the committee in January.

3.2 Annual Board Evaluation Survey Results Summary

The Board received the results summary of the annual Board evaluation.

3.3 Board Bylaw #4 – Domestic Tuition and Fee Bylaw

K. Kuhnert presented Board Bylaw #4 – Domestic Tuition and Fee Bylaw with an increase of 2%, which is within the Provincial government's tuition limit policy. The increase applies to all courses and programs except for employment transitions developmental programs that currently charge tuition at the maximum rate allowed by the Ministry.

Moved D. HOOGLAND / Seconded J. MURPHY: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2021 - DOMESTIC TUITION AND FEE BYLAW WHICH INCLUDES A 2% INCREASE TO DOMESTIC TUITION AND MANDATORY FEES WITH THE EXCEPTION OF THE EMPLOYMENT TRANSITIONS PROGRAMS.

Motion carried

3.4 Board Bylaw #6 – International Tuition and Fee Bylaw

International tuition and fees are not bound by the Ministry's tuition limit policy. However, a 2% increase to tuition and fees is proposed with no increase to the international service fee. The recommendation also includes approval for two years of fee increases in order to provide cost predictability for both students and agents.

Moved M ERICKSON / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW 6, – INTERNATIONAL TUITION AND FEE BYLAW, WHICH INCLUDES A 2% INCREASE FOR 2021 AND 2022 TO INTERNATIONAL TUITION AND MANDATORY FEES.

Motion carried

4. REPORTS ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Report, November 2020

J. Bowman highlighted challenges brought on by the pandemic. He assured the Board that the College is following safety guidelines from the Provincial government, adding that the College has risen to those challenges. Acknowledging his retirement in early 2021, J. Bowman took the opportunity to express his gratitude to members of the College community who were critical to the success of NIC.

4.2 Vice President, Finance and Facilities

4.2.1 Parking Lot Lease, Port Alberni Campus

C. Fowler informed the board that the lease with the City of Port Alberni for the Port Alberni campus parking area has expired. An approval of the lease renewal from the Board of Governors is required before going to the Ministry for final approval.

Moved P. TRASOLINI / Seconded A. MCCUBBIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE ACQUISITION THROUGH LEASE OF SPACE AT PART OF LOT 1, DISTRICT LOT 92, ALBERNI DISTRICT, PLAN 27429 UNTIL MARCH 31, 2028 TO CONTINUE TO PROVIDE PARKING FOR STUDENTS AND GUESTS FOR THE PORT ALBERNI CAMPUS.

Motion carried

4.2.2 Second Quarter Financial Statements, 2020/21

The second quarter financial statements report a forecast deficit of \$1.7 million by fiscal yearend 2020/21. C. Fowler noted timing issues as to the receipt of operational funding grants from the Province as well as increases in equipment costs, part of which is expected to be capitalized by fiscal yearend.

4.2.3 Fiscal 2020/21 Forecast Projections

C. Fowler noted that in the forecast projections, the projected deficit is over \$2.2 million. He reported that the slight improvement in numbers for domestic enrolment offset the decrease in international enrolment. Additional yearend funding from government either to fund safety protocols or micro-credentials is possible but J. Bowman noted that the Provincial government is also forecasting a deficit so any additional funding could be unlikely.

4.3 Executive Vice President, Academics and COO

4.3.1 Credential Name Change: Android Application Development Certificate (formerly Mobile Application Development Certificate)

L. Domae explained that the name change will provide greater clarity, ease the certificate into laddering opportunities and provide incentives for students who may wish to take either the Web + Mobile App Development Diploma, or the Advanced Digital Design and Development Diploma. She added that most graduates of the program get employment in Android application.

Moved V. PUETZ / Seconded S. FRANK: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE CHANGE OF CREDENTIAL NAME MOBILE APPLICATION DEVELOPMENT CERTIFICATE TO ANDROID APPLICATION DEVELOPMENT CERTIFICATE, EFFECTIVE FALL 2021.

Motion carried

L. Domae introduced the next three new credentials as Industry Training Authority BC programs that were developed during the pandemic in response to labour market needs. Tuition and fees for all three programs are in line with the College's other trades program.

4.3.2 Approval of Credential, Tuition and Fee: Motor Sport and Power Equipment Technician Foundation

The certificate program will run for 20 weeks, providing students with 600 hours training in servicing and maintaining small equipment and a pathway to Red Seal certification. L. Domae reported that the program is fully funded by the Ministry. She expects high demand for the program and therefore continued funding from the Ministry.

Moved C. SCARLATTI / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE NEW CREDENTIAL MOTOR SPORT AND POWER EQUIPMENT TECHNICIAN FOUNDATION CERTIFICATE, EFFECTIVE IMMEDIATELY;

AND FURTHER THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING DOMESTIC TUITION AND FEES, EFFECTIVE IMMEDIATELY:

Course/Program Name	Program Cost
Motor Sport and Power Equipment Technician Foundation Certificate	\$2,380.30

Lab Name	Lab Cost per Program
Motor Sport and Power Equipment Technician Foundation Certificate Lab	\$150.00

AND FINALLY THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING INTERNATIONAL TUITION, EFFECTIVE IMMEDIATELY:

Course/Program Name	Program Cost
Motor Sport and Power Equipment Technician Foundation Certificate	\$8,037.00

Motion carried

4.3.3 Approval of Credential, Tuition and Fee: Parts and Warehousing Person Foundation Certificate

The proposed foundation program will provide over 20 weeks of training, 300 work-based hours towards a pathway to Red Seal apprenticeship and technical training credit. She noted that the popularity of the program has grown with the growth of Amazon.

Moved M. ERICKSON / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE NEW CREDENTIAL PARTS AND WAREHOUSING PERSON FOUNDATION CERTIFICATE, EFFECTIVE IMMEDIATELY.

AND FURTHER THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING DOMESTIC TUITION AND FEES, EFFECTIVE IMMEDIATELY:

Program Name	Program Cost
Parts and Warehousing Person Foundation Certificate	\$2,800.00

Lab Name	Lab Cost per Program
Parts and Warehousing Person Foundation Certificate Lab	\$85.00

AND FINALLY THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING INTERNATIONAL TUITION, EFFECTIVE IMMEDIATELY:

Program Name	Program Fee
Parts and Warehousing Person Foundation Certificate	\$8,037.00

Motion carried

4.3.4 Approval of Credential, Tuition and Fee: Automotive Collision and Refinishing Technician Foundation Harmonized

L. Domae noted that this particular harmonized credential has a longer training period at 34 weeks, adding that this will be the College's first program offering related to the automotive repair industry. The program has not received funding yet but with the projected high demand for the program, L. Domae is optimistic about securing funds.

Moved V. PUETZ / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE NEW CREDENTIAL AUTOMOTIVE COLLISION AND REFINISHING TECHNICIAN FOUNDATION HARMONIZED CERTIFICATE, EFFECTIVE IMMEDIATELY.

AND FURTHER THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING DOMESTIC TUITION AND FEES, EFFECTIVE IMMEDIATELY:

Program Name	Program Cost
Automotive Collision and Refinishing Technician Foundation Harmonized Certificate	\$4,284.54

Lab Name	Lab Cost per Program
Automotive Collision and Refinishing Technician Foundation Harmonized Certificate Lab	\$300.00

AND FINALLY THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING INTERNATIONAL TUITION, EFFECTIVE IMMEDIATELY:

Program Name	Program Cost
Automotive Collision and Refinishing Technician Foundation Harmonized Certificate	\$14,466.60

Motion carried

5. INFORMATION

The Board received the following information items:

- 5.1 NIC Foundation 2020 Awards Program, appreciation letters from Board bursary recipients
- 5.2 Congratulatory letters to local MLAs, November 2020
- 5.3 Commonly used acronyms
- 5.4 Link to Board policies and bylaws

6. NEXT MEETING DATE

- 6.1 Regular meeting – Thursday, January 21, 2021

7. ADJOURNMENT

Moved C. SCARLATTI / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF NOVEMBER 26, 2020.

Motion carried

Time: 2.:06 p.m.

Jane Atherton, Vice Chair

Rachel Reid, Executive Assistant

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
JANUARY 2021**

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

The Executive Committee met via BlueJeans on December 9, 2020 at 10:30am with E. Mosley, J. Atherton, J. Murphy, P. Trasolini, J. Bowman and R. Reid attending.

Board Retreat Debrief

Those able to attend the virtual retreat agreed that it went as well as expected and acknowledged that the Board will be engaged in strategic discussions in 2021.

Tentative Meeting Agenda Items for January 21, 2021

The Committee will confirm the following agenda items at its meeting on January 7, 2021:

- Plan20-25
- Establishment of New President Transition Team
- Board Priorities/Objectives, 2021
- Discussion of individual Board Member feedback/performance appraisal
- Appointment of Acting President
- Minister's Mandate Letter of November 26, 2020

The Committee in particular considered the following:

- Plan2025 is a college-wide strategic plan and Widening Our Doorways is a 2-3 year educational and service plan focused on the college's recovery from the impacts of the COVID-19 pandemic;
- Determine whether approval of Plan2025 needs to be approved prior to hiring a new President or deferred to be reviewed with the new President;
- There is an advantage to having Plan2025 approved and in place prior to hiring a new President as it informs the public of what NIC is and where it is heading.

The Board, at its January meeting, will consider whether to approve Plan2025 or defer approval until a new President is retained.

Adjournment

The meeting adjourned at 11:15 am.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
JANUARY 2021**

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

The Executive Committee met via BlueJeans on January 7, 2021 at 9am with E. Mosley (chair), J. Atherton, P. Trasolini, R. Everson, J. Bowman and R. Reid attending.

Board Chair Updates

E. Mosley presented notes from the BC Colleges Board Chairs' meeting of December 1, 2020. J. Bowman informed the committee that the group regularly meets about twice a year until the pandemic hit, adding that a joint meeting of chairs and presidents was coordinated annually. He expects that these meetings coordinated by BC Colleges will become regular again in 2021.

A request for support from the City of Port Alberni for the city's bid to host the 2026 BC Summer Games was received. The request will be included as an agenda item for the Board to consider at its meeting of January 21, 2021.

E. Mosley and J. Bowman will be meeting with CABRO lead executive Charley Beresford and AEST's ADM for Governance, Legislation and Corporate Planning Tony Loughran on January 12th.

Meeting Agenda, January 21, 2021

J. Bowman summarized the schedule for January 21 which includes a discussion of the Ministry's mandate letter and follow up on the Board's retreat of November 2020 in the morning. Kevin Brewster, AEST Assistant Deputy Minister, will be joining the regular meeting in the afternoon. As part of a general update on the presidential search process, the appointment of an interim president will also be included as a regular agenda item.

The Committee also discussed allotting time during the Board meeting to discuss the formation of a new president transition team and plan.

Adjournment

The meeting adjourned at 9:42 am.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
JANUARY 2021

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**
2.3 Governance and HR Committee Report

Committee members Danielle Hoogland (chair), Jane Atherton, Sharlene Frank, John Bowman met via BlueJeans on December 10, 2020 with Ken Crewe and Rachel Reid as resource persons.

Adoption of Agenda

The committee amended the agenda to include a discussion of whistleblower policies and board operations/communication tools.

A Board Member forwarded information on a board operations/communication tool

Committee Business

a. Whistleblower Policy

K. Crewe reported that the Post-Secondary Employers' Association (PSEA) is in the process of getting legislation passed which could serve as a guide to post-secondary institutions in establishing whistleblower policies. He added that staff has drafted a whistleblower policy for review by the committee but would prefer to wait until the PSEA legislation gets adopted.

b. Review of Governance & HR Committee terms of reference

The committee requested K. Crewe to review its committee terms of reference particularly around the committee's responsibilities pertaining to human resources. K. Crewe and J. Bowman acknowledged that while there are human resources-related policies that need to be formally reviewed and approved by the Board, a large part of decision-making around human resources issues is directed by legislation under the Province's PSEA and Public Sector Employers' Council Secretariat (PSEC). J. Bowman suggested having a presentation on the work that PSEA and PSEC do for Board Members to understand how the two agencies related with the Province's post-secondary institutions.

A review of the terms of reference will be included in a future meeting.

b. Board Bylaw #3 – Powers, Duties and Benefits of the President

The committee briefly discussed and reviewed the bylaw. D. Hoogland encouraged committee members to look at other colleges' bylaws on the powers, duties and benefits of the president.

c. Policies: Board-Staff Relationship and Executive Limitations

J. Bowman provided a brief history of the Carver model on which the Board's policies are modeled after. The committee agreed that the Board policies need thorough review and that the Carver model categories are not as important as making policies clear, concise and function well as tools for the Board.

d. Other

R. Reid will send the following to the committee in preparation for its January 7 meeting:

- Bylaw #3, policies SR 1& 2, EL 1 to 8;
- Similar bylaws and policies of Langara, Okanagan and other similar BC colleges;
- Links to Aprio and Dilitrust board software programs/apps.

Time: 10:28 a.m.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
JANUARY 2021**

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**AGENDA ITEM: Regular Meeting
2.3 Governance and HR Committee Report**

Committee members Danielle Hoogland (chair), Jane Atherton, Sharlene Frank, Ross Hunt, Barry Minaker and John Bowman met via BlueJeans on January 7, 2021 with Rachel Reid as resource person.

Adoption of Agenda

D. Hoogland suggested postponing discussion of Board policies under Executive Limitations and Board-Staff Relationship.

A discussion of outcomes and feedback from the November 2020 Board retreat is included in the morning session of January 21. Pending this discussion, the committee will further consider possible action items arising from the Board retreat.

Committee Business

a. Paperless Board

The committee discussed the pros and cons of having a paperless Board operation and considered the following points:

- Third party software apps like Aprio and Dilitrust checks off all requirements of Board operation;
- MyNIC portal's team site for the Board of Governors offers similar functionalities as external software apps;
- Should the Board go entirely paperless, it is incumbent upon the institution to provide devices that Board Members can use;
- Investment towards the purchase of devices and/or software application is worth the transition to paperless operations;
- Public documents should be easily searchable.

The committee requested that the issue be discussed by the Board during its morning session on January 21st. R. Reid will inquire from the College's Business Applications Services whether there are any concerns regarding the use of third party software apps as well as options for procuring devices for Board Member use.

b. Bylaw 3 – Powers, Duties and Benefits of the President

The committee agreed on adopting a template for bylaws that will have sections on purpose, definitions, appointment and accountability.

Some of the suggested changes to the bylaw are:

- Have compensation and benefits section under a separate heading to highlight those items;
- Provide language confirming that the Board has sole authority on the search, selection and processes of such of the College President who is its only employee;
- Consider addition of “strategic priorities/plans” under 4, c;
- Full stop at “as required” under 4, d (as all provisions in the bylaw have to be consistent with the College & Institute Act.

A copy of the working draft bylaw will be reviewed by the committee at its next meeting.

Time: 2:34 p.m.

Finance and Audit Committee

Friday, January 8, 2021 8:30 am

Via BlueJeans

Members present: M. Erickson (Chair), A. McCubbin, V. Puetz, C. Scarlatti

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

Call to Order

M. Erickson called the meeting to order at 8:32 am.

FY 2020-2021 Audit Plan

C. Fowler introduced L. Bates-Eamer of KPMG which is the College's external third-party auditor. L. Bates-Eamer reported that KPMG performed interim audit procedures virtually in December, adding that the yearend audit is scheduled for early May with a target of wrapping up final audit by May 15th, by which time KPMG will be ready to meet with the committee to report on audit findings. She highlighted the following from the FY 2020-2021 audit plan:

- Materiality is the same as last year at \$1.1M which is around 2.1% of last year's total revenue;
- Analytics are expected to show impacts of COVID-19 on financial statements with an expectation that there will be ongoing effects of COVID-19 until fiscal yearend;
- Risk of fraud is not significant;
- Office of the Auditor General (OAG) will have an oversight role in this fiscal year's audit.

L. Bates-Eamer suggested inviting the OAG to a future committee meeting as it did participate in other colleges' board finance committees. L. Bates-Eamer left the meeting at 9:00 am.

Third Quarter Financial Statements for 2020/2021

C. Fowler reported that the third quarter statements will be ready by January 15th and will be sent via email to the committee for its review and comments prior to the Board's meeting of January 21st.

Fiscal 2020/21 and 2021/22 Budget Projection

In addition to the budget projection report, C. Fowler is preparing a deficit reduction plan which will be included in the Board's meeting agenda package for January 21st. The draft plan will also be sent to the committee via email prior to the Board meeting for the committee's review and comments.

