

<p><b>NORTH ISLAND COLLEGE BOARD OF GOVERNORS</b>  <b>REGULAR MEETING</b>  <b>TO BE HELD IN KOMOUX HALL BOARDROOM/BLUEJEANS, COMOX VALLEY CAMPUS</b>  <b>THURSDAY, JUNE 30, 2022 @ 1:00 PM</b></p>
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**AGENDA**

<b>Topic</b>	<b>Attachment</b>	<b>Action</b>	<b>Time</b>
<b>1. CALL TO ORDER</b>			
1.1 Acknowledgement of First Nations Traditional Territory			
1.2 Adoption of Agenda		To adopt	(2 mins)
<b>2. CONSENT AGENDA</b>			
2.1 Minutes of the Regular Meeting of April 7, 2022		✓ To approve	
2.2 Executive Committee Report, June 14, 2022		✓ Information	
2.3 Governance and Board Development Committee Report, June 14, 2022		✓ Information	
2.4 Finance and Audit Committee Report, June 10, 2022		✓ Information	
2.5 June 2022 College Highlights Report		✓ Information	
2.6 Correspondence and Information (Agenda item #5)		✓ Information	(5 mins)
<b>3. BOARD BUSINESS</b>			
3.1 2022 AEST Letter of Direction & 2021/22 Mandate Letter		✓ To approve	
3.2 2021/2022 Full-time Equivalent Enrolment Report		✓ To approve	
3.3 2021/2022 Institutional Accountability Plan and Report		✓ To approve	
3.4 <i>BUILD 2026</i> Updates and Dashboard Review		✓ To approve	
3.5 Roundtable Board Member Reports		Information	(30 mins)
<b>4. REPORTS ON STRATEGIC ACTIVITIES</b>			
4.1 President			
4.1.1 President's Annual Priority Performance Objectives, 2022/23		✓ To approve	(15 mins)
4.2 Vice President, Finance and College Services			
4.2.1 Audited Financial Statements, Year Ended March 31, 2022		✓ To approve	(10 mins)
4.3 Acting Chair, Education Council (EdCo)			
4.3.1 Education Council Report		✓ Information	(3 mins)

**5. INFORMATION (attachments)**

- 5.1 AEST Funding Review Email Communication, April 22, 2022
  - 5.2 Fact Sheet - Post-Secondary Funding Formula Review
  - 5.3 Learner Resource Fee Annual Report 2021/22
  - 5.4 FY 2021/22 Audit Findings Report
  - 5.5 Commonly used acronyms
  - 5.6 Link to Board [policies](#) and [bylaws](#)
  - 5.7 2022/23 Board Workplan
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**6. NEXT MEETING DATES**

- Regular meeting – Thursday, October 6, 2022  
(And joint meeting with NIC Foundation Board)
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**7. ADJOURNMENT**

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2:30 pm

**MINUTES OF THE REGULAR MEETING OF THE  
NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
HELD IN ROOM N110, PORT ALBERNI CAMPUS & VIA VIDEOCONFERENCE  
THURSDAY, APRIL 7, 2022**

**BOARD MEMBERS  
PRESENT**

J. Atherton, Community Member, Comox Valley Region, Vice Chair  
B. Babu, Student Representative  
L. Domae, President  
M. Erickson, Faculty Representative  
R. Everson, Community Member, Comox Valley Region  
W. Gus, Chair, Education Council  
S. Humble, Community Member, Campbell River Region  
R. LaTrace, Support Staff Representative  
A. McCubbin, Community Member, Comox Valley Region  
B. Minaker, Community Member, Comox Valley Region  
E. Mosley, Community Member, Port Alberni Region, Chair  
C. Scarlatti, Student Representative  
P. Trasolini, Community Member, Campbell River Region

**BOARD MEMBERS ABSENT**

V. Puetz, Community Member, Campbell River Region

**ALSO PRESENT**

T. Bellavia, Vice President, Academic  
K. Crewe, Associate Vice President, People, Equity and Inclusion  
C. Fowler, Vice President, Finance and College Services  
K. Kuhnert, Vice President, Students and Community Engagement  
R. Reid, Executive Assistant, Board of Governors & Foundation Board  
C. Wiens, Director, Public Affairs & Communications

**IN THE GALLERY**

Members of North Island Students Union (NISU)

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**1. CALL TO ORDER**

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

**1.1 Acknowledgement of First Nations Traditional Territory**

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

**1.2 Welcome to New Board Member and Oath of Appointment – Shelley Humble**

The Board welcomed new Board Member S. Humble who read and signed the Oath of Appointment.

### **1.3 Adoption of Agenda**

The Board added item 3.4 Roundtable Board Member Reports.

**Moved P. TRASOLINI / Seconded S. HUMBLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 7, 2022 AS AMENDED.**

**Motion carried**

### **2. CONSENT AGENDA**

**Moved C. SCARLATTI / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 7, 2022.**

**Motion carried**

### **3. BOARD BUSINESS**

#### **3.1 Board of Governors Workplan, 2022/2023**

The proposed workplan:

- Runs from April of the current year to March of 2023 following a fiscal year cycle;
- Highlights key Board responsibilities and authorities based on the College and Institute Act;
- Has meetings that align with key reporting dates in both fiscal and academic year cycles and will include at least one item for Board deliberation and approval as well as education sessions in the morning;
- Includes proposed annual joint meetings with the NIC Foundation Board and the Indigenous Education Council.

L. Domae noted that Board governance process policies allow for opportunities to call a meeting should unscheduled business arise between meetings.

**Moved P. TRASOLINI / Seconded B. MINAKER: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES ITS WORK PLAN FOR FISCAL YEAR 2022/2023 AS PRESENTED.**

**Motion carried**

#### **3.2 2022/2023 NISU Fee Letter and Audited Financial Statements**

Based on the College and Institute Act, the Board must direct the College to collect student society fees and remit the same. C. Scarlatti proposed to amend the suggested resolution to include remittance to the BC Federation of Students.

**Moved S. HUMBLE / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE DIRECTS THE COLLEGE TO COLLECT MEMBERSHIP FEES AND REMIT THE SAME TO THE NORTH ISLAND STUDENT UNION AND THE BC FEDERATION OF STUDENTS, AS OUTLINED IN THEIR FEBRUARY 2022 LETTER, FOR THE ACADEMIC YEAR 2022-2023.**

**Motion carried**

### **3.3 Board Policy – Student/Employee Appeals to the College**

Improvements made in the policy include:

- Clearer language;
- Addition of appeals process flowchart, scope and application;
- Grounds for appeal can be based on the lack or of flawed process and/or new evidence not available at the time of the decision to suspend;
- Expanded membership of the appeals committee;
- Additional support available for appellant.

P. Trasolini added that the Governance and Board Development Committee supports the approval of the revised policy.

K. Kuhnert referred the Board to training information on administrative justice that those interested in participating in the appeals process may avail of.

**Moved B. MINAKER / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES ITS POLICY: STUDENT/EMPLOYEE APPEALS TO THE COLLEGE BOARD AS PRESENTED.**

**Motion carried**

### **3.4 Roundtable Board Member Reports**

Board Members attended their respective committee meetings.

E. Mosley, P. Trasolini, C. Scarlatti, J. Atherton, M. Erickson, V. Puetz and A. McCubbin attended the February 11 virtual announcement of the Provincial funding of the student housing project.

E. Mosley, J. Atherton, P. Trasolini, A. McCubbin and S. Humble attended the Warm Up to Housing event on March 4<sup>th</sup>.

A. McCubbin, who sits as director on the NIC Foundation Board, briefly reported on the Foundation and its Finance & Investment Committee of which he is also a member.

S. Humble attended the Team BC Culinary Event dinner at the Campbell River campus on March 18 and recommended attending similar College events to the Board.

In addition to the aforementioned events, E. Mosley and L. Domae joined a virtual meeting with the Ministry's senior ministerial advisor Eric Peters. E. Mosley also attended virtual meetings of the BC Colleges board chairs as well as the Alberni Valley Learning Council.

## **4. REPORTS ON STRATEGIC ACTIVITIES**

### **4.1 President**

#### **4.1.1 President's Report, April 2022**

L. Domae highlighted the following in her verbal report:

- The Ministry's funding of the College's student housing project is the largest capital investment it has made in NIC history;
- The College is working closely with the Komoks First Nations and the design team in proceeding with the housing construction;

- Plans are underway to officially announce the opening of The Gathering Place in the Campbell River campus with the AEST Minister in April;
- The College is developing plans to consolidate the Tebo facility with the Port Alberni campus on Rogers Street in order to better support students and a more vibrant campus life in the region;
- Last year, the College delivered over \$4.7 million in one-time only funded programs;
- The Ministry announced the sector-wide funding review to begin in May 2022, adding that revenue generation by post-secondary institutions and Indigenous education frameworks will be integral parts of that review;
- In the funding review process, the College will advocate for more stable program funding as opposed to one-time only funding;
- Recommendations to update some of the metrics in *BUILD 2026* will be brought to the Board in the near future.

L. Domae noted that programs that are delivered exclusively by the use of one-time only funding are not sustainable given the amount of work in applying for those grants and competition with other institutions.

## **4.2 Vice President, Finance and College Services**

### **4.2.1 Budget, Fiscal Year 2022/23**

C. Fowler reported that the College’s recovery from the projected deficit started in fiscal year 2021 and has since cut the deficit in half. He added that the Board’s Finance and Audit Committee met with the Ministry’s Assistant Deputy Minister Jason Butler to discuss the approval process for deficit budgets. The College is required to show its deficit management plan in order to receive approval for its deficit budget.

**Moved M. ERICKSON / Seconded S. HUMBLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL YEAR 2022/23 BUDGET CONDITIONAL ON MINISTRY APPROVAL OF THE DEFICIT.**

**Motion carried**

### **4.2.2 Fiscal Year 2021/22 Forecast**

The FY 2021/2022 audited financial statements will be brought to the Board at its June meeting for approval. C. Fowler noted the drop in revenues from international student tuition which accounts for a big portion of the College’s pre-pandemic budget.

### **4.2.3 Comox Valley Campus Student Housing Project Update**

C. Fowler referred to the Ministry’s certificate of approval indicating that capital funds for the project are now available. He added that money spent on producing the indicative design required for the submission of the project for funding have already been withdrawn from the available funds. C. Fowler noted that the procurement process to select a builder has begun and added that while the selected builder will have their own architect, the architect for the indicative design, Dialogue, will provide support in ensuring that the construction will be based on specifications approved by the Ministry.

## **4.3 Vice President, Academic**

### **4.3.1 Post-Secondary Indigenous Education Framework**

T. Bellavia presented an email communication from the Ministry which included a draft Indigenous post-secondary education and skills training policy framework. The Ministry is seeking feedback from the Board’s Indigenous Members, post-secondary partners and Indigenous learners, communities and institutes. He suggested that the Board consider a joint response with the College’s Indigenous Education

Council (IEC) or request the IEC to provide feedback on the Board's behalf. The Board discussed the matter and decided to refer the request to the IEC and the Board of Governors' Indigenous Members.

**Moved B. MINAKER / Seconded J. ATHERTON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ACKNOWLEDGES RECEIPT OF THE EMAIL COMMUNICATION DATED MARCH 14, 2022 FROM THE MINISTRY OF ADVANCED EDUCATION AND SKILLS TRAINING SEEKING FEEDBACK ON ITS DRAFT INDIGENOUS POST-SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK AND RESPECTFULLY FORWARD THE SAME TO MEMBERS OF THE INDIGENOUS EDUCATION COUNCIL AND THE BOARD'S INDIGENOUS MEMBERS FOR THEIR FEEDBACK AND REVIEW.**

**Motion carried**

#### **4.4 Vice President, Students & Community Engagement**

##### 4.4.1 NIC Foundation Update

K. Kuhnert updated the Board with the Foundation's activities during the last few months including:

- Welcoming three new directors;
- Retirement of Foundation Chair Garry Griffin and election of Sandra Harrison as Chair;
- Development of a memorandum of understanding and operating agreement between the College and Foundation that will outline how the two entities will work together;
- Receipt of funding for Indigenous language programming through the Foundation (a first in Foundation history).

##### 4.5 **Chair, Education Council (EdCo)**

##### 4.4.1 Education Council Report

W. Gus reported that EdCo met in March to review policies, do program and course revisions and adopted bylaw amendments. She noted that faculty is now transitioning from BlackBoard to BrightSpace learning platform.

## **5. INFORMATION**

The Board received the following information items:

- 5.1. Order-in-Council 103-2022, February 28, 2022
- 5.2. NIC / NIC Foundation Memorandum of Understanding and Operating Agreement
- 5.3. Training in administrative justice for appeals processes
- 5.4. Schedule of NIC graduation ceremonies
- 5.5. NIC and IEC joint statement in memory of Fran Prince
- 5.6. Media release: Province announces post-secondary funding review
- 5.7. Commonly used acronyms
- 5.8. Link to Board policies and bylaws

## **6. NEXT MEETING DATES**

- 6.1 Regular meeting – Thursday, June 30, 2022

**7. ADJOURNMENT**

The regular meeting adjourned at 2:52 p.m.

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Eric Mosley, Chair

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Rachel Reid, Executive Assistant

DRAFT



**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
JUNE 2022**

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

The Executive Committee met on June 14, 2022 at 9:00 am with E. Mosley (chair), J. Atherton, P. Trasolini, L. Domae and R. Reid attending.

**Adoption of agenda**

E. Mosley requested adding an agenda item under Board Business: Retiring Board Member. The committee adopted the agenda as amended.

**Meeting minutes, agenda and schedule**

The draft meeting minutes of April 7, 2022 have been distributed to Board Members for their review.

The scheduled Board education session in the morning will have presentations from F. Blaiklock, Student Affairs Director, on the CARE<sup>2</sup> Plan for students and from C. Wilson, North Island Student Union Organizer. J. Atherton requested that a video on suicide prevention be included in the CARE<sup>2</sup> plan presentation.

The committee reviewed the regular and in-camera agendas and included updates to both. The following agenda items were confirmed:

- *BUILD 2026* Updates and Dashboard Review is included under Board Business as L. Domae is seeking Board approval for certain changes in the strategic plan;
- The President’s annual performance objectives for 2022/23 is included for Board review and approval;
- Alix Carrel will attend and report as Acting Education Council Chair in Wilma Gus’ absence.

**Board Business**

Regular/open Board agenda package website publication

The committee agreed to the publication of the regular agenda package on the Board’s public NIC webpage prior to the meeting date with a notation saying that all suggested resolutions included in the agenda are in draft form only and decisions are made at the meeting.

Funding Review Letter, April 22, 2022 & Fact Sheet

An education session on the funding review may be scheduled for the joint meeting of the NIC Board of Governors and NIC Foundation Board in October.

Board Member Succession

The committee noted the retirement of Board Member Rob Everson on July 31, 2022. A small gathering will be organized after the activities on June 30.

## Information

The committee received the following reference materials:

- Government’s Mandate Letter, 2022 & 2021/22 Mandate Letter
- Calendar of Chair Duties

Time: 10:51 a.m.

## NORTH ISLAND COLLEGE BOARD OF GOVERNORS

*Working together, North Island College builds healthy and thriving communities,  
one student at a time.*

### **AGENDA ITEM: Regular Meeting 2.3 Governance and Board Development Committee Report**

Committee members Patricia Trasolini (chair), Barry Minaker and Benson Babu met on June 14, 2022 at 11:00 a.m. with Lisa Domae (President/CEO), Melanie Allison (Director, College Governance and Strategy) and Rachel Reid (Executive Assistant) as resource persons.

#### **Adoption of Agenda**

The agenda was adopted as presented.

#### **Committee Business**

##### a. Annual Board Evaluation and Individual Board Member self-assessment

The committee reviewed the draft annual survey prepared by Institutional Research. The draft survey is similar to the annual online surveys conducted for the last three years.

In 2019, the Board engaged an external consultant who formulated the online survey questions which was followed by individual phone interviews conducted by the consultant. Since then, the survey questions have been adopted annually in order to determine, based on responses, what the Board's weaknesses and strengths may be. A comparative analysis of responses across the past surveys was also included in the summary report. The Board celebrated its strengths and used the perceived weaknesses to inform its annual retreats.

Upon review, the committee considered the following:

- The number of online questions should be reduced to encourage participation from the Board;
- Remove question numbers 1 to 4 under section 1 - Structure;
- Incorporate self-assessment evaluation into the annual survey;
- Utilize the draft survey questions as discussion points at the next Board meeting to determine what could make the survey more meaningful for each Board Member;
- Keep both multiple-choice and open-ended questions.

S. Humble shared the evaluation process at her other Board, detailing that the survey questions were created by its governance committee and limited to about 10 questions followed by a one-on-one conversation led by herself as president of the Tidemark Theatre.

Following discussions, L. Domae suggested that Institutional Research pare down the survey questions to no more than 15 while incorporating individual assessment questions. The

committee will review the resulting revised annual evaluation with the goal of getting the questionnaire distributed in the summer and then hold individual interviews in early Fall.

**Future agenda items**

- EL and SR policies review;
- Bylaw 2 Conflict of Interest Guidelines;
- Board member exit interview;
- Establishment of a whistleblower policy (2024);
- Review and consideration of transition to paperless Board operations.

Time: 11:50 a.m.

## NORTH ISLAND COLLEGE BOARD OF GOVERNORS

*Working together, North Island College builds healthy and thriving communities,  
one student at a time.*

**AGENDA ITEM:      Regular Meeting**  
**2.4      Finance and Audit Committee Report**

Committee members Arlo McCubbin (chair), Murray Erickson and Christopher Scarlatti met via BlueJeans and in person on Friday, June 10, 2022 at 1:00 pm with Colin Fowler (VP, Finance & College Services), Sue Fleck (Director, Finance), Rachel Reid (EA to BoG) as resource persons. Liette Bates-Eamer and Julie Robinson of KPMG were guests to the meeting.

### Call to Order

A. McCubbin called the meeting to order at 1:10 pm. C. Fowler requested to move up the Audited 21/22 Financial Statements ahead of the Audit Findings Report.

### Audited 21/22 Financial Statements

C. Fowler highlighted the following:

- A small surplus from realized gains on investment and one-time funding;
- Surpluses from either realized gains or one-time only funds are unique and may not be expected to occur in the next fiscal years.

### Audit Findings Report

The committee welcomed L. Bates-Eamer and J. Robinson from KPMG. L. Bates-Eamer presented the KPMG Audit Findings Report and highlighted the following:

- Materiality is similar from last year's fiscal at \$1.1 million;
- Financial statements have been prepared and presented in compliance with the BC Accountability Act which the public post-secondary sector follows;
- KPMG found no significant issues around management controls, balance sheets and deferred capital contributions;
- Recommendations were made to management to indicate time of completion dates in the College's bank reconciliation documents and to align college policies with the expense approval matrix.

C. Fowler and S. Fleck left the meeting at 1:29 to allow committee members to speak confidentially with KPMG.

C. Fowler and S. Fleck returned to the meeting at 1:31pm.

L. Bates Eamer and J. Robinson left the meeting at 1:33 pm.

### External Auditor RFP Process

To prepare for either a possible new appointment or reappointment of current external auditors, C. Fowler will meet with S. Fleck and NIC Purchasing Manager J. Wallace to discuss how to send out a request for proposals in order to comply with the committee's decision in 2020 to retain KPMG for two more years and embark on a selection process at the end of those two years. C. Fowler suggested to send out requests for proposals in the summer, collect the information and present a recommendation to the committee at its

meeting in September.

The committee deliberated on the timing of the selection process against financial reporting requirements and decided that the external auditors may be appointed/reappointed to begin audit work in February 2023 for fiscal year 2023/24 reporting.

#### Long Term Investments Policy Review

The policy was last reviewed by the committee in 2016. The following information from the current policy will need to be clarified to aid the committee in its review:

- What makes up the total investment portfolio in terms of investment mix and how the money can be used;
- What portions of the investment are considered restricted and what do those restrictions mean;
- Despite a definition provided, what does “prudent investor” mean;
- On page 1 under Principles, what does “up to 3% of the market value of the investments can be budgeted to fund operating costs” mean;
- What kinds of withdrawals from the portfolio will need approval from the Board;
- Investment mix instructions from the College to Genus Capital (is there a percentage of the portfolio that is in an ESG?);
- Any suggestions from the investment manager Genus Capital around investment portfolio mix.

The committee requested that staff research other BC colleges’ long term investment policies for the committee to use as reference at its next committee meeting in September. Genus Capital will be invited to do an annual presentation to the Board of Governors later in the year.

#### Large Payments Report

The committee received the large payments report for April and May.

#### Next Committee Meeting

The committee agreed on holding the next meeting on Friday, September 16 at 1:00 pm..

The meeting adjourned at 2:25 pm.

Arlo McCubbin  
Finance & Audit Committee Chair

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
 COLLEGE HIGHLIGHTS REPORT  
 JUNE 2022**

**HEALTH AND HUMAN SERVICES**

**Human Services Department**

*Submitted by Susan Shantz, Department Chair*

**FACULTY ACHIEVEMENTS**

Within the department there has been some shifts. Kelly Johnsen, our regular instructor at the Port Alberni campus and Department Chair, is now the Associate Dean for the Faculty of Health and Human Services. Stepping into the Department Chair Role is Susan Shantz. We have been fortunate in addition to Kelly and Jan Green, who has taught with us for a few years, that several of our sessional faculty joining us this year have Indigenous backgrounds. Also, of note, two recent faculty hires are former NIC Human Services students.

In the last couple of years, faculty has focused on increasing their skills in online delivery of teaching to continue providing a comprehensive education for the students. Faculty have also done training on their own. Kerri Lowey MacKenzie had focused on trauma informed care and increasing her knowledge on Indigenous land acknowledgement. Susan spent time researching and increasing her knowledge on trauma-informed care and seeking out current texts for several of her courses. Meredith McEvoy presented at the Vancouver Community College Teaching, Learning and Research Conference on Indigenization and Decolonization and attended workshops on disability justice, and gender identity.

**STUDENT ACHIEVEMENTS**

For many students, this year continues to be challenging. Some students came down with COVID-19 and having personal health concerns for themselves or family. A number of them needed to work more than what is recommended (30% working more 10 hours a week). Despite this, students who were able to continue on in their studies full time were all successful in their practicums and are graduating in June. Several students have been able to set themselves up with meaningful fulltime work upon graduation and one student has been working to create a business that focuses on food security.

Some students in the Social Service Worker Diploma have applied and been accepted to the University of Victoria to continue their studies in Social Work.

**RECENT AND UPCOMING EVENTS**

Faculty and students in the Comox Valley campus have all had the opportunity to take part in the Walk With Me Project that has been running throughout the spring.

This spring, students in all our programs have participated in the Blanket workshop offered through Kairo. The blanket exercise is an experiential educational program that teaches the history of Indigenous peoples in Canada and their relationship with non-Indigenous people.

The Human Services Articulation happened in mid-May giving faculty a chance to reconnect with colleagues at other institutions across the panel. A key emphasis in the discussions focused on “Care” in the pandemic and following for students, faculty and the institution.

## **Health Care Assistants (HCA) Program**

*Submitted by Donna Wedman, Department Chair / Instructor*

### **FACULTY ACHIEVEMENTS**

This year, we initiated a wider range of placements for the community experience and are piloting the use of a preceptorship model for the last 60 hours of multi-level complex residential care experience.

### **STUDENT ACHIEVEMENTS**

By July 22, 2022, we anticipate a total of 116 Health Care Assistant graduates for the 2021-2022 academic year.

Some students participated in the Walk With Me research project at the Comox Valley Campus. Two cohorts will participate in the Blanket workshop later in June.

### **RECENT AND UPCOMING EVENTS**

All theory courses are currently delivered digitally with a combination of synchronous and asynchronous learning activities. The physical care skills course is offered face to face on campus, and the practice experience courses are offered in local residential and community agencies.

We continue to deliver the HCA program to four regular base funded cohorts at the Port Alberni, Comox Valley, and Campbell River campuses. Since December 2020, we have also been welcoming HCA students as part of the Health Careers Access Pathway Program (HCA-PP). Some of these students have been incorporated into our regular cohorts and most have been in cohorts specific for HCA-PP students, both at our regular campuses and at out of region sites. Currently the third and fourth HCA-PP cohorts are completing their practice experience courses.

Two new cohorts of HCA-PP students began the HCA program in May 2022 and another cohort will begin in July 2022. Further HCA-PP students will make up a cohort to start this fall and perhaps be integrated into fall base offerings.

## **Practical Nursing Diploma**

*Submitted by Barb McPherson, Department Chair*

### **FACULTY ACHIEVEMENTS**

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

We were happy to welcome Laura Hickey to our team in Campbell River. She brings her knowledge and expertise of Pediatrics and Adult Medicine to the PN Program.

### **STUDENT ACHIEVEMENTS**

The PN faculty wanted to extend an acknowledgement of the tremendous work of the PN students to continue to make the shift to learning in a blended environment. The students demonstrated their flexibility, compassion, and professionalism throughout this pandemic. Our first-year students completed their initial clinical experience in long-term care in January and entered their second clinical experience in May. Our second-year students are completing their acute care clinical rotation in Campbell River, Comox Valley, and Port Alberni regions. Our students are able to witness the incredible organizational



and collaborative effort it takes from all members of the health care team to provide care during the pandemic. Island Health has been extremely supportive of our students and has been a very important collaborative partner.

### **RECENT AND UPCOMING EVENTS**

2021/2022 was the first year of our new delivery model of one-program/three campuses. With the addition of this campus, our program was able to offer an additional four seats and better serve the Comox Valley. Each campus now has the capacity for eight students each.

As with some programs at NIC, instruction for the program was offered via BlueJeans for all theory courses. Students continued to attend face-to-face labs on a weekly basis which was highly valued by both faculty and students. Special events were held throughout each level of the program where students from all 3 campuses met together. These events provided the valuable opportunity for our students to interact in person and to learn together.

We are also very excited about the first ever offering of the HCA to PN Pathway at NIC that started in January 2022. This small cohort will join second year PN students in September 2022 to complete the Practical Nursing Program. A second offering of this program is scheduled to start in November 2022. Health Care Assistants will be able to complete an Access semester prior to completing the second year of the program. This program is being offered at the Comox Valley Campus with a maximum of 24 students.

### **TRADES AND TECHNICAL PROGRAMS**

As the spring term winds down, many of the Trades and Technical programs have come to an end. Automotive Service Technician (in Port Alberni and Campbell River), Fabricator-Welder Foundation, Heavy Mechanical Foundation, Furniture Design and Joinery, Industrial Automation and Automotive Collision and Refinishing Technician Foundation all came to a successful conclusion with the first cohort of the Welding Foundation Enhanced program in Port Alberni currently in community for their work experience.

Chef Sunshine Layton has completed her 14-week Prep Cook program as of June 3<sup>rd</sup>. During the program students put into practice both theory and practical skills training on subjects such as workplace skills, safety and sanitation standards, production procedures, Soups & Sauces, Starches, Salads & Sandwiches, Quick Breads & Cookies and some yeast products. Chef Sunshine said students jumped in with both feet and excelled expectations. They contributed to cooking for the cafeteria and lending a helping hand with catering. The students maintained a high level of engagement and a few of them are considering continuing onto the Professional Cook One Program.

Chef Allan Aikman has also wrapped up his funded Professional Cook Level 1 cohort with all students receiving their Recommendation for Certification in Level 1. Professional Cook Level 2 and the Culinary Business Operation Certificate and Diploma programs have their exam scheduled for June 30<sup>th</sup> while Professional Cook Level 1 students in Port Alberni are still going strong with Chef Toledo until August 12<sup>th</sup>.

Between the beginning of April and the end of June, NIC hosted 13 Industry Training Authority (ITA) exams for apprenticeship programs in Heavy Mechanical, Carpentry, Electrical and Plumbing. There are three Carpentry Foundation programs currently running at the Campbell River, Courtenay and Port Alberni campuses that will draw to a close July 15<sup>th</sup> followed by Welding Foundation in Campbell River and the second cohort of Welder Foundation Enhanced in Port Alberni in August.

As spring melds into summer and we catch our breath, we are happy to report that a fourth Film Crew Training program for Production Assistant ran from March 28<sup>th</sup> to June 17<sup>th</sup> based out of Nanaimo and we introduced a brand-new micro-credential for Principles of Ecosystem Stewardship running from May 30<sup>th</sup> to July 29<sup>th</sup> with a healthy compliment of 15 students.

### Company's Coming!

On April 14, President Lisa Domae and the Minister of Land, Water and Resource Stewardship, the Honourable Josie Osborne, toured the Port Alberni Tebo Centre where they got an up-close look at the projects on the go with the Welding and Joinery students. Better than just reading a description of a program, experiencing first-hand the talent and efforts that students put into each task or assignment lends the program a life of its own giving it a tangible blueprint to a career path. What a sense of accomplishment for both students and instructors to have their hard work appreciated by their honored guests.



April 22<sup>nd</sup> also brought the Minister of Advanced Education and Skills Training, the Honourable Ann Kang, to the Campbell River campus. The Minister went on tour of the campus, stopping along the way at the Prep Cook program, Automotive Collision and Refinishing, Trade Sampler, Electrical Foundation and the Coastal Forest Certificate and Diploma classrooms and shops. Should she ever decide to leave politics, she already has a line on a few new trades! Decisions...decisions...



### We Are Popular!

On May 4, we had the opportunity to profile Trades and Technical programs when President Domae hosted the CEO of the Industry Training Authority, Shelley Gray. Shelley made her way through the Campbell River campus programs from Automotive and Auto Collision to Heavy Mechanical, Industrial Automation, Electrical, Welding and Metal Fab finishing off with Forestry. She even made time for a chat and coffee with the students in the Heavy Mechanical shop. At ease with the casualness of the meet and greet, students were able to share the highlights of their programs, what made them choose their particular field, how they were progressing and the North Island College experience as a whole.



The Culinary students hosted on June 1<sup>st</sup> a professional fisherman representing the wild Pacific halibut who conducted a class on sustainable fishing and fish filleting. In preparation for participating in the BC Shellfish Festival on June 3<sup>rd</sup> and 4<sup>th</sup>, the students the next day were on task preparing a menu to serve approximately 100 people in an outdoor kitchen putting into practice the skills required to organize the transport of food and equipment from the Campbell River campus to the Filberg Park in Comox. At the evening of the gala dinner, students from the Prep Cook, Culinary Business Certificate and Culinary Business Diploma programs discovered a new way of learning by assisting chefs from across Canada and networking with some of the top influencers in the culinary industry.



On June 15<sup>th</sup>, NIC Electrical Foundation students, with instructors David Apperson and Brent DiGiuseppe, went on a field trip to Strathcona Park Lodge & Adventure Centre. The students were invited to have a tour with Jason Wilson, Renewable Energy Engineer at Hakai Energy Solutions, to check out the solar system they installed. They were also given a tour by Jamie Boulding, President of Strathcona Park & Outdoor Centre of the hydro plant on location.

On Friday, June 17<sup>th</sup>, a select few were treated to yet another round of Culinary creations courtesy of Chef Xavier Bauby's Professional Cook 2 students. As they near the end of their program, students are required to prepare, present and serve up their best efforts in the Appetizer category, and my oh my they did not disappoint! Without due warning of the impending Hors D'oeuvre hour, caution was thrown to the wind as the appropriate spandex attire was overlooked and plates were filled with these tasty little morsels! Asparagus Phyllo, Goat Cheeses Profiterole, Beet Pickled Devilled Eggs, Tempura Sushi, Butter Chicken Bites, Cucumber Salmon Gravlax, Zucchini Ribbons, Chocolate Profiterole and Raspberry Eclairs had our outfits fitting a little snugger when all was said and done. These students did a FANTASTIC job and are well on their way to successful careers! (Much to the envy of those of us who think pulling together jell-o jigglers is something to be admired!)





We've had another busy Winter and Spring and we're looking forward to warmer days, less rain (?), blue skies and sunshine! Get out your Speedos and BRING ON SUMMER!!!

## OFFICE OF GLOBAL ENGAGEMENT

OGE Newsletter – April 2022  
<https://conta.cc/3DMJ4FM>

### **International Student Engagement and Orientation:**

#### **Orientation:**

- 2022 Spring Orientation took place over two days at the end of April with one full day of virtual orientation events followed by a return to in-person activity day on campus. Virtual orientation sessions included a welcome from the president and NIC Elder in Residence, staff introductions, academic integrity and an overview of services and supports offered throughout NIC.

- The return to in-person orientation events was kicked off the following day in the Student Lounge at the Comox Valley Campus with nearly 40 students in attendance. Swag bags were handed out, an ice breaker activity, a campus tour and lunch hosted by the NIC cafeteria featuring fresh made beef and veggie burgers with garden salad.



**Winter 2022 Activities Highlights:**

- Pizza and Movie Night
  - held in the Stan Hagen Theatre after the first week of classes.
- Disco Bowling Night
  - 12 students attended
- Snowtubing at Mount Washington Alpine Resort
  - 25 students attended
- Whale Watching and Tofino Adventure
  - 25 students attended



**Upcoming Spring/Summer 2022 Activities:**

- Upcoming events and activities currently being planned for students over the Spring/Summer include:
  - Kayak lessons in the Comox Estuary with Comox Valley Kayaks
  - A cultural visit to the Campbell River Museum, Elk Falls Provincial Park and the Campbell River Pier
  - Day trip to Mount Washington for scenic chairlift rides and hiking

## **Study Abroad**

**Mexico Field School:** a collaboration between the Universidad Politecnica de Santa Rosa Jauregui in Queretaro, Mexico and Northern Lights College and North Island College in Canada.

**Participants:** 10 students and 1 instructor

**Duration:** 4 weeks, May 14 to June 11, 2022

**Location:** SANTIAGO DE QUERÉTARO is the capital and the largest city of the state of Querétaro, located in the center of Mexico. The city is located 213 kilometers northeast of Mexico City, 63 kilometers southeast of San Miguel de Allende, and 200 kilometers south of San Luis Potosí.

**Course:** DGL 222 (3 credits): Collaborative Project development: Analysis of requirements and design of an anti-stress system through biofeedback.

**Global Skills opportunity Scholarship:** Eligible students had access to up to \$5,500 CAD. These scholarships are funded by Global Skills Opportunity, the Government of Canada's Outbound Student Mobility Pilot Program and provided through the *Passage from Northwest Canada: Students from Northern BC, Yukon and Northwest Territories Go Global* project that aims to prioritize support for students that traditionally have not engaged in outbound mobility to travel and learn abroad.



*NIC Instructor Megan Wilson and her DGL students in Mexico.*

**Hawaii Field School:** Indigenous Language Revitalization Field School – Hawaii: a collaboration between Kapiolani Community College in Honolulu, Hawaii and North Island College

**Participants: 32:** 15 students, one instructor, and community/family members.

**Duration:** 10 days

**Location:** Honolulu, Hawaii

**Course:** Indigenous Language Fluency Certificate: students from the Kwak’wala cohort have been invited to attend the field school and spend 10 days in collaboration with students and staff from Kapiolani Community College and the Native Hawaiian Council members to share language learning experiences and engage in a cultural exchange.

**Global Skills opportunity Scholarship:** Eligible students had access to up to \$6000 CAD. These scholarships are funded by Global Skills Opportunity, the Government of Canada’s Outbound Student Mobility Pilot Program and provided through the *Learning and Working Together to Build 2026 project*. A central focus of the field school was to explore the concept of what it means to be truly “Indigenous serving institution” and dialogue around exploring the amazing progress the Hawaiian community has made to revitalize Hawaiian language.



**Partner Institution Visits**

**University of Burgundy**

Mr. Gregory Wegmann, Vice President International, and Mr. Samuel Mercier, Director International Education, from the University of Burgundy in France visited the Comox Valley and Campbell River campuses in March 2022. Seen here, they are visiting with two of their students who are currently attending NIC, Zoe Serradj and Tom Monnot.



University College-Leuven-Limburg

Mrs. Chris Huybrechts, International Relations Advisor, Faculty of Technology, and Mr. Thomas Scheers, Program Manager of the Faculty of Chemistry, both from the University College Leuven-Limburg in Belgium visited the Comox Valley and Campbell River campuses in June 2022. In the photo are our partners visiting with two research exchange students Maxime Boufflette and Wouter Jansen, along with NIC Manager, International Projects, Partnerships and Global Education, Romana Pasca.



Welcoming OGE’s new India Representative

Neeraj Malik will be taking over the position effective immediately and will take care of India, Bangladesh, Sri Lanka and Nepal as his primary countries. Neeraj started working with us in April, but we had a massive set-back on IT side to have him established on our system. We finally have him on our NIC account that we are able to welcome him formally!







(3.1)

April 19, 2022  
Our Ref. 124921

Eric Mosley, Board Chair  
North Island College  
2300 Ryan Road  
Courtenay, BC V9N 8N6

Email Address:        [emosley@shaw.ca](mailto:emosley@shaw.ca)

Dear Eric Mosley:

I would like to extend my thanks to you and your board members for the dedication, expertise and skills with which you serve the people of British Columbia.

As the Minister responsible for the Ministry of Advanced Education and Skills Training, I'm providing this letter of direction which builds upon Executive Council's expectations, outlined in the [2021/22 Mandate Letter](#) sent June 1, 2021. I expect that these two letters provide public post-secondary institutions with specific direction on the priorities and expectations for the coming fiscal year and will be incorporated into goals, objectives and performance measures in your upcoming Institutional Accountability Plan and Report for the 2021/22 reporting cycle, and until the end of the Government's current term.

I expect the five foundational principles included in your 2021/22 Mandate Letter (putting people first, lasting and meaningful reconciliation, equity and anti-racism, a better future through fighting climate change and a strong sustainable economy that works for everyone) will continue to inform your institution's policies and programs. I also expect your institution will continue to make substantive progress on the following priorities:

- Continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector, and support your academic communities as you respond to COVID-19 impacts and recovery.
- Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.

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- Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Government's recently released [Labour Market Outlook](#) highlights that B.C. will need to fill over 1 million job openings over the next ten years, almost 80 percent of which will require some form of post-secondary credential. Additionally, [Stronger B.C.](#), Government's new Economic Plan, identifies that the skills of our people will be the key driver of our economy, for which our post-secondary system is critical for supporting British Columbians and the overall economic vitality of our province.

As a result, I am providing further detail on the areas where we will be seeking your engagement and prioritization in your planning over the coming year. Please reflect the following additional actions in your upcoming Institutional Accountability Plan and Report:

- Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including:
  - Working to align education and skills training to goals of the B.C. Economic Plan; and
  - Supporting the implementation of Skilled Trades Certification
- Contribute to Ministry engagement on upcoming initiatives, including:
  - The *Future Ready: Skills for the Jobs of Tomorrow* plan;
  - The Ministry's sexualized violence policy review;
  - Further tech-relevant seat expansions; and
  - The funding formula review of provincial operating grants

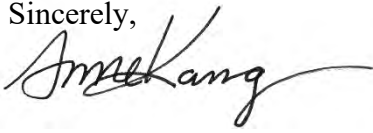
I look forward to holding regular meetings between our executive teams to discuss your institution's progress in implementing the direction and priorities set out in your Mandate Letter. These meetings will be an opportunity to clarify Government expectations and enhance engagement as we collaborate to achieve priority initiatives.

Continuing our best practice to publicly post Crown Agency mandate letters and letters of direction, you are asked to sign this letter upon approval of your board, to acknowledge Government's direction to your institution. The signed letter is to be posted publicly on your institution website.

On behalf of the Province, I would like to recognize the significant efforts post-secondary institutions have made to sustain in-person learning and services, while keeping students, faculty, staff and the broader community safe. I also want to thank you, your board, senior administration, faculty and staff for your continued leadership as we navigate through this challenging time. I look forward to continuing to work with you and your board colleagues as we continue to serve the people of British Columbia.

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Sincerely,



Honourable Anne Kang  
Minister

For Board Chair signature:

**X** \_\_\_\_\_

Eric Mosley  
Board Chair

Date Signed: \_\_\_\_\_

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

[Shannon.Baskerville@gov.bc.ca](mailto:Shannon.Baskerville@gov.bc.ca)

Dr. Lisa Domae, President  
North Island College

[lisa.domae@nic.bc.ca](mailto:lisa.domae@nic.bc.ca)

Rachel Reid, Executive Assistant to the Board  
North Island College

[Rachel.Reid@nic.bc.ca](mailto:Rachel.Reid@nic.bc.ca)



Our Ref. 121833

June 1, 2021

Mr. Eric Mosley, Board Chair  
North Island College  
2300 Ryan Road  
Courtenay, B.C. V9N 8N6

Dear Mr. Mosley:

On behalf of Premier Horgan and the Executive Council, I would like to extend my thanks to you and your board members for the dedication, expertise and skills with which you serve the people of British Columbia.

