NORTH ISLAND COLLEGE BOARD OF GOVERNORS
REGULAR MEETING
TO BE HELD IN THE STAN HAGEN THEATRE,
COMOX VALLEY CAMPUS
THURSDAY, MAY 28, 2020 @ 1:00 PM

AGENDA

		Topic	Attachment	Action	Time
1.		**CALL TO ORDER**			(2 mins)
	1.1	Acknowledgement of First Nations Traditional Territory			
	1.2	Adoption of Agenda		To adopt	
2.		**PRESENTATION**			(30 mins)
	2.1	College Website Design and Marketing Research	✓	Information	
3.		**CONSENT AGENDA**			(5 mins)
	3.1	Minutes of the Regular Meeting of April 23, 2020	✓	To approve	
	3.2	Executive Committee Report, May 14, 2020	✓	Information	
	3.3	Finance and Audit Committee Report, May 19, 2020	✓	Information	
	3.4	Governance and Human Resources Committee Report, April 29, 2020	✓	Information	
	3.5	President's Letters, April 30 and May 6, 2020	✓	Information	
	3.6	College Highlights Report	✓	Information	
	3.7	Board Objectives, 2020	✓	Information	
	3.8	Correspondence and Information (Agenda item #6)	✓	Information	
4.		**BOARD BUSINESS**			(20 mins)
	4.1	Annual Report: Implementation of the Sexual Violence and Misconduct Policy	✓	Information	
	4.2	Sexualized Violence Prevention and Response Policy (Revised)	✓	To approve	
5.		**REPORTS**			
	5.1	President			(20 mins)
	5.1.1	President's Performance Objectives, 2020/2021	✓	To approve	
	5.1.2	Draft College Plan20-25	✓	To discuss	
	5.1.3	Performance Assessment and Reporting Summary	✓	To discuss	
	5.1.4	Priorities and Planning Alignment Template	✓	To discuss	
	5.2	Vice President, Strategic Initiatives			(10 mins)
	5.2.1	Strategic Initiatives Division/NIC Foundation Update	✓	Information	

| 5.3 | Executive Vice President, Academics and COO | | (10 mins) |
| 5.3.1 | Instructional Programming Plan for September | Information | |

| 5.4 | Chair, Education Council | | (5 mins) |
| 5.4.1 | Education Council Report | ✓ Information | |

6. CORRESPONDENCE AND INFORMATION
       (*attachments*)

6.1 AEST Minister Mark's letter to all PSI Board Chairs on COVID Leadership, May 7, 2020

6.2 Order-in-Council April 27, 2020 – J. Atherton, A. McCubbin, V. Puetz and P. Trasolini reappointments

6.3 Commonly used acronyms

6.4 Link to Board Policies and Bylaws

6.5 Deloitte Paper: Planning for the impacts of COVID-19 on Higher Education in Canada

7. NEXT MEETING DATES
     - Regular meeting – Thursday, June 25, 2020, TBD

8. ADJOURNMENT   2:45 pm

Website Review

Final Report

December 2019

Table of Contents

academica group
moving higher ed forward

Key Findings

Key Findings

The website drew fairly mild reactions from students, who found it similar to other college websites

- Students generally liked the website (57%), although it did not strike particularly strong emotions in them (8% loved the website, none hated the website). Students who felt neutral about the website generally felt that it looked like a typical college website, especially one that was a little bit older.

- Students felt that the college's website was easy to use (80%), simple (71%), typical (63%), and interesting (47%). About a quarter of students felt that the site was boring (23%).

- The overall organization of the website was somewhat contentious - 66% liked or loved it, while 18% hated or disliked it.

The website's visual clarity and user friendliness was its winning feature

- Students most liked or loved the featured programs and courses section (68%) and the photos and images used on the website (67%).

- When presented with the two different versions of the webpage, most students preferred Version A (69%), which contained fewer visuals and was more compact. This version was often described as being "cleaner" or simpler looking. Advocates for Version B (31%) enjoyed the friendliness of the pictures.

Students felt that the website would not sway their application decision, but that was a high bar

- Most students felt that the website would not impact their decision to apply to a school like NIC (66%). Many explained that this was not necessarily a bad thing: A website would have to be remarkably poor or impressive to sway their decision.

academica group
moving higher ed forward

Key Findings

The first task was to find the prerequisites for an Engineering Foundations Certificate program. Students found this task to be **easy.**

- Most students successfully found the page (90%), taking an average of 4.7 pages (102.9 seconds) to find the page in question. They felt it was somewhat or very easy (94%), and the most challenging part of the task appeared to be finding the right program page. Several pointed out that the list of programs on the programs and courses page was huge or took substantial time to get through.

- Improving the sorting or filtering capabilities on the program page may help to make this information easier to find.

The second task required students to find the health and dental fees for a specific management program. Students found this task to be **difficult.**

- Successfully finding the Health & Dental Fees was remarkably difficult by comparison to the other two tasks, as 34% of students failed to find the right page or abandoned the task while the remainder required an average of 7.8 pages to find the right page. 38% of respondents said the task was very or somewhat difficult to complete.

- This difficulty stemmed from the different routes students tried to use to access the information: Many tried to get to the fees through the Student Services page before being redirected to the Programs & Courses section by a message on the health and dental fees page; several went to the programs & courses section right away (and in their comments, indicated that they had spotted the fees tab on the program page for Engineering Foundations); and still others tried the financial support section.

- Placing the tuition & fees information in multiple locations (e.g. on both the program page and a dedicated table in the Student Services or Finances sections) **or** introducing redirects or more detailed instructions on how to travel from common "failure" pages to the correct location for the information could help resolve this difficulty.

Key Findings

The third task asked students to find the sign-up form for a meeting with a financial aid advisor. Students found this task to be **easy.**

- 92% of students successfully completed the activity with an average of 4.1 pages. Those who went to the Financial Support page first found the link immediately, while those who looked in Student Services first required a few more steps to reach the page. The vast majority felt that the activity was somewhat or very easy to complete (92%), with many indicating that the task's success relied entirely on finding the Financial Aid tab.

- Introducing a path from the Student Services tab to the financial aid advisors (especially through pages dedicated to academic or personal counsellors or advisors) could help to make this even simpler.

Introduction & Method

Introduction & Method

Academica Group conducted a third-party review of North Island College's recently redesigned institutional website to better understand usability for prospective students.

To meet this need, Academica and NIC developed an online survey about NIC's website, including questions related to overall impressions, appeal, and usability; as well as a navigation testing exercise that tracked 50 students as they attempted to find key information on the website. Vision Critical's SPARQ platform was used for the online survey, while the web-testing was conducted through Loop11.
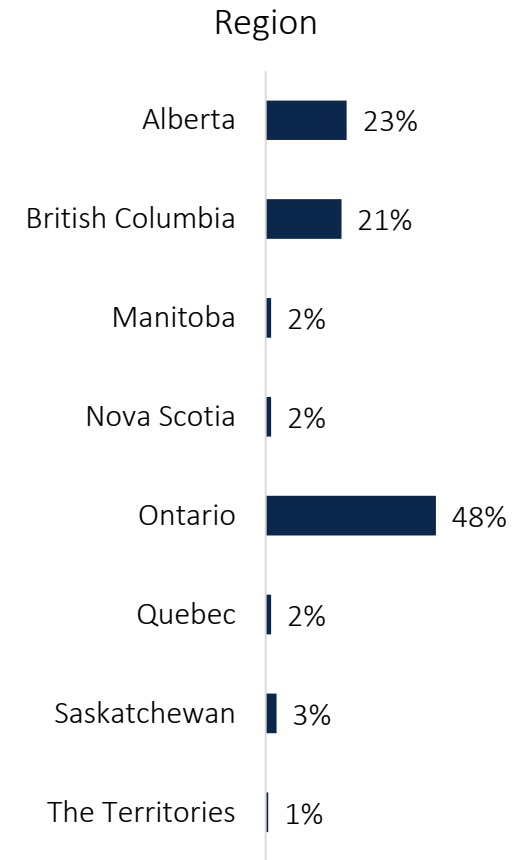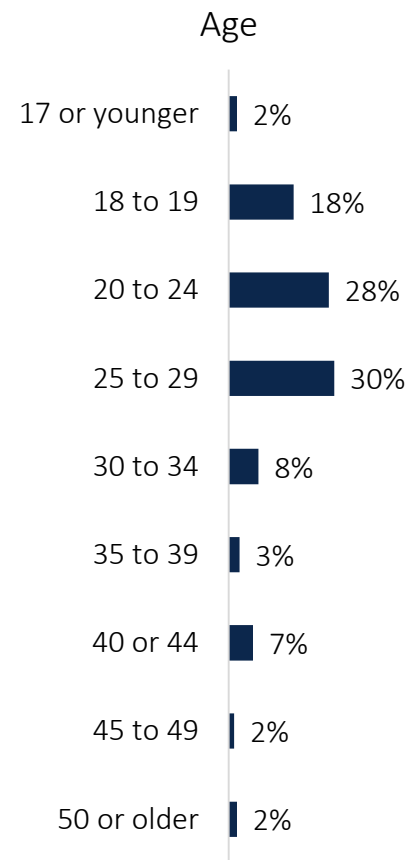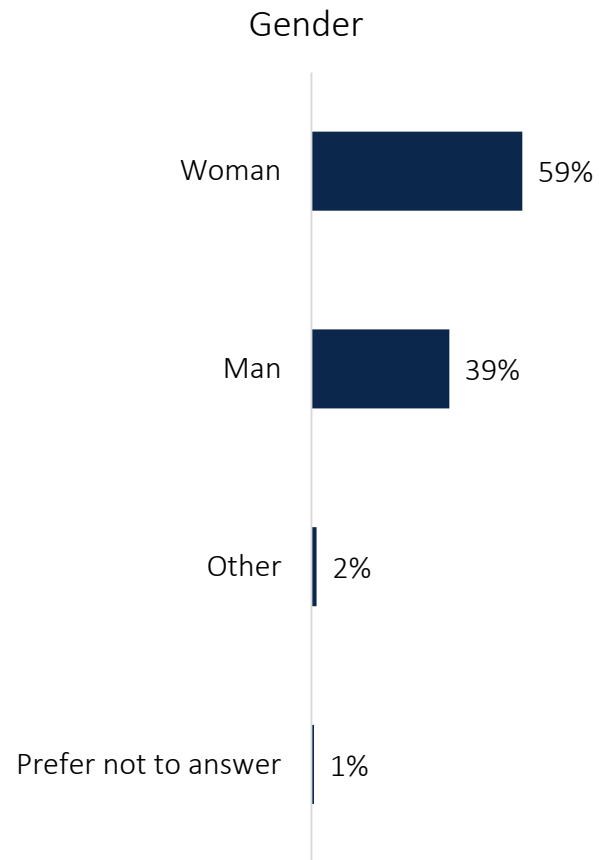
The survey was launched on November 19th and closed at midnight on December 2nd, 2019. The goal was to obtain 100 completed responses to the survey and targeted postsecondary and high school students from across Canada, with the aim of achieving an age and gender breakdown similar to that of NIC's student body; as well as an additional 50 completes for the navigation-testing exercise. After cleaning the data for poor quality or ineligible responses, a total of 128 completed surveys were achieved for the survey and 50 completed participations in the web-testing exercise.

Respondents from across the country participated in the survey, with the largest percentages coming from Ontario, Alberta, and British Columbia. Additional completes were gathered to check for region differences, and it was found that answers from BC respondents did not vary significantly from respondents from other provinces (See Appendix A).
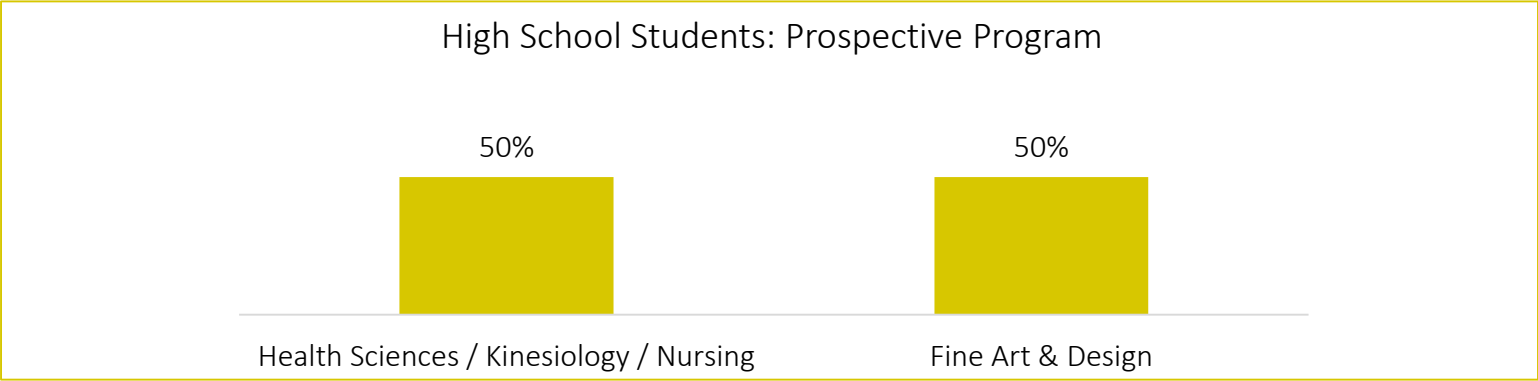
1

Respondent Profile

Personal Demographics

Gender
- Woman — 59%
- Man — 39%
- Other — 2%
- Prefer not to answer — 1%

Age
- 17 or younger — 2%
- 18 to 19 — 18%
- 20 to 24 — 28%
- 25 to 29 — 30%
- 30 to 34 — 8%
- 35 to 39 — 3%
- 40 or 44 — 7%
- 45 to 49 — 2%
- 50 or older — 2%

Region
- Alberta — 23%
- British Columbia — 21%
- Manitoba — 2%
- Nova Scotia — 2%
- Ontario — 48%
- Quebec — 2%
- Saskatchewan — 3%
- The Territories — 1%

n = 128

Q. What is your gender? | How old are you? | What province do you live in?

Academic Characteristics

Current Institution

Institution	Percentage
University	45%
College	44%
Polytechnic	10%
High school	2%

Postsecondary Students: Current Program

Program	Percentage
Health Sciences / Kinesiology / Nursing	29%
Business	27%
Computer Science / Information Technology	12%
Social & Community Services	11%
Fine Art & Design	8%
Hospitality / Tourism / Culinary	5%
Education	4%
Skilled Trades / Applied Technologies / Apprenticeship	2%
Engineering / Architecture	1%

High School Students: Prospective Program

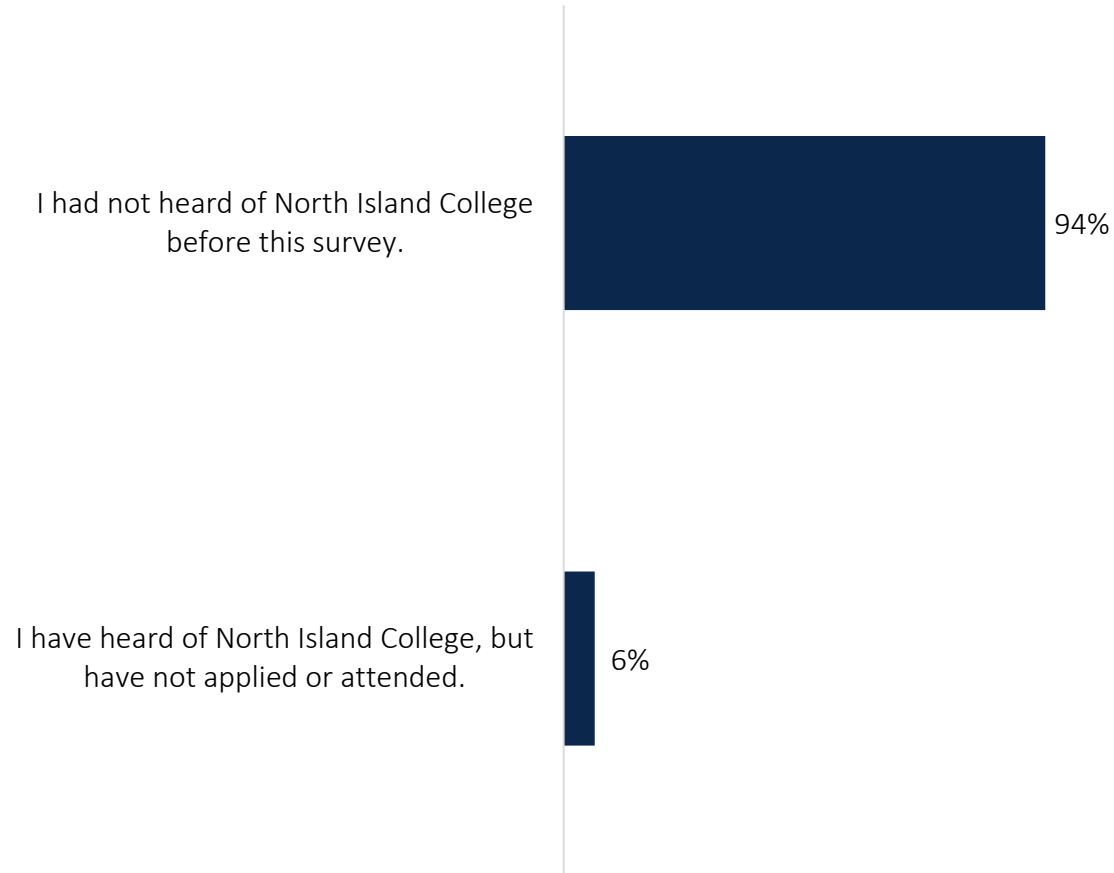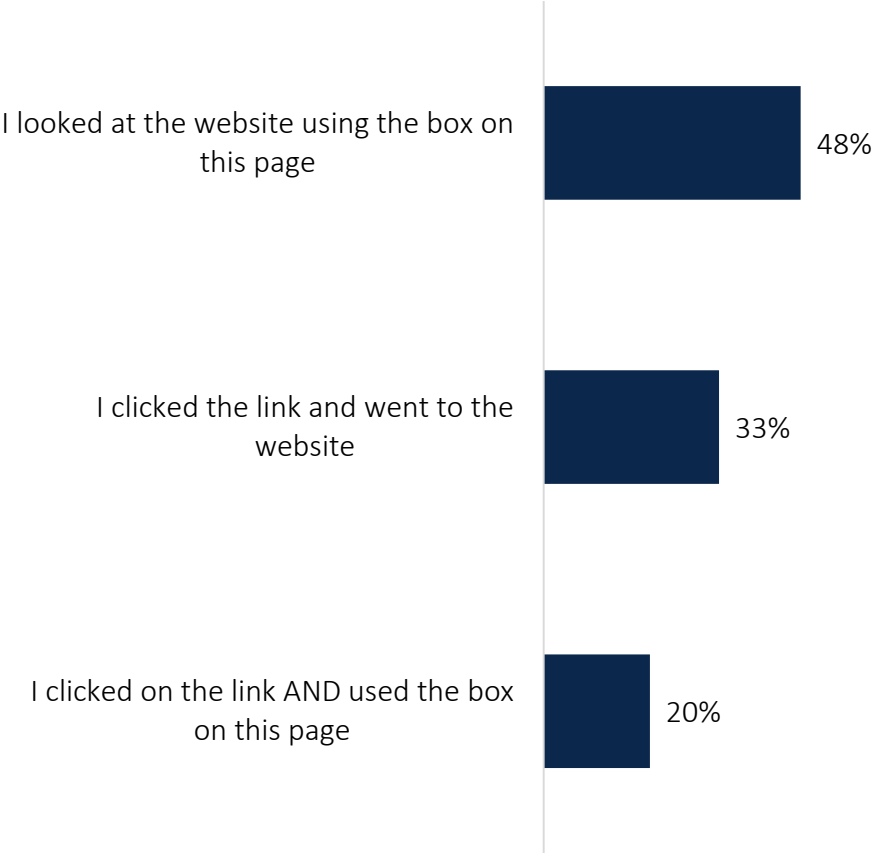| Program	Percentage
Health Sciences / Kinesiology / Nursing	50%
Fine Art & Design	50%

2

Website Review

Familiarity with NIC

The majority of students had not heard of NIC before the survey. This was relatively equal across different age groups and geographic regions. 6% had heard the college. No respondents had applied to or attended NIC.

I had not heard of North Island College before this survey. — 94%

I have heard of North Island College, but have not applied or attended. — 6%

Method of Website Review

Just under half of the students reviewed the website using an embedded box in the survey (48%), 33% went directly to the website on their native device, and 20% using both methods to review the page.

I looked at the website using the box on this page — 48%

I clicked the link and went to the website — 33%

I clicked on the link AND used the box on this page — 20%

14

Website Review

Students generally liked NIC's website (57%) or felt neutral about it (30%).

Overall impression of NIC's website

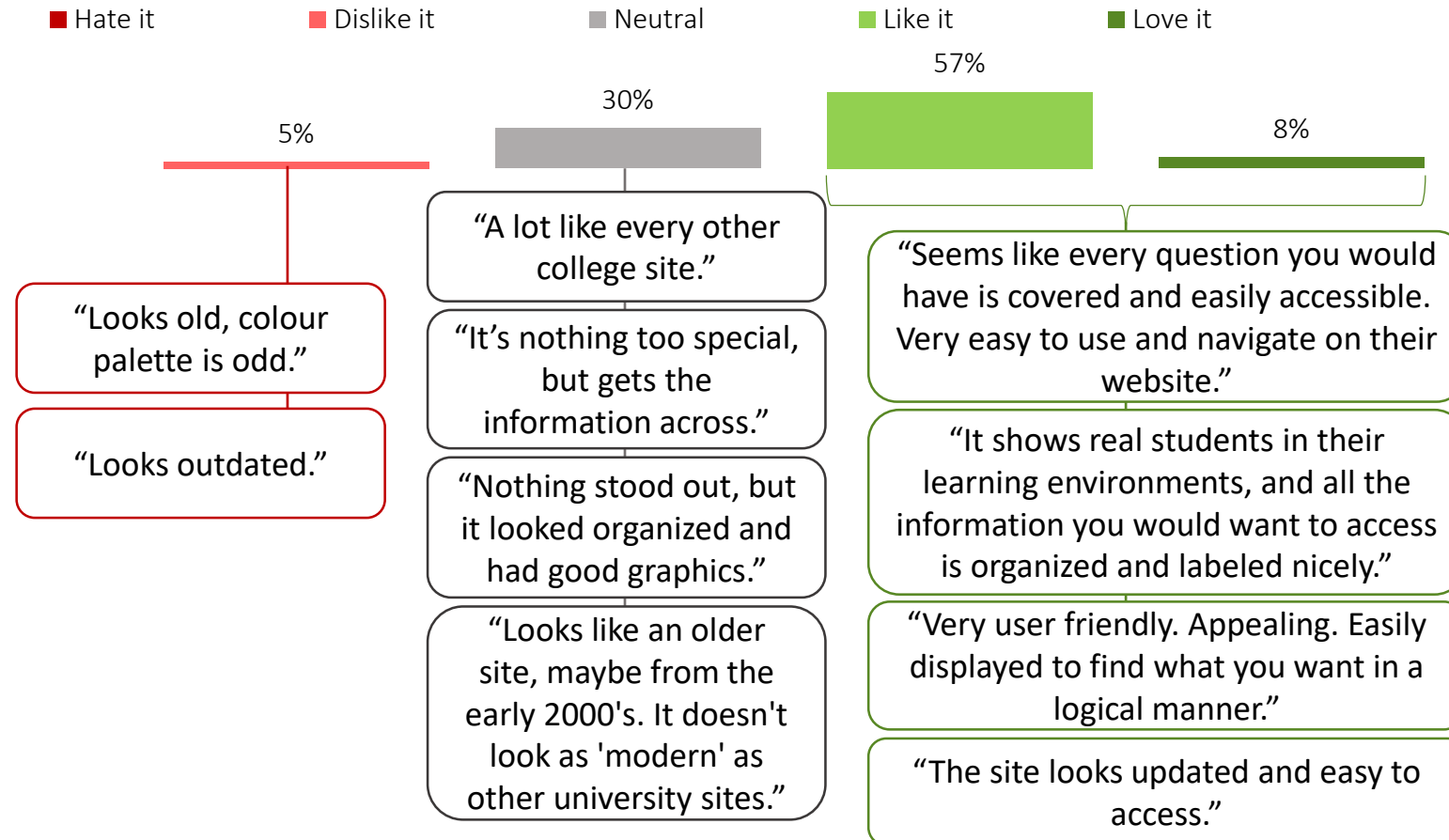■ Hate it　　■ Dislike it　　■ Neutral　　■ Like it　　■ Love it
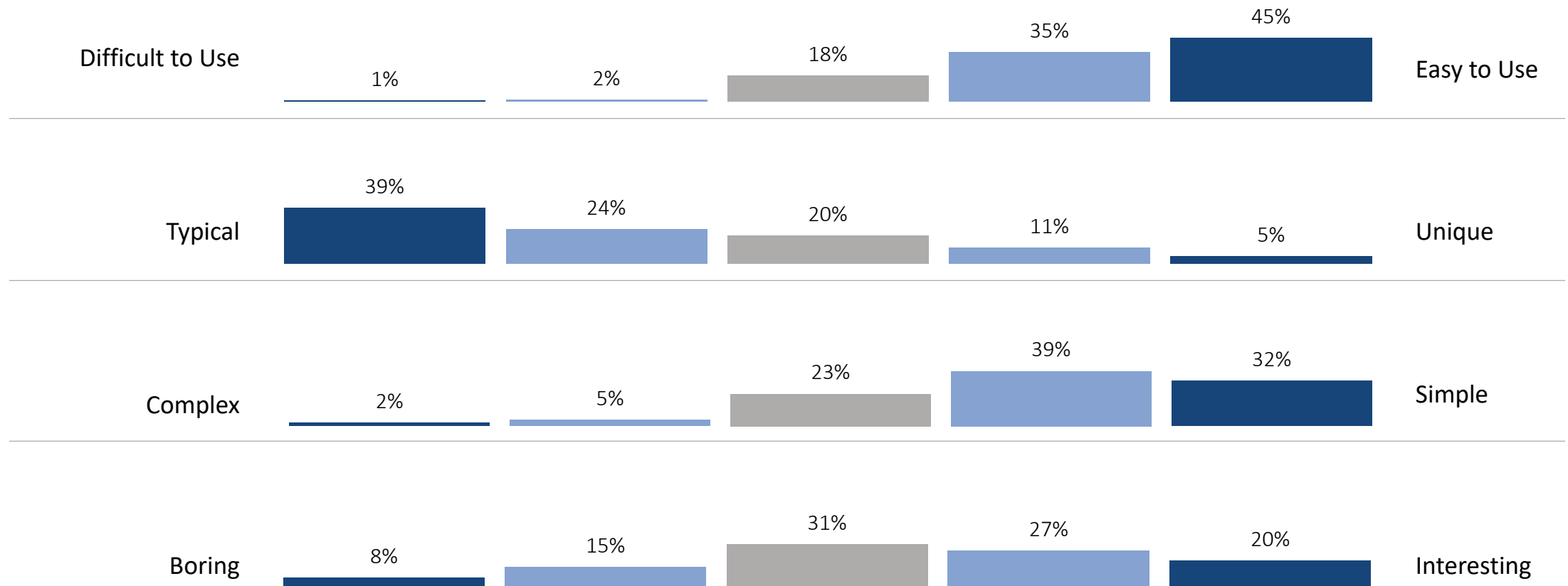
57%

30%

8%

5%
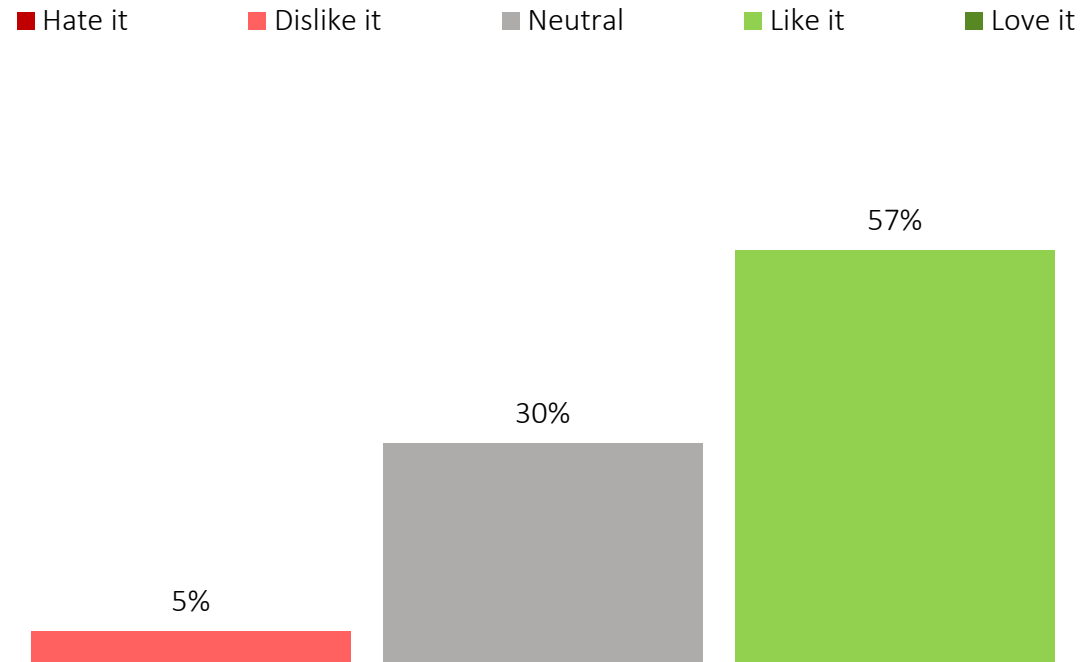
<3% not shown

Website Review

Those who liked the website typically referenced the utility and simplicity of the website. They felt that the site was user friendly.
Students who felt neutral about the website generally felt that it looked like a typical college website, especially one that was a little bit older.

■ Hate it   ■ Dislike it   ■ Neutral   ■ Like it   ■ Love it

5%   30%   57%   8%

"Looks old, colour palette is odd."

"Looks outdated."

"A lot like every other college site."

"It's nothing too special, but gets the information across."

"Nothing stood out, but it looked organized and had good graphics."

"Looks like an older site, maybe from the early 2000's. It doesn't look as 'modern' as other university sites."

"Seems like every question you would have is covered and easily accessible. Very easy to use and navigate on their website."

"It shows real students in their learning environments, and all the information you would want to access is organized and labeled nicely."

"Very user friendly. Appealing. Easily displayed to find what you want in a logical manner."

"The site looks updated and easy to access."

