

**REPORT TO NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
REGIONAL HIGHLIGHTS  
APRIL 2017**

**BUSINESS AND APPLIED STUDIES**

**School of Fine Art & Design Upcoming Events**

*Submitted by: Linda Perron, Department Chair*

**FUSE** – April 28<sup>th</sup> to May 19<sup>th</sup> – Opening reception April 28<sup>th</sup> 5pm – 7pm at Shadbolt Studios

The exhibition, **FUSE**, showcases the artwork produced by emerging artists in their second year of study in the NIC Fine Arts Program. Artworks featured in **FUSE** represent the culmination of many hours of study, practice and exchanges. The works explore various modes of representation, personal histories, theories and language. The artists are connected through their shared experience of the NIC program, and how they have influenced one another. We invite you to gather with us to celebrate this shared creative process.

**Interactive Media Showcase** – April 28<sup>th</sup> 4pm – 7pm at the Comox Valley Art Gallery Project room.

**GATHER** - April 28<sup>th</sup> May 19<sup>th</sup> – Opening Reception April 28<sup>th</sup> 7pm – 9pm at the Comox Valley Art Gallery

Gather features the work of senior and graduating visual arts students from the visual arts and design programs offered at North Island College. The program, events and art exhibitions enfolded into *Gather* serve as points of convergence for drawing together and expanding the community of artists within the Comox Valley.

**2017 Artist-in-Residence: Rita McKeough – Spring 2017**

Spring 2017 will mark the second Artist-in-Residence collaborative project undertaken by NIC's School of Fine Art & Design, The Comox Valley Art Gallery and the McLoughlin Gardens Society.

As a partner in this project, the School of Fine Art & Design will provide the artist with access to our studios, facilities and production equipment. The School of Fine Art & Design recognizes and promotes art-based research as a mode of creative inquiry. This residency offers a creative space and platform for professional practicing artists to conduct active hands-on research in the studio. This program also creates an opportunity for students and the community to interact and witness a creative process unfold.

Rita McKeough is a Calgary-based audio, media installation and performance artist. She has exhibited throughout Canada since the late 1970s. Her work has been featured in *Radio Rethink: Essays on Art, Sound and Transmission* (Banff Centre for the Arts, 1993) and *Caught in the Act: Canadian Women in Performance* (YYZ Books, 2004).

Born in Antigonish, Nova Scotia, McKeough studied printmaking and sculpture at the University of Calgary where she received her BFA. She went on to study at the NSCAD University where she was awarded her MFA. In 2009, she was awarded the Governor General's Award in Visual and Media Arts. Rita currently teaches at the Alberta College of Art and Design.



### **Anagama Wood Kiln Firing**

The Anagama Wood Kiln firing took place at Gordon Hutchens' studio on Denman Island, March 9-12 with Fine Arts students in FIN 131 & FIN 231 Ceramics classes and FIN 131 & FIN 236 Sculpture classes.



## Art Event

NIC School of Fine Art & Design student-run Art Event was held Friday February 17<sup>th</sup>. The event was well attended by students, alumni, staff and the community.



## HEALTH AND HUMAN SERVICES

### Early Childhood Care and Education

*Submitted by: Laurie Tulloch, Co-Department Chair ECCE*

#### Student Achievements

In follow up to a Fall research assignment about **Truth and Reconciliation and the Early Childhood Calls-To-Action**, diploma students and department faculty hosted all four NIC Elders and a community Elder from Port Alberni in an amazing evening of learning together.

The evening began with a viewing of *Our Voices, Our Stories*, which documents the demolition of St. Michael's Residential School in Alert Bay and profiles, among others, the experiences and wisdom of Evelyn Voyageur, Elder-in-Residence, NIC.

Following this powerful film, students, faculty and elders engaged in a paper ‘quilting’ activity, creating symbols of our learning together, quilting bee style – this too was powerful as the students and the elders debriefed and shared stories and learning together. The evening ended using a social justice resource to challenge each of us to action; the goal being to “promote a just society by challenging injustice and valuing diversity.”