C. Fowler noted that the College's cash flow situation is currently stable, adding that there has not yet been a need for the College to withdraw from its long-term investment to support the projected deficit. He forecasts, however, that a small institution like NIC will be unable to support a deficit without funding from its long-term investment.

Large Payment Report

The committee received the large payment report of over \$50,000 for the month of December 2020.

The meeting adjourned at 9:26 am.

Murray Erickson
Committee Chair

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

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



November 26, 2020

Honourable Anne Kang
Minister of Advanced Education and Skills Training
Parliament Buildings
Victoria, British Columbia V8V 1X4

Dear Minister Kang:

Thank you for agreeing to serve British Columbians as Minister of Advanced Education and Skills Training. You are taking on this responsibility at a time when people in our province face significant challenges as a result of the global COVID-19 pandemic.

COVID-19 has turned the lives of British Columbians upside down. None of us expected to face the challenges of the past number of months, yet British Columbians have demonstrated incredible resilience, time and time again. We will get through the pandemic and its aftereffects by building on this resilience and focusing on what matters most to people.

British Columbians voted for a government focused on their priorities: fighting the COVID-19 pandemic, providing better health care for people and families, delivering affordability and security in our communities, and investing in good jobs and livelihoods in a clean-energy future.

I expect you – and the work of your ministry – to focus on the commitments detailed in our platform, *Working for You*, along with the following foundational principles:

- **Putting people first:** Since 2017, our government has focused on making decisions to meet people's needs. That focus drove our work in our first term and will continue to be our priority. British Columbians are counting on the government to keep them safe and to build an economic recovery that works for everyone, not just those at the top. Keeping people at the centre of everything we do means protecting and enhancing the public services people rely on and working to make life more affordable for everyone.
- **Lasting and meaningful reconciliation:** Reconciliation is an ongoing process and a shared responsibility for us all. The unanimous passage of the *Declaration on the Rights of Indigenous Peoples Act* was a significant step forward in this journey. True

.../2

reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move toward self-determination. Our government – and every ministry – must remain focused on creating opportunities for Indigenous peoples to be full partners in our economy and providing a clear and sustainable path for everyone to work toward lasting reconciliation.

- **Equity and anti-racism:** Our province's history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. Our government has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every ministry has a role in this work. While our caucus elected a record number of women, more work remains to address gender equity. Delivering on our commitments to address racial discrimination will require a commitment by all of government to ensure increased IBPOC (Indigenous, Black and People of Colour) representation within the public service, including in government appointments. Our efforts to address systemic discrimination must also inform policy and budget decisions by reviewing all decisions through a Gender-Based Analysis Plus (GBA+) lens.
- **A better future through fighting climate change:** In 2018, our government launched our CleanBC climate action plan. CleanBC puts British Columbia on the path to a cleaner, better future by building a low-carbon economy with new clean-energy jobs and opportunities, protecting our air, land and water and supporting communities to prepare for climate impacts. It is every Minister's responsibility to ensure your ministry's work continues to achieve CleanBC's goals.
- **A strong, sustainable economy that works for everyone:** We will continue our work to support British Columbians through the pandemic and the economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. Our plan will train the workforce of tomorrow, help businesses hire and grow and invest in the infrastructure needed to build our province.

The pandemic has reminded us that we're strongest when we work together. Delivering on our commitments to people will require a coordinated effort with your cabinet and caucus colleagues, supported by the skilled professionals in the public service. You will also support your cabinet colleagues to do their work, particularly where commitments cross ministry lines.

British Columbians expect their elected representatives to work together to advance the broader public good despite their partisan perspectives. That means seeking out, fostering and championing good ideas, regardless of their origin. I expect you to reach out to elected members from all parties as you deliver on your mandate. Further, you will build thoughtful and sustained relationships through public and stakeholder engagement plans that connect with people to incorporate their perspectives early in the policy development process. These plans must include measurable outcomes and ensure active dialogue and ongoing outreach in your ministry's actions and priorities.

Over the course of our mandate, I expect you will make progress on the following items:

- Work with post-secondary institutions to support students to succeed in the context of the COVID-19 pandemic and recovery.
- With support from the Minister of Health, lead work to launch B.C.'s second medical school to expand our healthcare workforce.
- Expand the B.C. Access Grant program by increasing eligibility to reduce barriers and make sure more people are able to access the skills they need for the jobs of the future.
- Create an additional 2,000 new tech-relevant spaces in public post-secondary institutions.
- Keep student fee increases low by strengthening the existing Tuition Fee Limit Policy to make sure institutions are not increasing fees beyond the prescribed limits.
- With support from the Minister of Children and Family Development, lead work to expand tuition waivers to all former youth in care, regardless of age.
- Conduct a funding review of post-secondary education operating grants to make sure public post-secondary institutions have the resources they need to support economic recovery and student success.
- Work to expand on the investment that our economic recovery plan, StrongerBC, is making in scholarships for people pursuing online courses to re-skill for the digital economy.
- Continue to build 8,000 new student housing units as part of Homes for BC, our government's 10-year housing plan.
- Complete and implement the CleanBC Workforce Readiness Plan to train people for jobs in the low-carbon economy and help us meet our CleanBC commitments.
- Support the work of the Minister of Jobs, Economic Recovery and Innovation to invest in innovation clusters, with a focus on emerging industries where B.C. companies have developed the early lead – such as life sciences, emergency management technology, engineered wood, clean tech, artificial intelligence, and quantum and virtual reality technologies.
- Support the work of the Minister of State for Child Care to implement and enhance the Early Care and Learning Recruitment and Retention Strategy.

To assist you in meeting the commitments we have made to British Columbians, you are assigned a Parliamentary Secretary for Skills Training. You will work closely together and ensure your Parliamentary Secretary receives appropriate support to deliver on the following priorities, outlined in the mandate letter issued to them:

- With support from the Minister of Labour, work with the Industry Training Authority to restore the compulsory trades system to improve safety and give more workers a path to apprenticeship completion.
- Support the work of government to develop new skills training and career opportunities for people, including investments in new tech spaces, ECE learning opportunities and the new Health Career Access Program.

Our work as a government must continually evolve to meet the changing needs of people in this province. Issues not contemplated in this letter will come forward for government action and I ask you to bring such matters forward for consideration by the Planning and Priorities Committee of cabinet, with the expectation that any proposed initiatives will be subject to the usual cabinet and Treasury Board oversight. Your ministry's priorities must reflect our government's overall strategic plan as determined by cabinet.

All cabinet members are expected to review, understand, and act according to the *Members' Conflict of Interest Act* and conduct themselves with the highest level of integrity. As a minister of the Crown, your conduct will reflect not only on you but on cabinet and our government. You are responsible for providing strong, professional and ethical leadership within cabinet and your ministry. You will establish a collaborative working relationship with your deputy minister and the public servants under their direction who provide the professional, non-partisan advice that is fundamental to delivering on our government's priorities. You must ensure your minister's office meets the highest standards for integrity and provides a respectful and rewarding environment for all staff.

My commitment to all British Columbians is to do my level best to make sure people's lives are better, safer and more affordable. I believe the challenges we face can and will be overcome by working together. By way of this letter, I am expressing my faith that people can expect the same commitment from you.

Sincerely,



John Horgan
Premier

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
 COLLEGE HIGHLIGHTS REPORT
 JANUARY 2021**

TRADES AND TECHNICAL PROGRAMS

January 2021

HAPPY NEW YEAR! Welcome, welcome one and all to the start of a bigger and brighter year for NIC!

No doubt about it, 2020 could have done with a re-do or perhaps a complete overhaul, however, we played the hand we were dealt and here we are. Despite the challenges imposed upon us all by COVID-19, we have excelled and moved through and beyond to support students and quality programming.

WELL DONE, EVERYONE!

Before we dive into the 2021 agenda, let's do a quick re-cap of what was probably one of the most unusual Fall terms ever witnessed at NIC.

While foundation programs from September and October continue on into spring of 2021, faculty and students brought to a close three Electrical Apprenticeships, Heavy Mechanical Apprenticeship Level 2, Plumbing Apprenticeship Level 2 and two harmonized Carpentry Apprenticeships in December. Chef Alan Irving in Port Alberni saw the conclusion of the first ever Professional Cook Level 2 in the Alberni Valley and Chef Xavier Bauby and Chef Sunshine Layton had their hands full with Professional Cook 1, Culinary Diploma and Professional Cook 3 programs in Campbell River.

In October, instructor Stephen McIntosh launched the new curriculum for the Furniture Design and Joinery Certificate. Response from students has been positive and Stephen feels the new material is enhancing the learning experience of the program. Initially, students are required to complete two hand-tool projects prior to moving on to more detailed and complex designs. They have approximately eight weeks to complete a toolbox and then following that, another smaller box which takes about six weeks to make. As students progress further through the program, the next step is a table and chair then, if time permits, they can work on a project of their own choice. Seen below are the current projects from yet another talented group of students.



Two Level 4 Apprenticeships wrote their Industry Training Authority BC (ITA) exams on December 18th: Carpentry at the Comox Valley campus and Electrical at the Campbell River campus. Essential to Apprenticeship training are shop projects and practical labs. One of the final labs for Electrical Level 4 students was wiring up fire alarm systems which were built in-house at the Campbell River campus.



Professional Cook 2 students in Port Alberni completed their mandatory ITA Practical Assessments and Certificate of Qualification exams. Chef Al has every reason to put a feather on his cap for the maiden voyage of Level 2.

Chef Xavier and Chef Sunshine are equally impressed with student participation, motivation and engagement. Prepping for their mid-term theory and practical exams in January, students have been a constant presence in the teaching kitchen, and they are not afraid to show you how it's done! On a rotating basis to respect social distancing rules, both chefs had the students in two groups. The first shift started at 9:00 am to prepare and showcase their daily assignment, the second shift got to strut their stuff from 2:00 pm on. Not to be left out, Professional Cook Level 3 students are working on a well-received modified model of their program consisting of 12 hours per week spanning 15 weeks.

For the annual holiday luncheon, once again our future chefs prepared a turkey feast fit for kings yet brought all the comforts of home to the table. Any attempt to go back for seconds was swiftly foiled as this was one dinner that sold out before it started. Oven-roasted turkey, garlic mashed potatoes, citrus baked beets, glazed squash and carrots, apple cider gravy, stuffing and orange cranberry sauce were on the menu. When you are served a meal of perfection such as this, it will make you want to go home and glare at your own turkey for being such an uninspiring jerk!

Don't believe us? Look what's coming out of the kitchen.....



*Follow the talent and progress of the Culinary students on Instagram **#nicculinaryarts***

Also of note, Chef Sunshine is leading a cohort of the Kitchen Helper Program. This part-time blended learning program began November 4 and runs until late February. Developed with NIC's Department of Accessible Learning Services (DALs), students spend six hours per week in the kitchen lab and six hours on online instruction. Focus is concentrated around the foundation kitchen skills of safety, sanitation, personal hygiene, tools and equipment.

We had to say goodbye to one of our seasoned instructors of 16 years. On December 18th, Lee Pollack left the building. While we may see him again from time to time, Lee's parting words were these:

Hello All:

It is with mixed feelings that I have decided to retire at the end of this year.

Mixed feelings because NIC is such a GREAT place to work and I will miss all the wonderful people that make this such a great place to work. I have never met anyone here that it wasn't a joy to see again and again. I am truly grateful to all of you for making this workplace such a fulfilling pleasure.

They say you retire to do the things you love to do, well by that definition I have been happily retired since I started at NIC in 2004 and have truly loved getting up in the morning to come here.

Having said that I do admit that lately there are more and more mornings that I would prefer to sleep in a little and enjoy living without the constraints of a schedule. My wife Carmen and I are blessed with good health and we wish to take advantage of that good health while we are still able.

Again; I would like to thank you all for your part in having made my working life in the last 16 years such a positive experience. I hope you all know how lucky we are to have each other, to have NIC as our workplace, and how lucky we are to live in this wonderful part of the world. I wish you all the best.

Sincerely

Lee Pollack

Bye Lee! We wish you all the best 😊



HERE COME OUR THANK YOU'S

We wish to sincerely thank the BC Salmon Farmers Association. For several years, they have been an avid and proud sponsor of the North Island College Culinary Arts Program. Joanne Watson, our Cafeteria Supervisor, just has to reach out with a request and, without fail, let there be fish! Students have the opportunity to learn how to properly handle, process and present one of the greatest gifts the West Coast has to offer. What a fantastic learning experience: from tours of their facilities to sponsoring special events such as *Dance with Tapas*, the BC Salmon Farmers Association has been a huge presence in our Culinary programs.

In September, the Senior Education Team (SET) sent out an NIC community inclusive survey for the *Widening Our Doorways: A 10-point Plan to Reset, Reshape and Renew Learning*. SET recognized that everyone's voices should be heard and feedback was important and imperative to shaping the planning process. This was appreciated and resonated with many at NIC. Survey participants had the added treat of "NIC Cookies" prepared by the Culinary Arts students!



It would be remiss if we did not recognize and thank some very essential and important people to the Trades and Technical team. Without them, the assorted array of items needed to complete lab and shop activities could very well prove to be quite elusive. Banjo Bolts, Bessy Clamps, Dial Sleds and Bore Gauges are but a few of the sundry bits and pieces that make their way to the queue on a daily basis.

Need a sharkbite elbow fitting – Kim Stallknecht's got it covered. Want a valve spring compressor – Danne Pearson can hook you up! There are literally thousands of nuts, washers, bolts, screws, wrenches, saws and kitchen sinks that make up the Tool Crib at each campus. In the midst of this are four people that know exactly what you're talking about, what it's for and where to find it. Thanks to Joe Fornari, Dean Weslosky, Kim and Danne, there is a place for everything and everything in its place. From equipment maintenance to detailed inventory, they run a tight ship right down to the Rose Buds!

*Thank you
Santa's little helpers!*



WELL HI'YA 2021!

Ready...Set....

We are full steam ahead as we start the new year off with full cohorts of Carpentry Apprenticeship Levels 1 and 2, Electrical Apprenticeship Levels 2 and 4, and Plumbing Apprenticeship Level 3. Don't forget we have Heavy Mechanical Level 1, a full cohort of Trade Sampler and not one but two Women in Trades programs in Campbell River and Comox Valley.

February starts with three cohorts of Carpentry Foundation: one at the Comox Campus, one in Campbell River and one at the M̓ix̓alakwila campus. Coastal Forest Worker Certificate and Technology programs are gaining momentum, followed closely by two cohorts of Electrical Foundation (Campbell River and Port Alberni), Welding Foundation, Plumbing Foundation and another Women in Trades at the M̓ix̓alakwila campus. AND METAL FABRICATOR IS BACK!!

Here comes March with two full cohorts of Carpentry Apprenticeship Level 3, three full cohorts of Electrical Apprenticeship Level 3, Plumbing Apprenticeship Level 4, Heavy Mechanical Level 3 and there may be one or two seats left in Electrical Apprenticeship Level 1.

That's how we roll!

Are you ready for this....

When Industry calls, we are all ears! As we seek to continually advance programming, Trades and Technical closely monitors labour market trends, opportunities and demands. Providing flexible learning formats and greater ease of access allows us to not only satisfy Industry needs but we can reach students that may otherwise be forgotten or overlooked be it a matter of location, finance or upgrading. We are continuing to pursue opportunities for learners in rural and remote communities, those who may have limited resources or individuals who have commitments and priorities that do not allow for full-time classroom instruction.

In addition to the new Parts and Warehousing Person Foundation and Motor Sport and Power Equipment Technician Foundation programs, development continues as we broaden the spectrum of what Trades and Technical has to offer with two exciting micro-credentials!

Motion Picture Production Assistant is a dynamic and integrated self-paced micro-credential designed to open the door to a career in film and television. Recognized by the Directors Guild of BC, this 100% online 7-week program offers students live scheduled virtual sessions with experienced film industry instructors. The program will guide students through on-set skills in communication, protocols, terminology and safety so they may confidently pursue employment as a Locations Productions Assistant.

Fundamentals of GIS Mapping and Drone Operations provides introductory training on emerging technologies, standardization of data collection methods, and industry best practices on low-level aerial data collection. Instruction incorporates an introduction to Geographic Information System (GIS) basic tools and applications, digital data collection and integration, query databases, and file management structures for GIS data. The program also encompasses training for Remotely Piloted Aircraft Systems (RPAS), commonly known as drones, and will equip students to obtain the basic small RPAS operator's license (250g - 25kg class) with the additional industry certification in Restricted Operator Certificate-Aeronautical. Skills gained are transferable across multiple sectors to include forestry, aquaculture, resource and environmental management.

