

<p style="text-align: center;">NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING TO BE HELD VIA VIDEOCONFERENCE THURSDAY, MAY 27, 2021 @ 1:00 PM</p>

AGENDA

	Topic	Attachment	Action	Time
1.	CALL TO ORDER			
1.1	Acknowledgement of First Nations Traditional Territory			
1.2	Adoption of Agenda		To adopt	(2 mins)
2.	CONSENT AGENDA			
2.1	Minutes of the Regular Meeting of April 29, 2021	✓	To approve	
2.2	Executive Committee Report, May 20, 2021	✓	Information	
2.3	Governance and Human Resources Committee Report, May 20, 2021	✓	Information	
2.4	May 2021 College Highlights Report	✓	Information	
2.5	Correspondence and Information (Agenda item #5)	✓	Information	(3 mins)
3.	BOARD BUSINESS			
3.1	Board Bylaw #3 - Powers, Duties & Benefits of the President	✓	To approve	
3.2	Standing Committees' Terms of Reference			
3.2.1	Executive Committee	✓	To approve	
3.2.2	Governance and Board Development Committee	✓	To approve	
3.3	BUILD 2026 College Strategic Plan	✓	To approve	(60 mins)
4.	REPORTS ON STRATEGIC ACTIVITIES			
4.1	President			
4.1.1	President's Report, May 2021	✓	Information	(5 mins)
4.2	Acting Vice President, Academic			
4.2.1	Final FTE Report for Year End March 31, 2021	✓	To approve	(20 mins)
5.	INFORMATION (<i>attachments</i>)			
5.1	Order-in-Council 292 dated May 17, 2021 – reappointments for E. Mosley, R. Everson, S. Frank and B. Minaker			
5.2	AEST letter of appreciation for R. Hunt dated May 17, 2021			
5.3	Emeritus designation to Linda Jay dated May 19, 2021			
5.4	Commonly used acronyms			
5.5	Link to Board policies and bylaws			

6.

NEXT MEETING DATES

- Regular meeting – Thursday, June 17, 2021
 - Joint meeting with Indigenous Education Council
– Friday, June 18, 2021
-

7.

ADJOURNMENT

2:30 pm

**MINUTES OF THE REGULAR MEETING OF THE
NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD VIA VIDEOCONFERENCE
THURSDAY, APRIL 29, 2021**

**BOARD MEMBERS
PRESENT**

J. Atherton, Community Member, Comox Valley Region, Vice Chair
P. Chakraborty, Student Representative
L. Domae, President
M. Erickson, Faculty Representative
R. Everson, Community Member, Comox Valley Region
S. Frank, Community Member, Comox Valley Region
A. Carrel, Vice Chair, Education Council
D. Hoogland, Support Staff Representative
A. McCubbin, Community Member, Comox Valley Region
B. Minaker, Community Member, Comox Valley Region
E. Mosley, Community Member, Port Alberni Region, Chair
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

ALSO PRESENT

T. Bellavia, Acting Vice President, Academic
C. Fowler, Vice President, Finance and Facilities
R. Heidt, Vice President, Strategic Initiatives
K. Kuhnert, Associate Vice President, Student Services and Registrar
M. Herringer, Executive Director, International Education
K. Crewe, Director, Human Resources and Organizational
Development
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

E. Mosley called the meeting to order at 1:00 p.m.

1.1 Acknowledgement of First Nations Traditional Territory

E. Mosley acknowledged that the meeting is being held in the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

E. Mosley also welcomed A. Carrel, Education Council Vice Chair, who is attending the meeting on behalf of W. Gus (Chair).

1.2 Adoption of Agenda

The agenda was amended to include, under item 3. Board Business, a review of the status of the New President Transition Committee which was created by the Board of Governors at its meeting of January 21, 2021.

Moved P. TRASOLINI/ Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 29, 2021 AS AMENDED.

Motion carried

2. CONSENT AGENDA

- 2.1 Minutes of the Regular Meeting of March 25, 2021
- 2.2 Executive Committee Report, April 15, 2021
- 2.3 Governance and Human Resources Committee Report, April 9, 2021
- 2.4 Finance and Audit Committee Report, April 16, 2021
- 2.5 April 2021 College Highlights Report
- 2.6 Correspondence and Information (Agenda item #5)

Moved J. MURPHY / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 29, 2021.

Motion carried

3. BOARD BUSINESS

3.1 Appointment of New President

E. Mosley welcomed Lisa Domae as the College's new President following a thorough selection process that began in late 2020. He reported that Lisa Domae began her new role on April 12, 2021.

3.2 Board Meeting and Planning Schedule, 2021

A new regular meeting of the Board of Governors was added to the 2020/2021 schedule for May 27, 2021 with the goal of finalizing and approving the College's strategic plan, BUILD 2026. L. Domae advised the Board to participate in the development of the draft strategic plan via the [Engage NIC](#) website.

E. Mosley reported that the Executive Committee has requested a joint meeting with the Indigenous Education Council (IEC) at a date convenient to the IEC.

3.3 Annual Board Evaluation

D. Hoogland reported that the Governance and Human Resources Committee is recommending the use of the same online survey tool from the last few years in order to be able to evaluate how the Board has been performing based on year-to-year data. She stressed that the evaluation this year is critical as new elected Board Members are expected to be onboarded in the Fall.

The following suggestions were made to improve the survey:

- Add a question on how the Board can assure the best outcomes/success for students;
- Edit the statement under Management Oversight referring to "feedback to senior management" to reflect that the President/CEO is the lone employee of the Board.

D. Hoogland also reported that the Committee is also looking at using meeting evaluations and exit surveys as part of Board development.

C. Scarlatti joined the meeting at 1:15 p.m.

3.4 Regional Roundtable Reports

A. McCubbin participated in meetings of the NIC Foundation Board, adding that the Foundation continues to actively campaign for donations towards the COVID-19 Student Hope Campaign.

D. Hoogland, E. Mosley, C. Scarlatti, J. Atherton and P. Trasolini participated in the 2021 CIG Conference, noting that the sessions under the conference theme “Changing Narratives” created conversations around the role of post-secondary institutions going forward during and post-pandemic. They hope that the rest of the Board would be able to access the resources shared during the conference.

J. Murphy and J. Atherton commended the College for its work on supporting mental health for students as well as accessing grant opportunities to fund such initiatives.

J. Murphy announced her retirement from Providence Health Care and noted that the pandemic has highlighted how critical human resource needs are particularly in the health care industry, given that workers in the health care industry are either leaving or retiring at a higher rate than anticipated. She added that the situation in turn highlights the critical role that the College has in providing health care training programs.

Board Members who are members of standing committees reported their participation in their respective committee meetings. Some Board Members also joined the College town hall meetings of April 9 and 23.

3.5 New President Transition Committee

E. Mosley reported that the Board has consulted with L. Domae and concluded that the New President Transition Committee is no longer necessary to convene at this time.

Moved J. MURPHY / Seconded D. HOOGLAND: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS DISSOLVE THE NEW PRESIDENT TRANSITION COMMITTEE WHICH WAS CREATED ON JANUARY 21, 2021.

Motion carried

4. REPORTS ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President’s Report, April 2021

C. Fowler, as Interim President until April 9, reported attending a conference call with other college presidents and Advanced Education, Skills and Training Deputy Minister Shannon Baskerville. The meeting discussed directions received from the Provincial Health Officer and how the post-secondary sector will be guided as it reopens in the Fall. He also hosted a College town hall meeting on April 9 with topics on the budget and Fall planning during the pandemic.

L. Domae presented her report and highlighted the following during her first few weeks as President:

- Launch of BUILD 2026 on April 12
- Framing six priorities for the next 30 days around the strategic plan;
- Introductory and consultative meetings with stakeholders;
- With the help of the College’s Student Life, hosted a meaningful and thoughtful engagement with students;
- Hosted a town hall meeting on April 23rd with almost 200 College community members participating.

P. Chakraborty left the meeting at 1:37 p.m.

4.2 Executive Vice President, Academic and COO

T. Bellavia as Acting Executive Vice President, Academic, presented the following requests for fee and credential.

4.2.1 Tuition and Lab Fee Approval: DGL 105 – Digital Graphics

T. Bellavia provided information on the new course tuition and lab fee which was approved at the March meeting of the Education Council. He added that the proposed tuition for the new course does not fall under the Ministry's tuition limit policy.

Moved D. HOOGLAND / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING DOMESTIC TUITION, EFFECTIVE AUGUST 16, 2021.

Course Name	Course Code	Costing Unit	Cost/Unit	Total Course Cost
Digital Graphics	DGL 105	Credit	\$130.96	\$392.88

Lab Fee	Lab Code	Cost per Lab
Digital Graphics	DGL 105	\$25.31

Motion carried

4.2.2 Tuition and Lab Fee Approval: DGL 409 – Advanced Capstone Project 2

T. Bellavia reported that this course was developed based on feedback from community and industry partners as well as on demand for the program.

Moved D. HOOGLAND / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING DOMESTIC TUITION AND LAB FEE, EFFECTIVE AUGUST 16, 2021:

Course Name	Course Code	Costing Unit	Cost/Unit	Total Course Cost
Advanced Capstone Project 2	DGL 409	Credit	\$149.30	\$895.80

Lab Name	Lab Code	Cost per Lab
Advanced Capstone Project 2	DGL 409	\$25.31

Motion carried

4.2.3 New Program Credential Approval: DIGITAL Design + Development Post-Graduate Certificate

T. Bellavia reported that the proposed certificate program is primarily designed for students to exit into employment, allows students to combine this with another certificate program and allows graduates from the program to work remotely in highly paid positions. M. Herringer added that the program could potentially attract international students because of the ability to combine this program with another one-year program.

Moved C. SCARLATTI / Seconded A. MCCUBBIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE NEW CREDENTIAL DIGITAL DESIGN + DEVELOPMENT POST GRADUATE CERTIFICATE, EFFECTIVE AUGUST 16, 2021.

Motion carried

4.2.4 New Program Credential Approval: DIGITAL Design + Development Post-Graduate Diploma

T. Bellavia presented the proposed credential which is a two-year, 60-credit post-graduate diploma, developed through a feasibility study with consultation and feedback from community partners. He added that, similar to the certificate program, this diploma can be offered to international students.

Moved M. ERICKSON / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE NEW CREDENTIAL DIGITAL DESIGN + DEVELOPMENT POST GRADUATE DIPLOMA, EFFECTIVE AUGUST 16, 2021.

Motion carried

4.2.5 Tuition Approval: ENG 170 - Writing Digital Content

Moved C. SCARLATTI / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING DOMESTIC TUITION, EFFECTIVE AUGUST 16, 2021.

Course Name	Course Code	Costing Unit	Cost/Unit	Total Course Cost
Writing Digital Content	ENG 170	Credit	\$130.96	\$392.88

Motion carried

4.2.6 Tuition Approval - MAT 156, Applied Math and Statistics for Computing

T. Bellavia presented the new four-credit course which will initially be offered in the Campbell River campus.

Moved A. MCCUBBIN / Seconded J. MURPHY: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE FOLLOWING DOMESTIC TUITION, EFFECTIVE AUGUST 16, 2021:

Course Name	Course Code	Costing Unit	Cost/Unit	Total Course Cost
Applied Math and Statistics for Computing	MAT 156	Credit	\$149.30	\$597.20

Motion carried

4.3 Vice President, Finance and Facilities

4.3.1 2021-2022 Budget Approval

C. Fowler presented the 2021-2022 budget and highlighted the following:

- The College received approval from the Ministry to run a deficit for the next three fiscal years;
- Contract funding fluctuates year to year;
- Domestic student numbers stabilized during the pandemic;
- International student numbers are down by about 30 percent;
- Base funding is up slightly;
- Technology cost is up largely due to the College's transition to digital mode for program delivery amid the pandemic;
- There is an accumulated surplus from fiscal year 2020-2021 which could be used to fund the next three years' deficit;
- Investment portfolio has around \$4 million in unrestricted funds that could be used to fund the deficit.

On questions from the Board, C. Fowler clarified the following:

- Investment income is projected to go down by about 17 percent if the College chooses to withdraw funds from the portfolio;
- Remeasurement loss of about \$400,000 last year at the beginning of the pandemic is excluded from the analysis of accumulated surplus.

Moved A. MCCUBBIN / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2021/22 BUDGET AS PRESENTED.

Motion carried

4.3.2 Draft FY 2020/21 Financial Statements

C. Fowler briefly reported on the draft financial statements which will go to the Board's meeting in June for approval.

4.4 Vice President, Strategic Initiatives

4.4.1 Strategic Initiatives Division/NIC Foundation Report

R. Heidt highlighted the following from his report:

- A new College website was recently launched which now includes a new locator map on the front page, Indigenous welcome in various Indigenous languages and an improved current student page developed with the help of the student union, Student Services and Office of Global Engagement;
- Future website improvements will include improved image gallery and social media access
- The COVID-19 Student Hope Campaign is 86% of the way towards its \$50,000 goal.

4.5 Co-Chair, Education Council (EdCo)

4.5.1 Education Council Report

A. Carrel summarized the EdCo report for April, acknowledging L. Domae's attendance as President at its April 15 meeting. A. Carrel reiterated EdCo's invitation for Board Members to join its meetings.

5. INFORMATION

The Board received the following information items:

- 5.1 AEST Acknowledgment Letter dated April 7, 2021
- 5.2 Commonly used acronyms
- 5.3 Link to Board [policies](#) and [bylaws](#)

6. NEXT MEETING DATES

- 6.1 Regular meeting – Thursday, May 27, 2021
- 6.2 Regular meeting – Thursday, June 17, 2021

7. ADJOURNMENT

The regular meeting adjourned at 2:55 p.m.

Eric Mosley, Chair

Rachel Reid, Executive Assistant

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

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

The Executive Committee met via BlueJeans on May 20, 2021 at 9am with E. Mosley (chair), J. Atherton, J. Murphy, P. Trasolini, R. Everson, L. Domae and R. Reid attending.

Executive Committee Terms of Reference

The Committee reviewed its draft terms of reference and agreed on the following additional changes:

- Merge the two committees – Executive and President’s Performance and Compensation (PPCC) – into one;
- Keep immediate past chair as a member (who was not a member in the PPCC);
- Under Duties and Responsibilities, the President will be excused from the meeting when the Committee fulfills its duty to review the President’s performance.
- The Executive Committee supports the President with emerging issues and risk related to senior administrative succession.

The updated version of the Executive Committee terms of reference will be forwarded to the Governance Committee for its final review before going to the full Board at its meeting of May 27, 2021 for approval.

The Executive Committee will meet after the Board meeting to review how its duties and responsibilities support the Board’s relationship with the President.

BUILD 2026 Update

L. Domae reported that the newest iteration of the strategic plan will be included in the May 27 Board’s meeting agenda for discussion and possible approval. In accordance with the College and Institute Act, she has sought the advice of the Education Council about the plan. She noted that the draft strategic plan has evolved following meaningful engagement and support from everyone who participated in the development of the plan.

Proposed joint meeting with Indigenous Education Council

A proposed joint meeting of the Board of Governors and Indigenous Education Council has been set for June 18, 2021. The Committee discussed possible agenda items including the concept of Indigenous governance in general and capacity-building in the context of the recently approved (by the Indigenous Education Council) Indigenous Education Plan for NIC which will work in tandem with BUILD 2026.

One-on-one meetings: President and Board Members

L. Domae reported that she had had the opportunity to meet with each of the Board members. The Committee discussed ways to improve member education and connectedness once pandemic restrictions are lifted.

Meeting Schedule and Agenda, May 27, 2021

The Committee reviewed and amended the draft agendas for the Board's regular and in-camera meetings on May 27th.

Adjournment

The meeting adjourned at 10:43 am.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
APRIL 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 and Barry Minaker met via BlueJeans on April 9, 2021 at 1:00 p.m. with Lisa Domae (President/CEO) and Rachel Reid (Executive Assistant) as resource persons.

Adoption of Agenda

The committee adopted the agenda as presented.

Committee Business

a. Board standing committees' terms of reference (TOR)

The Committee reviewed the terms of reference for the following committees:

Governance (and Board Development)

From the previous version reviewed by the Committee, one new proposed update is under Composition which replaces Director of Human Resources as resource with the Office of the President given that the human resources responsibilities of the Committee has been moved to the Executive Committee.