Diploma students learn through ITV one evening a week over three years to complete their certifications for working with infants and toddlers and for supporting children who live with a disability and their families.

Once a year the faculty organize a **Curriculum Development Day** where all the students travel to one campus for a day of networking and learning together; although students engage in ITV classes and cross campus online discussions, this one day a year is often the only time students meet each other face to face.

This year, on May 13<sup>th</sup>, the ‘quilt’ produced at the Truth and Reconciliation event and the Calls-to-Action will form the foundation of furthering learning. The department wants to express our sincere gratitude to the participation of the Elders in this curriculum.



Certificate students in the Comox Valley taking their **Foundations of Professional Practice** course attended an Information Rally organized by local Educator and President Elect Charlene Gray, along with the local chapter of the Early Childhood Educators of British Columbia.

Learning Outcomes of the course include opportunities to explore the personal and professional development of the early childhood educator, current trends and professional issues in child care.

Students participated in passionate, articulate presentations about the childcare crisis in BC, the importance of educating the community about early development, and some possible solutions to apply in their work with children and families.

### Recent and Upcoming Events

***Everyday Education in the Early Years*** was hosted at the Comox Valley Campus in partnership with the Comox Valley Community Foundation, Comox Valley Early Years Collaborative and PacificCARE (Child Care Resource and Referral) with special thanks to faculty member Cathy Batho for her lead on this annual conference.

105 educators from across the college region participated in professional development that included

keynotes with Jan Ference, on *Trauma, Neglect and the Developing Brain*, and Trish McPhail from the Kitasoo & Heiltsuk Nations, who spoke about the importance of including multi generations and diversity for all children during early childhood development through her powerful stories of her adoption, survival of the multi-generational impacts of residential schools, and recommendations on bringing the experience of regalia and drumming songs into the learning spaces of children.

All workshops focused on the development of curriculum that supports young children’s social and



emotional development with topics including *Rhyme Time*, *Ripples of Play*, *Kids Yoga* and *Mindfulness and Healthy Rhythms*. Presenters included sessional instructor Carleen Steeves, and Executive Coordinator of Beaufort Children’s Centre, Marc Lalonde.

Initiated by the work of our Advisory Committee, the department hosted the **INSPIRE! Out of School Care Mini-Conference** on March 11<sup>th</sup>, with 60 participants who care for children in the 6 – 12 year range before and after school, from Nanaimo north.

In partnership with Christian Life Children’s Centre, PacificCARE and the Boys and Girls Clubs of Central Vancouver Island, participants were treated to a dynamic duo of presenters in Tyler Summers from the School Age Child Care Association of BC and P.J. Prinsloo, a behaviour consultant with the Vancouver School Board

MIST (Multi-interdisciplinary Support Team) program.

Workshops included *Preventing Bully Culture in Child Care*, *Screen-time in School Age Care*, *Teaching Social Emotional Learning* and the most popular, *Game Smarts* – separating play from game by highlighting how games access higher cognitive brain functions and mirror our society’s structure as a whole.

Over the lunch break, Boys and Girls Clubs Executive Director Ian Kalina facilitated a visioning exercise which will help inform next steps for a group of educators who are craving education beyond their ECE to better equip them for the care of this age group.