STUDENT SERVICES AND REGISTRAR

Student Services

Submitted by Felicity Blaiklock

Okanagan Charter Commemoration Plaques

In May 2020, NIC became the 21st post-secondary institution in Canada and one of the first colleges in BC to endorse the Okanagan Charter: An International Charter on Health Promoting Universities and Colleges. This month, plaques commemorating the signing and formal adoption of the Okanagan Charter will be mounted on each of the four campuses.



These plaques will serve as a reminder of NIC's commitment to health and well-being, including in its strategic planning process, developing a campus wide Mental Health and Well-Being Action Plan, establishing culturally relevant systems and tools to connect students with campus and community resources, coordinating health and well-being programming across campuses, and embedding student health and well-being supports in courses and programs.

Campus Suicide Prevention Grant

The Canadian Mental Health Association's BC Division (CMHA BC), in partnership with BC's Ministry of Mental Health and Addictions, has invited proposals from publicly-funded post-secondary institutions in the province to engage in campus suicide prevention initiatives focused on student populations. The intent of this project is to assist post-secondary institutions in developing and implementing new or expanded campus suicide prevention frameworks and strategies with assistance from the Healthy Minds | Healthy Campuses (HM|HC) community-of-practice network. NIC has submitted a proposal for the \$50,000 grant and is hoping to hear whether we have been successful in mid-late January.

Orientation

Winter Orientation was offered to all students the week of January 4th with a variety of live and pre-recorded sessions offered to assist new students starting in the winter with their transition to NIC, as well as to support all current students in their continued adjustment to digital learning. The live sessions were held via BlueJeans and were well attended with an average of 50 students per session. Sessions included navigating NIC's digital learning platforms, tips for a successful term, North Island Student Union (NISU) supports and services, Student Life engagement opportunities, and a fun start of term celebration. Live sessions were recorded and placed on the [Winter Orientation webpage](#) for those unable to attend.

Library and Learning Commons Update

Submitted by Lynette Gallant

Social Media Platform Launch (September 2020)

The Library & Learning Commons (LLC) launched LLC Instagram and Twitter accounts this Fall allowing us to connect with and listen to the NIC community while promoting LLC services and resources.

Late Night Against Procrastination (November 2020)

LLC once again hosted this annual event with all events and supports offered virtually. Librarians, Writing Support, Student Tech, and Counselling staff were on hand from 5:00pm to 11:00pm, to support students with research and writing, troubleshooting technology issues, and connecting students with counselling supports. Compared to the 200+ students that typically attend, we saw only 19 students during the evening. An overarching goal of this event was to instill a sense of accomplishment and community at a stressful point of the semester compounded by the anxieties of the pandemic.

Grab & Go Bundles (December 2020)

We started a new campaign this year to increase the circulation of our print books - Grab & Go Book Bundles. LLC staff customized book bundles for patrons based on a short form describing the patron's reading taste. The campaign was quite successful with 48 staff and students participating and we plan to run this event a few times throughout the year.

LLC Workshops

In 2020 and in addition to research/writing/math support appointments, the LLC focused on supporting students virtually by rolling out new workshops and reintroducing old favorites, including:

- Citation Workshops (APA, MLA & Chicago)
- Summarizing & Paraphrasing
- Integrating Quotations
- Becoming Better Math Students

Curbside Pickup / Print & Video Borrowing

Students, staff and faculty may borrow laptops as well as items from our print and video collection by using the Curbside Pickup service. Library users can place a hold on a book or video from the library catalogue online. When they arrive to pick up their items, they contact lending services and staff bring the requested items to the entrance of the building.

Laptop Borrowing

Students may borrow laptops from the library hourly or by the day/week. If they would like to borrow a laptop, they can call ahead or buzz the library and staff will meet them at the entrance of the building to complete the transaction.

Library Statistics (April 1, 2020 – December 31, 2020)

- Curbside Pickup
 - 758 books were checked out using curbside pickup
 - 57 laptops were borrowed
- Orientations
 - 461 students received library instruction
- Room/Computer Bookings
 - 480 students booked study rooms or computer space in the campus
- Research Appointments
 - 511 research appointments

Student Technical Services Statistics of Note (October 2020)

- Overall ticket count went up from 238 to 328 – a 38% increase;
- Total phone traffic increased from 82 to 194. The average call length was ~10 minutes;
- Online requests also doubled - 31 to 62;
- Web site traffic was 6,665 - our highest monthly total ever (set in 2017 at 6,300);
- We had 44 students attend our “Blackboard and More...” drop-in sessions via BlueJeans (new);
- ~60 Workshops in September 2020. Attendance was slightly higher than last year, which is an impressive feat! We found the online orientation was conducive to our content (able to share content, links, chat, etc.).

While our methods of contact may have shifted due to COVID-19, our effectiveness has not. It was helpful to have a third technician, as we saw a 38% increase in our overall load. The students have been quite optimistic, and extremely patient as we work with them and their instructors. The tools we have at our disposal are working quite well – ability to share desktop using BlueJeans has saved lives. We feel confident in our ability to provide support for students in this time of uncertainty.

Looking to 2021

- Student Tech is now open Saturdays!
- Extended hours 8am-6pm
- Blackboard and more drop-in sessions Monday through Saturday, morning and afternoon
- New Kaltura app for mobile (video uploading)

Writing Support

Submitted by Caitlin Hartnett, Coordinator, Peer Tutoring, Writing and Math Supports

Given ongoing COVID precautions, we offered Writing Support guidance through online video appointments, phone, and email in the Fall of 2020. Appointments were available during the week and on Saturdays. In the Fall 2020 semester, students booked 313 appointments with Writing Support. Several NIC learners shared their positive experiences with us as well:

"The Writing Support staff is very friendly and has been extremely helpful in providing excellent feedback, replying immediately, and guiding me through any confusion I may have. I highly recommend the Writing Support staff!" – Liam L.

"Being an international student and never done academic writing, I do not know where I would be, if not for Writing Support Help. Their support has helped me to get good marks for my assignments and close the gap in understanding the instructions better from my teachers. Writing support is available at a wide range of times, and when needed, I can connect via video chat to get more clarity on the feedback." – Maria V.

In addition to individual writing support appointments, Writing Support faculty also offered several online workshops throughout the semester; 16 students attended these workshops. Writing Support faculty went into one class to provide in-class workshops tailored to the individual needs of faculty and their students as well. Writing Support will offer eight virtual writing workshops throughout the Winter 2021 semester.

NIC Students also regularly took advantage of WriteAway, the provincial online writing support platform. NIC students submitted a total of 114 submissions to WriteAway in the Fall 2020 term. One NIC learner has this to say about their experience with WriteAway:

"I appreciated the amount of comments and suggestions the tutor wrote. Her knowledge of several online resources was expansive and I found them very helpful for this assignment and for those in the future. A big thank you to WriteAway during this strange time in education."

Math Support

Submitted by Caitlin Hartnett, Coordinator, Peer Tutoring, Writing and Math Supports

Faculty math support was also offered through online video appointments, phone, email, and drop-in sessions. In Fall 2020, students booked 120 appointments with Math Support. Math Support faculty will be offering four virtual workshops throughout the Winter 2021 semester.

Peer Tutoring

Submitted by Caitlin Hartnett, Coordinator, Peer Tutoring, Writing and Math Supports

Through the Fall 2020 semester, we had seven active peer tutors. Peer tutors were available for appointments in which they supported student content and skills learning, including general study skills as well as area specific skills. As with math and writing supports, these appointments were offered on our online video platform, BlueJeans. Fall 2020 saw students booking 70 appointments with peer tutors. In the beginning of the Winter 2021 semester, we have seen an increase in peer tutor applications and have hired additional peer tutors in a wide variety of disciplines including Business, Math & Sciences, English, Sociology, Digital Design, Adult Basic Education (ABE), Health Care Assistant, Practical Nursing, English, and Spanish. With new and returning tutors combined, we will have 15 peer tutors tutoring in Winter 2021, more than double the number of peer tutors we had in the fall.

Looking Forward - 2021

The Library & Learning Commons events schedule reflects the current environment with the majority of students studying off-campus. The delivery of our events in the Winter and Spring will be delivered virtually with plans to return to on-campus events in the Fall dependent on guidance from British Columbia's Provincial Health Officer (PHO). We will run an event in March similar to the *Love Your Library* event with additional academic support appointments, daily contests and events. We also plan to participate in *Thrive* and host *Late Night Against Procrastination* – in November 2021.

With the success of the Fall semester's virtual workshops, we are offering the following workshops for the 2021 Winter semester:

- Citation Workshops (APA, MLA & Chicago)
- Preparing to Write: Strategies for Beginning the Writing Process
- Estimating and Rounding
- Summarizing and Paraphrasing
- Integrating Quotations
- Comma Use and How to Join Sentences
- Research Essay Writing: Responding to Sources
- Tips for Writing Clear and Concise Sentences
- Tips for Revising
- Solving Word Problems
- Using Advanced Sentence Structures to Improve Your Writing
- Getting to x – Solving Equations



Happy Holidays from the Enrolment Team!

Fall 2020 - A Recruitment Season Like No Other

Like most of the college community, our recruitment work pivoted to almost completely virtual engagement which presented some interesting challenges and opportunities. We have learned a lot about recruitment, virtual outreach, and ourselves.

Here's a snapshot of what we've been up to:



- Monthly virtual high school advising (Port Hardy, Comox Valley, Campbell River)
- Future student virtual advising
- Post-Secondary Virtual Fairs (Post-Secondary BC Virtual Fairs, Education Career Fair, Alberta Out-Of-Province Post-Secondary Fairs)
- Virtual NIC presentations to high schools & community organizations (Literacy Alberni, CVAG Youth Media project)
- North Island Post-Secondary Tour (UVic, VIU, Camosun, NIC)
- Extensive community & high school mail out
- Endless Constant Contact email campaigns
- Dual Credit promotion & advising for high schools
- Adventure Guiding Virtual Information Session
- Phone-a-thon for some under enrolled programs

- Pre-Recorded program videos with faculty

While COVID-19 created challenges to studying on campus at NIC due to safety measures, digital delivery provided mature and remote students more access to courses and programs. We also retained local students who were initially bound for VIU or UVic, as they chose to stay and study close to home.



Expanding Our Reach

This fall, we offered students and parents live virtual presentations in collaboration with the University of Victoria, Vancouver Island University and Camosun College on post-secondary options on Vancouver Island, BC.

These well attended events received positive feedback from parents and students. They will continue in January & February under the newly named "**Vancouver Island Post-Secondary Virtual Tour**".

We are coordinating specific presentations for school districts and schools across the Island

and in Alberta. Presentation topics include:

- Introductions to Vancouver Island post-secondary institutions
- Pathways, partnerships and information on transfer options
- Resources and tips to support program, school and career exploration in BC
- Information on post-secondary during COVID; and
- Q&A

Enrolment Planning Update

Year 3 of Enrolment Planning

This fall Department Chairs and Deans completed their enrolment planning projections for the third consecutive year. I want to thank all of you involved in this 2021/2022 planning for your ongoing commitment to this process. At the best of times enrolment planning is challenging, but the uncertainty around the pandemic made planning much more difficult this year

With the busyness that everyone juggles on a daily basis, this yearly enrolment planning exercise may seem like an additional burden. I want to assure you that the time and consideration involved is important. In addition to creating vital enrolment estimates for college operations and planning, the interdepartmental conversations that ensue allow me to work through the numbers directly with Department Chairs and Deans. It provides important information for our Recruiters, International Education, Institutional Research and Student Services.

Furthermore, the 'Widening our Doorways' NIC Academic Plan ensures enrolment planning has a vital anchor. As departments begin to embark on their yearly 'Doorway' planning, projected enrolments will provide important information and support.

I encourage colleagues to reach out at any time if there are questions related to enrolment planning.

Finally, I would like to wish all of you a restful and healthy holiday season. I look forward to connecting with you again in 2021.

Bill Parkinson
Interim Director of Enrollment Planning

Youth Academy Update



It is with great excitement and optimism that we share with you our plans to deliver youth summer camps on the Comox Valley campus in 2021.

Along with the new summer camp offerings we are preparing to deliver this summer, the popular Lego Robotics summer camp program is slated to return as an integral part of NIC's youth outreach initiative. NIC Bot Camps came under the wing of Youth Academy in 2020 and have engaged over 700 youth since 2016.

As a youth initiative, Youth Academy aims to lengthen the domestic recruiting process by engaging youth in quality, educational activities on NIC campuses and improving visibility of the college amongst youth and their families.

Stay tuned for an official Youth Academy summer camp announcement coming in 2021!

Have a safe and happy holiday season!

Ali Sandholm, Youth Outreach Liaison

Meet Our Team

Bill Parkinson - Director of Enrolment Planning

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



Danielle Hoogland - Recruiter Advisor

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



Renae Roles - Recruiter Advisor

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



Ali Sandholm - Youth Outreach Liaison

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

NORTH ISLAND COLLEGE



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NORTH ISLAND COLLEGE BOARD OF GOVERNORS
January 21, 2021

AGENDA ITEM: **Regular Meeting**
 3.2 New President Transition Team/Plan

Background

During the Board of Governors November 2020 Retreat Meeting, discussion occurred regarding the Board's role in planning for and supporting a successful transition and onboarding process for the new President.

Given the expansive and complex nature of the President position, it will be important to consider what information, connections and orientation activities need to be planned for and provided to the new President to support their success coming into the role.

Action

It is proposed that the College Board of Governors establish an Ad Hoc New President Transition Team to develop a plan for and support the transition of the new President into the role.

The proposed composition of the Team will include:

- Director, Human Resources and Organizational Development (Ken Crewe);
- Executive Assistant to the President (Sue Bate);
- Executive Assistant to the Board (Rachel Reid); and,
- Two or three members of the College Board (with at least one from the Executive Committee).

Suggested Resolution:

That the North Island College Board of Governors establishes an Ad Hoc New President Transition Team to develop a plan for and support the transition of the new President into the role, to include the membership as follows:

- *Director, Human Resources and Organizational Development;*
- *Executive Assistant to the President;*
- *Executive Assistant to the Board; and,*
- *Two or three members of the College Board (with at least one from the Executive Committee).*

GOVERNANCE PROCESS POLICY

1. ***Governance Philosophy***

North Island College is a multi-campus comprehensive community college established and operating pursuant to the provisions of the statutes of the Province of BC since 1975. The College and Institute Act accords to the Board of Governors the responsibility for the general welfare and overall management of the College. The Board is the ultimate authority for the operation of the College subject to the provisions of the legislation. To fulfill its mandate, the Board of Governors appoints a President who in turn is responsible for appointing employees, providing institutional direction and leading the operations and activities of the college.

The Board of Governors will:

- maintain confidential information in accordance with current chartered legislation and policy;
- focus on strategic leadership to advance the College’s vision, mandate and goals;
- put the interest of students and other stakeholders at the centre of decision making;
- ensure openness and respectful engagement with others and encourage diversity of viewpoints and perspectives;
- seek to enhance the health, social, cultural, economic and environmental sustainability of the communities the College serves;
- speak with a unified voice outside the boardroom;
- foster a culture that focuses on student outcomes and other results.

2. ***Governance Composition, Roles and Expectations***

A. Board Composition

A board is composed of:

- (a) 8 or more persons appointed by the Lieutenant Governor in Council,*
- (b) one person on the faculty of the institution and elected by the faculty members,*
- (c) 2 students elected by the students,*
- (d) one person who is part of the support staff and elected by the support staff,*
- (e) the president, and*
- (f) the chair of the education council.*

(The College and Institute Act, [9, 1])

“Internal Board Member” means faculty, support staff and students (elected by their respective constituency) and Chair of Education Council and President (Board Members because of position held).

“Community Board Member” means a community member appointed by the Lieutenant Governor in Council.

B. Board Member Roles

Elected Board Members including faculty, support staff or students may bring forward to Board discussions the views of their respective constituency; however, in deliberations and voting they shall always act in accordance with the best interest of the college as a whole.

Board Members may be approached by a community member(s) (members of the community), employee(s) or student(s) regarding college affairs. All such matters must be referred to the Board Chair.

C. Board Member Expectations

Individual Board Members are expected to:

- Attend Board meetings well-prepared;
“If a member of the Board has not attended three (3) consecutive regular meetings of the Board, the member is no longer a member of the Board unless excused by resolution of the Board.” (The College and Institute Act, [6, 59.7]).
- Attend North Island College events and activities;
- Advocate on behalf of North Island College to government representatives;
- Support the work of the North Island College Foundation;
- Participate on at least one Board committee;
- Learn about the programs and services of the College;
- Contribute their knowledge and expertise in dealing with the affairs of the College;
- Participate in new Board Member orientation and ongoing professional development.