Every public sector organization is accountable to the citizens of British Columbia. The expectations of British Columbians are identified through their elected representatives, the members of the Legislative Assembly. Your contributions advance and protect the public interest of all British Columbians and through your work, you are supporting a society in which the people of this province can exercise their democratic rights, trust and feel protected by their public institutions.

You are serving British Columbians at a time when people in our province face significant challenges as a result of the global COVID-19 pandemic. Recovering from the pandemic will require focused direction, strong alignment and ongoing engagement between public sector organizations and government. It will require all public post-secondary institutions to adapt to changing circumstances and follow Public Health orders and guidelines as you find ways to deliver your services to citizens.

This mandate letter, which I am sending in my capacity as Minister responsible for Advanced Education and Skills Training, on behalf of the Executive Council, communicates expectations for your institution. It sets out overarching principles relevant to the entire public sector and provides specific direction to institutions about priorities and expectations for the coming fiscal year.

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I expect that the following five foundational principles will inform your institution's policies and programs:

- **Putting people first:** We are committed to working with you to put people first. You and your board are uniquely positioned to advance and protect the public interest and I expect that you will consider how your board's decisions maintain, protect and enhance the public services people rely on and make life more affordable for everyone.
- **Lasting and meaningful reconciliation:** Reconciliation is an ongoing process and a shared responsibility for us all. Government's unanimous passage of the *Declaration on the Rights of Indigenous Peoples Act* was a significant step forward in this journey – one that all public post-secondary institutions are expected to support as we work in cooperation with Indigenous peoples to establish a clear and sustainable path to lasting reconciliation. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. Guiding these efforts, public post-secondary institutions must also remain focused on creating opportunities that implement the Truth and Reconciliation Commission through your mandate.
- **Equity and anti-racism:** Our province's history, identity and strength are rooted in its diverse population. Yet racialized and marginalized people face historic and present-day barriers that limit their full participation in their communities, workplaces, government and their lives. The public sector has a moral and ethical responsibility to tackle systemic discrimination in all its forms – and every public sector organization has a role in this work. All public post-secondary institutions are encouraged to adopt the Gender-Based Analysis Plus (GBA+) lens to ensure equity is reflected in your operations and programs. Similarly, appointments resulting in strong public sector boards that reflect the diversity of British Columbia will help achieve effective and citizen-centred governance.
- **A better future through fighting climate change:** Announced in December 2018, the CleanBC climate action plan puts our province on the path to a cleaner, better future by building a low-carbon economy with new clean energy jobs and opportunities, protecting our clean air, land and water and supporting communities to prepare for carbon impacts. As part of the accountability framework established in CleanBC, and consistent with the *Climate Change Accountability Act*, please ensure your institution aligns operations with targets and strategies for minimizing greenhouse gas emissions and managing climate change risk, including the CleanBC target of a 50% reduction in public sector building emissions and a 40% reduction in public sector fleet emissions by 2030. I ask that your institution work with government to report out on these plans and activities as required by legislation.

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- **A strong, sustainable economy that works for everyone:** I expect that you will identify new and flexible ways to achieve your mandate and serve the citizens of British Columbia within the guidelines established by the Provincial Health Officer and considering best practices for conducting business during the pandemic. Collectively, our public sector will continue to support British Columbians through the pandemic and economic recovery by investing in health care, getting people back to work, helping businesses and communities, and building the clean, innovative economy of the future. As a public sector organization, I expect that you will consider how your decisions and operations reflect environmental, social and governance factors and contribute to this future.

The Crown Agencies and Board Resourcing Office (CABRO), with the Ministry of Finance, will continue to support you and your board on recruitment and appointments as needed, and will be expanding professional development opportunities in 2021/22. This will include online training and information about provincial government initiatives to foster engaged and informed boards.

This Mandate Letter confirms your institution's mandate under the *College and Institute Act*.

The role of higher education is more than a pathway to opportunity for some; it is a prerequisite for anyone who wishes to access and succeed in most career-building jobs in our province. Now, with the added pressures COVID-19 has created, some populations have been disproportionately impacted, and we must take care to build a just recovery and prosperous society that benefits everyone.

Post-secondary education and training must be available to all who want and need it. It allows British Columbians to upgrade their skills, acquire new ones, and access new employment opportunities. B.C.'s economic recovery depends on an accessible and future-ready post-secondary system where all British Columbians gain the knowledge and skills to secure a good standard of living.

Government has identified its five foundational principles, listed above, and these are to be reflected in all aspects of your institution's operations (e.g. strategic plans, programming, services, and staffing practices). As the Minister Responsible for Advanced Education and Skills Training, I ask that you make substantive progress on the following priorities and incorporate them in the goals, objectives, and performance measures in your 2020/21 Institutional Accountability Plan and Report:

- Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the [COVID-19 Go-Forward Guidelines for B.C.'s Post-Secondary Sector](#), and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.

- Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training for British Columbians, particularly those impacted by COVID-19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.
- Fully engage with government in implementing mandate commitments to support a future-ready workforce and post-secondary system, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government, community, sector and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government's CleanBC strategy and supports a clean economic future.

Public post-secondary institutions are expected to meet or exceed the financial targets identified in the Ministry's Service Plan tabled under Budget 2021. In addition, institutions are expected to comply with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable. I also encourage you to continue to work collaboratively across the system, to collectively focus on learner success and address common challenges that impact your sector, region, or access to education.

In addition, it is expected that your institution will continue to be diligent in ensuring familiarity with and adherence to statutory obligations and policies that have broad application across the B.C. public sector, including consistent and appropriate compensation decisions that demonstrate a cost-conscious culture, achieved through coordinated, well-informed and transparent decision making by employers that adheres to the requirements outlined in the *Public Sector Employers Act*.

British Columbia's public sector employers are expected to adhere to government's policies, guidelines, and direction regarding executive compensation, including the best practice of annual performance reviews for all senior executives. This approach ensures that compensation decisions are based primarily on employee performance and merit rather than an entitlement to a salary increase. The executive compensation guidelines are found in the [Guide to B.C. Public Sector Compensation and Expense Policies](#).

In August 2020, the Minister of Finance implemented a freeze on executive compensation increases for the 2020/21 performance year, requiring all institutions to submit their amended compensation plans to the Minister of Finance.

The Ministry posts the annual reporting requirements for public post-secondary institutions on its website at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/mandate-letters>. This document outlines the statistical, financial and performance reports for the fiscal year. Your institution is expected to meet

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these requirements by providing the data and reports necessary for Government to carry out its responsibilities.

As Board Chair, you are required, upon resolution of your board, to sign the Mandate Letter to acknowledge government's direction to your institution. The signed Mandate Letter is to be posted publicly on your institution's website in spring 2021.

On behalf of the Province of British Columbia, I would like to acknowledge the extraordinary efforts the entire post-secondary system has made to minimize the spread of COVID-19 and keep students, faculty, staff and the broader community safe. I also want to thank you, your board, senior administration, faculty and staff for your leadership in ensuring learning continuity for your students as we have navigated through this unprecedented time. I look forward to continuing to work with you and your board colleagues to build a better B.C.

Sincerely,



Honourable Anne Kang  
Minister

June 1, 2021

For Board Chair signature:

**X** 

Eric Mosley  
Board Chair

Date Signed: June 17, 2021

pc: Honourable John Horgan  
Premier

Lori Wanamaker  
Deputy Minister to the Premier, Cabinet Secretary and Head of the BC Public Service

Heather Wood, Deputy Minister and Secretary to Treasury Board  
Ministry of Finance

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Douglas S. Scott, Deputy Minister, Crown Agencies Secretariat  
Ministry of Finance

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

Lisa Domae, President and CEO  
North Island College

## NORTH ISLAND COLLEGE BOARD OF GOVERNORS

June 30, 2022

**AGENDA ITEM: Regular Meeting**  
**3.2 2021/22 FINAL FTE ENROLMENT REPORT**

### **Program year in review:**

The 2021-2022 academic year witnessed a return to a level of normalcy at the college despite the continued challenges presented by the pandemic. Based on feedback from students, we implemented flexible course and program delivery options for students including 1/3 blended (comprised of both face-to-face and digital delivery), 1/3 face-to-face, and 1/3 fully digital. This flexible delivery model supported our goal of offering relevant, flexible, and customized programming and training for our students. The result was the production of 2,582 Full-Time Equivalents (FTEs) during the 2021-2022 academic year, inclusive of 2,302 domestic student FTEs and 280 international student FTEs. Compared with the previous year, total student FTEs increased by 8% (198 FTEs), domestic student FTEs increased by 11% (233 FTEs), and International student FTEs were lower by 11% (-35 FTEs).

To support the college's vision articulated in NIC's strategic plan Build 2026 to deliver BC's best individualized education and training experience by 2026, the college developed a revised academic plan, Widening Our Doorways 2026 (WOD). The revised WOD 2026 plan framework focuses on forward-thinking, collaborative, and consultative programs that are centred on widening NIC's approaches to relevant, responsive, and accessible learning. The plan emphasizes the importance of working with community to increase access to education and contains clear measurables addressing specific Truth & Reconciliation Commission of Canada (TRC) Calls to Action for Education.

The sections that follow provide an overview of how the college, through the collective efforts of staff, faculty, administration, and students, overcame the challenges of the pandemic as well as the achievements and highlights in 2021-2022.

### **Trades and Technical Programs**

Faculty of Trades and Technical enrolments remained strong in 2021/2022, with a few adjustments required due to program waitlists, with core programming delivered in the traditional campus-based format. In addition to annual foundation and apprenticeship programming aligned with the Industry Training Authority, NIC secured additional one-time funding to serve over 170 additional FTEs. The faculty continues with the development and launch of additional contract-based cohorts through direct awards and community-based collaborations aligned with labor market demands resulting in regionally responsive programming. Programming has included Youth in Trades, Women in Trades, Automotive Collision and Refinishing Technician, and additional sections of in-community Professional Cook Level One programming in collaboration with k'awat'si Economic Development Corporation to serve members of Gwa'sala-'Nakwaxda'xw Nations (GNN). NIC also launched customized Professional Cook Level One and Prep Cook programming strategically including work-integrated learning in collaboration with North Vancouver Island Chefs Association to prioritize and address immediate workforce shortages. Over the year, Trades and Technical Faculty collaborated with NIC's department of Continuing Education and Training to deliver in-community Carpentry Foundation programming to meet needs as identified by GNN.

Amidst all noted development, the Faculty continues to diversify programming to directly align to the skilled-trades and regional economic recovery. A prime example of program innovation and diversification is the institution's commitment and timely collaboration with provincial film commissions resulting in dynamic Motion Picture Micro-Credentials inclusive of Grip, Lighting, Set Construction, Production Accounting, Craft Service, and Production Assistance programming. The Motion Picture programming is delivered in a blended format to provide ease of access to British Columbians and is strategically aligned with regional and provincial economic diversification plans with BC being the third largest motion picture hub in North America. To complement NIC's core programming, the institution advances innovative micro-credentials specific to Resource Field Assistant and Ecosystem Stewardship.

## **Developmental Programming**

NIC's developmental programming, consisting of Adult Basic Education (ABE) and Department of Accessible Learning (DAL) programming, is designed to support enhanced access to post-secondary studies throughout the college region. The College enrolled 214 domestic student ABE FTEs in 2021/22, a 7% decline (-16 FTEs) from the previous year.

ABE department continued to offer courses primarily through digital delivery from fundamental to Provincial levels. The digital delivery model is designed with the goal of increasing FTE production by providing greater access to upgrading courses both in-region as well as outside NIC's service areas. ABE program attracted Indigenous and non-Indigenous students from isolated communities as well as International students requiring prerequisite-level courses for entry into their chosen post-secondary program.

DAL programming successfully offered Employment Transition courses and programming that focused on targeted skills development for young adults who have executive functioning and developmental challenges. Through meaningful educational opportunities, hands-on skills development, and built-in support, many barriers to meaningful employment can be eliminated. The employment transition is designed to teach behaviours that lead to successful access to, and retention of, employment. Employment Transition program was successfully offered at the Port Alberni, Campbell River, and Comox Valley campuses.

## **International Education**

Consultations continued with an aim for a 2022 delivery of an Indigenizing internationalization plan aligning with Build 2026 (institutional), Working Together (Indigenous), and Widening Our Doorways (academic) plans and will be a first for NIC.

International student enrolment at NIC continued to be impacted by the COVID-19 pandemic in 2021/22, declining by 11% (35 FTEs) compared with the previous year which saw a 34% decline. Ongoing travel restrictions and a severe backlog of study permit applications contributed to this reduction. On a positive note, we saw a 2% year-on-year increase in January and are trending to a 10%+ increase in May 2022, and the pivot to virtual service systems has provided our service areas with multiple options for connecting with students in need of assistance.

The Office of Global Engagement (OGE) established its new partnerships, projects, and global education structure successfully delivering two study abroad innovation projects and attracting over \$1.2 million in funding for student study abroad and virtual exchange opportunities. Further, a Government of Canada grant created an opportunity for a faculty member to build a virtual exchange program focused on Indigenous literature with Costa Rica and a subsequent grant will see a faculty member travel to Manaus, Brazil in the Amazon to explore digital design in a new cultural context. Virtual exchanges were

established in Japan (History), Europe/various (Accounting), Costa Rica (First People's Literature and Composition), and new field schools were developed in Indigenous Language Revitalization (Hawaii) and Advanced topics in Design (Mexico). OGE successfully secured a four-year project supported by Colleges and Institutes Canada (CICan) and the Mastercard Foundation with Vancouver Island University (VIU) and British Columbia Institute of Technology (BCIT) as partners in the Young Africa Works in Kenya: Youth Employability Through Technical and Vocational Education and Training (TVET) initiative aiming to increase employment opportunities for young people, particularly young women in Kenya. The Kenyan TVET institutions we are working with include Kiisi National Polytechnic and Keroka Technology Training Institute, both located in Kisii County located just outside Kisumu near Lake Victoria, will be our co-developers of the project outcomes for the next three years and our long-term collaborators for years to come.

## **Health & Human Services**

In 2021/2022, the Faculty of Health and Human Services (HHS) enrolments continued at close to pre-COVID levels as students retained a strong interest in both the health and human services fields. All HHS programs returned to some degree of face-to-face instruction while retaining the flexibility of blended delivery allowing cohorts from different communities to learn theory online together, as well as access labs, practice, and/or group activities in the classroom, health care agency, or community. Blended delivery, piloted during COVID, was particularly beneficial for the Human Services program in Port Alberni this past year, utilizing ten reserved seats for Indigenous students coming in digitally from Tla-o-qui-aht, Ehatesaht, and Yuułuʔiłʔatḥ (Tofino, Zeballos, and Ucluelet). Similarly, the Health Care Assistant – Partnership Pathway program brought together students from Port Hardy, Bella Bella, and Vancouver with students completing theory courses together online prior to completing in-person lab and clinical components via their local NIC campus or health care agency.

During Winter 2022 semester, Early Childhood Care and Education supported a cohort of International students in completing their first courses via videoconferencing technology from their home countries as travel restrictions delayed entry into Canada. HHS continues to provide programming in a flexible, learner-centered way supporting students in successfully continuing and completing programs in Nursing, Health Care Assistant, Community Mental Health Worker, Human Services, and Early Childhood Care and Education.

## **Continuing Education and Training**

NIC's Department of Continuing Education & Training (CET) resumed on-campus delivery of training programs in 2021/22 including Food Processing, Seafood Processing, Sustainable Farming, Farmworker Fundamentals, and Heavy Equipment Operator. Some programs remained as online offerings due to the format proving beneficial to student success and preference. The Activity Assistant and Animal Care Aide programs experienced higher than normal registrations, graduations, and overall student satisfaction levels. We also expanded the delivery range of the programs into other regions of the province where the programs were previously not available, notably in the Okanagan Valley and northeastern BC.

CET has been very active in developing community partnerships in all regions of the North Island to meet local workforce training needs. In the Port Alberni region, we created programs with the Port Alberni Shelter Society, Alberni Clayoquot Regional District, City of Port Alberni Economic Development, The Dock Food Hub, Community Futures Alberni-Clayoquot, Nuuchahnulth Employment & Training Program, and Huu-ay-aht First Nation. In the Comox Valley and Campbell River, we created partnerships with the Comox Valley Chamber of Commerce, Lush Valley Food Action Network, Campbell River Economic Development, First Nations Health Authority, Island Health, senior's long-term care homes, and the BC Craft Brewers Guild. In the Port Hardy / Port McNeill region, we worked with the Port Hardy

Chamber of Commerce, the Mount Waddington Regional District, Wuikinuxv Nation, Gwa'sala-'Nakwaxda'xw Nations, Quatsino, Kwakiutl, and Dzawada-Enuxw/Kingcome Inlet.

CET, along with partner organizations, applied for and received funding from the Community Workforce Response Grant program for the delivery of 19 training programs. These training programs provided needed workforce skills training for more than 200 students in North Vancouver Island. The funding total was more than 1.5 million dollars and supported the social and economic health of communities throughout the North Island College region.

## **Indigenous Education**

NIC's ability to serve Indigenous students by providing access to culturally informed, applied learning and services in-community continues to be impacted by the COVID-19 pandemic. Indigenous Education Navigators and Elders in Residence have provided digital and in-person support for Indigenous students throughout the year, including high school, prospective, current, and alumni learners. The annual Indigenous Student Satisfaction Survey highlights the impact and importance of these culturally relevant supports; respondents indicated that Indigenous Education Navigators (91%) and Elders in Residence (94%) provide a service that is valuable to the success of Indigenous students at NIC.

Indigenous students, faculty, and staff have a new culturally-relevant space for connection and celebration with the official opening of the Indigenous Gathering Place at North Island College's Campbell River campus. The building is called *Q̓ə pix ʔidaʔas* and its design represents a traditional drum with a Liqwiltokw Big House at its centre. It is home to the Elders in Residence program, student support services, and offers a large community room for cultural celebrations, events, and art displays. The Gathering Place will also provide a space to deliver Liq'wala language courses and other Indigenous Education programming.

A highlight for Indigenous Education in 2021/22 was the continued success of Indigenous language offerings. In partnership with Ehattesaht First Nation/Quuquutsa Language Society and Kwakiutl, Quatsino, and Gwa'sala-'Nakwaxda'xw Nations, two cohorts of the Indigenous Language Fluency Certificate are underway in Nuuchahnulth and Kwak'wala language respectively (20 FTEs). All courses were offered digitally, providing opportunities for students in remote communities to access Indigenous language learning from their home villages. Digital delivery provided an enhanced opportunity for multi-generational learning - children, siblings, parents, grandparents, and Elders were all able to hear Indigenous language in their homes.

On June 21, 2021, NIC launched its first ever Indigenization plan, Working Together Indigenization Plan under the direction of NIC's Indigenous Education Council (IEC) using the CICan Indigenous Education Protocol for Colleges and Institutes as a guiding framework. NIC will be reporting out the first-year successes and challenges of the 26 goals in June 2022 to the IEC and Indigenous communities.

## **Arts, Science and Technology | Business and Applied Studies**

Many of NIC's arts, science and technology, and business and applied studies programs continued to offer digital delivery alongside on-campus instruction in 2021/22 with 843 FTEs enrolled, inclusive of 589 domestic student FTEs and 255 international student FTEs.

With continued restrictions on international travel and global uncertainty linked to the COVID-19 pandemic, international student enrolment declined from the previous year by 13% (37 FTEs); however, domestic student enrolment grew slightly by 1% (6 FTEs) and was higher than 2019/20, the most current pre-pandemic year, by 4% (25 FTEs).

Appreciating the need to ensure continuity of instruction and access to core curriculum as well as elective courses, a strategic decision was made to deliver a balanced offering of on-campus, digital unscheduled, and digital scheduled modules. Where possible, the same course was offered both on-campus and digitally, giving students an opportunity to choose the delivery format best supporting their learning needs and lifestyle. Virtually all science labs were delivered on-campus, and many classes in fine arts, digital design and development, and university studies were offered as blended delivery.

NIC's digital design and development programs rebranded with industry-informed curriculum revisions in 2020/21 achieving record enrolment that was exceeded in 2021/22 by 24% with 70 FTEs enrolled. Digital development and design programs continued to offer students applied learning experiences, including opportunities to develop 'real' applications and platforms. One such app, designed for NIC's Faculty of Trades and Technical Programs, will be used to track, report, and evaluate apprenticeships and work integrated learning.

After a one-year postponement due to the onset of the COVID-19 pandemic, NIC's inaugural offering of the Computer Information Systems certificate took place in 2021 fall. The program added to NIC's already impressive suite of technology programs and concentrations, and the College remains committed to offering a combination of information technology, computing, and digital design courses and programs in the future.

NIC offered the Associate of Arts degree with a pre-social work focus for the first time in 2021/22. By incorporating 'SSW-120: Social Welfare in Canada' and 'SSW-122: Foundation of Social Service Practice' into the standard Associate of Arts degree, students will be eligible to apply for third-year entry into an accredited bachelor of social work program in B.C. upon graduation.

#### **Final FTE Report:**

NIC's 2021/22 Final FTE Report, a Ministry of Advanced Education and Skills Training (AEST) reporting requirement is provided for the Board's review and approval. This report provides NIC's domestic student Full-Time Equivalent enrolments (FTEs) with respect to AEST funded targets for fiscal year 2021/22 (i.e., April 1st to March 31st). International student FTEs, which are not counted toward AEST targets, are reported as supplementary information. Industry Training Authority (ITA) funded foundation trades and apprenticeship program FTEs are also reported but not counted toward AEST targets.

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

The 2021/22 Final FTE Report was submitted to AEST by the May 12th reporting deadline. Data supporting FTE calculations were also submitted to AEST's Post-Secondary Central Data Warehouse by the May 31st submission deadline.

NIC enrolled 2,302 domestic student FTEs and 280 international student FTEs in fiscal year 2021/22 for a total of 2,582 FTEs. Domestic student FTEs grew by 11% (233 FTEs), international student FTEs declined by 11% (35 FTEs), and total FTEs grew by 8% (198 FTEs) from the previous year.

It is noteworthy that, although a total of 1,653 domestic student FTEs were countable toward NIC's overall AEST FTE target of 2,373 FTEs, NIC also enrolled 949 FTEs that are not eligible to be counted toward AEST targets including 649 trades FTEs, 280 international student FTEs and 21 fourth-year Bachelor of Science in Nursing FTEs offered in partnership with Vancouver Island University (VIU).

NIC's Institutional Accountability Plan and Report for the 2021/22 Reporting Cycle (IAPR) submission to AEST on, or before, July 15, 2022 discusses the context of NIC's 2021/22 Accountability Framework FTE performance measures. The Board of Governors is scheduled to receive NIC's IAPR at its June 30, 2022 meeting.

**Action:**

For the Board's review and approval.

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2021/22 FINAL FTE ENROLMENT REPORT.**

TYPE	GROUP	PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Comments
Health	RNs, PNs and HCAs	Bachelor of Science in Nursing	NURS	51.3801	87	108	
Health	RNs, PNs and HCAs	Licensed Practical Nurse	NLPN	51.3901	32	32	
Health	RNs, PNs and HCAs	Licensed Practical Nurse Pilot ITV delivery (one-time)	HLOT	51.3901	8	4	
Health	RNs, PNs and HCAs	Health Care Assistant	NHCA	51.3902	60	56	
Health	RNs, PNs and HCAs	Health Care Assistant Partnership Pathway (one-time)	HLOT	51.3902	30	27	
Health	RNs, PNs and HCAs	Health Care Assistant Partnership Pathway Economic Recovery Plan (one-time)	HLOT	51.3902	39	38	
Health	Allied Health	Community and Mental Health Worker (one-time)	HLOT	51.1500	5	0	Five students started last fiscal but completed this fiscal. FTEs were counted last fiscal.
Developmental	Developmental	Developmental	DEV	Multiple	300		
Developmental	Developmental	Tuition policy eligible ABE	ABE	53.0102		214	
Developmental	Developmental	Tuition policy eligible ESL	ESL	32.0109		0	
Developmental	Developmental	Not tuition policy eligible ASE	ASE	32.0101		41	
Developmental	Developmental	Not tuition policy eligible Developmental (please list)	DEV	Multiple		0	
Technology-Related	Technology-Related Program Expansion	Computer Information Systems (Certificate)	AVED	1107	40	26	
Early Childhood Education	Early Childhood Education Program Expansion	Full Time Onsite Diploma Program North Vancouver Island	AVED	1907	3	8	
AVED undergraduate balance	AVED undergraduate balance	AVED undergraduate balance	AVED	Multiple	1,769	1,100	
Total FTEs	Total FTEs	Total FTEs			2,373	1,653	

TYPE	GROUP	PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Comments
Industry Training Authority	ITA Funded Programs	Foundation	ITEL/ITHS/ITOT	Multiple		191	
Industry Training Authority	ITA Funded Programs	Apprenticeship Technical Training	ITAP	Multiple		458	

TYPE	GROUP	SUPPLEMENTARY INFORMATION	Ministry Code	CIP Code	FTE Target	FTE Actuals	Comments
Health	Health	Health Programs Funded by AVED	Multiple	Multiple		266	
Health	Health	Health Programs Funded by Other Sources (please list programs)	Multiple	Multiple		0	
International	Not Reported in FTE Report (International and Full-cost Tuition)	Undergraduate		Multiple		280	
Online Delivery	Domestic	All programs	Multiple	Multiple		831	
Online Delivery	International	All programs		Multiple		191	
Official Languages Education	French Language Programs (domestic only)	(1) French language/literature courses or (2) courses offered in French by the Faculty of Education or French language/literature courses offered through the Faculty of Arts in collaboration with the Faculty of Education for students planning to be teachers of Core French, French Immersion or Francophone Programs.		05.0124 13.1325 13.1402 55		8	

	SUMMARY	FTE Target	FTE Actuals	Utilization
	Developmental - Tuition policy eligible	300	214	71.2%
	Developmental - Not tuition policy eligible		41	
	Health	261	266	101.8%
	Technology-Related Program Expansion	40	26	64.4%
	Early Childhood Education Program Expansion	3	8	264.2%
	AVED undergraduate balance	1,769	1,100	62.2%
	Total AVED FTEs	2,373	1,653	69.7%
	Total ITA Funded Programs		649	



**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
JUNE 30, 2022**

*Working together, North Island College builds healthy and thriving communities,  
one student at a time.*

**AGENDA ITEM:       Regular Meeting**  
**3.3       DRAFT INSTITUTIONAL ACCOUNTABILITY PLAN AND  
REPORT (IAPR) FOR THE 2021/22 REPORTING CYCLE  
(attachment)**

British Columbia’s Ministry of Advanced Education and Skills Training (AEST) has developed a results-based Accountability Framework for the public post-secondary system. All public post-secondary institutions in British Columbia prepare annual, publicly available IAPRs. In accordance with NIC’s governance structure, the President and Board Chair are accountable for the IAPR.

The purpose of the IAPR is to describe an institution’s goals, objectives and outcomes and how it will monitor progress toward these outcomes. Institutions must describe what actions were taken, and the accomplishments achieved, related to priorities within the institution’s 2021/22 Mandate Letter. Institutions must also describe plans to meet additional actions outlined in the Minister’s Letter of Direction for 2022/23. The IAPR must also report on progress toward the goals and system objectives of AEST as established by the Accountability Framework performance measures.

NIC’s *IAPR for the 2021/22 Reporting Cycle* is aligned with *BUILD 2026*, NIC’s 2021-2026 strategic plan, and includes a year-end report for BUILD’s first year in “2. Performance Plan and Report: BUILD 2026” beginning on p.11.

A draft of the IAPR has been provided given that confirmation of 2021/22 final full-time equivalent (FTE) performance measure data is pending from AEST. These measures have been populated with figures from NIC’s *2021/22 Final FTE Enrolment Report* submission to AEST on May 9<sup>th</sup> and are not expected to change. Based on these, and performance measure data provided by AEST, NIC achieved or substantially achieved 19 of the 22 assessed Accountability Framework performance measures in the 2021/22 reporting cycle. The Total Student Spaces and Developmental Student Spaces FTE performance measures were not achieved, with 1,653 FTEs enrolled toward the 2,373 FTE Total Student Spaces target and 214 FTEs enrolled toward the 300 FTE Developmental Student Spaces target. For the first time ever, the Unemployment Rate measure for Trades Foundation and Trades-Related Vocational Graduates was not achieved. “Appendix I – Accountability Framework Performance Measure Results” beginning on p. 31 of the IAPR provides important context for all NIC’s Accountability Framework performance measure target assessments including achievements and challenges.

NIC will submit the *Institutional Accountability Plan and Report for the 2021/22 Reporting Cycle* to AEST by the submission deadline of July 15, 2022.

**Action:**

For the Board’s discussion and approval.

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2021/22 REPORTING CYCLE.**



NORTH ISLAND COLLEGE



# Institutional Accountability Plan & Report

**\*\*\* DRAFT at 22/06/20 \*\*\***

2021 - 2022 REPORTING CYCLE

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

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# ACCOUNTABILITY STATEMENT



June 30, 2022

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

Dear Minister Kang,

On behalf of North Island College (NIC), we are pleased to present the *NIC Institutional Accountability Plan and Report for the 2021/22 Reporting Cycle* and express our accountability for the results within it.

This has been an exceptional year for NIC. We began with the co-launch of *BUILD 2026*, NIC's new strategic plan and *Working Together* NIC's first Indigenization plan. Together, the two plans affirm NIC's ambitious vision to deliver B.C.'s best individualized education and training experience by 2026 and set forth a new mission to work together to build healthy and thriving communities, one student at a time. *Working Together* further outlines NIC's commitment to Indigenization, reconciliation and decolonization. These two co-plans will guide NIC's work for the next five years and beyond.

This report details how NIC has met the priorities outlined in Government's 2021/22 Mandate Letter. It outlines NIC's supports for vulnerable and under-represented groups and the return to on-campus learning, while maintaining and expanding education and skills training to rural and remote communities. It also provides information on NIC's collaboration with government, community and partners throughout the region we are so proud to serve.

Finally, NIC's 2021/22 achievements are measured against the Ministry of Advanced Education and Skills Training's performance indicators in Appendix I, in accordance with the *Accountability Framework Standards and Guidelines Manual for the 2021/22 Reporting Cycle*.

We sincerely thank you and the Ministry team for your continued support for NIC and the provincial post-secondary education system during this extraordinary time.

Sincerely,

\*\*\* Signatures pending Board of Governors approval \*\*\*

Eric Mosley  
Chair, North Island College Board of Governors

Lisa Domae, PhD, RPP  
President and CEO, North Island College

# TERRITORIAL ACKNOWLEDGEMENT



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# 1. STRATEGIC DIRECTION AND CONTEXT

## 1.1 Institutional Overview

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km<sup>2</sup> of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola. With 169,000 residents in its region, NIC serves the largest population of all B.C. rural colleges.

The College is honoured to acknowledge operations within the traditional and unceded territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

NIC's story is one of innovation, change, challenge and success. Established in 1975 as a distance education institution, the College originally served residents in remote logging camps and coastal communities through 24 learning centres. In the 1990s, as population in resource-dependent communities declined, NIC moved to a campus-based model at four sites in Campbell River, Comox Valley (main campus and NIC@St. Joe's at the former St. Joseph's General Hospital), Port Alberni, the Mixalakwila campus in Port Hardy as well as a learning centre in Ucluelet.

NIC's niche is its community-led, student-centred approach which blends customized and caring services into a full range of pathway and credentialed programming and wrap-around services, including educational, financial aid, accessible learning, counseling, student advising, dedicated employment support with work-integrated learning and a nationally accredited co-operative education program.

In keeping with its access-focused roots, NIC continues to serve diverse and geographically dispersed communities through distance/digital learning as well as onsite programming in communities based on the specific needs of local First Nations and community partners.



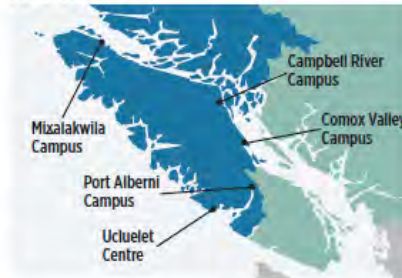


# NIC North Island College 2021/22 Fast Facts

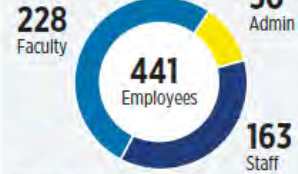
NIC is honoured to acknowledge the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories we are situated.

NIC is a publicly funded community college dedicated to serving 169,000 people on northern Vancouver Island and the central BC mainland coast. Our central focus is to support student experiences and success. Programming is delivered onsite at four campuses and one learning centre, through technology-enabled distance learning, and many in-community programs developed in partnership with remote communities across our 80,000 km service region.

## NIC REGION



## EMPLOYEE COMPOSITION\*



\*Based on headcount

## NIC STUDENTS SAY\*



Satisfied with their education at NIC



Quality of instruction is high



Well prepared by NIC for further studies

\* DIACSO survey of former NIC Diploma, Associate Degree and Certificate students

## STUDENT ENROLMENT\*

6,832  
Total students

1,056  
Indigenous students

391  
International students

253  
Dual Credit high school students

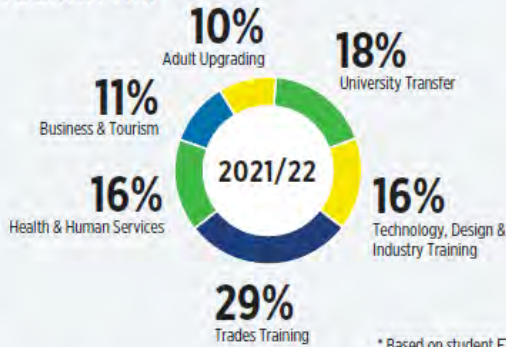
92  
Dual Admissions post-secondary students

2,302  
Domestic FTEs

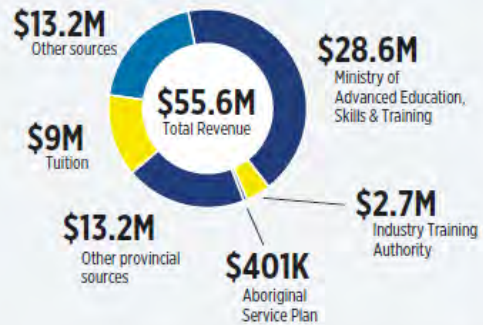
280  
International FTEs

\*Headcount based on fiscal year NIC internal enrolment data

## PROGRAM MIX\*



## COLLEGE REVENUE



## DOMESTIC STUDENT ORIGINS



Students from within the NIC region

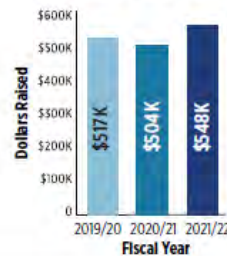


Students from mainland BC, Canada and other provinces

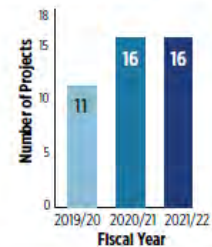


Students from southern Vancouver Island

## SCHOLARSHIPS AND BURSARIES



## APPLIED RESEARCH, TECHNOLOGY AND INNOVATION



For more information, please contact 1-800-715-0914 or [questions@nic.bc.ca](mailto:questions@nic.bc.ca)  
[www.nic.bc.ca](http://www.nic.bc.ca)



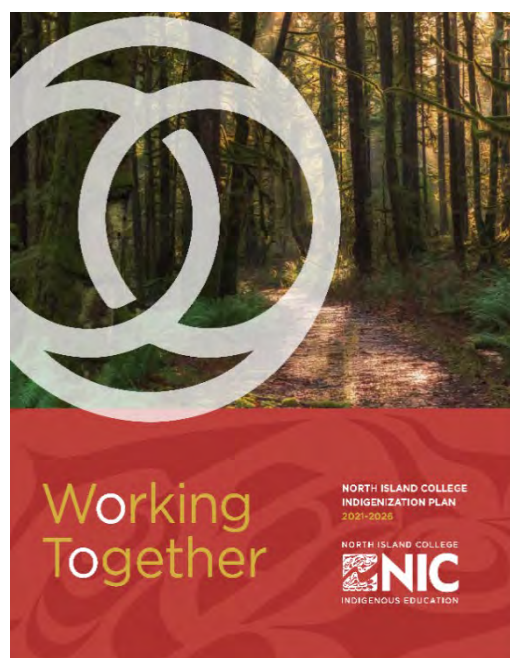
## 1.2 BUILD 2026: A New Integrated Strategic Direction

Dr. Lisa Domae was appointed NIC's sixth President and Chief Executive Officer on April 12, 2021 and has launched NIC's 2021-2026 strategic plan, *BUILD 2026*,<sup>1</sup> which received Board of Governors approval in spring 2021. BUILD is founded on values and core ideas heard in the NIC region and is informed by ongoing discussions with students, employees and communities - including through its new community engagement portal, Engage NIC.<sup>2</sup> Consultation has informed every aspect of the plan, including renewed vision and mission statements for NIC.

Under the guidance of the NIC Indigenous Education Council<sup>3</sup> and the College community, NIC co-launched BUILD with the first Indigenization plan in NIC history, *Working Together – North Island College Indigenization Plan 2021-2026*,<sup>4</sup> on June 21, 2021, National Indigenous Peoples Day. The two plans will work in tandem over the next five years as the College works toward lasting and meaningful reconciliation.

BUILD and Working Together along with NIC's renewed academic plan, *Widening our Doorways 2026*,<sup>5</sup> and recently launched student mental health and well-being plan, *CARE*<sup>2</sup>,<sup>6</sup> represent NIC's commitment to keep listening and responding with educational programs, services and delivery methods that meet students and communities where they are now and support them in getting where they want to be in the future. Aligned with Government priorities to support British Columbians through the pandemic and economic recovery, especially those impacted by COVID-19 and vulnerable and underrepresented groups, they provide a framework for working with the Ministry, communities, employers and industry to implement post-secondary education and skills training leading to rewarding career outcomes in high opportunity occupations.

A report on performance measure results for year one of BUILD can be found in "2. Performance Plan and Report: BUILD 2026" on page 11.



<sup>1</sup> View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

<sup>2</sup> View the Engage NIC online portal at <https://www.engage.nic.bc.ca/build-2026>.

<sup>3</sup> View the Ministry of Advanced Education and Skills Training's Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

<sup>4</sup> View *Working Together – North Island College Indigenization Plan 2021-2026* online at <https://www.nic.bc.ca/pdf/nic-indigenization-plan.pdf/>.

<sup>5</sup> View *Widening our Doorways 2026* online at <https://www.nic.bc.ca/pdf/widening-our-doorways-2026.pdf>.

<sup>6</sup> View NIC's *CARE*<sup>2</sup> plan online at <https://www.nic.bc.ca/pdf/care2-plan.pdf>.

## VISION

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

## MISSION

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

## 1.4 COVID-19: Return to On-Campus Learning

NIC recovered to its “new normal” in 2021/22 despite ongoing challenges presented by the continuation of the Delta and Omicron waves of the COVID-19 pandemic. The College continued to work closely with the Ministry of Advanced Education and Skills Training to increase on-campus learning and services for students following the direction and guidance of the Provincial Health Officer and the *COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector*.<sup>7</sup>

Consultation and collaboration with students, employees and communities were paramount to ensuring a successful increase of on-campus learning while meeting learner needs in a shifting and uncertain COVID-19 environment. Based on student and Indigenous Education Council feedback, NIC offered flexible course and program delivery options comprised of one-third on-campus, one-third blended (inclusive of both on-campus and digital delivery) and one-third fully digital delivery. This flexible delivery model is well-aligned with NIC’s goal to offer relevant, high quality, flexible and customized programming and training for our students, and was key - along with NIC’s success with one-time grant funding - to achieving an 11% increase (233 FTEs) in domestic student enrolment over the previous year and a 9% increase (188 FTEs) over 2019/20, the last pre-pandemic year.

It is noteworthy that NIC enrolled the highest number of domestic student FTEs in the history of the institution in trades and trades-related vocational programs (834 FTEs) as well as health programs (266 FTEs plus an additional 51 FTEs in allied health programs). Tech-relevant, digital design and development program FTEs were also the highest in NIC’s history with 70 FTEs enrolled (45 domestic student FTEs and 24 international student FTEs enrolled and both categories were highest ever).

The sections that follow provide achievements and highlights of how NIC, through the collective efforts of faculty, administration and students, and with support from the Ministry, overcame the challenges of the pandemic and moved to resume on-campus learning in 2021/22.