<3% not shown

n = 128

Q. Now that you have had a chance to explore NIC's website, how would you describe your overall impression of the website?
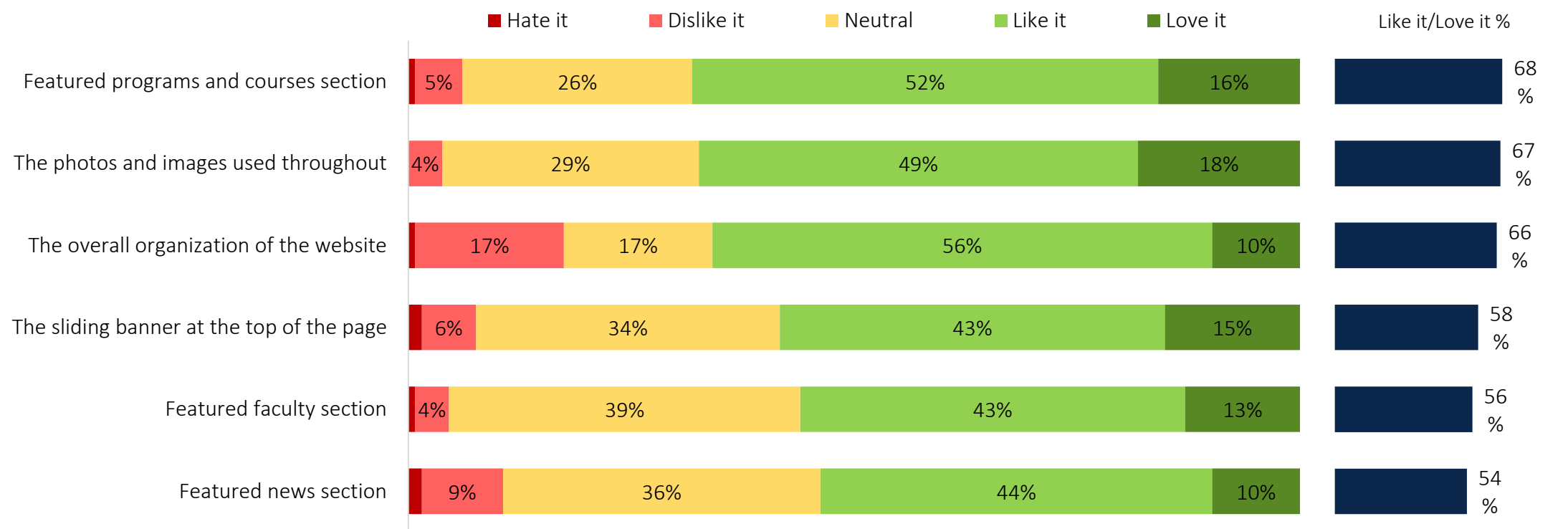
Website Review

Students felt that the college's website was **easy to use, simple,** and **typical.**
They were divided on whether the site was **boring or interesting,** but leaned more towards **interesting.**

Difficult to Use	1%	2%	18%	35%	45%	Easy to Use
Typical	39%	24%	20%	11%	5%	Unique
Complex	2%	5%	23%	39%	32%	Simple
Boring	8%	15%	31%	27%	20%	Interesting

17

Website Review

Students most liked or loved the featured programs and courses section (68%) and the photos and images used on the website (67%). The overall organization of the website was more contentious - 66% liked or loved it, while 18% hated or disliked it.

Perspective of Website Aspects

Legend: ■ Hate it   ■ Dislike it   ■ Neutral   ■ Like it   ■ Love it

Aspect	Hate it	Dislike it	Neutral	Like it	Love it	Like it/Love it %
Featured programs and courses section		5%	26%	52%	16%	68%
The photos and images used throughout		4%	29%	49%	18%	67%
The overall organization of the website		17%	17%	56%	10%	66%
The sliding banner at the top of the page		6%	34%	43%	15%	58%
Featured faculty section		4%	39%	43%	13%	56%
Featured news section		9%	36%	44%	10%	54%

<3% not shown

Program Page Preference

Most students preferred version A of the webpage, which was simpler than the more visual version B. Students explained that they found version A to be cleaner, easier to read, and more user friendly; while those who preferred version B argued that it was well-organized and looked friendlier.

Preference

Version B 31%
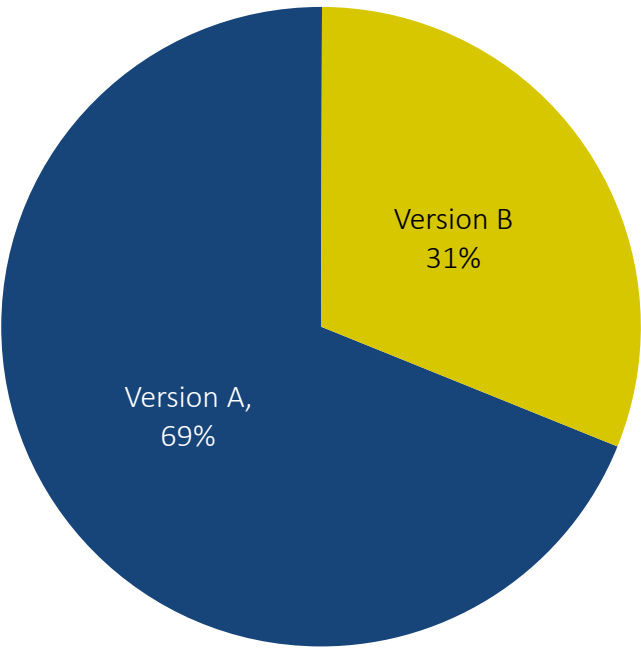
Version A, 69%

"Version A is cleaner with more information laid out uniform layout. The other one has attractive pictures but they do not provide any indicative information. Instead, it overshadows the information."

"Version A looks more professional and easy to read, whereas Version B's pictures are a bit distracting. "

"More user friendly. "

"More pictures it's easier to see which topic you want to choose."

"I find version B is less intimidating for a new student; as it is presented as an editorial story with pictures. This presents a more relaxed approach to education, and gives the student time to digest the information at their own pace. In addition, it allows the student to visualize themselves through the pictures and articles, as being part of the college and perhaps part of a particular program."

n = 128

Q. Which one do you prefer?

Impact of Website

Most respondents said that the website would not have made them more or less likely to apply to a school like NIC. Typically, they explained that a website would need to be remarkably good or bad to impact their decision making process. Those who said the website would make them more likely to apply typically said that the navigability and the amount of information on the website made the school more appealing, while those who said it would make them less likely to apply felt that the simplicity or appearance of the website reflected poorly on the institution.

■ Less likely   ■ Just as likely   ■ More likely

12%

"Because it shows they are not technologically advanced."

"Seems boring and unorganized."

"It doesn't look up to date, it should be modernized."

66%

"Websites don't make my decision."

"I personally look at the programs and the content within them. Unless the website for a university is complete garbage, it usually doesn't change my opinion of the institution."

"It wasn't super polished so I wouldn't have been wowed by it but it seems to have an intuitive layout and I'd be able to find the information I needed.

22%

"Great website. Well-organized, well laid-out, easy to use."

"Some college websites are really difficult to navigate. This one is one of the better ones out there. "

"It has a lot of information that makes it more interesting to find out more of the programs and enough pictures to be familiar with them and be encouraged to apply. "

<3% not shown

n = 128

Q. Would this website make you **more or less** likely to apply to NIC if you were applying to a new postsecondary program tomorrow?

Final Comments

"A more modern design."

"Drop-downs when hovering over the top navigation bar would be nice. "

"Really like the layout."

"I would go and do more research on the school after this survey."

"It has happy bright colors. I would work on a memorable logo. As I write this I don't remember seeing a logo. With colleges, they can be a defining point, because they are seen on jackets everywhere."
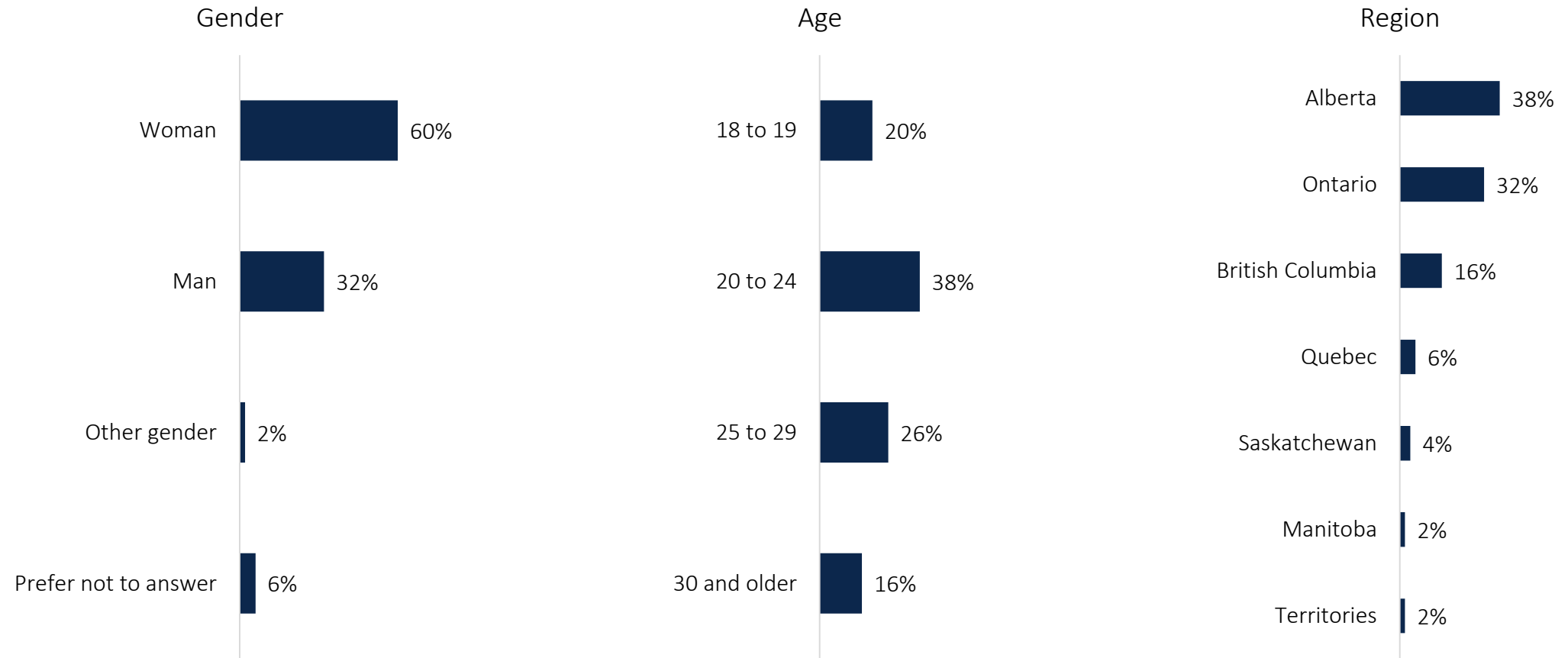
"It looks great."

"Needs to modern and engaging."

"Seems pretty typical for a post secondary website, but looks to have all the info/ resources one would need when looking into their programs and applying."

"The website is beautiful and easy to navigate."

"Where is this college? When researching schools with nowhere to start, it's important to me to how far I'd have to travel or where I'd have to relocate. I found the info when I started specifically looking for it, but if I'm just looking at schools the location is a big factor. There's a huge difference between going/relocating to a school in the northern-most part of BC (which is where I assumed this college was) and studying on Vancouver Island."

n = 128

Q. Do you have any other comments about NIC's website?

3

Website Navigation Exercise

Respondent Profile: Loop11

n = 50

Respondent Profile: Loop11

Current Institution Type

University — 44% → AU Arts, Athabasca, King's UC, MacEwan, McGill, MRU, TRU, UAlberta, UBC, UCalgary, UOttawa, URegina, York

College — 34% → Cambrian, Camosun, CNC, Conestoga, Dawson, Durham, Fanshawe, George Brown, Lakeland, Olds, RRC, Seneca

Institute — 20% → BCIT, Michener, NAIT, SAIT, SaskPolytech

Unknown — 2%

n = 50
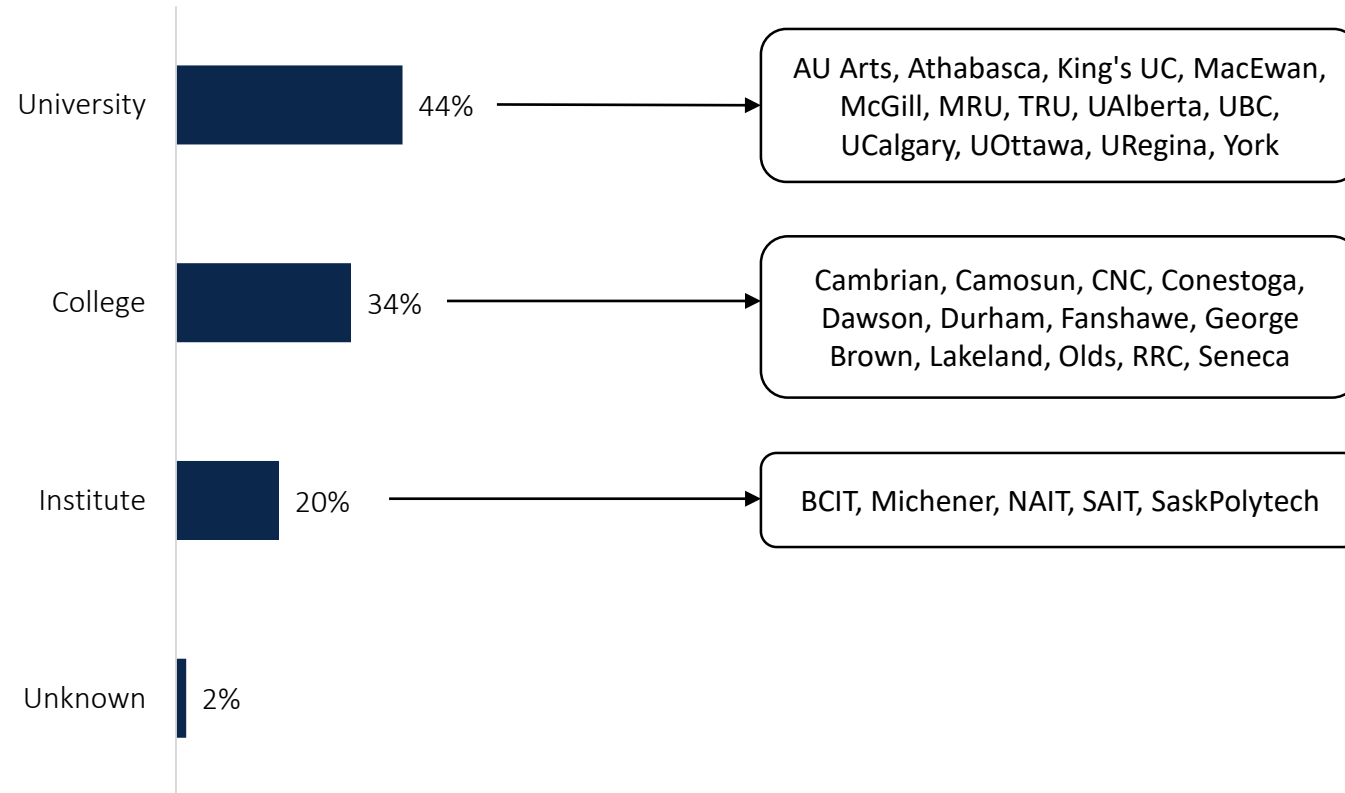
Task 1: Find the Prerequisites

The first task students faced was to find the prerequisites for an Engineering Foundations Certificate program. Students took an average of 4.7 pages (102.9 seconds) to find the page in question. The most challenging part of finding the prerequisites appeared to be in finding the program page itself.

Task Completion

Abandon
2%

Fail
8%

Success
90%
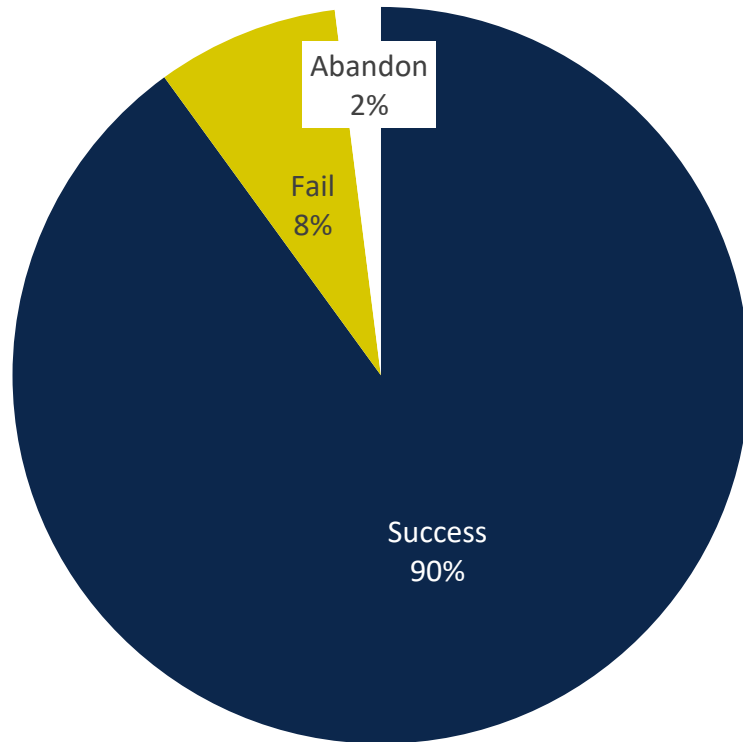
Insights
Students viewed an average of **4.7** pages before reaching the destination page.

It took, on average, **102.9** seconds for students to find the page.

Students most commonly first clicked on the **Programs & Courses** tab to find this page (72.2%).

14% immediately used the **search bar** in the web browser and looked for terms such as "Engineering," "Engineering foundations certificate," and "engineering foundations."

Task 1: Find the Prerequisites

Success relied on students finding the program listings page. The majority immediately went to the Programs A-Z and had no trouble completing the activity. Those who instead tried to use the search option within the program listings or looked at the Courses A-Z page took somewhat longer to find the program prerequisites.

Typical Path

n = 50
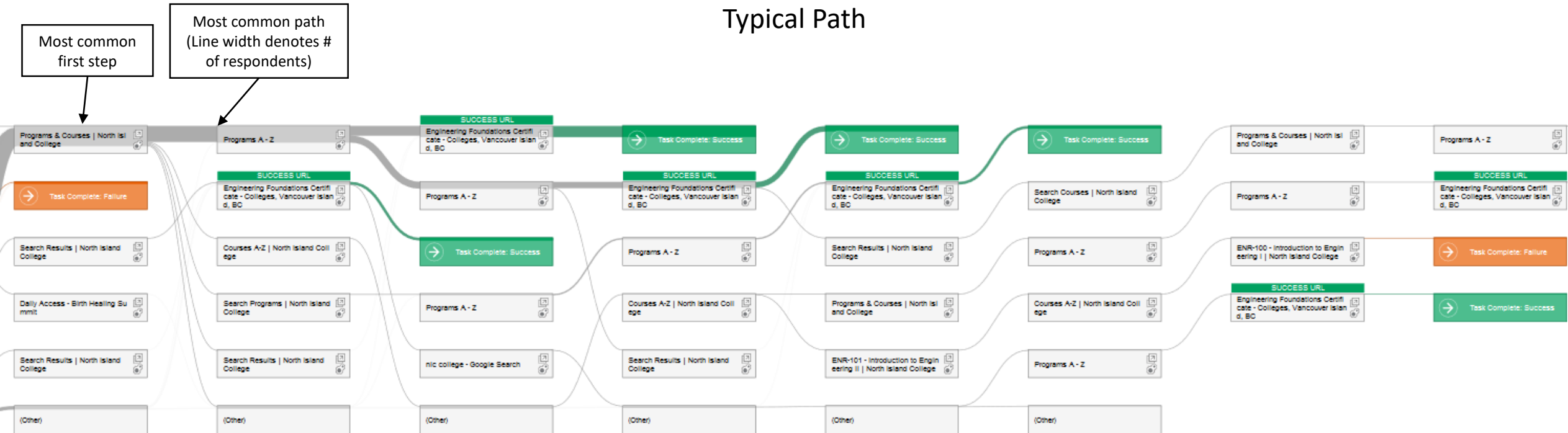
Task 1: Find the Prerequisites

The majority of respondents found this task to be somewhat or very easy (94%).

How difficult or easy was it to find the page?

- Very difficult: 4%
- Somewhat difficult: 2%
- Somewhat easy: 40%
- Very easy: 54%
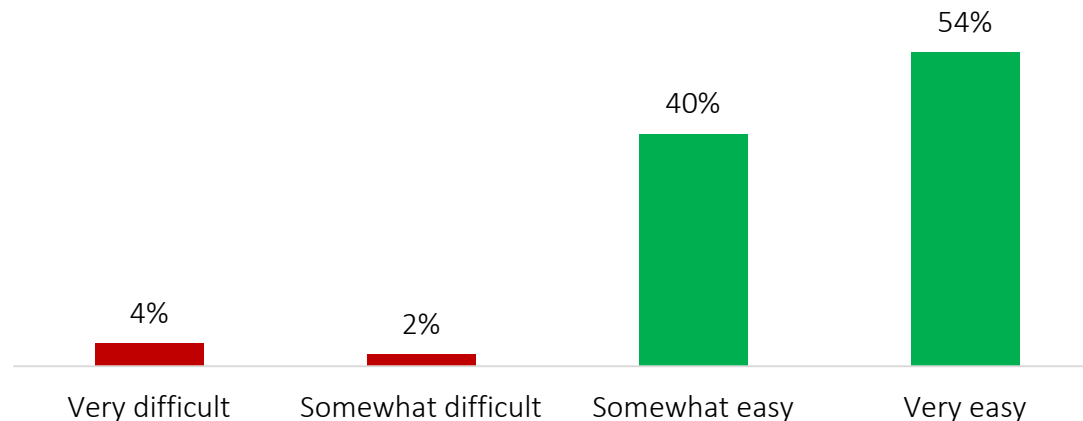
"Did have to use search as it didn't seem to be in the list of programs. Certificates must be in a separate list. Having search functionality is very helpful and it found what I was looking for quickly. It was then very easy to find admission requirements."

"I liked how it took maybe 3 links from the main page to get to the appropriate info. Very easy!"

"It (programs and courses list) is a huge list"

"Too much clicking required to get to one place through the programs and courses page."

Task 2: Find the Health & Dental Fees

The health and dental fees tended to have the highest failure rate of the three tasks (30%), but the majority of students were able to successfully locate the page (66%). The activity took them longer than the other two tasks (7.8 pages and 149.1 seconds). A fairly even split went to either the Programs & Courses tab (36%) or the Student Services tab (32%), indicating some confusion about where the fees would be housed.

Task Completion

Abandon
4%

Fail
30%

Success
66%
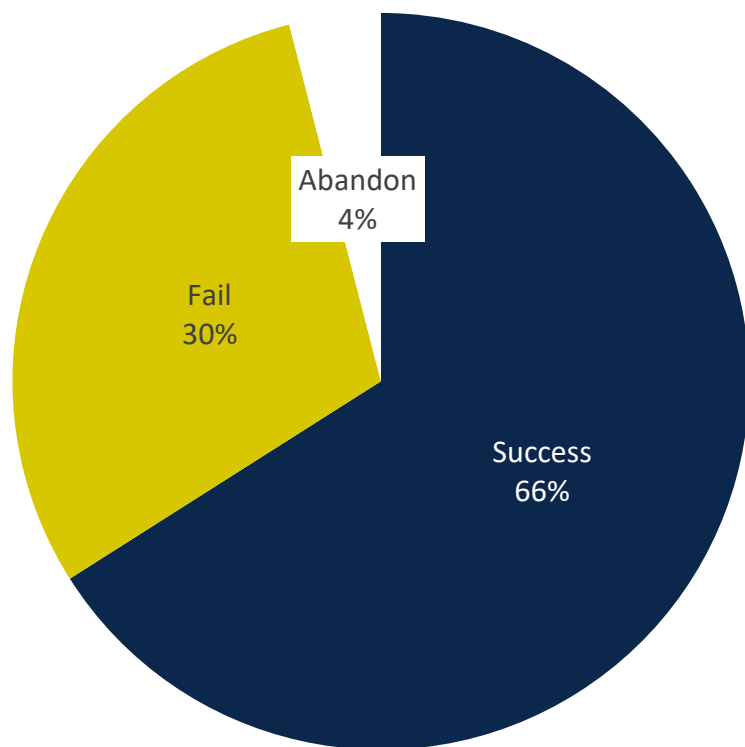
Insights
Students viewed an average of **7.8** pages before reaching the destination page.

It took, on average, **149.1** seconds for students to find the page.

Students commonly clicked first on either the **Student Services** tab (32%) or the **Programs & Courses** tab (36%).

14% immediately used the **search bar** in the web browser and looked for terms such as "dental" or "business admin."

Task 2: Find the Health & Dental Fees

This was a particularly difficult task for students to complete. Many tried to get to the fees through the Student Services page before being redirected to the Programs & Courses section by a message on the health and dental fees page; several went to the programs & courses section right away (and in their comments, indicated that they had spotted the fees tab on the program page for Engineering Foundations); and still others tried the financial support section.
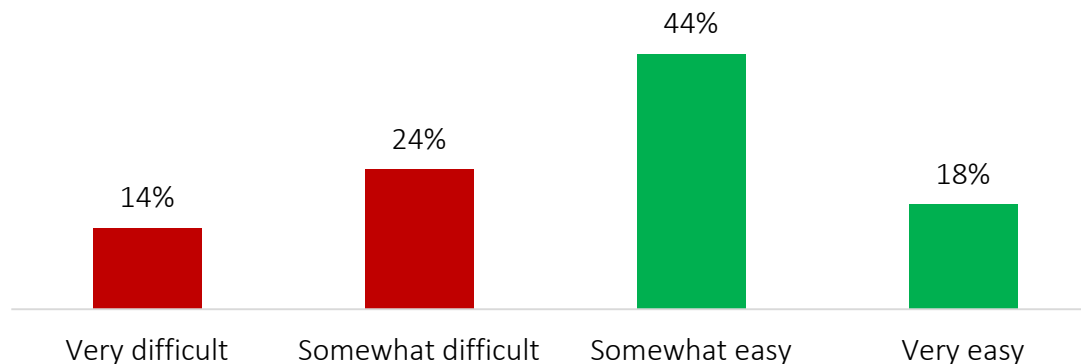
Typical Path
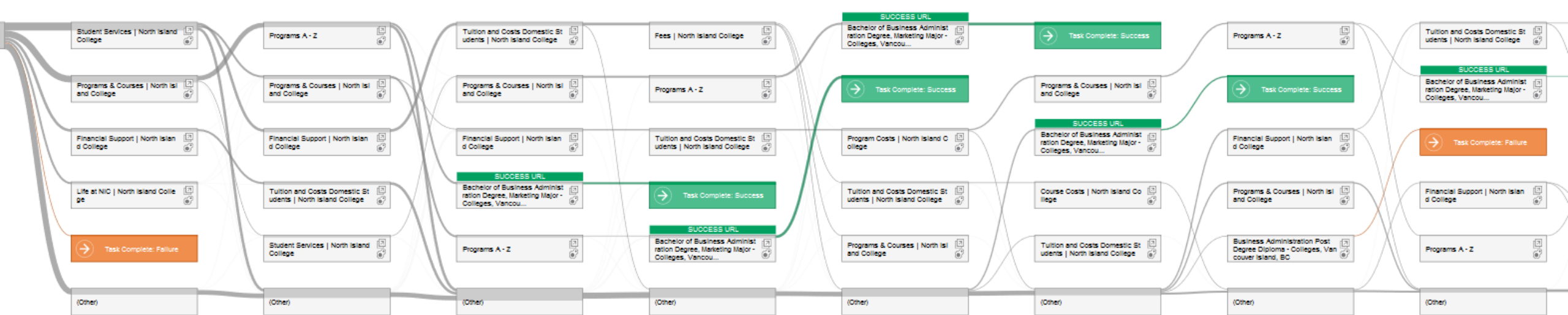
Task 2: Find the Health & Dental Fees

Most students felt that this activity was somewhat or very easy (62%), but it was the task with the highest reports of difficulty (38%).

How difficult or easy was it to find the page?

Very difficult	Somewhat difficult	Somewhat easy	Very easy
14%	24%	44%	18%

"This one was very easy. Find program easily and Tuition and Fees clearly posted and easy to find.."

"At first, I assumed the Health and Dental were general fees that would appear at under Tuition and Costs > Fees. Fortunately, that page indicated that such fees could be found under each individual program."

"It should show up if you look in the search bar, try making the search bar more useful."

"It would be helpful to have a link to programs under the costs page if it just generally says 'varies by program'."

Task 3: Find the Appointment Sign-up

Finding the sign-up page for an appointment with a financial aid advisor was the easiest of the three tasks students were asked to complete. 88% of students successfully completed the task, and they did so in record time – 50.1 seconds from start to finish.

Task Completion

Abandon
2%

Fail
6%

Success
92%
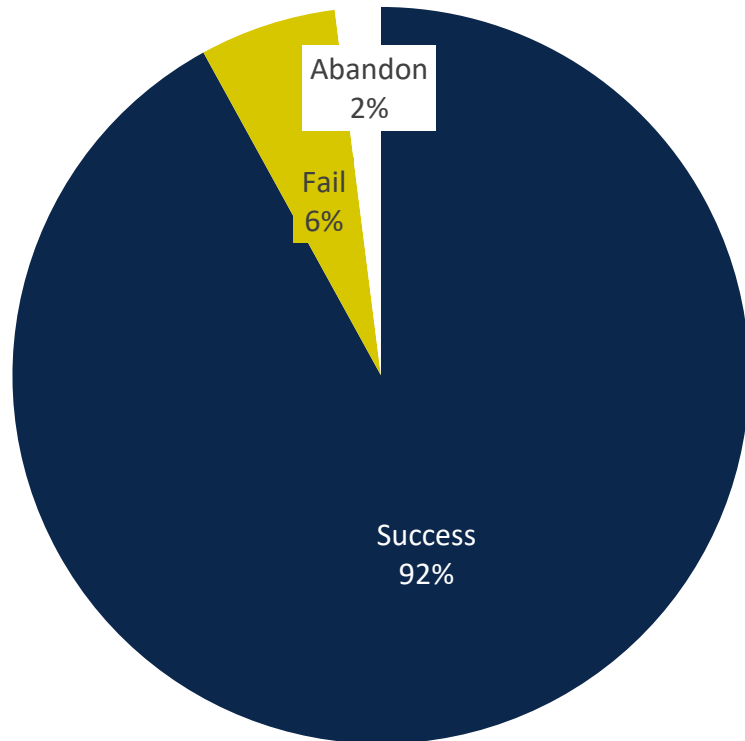
Insights
Students viewed an average of **4.1** pages before reaching the destination page.

It took, on average, **50.1** seconds for students to find the page.

Students commonly clicked first on either the **financial support** tab (64%) or the **student services** tab (16%).