**Human Services – Education Assistant/Community Service Worker, Indigenous Focus**

*Submitted by: Mary Pat Thompson, Co-Department Chair HSW*

**Student Achievements**

The Nuu-chah-nulth Tribal Council put on a Family Gathering weekend from March 17<sup>th</sup> - 19<sup>th</sup> in Port Alberni. Seven hundred people were pre-registered and in attendance. Judi Lamb, who is a student in the Human Services Education Assistant / Community Support, Indigenous Focus Certificate program in Port Alberni, and who has an events production background responded by volunteering to assist with the opening of the event and by providing an information table for the Human Service Worker (HSW) program. Here is part of Judi’s description of the experience:

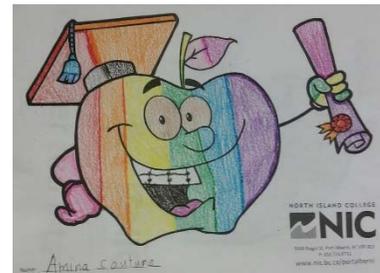
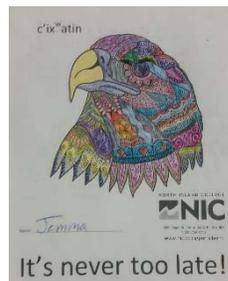
“The families that attended were families that were interested in bettering their quality of life and signed up for workshops on family values, fatherhood, traditional song and dance, cedar weaving, and games, to name a few. There was a hypnotist and a comedy act Saturday night followed by a live band for a family dance.

The atmosphere was positive and uplifting. At one point I had to leave the North Island College (NIC) table to see why the room had erupted in clapping and singing. An Elder, a very elderly man, had the urge to get up and dance during the emcee speech. It was so uplifting and spirited. The cheers and laughter continued through the three days. Very young children led song and dance by example. The food was fantastic. There were plenty of hugs to go around.

Friday night I was at the event registration table assisting the event management. Saturday and Sunday I sat at the NIC table. I put together child and adult coloring sheets. This was strategic on my part as I wanted to entice people of all ages to sit with me and color in hopes of engaging dialogue of education. One elderly woman sat for a long time coloring, then genuinely asked if she could go to college too! We had a calming discussion about Elder College and the possibilities.

The event host asked that the NIC table to hold and distribute the door prizes. I agreed. This little favour resulted in NIC being named over 100 times (100 prizes) as the emcee announced to 'pick up your prize with Judi at the North Island College table.'

Judi is a member of the Ditidaht First Nation and worked for them in job creation and social development prior to entering the HSW program. She intends to continue to the HSW diploma next fall. She says that she believes that it is important to reach out to potential Indigenous students at their own functions as well as through the usual promotion events. She stresses the importance of relationship in First Nations communities and how information is passed through relational channels. She says she is hoping to see a greater uptake of the HSW program in Nuu-chah-nulth communities as it has been a powerful influence and opportunity in her own life.





## Bachelor Science in Nursing

*Submitted by: RaeAnn Hartman / Karen Mason, Co-Department Chair BSN*

### Faculty Achievements

**Joanna Fraser** was the successful candidate for funding from the Michael Smith Foundation for a Health Research Convening & Collaborating (C2) Award. North Island College (NIC) is collaborating with Nuuchahnulth Nursing, University of Victoria Nursing, and the Canadian Indigenous Nurses Association (CINA) for this project.

The purpose of the project is to create a dialogue between community members, researchers and the research users about how to improve quality and access to care in remote areas. The plan is to bring together: (hishumylth) community members/leaders from the eight remote nations, researchers and research users to develop a research agenda for Nuuchahnulth Nursing Services. There should be exciting opportunities for our students to be involved in community-based research and community dialogue around primary care and access.

Congratulations to Joanna and her collaborative team!

**Jan Meiers and Martha Russell** presented their continuing work on Interprofessional Education at the Western Northwestern Regional Canadian Association of Schools of Nursing Conference February 17<sup>th</sup>, 2017.

Their research; *Interprofessional Education Simulation: Nursing students and Family Practice Residents Learning Together* addresses the use of interprofessional simulation as way to improve communication and collaboration among members of the healthcare team, leading to better patient outcomes (Reeves & Van Schaik, 2012; Scherer, Meyers, O'Connor, & Haskins, 2013). This presentation describes the experience of Bachelor of Science in Nursing (BSN) program faculty members at NIC as we partnered with the Strathcona Family Practice Residency program to create a dynamic simulation experience that supports professional identity formation for all learners.