### 1.4.1 Trades and Technical

Trades and technical domestic student enrolment was the highest in the history of NIC (834 FTEs) in 2021/22 with core programming delivered in the traditional on-campus format. In addition to annual foundation and apprenticeship programming aligned with the Industry Training Authority (649 FTEs), additional one-time funding was secured to enroll over 184 additional FTEs. NIC continued with the development and launch of additional contract-based cohorts through direct awards and community-based collaborations aligned with labor market demands to achieve regionally responsive programming that included Youth in Trades, Women in Trades, and Automotive Collision and Refinishing Technician. In-community trades programming, developed and offered in partnership with First Nations and industry, grew with additional sections of in-community Professional Cook Level One programming in collaboration with K’awat’si Economic Development Corporation and the Gwa’sala-’nakwaxda’xw Nations (GNN). NIC also launched customized Professional Cook Level One and Prep Cook programming with the strategic inclusion of work-integrated learning in collaboration with the North Vancouver Island Chefs Association

<sup>7</sup> View *COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector* online at [https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/aest\\_postsecgoforwardguidelines.pdf](https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/aest_postsecgoforwardguidelines.pdf)

to address immediate workforce shortages. Additionally, an intake of in-community carpentry foundation programming was offered in Port McNeill to meet needs as identified by GNN Nations.

NIC continues to diversify programming directly aligned to the skilled trades and regional economic recovery. A prime example of program innovation and diversification is NIC's commitment and timely collaboration with InFILM, the Vancouver Island North Film Commission, which has resulted in dynamic motion picture micro-credentials inclusive of grip, lighting, set construction, production accounting, craft service and production assistance programming. The motion picture programming is delivered in a blended format to provide ease of access to rural and regional British Columbians and is strategically aligned with regional and provincial economic diversification plans with B.C. being the third largest motion picture hub in North America. To complement NIC's core programming, the institution has also advanced with innovative micro-credentials specific to resource field assistant and ecosystem stewardship.

### 1.4.2 Health and Human Services

Student demand for NIC's health and human services programs remained strong in 2021/22 with 266 domestic student FTEs enrolled in health programs (Bachelor of Science in Nursing, Practical Nursing and Health Care Assistant) - the highest in the history of the College - plus an additional 50 FTEs in allied health programs (Activity Assistant, Hospital Unit Clerk and Medical Office Terminology Micro-Credential). Additionally, 67 FTEs (54 domestic student FTEs and 13 international FTEs) were enrolled in early childhood care & education programs plus 61 FTEs (57 domestic FTEs and four international student FTEs) in human services programs.

All health and human services programs incorporated some face-to-face instruction in 2021/22 while including the flexibility of blended delivery to allow cohorts from different communities to learn theory online together, as well as access labs, practice and group activities in the classroom, health care agency or community. Blended delivery, piloted in 2020/21 with the emergence COVID-19, was particularly beneficial for the Human Services program in Port Alberni in 2021/22, utilizing ten reserved seats for First Nations students attending digitally from Tla-o-qui-aht, Ehattesaht and Yuułuʔiłʔatḥ (i.e., Tofino, Zeballos and Ucluelet). Similarly, the Health Care Assistant – Partnership Pathway program brought together students from Port Hardy, Bella Bella and Vancouver with students completing theory courses together online prior to completing in-person lab and clinical components via their local NIC campus or health care agency. During winter 2022, NIC's Department of Early Childhood Care and Education supported a cohort of International students in completing their first courses via videoconferencing technology from their home countries as travel restrictions delayed entry into Canada. NIC's Faculty of Health and Human Services continues to provide programming in a flexible, learner-centered way supporting students in successfully continuing and completing programs in nursing, health care assistant, community mental health worker, human services, and early childhood care and education.

### 1.4.3 Arts, Science, Technology, Business and Applied Studies

Many of NICs arts, science, technology, business and applied studies programs continued to offer digital delivery alongside on-campus instruction in 2021/22 with 843 FTEs enrolled, inclusive of 589 domestic student FTEs and 255 international student FTEs.

With continued restrictions on international travel and global uncertainty linked to the COVID-19 pandemic, international student enrolment in these programs declined from the previous year by 13% (37 FTEs); however, domestic student enrolment grew slightly by 1% (6 FTEs) and was higher than 2019/20, the most current pre-pandemic year, by 4% (25 FTEs).

Appreciating the need to ensure continuity of instruction and access to core curriculum as well as elective courses, a strategic decision was made to deliver a balanced offering of on-campus, digital unscheduled and digital scheduled modules. Where possible, the same course was offered both on-campus and digitally, giving students an opportunity to choose the delivery format best supporting their learning needs and lifestyle. Virtually all science labs were delivered on-campus, and many classes in fine arts, digital design and development, and university studies were offered as blended delivery.

NIC's tech-relevant digital design and development programs rebranded with industry-informed curriculum revisions in 2020/21 achieving record enrolment that was exceeded in 2021/22 by 24% with 70 FTEs enrolled (45 domestic student FTEs and 24 international student FTEs). Digital development and design programs continued to offer students applied learning experiences, including opportunities to develop 'real' applications and platforms. One such app, designed for NIC's Faculty of Trades and Technical Programs, will be used to track, report and evaluate apprenticeships and work-integrated learning.

After a one-year postponement due to the onset of the COVID-19 pandemic, NIC's inaugural offering of the Computer Information Systems certificate took place in 2021 fall. The program added to NIC's eclectic suite of tech-relevant programs and concentrations - with 82 FTEs enrolled in all programs and concentrations in 2021/22, and just under 400 FTEs enrolled over the past five years - and the College remains committed to expanding computing, information technology and digital design courses and programs in the future.

NIC offered the Associate of Arts degree with a pre-social work focus for the first time in 2021/22. By incorporating 'SSW-120: Social Welfare in Canada' and 'SSW-122: Foundation of Social Service Practice' into the standard Associate of Arts degree, students will be eligible to apply for third-year entry into an accredited bachelor of social work program in B.C. upon graduation.

#### 1.4.4 Adult Upgrading and Accessible Learning

NIC's adult upgrading and accessible learning programs and support services - consisting of Adult Basic Education (ABE) and Department of Accessible Learning programs and services for students with cognitive or developmental disabilities - are designed to provide enhanced access to post-secondary studies and employment. NIC enrolled 214 domestic student FTEs in ABE in 2021/22, a 7% decline (-16 FTEs) from the previous year, and 41 domestic student FTEs in accessible learning courses, a 33% increase (10 FTEs) from the previous year.

NIC continued to offer ABE courses - from fundamental to provincial levels - primarily through digital delivery in 2021/22. The digital delivery model is designed to support learners living in NIC's service area as well as those living outside the NIC region by providing expanded access to upgrading courses. NIC's ABE program attracted Indigenous and non-Indigenous students from isolated communities as well as international students requiring prerequisite-level courses for entry into their chosen post-secondary program.

NIC's Department of Accessible Learning continued to successfully offer employment transition, workplace readiness, daily living, literacy and numeracy courses in 2021/22 for young adults who have executive functioning and developmental challenges. NIC's employment transition programs are designed to eliminate barriers to employment through meaningful educational opportunities, hands-on skills development and built-in, individualized supports. Last year, a blended delivery model for accessible learning was implemented in response to the COVID-19 pandemic; however, in 2021/22 virtually all course delivery was shifted back to fully on-campus. Accessible learning programs were successfully delivered at NIC's Port Alberni, Campbell River and Comox Valley campuses.

### 1.4.5 Continuing Education and Training

NIC's Department of Continuing Education & Training (CET) resumed in-person delivery in 2021/22 with 255 domestic student FTEs enrolled – a 41% (74 FTEs) increase over the previous year. Notable offerings included Food Processing, Seafood Processing, Sustainable Farming, Farmworker Fundamentals and Heavy Equipment Operator. Activity Assistant and Animal Care Aide programs continued to be delivered online as the format has proven to be beneficial to student success and is preferred by students. The delivery range of these programs was expanded into other regions of the province in 2021/22 where the programs were previously unavailable, notably in the Okanagan Valley and northeastern B.C. These programs experienced higher than normal registrations, graduations and overall student satisfaction levels.

CET remained active in developing community partnerships in all regions of the North Island to support regional economic recovery and to meet local workforce training needs in 2021/22. In the Port Alberni region, programs were created with the Port Alberni Shelter Society, Alberni Clayoquot Regional District, City of Port Alberni Economic Development, The Dock Food Hub, Community Futures Alberni-Clayoquot, Nuu-chah-nulth Employment and Training Program, and Huu-ay-aht First Nation. In the Comox Valley and Campbell River, partnerships were created with the Comox Valley Chamber of Commerce, Lush Valley Food Action Network, Campbell River Economic Development, First Nations Health Authority, Island Health, the BC Craft Brewers Guild as well as a senior's long-term care home. In the Port Hardy/Port McNeil region, CET worked with the Port Hardy Chamber of Commerce, the Mount Waddington Regional District, Wuikinuxv Nation, Gwa'sala-'Nakwaxda'xw Nations as well as Quatsino, Kwakiutl and Dzawada'enuxw First Nations.

CET along with partner organizations received funding from the Community Workforce Response Grant program for the delivery of 19 training programs. These training programs provided needed workforce skills training for more than 200 students on North Vancouver Island. The funding total was more than \$1.5M and supported the social and economic health of communities throughout the North Island College region.

### 1.4.6 Indigenous Education

NIC's ability to serve Indigenous students by providing access to culturally informed, applied learning and services in community continued to be impacted by the COVID-19 pandemic in 2021/22. Indigenous Education Navigators and Elders in Residence provided digital and in-person support for Indigenous students throughout the year, including high school, prospective, current and alumni learners. NIC's annual Indigenous Student Satisfaction Survey highlights the impact and importance of culturally relevant

supports: 91% of respondents indicated that Indigenous Education Navigators provide a service that is valuable to the success of Indigenous students and 94% of respondents felt the same about Elders in Residence.

Indigenous students, faculty and staff at NIC have a new culturally relevant space for connection and celebration with the official opening of the Indigenous Gathering Place at North Island College's Campbell River campus in 2021/22. Given the name *Óə pix ʔidaʔas* (Gathering Place) by Wei Wai Kai and Wei Wai Kum planning committee members, its design represents a traditional drum with a Liqwiltokw Big House at its centre. It is home to the NIC Elders in Residence program, student support services and offers a large community room for cultural celebrations, events and art displays. *Óə pix ʔidaʔas* will also provide a space to deliver Liq'wala language courses and other Indigenous education programming.

A highlight for Indigenous Education in 2021/22 was the continued success of Indigenous language offerings with 59 domestic student FTEs enrolled. In partnership with Ehattesaht First Nation, Quuquutsa Language Society, Kwakiutl First Nation, Quatsino First Nation and Gwa'sala-'nakwaxda'xw Nations, two cohorts of the Indigenous Language Fluency Certificate program were offered in Nuuchahnulth and Kwak'wala language, respectively. All courses were offered digitally, providing opportunities for students in remote communities to access Indigenous language learning from their home villages. Digital delivery provided an enhanced opportunity for multi-generational learning where children, siblings, parents, grandparents and Elders were all able to hear Indigenous language in their homes.

Funding for a new micro-credential, Indigenous Hospitality Front Office Operations, was secured in 2021/22 through the Ministry of Advanced Education and Skills Training and will be offered in-community to Huu-ay-aht First Nation in summer 2022.

On June 21, 2021, NIC launched its first ever Indigenization plan, *Working Together*, under the direction of the NIC Indigenous Education Council (IEC) using the Colleges and Institutes Canada *Indigenous Education Protocol for Colleges and Institutes* as a guiding framework. NIC will be reporting out first-year successes and challenges in June 2022 to the IEC and Indigenous communities.

### 1.4.7 International Education

International student enrolment at NIC continued to be impacted by the COVID-19 pandemic in 2021/22, declining by 11% (35 FTEs) over the previous year which saw a larger 34% decline from 2019/20, the last pre-pandemic year. Ongoing travel restrictions and a severe backlog of study permit applications at the federal level were primary factors contributing to this reduction. Nonetheless, NIC's Office of Global Engagement (OGE) established new partnerships, projects and a global education structure in 2021/22, successfully delivering two study abroad innovation projects and attracting over \$1.2M in funding for student study abroad and virtual exchange opportunities. Further, a Government of Canada grant created an opportunity to build a virtual exchange program focused on Indigenous literature with Costa Rica and a subsequent grant will see a faculty member travel to Manaus, Brazil in the Amazon to explore digital design in a new cultural context. Virtual exchanges were established in Japan (History), Europe (Accounting) and Costa Rica (First People's Literature and Composition), and new field schools were developed in Indigenous Language Revitalization (Hawai'i) and Advanced topics in Design (Mexico). OGE successfully secured a four-year project supported by Colleges and Institutes Canada and the Mastercard Foundation with Vancouver Island University and British Columbia Institute of Technology as partners in the Young Africa Works in Kenya: Youth Employability Through Technical and Vocational Education and



Training (TVET) initiative aiming to increase employment opportunities for young people, particularly young women, in Kenya. The Kenyan TVET institutions OGE is working with include Kiisi National Polytechnic and Keroka Technology Training Institute, both located in Kisii County located just outside Kisumu near Lake Victoria, and they will be co-developers of the project outcomes for the next three years and long-term collaborators for years to come.

OGE continued consultations in 2021/22 to develop an Indigenizing internationalization plan for implementation in 2022. The plan is aligned with NIC's strategic plan, *BUILD 2026*; Indigenous education plan, *Working Together*; and academic plan, *Widening Our Doorways 2026*, and will be a first for NIC.

## 2. PERFORMANCE PLAN AND REPORT: BUILD 2026

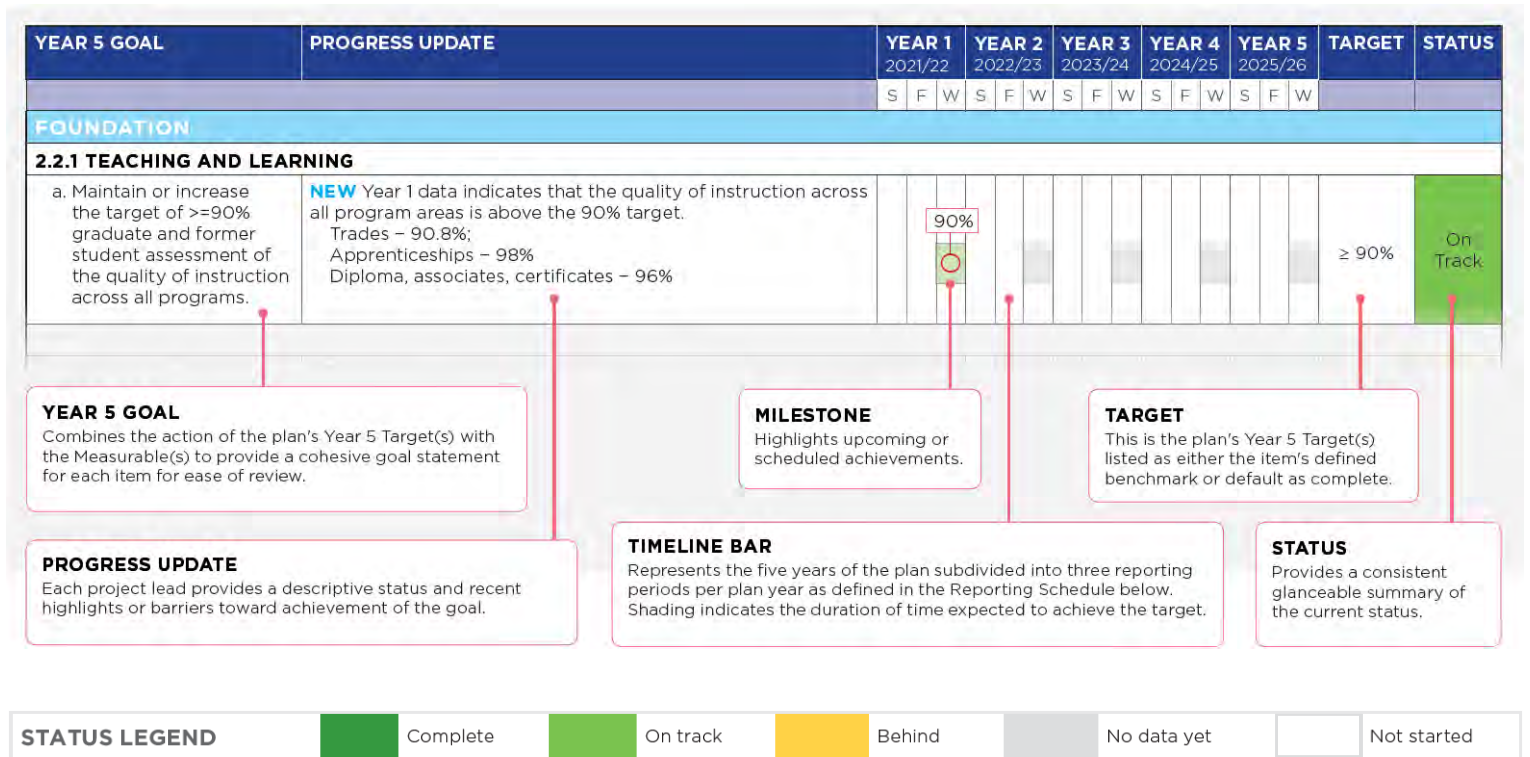
This section provides an overview of priorities, actions and outcomes for *BUILD 2026*, NIC’s 2021-2026 strategic plan, organized by the plan’s main architectural themes. BUILD uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, integrated places of learning that reflect and support the richness of the region, and opens NIC to the communities it serves, creating a welcoming educational home for students and communities to call their own. Additionally, BUILD incorporates a strong commitment to the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone. It is evident in this section as well as in “Appendix II – Implementation of Ministry Mandates and Directives” and “Appendix III – Implementation of the TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples” that BUILD is also well-aligned with Ministry mandates and directives for NIC as well as Government’s economic and climate action plans, StrongerBC and CleanBC. A separate report on NIC’s 2021/22 targets, results and assessments for the Ministry of Advanced Education and Skills Training’s Accountability Framework performance measures is provided in “Appendix I – Accountability Framework Performance Measures Results.”

Figures 1 and 2 below illustrate the BUILD architecture and how to interpret the dashboard graphics for the performance measures in the remainder of this section.

Figure 1, BUILD Architecture



Figure 2, How the Dashboard Graphics Work



## 2.1 People: Our Commitment to the NIC Community

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

### 2.1.1 Healthy and Productive Workplaces

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

Outcome: Healthier employees working in safe and supportive workplaces.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>PEOPLE</b>																			
<b>2.1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>																			
a. Evaluate, recommend, and implement benchmarks based on research and the National Standard of Canada for Psychologic Health and Safety in the Workplace	<b>NEW</b> Preliminary research into the Canadian Standard for Psychological Safety in the Workplace has begun. Foundational research is now scheduled for Fall 2022 toward a decision for NIC to actively pursue this standard or implement an alternative by Winter 2023.																	Complete	Behind
		Foundational research begins																	

### 2.1.2 People Development

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

Outcome: Thriving, inspired and productive employees.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>PEOPLE</b>																			
<b>2.1.2 PEOPLE DEVELOPMENT</b>																			
a. Implement people strategy to develop thriving, inspired, and productive employees	<b>NEW</b> Work began in Winter 2022, leading to a draft framework for the People Strategy, encompassing four key objectives to: 1) create a compelling employee experience, 2) be a learning organization, 3) develop, support, and value leadership, and 4) build the workforce of the future. Consultation, feedback, and strategy development will continue through Fall 2022 toward completion of the People Strategy in Winter 2023.																	Complete	On Track
		Draft strategy complete																	

## 2.1.3 Employee Engagement and Collaboration

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

Outcome: A culture of collaboration supported by peer networks.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>PEOPLE</b>																			
<b>2.1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>																			
a. Develop and implement an internal communications strategy	<b>NEW</b> The development of a comprehensive internal communications strategy is the remaining major recommendation of the Employee Engagement Survey. Forward direction will focus on the collaborative development, implementation and evaluation of this strategy.																	Complete	Not Started

## 2.2 Foundation: Our Commitment to Strengthening Core Operations

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

### 2.2.1 Teaching and Learning

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

Outcome: Teaching excellence.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>FOUNDATION</b>																			
<b>2.2.1 TEACHING AND LEARNING</b>																			
a. Maintain or increase the target of >=90% graduate and former student assessment of the quality of instruction across all programs.	<b>NEW</b> Year 1 data indicates that the quality of instruction across all program areas is above the 90% target. Trades – 90.8%; Apprenticeships – 98% Diploma, associates, certificates – 96%																	≥ 90%	On Track
b. Implement a student learning experience survey	<b>NEW</b> The Student Learning Experience Survey has been developed and piloted. The results will inform the teaching and learning strategy.																	Complete	Complete
c. Implement teaching and learning strategy	<b>NEW</b> The Teaching and Learning Strategy is in the initial phases of development.																	Complete	Behind

## 2.2.2 Finances

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

Outcome: Fiscal strength.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS																																				
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W																																						
<b>FOUNDATION</b>																																																						
<b>2.2.2 FINANCES</b>																																																						
a. Balanced budget within three years of the pandemic ending	<b>NEW</b> NIC is ahead of target to balance the budget by fiscal year 2023/24 with a \$56K surplus at fiscal year end 2021/22. While much of this was the result of one-time revenue increases (Investment income, one-time program funding), it is important to note that tuition and student fee revenue was almost \$1 million below the budget target primarily due to the reduction in international enrolments. Deficit projections for Year 2 have been reduced from \$1.1M to \$792K.																																																					
		<table border="1"> <tr> <td>Actual:</td> <td>Projected:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>\$56,979</td> <td>-\$792,752</td> <td>\$0</td> <td>+\$100K</td> <td>+\$100K</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															Actual:	Projected:																	\$56,979	-\$792,752	\$0	+\$100K	+\$100K														Balanced	On Track
Actual:	Projected:																																																					
\$56,979	-\$792,752	\$0	+\$100K	+\$100K																																																		
b. Long-term financial health (positive net asset position)	<b>NEW</b> NIC's net assets remain in a good position due to the small surplus produced in fiscal year 2021/22. The erosion of NIC's net assets hasn't been as significant as estimated at the beginning of the pandemic. This has meant that NIC has not needed to draw down any long-term investments, which maintains these funds for future capital projects. Pre-pandemic (fiscal year 2019/20), net assets were valued at \$7.0M.																																																					
		<table border="1"> <tr> <td>Estimated Net Assets as of Mar 31, 2022:</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> <tr> <td>\$5.483M</td> <td>\$4.690M</td> <td>\$4.690M</td> <td>\$4.790M</td> <td>\$4.890M</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															Estimated Net Assets as of Mar 31, 2022:																		\$5.483M	\$4.690M	\$4.690M	\$4.790M	\$4.890M														> \$2.8M	On Track
Estimated Net Assets as of Mar 31, 2022:																																																						
\$5.483M	\$4.690M	\$4.690M	\$4.790M	\$4.890M																																																		

## 2.2.3 Information Technology

NIC's need for a more robust and effective Information Technology (IT) framework was reinforced throughout the pandemic. A solid network, resilient hardware and an integrated suite of applications and services for students and employees require additional investment to meet 21st-century learning needs.

We will actively and intentionally leverage our IT capacity through planning and investment.

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS																		
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W																				
<b>FOUNDATION</b>																																				
<b>2.2.3 INFORMATION TECHNOLOGY</b>																																				
a. Implement IT Service Management (ITSM) model	<b>NEW</b> The first full academic term using NIC's new service management platform is complete. Both system and operational processes were updated during the term as gaps were identified. Potential expansion to additional service departments is being considered. Development of the asset management portion of the system has begun with a target launch of Summer 2022.																																			
		<table border="1"> <tr> <td>TeamDynamix (ITSM) complete</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td> </tr> </table>															TeamDynamix (ITSM) complete																		Complete	On Track
TeamDynamix (ITSM) complete																																				

## 2.2.4 Integrated Enrolment

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

Outcome: Optimum college-wide domestic and international enrolment.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.2.4 INTEGRATED ENROLMENT</b>																		
a. Define optimum enrolment for NIC	<b>NEW</b> Optimum enrolment for NIC has been projected at 3,000 FTEs: 2,400 domestic and 600 International. Planning processes to achieve targets over the next five years are underway	Optimum enrolment established															Complete	Complete
b. Implement enrolment targets for all programs	<b>NEW</b> A new enrolment template is in development. Decadal areas will utilize template to report for the 2022/23 academic year. Enrolment targets are being set for the 2023/24 academic year, based on institutional capacity, e.g., space, technology, human resources.	Template implemented Annual process implemented															Complete	On Track

## 2.2.5 Campuses and Centres

Since 1975, NIC's facilities have changed with the region's needs. Once a collection of 24 regional learning centres, NIC now operates four campuses in Campbell River, Comox Valley, Port Alberni and Micalakwila (Port Hardy), and the Ucluelet centre. In 2019, we opened the temporary St. Joe's location of the Comox Valley campus to meet burgeoning program needs. We will review the capacity of our teaching locations, reimagine our places, spaces and programming, and support the development of living-learning communities\* through student housing.

Outcome: Thriving, inspired and integrated campuses and centres.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.2.5 CAMPUSES AND CENTRES</b>																		
a. Develop Campus Master Planning concepts and share with communities	<b>NEW</b> Campus plans are in development to support key projects. These include replacement of Tebo Centre in Port Alberni, Village and St. Joseph's replacement in Comox Valley, and planning for NIC expansion in Campbell River. Plans for Tebo Centre replacement at Roger Street campus have been developed for consultation.	Micalakwila complete Comox Valley complete Campbell River complete Port Alberni complete West Coast complete															Complete	On Track
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus	<b>NEW</b> The NIC Housing Commons has received Ministry approval, and construction plans are moving forward. We are currently working through the RFP process and anticipate the winning design build team contract award to be finalized in Fall 2022. A Student Housing Operations committee is now established and meeting regularly to develop operating milestones in preparation for opening. Recruitment for the Student Housing Manager position is in progress. The project is considered on track with a soft opening planned for Fall 2024.	Soft opening															Complete	On Track

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

## 2.3 Frame: Our Commitment to Supporting Students

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

### 2.3.1 Student Well-Being

Health and wellness begin with knowing students as individuals, treating each student fairly and equitably, and celebrating and learning from their diversity. We will embed student well-being into programming to improve accessibility and build connections between students as they balance their responsibilities.

Outcome: Increased student well-being.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S F W	S F W	S F W	S F W	S F W		
<b>FRAME</b>								
<b>2.3.1 STUDENT WELL-BEING</b>								
a. Develop and implement a Student Mental Health and Well-being plan	<b>NEW</b> CARE <sup>2</sup> , NIC's first student mental health and well-being plan was completed in Winter 2022 and launched shortly after in May. Its implementation and accountability plan will follow in Summer 2022.	<p>Implementation plan &amp; accountability measures</p> <p>Plan complete</p>					Complete	On Track

### 2.3.2 Student Support and Persistence

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

Outcome: Retain students with proactive support strategies.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S F W	S F W	S F W	S F W	S F W		
<b>FRAME</b>								
<b>2.3.2 STUDENT SUPPORT AND PERSISTENCE</b>								
a. Increase first-year student retention (Fall to Fall) above 47%	<b>NEW</b> Retention initiatives contributing to this outcome include increased promotion of Early Assist and the addition of student self-referral. We have been able to provide outreach to larger numbers of students who are facing challenges in their personal and academic lives. The Student Life team has collaborated with support services to provide workshops and other events designed to engage, inform and connect students. Creating connection and belonging, while providing support to mitigate challenges, serves to strengthen retention. Annual retention data measured from Fall term to Fall term is posted each January.	<p>52% retention (Fall 2021)</p>					> 47%	On Track
b. Maintain or increase \$ scholarships, bursaries, awards and emergency funds available to students	<b>NEW</b> Selection process for distributing the 2022 NIC Foundation Awards is under way. Available funds will meet or exceed last years' total award amount of \$540,000 to over 500 students. Additionally, the Foundation is working with NIC Student Services Financial Aid to distribute, at minimum, an additional \$10K to students throughout the year.	<p>≥ \$540K</p>					≥ \$500K	On Track



YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>FRAME</b>																		
<b>2.3.2 STUDENT SUPPORT AND PERSISTENCE <i>Continued</i></b>																		
c. Increase # of child-care spaces	<p><b>NEW</b> A review of licensed child-care seats in NIC's regions is now complete. This review included pulling together reports from 2019 from regions who participated and were funded by the BC Ministry of Children and Family Development to engage in child-care planning for their communities. Alberni-Clayoquot Regional District, City of Campbell River, Village of Cumberland and Comox Valley Regional District all completed action plans which included an inventory of existing child-care spaces and identified space creation targets for the next 10 years. The updated data revealed that NIC regions have between 20 to 29% access to full-time child-care spaces available, which is still far off the target of 50% set out in the plans.</p>												Complete	On Track				

## 2.4 Doorways: Our Commitment to Accessible Education and Training

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

### 2.4.1 Program Entry

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

Outcome: Wider access to courses and programs.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>DOORWAYS</b>																		
<b>2.4.1 PROGRAM ENTRY</b>																		
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%	<p><b>NEW</b> Since the pandemic began, NIC has augmented its core on-campus programming with one-time funding to create skills training programs in-community to support students, First Nations, business and industry across Vancouver Island and BC.</p>												> 40%	On Track				

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

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

## 2.4.2 Learning and Services

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

Outcome: Serve more adult students through flexible delivery.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>DOORWAYS</b>																		
<b>2.4.2 LEARNING AND SERVICES</b>																		
a. Increase % of courses with more than one entry point/ year above 27%	<b>NEW</b> The college was successful in securing one-time funding for programs, throughout the college region, which offer multiple entry points throughout the year.																> 27%	On Track
b. Increase the % of courses with multiple modes of delivery above 9%	<b>NEW</b> Success in this measure is the result of the continued work of NIC's Education Team and the Centre for Teaching and Learning Innovation (CLTI), which has supported faculty in delivering courses through multiple modes: digital, blended and face-to-face.																> 9%	On Track
c. Develop and implement digital learning strategy	Preliminary discussions have begun in preparation for development of the digital learning strategy, with a revised estimated start date of Fall 2022.																Complete	Behind
d. Develop and implement fully operational digital service strategy	<b>NEW</b> A steering committee is now in place to support development of the digital service strategy. First actions will include reviewing various models to support development of a framework.																Complete	On Track

## 2.4.3 Pathways to Learning

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

Outcome: Seamless transitions to and from NIC.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>DOORWAYS</b>																		
<b>2.4.3 PATHWAYS TO LEARNING</b>																		
a. Maintain dual credit enrolment	<b>NEW</b> Dual credit enrolment, i.e., secondary students simultaneously completing secondary school graduation requirements and first year college is a key provincial initiative supporting attainment of post-secondary education.																> 170	On Track
b. Maintain or increase # of students participating in post-secondary pathway agreements	<b>NEW</b> Continued success in this measure is attributable to our dual admissions program, initiatives through Widening Our Doorways 2026 and NIC's expansive network of educational agreements with other institutions.																≥ 195	On Track

## 2.5 Rooms: Our Commitment to High Quality, Relevant and Responsive Programming

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

### 2.5.1 Indigenous-led Education

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

Outcome: Indigenous-led learning.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.1 INDIGENOUS-LED EDUCATION</b>																		
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population	<b>NEW</b> NIC successfully established 15 partnerships and educational agreements with Indigenous communities during the 2021/22 year. Strategies outlined in the Working Together Indigenization Plan are supporting the success of this outcome.	19.2% Indigenous students															> 13%	On Track
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%	<b>NEW</b> NIC continues to offer services and supports to ensure the ongoing success of Indigenous students, such as providing Indigenous Education Navigators at all four campuses, Elders in Residence and Indigenous Student Lounges.	90%															≥ 90%	On Track
c. Implement Indigenization Plan recommendations	<b>NEW</b> This is a five-year initiative to implement recommendations of NIC's Indigenization Plan. A dashboard to report out progress will be presented to the Indigenous Education Council. Costing of the Indigenization Plan is now complete. Highlights of the new work completed include the transition of Elders' funding from the Aboriginal Service Plan to the base budget and completion of Q̓a̓ pix̓ ṽidaʔas, the Gathering Place at the Campbell River campus.	Costing of Indigenization Plan complete															Complete	On Track

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

## 2.5.2 Community-Connected Learning

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

Outcome: Place-based learning.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.2 COMMUNITY-CONNECTED LEARNING</b>																		
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences over 700 participants.	<b>NEW</b> Targets in this measure have been exceeded through the efforts of the Work Integrated Education department, with support from one-time funding, which has provided for increased capacity to focus on employer engagement. The pivot to virtual networking events has resulted in increased attendance by employers and students and led to additional match-making success for work-integrated learning placements.	916 students														> 700	On Track	
b. Implement place-based learning strategy	Initiatives to implement place-based learning strategies are now actively underway through NIC's academic plan, Widening our Doorways 2026. Decanal areas will report progress in June 2023.	Strategy implemented														Complete	On Track	
c. Open an expanded and fully operational integrated child care and learning facility at the Comox Valley campus	<b>NEW</b> The work to develop the business case to expand on-campus child-care spaces at the Comox Valley campus is complete. The business case, for presentation to government, is expected to be complete by the end of 2022. The case includes space for Early Childhood Education program delivery with Beaufort Children's Centre as the main operator of the new spaces. NIC has signed an MOU to operate with the Beaufort Childcare Society, and consultation and planning with Beaufort is ongoing.	Business case development			Business case to Ministry											Complete	On Track	

## 2.5.3 Self-Directed and Customized Learning

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

Outcome: Individualized advising support and customizable training or programs.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>																		
a. Increase # of students with advising support above 425 students	<b>NEW</b> 547 students have been assigned to Advisors or Indigenous Navigators in 2021/22.	547														> 425	On Track	
b. Maintain or increase # of short-term customized micro-credentials and programs above 29	<b>NEW</b> NIC's Education Team was very successful in securing one-time funding to expand our micro-credential program to support the development and delivery of 36 micro-credentials throughout the academic year.	36														≥ 29	On Track	

## 2.5.4 Global Learning

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

Outcome: Revitalize and diversify international engagement at NIC.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>2.5.4 GLOBAL LEARNING</b>																		
a. Increase # of new international student enrolments each year above 214 new students	<b>NEW</b> A new international education plan currently in development will support success for this outcome and will become the College’s first international plan that emphasizes a deep commitment to Indigenization. Even though NIC has had significant numbers of students committed and waiting for study permits, Canada’s delayed processing continues to be an obstacle for enrolment. However, NIC successfully welcomed 194 new students in 2021/22. About 67% of new students are from India, with the rest arriving from countries including Philippines, Zimbabwe, Japan, Iran, Mexico and Columbia. The coming Fall 2022 term is projected to exceed 120 new students, which is greater than pre-COVID intakes in 2018 and 2019.																> 214	Behind
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	<b>NEW</b> Although a complete initiative, NIC continues to advance international opportunities and experience throughout the five-year plan. New highlights include: completing three virtual Study Abroad projects in collaboration with institutions in Costa Rica, Japan and Belgium; awarding 20 Study Abroad scholarships to students participating in virtual opportunities; developing two new field schools; hosting a delegation of eight representatives from Kenya as part of the international project; hosting 10 exchange students from Chile, Mexico, Germany, France and Belgium; and completing a project under the Faculty Mobility Grant in Costa Rica.																Complete	Complete
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 80%	<b>NEW</b> Cross-divisional efforts between the Office of Global Engagement, the Centre for Teaching & Learning Innovation and the Library & Learning Commons are underway to contribute to the success of this goal. Recent student engagement initiatives include the return of face-to-face events and activities with high participation rates. Peer Connector student positions are now in recruitment to support new international students in their first term and throughout their studies. Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																≥80%	No data yet

## 2.5.5 Program Response and Renewal

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

Outcome: High-quality, relevant and responsive programming.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W			
<b>ROOMS</b>																			
<b>2.5.5 PROGRAM RESPONSE AND RENEWAL</b>																			
a. Complete renewal plans* for all programs	Decanal areas will begin work on the writing and reporting out of plans in June 2022.																	Complete	On Track
b. Complete Provincial Quality Assurance Process Audit	<b>NEW</b> NIC’s institutional review is scheduled for 2023. Development of the program review process is complete. Development of supporting policies, procedures and handbooks will follow. Eight program areas have completed their self-review, and six of those have also completed their external review. A Quality Assurance working group has met, with updates made to scheduling and policies.																	Complete	On Track

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

## 2.6 Windows: Our Commitment to Raising Awareness About the Quality and Diversity of Learning at NIC

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 94% of students tell us they are satisfied with their education, 96% say our quality of instruction is high and 98% feel well prepared for further studies. Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. We will raise awareness about the quality and diversity of learning at NIC.

## 2.6.1 Brand and Identity

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>WINDOWS</b>																			
<b>2.6.1 BRAND AND IDENTITY</b>																			
a. Establish brand with better overall role and scope of the college	<b>NEW</b> NIC's brand audit is now complete, along with a college community presentation of data and recommendations. The audit identified NIC's overall brand position as having strong recognition with a need/opportunity to further differentiate NIC in relation to its competitors. The five key recommendations from the research were to: 1) focus and celebrate the brand; 2) use insights to drive effective engagement; 3) be where future students live; 4) define future student personas; and 5) strengthen ad creative. Many aspects of these recommendations are already being used, and further development of the brand strategy draft will continue in collaboration with the consultant.																	Complete	On Track

## 2.6.2 Marketing & Recruitment

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>WINDOWS</b>																			
<b>2.6.2 MARKETING &amp; RECRUITMENT</b>																			
a. Establish a clearly defined student audience profile for all areas of study	<b>NEW</b> Pending the completion of the Brand Strategy in 6.1, audience profiles at the level of area of study will be complete.																	Complete	On Track
b. Implement annual marketing and recruitment plans	<b>NEW</b> Annual marketing (and recruitment) plans are an operational commitment that supports a variety of brand and promotional goals. Each spring, the Marketing & Future Students team will consult deans, directors and service-area leads to develop a promotional needs overview for the coming year. These promotional needs will be built out and time-lined to support new student recruitment activities for the subsequent year and keep NIC awareness high in our catchment region. Methods for distributing the plan to the internal community are under development.																	Complete	On Track

## 2.7 Roof: Our Commitment to Accountable Governance and Social Responsibility

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

### 2.7.1 Reconciliation

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>ROOF</b>																			
<b>2.7.1 RECONCILIATION</b>																			
a. 75% of employees complete NIC specific Indigenous intercultural competency training	NIC-specific cultural training framework is being developed. Although individual modules are now in development, progress delays are expected due to COVID-19 preventing in-person collaboration with Indigenous Elders and knowledge holders. Development will continue throughout 2022/23.																	≥75%	Behind & No data yet
b. 100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education	This is a five-year initiative to have all named program areas (social work, early childhood care and education, health care, business and Indigenous language programs) with clear and measurable commitments address specific TRC Calls to Action for education through the Indigenization Plan. Six of six programs have made commitments to address this goal.																	Complete	Complete

### 2.7.2 Diversity, Equity and Inclusion

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>ROOF</b>																			
<b>2.7.2 DIVERSITY, EQUITY AND INCLUSION</b>																			
a. Maintain or increase 80% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	<b>NEW</b> Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																	≥80%	No data yet
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	<b>NEW</b> Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																	≥88%	No data yet



YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>ROOF</b>																		
<b>2.7.2 DIVERSITY, EQUITY AND INCLUSION Continued</b>																		
c. Implement Diversity, Equity and Inclusion Strategy	<b>NEW</b> Development of NIC's first Diversity, Equity and Inclusion (DEI) policy continued through Winter 2022. A draft policy is now in the process of review, consultation and approval. The BC Government introduced, in 2022, the Accessible BC Act and Regulation and Anti-Racism Data Act. As a public body, the College will need to assess and integrate these requirements into our DEI strategy and actions going forward. A working group will be established in Fall 2022 to begin development of a college-wide strategy.																Complete	On Track
d. Increase % of students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code	<b>NEW</b> NIC has completed a report that identifies 1) best practices for collecting diversity, equity and inclusion data; 2) recommendations on how to encourage self-reporting and at what stages; and 3) how post secondary institutions are using data to drive services and improve retention of students who are members of the marginalized groups protected from discrimination by the BC Human Rights Code. The BC Government introduced, in 2022, the Anti-Racism Data Act. As a public body, the College will need to assess and integrate these requirements into any data collection activities going forward.																TBD	No data yet

### 2.7.3 Transparency and Accountability

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>ROOF</b>																		
<b>2.7.3 TRANSPARENCY AND ACCOUNTABILITY</b>																		
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs	New administrative structures are in place and will be revised as needed – e.g., as has been done in response to the announcement on Student Housing.																Complete	Complete
b. Increase engagement with the North Island Students' Union (NISU)	<b>NEW</b> As an essential partner in supporting students, NISU has been invited to engage and participate in a variety of college committees throughout the year, including but not limited to, policy review, student life planning, and selection committee membership for hiring key roles. This collaboration has resulted in additional partnership opportunities with student events that have further increased student engagement and success for all involved.																Complete	On Track

## 2.8 Environment: Our Commitment to Sustaining the Planet for Future Generations

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

### 2.8.1 Climate and Sustainability

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

Outcome: Climate change education and research.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ENVIRONMENT</b>																		
<b>8.1 CLIMATE AND SUSTAINABILITY</b>																		
a. Reduce greenhouse gas emissions	<b>NEW</b> NIC tracks carbon emissions and offsets annually as part of its annual Carbon Neutral Action Report to government. NIC's greenhouse gas emissions in 2021 were 848 tonnes, down from 963 in 2020, a reduction of 12%. To reach carbon neutrality, NIC pays offsets at \$25 per tonne, or \$21,200 in 2021. NIC will continue to utilize carbon neutral funding to reduce greenhouse gas emissions going forward. A Climate and Sustainability steering committee made up of students, faculty and staff has begun identifying projects that will improve the College's carbon footprint.																Complete	On Track
b. Implement process to track # of courses, research and applied learning initiatives that include sustainability	This project will be implemented through NIC's Centre for Applied Research, Technology & Innovation (CARTI) and initiatives as set out in NIC's updated academic plan, Widening Our Doorways 2026, which was finalized in November. Further updates will be available in Fall 2022.																Complete	Not started
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)	<b>NEW</b> NIC has joined the the Association for the Advancement for Sustainability in Higher Education (AASHE) which administers the Sustainability Tracking, Assessment and Rating System (STARS), a global sustainability standard for higher education. The College will consider utilizing the STARS benchmarking tools to measure its progress on sustainability.																Complete	Not started

## 2.9 Communities: Our Commitment to the People of the NIC Region

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

### 2.9.1 Serving the People of the Region

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

Outcome: Higher enrolment from within the region.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>COMMUNITIES</b>																		
<b>2.9.1 SERVING THE PEOPLE OF THE REGION</b>																		
a. Increase above 31%, the % of in-region public high school graduates who attend NIC within two years of graduation	<b>NEW</b> Ongoing initiatives set out in Widening Our Doorways 2026 are aimed to address and achieve this target by 2026.																> 31%	Behind

### 2.9.2 Community Engagement

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

Outcome: To be at the heart of civic conversations.