8% immediately used the **search bar** in the web browser and looked for terms such as "financial advisor" or "financial services."

n = 50

Task 3: Find the Appointment Sign-up

Students most commonly routed through the financial support page in their efforts to find their way to the financial aid advisors page. Those who tried to take an alternate route – such as student services or counselling – tended to get dead-ended at an educational advising page.
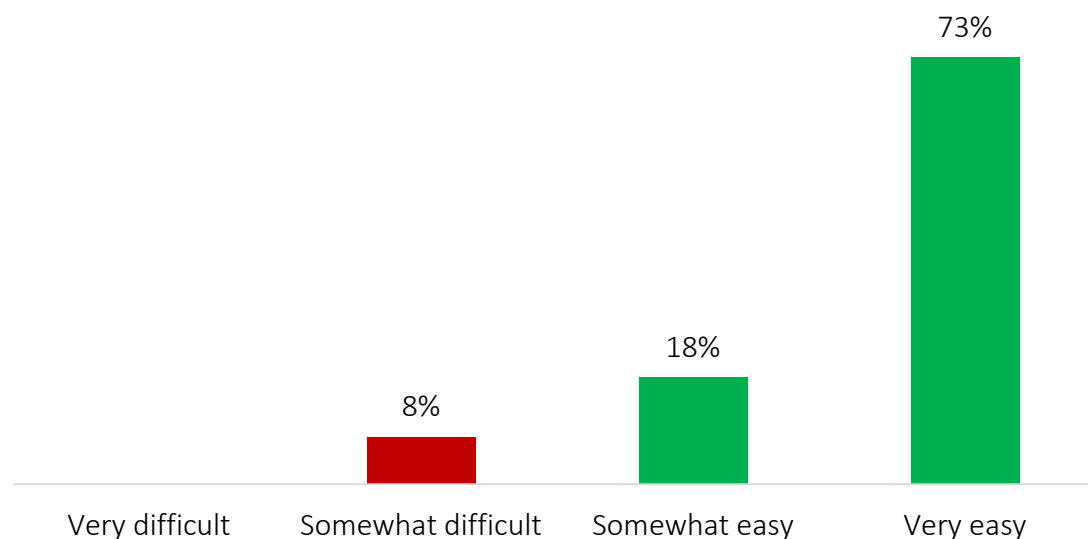
Typical Path
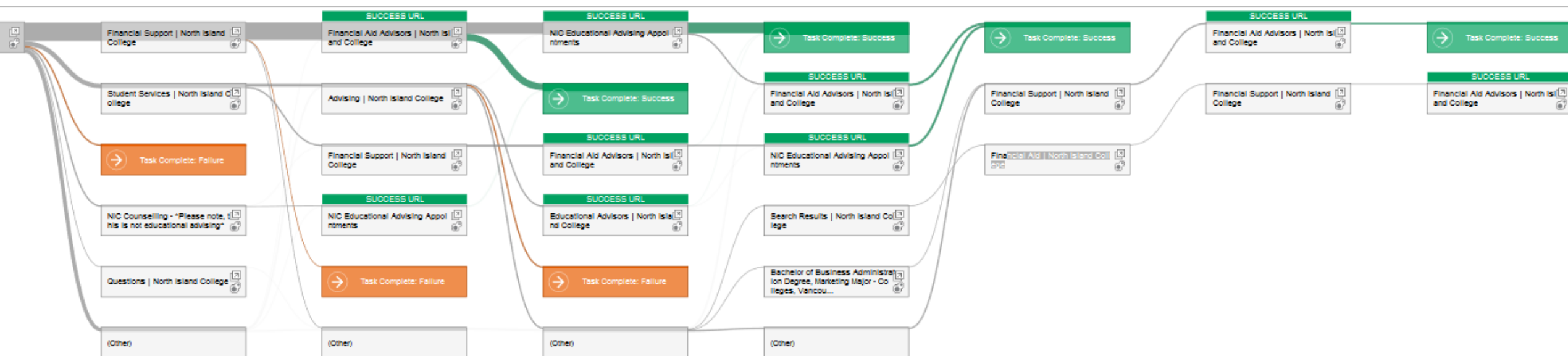
Task 3: Find the Appointment Sign-up

Students felt that it was quite easy to find the page (91%).

How difficult or easy was it to find the page?

73%

18%

8%

Very difficult   Somewhat difficult   Somewhat easy   Very easy

"A little more difficult to find, but once I noticed the "financial support" tab at the top of the page, it was easy."

"This one was super easy. Financial Aid, then Financial Advisor, then Book an appointment."

"Was not as easy to find as it should have been. The first link mentioned specifically a financial advisor so the link to get to their page should have been accessible from there at the very least. "

Appendix A. Results by Demographic

Personal Demographics by Gender, Age, Region

			Age Group		Provincial Region		
		Total	24 and younger	25 and older	BC	AB	ON
	Column n	132	64	68	28	30	63
Gender	Woman	59%	59%	59%	64%	50%	62%
	Man	39%	39%	38%	29%	47%	38%
	Other	2%	2%	1%	7%	-	-
	Prefer not to answer	1%	-	1%	-	3%	-
Age Group	17 or younger	2%	5%	-	**11% C**	-	-
	18 to 19	18%	38% B	-	**39% BCD**	13%	14%
	20 to 24	28%	58% B	-	32%	17%	32%
	25 to 29	30%	-	57% A	18%	27%	33%
	30 to 34	8%	-	16% A	-	**20% AC**	3%
	35 to 39	3%	-	6% A	-	3%	5%
	40 or 44	7%	-	13% A	-	17%	6%
	45 to 49	2%	-	3%	-	3%	2%
	50 or older	2%	-	4%	-	-	5%
Province	Alberta	23%	14%	**31% A**	-	100% ACD	-
	British Columbia	21%	**36% B**	7%	100% BCD	-	-
	Manitoba	2%	-	3%	-	-	-
	Nova Scotia	2%	2%	1%	-	-	-
	Ontario	48%	45%	50%	-	-	100% ABD
	Quebec	2%	2%	1%	-	-	-
	Saskatchewan	3%	2%	4%	-	-	-
	The Territories	1%	-	1%	-	-	-

Subgroups of n<20 not shown

Academic Characteristics by Gender, Age, Region

			Age Group		Provincial Region		
		Total	24 and younger	25 and older	BC	AB	ON
	Column n	132	64	68	28	30	63
Current Institution	College	44%	34%	**53% A**	11%	13%	**78% AB**
	University	45%	**56% B**	34%	**75% C**	**57% C**	21%
	Polytechnic	10%	6%	13%	7%	**30% C**	2%
	High school	2%	3%	-	7%	-	-
Prospective Program		Suppressed due to low n-size of High School Students					
	Column n	127	59	68	23	30	63
Current Postsecondary Program	Health Sciences / Kinesiology / Nursing	29%	27%	31%	31%	27%	29%
	Business	27%	26%	28%	12%	40%	25%
	Computer Science / Information Technology	12%	16%	9%	**35% C**	10%	6%
	Social & Community Services	11%	5%	**16% A**	-	7%	17%
	Fine Art & Design	8%	10%	7%	12%	3%	8%
	Hospitality / Tourism / Culinary	5%	5%	6%	4%	3%	8%
	Education	4%	6%	1%	8%	7%	2%
	Skilled Trades / Applied Technologies / Apprenticeship	2%	3%	1%	-	-	5%
	Engineering / Architecture	1%	2%	-	-	3%	-

Subgroups of n<20 not shown

academica group
moving higher ed forward

Familiarity with NIC by Gender, Age, Region

			Age Group		Provincial Region		
		Total	24 and younger	25 and older	BC	AB	ON
	Column n	132	64	68	28	30	63
Familiarity with NIC	I had not heard of North Island College before this survey.	94%	97%	91%	93%	93%	94%
	I have heard of North Island College, but have not applied or attended.	6%	3%	9%	7%	7%	6%
	I have applied to North Island College, but not attended.	-	-	-	-	-	-
	I have attended North Island College.	-	-	-	-	-	-

Subgroups of n<20 not shown

Method of Viewing Website by Gender, Age, Region

			Age Group		Provincial Region		
		Total	24 and younger	25 and older	BC	AB	ON
	Column n	132	64	68	28	30	63
Method of Viewing Website	I clicked on the link AND used the box on this page	48%	56%	40%	46%	40%	51%
	I clicked the link and went to the website	33%	27%	38%	21%	37%	35%
	I looked at the website using the box on this page	20%	17%	22%	32%	23%	14%

Subgroups of n<20 not shown

Perception of NIC's Website by Gender, Age, Region

			Age Group		Provincial Region		
		Total	24 and younger	25 and older	BC	AB	ON
	Column n	132	64	68	28	30	63
Overall Perception	Love it	8%	9%	7%	4%	10%	11%
	Like it	57%	59%	54%	61%	67%	44%
	Neutral	30%	27%	34%	29%	23%	38%
	Dislike it	5%	5%	4%	7%	-	6%
	Hate it	-	-	-	-	-	-
Website Qualities	Difficult (1.0) to Easy (5.0) to Use	4.3	4.4	4.2	4.3	4.4	4.2
	Typical (1.0) to Unique (5.0)	2.2	2.1	2.3	2.1	2.4	2.2
	Complex (1.0) to Simple (5.0)	3.9	4.0	3.9	3.9	3.8	3.9
	Boring (1.0) to Interesting (5.0)	3.4	3.4	3.4	3.3	3.5	3.3
Agreement Statements	The photos and images used throughout	3.8	3.8	3.9	3.9	4.0	3.7
	Featured programs and courses section	3.8	3.8	3.8	3.7	4.0	3.7
	The sliding banner at the top of the page	3.6	3.8	3.5	3.5	3.7	3.7
	Featured faculty section	3.6	3.5	**3.8 A**	3.5	3.9	3.5
	The overall organization of the website	3.6	3.5	3.6	3.5	3.7	3.5
	Featured news section	3.5	3.5	3.6	3.5	3.5	3.5

Subgroups of n<20 not shown

Perception of NIC's Website by Gender, Age, Region

			Age Group		Provincial Region		
		Total	24 and younger	25 and older	BC	AB	ON
	Column n	132	64	68	28	30	63
Preferred Program Page Version	Version A	69%	69%	69%	64%	73%	67%
	Version B	31%	31%	31%	36%	27%	33%
Web Impact on Application Decision	More likely	22%	17%	26%	18%	37%	19%
	Just as likely	66%	73%	59%	68%	50%	68%
	Less likely	12%	9%	15%	14%	13%	13%

Subgroups of n<20 not shown

academica group
moving higher ed forward

<div align="center">

**MINUTES OF THE REGULAR MEETING OF THE
NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD VIA TELE/VIDEOCONFERENCE
THURSDAY, APRIL 23, 2020**

</div>

**BOARD MEMBERS
PRESENT**

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

BOARD MEMBER ABSENT

R. Hunt, Community Member, Mount Waddington Region
V. Puetz, Community Member, Campbell River Region

ALSO PRESENT

T. Bellavia, Associate Vice President, Access and Regions
K. Crewe, Director, Human Resources and Organizational Development
L. Domae, Executive Vice President, Academic and Chief Operating Officer
C. Fowler, Vice President, Finance and Facilities
R. Heidt, Vice President, Strategic Initiatives
M. Herringer, Executive Director, International Education
K. Kuhnert, Associate Vice President, Student Services and Registrar
R. Reid, Executive Assistant, Board of Governors

1.   CALL TO ORDER

J. Murphy called the meeting to order at 1:03 p.m.

1.1   Acknowledgement of First Nations Traditional Territory

J. Murphy acknowledged that the meeting is being held in the unceded traditional territory of the
K'omoks First Nations. She also acknowledged the College's leadership in continuing to support students
and thanked Board Members for their engagement despite the cancellation of the March Board meeting.

J. Bowman provided a few guidelines in conducting the virtual meeting to help capture everyone's participation. He also acknowledged the work of the College's Senior Leadership Team (SLT), deans, managers, faculty and support staff during the last few weeks of the pandemic.

1.2   Adoption of Agenda

Moved P. TRASOLINI / Seconded E. MOSLEY: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 23, 2020 AS PRESENTED.

Motion carried

2.   CONSENT AGENDA

2.1   Minutes of the Regular Meeting of February 6, 2020
2.2   Executive Committee Report
2.3   Finance and Audit Committee Report
2.4   Governance and Human Resources Committee Report
2.5   Board Objectives, 2020
2.6   2020/2021 NISU Fee Letter
2.7   President's Report, March 2020
2.8   College Highlights Report
2.9   Education Council Report
2.10   Strategic Initiatives Division/NIC Foundation Update
2.11   Correspondence and Information (Agenda item #5)

Moved E. MOSLEY / Seconded A. MCCUBBIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 23, 2020.

Motion carried

3.   BOARD BUSINESS

3.1   Government Mandate Letter, 2020/2021

J. Murphy presented the Mandate Letter, noting that it only requires a Board motion and the Chair's signature to signify commitment.

J. Bowman highlighted the following specific directions raised in the 2020/2021 Mandate Letter:

−   Adopting the Gender-Based Analysis Plus (GBA+) lens and the Framework for Improving British Columbians' Standard of Living to policy development;
−   Advancing reconciliation with Indigenous Peoples by incorporating the Declaration on the Rights of Indigenous Peoples Act and Calls to Action of the Truth and Reconciliation Commission within the College's specific mandate and context;
−   Moving towards a low-carbon economy through the CleanBC initiative;
−   Engaging with Ministry staff to identify opportunities for collaborations and partnership having Canada's Digital Supercluster located within the Province.

The Board authorized J. Murphy to sign the letter on its behalf.

Moved D. BELLROSE / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ACKNOWLEDGES ITS COMMITMENT TO GOVERNMENT'S DIRECTION TO THE COLLEGE AS STATED IN THE GOVERNMENT'S MANDATE LETTER OF FEBRUARY 26, 2020.

Motion carried

3.2   Board Meeting / Planning Schedule, April, May, June 2020

J. Bowman proposed the addition of a May 28th meeting and moving the previously scheduled June 11th meeting to June 25th. The regular schedule will resume at the start of the school year in September.

The Board approved the new meeting schedule for the remainder of the academic year 2019/2020.

4.   REPORTS

4.1   President

4.1.1   COVID-19 Pandemic Impacts and Planning

J. Bowman provided a brief summary of the report and chronology of events around the pandemic and how the College responded to those events. He then requested members of the SLT to comment on their respective areas.

K. Kuhnert reported that students continue to face barriers as they prioritize family care and income generation. She added that the College's counselors and advisors have been working hard to reach out to students to provide information on where and how to access financial aid and other resources. A campus life committee focuses on supporting students' mental health and well-being particularly those who are most vulnerable. Information on the Federal government's financial assistance to students and the Province's Here2Talk 24-hour counseling program are posted on the College's website, on the student portal and social media.

T. Bellavia highlighted major areas of concern in Aboriginal Education:

- Aboriginal elders and advisors facing difficulty in providing culturally responsive support because of physical distancing protocols;
- Challenges in submitting applications for funding for in-community programming for some First Nations communities.

M. Herringer reported that prospective students from countries like India face difficulties in accessing funds to apply for study permits, stay at home orders, travel restrictions and suspension of the required English language testing IELTS. These restrict students' ability to complete admission requirements. Digital delivery of programs and online testing are not universally feasible because of different time zones among countries as well as the varying levels of prospective students' understanding of how technology works. M. Herringer also reported a significant decline in applications for the Fall intake. He added that continuing students largely chose to remain in Canada as they are mostly concerned about not being able to come back once they leave the country.

C. Fowler reported that the deadlines for submitting financial reports and documents have been extended by the Ministry. C. Fowler added that the College is creating a safety plan for students to return to on-campus instruction for programs like Trades and Health and Human Services.

K. Crewe highlighted the following:

- Increased level of support for managers and employees transitioning to a variety of work modes either from home or from campus or a combination of both;
- Planning for staffing requirements for program delivery while considering wage continuity;
- Marked resiliency of employees amid the crisis and their dedication to support students.

The NIC Foundation is determining the economic impact of the crisis on its investments. R. Heidt reported that the investments positively rebounded in April and overall loss was minimal. He also reported that work on a fundraising campaign to support students is continuing and that a considerable sum of a bequeathed gift, largely unrestricted and could be used to fund gaps, has been granted to the Foundation.

4.2 Executive Vice President, Academic and COO

4.2.1 Approval of Credential and Tuition: Indigenous Language Fluency Certificate

T. Bellavia reported that the development of the proposed certificate program took a number of years with work done by Aboriginal Education Facilitator Sara Child and Director Kelly Shopland. The goal of the program is to gain language fluency initially in a couple of First Nations languages by a series of courses in fluency, reconciliation, language revitalization, ecology and an internship. Laddering opportunities for a degree completion with NIC's partners will be developed at a later time.

Moved B. MINAKER / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE CREDENTIAL: INDIGENOUS LANGUAGE FLUENCY CERTIFICATE;

AND FURTHER THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE TUITION FEE OF $158.38 PER CREDIT.

Motion carried

4.3 Vice President, Finance and Facilities

4.3.1 Budget 2020-2021

C. Fowler related that staff had been working on balancing the budget before the pandemic hit. The Ministry of Advanced Education, Skills and Training (AEST) recommended all post-secondary institutions to develop a pre-pandemic balanced budget for approval by their respective Boards. C. Fowler will be bringing updated budget forecasts throughout the year beginning in May to report on what implications the pandemic might have on the College's overall fiscal situation.

C. Fowler provided the following highlights on the 2020/2021 budget:

- Adoption of "low tuition adjustment" in Adult Upgrading programs to anticipate the Ministry's annual funding allocation model;
- Bargained wage increases will have a neutral impact on the budget;
- Transition to Employer Health Tax has less impact but need to assume that the Ministry will not provide funding gaps;
- Decrease of one-time only funding;
- Significant increase in amortization costs from major capital projects.

C. Fowler concluded that while there will be anticipated negative impacts from the pandemic and its consequences, the College will strive to find creative solutions to mitigate those impacts.

Moved M. ERICKSON / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2020/21 BUDGET AS PRESENTED. THE BUDGET AS PRESENTED DOES NOT INCLUDE THE FINANCIAL IMPACTS OF THE COVID-19 PANDEMIC. THOSE FINANCIAL IMPACTS WILL BE SHARED WITH THE BOARD AND THE MINISTRY THROUGH REGULAR UPDATES DURING FISCAL 2020/21.

Motion carried

4.3.2 Related Party Disclosure

The disclosure form is a Public Sector Accounting Board recommendation to ensure that key individuals do not knowingly gain personal benefits by influencing decisions made by the College. J. Murphy requested Board Members to submit the signed forms to R. Reid.

5.   INFORMATION

The Board received the following information items:

5.1   Message from AEST Minister Melanie Mark re COVID-19 pandemic
5.2   NIC Letter of Support for Port Alberni Dry Dock Project
5.3   2019 Board of Governors Bursary Report
5.4   Commonly used acronyms
5.5   AEST Media Release: Here2Talk counselling service
5.6   Link to Board Policies and Bylaws

6.   NEXT MEETING DATES
6.1   Regular meeting – Thursday, May 28, 2020, TBC
6.2   In-camera meeting – Thursday, May 28, 2020, TBC

7.   ADJOURNMENT

Moved D. HOOGLAND / Seconded J. ATHERTON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF APRIL 23, 2020.
                                                                Motion carried

Time: 2:28 pm.

_____   _____
Jane Murphy, Chair   Rachel Reid, Executive Assistant

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
May 2020

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

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

The Executive Committee met via BlueJeans on Thursday, May 14 with Jane Murphy, Eric Mosley, Jane Atherton, John Bowman and Rachel Reid attending to discuss the following items:

- Board meeting agendas and schedule for May 28, 2020;
- Draft meeting minutes of April 23, 2020;
- Other board business.

<u>Chair's Updates</u>

J. Murphy reported receiving two correspondences from the Ministry:
- Order-in-Council 186 2020 reappointing J. Atherton, A. McCubbin, V. Puetz and P. Trasolini;
- Letter from Minister Melanie Mark re COVID-19 response by post-secondary sector.

These items will be included in the May 28th Board agenda package for information.

<u>President's Report</u>

J. Bowman reported the following:

- Communications around programs and course plans for the Fall offering as they are impacted by the pandemic will be disseminated in preparation for a June 1st start of registration;
- The College is projecting a significant reduction in both domestic and international student enrolment with hopes that the numbers will improve over the summer;
- The College will defer some programs and will generally be offering fewer classes in the Fall;
- Classes will be offered online or a combination of online and in-person delivery. The delivery of on campus classes be guided by Safe Operating Plans consistent with provincial health officer directives;
- We are currently projecting a significant budget deficit for 2020/21 and will seek be taking steps to mitigate the size of the shortfall;
- Most continuing international students have chosen to remain in Canada but new international students are not expected to arrive this Fall due to restrictions in both travel and visa processing.

<u>Activities for May 28, 2020</u>

Plans for the morning session of May 28 include:
- A presentation Genus Investments on the College's investment portfolio;
- Dialogue on COVID-19 impacts and planning;
- A discussion on the draft Plan20-25.

J. Bowman noted that, given the uncertainty around how the pandemic is continuing to impact college operations and how the College's goals may be constrained by the ongoing fiscal situation, Plan20-25 could be approved as a "Working Draft" in June and reviewed again in 12 months. The draft Plan20-25 will be discussed at the May 28th board meeting and a final strategic plan will be presented for approval at the June 25th board meeting.

<u>Other Board Business: Annual Board Evaluation</u>

The annual evaluation is part of the Board's annual cycle with the board member feedback survey being done in the spring and results reported back to the Board in the Fall. The Committee discussed the possibility of delaying the annual board evaluation, building it into the October annual retreat or having a committee make recommendations to the Board at its June 25th meeting. The Committee agreed to request the Governance and Human Resources Committee discuss the annual evaluation and make recommendations at the June 25th Board meeting.

<u>Adjournment</u>

The meeting adjourned at 9:52am.

BOARD OF GOVERNORS

Finance and Audit Committee
Tuesday, May 19, 2020 8:30 am
Via BlueJeans

Members present: M. Erickson (Chair), E. Mosley, A. McCubbin, V. Puetz

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

Call to Order

M. Erickson called the meeting to order at 8:30 am.

Draft Financial Statements for Year Ended March 31, 2020

C. Fowler presented the draft financial statements for year ended March 31, 2020, adding that the statements are in preliminary draft forms subject to audit by KPMG who will be performing audit processes remotely in the next couple of weeks.

In the Statement of Financial Position, C. Fowler noted that cash and cash equivalents are lower compared to 2019 due largely to recent capital projects. The committee expressed concern about reporting a deficit but C. Fowler reported that the Ministry has been made aware of the College's current deficit. Moving forward, the College as well as other post-secondary institutions will be having a conversation with the Ministry regarding deficits.

2020/2021 Budget Forecast

C. Fowler presented the forecast which takes into consideration the following:

− About 30% reduction in tuition revenue both domestic and international;
− Reduction in revenue from bookstore and cafeteria sales;
− A conservative projection in investment income;
− Difficulty in predicting what impacts the pandemic may have in the coming year;
− Adjustments made in program offerings in Health and Human Services and Trades that require on-campus training also increased costs;
− Increased costs in the purchase of IT-related equipment and services coupled with a reduction in revenue from decreased enrolment in both domestic and international tuition and base-funded programs largely contributed to a current deficit in the 2020-2021 budget.

C. Fowler reiterated that numbers this spring may change when the academic year starts in September. However, should the situation reverse and a larger number of students register more than expected, the College would be in a position to respond.

C. Fowler reported that the government has released the College's base operating grant much earlier in the fiscal year which helped in mitigating the deficits in the short term. Other options could include additional grant from government, approval of short-term financing, sale of the Vigar property, etc. C. Fowler added that the budget forecast will be a standing agenda item for the committee agendas going forward.

Large Payment Report

S. Fleck will send a copy of the large payment report via email.

Next meeting date

The committee agreed to hold the next meeting on June 15 at 8:30am.

The meeting adjourned at 9:24 am.

Murray Erickson
Committee Chair

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
MAY 2020

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

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

Committee members Danielle Hoogland (chair), Jane Atherton, Barry Minaker, Darius Bellrose and Jenny Sawatzky met via BlueJeans on April 29, 2020 with John Bowman, Rachel Reid, Kathleen Kuhnert (Associate Vice President, Student Services and Registrar) and Felicity Blaiklock (Director, Student Affairs & PA Campus Administrator) as resource persons.

Adoption of Agenda

B. Minaker suggested the possibility of hiring a consultant to help the committee with policy review be discussed. The committee discussed the item towards the end of the meeting as agenda item d. Consultants and Policy Review.

Committee Business

a.   Sexualized Violence and Response Policy (Revised)

K. Kuhnert provided a summary of developments from the policy's adoption in 2017 to its review and proposed amendments through various groups within the College community while consulting other post-secondary institutions who, like NIC, were mandated by government to establish such policy.

F. Blaiklock reported that the policy review started with a legal review last year, followed by the establishment of a committee that continued the review of the policy, identified strengths and weaknesses and looked at best practices from other institutions. Feedback was also received from the College community. The result is a policy with clear and expanded definitions to ensure clarity, enhanced investigation process, is survivor-centred and uses trauma-informed language and processes.

F. Blaiklock noted that Aboriginal Education Advisors will be engaged to address specific needs of Aboriginal students. On a comment from the committee regarding the ease with which a claimant would be able to comfortably discuss an incident, Student Affairs will look into using the College's website and working with the student union in the education and implementation of the policy.

Moved D. BELLROSE/Seconded J. ATHERTON: THAT THE GOVERNANCE AND HUMAN RESOURCES COMMITTEE RECOMMENDS APPROVAL OF POLICY 3-34 SEXUALIZED VIOLENCE AND RESPONSE POLICY DATED APRIL 2020 TO THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS.

                                                                    Motion carried

<u>b.   Review of Governance Policy 3 – Role of Chair</u>

D. Hoogland commented that all policies are related to each other and asked the committee members to comment on GP 3.

B. Minaker suggested the following:
– Remove the first paragraph as it is not necessary in a policy;
– Keep the second paragraph;
– Keep items #1 and 2, items #4 and 5;
– Remove item #3 as it is not appropriate for a policy;
– Need clarity in item #3 *i* to indicate what standards, meeting tools or rules of order to be used;
– Utilize language on board recruitment in page 7 of the Governing in the Public Interest module.

J. Atherton and J. Sawatzky suggested incorporating the language in page 38 of the module around the role of the board chair. J. Atherton also suggested adding information on succession planning in GP 3.

D. Hoogland cited the University of British Columbia's webpage on its board and suggested that its language establishing the principal role of the board be included as preamble to GP 3. She also explored the various ways information in governance policies could be packaged, structured or presented. B. Minaker suggested reviewing all policies and making notes of what the committee members might like or not. J. Bowman agreed, suggesting that a review of all policies inclusively be done before the policies are finalized and ready to go to the Board for approval. J. Sawatzky also agreed to review all policies inclusively.

D. Hoogland noted that the policies should provide a resource to use when there are instances that the expectations of the Board Chair, for example, are not met. She also suggested adding a statement relating to the role of the Vice Chair based on the module.

D. Hoogland requested forming a subcommittee to create a visual representation of how bylaws, policies and terms of reference are related and identify gaps to help the committee in the work of policy review. The subcommittee is composed of D. Bellrose, R. Reid and D. Hoogland and will meet prior to the next committee meeting.

<u>c.   Review of Governance Policy 4 – Board Committees</u>

D. Hoogland asked the committee members to comment on GP 4.

B. Minaker suggested the following:

– Keep # 1 and 2;
– Improve language in #3 to avoid "finger-shaking" language;
– Remove # 4 and 5.

J. Atherton noted information surrounding the committees could be found in the committees' terms of reference and suggested the following:

- State the requirement that each committee have a terms of reference;
- State the importance of the committees doing vital work in providing recommendations that help the Board make informed decisions and focus on high level policy discussions.

d.   Consultants and Policy Review

B. Minaker asked the committee to consider hiring a consultant to assist in reviewing policies. J. Bowman noted that the committee would need to define the scope of work that will be requested, its expectations and what the associated costs may be. D. Hoogland suggested that the subcommittee review the suite of policies, determine if there are gaps that need to be filled and what the committee might need external help with. She asked committee members to make notes on ideas that might be helpful and share with the rest of the group.

The meeting adjourned at 2:42 pm.

OFFICE OF THE PRESIDENT

NORTH ISLAND COLLEGE
NIC

April 30, 2020

Dear Colleagues,

As the College prepares for the start of digital Spring and Intersession terms, some students and faculty will be returning to campus to finish their Winter terms.

Starting Friday, May 1, we will begin to bring small groups of students to campus to complete exams or applied portions of their studies. The first of these will include plumbing and health care assistant students in the Comox Valley, whose studies were interrupted in March. This will be done gradually, in the safest way possible, following the guidance of the Provincial Health Officer and the Ministry of Advanced Education, Skills & Training.

In consultation with faculty, the Senior Education Team has reviewed delivery models and needs for each program and student cohort. Based on those needs, a new Return to Campus Advisory Committee is guiding the development of specific health and safety plans for each cohort and campus. These plans are being created by working committees that include faculty, union leadership, administration, staff and members of the Facilities team, operating under the leadership of Colin Fowler, Vice President Finance and Facilities, and Gerald Van de Ven, Manager, Health and Safety.

Having students on campus and the start of Spring and Intersession will also affect some support service departments, whose employees may be required to help ensure students and programs have the supplies and equipment they need to operate effectively. Detailed health and safety plans are being developed for the work areas and duties that require something more specific than NIC's general guidelines and protocols or the Provincial Health Officer's advice and directives.

To support the health and wellness of the entire College community, all employees and students on campus will be required to follow general safety protocols (attached), designed to reduce potential exposure to the COVID-19 virus. These rules will become increasingly important as we review the safest and most feasible delivery methods for the wide range of programs the College typically offers each fall.

I recognize this has been a challenging time for all of us, affecting how we connect with students and each other.

Thank you for everything you do to provide instruction and services to students, colleagues and our communities.

Sincerely,

John Bowman
President

Attachment: COVID-19 General Safety Protocols

COVID-19 General Safety Protocols

As North Island College students and employees gradually return to campus, the following safety protocols have been created to reduce exposure to the COVID-19 virus.

These general protocols will accompany specific program, cohort and campus safety plans, developed in consultation with public health guidance, to ensure and safe and healthy return to on-campus operations for everyone.

PREVENTION MEASURES

Stay home if you are sick
Students and employees who are sick should stay home to avoid spreading the illness to others.

Physical distancing
All students and employees will be required to maintain a two-metre distance (at least two arms lengths) from others.

Hand hygiene
Good hand hygiene is important. As one of the most effective ways to reduce the virus' spread, public health recommends washing your hands well and often, coughing and sneezing into your elbow, or a tissue that can be thrown away immediately, and not touching your face as the keys to the transmission prevention.

This includes washing your hands as per the following directions:

- Washing with soap and water for at least 20 seconds.
- Washing upon arriving and when leaving campus
- After coughing, sneezing or using the bathroom
- Before, during and after preparing, handling, serving or eating food
- Before using shared equipment
- After disposing of garbage or dirty laundry
- When hands are visibly dirty

Cleaning and disinfection
NIC has increased the cleaning frequency of classrooms and frequently touched surfaces during the pandemic, as follows:

	Shared equipment	Frequently touched surfaces	General classrooms, shops, labs with face to face instruction
Frequency	Between use	At least twice / day	Daily
Responsible	Equipment users (students, with faculty direction)	Janitorial contractor	Janitorial contractor
Example	Unique to individual classes, areas, to be determined by each program/course	door knobs, light switches, bathrooms, etc.	Chairs, tables, floors, etc. to be determined by faculty/department based on activity

Signage

Colour-coded signs will inform students and employees on the status of a space. Green signs will mean the area has been cleaned and is ready to use, while red signs will indicate the area has been used and is awaiting cleaning.

VIRUS SPREAD, EXPOSURE, INCUBATION

COVID-19 is most commonly spread from an infected person through the following measures:

1. Spread:
   - Respiratory droplets when an infected person coughs or sneezes
   - Close personal contact, such as touching or shaking hands
   - The droplets land on surfaces (i.e. doorknobs, light switches, counters) and contaminate them AND/OR
   - If the person coughs or sneezes into their hands, they can transfer the virus onto things they touch.

2. Exposure:
Another person can be exposed to the virus if:
   - They are within two metres of the ill person and inhale infected droplets OR
   - Touching something that has the infected droplets on it (i.e. doorknob, light switch) and then touch their eyes, nose or mouth.

3. Incubation:
   - The exposed person may get sick with COVID-19 up to 14 days after exposure.
   - If they become sick with symptoms compatible with COVID-19 (fever, cough, muscle aches, difficulty breathing, runny nose, sore throat or diarrhea), that person can start spreading the virus in the environment.
   - It may be possible to spread the virus even when someone has no visible symptoms.