D. Role of the Chair

The principal role of the Board Chair is to provide leadership to the Board of Governors.

The Chair is accountable to the Board, acts as a direct liaison between the Board and the Senior Leadership Team, and represents the Board internally and externally. The Chair has no authority to supervise or direct the President.

The Chair is elected by and serves at the discretion of the Board. He/she/they ensures that the Board operates within policies and legislated requirements.

E. Chair Expectations:

- review agenda items with the Executive Committee and President.
- Manage Board meetings, ensuring that deliberation is fair, open and thorough, and also efficient, timely and orderly.
- Ensure the Vice Chair is informed of current and pending Board issues and processes.

- Manage conflicts of interest, code of conduct, breaches of policy and appeals as outlined in Board Bylaw 2, 2016 - A Bylaw to Establish Board of Conflict of Interest Guidelines.
- Establish a culture of active and constructive board engagement, including effectively facilitating open, candid dialogue and encouraging healthy debate by all Board Members;
- Build and maintain a sound working relationship with government representatives at all levels;
- Advance for consideration communications received from various sources to the Executive Committee.

F. Board Committees

Board committees play an important role in helping the Board make informed decisions. They enable more in-depth review and research of issues to produce possible findings and recommendations that could support the Board's decision-making processes.

Committees report and operate at the discretion of the Board. The Board shall form and authorize the following committees:

- Executive Committee;
- Finance and Audit Committee;
- Governance and Human Resources Committee;
- President's Performance and Compensation Committee;

and other committees as necessary.

Each committee's terms of reference clearly describe the purpose of the committee, time frame, membership composition, authority and major areas of responsibility as well as the method for reporting back to the Board.

Board committees may speak or act on the Board's behalf only when given formal, specific and time-limited authority by the Board.

3. Governance Processes

A. Annual Planning, Evaluation and Development

In June of each year, the Board will establish its meeting and planning schedule for the next year. The schedule will include proposed meeting dates, proposed board education sessions including new board member orientation, annual board evaluation and annual board development and education retreat.

B. Election of Chair and Vice Chair

The members of the board must elect a chair from among the 8 or more members of the board appointed under section 9 (1) (a). (College and Institute Act, [9.1])

The inaugural meeting of the Board will be in September. At that time, a Chair will be elected for a 12-month term. At this meeting, the President shall act as Chair until a Chair has been duly elected. The election process would consult Robert's Rules of Order.

The Board Chair shall be elected annually from among the Community Board Members by a majority vote of a fully constituted Board. The Board Chair shall be eligible for re-election.

In the event that the position of the Board Chair becomes vacant, a by-election shall be held to elect a Chair for the remainder of the term of office from among the Community Board Members by a majority vote of a fully constituted Board. The Vice Chair shall act as Interim Chair until such by-election has been held.

The Vice Chair shall be elected annually from among the Community Board Members by a majority vote of a fully constituted Board and shall be eligible for re-election.

Community Board members interested in seeking nomination as Chair or Vice Chair are encouraged to communicate their interest to the current Board Chair no less than four weeks prior to the election date.

C. Board Meetings

Board meetings shall be held in the Boardroom of Komoux Hall, Comox Valley Campus. Each year one Board meeting will be held at each of the Campbell River and Port Alberni campuses and every other year at the Mixelakwila campus in Port Hardy. A Board meeting may be held at other locations within the North Island College region at the discretion of the Board.

Meetings held by the use of electronic media shall be governed by normal rules of procedure. Electronic media can include telephone, virtual meetings and email.

Regular Meetings

To allow for openness, transparency and accountability, regular board meetings are open to the public. In support of a citizen-centred approach to governance, the Board will conduct as much business as possible in the open session portion of board meetings subject to any legislative provisions specific to the College.

The College community and the public are welcome to attend the regular meeting and may make a presentation if fourteen (14) calendar days' prior notice is provided and approval of the Executive Committee is obtained.

Presentations may be up to 15 minutes, with a 5-minute question and answer period. The Board reserves the right to seek diverse or alternative views. Written summaries of the presentation will be required fourteen (14) calendar days prior to the meeting.

Minutes of a regular meeting will be approved at the next regular meeting.

In-camera Meetings

Attendance at Board in-camera meetings shall be limited to Board Members and other persons appropriate to the business of the meeting as determined by the Executive Committee.

In-camera meetings will consider only the following matters subject to the provisions of current legislation:

- The conduct, discipline and suspension relating to students;
- Matters relating to the acquisition, disposition or security of real property, where it is in the interest of the College to maintain confidentiality or to protect the privacy of an individual;

- Personnel matters relating to salaries, conditions of employment, discipline, grievances and collective bargaining;
- Matters of a contractual or financial nature where it is in the interest of the College to maintain confidentiality, and;
- Matters where Board liability may arise and legal opinions respecting the liability or interest of the Board.

Minutes of an in-camera meeting will be approved at the next in-camera meeting.

The Board may make decisions and resolutions made in in-camera meetings that may be made public at a regular meeting.

Special Meetings

Special meetings of the Board may be called to deal with a particular item. Only that business for which the special meeting has been called may be dealt with at such meeting. Such meetings may be called by the Chair of the Board, or by at least three Board Members. At least 24 hours' notice must be given to all Board members before a special meeting can be held. Each Board Member shall be advised of the time, purpose and place of the meeting as soon as the special meeting can be constituted.

The definitions of regular and in-camera meetings shall apply to special meetings.

Agenda Items

The agendas for the regular and in-camera meetings of the Board are developed by the Executive Committee at a meeting held approximately two weeks prior to the Board meeting.

The agenda and all amendments to the agenda are approved by a motion of the Board at the beginning of the meeting.

A Board Member wishing to place an additional item on the agenda should advise the Chair of the request. The Chair will decide whether or not to allow the item to be added to the agenda prior to the meeting. The agenda and all amendments to the agenda are approved by a motion of the Board at the beginning of the meeting.

The Board uses consent agenda to increase meeting efficiency. A consent agenda is a component of a meeting agenda that enables the Board to group routine items and resolutions under one umbrella. As the name implies, there is a general agreement on the procedure. Issues in this consent package do not need any discussion before a vote. Unless a Board Member requests the removal of an item ahead of time, the entire package is voted on at once without any additional explanations or comments.

All relevant data, reports, documents, etc. must be included in the agenda in order to make informed decisions.

Recording and Communication Devices

The use of any recording devices during a Board meeting must be approved by a motion of the Board prior to convening the meeting.

D. Decision-Making / Voting Practices

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.



CITY OF PORT ALBERNI

City Hall
4850 Argyle Street
Port Alberni, B.C. V9Y 1V8
Tel. (250) 723-2146 Fax: (250) 723-1003

December 30, 2020

North Island College
3699 Roger Street
Port Alberni, BC V9Y 8E3

Re: Support for 2026 BC Summer Games

Dear Chairperson and Board Members,

We are pleased to announce that the City of Port Alberni is applying to host the 2026 BC Summer Games scheduled for July 23-26, 2026. A bid committee has recently been established and are working diligently to complete the bid application process. We are excited for the prospect of bringing this opportunity to the community and sharing in its success.

The bid committee recognizes the integral role of North Island College in hosting a successful BC Games, particularly as it pertains to accommodation and volunteers. It is in this acknowledgement that we respectfully request your support by way of resolution to strengthen our application. To assist in this request, we have included a letter template that includes a sample resolution for consideration at your January 21, 2021 Board meeting.

Following board approval, we would request that a signed copy of the letter, including the resolution, be submitted by January 31, 2021 via email to sara_darling@portalberni.ca.

Thank you for your consideration. If you require further information or have any questions, please feel free to contact me directly at 250.720.2822.

Sincerely,
2026 BC SUMMER GAMES BID COMMITTEE

Sara Darling
Bid Committee Member

C: Willa Thorpe, Chair, BC Bid Committee

2026 BC Summer Games Bid Committee → Port Alberni

c/o 4850 Argyle St.
Port Alberni, BC
V9Y 1V8



CITY OF PORT ALBERNI

City Hall
4850 Argyle Street
Port Alberni, B.C. V9Y 1V8
Tel. (250) 723-2146 Fax: (250) 723-1003

Letter of Support/Resolution

Suggested wording is below; please e-mail your letter of support/resolution on your organization's letterhead.

[Date]

2026 BC Summer Games Bid Committee
City Hall
4850 Argyle Street
Port Alberni, BC V9Y 1V8

Dear BC Summer Games Bid Committee,

On behalf of North Island College, I am pleased to provide this letter of support for the City of Port Alberni to host the 2026 BC Summer Games in Port Alberni from July 23-26, 2026. The Alberni Valley has a strong history of successfully hosting numerous large-scale events and festivals. We are confident in our ability as a community to host a triumphant 2026 BC Summer Games.

At the regular meeting of the North Island College Board, held on January 21, 2021 the Board of Governors adopted the following resolution: "The Board of North Island College endorses the City of Port Alberni's bid to host the 2026 BC Summer Games and the use of college facilities to accommodate participants, at no cost to the Host Society or BC Games Society.

[You may wish to add your own paragraph describing how this event would positively benefit North Island College students and staff if we were to be successful in our application]

North Island College hopes to welcome the many visitors and athletes that this event will surely attract. We encourage your bid and wish you every success.

Sincerely,

[digital signature]

[Contact Name], [Title]
[Organization Name]

2026 BC Summer Games Bid Committee → Port Alberni

c/o 4850 Argyle St.
Port Alberni, BC
V9Y 1V8

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
January 21, 2021

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 F20/21 Q3 Financial Statements (*attachment*)

Background:

Each quarter, NIC's Finance team prepares a set of year-to-date financial statements – in this case for the period April 1 to December 31st, 2020. These statements form part of a quarterly reporting package that the College sends to the Ministry of Advanced Education and Skills Training.

The 3rd Quarter financial statements are included in the Board package. The analysis usually prepared to accompany this document was still being written when the Board package was sent out. It will be sent to the Board prior to the meeting.

Action:

For information only

North Island College

3Q 2020/21 Financial Statement Analysis

The financial statements for the 9 months ended December 31, 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 more analysis.

Statement of Financial Position

Cash and Cash Equivalents

2020/21	2019/20	Variance
3,848,698	1,494,351	2,354,347

The Cash and Cash Equivalents have increased by \$2.35M over the December 2019 balance. This is due to the fact that Cash was unusually low in December 2019 as a result of the completion of the Campbell River campus project. Cash balances are monitored closely during the pandemic while the College is projecting a deficit. That said, it is an encouraging sign that we haven't needed to withdraw funds from our long-term investments this year, nor have we moved forward with setting up a short-term line of credit. It is likely we will need one of these mechanisms in place by Spring/Summer 2021.

Long-term Investments

FY 2021	FY 1920	Change
16,605,485	17,188,711	(583,226)

NIC's long-term investment portfolio continues to hold its value during the pandemic, which is encouraging. NIC has not needed to withdraw funds from this account since April 2020, and that was related to the architectural design costs for student housing, not the pandemic. We are now almost a year into the pandemic that has had a significant impact on NIC's revenues. Tuition alone is down \$1.7M from the same period the previous year, and total revenue is down by \$2.2M. The fact that we have not withdrawn funds from our long-term investments is an encouraging sign that the steps we've taken so far to mitigate the deficit are working.

Statement of Operations

The Statement of Operations at December 31st shows a loss of \$1,712K. It should be noted that this is almost the exact same amount that we saw at the end of the 2nd Quarter, when it was \$1,718K. The

deficit is mainly due to reduced Tuition revenues which are outlined further below, but it is also higher than anticipated due to a timing issue regarding some Provincial funding that is described in more detail below.

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

- The timing of the Provincial election meant that the settlement funding for support staff had not yet been approved by Treasury Board. The funding for the Faculty wage settlements was included in NIC's funding letter received on September 25, 2020, but the support staff settlement funding wasn't. The Ministry followed up to let us know it would go through after the election is over.
- The impact of this delay is that NIC has paid out the retroactive amounts owed to staff, as the collective agreement expired on June 30, 2019. The effect is that the deficit is approximately \$334,000 higher than if we had received this funding prior to September 30, 2020.

Tuition and Student Fees

	Dec 2020	FY 20/21 Budget	% of Budget	Dec 2019
Base funded (Domestic)	2,611,689	4,586,833	56.93%	2,998,194
Continuing Ed & Contract Training	1,283,098	1,314,132	97.64%	1,371,110
International	3,802,981	6,892,555	55.18%	5,063,518
Total	7,697,768	12,793,520	60.17%	9,432,822

The tuition and student fee table above provides a summary up to the end of December, with a comparison of the same period for last year. The end of December picks up the Spring/Summer semester, and the Fall semester. Tuition is down by approximately \$1.7 million over the same period last fiscal.

Base funded or domestic student tuition revenue is down \$0.386 million from the same point in time last year. However, this reflects the fact that the Spring/Summer semester enrolment was down 7%, and the Fall semester was down slightly too. The Winter semester enrolment numbers look very strong, estimated to be up by 16% over the Winter semester a year ago. It appears that NIC will come very close to or even exceed budget in Domestic student revenue. The same can be said for Continuing Education and Contract Training services.

The reduction in International student tuition revenue is a direct result of the pandemic. Tuition and Fee revenue is down \$1.260 million over the same period last fiscal year. That said, NIC's projection was for International tuition revenue to be \$2.2 million below budget. The year-to-date figures indicate that we may not be that far below budget, though the projected Winter enrolments show a 40% decrease in International students.

Sales of Goods and Services

FY 2021	FY 1920	Change
469,554	1,004,921	(535,367)

Sales of Goods and Services revenue is down approximately \$535K from the same period last year. This reflects the reduced revenues from the Campus stores (Bookstores), and Cafeteria. Returning these areas to a full cost-recovery model will be an important part of NIC's deficit reduction plan.

Investment Income

FY 2021	FY 1920	Change
342,992	481,855	(138,863)

Investment income is down \$139K from last fiscal year. However, it is on track to meet the projection of \$423K by year end. This quarter's results also included a realized gain (or capital gain) of \$179K which will be used to cover some of NIC's pandemic-related costs this year.

Expenses

Salaries, Benefits and Other Personnel Costs

Fund	Description	Dec-20 YTD Actuals	Dec-19 YTD Actual	Variance
10	Operating base-funded	21,201,427	20,466,443	734,984
11	Cost Recovery & Com Ed	901,926	938,006	(36,080)
15	Projects	1,503,218	1,724,401	(221,183)
16	Professional Development	140,111	298,039	(157,928)
18	Applied Research	94,903	54,825	40,078
19	Contract	203,716	307,237	(103,521)
23	OGE and International	2,104,562	2,262,112	(157,550)
31,32	Capital Projects	1,634	270,317	(268,683)
41,51,56	Ancillary Operations	<u>287,255</u>	<u>271,760</u>	<u>15,495</u>
		26,438,751	26,593,140	(154,389)

The table above breaks out salary and benefit costs by type of “fund”, which provides more context than what is included in the financial statements. Salary and benefit costs (including other personnel costs) are down \$154K from last fiscal year. This is significant given that both the annual increases for Faculty and Staff wage settlements are included in these totals, as well as the retroactive payments from 2019/20. This is due to the fact that wage settlements happened in the current fiscal year, but the agreements expired in FY 2019/20.

This explains why one of the only Funds that show an increase over last fiscal year is Fund 10 base-funded activity, which includes most domestic-student program delivery and administrative positions. Wage settlements including the retroactive payments increased wage costs by approximately \$850K in these statements. The fact that the increase in Fund 10 is less than \$850K indicates that the challenging staffing decisions made by the College back in March to align staffing levels with reduced international enrolment numbers beginning to have an impact on the deficit.

Both Fund 15 and 19 show decreases over last year in the areas of Project funding and cost-recovery. NIC has recently received a significant increase in one-time funded training grants from both the Federal and Provincial governments as part of COVID-19 recovery programs. This will increase the salary and benefit costs in these two Funds by year-end, but these activities are fully funded.

Spending in Fund 23 is down as a result of reduced international student enrolments in some program areas, as expected due to the pandemic.

Funds 31 and 32 relate to capital projects, and generally the salary costs in these funds is very low, as it is this fiscal year. Last year it was higher due to the Campbell River project, so this decrease was expected and budgeted.

Lastly, employee benefit costs are down by \$129K this fiscal, which is partially due to the pandemic.