Executive

The Executive Committee met earlier in the morning and agreed to merge the former President's Performance and Compensation Committee (PPCC) with the Executive Committee given that the composition for both committees was the similar. A new version of the Executive Committee TOR was reviewed by the Governance (and Board Development) Committee. This Committee agreed with the recommended merge, adding that the duties of the former PPCC also fall under the Executive Committee's human resources responsibilities and board succession/recruitment.

Finance and Audit

The Committee agreed to review and edit the Finance and Audit Committee's TOR for clarity, brevity, and general readability. Once reviewed, this TOR will go back to the Finance and Audit Committee at its June meeting.

For all TORs going to the Board for its approval, additional grammatical (proper use of pronouns and verbs) and typographical errors were corrected. The Committee recommends the approval of the TORs for the Executive and Governance and Board Development committees at the Board meeting of May 27th.

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

The Committee reviewed the bylaw, noting that under Delegation of Authority, L. Domae had suggested to list areas of responsibility instead of job titles as well as in order of naming.

The Committee recommends Bylaw 3 as reviewed for approval by the Board at its meeting of May 27th.

c. Annual Board Evaluation

Under Strategic Orientation, the Committee discussed what student success and experience mean to different student demographics and how to incorporate a separate question around ensuring student success.

A new suggested section on Board Member Self-Assessment was also discussed with the following suggestions:

- Preamble should read: “I, as a Board Member” instead of “Our Board Members”;
- Combine bullets 9.4 to 9.6 to read: “Understand and follow the College and Institute Act, Board bylaws and policies (including roles and responsibilities);
- Add: “Voice diverse perspectives and insights during discussions”.

The Committee decided to review the evaluation outside of the meeting and bring it back to its next meeting in June. A copy of the evaluation as reviewed at this meeting will be circulated to the Committee members.

d. Board exit interview/survey

The Committee agreed that the item be forwarded to the Executive Committee for consideration as the exit interview/survey is a tool that will inform the Board through the Executive Committee in its recruitment efforts for new Board Members. D. Hoogland will send an annotated version for this purpose.

e. Board meeting evaluation/assessment

The Committee recognizes that the meeting evaluation is a valuable tool in assessing how well meetings are conducted. It agreed that the item be forwarded to the Executive Committee, whose members include both the Board Chair and Vice Chair, for consideration.

Time: 2:40 p.m.

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

HEALTH AND HUMAN SERVICES

Early Childhood Care & Education (ECCE)

Submitted by Laurie Tulloch, Co-Department Chair

FACULTY ACHIEVEMENTS

Although ECCE instructor Lesley Henderson is wrapping up her participation in the BC Early Childhood Pedagogy Network Project, she will continue to inspire the practice of students and mentor educators and faculty as she virtually ‘walks alongside’ the children and educators of the Beaufort Children’s Centre in the Comox Valley campus. The children are seen here engaged in rubbings of large stones as part of their project work with Lesley.

As Faculty Pedagogist, Lesley offers meaningful and professional learning opportunities that engage us all in thinking deeply in pedagogical dialogue while responding to the current and ongoing conditions of early learning and childhood.



STUDENT ACHIEVEMENTS



The first international cohort of ECCE students is celebrating their entry to practice and applying their skills and knowledge within early learning programs in the Port Alberni community.

Student Payal wore her *sari* and showed the children how to do a Bhangra dance as part of a larger exploration of Indian culture. Payal planned a curriculum that included songs and rhymes in Hindi, painting with spices, cooking roti and building houses with bricks as they do in India.

The department is actively planning to welcome the next international cohort arriving in September to the Campbell River campus.

Practical Nursing Diploma

Submitted by Barb McPherson, Department Chair

FACULTY ACHIEVEMENTS

The Practical Nursing (PN) faculty have all worked extremely hard to provide creative and engaging education for our students. Although this year has been a challenging one, faculty members demonstrated their leadership and innovation to teach in this new virtual environment. The value of teamwork has never been more evident than in this last year as we all supported and learned from one another.

We are very happy to welcome Kaitlyn Rathbone to our team in Port Alberni. She is a member of the Health Care Assistant faculty and brings her knowledge and expertise of Community Nursing with a focus on mental health to the PN program.

STUDENT ACHIEVEMENTS

The PN faculty wants to extend an acknowledgement of the tremendous work of the PN students to make the shift to online learning. The students demonstrated their flexibility, compassion, and professionalism throughout this pandemic. Our first-year students completed their initial clinical experience in long-term care in January and are preparing to enter their second clinical experience in May. Our students were able to participate in the vaccination process of the long-term care residents by assisting with preparing and comforting the residents. The students were able to witness the incredible organizational effort it took to make this process successful. The second-year students are currently in their acute care clinical rotation. Island Health has been extremely supportive of our students and has been a very important collaborative partner.

RECENT AND UPCOMING EVENTS

2020 was the second year of our new delivery model of one-program/two campuses. As with all programs at NIC, instruction for the program was offered via BlueJeans for all theory courses. Students were able to attend face-to-face labs on a weekly basis which was highly valued by both faculty and students.

In the Fall, we added a third campus at the NIC at St. Joe's campus for students entering the first year of the program. With the addition of this campus, our program was able to offer additional seats and better serve the Comox Valley. Each campus now has eight students each.

We are also very excited about the prospect of offering the Health Care Assistant to the Practical Nursing Pathway program at NIC with an anticipated start date of 2021. We are waiting for final approval from the British Columbia College of Nurses and Midwives. Once this pathway has been approved, Health Care Assistants will be able to complete an Access semester prior to completing the second year of the program. This program is scheduled to be offered at the Comox Valley campus with a maximum of 24 students.



NIC

SCHOOL OF BUSINESS

ALUMNI NEWSLETTER

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VOLUME 7, ISSUE 2

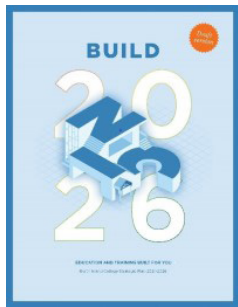
New NIC president, Lisa Domae, launches draft Strategic Plan

NIC's new president, Lisa Domae, PhD, is asking for feedback on NIC's new draft strategic plan.

Domae previously served as NIC's Executive Vice President, Academic and Chief Operating Officer and started her term as NIC President April 12.

She succeeds John Bowman, who retired in March after serving as NIC president for nearly eight years.

"I'm honoured to serve as NIC's sixth president at this crucial time for the people and communities we serve," said Domae.



"With students at the centre of our work, we can deliver education and training that creates a better quality of life for students and communities, facilitates lasting reconciliation with Indigenous people, and creates a more equitable world."

Her first priority is to hear from students and community members on BUILD 2026, a new draft strategic plan, available at engage.nic.bc.ca.

The draft plan builds on the community consultations that took place before the pandemic and the many changes taking place now.

Visitors to the site can learn more about the planned consultations and comment directly.

"We really want to hear from students, alumni and community members to understand the individual programs, services and supports they need to thrive now, during the pandemic, and beyond," said Domae.

"NIC alumni are forever members of the NIC family; their success is our success. Thank you for continually enriching NIC students' learning experiences through the co-op and internship programs and all of the other ways you remain connected to NIC. I'm looking forward to getting your feedback on our new strategic plan."

Expanded digital learning for NIC School of Business

NIC's business programs will continue with online delivery options through the next academic year.

Delivery for Fall 2021 will include a mix of face-to-face classes and digital options for students in almost all business programs.

"We're very excited to be able to continue to offer digital learning opportunities for our students, along with a return to face-to-face classes," said Ali Mayboudi, department chair, NIC School of Business. "We've heard from our students who started digitally last year that they would like to continue with that option, and many students have told us they've enjoyed the flexibility that digital learning affords them."

While the global pandemic prompted the transition to digital learning, the move to increased digital offerings has been something that has been on the school's radar for a while.

"Business learning lends itself well to an online environment and also reflects how the nature of work itself is changing," said Mayboudi. "The trend of increased remote work was starting before the pandemic forced many businesses to move in that direction. I expect we'll see a fair number of businesses re-evaluate the traditional office space. As well, more business is being conducted through online tools as businesses go global and work with others in other provinces or around the world."

The change also improves access to education and community resiliency.

"A BBA prepares students to become the next generation of community leaders," said Mayboudi. "Enabling students to learn through a delivery method that works for them and without having to leave their home communities is a huge step forward."

MESSAGE FROM THE CHAIR

Hello to all our NIC School of Business students, alumni and supporters in the community.

As we settle into spring, we are also marking several new changes at NIC and in the School of Business.

This month we welcomed our new president, Lisa Domae. Lisa has worked at NIC since 2000, most recently as vice president, academic and COO and has launched a draft strategic plan for feedback.

We also announced plans for program delivery for Fall 2021 and Winter 2022. For the School of Business, that means a blend of digital and face-to-face delivery to provide maximum flexibility and learning opportunities for our students.

The NIC School of Business was proud to sponsor once again the #YouRock Youth Award for both the Comox Valley and Campbell River and District Chambers of Commerce annual awards. While we couldn't celebrate in person this year, it was still inspiring to see the incredible work of the young nominees in our communities. We are honoured to be able to recognize their hard work.

As we finish our winter term and head into summer, many of our students are heading into co-op and internship placements. I want to take this opportunity to thank you for your ongoing support of their education. We could not do the work we do without your support.

Thank you for taking the time to read our spring newsletter. If you have a story you'd like to share, please reach out to me at ali.mayboudi@nic.bc.ca or connect with me on [LinkedIn](https://www.linkedin.com/in/ali-mayboudi).

Sincerely,

Ali Mayboudi, Chair,
NIC School of Business

NIC School of Business is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuw-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the college's campuses are situated.

Alumni Spotlight: business degree gives alumna a new career and lifelong connections

NIC alumna Andrea Smith says her experience at NIC didn't just change her career – it changed her entire life.

Smith started the business program in 2009 as a mature student. She was looking to move from a job to a career, which would also support her family.

NIC was a great option because Smith didn't want to uproot her family to move somewhere else. She was able to fulfill her studies while still being close to home.

"I was 33 years old with a family and a home here, so it wasn't like I could pick up my life and go to Victoria for four years," said Smith. "NIC offered everything here, and the cost was significantly cheaper as well."

The structure of the BBA program also helped her transition to school because the laddering of the credentials made it less intimidating, said Smith.

"I wasn't starting a degree; I was going in to start the program, then the certificate built to the diploma, and the diploma built to the degree,"



said Smith. "It was really good to be able to have those stepping stones because I didn't go in saying I'm getting my four-year degree; I went in going this will give me hireable skills."

While finishing her final semester at NIC, Smith began her career in public practice as a part-time accounting clerk doing bookkeeping, reconciling clients' financial records, and preparing Notice to Reader files at Deborah A. Ewart Inc. in Campbell River.

Over the years, her success led to secure full-time position at the public accounting firm of Deborah A. Ewart Inc. In January 2019, Smith and Ewart formed a partnership and rebranded the firm as Pier CPA Group Inc.

Having found such success from her time at NIC, Smith is committed to paying that forward to the next generation of students through offering co-op and work experience opportunities.

"The support I received through NIC, both in class and through work experience, was invaluable to developing my skills and preparing me to go out into the workforce. I think it's great that I can help other students do the same," noted Smith.

Smith says she left NIC, not just with the hireable skills she was looking for, but with lifelong connections to her fellow students, faculty and the broader business community.

"I still keep in touch with several close friends that I met during college. We still support each other," said Smith. "NIC has given me lifelong friendships, as well as a lifelong career."

NIC expanding international projects & partnerships

NIC is expanding its work on international engagement and increasing support for students who want to go global with their learning.

NIC's new manager of international projects, partnerships and global education, Romana Pasca, joined the college in January with a focus on helping students gain international experiences in a new, changing landscape.

"International experiences are incredibly important for post-secondary students as a way to broaden their education, gain life skills and experience other cultures," said Mark Herringer, executive director, NIC Office of Global Engagement. "The last 12 months has led to great innovations and changes in how we, and other institutions can provide those experiences to our students, now and into the future."

Adaptation has been the main driver of NIC's international work over the last year. With travel shut down, institutions from across the globe have collaborated to offer unique opportunities to students through virtual events and tours and encouraging connections between students around the world.

"We hope to be able to work on some very interesting virtual events with our partner institutions to provide students with international experiences from home," said Pasca. "The flexibility and international connections available through virtual events has been a great opportunity that we hadn't explored before. There is amazing potential there that we hope to continue to tap into in the future."

There has also been a lot of work focused on preparing students for study abroad and exchange opportunities, once travel resumes. Increased federal financial support for the 2021/2022 year for study abroad will further increase access for NIC students.

"It's going to be a very exciting, busy year for us," said Pasca. "We're thrilled to be able to offer more opportunities for our students."

NIC Student Hope Campaign needs help to reach goal

The NIC Foundation needs the public's help to reach its \$50,000 goal for the COVID-19 Student Hope Campaign.

The campaign, which was started to help students reduce the financial barriers caused by the pandemic and give them hope for a brighter future, is only \$10,000 away from the finish line.

"We want to support 50 students with a \$1,000 bursary each to help pay for college so they can reach their educational, career and life goals," said Randall Heidt, Executive Director of the NIC Foundation. "COVID-19 has been difficult for everyone, but it has been especially challenging for some students who were unable to work or save for their education because of the pandemic."

One of the students featured in the campaign is Bachelor of Business Administration - Accounting student Derrick Barrie, who was a recipient of a foundation bursary.

"It's completely life changing," said Barrie. "The bursary I got paid for my whole fall tuition this year. It was an enormous financial relief."

"It's essentially like they're investing in me and I take that as a huge honour. Someone is willing to put their money towards me progressing in life and I can't think of a better compliment than that. It's hard to put into words how grateful I am for that. It's changed this year for me tremendously."

Every year the NIC Foundation helps about 500 local students, but up to 200 eligible students in need do not receive assistance due to lack of available funds. That number is rising because of COVID-19.

"In addition to the tragic loss of lives and the immediate financial strain the pandemic has caused, there is also a potential long-term impact to the economy," Heidt said. "Our communities cannot afford a gap in an educated and skilled workforce that COVID-19 threatens to create."

To learn more about the Student Hope Campaign and watch Derrick's video, visit <https://foundation.nic.bc.ca/what-can-i-do/covid-19-student-hope-campaign>.

NORTH ISLAND COLLEGE



VANCOUVER ISLAND, CANADA



Update from the Office of Global Engagement May 2021

International Recruitment and Enrolment Update

We had some success in converting and enrolling our students from 2020 fall and 2021 winter terms. **The total new student number for 2021 spring intake is 37 and total student (new and continuing) number for 2021 spring term is 155** (with some movement in numbers). Again, enrollment headcount for 2021 spring is higher than our original mid-range target of 134. This is partly attributed to students taking less courses over the last two to three terms and needing to register for a few courses to make up for the loss, but it is a healthy number for OGE.

As International Recruitment AND Enrollment are inseparable at this time, we have decided to amalgamate two sections into one for this edition. So much has happened since the last issue of this newsletter in the way of travel restrictions and immigration.

In March, Canada implemented the three day quarantine requirement at government-authorized hotels at the port of entry (where students arrive first in Canada). In April, Canada suspended all flights from India and Pakistan. **These two changes have significantly impacted the experience for new and arriving students and unfortunately about 14 of our new students were held back home to study in their home country.**

It is unclear how long this situation will continue, especially after the World Health Organization's announcement on May 10th regarding the variant of COVID-19 in India. We simply hope that our students (and prospective students) are safe. In addition to this, IRCC has announced, with a two-week notice, that students submitting complete study permit applications by May 15th will receive the response by August 06, 2021 to start their programs in September 2021. Generally, international students require 5-10 weeks to apply to NIC and prepare to submit for their study permit, so you can imagine the panic. **This has placed additional pressure to our existing and prospective applicants, hence our admissions team is very busy in processing applications.**

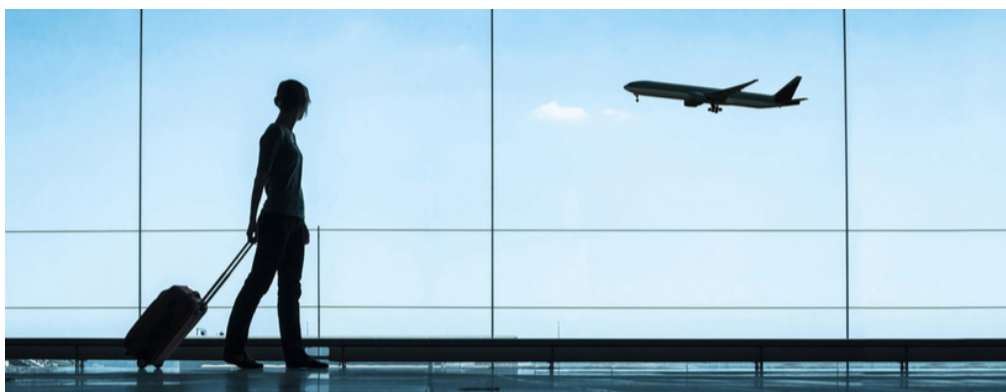
These changes also hinder our international recruitment efforts. May and June are generally considered the active recruitment season (pre-pandemic) and NIC typically receives a large volume of applications. However, our recruitment season was cut short due to the IRCC announcement. Although, we will continue to recruit and much of our current recruitment efforts will be for January 2022 intake and beyond.