ADDITIONAL RESOURCES

In addition, the following BC Centre for Disease Control resources are available. Please click the links below for larger versions and printable pdfs.

   - CORONAVIRUS PREVENTION
   - PHYSICAL DISTANCING
   - HAND HYGIENE

President's Newsletter

Dear Colleagues,

Thank you

I want to begin by recognizing, on behalf of the College, the hard work, care and patience that many of you have exhibited since the COVID-19 pandemic began. I know a significant amount of work has been completed in extremely challenging and difficult circumstances. Your ability to rapidly shift to alternate ways of teaching and working, where possible, has helped to keep the College, students and our communities safer during the pandemic and is greatly appreciated. Thank you.

The following newsletter is meant to provide information on some of the measures being taken across the College to support students, employees and the community during this time, as well as to update you on decisions and processes in progress.

Sincerely,

John Bowman
john.bowman@nic.bc.ca

Supporting Students

Student Services employees have spent much of the last two weeks reaching out to 600 registered students to prepare for the digital delivery of Spring/Intersession courses starting on May 4. The phone-a-thon was designed to ensure students are ready for digital delivery and to refer them to the wide range of supports available, including financial aid and emergency funds.

Graduation and Orientation Events

Plans to recognize our graduates in June and create a digital Orientation for students in the fall are underway. More information will be on NIC's website, as plans are finalized.

Return to Campus Planning

Spring /Intersession — Faculty, the Senior Education Team (SET) and a Return to Campus Advisory Committee are working to determine the safest way to bring students back to campus. The first groups include trades students completing exams and health care assistant students completing labs in the Comox Valley, whose classes were suspended in March. Individual safety plans for each student cohort, employee group and campus are also being developed. COVID-19 General Safety Protocols have been developed to align with provincial health guidelines.

Events Rescheduled — The Public Health Officer's requirement to cancel events with more than 50 participants has also forced the College to postpone the Year End Employee Celebration, in which Emeritus recipients are announced and employees are celebrated. The Senior Leadership Team (SLT) is currently considering alternate dates, with the hope of possibly rescheduling the event later this year.

Fall 2020 — The Ministry of Advanced Education, Skills & Training (AEST) is asking each public post-secondary institution to share its return-to-campus plans as we plan for the Fall term.

Faculty and SET are considering alternative forms of instructional delivery to meet the needs of the wide range of students and programs.

These include a combination of:

1. full digital delivery for programs that can accommodate it;

2. a blend of applied on-campus learning and digital delivery; and

3. delaying programs that must be delivered on campus.

The move to digital delivery has been stressful for many of us. Faculty and administrators have worked extremely hard to provide students the opportunity to complete the Winter Term, ensure digital Spring/Intersession Terms go ahead as well as prepare for a viable, successful and safe Fall delivery plan and timetable.

Thank you for all of your work, which has allowed students and the College the ability to transition through these uncertain times more successfully.

Office of Global Engagement

As of April 24, the Office of Global Engagement has 224 students registered for Spring and Intersession courses, a 22% increase over the same date last year. Most of these continuing students are registered in the 14-week term. The Spring intake of new students was deferred until the fall, due to international travel and safety restrictions.

In addition to participating in a phone-a-thon to ensure all continuing NIC international students are supported, the Office of Global Engagement distributed **weekly newsletters** and social media challenges, providing students with key support and information, while engaging with the team and each other.

Congratulations to NIC student Georgia Rodgers, BC's only college-recipient of the spring 2020 **Stories from Abroad: BC Study Abroad Scholarship** for her blog submission based on her student exchange experience in Germany.

Student Awards Applications

The Office of Advancement has had a busy few months as the student awards deadline for the NIC Foundation Awards concluded last week. Every year, the Office receives more applications than it has funds available and 2020 was no exception with 580 applications submitted for 530 awards.

Where specific awards lack qualified applicants, the Office works with front-line admissions, advising and student recruitment ambassadors to support as many students as possible.

The College is grateful for the support we are able to provide to students in their time of need.

Board of Governors Highlights

On April 23, the Board of Governors met via video conference to discuss urgent and important college business including the impacts of the pandemic, our responses, and early planning to address the related implications and issues. The following approvals were made at the meeting.

2020/21 Pre-COVID-19 Budget Approved — The Board approved a balanced budget for 2020/21 (pre-pandemic budget), as recommended by AEST. The pre-pandemic budget includes:

- the anticipated costs and funding of new collective agreements;
- a smaller than expected impact from the less one-time only program funding; and
- an increase in funded capital amortization costs for major capital projects.

SLT will be updating the Board monthly (May 28 and June 25 meetings) regarding the effect of the pandemic on the College's overall fiscal situation.

Indigenous Fluency Certificate Approved — The Board approved the Indigenous Language Fluency Certificate, which was previously approved by Education Council. The new program was developed by Sara Child, NIC's Aboriginal Education Facilitator, in direct response to the 'Truth and Reconciliation Commission of Canada (TRC): Calls to Action' and with the support of First Nations communities in the region. It consists of 10 courses and an internship, which will provide students with the ability to communicate and function effectively within real life, intergenerational, cultural and place-based settings. The certificate will be piloted with a Kwak'wala focus at the Mix̱alakwila campus in Port Hardy, when in-person classes can resume. Once the program is operating successfully, it will be expanded to the West Coast (Nuu-chah-nulth), in consultation with the West Coast Regional Advisory Committee.

College Plan20-25 Timelines Revised

The latest draft dated May 5, has now been **posted** to the website. It will be reviewed by the College Plan Committee, who will meet by video conference on May 13 and by the Board of Governors at their meeting on May 28.

A final draft of College Plan20-25 will be presented at the Board meeting on June 25 for approval.

Student Housing in Progress

The College's Business Case for the Housing Commons at the Comox Valley campus is now under review by AEST.

Despite the impact of the pandemic on government operations, government representatives have advised that the review of the business case is progressing. The Housing Commons Business Case reflects a tremendous amount of research and consultation with the entire College community, including students, employees, community members and partner organizations.

Project Scope — When completed, the Housing Commons will transform the Comox Valley campus from a solely commuter campus to a home for 217 people (including 157 single students and 20 families) and provide new common spaces for all students at the campus. It will be located on College-owned land next to the Comox Valley Aquatic Centre, close to the daycare centre and other community amenities along Ryan Road and Lerwick Avenue.

Goals — The business case plans for a multi-generational, Indigenized living-learning neighbourhood with five central goals:

1. increase the participation rate and diversity of adult learners in the NIC region by reducing barriers to a safe, secure and supportive living environment;

2. create living-learning communities that support student learning;

3. with the guidance of the NIC Indigenous Education Council and K'ómoks First Nation, strive to meet the TRC Calls to Action and the United Nations Declaration of the Rights of Indigenous Peoples through the Indigenization of the project;

4. promote stewardship of the natural environment; and

5. achieve a financially self-sustaining housing operation.

More information and Next Steps — Please see the **Housing Commons at NIC Fast Facts** and **Executive Summary** for additional details.

Next steps will be published once we have further details from the provincial government.

Designs Approved for Aboriginal Gathering Place - Campbell River

Designs have now been approved for the Aboriginal Gathering Place in Campbell River.

The College, in consultation with representatives from local First Nations, Elders, Indigenous organizations, Chief and Councils and students, have worked with Alfred Waugh from Formline Architecture to create a welcoming space for Indigenous students and community.

The site is adjacent to the existing Aboriginal Student Lounge. **Interior** and **exterior** design plans are now available online. NIC will continue to work with the Gathering Place subcommittee and First Nations to identify artists that will participate in the project. Construction is expected to begin in 2020/21.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
COLLEGE HIGHLIGHTS REPORT
MAY 2020

TRADES AND TECHNICAL PROGRAMS

There has been a great deal of upheaval in our world since our last report in February. While the whispers of a mysterious pneumonia-like illness began circulating in January, it seemed to be far removed from our front door. So, while we were aware of a possible problematic situation, it was still business as usual.

Our winter term was well underway with several sections in progress and the launch of winter 2020 programming to include, two cohorts of Carpentry Foundation, and three cohorts of Carpentry Apprenticeships. These were joined by Electrical Foundation and two Apprenticeship programs, Professional Cook Level 1 in Port Alberni and Plumbing Level 4 at the Comox Valley campus.

The winter semester also included the delivery of two specialized cohorts of our Trade Sampler program with School District 72: the traditional Construction cohort and the new Culinary addition. The Construction Sampler students were enthusiastic and took part in two Electrical modules, Welding, Heavy Mechanical and they had just started to dabble in Carpentry where they completed three projects. They built a herb garden planter for our Culinary program and followed up with four benches and four tables which will be added to the courtyard outside our Campbell River Student Commons area for students and staff to enjoy fresh air when the weather permits. Our Culinary Sampler was led by our newest Culinary Instructor, Sunshine Layton. Sunshine had this to say:

> *"The Culinary Trade Sampler Program started at the end of January at the Campbell River campus. The program included commercial kitchen safety and sanitation, professionalism, communication, introduction to the culinary arts trade along with foundation skills training. I based the curriculum on the apprenticeship curriculum for the trade of cook, focusing on the introductory and foundation skills.*
>
> *Though the class was small, the students were eager to learn and excited to take on any challenge. We moved along the curriculum at an accelerated pace and I keep adding on additional learning outcomes and practical testing. The students developed menu items for the cafeteria which were well received by the customers and we took on events like "Pizza Day" or an Asian themed menu or catered luncheons.*
>
> *The Culinary Trade Sampler students were good keen learners with a solid set of foundation culinary skills and last I spoke with them they were all considering signing up for Professional Cook One starting in the fall of 2020.*
>
> *It was a pleasure stepping into such a well-structured, organized pilot program."*

With only a few weeks remaining of the Sampler programs, COVID-19 was no longer something we were only reading about. In a matter of days, the faculty of Trades and Technical programs pivoted to remote program delivery.

Program instructors and students quickly shifted to alternate means of instruction. In order to comply with the Provincial Health Officer's recommendations, the Industry Training Authority cancelled many of the standard level exams with 'in-school' marks being the overall determinant of student final grades. Automotive Service Technician, Professional Cook, Electrical Apprenticeship and Heavy Mechanical are

a few such programs that will not be required to write the standard level exams (SLE). Of the programs that did write their Level 4 Interprovincial exams, Electrical and Plumbing, strict social distancing rules were in place and adhered to. Classes were divided into groups of eight students and two ITA invigilators were present.

Trades and Technical programs also pushed back the start dates for two programs. Heavy Mechanical Level 2 is due to run from June 29th through August 21st and Carpentry Apprentice Level 4 is scheduled for July 13th – August 28th.

While the restrictions are beginning to ease in the province, trades training will continue to be delivered as blended programming, until further notice. Specific to the trades, faculty have informed modified schedules for lab/shop/kitchen-based learning, while ensuring to honour social distancing protocols.

We would like to express our heartfelt gratitude to our phenomenal faculty for their continuous commitment to instructional excellence and students. Trades programs are largely dependent on face-to-face course delivery and interaction between instructors and students alike.   The practical hands-on components are what largely determine a student's ability to understand and apply the concepts of the theory. With the help of Liesel Knaack (Director, Teaching & Learning Innovation) and the Teaching & Learning team, faculty have had access to informative and timely workshops and webinars specific to transitioning to a distributed learning platform. Spanning the trades, the opportunity to access timely and direct support has been very much appreciated.

Nick Charette, Plumbing   Programming was in week one of a two-month long *fourth year* class when instruction shifted to remote learning. Faculty member Nick Charette moved to remote learning by preparing lessons via video capture which he continuously posted through a group channel. Nick's innovation informed an average of three videos per day as he delivered lessons and provided virtual demonstrations. The video instruction was supplemented with email which he managed daily. During the shift, some students experienced challenges due to limited computer access and internet connectivity. With a system of email and video lessons in place, Nick was able to switch over in literally one day which is beyond outstanding.

Faculty member Nick Charette notes, *"In reflection, I see the benefits of having a course set up on a platform like Blackboard where documents can be found at a common location, tests can be administered and forums set up to build online community and questions answered. I do not want to repeat what I went through but I have learned a great deal and will adapt to offer a better learning experience next round."*

Terry Waters, Welding   Terry noted that the transition was initially challenging as some students had limited access to compute/s and internet. The support provided by DLT as stated by Terry has been "incredible". Terry has engaged in the training sessions as led by Liesel, Brent, Mike and Terri's workshops and states, *"Wow are we lucky to have them. I have learned many really incredible tools for teaching from colleagues."*

Robin Greig, Electrical   Robin noted that with moving to virtual teaching, there were many new developments. Several students have part-time work and with the revised format, they were able to manage their commitments to both. This allows flexibility in their studies that would not normally be available to them in a face-to-face 8:30 – 4:00 schedule. As Robin noted, *"The ability to break up study time is also beneficial. Work for an hour or so and then take a short walk break to clear their thoughts before coming back to their studies, rather than spending 2 – 4 hours in a classroom with a 10-minute break. This applies to both students and instructors."* Robin also articulated that *"Utilizing the online realm to expand the research opportunities for assignments and group activities works well provided students have the technology and internet connectivity at home to take advantage of this. The IT department at NIC has been very responsive in providing training for Blackboard Learn and Bluejeans video conferencing. As well they've accelerated the rollout of Kaltura for video development, storage, and delivery."*

Robin also shared that he looks forward to returning to degrees of face-to-face instruction as in-person instruction is so valuable as "*spontaneous learning takes place in the interactions between students as they verbally share their thought processes with each other. Often a struggling student can benefit from the perspective of their classmate who may explain a concept in a way that can clarify it. I am also unable to read a student's non-verbal expression. Unless they interrupt me as I am conducting an online class, I am not able to see if something is puzzling. Modifying daily lesson plans, weekly logs, exams & assignments to fit and function in the online learning environment has been challenging and time consuming, yet we are doing our best*."

David Nilson, Aircraft   David noted that *"The difference between being online and in-class is quite extreme. The Aircraft Structures course is about 50% theoretical content, which gives us an opportunity to develop this course. Clearly, course development is a time-consuming job unto itself. It has been a reactive time, with adequate supports. I'm proud of our faculty for making this profound adjustment with little preparation time. The end result is that we have realized a profound change in the way Aircraft's theoretical component can be taught. Online instruction has proven more thorough and mixing theoretical time with the practical experiences is good but focusing online for entire days gave us much improved instruction."* David and his students have embraced the shift to remote learning and have collectively informed new ways of learning while developing resources and tools of value for present-day learning. "*There is a potential for a good percentage of this course to be taught online and deepen comprehension of subjects prior to entering the 'shop' also known as the lab."*

Rob Laird, Carpentry Rob was, and continues to be, in the midst of a Foundation cohort when all trades programming shifted to remote delivery. Rob has produced multiple PowerPoint presentations through *BlueJeans* which have been issued to students via emails. Throughout delivery, there have been some challenges to include lag, both during PowerPoint presentations and in online discussions.   Rob also created new assignments within Microsoft Word. Rob has identified that given the distance learning structure there is ongoing need and value to learn of and inform suitable assessment options specific to the trades. Rob submitted, "*I found students were able to use their open text to complete assignments and therefore it is not a true assessment of knowledge and understanding of the topic. The practical portion and face to face delivery that includes anecdotes and experiences of the Carpentry Trade are irreplaceable in this new format of delivery."*

Erik Hardin, Carpentry Erik has developed an array of online materials for apprenticeship programming. Erik outlines that, "*One area of concern was the math portion. Our trade is very interactive, particularly in regard to theoretical concepts and how they relate to actual objects in construction. I have a great method for teaching these concepts in the traditional class setting and I do not think that that would be really improved upon in an online format. I was able, however, to create some high-quality online math presentations that do explain the learning tasks required. These presentations take a long time to create, I use AutoCAD to draw the drawings that I would usually do on the white board. For level 2 gable roofs for example, I needed to draw 30 different drawings on AutoCAD, convert to PDF and then create a power point. The end result is very good and the feedback from students supports this statement. The students did say, for the most part, that face to face instruction was still a much better method of instruction but the precise and clear presentations certainly helped."*

Erik has shared that he is in the process of developing some Blackboard course materials. *"There are quite a few things that I foresee as being very beneficial to my program. Online quizzes, assignments, discussion boards, video demonstrations, and links to a variety of supplementary materials will be easy to access for the students."* Erik articulated that remote teaching will never replace applied programming yet there is an opportunity to integrate distance learning technologies and resources.

The faculty and staff of Trades and Technical programs will continue to be here for our students. In the face of COVID-19, we have pivoted very quickly. We're evolving and adapting to our new reality and we're working hard to ensure that we will deliver the same if not higher level of instruction across all of our programs. We are making use of every available resource in the best interest of programming and students.

In addition to Spring/Summer 2020, the Faculty of Trades and Technical programs is in the process of finalizing training plans for Fall 2020, while respecting the ongoing need for blending program.

Thank you to faculty, students and our NIC community for supporting programming shifts and advancements.

Stay well everyone.

> *Cheryl O'Connell and Agnes Sharkie*
> *Faculty of Trades and Technical Programs*

STUDENT SERVICES AND REGISTRAR

Student Services

Submitted by Felicity Blaiklock, Director, Student Affairs & Port Alberni Campus Administrator

The updated Sexualized Violence Prevention and Response policy 3-34 has been approved by the GHR committee and is ready for final approval by the Board of Governors at the end of May.

A critical part of the policy is the provision of education to prevent sexualized violence at NIC. A new Sexualized Violence Education Team (SVET) has been created with representatives from HR, faculty, staff and students from across campuses. The first meeting took place in April 2020.

Student Life @ Home activities are ongoing and include:

- o weekly newsletters to support and engage our students throughout the past 2 months (continuing into the spring/summer);
- o interactive sessions from counsellors on self-care;
- o proactive counselling check-ins: Counsellors have been reaching out to students they have seen over the past 3-4 months to check-in and offer support;
- o reach-outs to students previously identified through Early Assist; and
- o a variety of asynchronous and synchronous sessions to engage students, answer questions, and support students during their online learning.

Orientation planning is underway with a transition to an online format for the upcoming Fall semester. Work is being done by the Orientation Working Group to create and deliver online modules, sessions and recordings to assist new students in their transition to NIC.

The Assessment Services team, led by Natalie Deveaux, has been instrumental in developing an interim assessment process for prospective students. In the absence of face-to-face options, Natalie and her team have developed remote proctoring services from NIC. This ensures the smooth continuation of assessment services and intake for the spring and fall 2020.

The Mental Health and Well-being committee is continuing to develop a campus wide action plan. NIC is moving to formally adopt the Okanagan Charter and its Calls to Action as a further commitment to the health and well-being of our campus community. Now, more than ever, we recognize the importance of mental health to the success of our students and employees.

LLC Highlights
Submitted by Mary Anne Guenther, Coordinator, Library Services

The Library and Learning Commons' (LLC) response to online instruction and support services for spring/summer was immediate and during the last seven weeks with energies shifted to creating virtual options for students and faculty. Website content was updated, information guides for faculty and students were built (found here https://library.nic.bc.ca/springsummer and https://library.nic.bc.ca/faculty), and outreach to faculty was made to describe ways we could support them (collaborate in *Blackboard* courses, advise on copyright regarding scanning and uploading documents, build course-specific resource guides, etc.).

Collection initiatives include plans to purchase individual e-books, which will help ease the need for print, which is currently unavailable for loan. Unable to source two feature films needed for the health sciences, the LLC licensed *Criterion on Demand*, with over 2,000 streamed feature films, including classics, new releases, foreign films, literary adaptations, documentaries, animated titles, and independent films.

Research support during the next few months will be provided by email and *AskAway*, the provincial chat reference service. A project which was given immediate and high priority was the creation of a research tutorial, found here https://library.nic.bc.ca/researchtutorial. The tutorial introduces and explains the research process, from articulating the research question/topic to finding and evaluating resources, culminating in an essay and properly citing sources.

The LLC staff are utilizing *BlueJeans* webconferencing for weekly meetings. The LLC held its first information session on *BlueJeans* for new international students on May 2nd. Presenters were Mary Anne Guenther, Erin McConomy, Geoff Marr and Tyler Dean, who together described the range of academic supports available.

Advising in the Digital World

Submitted by Sarah Deagle, Assistant Registrar, Enrollment Services & Advising

The last two months have brought unprecedented changes around the world and educational advising at NIC is no exception. Students have booked appointments online for one and a half years, which became even more valuable in March, once the campuses were closed. Then additionally, educational advisors moved quickly to holding all of their appointments with students over the phone or via *Bluejeans*. Since March 16 until May 8, the domestic and international advisors including recruiters and financial aid have held 994 remote meetings with current students and prospects. Thanks so much to all who have made that possible, including IT who have made working remotely possible with the systems that we would have used in the campus.

Update from the Office of Global Engagement
May 01, 2020

Enrolment Update

OGE is welcoming three new international students to NIC for this Spring 2020 intake. These students were already living in Canada prior to the border closure. OGE made the recommendation to close Spring international intake due to the border closures, and another 38 offshore students were deferred to Fall 2020 intake.

For Fall 2020, the total application number currently sits at 329. We are down by about 250 applications compared to the same time last year. With recent adjustments in the admissions process to adapt to COVID-19 we may remain quite competitive in the market to draw interests.

Although we are slowly seeing some tuition deposit payment trickling in, this year's final conversion rate will inevitably be at the mercy of immigration and the world's COVID-19 situation. Even the most well-established international educators in the sector refer to needing a crystal ball to predict what student numbers will look like in the near and far future. Globally, Canada's response to assisting international students is considered strong and supportive further reinforcing Canada as a welcoming and safe study destination.

ICEF: <u>Country briefing: Canada confirms travel exemption and emergency assistance for eligible international students</u> - April 8, 2020
- *Canada's previously announced travel exemption for international students officially came into force on 26 March*
- *The Canadian government has confirmed that international students who have had to transition to online study as a result of the COVID-19 crisis may still count those courses toward a Post-Study Work Permit application*
- *Canada has also determined that international students whose employment has been interrupted by the crisis may also be eligible for emergency funding assistance*

ICEF: <u>COVID-19 restrictions "unprecedented" in history of international travel</u> - April 27, 2020
- *Nearly all countries in the world have introduced some type of restriction on international travel*
- *As of the first week of April, there has been no easing of any restrictions on international arrivals introduced during the pandemic*

International Student Life

Meet Raghav Verma, Business Admin Global Business Management student in Campbell River.

I am from Ludhiana, Punjab. I was born and from

up all through my life in Ludhiana. I moved to Chandigarh in 2012 for my Graduation. I graduated in Hotel Management and then I moved to Mumbai when I got my placements. I was working with the Oberoi Hotels and Resorts in the Front Office department before I moved to Canada to pursue my Post Graduation.

Moving to Canada was initially challenging as I was accustomed to staying in a joint family. I am the eldest sibling and have a younger brother. **I missed my loved ones around me when I moved to Canada but soon I made some great friends in the city and in college.** My courses at NIC started in Sep'19 and I was hesitating about Campbell River at first as I did not know much about the place. My friends in other parts of British Columbia barely had any idea about the place.

The first week of college was about induction to the city and college resources. It was packed with interactive activities which enforced all the students to start bonding immediately. The college organized weekly activities for entertainment such as movie screenings with pizza night. They took lots of efforts to also arrange to host our festivities such as Diwali and Holi parties which were again very enjoyable. **The college staff has been tremendously supportive. Right from the instructors to the Dean, we received every bit of assistance.**

Another very enthusiastic part about NIC is the organizing of the networking events. These were the initiatives that the student employment services and OGE departments took to help International Students to understand the kinds of industries in Canada.

I have explored around and my last trip was to the Mt Washington where I went with a group of my batchmates. We visited because of the snow and the scenery was so surreal as it was all white. I love snow and it's a very nice feeling to see snowfall as it is very rare in India to see snowfall.

After graduation, I wish to continue working in Campbell River because I am comfortable in the town now. I really enjoy putting up on Vancouver Island and it's a really peaceful place. Also, Campbell River is a nature-centric place. It is surrounded with hiking and kayaking adventures in the same peripheral. People in this town are very helpful and thanks to NIC for making me live at Campbell River. I am grateful for the people I met and the friends I made.

This has been a refreshing, unique and wonderful experience for me.

Study Abroad

We are very grateful Lisa Deroy from France was able to study and experience NIC for a short time until she returned home due to COVID-19.

Meet Lisa Déroy, France

Q: Why did you choose NIC for your exchange program?
A: I wanted to improve my English skills so an English speaking country was the best option for me. I had the choice between different countries and universities but I finally decided to go to Canada as I had never been there

before. **In Canada, I had the choice between 2 different destinations: McGill University (Montreal) and NIC. As Canadians speak French in Montreal, I decided to go to NIC.**

Q: What program are you studying?
A: Bachelor of Business administration, general management major, 3rd year

Q: What have you enjoyed most about studying at NIC?
A: I made amazing international friends! Teachers were very open minded and their classes were really interesting. The staff, especially from the OGE, was very nice with me and often available.

Q: What have you enjoyed most about living in the Comox Valley?
A: I enjoyed the nature! Mountains, ocean, forests... It is very diverse and beautiful.

Q: If you could rate your experience at NIC between 1 (poor) to 5 (excellent), how would you rate your time at NIC?
A: 4,5/5 The coronavirus ruined the end of my exchange student. But obviously it wasn't your fault.

NIC graduate Isoken Asemota on cover page of Portfolio Magazine

Nigerian student Isoken graduated from NIC in 2013 from our PDD International Management one year program. We are thrilled to witness her success in international modeling!

"WHAT'SUP" from OGE!!

Like all of you we continue to be committed to our work and service to new and current students and our education partners during this difficult time.

Oh Canada - We are proud of you

Check out this cheerful video of some of the finest in International Education singing Oh Canada - watch until the end as you may see one of our very own!

#Nationalanthemchallenge
#CanadianIntlEd

OGE Student Support Services

- **Phone-a-thon**: In collaboration with Student Service, NIC advisors connected with every student registered for May 2020 intake to ensure students have access to supports that will help them succeed in the Spring/Summer semesters.

- **International Student Advising and Student Employment Services hold virtual Q&A** sessions to answer any questions about post-grad work permit, study permit extensions, internship, co-op work term, job searching during COVID-19 and absolutely anything else students want to ask.

- **Weekly Challenges**: With the new virtual way of life, we are getting our students involved in weekly social media challenges. The below collage highlights some of the photos from our students and their culinary skills!

- **Student Orientation**: Three new students for Spring 2020 intake are participating in an online orientation through BlueJeans on April 30 and May 1. These students are introduced to key NIC staff and faculty to help them settle into the Spring semester. The virtual orientation covers topics such as advising, student employment, counselling, library and writing/technology supports, academic integrity, and adjusting to the Canadian Classroom

International Recruitment

During January 2020, our recruitment consultant Illume attended recruitment fairs in Cameroon, Nigeria, Uganda, Rwanda, Kenya, Ethiopia, Tanzania, and Bangladesh.

During January & February Junko Leclair, Manager for Enrolment & Recruitment and Latin American consultant Ewerton Da Silva attended the popular Vente a Canada recruitment fairs in Colombia, Ecuador and Mexico.

In February we welcomed our new Recruitment Representative Linh Mai who is based in Vietnam and recruits for the South East Asia region. Junko and Linh traveled to Indonesia for fair events in Surabaya, Jakarta, and Medan in addition to meeting with many NIC education agents. Junko also attended the Bangladesh event with Illume.

NIC Recruitment Representative Agnel Worth based in India attended events in nine cities across India during February. He also participated in a fair in Sri Lanka.

International recruitment now looks very different from what it was just four months ago. Fair cancellations began in January 2020 for China. By late February into early March most countries initiated lockdown measures and all fairs were being cancelled. All recruitment is now virtual through various platforms. You can see an example of an EduCanada virtual fair booth below. Prospective students "shop around" at institutional booths and then request a live meeting to talk with us.

Here is our Office of Global Engagement recruitment staff working hard from home on finding our inner and outer balance in today's new normal!

Linh Mai, our new NIC Recruitment Representative for South East Asia is in the tree pose balancing the NIC international orca mascot (top left). Ewerton Da Silva, our new Latin American consultant is also in tree pose in freezing Ontario (bottom right).

We wish you and your families good health. We miss you all and look forward to connecting with you all in the near future.

Sincerely,

The Office of Global Engagement Team

Board of Governors Report - May 2020

CET Regional Highlights – Lynne MacFadgen

As we enter week nine of the COVID-19 pandemic, it is heartening to see what CET staff across all three regions have been able to accomplish amidst these challenging conditions. We have maintained our commitment to student access, flexible learning pathways, and in-demand skills training by converting existing programs to blended delivery, partnering with business and industry to launch new programs, and mounting targeted promotions to boost enrolment in core CET Programs. With the support of various College departments, we have been able to champion these changes and innovations to offer a range of continuous learning opportunities. This Report provides an overview of current personal enrichment courses, industry-recognized certification, and career-oriented credentials. CET acknowledges the following internal and external relationships that have helped us create our online, on-campus, and in-community offerings, through modified program delivery:

- *Centre for Teaching & Learning Innovation* – for exposing our CET instructors to new teaching tools, and course design and Blackboard Learn workshops and consultations;
- *Marketing & Communications* – for helping to arrange CBC interviews and website postings to widely publicize new programs and 'first' developments;
- *Student Services and Information Technology* – for enabling our CET instructors and students to access and use available education technology to fully participate in our modified core programs;
- *Health and Safety & Facilities Management* – for ensuring that our campus classrooms, studios, and in-community farming programs meet PHO safety guidelines and industry safety standards; and
- *Community & Industry Partners* – for being the catalyst for us to launch new Ministry-funded programs to promote community access, local business development, regional food security, and workforce training in rapidly changing fields.

Comox Valley Campus – Susan Murray

Small-Scale Sustainable Farming Program:

- The exciting launch of the Small-Scale Sustainable Farming Program started with the online theory portion on May 4th with a full class of 12 students (selected from over 25 applications). CET is collaborating with relevant departments, agencies, and the Lentelus Farm in the Comox Valley to engage students in the practical portion of the course, as soon as possible. This Ministry-funded program is an excellent example of community collaboration between the CV Economic Development Society, CET, and our local instructors and entrepreneurs.

First Aid Training:

- Unfortunately, all in-class First Aid training had to be cancelled due to the COVID-19 pandemic, but we have been able to offer some Red Cross online courses, such as Psychological First Aid – Caring for Yourself and the Caring for Others, Fire Safety, and Blood borne Pathogens. We have developed First Aid Health and Safety protocols to enable us to offer small-group, face-to-face blended Red Cross courses starting in June. These courses will service the PA Market Gardener and CV Small-Scale Sustainable Farming programs.

Comox Valley Campus – Julian Benedict

Comox Valley ElderCollege:

- Comox Valley ElderCollege (CVEC) successfully transitioned to an online format for the first time ever. This Fall, CVEC will be offering 25 virtual courses, as well as its ever-popular Saturday Lecture Series. The group will also host three 'make-up' lectures online, given that several were cancelled because of COVID-19. The shift to online programming comes after CVEC conducted a comprehensive survey of its 1200 members last month, showing that 63% have used web-based conferencing software, 81% have access to a functioning computer with audio and a camera, and 94% said they were "very" or "somewhat" interested in seeing courses continue this Fall.

Animal Care Aide Program:

- The popular Animal Care Aide program has received over 55 applications for its 20 seats in the Fall intake. The application rate has increased despite the current challenges presented by the pandemic. Programming will be shifted to primarily 'live' online courses this Fall.