Advertising and Promotion

FY 2021	FY 1920	Change
226,880	572,527	(345,647)

Advertising and Promotion costs are down by \$346K from the same period last year. Similar to Salary and Benefit costs, the reduced costs in this area are mainly in Project and Contract spending (Funds 15 and 19). In addition, promotion done through public events has not occurred in the same way as in previous years.

However, it is important to note that the reduced spending is not as a result of a budget reduction in Marketing. It is the result of reduced project and contract-specific advertising and other targeted spending that has been curtailed due to the pandemic.

Equipment Costs

Equipment costs are on par with where they were last year at this point in the fiscal year, but are over budget. This year that is the result of the pandemic, and last fiscal it was the result of the completion of

the Campbell River project. Although these two events were unrelated, it is an indication that Equipment is an ongoing area of funding challenges for NIC.

In Budget 21/22, we are planning to add \$300K from Travel savings to the Equipment budget as the ongoing pandemic is likely to continue to have implications on equipment funding. But this may fall short of the need in this area, and is something NIC will need to work to address.

General Fees and Services

FY 2021	FY 1920	Change
737,096	1,181,873	(444,777)

General fees and service costs are down by \$445K, this year over the same period last fiscal. Similar to Salary and Benefit costs, a reduction in spending is seen in Projects and Contract spending (Fund 15 and 19). This explains approximately \$135K of the reduced cost. International student agent commissions are down by \$134K as a result of reduced enrolments. General fees and services related to capital projects is down \$50K given reduced activity in this area.

Travel

As we've seen all fiscal year long, travel costs are well below budget and down significantly from last fiscal year. NIC has re-allocated a significant portion of these savings to cover the over-spending on Equipment.

Summary

In summary, the 3rd quarter financial statements provide an indication that the deficit projection of approximately \$2.1 million for Fiscal 20/21 is still a reasonable estimate, perhaps slightly high. It is an encouraging sign that the deficit did not change between the 2nd and 3rd Quarter – it is virtually the same. This indicates that the deficit may come in well below the projected \$2.1 million.

Overall, the 3Q statements are a positive sign that the decisions made to date to reduce spending are beginning to have a positive impact. There is still a lot of work to do to balance the budget, but this is an encouraging sign.

**NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS**

For the nine months ended December 31, 2020 and 2019

North Island College
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For the nine months ended December 31, 2020 and 2019

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North Island College
Statement of Financial Position
As at December 31, 2020 and 2019

	Dec 2020	Dec 2019
Financial assets		
Cash and cash equivalents	\$ 3,848,698	\$ 1,494,351
Accounts receivable	2,973,601	1,018,401
Due from government organizations	137,710	297,933
Inventories held for resale	412,305	584,107
Portfolio investments	<u>16,605,485</u>	<u>17,188,711</u>
	23,977,799	20,583,503
 Liabilities		
Accounts payable and accrued liabilities	7,371,370	7,432,960
Due to government organizations	493,765	344,317
Employee future benefits	336,747	463,878
Leasehold inducements	331,364	384,690
Deferred revenue	4,264,842	2,355,572
Deferred contributions	13,109,352	12,321,593
Deferred capital contributions	<u>38,013,976</u>	<u>37,296,153</u>
	63,921,416	60,599,163
 Net financial assets (net debt)	(39,943,617)	(40,015,660)
 Non-financial assets		
Tangible capital assets	46,551,975	48,147,925
Prepaid expenses	<u>185,554</u>	<u>50,984</u>
	46,737,529	48,198,909
 Accumulated surplus	<u>\$ 6,793,912</u>	<u>\$ 8,183,249</u>
 Accumulated surplus is comprised of:		
Accumulated surplus	\$ 5,327,323	\$ 7,175,510
Accumulated remeasurement gains (losses)	<u>1,466,589</u>	<u>1,007,741</u>
	<u>\$ 6,793,910</u>	<u>\$ 8,183,251</u>

North Island College
Statement of Operations and Accumulated Surplus
For the nine months ended December 31, 2020 and 2019

	Budget 2021	% of Budget	Dec 2020	Dec 2019
Revenue				
Province of British Columbia				
Base Operating grant	\$ 27,429,603	72	\$ 19,678,337	\$ 18,953,340
Industry Training Authority grant	2,971,911	63	1,880,594	2,156,204
Routine capital	320,020	41	130,000	130,000
Leases	344,640	76	260,703	221,710
Aboriginal service plan	510,661	69	353,672	342,432
Literacy grants	233,500	90	210,896	210,896
Student aid	383,899	41	156,688	117,937
Educational partnerships	789,000	55	433,933	465,563
Province of BC contracts	<u>1,116,455</u>	7	<u>79,518</u>	<u>193,029</u>
	34,099,689	68	23,184,341	22,791,111
 Government of Canada	725,963	32	234,620	176,788
Tuition and student fees	12,793,520	60	7,697,768	9,432,822
Contract services	280,083	138	387,320	777,818
Sales of goods and services	1,478,000	32	469,554	1,004,921
Investment income	543,350	63	342,992	481,855
Realized gain(loss) from investments	-		179,031	470,563
Other income	450,900	132	595,201	694,841
Revenue recognized from deferred capital contributions	<u>2,911,442</u>	86	<u>2,497,269</u>	<u>1,993,349</u>
	53,282,947	67	35,588,096	37,824,068
Expenses (Schedule 1)				
Instructional and non-sponsored research	50,229,536	71	35,608,694	36,583,129
Ancillary services	1,376,318	48	667,094	1,077,966
Sponsored research	686,794	22	154,427	115,400
Special purpose	<u>990,299</u>	88	<u>870,367</u>	<u>823,289</u>
	53,282,947	70	37,300,582	38,599,784
 Surplus for the year	-		(1,712,486)	(775,716)
 Accumulated surplus, beginning of period	<u>7,039,809</u>		<u>7,039,809</u>	<u>7,951,224</u>
 Accumulated surplus, end of period	<u>\$ 7,039,809</u>		<u>\$ 5,327,323</u>	<u>\$ 7,175,508</u>

North Island College
Statement of Remeasurement Gains and Losses
For the nine months ended December 31, 2020 and 2019

	Dec 2020	Dec 2019
Accumulated remeasurement gains, beginning of period	\$ (399,629)	\$ 1,206,552
Unrealized gains (losses) attributed to:		
Pooled funds	2,045,249	271,752
Amounts reclassified to the statement of operations:		
Realized gain on pooled funds	<u>(179,031)</u>	<u>(470,563)</u>
Remeasurement gains(losses) for the period	1,866,218	(198,811)
Accumulated remeasurement gains (losses), end of period	<u>\$ 1,466,589</u>	<u>\$ 1,007,741</u>

North Island College
Statement of Cash Flows
For the nine months ended December 31, 2020 and 2019

	Dec 2020	Dec 2019
Cash provided by (used in):		
Operations		
(Deficit) surplus for the period	\$ (1,712,486)	\$ (775,716)
Items not involving cash:		
Amortization of tangible capital assets	2,943,621	2,369,886
Revenue recognized from deferred capital contributions	(2,497,269)	(1,993,349)
Change in employee future benefits	(100,933)	(53,432)
Gain on sale of tangible capital assets	-	(2,102)
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(2,516,342)	(181,846)
Decrease (increase) in due from government organizations	1,238,416	1,735,611
Decrease (increase) in prepaid expenses	29,203	82,784
Increase in inventories held for resale	(143,226)	(236,766)
Decrease (increase) in Leasehold inducements	(37,028)	(55,096)
Increase (decrease) in accounts payable and accrued liabilities	(1,910,263)	(1,296,782)
Increase (decrease) in due to government organizations	192,900	(290,513)
Decrease in deferred revenue	2,323,804	14,219
Increase in non-capital contributions	<u>3,018,947</u>	<u>(264,582)</u>
Net change in cash from operating activities	2,541,830	(171,968)
Capital activities		
Cash used to acquire tangible capital assets	(801,497)	(8,174,419)
Proceeds from deferred capital contributions	1,209,177	2,448,456
Proceeds on disposal of tangible capital assets	<u>-</u>	<u>-</u>
Net change in cash from capital activities	407,680	(5,725,963)
Investing activities		
Decrease (increase) in investments	(1,724,762)	3,103,244
Net remeasurement gains (losses)	<u>1,866,218</u>	<u>(198,811)</u>
Net change in cash from investing activities	141,456	2,904,433
Net change in cash and cash equivalents	1,378,480	(3,769,214)
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>\$ 3,848,698</u></u>	<u><u>\$ 1,494,351</u></u>

North Island College
Statement of Changes in Net Financial Assets (Net Debt)
For the nine months ended December 31, 2020 and 2019

	Budget 2021	Dec 2020	Dec 2019
(Deficit) surplus for the year	\$ -	\$ (1,712,486)	\$ (775,716)
Acquisition of tangible capital assets	-	(801,497)	(8,174,419)
Amortization of tangible capital assets	3,590,370	2,943,621	2,369,886
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	2,142,124	(5,806,635)
Acquisition of prepaid expenses	-	(200,839)	(38,026)
Use of prepaid expenses	<u>-</u>	<u>230,042</u>	<u>120,810</u>
	-	29,203	82,784
Net remeasurement gains (losses)	-	1,866,218	(198,811)
Change in net financial assets (net debt)	3,590,370	2,325,059	(6,698,378)
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>(39,943,617)</u></u>	\$ <u><u>(40,015,660)</u></u>

North Island College
Schedule 1 - Schedule of Expenses by Object
For the nine months ended December 31, 2020 and 2019

		% of		
	Budget 2021	Budget	Dec 2020	Dec 2019
Expenses				
Salaries and benefits	\$ 37,962,501	68	\$ 25,875,174	\$ 25,839,786
Other personnel costs	708,731	80	563,577	753,354
Advertising and promotion	744,989	30	226,880	572,527
Books and periodicals	288,123	70	200,306	183,228
Cost of goods sold	999,150	32	322,736	685,466
Equipment costs	1,234,312	163	2,016,558	1,957,707
Facility costs	2,577,978	99	2,540,523	2,623,840
Financial service charges	232,694	81	187,747	187,032
General fees and services	1,833,265	40	737,096	1,181,873
Student awards	883,615	74	653,774	656,197
Supplies and general expenses	1,230,057	62	763,169	850,811
Travel	763,662	8	58,525	556,681
Grant transfers	233,500	90	210,896	181,396
Amortization of tangible capital assets	<u>3,590,370</u>	82	<u>2,943,621</u>	<u>2,369,886</u>
	<u>\$ 53,282,947</u>	70	<u>\$ 37,300,582</u>	<u>\$ 38,599,784</u>

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
January 21, 2021

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 F20/21 Financial Projections (*attachment*)

Background:

NIC regularly updates the financial projections during the fiscal year. Attached are the latest projections prepared in early January.

It is worth noting that the 3rd Quarter financial statements were still being completed when this set of projections was updated. We will want to update the forecast after the 3Q statements are completed. However, in order to get the projections into the Board package they were done ahead of the 3rd Quarter financial statements completion.

While NIC's forecast for FY 20/21 has changed slightly to reflect current activity, it has not changed in a significant way. The projection of a deficit of approximately \$2M is still our best estimate as to where we will end up at year-end.

A key item worth noting in this forecast is the significant increase in equipment costs during the pandemic. This relates to the costs associated with both digital delivery modes, as well as pandemic safety items. When those costs are excluded from the analysis, NIC has mitigated approximately \$2 million of the \$3.2 million in lost revenue.

Looking ahead to FY 21/22, NIC should plan for a slow recovery in revenues, and create mitigation strategies to reduce the deficit where possible. NIC's deficit mitigation plan is under development and includes a number of strategies to balance the budget by FY 23/24.

Action:

For information only

NORTH ISLAND COLLEGE
2020-2021 Forecast with Covid -19 Impacts
Forecast Updated January 11, 2020

	<u>2020-2021 Budget</u>	<u>Adjustments & Covid Impacts</u>	<u>20-21 Forecast</u>
Revenues			
Province of BC revenues			
Base operating & One-Time Grant Funding	\$27,429,603	\$888,823	\$28,318,426
Industry Training Authority grant	2,971,911		\$2,971,911
Routine capital	320,020		\$320,020
Leases	344,640		\$344,640
Aboriginal Service Plan	510,661		\$510,661
Literacy grants (CALP)	233,500		\$233,500
Student aid (AUG, LDAB, SOS, AEF)	383,899		\$383,899
Educational partnerships (VIU, Island Health)	789,000		\$789,000
Provincial contracts	1,116,455	-1,000,000	\$116,455
	<u>34,099,689</u>	<u>-111,177</u>	<u>33,988,512</u>
Federal Government grants and contracts	725,963		\$725,963
Student fees			
Base funded programs	4,586,833		\$4,586,833
Cost recovery program	1,314,132	-64,132	\$1,250,000
International Education	6,892,555	-2,200,000	\$4,692,555
	<u>12,793,520</u>	<u>-2,264,132</u>	<u>10,529,388</u>
Sales of goods			
Bookstore revenue	1,294,000	-694,000	\$600,000
Cafeteria revenue	184,000	-98,000	\$86,000
	<u>1,478,000</u>	<u>-792,000</u>	<u>686,000</u>
Contract services	280,083		\$280,083
Investment income	543,350	-120,000	\$423,350
Other income	450,900		\$450,900
	<u>450,900</u>		<u>\$450,900</u>
Total Operating Revenue	50,371,505	-3,287,309	47,084,196
Amortization of deferred capital revenue	2,911,442		\$2,911,442
	<u>2,911,442</u>		<u>\$2,911,442</u>
Total Revenue	53,282,947	-3,287,309	49,995,638
Expenditures			
Salaries, benefits, other personnel costs	38,671,232	-1,040,381	\$37,630,851
Advertising and promotion	744,989		\$744,989
Books and periodicals	288,123		\$288,123
Cost of good sold	999,150	-416,050	\$583,100
Equipment costs	1,234,312	907,956	\$2,142,268
Facilities costs	2,577,977		\$2,577,977
Financial service charges	232,695		\$232,695
General fees and services	1,833,265	-205,828	\$1,627,437
Student awards	883,615		\$883,615
Supplies and general expenses	1,230,057		\$1,230,057
Travel	763,662	-390,000	\$373,662
Grant transfers	233,500		\$233,500
Donation to Foundation	0		\$0
Amortization of capital assets	3,590,370		\$3,590,370
	<u>3,590,370</u>		<u>\$3,590,370</u>
Total Expenditures	53,282,947	-1,144,303	52,138,644
Revenue less Expenditures	0	-2,143,006	-2,143,006

Notes (FY 20/21 forecast):

1. Base Operating grant adjusted to include one-time initiative funding as that funding comes in. There was an estimate made at the beginning of the fiscal that has been adjusted to reflect actual activity.
1. Provincial contracts adjusted downward by \$1M to reflect actual activity. Original budget amount was an estimate based on prior years. Expenses adjusted by an equal amount.
2. International student tuition projected to be down by \$2.2M at year-end. Forecast will be adjusted as YTD actual revenues come in.
3. Domestic student FTEs are projected to exceed budget, but have forecast to be on budget just to be safe.
4. Significant reduction in Bookstore and Cafeteria revenue also results in a reduction to Cost of Goods sold. That said, the bookstores and cafeteria fixed costs will drive an approx \$250K loss in Ancillary operations.
5. Investment earnings projected to be down due to market volatility.
6. Salary and benefit cost savings a result of reduced course sections offered due to the reduction in International students. Provincial contracts reduced spending projections, but this is offset by one-time grants.
7. Equipment cost increases mainly due to digital delivery requirements such as laptops, servers, and infrastructure investments to shift delivery methods.
8. Saving in general fees and services is mainly OGE agent fee savings driven by drop in International students. Travel savings are a result of restrictions on air travel and border closure.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

January 21, 2021

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

AGENDA ITEM: **Regular Meeting**

4.3.1 FALL 2020/WINTER 2021 STABLE CREDIT ENROLMENT REPORT *(attachment)*

Relationship to values: **Accountability**

Relationship to strategic issues: **Long-term Sustainability**

Reason:

Lisa Domae, Executive Vice President Academic & Chief Operating Officer, will present the Fall 2020/Winter 2021 Stable Credit Enrolment Report.