I am sure that many of you are wondering about student diversity, and so are we. Unfortunately, there are many parts of the world that currently do not have VACs (Visa Application Centres) open, meaning that students cannot complete biometrics, and/or medical clinics are closed therefore no medical examinations can be completed. Canadian institutions are seeing an unusual lower study permit approval rate at this time for many countries. **Our efforts are to focus on countries where we may continue to recruit**

and welcome students to Canada--while at the same time, being aware and sensitive of what may be taking place in each country.

There also exists competition between Canada and other English-speaking countries. With the United Kingdom processing study permits faster and the United States devising a new post graduation work permit opportunity, we are in a competitive market. **The current situation has also reduced the overall number of study permit applications in Canada to about 2/3 of what existed in the pre-pandemic period.**

- Junko



International Education Articles

Tuition discounting on the rise as educators work to rebuild international enrolments, April 14, 2021, ICEF Monitor

- *Some institutions and schools are making wider use of tuition discounts and other financial supports this year*
- *The trend is motivated by a desire to usher students into multi-year programmes that will continue after COVID and/or by students' hesitation to pay the same tuition for online courses as for in-person ones*

Agents report growing demand for study in the US, Canada, and the UK in 2021, May 05, 2021, ICEF Monitor

- *Over the course of a year, Navitas research among agents in over 70 countries has shown how quickly the attractiveness of study abroad destinations can change during COVID*
- *Agents and students are looking closely at government policies that directly affect students' ability to travel to a destination to be able to study there and work after graduation*
- *Demand for the US is rising quickly at the same time as demand for study in Australia and New Zealand is falling*

The Pandemic Put a Mental-Health Strain on International Students. Here's How Colleges Can Meet Their Needs, May 07, 2021, The Chronicle of Higher Education

- *Their challenges didn't begin with the pandemic, Koo said, although recent events have exacerbated them.*
- *First-year international students really struggle a lot with English proficiency. This has an impact to their self-esteem and self-confidence, and it can impact their anxiety, and it can impact their depression.*
- *There's definitely a deficit perspective when people observe international students. The conversation focus is on international students, that it's their fault.*

May 2021 Orientation

2021 Spring Orientation was held over two days on April 29th and 30th virtually. This is the 3rd time New International Student Orientation has been held exclusively online.

Approximately 35 – 40 students participated in each session held over the two days.

Sessions included:

- “Welcome to North Island College’ opening hosted by OGE with a warm welcome from new President Lisa Domae
- “Meet your Advisors” session covering all activities related to registration, working in Canada and course/program selection
- NIC student supports, how to access help, and navigating the world of studying online using the “Learn Anywhere” website



OGE Student Support Services

Peer Connector program:

North Island College has officially launched the Peer Connector program to coincide with the 2021 Spring intake of international students. All new students enrolled for the Spring 2021 semester will be matched with a Peer Connector for the duration of the semester.

The Peer Connector Program is designed to offer new international students an opportunity to connect with a current NIC student to receive support in areas ranging from: learning about NIC student supports, life and living in Canada, how and where to find support to get a job, how to sign up for a Peer Tutor, and as a general contact person for all inquiries.

The aim of this program is to give new students not only a chance to get to know a current student, but also other new students in the group as well. This is especially valuable for students who may be studying for their Spring 2021 semester offshore – so they can still feel connected to the NIC community from afar.

Coffee with OGE:

A new initiative for Spring 2021, “Coffee and Tea with OGE” will be held on a monthly basis as a virtual opportunity for students to get connected with both OGE and various NIC supports.

With a changing schedule of themes and guests, the aim is for students to join the drop-in session to meet staff and faculty they may not have the chance to during continued COVID-19 regulations in place at NIC. Students can also ask questions and meet other students.

The first session offered the chance for students to meet the staff of the OGE office. Session plans for the following months will include “Meet and Greet” with NIC’s Student Employment Services, Library and Learning Commons, International Student Advisors, and more!

Global Learning by Margaret Hearnden

While life currently might seem a little like we're caught in the middle of dystopian fiction novel, I know that eventually one chapter will end, and a new one will begin. Stories, as we all know, are not only entertaining, they are a powerful source for learning. If you're interested in reading inspirational stories, check out the events and resources below.



In the News

[Academic freedom in Canada: Arising issues from the shift to remote learning](#) – This CBIE blog explores the issues around supporting students in our classes tuning in from around the world in navigating course content that may be taboo or illegal in their home countries.

Resources

From, The Good Men Project, a look at the complexities of understanding privilege:

[Dominant group privilege-contextual, conditional, intersectional](#)

Reading about colleagues' experiences of teaching is such an enriching experience.

Going inward: The role of cultural introspection in college teaching, edited by Longerbeam and Chávez, is a fabulous resource to dip into when you don't have much time and want something accessible and inspiring to read. Each chapter is written by different instructors and covers multiple themes such as, *The tensions and contradictions of culture and its influence on teaching*.

Quote of the Month

"Story, as it turns out, was crucial to our evolution – more so than opposable thumbs. Opposable thumbs let us hang on; stories told us what to hang on to" (Lisa Cron, *Wired for Story*).

Study Abroad & Partnerships

Although there are travel restrictions still in place, OGE has continued to work with partners and collaborators around the world to identify opportunities for student and faculty mobility.

Student Mobility:

The three Outbound Mobility Projects funded by the Colleges and Institutes Canada to study new ways to increase the accessibility of study abroad experiences for under-represented groups of students were successfully completed. A survey went out to NIC students asking how interested they are in exploring study abroad opportunities. We collected information from 201 students, with over 92% of them reporting that they never participated in a study abroad experience but are interested to explore this opportunity post-pandemic. This indicates the interest and the need to continue to improve in providing this type of experiential learning for students. We will continue to do so, please stay tuned for news and new study abroad initiatives!

Faculty Mobility:

OGE is excited to report on the successful application to the [Faculty Mobility for Building Partnership Program](#). Laura Johnston, English Instructor, Aboriginal Education, has been selected as a successful recipient of a Faculty Mobility grant funded by the Government of Canada. This scholarship will provide an opportunity to collaborate with partners from Costa Rica on a project that will explore contemporary Indigenous approaches, methodologies, and philosophies regarding Indigenous research within the academic context. This is the first grant of this nature awarded at NIC! Congratulations Laura!

Spring Learning for OGE

Here is a list of events we attended which highlight hot topics for International Education

SEMM Forum: Strategic Enrolment Marketing & Management, May 05, 06

Learn best approaches to attract and engage students now. Create new connections through networking and collaboration. Discover how you can adapt your current expertise for the new environment.

CICAN Presenter: Romana Pasca presented in the session Two Innovative Approaches to Changing Attitudes to Study Abroad Mobility, April 28th

Through a joint British Columbia and Northwest Territories Study Abroad Peer Support pilot project, the partnering institutions addressed barriers to outbound mobility in a collaborative virtual space and will present the results of investigating ways to create a new, more inclusive, and socially-just model of study abroad in the emerging post-COVID-19 post secondary education landscape.

CICAN Attendance: Annual Conference Changing Narratives, April 26-28

The theme Changing Narratives reflects how the global impact of the COVID-19 pandemic has forced post-secondary institutions to dramatically change the way they operated – from the classroom to the boardroom. Not only has “how” we teach and learn changed, so too has “what” we teach. As the labour market re-invents itself, graduates must have the relevant skills and competencies to contribute to Canada’s prosperity and sustainability.

CBIE Risk Management Training, Campus Aleas - International Mobility Risk Management, March 29 - May 12

In order to fulfill their duty of care prescribed by the Canadian Criminal Code’s occupational health and safety legislation, and in order to ensure the safety of individuals engaged in international activity, organizations must carry out adequate risk management and have a security plan for their activities which, among other things, operationalizes risk management.

Webinar Attendance: Dialogues on Decolonization for International Education BCCIE, March 24th (three part series)

This three-part series focused on supporting international offices through deep intentional engagement, self-reflection, and learning of Indigenization practices.

APAIE March 23, 24

Virtual Global Dialogue panel session for global insights and discussion on international education during this unprecedented time. Institutions across the Asia Pacific shared lessons learnt from the post secondary response and supports offered to students.

International Students' Mental Health

Welcome to BCCIE's ([BC Council for International Education](#)) *Morning Coffee Series - Things We Should Be Talking About*

These **important series** take just **10 minutes** of your time.

Presenter: Karin Ficher, Correspondent,
The Chronicle of Higher Education

Topic: International Students' Mental Health



We are thrilled to welcome back Jennifer Barth from her leave. Our OGE team has been missing her heaps and now we feel whole again.

For those who do not know Jen, she is our Manager, International Education Office of Global Engagement. Jen oversees student services functions relating to international students studying with NIC.

Sincerely,

The Office of Global Engagement Team



NORTH ISLAND COLLEGE

BYLAW NO. 3, 2021

A BYLAW TO ESTABLISH THE POWERS, DUTIES AND BENEFITS OF THE PRESIDENT OF NORTH ISLAND COLLEGE

1. Purpose: In accordance with the College and Institute Act, the Board must make bylaws establishing the powers, duties and benefits of the president as chief executive officer of the College. (*College and Institute Act, Section 5, 3 [iii]*)

2. Definitions:

2.1 Board means the North Island College Board of Governors;

2.2 College means North Island College.

3. Appointment

Each board may appoint a president as the chief executive officer to supervise and direct, subject to the bylaws, the instructional, administrative and other staff of the institution and exercise powers and perform duties assigned to the president by the board.

(College and Institute Act, Section 36, 1)

The Board shall appoint, by resolution, a President of the college, who will be the Chief Executive Officer of the College.

In exercising its authority to appoint a President, the Board will establish a selection process.

4. Duties and Powers of the President

The president must advise the board on all matters concerning the operation of the institution.

Each year and at other times on the request of the board, the president must report to the board on the progress of the institution and make recommendations for the benefit and advancement of the institution.

(College and Institute Act, Section 38, 1 & 2)

The President may for just cause:

(a) suspend an employee, instructional or administrative, of the institution; and,

(b) suspend a student of the institution and deal summarily with a matter of student discipline.

(College and Institute Act, Section 37)

The President as Chief Executive Officer, under the direction of the Board, has the power and duty to supervise and direct instructional, administrative and other staff of the institution and exercise powers and perform duties assigned to them by the Board.

In particular, the President has the power and duty to:

- (a) appoint and promote employees;
- (b) determine the duties and remuneration of employees within the requirements of negotiated agreements;
- (c) provide an organizational structure to achieve the mandate, strategic priorities and goals of the institution;
- (d) delegate such duties as may be required consistent with the provisions of the Act;
- (e) regularly report, to the Board, on the implementation of strategic goals and priorities.

On exercise of a power of suspension, the President will immediately report the action to the Board with a statement of their reasons. A person suspended has the right of appeal to the Board. (*See Board Policy Student/Employee Appeals to the College Board of Governors*)

- 5. Compensation** – The compensation of the President will be determined annually by the Board, in accordance with government regulations and guidelines.

6. Delegation of Authority by President

If the President is temporarily absent from the College, the President must delegate in writing, to one of the following persons, the authority to act on behalf of the President. The position will be filled in the following order:

- (a) Vice President responsible for instruction and programming (chief academic officer);
- (b) Vice President responsible for finance (chief financial officer);
- (c) Vice President, other.

The delegation may be a general delegation of authority or limited to specific duties (such as signing authority) during the President's temporary absence.

7. Acting President

If the President is unable to act or if there is a vacancy in that office, the Board will appoint by resolution any officer of the College as Acting President in the following order:

- (a) Vice President responsible for instruction and programming (chief academic officer);
- (b) Vice President responsible for finance (chief financial officer);
- (c) Vice President other.

The Acting President will assume on an interim basis all the duties and powers of the President.

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~~(b) suspend a student of the institution and deal summarily with a matter of student discipline.~~
~~(College and Institute Act, Section 37)~~

On exercise of a power of suspension, the President ~~shall~~will immediately report the action to the Board with a statement of ~~his~~their reasons. A person suspended has the right of appeal to the Board. (See Board Policy Student/Employee Appeals to the College Board of Governors)

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(a)

a) Vice President responsible for instruction and programming (chief academic officer)

(b) Vice President responsible for finance (chief financial officer)

(c) Vice President, other

~~Executive Vice President, Academic and COO~~

~~— (b) Vice President, Finance and Facilities~~

~~(c) Vice President, Strategic Initiatives~~

The delegation may be a general delegation of authority or limited to specific duties (such as signing authority) during the President's temporary absence.

7. Acting President

If the President is unable to act or if there is a vacancy in that office, the Board ~~may~~will appoint by resolution any officer of the College as Acting President in the following order:

(a) ~~Executive Vice President~~ responsible for instruction and programming (chief academic officer), ~~Academic and COO~~

(b) Vice President responsible for finance (chief financial officer), ~~Finance and Facilities~~

(c) Vice President ~~other, Strategic Initiatives~~

7

The Acting President ~~shall~~will assume on an interim basis all the duties and powers of the President.

**TERMS OF REFERENCE
NORTH ISLAND COLLEGE
BOARD EXECUTIVE COMMITTEE**

Purpose

The Executive Committee is a standing committee of the Board with delegated powers of the Board to conduct the work of the Board between Board meetings and review the President/CEO's performance annually in accordance with the College and Institute Act.

Composition and Operations

- A. The Committee shall be comprised of the Board Chair, Vice Chair, immediate Past Chair, up to two appointed members and the President/CEO.
 - the Board Chair,
 - the Vice Chair,
 - the immediate Past Chair
 - up to two appointed members
 - the President/CEO.
- B. The Board Chair will survey appointed Board members, immediately following the September meeting, for interest in serving on the Committee. A selection from those Board Members who express interest will be made by the Board Chair, Vice Chair and President/CEO based on a consideration of experience, complementary expertise and balancing of geographical representation. This will take place in fall of each year, immediately following the annual elections and committee appointments.
- C. The Chair of the Board of Governors shall also serve as Chair of the Executive Committee. A majority of the members of the Committee constitutes a quorum.

Duties and Responsibilities

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

- A. Make urgent decisions on behalf of the Board and is required to report those decisions back to the Board;
- B. Prepare agendas for upcoming Board meetings
- C. Develop and support a Board recruitment process based on:
 - Essential and desired experiences and competencies for potential Board Members; and
 - The Board's short-term needs and long-term succession plans.
- D. Support the President/CEO with emerging issues and risk related to senior administrative succession.

When reviewing the President/CEO's performance, the Committee, excluding the President/CEO:

- A. Will review the President/CEO's compensation annually according to Post-Secondary Employers' Association (PSEA) guidelines and presents its findings and recommendations to the Board;
- B. Will review the President/CEO's Employment Contract annually and present its recommendations for any revisions to the Board;
- C. Every alternate year, will supplement the annual performance review using both self-evaluation and multi-source feedback processes;
- D. With the approval of the Board, may hire external consultants to assist in the evaluation of the President/CEO's performance.

Accountability

- A. All business conducted by the Executive Committee will be reported to the Board at the next regular or in-camera meeting.
- B. The Committee will review its terms of reference at least once every two years and recommend any changes to the Board of Governors.

TERMS OF REFERENCE
NORTH ISLAND COLLEGE
~~BOARD OF GOVERNORS~~ EXECUTIVE COMMITTEE

~~**EXECUTIVE COMMITTEE**~~
~~**TERMS OF REFERENCE**~~

PURPOSEPurpose

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- the Vice Chair,
- the immediate Past Chair,
- up to two appointed members and
- the President/CEO.