Practicing in a rural community can limit interprofessional experiences. To address this disparity, we engaged in an intentional dialogue with representatives from UBC Division of Family Practice, and Kathleen Haggith, Dean of Health and Human Services at NIC, to develop a collaborative experience that would meet the learning needs of both third and fourth year BSN students and year one and two family

practice residents.

In the course of this presentation, we shared our process as we worked in partnership to develop simulations that met the learning needs of both groups. This approach to interprofessional simulation was supported by the desire from both nursing and medicine to create a low barrier and high engagement environment focused solely on learning in an environment where students and residents had the opportunity to learn from each other. We will discuss the lessons learned during this process, including the ease with which this innovation was implemented, and the enthusiastic support from both programs and practice residents.

**Joanna Fraser and Evelyn Voyageur** presented at the same Western & North-Western Region Canadian Association of Schools of Nursing (WNRCSN) conference in February with: *A study of curriculum and personal transformation through cultural safety and Indigenous methodologies*. This presentation was a métissage of stories and experiences from students, faculty and elders relating to the transformative experiences of a nursing curriculum. At NIC we intentionally and deliberately work towards creating culturally safe curriculum in the nursing program. This process includes:

- Increasing knowledge and awareness related to the contemporary issues and historical oppression of Indigenous people among faculty and students.
- The development of partnerships and relationships with Indigenous communities and people resulting in a variety of experiences, perspectives and pedagogies being incorporated into the curriculum.
- Developing relational potentiality with Indigenous peoples through the use of cultural experiences and indigenous pedagogy within the classroom, practice and community immersion experiences.
- Taking action to change the existing hegemony within our academic institution and our curriculum that continues to oppress specifically Indigenous and potentially other students as well.

As students and instructors, we experience the process of learning through our curriculum as personal transformation. To that end, we designed a research process of story gathering and story sharing that used Indigenous methodologies. Our intent is to share our stories in this presentation as a métissage. This was also presented to all BSN faculty and was a catalyst for planning a Health and Human Services (HHS) Divisional Day for all students and faculty.

**Shelagh Kantor and RaeAnn Hartman** applied for continuation of the NCLEX project outlined in the Fall submission of the BOG report. We are pleased to be continuing to capture the student experience for preparation with this research.

Many faculty will be attending the Western Canada Health Sciences Educators Conference in May 2017. Jan Meiers and Martha Russell will be presenting their continuing work and evaluation of the Interprofessional Education that has been ongoing throughout this academic year.

The NIC BSN Program offers a unique learning experience, an advanced Nursing Elective, NUR 410: Health and Wellness in Aboriginal Communities. This course has included a field school portion that first occurred 10 years ago in Rivers Inlet with the Wuikinuxv Nation and has since alternated yearly in Kingcome Inlet with the Dzawada'enuxw First Nation.

This elective was originally designed for fourth year nursing students primarily from the colleges and universities in British Columbia and the North West Territories that offered the Collaborative Academic Education in Nursing Curriculum (CAEN). However, we have had other faculty, students and health professionals from across a variety of disciplines join us for the field school experience.

This project will support our work as a department in responding to the Truth and Reconciliation Calls-to-Action for Education and Health care as well as offer an evaluation of the transformational learning shared with the Indigenous communities.

Joanna Fraser continues her work pursuing a Doctorate of Education in *Culturally Inclusive Land Based Learning*, bringing new lenses for our curriculum and our regular review and evaluative processes.

**RaeAnn Hartman and Leslie Sundby**, Chair, BSN Program, Vancouver Island University are exploring a joint scholarship opportunity in partnership with Island Health to evaluate the impact of cultural safety learning with staff and increased expression of cultural humility. We aim to have some initial planning conversations soon to initiate a plan. Thank you to Evelyn Voyageur and Joanna Fraser for their continued liaison with Island Health for collaborative opportunities around this important topic.