Activity Assistant Program:

- The Activity Assistant program is now full for its Fall placements (20 applicants) – a number far exceeding expectations for the first run of the program at the Port Alberni campus. The program will be shifting its content to primarily 'live' online courses this Fall.

Craft Beer and Malting Program:

- The new Craft Beer and Malting Program is already creating a buzz across the North Island and beyond, receiving media attention in the popular *What's Brewing* Magazine in May. The curriculum will be separated into two parts: the first component will be delivered digitally this Fall; with Part two delivered in 2021 in modified classroom and beer-making facilities.

Campbell River Campus – Suzanne Jolly

Marine Training:

- Marine safety courses transitioned into digital formats very quickly, with NIC being one of the first post-secondary institutions across Canada to offer the three, main marine courses that are required to work in entry-level positions on coastal commercial vessels. Extensive conversations were held with Transport Canada to gain approvals and this included developing new equipment and textbook shipments for students (e.g. nautical charts, parallel rules and textbooks). Three new versions of the final exam had to be developed, and marine instructors received a special

orientation for their use. In May, we launched two offerings of the Small Vessel Operators Proficiency (SVOP) course online, and with Marketing support, we conducted a CBC radio interview and posted an online article – this has led to sold-out classes and has expanded our reach (e.g. attracting students from Tlell, BC and Yellowknife, NWT). Marine course offerings may continue into the summer to meet demand.

Metal Jewellery Design Certificate:

- Students were completing their Certificate when COVID-19 hit, so they still require additional studio time to finish their major projects. We are thrilled to have six of the eight students returning to campus (June 1-12) to acquire their remaining studio skills. The Annual Open House (Graduation Show) had to be cancelled, but we are planning to invite 2020 students to join the 2021 class next June. Instead of starting this Fall, we have compressed program delivery to run from January to June 2021, in hopes of delivering the majority of coursework hands-on in the studio.

Campbell River Campus – Sandy Rose

Campbell River ElderCollege:

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

Hospital Unit Clerk Program:

- Efforts are underway to arrange Hospital Unit practicums for the existing cohort of students, to enable them to complete their Certificate. It is hoped that they will be permitted to enter acute care facilities soon. The HUC program has received over 33 applications for its 12 available seats in the Fall intake, despite the current challenges we are facing with COVID-19. Programming will be shifted to primarily 'live' online course delivery this Fall.

Wildfire Training:

- Unfortunately, the Ministry-approved funding was cancelled for the proposed delivery of Wildfire training in three North Island Communities this Spring. We are planning to reapply for the next intake of Community Workforce Response Grant funding, pursuing a modified format for the hands-on technical training, as needed.

Coastal Log Scaling:

- Plans are underway to offer the 12-week Coastal Log Scaling Program in the Winter 2021 term, so that students can gain hands-on experience on dryland log sorts to learn the practical skills needed to prepare for the Ministry of Forests Coastal Log Scaling Exam. To date, there have been well over 50 inquiries, and we anticipate accepting applications to the program soon.

Port Alberni Campus – Leanne Moore

Market Gardener Program:

- Funding has been secured for the Port Alberni Market Gardener program through a BC Employer Training Grant, in partnership with the Port Alberni Shelter Society. We have converted the Market Gardener Program, so that the theory portion is delivered digitally and students will receive their farm skills training at the Shelter Farm adhering to PHO guidelines for physical distancing. The Program is scheduled to start on June 1st, and its duration has been adjusted so that students in receipt of Income Assistance can meet eligibility requirements to participate in the experiential program.

Several additional courses are under development for digital delivery in Fall and Winter terms, as a way to create additional access for community members in the Alberni-Clayoquot Region.

ElderCollege:

- ElderCollege courses at the PA Campus will be postponed until Winter 2021, and will be dependent on the status of COVID-19 safety directives.

Ed2Go:

- Ed2Go online courses have been expanded, so that students can continue to access these popular courses in the convenience of their own home, and at their own pace.

First Global Business Management grads in Campbell River

NIC is celebrating the graduation of its first Global Business Management students in Campbell River.

Student Nilakshi Kundu was working as a software engineer in India to become a business analyst when she decided to come to NIC.

"I wanted to be on the west coast of Canada, and the program was a great starting point for me," she said. "The program touches on many subject areas like marketing, management and accounting. It gave me a strong understanding of the business world in Canada."

Classmate Agalya Kathirvelu was drawn to NIC because of the well-designed curriculum and the small class sizes to compliment her experience in international education.

"The uniqueness of NIC is its very friendly environment with highly supportive staff," she said. "Experienced instructors from the industry gave me great insight about the business course in an international perspective. The classroom discussions and group projects helped me to work closely with people from different parts of the world and analyze the course from multicultural dimensions."

Both say being among the first class of international students at the Campbell River campus was a wonderful experience. They greatly appreciated the warm welcome they received from the community.

"I grew up in big cities in India, so when I first came to Campbell River I was surprised how small it is, but I was blown away by the generosity of the people in this city, was mesmerized by its picturesque scenery and fell in love with its gorgeous summers," said Kundu. "I feel proud of my decision to come here."

"Being the first international class for the Campbell River campus and to the community, it was a privilege for us connect with the community and participate in the job market very easily," said Agalya. "Overall, it was a wonderful journey."

New NIC employment engagement facilitator working with local businesses

The School of Business welcomes Dayna Kneeland to her new role as NIC's new Employment Engagement Facilitator. Her role works with NIC's Student Employment Services team, specifically focusing on developing relationships with local businesses that can be beneficial to both NIC students and companies.

"I'm very excited to connect with local businesses, learn more about their needs and see where we can develop opportunities to connect them with NIC students for work-integrated learning opportunities," she said.

Before her new role, Kneeland supported student learning in both the School of Business and the Tourism & Hospitality department. She saw first-hand the benefit of work-integrated education for both her students and the employers with whom they worked.

"Internships and co-ops are hugely beneficial for both students and employers," said Kneeland. "For our students, it gives them a chance to take their learning outside the classroom, apply it in a business environment and gain confidence in their skills. For employers, it's a great opportunity to fill short and long term hiring needs while also bringing fresh ideas and energy into their organization. It's really a win-win."

NIC students participate in co-op work terms, which include 420 hours of full-time work and internships, which range from 180 – 360 hours and can be full or part-time, paid or unpaid.

For more information on how work-integrated learning can help your business or organization, please contact Dayna Kneeland at dayna.kneeland@nic.bc.ca.

MESSAGE FROM YOUR CHAIR
Coming together

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

The last few months have been a challenging time for all of us. We at NIC have been working hard to ensure our students have access to the resources and receive the supports they need to continue their studies. We are thankful for the support of our co-op and internship employers, mentors and all those in the business community who have stepped forward with offers of assistance at this time.

Work continues expanding opportunities for our students. As always, our focus is on being responsive and providing access. It continues with our switch to alternate delivery methods to finish out the winter term. Those delivery methods will extend to our spring/summer course offerings, which include a range of business courses.

We also continue to work to expand global opportunities, including a new Double Degree offering with Université Savoie Mont Blanc. We have seen how interconnected our world is today and how crucial it is for our students to gain international experience.

We know this has also been a challenging time for businesses in our community, perhaps the most challenging time we have ever seen, but there are still good news and stories out there. Our Alumni Feature is an opportunity to celebrate the hard work and incredible achievements of our alumni.

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.

Sincerely,

Ali Mayboudi, Chair,
NIC School of Business

Alumni feature: Two journeys, one destination

NIC joins two grads in celebrating a significant milestone in their careers – passing their Common Final Examination (CFE) on their path to becoming chartered professional accountants.

Bachelor of Business Administration, Accounting major degree graduate Laurel Koorn and Post-Degree Diploma, Pre-Professional Accounting graduate Mania Qumarsy passed the exam earlier this year. The two work together at MNP Courtenay.

"I'm excited for this next step," said Koorn. "But right now, mostly just glad it's over. It was incredibly stressful to go through."

Spanning three days, the examination requires students to demonstrate their depth and breadth of knowledge and prove they meet the competency requirements to become Chartered Professional Accountants.

While their destination was the same, their journeys to get here could not have been more different.

Koorn was born and raised in the Comox Valley. She decided to go to NIC because she could stay at home and save financial resources.

"I really didn't know what I wanted to do, but I knew I needed to go to school to figure it out," she said. "Being able to live at home and work while going to school helped to take some of the pressure off."

She decided to study business because of its flexibility and versatility.

"The program gives you skills and knowledge you'll use no matter what you end up doing, whether you're working at a non-profit or running your own business, or at an accounting firm," she said. "Plus, being able to do my full BBA in my hometown was great."

Koorn said she never intended to become an accountant but instead fell into it.

"We had to start specializing in the second year," she said. "I met someone who worked as an accountant and learned more about what they did on a daily basis. It seemed interesting and that it would be a good fit, so that's where I went with it."

"That's one of the reasons I'd recommend the BBA to anyone – you can really do anything with it," she added. "Plus, the ability to put your skills to the test with co-ops and internships really helps with the transition into the workforce when you're done school."

While Koorn stayed close to home to pursue her career, Qumarsy came to NIC from half-way around the world. She moved to Canada from Iran and ended up in the Comox Valley after her spouse found a job in the region.

While she has a Bachelor's degree in Mining Engineering, job opportunities on the North Island were limited. She began looking for a career change to an industry less prone to ups and downs.

"I wasn't sure what I wanted to do," she said. "I heard about this program, and I liked the idea of working with numbers, which is something I knew I'd enjoy."

For Qumarsy, the focus of the post-degree diploma appealed to her.

"I liked that the courses were all focused on accounting," she said. "Holding a bachelor's degree, I didn't want to do another 4-year program and take many elective courses that wouldn't be relevant to what I wanted to do."

Qumarsy also found the transition to the workforce an easy one. She landed a job during

Alumni Laural Koorn and Mania Qumarsy are celebrating the next step in their careers - passing the Common Final Exam and becoming Chartered Professional Accountants.

her second semester and then connected with MNP at NIC's Career Fair.

"I was interviewed and offered a job when I was finished my program. So, I was able to transition seamlessly."

For both students, passing the Common Final Examination marks the final step in their journey, for now.

"It's a life-changing accomplishment for me," said Qumarsy. "It looms over you for a long time. Now that it's done, I can focus on work and enjoy my life without school."

Koorn agreed. "I'm not sure what I want to do eventually, but for now, I want to enjoy this milestone. After spending so much time and energy working towards it, I think it's important to take time and celebrate."

School of Business sponsors #YouRock award

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

Congratulations to this year's winner, Montana Pistell, who was presented the award by Ali Mayboudi and Diane Naugler, Dean, Business and Applied Studies.

Annual Spring Social postponed

Due to the risks of the current pandemic, and following the Provincial Health Officer's order of no gatherings greater than 50 people, we have decided to postpone our annual Spring Social event.

While we cannot gather in person, we know how important it is to stay socially connected while physically distancing. Please connect with us on social media, share stories, memories of NIC or the latest news and updates from your business. We look forward to hearing from you.

Join us on social media:

NORTH ISLAND COLLEGE

NIC

Board of Governors
Objectives 2020

A. <u>Board Meetings</u>

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

   - Committee of the Whole format adopted beginning September 2019 and is ongoing.

B. <u>Board Development/Education</u>

2. Strengthen board member orientation and ongoing development with additional education, information and discussion sessions regarding:

   a. <u>Governance</u>: board types (public post-secondary institutions, others) , NIC board processes, policies, member roles and fiduciary responsibilities, government mandate;

      - New Board Member orientation held January 23, 2020 for S. Frank;

      - Comox Valley Student Housing Business Case approved by Board, February 6, 2020;

      - Governance & HR committee currently leads review of board policies with other board committees also reviewing policies related to their work;

      - Board discussed Government's Mandate Letter, 2020/21 at April 23, 2020 meeting.

   b. <u>College</u>: programs, services, administrative structure and roles, finance; use of technology to support access; news media relations; use of social media; marketing and communications plans;

      - Committee of the Whole session, February 6, 2020: News media relations and use of social media presentation, Comox Valley Student Housing Business Case Review;

      - NICFA presentation at start of regular meeting, February 6, 2020.

   c.   <u>Roles and Relationships</u>: Education Council, Indigenous Education Council (IEC) and NIC Foundation (NICF);

- Planned for in upcoming meetings.

   d.   North Island First Nations' Cultures;

- Planned for in upcoming meetings.

   e.   Truth and Reconciliation Commission Calls to Action, and U.N. Declaration on the Rights of Indigenous People (UNDRIP)

- Planned for in upcoming meetings

   f.   Other

C. <u>Planning, Oversight and Performance Assessment</u>

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

   - Ongoing, draft and discussion scheduled for May 28, 2020 with approval scheduled for Board meeting of June 25, 2020.

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

   - Annual Board Meeting and Planning Schedule maintained and regularly updated;
   - Plan20-25 to include assessment measures;
   - President's Performance and Compensation Committee managing the President's annual performance assessment.

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

   - Preliminary list of KPIs presented at November 28, 2019 Board meeting, draft dashboard to be presented at June 25, 2020 Board meeting.

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

   - Comox Valley Student Housing Business Case Review, February 6, 2020;
   - College Website Design and Marketing Research, May 28, 2020.

D. Board Engagement

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

   - Ongoing when able.

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

   - Ongoing.

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

   - Ongoing; Board members regularly invited to attend college and community events.

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

    - Ongoing when able.

E. Advocacy and Government Relations

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

    - Provincial government advocacy planned for May 2020 now postponed.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
MAY 28, 2020

AGENDA ITEM: **REGULAR MEETING**

                    **4.1   Annual Report on Implementation of the Sexual Violence
                            and Misconduct Policy #3-34**

Background

This report covers the period from May 1, 2019 – April 30, 2020.

On May 19, 2016, the provincial government passed the BC *Sexual Violence and Misconduct Policy Act*. This legislation required all BC post-secondary institutions to develop and adopt a stand-alone sexual misconduct and violence policy and procedure with the expectation that the policies and procedures enacted by post-secondary institutions would create and sustain the following:

1. A safe and respectful learning environment free of sexualized violence; and
2. A campus culture that encourages affected individuals to report acts of sexual violence.

The legislation further requires that the president provides an annual report to the Board of Governors on the implementation of the policy.

NIC Policy #3-34 Sexual Violence and Misconduct became effective on April 20, 2017. The legislation (Bill 23) governing the policy requires that a review of the policy be undertaken every 3 years; in the fall of 2019, a steering committee was convened to lead the required three-year policy review. The committee included faculty, staff and student representatives.

Revisions to the policy include:

- increased focus on survivor-centred and trauma-informed language and procedures;
- addition of new definitions and clarification of existing definitions;
- inclusion of alternate resolution procedures (which include Restorative Justice);
- addition of amnesty clause, rape shield protections;
- clarification of Disclosures (non-actionable) and Reports (actionable);
- inclusion of plain language appendices to support survivors and those impacted by sexualized violence, those receiving disclosures, and respondents.

The revised policy has been reviewed and approved by the Senior Leadership Team (April 1, 2020) and Senior Education Teams (March 11, 2020), and feedback was sought from the wider College community. The revised policy was reviewed by the College Board Governance and Human Resources Committee on April 29, 2020.

NIC is committed to on-going education to foster a College community with a 'safe and secure environment free from all forms of sexualized violence'. In addition to clear procedures and supports for those impacted by sexualized violence, we have created a Sexualized Violence Prevention Education team whose mandate is to:

- provide College-wide workshops to ensure awareness of the Sexual Violence and Misconduct policy and procedures;
- develop campaigns to promote a culture of consent, bystander intervention, and prohibit Rape Culture;
- provide on-going training opportunities for the College community to stay up to date with best practices regarding sexualized violence-free campuses; and
- provide supports for survivors and those impacted by sexualized violence.

It is not a requirement of the legislation to provide numbers of reported incidences, but it may be of interest to the Board to be aware of the following:

- May 2019 – April 2020, six incidences of sexual misconduct were reported.

- May 2018 – April 2019, five incidences of sexual misconduct were reported.

- May 2017 – April 2018, three incidences of sexual misconduct were reported.

- May 2016 – April 2017, two incidences of sexual misconduct were reported.

- May 2015 – April 2016, two incidences of sexual misconduct were reported.

Action

For Information

Suggested Resolution

None

References

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
May 28, 2020

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

AGENDA ITEM:	**Regular Meeting**
	4.2 Approval of Revised Sexualized Violence Prevention and Response Policy 3-34

Background/History

On May 19, 2016, the provincial government passed the BC *Sexual Violence and Misconduct Policy Act*. This legislation required all BC post-secondary institutions to develop and adopt a stand-alone sexual misconduct and violence policy and procedure with the expectation that the policies and procedures enacted by post-secondary institutions would create and sustain the following:

1. A safe and respectful learning environment free of sexualized violence; and
2. A campus culture that encourages affected individuals to report acts of sexual violence.

In the fall of 2019, a steering committee was convened to lead the required three-year policy review. The committee included faculty, staff and student representatives.

The revised policy has been reviewed and approved by the Senior Leadership (April 1, 2020) and Senior Education Teams (March 11, 2020) and has been circulated for feedback from the College community and student body (through NISU). On April 29, 2020, the revised policy was approved by the GHR committee.

Revisions

Revisions to the policy include:

- increased focus on survivor-centred and trauma-informed language and procedures;
- inclusion of alternate resolution procedures (which include Restorative Justice);
- addition of amnesty clause, rape shield protections;
- clarification of Disclosures (non-actionable) and Reports (actionable); and
- inclusion of plain language appendices to support survivors and those impacted by sexualized violence, those receiving disclosures, and respondents.

Action:

For the Board's review and approval

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE AND ADOPT THE REVISED SEXUALIZED VIOLENCE PREVENTION AND RESPONSE POLICY 3-34 AS PRESENTED ON MAY 28, 2020.

Policy	#3-34
Approved By:	Board of Governors
Approval Date:	April 20, 2017
Revision Date:	
Effective Date:	April 20, 2017
Date to be Reviewed:	April 2020
Administrator Responsible:	President

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE

POLICY STATEMENT

North Island College (NIC) is committed to providing all members of the college community with a safe and secure environment free from all forms of sexualized violence. NIC will ensure that survivors and those impacted by sexualized violence are supported when addressing any Disclosures or Reports under this policy.

PURPOSE STATEMENT

The purpose of this policy is to instill and cultivate institutional, collective, and individual responsibility for creating an environment in which consent and respect are understood to be foundational principles and practices at NIC, specifically by:

- implementing and actively promoting education and training programs to the college community that are pertinent to this policy, including programs aimed at awareness and prevention of sexualized violence that support survivors and those impacted by sexualized violence in a trauma-informed manner;

- creating a safe and supportive environment in which the barriers faced by survivors and those impacted by sexualized violence in Disclosing or Reporting sexualized violence are minimized, and where those who perpetrate sexualized violence are held accountable for their actions;

- providing supports to survivors and those impacted by sexualized violence; and

- responding to and addressing Disclosures (non-actionable) or Reports (actionable) of sexualized violence.

SCOPE AND APPLICATION

1. This policy applies to all members of the college community.

2. All members of the college community who are survivors or those impacted by sexualized violence may access support under this policy. However, legal authority to investigate under this policy is limited to circumstances where all of the following apply:

    (a) the allegation must be made against an individual who was a member of the college community at the time of the alleged sexualized violence,

    (b) the alleged conduct must fall within the definition of sexualized violence, and

    (c) the alleged conduct must have a real and substantial connection to NIC.

    If an incident does not meet the above criteria, NIC may still take steps to mitigate the impact of the incident on the learning or working environment.

3. NIC does not have jurisdiction to investigate allegations against a person who is not a member of the college community or otherwise affiliated with NIC. However, under certain circumstances, NIC can revoke visitors' access to NIC property.

4. Where a respondent is no longer a member of the campus community, an investigation may still ensue; however, the College may have limited ability to investigate and apply sanctions.

5. In circumstances involving a significant lapse of time, there may be cases where NIC is not able to investigate.

6. If a Disclosure or Report is significantly delayed, evidentiary or procedural challenges may arise. However, the delay in and of itself will not be considered as an indication that the incident did not occur.

7. This policy is separate from any criminal or civil proceedings. NIC is only responsible for determining whether a member of the college community has violated this policy; NIC is not responsible for determining whether a member of the college community has violated criminal or civil law.

8. Processes under this policy may be suspended when related criminal proceedings are underway. During such a time, NIC will continue to provide support to members of the college community per the terms of this policy.

9. This policy does not limit or conflict with the rights provided for in NIC's Collective Agreements and Common Agreements or any person's rights under NIC Policy #2-08 Human Rights. For those who engage with this policy, the specifics of any relevant collective agreement processes will be identified and explained.

PRINCIPLES

1. Sexualized violence and the condoning of rape culture is unacceptable and is prohibited conduct at NIC.

2. NIC is committed to providing comprehensive and inclusive sexualized violence education. Through these initiatives, NIC is committed to promoting a culture of consent.

3. NIC recognizes that people's experiences will be affected by factors such as their access to power and privilege, their sex, sexual identity, gender identity or expression, racialization, age, family status, religion, faith, ability, disability, national or ethnic origin, Indigeneity, immigration status, socio-economic status, class, and language. NIC also recognizes that the college is an environment in which power imbalances are inherent, and that sexualized violence is a significant and systemic social and campus issue that can affect anyone at the college. NIC will take this into account when carrying out its responsibilities under this policy.

4. NIC will promote a culture that supports and facilitates the Disclosure or Report of sexualized violence under this policy, understanding and acknowledging that those who have experienced sexualized violence may be traumatized by their experience.

5. NIC is committed to reducing barriers to Disclosing and Reporting, and to taking a survivor-centered and trauma-informed approach when responding to Disclosures and Report, and when conducting investigations.

6. NIC is committed to procedural fairness. All parties involved in a Disclosure, Report, or investigation have the right to be provided information about the process, seek clarification about the process, and be accompanied by a support person of their choice at all stages of the process.

7. NIC will provide support services and accommodations to members of the college community who Disclose or Report sexualized violence, including supporting the rights of people who make Disclosures to choose whether to access support, whether to make a Report, or whether to pursue external processes such as criminal or civil action.

8. Except in cases where the college has an obligation to investigate or advise a third party, or where a significant risk of harm to any person's health and safety exists, the survivor or those impacted by sexualized violence will have the right to determine if they wish to make a Report. The survivor or those impacted by sexualized violence may change their mind and decide to either initiate or withdraw their Report at any time.

9. Retaliation of any kind is unacceptable, and is prohibited conduct at NIC. Any member of the college community found to have engaged in retaliation may be sanctioned under this policy, other NIC policies, or applicable collective agreement.

10. This policy will be in keeping with the Canadian Charter of Rights and Freedoms, BC Human Rights Code, BC Freedom of Information and Privacy Act, the Criminal Code of Canada, and BC's Workers Compensation Act.

DEFINITIONS

Actionable means that a survivor or someone impacted by sexualized violence is making a Report with the intention of initiating an investigation or alternate resolution.

Alternate Resolution is a voluntary and collaborative process used to resolve an issue without resorting to a formal investigation. The goal of an alternate resolution is to promote reconciliation, settlement, or understanding among those involved. An alternate resolution process will only be used if all parties agree to participate in good faith.

Balance of Probabilities means the standard of proof in which the probability of an event occurring is greater than fifty percent.

College Community members include:

   (a)   registered NIC students, past and present;

   (b)   all employees of NIC;

   (c)   contractors and third parties required by contract to comply with NIC policies and procedures;

   (d)   members of the NIC Foundation and donors;

   (e)   members of the Board of Governors; and

   (f)   all other persons granted access to NIC property or resources.

College Authorities means members of the senior leadership and senior education teams, the director of student affairs, manager of student life, assistant registrars, human resources personnel and counsellors.

Claimant means a survivor or someone impacted by sexualized violence who makes an actionable Report alleging a violation of this policy.

Consent means an active, direct, voluntary and conscious choice and agreement to engage in, or continue to engage in, physical contact or sexual activity. More specifically:

   (a)   consent must be enthusiastic, freely given and can be revoked at any time;

   (b)   consent must be given at the outset and at all stages of physical contact or sexual activity, even if consent has been given before;

   (c)   it is the responsibility of the person initiating physical contact or sexual activity to obtain ongoing consent;

   (d)   someone who is incapacitated cannot consent;

   (e)   there is no consent when one person uses coercion, or abuses a position of power or authority over another person;

(f)   consent can only be given by the people directly engaged in the physical contact or sexual activity; and

(g)   consent cannot be implied or assumed and can be revoked at any time.

Disclosure means telling someone about an incident of sexualized violence. A Disclosure does not initiate an investigation unless a Report is made.

Emergency Disclosure Contact (EDC) means any employee who is a member of the Risk Assessment and Prevention Team. Normally the EDC for counsellors is the director of student affairs.

Incapacitated means someone who lacks the capacity to give consent because they cannot appreciate the who, what, when, where, why, or how of a physical contact or sexual activity. Someone may become incapacitated through the use of alcohol or drugs, because they are asleep or unconscious, or because they are experiencing a traumatic response.

Non-actionable means that a survivor or someone impacted by sexualized violence is making a Disclosure without wishing to proceed to an investigation.

Principles of Natural Justice include:
A. Audi Alteram Partem "listen to both sides" - any person who is being accused of something has the right to know the accusation and must be given a reasonable opportunity to respond to the accusation, to offer rebuttals, and to provide counter evidence.
B. Nemo Judex Rule – "Nemo Judex Rule" – no person shall be a judge in their own case, and every person has the right to an unbiased and independent decision maker.

Procedural Fairness is a term used alternatively with natural justice to describe process conditions that are fair, transparent and in compliance with audi alteram partem and nemo judex rules.

Rape Culture means a set of beliefs, responses and behaviours that serve to normalize sexualized violence, assault, abuse and degradation. Rape culture sets out to trivialize and blame victims of sexual aggression, and undermine equality.

Rape Shield Protections limit the ability to introduce evidence or cross-examine complainants about their past sexual behaviour. See more information about Rape Shield Protections at https://sfcccanada.org/glossary

Report means to make an actionable Report of an incident of sexualized violence with the intention of initiating an investigation or alternate resolution.

Respondent means a person who is alleged to have violated this policy.

Retaliation means any adverse action or threatened action, taken or made through any means, including through social media or other digital means, against a person who engages with this policy or is associated with anyone who engages with this policy. Retaliation includes but is not

limited to:

   (a) threatening, intimidating, or harassing conduct that could discourage a person from seeking support or other services, Disclosing or Reporting sexualized violence, participating in an investigation, or otherwise engaging with this policy; and

   (b) breaching, subject to the requirements of section 10.2, the confidentiality of a Disclosure or Report from a survivor or person impacted by sexualized violence.

Risk Assessment and Prevention Team means a team comprised of trained individuals who meet as required to investigate possible threats to the campus community.

Sexualized Violence means any non-consensual and unwanted actual, attempted, or threatened act that is carried out through sexual means or by targeting a person's sex, sexual identity, or gender identity or expression. The act may or may not involve physical contact, and includes all forms of sexual misconduct set out in the BC *Sexual Violence and Misconduct Policy Act*, including but not limited to:

   (a) sexual assault, which is any form of sexual touching, or the threat of sexual touching, without consent;

   (b) sexual exploitation, which is any instigation of sexual activity, or attempt to instigate sexual activity, by someone in a position of trust, power, or authority over the person at whom those actions are directed;

   (c) sexual harassment, which is unwelcome conduct of a sexual nature that detrimentally affects the working or learning environment, or leads to adverse consequences for the person directly subjected to the harassment;

   (d) stalking, which is engaging in conduct that causes a person to fear for their physical or psychological safety, such as repeatedly following or communicating through any means with someone, engaging in threatening conduct, or keeping watch over the place where the person happens to be;

   (e) indecent exposure, which is exposing one's body to another person for a sexual purpose, or coercing another person to remove their clothing to expose their body without their consent;

   (f) voyeurism, which is non-consensual viewing, photographing, or otherwise recording another individual in a location where there is an expectation of privacy and where the viewing, photographing, or recording is done for a sexual purpose;

   (g) stealthing, removing a condom during sexual intercourse without a partner's knowledge or consent;

   (h) the distribution of a sexually explicit photograph or video of a person to one or more persons other than the person in the photograph or video without consent of the person in the photograph or video and with the intent to distress the person in the photograph or video, or reckless distribution of such a photograph or video without the intent to distress;

   (i) the attempt to commit an act of sexualized violence; and

   (j) the threat to commit an act of sexualized violence.

Sexualized violence can take place through any form of communication, including verbal, written, visual, digital, or through a third party.

Support Person means a person present at meetings. This person will not participate or provide comment during hearings, and must not be in conflict of interest.

Survivors and those impacted by sexualized violence means those who have experienced sexualized violence, witnesses, family and friends of survivors and, and those who have received Disclosures. It does not mean a respondent or a person found responsible for causing harm to a member of the college community.

NIC recognizes that some people impacted by sexualized violence may not identify with this terminology and have the right to determine the language used to refer to them.

Survivor-centered means empowering the survivor and those impacted by sexualized violence by prioritizing their safety, rights, needs and wishes

Suspension means the removal of a student or employee from the college for a period of time in accordance with the BC *College and Institute Act*.

Trauma-informed means incorporating an understanding of the impact that sexualized violence can have on a person's life, to minimize possible re-victimization, and to support recovery and empowerment.

Visitor means a person outside of the college community who interacts directly or indirectly with college members on campus or at college sanctioned events.

GUIDELINES

1. NIC is committed to providing information and education that supports a culture free from sexualized violence, with the intent of:

    - preventing incidents of sexualized violence within the college community;

    - ensuring that all survivors or those impacted by sexualized violence know where and how to Disclose or Report an incident;

    - ensuring that members of the college community are aware of this policy and the supports available; and

    - changing attitudes that perpetuate sexualized violence and rape culture by fostering change at several levels including social norms, organizational practices and behaviours of bystanders and potential perpetrators.

2. NIC is committed to ensuring that internal investigators and decision makers receive sexualized violence training at least once every 3 years.

3. NIC encourages survivors and those impacted by sexualized violence to seek immediate assistance but recognizes not everyone impacted by sexualized violence will be ready to

Disclose or Report immediately after an incident of sexualized violence. NIC supports are available at any time to assist survivors and those impacted by sexualized violence in ensuring physical safety, obtaining medical care or emotional support, or preserving evidence. Information on accessing assistance and external and internal resources is appended at Appendix B to this policy.

Legislative and Collective Agreement References:

BC *Sexual Violence and Misconduct Policy Act*, [SBC 2016], chapter 23

BC *College and Institute Act*, [RSBC 1996], chapter 52

BC *Freedom of Information and Protection of Privacy Act*, [RSBC 1996], chapter 165

BC *Human Rights Code*, [RSBC 1996], chapter 210

BC *Workers Compensation Act*, [RSBC 1996], chapter 492

Constitution Act, 1982, Canadian Charter of Rights and Freedoms

Criminal Code, R.S.C., 1985, c. C-46

CUPE Local 3479 Collective Agreement

North Island College Faculty Association Collective Agreement and Common Agreement

Links to Related Policies, Documents and Websites:

Ending Violence Association of BC - http://endingviolence.org/

Risk Assessment and Prevention Team (RAPT) RAPT Terms of Reference

Student Case Management Team (SCMT) SCMT Terms of Reference

Online Training: Respect in the Workplace

Cross Reference:

Student Housing Community handbook (in development)

NIC Policy #1-20 Code of Ethical Conduct

NIC Policy #2-08 Human Rights

NIC Policy #2-12 Progressive Discipline: Misconduct or Inappropriate Behaviour

NIC Policy #3-06 Community Code of Academic, Personal and Professional Conduct

NIC Policy #3-30 Student Appeals

Acknowledgements

North Island College acknowledges and expresses gratitude for the use of some of the language within this policy from the following institutions and organizations:

- Kwantlen Polytechnic University;

- Langara College;

- Preventing and Responding to Sexual Misconduct at British Columbia Post-Secondary Institutions: A guide for developing policies and actions, BC Ministry of Advanced Education;

- Ryerson University;

- Simon Fraser University;

- Students for Consent Culture;

- University of British Columbia.