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

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

DUTIES AND RESPONSIBILITIESDuties and Responsibilities

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

- ~~A. The Executive Committee is empowered to~~ make urgent decisions on behalf of the Board and is required to report those decisions back to the Board;
- ~~B. The Executive Committee prepares~~ agendas for upcoming Board meetings
- ~~C. The Committee may~~ develop and support a Board recruitment process based on:
 - Essential and desired experiences and competencies for potential Board Members; and

Revision history:
~~September 22, 2016~~
~~November 10, 2016~~
November 28, 2019
May 2021

- The Board's short-term needs and long-term succession plans.

D. ~~The Executive Committee~~ supports the President/CEO with emerging issues and risk related to senior administrative succession.

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- C. Every alternate year, will supplement the annual performance review using both self-evaluation and multi-source feedback processes;
- D. With the approval of the Board, may hire external consultants to assist in the evaluation of the President/CEO's performance..

ACCOUNTABILITYAccountability

- A. All business conducted by the Executive Committee will be reported to the Board at the next regular or in-camera meeting.
- B. The Committee will review its terms of reference at least ~~XXX~~ once every two years and recommend any changes to the Board of Governors.

TIMETABLE

The Committee will establish an annual plan for its activities.

**TERMS OF REFERENCE
NORTH ISLAND COLLEGE BOARD
GOVERNANCE AND BOARD DEVELOPMENT COMMITTEE**

Purpose

The Governance and Board Development Committee is a standing committee of the Board established to assist the Board in fulfilling its obligations relating to board governance and development management.

Composition and Operations

- A. The Board shall appoint a Governance and Board Development Committee of not less than four Board Members, with a minimum of three appointed Board Members of the College, and the President/CEO. The Chair of the Committee will be appointed by the Chair of the Board.
- B. The majority of members of the Committee shall constitute a quorum.
- C. The Office of the President and the Executive Assistant to the Board will be resources to the Committee.
- D. The Committee may seek input from internal and external constituents of the College community. Consultants may also be used as required with the approval of the Board of Governors.
- E. The Governance Committee shall meet as required with a minimum of two (2) meetings per year.

Duties and Responsibilities

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

Governance

- A. Develop and review every two years the Board Manual containing:
 - Policies and procedures by which the Board will operate,
 - Board bylaws, and
 - Terms of reference of the Board's standing committees.
- B. Develop and conduct appropriate annual evaluation processes for the Board, the Board Chair, and the Board Committees.
- C. Maintain current best practices related to the mandate of the Committee and the Board and, as required, recommend changes to governance.

Board Development

Recommend relevant training and professional development for Board members including but not limited to:

- new Board member orientation;
- annual Board retreat timing and structure;
- other relevant training workshops and conferences.

Accountability

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

Committee Timetable

The Committee will establish an annual plan for its activities in the Fall of each year based on the Board's annual meeting and planning schedule.

TERMS OF REFERENCE
NORTH ISLAND COLLEGE
BOARD ~~OF~~ GOVERNORS

GOVERNANCE AND BOARD DEVELOPMENT COMMITTEE
TERMS OF REFERENCE

PURPOSE

The Governance and Board Development Committee is a standing committee of the Board established to assist the Board in fulfilling its obligations relating to board governance and development management.

COMPOSITION AND OPERATIONS

~~a.~~**A.**_____ The Board shall appoint a Governance and Board Development Committee of not less than four Board Members, with a minimum of three appointed Board Members of the College, and the President/~~CEO~~. The Chair of the Committee will be appointed by the Chair of the Board.

~~b.~~**B.**_____ The majority of members of the Committee shall constitute a quorum.

~~c.~~**C.**_____ The ~~Director, Human Resources and Organizational Development Office of the President~~ and the Executive Assistant to the Board will be resources to the Committee.

~~d.~~**D.**_____ The Committee may seek input from internal and external constituents of the College community. Consultants may also be used as required with the approval of the Board of Governors.

~~e.~~**E.**_____ The Governance Committee shall meet as required with a minimum of two (2) meetings per year.

DUTIES AND RESPONSIBILITIES

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

Governance

- A. Develop and review every two years the Board Manual containing:
 - ~~a.~~**a.**_____ Policies and procedures by which the Board will operate,
 - ~~b.~~**b.**_____ Board bylaws, and
 - ~~c.~~**c.**_____ Terms of reference of the Board's standing committees.
- B. Develop and conduct an appropriate annual evaluation processes for the Board, the Board Chair, and the Board Committees.
- C. Maintain current best practices related to the mandate of the Committee and the Board and, as required, recommend changes to governance.

Revision history:

November 28, 2019

Board Development

Recommend relevant training and professional development for Board members including but not limited to:

- a. new Board member orientation;
- b. annual Board retreat timing and structure
- c. other relevant training workshops and conferences.

~~ACCOUNTABILITY~~Accountability

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

~~COMMITTEE TIMETABLE~~Committee Timetable

The Committee will establish an annual plan for its activities in the Fall of each year based on the Board's annual meeting and planning schedule.

Revision history:

November 28, 2019

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

May 27, 2021

Regular Meeting

3.3 BUILD 2026 NIC Strategic Plan 2021-2026 (*attachments*)

Background

The BUILD 2026 Draft Strategic Plan presented today is a culmination of a strategic planning process that began in 2019 with the creation of the College Plan Committee. In the past two years the College has heard from students, employees and communities around the values and core ideas – both before the pandemic and, now, while we are still living its effects.

BUILD 2026 builds on the values and core ideas heard from more than 1,500 community members in 2019 and 2020 and combines them into our academic plan, Widening our Doorways – COVID-19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC, created in the fall of 2020. In 2021, we consulted with communities again – reaching out to more than 75 Indigenous leaders, local governments, businesses, school districts, non-profit, and community organizations to see how the pandemic has affected the learning needs of people and communities across our region. Many more students, employees and community members participated online, as part of a new engage.nic.bc.ca website.

Many community members contributed their time, energy and reflections to the planning process. In particular, I would like to thank the Board of Governors, the College Plan Committee, Education Council, and the many Nations, councils, committees organizations, local governments, students, employees and members of the greater community who have supported and strengthened this plan through ongoing conversations and feedback.

The result is a responsive strategic plan that integrates the College operations and planning processes to support individual student's learning goals and the richness of the region.

It presents the College with a new community-informed mission, an ambitious vision, and a clear direction and scope. Its measurable outcomes and targets intend to move the college forward, while considering our current financial constraints. It relies on creative and informed people, working together, to develop adaptable measurables and initiatives that meet the needs of students, communities, government, and the challenges the pandemic has yet to present. This flexibility will ensure the College meets its mission and vision as economies recover.

Mission

Working together, NIC builds healthy and thriving communities, one student at a time.

Vision

By 2026, NIC will deliver BC's best individualized education and training experience.

Draft 6

A full copy of BUILD 2026, Draft 6 is attached and posted to the engage.nic.bc.ca website along with a summary of changes since the last version. In addition to a new mission statement, the draft includes an amended Environment section to include sustainability goals and operational measures. In addition, the measures and targets have been reassessed to ensure they are flexible and achievable.

Relationship to NIC's Indigenization Plan

Working together with the Indigenous Education Council and Kelly Shopland, the Director of Indigenous Education, we are grateful to co-launch BUILD 2026 with the first Indigenization Plan in NIC history. This plan, called Working Together, will guide NIC operations as the College works to meet its obligations to Indigenous peoples across the region. The two plans will work in tandem over the next five years with separate and supported goals, measures and targets that work toward lasting and meaningful reconciliation.

With the support of the Director of Indigenous Education, the College is currently building a framework to support both planning processes through the next five years.

Next Steps

With the approval and support of the Board of Governors today, NIC will develop and implement the leads and integrated teams responsible for the plan. The pdf version of the plan will move to an online website, with embedded engagement tools and annual reporting processes.

With the support of the Director of Indigenous Education, the College will co-launch BUILD 2026, and the Indigenization Plan in June. Celebrations and wider promotions with students and employees are being planned for the beginning of September.

Action:

For the Board's review and approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES BUILD 2026: NIC'S STRATEGIC PLAN 2021-2026.

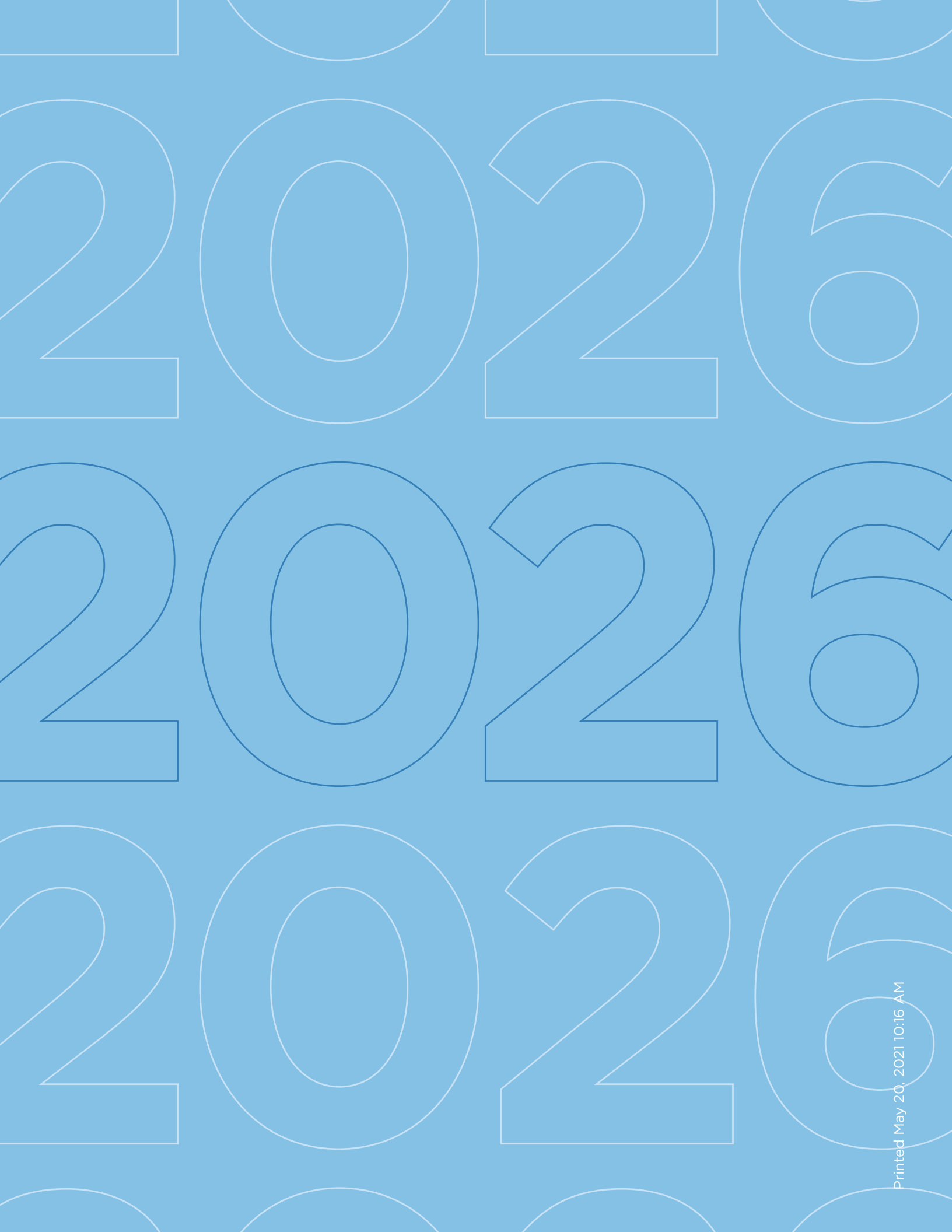
BUILD

Draft 6



• EDUCATION AND TRAINING BUILT FOR YOU •

North Island College Strategic Plan 2021-2026



North Island College is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish peoples, on whose traditional and unceded territories the College's campuses are situated.



The BUILD 2026 vision uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, more integrated places of learning that reflect and support the richness of the region. It opens the College to the communities we serve, creating a welcoming educational home for students and communities to call their own.



7 A **roof**, or values of governance, that promotes resiliency and creates a safe place where all students and employees belong.

6 **Windows** that allow the world to see who we are.

2 A solid **foundation** and **frame** that supports students and employees and provides a basis to build upon.

3

1 A team of dedicated **people**, or employees, who are supported and committed to the work ahead.

4 Accessible **doorways** and **rooms**, or programs, that are open to all, making education more attainable and responsive for everyone.

5



Communities that connect us and provide opportunities to engage, learn, and collaborate.

A sustainable **environment**, vital to local cultures, economies, and people.

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- 1.2 People Development
- 1.3 Employee Engagement and Collaboration

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Environment 30

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- 9.3 Social and Economic Development of the Region

WELCOME

This strategic plan is founded in our passionate belief that learning empowers people and builds healthier and more resilient communities.

BUILD 2026 is North Island College's commitment to ensure students are at the centre of everything we do. It is our promise to support unique people and communities through individualized learning.

MISSION

WORKING TOGETHER,
NIC BUILDS HEALTHY AND
THRIVING COMMUNITIES,
ONE STUDENT AT A TIME.

In many ways, BUILD 2026 represents a strengthening of our commitment to the many and diverse communities we serve. It is about us raising our ambitions together, with community. In many ways, we are putting our roots down and we are asking you to join us.

NIC has never been a traditional, one-size-fits-all college, NIC began in 1975 as an innovative experiment to bring education and training to people in every corner of the vast 80,000-square km region we serve. While we now operate campuses in

the Comox Valley, Campbell River, Port Alberni, the M̓ix̓alakwila campus in Port Hardy, a regional learning centre in Ucluelet, as well as a temporary location at St. Joe's in Comox, we also serve an increasing number of students from across BC and around the world. We have adapted many times to students' changing personal, professional, and educational needs.

During our short history, we have evolved from tutors visiting logging camps and remote coastal communities in school buses and a former whaling boat, to mobile training units, to four campuses and digital learning technologies that sustain our in-community program delivery and regional learning. Though our delivery methods and programs have changed, our commitment to student-centred learning and the communities we serve has never wavered.

Throughout the next five years, we will take individualized education and training further so more people can discover, grow, and transform themselves through education, as they prepare for rewarding careers, participate in shifting economies, and contribute to more diverse and just societies.

Though our vision is ambitious, we are ready. This plan meets the needs of an ever-changing and globalizing world, punctuated most recently by COVID-19. The pandemic has helped to focus our gaze, clarify our strengths and limitations, and renew our sense of purpose.

BUILD 2026 requires us to meet students' and communities' needs now, during the pandemic, and in coming years. It invites us to re-focus every aspect of our operations as we realize our new reality.

Working together with the Indigenous Education Council and the Director of Indigenous Education, **we are grateful to co-launch BUILD 2026 with the first Indigenization Plan in NIC history.** This plan, called *Working Together*, will guide NIC operations as the College works to meet its obligations to Indigenous peoples across the region. The two plans will work in tandem over the next five years with separate and supported goals, measures and targets that work toward lasting and meaningful reconciliation.

WHAT IS COMMUNITY? WHAT IS COLLEGE?

Throughout BUILD 2026, you will see many references to college and community. And, while these words are at the heart of who we are and what we do, their definitions have never been more complex.

For nearly 50 years, our overarching mandate has been to serve the educational needs of adults from Bamfield on Vancouver Island's West Coast to Bella Coola on the BC Central Coast. We continue to proudly serve the region's people and communities, whose rich cultures, demographics, economies and educational goals are defined by more than geography. Together, we are constantly changing.

We are honoured to live and learn on the territories of 35 First Nations of the Nuuchahnulth, Kwakwaka'wakw and Coast Salish traditions. We are committed to Indigenous-led programs and services and we acknowledge education's important role in reconciliation. We pledge to continuously learn as we work to support diverse learning needs across the region together.

Our strategy will adapt to place the individual learning needs of people at

VISION
**BY 2026, NIC WILL DELIVER BC'S
BEST INDIVIDUALIZED EDUCATION
AND TRAINING EXPERIENCE.**

its core. It will include students who are the first in their family to attend college, workers who are reshaping their careers, high school graduates and non-graduates, university students learning new skills, international students, Indigenous students, and many others who rely on education to realize their goals and dreams.

BUILD 2026 is our commitment to keep listening and responding with educational programs, services, and delivery methods that meet students and communities where they are now and where they want to be in the future.