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>COMMUNITIES</b>																		
<b>2.9.2 COMMUNITY ENGAGEMENT</b>																		
a. Create community engagement strategy	<b>NEW</b> The Community Engagement framework draft has been completed in consultation with an internal working group. The Community Engagement Strategy draft is anticipated late Fall 2022.																Complete	On Track

## 2.9.3 Social and Economic Development Of The Region

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W			
<b>COMMUNITIES</b>																			
<b>2.9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>																			
a. Create an Alumni Association	<b>NEW</b> An Alumni relations readiness assessment was completed in March 2022. The resulting report and recommendations were submitted with a request for supporting resources noted for next fiscal year.																	Complete	On Track
b. Increase the number of active community partnerships to enhance programming	<b>NEW</b> In partnership with community, industry, First Nations and local governments, NIC has developed new skills training programs offered in-community.																	12	On Track
c. Increase # of students involved in research projects to greater than 13 students	<b>NEW</b> 13 students were involved in research projects during the 2021/22 academic year. CARTI has secured additional funding to support an increase in student engagement in research projects.																	> 13	On Track

### 3. FINANCIAL INFORMATION

Table 1 below summarizes NIC’s financial results over the past five years. While the COVID-19 pandemic and other funding challenges have negatively impacted the College’s recent financial results, NIC has responded by curtailing expenses where possible to reduce projected deficits. This will aid in the College’s recovery and ensure that any incremental new revenues can be earmarked for NIC’s strategic plan, *Build 2026*, initiatives.

Table 1, North Island College – Five-Year Financial Statement Summary (Fiscal Year)

	FY 21/22	FY 20/21	FY 19/20	FY 18/19	FY 17/18
Total Revenues	\$55,647,837	\$49,206,690	\$51,446,446	\$48,893,904	\$45,481,521
Total Expenses	\$55,590,858	\$50,820,385	\$52,357,861	\$48,838,138	\$45,465,805
Net Surplus (Deficit)	\$56,979	(\$1,613,695)	(\$911,415)	\$55,766	\$15,716
Accumulated Surplus (Net Assets) Balance	\$5,483,093	\$5,426,114	\$7,039,809	\$7,951,224	\$7,895,458

NIC’s most recent audited financial statements are available online at <http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.

Please see “2.2.2 Finances” for a progress update on NIC’s strategic priorities for strong and sound financial management in 2021/22.

# APPENDIX I – ACCOUNTABILITY FRAMEWORK

## PERFORMANCE MEASURE RESULTS

Tables 2 and 3 at the end of this section provide NIC’s 2021/22 performance targets, results and assessments for each performance measure included in the Ministry of Advanced Education and Skills Training’s Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* on the Ministry’s website.<sup>8</sup>

NIC achieved or substantially achieved 19 of the 22 assessed Accountability Framework performance measures in the 2021/22 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC diploma, associate degree and certificate students; trades foundation and trades-related vocational graduates, former apprenticeship students; and, bachelor degree graduates. NIC achieved targets for all these measures in 2021/22, as in all prior accountability plan reporting years, affirming continued delivery of high quality, relevant educational programming and training.

NIC also achieved its Total Indigenous Student Spaces target of  $\geq 13\%$  of total domestic student FTEs with 19% Indigenous student FTEs enrolled. Note that the target value is shown as ‘TBI’ in Table 1 because the target for this Accountability Framework performance measure is set internally by NIC based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada’s Census of Population. Given that Indigenous data for the 2021 Census are scheduled for release in September 2022, NIC plans to update the Total Indigenous Student Spaces target for next year’s Institutional Accountability Plan & Report submission in summer 2023.

The unemployment rate performance measure targets for former diploma, associate degree and certificate students; former apprenticeship students; and, bachelor’s degree graduates were all achieved but, for the first time ever, the target for trades foundation and trades-related vocational graduates was not achieved. The assessment is based on a student cohort who completed their program at NIC in the spring or summer of 2020, coinciding with the onset of the first wave of the COVID-19 pandemic, and this was likely a key factor contributing to heightened levels of unemployment for those seeking new careers in the trades.

Developmental program FTEs were substantially below the target of 300 FTEs with 214 domestic student FTEs enrolled in Adult Basic Education (ABE) courses compared with 230 FTEs last year. ABE domestic student enrolment continued to decline in 2021/22 – part of a long-term trend seen in B.C.’s public post-secondary system that was exacerbated by the COVID-19 pandemic beginning in 2020/21. The Total Student Spaces performance measure, targeting Ministry funded domestic student FTEs (Industry

<sup>8</sup> View AEST’s *Accountability Framework Standards Manual and Guidelines* online at [http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards\\_manual.pdf](http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf).

Training Authority funded FTEs and international student FTEs are not included), was also not achieved with 1,653 FTEs enrolled toward the 2,373 FTE target. Regional sociodemographic factors such as relatively low levels of preparedness for post-secondary education (just under one-in-five students in the NIC region do not graduate high school compared with one-in-ten for the province overall<sup>9</sup>) and relatively low household incomes (median household income in the Alberni-Clayoquot and Central Coast regional districts of \$55K and \$48K, respectively, compared with \$70K for the province overall<sup>10</sup>) combined with the sheer size of NIC's island/coastal geographic region (80,000 km<sup>2</sup> replete with rural and remote populations accessible only by dirt road, boat or air) present significant, ongoing challenges to achieving the Total Student Spaces performance measure. In light of these and other challenges, NIC welcomes any opportunity to review and discuss FTE performance targets, especially those related to block funding, with the Ministry as it proceeds with its sector-wide public post-secondary funding review. More information can be found in "1.4 COVID-19: Return to On-Campus Learning" which provides a 2021/22 enrolment summary for each of NIC's educational areas, including challenges, achievements and future plans.

It is noteworthy that NIC enrolled 949 FTEs in 2021/22 that did not count toward Ministry (non-Indigenous) Student Spaces FTE targets including 280 international student FTEs; 649 Industry Training Authority funded foundation trades, technology and apprenticeship program FTEs; and 21 fourth-year Bachelor of Science in Nursing FTEs enrolled in partnership with Vancouver Island University.

<sup>9</sup> DataBC. BC Schools - Six-Year Completion Rate. Retrieved from <https://catalogue.data.gov.bc.ca/dataset/bc-schools-six-year-completion-rate> on January 19, 2022.

<sup>10</sup> Statistics Canada, 2016 Census of Population. Retrieved from <https://www12.statcan.gc.ca/census-recensement/2016/rt-td/inc-rev-eng.cfm> on March 4, 2019.

Table 2, Accountability Framework performance measures, 2021/22 reporting cycle

Performance measure <sup>1</sup>	Reporting year					
	2020/21 Actual	2021/22 Target	2021/22 Actual	2021/22 Assessment		
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces	1,451	2,373	1,653	Not Achieved		
Nursing and other allied health programs	244	261	266	Achieved		
Developmental	230	300	214	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Number	535	≥ 525	516	Substantially Achieved		
<b>Indigenous student spaces (FTEs)<sup>4</sup></b>						
Total Indigenous student spaces	399	TBI	397			
Ministry (AEST)	298		300			
Industry Training Authority (ITA)	100		96			
<b>Student satisfaction with education<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	91.7%	2.0%	≥ 90%	93.8%	1.5%	Achieved
Trades foundation and trades-related vocational graduates	94.9%	3.1%		90.8%	4.4%	Achieved
Former apprenticeship students	90.9%	3.7%		95.9%	3.9%	Achieved
Bachelor degree graduates	90.0%	9.3%		N/A	N/A	Not assessed
<b>Student assessment of the quality of instruction<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.5%	1.5%	≥ 90%	96.0%	1.2%	Achieved
Trades foundation and trades-related vocational graduates	94.9%	3.1%		90.8%	4.4%	Achieved
Former apprenticeship students	93.2%	3.2%		98.0%	2.7%	Achieved
Bachelor degree graduates	N/A	N/A		N/A	N/A	Not assessed
<b>Student assessment of skill development<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.8%	1.6%	≥ 85%	90.4%	1.8%	Achieved
Trades foundation and trades-related vocational graduates	90.9%	3.6%		88.9%	4.3%	Achieved
Former apprenticeship students	87.4%	5.2%		90.2%	5.3%	Achieved
Bachelor degree graduates	88.6%	8.8%		N/A	N/A	Not assessed



Performance measure	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.6%	3.2%	≥ 90%	90.3%	2.7%	Achieved
Trades foundation and trades-related vocational graduates	90.1%	5.6%		82.5%	7.6%	Achieved
Former apprenticeship students	94.7%	3.5%		90.5%	6.7%	Achieved
Bachelor degree graduates	95.0%	6.8%		100.0%	0.0%	Achieved
<b>Unemployment rate<sup>5,6</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	6.8%	2.6%	≤ 10.4%	3.4%	1.5%	Achieved
Trades foundation and trades-related vocational graduates	14.5%	5.8%		18.5%	6.3%	Not Achieved
Former apprenticeship students	10.7%	4.2%		14.3%	6.9%	Achieved
Bachelor degree graduates	0.0%	0.0%		0.0%	0.0%	Achieved

Table 3, Accountability Framework performance measures, 2021/22 reporting cycle, Assessment of Skill Development component measures

Performance measure <sup>1</sup>	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	89.8%	1.6%	≥ 85%	90.4%	1.8%	Achieved
Written communication	89.2%	2.5%		91.1%	2.0%	
Oral communication	88.5%	2.6%		89.4%	2.1%	
Group collaboration	89.9%	2.3%		89.3%	2.0%	
Critical analysis	91.6%	2.0%		95.1%	1.3%	
Problem resolution	90.9%	2.2%		87.6%	2.1%	
Learn on your own	89.5%	2.3%		89.6%	1.9%	
Reading and comprehension	90.4%	2.2%		92.4%	1.7%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	90.9%	3.6%	≥ 85%	88.9%	4.3%	Achieved
Written communication	80.8%	9.2%		80.4%	9.3%	
Oral communication	86.8%	6.5%		83.3%	7.7%	
Group collaboration	90.4%	4.3%		86.4%	5.1%	
Critical analysis	93.7%	3.5%		94.3%	3.5%	
Problem resolution	92.2%	4.1%		90.9%	4.3%	
Learn on your own	93.7%	3.5%		88.8%	4.7%	
Reading and comprehension	94.7%	3.2%		94.2%	3.6%	
<b>Former apprenticeship students' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	87.4%	5.2%	≥ 85%	90.2%	5.3%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	80.8%	8.5%		N/A	N/A	
Group collaboration	85.0%	5.1%		91.5%	5.7%	
Critical analysis	90.6%	3.9%		92.0%	5.2%	
Problem resolution	85.4%	4.9%		89.8%	6.0%	
Learn on your own	88.4%	4.2%		90.0%	5.8%	
Reading and comprehension	90.6%	3.9%		91.7%	5.6%	

Performance measure	Reporting year					
	2020/21 Actual		2021/22 Target	2021/22 Actual		2021/22 Assessment
<b>Bachelor degree graduates' assessment of skill development</b>						
	%	+/-		%	+/-	
Skills development (avg. %)	88.6%	8.8%	≥ 85%	N/A	N/A	Not Assessed
Written communication	90.0%	9.3%		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	90.0%	9.3%		N/A	N/A	
Critical analysis	N/A	N/A		N/A	N/A	
Problem resolution	N/A	N/A		N/A	N/A	
Learn on your own	N/A	N/A		N/A	N/A	
Reading and comprehension	90.0%	9.3%		N/A	N/A	

The Accountability Framework performance measures in the preceding tables are assessed per the scale described below. Note that the margin of error is added to the actual value before assessments are made for “>=” targets and subtracted from the actual value before assessments are made for “<=” targets.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	< 90% of the target
Not assessed	Measures without targets or survey results with less than 20 respondents or a margin of error of 10% or greater

### Notes for Tables 2 and 3

N/A - Not Assessed

TBI - Institutions are required to include their target and assessment.

<sup>1</sup> Please consult the 2021/22 Standards Manual at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/accountability-framework> for a current description of each measure.

<sup>2</sup> Results from the 2021/22 reporting year are based on data from the 2021/22 fiscal year; results from the 2020/21 reporting year are based on data from the 2020/21 fiscal year. Only Ministry funded Full-Time Equivalents are included.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g. results for the 2021/22 reporting year are a three-year average of the 2018/19, 2019/20, and 2020/21 fiscal years.

<sup>4</sup> For Indigenous Student Spaces, results for the previous fiscal year are reported. Results from the 2021/22 reporting year are based on data from the 2020/21 fiscal year; results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year. Both Ministry and Industry Training Authority (ITA) funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

<sup>5</sup> Results from the 2021/22 reporting year are based on 2021 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

<sup>6</sup> As of the 2020/21 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

# APPENDIX II – IMPLEMENTATION OF MINISTRY MANDATES AND DIRECTIVES

## Mandate Letter 2021/22: Report

This section provides specific examples of how NIC has worked toward achieving priorities in NIC’s 2021/22 Mandate Letter from the Minister of Advanced Education and Skills Training.

<b>Priority 1</b>
Work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and the COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector, and support your academic communities throughout 2021/22 as you respond to COVID-19 impacts and recovery.
<b>Achievements</b>
<ul style="list-style-type: none"> <li>Please see “1.4 COVID-19: Return to On-Campus Learning” on page 5.</li> </ul>
<b>Priority 2</b>
Work with the Ministry and your communities, employers and industry to implement post-secondary education and skills training initiatives for British Columbians, particularly those impacted by COVID -19 and vulnerable and underrepresented groups, to participate fully in economic recovery and growing career opportunities.
<b>Achievements</b>
<ul style="list-style-type: none"> <li>NIC secured \$6.3M in one-time funding in 2021/22 to enroll 435 domestic student FTEs (19% of domestic student FTEs) in in-community economic recovery programming. Highlights can be found in “1.4 COVID-19: Return to On-Campus Learning” on page 5 and “Appendix III – Implementation of the TRC Calls to Action and UN Declaration on the Rights of Indigenous Peoples” on page 45.</li> </ul> <p><b>Micro-credentials</b></p> <ul style="list-style-type: none"> <li>In response to regional labour market needs, NIC delivered 36 customized short-term and micro-credential programs in 2021/22, up from 29 in 2020/21.</li> <li>Seventy-six percent of respondents to NIC’s winter 2022 learner outcome survey of micro-credentials funded by AEST in fall 2020 reported that their micro-credential improved their employment options; of those taking further education, 71% reported that their micro-credential improved their education options.</li> <li>Please see “2.5.3 Self-Directed and Customized Learning” on page 21.</li> </ul> <p><b>Co-op, work-integrated learning and career planning</b></p> <ul style="list-style-type: none"> <li>NIC enrolled 231 FTEs in co-op and work-integrated learning opportunities in 2021/22, a 16% increase (31 FTEs) from 2020/21.</li> <li>Please see “2.5.2 Community-Connected Learning” on page 21.</li> </ul>

### **High-demand occupations**

Continue to report on increases or expansion of high-demand occupation programming relevant to your institution (e.g. Early Childhood Education, Trades, Health).

- Please see “1.4 COVID-19: Return to On-Campus Learning” on page 5.

### **Health-seat expansion**

Increase seats in Health Care Assistant Partnership Pathway that align with regional health career access program needs.

- NIC increased seats in Health Care Assistant Partnership Pathway programs aligned with regional health career access program needs in 2021/22 with 65 domestic student FTEs enrolled, a six-fold increase from 2020/21.
- Please see “1.4.2 Health and Human Services” on page 6.

### **K-12 transitions and dual credit programming**

- NIC enrolled 110 dual credit student FTEs in 2021/22, an increase of 13% (13 FTEs) from 2020/21.
- Please see “2.4.3 Pathways to Learning” on page 19.
- Please see “2.9.1 Serving the People of the Region” on page 28.

### **Initiatives to support vulnerable and underrepresented groups**

- Nineteen students accessed the tuition waiver program for former youth in care in 2021/22, up from 15 in 2020/21.
- NIC continued to strongly advocate on behalf of former youth in care in 2021/22, supporting appeals regarding the tuition waiver program when appropriate.
- NIC’s Senior Financial Aid Officer joined the provincial group in 2021/22 to support and share best practices for connecting with former youth in care.
- NIC implemented internal training to provide ‘one-stop service’ for former youth in care students at all four campuses in 2021/22. One stop service includes financial aid, advising and support along with the tuition waiver process.
- New initiatives to better support former youth in care in 2021/22 included connecting to community supports including the Ministry of Children and Family Development and social workers. A social media campaign is planned for spring 2022 to support fall term enrolment.
- Please see “1.4.4 Adult Upgrading and Accessible Learning” on page 7.
- Please see “2.7.2 Diversity, Equity and Inclusion” on page 25.

### **Participate in the Ministry-Led Campus Navigator Community of Practice**

- NIC students have access to Indigenous Education Navigators at all four campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related needs.
- NIC successfully secured one-time funding in 2021/22 for a new navigator position to support adult basic education student transitions to post-secondary with wrap-around supports and targets in trades and early childhood care and education programs.

### Student Safety and Well-being

- NIC successfully participated in the Ministry’s Sexual Violence Perception survey in winter 2022 and awaits further direction from the Ministry on next steps.
- NIC’s Sexual Violence Education Team worked on several initiatives in 2021/22 to support the College’s sexualized violence prevention and response policy.
  - NIC’s sexualized violence prevention and response website<sup>11</sup> was updated in summer 2021 to include more information and supports for students impacted by sexualized violence.
  - NIC collaborated with College of the Rockies and Selkirk College in winter 2022 to present three workshops for students and employees from all three institutions: 1) Bystander Intervention, 2) Supporting Survivors and 3) Consent Training.
  - A sexual violence prevention and response training module for all employees is currently being developed; this training will be added to new employee orientation as a mandatory part of on-boarding.
- NIC launched *CARE*<sup>2</sup>, its first student mental health and well-being action plan, in 2021/22. The plan aligns with NIC’s *BUILD 2026* strategic plan as well as NIC’s Indigenization plan, *Working Together*, both of which commit to supporting students and creating a culture of care and compassion. Informed by the *National Standard of Canada for Mental Health and Well-being for Post-Secondary Students*, the *CARE*<sup>2</sup> Plan provides a comprehensive framework which highlights the many opportunities and initiatives that are already offered at NIC while also identifying areas for improvement.
- An Equity, Diversity and Inclusion (EDI) working group was established in fall 2021 with the goal of creating NIC’s first EDI policy. The first draft of the policy will be ready for NIC community feedback in spring 2022.
- With the support of grant funding, NIC hired a well-being strategist in 2021/22 to promote a culture of health and well-being on campus.
- NIC filled a new Indigenous counsellor position 2020/21 to provide Indigenous healing approaches and methods, and further establish Indigenous community relationships for student support.
- Please see “2.3.1 Student Well-Being” on page 17.

### Priority 3

Fully engage with government in implementing mandate commitments to support a future-ready post-secondary system and workforce, increasing access to post-secondary education and skills training and high opportunity jobs for British Columbians. This includes cross-government and stakeholder collaboration to support mandate commitments where education, innovation and equity play a role, and that builds upon government’s CleanBC strategy and supports a clean economic future.

### Achievements

#### Cross-government and stakeholder collaboration

- NIC remains committed to supporting cross-government and stakeholder collaboration to achieve mandate priorities where education, innovation and equity play a role, and that build upon government’s CleanBC strategy as evidenced in the following bullets.

#### Anti-racism

- Please see “2.7.2 Diversity Equity and Inclusion” on page 25.

<sup>11</sup> View NIC’s sexualized violence prevention and response website at <https://www.nic.bc.ca/student-life-support-services/student-wellness/sexual-violence-misconduct-support/>.

### **Indigenization**

- Please see “2.5.1 Indigenous-led Education” on page 20.
- Please see “2.7.1 Reconciliation” on page 25.
- Please see “Appendix III – Implementation of The TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples” on page 45.

### **Climate action**

- Please see “2.8.1 Climate and Sustainability” on page 27.

### **Post-Secondary Funding Review**

- NIC is eager to continue to participate collaboratively with government and post-secondary sector organizations to support the Ministry in creating an updated, impartial and modern funding model that will serve the best interests of all British Columbians. Members of the NIC executive are scheduled to meet with Ministry Funding Formula Review Project representatives in June 2022 and will provide initial written submissions for phase one targeted sector engagement by the end of June.

### **Tuition Policy**

- NIC complied with the Province’s two percent cap on tuition and mandatory fee increases in 2021/22 and will continue to submit annual tuition and mandatory fees data to the Ministry.

### **Digital Services**

1) Adopt the EducationPlannerBC (EPBC) application and transcript exchange service.

- NIC has implemented the EPBC XML application and high school transcript exchange services with continued plans to implement new functionality to streamline the application process for students and increase the efficiency of data collection for the College. The EPBC XML application development project and gender identity panel have been implemented.
- Initiatives underway and future plans include:
  - plans to implement the EducationPlannerBC 3.0 application platform, and
  - process documentation for implementation of micro-credentials.

2) Work with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid.

- NIC is in the process of upgrading its learning management system from Blackboard Learn to Brightspace. The move to a new platform has provided an opportunity for redesigning courses with improved levels of accessibility, integration of supportive learning technologies as well as leveraging new features and functions to enhance the student learning experience. Implementation is scheduled for completion in fall 2022.
- Please see “2.4.2 Learning and Services” on page 19.

3) Enhance cybersecurity measures at your institution to align with the provincial Office of the Chief Information Officer directives and participate in the External Security Services activities available through Information Security Branch of the OCIO.

- NIC participated in the following external security services in 2021/22:
  - BCNET/CANARIE Cybersecurity Initiatives Program
    - Implemented the Domain Name System through the Canadian Internet Registration Authority
    - Implemented Intrusion Detection System
    - Attend monthly Canadian Shared Security Operations Centre (CanSSOC) Higher Education Security Sessions

- Implementing CanSSOC threat feed service
  
- Participated in BCNET coordinated incident response projects:
  - Multimedia Integrated Network by Radio Access Innovation (Mirai) Incident Response Plan
  - Blackrock incident response training
- Implementing BCNET Security Incident and Event Management as a Service (SIEMaaS)
- Participating in Canadian University Council of Chief Information Officers (CUCCIO) Cybersecurity Benchmarking Project
- Continued use and refinement of processes related to:
  - Juniper Sky ATP cloud-based solution
  - Microsoft A5 Advanced Threat Protection cloud
- Please see “2.2.3 Information Technology” on page 15.



# Letter of Direction 2022/23: Plan

This section provides specific examples of how NIC plans to address priorities in the NIC's 2022/23 Letter of Direction from the Minister of Advanced Education and Skills Training.

Priority 1
Demonstrate your commitment to collaborating within your sector on new and priority initiatives, including: <ul style="list-style-type: none"><li>• Working to align education and skills training to goals of the B.C. Economic Plan.</li><li>• The Future Ready: Skills for the Jobs of Tomorrow plan.</li><li>• The upcoming funding formula review.</li></ul>
Achievements
<p><b>Work to align education and skills training to goals of the B.C. Economic Plan</b></p> <ul style="list-style-type: none"><li>• Education and skills training at NIC are well aligned with the <i>StrongerBC</i> economic plan as evidenced below. The College remains committed to making progress on the plan's central goals and missions in future years.</li></ul> <p><b>Supporting people and families</b></p> <ul style="list-style-type: none"><li>• Please see "1.4.2 Health and Human Services" on page 6.</li><li>• Please see "2.1.1 Healthy and Productive Workplaces" on page 13.</li><li>• Please see "2.1.2 People Development" on page 13.</li><li>• Please see "2.2.4 Integrated Enrolment" on page 16.</li><li>• Please see "2.3.1 Student Well-Being" on page 17.</li><li>• Please see "2.3.2 Student Support and Persistence" on page 17.</li><li>• Please see "2.4.1 Program Entry" on page 18.</li><li>• Please see "2.4.2 Learning and Services" on page 19.</li><li>• Please see "2.4.3 Pathways to Learning" on page 19.</li><li>• Please see "2.5.3 Self-Directed and Customized Learning" on page 21.</li><li>• Please see "2.6.2 Marketing &amp; Recruitment" on page 24.</li><li>• Please see "2.9.1 Serving the People of the Region" on page 28.</li></ul> <p><b>Building resilient communities</b></p> <ul style="list-style-type: none"><li>• Please see "2.1.3 Employee Engagement and Collaboration" on page 14.</li><li>• Please see "2.2.3 Information Technology" on page 15.</li><li>• Please see "2.2.5 Campuses and Centres" on page 16.</li><li>• Please see "2.5.2 Community-Connected Learning" on page 21.</li><li>• Please see "2.5.4 Global Learning" on page 22.</li><li>• Please see "2.5.5 Program Response and Renewal" on page 23.</li><li>• Please see "2.9.2 Community Engagement" on page 28.</li><li>• Please see "2.9.3 Social and Economic Development of the Region" on page 29.</li></ul> <p><b>Advancing True, Lasting &amp; Meaningful Reconciliation with Indigenous Peoples</b></p> <ul style="list-style-type: none"><li>• Please see "2.5.1 Indigenous-led Education" on page 20.</li><li>• Please see "2.7.1 Reconciliation" on page 25.</li><li>• Please see "2.7.2 Diversity, Equity and Inclusion" on page 25.</li><li>• Please see "Appendix III – Implementation of the TRC Calls to Action and UN Declaration on The Rights of Indigenous Peoples" on page 45.</li></ul> <p><b>Meeting B.C.'s climate commitments</b></p> <ul style="list-style-type: none"><li>• Please see "2.8.1 Climate and Sustainability" on page 27.</li></ul>

### **Fostering Innovation across our economy**

- NIC's Centre for Applied Research, Technology and Innovation (CARTI) has received \$678,656 in grant funding from the Natural Sciences and Engineering Research Council of Canada (NSERC) for four research projects, focused on futureproofing seafood production with B.C. coastal communities. The funding will support the creation of research positions for 18 students who will work on projects including developing new food products from seaweed and investigating the feasibility of new affordable ocean sensors. All projects are developed in collaboration with local partners to support their innovation needs.
- Additional ongoing CARTI innovation projects include:
  - working closely with Indigenous communities on the Central Coast to evaluate the feasibility of growing geoduck – a sustainable fishery that aligns with traditional values;
  - working with oyster growers to develop new technologies that will result in increased product yield, fewer mortalities, increased production efficiency and greater safety for workers;
  - investigating new uses of artificial intelligence and virtual reality tools to support Indigenous language revitalization and education; and,
  - collaborating with local organizations to reflect upon the current toxic drug crisis and imagine new ways of moving forward.

### **Future Ready: Skills for the Jobs of Tomorrow plan**

- NIC participated in the *BC Colleges Future Ready Skills Plan Engagement* initial submission to the Ministry in May 2022 and will contribute to growing college sector impact by:
  - expanding dual credit opportunities with school districts to help students move into post-secondary studies or the workplace faster, with relevant skills;
  - delivering more micro-credentials as a solution to the rapid upskilling that will be key to ensuring that individuals have continued access to economic opportunity and that businesses have access to the talent they need for the jobs of the future;
  - offering more work-integrated learning (WIL) in partnership with local businesses, ensuring learners gain relevant 'on the job training' while helping employers become more productive and innovative; and
  - supporting a higher transition of international students from post-secondary education to become immigrants in way that more effectively meets B.C.'s regional labour market needs. (BC Colleges, 2022, p. 30)

NIC will continue to collaborate with BC Colleges and provide support for further input to inform the *Future Ready: Skills for the Jobs of Tomorrow* plan.

- As an institution with 29% of domestic student FTEs enrolled in trades training in 2021/22, NIC supports the four pillars specified in *Trades Training BC's Initial Submission on the Future Ready Skills Plan* submitted to the Ministry in May 2022:
  - 1) increasing seats in targeted high demand trades,
  - 2) establishing supply cost supplements for additional seats,
  - 3) increasing participation and success of under-represented groups, and
  - 4) ensuring that trades training has a green focus.

NIC will provide support to Trades Training BC and the BC Association of Trades and Technical Administrators to further inform the *Future Ready: Skills for the Jobs of Tomorrow* plan.

- Colleges are essential to B.C.'s workforce and economic future. NIC acknowledges its role, along with other B.C. colleges, as a partner in educating the next generation of skilled workers and developing the talented, innovative and adaptable learners that B.C.'s economy requires including those under-represented in post-secondary education and the labour market.

### **Funding formula review**

- NIC will continue to participate collaboratively with government and post-secondary sector organizations to support the Ministry in creating an updated, impartial and modern funding model that will serve the best interests of all British Columbians. As of June 22, NIC has initiated planning and preparation for the review process and is participating in phase one targeted engagement with Ministry stakeholders.

### **Priority 2**

Contribute to Ministry engagement on upcoming initiatives, including:

- supporting the implementation of Skilled Trades Certification,
- the Ministry's sexualized violence policy review, and
- further tech-relevant seat expansions.

### **Achievements**

#### **Support the implementation of skilled trades certification**

- NIC delivered foundation trades and apprenticeship programming with pathways to seven of the ten trades currently selected for skilled trades certification in B.C. and is keen to support successive stages of this initiative to enhance wage equity, level the employment playing field and build secure, resilient careers for trades workers across the province:
  - Gasfitter A & B
  - Steamfitter/Pipefitter
  - Electrician (construction)
  - Industrial Electrician
  - Heavy Duty Equipment Technician
  - Automotive Service Technician
  - Autobody and Collision Technician
- Please see "1.4.1 Trades and Technical" on page 5.

#### **Sexualized violence policy review**

- Please see "Student Safety and Well-being" in "Mandate Letter 2021/22: Report" on page 39.

#### **Tech-relevant seat expansion**

- NIC enrolled 400 FTEs in tech-relevant programs over the past five years including 82 FTEs in 2021/22. The College looks forward to expanding tech-relevant programming in collaboration with the Ministry in the future, prioritizing regional access as well as increasing the participation of Indigenous students, women and other under-represented groups.
- NIC's tech-relevant digital design and development programs rebranded with industry-informed curriculum revisions in 2020/21 achieving record enrolment that was exceeded in 2021/22 by 24% with 70 FTEs enrolled (45 domestic student FTEs and 24 international student FTEs). Digital development and design programs continued to offer students applied learning experiences, including opportunities to develop 'real' applications and platforms. One such app, designed for NIC's Faculty of Trades and Technical Programs, will be used to track, report and evaluate apprenticeships and work-integrated learning.

## APPENDIX III – IMPLEMENTATION OF THE TRC CALLS TO ACTION AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES

This section reports on NIC’s progress toward implementing the Truth and Reconciliation Commission of Canada’s education-related Calls to Action as well as the articles related to education in the *United Nations Declaration on the Rights of Indigenous Peoples*.

TRC CALLS TO ACTION <sup>12</sup> AND UN DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
PROGRESS	INITIATIVES AND PARTNERSHIPS
Identify whether the initiative is: <ul style="list-style-type: none"> <li>• New<sup>13</sup></li> <li>• Planned / In Progress / Implemented or Ongoing</li> </ul>	Provide key details on initiatives relating to each Call to Action and UN Declaration on the Rights of Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required. If there is no relevant program/initiative show as N/A.
1: SOCIAL WORK	
We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<u>Culturally appropriate curriculum</u> <ul style="list-style-type: none"> <li>• Revitalization of curriculum to better reflect Indigenous ways of knowing and being. Changes include the use of more authentic textbooks and assigned readings, assessment that better reflects Indigenous ways of knowing and the integration of experiential and place-based learning.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Integration of cultural awareness and sensitivity in the certificate and diploma programs. Faculty utilize course resources such as textbooks, videos and assigned readings that reflect both the historical and contemporary experiences of First Nations people living in Canada.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Students are gifted with the booklet <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in a series of ceremonies with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> </ul>
Ongoing	<u>Student supports</u> <ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats for Indigenous students.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Access to Indigenous counsellors for academic and personal counselling needs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Working with the Southern and Central region Nuu-chah-nulth Nations to reserve digital seats for students from remote communities. Students will be able to access the Education Assistant and Community Support with Indigenous Focus Certificate program without leaving</li> </ul>

<sup>12</sup> "..." represents omitted text not related to post-secondary education from the original Call to Action.

<sup>13</sup> New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	<p>their communities and NIC supports them in finding practice placements in their home communities.</p> <ul style="list-style-type: none"> <li>• Elders in Residence deliver cultural teachings through guest speaking in the certificate and diploma programs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Guest speakers with Indigenous backgrounds support the work students are doing in the classrooms.</li> </ul>
Ongoing	<p><u>Cultural awareness workshops</u></p> <ul style="list-style-type: none"> <li>• The Village Workshop is facilitated for students annually and supported by NIC’s Elders in Residence. The workshop illustrates the process of first contact through the residential school experience and the enduring effects and long-term hurt to First Nations peoples in Canada.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• NIC’s human services, health care assistant, and early childhood care and education departments collaborate annually to take part in first contact and Nuu-chah-nulth cultural regalia workshops hosted by local experts.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• A cedar weaving workshop hosted by a local Nuu-chah-nulth expert weaver has been delivered annually for the past eight years and is expected to continue. This workshop highlights aspects of Indigenous worldview in which everything is connected. Students learn from a facilitator and then teach each other based on their comfort levels.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• The KAIROS Blanket Exercise will be offered virtually in spring 2022 to all students in the Human Services department.</li> </ul>
Ongoing	<p><u>Faculty supports</u></p> <ul style="list-style-type: none"> <li>• Faculty sharing of resources and upcoming training opportunities.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• NIC has approval from the B.C.’s Office of the Human Rights Commissioner to give preference to hiring of people with Aboriginal ancestry for positions within the Educational Assistant/Community Support Indigenous focused certificate program who will provide valuable support to faculty in all programs.</li> </ul>

## 12: EARLY CHILDHOOD EDUCATION

We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
	<u>Culturally appropriate curriculum</u>
Ongoing	<ul style="list-style-type: none"> <li>Curriculum based on the B.C. Early Learning Framework and the Indigenous Early Learning and Child Care Framework and the First People’s Principles of Teaching and Learning.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness and spiritual health in curriculum.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>More intention placed on Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences to support course revisions.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Received increased funding support from the Early Childhood Pedagogy Network (ECPN), an initiative within ChildCareBC’s strategy to support early childhood educators to expand the faculty pedagogist position to provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honouring children’s knowledge and skills within their local contexts and times.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Collaborated with a faculty member who is also a pedagogist in the First Nations Pedagogies Network (FNPN) through its partnership with the BC Aboriginal Child Care Society who are envisioning the role of the ‘pedagogist’ in Indigenous terms.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li><i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>All students are gifted with <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>More intention placed on the inclusion of Indigenous authors and artists perspectives in required readings across multiple courses.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Increased Indigenous practicum placement opportunities.</li> <li>NIC’s library created a collection of Indigenous children’s stories and resources available through community memberships to practicum placements and others connected to the Early Childhood Care &amp; Education program.</li> </ul>
	<u>Student supports</u>
Ongoing	<ul style="list-style-type: none"> <li>Designated BC Human Rights Tribunal seats for Indigenous students.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous counsellors for academic and personal counselling needs.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Strengthened work-integrated learning options to support student practice in home communities.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Work-based practicums created to support students staying in early learning employment while completing credential.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Elders in Residence and indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.</li> </ul>
	<u>Cultural awareness workshops</u>
New   In Progress	<ul style="list-style-type: none"> <li>Students and faculty participated in the KAIROS Blanket Exercise based on using Indigenous methodologies with the goal to build understanding about the shared histories of Indigenous and non-Indigenous peoples in Canada.</li> </ul>

New   Implemented	<ul style="list-style-type: none"> <li>The ECCE Advisory Committee meeting acknowledged in June 2021 the Call to Action for the unmarked burial site of the Kamloops Residential School by sharing out resources supplied by the department across their networks and in November 2021 through the lens of National Child Day in Canada.</li> </ul>
Ongoing	<p><u>Faculty supports</u></p> <ul style="list-style-type: none"> <li>Membership in the British Columbia Aboriginal Child Care Society.</li> <li>Faculty engage in professional development in First Nation history, culture and traditions including the use of the open textbook, <i>Pulling Together - A Guide for Indigenization of Post-Secondary Institutions</i>, by BCcampus.</li> <li>Professional development topics focused on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.</li> <li>Successful application for a CARE grant resulted in a faculty study of the book: Chávez, A.F., Longerbeam, S.D. (2016). <i>Teaching Across Cultural Strengths: A Guide to Balancing Integrated and Individuated Cultural Frameworks in College Teaching</i>. Stylus Publishing.</li> <li>Acquisition of resources related to equity literacy and socio-cultural strengths and the purchase of a collection of related children’s books for students to use in their practicums.</li> </ul>
Ongoing	
Ongoing	
Ongoing	
New   Implemented	

**16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS**

We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Implemented	<ul style="list-style-type: none"> <li>Enrolled 59 domestic student FTEs in Indigenous language courses in 2021/22.</li> <li>Nine ABE-level course sections in Nuu-chah-nulth and Kwak’wala were delivered via digital delivery.</li> <li>Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ehattesaht First Nation and Quuquuatsa Language Society via digital delivery.</li> <li>Indigenous Language Fluency Certificate in Kwak’wala language offered in partnership with Kwakiutl First Nation via digital delivery. This cohort is participating in an international field school at Kapiolani College in Hawaii to explore their language revitalization programs and what it means to be “Indigenous serving.”</li> </ul>
New   Implemented	
New   Implemented	
New   Implemented	

### 23: HEALTH-CARE PROFESSIONALS

We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities and provide cultural competency training for all healthcare professionals.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>• Designated BC Human Rights Tribunal seats have been allocated in all NIC’s base funded health programs:               <ul style="list-style-type: none"> <li>○ Bachelor of Science in Nursing (three seats),</li> <li>○ Practical Nursing Diploma (two seats), and</li> <li>○ Health Care Assistant Certificate (two seats).</li> </ul> </li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• <i>Truth &amp; Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation is gifted to all Health Care Assistant (HCA) students. An Elder is invited to meet with the students and speak to the context and significance of the Truth and Reconciliation Commission’s work and the significance for health care work.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• Provided an opportunity for HCA students to participate in The Virtual KAIROS Blanket Exercise (<a href="http://www.kairosblanketexercise.org">www.kairosblanketexercise.org</a>) through live online delivery.</li> </ul>

### 24: MEDICAL AND NURSING SCHOOLS

We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p><u>Bachelor of Science in Nursing (BSN)</u></p> <ul style="list-style-type: none"> <li>• NIC offers a four-year Bachelor of Science in Nursing program (BSN) in collaboration with Vancouver Island University (VIU), our degree-granting partner.</li> </ul>
Ongoing	<p><u>Concept-based Curriculum</u></p> <ul style="list-style-type: none"> <li>• Curriculum focuses on equity and social justice as part of understanding people’s experiences of health and healing. Emphasis is placed on the importance of diverse ways of knowing for nursing practice. Analysis of power relations and exposure to critical theories are foundational perspectives in teaching and learning within the program. Core concepts, woven throughout student learning experiences, support future registered nurses in knowing-being-doing nursing in a good way that aligns with the TRC Calls to Action. These curricular concepts include (but are not limited to) diversity, emancipation, social equity, cultural safety, relational competence, ethics and resilience.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Indigenous perspectives and pedagogies are integrated throughout the curriculum as described in the following:               <ul style="list-style-type: none"> <li>○ Having guests and Elders in Residence attend classes. Elders are embedded in the relational practice courses.</li> <li>○ Community-based practice opportunities that include Indigenous organizations, health professionals and/or clients.</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o Inclusion of Indigenous stories, experiences and perspectives through guest speakers and media resources in multiple courses.</li> <li>o Including Indigenous knowledge as a way of knowing in NIC’s nursing inquiry course, recognizing, validating and including Indigenous scholarship in its own right.</li> <li>o Using Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences.</li> <li>o Including Indigenous authors’ perspectives on multiple topics and including required readings from Indigenous authors in multiple courses.</li> <li>o Required textbook in all four years of the program: Greenwood, M., deLeeuw, S., Lindsay, N., &amp; Reading, C. (Eds.). (2015). <i>Determinants of Indigenous Peoples' Health in Canada: Beyond the Social</i>. Canadian Scholars’ Press.</li> </ul>
Ongoing	<p><u>Strategic Planning</u></p> <ul style="list-style-type: none"> <li>• NIC’s and VIU’s joint strategic plan 2018-2023 identifies reconciliation in our ways of being and leading as a key goal by doing the following: <ul style="list-style-type: none"> <li>o Intentional engagement with community and First Nations partnerships that help lead and direct our work.</li> <li>o The Indigenous people of the land we live and work on will feel included in and reflected by our curriculum.</li> <li>o Indigenous ways of knowing and connection to the land will be integral in healing ourselves, our communities and our environment in a way that benefits us all.</li> </ul> </li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• NIC and VIU began to develop additional goals and initiatives in 2021/22 related to advancing diversity, inclusion and equity, particularly pertaining to Indigenous students, faculty members, patients and communities. Work has started to update and expand our goals and tactics to demonstrate action. Examples include exploration of innovative teaching strategies, creating welcoming classroom environments and better understanding of how to support students and/or faculty experiencing racism.</li> </ul>
New   Implemented	<p><u>Teaching and Learning Experiences</u></p> <ul style="list-style-type: none"> <li>• With support from a CARE grant, the BSN Department and NIC Elders in partnership with the K’ómoks First Nation and Knoxosla (wise teachers) hosted an Indigenous-led wellness day for BSN nursing students and faculty in September 2021.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• In November 2021, all first-year and third-year students participated in Building Bridges Through Understanding the Village; this event is offered annually for the BSN program. During this experiential workshop participants explore their own personal role in supporting the revival of the values that worked so beautifully in Indigenous villages for thousands of years. The effects of residential schools and Canada’s policy of assimilation on Indigenous communities are explored in depth.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Faculty attended the Canadian Nurses Association (CNA) First National Summit on Racism in Nursing and Health Care virtually in November 2021.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>• In February 2022, BSN faculty with a team of partners including local Indigenous communities, submitted a CCSIF grant proposal titled <i>Learning Our Way: Learning Circles for Transformative Reconciliation in Health Professional Education and Practice</i>. This project intends to support the development, implementation and evaluation of an Indigenous-led, land-based pedagogy for health professionals that respects and is inclusive of Indigenous community standards and cultural protocols, First Nations Health Authority standards and health professional practice and educational standards.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• NUR-410: Health and Wellness in First Nations Communities with a field school in Wuikinuxv is an elective offered annually.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• Following Indigenous pedagogical processes, focused on relational accountability and ecological reciprocity, learners will engage in inquiry discussion, ceremony and land-based</li> </ul>

	learning, through both online and in-person (field school) experiences. Topics include contemporary and colonial intersections of health, wellness, reconciliation and cultural safety. Community RN's may also attend.
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**28: LAW SCHOOLS**

We call upon law schools in Canada to require all law students to take a course in Aboriginal people and the law, which includes the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and antiracism.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
N/A	

**57: PUBLIC SERVANTS**

We call upon federal, provincial, territorial and municipal governments to provide education to public servants on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
New   Implemented	<ul style="list-style-type: none"> <li>Offered a series of Truth and Reconciliation dialogues to allow for staff, faculty and administration to gain a better understanding of each other's perspectives, encourage critical thinking and learn from each other. Topics include systemic racism and white privilege. The goal was to create spaces for constructive conversation centered around Reconciliation and Reconcili-Action. The objective was to support collective and/or individual commitment to action items identified during each gathering.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC's campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as supports and services for students.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Developing an Indigenous education resource website to support faculty with Indigenizing their courses, curriculum and practices. The website will also house truth and reconciliation resources.</li> </ul>

## 62: TEACHER EDUCATION

We call upon the federal, provincial and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

## 86: JOURNALISM AND MEDIA SCHOOLS

We call upon Canadian journalism programs and media schools to require education for all students on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations.