APPENDIX A

SEXUALIZED VIOLENCE DISCLOSURE/REPORTING PROCEDURES

The purpose of these procedures is to support NIC Policy #3-34 Sexualized Violence. It is the responsibility and expectation of all members of the college community to act in accordance with good citizenship, institutional policies, respect towards each other and to be in compliance with applicable legislation. When a Disclosure or Report is received, interim measures to protect all parties may be implemented during the investigation and, if necessary, the Risk Assessment and Prevention Team may be notified to facilitate campus safety measures.

Anyone, including the respondent or witnesses, who discloses or receives a Disclosure about a sexualized violence and/or misconduct issue will be offered and provided support as appropriate and reasonable in the circumstances.

1. **SEEKING SUPPORT FOLLOWING SEXUALIZED VIOLENCE**

   The college recognizes that persons experiencing sexualized violence and/or misconduct may require urgent, immediate and/or on-going care and support. Access to external and internal resources will be provided as needed.

   Survivors or those impacted by sexualized violence may choose to disclose only to seek support *without necessarily a request for an investigation.* In these situations, no investigation will occur unless there is a concern of harm to others, or unless the college is otherwise legally required to conduct an investigation into the allegations.

   1.1 Employees who have experienced sexualized violence can contact NIC's Human Resources department for guidance; additional external resources may also be recommended if appropriate. The manager of human resources, trained in receiving Disclosures or Reports of sexualized violence, can work with the employees as they determine their options and next steps.

   1.2 Students who have experienced sexualized violence can contact college counsellors for support; external resources may also be recommended if appropriate. The counsellors are trained to receive Disclosures of sexualized violence and can work with students as they determine options and next steps.

   1.3 Persons wishing to involve law enforcement may request assistance in doing so from the college through the supports as described above.

2. **DISCLOSURE AND REPORTING OPTIONS**

   2.1 Options for those impacted by sexualized violence may include:

   a) a Disclosure to NIC (non-actionable);

   b) a Report to NIC (actionable);

   c) a disclosure to NIC through a third party;

   d) a grievance through their union;

   e) a report of a crime to the police;

f) a Third Party or anonymous report to the police; and/or

g) a human rights complaint to the BC Human Rights Tribunal.

3. DISCLOSURES

3.1 Survivors and those impacted by sexualized violence may choose to disclose an incident of sexualized violence to any member of the college community. A Disclosure is not a Report and will not initiate an investigation. When responding to a Disclosure, the College will provide the survivor or those impacted by sexualized violence with information about what processes and services they can consider.

3.2 A member of the college community is able to determine whether they wish to make a Disclosure or Report an incident of sexualized violence; however, they may be required to share information regarding a Disclosure in the following circumstances:

a) a person is at risk of harming themselves or others;

b) there is an imminent risk of harm to the college community or the community at large;

c) the Disclosure involves workplace bullying or harassment at NIC, per the requirements of the BC *Workers Compensation Act*;

d) a person under the age of 19 is endangered; or

e) a Disclosure is otherwise required by law.

In these circumstances, the minimum amount of information necessary to meet legal obligations will be shared, and every effort will be made to include the person making the Disclosure in decision-making and to minimize risk. Any person receiving a Disclosure may seek support from the Emergency Disclosure Contact in determining the level of risk and assessing the extent of any responsibility to share information.

3.3 Disclosures made to an NIC employee or contractor will be logged anonymously as incidents in the annual report to the president who, in turn, provides an annual report to the Board of Governors. These incidents are required by the Sexual Violence and Policy Act 2016, and the logs contain no information other than minimum reporting requirements.

3.4 Any member of the NIC college community who receives a Disclosure should refer the survivor or those impacted by sexualized violence to the appropriate services (counselling, human resources or the office of student life).

3.5 Members of the college community who receive a Disclosure may contact the counselling department, human resources or office of student life for advice or personal support. Unless one of the exceptions in clause 3.2 applies, members of the college community who receive Disclosures must obtain the consent of the person who disclosed to them before sharing any information.

4. REPORTS

4.1   A survivor and those impacted by sexualized violence are defined as claimants if they choose to move forward with a Report.

4.2   If the claimant is an employee or contractor, a Report of sexualized violence should be made through the human resources department. If the claimant is a student a Report of sexualized violence should be made through NIC counselling services or the office of student life. Unionized employees may also choose to contact their union representatives and/or file a grievance through their union.

4.3   The Director Human Resources or Associate Vice President Student Services and Registrar may make a Report on their own initiative when required to comply with NIC's legal obligations or its policies, or when presented with an allegation that may put NIC or its community members at risk.

4.4   A Report initiates an investigation or alternate resolution.

4.5   Reports will be logged anonymously as incidents in the annual report to the president who, in turn, provides an annual report to the Board of Governors. These incidents are required by the Sexual Violence Policy Act 2016, and the logs contain no information other than minimum reporting requirements.

4.6   A claimant has the right to withdraw their Report and terminate investigations at any time. However, in some circumstances NIC may be compelled to proceed with an investigation without the claimant's involvement, for reasons which may include those listed in clause 3.2.

4.7   A claimant can submit a Report to NIC and also initiate external legal processes, which may include reporting the matter to police, initiating a civil lawsuit, or filing a complaint under the *Human Rights Code*, RSBC 1996, c 210. An investigation process under this policy may occur at the same time as, before, or after any external legal process. NIC may, after consulting with the claimant, choose to suspend its investigation pending the outcome of an external legal process, or based on a participant's health or ability to participate. Suspension of an investigation will not normally impact accommodations, supports and interim measures.

4.8   In some cases, NIC may decide to use an appropriate external investigator.

5. ANONYMOUS OR THIRD-PARTY DISCLOSURES

5.1   Anonymous allegations, or allegations of sexualized violence made by a third party (that is, someone other than the person who was directly subjected to the sexualized violence) can be submitted through human resources or the counselling department.

5.2   NIC may not be able to proceed with an investigation on the basis of anonymous or

third-party allegations if there is insufficient evidence in the anonymous or third-party Disclosure, or if proceeding would violate procedural fairness. In such a case, the Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) will decide whether further steps can or should be taken, including contacting the third party who made the Disclosure to determine if the individual subject to the sexualized violence would be willing to submit a Report. The decision to proceed with an investigation or not will be at the sole discretion of the Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) and the individual who was subject to the sexualized violence has the right not to participate in the investigation.

5.3 To make an anonymous or Third-Party report to the police, a community-based victim support service is involved. More information on Third-Party reporting is available at: https://endingviolence.org/prevention-programs/ccws-program/third-party-reporting-tpr/

6. INVESTIGATIVE PROCEDURES, FINDINGS AND SANCTIONS

6.1 Employees

When a Report comes forward to the manager of human resources, involving only employees, the director of human resources or their designate will be advised and will authorize an investigation in compliance with any procedure set out in applicable collective agreements and college policies.

When a Report is filed and a finding is made that an employee has breached this policy, disciplinary or remedial action will occur in compliance with applicable collective agreements and human resource and college board policies. The college reserves the right to advise law enforcement of the incident if there is a risk of harm to self or others.

6.2 Students

When a Report comes forward involving only students, the director of student affairs, or their designate will be advised and will authorize an investigation. The findings from the investigation will be provided to the associate vice president of student services and registrar or designate for the determination of sanctions as appropriate.

6.3 Employee and Student

When a Report comes forward that involves an employee and a student, then a joint investigation will be conducted under the authority of the director of human resources, the director of student affairs or their designates as required. Such investigation will be in compliance with applicable collective agreements and college policies; however, the process set out may be modified to protect privacy rights.

6.4 Investigations

6.4.1 When conducting an investigation under this policy, investigators will apply

the "balance of probabilities" standard of proof, meaning that the appropriate decision maker will determine whether the evidence shows that it is more likely than not that this policy was violated.

6.4.2   Investigations are not adversarial processes. The investigation process will not apply formal rules of evidence commonly associated with civil or criminal trials.

6.4.3   Individuals have the right, and are welcome, to involve a support person of their choice at any stage of the process related to a Report or investigation of sexualized violence. A union representative or legal counsel may serve as a support person.

6.4.4   NIC recognizes that participating in an investigation process can be traumatic. NIC is committed to treating all individuals involved in a manner that is respectful, trauma-informed, and procedurally fair. All participants have the right to:

a)   have the complaint process explained to them;

b)   ask questions about the process;

c)   receive information about available supports, sanctions and/or alternate resolution; and

d)   communicate their own experiences.

6.4.5   Subject to the limitations imposed by this policy, and keeping in mind that any investigation must be respectful, trauma-informed, and procedurally fair, investigators may investigate to obtain the information they require to make the necessary findings of fact. Investigative processes may include, but are not limited to:

a)   meeting with or requesting information from the claimant;

b)   meeting with or requesting information from the respondent;

c)   meeting with or requesting further information from any other individuals who may have information relevant to the investigation, including any witnesses identified by the claimant or respondent;

d)   requesting a written response to the Report from the respondent, including any relevant documents and a summary of information provided by other witnesses; obtaining any other evidence that may be relevant to the investigation;

e)   Investigations will be bound by Rape Shield provisions; survivors or those impacted by sexualized violence will not be asked about their previous sexual history.

6.4.6   When the investigation is complete, the investigator will prepare a written investigative report for the Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) and both the claimant and the respondent will be offered the option of receiving a copy of

the report (see 11.3). The report will normally include:

a)   a summary of the investigator's credentials;

b)   a statement as to the scope of the investigation;

c)   a summary of the evidence considered;

d)   any assessment of credibility that is required to render a determination;

e)   the findings of fact; and

f)   a determination as to whether, on a balance of probabilities, sexualized violence has occurred.

7. INTERIM MEASURES AND ACCOMMODATIONS

7.1 Where requested by the claimant for safety reasons, or where NIC receives information that requires it to act to protect the health or safety of members of the college community, or to protect NIC property, NIC may impose interim measures before an investigation is concluded. Interim measures will be imposed in accordance with NIC policies and any applicable employment contracts or collective agreements.

7.2 Interim measures are intended to protect the safety of all parties involved, and to protect the integrity of an ongoing investigation or disciplinary process. The need for interim measures, and which interim measures are imposed, will be determined on a case by case basis, taking into account the particular circumstances of each situation.

7.3 Decisions to impose interim measures are not a decision or disciplinary measure against the claimant or respondent and will not be weighed against the respondent in a discipline process. Interim measures will remain in effect for as long as is reasonably required pending the outcome of an investigation. Individuals affected by interim measures may request a review of such measures by contacting Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) in writing.

7.4 Claimants and respondents may receive temporary academic or employment accommodations as requested and as Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) determine are appropriate in the circumstances. Long-term accommodations may be granted, subject to applicable human resources policies, collective agreements, and student policies.

Examples of academic accommodation may include changing a class section or project group; providing an extension on an assignment, deferring an exam, authorizing withdrawal from a class without penalty or continuing studies online or at home. An example of another accommodation may include temporary removal from student housing or changing a room allocation in student housing.

8. ALTERNATE RESOLUTIONS

8.1 Alternate resolution is a voluntary and collaborative process used to resolve an issue without resorting to a formal investigation. The goal of an alternate resolution is to promote reconciliation, settlement, or understanding among those involved. An alternate resolution process will only be used if all parties agree to participate in good faith.

8.2 When a request for an alternate resolution is received, the request and related information will be reviewed by director, student affairs (students) or manager, human resources (employees) to determine if an alternative resolution is suitable and appropriate in the situation.

8.3 If an alternate resolution process is appropriate, agreement to participate will be sought from those involved.
An alternative resolution process that may include coordination or facilitation of one or more of the following:

   a) separate meeting with the individuals involved to review the issue;
   b) joint meeting with the individuals involved to facilitate a conversation aimed at understanding and resolving the issue;
   c) a review of policy and expectations with individuals involved to clarify and reinforce expectations of appropriate conduct;
   d) training and/or coaching to enhance understanding of appropriate conduct;
   e) negotiating agreement between the individuals involved regarding future conduct; and/or
   f) follow-up with individuals involved after the alternate resolution process to ensure commitments to respectful conduct are being adhered to.

8.4 If a resolution on the matter is reached, a written record of the resolution will be prepared and signed by the parties.

8.5 The parties will receive a copy of the record of resolution. The original record will be maintained by the office that coordinated the alternative resolution process

9. AMNESTY

NIC recognizes that some survivors and people impacted by sexualized violence may be reluctant to Disclose or Report sexualized violence for a variety of reasons. One reason may be a fear of being sanctioned for alcohol or substance use. NIC aims to create an environment where survivors and people impacted by sexualized violence feel comfortable Disclosing or Reporting it. As a result, NIC will not subject any individual who Discloses or Reports sexualized violence to disciplinary action for alcohol or substance use occurring at or near the time of the incident(s).

10. DISCIPLINARY MEASURES

Where an investigation has occurred and the investigator has made a finding that the respondent committed an act of sexualized violence, the Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) will determine the appropriate sanctions based on the findings of fact.

11. PRIVACY AND CONFIDENTIALITY

11.1   Information learned by any member of the college community solely as the result of an investigation, Disclosure, or Report must be kept confidential, as it constitutes personal information under BC law. This does not prevent:

a)   any participants in an investigation from disclosing information about themselves, or information that they have obtained outside an investigation, Disclosure, or Report;

b)   NIC representatives from disclosing information relating to an investigation, Disclosure, or Report as authorized under section 11.2; or

c)   Claimants and respondents from disclosing the information they have received under sections 11.3 and 11.4.

11.2   NIC will not disclose any personal information relating to an investigation, Disclosure, or Report except to the extent that it is:

a)   expressly consented to by the affected individual;

b)   made to an NIC representative, if necessary, for the performance of that NIC representative's duties;

c)   to a claimant, respondent, witness, or other participant in an investigation, if necessary for the conduct of that investigation;

d)   to a claimant or respondent in accordance with sections 11.3 and 11.4;

e)   authorized by the Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) for compelling health or safety reasons, including for the purpose of reducing the risk that an individual will be a victim of intimate partner violence, if intimate partner violence is reasonably likely to occur;

f)   authorized by the Associate Vice President Student Services and Registrar (students) or Director Human Resources (employees) to correct misleading or inaccurate information, if necessary to protect the integrity of an investigation; or

g)   authorized or required by law.

11.3   To maintain the procedural fairness of an investigation, NIC will ensure that both claimants and respondents know the investigation findings and the evidence upon which these findings are based. As a result, claimants and respondents will be offered

the option of receiving a copy of the report. NIC may remove personal information that is irrelevant to the investigation findings or that identifies third parties. If there are multiple claimants or respondents, they will receive only the portions of the investigation Report that are relevant to them.

11.4   A survivor or those impacted by sexualized violence will be advised of disciplinary outcomes imposed upon a respondent on a need to know basis, for example, compelling health or safety reasons.

12. PUBLIC STATEMENTS

12.1   Survivors and those impacted by sexualized violence are free to tell the story of their own experiences. However, caution is advised when speaking publicly about an incident of sexualized violence (see 11 and 12.2).

12.2   If anyone chooses to make public statements about an investigation (which includes statements made online or through social media), they may compromise the investigation or put themselves at risk of civil lawsuits by persons who believe they have been defamed or had their privacy rights violated. Individuals should exercise care and judgment when deciding whether to make public statements, and should seek legal or other advice if unsure.

12.3   NIC reserves the right to correct misleading or inaccurate public information. This includes information about a Disclosure, Report, or investigation. Any public statement made by NIC about a Disclosure, Report, or investigation, including campus safety bulletins and statements to media, will be trauma-informed, survivor-centered, and otherwise consistent with the principles of this policy, and will not disclose any personal information of the survivor or person impacted by sexualized violence without that person's consent.

13. APPEAL PROCESS

13.1   Student respondents may appeal any discipline that is imposed on them under this Policy in accordance with the terms of Policy #3-30 ("Student Appeals").

13.2   Employees may appeal any decision or discipline that is made or imposed on them under this Policy in accordance with their collective agreements, Human Resources Policies and College Board Policies.

APPENDIX B

Resources for NIC Community Members Who Have Experienced Sexualized Violence

This is not an exhaustive list, but is support for an individual in learning about resources and making informed decisions regarding what services, if any, they would like to access.

FOR IMMEDIATE SUPPORT AT ALL CAMPUSES:

For immediate safety concerns call the RCMP 911	**VictimLink BC** Crisis support and legal help: 24-hour support, information, referrals for victims of crime 1-800-563-0808	**For crisis support: Vancouver Island Crisis Line** 24-hour support, information and referrals:		
Sexual Assault Support Centre (SASC) 604-827-5180		**Crisis Call** 1-800-784-2433	**Crisis Chat** www.vicrisis.ca 6 p.m. to 10 p.m.	**Crisis Text** Call 1-888-756-0616 6 p.m. to 10 p.m.

NORTH ISLAND COLLEGE REPORTING		
Campbell River **Comox Valley** **Mixalakwila (PH)** **Port Alberni** **Ucluelet**	Disclosure of sexual violence can be made with any NIC counsellor. Book online by visiting: https://www.nic.bc.ca/student-services/counselling/ or call Student Services at the numbers provided.	Campbell River: 250-923-9700 Comox Valley: 250-334-5000 Mixalakwila: 250-923-9700 Port Alberni: 250-724-8711 Ucluelet: 250-724-8711

COMMUNITY SPECIFIC RESOURCES

MEDICAL RESOURCES		
Campbell River	Campbell River Hospital – 375- 2nd Ave., Campbell River	Phone: 250-286-7100
Comox Valley	North Island Hospital – 101 Lerwick Rd, Courtenay	Phone: 250-331-5900
Mixalakwila (PH)	Port Hardy Hospital – 9120 Granville Street, Port Hardy	Phone: 250-902-6011
Port Alberni	West Coast General Hospital – 3949 Port Alberni Highway, Port Alberni	Phone: 250-731-1370
Ucluelet	Ucluelet Medical Centre – 1566 Peninsula Rd., Ucluelet	Phone: 250-726-4443
COUNSELLING RESOURCES		
Campbell River **Comox Valley** **Mixalakwila (PH)** **Port Alberni** **Ucluelet**	NIC counsellors are available for confidential support for enrolled NIC students. Book online by visiting https://www.nic.bc.ca/student-services/counselling/ or call Student Services at the numbers provided.	Campbell River: 250-923-9700 Comox Valley: 250-334-5000 Mixalakwila: 250-923-9700 Port Alberni: 250-724-8711 Ucluelet: 250-724-8711
All Campuses	BC211 - Free 24/7 referral service. In Central and North Vancouver Island can call or text.	Phone/text at 211 http://www.bc211.ca/
	BC Society for Male Survivors of Sexual Abuse	Phone: 1-888-682-6482 https://bc-malesurvivors.com
LEGAL RESOURCES		
All campuses	North Island Student Union (NISU) - http://www.nisu.ca/	info@nisu.com
Community	Victimsinfo.ca – online resource for victims or witnesses of crime in BC	https://www.victimsinfo.ca/

APPENDIX C

SUPPORT FOR STUDENTS AND EMPLOYEES WHO HAVE EXPERIENCED SEXUALIZED VIOLENCE

NIC Students

FIRST consider one or more of the following options:

- Find a safe place
- Phone 911
- Go to the hospital Emergency Room
- Phone the Vancouver Island Crisis Line – 1-888-494-3888
- Speak to a Counsellor at NIC (9 AM - 4:30 PM Monday – Friday)
  - To book an appointment go to https://www.nic.bc.ca/ and scroll down to **Book Counselling Appointment**
- Speak to the Manager, Student Life or Director, Student Affairs at NIC
  - Dean Martin, Manager, Student Life – dean.martin@nic.bc.ca / 250-334-5000, ext. 4269
  - Felicity Blaiklock, Director, Student Affairs – felicity.blaiklock@nic.bc.ca / 250-724-8704

With your consent, we can help you with:

- Safety planning
- Referrals to medical and community support services
- Self-care resources
- Academic accommodations
- Understanding available reporting options
- Navigating systems and resources within the college and the community

The options available under the Sexualized Violence Prevention and Response Policy 3-34 include:

- Making a disclosure and receiving support and/or academic accommodations
- Making a formal report to the college that launches an investigation
- Making a report to the police

We will assist you in making an informed choice and will respect your decisions.

NIC Employees:

FIRST consider <u>one or more</u> of the following options:

- Find a safe place
- Phone 911
- Go to the hospital Emergency Room
- Phone the Vancouver Island Crisis Line – 1-888-494-3888
- Phone NIC's EFAP program
- Speak to the Manager, Human Resources
  - Danean Gray, Manager, Human Resources – <u>danean.gray@nic.bc.ca</u> / 250-334-5000, ext. 4221

With your consent, we can help you with:

- Safety planning
- Referrals to medical and community support services
- Self-care resources
- Workplace accommodations
- Understanding available reporting options
- Navigating systems and resources within the college and the community

The options available under the <u>Sexualized Violence Prevention and Response Policy 3-34</u> include:

- Making a disclosure and receiving support and/or workplace accommodations
- Making a formal report to the college that launches an investigation
- Making a report to the police

We will assist you in making an informed choice and will respect your decisions.

DISCLOSURES

Have you received a disclosure of Sexualized Violence?

If you are a student -
- Speak to a Counsellor at NIC (9 AM - 4:30 PM Monday – Friday):
  - To book an appointment go to https://www.nic.bc.ca/ and scroll down to **Book Counselling Appointment**
- Speak to the Manager, Student Life or Director, Student Affairs at NIC:
  - Dean Martin, Manager, Student Life – dean.martin@nic.bc.ca / 250-334-5000, ext. 4269
  - Felicity Blaiklock, Director, Student Affairs – felicity.blaiklock@nic.bc.ca / 250-724-8704
- Submit a Third Party Report https://endingviolence.org/prevention-programs/ccws-program/third-party-reporting-tpr/
- Anonymous allegations, or allegations of sexualized violence made by someone other than the person who was directly subjected to the sexualized violence can be submitted through the counselling department.

If you are an employee -
- Contact Human Resources
- Contact the Employee Family Assistance Program (EFAP)

  https://mynic.nic.bc.ca/employee_resources/hr/benefits/health/EFAP%20Libary/Employee%20and%20Family%20Assistance%20Program%20Brochure%20%20-%20Homewood%20Health.pdf

- Submit a Third Party Report https://endingviolence.org/prevention-programs/ccws-program/third-party-reporting-tpr/
- Anonymous allegations, or allegations of sexualized violence made by someone other than the person who was directly subjected to the sexualized violence can be submitted through Human Resources.

Confidentiality

NIC recognizes that confidentiality is essential in creating the safety and comfort required for those impacted by sexualized violence to seek support. We are committed to protecting the privacy and confidentiality of everyone involved in a disclosure or report of sexualized violence. In rare cases, the college may be required to breach confidentiality. This would only occur in cases where:

- an individual is identified as being at imminent risk of harming themselves or another;
- there are reasonable grounds to believe that members of the college community or wider community may be at risk of harm;
- it is necessary to do so in order to promote fairness of process for all parties involved; or

- notification and/or action is required by law, other college policies, or an external body with proper authority (for example, if one of the persons involved is a minor or if the judge subpoenas the college's case records).

NORTH ISLAND COLLEGE

If I am a *student* who has experienced sexualized violence, what should I do?

Disclosure to the College

Student makes disclosure of sexualized violence to member of the College community

Student directed to emergency medical assistance if needed

Support

Student connects with one of the following to discuss available supports, possible academic accommodations, and next steps:

- o   Counselling services
- o   Manager, Student Life
- o   Director, Student Affairs

Available Options

- o   Continued support with no further action
- o   Make formal complaint to the College that launches an investigation
- o   Make a report to the police

If I am an *employee* who has experienced sexualized violence, what should I do?

Disclosure to the College

Employee makes disclosure of sexualized violence to a member of College community

Employee directed to emergency medical assistance if needed

Support

Employee connects with one of the following to discuss available supports, possible workplace accommodations, and next steps:

- o Human Resources
- o Employee family Assistance Program (EFAP)

Available Options

- o Continued support with no further action
- o Make formal complaint to the College that launches an investigation
- o Make a report to the police

Background:

On May 19, 2016, the provincial government passed the BC *Sexual Violence and Misconduct Policy Act*. This legislation required all BC post-secondary institutions to develop and adopt a stand-alone sexual misconduct and violence policy and procedure with the expectation that the policies and procedures enacted by post-secondary institutions would create and sustain the following:

1. A safe and respectful learning environment free of sexualized violence; and
2. A campus culture that encourages affected individuals to report acts of sexual violence.

The development of the policy and procedure was led by Kathleen Kuhnert (Associate Vice President Student Services and Registrar) and Nancy Twynam (Assistant Director Student Affairs) and involved consultation with numerous internal and external stakeholders including:

Ken Crewe	Janis Almond (NICFA)	Danean Gray
Diane Naugler	Amy Rowes	Ali Mayboudi
Jen Barth	Jerry Mundi (student)	Laurie Michaud
Mary Rickinson (student)	Rachel Birch (student)	Sheldon Falk (student)
Peter Hoefgen (student)	Ulysse Ishimwe student)	Michelle Waite (CUPE)

On April 20, 2017, the Board of Governors approved NIC's Sexual Violence and Misconduct Policy 3-34.

Review Process:

British Columbia's Sexual Violence and Misconduct Policy Act (2016) requires all post-secondary institutions within the province to review their policies every 3 years. The review will enable institutions to consider research and best practices from across the province, and to ensure that each policy and procedure provides a clear framework through which to address and prevent sexual misconduct on our campus communities.

Timeline:

The following timeline outlines the key phases and stakeholders involved in the review process:

Key Stakeholders

Students	Faculty	Staff	
HR	CUPE	NICFA	NISU

SV Policy Review Steering Committee (SC)

Carissa Wilson (NISU)	Mary Rickinson (NISU)	Disha Salhan (Student Life Outreach and Liaison)
Amy Rowes (Counsellor)	Danean Gray (Manager HR)	Felicity Blaiklock (Director, Student Affairs)
Kathleen Kuhnert (AVPSS & R)		Kelly Shopland (Director Aboriginal Education)

Action	Date	Purpose	Participants	Complete
Receive feedback on current policy from legal team	Summer 2019	To identify aspects of the NIC policy and procedure that require revision	Legal Council	Oct. 2019
Develop plan	November 2019	Develop plan, process, stakeholders and timeline	Steering Committee	Nov.2019
Review legal updates and make revisions to policy	November/December 2019	Discuss proposed changes and provide input to legal as required.	Steering Committee	February 2020
Review best practices in sexual violence and misconduct policies/research	November 2019 - January 2020	Identify areas of NIC policy and procedure for revision and prepare first draft of revised policy	Steering Committee	February 2020
Grade current and proposed revised policy using the 'Students for Consent Culture' Checklist	January/February 2020	Identify where changes can be made to improve the policy based on Students for Consent Culture grading checklist	Steering Committee	February 2020

Review feedback and draft revisions	January/February 2020	Organize and review feedback.	Steering Committee	February 2020
Present draft policy for feedback to key stakeholders.	February 2020	To ensure key community members are engaged in the review process Receive	1. SET 2. SLT 3. CUPE/NICFA 4. HR 5. NISU	March 2020
Prepare final draft for community feedback.	March 2020	Post for community feedback	Steering Committee	April 2020
Make final revisions and draft version for legal review	March 2020	To incorporate key changes and prepare policy for final approval. To ensure proposed changes align with legal framework	Steering Committee	April 2020
Present revised policy at Governance and HR Committee meeting	April 2, 2020	For approval prior to proposal of motion to adopt policy through BoG	Steering Committee	April 29, 2020
Present to Board of Governors for approval	May 2020	To approve reviewed policy for second 3-year period	Steering Committee BoG	
Final release of revised SVM policy	May/June 2020	To communicate revised policy to the College community	Marketing/Communication, President's Office	

Adapted, with permission, from Simon Fraser University's policy review process. Retrieved from https://www.sfu.ca/sexual-violence/about-us/policy-review.html

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
MAY 28, 2020

AGENDA ITEM: **REGULAR MEETING**

5.1.1 President's Performance Objectives, 2020/21

Background

As referenced in College Board policy and other documents (noted below) the College President prepares an annual set of performance objectives for approval by the Board of Governors. The objectives are developed to establish areas of focus on which the President will concentrate effort and the achievement of results during the year.

The President's Performance Objectives are developed to support the advancement of the College's overall priorities and goals as specified in the five-year strategic plan, as well as the Board of Governors' Annual Objectives, and key College Mandate Letter Priorities communicated by the Minister of Advanced Education and Skills Training.

A draft set of President's Performance Objectives, 2020/21 were reviewed by the President's Performance and Compensation Committee (PPCC) on January 23 and March 4, 2020. The Committee's suggestions and feedback on the first draft objectives have been reflected in the attached proposed final version.

Action

It is proposed that the Board of Governors approve the President's Performance Objectives, 2020/21.

Suggested Resolution

That the Board of Governors of North Island College approves the President's Performance Objectives, 2020/21.

References

1. College Board Policy SR-1 President and CEO's Role
2. College Board Policy SR-2 Monitoring the President and CEO's Performance
3. Terms of Reference President's Performance and Compensation Committee

President's Annual Performance Objectives, 2020/21

GENERAL

1. Complete the process to develop a new five-year strategic plan (College Plan20-25); including internal and external consultation/feedback regarding draft Plan20-25 and College Board of Governors final approval of Plan20-25 in June 2020.

2. Implement Year-one of College Plan20-25. Ensure alignment of annual administrative performance objectives and department plans with College Plan20-25 Commitments, Priorities and Goals through deployment of the Planning and Priorities Alignment Template (PPAT) system.

3. Include in Year-one implementation of College Plan20-25 appropriate operational contingency plans and actions to effectively support students and employees as well as the College's long-term recovery from the impacts of the COVID-19 pandemic.

4. Track and report on the Plan20-25 Performance Assessment Measures for each College Priority and Goal. Utilize the Planning and Priorities Alignment Template (PPAT) system to collect, aggregate and report on information at the college department level related to annual objectives and actions implemented in support of the Plan20-25 Priorities and Goals.

5. Support Implementation of the College Board of Governors Objectives, 2020. (Attached).

STUDENTS

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

6. Facilitate advancement of the Comox Valley Campus Student Housing project.

    -   Obtain Provincial Government approval and funding announcement (Summer 2020)
    -   Following government approval, initiate/complete next stages in project development (e.g. procurement, construction start).

May 15, 2020

COMMUNITIES

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

7. Complete design consultation plans for the Indigenous Gathering Place at Campbell River Campus; complete construction procurement; and begin construction.

8. Advocate for and secure additional resources to support other related initiatives, Indigenous programs and services.

PEOPLE

Create an exceptional workplace, that attracts and retains highly talented and dedicated employees who are proud to be a part of NIC and contribute to the success of their college.

9. Strengthen existing and implement new initiatives focused on supporting internal communication and employee engagement (update the Interim Employee Engagement Action Plan, January 2019).

COLLEGE

Optimize and strengthen college enrolments to support program vitality, outstanding student experiences and the impact created by college graduates, through the implementation of leading strategic enrolment management practices.