Our ambitious vision is to deliver BC's best individualized education and training experience for students. So we need to know, what do you need from NIC now and in future years? How can we work together to deliver this vision for you?

The students and communities we serve have always driven our program development, services, and delivery. Though we are comparatively small, very few colleges across BC offer the same range or depth of programming as NIC.

More than 1,500 community members shared their educational priorities during our strategic planning consultations before the pandemic. Since then, COVID-19 and the rapid expansion of digital learning have eliminated some geographic barriers for some students while raising new obstacles for many others. Economies are continuing to shift and students and communities have not been affected equally.

Visit engage.nic.bc.ca to share your voice as we continue building NIC together.

From Consultation to Commitments and Action

BUILD 2026 builds on the values and core ideas heard during the strategic planning process in 2019 and 2020 and integrates them into our academic plan, *Widening our Doorways – COVID-19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*, created in the fall of 2020.

Together, they reflect a new COVID-19 informed reality, the understandings of which continue to be enhanced by ongoing discussions with students, Indigenous Nations and organizations, employers, industry, business, not-for profit organizations, alumni, employees and the many demographic communities we serve across the region.

We are thankful for your participation, ideas, insights, and knowledge throughout NIC's strategic planning process. These consultations continue through engage.nic.bc.ca, a new online engagement website committed to continuing our conversations together. **We look forward to hearing from you.**

Consultation
on BUILD 2026
(April and May 2021)

75+

CONSULTATIONS

with Indigenous leaders, local government, school districts and community organizations

1,000

TOTAL VISITS ON [ENGAGE.NIC.BC.CA](https://engage.nic.bc.ca)

542

AWARE

(Visited BUILD site or tool)

370

INFORMED

(Downloaded a document, watched a video, etc..)

178

CONTRIBUTED

(Participated in Quick Polls, Question and Answer, Map Your Feedback, Guestbook)

Pre-pandemic Strategic Planning Consultations

(2019 and 2020)

471

EMPLOYEE
IDEAS
EXCHANGED

14

CONSULTATIONS WITH
LOCAL GOVERNMENTS
AND SCHOOL DISTRICTS

Regional Community Forums

4

LOCATIONS

8

INDIGENOUS NATIONS
AND ORGANIZATIONS

51

COMMUNITY LEADERS
AND ORGANIZATIONS

Survey on College Values

1509*

PARTICIPANTS

* Some participants identified in more than one category

271

EMPLOYEES

686

EMPLOYERS, COMMUNITY
PARTNERS AND ALUMNI

630

STUDENTS

26 Commitments

NIC's commitments were confirmed during the 2019 consultation with employees, students and community members. In 2021, the commitments were further defined, integrated and amended to meet students' changing learning needs.

ENGAGING PEOPLE

1. Health and Well-being
2. Workplace Excellence
3. Employee Engagement and Collaboration

These commitments inspired our *People* action statements.

SUPPORTING STUDENTS

Caring and Supportive

4. Student Well-being
5. Student Support and Persistence

Access

6. Program Entry
7. Learning and Services
8. Pathways to Learning

Learning and Programming

9. Indigenous-led Education
10. Community Connected Learning
11. Flexible Learning
12. Global Learning
13. Program Response and Renewal

These commitments inspired our *Frame, Doorways* and *Rooms* action statements.

STRENGTHENING THE COLLEGE

Enrolment Services

14. Brand and Identity
15. Integrated Enrolment

Infrastructure

16. Teaching and Learning
17. Fiscal Sustainability
18. Information Technology
19. Campuses and Centres

Leadership

20. Reconciliation
21. Diversity, Equity and Inclusion
22. Transparency and Accountability
23. Enrolment Planning

These commitments inspired our *Foundation, Windows* and *Roof* action statements.

SERVING COMMUNITIES

24. Climate and Sustainability
25. Community Engagement
26. Social and Economic Development of the Region

These commitments inspired our *Environment* and *Communities* action statements.

9 Action Statements

Our vision, while ambitious, will be realized when we turn our commitments into action statements.

These action statements were Inspired by our *Engaging People* commitments.

People

1. We will recruit, encourage, develop and retain a supportive, inclusive and diverse community of employees.

These action statements were Inspired by our *Strengthening the College* commitments.

Foundation

2. We will strengthen our core operations to make NIC more resilient and agile.

These action statements were Inspired by our *Supporting Students* commitments.

Frame

3. We will embed caring learning services that support students in their studies.

Doorways

4. We will increase the many ways students can access education and training at NIC.

Rooms

5. We will examine and renew our programs, the types of credentials we offer, and the needs of the unique communities we serve.

These action statements were Inspired by our *Strengthening the College* commitments.

Windows

6. We will raise awareness about the quality and diversity of learning at NIC.

Roof

7. We will develop diverse, inclusive, and accountable processes that support college employees and provide new opportunities to contribute.

These action statements were Inspired by our *Serving Communities* commitments.

Environment

8. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.

Communities

9. We will serve the social and economic development needs of the people and region.

How the Plan Works

BUILD 2026’s success requires a nimble and responsive organization and a clear vision, direction, and scope. It has measurable outcomes and five-year targets. It relies on a number of integrated initiatives to ensure creative and informed people can develop flexible plans and strategies in annual planning processes for a fast-changing educational, economic, and social landscape. The example below shows how we intend to use the plan.

EXAMPLE

The power of NIC lies in the strength, commitment, and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation. **We will recruit, encourage, develop and retain a supportive, inclusive, and diverse community of employees.**

1.1 HEALTHY AND PRODUCTIVE WORKPLACES

Positive workplaces are cultivated. Care for our employees’ physical and psychological health leads to greater satisfaction, commitment, and productivity. A healthy workplace promotes healthy lifestyles, safe physical environments, diverse and culturally safe and supportive work cultures, and strong mental health for employees, and ultimately, the students we serve. **We will instill health and wellness more intentionally into our college structures and operations.**

Outcome: Healthier employees working in safe and supportive workplaces

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
National Standard of Canada for Psychological Health and Safety in the Workplace	Establish benchmark	Implementation	<ul style="list-style-type: none">• Wellness programming• Mental health strategies• Policy review and consolidation

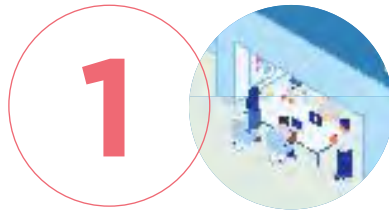
“ACTION” STATEMENT
How will we act on our commitments?

MEASURABLE(S)
What data or process will we use to track our progress? They will be renewed, revised, and evaluated regularly to ensure they are relevant and we are on track to meet our outcomes.

YEAR 5 TARGET(S)
Where do we want to be in five years?

INITIATIVE(S)
How will we use to meet our outcomes? These plans and strategies may change in response to the environment.

CURRENT STATE
Where are we now?



People

The power of NIC lies in the strength, commitment, and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively, and entrepreneurially requires a collaborative culture of growth and innovation. **We will recruit, encourage, develop, and retain a supportive, inclusive, and diverse community of employees.**

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1.2 PEOPLE DEVELOPMENT

NIC's people are our pillars of strength and our competitive advantage. Professional, dedicated and caring employees are at the heart of our student experience. **Excellent people, working together with support and development, will realize our vision and achieve our strategic goals.**

Outcome: Thriving, inspired and productive employees

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
People Strategy operational	Establish People Strategy 210 employees complete professional development annually (average, 2017/18 to 2019/20)	Implement recommendations for improvements and change	People Strategy

1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION

All NIC employees are valued. The ability to share perspectives with colleagues across college campuses, groups and department areas creates a culture of collaboration that shares knowledge and makes NIC a more positive, engaging place to work. **We will empower people to collaborate, inspire, and support each other.**

Outcome: A culture of collaboration supported by peer networks

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Employee Engagement Survey results and actions	Establish employee engagement survey schedule	Regularly implement actions and improvements for change	People Strategy



Foundation

The quality of NIC’s teaching and learning experiences, its financial health, information technology framework, and its campuses and centres are the foundation for the delivery of NIC’s education and training programs. They provide the basis necessary to achieve our vision, mission, and mandate. Properly laid, the foundation also withstands the unavoidable pressures on today’s operating environment. **We will strengthen our core operations to make NIC more resilient and agile.**

2.1 TEACHING AND LEARNING

Exceptional teaching and learning experiences are key to each student’s academic success. While the educational landscape continues to change, we will support students’ learning needs and experiences by encouraging excellence and learning within our faculty groups. **We will systemically support and enhance the quality of instruction at NIC through the development of a comprehensive teaching and learning strategy.**

Outcome: Teaching excellence

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Student assessment of the quality of instruction – % very good or good	2019 data: • Diploma, associates, certificates: 95.2% • Trades: 97.4% • Apprenticeships: 96.1% • Bachelor degree: 86.7%	Maintain or Increase (Ministry target >=90%)	Teaching and Learning Strategy
Teaching and Learning Strategy Operational	Establish processes	• Teaching and Learning feedback processes implemented • Student Learning Experience survey implemented	Teaching and Learning Strategy

2.2 FINANCES

NIC has a long history of strong and sound financial management, in keeping with our responsibility to the Province and people of this region. This ensures our sustainability over the long term, giving confidence to students and employees, even as we recover from the pandemic and guard against future challenges and threats to our financial security. **We will develop a responsive financial model to eliminate our deficit and create fiscal health.**

Outcome: Fiscal strength

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Balanced budget within three years of the pandemic ending	2021 projected deficit \$1.56 million	Balanced budget in 2024 (projected)	Multi-year deficit reduction planning
Long-term financial health (positive net asset position)	Net assets declining to cover projected losses	Begin recovery of net asset growth to pre-pandemic levels in fiscal year 2024/25 (projected)	<ul style="list-style-type: none">• New, responsive and diversified business models• Provincial Funding Review

2.3 INFORMATION TECHNOLOGY

NIC’s need for a more robust and effective Information Technology (IT) framework was reinforced throughout the pandemic. A solid network, resilient hardware and an integrated suite of applications and services for students and employees require additional investment to meet 21st-century learning needs. **We will actively and intentionally leverage our IT capacity through planning and investment.**

Outcome: Resilient, stable and secure IT services with predictable costs

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
IT Service Management (ITSM*) model operational	Establish formal ITSM model	<ul style="list-style-type: none">• ITSM model implementation• Funded multi-year budget	Widening Our Doorways Academic Plan

* IT Service Management Model (ITSM) is a set of policies, practices and procedures for consistently improving the processes, activities and supports required to deliver customer-service oriented technologies in alignment with business goals.

2.4 CAMPUSES AND CENTRES

Since 1975, NIC's facilities have changed with the region's needs. Once a collection of 27 regional learning centres, NIC now operates four campuses in Campbell River, Comox Valley, Port Alberni and M̓ixalakwila (Port Hardy) and the Ucluelet centre. In 2019, we opened the temporary St. Joe's location of the Comox Valley campus to meet burgeoning program needs. **We will review the capacity of our teaching locations, reimagine our places, spaces and programming, and support the development of living-learning communities through student housing.**

Outcome: Thriving, inspired and integrated campuses and centres

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Optimum enrolment at each location	Establish campus instructional capacity and future needs	Define and implement optimum enrolment at each location	Widening Our Doorways Academic Plan
Campus Master Planning	Review campus learning spaces and environments	Concepts developed and shared with communities	Published campus plans for the Comox Valley, Campbell River, Alberni Valley, and M̓ixalakwila campuses, as well as the Ucluelet centre
NIC Housing Commons (Comox Valley) operational	NIC Housing Commons business case developed and submitted	Establish a living-learning community* at the Comox Valley campus	NIC Housing Commons Business Case

* Living-learning communities are places where students live in a supported environment that directly connects them to peers and supports.



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Frame

From the moment students enter the college, our services support their learning experiences. With “we are NICE” setting the tone, our learning services integrate with our many and varied courses and programs to ensure students are supported. **We will embed caring learning services that support students in their studies.**

3.1 STUDENT WELL-BEING

Health and wellness begins with knowing students as individuals, treating each student fairly and equitably, and celebrating and learning from their diversity.

We will embed student well-being into programming to improve accessibility and build connections between students as they balance their responsibilities.

Outcome: Increased student-well-being

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Canadian Campus Wellbeing Survey – overall mental well-being	81% (average or high mental well-being, indexed score, 2020)	Maintain or increase	Supporting Students Strategy
Student Service Customer Satisfaction Survey – overall satisfaction	90% satisfied in services (2019/20)	Maintain or increase	Supporting Students Strategy

3.2 STUDENT SUPPORT AND PERSISTENCE

NIC students are never alone on their educational path. While each student's situation is unique, financial stress, lack of child care, the wrong learning path, under-developed study skills, learning struggles, inter-personal conflict, and feeling a lack of belonging can all factor into their ability to reach their educational goals. **We will seamlessly integrate in-class and out-of-class experiences to support students in completing their studies.**

Outcome: Retain students with proactive support strategies

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% first-year student retention (fall to fall)	47% (2020 Fall Term)	Increase	Widening Our Doorways Academic Plan
\$ scholarships, bursaries, awards, and emergency funds disbursed to students	\$503,785 in scholarships and bursaries (2020)	Maintain or increase	Supporting Students Strategy
# of child care spaces and early childhood care and education program seats	Establish benchmark	Increase	Working with community partners to increase child care seats and programming across the region



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Doorways

Learning is a journey towards self-discovery, personal growth, and socio-economic prosperity. At NIC, our passionate commitment to life-long learning ensures we provide relevant and accessible learning opportunities for all. For many students, access also means valuing their life experiences and being able to choose what, how, and when they progress through their studies. **We will increase the many ways students can access education and training at NIC.**

4.1 PROGRAM ENTRY

At NIC we recognize that learning happens in a variety of ways both inside and outside traditional classrooms. We will enable more students to achieve their goals through NIC. **We will review programs to ensure they support students with multiple access points and provide pathways to learning for under-represented students.**

Outcome: Wider access to courses and programs

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of FTEs in access courses and initiatives	40% (2019/20)	Increase	Widening Our Doorways Academic Plan

* Full-time Equivalent (FTE) is the metric used to measure enrolment across BC public post-secondary institutions. Full-time students count as one FTE while students taking part-time course loads count as less than one FTE.

* Access includes off-campus, non-traditional credit courses delivered at a time or place that is more available to students. This involves programs delivered off-campus, face-to-face, across the region, Adult Basic Education, Employment Transition, Joy of Lifelong Learning, dual credit and dual admission courses as well as evening and weekend courses.

4.2 LEARNING AND SERVICES

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments. **We will increase access to education and training by offering students flexible learning and service options.**

Outcome: Serve more adult students through flexible delivery

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of courses with more than one entry point/year	27% (2019/20)	Increase	Widening Our Doorways Academic Plan
% of courses with multiple modes of delivery	9% (2019/20)	Increase	Widening Our Doorways Academic Plan
Digital learning strategy developed and operational	Establish strategy	Digital learning strategy implemented	Widening Our Doorways Academic Plan
Digital service strategy developed and operationalized	Establish strategy	Digital service strategy implemented	Supporting Students Strategy

4.3 PATHWAYS TO LEARNING

NIC links students, community, employers, industry, and educational institutions. We welcome students from education institutions around the world; from within BC as part of BC's transfer system, and from Vancouver Island. We are a gateway for learning. **We will connect students to learning opportunities close to home and across BC.**

Outcome: Seamless transitions to and from NIC

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of BC high school students who transition to NIC within two years of graduation	1.09% (2016/17)	Increase	Widening Our Doorways Academic Plan
# students participating in post-secondary pathway agreements	195 (2019/20)	Maintain or Increase	Widening Our Doorways Academic Plan



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Rooms

Learning is NIC's reason for being. Our high-quality, relevant and responsive programming draws students from across BC and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs. **We will examine and renew our programs, the types of credentials we offer, and the needs of the unique communities we serve.**

5.1 INDIGENOUS* EDUCATION

Serving the unique 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions has strengthened NIC's programming, spaces and services. With the guidance of Indigenous leadership, Elders, students, and employees, we are committed to supporting Indigenous-led education and celebrating Indigenous knowledge. **We will work collaboratively with Indigenous communities to develop and deliver unique programming that incorporates Indigenous knowledge, language, and culture.**

Outcome: Indigenous-led learning

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of full-time equivalent Indigenous students	18% (2018/19)	Maintain or increase based on 2021 Census data	NIC's Indigenization Plan
% of Indigenous students satisfied with NIC's help in achieving educational goals	95% (2020)	Maintain or increase (Ministry target >=90%)	NIC's Indigenization Plan
# of Indigenization Plan recommendations operational	Establish baseline	# Implemented	NIC's Indigenization Plan

* Inclusive of First Nations, Métis, Inuit, and their communities, arts, cultures, and histories in Canada.