### **Student Achievements**

One of our fourth year nursing students, **Alex Seeley**, has also been the recipient of Senior Women Academic Administrators of Canada Student Leadership Award for her demonstration of outstanding leadership in the college and the national nursing student community while maintaining exemplary academic records. Way to go Alex! <http://www.swaac.ca/swaac-student-leadership-award.html>

We had a number of students attending the Canadian Nursing Student Association National Conference in Winnipeg in January 2017. The conference had 450 student attendees from across Canada.

The conference revolved around the theme *Celebrating Diversity: Breaking barriers through the exploration of cultural safety*. Many workshops and speakers included topics such as: culturally safe end of life care; the fentanyl crisis; LGBTQ + population; female genital cutting; conventional and naturopathic medical care; harm reduction; culturally based equity for Indigenous children; medical assistance in dying; global health; and an inspirational talk by Tim Hague Sr. who was diagnosed with Parkinson's Disease but still won the Amazing Race Canada in season 1.

Two of our BSN students joined the Board of Directors at the National Level. Congratulations, to both **John Hutchins** in first year and **Josh Duncan** in third year. Josh was a former Official Delegate for our NIC chapter, and John has been involved since his entry into the program.

**Elise Harkies, Benedict Leonard, and Casey Lublinkhof** will also be presenting at the Western Canada Health Sciences Educators conference in May 2017. They are poised to present their experience working as peer tutors with Learning Centre skills practice in our open lab practice that happens every Friday afternoon.

A group of third year students are currently working with the North Island Hospital Projects team with the planning and implementation of the transition. This project is an excellent learning and leadership opportunity for these students, with the capacity to extend over their Spring practice term as well as possible employment over the summer. Stay tuned!

We are super excited to see a group of nine students travelling to Nepal from April 24<sup>th</sup> to June 2<sup>nd</sup>, 2017. They will be engaged in a number of community and health experiences, including a Women's Camp, a Nutritional Camp, a Holistic Healing Center, and working with HIV-affected children. We thank the Foundation for their generous support of some funding to help offset costs and the Office of Global Engagement for their support as we move closer to April!

We were also pleased to join the School of Business and Tourism and Hospitality to brainstorm and mobilize students and action for an NIC Alumni Association and launch in May 2017. Thank you to our graduates who participated and to Bill Parkinson from the School of Business for keeping the desire alive and helping mobilize resources.

We look forward to Graduation of 34 4<sup>th</sup> Year students this Spring, the largest number we have had convocate in many years. Many of our graduates have already been hired as they finish their term at the end of April and move to studying for the NCLEX registration examination. Good luck to all of them!

### **Recent and Upcoming Events**

We look forward to a robust Leadership Conference and Visiting Scholar event happening November 8-9, 2017. We have confirmed Dr. Sheri Price as our Visiting Scholar.

Dr. Price, a leading Canadian nurse scholar, completed her doctoral dissertation, entitled *The Experience of Choosing Nursing as a Career: Narratives from Millennial Nurses*. Her contextual understanding will facilitate our transition to the new hospital sites within practice, education and for our community. Transitions in health care are key topics of concern as is the transition of new graduates into their

professional roles. Her presentation will be part of a larger vision of an inclusive North Island Hospital Projects theme.

We are planning a Joint NIC-VIU Retreat to address curriculum review and alignment to continue to strengthen our partnership since the dissolution of CAEN. This is planned for April 20-21, 2017 in Parksville and includes 32 confirmed faculty: 12 from our BSN program at NIC and 20 from VIU.

There is lots of work to do on implementing changes, generating ideas and some reorganization that will support an innovative, current and relevant curriculum that addresses the changing context and complexity of professional nursing practice.

For example: The integration of increased and broader learning regarding Mental Health and Addictions, consistent with changing guidelines nationally and community contexts locally. This is exciting and timely work that we are holding as a priority and really looking forward to conducting as a collaborative team.