10. Begin a Strategic Enrolment Management Review process that generates critical information for use in data-based decision-making and ongoing continuous improvement of related college practices; complete student data collection and assessment regarding the college website, NIC brand identity, and print marketing tools.

11. Develop an NIC fiscal sustainability advocacy report: "NIC Resources and Capacity: Challenges and Opportunities – Post-COVID-19) for presentation to the Ministry of Advanced Education and Skills Training in 2021.

NORTH ISLAND COLLEGE
NIC

Board of Governors Objectives, 2020
Approved, February 6, 2020

A. Board Meetings

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

B. Board Development/Education

2. Strengthen board member orientation and ongoing development with additional education, information and discussion sessions regarding:

   a. <u>Governance</u>: board types (public post-secondary institutions, others) , NIC board processes, policies, member roles and fiduciary responsibilities, government mandate;

   b. <u>College</u>: programs, services, administrative structure and roles, finance; use of technology to support access; news media relations; use of social media; marketing and communications plans;

   c. <u>Roles and Relationships</u>: Education Council, Aboriginal Education Council (AEC) and NIC Foundation (NICF);

   d. North Island First Nations' Cultures;

   e. Truth and Reconciliation Commission Calls to Action, and U.N. Declaration on the Rights of Indigenous People (UNDRIP)

   f. Other

C. Planning, Oversight and Performance Assessment

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

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

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

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

D. <u>Board Engagement</u>

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

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

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

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

E. <u>Advocacy and Government Relations</u>

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

AGENDA ITEM: **REGULAR MEETING**

                 5.1.2   Draft College Plan20-25

Background

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

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

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

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

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

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

Action

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

Suggested Resolution

   None

References

DRAFT College Plan20-25

As of May 5, 2020

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

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

College Plan20-25 includes the following components:

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

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

Mandate

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

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

Mission

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

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

Vision

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

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

*NIC will work with Elders for Indigenous translations in Kwak'wala and Nuu-chah-nulth.

Commitments

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

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

We are deeply committed to:

1. Supporting Students

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

2. Serving Communities

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

Commitments

3. Engaging our People

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

4. Strengthening our College

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

1. Supporting our Students

to achieve their educational goals

Learning and Student Success

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

Access

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

Health and Well-Being

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

Caring and Supportive

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

Excellence and Quality Improvement

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

2. Serving our Communities

by connecting to who we are and where we live

Indigenous Reconciliation

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

Relevant and Responsive

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

Environmental Stewardship and Climate Change

- Reduce greenhouse gas emissions and mitigate factors contributing to climate change through leadership, education and action.

- Implement initiatives to reduce waste production and limit the environmental impact of College operations.

Intercultural Understanding

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

3. Engaging our People

to thrive and be their best

Workplace Excellence

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

Diversity and Equity

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

Engagement, Teamwork and Leadership

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

Health and Safety

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

4. Strengthening our College

and build our capacity to serve and excel

Strategic Enrolment

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

Fiscal Sustainability

- Grow and diversify revenue sources.

Infrastructure and Technology

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

Innovation

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

Transparency and Accountability

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

Assessment and Reporting

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

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

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

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

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
MAY 28, 2020

AGENDA ITEM: **REGULAR MEETING**

                         5.1.3   Performance Assessment and Reporting Summary:
                         Plan20-25

Background

The attached draft Performance Assessment and Reporting Summary (PARS) has been developed to identify the quantitative and qualitative measures and data sources that will be used to track and report on the College's progress on advancing and achieving each of the college Priorities and Goals over the life of Plan20-25.

The information sources and measures to be used will be drawn from a variety of new and existing data systems and collection tools, including: student records and enrolment; financial other administrative data; student, graduate and employee surveys.

In addition, other information related to the college Priorities and Goals will be gathered from across the College on an annual basis regarding the Objectives set and Actions undertaken at the departmental level through the Planning and Priorities Alignment Template system.

The annual Institutional Accountability Plan and Report (IAPR) mandated by the Ministry of Advanced Education and Skills Training will continue to be the primary document for reporting on the implementation and progress of the College plans. In addition, a subset of information from the PARS will be highlighted through a Key Performance Indicator (KPI) Dashboard (similar in format to the current "Fast Facts" infographic). A "Community Report" summary from the IAPR will also be prepared for broader distribution.

Thanks go to Wes Skulmoski, Manager Institutional Research and Planning, Christiana Wiens, Planning and Communications Officer and members of the College Plan Committee who worked on the development of the Performance Assessment and Reporting Summary.

Action

It is requested that the Board of Governors discuss and provide feedback on the draft of College Plan20-25 Performance Assessment and Reporting Summary. A Final Draft of the Performance Assessment and Reporting Summary will be completed for final review and approval at the June 25, 2020 Board Meeting.

Suggested Resolution

    None

DRAFT

Performance Assessment and Reporting Summary - Plan20-25

NORTH ISLAND COLLEGE
NIC

Priority	Goal	Measure	Quantitative	Qualitative	Data Source	Period
Supporting our students to achieve their educational goals.						
		Learning and Student Success: Increase student success through high quality curriculum, excellence in teaching and learning, effective student support services and integrated work experiences.				
		Student feedback on quality of education, quality of instruction, satisfaction with education and skill development		✓	BC Student Outcomes Surveys	Annual
		Student feedback on quality of service		✓	NIC Student Services Customer Satisfaction Survey	Annual
		Unemployment rate of NIC grads	✓		BC Student Outcomes Surveys	Annual
		Work integrated learning enrolment	✓		NIC enrolment data	Annual
		Access: Enable increased access to College programs and services by addressing geographic and financial barriers, as well as the lack of supports and educational preparedness.				
		Access enrolment (i.e. ABE, DAL, dual credit, dual admission, in-community, distributed learning, Indigenous)	✓		NIC enrolment data	Annual
		Scholarships and bursaries funds raised	✓		NIC administrative data	Annual
		Health and Well-Being: Enhance campus life across the College and implement proactive supports to foster student health and well-being.				
		Student feedback on campus life, health and well-being		✓	Canadian Campus Well-being Survey	Biennial
		Caring and Supportive: Further develop our strong, supportive culture to enhance students' lived experiences of inclusion and belonging.				
		Student feedback on inclusion and belonging		✓	Canadian Campus Well-being Survey	Biennial
		Employee feedback on NIC's organizational culture		✓	Employee Engagement Survey	Triennial
		Excellence and Quality Improvement: Implement a system of program and service quality reviews and improvements.				
		Student feedback on quality of education, quality of instruction, satisfaction with education and skill development		✓	BC Student Outcomes Surveys	Annual
		Student feedback on quality of service		✓	NIC Student Services Customer Satisfaction Survey	Annual
		Number of program reviews launched annually	✓		NIC administrative data	Annual

Performance Assessment and Reporting Summary - Plan20-25

NORTH ISLAND COLLEGE
NIC

Priority	Goal	Measure	Quantitative	Qualitative	Data Source	Period
Serving our communities by connecting to who we are and where we live.						
	Indigenous Reconciliation: Increase and strengthen relationships with First Nations communities, Indigenous Education initiatives, programs, policies and practices in support of the Truth and Reconciliation Commission Calls to Action and the BC Declaration on the Rights of Indigenous Peoples Act.					
		Indigenous student enrolment	✓		NIC enrolment data	Annual
		Number of new and active partnerships with First Nations communities	✓		NIC administrative records	Annual
		Feedback from Indigenous students on cultural relevance of NIC's environment and courses, and meeting their educational goals		✓	NIC Indigenous Student Survey	Annual
		Indigenous Education Council feedback on relationships, initiatives, programs policies and practices		✓	NIC survey | focus group discussions	Annual
	Relevant and Responsive: Create and strengthen partnerships to ensure the College offers innovative, relevant and responsive programs and services that meet changing needs of the region.					
		In-community enrolment by location	✓		NIC enrolment data	Annual
		One-time, contract and project funded enrolment	✓		NIC enrolment data	Annual
		Unemployment rate of NIC Grads	✓		BC Student Outcomes Surveys	Annual
		Number of new and active partnerships with Canadian and international post-secondary institutions, First Nations communities, school districts, businesses, research partners and community agencies	✓		NIC administrative records	Annual
	Environmental Stewardship and Climate Change: Reduce greenhouse gas emissions and mitigate factors contributing to climate change through leadership, education and action. Implement initiatives to reduce waste production and limit the environmental impact of College operations.					
		STARS scores on academics, engagement, operations, planning and administration, and innovation and leadership. STARS benchmarking for NIC compared with other BC institutions.	✓		STARS rating (Sustainability Tracking, Assessment & Rating System) htps://stars.aashe.org/	Triennial
	Intercultural Understanding: Provide opportunities for our learners and people to develop greater intercultural literacy skills required for a changing world.					
		International student enrolment	✓		NIC enrolment data	Annual
		Number and proportion of countries represented by international students	✓		NIC enrolment data	Annual
		Indigenous student enrolment	✓		NIC enrolment data	Annual
		Number of intercultural literacy strategies completed annually	✓		NIC administrative data	Annual
		Number of new and active international partnership agreements	✓		NIC administrative records	Annual
		Number of study abroad opportunities (outgoing exchange, field schools and incoming exchange)	✓		NIC administrative data	Annual

Performance Assessment and Reporting Summary - Plan20-25

NORTH ISLAND COLLEGE
NIC

Priority	Goal	Measure	Quantitative	Qualitative	Data Source	Period
Engaging people to thrive and be their best.						
	Engagement, Teamwork and Leadership: Attract, develop, retain and celebrate highly talented and dedicated employees who are proud to be a part of NIC and contribute to the success of our College, by continuously improving human resource practices.					
		Employee feedback on engagement and human resource practices		✓	Employee Engagement Survey	Triennial
		Professional development funds available	✓		NIC administrative data	Annual
		Number of employees celebrated for length of service as part of annual employee recognition	✓		NIC administrative data	Annual
	Diversity and Equity: Create and implement initiatives that advance and celebrate our College as a model for diversity, inclusion and equity.					
		Employee feedback on diversity, inclusion and equity		✓	Employee Engagement Survey	Triennial
		Student feedback on diversity, inclusion and equity		✓	Canadian Campus Wellbeing Survey	Biennial
		Employee and student and demographics	✓		NIC administrative data	Annual
		Number of diversity, inclusion and equity strategices completed annually	✓		NIC administrative data	Annual
	Health and Safety: Strengthen communication, engagement, teamwork and leadership across the College.					
		Employee feedback on communication, engagement, teamwork and leadership		✓	Employee Engagement Survey	Triennial
	Health and Safety: Develop and improve the College's comprehensive employee health, safety and well-being.					
		Employee feedback on health, safety and well-being		✓	Employee Engagement Survey	Triennial

Performance Assessment and Reporting Summary - Plan20-25

NORTH ISLAND COLLEGE
NIC

Priority	Goal	Measure	Quantitative	Qualitative	Data Source	Period
Strengthening our College and building our capacity to serve and excel.						
	Strategic Enrolment: Optimize College enrolments to support program vitality and outstanding student experiences, through the implementation of strategic enrolment management practices.					
		Domestic student enrolment	✓		NIC enrolment data	Annual
		Indigenous student enrolment	✓		NIC enrolment data	Annual
		International student enrolment	✓		NIC enrolment data	Annual
	Fiscal Sustainability: Grow and diversify revenue sources.					
		Revenue by source	✓		NIC financial data	Annual
		Revenue from sources other than base operating grant	✓		NIC financial data	Annual
	Infrastructure and Technology: Advance toward completion the projects in our Five-year Major Capital Plan including the Housing Commons, Campbell River Gathering Place, Comox Valley "Village" Replacement and the Tebo Trades Centre Replacement in Port Alberni.					
		Quantitative update on Five-Year Major Capital Plan progress	✓		NIC administrative data	Annual
		Qualitative update on Five-Year Major Capital Plan actions and outcomes		✓	NIC administrative records	Annual
	Innovation: Create initiatives that build the College's capacity to innovate and serve as a community resource.					
		Number of applied research and innovation projects, number of partner businesses engaged and funds raised	✓		NIC administrative data	Annual
	Transparency and Accountability: Implement improved systems, processes and tools to measure, communicate and report on the College's activities, performance and progress.					
		Annual, cumulative update of systems, processes and tools implemented and outcomes over five years (e.g. Planning and Priority Alignment Matrix, Annual progress report for communities/public, Annual report for the Board of Governors)		✓	NIC administrative records	Annual

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
MAY 28, 2020

AGENDA ITEM: **REGULAR MEETING**

                          5.1.4   Planning and Priorities Alignment Template:
                          Plan20-25

Background

From the outset of the College Plan20-25 process, it was recognized that for the new strategic plan to be successful it would require a focused effort on implementation by the whole College to align annual tactical Objective setting and Action planning in support of advancing NIC's overall strategic priorities across the organizational structure.

In order to clearly establish integration and alignment of annual plans and budgeting with the College's priorities and goals across the college, departments and administrative leaders will be required to document and submit their Objectives and planned Actions at the start of the year (in June/July). At the end of the year (in May), departments and administrative leaders will report information regarding the Actions taken and Results achieved during the year.

An on-line database system, the Planning and Priorities Alignment Template (PPAT) tool will be used to record, aggregate and report on information regarding annual Objectives and Actions related to the Plan20-25 Priorities and Goals.

The attached graphic depicts the general concept, format and relationship between the Planning and Priorities Alignment Template (PPAT) tool inputs.

Thanks go to Casey Black, Director, Information Technology, Wes Skulmoski, Manager, Institutional Research and Planning and Christiana Wiens, Planning and Communications Officer for their work on the development of the draft PPAT system.

Action

None – for information

Suggested Resolution

None

DRAFT

Planning and Priorities Alignment Template

COLLEGE		**DEPARTMENT**
Plan20-25	➡	**Annual Plan/Budget**
Priorities and Goals		Objectives and Actions

Supporting our Students. . . .

Goals

⬅

1. . . .

2. . . .

Objectives . . .

Actions:

1. . . .

2. . . .

1. . . .

2. . . .

On an annual basis, departments review the Plan20-25 Priorities and Goals in relation to their own Objectives and Actions.

Departments identify the Objectives they have set and the Actions they plan to take in support of the relevant Plan20-25 Priorities and Goals.

Serving our Communities. . .

Goals

⬅

1. . . .

2. . . .

Objectives. . . .

Actions:

1. . . .

2. . . .

1. . . .

2. . . .

Not all Plan20-25 Priorities and Goals will be directly relevant to every department.

Engaging our Employees. . .

Goals

⬅

1. . . .

2. . . .

Objectives . . .

Actions:

1. . . .

2. . . .

1. . . .

2. . . .

Strengthening our College. . .

Goals

⬅

1. . . .

2. . . .

Objectives. . . .

Actions:

1. . . .

2. . . .

1. . . .

2. . . .

Other information that will be recorded and reported on through the PPAT system will include:

Action Lead:	Name of the leader for this action
Action Status:	Achieved	Ongoing	Deferred	Cancelled
Location:	CV	CR	PA	PH	UC	In-Community
Aligns with Other College Plans:	MYPP	…exhaustive list of plans
Comments:	

NORTH ISLAND COLLEGE

NIC

**Vice President Strategic Initiatives
Report to the Board of Governors**

**May 20, 2020
Prepared by Randall Heidt**

This report covers the time period from March 12, 2020 to May 20, 2020. It is an overview of the activities and events of the NIC Foundation and Strategic Initiatives Division during this time period. The information is provided under the related NIC Plan 2020 Strategic Priority headings and may fall under more than one priority.

Strategic Priority #7: Resources, Investment, Sustainability
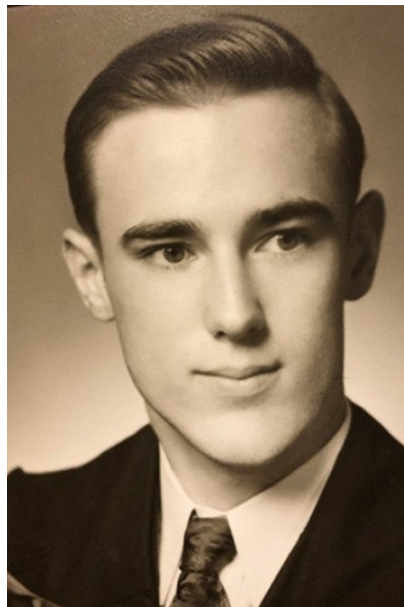
Almost 300 NIC students to benefit from largest bequeathed gift in Foundation history

A total of 285 NIC students will receive $1,000 each, thanks to the largest bequeathed gift in NIC Foundation history. The $285,000 legacy gift came from Dr. Allan Duncan Pritchard, who passed away November 28, 2019 at the age of 91.

Allan's family has deep roots in the Comox Valley, where he was born on August 8, 1928, the middle son of Norman and Bessie (nee Jolly) Pritchard.

"I feel extremely honoured to be able to administer my Uncle's estate and fulfill his donations to charities like yours that he believed so strongly in," said Allan's niece, Sandy Neal. "Uncle Allan was proud of his roots in the Comox Valley and until his death remained unwaveringly dedicated to a life of academics."

While Allan was born and raised in the Comox Valley, he earned his Bachelor's degree at UBC and followed that by earning his Master's and Doctorate degrees at The University of Toronto. He taught for a brief period at UBC and eventually moved on to serve a 33-year tenure at the U of T teaching 17th century English literature. "Allan was an accomplished writer, historian, cited expert on architecture, world traveler and philanthropist, but most of all he was a kind and modest man," stated his obituary in the Comox Valley Record.

"In the last few years, he spent many hours pouring over Comox Valley and BC research, always in pursuit of new information, and was so pleased when he came across some obscure interesting facts that he could pass along," Neal told NIC about her uncle, who is in the photo above.

Allan also made substantial gifts to the Courtenay Museum and the U of T.
"Uncle Allan chose to donate his estate to charities that very accurately represent who he was and what was important to him, his beloved Comox Valley, local history and academics," Neal said.

Allan grew up in the Comox Valley and considered himself fortunate to have spent his childhood roaming the fields of the Duncan/ Dingwall Sandwick properties, swimming in the warm waters of the Tsolum River and searching for fossils on the banks of the Puntledge River, according to his obituary.
"We are so incredibly grateful and honoured to receive this historic gift," said Randall Heidt, Executive Director of the NIC Foundation. "Dr. Allan Pritchard leaves an incredible legacy on Vancouver Island as his generosity will help hundreds of NIC students reach their educational, career and life goals. It's just a massive impact when you think about it."
For information about how you can leave a legacy gift to NIC students, please visit foundation.nic.bc.ca or call 250-334-5074.

COVID relief fundraising campaign planning underway
The Office of Advancement team is in the planning stages of a fundraising campaign to reduce the impact of COVID-19 on

current and future student awards. We will be providing more information about the campaign to support tomorrow's healthcare professionals today to the Board in the coming weeks for input and assistance with implementation.

NIC Foundation selects new Investment Manager
The NIC Foundation Board of Directors has improved its Investment Policy and has selected a new Investment Manager after a robust selection process. The Board has chosen Genus Capital Management, which has worked with the College for many years. The decision will help ensure the short, medium and long-term sustainability of investments and returns to support NIC students.

NORTH ISLAND COLLEGE
NIC

Strategic Priority #8: Active Connections to Community

Industrial Automation faculty working on COVID-19 project

The Centre for Applied Research, Technology and Innovation (CARTI) is working with Industrial Automation faculty and students on a project to assist with the fight against COVID-19. CARTI is working with Industrial Automation faculty members Brad Harsell and Cory Batch as well as Neil Cruickshank, NIC Dean of Arts, Science and Technology to identify potential projects that could give students hands-on experience via their capstone project that will help fortify the frontline battle against COVID-19. For example, faculty and students are working with a local distillery to create an automated assembly line to bottle, label and package hand sanitizer. Other projects may follow based on the availability of funding and project partners. Industrial Automation students began the hand sanitizer project by manufacturing their own face shields (see photo above) to ensure safety as recommended by the Provincial Health Officer. Special thanks to Brad, Cory, Neil and Naomi for their desire and flexibility to take on this timely, innovative project with our community partner.
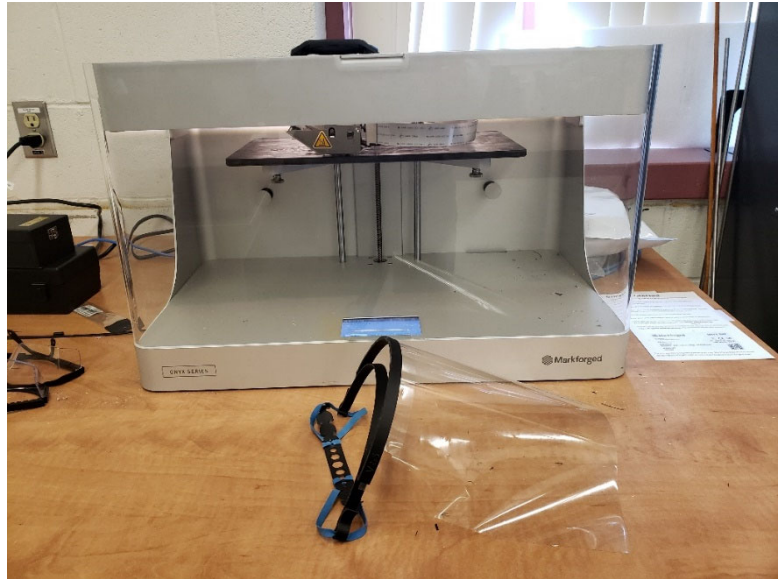
Strategic Priority #7: Resources, Investment, Sustainability

Student support to exceed $500,000, despite COVID-19

NIC students can expect $503,785 in scholarship and bursary funding to help pay for college this year, thanks to the incredible loyalty and generosity of NIC Foundation donors. Despite the economic uncertainty that became very real in March due to COVID-19, donors did not waiver in their dedication and support of NIC students for the coming year. We would like to thank our incredible donors, who have continued to support students despite some challenging times. Our goal has been to provide more than 500 students per year with $1,000 each on average and thanks to our donors we can do that again for the second straight year.

Strategic Priority #9: College Identity and Brand

NIC online marine training receives provincial and national media coverage on CBC, Academica

NIC's online marine training has been featured by CBC and Academica Top 10 as an innovative way to deliver training. The earned media stories lauded NIC for being among the first post-secondary institutions in Canada to be granted approval to offer certified marine training courses digitally.

If you would like to listen to the CBC radio interview with Suzanne Jolly, CET Campbell River regional training officer, click here

To read the full news release click here

"It's a great chance for students to learn all you need to safely operate small vessels in near coastal waters," said Clive Quigley, NIC marine instructor (bottom photo). "Also, it's exciting for us to be able to offer these courses, meaning that students can access the training from across Canada without having to pay for travel. It means access to marine safety courses will be a lot easier now."

Special thanks and congratulations to Suzanne Jolly, Lynne MacFadgen, NIC regional director of Continuing Education & Training, faculty Clive Quigley, as well as Spencer Anderson and Elizabeth Young from Marketing and Communications for this innovative programming and earned media coverage.

British Columbia

B.C. post-secondary school out to prove marine safety courses can be done online

Virtual learning actually benefits students in remote communities, North Island College spokesperson says

CBC News · Posted: May 06, 2020 1:20 PM PT | Last Updated: May 6

Students enrolled in marine training courses at North Island College will receive equipment by mail and be taught by Transport Canada-approved instructors online. (@TrainingNic/Twitter)

North Island College instructor Clive Quigley says teaching classes online means students no longer have to cover the expense of relocating for their studies and can still get a quality education on how to safely operate small vessels in coastal waters. (North Island College/Clive Quigley)

Strategic Priority #9: College Identity and Brand

Fall Marketing and Communications plan

This section outlines several marketing and communications initiatives that we are working on as we transition away from COVID-19 crisis communications and towards more positive communications and Fall promotion.

The transition is similar to what our communications colleagues are doing across Canada, as you may have seen in the recent survey conducted by Academica called *Communications in the Face of a Pandemic.*

As usual, our integrated marketing and communications plans include, earned media, shared media, owned media and paid media, which dovetail to ensure several touch points and ease of navigation for prospective students. If you would like to understand what that looks like, please see #4 Online Program Promotion below for details regarding DIGITAL Design + Development (formerly IMG), Business certificate online and Office Administration/Management (formerly ABT).

NORTH ISLAND COLLEGE
ONLINE BUSINESS ADMINISTRATION CERTIFICATE
www.nic.bc.ca/business

"My favourite thing about NIC was the support of my instructors. Their overall energy and passion for teaching motivated me to learn and gave me confidence to pursue my career."

Seinead Lynch, Business Administration certificate grad

Learn the fundamentals of accounting, marketing, economics, computer applications and business writing in a supportive online environment. Financial support options available.   NORTH ISLAND COLLEGE

Apply now, start Fall 2020 | 1-800-715-0914 | www.nic.bc.ca   NIC

We are also working on:

1. **NICe VIDEOS**

We are working on a series of positive videos, which will build on our **#IamNICe** branding. The videos will be messages of encouragement from students, faculty, staff, and administration. The videos are designed to create a positive, supportive, optimistic environment which encourages prospective students to apply for Fall semester.

Recently completed videos:
- Watch the message from faculty celebrating Nursing Week
- Watch this Welcome to Spring term, message from faculty and staff
- Watch this informative video explaining Accessible Learning Services

Videos currently in planning and development include:
- Tips for effectively learning from home and in a digital environment
- Grad congratulations
- A video showing the digital learning experience at NIC
- We are also looking for uplifting stories about faculty and students. Please send ideas to Elizabeth.young@nic.bc.ca

2. STUDENT SUPPORTS/ WELLBEING
We continue to work on communications about student supports and wellbeing.

Content is developed in collaboration with Felicity Blaiklock, Director of Student Affairs, and her team. Content is delivered via social media, NISU, the website and includes mental health tips, guided meditation resources as well as videos and information about online events that students can participate in via BlueJeans.

Join the Tech Industry

ELECTRONICS TECHNICIAN

Apply now, start Fall

NORTH ISLAND COLLEGE ≋NIC

3. FALL PROMOTION, WHICH INCLUDES:

Paid Media
- Radio, May to September, region specific
- Print, May to September, region specific
- Digital, May to September. This includes Google AdWords, A geotargeting campaign and Facebook ads. See Electronics Technician ad, which is part of several images in a GIF ad, which will utilize digital animation to rotate between a series of related ads via channels such as Facebook, Bell Media, and Google. Marketing and Communications is working to strategically expand and improve our digital advertising in 2020/21 in collaboration with Bell Media.

Shared Media
- Hundreds of Social media posts region wide, which promote Fall promotion and support paid, owned and earned media.

Owned Media
- Exterior Digital Signs, Interior Digital Screens, NIC Website and snap frames will feature Fall promotion, program specific promotion based on enrolment reports, and new program advertising.

Earned Media
- Positive Op-Ed -- for area newspapers. It will be similar to what U Vic, RRU and Camosun published in the Victoria Times-Colonist.
- Positive media releases – about the Fall semester that dovetail with the Op-Ed. Themes include:
  - You can trust us this Fall -- we have more than 40 years of experience as innovators in technology-enabled learning.
  - We are committed to helping students reach their academic goals.
  - We have supports to help you. Supported with messaging developed with Felicity and Dean, et al.
  - Here is what your learning may look like: Supported with messaging from Liesel, delivery methods, messages from faculty (if possible), sample videos and photos.
  - Success stories from students who completed the winter semester and learned to adapt, such as DIGITAL Design + Development students who had to pivot and present their showcase online instead of on campus.
  - There may be federal, provincial and institutional funding to support you.
  - Advisors are available digitally to help you develop your academic plan
  - Trades Career in Less Than a Year
  - Join the Tech Industry, supports (Electronics Core, Industrial Auto, Engineering, DIGITAL Design + Development)
  - Start Your University Degree this Fall
  - Join the Essential Services Team
  - Earn Your Business Certificate Online.

May 5 to May 31 focus is on:
  - Promotion of online programs, new programs, cohort programs.
  - Calls to action to get prepared now so you are ready to apply in June. For example, get your portfolios ready now.
  - Continue Fall promotion on owned media and shared media.
  - Begin to ramp up Fall promotion on paid, earned, owned and shared media.

June 1 to September 7.

   o Expansion of Fall promotion via all channels as details evolve regarding delivery methods, dates, timetables, postponements, etc.

4. ONLINE PROGRAM PROMOTION

a) DIGITAL Design + Development (formerly IMG)

Earned media
- Media release Friday, May 1 on students grad show
- Media release in development for faculty profile of Megan
- Media release on name change announcement

Shared media
- Social media posts from the students on social media channels to support grads and promote grad show (see photo)
- NIC posts on grad show, following media release listed above
- Faculty Friday features: Megan and Chris
- Student testimonials: 3 in progress + lead on local employer connection

2020 VISIONARIES
New Era, New Design, New Beginnings
Graduates of the Digital Design and Development programs at NIC

Owned Media
- Faculty member, Megan Wilson, will be featured on main page of NIC website in faculty profiles.
- Advertising on Digital Exterior Signage in Comox Valley, Campbell River and Port Hardy.
- Advertising on Digital Interior Screens at CV, PA, CR and PA.
- Main webpage banner promoting the program.
- Media release featured as news item on homepage May 1 – 8

Paid Media:
- Print

- Radio
- Facebook
- Google
- Bell Media

b) First Year of Business Degree Online (certificate)

Earned media

- Media release being developed on Business Certificate grad who studied online (focus: start your degree online)
- Stories developed for Spring business newsletter, were pushed to media as individual features:
  - New Employment Engagement Facilitator, Dayna Kneeland (photo), featured in Campbell River Chamber of Commerce E-blast newsletter.
  - First GBM grads in CR
  - Accounting journey

NORTH ISLAND COLLEGE
NIC

Join the ZOOM call with Dayna Kneeland
Employment Engagement Facilitator
WEDNESDAYS 3:00pm – 4:00pm
LEARN about Work-integration Options
Zoom Meeting
https://zoom.us/j/4210372610
Meeting ID: 421 037 2610
Dayna is also available to connect for individual zoom and phone meetings — please reach out and schedule at your convenience. Thank you!
250.207.5432 | dayna.kneeland@nic.bc.ca

Shared media

- New testimonials from business students featured on social media
- Social media support of earned media releases
- Faculty Friday feature: Othman Bennis

Owned Media

- Faculty member Othman Bennis will be featured on main page of NIC website in faculty profiles.
- Advertising on Digital Exterior Signage at Comox Valley, Campbell River and Port Hardy.
- Advertising on Digital Interior Screens at CV, PA, CR and PA.
- Main webpage banner promoting the program.

Paid Media:
- Print
- Radio
- Facebook
- Google

c) Office Administration/Management (Formerly ABT)

Earned media
- Media release: student profile on online learning, benefit of program.

Shared media
- Multiple student testimonials to share on social media to coincide with media release and drive traffic to website for registration.
- Social media support of release
- Faculty Friday feature: Richelle Gardiner-Hynds

Richelle Gardiner-Hynds

DEPARTMENT CHAIR, FACULTY
APPLIED BUSINESS TECHNOLOGY, HUMANITIES & SOCIAL SCIENCES

Master of Arts, Integrated Studies (Athabasca University)

Subjects: Applied Business Technology, History, Women's Studies

richelle.gardiner-hynds@nic.bc.ca
Comox Valley Campus 250-334-5000 ext. 4159 | Location TYE - 214
Campbell River Campus 250-923-9707

Owned Media
- Faculty Richelle Gardiner-Hynds will be featured on main page of NIC website in faculty profiles.
- Advertising on Digital Exterior Signage at Comox Valley, Campbell River and Port Hardy.
- Advertising on Digital Interior Screens at CV, PA, CR and PA.
- Main webpage banner promoting the program.