The following reports have been provided:

- All students (includes domestic and international students)
 - *Fall 2020/Winter 2021 Stable Credit Enrolment Report - Instructional Area*
- Domestic students
 - *Fall 2020/Winter 2021 Stable Credit Enrolment Report - Instructional Area*
- International students
 - *Fall 2020/Winter 2021 Stable Credit Enrolment Report - Instructional Area*
 - *Fall 2020/Winter 2021 International Student Citizenship*

The fall/winter stable enrolment reports capture enrolment in credit courses for programs confirmed during the fall 2020 and winter 2021 semesters at the winter term stable enrolment date and provide a point-in-time comparison with enrolment during the same period in the previous year. Stable enrolment is defined as the last date a student can withdraw from a course and receive a refund of tuition; for classes beginning in January, this date is approximately one week after the first day of classes. The attached reports provide a comparison of enrolment on this year's stable enrolment date of January 13, 2021 with enrolment on last year's stable enrolment date of January 15, 2020.

Enrolment is expressed as unduplicated headcount which represents the number of unique students enrolled at NIC.

A total of 3,639 students were enrolled at the winter 2021 stable enrolment date, including 3,265 domestic students and 374 international students. Compared with last year:

- total headcount is lower by 8 students (0.2%),
- domestic student headcount is higher by 197 students (6%), and
- international student headcount is lower by 205 students (35%).

Action: For the Board's information.

Suggested Resolution: **NONE REQUIRED.**

ALL STUDENT ENROLMENT

Fall 2020 / Winter 2021 Stable Credit Enrolment Report

Headcount by Instructional Area

At January 13, 2021 with Comparison Data at January 15, 2020

NORTH ISLAND COLLEGE



Instructional Area	Fall 2020 / Winter 2021	Fall 2019 / Winter 2020	Change	% Change
Indigenous Education	225	125	100	80%
First Nations Studies	21	15	6	40%
Indigenous Language Studies	206	104	102	98%
Indigenous Leadership		7	-7	-100%
University Studies & Applied Programs	1,896	2,015	-119	-6%
Applied Business Technology	156	160	-4	-3%
Business Administration	532	694	-162	-23%
Digital Design + Development	140	93	47	51%
Electronics Technician: Core	20	8	12	150%
Electronics Technician: Industrial Automation Technician		6	-6	-100%
Fine Arts	168	157	11	7%
Information Technology & Computer Science	60	74	-14	-19%
Medical Terminology Skills Office Admin Micro	43		43	
Professional Photography		13	-13	-100%
Tourism & Hospitality Management	92	134	-42	-31%
Tourism: Adventure Guiding	30	20	10	50%
University Studies	1,403	1,549	-146	-9%
Health & Community Care	523	521	2	0%
Community Mental Health Worker	4		4	
Early Childhood Care & Education	141	163	-22	-13%
Health Care Assistant	105	89	16	18%
Human Services	93	78	15	19%
Nursing: Bachelor of Science	142	159	-17	-11%
Practical Nursing Diploma	39	35	4	11%
Trades & Technology	277	216	61	28%
Aircraft Structures Mechanic		5	-5	-100%
Aquaculture Technician		8	-8	-100%
Automotive Service Technician Foundation	28	25	3	12%
Carpentry Foundation	26	23	3	13%
Coastal Forest Technology Diploma	23		23	
Coastal Forest Worker Certificate	30	11	19	173%
Culinary Business Operations	2	9	-7	-78%
Electrical Foundation	48	28	20	71%
Furniture Design and Joinery Certificate	16	11	5	45%
GIS Mapping and Drone Ops Micro	2		2	
Hatchery Operations		12	-12	-100%
Heavy Mechanical Foundation	16	16	0	0%
Metal Fabrication Foundation	9		9	
Motion Picture Production Assistant Micro	58		58	
Plumbing & Piping Foundation	15	11	4	36%
Prep Cook		9	-9	-100%
Welding	26	48	-22	-46%
Apprenticeship Training	394	347	47	14%
Apprenticeship: Carpentry	99	100	-1	-1%
Apprenticeship: Construction Electrician	159	106	53	50%
Apprenticeship: Heavy Duty Mechanic	46	52	-6	-12%
Apprenticeship: Plumbing	55	67	-12	-18%
Apprenticeship: Professional Cook	29	17	12	71%
Apprenticeship: Welding	6	5	1	20%
Adult Upgrading	545	703	-158	-22%
Access for Students with Disabilities (ASD)	85	128	-43	-34%
Adult Basic Education	459	569	-110	-19%
Employment Transition Grounds and Custodial Assistant	12	6	6	100%
Employment Transition Kitchen Assistant	7	8	-1	-13%
English as a Second Language		10	-10	-100%
Continuing Education & Training	134	87	47	54%
Activity Assistant	36	20	16	80%
Animal Care Aide	39	20	19	95%
Hospital Unit Clerk	10	12	-2	-17%
Metal Jewellery Design	7	10	-3	-30%
Occupational Skills	42	25	17	68%
Total Unduplicated Headcount	3,639	3,647	-8	0%

Notes:

- Includes Domestic and International students
- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
- Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

DOMESTIC STUDENT ENROLMENT

Fall 2020 / Winter 2021 Stable Credit Enrolment Report

Headcount by Instructional Area

At January 13, 2021 with Comparison Data at January 15, 2020

NORTH ISLAND COLLEGE



Instructional Area	Fall 2020 / Winter 2021	Fall 2019 / Winter 2020	Change	% Change
Indigenous Education	224	124	100	81%
First Nations Studies	21	14	7	50%
Indigenous Language Studies	205	104	101	97%
Indigenous Leadership		7	-7	-100%
University Studies & Applied Programs	1,537	1,456	81	6%
Applied Business Technology	156	160	-4	-3%
Business Administration	286	244	42	17%
Digital Design + Development	104	57	47	82%
Electronics Technician: Core	17	7	10	143%
Electronics Technician: Industrial Automation Technician		5	-5	-100%
Fine Arts	158	140	18	13%
Information Technology & Computer Science	39	36	3	8%
Medical Terminology Skills Office Admin Micro	43		43	
Professional Photography		12	-12	-100%
Tourism & Hospitality Management	32	33	-1	-3%
Tourism: Adventure Guiding	27	18	9	50%
University Studies	1,141	1,105	36	3%
Health & Community Care	507	507	0	0%
Community Mental Health Worker	4		4	
Early Childhood Care & Education	127	150	-23	-15%
Health Care Assistant	105	89	16	18%
Human Services	91	77	14	18%
Nursing: Bachelor of Science	142	159	-17	-11%
Practical Nursing Diploma	39	35	4	11%
Trades & Technology	277	215	62	29%
Aircraft Structures Mechanic		5	-5	-100%
Aquaculture Technician		8	-8	-100%
Automotive Service Technician Foundation	28	25	3	12%
Carpentry Foundation	26	23	3	13%
Coastal Forest Technology Diploma	23		23	
Coastal Forest Worker Certificate	30	11	19	173%
Culinary Business Operations	2	9	-7	-78%
Electrical Foundation	48	28	20	71%
Furniture Design and Joinery Certificate	16	10	6	60%
GIS Mapping and Drone Ops Micro	2		2	
Hatchery Operations		12	-12	-100%
Heavy Mechanical Foundation	16	16	0	0%
Metal Fabrication Foundation	9		9	
Motion Picture Production Assistant Micro	58		58	
Plumbing & Piping Foundation	15	11	4	36%
Prep Cook		9	-9	-100%
Welding	26	48	-22	-46%
Apprenticeship Training	394	347	47	14%
Apprenticeship: Carpentry	99	100	-1	-1%
Apprenticeship: Construction Electrician	159	106	53	50%
Apprenticeship: Heavy Duty Mechanic	46	52	-6	-12%
Apprenticeship: Plumbing	55	67	-12	-18%
Apprenticeship: Professional Cook	29	17	12	71%
Apprenticeship: Welding	6	5	1	20%
Adult Upgrading	531	665	-134	-20%
Access for Students with Disabilities (ASD)	85	128	-43	-34%
Adult Basic Education	445	541	-96	-18%
Employment Transition Grounds and Custodial Assistant	12	6	6	100%
Employment Transition Kitchen Assistant	7	8	-1	-13%
Continuing Education & Training	134	86	48	56%
Activity Assistant	36	20	16	80%
Animal Care Aide	39	20	19	95%
Hospital Unit Clerk	10	12	-2	-17%
Metal Jewellery Design	7	9	-2	-22%
Occupational Skills	42	25	17	68%
Total Unduplicated Headcount	3,265	3,068	197	6 %

Notes:

- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
- Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

INTERNATIONAL STUDENT ENROLMENT

Fall 2020 / Winter 2021 Stable Credit Enrolment Report

Headcount by Instructional Area

At January 13, 2021 with Comparison Data at January 15, 2020

NORTH ISLAND COLLEGE



Instructional Area	Fall 2020 / Winter 2021	Fall 2019 / Winter 2020	Change	% Change
Indigenous Education	1	1	0	0%
First Nations Studies		1	-1	-100%
Indigenous Language Studies	1		1	
University Studies & Applied Programs	359	559	-200	-36%
Business Administration	246	450	-204	-45%
Digital Design + Development	36	36	0	0%
Electronics Technician: Core	3	1	2	200%
Electronics Technician: Industrial Automation Technician		1	-1	-100%
Fine Arts	10	17	-7	-41%
Information Technology & Computer Science	21	38	-17	-45%
Professional Photography		1	-1	-100%
Tourism & Hospitality Management	60	101	-41	-41%
Tourism: Adventure Guiding	3	2	1	50%
University Studies	262	444	-182	-41%
Health & Community Care	16	14	2	14%
Early Childhood Care & Education	14	13	1	8%
Human Services	2	1	1	100%
Trades & Technology		1	-1	-100%
Furniture Design and Joinery Certificate		1	-1	-100%
Adult Upgrading	14	38	-24	-63%
Adult Basic Education	14	28	-14	-50%
English as a Second Language		10	-10	-100%
Continuing Education & Training		1	-1	-100%
Metal Jewellery Design		1	-1	-100%
Total Unduplicated Headcount	374	579	-205	-35 %

Notes:

- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
- Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

INTERNATIONAL STUDENT CITIZENSHIP

Fall 2020 / Winter 2021 Stable Credit Enrolment Report

At January 13, 2021 with Comparison Data at January 15, 2020

NORTH ISLAND COLLEGE



Student Citizenship	Fall 2020 / Winter 2021	Fall 2019 / Winter 2020	Change	% Change
Australia	1		1	
Bangladesh	1	2	-1	-50%
Barbados	1	1	0	0%
Belgium	1	3	-2	-67%
Brazil	1	1	0	0%
Burundi	1	1	0	0%
Chile		1	-1	-100%
China	8	21	-13	-62%
Colombia	1	1	0	0%
Egypt	2	1	1	100%
France		1	-1	-100%
Germany		1	-1	-100%
India	287	452	-165	-37%
Indonesia		1	-1	-100%
Iran (Islamic Republic Of)	2	1	1	100%
Jamaica		1	-1	-100%
Japan	9	12	-3	-25%
Kenya	2	2	0	0%
Mauritius	1	2	-1	-50%
Mexico	2	3	-1	-33%
Nigeria	4	4	0	0%
Norway		2	-2	-100%
Philippines	6	9	-3	-33%
Rwanda		1	-1	-100%
Singapore	1		1	
South Africa	2	1	1	100%
South Korea	3	3	0	0%
Spain	1	1	0	0%
Sri Lanka	1	2	-1	-50%
Thailand	1	1	0	0%
United Kingdom	3	1	2	200%
United States	7	9	-2	-22%
Viet Nam	23	36	-13	-36%
Zimbabwe	2	1	1	100%
Total Unduplicated Headcount	374	579	-205	-35 %

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
January 21, 2021

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

4.3.2 Credential Name Changes: Culinary Business Operations
Diploma and Culinary Business Operations Advanced
Diploma

The Faculty of Trades and Technical programs requests approval of the change of two names for program credentials in the Culinary department.

The Culinary Business Operation Diploma was approved by Education Council on June 8, 2018 and the Culinary Business Operations Advanced Diploma was approved by Education Council on October 12, 2018. The Board of Governors approved both credential names on January 24, 2019.

Through the inaugural year of program delivery, it became apparent that the credential structure of the diploma and advanced diploma caused confusion amongst domestic learners and was not suitable to NIC's international learner market. The advanced diploma nomenclature is typically used for post-degree programming, which has caused issues related to international visas and domestic student loans and funding envelopes. In addition, with respect to curriculum content, the need to include more human resource management and tourism curriculum within the currently named Advanced Diploma credential matrix was identified, as was the recommendation that co-op work terms be reduced from two to one semester, as is more typical for this length of program. As NIC aims to enhance program access for all learners inclusive of domestic and international, the Faculty determined both the name and curricular changes would enhance the offerings, while remaining in line with NIC Credential Policy 3-22.

Education Council approved changes to the Advanced Diploma course matrix and related admission requirements, as well as credential name changes, on January 13, 2021. This allows adequate time for marketing and recruitment to both domestic and international students for Fall 2021. As current tuition is costed by the same credit value per program, domestic and international tuition rates remain unchanged.

Action:

Board of Governors approval of changes to Culinary Program credentials titles, as follows:

Program 1

Current Program Name: Culinary Business Operations Diploma

Proposed Name Change: Culinary Business Operations Certificate

Program 2

Current Program Name: Culinary Business Operations Advanced Diploma

Proposed Name Change: Culinary Business Operations Diploma

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE CHANGE OF CREDENTIAL NAME CULINARY BUSINESS OPERATIONS DIPLOMA TO CULINARY BUSINESS OPERATIONS CERTIFICATE, EFFECTIVE IMMEDIATELY;

AND FURTHER THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE CHANGE OF CREDENTIAL NAME CULINARY BUSINESS OPERATIONS ADVANCED DIPLOMA TO CULINARY BUSINESS OPERATIONS DIPLOMA, EFFECTIVE IMMEDIATELY.

**Vice President Strategic Initiatives
 Report to the Board of Governors
 January 21, 2021
 Prepared by Randall Heidt**

This report covers the time period from December to January 13, 2021. It is an overview of the activities and events of the NIC Foundation and Strategic Initiatives Division during this time period.

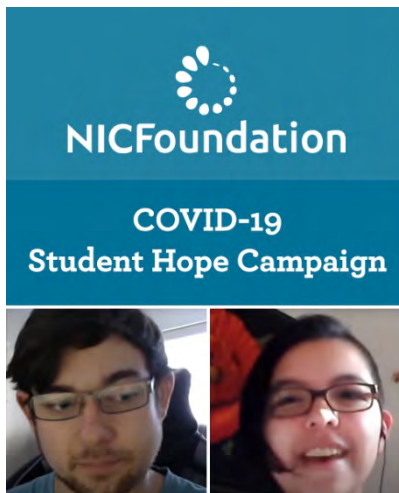
COVID-19 Student Hope Campaign update

The NIC Foundation's Student Hope Campaign has reached 77% of its goal, thanks to a very generous donation by the North Island Student's Union (NISU) and some great work by Foundation board members.

NISU donated \$30,000 to help fellow students overcome the barriers created by COVID-19, which gave an incredible boost to the \$50,000 campaign goal. NISU's donation raised the total to \$38,659 within the first two months of the campaign.

I cannot thank NISU Organiser Carissa Wilson and the NISU board enough for their historic donation, the largest ever made from a student group to the NIC Foundation.

I also want to thank our NIC Foundation board members and their contacts for donating to the campaign as well as helping raise awareness in our communities. More than 200 people have watched the [videos](#) of the students on YouTube during the campaign. I would also like to thank campaign officer Sherri Wilson for launching our ad campaign on Facebook, which had 7,510 impressions and 103 click throughs to our website from December 15 to December 31. That represents a 1.37% Click-Through Rate (CTR), which is above the average 0.89% CTR for Facebook ads in [2019](#).