### **Health Care Assistant Program**

*Submitted by: Laurie Bird, Department Chair, HCA*

#### **Student Achievements**

Eighteen students in the fall cohort CV Health Care Assistant (HCA) finished their program in mid-March and look forward to a healthy job market.

The winter group in CV are midway through their program.

Seventeen students in the PA HCA program have just started nine weeks of clinical practice.

Nine students in the PA Nuu-chah-nulth Tribal Council (NTC) HCA program, alternate delivery model, began their block of core HCA courses February 6<sup>th</sup> and will finish in early August.

#### **Recent and Upcoming Events**

AVED one-time funding has been granted for ten HCA seats in a 36-week alternate delivery model which includes an evening program for the theory courses comprised of three evenings per week, followed by full time clinical practice for nine weeks.

## **TRADES AND TECHNICAL PROGRAMS**

### **Trades and Technical Programs Update**

*Submitted by: Cheryl O'Connell, Dean of Trades and Technical Programs*

On March 27<sup>th</sup>, Michelle Stilwell, Minister of Social Development and Social Innovation announced that NIC will receive nearly \$500,000 to develop TV and field crew training programs in Port Alberni and Campbell River.

The production assistant stream is geared towards First Nations students who will receive a motion picture orientation ticket and the certifications required to work as entry-level production, location or office assistants. The trades specialization stream will equip carpentry, plumbing and electrical journey persons, apprentices and students in trade foundation programs with the skills to work in set design and lighting. Once complete, they graduate with diverse skills to move between the construction and creative industries.

On March 23<sup>rd</sup>, Shirley Bond, Minister of Jobs, Tourism and Skills Training announced that NIC will receive \$600,000 to develop an Aquaculture Diploma at the Campbell River Campus. NIC instructor Dr. Jesse Ronquillo, a multi-award winning aquaculture scientist, educator, researcher and extension worker in the aquaculture field, will develop the curriculum with industry.

Our inaugural fee payer Aquaculture Level 1 program is nearing completion. Students are now heading out for their practicums. All 10 students were successful in finding placements with Marine Harvest, Cermaq and Grieg Seafood Ltd. Several students have already been offered permanent positions based on the knowledge that NIC Aquaculture students are well prepared to begin work.

Negotiations for 2017-2018 Training Plan have been finalized with the Industry Training Authority.



*Aquaculture Level 1 students learning to tie knots and splice*

**The following Trades and Technical programs were launched in late February, March and April:**

- Carpentry Apprentice Level 1 Harmonized – First offering (full)
- Carpentry Apprentice Level 4 (full)
- Cooking Level II
- Electrical Apprentice I (full)
- Electrical Apprentice III x 2 (full)
- Heavy Mechanical Foundation – (full)



*Carpentry Foundation Ace-It students at Habitat for Humanity building site in Campbell River*

**The following Trades and Technical programs have completed or will complete by the end of April:**

- Aquaculture Pathways
- Automotive Service Technician x 2 – Port Alberni and Campbell River
- Carpentry Apprentice Level 3
- Carpentry Apprentice Level 4
- Electrical Foundation
- Electrical Apprentice II x 2
- Heavy Duty Equipment Technician Level 1
- Plumber Level 1
- Professional Cook Level 1
- Welder Foundation



*Electrical Foundation Students working on mock-up in CR*

**OFFICE OF GLOBAL ENGAGEMENT**

**Delegation Visit from Tianjin Tourism Administration and Top 10 in Higher Ed**

*Submitted by: Thevi Pather, Executive Director, Office of Global Engagement*

March 17<sup>th</sup>, 2017 - Tianjin Tourism Administration (China) visited CV campus to meet with senior administrators to discuss the planned implementation of the Cruise Line Service Training program through CET starting in September 2017. Their visit was picked up by local media.



On March 21<sup>st</sup> we held a commemoration of International Day for the Elimination of Racial Discrimination. Interactive activities to raise awareness on these issues were offered in the student lounge.