Paid Media:
- Print
- Radio
- Facebook
- Google

Education Council Report for the Board
May 2020

Education Council was established in 1996 in response to the then new College and Institute Act. Clauses 14, 15 and 18 of the Act define the role and composition of an Education Council. The mandate of the Education Council at North Island College is to ensure educational quality. Education Council extends a standing invitation for members of the Board to attend Council meetings. This report is provided to update the Board on work done by the Council.

May 2020

Policy and Standards

- None

Approved Curriculum

New Programs:

- None

Program Revisions:

- Automotive Service Technician Foundation Harmonized Certificate
- Welder Foundation Harmonized Certificate
- Activity Assistant and Hospital Unit Clerk
- Bachelor of Science, Nursing
- Practical Academics for the Workplace

New Courses:

- None

Course Revisions:

- Bus 100, 200, 211, 217, 221, 223, 244, 270, 290, 312, 318, 323, 335, 418, 419, 420, 421, 492
- Eco 110, 111, 245, 270
- AED 030, 032, 036, 037, 038, 041, 042, 046, 047, 048, 053, 054, 055, 057, 059, 063, 064, 065, 066, 067, 068, 069, 070

Course Deactivations

- AED 039, 049

Correspondence/Information
- Memo from the Executive Vice President, Academic & Chief Operating Officer (attached)
  - Discussion occurred, and the following motion was passed:
    - *That Education Council acknowledges and endorses that faculty have flexibility related to student evaluation and assessment methods (including weighting) as indicated in Authorized Course Descriptions (ACDs). This acknowledgment will be in effect as of March 16, 2020 for the remainder of the 2019-20 academic year and for the entire 2020-21 academic year, as appropriate to the subject area, and as approved by the relevant dean/director, and in compliance with North Island College policies.*

    Moved by J. Marriott / Seconded by J. Fallis Starhunter

    Joint letter from Education Council and SET to be distributed to all faculty.

- Report from Senior Education Team (T. Bellavia)
- Report from Aboriginal Education (K. Shopland)

The next Education Council meeting will be held on June 12, 2020 at 12:30 pm in a format and location TBD.

Respectfully

Brad Harsell
Chair, Education Council

April 27, 2020

To Mr. Brad Harsell, Chair, NIC Education Council

Almost overnight, COVID-19 transformed how we teach and learn at NIC and I am thankful to faculty and Education Council for their responsiveness, flexibility and collaboration during these uncertain times. With the latest information from the Ministry of Advanced Education that we will need to continue to deliver instruction using alternate forms, NIC has moved beyond crisis response into planning for the foreseeable future.

I am writing with reference to Education Council's responsibilities, as established by *the College and Institute Act*, in setting curriculum content for courses leading to certificates, diplomas or degrees. To support the continuation of digital delivery for students and faculty, I am formally requesting that Education Council acknowledge and support faculty in having flexibility related to meeting learning outcomes, student evaluation, and assessment methods (including weighting) as indicated in Authorized Course Descriptions (ACD). This consideration would be in effect for the remainder of the 2019-20 academic year and for the 2020-21 academic year, as appropriate to the subject area, and as approved by the dean.

Policy language in policy 3-35 Course Outline sets out that the requirement for evaluation methods and weighting of those methods be provided to students at the beginning of class. This notification will remain a requirement. Policy language in policy 3-33 Evaluation of Student Performance directing that there must be at least three separate evaluations, and no single evaluation will be greater than 40% will also remain a requirement as outlined.

We would like to encourage and support faculty in providing learning experiences that are in alignment with the ACD's learning outcomes (focusing on core concepts and key ideas for student learning). We ask Education Council to authorize the necessary flexibility with the ACD to make modifications for digital instruction around contact hours, assessment and evaluation methods, along with applications of learning and assignments. Faculty should continue to clearly communicate with students as to how learning will be organized and accessed, how students will engage with content and how students will demonstrate their understanding of the learning outcomes.

To support faculty work during COVID-19, we ask that Education Council consider the following motion:

That Education Council acknowledges and endorses that faculty have flexibility related to meeting learning outcomes, student evaluation, and assessment methods (including weighting) as indicated in Authorized Course Descriptions (ACDs). This acknowledgement will be in effect as of March 16, 2020 for the remainder of the 2019-20 academic year and for the entire 2020-21 academic year, as appropriate to the subject area, and as approved by the relevant dean/director.

Thank you for your consideration of this matter.

Sincerely,

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

cc: Sara Child, Vice-chair, Education Council
        Jennifer Fallis Star Hunter, Chair Curriculum Committee
        Judith Marriott, Chair Planning and Standards
        Kara Foreman, Recording Secretary
        John Bowman, NIC President
        Shirley Ackland, NICFA President

BRITISH COLUMBIA

Our Ref. 118902

May 7, 2020

Dear All Post-Secondary Institution Board Chairs:

Thank you for your tremendous leadership in guiding your Post-Secondary institution through these extraordinary times. You have risen to the challenge with compassion and innovation. I would like to express my gratitude for your board members' and president's leadership in pivoting and expediting safe and alternative forms of delivery to allow students to be successful in completing their end of term studies.

Yesterday, May 6, 2020, the Premier announced the Province's Restart Plan toward "a new normal". Each sector has been tasked to develop a plan to safely re-start operations and to begin the work of rebuilding the economy while maintaining a flat COVID-19 transmission rate - all based on evidence and advice from the Provincial Health Officer. This plan will play a key role in signaling the importance of our public post-secondary sector in supporting B.C's recovery. It is imperative that we maintain the safety of your students, faculty and employees to achieve our collective goal of delivering quality, world-class education and training. We must ensure that students are equipped to enter the workforce quickly once they complete their studies.

While this work is underway, British Columbians expect our institutions to collaborate and communicate with learners, faculty, employees and indigenous communities in your region as you develop your institutional plans for summer, fall and beyond. In this time of so much uncertainty it is more important than ever for learners to hear consistency in messaging, and for them to have a sense of confidence and safety as they start, continue or re-engage on their learning journey.

It is critical for British Columbians to hear that their post-secondary system is open and will continue to provide quality, world-class education and training and the support they need to make impactful workforce connections. I believe that investing in the advanced education and skills training of our people is one of the most important actions we can take to ensure British Columbians can fully contribute to our economic recovery and securing our economic future.

As the Premier said, we will do this together, slowly, safely. I know that by working together we will get through this and build back better a stronger Public Post-Secondary and Training eco-system for all British Columbians.

… /2

I look forward to engaging with you in the coming weeks and hearing your ideas about how we can best support the ongoing success of learners in British Columbia.

Respectfully,

Melanie Mark
Hli Haykwhl Ẃii X̲sgaak
Minister

pc: All Post-Secondary Institution Presidents

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

Kevin Brewster, Assistant Deputy Minister
Finance, Technology and Management Services and Division Responsible for Student Housing
Ministry of Advanced Education, Skills and Training

Bindi Sawchuk, Assistant Deputy Minister
Workforce Innovation and Division Responsible for Skills and Training
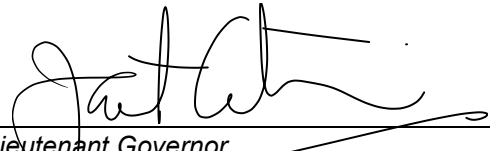Ministry of Advanced Education, Skills and Training

Jeff Vasey, Assistant Deputy Minister
Post-Secondary Policy and Programs and Division Responsible for Learner Support
Ministry of Advanced Education, Skills and Training

Tony Loughran, Executive Lead
Governance, Legislation and Corporate Planning Division
Ministry of Advanced Education, Skills and Training

PROVINCE OF BRITISH COLUMBIA

ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL
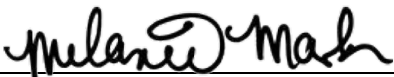
Order in Council No.   186   , Approved and Ordered   April 27, 2020

_____
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, 2020, the following appointments to the board of North Island College are made:

(a)   Andrew Peter McCubbin, Valery Sheila Puetz and Patricia Mary Trasolini are reappointed as members for terms ending July 31, 2022;

(b)   Jane Marie Atherton is reappointed as a member for a term ending July 31, 2023.

_____
Minister of Advanced Education, Skills and 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 603/2018; OIC 357/2019

O10396527

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, Skills and Training
AGC	Academic Governance Council. This is the group of EdCo chairs from all BC colleges and institutes (BCIT and the Justice Institute), which meets twice a year to discuss areas of common concern.
ASD	Access for Students with Disabilities. Now renamed to DALS.
AVP	Associate Vice President
AST	Arts, Science and Technology (Faculty of)
BCNet	Not-for-profit, shared services organization providing computer support and services to post-secondary institutions
BOG	Board of Governors
CABRO	Crown Agencies and Board Resourcing Office
CARTI	Centre for Applied Research, Technology and Innovation
CEO	Chief Executive Officer
CET	Continuing Education and Training
CICan	Colleges and Institutes Canada
COO	Chief Operating Officer
CR	Campbell River
CUPE	Canadian Union of Public Employees
CV	Comox Valley
DAC	Deans Advisory Council
DACSO	Diploma, Associate degree, and Certificate Student Outcomes; BC Student Outcomes conducts annual surveys of former students from British Columbia's post-secondary institutions
DALS	Department of Accessible Learning Services
DCC	Deferred Capital Contribution
DCWG	Department Chairs Working Group
EdCo	Education Council
EVPA	Executive Vice President, Academic
FBAS	Faculty of Business and Applied Studies
HHS	Health and Human Services (Faculty of)
IEC	Indigenous Education Council (former Aboriginal Education Council)

IRR	(Ministry of) Indigenous Relations and Reconciliation
ITA	Industry Training Authority BC (Trades programs)
ITV	Interactive Television
IWC	Immigrant Welcome Centre
JTT	(Ministry of) Jobs, Trade and Technology
MYPP	Multi-Year Program Plan
NIC	North Island College
NICFA	North Island College Faculty Association (Union)
NISU	North Island Students' Union
OGE	Office of Global Engagement (formerly International Education)
OIC	Order-in-Council
PA	Port Alberni
PSEA	Post-Secondary Employers' Association
PSEC	Public Sector Employers' Council Secretariat
PSI	Post-Secondary Institution
SET	Senior Education Team
SIF	Strategic Investment Fund
SLT	Senior Leadership Team
SVM	Sexual Violence and Misconduct (Policy)
TLC	Teaching and Learning Committee
TLI	Teaching & Learning Innovation
T&T	Trades & Technical (Faculty of)
UCIPP	University, College and Institute Protection Program
UT	University Transfer

Deloitte.
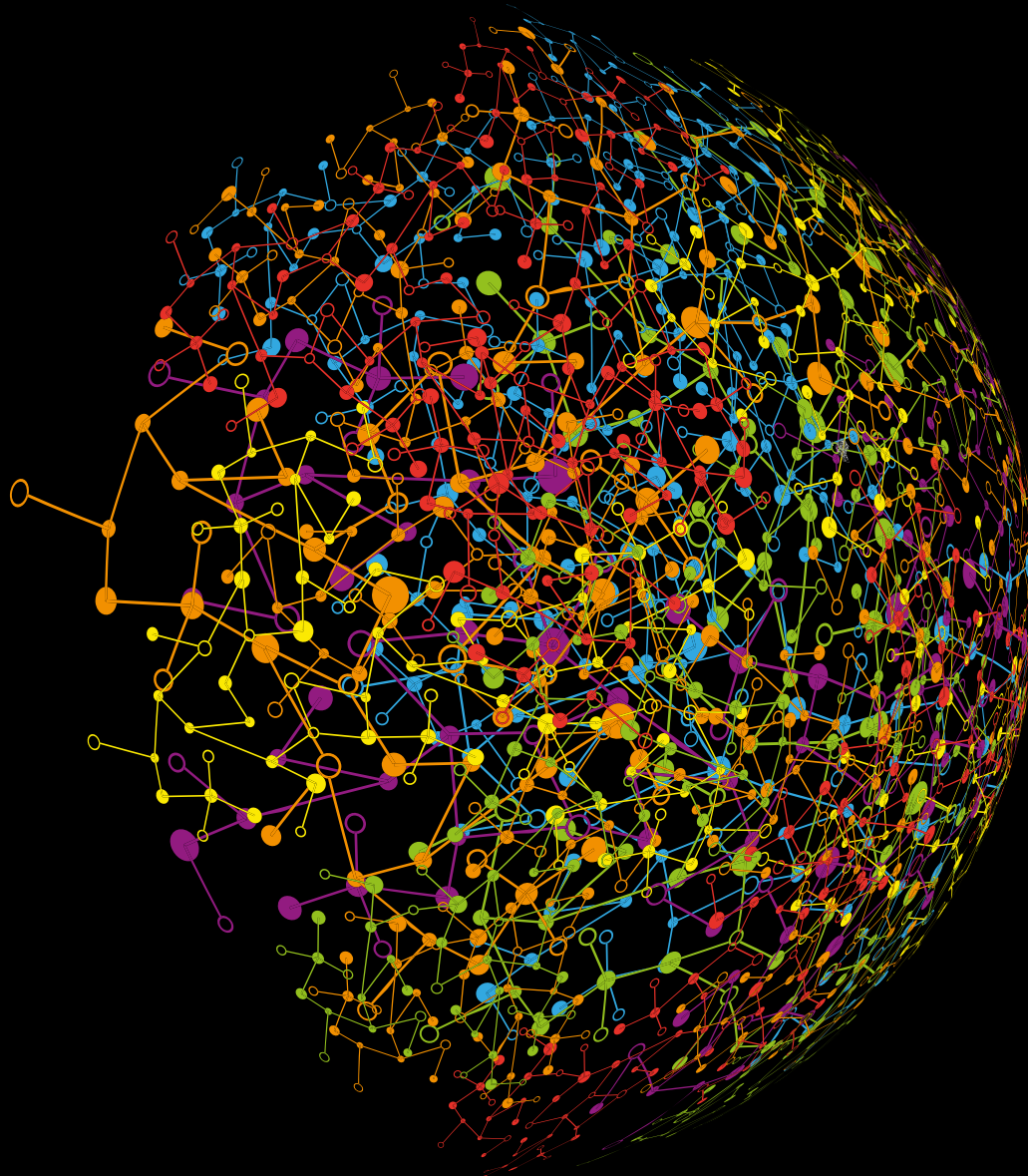
**Planning for the impacts of COVID-19 on
Higher Education in Canada**

Higher education in the wake of COVID-19

The COVID-19 pandemic has and will continue to contribute to widespread uncertainty, and present a number of urgent and complex challenges across the higher education sector. Colleges and universities have had to act fast to respond to a number of immediate functional and operational issues, including the expansion of remote delivery and online learning, determining strategies for marking and graduation, and providing additional support to students through wellness programs.

While these pressing immediate issues are being addressed, institutions continue to face an uphill battle as they adapt to operate under unpredictable timelines, public health enforcements, and adjust to a "new normal" in a post-COVID-19 world. It is therefore important that focus is placed on financial mechanisms and cash management at this time in order to be able to continue to move forward on a secure footing.

An important next step for institutions will be to move past immediate issues, and to begin to plan for the future. One key element of this will be to look at the implications for the financial health of the institution. This needs to consider not just prominent issues such as enrolment, but take a broader strategic and operational view. Given the level of uncertainty we recommend exploring considerations for scenario-based planning.
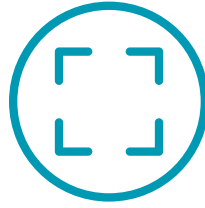
A framework for crisis management: Respond-Recover-Thrive

Deloitte's framework, Respond-Recover-Thrive, offers a three dimensional view on crisis management over time. Institutions are currently in the midst of the Respond phase, and have done much work to mitigate immediate issues. It is now important to carry on into assessing near and long-term implications and planning for potential scenarios. The aim of this will be to prepare for minimized burden, and be well positioned for recovery.

Respond	Recover	Thrive
• **Mitigate immediate issues** – e.g., transition to online classes, develop a plan for exams and final assessments, move students off campus.	• **Fiscal sustainability planning** – moving from survival to stability.	• **Long term solvency and fiscal health** – achieving sustainability and reaching targets.
• **Financial forecasting and scenario planning** – monitor trends and identify all COVID-19 considerations, then assess the possible financial impacts across multiple scenarios.	• **Mitigate longer-term issues** – e.g., cyber security, uncertain enrolment.	• **High caliber digital learning capabilities and online student experience** – new strengths emerge.
• **Operational investments** – e.g., necessary technology for remote learning and working, cyber including threat detection and response, student financial supports.	• **Strategic investments** – e.g., additional student supports and further developing remote capabilities.	• **Adapted to new normal** – establishing a successful position in a post-COVID-19 world.
• **Cash management / cost reduction actions** – e.g., non-essential travel, subscriptions, utilities, and reduced work arrangement.		

The focus of this paper is to assist institutions in the **financial forecasting and scenario planning** activity as they Respond to the crisis; and we will consider some of the other topics in future papers.

Scenario planning enables you to apply a structured approach to develop hypotheses and explore various possibilities about potential futures, and then translate plausible scenarios into actions across different time horizons. Particularly in disruptive and fast-changing times, like those of the COVID-19 pandemic, scenario planning enables leaders to avoid the potential pitfalls of relying too heavily on a partial or rushed strategy given highly uncertain timelines and outcomes. It also allows for leaders to identify necessary actions and feel as ready as possible for whatever outcome.

By identifying key considerations, drivers, and uncertainties, institutions can then assess the potential impacts and combined outcomes across best, worst, and neutral case scenarios. Allowing organizations to be prudent in decision-making and minimize financial burden.

Key factors and uncertainties for institutions to consider

As part of the Respond phase of the framework, we believe all higher education institutions should be prioritizing financial forecasting and scenario planning in the coming months. Here is a list of **9 considerations and key factors** that we believe should be assessed throughout this process:

1. **Student enrolment and retention.**
    For both international and domestic students the following factors will impact enrolment and retention:

    - **Travel bans** – Should travel bans continue into multiple upcoming academic terms, how might this impact international student enrolment, on a country by country basis? What will be the impact if Provincial bans continue?

    - **Remote study** – Do all students have the means to sustain the remote study model for a longer duration (technology barriers, learning accommodations, etc.)? Will students pay the same price for studying at a distance? Could the demand for remote learning past COVID-19 actually grow in some subsets of students?

    - **Lost income** – Will students and their families have the ability to pay tuition and fees in the coming terms due to lost income during COVID-19 shutdowns? Can more creative payment plans be implemented to accommodate for students with cash flow challenges?

    - **Voluntary deferral** – Will students opt to temporarily defer their studies for a more traditional student experience should physical-distancing and remote learning measures remain in place for a longer term? What accommodations including freezing/extending graduation requirements are required?

    - **Virtual recruitment** – Forgoing traditional on-campus tours or travelling recruitment efforts in times of physical-distancing, will investments be required to expand virtual tour capabilities?

2. **Facilities and services.**
   There are a number of considerations related to facilities and services that institutions should take into account, including:

   - **Residence fees** – If physical-distancing enforcements continue into the coming terms, what will be the financial impact on student housing? Without fee revenue, what costs would need to be absorbed?

   - **Food services, parking, and campus stores** – Will it be possible to continue gaining revenue from campus services, and if not, what costs would need to be absorbed? Can certain services/sales be shifted online? Which services are contracted out, and what are the financial implications of these contracts?

   - **Maintenance and utilities** – Are there possibilities to save on maintenance and utility expenses due to temporary or long-term facility closures? Are plans in place to implement critical ongoing maintenance requirements? Do these plans consider temperature fluctuations, physical security and insurance stipulations – for example, requirements for periodic physical inspections? Have kitchen facilities undergone appropriate shut down procedures and all freezer and food inventory been managed?

   - **Supply chain** – How has COVID-19 impacted the institutional supplier network? Will there be disruptions and supply shortages, and what might be the financial impacts of such disruptions? Are there options to negotiate supplier payment terms based on contracts?

3. **Donations and investment income.**
   Given poor market conditions and a predicted recession, institutions should consider the potential impact on donations and investment income, including:

   - **Donors** – How will fundraising efforts be impacted, and from which groups most significantly if individuals and businesses cut non-essential spending due to economic conditions? Are there certain groups that could continue to provide large donations?

   - **Investment income** – How much of a hit to investment portfolios and endowments should be expected based on various economic projections and timelines?

4. **Impact on programs and teaching.**
    As all classes have moved online without a definitive date for a return to campus, the impacts on programs/teaching for both students and faculty should be evaluated, including:

    • **Programs** – Which courses and programs will not be adaptable to an online program based on structure or accreditation? What will be the financial hit if certain programs are suspended temporarily?

    • **Partnerships** – How will COVID-19 impact existing partnerships with businesses, and are there opportunities for new partnerships (e.g. partners to deliver remote learning)?

    • **Academic student supports** – How will students continue to receive sufficient academic help (e.g. office hours, tutorials, TAs) in a long-term remote learning model? Are the current working hour expectations of faculty sufficient to support the volume of student questions?

    • **Investments** – What investments (e.g., improved technology) will be required in order to deliver a positive and secure experience for teaching and testing, and achieve longer-term buy-in from faculty and students?
    As the models for teaching and learning move off site how will we safeguard the institution and students from cyber threats? Has a cyber security program been developed and does it include investments in end-point protection, multifactor authentication and change adoption?

5. **Impact on research.**
    In many cases, academic research cannot be easily adapted to a remote form. Should physical distancing measures continue, institutions should be considering:

    • **Research dollars** – How many research programs are reliant on in-person access to facilities and equipment, and are there expected loses in research funding should physical-distancing measures continue in the coming terms? Are there any potential new funding opportunities?

    • **Restructuring research teams** – Are current team structures well suited for isolation and physical-distancing enforcements? Should temporary restructuring or reduced work arrangements be considered?

6.   **Student expectations and wellness.**
COVID-19 has and will continue to bring uncertainty and unique challenges for everyone, and will impact the expectations, experience, and wellness of students. The expectations of students' parents will also be impactful. Institutions should consider:

- **Mental health** – How can institutions address mental health concerns effectively in a remote learning model? What role can/should institutions play in maintaining social connectedness? What expectations will students have for required supports and services in order to continue their studies, and what might be the associated costs?

- **Extracurricular aspects of higher education** – Most students participate in more than just classwork, seeking social connection through extracurricular programs as a key component of their student experience. Can certain programs continue on a remote/digital basis? What are the costs/savings associated with continuing or pausing funding to these programs?

- **Work-integrated learning (WIL)** – Will there be sufficient demand for student co-ops or internships to continue offering WIL? Are there remote options? What are the costs/savings associated with continuing or pausing WIL programs?

7.   **Workforce planning.**
Successful implementation of a business continuity strategy will hinge on active and effective participation by the workforce. There are related policy and procedure considerations that institutions should take into account, including:

- **Training & development** – Are training programs required for faculty and staff to advise on how to effectively conduct their work and deliver results remotely by using technology? What might be the associated costs?

- **Wellness and benefits** – Mental health and wellness will also be top of mind for employees – will investments or policy changes are required? Is it time to roll-out COVID-19 specific employee benefits such as special leaves or reimbursements for purchase of remote working supplies/technology? Should the benefit schemes be updated to include enhancements to their existing physical and mental wellness policies?

- **Workforce planning** – What is the makeup of the workforce (e.g. faculty vs. staff, permanent vs. casual/part-time) and is effective workforce planning and deployment being taken into account? Is there a need for implementing change in the roles and responsibilities of the current workforce?

8. **Capital planning.**
   Given the uncertainty and potential disruption that all sectors are facing any potential capital investment programs will need to be carefully considered, including:

   - **In progress –** Should existing programs be carried forward? For ongoing projects, how is the risk of exposure of the project teams to Covid-19 being mitigated and how is compliance with evolving regulatory/Health & Safety requirements being ensured? What are the implications around how they are being financed? Could these be restructured to assist in the new cash flow requirements of the institution? What are the implications for the developer or contractor? What is the impact of any current delay? What has to be done to safely pause in progress projects? Is the institution exposed to potential additional claims?

   - **Planned –** Should plans and investment be delayed until times of greater certainty?

   - **Future –** Does it make sense to plan for new capital investments as institutions enter the Recover phase? If any economic stimulus becomes available, are there opportunities to take advantage of the funds? What planning is required to execute a safe and efficient start up/restart?

9. **Government funding.**
   A question remains as to government's response to higher education in the wake of COVID-19 and the economic impact it will have. With an unprecedented situation that continues to evolve daily, institutions should consider all possible funding impacts, including:

   - **Operating grants –** What would be the financial impacts of an increased, decreased, or status quo operating grant? What would be prioritized (through cost saving actions or investment) under each scenario?

   - **Outcome based funding –** What might the approach be to outcome based funding? Will plans carry forward, or will outcomes such as graduate employment targets be adjusted to reflect the impact of COVID-19?

   - **Emergency funding –** What are the impacts of receiving or not receiving emergency relief funding? Where could funds best be allocated if received?

t

8. **Capital planning.**
   Given the uncertainty and potential disruption that all sectors are facing any potential capital investment programs will need to be carefully considered, including:

   - **In progress –** Should existing programs be carried forward? For ongoing projects, how is the risk of exposure of the project teams to Covid-19 being mitigated and how is compliance with evolving regulatory/Health & Safety requirements being ensured? What are the implications around how they are being financed? Could these be restructured to assist in the new cash flow requirements of the institution? What are the implications for the developer or contractor? What is the impact of any current delay? What has to be done to safely pause in progress projects? Is the institution exposed to potential additional claims?

   - **Planned –** Should plans and investment be delayed until times of greater certainty?

   - **Future –** Does it make sense to plan for new capital investments as institutions enter the Recover phase? If any economic stimulus becomes available, are there opportunities to take advantage of the funds? What planning is required to execute a safe and efficient start up/restart?
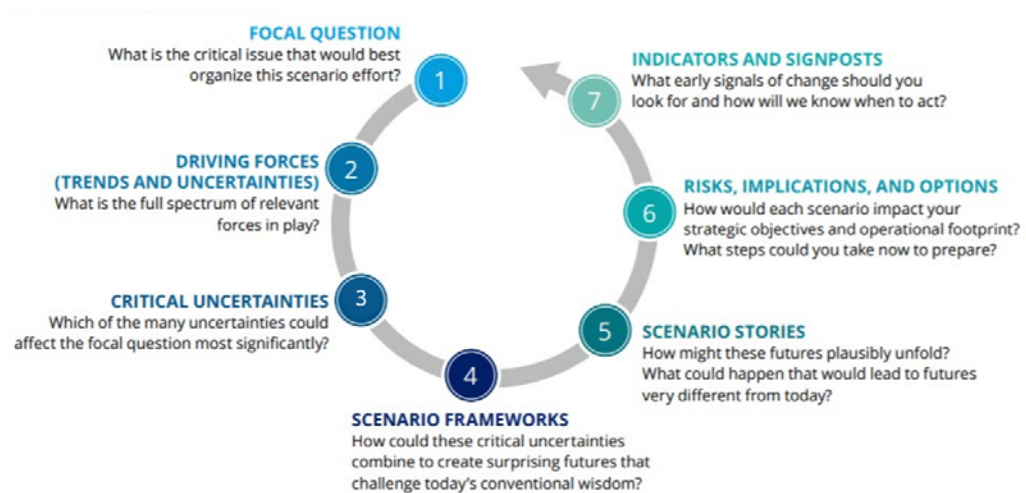
9. **Government funding.**
   A question remains as to government's response to higher education in the wake of COVID-19 and the economic impact it will have. With an unprecedented situation that continues to evolve daily, institutions should consider all possible funding impacts, including:

   - **Operating grants –** What would be the financial impacts of an increased, decreased, or status quo operating grant? What would be prioritized (through cost saving actions or investment) under each scenario?

   - **Outcome based funding –** What might the approach be to outcome based funding? Will plans carry forward, or will outcomes such as graduate employment targets be adjusted to reflect the impact of COVID-19?

   - **Emergency funding –** What are the impacts of receiving or not receiving emergency relief funding? Where could funds best be allocated if received?

While assessing these considerations and factors across a number of potential scenarios/outcomes (i.e., best, worst and neutral case), institutions should develop action plans to prepare them for responding to various future state environments. Arming leaders to implement solutions at the right time which have been weighed across all factors and prioritized based on urgency of need. It is important this is done from both a financial and greater institutional/student impact lens.

The scenario development process can be summarized in 7 steps:

FOCAL QUESTION
What is the critical issue that would best organize this scenario effort?
1

INDICATORS AND SIGNPOSTS
What early signals of change should you look for and how will we know when to act?
7

DRIVING FORCES (TRENDS AND UNCERTAINTIES)
What is the full spectrum of relevant forces in play?
2

RISKS, IMPLICATIONS, AND OPTIONS
How would each scenario impact your strategic objectives and operational footprint? What steps could you take now to prepare?
6

CRITICAL UNCERTAINTIES
Which of the many uncertainties could affect the focal question most significantly?
3

SCENARIO STORIES
How might these futures plausibly unfold? What could happen that would lead to futures very different from today?
5

4

SCENARIO FRAMEWORKS
How could these critical uncertainties combine to create surprising futures that challenge today's conventional wisdom?

Scenario planning will be a key activity for preparing institutions for the "new normal"

The considerations above highlight a number of factors that institutions will be facing, with no real level of certainty. Detailed scenario planning and modelling can help institutions understand, plan, and react to the unprecedented number of rapid changes occurring. The Respond-Recover-Thrive framework combined with scenario planning allows for institutions to evolve during change until a "new normal" plateau is reached. These activities need to be intensive and regularly reviewed with both the executive teams and Board of Governors. In unchartered times, being able to plan for a range of possible outcomes will be essential to support decision making – which is having to be done at a pace never before experienced.

As part of our commitment to the sector we will continue to share our views based on our crisis management framework.

Authors

Mark DiNello
Partner
mdinell@deloitte.ca

Troy Kay
Partner
trkay@deloitte.ca

Carmen Wade
Partner
carwade@deloitte.ca

Jeffrey Yazdi
Partner
jyazdi@deloitte.ca

Bruce Adams
Director
bradams@deloitte.ca

Craig Robinson
Director
crarobinson@deloitte.ca

Contributors

Arvind Subramanian
Senior Consultant
arvisubramanian@deloitte.ca

Michelle Countway
Consultant
mcountway@deloitte.ca

Introduction

The COVID-19 pandemic and associated economic disruptions come at a challenging time for the US higher education sector. Flat enrollments, intense competition over students, increasing tuition discounting, rising costs and shifting demand preferences were among the myriad challenges US institutions were already managing. In addition, approximately one in five private institutions were facing substantial financial risk **before** the onset of the global pandemic.[1]

Since the outbreak of COVID-19 in the US, institutions have been consumed with operational triage. They canceled study-abroad programs, cut athletic seasons short and requested students leave campus for an indeterminate period, among numerous other decisions. Within a week, almost all classroom learning shifted to a remote delivery model, often using commercially available collaboration tools as the foundation. This makeshift remote learning solution should not be confused with best-in-class online courseware, delivery infrastructure and supporting services, as high-quality online delivery is often the purview of scale institutions with sophisticated operations honed over years.

With the most immediate triage completed, it is time to ask, "What should we expect?" and, ultimately, "What actions should we consider?"

---

[1] See EY-Parthenon's *The Other Looming Educational Debt Crisis: Institutional Debt and Safeguarding the Interests of Students: A new student-centered financial health metric for higher education institutions*, https://www.parthenon.ey.com/po/en/perspectives/the-other-looming-educational-debt-crisis--institutional-debt.