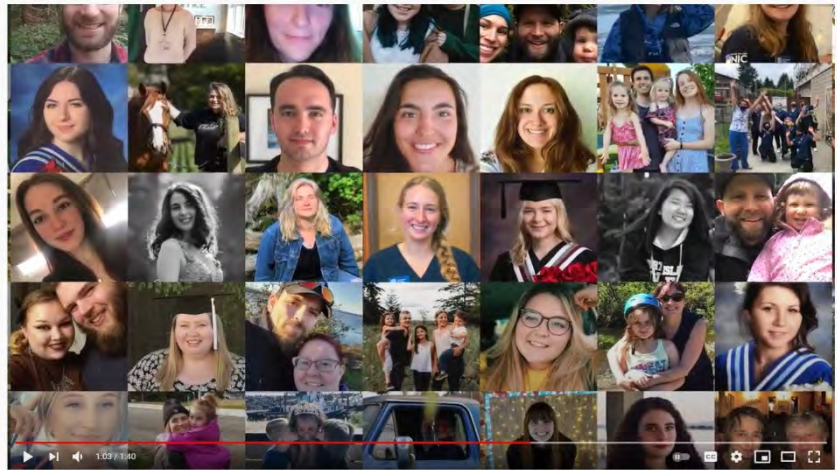
Student Videos	# of YouTube views as of Jan 4/2021
Nicole Abbott	57
Derrick Barrie	50
Zachary Rosenthal	23
Paul Herman	20
Marion Dawson	24
Carissa Wilson	35
Total	209

Donors received a video message from students this year

The Office of Advancement worked with student recipients of scholarships and bursaries in November and December on a special video project to thank donors. We created the video to replace the usual on-campus donor receptions, which had to be cancelled due to COVID-19 restrictions. In the video, 2020 student recipient Hayley Dunbar delivers a short personal message of gratitude to this

year's donors. The Advancement Office team also made time to phone or email every donor individually to enjoy a seasonal chat and ensure each participant had received their own student letter(s) in the previous weeks. Close to 150 donors received the video as a result of this stewardship activity, which was the first of its kind and

extremely well received. Donors said they appreciated the "innovative method" of giving thanks. The video also includes many of the faces of the students who received awards, as shown in the photo above. You can watch the video [here](#).



NIC Foundation elects new chair and vice chair

The NIC Foundation Board of Directors is pleased to announce a new executive team and the addition of two new directors.

Garry Griffin, CIBC's director and team lead in commercial banking in Campbell River (right), has been elected as chair of the NIC Foundation board. Joining Griffin as vice chair is Colleen Sawyer (photo next page), a retired financial manager from Port Alberni.

"We couldn't be more thrilled that Garry and Colleen are leading the NIC Foundation Board," said Randall Heidt, executive director of the NIC Foundation and NIC's vice president of strategic initiatives. "Garry's experience and long tenure on the board combined with Colleen's energy and enthusiasm are a winning combination for the Foundation and NIC students."

Donna Cloutier, partner of Cloutier Matthews chartered professional accountants in Courtenay, was elected treasurer, while lawyer Brett Woodside of Campbell River was re-elected secretary.



New board members are former executive director of Comox Valley ElderCollege Sandra Harrison of Courtenay, and NIC Board of Governors appointee Arlo McCubbin of Cumberland.

“We have an outstanding board filled with impressive people whose passion and commitment for students is inspiring,” said chair Garry Griffin. “COVID-19 has created increased needs for our students and we are committed to helping remove financial barriers for them so they can pursue their educational, career and life goals.”

Completing their terms on the Foundation board are former chair Ilona Horgen, board member Jay Dixon of Port McNeill and NIC Board of Governors appointee Jane Atherton of the Comox Valley.

“It has been an honour and a privilege working with Ilona, Jay and Jane over the years,” Heidt said.

“Their knowledge, leadership and commitment to the NIC Foundation and NIC students is exemplary.”

To learn more about the NIC Foundation and how you can make a difference in the lives of students in your community, visit <https://foundation.nic.bc.ca/> or call 250-334-5085.

Donors receive 2020 Awards program

About 220 donors to the NIC Foundation received the 2020 awards program recently. The program features messages from President John Bowman as well as Board chair Garry Griffin and student recipients, like Zoe Speck (photo). The program also included an impact report, which shows which programs the awards supported by program area and region. You can see the impact report on the following page.



Zoe Speck credits bursary support from NIC Foundation in helping her achieve her goals.

“I am so honoured and proud to have received this bursary.

As a single, working mother, this gift greatly alleviated my financial stress.

I started as a bartender at the hotel I am currently working at and am now the restaurant supervisor and catering/events coordinator. One day, I hope to become food and beverage manager, then general manager. The company I am currently working for is First Nations owned and operated, which also gives me great pride as I work to promote and advance my culture and people.

I hope my journey inspires others who may find themselves in situations that are difficult, or who may feel like they are going nowhere in life, to take a chance, find something they are passionate about, and pursue furthering their education.”

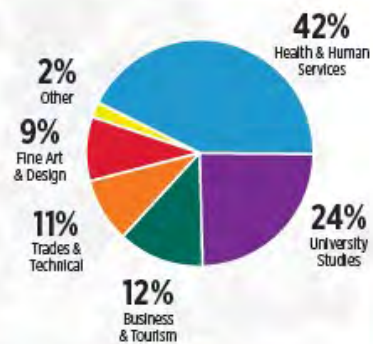
*– Zoe Speck, bursary recipient
North Island College*

Your Impact

In summer, just before fall tuition was due for many programs, 538 students were notified that a kind and unexpected donor had cleared some or all of their balance owing.

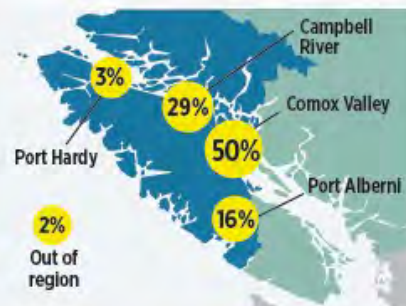
SUPPORT BY PROGRAM (% OF \$)

Students from all program areas were supported by your awards at varying stages of their education.

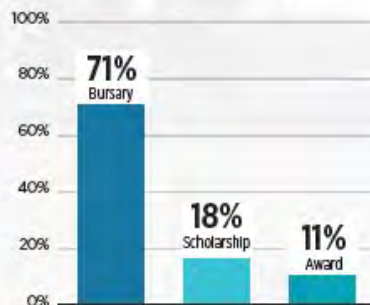


SUPPORT BY REGION (% OF \$)

Students from all of our campus communities were supported by your awards. The percentage by region aligns with the proportion of students attending each campus.



AWARD TYPE



ENDOWMENTS VS ANNUAL AWARDS



EdCo Chair Report
 Wilma Gus
 January 2021

Education Council met on December 11, 2020, and approved a number of program revisions, course revisions, deactivations and new courses as follows:

Fine Arts

Program Revision
 Professional Photography Certificate
 Course Revisions
 FIN 734 Business Practices & Marketing
 FIN 735 Design of Marketing Media
 Fine Arts Diploma courses –
 FIN 101, 111, 115, 120, 121, 130, 131, 135, 217, 247
 FIN 230 Sculpture and Integrated Art Practices I
 FIN 245 Photography Intermediate I
 FIN 250 Modern Art History

Digital Design & Development

Course Revisions –
 DGL 204 Introduction to Programming in Swift
 DGL 214 iOS Application Development

Math – Science

Course Revision –
 BIO 201 Introduction to Biochemistry
 Program Revision –
 Engineering Foundations Certificate
 New Course –
 CPS 102 Computer Programming with C++
 Course Revision –
 CPS 100 Computer Programming I
 CPS 101 Computer Programming II
 CPS 146 Database Fundamentals
 Program Revision –
 Computer Information Systems Certificate

Trades – Coastal Forest Worker

Program Revision –
 Coastal Forest Worker Certificate
 New Course –

CFW 113 Technical Math for Forestry

Trades – Metal Fabricator Foundation Harmonized

Program Revision –

Metal Fabricator Foundation Harmonized

New Courses –

FFH 111 Oxy-Fuel Fusion Welding, Braze Welding, and Brazing

FFH 112 Fundamentals of Shielded Metal Arc Welding

FFH 113 Semi-Automatic and Automatic Wire Feed Welding Processes

Course Revision –

FFH 108 Thermal Cutting Equipment and Processes

Trades – Heavy Duty Apprenticeship Training

Program Revision –

Heavy Duty Apprenticeship Training

Course Revisions –

HVA 100 Heavy Duty Equipment Technician Apprenticeship – Level 1

HVA 200 Heavy Duty Equipment Technician Apprenticeship – Level 2

HVA 300 Heavy Duty Equipment Technician Apprenticeship – Level 3

HVA 400 Heavy Duty Equipment Technician Apprenticeship – Level 4

Trades – Coastal Forest Technology Diploma

Course Revision –

RFT 113 Technical Math for Forestry

Edco did not approve the following submissions which have been returned to the department with direction for changes.

New Course –

MAT 156 Applied Math and Statistics for Computing

Course Deactivation –

MAT 155 Applied Math for Computing

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
MAY 28, 2020

AGENDA ITEM: REGULAR MEETING
5.1 Draft College Plan20-25

Background

During 2019, the College was engaged in an extensive process to develop a new five-year strategic plan, NIC Plan20-25. Detailed information regarding the planning process activities and resulting outputs is available on the [College Plan20-25](#) website. In summary, the plan development process has involved and resulted in:

- review and analysis of the current Plan2020 priorities and goals, highlighting significant progress and gaps;
- identification of a comprehensive set of college Values (April 2019);
- completion of a new Environmental Scan (October 2019) determining key factors and trends impacting the College;
- student, employee and public input through an on-line Strategic Planning Survey (September);
- Board of Governors visioning and strategic dialogue (October 24-25); and,
- engagement with community leaders and stakeholders through face-to-face Regional Forum meetings (November).

In total, more than 1,500 people participated in these activities which helped to shape the first draft of College Plan20-25. The first draft of Plan20-25 published on January 21, was written drawing on the information and ideas generated through the planning process activities, as well as input from the College Plan20-25 Committee (and four Subcommittees), Board of Governors (October 2019 Annual Retreat), and Senior Leadership Team (SLT).

Employees, students and community members were invited through email and a news media release to provide feedback on the January 21 Draft Plan20-25 via an online survey. The first draft Plan20-25 was reviewed and discussed during January, February and March by the College Plan Committee and Subcommittees; at Campus Town Hall Meetings; by the Indigenous Education Council; Education Council; and, by the Senior Education Team.

Unfortunately, the impacts of the COVID-19 pandemic forced the cancellation of the March 19 College Board of Governors meeting and the April 1 College Plan Committee meeting at which discussions of the draft College Plan20-25 had been scheduled. These cancellations necessitated delaying the timetable for completing the final review and approval of Plan20-25 to May and June.

Feedback provided during the January-March review period was used in editing and production of the May 5 draft version of Plan20-25 following which it was reviewed by the NIC Foundation Board of Directors, Comox Valley ElderCollege, and the College Plan Committee (May 13).

Action

It is requested that the Board of Governors discuss and provide feedback on the draft of College Plan20-25 (May 5 version). A Final Draft of Plan20-25 will be completed for final review and approval at the June 25, 2020 Board Meeting.

Suggested Resolution

None

References



DRAFT College Plan20-25

As of May 5, 2020

North Island College's Strategic Plan 2020-2025 (College Plan20-25) provides the College's overall direction for the next five years.

It focuses on the areas most important to our students, people, partners, and stakeholders and strengthens the College and region we serve.

College Plan20-25 includes the following components:

- Mandate
- Mission
- Vision
- Commitments
- Strategic Priorities
- Goals
- Assessment and Reporting
- Strengths, Opportunities and Challenges (in development)

We will support College Plan20-25 through the alignment of our multi-year plans, annual budgeting, department planning, operations, and performance reporting processes.

Mandate

North Island College (NIC) is a comprehensive community college, mandated to provide accessible education to the people and communities of North Central Vancouver Island and parts of the B.C. Central Coast.

Our roles and responsibilities are set out in the College and Institute Act and by the provincial Ministry of Advanced Education, Skills & Training through an annual mandate letter, which outlines high-level provincial priorities, policies and expectations.

Mission

The Mission statement summarizes why we exist, what we do and for whom.

At NIC, we provide high-quality education and services to support diverse learners and communities in achieving their educational, economic and social development goals.

Vision

Our Vision statement expresses what we aspire to be and create at our very best.

At NIC, we are a first choice education institution, passionate about creating lifelong learning, inclusion and student success.

**NIC will work with Elders for Indigenous translations in Kwak'waka and Nuuchahnulth.*

Commitments

Our Commitments support our Vision. They are based in the values, ideas, behavioural traits, characteristics and institutional concerns important to our students, communities, people and College.

We are dedicated to advancing and embodying the following Commitments through our actions and operations.

We are deeply committed to:

1. Supporting Students

Learning	Ensuring teaching and learning is central to all we do
Student Success	Empowering and supporting students as our primary focus
Access	Removing barriers and creating opportunities for students to access education and training opportunities
Health and Well-being	Fostering and integrating health and wellness into all we do
Caring and Supportive	Developing engaged learning and supportive working environments to ensure everyone belongs
Excellence and Quality Improvement	Continually improving programs and teaching practices that support employees in providing effective and exceptional education opportunities

2. Serving Communities

Indigenous Reconciliation	Working closely with, learning from and being guided by Indigenous communities to ensure our relationships, programs, policies and practices are respectful, based on reciprocity, and support reconciliation
Relevance, Responsiveness	Collaborating with communities to develop and deliver innovative, relevant and responsive programs and services that meet their changing needs
Environmental Stewardship and Climate Change	Mitigate factors contributing to climate change by sharing knowledge and encouraging individual and collective actions to reduce greenhouse gas emissions Serving as stewards of our natural environment, minimizing waste production and limiting our environmental impact
Intercultural understanding	Providing opportunities for our learners and people to strengthen their intercultural literacy skills

Commitments

3. Engaging our People

Workplace Excellence	Being widely recognized as an outstanding place to work
Diversity and Equity	Infusing and promoting diversity, inclusion and equity across the College's operations and plans
Communication, Engagement and Teamwork	Engaging across divisions, campuses and departments to support collaboration, teamwork and communication
Health and Well-being	Ensuring a healthy and safe working environment for all
Mutual Respect and Integrity	Acting with integrity to build trust and respect, while valuing the unique contributions and dignity of every person

4. Strengthening our College

Fiscal Sustainability	Enhancing the College's financial strength and sustainability
Relationships	Collaborating with employers, community partners and post-secondary institutions to maximize educational opportunities for all
Infrastructure and Technology	Growing and renewing campus facilities, learning capacity and information technology resources
Innovation	Encouraging creativity, risk-taking, problem solving and new initiatives to benefit students, communities and the College
Strategic Enrolment Practices	Optimizing student enrolments to support program vitality and outstanding student experiences
Transparency and Accountability	Measuring, assessing and reporting regularly on the College's plans, activities, performance and progress

Strategic Priorities and Goals

1. Supporting our Students

to achieve their educational goals

Learning and Student Success

Increase student success through high-quality curriculum, excellence in teaching and learning, effective student support services and integrated work experiences.

Access

- Enable increased access to College programs and services by addressing geographic and financial barriers, as well as the lack of supports and educational preparedness.

Health and Well-Being

- Enhance campus life across the College and implement proactive supports to foster student health and well-being.

Caring and Supportive

- Further develop our strong, supportive culture to enhance students' lived experiences of inclusion and belonging.

Excellence and Quality Improvement

- Implement a system of program and service quality reviews and improvements.

2. Serving our Communities

by connecting to who we are and where we live

Indigenous Reconciliation

Increase and strengthen relationships with First Nations communities, Indigenous Education initiatives, programs, policies and practices in support of the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act.

Relevant and Responsive

- Create and strengthen partnerships to ensure the College offers innovative, relevant and responsive programs and services that meet changing needs of the region.

Environmental Stewardship and Climate Change

- Reduce greenhouse gas emissions and mitigate factors contributing to climate change through leadership, education and action.
- Implement initiatives to reduce waste production and limit the environmental impact of College operations.

Intercultural Understanding

- Provide opportunities for our learners and people to develop greater intercultural literacy skills required for a changing world.

3. Engaging our People

to thrive and be their best

Workplace Excellence

Attract, develop, retain and celebrate highly talented and dedicated employees who are proud to be a part of NIC and contribute to the success of our College, by continuously improving human resource practices.

Diversity and Equity

- Create and implement initiatives that advance and celebrate our College as a model for diversity, inclusion and equity.

Engagement, Teamwork and Leadership

- Strengthen communication, engagement, teamwork and leadership across the College.

Health and Safety

- Develop and improve the College's comprehensive employee health, safety and well-being.

4. Strengthening our College

and build our capacity to serve and excel

Strategic Enrolment

Optimize College enrolments to support program vitality and outstanding student experiences, through the implementation of proactive strategic enrolment management practices.

Fiscal Sustainability

- Grow and diversify revenue sources.

Infrastructure and Technology

- Advance toward completion the projects in our Five-year Major Capital Plan including the Housing Commons, Campbell River Gathering Place, Comox Valley “Village” Replacement and the Tebo Trades Centre Replacement in Port Alberni.

Innovation

- Create initiatives that build the College's capacity to innovate and serve as a community resource.

Transparency and Accountability

- Implement improved systems, processes and tools to measure, communicate and report on the College's activities, performance and progress.

Assessment and Reporting

North Island College is accountable to students, communities and the provincial government.