On April 1<sup>st</sup> a group of international students visited Victoria and Royal Roads University.

SONIC – The Students of NIC campaign was launched initially to highlight the experiences of international students but now includes the experiences of domestic students too. Visit:

<https://www.facebook.com/NorthIslandCollegeWelcometheWorld.NICW2/photos/a.158558430861056.40517.110354509014782/1406259569424263/?type=3&theater>

## STUDENT SERVICES AND REGISTRAR

### **Building Bridges through Understanding the Village**

*Submitted by: Kathleen Kuhnert, Director, Student Services and Registrar*

As part of the College Plan 2020 Strategic Priority #4 Aboriginal Education and Indigenization, Student Services and Continuing Education and Training joined together to offer the *Building Bridges through Understanding the Village* workshop to staff. The workshop was hosted by Kathi Camilleri at the K'omoks Big House with special permission by Mary Everson. The workshop was held over two days in order to allow full participation. Sixty-three people participated including our Director, Aboriginal Education, Lou-ann Neel, and Elders-in-Residence, Evelyn Voyageur and Fernanda Pare.

The workshop brings a deep felt understanding of the impact of residential schools to all who participate. Out of this learning comes a deeper compassion and increased respectful way of working with and walking beside Aboriginal peoples. The workshop is done without blame or shame and brings participants to a place of working with increased love, respect, kindness and generosity.

Learning outcomes included:

- A cognitive and emotional understanding of traditional First Nations values,
- A deep and emotional insight into the depth and intergenerational effects of Colonization,
- Methods for creating supportive relationships in a positive way.

### **Staff Feedback**

The most important take-away for me was the long term effects of residential schools. These effects reach beyond the person who was in a residential school to their families, friends and communities. The workshop was very insightful and impactful for me and grew my understanding of First Nations communities and the atrocities they have suffered. The speaker was exceptional, as were the Elders and David, our fire keeper. I feel I have gained compassion for the First Nations community as a whole through this experience. I'm very grateful to have been a part of such a powerful workshop.

I took away an amazing sense of the wonderful community the First Nations people had, and how much we could learn from them.

The Village workshop was gently and skillfully facilitated such that I felt safe and open to learn and explore. Cathy reiterated the message of no shame. It was emotionally and mentally powerful and left me with much to contemplate. One thing I hadn't realized before is what Cathy called "the first wave of trauma" - the traumatic impact, as well as the physical weakening, of all the death and illness from diseases brought with white contact. This made the Indigenous people more vulnerable to further oppression. I appreciated the opportunity to spend this meaningful time with colleagues. The Komoux Band's Big House is a cultural treasure. I've never enjoyed such a fabulous fire.

## High School Open Houses

On February 15<sup>th</sup>, 250+ Grade 11 students were welcomed to the Port Alberni Campus, and on February 16<sup>th</sup> 1,000+ Grade 11's visited the Comox Valley campus for the High School Open House events.

Approximately 100 NIC staff, students, and faculty came together to deliver a truly awesome college experience in University Transfer, Humanities & Social Sciences, Business, Health, Community Care, Fine Arts & Design, Trades, and Tourism & Hospitality.

Our first-ever NIC feature presentation was extremely well received. Special thanks to our host Randall Heidt as well as Comox Valley NIC students Patrick Teichrib, Stewart Walker, Rachel Birch, Mike Stolling, Sherri Bentsen, Milena McNiff Restan, and Port Alberni NIC students Samantha Jeffery, Emma McGrath, Logan Frew, Logan Jackson and Rhyllie Lee - for making this presentation such a huge success.

Student feedback throughout the day at both campuses was overwhelmingly positive.

- “I didn’t realize how awesome this place was.”
- “I can’t believe how much work was put into this for us.”
- When asked, what session did you love ... “All of them. I am so excited.”
- One group of students even demanded their supervisor let them stay longer so that they could see more.