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
N/A	

**92: BUSINESS SCHOOLS**

We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti- racism.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
<p>New   Planned New   In Progress  New   Planned</p>	<ul style="list-style-type: none"> <li>• Exploring development of a program in Indigenous administration.</li> <li>• Program reviews are in progress for all business credentials (post-degree, bachelor’s, diploma and certificate) with action plans to support curriculum Indigenization.</li> <li>• NIC’s School of Business will be mandating the completion of an Indigenous content course for all undergraduate diploma programs. Students may take additional Indigenous content courses via program electives if available. The need for Indigenous and intercultural competency is one of the Bachelor of Business Administration programs learning outcomes. Business students may choose from Indigenous content courses in Aboriginal leadership, anthropology, English, global studies, history or sociology.</li> </ul>

**UNITED NATIONS DECLARATION ON THE RIGHTS OF INDIGENOUS PEOPLES IMPLEMENTATION**

How is your institution working with Indigenous peoples and communities to implement the United Nations Declaration on the Rights of Indigenous Peoples, and in particular the articles related to education, which include the following:

*Article 14*

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education.

*Article 15*

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.

*Article 21*

Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
<p>Ongoing</p>	<p>NIC works with Indigenous communities, regional advisory committees and the Indigenous Education Council to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC’s programming priorities.</p> <p><u>Indigenous Education Council (IEC)</u></p> <ul style="list-style-type: none"> <li>• The IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction to the NIC community in all matters relating to NIC’s vision, mission and strategic directions, namely:               <ul style="list-style-type: none"> <li>o guidance in developing and implementing the Aboriginal Service Plan, including the finalized plan and priority approval;</li> <li>o responsive curriculum;</li> <li>o student access, retention and success;</li> <li>o in-community programming transition support;</li> <li>o being an active community partner;</li> <li>o developing, strengthening and expanding strategic partnerships;</li> <li>o raising awareness about post-secondary education throughout the region; and,</li> <li>o strengthening NIC employees’ skills to support the CiCan Indigenous Education Protocol for Colleges and Institutes.</li> </ul> </li> </ul> <p><u>Regional advisory committees</u></p> <ul style="list-style-type: none"> <li>• NIC has three regional advisory committees (Northern, Central and West Coast) with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to:               <ul style="list-style-type: none"> <li>o identify local education and training priorities, and</li> <li>o advise on local community development and economic development plans.</li> </ul> </li> </ul>
<p>Ongoing</p>	

	<u>Indigenous employees</u>
Ongoing	<ul style="list-style-type: none"> <li>• NIC maintains its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>○ Executive Director of Indigenous Education,</li> <li>○ Indigenous Education Navigators,</li> <li>○ Elders in Residence, and</li> <li>○ faculty in Indigenous programming.</li> </ul> </li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• NIC expanded its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>○ Indigenous Counsellor and</li> <li>○ Manager of Indigenous and Regional Partnerships.</li> </ul> </li> </ul>
	<u>Working Together: NIC's Indigenization Plan</u>
Ongoing	<ul style="list-style-type: none"> <li>• NIC's first ever Indigenization plan, <i>Working Together – North Island College Indigenization Plan 2021-2026</i>, was approved by the IEC in June 2021 and launched on June 21st in recognition of National Indigenous Day. The plan signifies NIC's commitment to become more Indigenous serving, laying out steps to answer the education-related <i>TRC Calls to Action</i> and <i>United Nations Declaration of Rights for Indigenous People</i>, and building on the vision of <i>the College and Institutes Canada Indigenous Education Protocol</i>, signed by NIC in 2015. Over the past two years, more than 150 Indigenous community members, Elders, IEC members, NIC employees and students, have used the protocol as a framework to develop detailed goals and actions. The resulting plan confirms NIC's commitment to reconciliation with actions that integrate and honour local Indigenous cultures, histories, languages and ways of knowing and being in NIC curriculum, teaching, planning and operations. NIC will provide a progress report to the IEC and NIC community in June 2022.</li> </ul>
	<u>First Nations partnership programs</u>
New   Implemented	<ul style="list-style-type: none"> <li>• Early Childhood Care and Education delivered in partnership with Nuu-chah-nulth Employment and Training Program (NETP).</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Health Care Assistant and Pre-Health Block developed with Tla-o-qui-aht First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Level One Carpentry delivered in partnership with NETP.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Heavy Equipment Operator Certificate developed with Wuikinuxv First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Construction Trades pathway, providing hands-on and theory training in carpentry, plumbing and electrical trades, was developed and delivered in partnership with NETP and the Industry Training Authority.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Indigenous Language Fluency Certificate (two intakes) delivered in partnership with Kwakiutl Band Council and Ehattesaht First Nation, respectively.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Awi'nakola land-based learning Indigenous language program delivered at Mixalakwila campus in Port Hardy.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Indigenous Ecotourism Training developed and delivered in partnership with Vancouver Island University and the Heiltsuk Tribal Council.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Coastal Forest Worker Certificate delivered in partnership with Homalco First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Aquaculture Technician training delivered in partnership with the Coastal Restoration Society.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Fisheries Adult Basic Education pathway developed and delivered in partnership with Ehattesaht First Nation.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Farm Work Fundamentals program delivered in partnership with NETP, WorkBC and INEO Employment Services.</li> </ul>
New   Planned	<ul style="list-style-type: none"> <li>• Developing the Indigenous Hospitality Front Office Operation program in collaboration with Huu-ay-aht First Nation and Huu-ay-aht Group of Businesses.</li> </ul>

New   Implemented	<ul style="list-style-type: none"> <li>• Facilities Maintenance (two intakes) delivered in collaboration with HUU-ay-aht First Nation and Tseshaht First Nation, respectively.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>• Building Your Strengths - Employment Skills program delivered in partnership with Kwakiutl First Nation.</li> </ul>
New   Planned	<ul style="list-style-type: none"> <li>• Developing a course in partnership with the K'ómoks First Nation on the history, language, culture and current-day context of the K'ómoks First Nation.</li> </ul>

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NORTH ISLAND COLLEGE



## Institutional Accountability Plan & Report

2021 - 2022 REPORTING CYCLE

### About the cover

Stephanie Tunshell, a Red Seal electrician and mother of six, took NIC's Lighting and Grip micro-credential in 2022 to diversify her skills and future-proof her career. Developed in partnership with the Island North Film Commission, the NIC program is one of six motion picture micro-credentials available to students across BC.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
JUNE 30, 2022**

*Working together, North Island College builds healthy and thriving communities,  
one student at a time.*

**AGENDA ITEM: Regular Meeting  
3.4 BUILD 2026 Strategic Plan and Year 1 Dashboard (attachment)**

*BUILD 2026* was created in response to community need. It was developed during the height of the pandemic with the voices of more than 1,500 students, First Nations, communities, industries, governments and employees. I am exceedingly grateful for their ongoing sharing and partnership. As a result, this plan reflects the rapidly changing world around us. It positions NIC to lead, through education and training, to support communities as they recover from COVID-19.

This update – the Strategic Plan and Year 1 Dashboard – represents our progress in the 56 measurables that together move us toward achieving our vision to deliver BC’s best individualized education and training experience by 2026. It represents significant advancement in each of the plan’s nine elements, despite the extended uncertainty arising from the pandemic’s unanticipated continuation through a second full year.

We are pleased to report the following progress on the 56 measurables:

6	36	6	5	3
complete	on track	behind	no data	not started

While the pandemic’s associated effects on the workforce, NIC’s financial health, and shifting priorities have, in a handful of cases, slowed our progress, a distinctly sharpened plan has emerged from our experience.

Throughout the first year of *BUILD 2026*, we heard the call to be front and centre in the region. We keenly felt the need to support the health and well-being of students and employees; to partner in local economic recovery efforts; to walk the journey that is reconciliation; to respond to rapidly changing demographics in the region; and to support an inclusive society and clean economy.

The updated plan was reviewed on June 14 by the College Planning Committee, whose suggestions have further clarified and strengthened the Strategic Plan and Year 1 Dashboard. A summary of those changes is also included for easy reference.

**Action:** For approval

**Suggested Resolution:**

THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE THE AMENDED BUILD 2026, STRATEGIC PLAN AND YEAR 1 DASHBOARD.

# BUILD



**STRATEGIC PLAN AND YEAR 1 DASHBOARD**

North Island College

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



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



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

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

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

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

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

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

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

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🔗 Look for the *Working Together* symbol to see how *BUILD 2026* supports and works with NIC's Indigenization Plan.

# WELCOME

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

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

## MISSION

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

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

NIC has never been a traditional, one-size-fits-all college. NIC began in 1975 as an

innovative experiment to bring education and training to people in every corner of the vast 80,000-square km region we serve. While we now operate campuses in the Comox Valley, Campbell River, Port Alberni, the Mixalakwila campus in Port Hardy, a regional learning centre in Ucluelet, as well as a temporary location at St. Joe's in Comox, we also serve an increasing number of students from across BC and around the world. We have adapted many times to students' changing personal, professional and educational needs.

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

This plan takes individualized education and training further, so more people can discover, grow and transform themselves through

education, as they prepare for rewarding careers, participate in shifting economies and contribute to more diverse and just societies.

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

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

We are grateful to align *BUILD 2026* with NIC's first Indigenization Plan. Together, the two plans guide the College as we work to meet our obligations to Indigenous peoples across the region.

Visit [engage.nic.bc.ca](https://engage.nic.bc.ca) to share your voice as we continue building NIC together.

# YEAR 1 IN REVIEW

This strategic plan was created in response to community need. It was developed during the height of the pandemic with the voices of more than 1,500 students, First Nations, communities, industries, governments and employees, and we are exceedingly grateful for their ongoing sharing and partnership. As a result, BUILD 2026 reflects the rapidly changing world and positions NIC to lead, through education and training, as community members recover from COVID-19.

## VISION

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

This update – *the Year 1 Plan and Dashboard* – represents our progress in many measurables that together move us toward achieving our vision to deliver BC's best individualized education and training experience by 2026.

This document represents significant advancement in each of the plan's nine elements, despite the extended uncertainty arising from the pandemic's unanticipated continuation through a second full year.

While the pandemic's associated effects on the workforce, an acute labour shortage and NIC's recovering financial health have, in a handful of cases, slowed our progress, a distinctly sharpened plan has emerged from our experience responding to the shifting environments.

Throughout the first year of BUILD 2026 we heard the call to be front and centre in the region. We keenly felt the need to support the health and well-being of students and employees; to partner in local economic recovery efforts; to walk the journey that is reconciliation; to respond to rapidly changing demographics in the region; and to support an inclusive society and clean economy.

I'm confident BUILD's flexibility and design will present new opportunities to reflect these

changing priorities, even as new challenges emerge. We look forward to hearing how ripple effects of the pandemic and other environmental factors affect communities, Nations and industries in the region in the years to come.



**Lisa Domae** PhD, RPP  
President and CEO,  
North Island College

**Eric Mosley**  
Chair, North Island College  
Board of Governors



## Working together toward lasting and meaningful reconciliation

*BUILD 2026* was launched with *Working Together*, the first Indigenization plan in NIC history. The two plans guide NIC operations, as the College works to meet its obligations to Indigenous peoples across the region. With separate and supported goals, measures and targets, the plans work in tandem toward lasting and meaningful reconciliation.



Look for the *Working Together* symbol through-out this document to see how the *BUILD 2026* actions support the goals from NIC's first Indigenization Plan.

## 27 Commitments

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

These commitments inspired our *People* action statements.

### ENGAGING PEOPLE

1. Healthy and Productive Workplaces
2. People Development
3. Employee Engagement and Collaboration

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

### SUPPORTING STUDENTS

#### Caring and Supportive

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

#### Access

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

#### Learning and Programming

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

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

### STRENGTHENING THE COLLEGE

#### Enrolment Services

14. Brand and Identity
15. Marketing & Recruitment
16. Integrated Enrolment

#### Infrastructure

17. Teaching and Learning
18. Finances
19. Information Technology
20. Campuses and Centres

#### Leadership

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

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

### ENVIRONMENT

24. Climate and Sustainability

### SERVING COMMUNITIES

25. Serving the People of the Region
26. Community Engagement
27. Social and Economic Development of the Region

## 9 Action Statements

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

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

### People

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

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

### Foundation

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

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

### Frame

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

### Doorways

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

### Rooms

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

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

### Windows

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

### Roof

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

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

### Environment

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

### Communities

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

# How the Dashboard Works

LEGEND	<span style="display:inline-block; width:15px; height:15px; background-color: #28a745;"></span> Complete	<span style="display:inline-block; width:15px; height:15px; background-color: #9bc296;"></span> On track	<span style="display:inline-block; width:15px; height:15px; background-color: #ffc107;"></span> Behind	<span style="display:inline-block; width:15px; height:15px; background-color: #6c757d;"></span> No data yet	<span style="display:inline-block; width:15px; height:15px; background-color: #d6d8db;"></span> Not started
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YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S   F   W	S   F   W	S   F   W	S   F   W	S   F   W		
<b>FOUNDATION</b>								
<b>2.1 TEACHING AND LEARNING a</b>								
a. Maintain or increase the target of >=90% graduate and former student assessment of the quality of instruction across all programs.	<b>NEW</b> Year 1 data indicates that the quality of instruction across all program areas is above the 90% target. Trades – 90.8%; Apprenticeships – 98% Diploma, associates, certificates – 96%						≥ 90%	On Track

**YEAR 5 GOAL**  
Combines the action of the plan's Year 5 Target(s) with the Measurable(s) to provide a cohesive goal statement for each item for ease of review.

**MILESTONE**  
Highlights upcoming or scheduled achievements.

**TARGET**  
This is the plan's Year 5 Target(s) listed as either the item's defined benchmark or default as complete.

**PROGRESS UPDATE**  
Each project lead provides a descriptive status and recent highlights or barriers toward achievement of the goal.

**TIMELINE BAR**  
Represents the five years of the plan subdivided into three reporting periods per plan year as defined in the Reporting Schedule below. Shading indicates the duration of time expected to achieve the target.

**STATUS**  
Provides a consistent glanceable summary of the current status.

## BUILD 2026 REPORTING

PLAN YEAR	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5		
	2021/22			2022/23			2023/24			2024/25			2025/26		
Term	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter	Spring	Fall	Winter
Measurement Period	May to Aug 2021	Sep to Dec 2021	Jan to Apr 2022	May to Aug 2022	Sep to Dec 2022	Jan to Apr 2023	May to Aug 2023	Sep to Dec 2023	Jan to Apr 2024	May to Aug 2024	Sep to Dec 2024	Jan to Apr 2025	May to Aug 2025	Sep to Dec 2025	Jan to Apr 2026
Reporting Date	Sep 21	Jan 22	Jun 22	Sep 22	Jan 23	Jun 23	Sep 23	Jan 24	Jun 24	Sep 24	Jan 25	Jun 25	Sep 25	Jan 26	Jun 26



# People



NIC will commit to increasing the number of Indigenous employees with ongoing appointments throughout the institution, including Indigenous senior administrators.

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

## 1.1 HEALTHY AND PRODUCTIVE WORKPLACES

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

**Outcome: Healthier employees working in safe and supportive workplaces**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>PEOPLE</b>																		
<b>1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>																		
a. Evaluate, recommend, and implement benchmarks based on research and the National Standard of Canada for Psychologic Health and Safety in the Workplace	<b>NEW</b> Preliminary research into the Canadian Standard for Psychological Safety in the Workplace has begun. Foundational research is now scheduled for Fall 2022 toward a decision for NIC to actively pursue this standard or implement an alternative by Winter 2023.																Complete	Behind

## 1.2 PEOPLE DEVELOPMENT

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

**Outcome: Thriving, inspired and productive employees**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>PEOPLE</b>																		
<b>1.2 PEOPLE DEVELOPMENT</b>																		
a. Implement people strategy to develop thriving, inspired, and productive employees	<b>NEW</b> Work began in Winter 2022, leading to a draft framework for the People Strategy, encompassing four key objectives to: 1) create a compelling employee experience, 2) be a learning organization, 3) develop, support, and value leadership, and 4) build the workforce of the future. Consultation, feedback, and strategy development will continue through Fall 2022 toward completion of the People Strategy in Winter 2023.																Complete	On Track

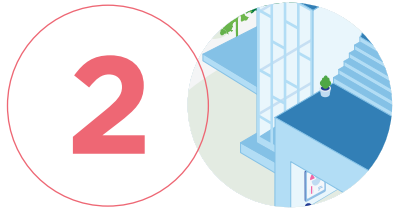
## 1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION

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

**Outcome: A culture of collaboration supported by peer networks**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>PEOPLE</b>																		
<b>1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>																		
a. Develop and implement an internal communications strategy	<b>NEW</b> The development of a comprehensive internal communications strategy is the remaining major recommendation of the Employee Engagement Survey. Forward direction will focus on the collaborative development, implementation and evaluation of this strategy.																Complete	Not Started

<b>LEGEND</b>	<span style="display:inline-block; width:15px; height:15px; background-color: #28a745;"></span> Complete	<span style="display:inline-block; width:15px; height:15px; background-color: #6c757d;"></span> On track	<span style="display:inline-block; width:15px; height:15px; background-color: #ffc107;"></span> Behind	<span style="display:inline-block; width:15px; height:15px; background-color: #6c757d;"></span> No data yet	<span style="display:inline-block; width:15px; height:15px; background-color: #d6d8db;"></span> Not started
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# Foundation

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

## 2.1 TEACHING AND LEARNING

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

### Outcome: Teaching excellence

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.1 TEACHING AND LEARNING</b>																		
a. Maintain or increase the target of >=90% graduate and former student assessment of the quality of instruction across all programs.	<b>NEW</b> Year 1 data indicates that the quality of instruction across all program areas is above the 90% target. Trades – 90.8%; Apprenticeships – 98% Diploma, associates, certificates – 96%			90%													≥ 90%	On Track
b. Implement a student learning experience survey	<b>NEW</b> The Student Learning Experience Survey has been developed and piloted. The results will inform the teaching and learning strategy.			Survey complete													Complete	Complete
c. Implement teaching and learning strategy	<b>NEW</b> The Teaching and Learning Strategy is in the initial phases of development.																Complete	Behind

## 2.2 FINANCES

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

### Outcome: Fiscal strength

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22			2022/23			2023/24			2024/25			2025/26				
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.2 FINANCES</b>																		
a. Balanced budget within three years of the pandemic ending	<b>NEW</b> NIC is ahead of target to balance the budget by fiscal year 2023/24 with a \$56K surplus at fiscal year end 2021/22. While much of this was the result of one-time revenue increases (Investment income, one-time program funding), it is important to note that tuition and student fee revenue was almost \$1 million below the budget target primarily due to the reduction in international enrolments. Deficit projections for Year 2 have been reduced from \$1.1M to \$792K.																	
		Actual: \$56,979      Projected: -\$792,752      \$0      +\$100K      +\$100K															Balanced	On Track
b. Long-term financial health (positive net asset position)	<b>NEW</b> NIC's net assets remain in a good position due to the small surplus produced in fiscal year 2021/22. The erosion of NIC's net assets hasn't been as significant as estimated at the beginning of the pandemic. This has meant that NIC has not needed to draw down any long-term investments, which maintains these funds for future capital projects. Pre-pandemic (fiscal year 2019/20), net assets were valued at \$7.0M.																	
		Estimated Net Assets as of Mar 31, 2022: \$5.483M   \$4.690M   \$4.690M   \$4.790M   \$4.890M															> \$2.8M	On Track

<b>LEGEND</b>	 Complete	 On track	 Behind	 No data yet	 Not started
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### 2.3 INFORMATION TECHNOLOGY

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>FOUNDATION</b>																			
<b>2.3 INFORMATION TECHNOLOGY</b>																			
a. Implement IT Service Management (ITSM) model	<b>NEW</b> The first full academic term using NIC’s new service management platform is complete. Both system and operational processes were updated during the term as gaps were identified. Potential expansion to additional service departments is being considered. Development of the asset management portion of the system has begun with a target launch of Summer 2022.																	Complete	On Track
		TeamDynamix (ITSM) complete																	

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

<b>LEGEND</b>	 Complete	 On track	 Behind	 No data yet	 Not started
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## 2.4 INTEGRATED ENROLMENT

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

**Outcome: Optimum college-wide domestic and international enrolment**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.4 INTEGRATED ENROLMENT</b>																		
a. Define optimum enrolment for NIC	<b>NEW</b> Optimum enrolment for NIC has been projected at 3,000 FTEs: 2,400 domestic and 600 International. Planning processes to achieve targets over the next five years are underway	Optimum enrolment established														Complete	Complete	
b. Implement enrolment targets for all programs	<b>NEW</b> A new enrolment template is in development. Decanal areas will utilize template to report for the 2022/23 academic year. Enrolment targets are being set for the 2023/24 academic year, based on institutional capacity, e.g., space, technology, human resources.	Template implemented			Annual process implemented											Complete	On Track	

LEGEND	Complete	On track	Behind	No data yet	Not started

## 2.5 CAMPUSES AND CENTRES

Since 1975, NIC’s facilities have changed with the region’s needs. Once a collection of 24 regional learning centres, NIC now operates four campuses in Campbell River, Comox Valley, Port Alberni and Mixelakwila (Port Hardy) and the Ucluelet centre. In 2019, we opened the temporary St. Joe’s location of the Comox Valley campus to meet burgeoning program needs. **We will review the capacity of our teaching locations, re-imagine our places, spaces and programming and support the development of living-learning communities\* through student housing.**

**Outcome: Thriving, inspired and integrated campuses and centres**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FOUNDATION</b>																		
<b>2.5 CAMPUSES AND CENTRES</b>																		
a. Develop Campus Master Planning concepts and share with communities	<b>NEW</b> Campus plans are in development to support key projects. These include replacement of Tebo Centre in Port Alberni, Village and St. Joseph’s replacement in Comox Valley, and planning for NIC expansion in Campbell River. Plans for Tebo Centre replacement at Roger Street campus have been developed for consultation.																Complete	On Track
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus	<b>NEW</b> The NIC Housing Commons has received Ministry approval, and construction plans are moving forward. We are currently working through the RFP process and anticipate the winning design build team contract award to be finalized in Fall 2022. A Student Housing Operations committee is now established and meeting regularly to develop operating milestones in preparation for opening. Recruitment for the Student Housing Manager position is in progress. The project is considered on track with a soft opening planned for Fall 2024.																Complete	On Track

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




NIC will establish Indigenous-centred holistic learning environments for learner success.

# Frame

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

### 3.1 STUDENT WELL-BEING

Health and wellness begins with knowing students as individuals, treating each student fairly and equitably, and celebrating and learning from their diversity. **We will embed student well-being into programming to improve accessibility and build connections between students as they balance their responsibilities.**

**Outcome: Increased student-well-being**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>FRAME</b>																		
<b>3.1 STUDENT WELL-BEING</b>																		
a. Develop and implement a Student Mental Health and Well-being plan	<b>NEW</b> CARE <sup>2</sup> , NIC’s first student mental health and well-being plan was completed in Winter 2022 and launched shortly after in May. Its implementation and accountability plan will follow in Summer 2022.	Implementation plan & accountability measures												Complete	On Track			
		Plan complete																

### 3.2 STUDENT SUPPORT AND PERSISTENCE

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

**Outcome: Retain students with proactive support strategies**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TARGET	STATUS							
		2021/22	2022/23	2023/24	2024/25	2025/26									
		S	F	W	S	F	W	S	F	W	S	F	W		
<b>FRAME</b>															
<b>3.2 STUDENT SUPPORT AND PERSISTENCE</b>															
a. Increase first-year student retention (Fall to Fall) above 47%	<b>NEW</b> Retention initiatives contributing to this outcome include increased promotion of Early Assist and the addition of student self-referral. We have been able to provide outreach to larger numbers of students who are facing challenges in their personal and academic lives. The Student Life team has collaborated with support services to provide workshops and other events designed to engage, inform and connect students. Creating connection and belonging, while providing support to mitigate challenges, serves to strengthen retention. Annual retention data measured from Fall term to Fall term is posted each January.													> 47%	On Track
b. Maintain or increase \$ scholarships, bursaries, awards and emergency funds available to students	<b>NEW</b> Selection process for distributing the 2022 NIC Foundation Awards is under way. Available funds will meet or exceed last years' total award amount of \$540,000 to over 500 students. Additionally, the Foundation is working with NIC Student Services Financial Aid to distribute, at minimum, an additional \$10K to students throughout the year.													≥ \$500K	On Track
c. Increase # of child-care spaces	<b>NEW</b> A review of licensed child-care seats in NIC's regions is now complete. This review included pulling together reports from 2019 from regions who participated and were funded by the BC Ministry of Children and Family Development to engage in child-care planning for their communities. Alberni-Clayoquot Regional District, City of Campbell River, Village of Cumberland and Comox Valley Regional District all completed action plans which included an inventory of existing child-care spaces and identified space creation targets for the next 10 years. The updated data revealed that NIC regions have between 20 to 29% access to full-time child-care spaces available, which is still far off the target of 50% set out in the plans.													Complete	On Track



# Doorways

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

## 4.1 PROGRAM ENTRY

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

**Outcome: Wider access to courses and programs**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>DOORWAYS</b>																			
<b>4.1 PROGRAM ENTRY</b>																			
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%	<b>NEW</b> Since the pandemic began, NIC has augmented its core on-campus programming with one-time funding to create skills training programs in-community to support students, First Nations, business and industry across Vancouver Island and BC.																	> 40%	On Track

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

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

## 4.2 LEARNING AND SERVICES

Time and place can render post-secondary learning and services inaccessible for students with multiple family and work commitments.

**We will increase access to education and training by offering students flexible learning and service options.**

**Outcome: Serve more adult students through flexible delivery**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>DOORWAYS</b>																		
<b>4.2 LEARNING AND SERVICES</b>																		
a. Increase % of courses with more than one entry point/year above 27%	<b>NEW</b> The college was successful in securing one-time funding for programs, throughout the college region, which offer multiple entry points throughout the year.			28%												> 27%	On Track	
b. Increase the % of courses with multiple modes of delivery above 9%	<b>NEW</b> Success in this measure is the result of the continued work of NIC's Education Team and the Centre for Teaching and Learning Innovation (CLTI), which has supported faculty in delivering courses through multiple modes: digital, blended and face-to-face.			44%												> 9%	On Track	
c. Develop and implement digital learning strategy	Preliminary discussions have begun in preparation for development of the digital learning strategy, with a revised estimated start date of Fall 2022.															Complete	Behind	
d. Develop and implement fully operational digital service strategy	<b>NEW</b> A steering committee is now in place to support development of the digital service strategy. First actions will include reviewing various models to support development of a framework.															Complete	On Track	

<b>LEGEND</b>	 Complete	 On track	 Behind	 No data yet	 Not started
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### 4.3 PATHWAYS TO LEARNING

NIC links students, community, employers, industry and educational institutions. We welcome students from education institutions around the world, from within BC “as part of BC’s transfer system,” and from Vancouver Island. We are a gateway for learning.

**We will connect students to learning opportunities close to home and across BC.**

**Outcome: Seamless transitions to and from NIC**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>DOORWAYS</b>																		
<b>4.3 PATHWAYS TO LEARNING</b>																		
a. Maintain dual credit enrolment	<b>NEW</b> Dual credit enrolment, i.e., secondary students simultaneously completing secondary school graduation requirements and first year college is a key provincial initiative supporting attainment of post-secondary education.	253 enrolments															> 170	On Track
b. Maintain or increase # of students participating in post-secondary pathway agreements	<b>NEW</b> Continued success in this measure is attributable to our dual admissions program, initiatives through Widening Our Doorways 2026 and NIC’s expansive network of educational agreements with other institutions.	200 students															≥ 195	On Track

LEGEND	Complete	On track	Behind	No data yet	Not started
					






NIC will implement intellectual and cultural traditions of Indigenous peoples through curriculum and learning approaches relevant to learners and communities.

# Rooms

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

## 5.1 INDIGENOUS-LED EDUCATION

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

### Outcome: Indigenous-led learning

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>ROOMS</b>																		
<b>5.1 INDIGENOUS-LED EDUCATION</b>																		
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population	<b>NEW</b> NIC successfully established 15 partnerships and educational agreements with Indigenous communities during the 2021/22 year. Strategies outlined in the Working Together Indigenization Plan are supporting the success of this outcome.	19.2% Indigenous students															> 13%	On Track
b. Maintain or increase % of Indigenous students satisfied with NIC’s help in achieving educational goals, above or equal to 90%	<b>NEW</b> NIC continues to offer services and supports to ensure the ongoing success of Indigenous students, such as providing Indigenous Education Navigators at all four campuses, Elders in Residence and Indigenous Student Lounges.	90%															≥ 90%	On Track

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>ROOMS</b>																		
<b>5.1 INDIGENOUS-LED EDUCATION <i>Continued</i></b>																		
c. Implement Indigenization Plan recommendations	<b>NEW</b> This is a five-year initiative to implement recommendations of NIC's Indigenization Plan. A dashboard to report out progress will be presented to the Indigenous Education Council. Costing of the Indigenization Plan is now complete. Highlights of the new work completed include the transition of Elders' funding from the Aboriginal Service Plan to the base budget and completion of <b>Q̓ə pix ʔidaʔas</b> , the Gathering Place at the Campbell River campus.	Costing of Indigenization Plan complete															Complete	On Track

## 5.2 COMMUNITY-CONNECTED LEARNING

Community-driven, applied learning provides students with tactile understandings of their studies and new connections to employers and industry.

**We will enrich student learning through student-centred, community-relevant learning.**

**Outcome: Place-based learning**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>ROOMS</b>																		
<b>5.2 COMMUNITY-CONNECTED LEARNING</b>																		
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences over 700 participants.	<b>NEW</b> Targets in this measure have been exceeded through the efforts of the Work Integrated Education department, with support from one-time funding, which has provided for increased capacity to focus on employer engagement. The pivot to virtual networking events has resulted in increased attendance by employers and students and led to additional match-making success for work-integrated learning placements.	916 students															> 700	On Track
b. Implement place-based learning strategy	Initiatives to implement place-based learning strategies are now actively underway through NIC's academic plan, Widening our Doorways 2026. Decanal areas will report progress in June 2023.	Strategy implemented															Complete	On Track
c. Open an expanded and fully operational integrated child care and learning facility at the Comox Valley campus	<b>NEW</b> The work to develop the business case to expand on-campus child-care spaces at the Comox Valley campus is complete. The business case, for presentation to government, is expected to be complete by the end of 2022. The case includes space for Early Childhood Education program delivery with Beaufort Children's Centre as the main operator of the new spaces. NIC has signed an MOU to operate with the Beaufort Childcare Society, and consultation and planning with Beaufort is ongoing.	Business case development															Complete	On Track
		Business case to Ministry																

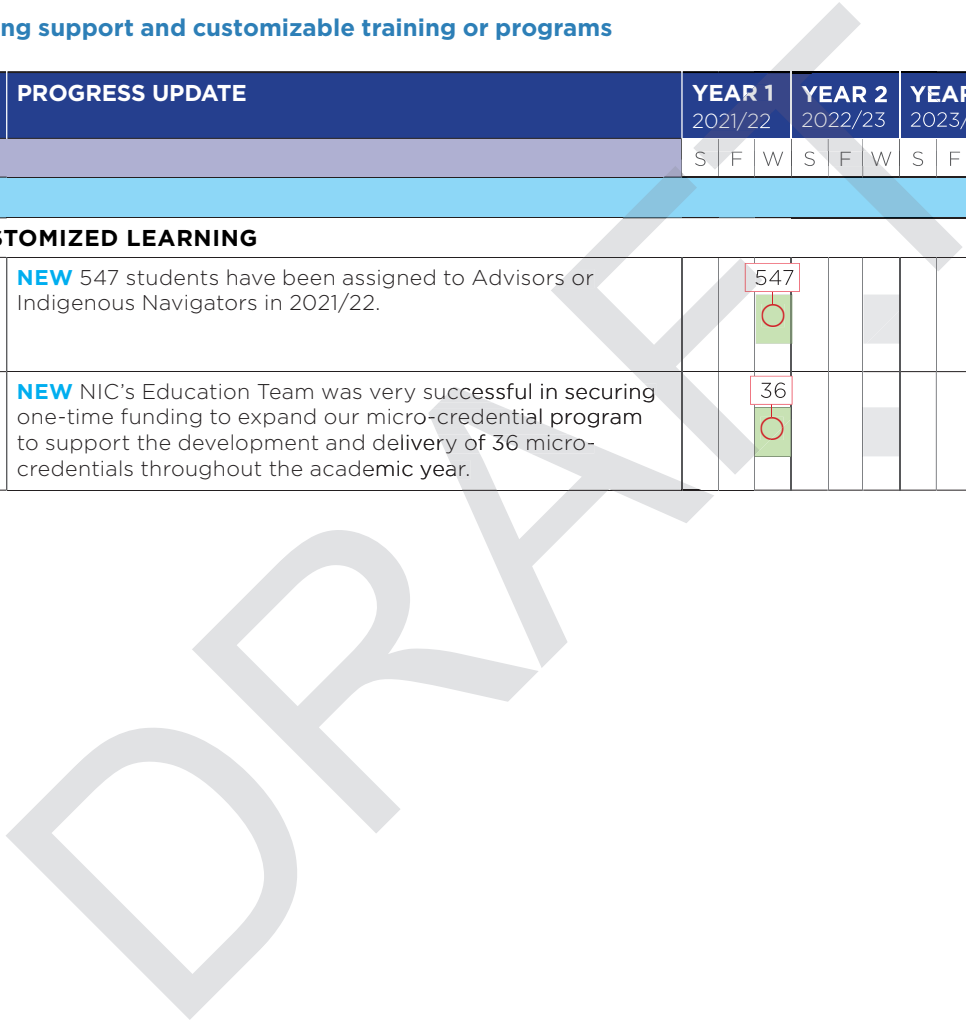
### 5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

Rapid economic and social change is being unevenly felt across the region. Students now need more accessible skills and credentials that provide access to changing economies.