5.2 COMMUNITY-CONNECTED LEARNING

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry. **We will enrich student learning through student-centred, community-relevant learning.**

Outcome: Place-based learning

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# students participating in co-ops, practicums, internships and work-integrated-learning experiences	700 students (2019/20)	Maintain or increase	Widening our Doorways Academic Plan
Place-based learning strategy operational	Establish place-based learning strategy	Implement strategy	Widening our Doorways Academic Plan
Child care and learning facility operational	Comox Valley proposal submitted	Child care and learning facility established	An expanded, integrated child care and learning facility at the Comox Valley campus

5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies. **We will offer individualized and customized education and training to meet the changing needs of students, industry, and communities.**

Outcome: Individualized advising support and customizable training or programs

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# of students with advising support	425 students	Increase	Widening our Doorways Academic Plan
# of short-term customized micro-credentials and programs	29 micro-credentials, certificates, and shorter programs (2020)	Maintain or increase	Widening our Doorways Academic Plan

5.4 GLOBAL LEARNING

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community, and supports NIC’s sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. COVID-19 is affecting student mobility worldwide, with many students beginning their studies in their home countries. We value international students’ many contributions to the communities we serve and look forward to connecting international and Indigenous students with communities through learning. **We will develop a phased plan to broaden and renew international education at NIC.**

Outcome: Revitalize and diversify international engagement at NIC

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# new international student enrolment each semester	214 new students (2019/20)	Increase through an established, sustainable international enrolment and service model	International Reset, Renew, Reshape Strategy
# of active capacity-building agreements	Establish baseline of existing contracts, projects, cohorts	# of agreements including one international project by 2023 and 20+ students internationally engaged annually	International Reset, Renew, Reshape Strategy
International student agreement that NIC provides a supportive learning environment (agree/strongly agree)	81% (2020)	Maintain or increase	International Reset, Renew, Reshape Strategy

5.5 PROGRAM RESPONSE AND RENEWAL

NIC's courses and programs must continuously evolve to continue to be responsive to the changing needs of students, communities, businesses, and industries across the region. In a world where there are growing questions about the value and relevancy of post-secondary education, we strive to be the touch point for the region's students. **NIC will continue to deliver high-quality, relevant, and responsive programming.**

Outcome: High-quality, relevant and responsive programming

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# of programs with Program Renewal Plans	None, work begins in 2021/22	All	Widening Our Doorways Academic Plan
Quality Assurance Process Audit (QAPA**), Province of BC	Establish QAPA process	Provincial audit completed	Widening Our Doorways Academic Plan

* Program renewal plans provide programming and embedded services for workers, small business owners and industries negatively affected by the pandemic.

** An external review process, required by all public post-secondary institutions, Government of BC website: bit.ly/BCQAPA



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Windows

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 94%¹ of students tell us they are satisfied with their education, 95% say our quality of instruction is high and 98% feel well prepared for further studies. Yet, there remains a lack of awareness about who we are, what we do, and what sets us apart from other post-secondary institutions. **We will raise awareness about the quality and diversity of learning at NIC.**

6.1 BRAND AND IDENTITY

NIC operates in an increasingly crowded post-secondary marketplace occupied by public and private post-secondary institutions and non-traditional digital providers. **We will build on history and culture to establish our distinct place in an increasingly competitive post-secondary landscape.**

Outcome: Clearly describe who we are, what we do, and for whom we do it

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Better defined overall role and scope of the College	Conduct market research study	Establish brand	<ul style="list-style-type: none"> • Community Engagement Strategy • Brand development (review college name)

¹ Based on BC Accountability Framework Performance Measures, 2019/20 reporting cycle.

6.2 INTEGRATED ENROLMENT

Engaging marketing, relevant recruitment, and supportive advising will enable more students to meet their goals. NIC's digital presence must be responsive to a rapidly changing online landscape to effectively empower student recruitment, retention, and engagement. **We will integrate marketing, recruitment, and advising strategies to better serve students.**

Outcome: Better coordinate and strengthen how we communicate the value of our programs to prospective students*

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of programs with a clearly defined student audience profile	Establish student profile	All programs	Widening our Doorways Academic Plan
% programs with integrated enrolment strategies	Establish integrated enrolment strategy	All programs	Widening our Doorways Academic Plan
Measured and qualified digital performance	<ul style="list-style-type: none"> • Conduct a digital presence audit • Define a digital marketing strategy 	Implement strategy	Digital Marketing Strategy

* A person from any demographic or community who has expressed interest in studying at NIC for any amount of time.



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Roof

Good governance puts values and principles into practice every day. It ensures programs are accountable to the people who fund our work including governments; the public; students; and our social responsibilities to each other and the planet. **We will develop diverse, inclusive, and accountable processes that support college employees and provide new opportunities to contribute.**

7.1 RECONCILIATION

Meaningful reconciliation with Indigenous Peoples and communities requires inclusive policies and processes that invite Indigenous participation and perspectives in NIC decision-making. **We will include Indigenous worldviews in governance processes across the College.**

Outcome: Adoption of the Truth and Reconciliation Commission's (TRC) Calls to Action for education and the UN Declaration on the Rights of Indigenous Peoples

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of employees who participate in educational initiatives and intercultural competency training.	Establish core competency training	75% of employees with training	Indigenization Plan
# of named program areas with clear and measurable commitments to address specific TRC calls to action for education	# of named program areas (social work, early childhood care and education, health care, business and Indigenous language programs) addressed	All	Indigenization Plan

7.2 DIVERSITY, EQUITY, AND INCLUSION

Everybody has the right to see themselves respectfully represented in the NIC community and its places. This is a core value, central to our mission, and integral to students and employees alike. **We will meaningfully foster diversity, equity, and inclusion by creating safe learning and work places and eliminating the inequities in NIC classrooms, systems, and structures.**

Outcome: A diverse, equitable and inclusive college that welcomes all

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% students (college-wide) that agree or strongly agree with "I am respected regardless of my personal characteristics, identity or background."	88% (2020 Canadian Campus Wellbeing survey)	Maintain or increase	Diversity, Equity and Inclusion Strategy
% students (college-wide) that agree or strongly agree with "My institution values diversity."	88% (2020 Canadian Campus Wellbeing survey)	Maintain or increase	Diversity, Equity and Inclusion Strategy
Diversity, Equity and Inclusion Strategy operational	Develop strategy	Implement strategy	Diversity, Equity and Inclusion Strategy
% students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code	Establish baseline	Increase	Diversity, Equity and Inclusion Strategy Student survey

7.3 TRANSPARENCY AND ACCOUNTABILITY

Transparent decision-making builds a culture of trust and respect. **We will facilitate open dialogue, collaboration, and consultation, to manage risk, achieve our goals, and obtain results.**

Outcome: Clear, productive, and accountable organizational structure that uses a respectful and consultative decision-making framework

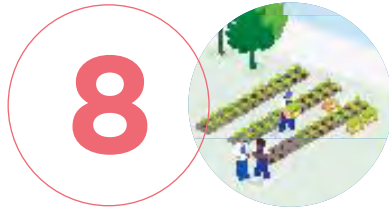
MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
New structures, teams and committees operational	Establish new structures	Administrative review implemented and revised, as needed, to meet strategic and operational needs.	Organizational structure and leadership review to support the integration and achievement of the strategic plan
Regular engagement with the North Island Students' Union	Establish baseline	Increase	Strategy to increase student participation

7.4 ENROLMENT PLANNING

Enrolment planning is a collaborative, college-wide process to ensure NIC offers a forward-thinking and relevant mix of program types and student spaces in the region and beyond. Important planning considerations include government priorities, labour market needs and, most importantly, student demand. **We will adjust our offerings through data-driven, program-specific, regionally responsive, collaborative enrolment planning and review that responds to student demand and guides our resourcing.**

Outcome: Optimum college-wide domestic and international enrolment

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Enrolment targets for all programs	Establish targets	Implement	Widening Our Doorways Academic Plan



Environment

The places where we live, learn, work and play matter. The incredibly biodiverse coastal mountains, ocean, and forests which form the landscape we live on are key to our identities, inspire us, and support the health and economies of people. **We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.**

8.1 CLIMATE AND SUSTAINABILITY

As a forward-focused organization that improves people’s futures through education and training, NIC is grateful to support people in the region in their environmental efforts. This includes the most vulnerable members of society, who disproportionately experience the impacts of climate change. **We will combat climate change through education, research, and operations.**

Outcome: Climate change education and research

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
Create benchmarks and targets to understand and improve efforts to reduce climate change	Establish process to track sustainability	Implement process	Work with communities toward adoption of the UN Sustainable Development Goals
# of courses, research, and applied learning initiatives that include sustainability	Establish process to track data	Implement process	Widening Our Doorways Academic Plan
Retrofits and construction that reduce energy use and greenhouse gas emissions	Establish benchmark	Implement process	Facilities Planning



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Communities

Communities come together through NIC. We anchor the region's communities through education, training, knowledge and innovation. We work with people, industry, Indigenous, and not-for-profit organizations to enrich learning. The mutually beneficial exchange of knowledge and resources leads to healthy and thriving people and communities. It also leads to a healthy college. **We will serve the social and economic development needs of the people and region.**

9.1 SERVING THE PEOPLE OF THE REGION

Each of the communities in the region we serve is unique in their cultures, economies, and access to digital technology and infrastructure. Before the pandemic, fewer people across the region were prepared for further education than the provincial average; and the pandemic may have created new obstacles on their educational path. We believe all students and communities should have access to education. **We will serve all communities, including those with barriers to participation in education and the economy.**

Outcome: Higher enrolment from within the region

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
% of in-region public high school graduates who attend NIC within two years of graduation	31% (2016/17 graduation year)	Increase	Widening Our Doorways Academic Plan

9.2 COMMUNITY ENGAGEMENT

NIC is a meeting place where communities come together and work to enrich the region's health and sustainability through education. This is possible only if we are in conversation with those around us, if we are open to hearing a diverse range of voices, and if we are committed to work in concert to tackle the issues in front of us. **We will support the people and communities we serve through active collaboration and engagement.**

Outcome: To be at the heart of civic conversations

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
<ul style="list-style-type: none"> •Community Engagement Strategy created •Alumni Association operational 	<ul style="list-style-type: none"> •Establish strategy •Re-establish alumni association 	<ul style="list-style-type: none"> •Engagement process in place •Alumni Association implemented 	Community Engagement Strategy, including (but not limited to) youth, mature learners, not-for profit groups and organizations, local government, industry, employers, and alumni

9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION

NIC is a publicly funded college established by the provincial government to serve the people and communities of the region. In doing so, we support the region's health and sustainability. **We will intentionally use human, financial, and physical resources to promote social and economic development.**

Outcome: To be a hub for knowledge, service and innovation in the North Island

MEASURABLE(S)	CURRENT STATE	YEAR 5 TARGET(S)	INITIATIVE(S)
# of active community partnerships	Establish baseline	Increase	Community Engagement Strategy
# of students involved in research projects	13 students (2019/20)	Increase	Widening our Doorways Academic Plan

KEY CONCEPTS (GLOSSARY)

TERM	DEFINITION	SOURCE
Mission	The mission statement defines our central purpose, what we do, or our reason for operating.	The Complete Guide to Strategic Planning from https://onstrategyhq.com/
Vision	The vision describes our desired future and provides direction for where we are going as an organization.	The Complete Guide to Strategic Planning from https://onstrategyhq.com/
Individualized learning	Individualized learning includes flexible, customized programs, services, and delivery methods tailored to the learning needs of students.	NIC operational definition
Outcome	Outcomes are broad, long-term goals that further define our vision and provide the reason why we are taking specific actions. Outcomes may require further strategies or plans along the way.	The Complete Guide to Strategic Planning from https://onstrategyhq.com/
Reconciliation, Indigenization, and Decolonization	<p>The processes of Indigenization, decolonization and reconciliation each require specific interrelated actions and commitments, which are further defined and contextualized in NIC's Indigenization Plan. The Plan calls for the meaning and use of these terms to be revisited continually. For BUILD 2026, we refer to the following concepts and ask that readers review the full descriptions within the Indigenization Plan itself.</p> <ul style="list-style-type: none"> • Reconciliation: More than anything, reconciliation is about action and commitment. It's about restoring balance and initiating measures to address the social divide, the rampant racism and socio-economic inequity that exists for Indigenous people along every social determinant of health. NIC is committed to engage in meaningful conversations, education and training by adopting the Truth and Reconciliation Commission's guiding principles. • Indigenization: Indigenization calls upon us to create environments that support weaving together the distinct knowledge systems reflected in our college community with local Indigenous knowledge systems such that learners, faculty, and staff come to understand, appreciate, and mutually respect one another. • Decolonization: Sometimes described as the unraveling of colonization, the true essence of decolonization results in the removal of all power, dominance, and control over Indigenous programming, development, and implementation. This re-balancing will lead to a place where Indigenous ways of being and doing are perceived as equal and presented equitably across our academy. 	NIC Indigenization Plan 2021-2026
Measurable	The measurable is the data or process we will use to track our progress. They will be renewed, revised, and evaluated regularly to ensure they are relevant and we are on track to meet our outcomes.	NIC operational definition

TERM	DEFINITION	SOURCE
5-Year Target	The five-year target uses measurable data to indicate where we want to be in five years.	NIC operational definition
Initiative	The general method, sub-plan or action required to meet our outcome. The initiative is designed to be flexible and change over time. It answers the question: how will we meet our outcome?	NIC operational definition
Full-time Equivalent (FTE)	Full-time Equivalent (FTE) is the metric used to measure enrolment across BC public post-secondary institutions. Full-time students count as one FTE while students taking part-time course loads count as less than one FTE.	https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/data-research/enrolment-data
In-community programming	In-community programming consists of courses or programs delivered face-to-face in the region, usually outside of traditional campus classrooms, at the request of communities, or with community involvement or support.	NIC operational definition
Remote learning	Remote learning includes digital courses and programs delivered anywhere students are able to participate.	NIC operational definition
IT Service Management Model (ITSM)	IT Service Management Model (ITSM) is a set of policies, practices and procedures for consistently improving the processes, activities and supports required to deliver customer-service oriented technologies in alignment with business goals.	https://www.cio.com/article/3228122/what-is-itsm-managing-it-to-serve-business-needs.html
Prospective Student	A person from any demographic or community who has expressed interest in studying at NIC for any amount of time.	NIC operational definition
Place-based Learning	Place-based learning is an educational approach that draws on local history, culture, economics, environment, and circumstances as a curriculum source, sometimes with the explicit goal of connecting students to their community and thereby promoting citizenship, entrepreneurship, community sustainability, or environmental stewardship.	https://eric.ed.gov/?ti=Place+Based+Education
Living-learning Community	Living-learning communities are places where students live in a supported environment that directly connects them to peers and supports. They are proven to enhance students' college experience, engagement and personal growth by increasing student academic success and social integration. Research points to the increased success of low-income, Indigenous, student-parents and adults re-training students in living-learning communities.	Spanierman, Lisa B., Jason R. Soble, Jennifer B. Mayfield, Helen A. Neville, Mark Aber, Lydia Khuri, and Belinda De La Rosa. 2013. "Living Learning Communities and Students' Sense of Community and Belonging." <i>Journal of Student Affairs Research and Practice</i> 50 (3):308-325. McPherson, Penny E. "Leading and Developing a First-year Learning Community for Opportunity Program Students." 2015 Theses and Dissertations 565. http://rdw.rowan.edu/etd/565 .

ACKNOWLEDGMENTS

We would like to thank all community members who contributed their time, energy and reflections to the planning process. In particular, we would like to thank the following people and groups.