## Library Highlights – April 2017

*Submitted by: Mary Anne Guenther, Coordinator, Library Services*

The CV campus library is piloting Saturday hours, (10:00 – 4:00 until April 29<sup>th</sup>) and attendance and usage have grown weekly with students using the space to study, work at computers and meet in study rooms.

Mary Anne Guenther, Coordinator of Library Services has been asked to be a member of an external team to review library services at Northwest Community College. The team consists of three librarians from North Island College, the University of Victoria and Centennial College. Site tours and meetings have been scheduled to take place in Prince Rupert, Terrace, Smithers and Hazelton during the last week of March with a final report by the fall.

Lynette Gallant, Collections and Reference Librarian completed an 8-week online course on *Evidence-based Medicine for Medical Librarians* from the University of North Carolina, Chapel Hill and has registered for *Supporting Clinical Care and Evidence-Based Practice for Medical Librarians* from the University of Colorado in July. Lynette serves as liaison librarian with the NIC School of Nursing faculty and students, supporting and guiding students through their four years of intensive research.

In May, Phase 2 of the CV Library & Learning Commons renovation will commence. Phase 2 includes re-locating the library lab, adding additional group study rooms, dedicating space for quiet study and moving group space and furniture to the front of the library.

Nearing completion of two full semesters in the newly branded and operational Library & Learning Commons (LLC), library staff and service providers continue to build on our first year successes; online room and appointment scheduling software, real and virtual contacts with students, Library Discovery Search, updated library guides and patron-initiated interlibrary loan requests. A LLC Operations Committee comprised of academic supports leads is charged with reviewing and enhancing services and reports to the LLC Steering Committee.

## Peer Tutoring

*Submitted by: Erin McConomy, Peer Tutor Coordinator*

Winter 2017 has seen the peer tutoring program continue to grow and provide support to a broader range of students at NIC. This semester we have 28 active peer tutors providing a total of close to 500 tutoring appointments.

We have tutors providing support in twenty program areas including Business, Nursing, University Transfer English, Humanities, Maths and Sciences, Interactive Media, Applied Business Technology, Adult Basic Education and ESL.

In addition to these program areas, we have begun to hire tutors within some of the Trades and Technical programs. We have had a tutor in the Electronics Core Technician and Industrial Automation Technician programs for over a year, but recently we have added tutors in the Aircraft Structures Technician and Electrical Foundations programs.

While the majority of our peer tutors are located at the Comox Valley Campus, this expansion into these Trades and Technical programs has increased the number of tutors and students served at our Campbell River Campus.

In addition to these tutors, we have others available to tutor in various subject areas, either in person or via Skype for Business in Campbell River, Port Alberni and Mount Waddington.

Our peer tutoring numbers remain very strong this semester and the range of programs in which we have peer tutors and the availability of peer tutors at all campuses continues to expand.

### **Writing Support Services**

Our writing support services at NIC, introduced in Fall 2016, have continued to grow during the Winter 2017 semester. In January 2017 we began offering writing support via Skype for Business to the Mount Waddington campus. This comes in addition to the writing support we offer at the Comox Valley, Campbell River and Port Alberni campuses.

While we offer in-person writing support in Campbell River and Port Alberni once every two weeks, the Comox Valley provides in-person writing support twice a week. In addition, all four campuses have writing support three times per week offered via Skype for Business. Students have received writing support in over 60 appointments so far in the Winter 2017 semester.

### **WriteAway Service**

Winter 2017 is our second winter semester with WriteAway and NIC students are continuing to take advantage of this service.

WriteAway allows students to submit any writing assignment they are working on for an NIC course for feedback from trained WriteAway tutors from one of the 15 participating institutions across BC.

In addition, students are encouraged to submit their work multiple times as they revise and integrate tutor suggestions in their subsequent drafts. This semester has seen 50 submissions from NIC students.

The benefit of the WriteAway service is its flexibility and accessibility for students, and the depth and thoroughness of the feedback given by tutors.