**We will offer individualized and customized education and training to meet the changing needs of students, industry and communities.**

**Outcome: Individualized advising support and customizable training or programs**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOMS</b>																		
<b>5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>																		
a. Increase # of students with advising support above 425 students	<b>NEW</b> 547 students have been assigned to Advisors or Indigenous Navigators in 2021/22.			547													> 425	On Track
b. Maintain or increase # of short-term customized micro-credentials and programs above 29	<b>NEW</b> NIC's Education Team was very successful in securing one-time funding to expand our micro-credential program to support the development and delivery of 36 micro-credentials throughout the academic year.			36													≥ 29	On Track



### 5.4 GLOBAL LEARNING

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

**We will develop a phased plan to broaden and renew international education at NIC.**

**Outcome: Revitalize and diversify international engagement at NIC**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S		
<b>ROOMS</b>																		
<b>5.4 GLOBAL LEARNING</b>																		
a. Increase # of new international student enrolments each year above 214 new students	<b>NEW</b> A new international education plan currently in development will support success for this outcome and will become the College’s first international plan that emphasizes a deep commitment to Indigenization. Even though NIC has had significant numbers of students committed and waiting for study permits, Canada’s delayed processing continues to be an obstacle for enrolment. However, NIC successfully welcomed 194 new students in 2021/22. About 67% of new students are from India, with the rest arriving from countries including Philippines, Zimbabwe, Japan, Iran, Mexico and Columbia. The coming Fall 2022 term is projected to exceed 120 new students, which is greater than pre-COVID intakes in 2018 and 2019.																> 214	Behind
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	<b>NEW</b> Although a complete initiative, NIC continues to advance international opportunities and experience throughout the five-year plan. New highlights include: completing three virtual Study Abroad projects in collaboration with institutions in Costa Rica, Japan and Belgium; awarding 20 Study Abroad scholarships to students participating in virtual opportunities: developing two new field schools; hosting a delegation of eight representatives from Kenya as part of the international project; hosting 10 exchange students from Chile, Mexico, Germany, France and Belgium; and completing a project under the Faculty Mobility Grant in Costa Rica.																Complete	Complete
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 80%	<b>NEW</b> Cross-divisional efforts between the Office of Global Engagement, the Centre for Teaching & Learning Innovation and the Library & Learning Commons are underway to contribute to the success of this goal. Recent student engagement initiatives include the return of face-to-face events and activities with high participation rates. Peer Connector student positions are now in recruitment to support new international students in their first term and throughout their studies. Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																≥80%	No data yet

### 5.5 PROGRAM RESPONSE AND RENEWAL

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

**Outcome: High-quality, relevant and responsive programming**


YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S F W	S F W	S F W	S F W	S F W		
<b>ROOMS</b>								
<b>5.5 PROGRAM RESPONSE AND RENEWAL</b>								
a. Complete renewal plans* for all programs	Decanal areas will begin work on the writing and reporting out of plans in June 2022.		First draft of program renewal plans				Complete	On Track
b. Complete Provincial Quality Assurance Process Audit**	<b>NEW</b> NIC’s institutional review is scheduled for 2023. Development of the program review process is complete. Development of supporting policies, procedures and handbooks will follow. Eight program areas have completed their self-review, and six of those have also completed their external review. A Quality Assurance working group has met, with updates made to scheduling and policies.					Audit complete	Complete	On Track

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

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



# Windows



NIC will support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous peoples.

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 94% of students tell us they are satisfied with their education, 96% say our quality of instruction is high and 98% feel well prepared for further studies.\* Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. **We will raise awareness about the quality and diversity of learning at NIC.**

## 6.1 BRAND AND IDENTITY

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS		
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F	W
<b>WINDOWS</b>																				
<b>6.1 BRAND AND IDENTITY</b>																				
a. Establish brand with better overall role and scope of the college	<b>NEW</b> NIC's brand audit is now complete, along with a college community presentation of data and recommendations. The audit identified NIC's overall brand position as having strong recognition with a need/opportunity to further differentiate NIC in relation to its competitors. The five key recommendations from the research were to: 1) focus and celebrate the brand; 2) use insights to drive effective engagement; 3) be where future students live; 4) define future student personas; and 5) strengthen ad creative. Many aspects of these recommendations are already being used, and further development of the brand strategy draft will continue in collaboration with the consultant.																			
																			Complete	On Track

\* Based on BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students, survey year 2021, data prepared by BC Stats

## 6.2 MARKETING & RECRUITMENT

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

**We will integrate marketing, recruitment and advising strategies to better serve students.**

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS		
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F	W
<b>WINDOWS</b>																				
<b>6.2 MARKETING &amp; RECRUITMENT</b>																				
a. Establish a clearly defined student audience profile for all areas of study	<b>NEW</b> Pending the completion of the Brand Strategy in 6.1, audience profiles at the level of area of study will be complete.																		Complete	On Track
b. Implement annual marketing and recruitment plans	<b>NEW</b> Annual marketing (and recruitment) plans are an operational commitment that supports a variety of brand and promotional goals. Each spring, the Marketing & Future Students team will consult deans, directors and service-area leads to develop a promotional needs overview for the coming year. These promotional needs will be built out and time-lined to support new student recruitment activities for the subsequent year and keep NIC awareness high in our catchment region. Methods for distributing the plan to the internal community are under development.																		Complete	On Track

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

LEGEND	Complete	On track	Behind	No data yet	Not started
					



# Roof



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

## 7.1 RECONCILIATION

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOF</b>																		
<b>7.1 RECONCILIATION</b>																		
a. 75% of employees complete NIC specific Indigenous intercultural competency training	NIC-specific cultural training framework is being developed. Although individual modules are now in development, progress delays are expected due to COVID-19 preventing in-person collaboration with Indigenous Elders and knowledge holders. Development will continue throughout 2022/23.	Framework complete															≥75%	Behind & No data yet
b. 100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education	This is a five-year initiative to have all named program areas (social work, early childhood care and education, health care, business and Indigenous language programs) with clear and measurable commitments address specific TRC Calls to Action for education through the Indigenization Plan. Six of six programs have made commitments to address this goal.	All commitments defined															Complete	Complete



## 7.2 DIVERSITY, EQUITY AND INCLUSION

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOF</b>																		
<b>7.2 DIVERSITY, EQUITY AND INCLUSION</b>																		
a. Maintain or increase 80% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	<b>NEW</b> Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																≥80%	No data yet
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	<b>NEW</b> Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023.																≥88%	No data yet
c. Implement Diversity, Equity and Inclusion Strategy	<b>NEW</b> Development of NIC's first Diversity, Equity and Inclusion (DEI) policy continued through Winter 2022. A draft policy is now in the process of review, consultation and approval. The BC Government introduced, in 2022, the Accessible BC Act and Regulation and Anti-Racism Data Act. As a public body, the College will need to assess and integrate these requirements into our DEI strategy and actions going forward. A working group will be established in Fall 2022 to begin development of a college-wide strategy.																Complete	On Track
d. Increase % of students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code	<b>NEW</b> NIC has completed a report that identifies 1) best practices for collecting diversity, equity and inclusion data; 2) recommendations on how to encourage self-reporting and at what stages; and 3) how post secondary institutions are using data to drive services and improve retention of students who are members of the marginalized groups protected from discrimination by the BC Human Rights Code. The BC Government introduced, in 2022, the Anti-Racism Data Act. As a public body, the College will need to assess and integrate these requirements into any data collection activities going forward.																TBD	No data yet

### 7.3 TRANSPARENCY AND ACCOUNTABILITY

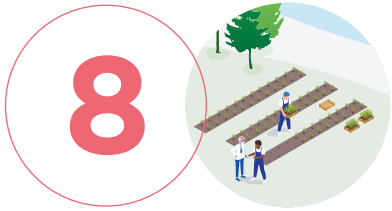
Transparent decision-making builds a culture of trust and respect.

**We will facilitate open dialogue, collaboration, and consultation, to manage risk, achieve our goals, and obtain results.**

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ROOF</b>																		
<b>7.3 TRANSPARENCY AND ACCOUNTABILITY</b>																		
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs	New administrative structures are in place and will be revised as needed - e.g., as has been done in response to the announcement on Student Housing.																Complete	Complete
b. Increase engagement with the North Island Students' Union (NISU)	<b>NEW</b> As an essential partner in supporting students, NISU has been invited to engage and participate in a variety of college committees throughout the year, including but not limited to, policy review, student life planning, and selection committee membership for hiring key roles. This collaboration has resulted in additional partnership opportunities with student events that have further increased student engagement and success for all involved.																Complete	On Track

LEGEND	 Complete	 On track	 Behind	 No data yet	 Not started
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# Environment

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

## 8.1 CLIMATE AND SUSTAINABILITY

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

**Outcome: Climate change education and research**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	2032/33	2033/34				
<b>ENVIRONMENT</b>																		
<b>8.1 CLIMATE AND SUSTAINABILITY</b>																		
a. Reduce greenhouse gas emissions	<p><b>NEW</b> NIC tracks carbon emissions and offsets annually as part of its annual Carbon Neutral Action Report to government. NIC’s greenhouse gas emissions in 2021 were 848 tonnes, down from 963 in 2020, a reduction of 12%. To reach carbon neutrality, NIC pays offsets at \$25 per tonne, or \$21,200 in 2021. NIC will continue to utilize carbon neutral funding to reduce greenhouse gas emissions going forward. A Climate and Sustainability steering committee made up of students, faculty and staff has begun identifying projects that will improve the College’s carbon footprint.</p>																Complete	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
ENVIRONMENT <i>Continued</i>																			
<b>8.1 CLIMATE AND SUSTAINABILITY</b>																			
b. Implement process to track # of courses, research and applied learning initiatives that include sustainability	This project will be implemented through NIC's Centre for Applied Research, Technology & Innovation (CARTI) and initiatives as set out in NIC's updated academic plan, Widening Our Doorways 2026, which was finalized in November. Further updates will be available in Fall 2022.																	Complete	Not started
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)	<b>NEW</b> NIC has joined the the Association for the Advancement for Sustainability in Higher Education (AASHE) which administers the Sustainability Tracking, Assessment and Rating System (STARS), a global sustainability standard for higher education. The College will consider utilizing the STARS benchmarking tools to measure its progress on sustainability.																	Complete	Not started

LEGEND	Complete	On track	Behind	No data yet	Not started
	<span style="display: inline-block; width: 15px; height: 15px; background-color: #2e8b57; border: 1px solid black;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #90ee90; border: 1px solid black;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #ffd700; border: 1px solid black;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #a9a9a9; border: 1px solid black;"></span>	<span style="display: inline-block; width: 15px; height: 15px; background-color: #f0f0f0; border: 1px solid black;"></span>

DRAFT



# Communities



NIC will build relationships and be accountable to Indigenous communities in support of self-determination through education, training and applied research.

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

## 9.1 SERVING THE PEOPLE OF THE REGION

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

**Outcome: Higher enrolment from within the region**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS	
		2021/22	2022/23	2023/24	2024/25	2025/26	S	F	W	S	F	W	S	F	W	S			F
<b>COMMUNITIES</b>																			
<b>9.1 SERVING THE PEOPLE OF THE REGION</b>																			
a. Increase above 31%, the % of in-region public high school graduates who attend NIC within two years of graduation	<b>NEW</b> Ongoing initiatives set out in Widening Our Doorways 2026 are aimed to address and achieve this target by 2026.																	> 31%	Behind

## 9.2 COMMUNITY ENGAGEMENT

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

**Outcome: To be at the heart of civic conversations**

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S F W	S F W	S F W	S F W	S F W		
<b>COMMUNITIES</b>								
<b>9.2 COMMUNITY ENGAGEMENT</b>								
a. Create community engagement strategy	<b>NEW</b> The Community Engagement framework draft has been completed in consultation with an internal working group. The Community Engagement Strategy draft is anticipated late Fall 2022.						Complete	On Track

## 9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION

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

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

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	TARGET	STATUS
		S F W	S F W	S F W	S F W	S F W		
<b>COMMUNITIES</b>								
<b>9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>								
a. Create an Alumni Association	<b>NEW</b> An Alumni relations readiness assessment was completed in March 2022. The resulting report and recommendations were submitted with a request for supporting resources noted for next fiscal year.						Complete	On Track
b. Increase the number of active community partnerships to enhance programming	<b>NEW</b> In partnership with community, industry, First Nations and local governments, NIC has developed new skills training programs offered in-community.						12	On Track
c. Increase # of students involved in research projects to greater than 13 students	<b>NEW</b> 13 students were involved in research projects during the 2021/22 academic year. CARTI has secured additional funding to support an increase in student engagement in research projects.						> 13	On Track



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## BUILD 2026 - SUMMARY OF PROPOSED PLAN AMENDMENTS

### Legend

- Housekeeping – proposed amendment corrects typos or other mistakes in first version of plan
- Refinement – proposed amendment clarifies and focuses goal and/or responsible area
- Consolidation – proposed amendment eliminates overlap & duplication in first version of plan
- Expansion – proposed amendment augments existing plan based on identified need and changed environment

#	Item	Proposed Amendment	Rationale	Impact
People				
1.3	Employee Engagement & Collaboration	Change initiative from People Strategy to Internal Communications Strategy. Change Year 5 target to development and implementation of internal communications strategy.	Employee Engagement Action plan is substantively complete. Nonetheless, development of a comprehensive internal communications strategy remains. College Planning Committee recommendation to pause surveying until strategy is developed, implemented and evaluated.	Refinement
Foundation				
2.1	Teaching & Learning	Clarify measurable “student assessment of the quality of instruction” to “former student and graduate assessment of the quality of instruction.”	Clarify who is assessing the quality of instruction, i.e., that is, not current students but former students and graduates	Housekeeping
2.4 (new)	Integrated Enrolment	Create a new foundational element – Integrated Enrolment. Consolidate related actions: <ul style="list-style-type: none"> <li>• Move “define and achieve optimum enrolment for NIC” from Campuses and Centres.” Expand measure to be inclusive of distributed learning. Move implementation to section 6.2 Marketing &amp; Recruitment.</li> <li>• Move section 7.4 Enrolment planning</li> </ul>	Integrated enrolment appeared in three sections of the plan with overlap.	Consolidation
Frame				
3.1	Student Well-Being	Change Year 5 goal, initiative and measurables from Supporting Student Strategy to Develop and implement a Student Mental Health & Wellbeing Plan.	COVID-19 pandemic has exponentially increased students’ health and well-being challenges. The development of a comprehensive mental health and well-being strategy is necessary to be responsive to current environment. The existing measurables, i.e., Canadian Campus Well-being Survey and Student Survey satisfaction, will be incorporated into the plan itself.	Expansion
3.2	Student Support & Persistence	Delete early childhood care and education “program seats” from measurable & initiative	Duplication of measurable. Section 5.2 addresses early childhood care and education program expansion	Housekeeping
Doorways				



## BUILD 2026 - SUMMARY OF PROPOSED PLAN AMENDMENTS

4.3	Pathways to Learning	Add measurable: Maintain or increase secondary school-NIC dual credit enrolment with a target of 170 students per year.  Delete measurable “% of BC high school students who transition to NIC within two years of graduation.”	Data for existing measurable is not sensitive enough to track change. Adding a measurable on dual credit, a provincial priority, also tracks the transition of students prior to graduation	Refinement
Rooms				
5.1	Indigenous Education	Change Year 5 goal of maintaining or increasing % of domestic FTE Indigenous students from “above 18%” to “greater than or equal to percentage of Indigenous peoples in the population.” Change target to >=13% (i.e. greater than, or equal to 13%).	Match required government performance indicator. Source of target data is Canadian Census of Population which is projected to be updated in Fall 2022. Current target is 13%.	Refinement
5.4	Global Learning	Change measurable from: # new international student enrolment each “semester” to “year”	Typo in first version of plan. Target is based on # students per year.	Housekeeping
Windows				
6.2	Integrated Enrolment	Change section name to Marketing and Recruitment Strategy.	“Marketing and Recruitment Strategy” better captures the desired outcome, i.e., communicating the value of our programs to prospective students. Integrated enrollment planning to be included as a new section 2.4.	Refinement
		Change Year 5 goal from: Establish a clearly defined student audience profile “for 100% of programs” to “for all areas of study”	Consistency with completed Brand Audit and consultant recommendations	Refinement
		Expand Year 5 goal from “Implement digital marketing strategy” to “Implement annual marketing and recruitment plans”	Digital marketing is part of an overall marketing and recruitment plan. Advancing this initiative requires a comprehensive approach based on completed brand audit.	Expansion

## BUILD 2026 - SUMMARY OF PROPOSED PLAN AMENDMENTS

Roof				
7.3	Transparency and Accountability	Refine Year 5 goal from “increase regular engagement” to “develop new memorandum of understanding”.	Increased regular engagement has occurred throughout Year 1. Agreement with NISU to formalize this enhanced relationship through the development of a new memorandum of understanding.	Refinement
Environment				
8.1	Climate & Sustainability	Consolidate “implement process to create benchmarks and targets to understand and improve efforts to reduce climate change” and “retrofits and construction that reduce energy use and greenhouse gas emissions” into 8.1.a. Reduce Greenhouse Gas Emissions. Change initiative to Facilities Planning.	Consolidate two related measurables and focus initiative into the umbrella “Reduce Greenhouse Gas Emissions” and focus on NIC rather than promoting external adoption of the UN Sustainable Development Goals.	Refinement
		Add new measurable: Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	NIC has joined the Advancement for Sustainability in Higher Education which is specific to higher education.	Expansion
Communities				
9.2	Community Engagement	Separate “implement alumni association” from community engagement. Move alumni association measurable to section 9.3 Social and Economic Development of the Region.	Refinement of goals and better match intended outcomes.	Refinement
9.3	Social and Economic Development of the Region	Add programming to “Increase # of active community partnerships”	Refine nature of partnerships to work done to support COVID-19 economic recovery.	Refinement

## Overarching Goals

### ***BUILD 2026* and Pandemic Recovery**

Advancing NIC's recovery from the COVID-19 pandemic through *BUILD 2026* and contributing to key provincial government initiatives will be the focus of my second year as President of NIC. This focus, together with collective bargaining, is intended to enrich and stabilize the institution's capacity.

### **Responsive Integrated Strategic Planning Framework**

A Year 1 performance dashboard along with a stakeholder-informed review of *BUILD 2026* will be key activities in this year. As is necessary in an increasingly complex and uncertain environment, *BUILD 2026* is designed to be flexible and adaptable to changing conditions, economic circumstances, and government priorities. An update to *BUILD 2026* will be developed in response to outreach with business, industry, local and provincial governments, First Nations, and community organizations. Revisions will also reflect NIC's acute labour shortage and attention to emerging government direction.

### **Community Economic Response and Recovery**

The north Island is experiencing incredible economic and social change, particularly in the primary resource economies. Working together with First Nations and local governments with labour-force development and economic diversification will be front and centre at NIC, as we support the rural and remote areas of the College region in aligning resident skills and talents with critical workforce development needs.

### **Key Government Initiatives**

The provincial government is undertaking several big-picture initiatives for the post-secondary system, including a review of its funding model and the creation of "Future Ready: Skills for the Jobs of Tomorrow" – a plan to address the province's present and future skills shortages, in the context of its economic plan, "Stronger BC." Participation in these two generational initiatives will be critical to advance *BUILD 2026* and to meet NIC's mandate.

### **Building the College Community**

A key focus, both internally and externally, will be building the community of support for NIC. With financial recovery, collective bargaining, and key government policy in development, it will be critical for NIC to have a strong foundation of support for the organization and its people.

Goals & Objectives	Performance Measures	Targets
1. Integrated Strategic Planning Framework	a. Develop a responsive, flexible, and measurable strategic planning framework that integrates college goals and activities	<p><i>Year 1 BUILD 2026 Dashboard</i> presented to the College Board of Governors</p> <p>Year 2 revision of <i>BUILD 2026</i> presented to the College Board of Governors for approval</p> <p>Year 2 Dashboards presented to the Board of Governors</p>
2. Government Mandate, Policy, and Direction	a. Institutional Accountability Plan and Report	<p><i>BUILD 2026</i> alignment with April 19, 2022 Letter of Direction from the Minister of Advanced Education and Skills Training</p> <p>Government acknowledgement of NIC's performance in meeting 2021/22 Mandate Letter and 2022/23 Letter of Direction</p>
	b. Lasting and meaningful reconciliation with Indigenous peoples	<p>Implementation of <i>Working Together</i>, NIC's Indigenization plan</p> <p>Advancement of <i>BUILD 2026</i> measurables on reconciliation</p>
	c. Work with Ministry to continue on-campus learning and services	<p>Increase on-campus/in-person learning opportunities in accordance with student demand</p>
	d. Collaborate with stakeholders to support economic recovery and support a future-ready workforce	<p>Participate in the development and implementation of "Future Ready: Skills for the Jobs of Tomorrow" plan</p>
	e. Collective Bargaining	<p>Observe government's mandate for bargaining as administered by the Public Sector Employer's Association (PSEA)</p>
	f. Post-Secondary Funding Review	<p>Lead NIC's response to government's review of post-secondary funding (review of base operating grant)</p>

Goals & Objectives	Performance Measures	Targets
3. Stakeholder Engagement	a. Rural and Regional Development	Advocate for NIC as a leader in rural and regional development with the Ministry of Advanced Education and Skills Training and the Ministry of Jobs, Economic Recovery, and Innovation
	b. Community Engagement	Complete a regular, cross-region schedule of business, industry, not-for-profit, partners, and community engagement to support <i>BUILD 2026</i> and <i>Working Together</i>
	c. Government Relations	Complete a regular, cross-region schedule of First Nations, local, regional, provincial, and federal governments to hear feedback on BUILD 2026 and to garner support for NIC.
	d. Global Engagement	Support the recovery of international education and enhance the diversification of international student recruitment and study abroad, through partner visits
	e. Leadership Development	Participate in weekly networking sessions with College Presidents.  Represent post-secondary presidents on the board of the British Columbia Council of Admissions and Transfer (upon appointment by the Minister and CABRO).

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**June 30, 2022**

*Vision:* By 2026, NIC will deliver BC’s best individualized education and training experience.

**AGENDA ITEM:                      Regular Meeting**  
**4.2.1 Fiscal Year 21/22 Financial Statements (attachment)**

**EXECUTIVE SUMMARY**

North Island College (NIC) has now completed the fiscal-year end 2021/22 financial statements. NIC’s auditors (KPMG) has prepared their audit findings report, which went to the Finance and Audit committee on June 10th.

The 21/22 financial statements show a significant improvement over both the budget and the 20/21 statements. The following written summary provides further insight into the figures provided in the financial statements. The majority of this document focusses on variances between 20/21 and 21/22. The table below has been prepared to show the key items that put NIC in a balanced position when compared to the budget approved at the beginning of the fiscal year. Two items stood out when comparing actual results to budget:

- Realized Gains on Investment; and
- The surplus created by the significant one-time funding received that couldn’t be carried forward.

<b>FY 21/22 Budget Compared to Actual Results</b>	<b>Budget FY 21/22</b>
Total Revenue Budget	52,645,002
Total Expense Budget	<u>54,201,109</u>
Deficit Budget	<b>(1,556,107)</b>
<b>Items Impacting Actual Results:</b>	
Realized Gain on Investment	1,010,856
One-Time Project Funding Surplus	511,561
Miscellaneous (Tuition, Grant Funding, Expenses, etc)	<u>90,669</u>
<b>NIC FY 21/22 Audited Financial Results</b>	<b>56,979</b>

The table below provides a five-year summary of NIC’s financial results that provides a bit of context regarding FY 21/22.

<b>North Island College 5-Year Financial Statement Summary</b>	<b>FY 21/22</b>	<b>FY 20/21</b>	<b>FY 19/20</b>	<b>FY 18/19</b>	<b>FY 17/18</b>
Total Revenues	55,647,837	49,206,690	51,446,446	48,893,904	45,481,521
Total Expenses	55,590,858	50,820,385	52,357,861	48,838,138	45,465,805
Net Surplus (Deficit)	56,979	(1,613,695)	(911,415)	55,766	15,716
Accumulated Surplus (Net Assets) balance	5,483,093	5,426,114	7,039,809	7,951,224	7,895,458

## Statement of Financial Position

NIC's Statement of Financial Position continues to show recovery from the impacts of the pandemic. The accumulated surplus figure of \$5.5M (net assets) is positive as there was concern earlier in the pandemic that net assets would be eroded further than it has been. Though we are still not fully recovered financially from the most significant impacts of the pandemic, we are moving in the right direction.

### Cash and cash equivalents

2021/22	2020/21	Variance
9,729,331	3,139,753	6,589,578

The significant increase in cash and cash equivalents of \$6.6M is the result of a few significant items outlined below:

- The Ministry of Children and Families provided their first payment for the Childcare expansion in the amount of \$2 million. NIC is in the initial planning stages for the project and construction hasn't begun yet.
- A deficit will erode cash balances, as expenses exceed revenues. In 20/21 the College had a deficit of \$1.6 million, while in 21/22 there was a small surplus.
- Accrued liabilities have increased by approximately \$2 million as a result of International students paying deposits while they await approval of their study permits.

### Assets Held for Resale

2021/22	2020/21	Variance
-	583,511	(583,511)

When the College made the decision to sell the Vigar Road property, the net book value was moved to assets held for sale. The property was sold during the fiscal year.

## Accounts Payable and Accrued Liabilities

FY 2122	FY 2021	Change
12,700,349	9,202,642	3,497,707

Accounts payable and accrued liabilities encompasses a significant number of accounts that are impacted by NIC's regular operations. It includes accounts payable to vendors, deposits paid by future students (usually those awaiting study permits), Wages payable at March 31<sup>st</sup>, Accrued vacation and other College obligations. As it includes transactions from many accounts, the total balance is always significant, but in 21/22 the balance increased significantly. The main changes were:

- Student deposits increased by \$2.04 million as a result of slow processing of student applications for study permits. Note that this is different from deferred tuition, as the deposits are from future students – they haven't enrolled in a program yet.
- Accounts payable to vendors including NIC's benefit providers increased by \$0.908 million. It's important to note that this balance represents items that have also been expensed, so don't represent a future expense, just a draw on cash balances.

## Leasehold Inducements

This balance relates to leasehold improvements made at the Mixalakwila campus in 2017. The Ministry paid this balance off during 21/22. Further details can be found in Note 15 of the financial statements.

## Deferred Capital Contribution

FY 2122	FY 2021	Change
41,382,580	38,725,349	2,657,231

The increase in Deferred Capital Contributions is mainly due to the sale of the Vigar Road property, and the obligation from the Ministry to use those funds for the construction of the Aboriginal Gathering Place in Campbell River. This places a restriction on the funds and allows for the revenue to be recognized over the life of the asset, providing a funding source for the amortization expense. Normally this is the only impact to the Statement of Operations, but the Vigar Road property had an unusual impact to NIC's financial statements in 21/22 because the property was sold to an organization outside the public sector. This required NIC to show a gain on sale of the asset AND an expense back to the Province. This allowed the Province to then put a restriction on the funding and allow for our normal capital treatment for restricted funding (restricted in terms of how the funds can be used).

This treatment satisfied the audit requirements for the Province's financial statements (the Public Accounts), and satisfied the requirements of the *College and Institute Act*, and the *Budget Transparency and Accountability Act*.

Deferred Capital Contributions represent a liability to use the assets funded for the purpose outlined by the granting agency (in most cases the Ministry of Advanced Education). As the



assets are amortized, the deferred capital contributions are amortized into revenue. See Note 8 for further details.

## Statement of Operations and Accumulated Surplus

Overall the Statement of Operations at December 31<sup>st</sup> shows a small surplus of \$56,979 compared with a deficit of \$1.614 million a year ago. The significant variances from budget and variances from prior year balances are explained in further detail below.

### REVENUES

#### Province of BC Funding

FY 2122	FY 2021	Change
33,532,104	32,014,939	1,517,165

The increase in the Province of BC funding in FY 21/22 is made up of the following:

- \$590K relates to funding for the Sustainable Services Negotiating Mandate (union staff and faculty wage settlement funding);
- \$1,071K relates to a significant increase in Provincial contract training funding. This would be one-time training dollars in priority program areas;
- These increases were partially offset by a planned decrease in student aid funding.

#### Tuition and Student Fees

	FY 21/22	FY 20/21	
Base funded programs	4,266,756	4,208,443	58,313
Cost Recovery Programs	1,479,869	1,346,408	133,461
International Education	<u>4,096,440</u>	<u>4,833,044</u>	<u>(736,604)</u>
Total	9,843,065	10,387,895	<u>(544,830)</u>

Overall tuition and student fee revenues is down by \$ 545K from last fiscal year. This is due to tuition from International students that is down due to the pandemic. While pandemic recovery began in FY 21/22, the processing of study permits continued to lag behind expectations, causing a delay for international students wanting to study in Canada.

#### Contract Services Revenue

FY 2122	FY 2021	Change
2,968,404	907,508	2,060,896

Contract services revenue was up considerably in FY 21/22. This funding represents training dollars from community organizations, local First Nations, and local businesses. It increased significantly in FY 21/22 as NIC assisted communities in pandemic recovery efforts. This funding is used to pay for direct costs related to the training programs for which the funding was received.

**Investment Income (including Realized Gains)**

	FY 2122	FY 2021	Change
Investment Income	534,391	590,009	(55,618)
Realized Gains	1,010,856	149,099	861,757
<b>Total</b>	<b>1,545,247</b>	<b>739,108</b>	<b>806,139</b>

NIC’s investment income was at its highest level ever in 2021/22. The above table breaks out the realized gain component to show that it is these returns that tend to fluctuate from year to year. NIC builds the Investment income line into the budget each year as these returns are steady and predictable. Realized gains fluctuate from year to year, as demonstrated by the last two years of results.

In Budget 22/23, NIC built in \$275K into the revenue budget as an estimate of realized gains. However, this was only used as a funding source for a contingency expense budget of the same amount. This was a way to recognize and formalize how this one-time source of funds tends to be utilized – to fund unexpected costs.

**Other Income**

FY 2122	FY 2021	Change
2,744,311	682,973	2,061,338

Other Income is inflated in 21/22 as a result of the “gain” on sale as a result of the sale of the Vigar Road property in Campbell River. The amount of \$1.855 million is included as a gain on sale representing the amount over the net book value of the Vigar Road asset upon disposition. See the Deferred Capital Contribution section for more details on this transaction.

## EXPENSES

### Salaries, Benefits and Other Personnel Costs

Fund	Description	FY 21/22	FY 20/21	Variance
10	Operating "base" (1)	29,180,011	29,016,893	163,118
11	Cost Recovery & Continuing	1,271,199	1,221,573	49,626
15 & 19	Projects and Contracts	3,949,055	2,758,638	1,190,417
18	Applied Research	218,188	131,537	86,651
23	Office of Global Engagement	2,857,352	2,697,398	159,954
32	Special Capital Projects (2)	102,112	1,634	100,478
51 & 56	Ancillary (Cafeteria and Bookstore)	<u>237,048</u>	<u>414,388</u>	<u>(177,341)</u>
<b>Total</b>		<b>37,814,964</b>	<b>36,242,060</b>	<b>1,572,904</b>

#### Notes:

1. Fund 10 encompasses all of NIC's based-funded programming, and all the supports required for all College activity (Student Services, Facilities, etc).
2. NIC has begun to charge some salary costs to Fund 32 for the large capital projects now underway (mainly Student Housing and the Childcare and ECCE Centre).

Overall, NIC's salary, benefit and other personnel costs have increased by \$1.573 million as shown in the above table. However, as the details above show, it is mainly the projects and contracts areas that have increased. Salary and benefit costs in these areas make up \$1.190 million of the increase, which is tied to the significant increase in one-time contract training revenue at NIC this fiscal year.

There are small increases in most of the other areas, and it is noteworthy that Fund 10 is only up \$163,118. This area reflects almost 80% of the salary and benefit costs for the College, and the small increase reflects the number of vacancies due to hiring lag at the College. This reflects the skills shortage trend happening throughout the economy and shows that NIC is not immune.

### Equipment Costs

FY 2122	FY 2021	Change
1,808,346	2,135,715	(327,369)

NIC's equipment costs are down in 21/22 compared to the prior year mainly due to reduced spending on laptops and other training aids for digital program delivery. The College had significant spending in this area at the beginning of the pandemic in fiscal 20/21. In fiscal 21/22 and going forward, NIC is spreading these purchases out to avoid large swings in this budget area. The College made a budget adjustment in 21/22 of \$175,000 to smooth these cost

pressures out over time. It is important that training aids are kept current, but this is a cost-pressure area for NIC.

**Facility Costs**

While these costs remained relatively steady in 21/22 compared to the prior fiscal, it is an area where NIC exceeds budget in most fiscal years. In 21/22, NIC was more than \$500,000 over budget on facility-related expenses. This is reflective of serving a large, multi-campus College with a Provincial funding model that hasn't kept current in funding costs such as this. NIC funds these cost pressures with savings elsewhere, or increased revenues (e.g. realized gains on investment).

**Supplies and General Expenses**

FY 2122	FY 2021	Change
1,610,204	1,169,825	440,379

The increased spending in 21/22 in this area is reflective of the one-time projects and contracts NIC received. For example, one-time funded projects such as GIS Mapping, Coastal Forestry, Medal fabrication, Women in Trades and Motion picture sets all showed significant spending in consumables in 21/22.

**Grant Transfers (to the Province)**

FY 2122	FY 2021	Change
2,529,082	210,896	2,318,186

NIC has recorded both a significant revenue item (Other Income) and a corresponding grant expense to the Province of \$2.292 million. This is the accounting treatment required by the Ministry so they can record a gain on sale of the Vigar Road property on the books of the Province. As it sold to a company outside of the government reporting entity, the Province required a gain be shown on their books.

**Action:**

For approval

**Suggested Resolution:**

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2022.**

**NORTH ISLAND COLLEGE  
FINANCIAL STATEMENTS  
For the year ended March 31, 2022**

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**North Island College**  
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**For the year ended March 31, 2022**

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**North Island College**  
**Statement of Financial Position**  
**As at March 31, 2022 with comparative information for 2021**

	Note	2022	2021
<b>Financial assets</b>			
Cash and cash equivalents		\$ 9,729,331	\$ 3,139,753
Accounts receivable		1,057,053	1,276,498
Due from government organizations	3	821,104	1,248,200
Inventories held for resale		306,534	260,231
Assets held for sale	9		583,511
Portfolio investments	4	<u>17,532,842</u>	<u>16,877,118</u>
		29,446,864	23,385,311
<b>Liabilities</b>			
Accounts payable and accrued liabilities	5	12,700,349	9,202,642
Due to government organizations	3	315,835	114,513
Employee future benefits	6	592,725	582,559
Leasehold inducements	15	-	371,321
Deferred revenue		2,433,892	2,154,559
Deferred contributions	7	13,747,183	12,720,427
Deferred capital contributions	8	<u>41,382,580</u>	<u>38,725,349</u>
		71,172,564	63,871,370
Net debt		(41,725,700)	(40,486,059)
<b>Non-financial assets</b>			
Tangible capital assets	9	47,574,970	46,964,794
Prepaid expenses		<u>400,818</u>	<u>490,592</u>
		47,975,788	47,455,386
<b>Accumulated surplus</b>		<u>\$ 6,250,088</u>	<u>\$ 6,969,327</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 5,483,093	\$ 5,426,114
Accumulated remeasurement gains (losses)		<u>766,995</u>	<u>1,543,213</u>
		<u>\$ 6,250,088</u>	<u>\$ 6,969,327</u>

Commitments and contingencies (notes 11 & 12)  
Contractual rights (note 14)  
See accompanying notes to the financial statements

Approved on behalf of the Board of Governors

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Eric Mosley,  
Chair of the Board of Governors

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Colin Fowler,  
Vice President, Finance and Facilities

**North Island College**  
**Statement of Operations and Accumulated Surplus**  
For the year ended March 31, 2022 with comparative information for 2021

	Note	Budget 2022 Note 2(k)	2022	2021
<b>Revenue</b>				
Province of British Columbia		\$ 34,477,320	\$ 33,532,104	\$ 32,014,939
Government of Canada grants		1,058,752	254,124	311,642
Tuition and student fees		10,813,628	9,843,065	10,387,895
Contract services		1,493,284	2,968,404	907,508
Sales of goods and services		965,000	1,043,102	767,529
Investment income		450,020	1,545,247	739,108
Other income		470,692	2,744,311	682,973
Revenue recognized from deferred capital contributions	8	<u>2,916,306</u>	<u>3,717,480</u>	<u>3,395,096</u>
		52,645,002	55,647,837	49,206,690
<b>Expenses (Schedule 1)</b>				
Instructional and non-sponsored research		51,186,505	50,642,429	48,418,976
Ancillary services		965,000	1,052,430	1,033,703
Sponsored research		1,083,584	437,459	326,658
Special purpose		<u>966,020</u>	<u>3,458,540</u>	<u>1,041,048</u>
		54,201,109	55,590,858	50,820,385
<b>Surplus (deficit) for the year</b>		<b>(1,556,107)</b>	56,979	(1,613,695)
Accumulated surplus, beginning of year		<u>5,426,114</u>	<u>5,426,114</u>	<u>7,039,809</u>
<b>Accumulated surplus, end of year</b>		<b>\$ <u>3,870,007</u></b>	<b>\$ <u>5,483,093</u></b>	<b>\$ <u>5,426,114</u></b>

See accompanying notes to the financial statements



**North Island College**  
**Statement of Changes in Net Debt**  
For the year ended March 31, 2022 with comparative information for 2021

	<b>Budget 2022</b> Note 2(k)	<b>2022</b>	<b>2021</b>
Surplus (deficit) for the year	\$ (1,556,107)	\$ 56,979	\$ (1,613,695)
Acquisition of tangible capital assets	-	(4,472,362)	(2,854,446)
Net transfer to/from assets held for resale	-	(583,511)	583,511
Amortization of tangible capital assets	3,645,840	3,862,186	4,000,240
Gain on sale of tangible capital assets	-	(1,854,632)	-
Proceeds on sale of tangible capital assets	<u>-</u>	<u>2,438,143</u>	<u>-</u>
	3,645,840	(610,176)	1,729,305
Acquisition of prepaid expenses	-	(223,929)	(505,878)
Use of prepaid expenses	<u>-</u>	<u>313,703</u>	<u>230,043</u>
	-	89,774	(275,835)
Net remeasurement gains (losses)	<u>-</u>	<u>(776,218)</u>	<u>1,942,842</u>
<b>Change in net debt</b>	3,645,840	(1,239,641)	1,782,617
Net debt, beginning of year	<u>(40,486,059)</u>	<u>(40,486,059)</u>	<u>(42,268,676)</u>
Net debt, end of year	<u>\$ (36,840,219)</u>	<u>\$ (41,725,700)</u>	<u>\$ (40,486,059)</u>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Remeasurement Gains and Losses**  
**For the year ended March 31, 2022 with comparative information for 2021**

	<b>2022</b>	<b>2021</b>
Accumulated remeasurement gains(losses), beginning of year	\$ 1,543,213	\$ (399,629)
Unrealized gains attributed to:		
Portfolio investments	234,637	2,091,941
Amounts reclassified to the statement of operations:		
Realized gains on pooled funds	<u>(1,010,855)</u>	<u>(149,099)</u>
Net remeasurement gains (losses) for the year	<u>(776,218)</u>	<u>1,942,842</u>
<b>Accumulated remeasurement gains (losses), end of year</b>	<b><u>\$ 766,995</u></b>	<b><u>\$ 1,543,213</u></b>

See accompanying notes to the financial statements

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**North Island College**  
**Statement of Cash Flows**  
For the year ended March 31, 2022 with comparative information for 2021

	<b>2022</b>	<b>2021</b>
<b>Cash provided by (used in):</b>		
<b>Operations</b>		
Surplus (deficit) for the year	\$ 56,979	\$ (1,613,695)
Items not involving cash:		
Amortization of tangible capital assets	3,862,186	4,000,240
Revenue recognized from deferred capital contributions	(3,717,480)	(3,395,096)
Change in employee future benefits	10,166	144,879
Change in lease inducements	(371,321)	2,929
Gain on sale of tangible capital assets	(1,854,632)	-
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	219,445	(819,240)
Decrease in due from government organizations	427,096	127,926
Decrease (increase) in prepaid expenses	89,774	(275,835)
Decrease (increase) in inventories held for resale	(46,303)	8,848
Increase (decrease) in accounts payable and accrued liabilities	3,497,707	(78,991)
Increase (decrease) in due to government organizations	201,322	(186,352)
Increase (decrease) in deferred revenue	279,333	213,521
Increase (decrease) in deferred contributions	<u>1,026,756</u>	<u>2,630,022</u>
Net change in cash from operating activities	3,681,028	759,156
<b>Capital activities</b>		
Cash used to acquire tangible capital assets	(4,472,362)	(2,854,446)
Increase in deferred capital contributions	6,374,711	2,818,377
Proceeds on disposal of tangible capital assets	<u>2,438,143</u>	<u>-</u>
Net change in cash from capital activities	4,340,492	(36,069)
<b>Investing activities</b>		
Increase in portfolio investments	<u>(1,431,942)</u>	<u>(53,553)</u>
Net change in cash from investing activities	(1,431,942)	(53,553)
<b>Net change in cash and cash equivalents</b>	<b>6,589,578</b>	<b>669,534</b>
Cash and cash equivalents, beginning of year	<u>3,139,753</u>	<u>2,470,219</u>
Cash and cash equivalents, end of year	<u><u>\$ 9,729,331</u></u>	<u><u>\$ 3,139,753</u></u>

See accompanying notes to the financial statements

# North Island College

## Notes to the Financial Statements

### Year ended March 31, 2022

#### 1 Authority and purpose

North Island College operates under the authority of the College and Institute Act of British Columbia. The College is a not-for-profit entity governed by a Board of Governors, the majority of which are appointed by the provincial government of British Columbia. The College is a registered charity and is exempt from income taxes under section 149 of the Income Tax Act.

#### 2 Summary of significant accounting policies

The financial statements of the College are prepared by management in accordance with the basis of accounting described below. Significant accounting policies of the College are as follows:

(a) Basis of accounting:

The financial statements have been prepared in accordance with Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia supplemented by Regulations 257/2010 and 198/2011 issued by the Province of British Columbia Treasury Board.