We report annually on the priorities established in BC Ministry of Advanced Education, Skills & Training mandate letter and the performance plan and Strategic Goals through our Institutional Accountability Plan and Report.

In 2020, NIC will create a new assessment and online reporting system to gather information from College departments regarding their work to deliver on NIC's Priorities and Goals.

The College will also develop new key performance indicators (KPI's) for each Strategic Priority to measure and track important data points over time.

DRAFT



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
October 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 globe¹. 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)², **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 endgame 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 management³, 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 work we recently engaged in to develop College Plan 2025.⁴ The second is our first collaboratively developed program planning framework - MYPP - and its 7 elements of healthy and sustainable programming.⁵ 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-informed⁶, strategic foresight⁷ 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 and indicate the attendant strategies to respond. **Widening Our Doorways** concludes with the strategies' institutional owners and outcomes along with a glossary of terms. A faculty discussion and process guide to program renewal and template is available as a separate document.

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

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

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

⁴ 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

⁵ 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.

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

⁷ 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 2022.⁸ Physical distancing behaviours & requirements may last several years, regardless of the availability of a vaccine.⁹

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>Health and Safety Risk of COVID-19 disease transmission & 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>Physical/Social Distancing Challenged/no ability to run face-to-face classes leading to paused &/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 & 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 & 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.”¹⁰</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 & 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 &/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 & on campus students.</p> <p>Define the value & 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 & 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, & 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 & communicate safe, effective, meaningful and welcoming learning environments where people want to be.</p>

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

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

¹⁰ 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.¹¹

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>Essential Service tied to Economic Recovery 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>Financial – Reduced Revenues NIC \$2.9M projected deficit. Government awareness of the need for deficit budgets. Federal & 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.¹²</p> <p>Financial – Rising Costs Increased complexity of operations driving higher costs, e.g. paused/restarted delivery, smaller class sizes & technology investment. Additional costs if face-to-face instruction is paused again.</p> <p>Reduced Ability for Community Support. Record small business bankruptcies and closures will limit resources available to support NIC.</p> <p>Tuition¹³ Movement to reduce post-secondary tuition as students believe that paying for services & amenities that aren't available is not fair.</p>	<p>A revitalized, enhanced & 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 & grow tuition revenue through:</p> <ul style="list-style-type: none"> increased enrolment – digital & blended models of instruction allow us to enhance our reach; new instructional models generating new tuition; addressing existing out-of-market anomalies in our tuition rates. <p>One-time funding opportunities for NIC are available, on a competitive basis, from many sources including:</p> <ul style="list-style-type: none"> government (federal, provincial, Indigenous) industry-based contracts for services; community-based granting agencies. <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 & 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"> build enrolment/tuition revenue considerations into department operating budgets; reduce program & course duplication and overlaps; develop seat utilization benchmarks; consider partnerships to foster student access to programming with limited demand at NIC; examine workloads for fairness and consistency. <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, & adjust.</p>	<p>Fiscal strength and resilience achieved through new forms of tuition & other revenue and efficient use of public resources.</p>

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

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

¹³ 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.¹⁴

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>Program Mix 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>Workforce Transition and Launching Lives 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 & accessible programming. One-time funding likely to be made available for training & 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 & emerging industries & forms of work as well as for underserved student groups. NIC can be a bridge linking employers, industry & 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 & 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 & 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 & 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 work-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, & adjust.</p>	<p>Program response & renewal plans inclusive of enrolment planning (beginning with academic year 21/22).</p>

¹⁴ 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>Fewer Students 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>Aggressive Competition 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 & 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 & 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 & admission requirements & 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 & renew the delivery of upgrading education.</p> <p>De-mystify digital learning & promote NIC's roots in distance learning & 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 & 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, & adjust.</p>	<p>Drive higher levels of participation at NIC through entry, recruitment, and marketing strategies for each program & 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>Demand-led Enrollment¹⁵ 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 & social needs.</p> <p>Education on Demand 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.”¹⁶ Learners choosing non-term-based models of instruction & credit. To meet demand, programming must be accessible to those who want it, when they want it.¹⁷</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 & 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>

¹⁵ Murgatroyd, S. (2020). A Cancelled Future - What's Next for Universities and Colleges. *Colleges and Institutes Canada*.
¹⁶ Weinberg, A. (2020 08 04). 5 ways COVID-19 will change higher education forever, and how colleges can adapt. *USA Today*.
¹⁷ 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)¹⁸ 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>Uncertainty and Pessimism about the Future¹⁹ 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>Preference for non-degree, non-college training <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.²⁰</p> <p>Customizable Learning Customizable, personalized learning that recognizes industry-based learning was already trending but will accelerate.²¹</p> <p>Private-Sector and Disruptor-led Learning 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 & Microsoft Certification provide their own learning & 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 & 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>

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

¹⁹ Statistics Canada. (2020). Impacts of the COVID-19 pandemic on post-secondary students.

²⁰ Vedder, R. K. (2020 06 30). Will More Unemployment Increase Fall College Enrollments? *Forbes*.

²¹ 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.²² 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>Racism Racialized British Columbians are more likely to get COVID-19 and suffer economically and socially because of it.²³ This is coupled with rising anti-Asian racism in BC,²⁴ Canada’s “shadow pandemic”²⁵ and a reckoning about racial inequality as represented in Canada’s <u>Black Lives Matter movement</u> and <u>Scholars Strike</u>.</p> <p>Indigenization & the TRC Calls to Action Bill 41 - BC adopts the United Nations Declaration on the Rights of Indigenous People (UNDRIP). Provincial and federal mandate to respond to the Truth & Reconciliation Commission’s (TRC) <u>Calls to Action</u>.</p> <p>Gender Inequality/The “she-cession.”²⁶ Women are disproportionately negatively affected by the economic downturn & COVID-19 reducing women’s ability to participate in post-secondary education.</p> <p>Climate Change²⁷ 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 & reputation with the NIC Indigenous Education Council (IEC) & 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 & 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 & completions rates of Black, Indigenous and people of colour (BIPOC), women, & students of diverse 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 & 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 as well as the experiences of BIPOC and people of diverse abilities in curricula across a range of disciplines, basic & specialized.</p>	<p>Review, assess, & adjust.</p>	<p>Socially and environmentally just learning that:</p> <ul style="list-style-type: none">• responds to the TRC Calls to Action & UNDRIP;• addresses structural racism and inequality by improving the completion rates of BIPOC, women & students with accessibility needs;• meets First Nation identified education and training needs and• includes climate change in the curricula.

²²Currie, 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

²³ 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*.

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

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

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

²⁷ 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.²⁸

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>De-stabilized lives Students report feeling more de-stabilized during an already anxious period of a person’s life.²⁹ Student mental health concerns were already at record highs before the pandemic.³⁰ 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-19.³¹</p> <p>Decreased Student Persistence Student persistence with their post-secondary studies is down. Nationally³², 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><input checked="" type="checkbox"/>Virtual Student Services: Aboriginal Advising & Elder support, Assessment Services, Counselling, Department of Accessible Learning (DALs), Educational Advising, Financial Aid, Library & Learning Commons services, Student Life & Outreach, Work-integrated Learning/Student Employment conducted through video conferencing and telephone methods.</p> <p><input checked="" type="checkbox"/>Implementation of a self-care campaign.</p> <p><input checked="" type="checkbox"/>Outreach to vulnerable students.</p> <p><input checked="" type="checkbox"/>Creation of virtual graduation and orientations.</p> <p><input checked="" type="checkbox"/>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><input checked="" type="checkbox"/>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 & well-being supports in courses & programs.</p>

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

²⁹ 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.

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

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

³² Ibid.

9. Rethinking the Teaching Itself.³³ 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.³⁴

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>Teaching and Learning</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.³⁵ NIC must strategically retool our pedagogies to meet this new environment.</p> <p>Digital Divide</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”³⁶</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 & 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 & learning. Work on program review & QAPA delayed.</p> <p><input checked="" type="checkbox"/>Acquisition of licenses for Bluejeans & Zoom (video conferencing), Kaltura (video production & Blue (evaluation).</p> <p><input checked="" type="checkbox"/>Further development of <u>Teach Anywhere</u> 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 & 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, & adjust.</p>	<p>Pedagogically focused curriculum design and delivery in all programs/areas of instruction.</p>

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

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

³⁵ Ibid.

³⁶ 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>Peak reliance on technology for core business operations. COVID-19 revealed NIC's and other college's under-investment in digital infrastructure, resources, and skills.³⁷</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 & recovery and service desk solutions.</p> <p><input checked="" type="checkbox"/> Facilitated remote staff & 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 & accessories). Delivery of 75 toolkits.</p> <p>Execute IT project plan:</p> <ul style="list-style-type: none"> • Migrate on premise Exchange 2013 to Exchange 2016 in BCNet EduCloud • Pilot Microsoft Azure Windows Virtual Desktop – remote access for staff and students • Implement new backup and recovery solution • Redundant Firewall at CV campus (NIC's data centre) • Server Room UPS upgrade – stable power backup systems for on premise infrastructure • Implement Microsoft InTune – Microsoft cloud tools for remote device management (e.g. NIC laptops at home) • Implement DIGARC Acalog – Academic Calendar solution • Implement DIGARC Curriculumlog – solution to manage tool Education Council and Curriculum development activities. Implementation will likely occur into next fiscal. • Migrate Ellucian Colleague test server infrastructure to BCNet EduCloud • Implement TeamDynamix – IT Service Management solution (helpdesk, asset management, project management) 	<p>Pursue an IT strategy that:</p> <ul style="list-style-type: none"> • defines and minimizes services hosted on-premise • focuses on resiliency, stability and security for on-premise core services • delivers services via software as a service (SaaS) and infrastructure as a service (IaaS) where feasible • increases the implementation of applicable Microsoft services • transitions to more formal IT service management practices • maximizes return on existing IT investments • evaluates use of BCNet shared services. <p>Establish an IT governance framework that is supported by:</p> <ul style="list-style-type: none"> • satisfaction/feedback mechanisms • stakeholder input • consultative program planning • a multi-year IT plan inclusive of predictable costs/service levels 	<p>IT governance body directing investment in a rolling 5-year IT infrastructure & service plan that produces a robust and effective IT infrastructure reflecting best practices.</p>

³⁷ 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
1. Safe and Healthy Place-making			
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
2. Fiscal Strength			
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
3. Program Response & Renewal Plan			
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
4. Higher Levels of Participation			
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
5. Multi-modal, Flexible, Demand-based Enrolment that occurs Year-round			
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
6. Self-directed Learning & Customizable Credentials			
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.	
7. Socially and Environmentally Just Learning			
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
8. Embedded & Digital Student Supports			
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
9. Rethinking the Teaching Itself			
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
10. A Robust and Effective IT Platform			
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

Glossary

Term	Definition	Source
Hy Flex	"The hybrid flexible, or HyFlex, course format is an instructional approach that combines face-to-face (F2F) and online learning. Each class session and learning activity is offered in-person, synchronously online, and asynchronously online. Students can decide how to participate. The flexibility of the HyFlex model demonstrates a commitment to student success, and that flexibility can also enable institutions to maintain educational and research activities during a disruption."	https://library.educause.edu/resources/2020/7/7-things-you-should-know-about-the-hyflex-course-model
Micro-credential	"Micro-credentials are mini-qualifications that demonstrate skills, knowledge, and/or experience in a given subject area or capability. Also known as nanodegrees, micro-credentials tend to be narrower in range than traditional qualifications like diplomas or degrees. However, they can also be broad in focus rather than specific. Micro-credentials can be awarded for soft and hard skills. The growing interest in micro-credentialing could be in part explained by the need for workplaces to remain competitive by ensuring employees are continuing to develop new capabilities. Micro-credentialing gives a way to map these career paths and quantify any types of skill."	https://www.deakinco.com/media-centre/article/Benefits-of-micro-credentials-for-business-and-employees
MOOC (Massive Online Open Course)	"Massive Open Online Courses (MOOCs) are free online courses available for anyone to enroll. MOOCs provide an affordable and flexible way to learn new skills, advance your career and deliver quality educational experiences at scale. Millions of people around the world use MOOCs to learn for a variety of reasons, including: career development, changing careers, college preparations, supplemental learning, lifelong learning, corporate eLearning & training, and more."	https://www.mooc.org/
Okanagan Charter	"The Okanagan Charter: An International Charter for Health Promoting University and Colleges, calls on post-secondary schools to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally."	https://bp-net.ca/program/the-okanagan-charter/
Pedagogy	"The art and science of how to teach including theories and practices of how to design learning experiences and engage learners. It is not to be confused with 'curriculum' – which defines what is being taught."	Dr. Liesel Knaack
Stackable credential	"Stackable credentials are composed of a sequence of credentials that stack or accumulate towards an additional credential. According to Ganzglass (2014) they serve "to build up an individual's qualifications and help them to move along a career pathway or up a career ladder to different and potentially higher-paying jobs." (p.2). Stacking can refer to micro-credentials, digital credentials or badges, or already established HEI credentials such as certificates, degrees and diplomas."	https://homonym.ca/published/alternative-credential-stacking/
Truth and Reconciliation Commission (TRC)	"There is an emerging and compelling desire to put the events of the past behind us so that we can work towards a stronger and healthier future. The truth telling and reconciliation process as part of an overall holistic and comprehensive response to the Indian Residential School legacy is a sincere indication and acknowledgement of	http://www.trc.ca/about-us/our-mandate.html

the injustices and harms experienced by Aboriginal people and the need for continued healing. This is a profound commitment to establishing new relationships embedded in mutual recognition and respect that will forge a brighter future. The truth of our common experiences will help set our spirits free and pave the way to reconciliation.”

Work-integrated Learning (WIL)

“Work-integrated learning is a model and process of curricular experiential education which formally and intentionally integrates a student’s academic studies within a workplace or practice setting. WIL experiences include an engaged partnership of at least: *an academic institution, a host organization and a student*. WIL can occur at the course or program level and includes the development of learning outcomes related to employability, personal agency and life-long learning.”

https://www.cewilcanada.ca/What_is_WIL_.html



Board of Governors Priorities and Objectives 2021

On an annual basis, the North Island College Board of Governors establishes a set of priorities and objectives to focus its work on behalf of the College, its students and other stakeholders. The Boards' objectives are designed to align with and be supportive of the College's strategic goals, the provincial government's priorities as set out in the College Mandate Letter and other needs as determined by the Board through its planning and review processes.

For 2021, the College Board of Governors has identified five overall priorities as the focus of its work in the coming year.

- A. New President Selection and Transition
- B. Planning, Oversight and Performance Assessment
- C. Advocacy and Government Relations
- D. Indigenous Reconciliation
- E. Board Development/Education

The objectives related to each of these priorities to be implemented and achieved are as follows.

A. New President Selection and Transition

- 1. Complete the process to select and appoint a new College President.
- 2. Establish and implement a plan/process to successfully onboard and transition the new President into the position.

B. Planning, Oversight and Performance Assessment

- 3. Complete final review and approval of a new five-year strategic plan (College Plan2025) and support implementation of the Widening Our Doorways: COVID-19 A 10-Point Plan to Reset, Reshape & Renew Learning at NIC.
- 4. Determine appropriate measures for monitoring, assessing and reporting on the College's overall progress, as well as the President's, and Board/members' performance as part of the annual and multi-year planning, objective setting and review/reporting processes.
- 5. Develop governance level "Dashboard" with key indicators for each college strategic plan priority to monitor status and assess progress, draw from the performance indicators in the Institutional Accountability Plan and Report (IAPR).

C. Advocacy and Government Relations

6. Develop and activate an advocacy plan and related activities to inform and influence the provincial government regarding the College's unique strengths, challenges, needs and priority requests.

D. Indigenous Reconciliation

7. Engage with the Indigenous Education Council in a review and assessment of the College's progress in advancing the Truth and Reconciliation Commission (TRC) Calls to Action related to post-secondary education and training, and supporting the needs of Indigenous learners and communities.

E. Board Development/Education

8. Strengthen board member orientation and ongoing development with additional education, information and discussion sessions regarding:
 - i. Governance: board types (public post-secondary institutions, others), NIC board processes, policies, member roles and fiduciary responsibilities, government mandate;
 - ii. College: programs, services, administrative structure and roles, finance; marketing and communications plans;
 - iii. Roles and Relationships: Education Council, Indigenous Education Council (IEC) and NIC Foundation (NICF);
 - iv. North Island First Nations' Cultures;
 - v. Truth and Reconciliation Commission Calls to Action, and U.N. Declaration on the Rights of Indigenous People (UNDRIP)



Commonly Used Acronyms

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 and Skills 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