College Plan Committee

The following College Plan Committee members, past and present, include: Aisling Brady, Alex Khan, Ali Mayboudi, Amy Rowes, Avry Janes, Barry Minaker, Bill Parkinson, Brad Harsell, Caitlin Hartnett, Carissa Wilson, Cathy Reyno, Christiana Wiens, Cynthia Zhao, Danean Gray, Danielle Hoogland, Daryle Mills, Diane Naugler, Disha Salhan, Donna Merry, Eric Mosley, Evelyn Voyageur, Felicity Blaiklock, Geoff Marr, Harley Elias, Heather Thompson, Jane Murphy, Jason Wallace, Jen Barth, Jen Wrye, Joanna Fraser, June Johnson, Judith Marriott, Katharine Peill, Karen Mason, Kathie Bell, Kelly Muir, Laurie Michaud, Linda Perron, Liz Gerard, Lucas Evans, Lynette Gallant, Lynne MacFadgen, Marcie Dumais, Mark Herringer, Mary Anne Guenther, Matt Melgaard, Michael Syer, Murray Erickson, Neil Cruickshank, Patricia Rivard-Borduas, RaeAnn Hartman, Randall Heidt, Rylee LaTrace, Richelle Gardiner-Hynd, Sara Child, Sara Vipond, Sue Bate, Sue Fleck, Taryn Goodwin, Terri Bateman, Wes Skulmoski.

Board of Governors

This plan would not be possible without the continued support of NIC's Board of Governors: Arlo McCubbin, Barry Minaker, Chris Scarlatti, Danielle Hoogland, Eric Mosley (chair), Jane Atherton (vice chair), Jane Murphy, Murray Erickson, Priyanka Chakraborty, Rob Everson, Sharlene Frank, Patricia Trasolini, Valery Puetz, Wilma Gus (ex-officio, Interim Education Council chair).

Education Council

NIC would like to thank the Education Council for their knowledge and recommendations, many of which are evident throughout this plan. It includes: students Braden Majic, Priyanka Chakraborty, Chris Scarlatti and Peter Hoefgen; employees Ali Mayboudi, Alix Carrel, Brooke McIntosh, Diana Fearn, Heidi Deagle, Jason Taylor, Judith Marriott, Kara Foreman, Kathleen Haggith, Kathleen Kuhnert, Kelly Johnsen, Kelly Shopland, Lisa Domae (ex-officio, NIC president), Megan Wilson, Natalie Deveaux, Sara Child, Terri Bateman, Tony Bellavia, Tony Trudel, Wilma Gus (Interim chair), and board member, Patricia Trasolini.

Community

Thank you to many the many Nations, councils, committees, organizations, local governments, students, employees and members of the greater community who continue to strengthen this plan through ongoing consultations, idea generation, and feedback.

DATA SOURCES

engage.nic.bc.ca



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BUILD 2026

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your voice and continue building NIC together.

SUMMARY of FEEDBACK

Draft 6 May 19

Area	Actions/Suggestions Items	Notes
Cover	New Cover. Next one will be draft 6	
Image and Table of Contents	Image page <ul style="list-style-type: none"> • Minor revision to summary statement at top • Changed description of roof • flipped Frame and Doorways 	
Mission	Working Together, NIC builds healthy and thriving communities, one student at a time.	Reflecting on community input and relationship to the Indigenization Plan
Welcome	<ul style="list-style-type: none"> • Edited language to strengthen how we work with community, address a COVID informed reality and more detail to how we work with Indigenous communities • Added relationship with Indigenous Plan • Removed initial language to island and coastal • Moved process pieces to new “How to use this plan page” 	
From Consultation to Commitments and Action	<ul style="list-style-type: none"> • Flipped paragraphs • Updated call to action (throughout) to indicate consultation will be ongoing throughout the plan • Updated BUILD 2026 consultation numbers 	
26 Commitments (formerly, from listening to action)	<ul style="list-style-type: none"> • Reformatted page for easier understanding • Removed the word value from commitments • Changed “we will statements” to “action statements” • Flip Frame and doorways • Add social and economic development to communities 	
Removed Integrated Plans and Strategies,	Each section of the plan will have strategies to support the implementation, these strategies can be found in the initiatives section of each area.	
How the Plan Works	<ul style="list-style-type: none"> • “We will” statement become action statement • Benchmarks become “current state” • Added more detail to the explanatory notes 	
People	<ul style="list-style-type: none"> • Introduction: Changed language slightly • 1.2 created new people plan initiative and moved employee engagement measures to 1.3 • 1.3 updated language 	
Foundation	<ul style="list-style-type: none"> • 2.1 Teaching and Learning introduction text changed professional development planning to the development of comprehensive teaching and learning strategy • 2.2 Finances: added “of the pandemic ending” to first measure, and projected to target 	

SUMMARY of FEEDBACK

Draft 6 May 19

Frame (move before Doorways)	<ul style="list-style-type: none"> Moved before Doorways Student Well-being (now 3.1) created new Initiative Supporting Students Plan to distinguish from Student Services division Student Supports and Persistence (now 3.2): Updated language around scholarships and bursaries to reflect current year. 	
Doorways	<ul style="list-style-type: none"> Becomes the new 4, to go after frame 4.1 added definition for access 4.3 Pathways to Learning <ul style="list-style-type: none"> Lengthened first measure (high school transition) from one year to two, and updated benchmark Changed second target (pathway agreements) from Increase to Maintain or Increase 	
Rooms	<ul style="list-style-type: none"> 5.1 replaced # of co-developed or co-delivered programs with # of Indigenization places operational (from 7.1) 5.3 Self-Directed and Customized Learning: Removed first sentence in introduction, added industry to action statement. 5.4 Global Learning, Added Indigenous student and community connections to introduction, and clarified language throughout. 5.5 Program Response and Renewal <ul style="list-style-type: none"> Combined first two rows from student satisfaction and assessment measures to # of programs with program renewal plans to reflect process in Widening our Doorways Academic Plan Added note to explain what program renewal plans do 	
Windows	<ul style="list-style-type: none"> 6.2 Changed Marketing, Recruitment and Advising to Integrated Enrolment 	
Roof	<ul style="list-style-type: none"> 7.1 Reconciliation, added named programs in TRC, changed % to # 7.1 removed last row to 5.1 Indigenous Education; removed the word voluntary in the target 7.2 Language changed to Diversity, Equity, and Inclusion 7.3 Clearer language on Transparency and Accountability 	
Environment	<ul style="list-style-type: none"> Added Work toward adoption of the United Nations Sustainability Goals and additional operational measures to develop 	

SUMMARY of FEEDBACK

Draft 6 May 19

	<ul style="list-style-type: none">Removed research project line, incorporated research into curriculum	
Communities	<ul style="list-style-type: none">9.1 Change d measure to two yearsReordered 9.2 and 9.3Fixed a typo in 9.2New 9.3 (Social and Economic Development of Region), removed labour force row – no accurate regional data	
Glossary	<ul style="list-style-type: none">Better define measure to show flexibilityAdded Reconciliation, Indigenization and Decolonization	
Overall	<ul style="list-style-type: none">Tightened language throughout.Checked for possessive languageConsistency of Oxford commaChanged Widening our Doorways Plan to Widening our Doorways Academic PlanChanged most plans (except Widening Our Doorways and the Indigenization Plan) to strategies.	



NIC PRESIDENT'S REPORT

to the BOARD OF GOVERNORS

April 23 - May 21, 2021

FIRST 30 DAYS

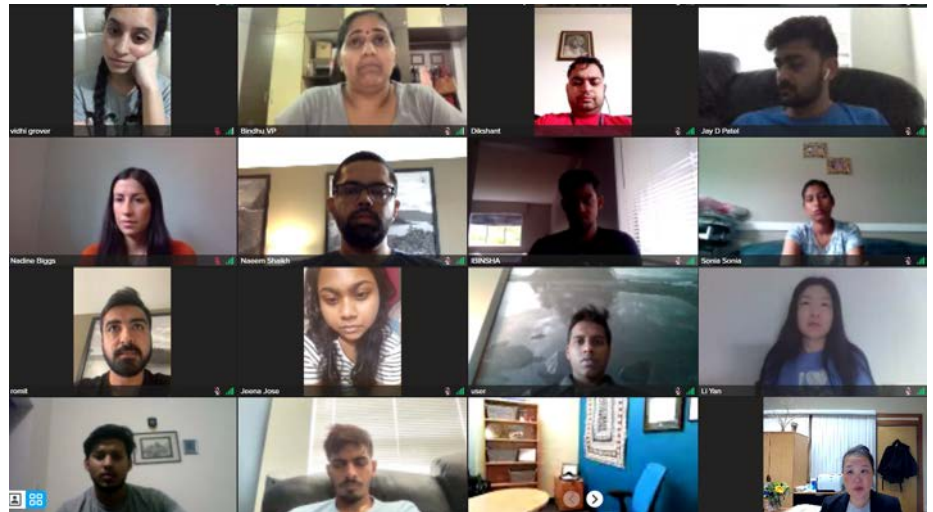
The first 30 days of my presidency has been focused on continuing to strengthen relationships and lay the groundwork for the work ahead. The following represents a few of my key areas of focus.

Onboarding and Transition

Much of the past month has been spent revisiting conversations with communities and establishing priorities for myself and NIC's Leadership Team. While Fall planning continues to be our immediate focus, there is much work ahead of us. I have asked Kelly Shopland, the Director of Indigenous Education, and four instructional Deans - Diane Naugler, Neil Cruikshank, Kathleen Haggith and Cheryl O'Connell - to join leadership meetings, when available, to encourage operational efficiency, a greater understanding between divisions, and inform decision making.

Leadership and Board Governance

I want to thank every Board member for taking the time to meet with me informally in the past month. I enjoyed hearing about your interests in joining the Board and I hope our conversations will continue in the coming months. I appreciated the two BC Colleges Board Governance Professional Development Sessions on best practices (April 15) and Board and President relationships (May 19). I look forward to further developing my professional relationship with each of you, and the Board as a whole, as we work together.



I was excited to welcome International students to NIC at the Spring 2021 Orientation on April 29.

Student and Employee Engagement

Conversations with students, employees, NICFA and CUPE have provided new perspectives, improved understandings, and a renewed commitment to working together. I anticipate ongoing questions and conversations on the engage.nic.bc.ca website as well as through regularly scheduled meetings with the college community as we work toward a new normal this fall.

Ministry and Community Relationship Building

I have been listening and learning from Indigenous leaders, local government, educational partners, industry, and local MLAs to hear about local educational needs. Many community leaders have identified an urgent need for NIC to help people adapt their current skills into employable sectors of the economy. I believe the College's pathway programming, embedded services,

and long history of responsive programming in the region will position us to excel in this area, and I look forward to seeing new programs and services develop. Communities have also identified the need for childcare spaces; a desire to see international students return, and the development of student housing to address the lack of affordable housing in the region.

I have also been working with the Ministry of Advanced Education and Skills Training (the Ministry) to support key areas in Minister Anne Kang's mandate letter, which includes preparing for recovery, more access for vulnerable and underrepresented students, and meeting the needs of the labour market.

I look forward to continuing conversations and establishing new relationships with Chiefs and Councils in the coming weeks.



NIC PRESIDENT'S REPORT

to the BOARD OF GOVERNORS

April 23 - May 17, 2021

FIRST 30 DAYS (CONT'D)

Financial Planning

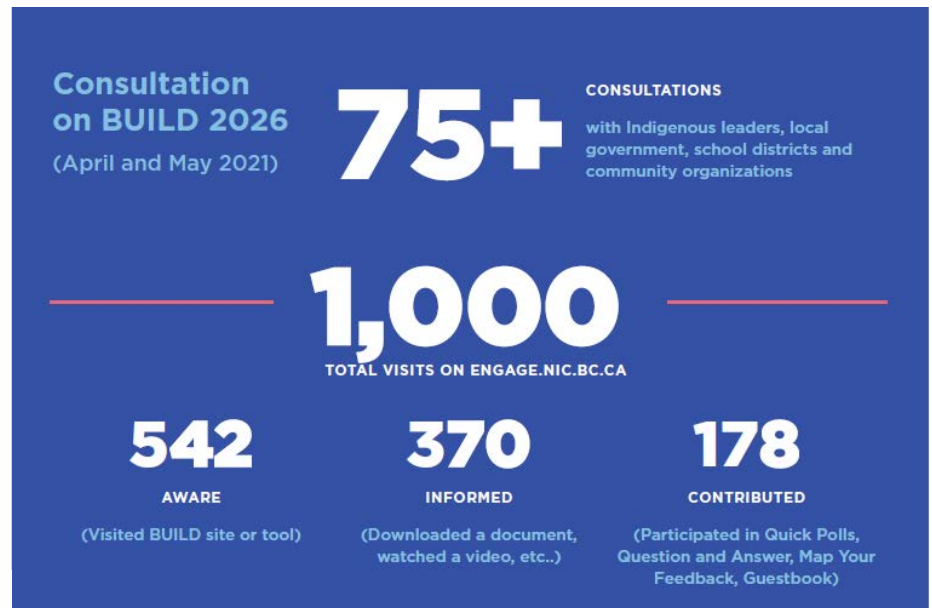
With the Board's approval of the 2021/22 budget this April, and the Ministry's approval to run a deficit for the next three fiscal years, the Leadership Team is strategizing a return to a balanced budget. While the pandemic is ongoing, this may include continuing to support technology needs with savings in travel and other areas as well as supporting students and local employers with provincial investments in skills training, youth employment, and work-integrated learning.

In addition, Colin Fowler, NIC's Vice President Finance and Facilities, and I are beginning to meet with sector representatives to see how NIC might support the upcoming funding review process.

Strategic Planning

I want to thank everyone who has provided their thoughts and feedback on the BUILD 2026 strategic plan. Since launching the plan on April 12, there have been many thoughtful comments and suggestions gathered via the Board of Governors, College Plan Committee, Education Council, employee email, personal conversations, and the engage.nic.bc.ca website that have been integrated into the plan.

This has resulted in a new mission statement, which now reflects students studying off Island or outside the region, greater collaboration with community



Learning from community continues with many in-person conversations and online engagement. The engage.nic.bc.ca site will stay open as we continue to hear from community.

partners, and alignment with the soon-to-be released Indigenization Plan, which shares part of the same name. The word resilient, which has become heavily associated with COVID-19, has been replaced with "thriving."

The plan also includes an amended Environment section, to include sustainability goals and operational measures. The measures and targets have been reviewed throughout the plan to provide flexibility during the pandemic and ensure we can achieve our goals.

Considerable thought has been put into how BUILD will sit alongside the Indigenization Plan as two separate and supported college-wide planning processes.

MISSION

Working together,
NIC builds healthy and
thriving communities,
one student at a time.

With Board approval, my focus will next turn to creating leads and teams to support each section of the plan, co-launching BUILD and the Indigenization Plan together in June, and celebrating BUILD 2026 more widely with students and community this fall.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

May 27, 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 2020/21 FINAL FTE ENROLMENT REPORT

Programming year in review:

The college experienced unprecedented challenges during the 2020/21 FTE period due to the impacts of COVID-19. A year which brought a temporary stoppage in course delivery, requirement en masse for employees to work from home and the movement of course delivery from primarily face to face format to either digital or blended delivery. Our reality was turned upside down, however, we emerged a bit battered but definitely not broken. The FTE narrative of this past year is not only reflected in a quantitative report, instead the full account needs to include how ***through the sheer will*** of our employees we continued to offer relevant and responsive programming as well as services to our students.

The Trades programming experienced challenges due to two primary factors, reduced cohort size on selected programs based on capacity of training space as informed by COVID physical distancing requirements and de-registration by some students from applied trades training due to COVID-19. However, this year also witnessed the Trades department investment in the development of several new programs which is quite profound. This program development was completed at the same time the faculty managed the adoption of blended learning strategies across trades and technical programs and supported the delivery of campus applied learning. The new programs include Fundamentals of Geographic Information System (GIS) Mapping and Drone Operations Micro-credential, Motion Picture Craft Services Micro-credential, Motion Picture Production Assistant Micro-credential, Parts and Warehousing Person Foundation Certificate, Automotive Collision and Refinishing Technician Foundation Harmonized, Fabricator-Welder Micro-credential Combination, Heavy Mechanical Plus Micro-credential and Motor Sport and Power Equipment Technician Foundation Certificate.