The Budget Transparency and Accountability Act requires that the financial statements be prepared in accordance with the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada, or if the Treasury Board makes a regulation, the set of standards and guidelines that comprise generally accepted accounting principles for senior governments in Canada as modified by the alternate standard or guideline or part thereof adopted in the regulation.

Regulation 257/2010 requires all tax-payer supported organizations in the Schools, Universities, Colleges and Hospitals sectors to adopt Canadian public sector accounting standards without any PS4200 elections related to accounting standards for not for profit organizations.

Regulation 198/2011 requires that restricted contributions received or receivable are to be reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as follows:

(i) Contributions for the purpose of acquiring or developing a depreciable tangible capital asset or contributions in the form of a depreciable tangible capital asset are recorded and referred to as deferred capital contributions and recognized in revenue at the same rate that amortization of the related tangible capital asset is recorded. The reduction of the deferred capital contributions and the recognition of the revenue are accounted for in the fiscal period during which the tangible capital asset is used to provide services.

(ii) Contributions restricted for specific purposes other than those for the acquisition or development of a depreciable tangible capital asset are recorded as deferred contributions and recognized in revenue in the year in which the stipulation or restriction on the contributions have been met.

For British Columbia tax-payer supported organizations, these contributions include government transfers and externally restricted contributions.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**2 Summary of significant accounting policies (continued)**

The accounting policy requirements under Regulation 198/2011 are significantly different from the requirements of Canadian public sector accounting standards which require that government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410.

As a result, revenue recognized in the statement of operations and certain related deferred capital contributions would be recorded differently under Canadian public sector accounting standards.

**(b) Cash and cash equivalents**

Cash and cash equivalents include highly liquid investments with a term to maturity of three months or less at the date of purchase.

**(c) Financial instruments**

Financial instruments are classified into two categories: fair value or cost.

(i) Fair value category: all portfolio investments are quoted in an active market and therefore reflected at fair value as at the reporting date. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of investments are recorded as an expense. Unrealized gains and losses on financial assets are recognized in the Statement of Remeasurement Gains and Losses until such time that the financial asset is derecognized due to disposal or impairment. At the time of derecognition, the related realized gains and losses are recognized in the Statements of Operations and Accumulated Surplus and related balances reversed from the Statement of Remeasurement Gains and Losses.

(ii) Cost category: financial assets and liabilities are recorded at cost or amortized cost. Gains and losses are recognized in the Statements of Operations and Accumulated Surplus when the financial asset is derecognized due to disposal or impairment. Sales and purchases of investments are recorded on the trade date. Transaction costs related to the acquisition of financial assets are included in the cost of the related instrument.

**(d) Inventories held for resale**

Inventories held for resale, including books and merchandise for sale in campus bookstores are recorded at the lower of cost or net realizable value. Cost includes the original purchase cost, plus shipping and applicable duties. Net realizable value is the estimated selling price less any costs to sell.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**2 Summary of significant accounting policies (continued)**

(e) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. The College prorates amortization on a monthly basis in the year of acquisition. Land is not amortized as it is deemed to have a permanent value.

Buildings and site improvements	
Concrete and steel buildings	10-40 years
Wood-framed buildings	10-20 years
Site improvements	10 years
Furniture and equipment	
Library books	10 years
Furniture, equipment, and vehicles	5 years
Computer servers	3-5 years
Computer equipment	3-5 years
Leasehold improvements	Remaining term of the lease

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**2 Summary of significant accounting policies (continued)**

(f) Employee future benefits

The College and its employees make contributions to the College Pension Plan and the Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as a defined contribution plans and any contributions of the College to the plans are expensed as incurred.

Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits.

(g) Revenue recognition

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as set out in note 2(a).

The College leases certain land properties to third parties for a period of 99 years. Cash received from land leases is deferred and amortized to revenue on a straight-line basis over the term of the lease.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

(h) Use of estimates

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the fair value of financial instruments, useful life of tangible capital assets and the present value of employee future benefits and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**2 Summary of significant accounting policies (continued)**

(i) Assets held for sale

Long-lived assets are classified by the College as an asset held for sale at the point in time when the asset is in a condition to be sold and is publicly seen to be for sale, management has committed to selling the asset and has a plan in place, there is an active market, and is reasonably anticipated that the sale will be completed within a one-year period.

(j) Foreign currency translation

The College's functional currency is the Canadian dollar. There are no significant foreign currency transactions.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the North Island College 2021-2022 Budget approved by the Board of Governors of North Island College on April 29, 2021.

Budget figures are presented only for information purposes.

**3 Due from and to government organizations**

<b>Due from:</b>	<b>2022</b>	<b>2021</b>
Federal government	\$ 6,124	\$ 3,898
Provincial government	432,691	983,882
Other government organizations	<u>382,289</u>	<u>260,420</u>
	<u>\$ 821,104</u>	<u>\$ 1,248,200</u>
<b>Due to:</b>	<b>2022</b>	<b>2021</b>
Federal government	\$ 102,796	\$ 75,895
Provincial government	155,786	18,686
Other government organizations	<u>57,253</u>	<u>19,932</u>
	<u>\$ 315,835</u>	<u>\$ 114,513</u>



**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2022

**4 Portfolio investments**

Portfolio investments are recorded at fair value and are comprised of the following:

	<b>2022</b>	<b>2021</b>
Fixed income	\$ 1,185,826	\$ 600,112
Pooled bond funds	7,825,190	8,156,904
Pooled equity funds	<u>8,521,826</u>	<u>8,120,102</u>
	<u>\$ 17,532,842</u>	<u>\$ 16,877,118</u>

**5 Accounts payable and accrued liabilities**

	<b>2022</b>	<b>2021</b>
Trade payables	\$ 1,857,080	\$ 1,211,424
Salaries and benefits payable	1,767,205	1,186,590
Accrued leaves payable	3,491,699	3,300,071
Other payables and accrued liabilities	<u>5,584,365</u>	<u>3,504,557</u>
	<u>\$ 12,700,349</u>	<u>\$ 9,202,642</u>

**6 Employee future benefits**

(a) Pension benefits:

The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2021, the College Pension Plan has about 16,500 active members, and approximately 9,500 retired members. As at December 31, 2020, the Municipal Pension Plan has about 220,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2018, indicated a \$303 million surplus for basic pension benefits on a going concern basis.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**6 Employee future benefits (continued)**

The most recent valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The College paid \$2,688,934 for employer contributions to the plans in fiscal 2022 (2021: \$2,556,778).

The next valuation for the College Pension Plan will be as at August 31, 2021 with results available in 2022. The next valuation for the Municipal Pension Plan will be December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Other benefits:

	<b>2022</b>	<b>2021</b>
Severance	\$ 519,725	\$ 509,559
Accumulated sick leave benefit	<u>73,000</u>	<u>73,000</u>
	<u>\$ 592,725</u>	<u>\$ 582,559</u>

(i) The College provides severance benefits to eligible employees based on eligibility, years of service, and final salary.

(ii) Employees of the College are entitled to sick leave in accordance with the terms and conditions of their employment contracts. Sick leave credits accumulate for employees of the College, as they render services they earn the right to the sick leave benefit. The College recognizes a liability and an expense for sick leave in the period in which employees render services in return for the benefits.

**7 Deferred contributions**

Deferred contributions are comprised of funds for restricted uses including special programs, facilities and research. Changes in the deferred contribution balances are as follows:

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2022

**7 Deferred contributions (continued)**

	<b>2022</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
Balance, beginning of year	\$ 3,961,144	\$ 8,759,283	\$ 12,720,427
Contributions received	-	11,956,585	11,956,585
Revenue recognized	-	<u>(10,929,829)</u>	<u>(10,929,829)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 9,786,039</u>	<u>\$ 13,747,183</u>

	<b>2021</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
Balance, beginning of year	\$ 3,961,144	\$ 6,129,261	\$ 10,090,405
Contributions received	-	11,431,257	11,431,257
Revenue recognized	-	<u>(8,801,235)</u>	<u>(8,801,235)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 8,759,283</u>	<u>\$ 12,720,427</u>

In 2012/13, the College sold 11.164 acres of land to the Vancouver Island Health Authority for \$4,030,114. Use of the sale proceeds is restricted under the College and Institute Act. The proceeds, net of land costs of \$68,970, have been recorded as deferred contributions until permission to use the funds for acquisition of specific capital assets is granted.

**8 Deferred capital contributions**

Funding contributions for tangible capital assets are referred to as deferred capital contributions. Amounts are recognized into revenue as the asset is amortized over the useful life of the asset. Treasury Board specifies this accounting treatment as disclosed in note 2(a). Changes in the deferred capital contributions balance are as follows:

	<b>2022</b>	<b>2021</b>
Balance, beginning of year	\$ 38,725,349	\$ 39,302,068
Contributions received during the year	6,374,711	2,818,377
Revenue recognized from deferred capital contributions	<u>(3,717,480)</u>	<u>(3,395,096)</u>
Balance, end of year	<u>\$ 41,382,580</u>	<u>\$ 38,725,349</u>

During 2021/22, the College sold the Campbell River campus property location on Vigar Road for \$2,700,000. Use of the sale proceeds is restricted under the College and Institute Act for spec. The Province granted use of the revenue related to this transaction for specific capital projects that were completed in 2021 and 2022 and added it to deferred capital contributions.

The gain on sale of \$1,854,632 and the remaining unamortized deferred capital contributions of \$453,510 related to the disposed asset are recognized in operating revenue, and an equal expense is recognized to return the funds due to the Ministry.

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2022

**9 Tangible capital assets**

<b>Cost</b>	<b>Mar 31, 2021</b>	<b>Additions</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2022</b>
Land	\$ 327,919	\$ -	\$ -	\$ -	\$ 327,919
Site improvements	2,562,036	144,728	11,528	-	2,718,292
Buildings	81,587,227	2,636,551	1,057,096	-	85,280,874
Furniture & equipment	5,429,403	1,479,581	21,295	(989,626)	5,940,653
Software & licences	24,452	21,088	-	(21,311)	24,229
Computer equipment	1,188,047	-	-	(357,119)	830,928
Leasehold improvements	2,199,271	-	-	-	2,199,271
Vehicles	513,670	-	-	(189,557)	324,113
Library books	457,367	38,903	-	(48,172)	448,098
Assets under construction	<u>1,750,964</u>	<u>151,511</u>	<u>(1,089,919)</u>	<u>-</u>	<u>812,556</u>
<b>Total</b>	<b>\$ <u>96,040,356</u></b>	<b>\$ <u>4,472,362</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(1,605,785)</u></b>	<b>\$ <u>98,906,933</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2021</b>	<b>Amortization</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2022</b>
Site improvements	\$ 2,342,368	\$ 47,544	\$ -	\$ -	\$ 2,389,912
Buildings	41,977,341	2,278,148	-	-	44,255,489
Furniture & equipment	2,561,504	966,046	-	(989,626)	2,537,924
Software & licences	22,445	4,562	-	(21,311)	5,696
Computer equipment	781,142	191,169	-	(357,119)	615,192
Leasehold improvements	751,505	270,688	-	-	1,022,193
Vehicles	381,288	64,224	-	(189,557)	255,955
Library books	<u>257,969</u>	<u>39,805</u>	<u>-</u>	<u>(48,172)</u>	<u>249,602</u>
<b>Total</b>	<b>\$ <u>49,075,562</u></b>	<b>\$ <u>3,862,186</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(1,605,785)</u></b>	<b>\$ <u>51,331,963</u></b>

	<b>Net Book Value Mar 31, 2021</b>	<b>Net Book Value Mar 31, 2022</b>
Land	\$ 327,919	\$ 327,919
Site improvements	219,668	328,380
Buildings	39,609,886	41,025,385
Furniture & equipment	2,867,899	3,402,729
Software & licences	2,007	18,533
Computer equipment	406,905	215,736
Leasehold improvements	1,447,766	1,177,078
Vehicles	132,382	68,158
Library books	199,398	198,496
Assets under construction	<u>1,750,964</u>	<u>812,556</u>
<b>Total</b>	<b>\$ <u>46,964,794</u></b>	<b>\$ <u>47,574,970</u></b>

**North Island College**  
**Notes to the Financial Statements**  
Year ended March 31, 2022

**9 Tangible capital assets (continued)**

<b>Cost</b>	<b>Mar 31, 2020</b>	<b>Additions</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2021</b>
Land	\$ 457,919	\$ -	\$ (130,000)	\$ -	\$ 327,919
Site improvements	2,569,590	-	(7,554)	-	2,562,036
Buildings	82,787,992	605,809	(1,806,574)	-	81,587,227
Furniture & equipment	4,667,961	982,769	-	(221,327)	5,429,403
Software & licences	34,138	-	-	(9,686)	24,452
Computer equipment	1,030,383	157,664	-	-	1,188,047
Leasehold improvements	2,199,271	-	-	-	2,199,271
Vehicles	570,378	-	-	(56,708)	513,670
Library books	466,991	33,124	-	(42,748)	457,367
Assets under construction	<u>883,404</u>	<u>1,075,080</u>	<u>(207,520)</u>	<u>-</u>	<u>1,750,964</u>
<b>Total</b>	<b>\$ <u>95,668,027</u></b>	<b>\$ <u>2,854,446</u></b>	<b>\$ <u>(2,151,648)</u></b>	<b>\$ <u>(330,469)</u></b>	<b>\$ <u>96,040,356</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2020</b>	<b>Amortization</b>	<b>Disposals</b>	<b>Mar 31, 2021</b>
Site improvements	\$ 2,279,610	\$ 70,312	\$ (7,554)	\$ 2,342,368
Buildings	41,211,104	2,326,820	(1,560,583)	41,977,341
Furniture & equipment	1,834,076	948,755	-	2,561,504
Software & licences	28,074	4,057	-	22,445
Computer equipment	541,571	239,571	-	781,142
Leasehold improvements	480,818	270,687	-	751,505
Vehicles	339,077	98,919	-	381,288
Library books	<u>259,598</u>	<u>41,119</u>	<u>-</u>	<u>257,969</u>
<b>Total</b>	<b>\$ <u>46,973,928</u></b>	<b>\$ <u>4,000,240</u></b>	<b>\$ <u>1,568,137</u></b>	<b>\$ <u>49,075,562</u></b>

	<b>Net Book Value Mar 31, 2020</b>	<b>Net Book Value Mar 31, 2021</b>
Land	\$ 457,919	\$ 327,919
Site improvements	289,980	219,668
Buildings	41,576,888	39,609,886
Furniture & equipment	2,833,885	2,867,899
Software & licences	6,064	2,007
Computer equipment	488,812	406,905
Leasehold improvements	1,718,453	1,447,766
Vehicles	231,301	132,382
Library books	207,393	199,398
Assets under construction	<u>883,404</u>	<u>1,750,964</u>
<b>Total</b>	<b>\$ <u>48,694,099</u></b>	<b>\$ <u>46,964,794</u></b>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**9 Tangible capital assets (continued)**

(a) Assets under construction

Assets under construction having a value of \$812,556 (2021: \$1,750,964) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

**10 Financial risk management**

The College is potentially exposed to credit risk, liquidity risk, foreign exchange risk and interest rate risk from the entity's financial instruments. Qualitative and quantitative analysis of the significant risks from the College's financial instruments is provided below by type of risk.

(a) Credit risk

Credit risk primarily arises from the College's cash and cash equivalents, accounts receivable and portfolio investments. The risk exposure is limited to their varying amounts at the date of the statement of financial position.

Accounts receivable primarily consist of amounts receivable from government organizations, students, clients and sponsors. To reduce the risk, the College regularly reviews the collectability of its accounts receivable and establishes an allowance based on its best estimate of potentially uncollectible amounts. As at March 31, 2022 the amount of allowance for doubtful debts was \$161,662 (2021: \$177,063), as these accounts receivable are deemed by management not to be collectible. The College historically has not had difficulty collecting receivables, nor have counterparties defaulted on any payments.

(b) Market and interest rate risk

Market risk is the risk that changes in market prices and inputs, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

The College manages market risk by holding cash balances with a top rated Canadian Schedule I financial institution. The portfolio investments are professionally managed following the investment program which is approved by the College's Board of Governors and consistent with the requirements of the College and Institute Act. The College periodically reviews its investments and is satisfied that the portfolio investments are being managed in accordance with the investment program.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**10 Financial risk management (continued)**

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations, anticipated investing, and financial activities to ensure that its financial obligations are met.

(d) Foreign exchange risk

The College has not entered into any agreements or purchased any foreign currency hedging arrangements to hedge possible currency risks, as management believes that the foreign exchange risk derived from currency conversions is not significant. The foreign currency financial instruments are short-term in nature and do not give rise to significant foreign currency risk.

**11 Contractual obligations**

The nature of the College's activities can result in multiyear contracts and obligations whereby the College will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	<b>Port Alberni Campus</b>	<b>St. Joe's Campus</b>	<b>Port Hardy Campus</b>	<b>Total</b>
2023	\$ 127,627	\$ 91,140	\$ 82,800	\$ 301,567
2024	-	7,595	82,800	90,395
2025	-	-	<u>82,800</u>	<u>82,800</u>
Total contractual obligations	<u>\$ 127,627</u>	<u>\$ 98,735</u>	<u>\$ 248,400</u>	<u>\$ 474,762</u>

**12 Contingent liabilities**

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. In the event that any such claims or litigation are resolved against the College, such outcomes or resolutions could have a material effect on the business, financial condition, or results of operations of the College. At March 31, 2022 there are no outstanding claims.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2022**

**13 Related parties**

North Island College is related through common ownership to all Province of British Columbia ministries, agencies, crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

North Island College Foundation is a not-for-profit organization and a registered charity under the Income Tax Act. The Foundation was created to enhance the delivery of North Island College's programs and services by raising funds to provide scholarships and bursaries, and to support various College projects. Although there is no common control of the organizations through the Board appointment or other forms of control, the Foundation is related to the College by virtue of holding resources which are to be used to provide support to students attending the College. Transactions with the Foundation were recorded at the exchange amount.

At March 31, 2022 accounts receivable of the College included \$112,522 (2021: \$109,530) due from the Foundation.

	<b>2022</b>	<b>2021</b>
Bursaries	\$ 530,507	\$ 492,055
Donations and other	141,789	416,888
Gifts-in-kind	<u>34,279</u>	<u>2,020</u>
Foundation contributions to the College	<u>\$ 706,575</u>	<u>\$ 910,963</u>
College contributions to the Foundation	<u>\$ 7,350</u>	<u>4,060</u>

**14 Contractual rights**

The College has entered into multi-year contracts with the Province of British Columbia that entitles the College to receive the following amounts:

	<b>Port Alberni Campus</b>	<b>St. Joe's Campus</b>	<b>Port Hardy Campus</b>	<b>Total</b>
2023	\$ 127,627	\$ 91,140	\$ 82,800	\$ 301,567
2024	-	7,595	82,800	90,395
2025	<u>-</u>	<u>-</u>	<u>82,800</u>	<u>82,800</u>
Total contractual rights	<u>\$ 127,627</u>	<u>\$ 98,735</u>	<u>\$ 248,400</u>	<u>\$ 474,762</u>

**15 Lease inducement**

In September 2017, the College entered into a 5 year renewable lease for premises located in Port Hardy. In conjunction with the lease, the landlord financed \$500,000 of the improvements to be repaid by the College over 10 years. The amount was originally funded by the Province over the term of the lease. During the year ended March 31, 2022, the Province provided funding to repay the full amount payable for the lease improvements of \$371,321.



**North Island College**  
**Schedule 1 - Schedule of Expenses by Object**  
**For the year ended March 31, 2022 with comparative information for 2021**

<b>Expenses</b>	<b>Budget 2022</b>	<b>2022</b>	<b>2021</b>
Salaries and benefits	\$ 38,429,927	\$ 36,727,325	\$ 35,369,855
Other personnel costs	983,358	1,087,634	872,205
Advertising and promotion	782,632	549,667	382,465
Books and periodicals	361,924	395,616	289,746
Cost of goods sold	676,112	684,880	540,028
Equipment costs	1,659,538	1,808,346	2,135,715
Facility costs	2,745,905	3,247,676	3,284,910
Financial service charges	234,003	245,969	277,960
General fees and services	1,539,815	1,568,531	1,364,191
Student awards	732,354	931,724	821,881
Supplies and general expenses	1,471,260	1,610,204	1,169,825
Travel	704,941	300,389	96,408
Grant transfers	233,500	2,529,082	210,896
Donations to NIC Foundation	-	41,629	4,060
Amortization of tangible capital assets	3,645,840	3,862,186	4,000,240
	<u>\$ 54,201,109</u>	<u>\$ 55,590,858</u>	<u>\$ 50,820,385</u>

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**Education Council Chair Report**

**Board of Governors**

**June 2022**

April 8<sup>th</sup> – Met with Tony Bellavia, Academic VP and Michelle Badger to review approval of the ETGA program and next steps.

April 12<sup>th</sup> – Attended the initial Port Alberni Campus Master Planning Session with in-person PA team and digital participation of the CV team. Moving the Tebo campus to the Roger Street campus is the primary focus with other ideas and priorities identified.

April 27<sup>th</sup> and 28<sup>th</sup>, Chaired the ABE Steering Committee meeting on-line. ABE is now available on the on-line transfer guide and discussions are underway about continuing the ABE Articulation Handbook.

April 29<sup>th</sup> - Joined the UAT Kickoff/Orientation to the Curriculog program which is now set to go live in January 2023.

I attended the Curriculum Committee meeting on that date as well where we reviewed and provided feedback to the forthcoming guidelines for curriculum submission.

May 10<sup>th</sup> – Met with Tony Bellavia, Academic VP and Michelle Badger, Registrar to discuss running of EdCo meetings after Curriculog goes live.

May 11<sup>th</sup> Joined the College Conversation -Brand & Identity online meeting.

May 26<sup>th</sup> Met with EdCo Executive and Michelle Badger for further discussion about running Education Council meetings after Curriculog is Implemented. Startup of Curriculog is an ongoing conversation.

May 27<sup>th</sup> Joined the Planning and Standards meeting and the Curriculum Committee meeting.

May 30<sup>th</sup> Emailed Lisa Domae, President, to inform her of my near location to her destinations in July and we'll explore the possibility of a President – Edco Chair meet-up in Europe.

-Wilma Gus

April 22, 2022

All Public PSI Presidents:

**Re: Public Post-Secondary Funding Review**

I am writing to you regarding the Public Post-Secondary Funding Review announced by Minister Anne Kang on March 31, 2022. I wanted to share with you how we intend to engage with the post-secondary education system and ask you to start thinking about how your institution will participate in that engagement.

I do not come to this review with any pre-set notions of how the funding formula should be changed. I want to explore and discover together with you what the options might be. My approach will be one of “appreciative inquiry,” and it will be iterative. The review will be principles-based and will aim to:

1. Establish a funding model that fairly and impartially distributes provincial financial resources across the public post-secondary sector;
2. Align provincial funding with the education and skills training needs of British Columbians and the communities served by the 25 public post-secondary institutions;
3. Support student success by ensuring access to affordable, high-quality post-secondary education and expanding key student supports.

I intend to meet with each of the institutions individually between now and the end of June. I will attend as many of those meetings in person as possible, though logistics and timelines mean that I may have to meet with some institutions via video conference. We will be contacting you in the next two weeks to set up a convenient date for the discussion.

You are also invited to provide me with written submissions by June 30. To repeat, this process will be iterative, so you should not worry that this will be your “last chance” to get your advice into the process. But I would like to get an early sense of the challenges and opportunities facing individual institutions and the overall system. You can submit on behalf of your institution or, if you prefer, you could be part of a larger group submission. Submissions may be sent by email to [aestfundingformulareview@gov.bc.ca](mailto:aestfundingformulareview@gov.bc.ca).

I do not want to narrow the range of issues you raise in your submissions, and I fully expect that I will receive many suggestions and avenues for consideration that I would not have anticipated beforehand. I would, however, ask that, at a minimum, you answer each of the questions in the attachment to this letter.

... /2

In addition to submissions from the public post-secondary institutions, we will be inviting submissions from other stakeholders and key sector partners, including student, labour, and sector associations.

The Ministry will be establishing a website which will be accessible to the public. In the interest of transparency, we will be posting all submissions received in this process. In addition, we will be posting discussion papers to elicit discussion of various issues regarding BC's post-secondary system.

I will close off with a few observations about BC's Public Post-Secondary Education System. I have personally benefited from our system as a student. I had the privilege of being president of one of the institutions of that system. I had the opportunity to think about the system when I was the deputy minister of the ministry that, at the time, had responsibility for both the K-12 system and the PSE system. I had the opportunity to think about the system's role in the overall economic, social, and environmental health of British Columbia when I was head of the public service from 2017-20. My views are informed by all those experiences.

I sincerely believe that British Columbia's PSE system compares very favourably to other systems in North America.

It truly is a system. It is a system that is appropriately differentiated. Institutions provide different types of education and services, reflecting different interests and plans of individuals, different needs of employers for skilled and knowledgeable employees, different needs of communities across the province, and different approaches to solving the province's challenges.

This differentiation is complemented by a well-articulated system. Collaboration across the different institutions is well-developed. I am not aware of any other jurisdiction in North America that has a transfer system that is as fully developed as the one administered by the BC Council on Admissions and Transfer (BCCAT). The flexibility and optionality provided by the transfer system is of significant value to BC students - each year more than 50,000 students transfer from one institution to another.

To some extent the scope and coherence of our system was by design, starting with UBC President John B. Macdonald's 1962 report *Higher Education in British Columbia and a Plan for the Future*, which outlined the basic framework for the system we have now.<sup>1</sup> Macdonald's plan has been supplemented with additional institutions, and modifications of the mandates of existing institutions over the past sixty years.

... /3

<sup>1</sup> This report can be accessed at: <https://www.bccat.ca/Media/NEWBCCAT/pubs/HighEdBCPlan.pdf>  
It is still worth a read, sixty years later.

Macdonald's design, and the fact that provincial governments followed through on his recommendations, is a testament to the power of far-sighted vision and commitment. We should recognize, however, that systems also evolve naturally, without being consciously designed or engineered from the centre. That natural evolution sometimes resulted from the actions of individual or informal groups of institutions, sometimes from the actions of small groups of individuals, responding to changing needs, new opportunities, or new technologies.

Any changes in the funding formula must maintain the coherence of the PSE system, but also provide appropriate incentives to respond to changing circumstances and to collaboration across the system in how those responses are provided.

I look forward to working with you over the coming months in exploring how the funding formula can be modified to ensure that BC's public post-secondary system continues to provide the best possible returns for the public funds invested in it.

Sincerely,



Don Wright, Engagement Lead  
Post-Secondary Funding Formula Review

Attachment

pc: All Board Chairs

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

Rachel Franklin, Executive Director  
Funding Formula Review Project Office  
Ministry of Advanced Education and Skills Training

## **Attachment**

1. What are the most important contributions your institution makes to the economic, social, and environmental health of British Columbia?
2. What is your institution doing to promote Reconciliation with Indigenous People and First Nations?
3. What is your institution doing to promote equitable access for people who come from disadvantaged socio-economic circumstances?
4. What are your major challenges in enhancing the contribution your institution makes to the economic, social, and environmental health of British Columbia?
5. What are the most significant contributions your institution makes in collaboration with other parts of BC's PSE system?
6. What stands in the way of you collaborating more with the rest of BC's PSE system?
7. What are the key economic, demographic, social and technological trends that will unfold over the next 30 years that will impact British Columbia's PSE system?
8. How do you think the PSE system needs to evolve in response to those trends?
9. How does your institution need to evolve in response to those trends?
10. Considering the above, what modifications to the funding formula would you recommend?

## Fact Sheet - Post-Secondary Funding Formula Review

### Current State of Public Post-Secondary Operating Grants

The Ministry of Advanced Education and Skills Training (the Ministry) provides annual operating grants and student full time equivalent (FTE) targets to the 25 public post-secondary institutions (PSIs).

#### Ministry Budget

- The Ministry receives an annual operating budget that is approved by the Legislative Assembly. For 2022/23, \$2.3 billion of the Ministry's \$2.6 billion budget is allocated to PSIs as operating grants.

#### Operating Grants

- **The Ministry does not use a formula to determine each institution's operating grant.**
- The operating grant is composed of 2 parts:
  1. Block Grant: Institutions allocate this funding to support a wide range of educational services and programs.
  2. Targeted: Funding targeted to specific priority programs (e.g. tech expansion and priority health programs).
- The current year's grant is based on the previous year's grant, with adjustments for collective agreements and targeted funding.
- Block funding is not linked to specific programs or student seats.
- Targeted funding is negotiated directly with a post-secondary institution and is reviewed annually.

#### Annual Student FTE targets

- AEST issues annual student FTE "targets" to PSIs in its annual budget letters.
- FTE targets are output measures to demonstrate accountability for taxpayer investment in post-secondary education.
- 1 "student FTE" equates to 1 student taking a full instructional course load for 2 semesters.
- **Operating grants are not connected to FTE targets or student enrolment.**
- AEST does not reduce funding from institutions that do not meet their student enrolment targets.

#### Comparing PSI Operating Grants

- PSI operating grants are not directly comparable with each other. Each institution is unique and can differ by program types and academic levels, class sizes, instruction methods, faculty salary scales, and number and size of campuses. These differences will influence each institution's costs.
- Each institution's current operating grant and FTE student target is a result of numerous policy, programming and budget decisions by both government and institutions over many years.

***REPORT TO NIC ON THE SIXTH YEAR OF SERVICES, JUNE 2022***

**SUMMARY**

North Island College approved a Learner Resource fee (LRF) which was implemented in the 2016-2017 academic year. The fee applies to all students at all campuses, including both domestic and international students taking post-secondary level courses/programs that have academic credit or equivalent. The Learner Resource fee supports student success initiatives and other resources that enhance the student experience. In 2021-2022, we saw a move back to more in-person service delivery, but we are still maintaining a strong digital presence. The following service areas are enhanced/offered due to the LRF:

Library & Learning Commons

- Library Research Technology (Discovery Services)
- Peer tutoring
- Academic Support in Writing and Math
- Student Technical Support

Student Leadership/Campus Life

Health & Wellness

- Counselling
- Student Life
- Student Outreach and Liaison Assistant

**BUDGET OVERVIEW**

In 2021/22, we created a budget with total revenue projected at \$270,850. Due to lower than anticipated enrollment (related to the pandemic), the revenue was \$216,845 which meant a shortfall of \$54,005 which NIC covered. Faculty costs increased this year, and, in order to continue to provide essential LLC and counselling services, we drew from other areas of the LRF. Fortunately, we received significant grant funding in 2021 (Bell Let's Talk and CMHA Suicide Prevention Funding) that we were able to use to ensure Student Life events were not negatively impacted.



## LIBRARY & LEARNING COMMONS

### Library Research Technology

The Learner Resource Fee funds the Library & Learning Commons (LLC) **EBSCO Discovery Service (EDS)**. This software provides a single search access point to both print and digital Library collections and serves as an entry point to other LLC services which support student success. Throughout the 2021 and 2022 year, we have seen an increase in the requests for digital resources. Responding to that need with ease of access to digital resources continues to be a LLC priority. The Discovery interface allows students to search and retrieve books, journal articles, and streamed video content in one easy step. Putting quality information and resources into the hands of students at point of need is central to information literacy.

In addition:

- The Discovery Service Discovery provides statistics and reports that can direct our collection development choices and let us understand user preferences and statistics.
- Discovery ensures the privacy of the users' information queries.
- Discovery Service is an access point to other LLC services (AskAway, LibGuides, Research Support, Subject Guides, Collection suggestions)

Discovery Searches and eResource utilization 2021

Total Searches Performed (Journals, Media, Print & ebooks)	115,515.00
EBooks Retrieved and accessible	16,100.00
Streamed Video and accessible	1943.00

### Peer Tutoring

During the 2021-2022 academic year, NIC's Peer Tutoring program was delivered mostly virtually, through BlueJeans, and in some cases in-person. Peer tutors offered one-on-one support to students in understanding and consolidating course content and skills, as well as developing the study skills necessary for being academically successful, including skills navigating the new digital academic landscape. Peer tutoring will continue throughout the S2022 term, both virtually and in-person.

- **19** peer tutors between May 2021 and April 2022
- Collectively **over 285** hours of peer tutoring were provided during the 2021-2022 academic year
- So far, **3 peer** tutors have committed to supporting students through the spring/summer 2022 semester; recruitment is still underway

## **Writing Support**

Writing Support faculty continued to offer one-on-one appointments virtually and in-person throughout the 2021-2022 academic year, with appointment availability 6 days a week, for a total of 34 hours a week through the Fall 2021 and Winter 2022 semesters. Demand for student appointments was consistent this academic year, with fully booked days not uncommon in the Fall and Winter terms.

In addition to offering individual appointments, the Writing Support faculty also delivered online workshops on various writing-related topics during the Fall and Winter terms; customized (by instructor request) in-class workshops were also delivered.

NIC continues to participate in the WriteAway provincial consortium, offering online writing support throughout the 2021-2022 academic year.

- **1032** individual student appointments with NIC Writing Support between May 2021 and April 2022
- **25** workshops delivered
- **234** WriteAway submissions from NIC students between May 2021 and April 2022
- Writing Support and WriteAway will both continue to be offered May-August 2022

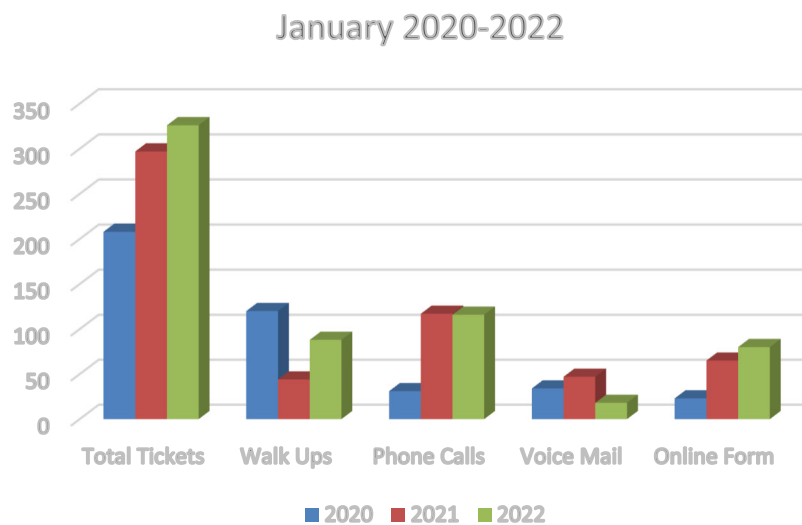
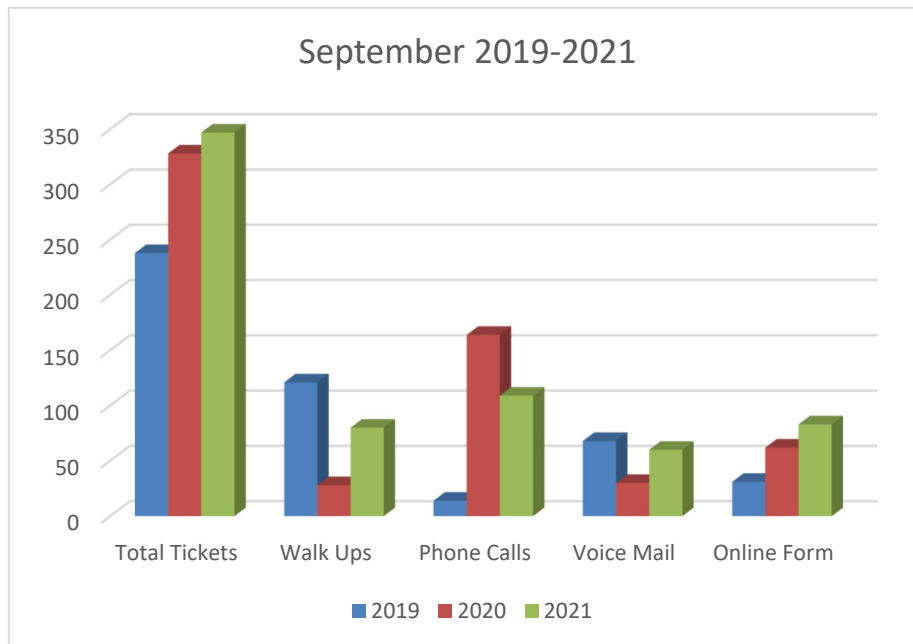
## **Math Support**

Virtual and in-person Math Support continued to be offered throughout the 2021-2022 academic year, with both appointment and drop-in times available. In the Fall 2021 and Winter 2022 terms, Math Support was available in one of these two forms, 16 hours per week. In addition to individual meetings with students, Math Support faculty offered in-class Math-Sampler-for-the-Trades workshops in consultation with Trades faculty during the Winter 2022-term. Math support will be available to NIC students through the Spring/Summer 2022 term.

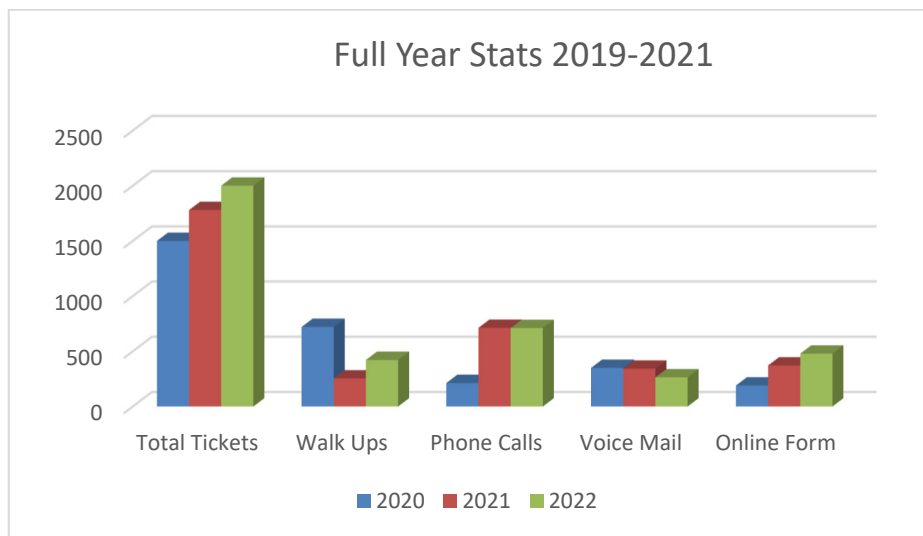
- **607** individual student appointments with Math Support between May 2021 and April 2022
- **4** Math-Sampler-for-the-Trades workshops delivered

## **Student Technical Services** (\*For this report, these stats reflect the period from Mar 2021-Feb 2022)

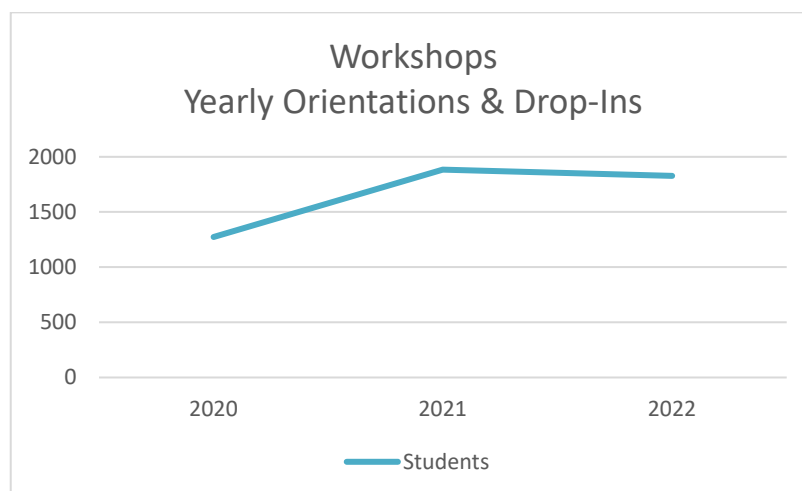
We can see with the data below that technical support services have continued to grow despite the changes made due to the pandemic. With the Library, and most of the college closed to in-person service, our in-person numbers fell significantly, but our digital and telephone appointment numbers increased as a result. 2020-2021 was the first full year with 3 Student Techs and our total tickets received/completed showed a significant increase reflecting that addition. In 2021-2022, we saw students return to in-person appointments in significant numbers. Although our business model allowed our switch to digital supports to be a transition we were ready for, and able to thrive in, we are glad to welcome the students back and be able to work with them again in a more welcoming manner. The charts below show our numbers for our two busiest months of the year:



Our full year stats show significant growth in total tickets and all our digital and off-campus resources. Although there was a huge increase in phone calls, we were able to answer more of them in real-time and let fewer go to voicemail. We also saw growth in our Libguide portal where students submit tickets about their issues



This final chart shows our yearly numbers for workshops. Our workshops are considered our In-class/Digital Orientations for students and our drop-in tech assistance sessions we do over Bluejeans. We saw significant growth in this area too, with service provided to an increased number of students.