Business and Applied Studies was impacted significantly by the worldwide decline in the mobility of international students. Despite this fact, the department used several strategies and pivoted its delivery modes. This included Office Administration (OAD) programming changing final exams from in-person to on-line which led to wider program access; NIC received one-time funding for a Medical Terminology Skills micro-credential resulting in an additional 32 students in Winter 2021, Fine Arts (FIN) programming using blended delivery format and accessing increased classroom space, the DIGITAL Design + Development (DGL) recent rebranding of Interactive Media (IMG) programs and attendant curriculum revisions as informed by industry and the department decision to deliver full program curricula on-line resulted in an increase in out-of-region domestic learners, the Tourism & Hospitality – Adventure Guiding (THM AG) hybrid approach to learning and reorganization of course sequencing was successful; expansion of industry partnerships for field skills courses has attracted more students.

Arts, Science and Technology overcame significant challenges in competing in a robust digital market. Although it was most definitely a difficult year, instructors (and lab technicians) rose to the occasion and offered blended and online courses to students transitioning from secondary to post-secondary, and critically to students wanting to start their journey toward an undergraduate degree in a supportive, friendly and exciting environment. Several notable accomplishments include 'wet' labs offered in Chemistry and Biology at the 100 and 200-levels, when most other institutions could only schedule digital/online labs; faculty teaching BIO 160/161, two immensely important courses for students in BSc Nursing programs across the Province, successfully developed virtual labs and ran the courses entirely online - this attracted students from across the Province. With digital delivery enrolment in dual-credit courses increased, students across our region, from Ucluelet to Port Hardy, were able to access 100-level university courses in English, Criminology, Psychology, Biology, Mathematics and Sociology; language instruction in Spanish and French continued interactively online and by all indications was immensely popular; through blended instruction and novel delivery the Electronics Technician Core Certificate program realized increased enrolment for 2020-21.

Developmental programming, including Adult Basic Education (ABE) and the Department of Accessible Learning (DAL), experienced success in moving courses and programs to digital and/or blended format. The ABE department was able to pivot to digital format and attracted in-region students as well as students outside of our traditional region. This model will be utilized during 2021/22 and emphasis will be placed on recruiting and supporting students in isolated communities, including Indigenous students, throughout the college region. The ABE department also developed three new courses during the past year that are designed to provide students with a more efficient means to ladder to their chosen post-secondary studies. Despite these successes ABE enrolments continued a downward trend in 2020/21. Adults that normally selected a traditional ABE route to upgrade their skills are choosing instead to enroll into short term training programs leading to employment opportunities. The DAL had another successful year and managed to move courses and programming to blended format. The department successfully offered three Employment Transition programs designed for students with cognitive disabilities. Employment Transition programs aim to provide technical skills to gain meaningful employment.

The Faculty of Health and Human Services enrolments were impacted over the last year for a number of reasons. An increased number of students desired to pursue part-time studies at this time, an increased number of students chose/needed to pause their educational programming and pursue work opportunities, as well as significant student recruitment challenges for some areas of programming. That said, the faculty and staff in Health and Human Services creatively managed to continue to offer all base funded programming in a flexible, learner centered way supporting students to successfully continue and complete their programs. Further, albeit an extraordinary time to provide such educational programming with the many requirements of face to face learning models in Health and Human Services (e.g. labs, practice, and clinical placements) the dedicated and innovative Faculty also managed to significantly expand one-time only Health and Human Services programming across our region supporting capacity in our communities with much needed graduates.

Indigenous Education offered a significant increase in course offerings and registration in Indigenous Languages during the past year. With the transition to digital delivery of Indigenous language course offerings there was initial uncertainty due to the interactive and hands on learning approaches used. However, there was a silver lining over the past year. We saw a huge increase in access for students to participate in language learning for regions outside of our campus locations. We had many students joining from the mainland, Victoria, Alberta and as far away as Washington, DC. Even more so, digital delivery allowed opportunities for students in remote communities to engage from their home villages. The ability to access language learning from home provided an enhanced opportunity for multi-generational learning. Children, siblings, parents, grandparents and Elders were all able to hear language in their homes. Students commented that the weekly digital classes felt like a weekly reunion,

as they were able to connect with family and community members. We are very proud to have offered 13 sections of language courses at the ABE level in both Nuu-chah-nulth and Kwak'waka. As well, we were able to offer five first-year level courses in Kwak'waka as part of the Indigenous Language Fluency Certificate (ILF). Course offerings included 5 sections of KWA 096/097/098, 10 sections of NCN 096/097 of community based cohorts in partnership with Ehatesaht First Nation in 3 distinct dialects and 5 sections of ILF courses in partnership with Kwakiutl First Nation, Quatsino First Nation and Gwa'sala-Nakwaxda'xw Nations.

The Continuing Education & Training (CET) department quickly adapted to the challenges of the pandemic by redesigning their credential programs, Activity Assistant, Animal Care Aide, Hospital Unit Clerk and Metal Jewelry and Design, to digital format and were able to deliver the programs without disruption to students. While some institutions closed their Continuing Education department, we expanded and offered digital programming to students throughout the province. Further CET adaptations included being the first to deliver digital Marine Safety courses to students across Canada, developing and delivering a new Craft Brewing program in digital format to a cohort of 12 students, using a blended format to successfully deliver several programs such as Market Gardener, Hospital Unit Clerk and Sustainable Farming & Food Processing & Production. Further success was demonstrated in the development of the new Digital Elevation Expertise Program (DEEP) designed to offer digital marketing to the local business community. A flagship program, Elder College, maintained a healthy 800 members in the Comox Valley and moved to delivery of courses using Zoom.

The Office of Global Engagement (OGE) faced severe challenges throughout this past year due to the impacts of the global pandemic. Despite these challenges, OGE worked on several strategies to both mitigate current downward enrolment trends as well as setting the stage for the college to increase International student enrolments in the next few years. These included the shift of all recruitment to virtual which often had recruiters awake at 3:00 am to talk to prospective international students about NIC, building an effective social media strategy to connect with students and prospects and implementation of a new mobile app to build an arrival system to meet or exceed provincial and federal quarantine requirements and keep our communities safe. We also shifted to virtual advising for students on- and off-shore and together with Student Life engaging students in NIC activities from multiple time zones. Evidence that these strategies are working is shown in the increase in applications by over 200% (86 compared to 28) from January to the first week of May as compared to last year.

Although the college faced what can be argued was its most difficult year within its 40 plus years of history, the 2020/21 academic year will be remembered for how we delivered on another successful year despite a global pandemic. This success was predicated on the dedication and efforts of the college community including support staff, faculty and exempt leaders. Specific mention is required to recognize several areas including Student Services for their countless hours and ingenuity in quickly adapting and creating a new timetable in very short order, the IT department for supporting faculty in moving to digital delivery, Recruitment for changing their practices from primary face-to-face to virtual and to the Centre for Teaching and Learning Innovation (CTLI) for leading this institution into the digital realm. Through the guidance of CTLI the College moved from less than 15% faculty using digital/Learning Management System to a 90% plus rate, a change which occurred over 12 months where in normal times it would have happened in a 5-year period.

Final FTE Report:

NIC's 2020/21 *Final FTE Report*, a Ministry of Advanced Education and Skills Training (AEST) reporting requirement, is provided for the Board's review and approval. This report provides NIC's domestic student full-time equivalent enrolments (FTEs) with respect to AEST funded targets for fiscal year 2020/21 (i.e., April 1st to March 31st). International student FTEs, which are not counted toward AEST

targets, are reported as supplementary information. Industry Training Authority (ITA) funded foundation trades and apprenticeship program FTEs are also reported but not counted toward AEST targets.

Student FTEs quantify student enrolment in a given fiscal year using detailed methodology prescribed by AEST. Each full-time student in a full-time program is equivalent to one FTE. Part-time student enrolments are converted into full-time equivalents based on their course registrations as a proportion of a full-time course load – for example, a student taking 50% of a full course load is equivalent to 0.5 FTEs. It is important to note that FTEs reported for a given program in a given fiscal year can often be considerably less than the actual number of students enrolled. This is typical for programs starting in winter term, or near the end of the fiscal year, when some of the course registrations for that program start in the following fiscal year. In these cases, a portion of the FTEs are captured in the current fiscal year and the remaining portion is captured in the following fiscal year. Part-time programs and short duration programs also result in fewer FTEs than students enrolled.

The *2020/21 Final FTE Report* was submitted to AEST on May 12th. Data supporting FTE calculations will be submitted to AEST's Post-Secondary Central Data Warehouse on, or before, the submission deadline of May 31st.

NIC enrolled 2,069 domestic student FTEs and 315 international student FTEs in fiscal year 2020/21 for a total of 2,384 FTEs, an eight percent decrease (211 FTEs) from the previous year with declines in both domestic (down two percent or 45 FTEs) and international student FTEs (down 34 percent or 166 FTEs). The disruptive impact of the COVID-19 pandemic on College operations and student demand contributed to lower domestic and, especially, international student enrolment. In addition, the impacts of the COVID-19 pandemic resulted in the cancellation of five certificate programs: Pro Photo, Computer Information Systems, Aquaculture, Aircraft Structures Technician and Industrial Automation. These enrolment figures correspond to the projections provided to the BOG in fall.

It is noteworthy that, although a total of 1,451 domestic student FTEs were countable toward NIC's overall AEST FTE target of 2,393 FTEs, NIC also enrolled 955 FTEs that are not eligible to be counted toward AEST targets including the aforementioned 619 trades FTEs and 315 international student FTEs, as well as 21 fourth-year Bachelor of Science in Nursing FTEs offered in partnership with Vancouver Island University (VIU).

NIC's *Institutional Accountability Plan and Report for the 2020/21 Reporting Cycle* (IAPR) submission to AEST on, or before, July 15, 2021 discusses the context of NIC's 2020/21 Accountability Framework FTE performance measures. The Board of Governors is scheduled to receive NIC's IAPR at its June 17, 2021 meeting.

Action:

For the Board's review and approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2020/21 FINAL FTE ENROLMENT REPORT.

**2020/21 Final FTE Report
North Island College**

*** DRAFT AT 21/05/07 ***

**Ministry of Advanced Education and Skills Training
Post-Secondary Finance**

Institution Contact: Wes Skulmoski, Manager, IR&P Phone Number: 250-334-5245

Email: wes.skulmoski@nic.bc.ca

Ministry Code	CIP Code	Program Name	FTE Target		Actual FTEs	Comments
Health Programs						
NURS	51.3801	Bachelor of Science in Nursing	87		107	
NLPN	51.3901	Licensed Practical Nurse	32		30	
HLOT	51.3901	Licensed Practical Nurse Pilot ITV delivery (one-time)	8		7	
NHCA	51.3902	Health Care Assistant	60		46	
HLOT	51.3902	Health Care Assistant - Campbell River (one-time)	20		23	
HLOT	51.3902	Health Care Assistant - Comox Valley Evenings & Weekends (one-time)	10		15	
HLOT	51.3902	Health Care Assistant - Westcoast Partnership with Tla-o-qui-aht First Nation (one-time)	10		2	
HLOT	51.3902	Health Care Assistant Partnership Pathway	16		9	
HLOT	51.1500	Community and Mental Health Worker (one-time)	5		4	
Developmental Programs (Tuition policy eligible)						
DEV	Multiple	Developmental	300			
ABE	53.0101	ABE			230	
ESL	32.0109	ESL				
Developmental Programs (Tuition policy ineligible)						
ASE	32.0101	ASE			31	
ABE	53.0101	Developmental (please list programs)				
AVED FUNS Code Programming						
Expansion						
AVED	1907	Comox Valley Part-Time Institute	8		2	
AVED	1907	Part Time ECE Diploma - Mount Waddington	8		2	
AVED	1907	Full Time ECE Diploma - Campbell River	14		12	
AVED	1907	Full Time ECE Infant Toddler Diploma - Port Alberni	8		2	
AVED	1907	Part Time ECE Infant Toddler Educator Diploma - West Coast Vancouver Island	6		5	
AVED	1907	ECE Assistant Certification	2		1	
AVED	1107	Computer Information Systems (Certificate)	30		17	Includes CPS courses and DGL programming courses (Java, PHP, HTML, CSS, app development). Launch planned for 2021 fall term.
Multiple						
AVED	Multiple	AVED Undergraduate Balance	1,769		904	
AVED Sub-Total						
			2,393		1,451	
ITA Funded Programs						
ITEL/ITHS/						
ITOT	Multiple	Foundation			207	
ITAP	Multiple	Apprenticeship Technical Training			411	
ITA Sub-total						
					619	
TOTAL						
					2,069	

Supplementary FTE Information

Health Program FTEs

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

244	

International FTEs

Multiple All programs

315	
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Online Delivery FTEs

Multiple Domestic
International

1,003	
243	

FTE Summary by Program Grouping			
	Target	Actual	Utilization
NURS	87	107	122.6%
NLPN	32	30	95.1%
NRCA	60	46	77.1%
HLOT	69	60	87.3%
DEV	300	230	76.6%
AVED	1,845	946	51.3%
TOTAL	2,393	1,420	59.3%

All Health	248	244	98.2%
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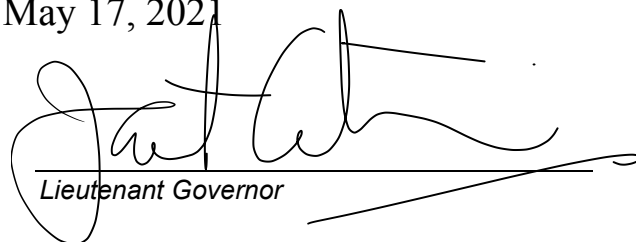
Expansion Programs FTE Summary			
	Target	Actual	Utilization
ECE Expansion	46	25	54.8%
TECH Expansion	30	17	57.8%

Developmental Programs FTE Summary			
	2019/20	2020/21	Change
ABE	276	230	-46
ESL	2	0	-2
ASE	55	31	-24
DEV	0	0	0

ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. 292



, Approved and Ordered May 17, 2021


Lieutenant Governor

Executive Council Chambers, Victoria

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that, effective July 31, 2021, the following appointments to the board of North Island College are made:

- (a) Robert Andrew Slade Everson is reappointed as a member for a term ending July 31, 2022;
- (b) Eric John Mosley is reappointed as a member for a term ending July 31, 2023;
- (c) Sharlene Joyce Frank and Barry A. Minaker are reappointed as members for terms ending July 31, 2024.


Minister of Advanced Education and Skills Training
Presiding Member of the Executive Council

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: College and Institute Act, R.S.B.C. 1996, c. 52, s. 9 (1) (a)Other: OIC 357/2019; OIC 619/2019



(R 5.2)

Our Ref. 121632

May 17, 2021

Ross Eugene Hunt
100 Tsakis Way
Port Hardy BC V0N 2P0

Dear Ross Hunt:

On behalf of the Government of British Columbia, I would like to take this opportunity to thank you for your service and commitment in carrying out your duties as a member of the Board of North Island College

I appreciate the time you have invested with the Board over the last two years and eight months. Your advocacy and strong voice for the North Island communities that North Island College serves will be greatly missed. It is through the work of individuals like you that the post-secondary education system in this province continues to achieve success.

Thank you for your contribution to post-secondary education in British Columbia and my personal best wishes to you for the future.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne Kang", with a long, sweeping horizontal line extending to the right.

Honourable Anne Kang
Minister

pc: Shannon Baskerville, Deputy Minister
Ministry of Advanced Education and Skills Training

Eric Mosley, Chair of the Board
North Island College

Dr. Lisa Domae, President and CEO
North Island College

Rachel Reid, Executive Assistant to the Board
North Island College

OFFICE OF THE PRESIDENT

May 19, 2021

Ms. Linda Jay
100 Skipton Crescent
Campbell River, BC
V9H 1H3

Dear Linda,

Linda

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

In May 2021, the Emeritus Selection Committee met to review the nominations for the 2021 Emeritus designation and was unanimous in its recommendation to me that you be granted Emeritus designation. It is my privilege to award you with the designation of Emeritus, effective immediately.

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

Emeritus designees are normally recognized at the annual NIC Year End Celebration Day. Regrettably, this year's celebration has been cancelled due to COVID-19. We will be following up with you as we explore other options to celebrate your designation.

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

Sincerely,



Lisa Domae
President and CEO

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

cc: Board of Governors
Senior Leadership Team
A. Carrel, Chair Emeritus Selection Committee
A. Barner, HR Department

*Linda,
Congratulations!
You are missed!
Lisa*

EMERITUS PRIVILEGES

In addition to the privileges granted to former faculty through the collective agreement and through college policies and procedures, those with the Emeritus designation may receive the following privileges:

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

These privileges may be reviewed annually, amended or discontinued as determined by the college. If changes occur, every attempt will be made to give prior notice.

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