There have been big changes in 2022 with the new LMS Brightspace being introduced, and the dated Blackboard Learn being retired. We are hoping to launch the student login project which will allow all students to log into the computers as themselves and allow easier access to all their college resources. We are planning on opening Team Dynamix (The new Helpdesk platform the college uses) to students so they can start submitting tickets and launching the Self Service Password Reset, giving students more control of their passwords and security options. Most of all we are looking forward to seeing more students back on campus again.

## **STUDENT LIFE**

Student Life continues to evolve as witnessed in the growth in activity and event programming we have seen in the last 3 years. This past year was no exception. Supported by the LRF and additional grant funding (Bell Let's Talk and a Campus Suicide Prevention grant), we were able to hire a part-time Well-Being Strategist.

In addition to Thrive Months (October and February) which included a wealth of cross-campus and cross-departmental events focused on well-being, we continued to offer Brave Space Conversations in which students and employees engaged with important topics including Ableism and Unconscious Bias. The additional funding and human resources also allowed the team to explore food security and collaborate on a number of educational sessions related to sexual health and sexual violence prevention as well as create resources to bring awareness to suicide prevention.

### **Student Leadership**

NIC's Student Leadership Team is an experiential learning program for students that has been designed to provide students with opportunities to participate in outcome-based activities that will help develop leadership skills and to build strong connections with other NIC students. This year we continued to use a digital platform to meet pandemic-related challenges. As we expected, enrollment in the Student Leadership Team program was lower this year than in previous years. Twelve enthusiastic students joined the team in Fall 2021.

With their enthusiasm in mind, in Fall 2021, we provided the same number of opportunities for students as we had last year. A welcome session, three workshops, a social event, volunteer opportunities and two student leadership team newsletters were offered. The workshops were presented by NIC Staff and Faculty:

- Intercultural Communication and Unconscious Bias, presented by Margaret Hearnden
- Public Speaking and Communication Skills, presented by Diane Naugler
- Strength Based Leadership/Social Change Model, presented by Renae Roles

Winter typically sees a slowdown in student engagement, and this year the Student Leadership team involvement dropped off accordingly. Due to limited engagement, student leaders were encouraged to attend college-wide training workshops on supporting mental health and preventing and responding to sexualized violence, and a Student Leadership Team wrap-up was offered in March 2022.

The digital model created opportunities for engagement; however, feedback is that students miss face-to-face connections. With easing restrictions, the announcement of student housing, and a new Associate Director of Student Life, we look forward to the possibility of a renewed approach and the transition back to an on-campus Student Leadership model.

## **HEALTH & WELLNESS**

### **Counselling**

In 2021/22, with financial support from the Learner Resource Fee, we were able to increase our Counselling Services by two days per week (January-March 2022). In previous years, we had made this one day per week for the fall and winter terms, but additional funding from Indigenous Education (to support our newly hired Indigenous counsellor – starting in fall 2022), was used to add to the counselling team in the fall, leaving the LRF to provide additional support in the winter. This was extremely welcome as we saw a return to more in-person appointments. The 40% position remained largely digital support meaning that we could provide service where it was needed rather than on one campus.

### **Student Outreach & Liaison Assistant**

The Student Life and Outreach Liaison coordinates Early Assist and provides outreach to students needing ongoing support. Thanks in part to the funding provided by the Learner Resource Fee the Student Life and Outreach Liaison position continues to support the varying needs of our students. As the primary outreach lead for the Early Assist program the Student Life and Outreach Liaison has supported over 500 student referrals to the program since Fall 2019 and over 185 students so far (2021FA-2022WI) during the 2021-22 academic term. In addition, starting in 2021, the Student Life and Outreach Liaison position support students placed on Stage 2 probation or students facing suspensions following the [3-37 Academic Standing and Progression](#) policy. The Student Life and Outreach Liaison position also supports students facing academic integrity infractions following the [3-06 Community Code of Academic, Personal and Professional Conduct \(Code of Conduct\)](#) policy. This position is also instrumental in supporting many key Student Life events and activities including Orientation, the Student Leadership Team, Student Life programming, Campus Life Assistant student positions, Student Life newsletter, and social media engagement.

## **CAMPUS EVENTS**

The Learner Fee normally subsidizes a portion of the grad fees for students. In June 2021, the graduation event was hosted in a digital format, but also included the opportunity for students to have photographs taken on-campus in their regalia.

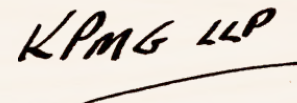
**FINANCIALS**

<b>2021-2022 Actuals</b>		
	<b>REVENUE</b>	
<b>LEARNER RESOURCE FEE</b>	(249,171)	
<i>defer from previous year</i>	(23,645)	
<i>defer to following year</i>	55,971	
Student Leadership	-	
<b>TOTAL REVENUE</b>	<b>(216,845)</b>	
	<b>EXPENSES</b>	<b>BENEFIT</b>
<b>LIBRARY &amp; LEARNING COMMONS</b>		
Library; Research Technology (EDS)	-	115,515.00 Discovery Searches
Peer Tutoring Students	5,399	19 peer tutors, 285 hours
Faculty, Academic Supports	142,301	peer tutoring coordination, writing and math support
Write away fees	1,535	1032 student appointments Spring 2020-Winter 2021
Other incl faculty travel	172	
Student Technical Services	65,899	Move to BrightSpace supported. Increase in students accessing student tech. support
<b>STUDENT LIFE</b>	535	Thrive Months (2), Brave Space Conversations, hiring a Well-Being Strategist (mostly covered through additional grant funding)
<b>HEALTH &amp; WELLNESS</b>		
Counselling	14,948	increased counselling by two days per week for January - March 2022 to service the increase in counselling needs
Student Outreach & Liaison	37,152	supported over 185 referrals to the Early Assist program
<b>CAMPUS EVENTS</b>	2,653	Covered graduation (June 2021) photography
<b>TOTAL EXPENSES</b>	<b>270,594</b>	
<b>(Surplus)/Deficit</b>	<b>53,749</b>	<b>**Shortfall</b>
<i>*Deficit fell to College bottom line</i>		



# North Island College

Audit Findings Report for the year ended  
**March 31, 2022**



Prepared for the Finance and Audit Committee meeting  
on June 10, 2022

[kpmg.ca/audit](http://kpmg.ca/audit)



# Table of contents

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## Our refreshed Values

### What we believe



We do what is right.



We never stop learning and improving.



We think and act boldly.



We respect each other and draw strength from our differences.



We do what matters.

# KPMG contacts

The contacts at KPMG in connection with this report are:



Liette Bates-Eamer

**Lead Audit Engagement Partner**

Tel:250.480.3641

lbateseamer@kpmg.ca



Julie Robinson

**Senior Manager**

Tel:250.480.3530

julierobinson@kpmg.ca

The KPMG team will be led by Liette Bates-Eamer, Partner.

She will be supported by Julie Robinson, Senior Manager.

Subject matter experts will be involved where required to ensure our approach is appropriate and robust.

We are committed to transparent and thorough reporting of issues to management and the Finance and Audit Committee.

This report to the Committee is intended solely for the information and use of management, the Committee and the Board of Governors and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report to the Committee has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

# Audit highlights

## Purpose of this report

The purpose of this report is to assist you, as a member of the Finance and Audit Committee (“the Committee”), in your review of the results of our audit of the financial statements of North Island College as at and for the year ended March 31, 2022. This Audit Findings Report builds on the Audit Plan we presented to you on March 28, 2022.

### Status of the audit

As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include:

- Completing our discussions with the Committee;
- Obtaining the signed management representation letter;
- Obtaining evidence of the Board of Governors’ approval of the financial statements; and
- Completing subsequent event review procedures up to the date of the audit report.

We will update the Committee on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures. Our auditors’ report will be dated upon the completion of any remaining procedures.

### Changes from the audit plan

There were no significant changes to our audit plan which was originally communicated to you in the audit planning report.

### Materiality

As previously communicated, materiality has been determined based on estimated total revenue. We have determined materiality to be \$1,100,000 for the year ended March 31, 2022.

### Audit risk and areas of audit focus

We discussed with you, in our audit planning report, the financial risk related to management override. This is a presumed risk in accordance with professional standards. The risk has been addressed in our audit with no issues identified.

We have also discussed other areas of audit focus with you. We report on the results of our audit procedures to address these areas of audit focus in this report.

### Adjustments and differences

Adjustments and differences identified during the audit have been categorized as “Corrected adjustments” or “Uncorrected differences.” These include disclosure adjustments and differences.

There were no uncorrected audit differences.

There was one reclassification misstatement identified which was communicated to management and subsequently corrected in the financial statements.

See page 10 and appendix 2 for further details.

# Audit highlights (continued)

## Significant accounting policies and practices

There have been no initial selections of, or changes to, significant accounting policies and practices to bring to your attention.

## Control and other observations

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting.

We identified two other control deficiencies which have been discussed with management and provide an update on prior year observations.

See pages 11 and 12.

## Independence

We confirm that we are independent with respect to the College within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any applicable legislation or regulation from April 1, 2021 up to the date of this report.

## Current developments

Please refer to Appendix 3 for current developments in Public Sector Accounting Standards and various resource links.

# Audit risks

## Professional requirements

Fraud risk from management override of controls.

## Why is this significant?

This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.

## Our response

As the risk is not rebuttable, our audit methodology incorporates the required procedures in professional standards to address this risk. We have addressed this risk as follows:

- Evaluated the design and implementation of controls related to management review of transactions and recording of journal entries.
- Tested all material journal entries made in the preparation of the year-end financial statements, entries potentially related to fraud or management override of controls and inspected the relevant documentation for authorization and appropriateness.
- Performed a retrospective review of estimates, including the assumptions used by management.
- Evaluated the business rationale of significant unusual transactions.

We are satisfied that our audit work has appropriately addressed the risk of management override. We are satisfied that our audit work has appropriately addressed the risk of management override. We are satisfied that our audit work has appropriately addressed the risk of management override.

## Significant findings

There were no issues noted in our testing.

# Areas of audit focus

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
Infrastructure management	No	No estimates with a material risk of misstatement due to estimation uncertainty

## Our response

### Capital costs, contributions and amortization

- During the year the College spent \$4.3 million in capital asset acquisitions related to buildings, site improvements, furniture and equipment, software and books which including the completion of the Gathering Place project.
- During the year, a further \$151 thousand was spent on tangible capital assets under construction. These assets included projects still underway including the Student Residence and Daycare capital projects.
- We reviewed the treatment of the costs capitalized during the year and concur with management’s accounting treatment of recording the costs incurred as work-in-progress or capital additions. We tested a sample of capital asset additions and noted all samples were correctly recorded.
- We reviewed and verified the accuracy of the tangible capital asset continuity schedules and performed analytical procedures over amortization expense. No issues were noted.
- We agreed capital contributions received to cash receipt, verified they were appropriately deferred and reviewed the accuracy of the release of deferred capital contributions into revenue. We reviewed the transfer of amounts from deferred contributions to deferred capital contributions and note the restricted contributions have been treated appropriately. No issues were identified.

### Sale of assets

- In F2021, the Board approved the sale of the Vigar Road property (“the property”) and has taken the appropriate action to follow Provincial requirements to be able to sell the property. The provincial requirements included restrictions on the proceeds from any sale of property or land by government reporting entities, as well as initial approval to market the asset for sale.
- During F2022, the property was sold to a private third party. The gain on sale of the capital asset of \$1.9 million has been recorded in the statement of operations, in addition to the release of the unamortized deferred contributions of \$0.4 million related to the property at time of sale. We agreed the net proceeds to cash receipt and legal documentation.
- Due to the afore mentioned Provincial requirements, the proceeds of the sale were due or ‘returned’ to the Province via an item of expenditure equal to the same value of revenue recognized in the statement of operations (\$2.3 million).
- Subsequently, the Province awarded restricted capital contributions of \$2.3 million to the College. The contributions were spent on the specific capital projects as required and recorded as deferred capital contributions. We confirmed the accounting treatment directly with the Province.

## Significant findings

There were no issues noted in our testing.

# Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
<p><b>Procurement and Salaries &amp; Payroll Liabilities</b></p> <p>Our audit procedures assess if:</p> <ul style="list-style-type: none"> <li>- Expenses are accurately recorded in the correct period and in accordance with the financial reporting framework</li> <li>- Salaries and related payroll liabilities are appropriately recognized and accurately recorded</li> </ul>	No	No estimates with a material risk of misstatement due to estimation uncertainty

## Our response

### Procurement

- We assessed expense cut-off by testing payments made after year end. No issues related to expense cut-off were identified for the March 31, 2022 year end.
- We performed analytical procedures comparing actual expenses to expectations and noted no issues.

### Salaries and Payroll Liabilities

- We performed predictive analytical procedures over the payroll and benefits expenses for the year to March 31, 2022 taking into account salary increases and other budgeted changes in costs.
- We reviewed the overall payroll and vacation accruals as at March 31, 2022 and found accruals to be consistent with our expectation. No issues were noted.
- We reviewed the assumptions and methodology used by the College in estimating the liability for the employee future benefits. The method used by management is reasonable and consistent with the prior year.

# Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
---------------------	--	-----------

**Revenues & Presentation in the Financial Statements**

No

No

Our audit procedures assess if:

- Revenues are accurately recorded in the correct period and in accordance with the financial reporting framework.
- Presentation is appropriate and consistent with the College's financial reporting framework

## Our response

**Revenues**

- We selected a sample of operating and capital grant revenues for the year-end March 31, 2022 and agreed them to supporting documentation and third-party confirmations.
- We performed analytical procedures over tuition revenues based on the number of full time equivalent ("FTE") students and increases in tuition fees approved by the Board of Governors. We found actual tuition revenues for the year ended March 31, 2022 to be consistent with our expectation.
- We reviewed the other revenue balances and performed analytical procedures and noted no issues.
- We assessed the revenue recognition policy used by management against PSAB requirements and accounting policies adopted as disclosed in the financial statements and noted no issues.

**Presentation in the financial statements**

- KPMG recalculated gains and losses on investments from accounting records to amounts reported on the confirmation received from the external custodian and fund manager. No discrepancies were noted, and amounts are appropriately reflected in the statement of remeasurement gains and losses.
- We reviewed board minutes to determine if all internal or external restrictions have been appropriately reported in the financial statements.
- We reviewed financial statement presentation to access consistency with PSAB requirements and the College's adopted accounting policies.



# Adjustments and differences

Adjustments and differences identified during the audit have been categorized as “Corrected adjustments” or “Uncorrected differences”. Differences and adjustments include disclosure differences and adjustments. Professional standards require that we request of management and the Board that all identified differences be corrected.

## Corrected adjustments

We identified one adjustment that was communicated to management and subsequently corrected in the financial statements as follows:

- Reclassification of amounts due from the Province from accounts receivable to due from government organizations of \$287K.

## Uncorrected differences

No uncorrected adjustments were identified

See Appendix 2 for a copy of the management representation letter which includes the details of the adjustments.

# Control and other observations

As your auditors, we are required to obtain an understanding of internal control over financial reporting (“ICFR”) relevant to the preparation and presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on internal control. Accordingly, we do not express an opinion on the effectiveness of internal control.

Our understanding of ICFR was for the limited purpose described in the preceding paragraph and was not designed to identify all control deficiencies that might be significant deficiencies and other control deficiencies have been identified. Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing and extent of audit procedures performed, as well as other factors.

In accordance with professional standards, we are required to communicate to the Committee any control deficiencies that we identified during the audit and have determined to be material weaknesses or significant deficiencies in internal control over financial reporting.

No significant deficiencies have been identified. Other control deficiencies may be identified during the audit that do not rise to the level of material weakness or significant deficiency. Below are identified control deficiencies we have communicated to management.

**Current year observations:**

Item	Observation and implication	Recommendation
<p><b>Bank reconciliation review</b></p>	<p>Through inspection of the cash controls, KPMG noted that bank reconciliations were being reviewed however there was no evidence of the date of review of bank reconciliations.</p> <p>Review of bank reconciliations is an important control to assist the College in identifying potential errors on a timely basis and acts as a key anti-fraud control.</p>	<p>We recommend that the bank reconciliation is dated at time of completion and review to provide evidence of timely preparation and review to ensure errors can be detected in a timely manner.</p>
<p><b>Employee expense approval</b></p>	<p>KPMG noted the approval matrix identifies other members of the executive as approvers for the Presidents expenses, while the President would, in turn, approve their expenses.</p> <p>This differs in practice, as the Board Chair approves the President's expenses and we corroborated this in our audit procedures.</p> <p>The approval process is unclear in formal policies and this creates a risk that that appropriate approval process is not followed.</p>	<p>We recommend that the approval matrix and associated policies are updated to reflect current practices, which are appropriate.</p>

Prior year update:

Item	Observation and implication	Recommendation
<b>Year end cut off procedures</b>	We performed cut-off testing at year-end to confirm the costs had been appropriately incurred/accrued by the College before March 31, 2021. We identified one error in relation to a prior period capital cost not being appropriately captured in fiscal 2020. We had noted a similar error in cut-off of 2019 capital costs during the prior year's audit.	We recommend that management review year end cut off procedures for capital projects, including communication with other departments to estimate works completed prior to March 31, where invoices are not yet received.  We noted no cut off errors during fiscal 2021 and appropriate controls had been implemented for fiscal 2022.  <i>Recommendation closed.</i>
<b>Detailed review of year end accruals</b>	Through inspection of the employee leave accrual, KPMG noted mathematical errors in the calculation.  Review of year end accruals is an important control to assist the College in identifying potential errors on a timely basis and supports segregation of duties.	We recommend that once year end accruals are completed, that a detailed review is performed, to ensure errors can be detected in a timely manner.  We noted detailed review of employee leave accrual during fiscal 2022.  <i>Recommendation closed.</i>

# Appendices

**Appendix 1: Required communications**

**Appendix 2: Management representation letter**

**Appendix 3: Current developments**



# Appendix 1: Required communications

## Draft auditors' report

The conclusion of our audit is set out in our draft auditors' report attached to the draft financial statements.

## Management representation letter

In accordance with professional standards, a copy of the management representation letter is included in Appendix 2.

## Independence

In accordance with professional standards, we have confirmed our independence.

# Appendix 2: Management representation letter

A copy of the draft management representation letter is included in the following pages.

KPMG LLP  
Chartered Accountants  
St. Andrew's Square II  
800-730 View Street  
Victoria, BC V8W 3Y7

Date of board approval of the financial statements

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as "financial statements") of North Island College ("the Entity") as at and for the period ended March 31, 2022.

*General:*

We confirm that the representations we make in this letter are in accordance with the definitions as set out in **Attachment I** to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

*Responsibilities:*

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated December 23, 2020, including for:
  - a) the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
  - b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements, such as all financial records and documentation and other matters, including:
    - (i) the names of all related parties and information regarding all relationships and transactions with related parties; and
    - (ii) the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of board of directors and committees of the board of directors that may affect the financial statements. All significant actions are included in such summaries.
  - c) providing you with unrestricted access to such relevant information.
  - d) providing you with complete responses to all enquiries made by you during the engagement.
  - e) providing you with additional information that you may request from us for the purpose of the engagement.
  - f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
  - g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.

- h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.

*Internal control over financial reporting:*

- 2) We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

*Fraud & non-compliance with laws and regulations:*

- 3) We have disclosed to you:
  - a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
  - b) all information in relation to fraud or suspected fraud that we are aware of that involves:
    - management;
    - employees who have significant roles in internal control over financial reporting; or
    - otherswhere such fraud or suspected fraud could have a material effect on the financial statements.
  - c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
  - d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
  - e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

*Subsequent events:*

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

*Related parties:*

- 5) We have disclosed to you the identity of the Entity's related parties.
- 6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- 7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

*Estimates:*

- 8) The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.
- 9) The assumptions used to estimate the sick leave liabilities of the Entity are appropriate and represent managements' best estimate of the expected payouts.

*Going concern*

- 10) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- 11) We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.



*Misstatements:*

- 12) We approve the corrected misstatements identified by you during the audit described in Attachment II.

*Non-SEC registrants or non-reporting issuers:*

- 13) We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- 14) We also confirm that the financial statements of the Entity will not be included in the group financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

Yours very truly,

NORTH ISLAND COLLEGE

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Colin Fowler, Vice-President Finance & Facilities

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Sue Fleck, Director of Finance

Cc: Finance and Audit Committee

## ***Attachment I – Definitions***

### *Materiality*

Certain representations in this letter are described as being limited to matters that are material.

Information is material if omitting, misstating or obscuring it could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

Judgments about materiality are made in light of surrounding circumstances, and are affected by perception of the needs of, or the characteristics of, the users of the financial statements and, the size or nature of a misstatement, or a combination of both while also considering the entity's own circumstances.

Information is obscured if it is communicated in a way that would have a similar effect for users of financial statements to omitting or misstating that information. The following are examples of circumstances that may result in material information being obscured:

- a) information regarding a material item, transaction or other event is disclosed in the financial statements but the language used is vague or unclear;
- b) information regarding a material item, transaction or other event is scattered throughout the financial statements;
- c) dissimilar items, transactions or other events are inappropriately aggregated;
- d) similar items, transactions or other events are inappropriately disaggregated; and
- e) the understandability of the financial statements is reduced as a result of material information being hidden by immaterial information to the extent that a primary user is unable to determine what information is material.

### *Fraud & error*

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

## Attachment II – Summary of Audit Misstatements

As at March 31, 2022

### Corrected adjustments

(Expressed in Thousands)	Annual surplus	Financial position			
		Financial Assets (Decrease) Increase	Liabilities (Decrease) Increase	Non- financial Assets (Decrease) Increase	Accumulated surplus (Decrease) Increase
To reclassify receivables from the Province	-	286,686 (286,686)	-	-	-
<b>Total</b>	-	-	-	-	-

# Appendix 3: Current developments and insights

## Implications of PS 3280 Asset Retirement Obligations

PS 3280 Asset Retirement Obligations (“PS 3280”) is a new accounting standard effective for the fiscal years beginning on or after April 1, 2022. This standard addresses the reporting of legal obligations associated with the retirement of certain tangible capital assets by public sector entities. This significant new accounting standard has implications that have the potential to go beyond financial reporting.

### Financial reporting implications

A liability for asset retirement costs will be recorded with a corresponding increase in the cost of tangible capital assets in productive use, resulting in a decrease (increase) to the net financial assets (net debt) reported in the Statement of Financial Position.

Asset retirement obligations associated with tangible capital assets that are not recognized or no longer in productive use are expensed.

Additional non-cash expenses for the amortization of tangible capital assets and accretion will be recognized annually.

The total cost of legally required retirement activities will be recognized earlier in a tangible capital asset’s life. There is no change to the total cost recorded over an asset’s life.

A rigorous process needs to be established to support updates to the ARO measurement on an annual basis post-initial implementation.

### Asset management implications

The asset retirement date used to determine the asset retirement liability needs to be consistent with the useful life of the related tangible capital asset. As a result, public sector entities need to assess whether the useful lives of tangible capital assets continue to be accurate and consistent with asset management plans.

Many public sector entities are using the implementation of PS 3280 as an opportunity to develop or refine their asset management plans.

### Funding implications

PS 3280 does not provide guidance on how the asset retirement liability should be funded. Many public sector entities currently fund retirement costs as they are incurred at the end of the asset’s life. Public sector entities will need to assess whether this practice remains appropriate or if funding will be obtained over the life of the asset.

### Budget implications

In addition to budgeting for costs associated with the initial implementation of PS 3280, public sector entities will need to consider if the non-cash accretion expense and additional amortization expense will be included in the annual budget.

Public sector entities operating under balanced budget legislation or similar guidelines will need to obtain guidance from the provincial government or governance bodies to determine the impact of PS 3280 on current requirements.

### Capital planning implications

PS 3280 requires legal obligations associated with the retirement of tangible capital assets to be recorded when the assets are acquired, constructed, or developed. As a result, the cost of legally required retirement activities will need to be considered at the inception of a capital project to determine the financial viability and impact of the project.

# Appendix 3: Current developments and insights (continued)

## Changes to Public Sector Accounting Standards

Standard	Summary and implications
Asset Retirement Obligations	<ul style="list-style-type: none"><li>– The new standard is effective for fiscal years beginning on or after April 1, 2022.</li><li>– The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area.</li><li>– The ARO standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets (“TCA”). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life.</li><li>– As a result of the new standard, the public sector entity will have to:<ul style="list-style-type: none"><li>• Consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset;</li><li>• Carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements;</li><li>• Begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.</li></ul></li></ul>
Revenue	<ul style="list-style-type: none"><li>– The new standard is effective for fiscal years beginning on or after April 1, 2023. The effective date was deferred by one year due to COVID-19.</li><li>– The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement.</li><li>– The standard notes that in the case of revenues arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations.</li><li>– The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector entity the right to the revenue.</li></ul>

## Appendix 3: Current developments and insights (continued)

Standard	Summary and implications
Financial Instruments and Foreign Currency Translation	<ul style="list-style-type: none"> <li data-bbox="489 410 1934 500">– The accounting standards, PS3450 <i>Financial Instruments</i>, PS2601 <i>Foreign Currency Translation</i>, PS1201 <i>Financial Statement Presentation</i> and PS3041 <i>Portfolio Investments</i> are effective for fiscal years commencing on or after April 1, 2022. The effective date was deferred by one year due to COVID-19.</li> <li data-bbox="489 516 1986 605">– Equity instruments quoted in an active market and free-standing derivatives are to be carried at fair value. All other financial instruments, including bonds, can be carried at cost or fair value depending on the public sector entity's choice and this choice must be made on initial recognition of the financial instrument and is irrevocable.</li> <li data-bbox="489 621 947 646">– Hedge accounting is not permitted.</li> <li data-bbox="489 662 1919 751">– A new statement, the Statement of Remeasurement Gains and Losses, will be included in the financial statements. Unrealized gains and losses incurred on fair value accounted financial instruments will be presented in this statement. Realized gains and losses will continue to be presented in the statement of operations.</li> <li data-bbox="489 768 1986 878">– In July 2020, PSAB approved federal government narrow-scope amendments to PS3450 <i>Financial Instruments</i> which will be included in the Handbook in the fall of 2020. Based on stakeholder feedback, PSAB is considering other narrow-scope amendments related to the presentation and foreign currency requirements in PS3450 <i>Financial Instruments</i>. The exposure drafts were released in summer 2020 with a 90-day comment period.</li> </ul>
Employee Future Benefit Obligations	<ul style="list-style-type: none"> <li data-bbox="489 898 1822 963">– PSAB has initiated a review of sections PS3250 <i>Retirement Benefits</i> and PS3255 <i>Post-Employment Benefits, Compensated Absences and Termination Benefits</i>. In July 2020, PSAB approved a revised project plan.</li> <li data-bbox="489 979 1948 1036">– PSAB intends to use principles from International Public Sector Accounting Standard 39 <i>Employee Benefits</i> as a starting point to develop the Canadian standard.</li> <li data-bbox="489 1052 1927 1141">– Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, PSAB will implement a multi-release strategy for the new standards. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues.</li> <li data-bbox="489 1157 1986 1360">– PSAB released an exposure draft on proposed section PS3251, <i>Employee Benefits</i> in July 2021. Comments to PSAB on the proposed section were due by November 25, 2021. Proposed Section PS 3251 would apply to fiscal years beginning on or after April 1, 2026 and should be applied retroactively. Earlier adoption is permitted. The proposed PS3251 would replace existing Section PS 3250 and Section PS 3255. This proposed section would result in organizations recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations.</li> </ul>

## Appendix 3: Current developments and insights (continued)

Standard	Summary and implications
Public Private Partnerships (“P3”)	<ul style="list-style-type: none"> <li data-bbox="489 412 1955 505">– PSAB has introduced Section PS3160, which includes new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. The standard has an effective date of April 1, 2023, and may be applied retroactively or prospectively.</li> <li data-bbox="489 516 1955 609">– The standard notes that recognition of infrastructure by the public sector entity would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends.</li> <li data-bbox="489 620 1955 678">– The public sector entity recognizes a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure.</li> <li data-bbox="489 690 1955 782">– The infrastructure would be valued at cost, which represents fair value at the date of recognition with a liability of the same amount if one exists. Cost would be measured in reference to the public private partnership process and agreement, or by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project.</li> </ul>
Purchased Intangibles	<ul style="list-style-type: none"> <li data-bbox="489 829 1955 922">– In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. Practitioners are expected to use the definition of an asset, the general recognition criteria and the GAAP hierarchy to account for purchased intangibles.</li> <li data-bbox="489 933 1955 1057">– PSAB has approved Public Sector Guideline 8 which allows recognition of intangibles purchased through an exchange transaction. Narrow-scope amendments were made to Section PS 1000 Financial statement concepts to remove prohibition on recognition of intangibles purchased through exchange transactions and PS 1201 Financial statement presentation to remove the requirement to disclose that purchased intangibles are not recognized.</li> <li data-bbox="489 1068 1955 1097">– The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.</li> </ul>

# Appendix 3: Current developments and insights (continued)

Standard	Summary and implications
<p>Concepts Underlying Financial Performance</p>	<ul style="list-style-type: none"> <li>– PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards.</li> <li>– PSAB released four exposure drafts in early 2021 for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. The Board is in the process of considering stakeholder comments received.</li> <li>– PSAB is proposing a revised, ten chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced.</li> <li>– In addition, PSAB is proposing:               <ul style="list-style-type: none"> <li>• Relocation of the net debt indicator to its own statement and the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained.</li> <li>• Separating liabilities into financial liabilities and non-financial liabilities.</li> <li>• Restructuring the statement of financial position to present non-financial assets before liabilities.</li> <li>• Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).</li> <li>• Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”.</li> <li>• A new provision whereby an entity can use an amended budget in certain circumstances.</li> </ul> </li> </ul> <p>Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.</p>



## Appendix 3: Current developments and insights (continued)

Standard	Summary and implications
2022 – 2027 Strategic Plan	<ul style="list-style-type: none"> <li data-bbox="489 412 1913 472">– PSAB’s Draft 2022 – 2027 Strategic Plan was issued for public comment in May 2021. Comments were requested for October 6, 2021.</li> <li data-bbox="489 485 1969 545">– The Strategic Plan sets out broad strategic objectives that help guide PSAB in achieving its public interest mandate over a multi-year period, and determining standard-setting priorities</li> <li data-bbox="489 558 1121 586">– The Strategic Plan emphasizes four key priorities:</li> <li data-bbox="489 599 1934 716">– Develop relevant and high-quality accounting standards - Continue to develop relevant and high-quality accounting standards in line with PSAB’s due process, including implementation of the international strategy (focused on adapting International Public Sector Accounting Standards for new standards) and completion of the Conceptual Framework and Reporting Model project.</li> <li data-bbox="489 729 1955 789">– Enhance and strengthen relationships with stakeholders - Includes increased engagement with Indigenous Governments and exploring the use of customized reporting.</li> <li data-bbox="489 802 1885 862">– Enhance and strengthen relationships with other standard setters – In addition to continued collaboration with other standard setters, this emphasizes strengthened relationship with the IPSASB.</li> </ul> <p data-bbox="537 875 1833 927">Support forward-looking accounting and reporting initiatives – Supporting and encouraging ESG reporting, and consideration of the development of ESG reporting guidance for the Canadian public sector.</p>

# Appendix 3: Current developments and insights (continued)

## Thought leadership – Education

Thought leadership	Overview	Links
<b>Reimagining Student Experience in Higher Education</b>	This report details findings from our survey of Canadian post-secondary students on their expectations for their learning experience in the age of the customer. In a hyper-connected world, students expect their education to match their digital lifestyle and are looking for technology to be leveraged effectively to support hybrid-learning. From this survey, 4 key drivers of student experience were identified that educational institutions need to consider in order to stay competitive.	<a href="#">Link to report</a>
<b>The Future of Higher Education</b>	The Future of Higher Education in a disruptive world provides a timely and insightful analysis of the current state of the sector and maps out the four 'building blocks' designed to foster innovation, competitiveness and survival in a new era. In support of this campaign, KPMG International commissioned Forrester Consulting to survey university leaders in the US, Canada, the UK, Germany, Australia and India on their self-reported investment in eight critical consumer-centric capabilities. This research shows that today's university leaders must face critical questions requiring timely and strategic responses that will likely define their future in a hyper-competitive new world.	<a href="#">Link to Canadian portal</a> <a href="#">Link to 2021 Global report</a>
<b>Student Experience Poll</b>	KPMG surveyed 1,203 Canadian post-secondary students, aged 18 to 34, from September 1 to 10, 2021 on Delvinia's AskingCanadians panel via its Methodify online research platform. 61% were full-time students, 27% were enrolled in part-time studies, and 13% were in a post-secondary school certificate program.	<a href="#">Link to Canadian portal</a>

# Appendix 3: Current developments and insights (continued)

## Thought leadership – Environmental, social, and governance (ESG)

Thought leadership	Overview	Links
<b>Unleashing the Positive in Net Zero</b>	CoP26 in Glasgow made some progress to tackling climate change but there is much more to do. At KPMG, we're committed to accelerating the changes required to fight climate change. Our Global portal provides links to further thought leadership to help drive real change.	<a href="#">Link to Global portal</a>
<b>KPMG Climate Change Financial Reporting Resource Centre</b>	KPMG's climate change resource centre provides FAQs to help you identify the potential financial statement impacts for your business.	<a href="#">Link to Global portal</a>
<b>You Can't Go Green Without Blue – The Blue Economy is Critical to All Companies' ESG Ambitions</b>	In this report, KPMG considers how leading corporates and investors can take action to capture the value that can be found in a healthy, sustainable ocean economy.	<a href="#">Link to Canadian portal</a>
<b>ESG, Strategy and the Long View</b>	This paper presents a five-part framework to help organizations understand and shape the total impact of their strategy and operations on their performance externally – on the environment, consumers, employees, the communities in which it operates, and other stakeholders – and internally.	<a href="#">Link to Global portal</a>
<b>Inclusion and diversity practices</b>	In 2021 societal changes brought more attention to inclusion and diversity. In this age of transparency, businesses must act proactively to implement strategic inclusion and diversity practices. It has become increasingly important for organizations to adopt I&D initiatives in order to foster an enjoyable work environment for their employees. Learn how to consider your own organizations' unique context, meet with the stakeholders you want to include, understand where they are at, and guide them along their own individual transformation journey.	<a href="#">Link to Canadian portal</a>

# Appendix 3: Current developments and insights (continued)

## Thought leadership – Digital and technology

Thought leadership	Overview	Link
<b>Going digital, faster in Canada</b>	Pre-COVID-19, private and public organizations were moving towards a digital business model, travelling at varying speeds. But the pandemic forced a dramatic acceleration, both in the speed of change and the required investment to digitally transform. According to Canadian insights from KPMG's recent global survey, organizations are investing heavily in technology to address immediate concerns, ranging from falling revenue and interrupted supply chains to building longer-term competitiveness and operational resilience.	<a href="#">Link to Canadian portal</a>

## Thought leadership – Board, Audit Committee and C-Suite

Thought leadership	Overview	Links
<b>Accelerate</b>	Our Accelerate series offer insight into the key issues that will drive the Audit Committee agenda in 2022 in a number of key areas: cyber-related risk, digital transformation in the finance function, the 'Great Resignation' impacting finance, climate-related physical risks, enterprise risk management, and building a climate-conscious organization.	<a href="#">Link to Canadian Accelerate 2022 Insights series</a>
<b>KPMG 2021 CEO Outlook – Canadian Insights</b>	This year we surveyed over 1,300 CEOs globally and the results are pointing to an optimistic outlook amongst Canadian CEOs. Some of the key themes coming out of the survey include expectations for aggressive growth through expansion, investment in both people and technology as well as a focus on delivering on environmental, social and governance (ESG) and sustainability commitments.	<a href="#">Link to Canadian portal</a>
<b>Board Leadership Centre + Audit Committee Guide</b>	<p>KPMG in Canada Board Leadership Centre engages with directors, board members and business leaders to discuss timely and relevant boardroom challenges and deliver practical thought leadership on risk and strategy, talent and technology, globalization and regulatory issues, financial reporting and more.</p> <p>The new Audit Committee Guide – Canadian Edition from our Board Leadership Centre provides timely, relevant and trusted guidance to help both new and seasoned audit committee members stay informed.</p>	<p><a href="#">Link to Canadian portal</a></p> <p><a href="#">Link to 2021 guide</a></p>

# Appendix 3: Current developments and insights (continued)

## Thought leadership – Audit quality and insights

Thought leadership	Overview	Links
<b>Audit Quality and Transparency Report</b>	Learn about KPMG's ongoing commitment to continuous audit quality improvement. We are investing in new innovative technologies and building strategic alliances with leading technology companies that will have a transformative impact on the auditing process and profession. How do we seek to make an impact on society through the work that we do?	<a href="#">Link to Canadian portal</a> <a href="#">Link to 2021 Global report</a>
<b>Audit and Assurance Insights</b>	KPMG provides curated research and insights on audit and assurance matters for audit committees and boards.	<a href="#">Link to Canadian portal</a>



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## Commonly Used Acronyms

This is an incomplete list of acronyms commonly used at North Island College.

ABE	Adult Basic Education (formerly known as Adult Upgrading)
AEC	Aboriginal Education Council (now Indigenous Education Council)
AEST	(Ministry of) Advanced Education and Skills Training
AGC	Academic Governance Council. This is the group of EdCo chairs from all BC colleges and institutes (BCIT and the Justice Institute), which meets twice a year to discuss areas of common concern.
ASD	Access for Students with Disabilities. Now renamed to DALs.
AVP	Associate Vice President
AST	Arts, Science and Technology (Faculty of)
BCNet	Not-for-profit, shared services organization providing computer support and services to post-secondary institutions
BOG	Board of Governors
CABRO	Crown Agencies and Board Resourcing Office
CARTI	Centre for Applied Research, Technology and Innovation
CEO	Chief Executive Officer
CET	Continuing Education and Training
CICan	Colleges and Institutes Canada
COO	Chief Operating Officer
CR	Campbell River
CUPE	Canadian Union of Public Employees
CV	Comox Valley
DAC	Deans Advisory Council
DACSO	Diploma, Associate degree, and Certificate Student Outcomes; BC Student Outcomes conducts annual surveys of former students from British Columbia's post-secondary institutions
DALS	Department of Accessible Learning Services
DCC	Deferred Capital Contribution
DCWG	Department Chairs Working Group
EdCo	Education Council
ET	Education Team
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
LT	Leadership Team
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
SIF	Strategic Investment Fund
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

# NIC Board of Governor's 2022/23 Workplan

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

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



**PORT ALBERNI**

**COMOX VALLEY**

**CAMPBELL RIVER**

**MIXALAKWILA**

**CAMPBELL RIVER**

**PORT ALBERNI**

**COMOX VALLEY**

- BOARD DEVELOPMENT & EDUCATION**
- Community Engagement & Brand
- BOARD BUSINESS**
- Standing Committee Reports
  - *GP-9 Appeal Policy*
  - *Mandate Letter, if received*
- FIDUCIARY**
- *Budget 2022/23*
- STUDENT ASSOC. FEES**
- *Direct institution to collect fees*

- BOARD DEVELOPMENT & EDUCATION**
- CARE<sup>2</sup> Student Health + Well-being Plan
  - North Island Students' Union (NISU)
- BOARD BUSINESS**
- Standing Committee Reports
  - *2021/22 Institutional Accountability Plan & Report*
  - *President's objectives/ goals 2022/23*
- ORGANIZATIONAL PERFORMANCE**
- BUILD 2026 Updates and Dashboard Review
  - *Final 2021/22 Full-time Equivalent Enrolment Report*
- FIDUCIARY**
- *2021/22 Financial Statements*

- BOARD DEVELOPMENT & EDUCATION**
- Joint meeting with NIC Foundation
- BOARD BUSINESS**
- *Officer Elections*
  - New Appointed Member Oaths
  - Standing Committee Reports
  - *Committee Appointments*
- ORGANIZATIONAL PERFORMANCE**
- BUILD 2026 Dashboard Review
  - Fall Stable Enrolment Report
- FIDUCIARY**
- *Statement of Financial Information (SOFI)*
  - Q1 Financial Statements
  - Q2 Financial Forecast
- CAMPUS/CENTRE DEVELOPMENT**
- *5-Year Capital Plan Priorities*

- BOARD DEVELOPMENT & EDUCATION**
- Board Retreat
- BOARD BUSINESS**
- New Elected Member Oaths

- BOARD DEVELOPMENT & EDUCATION**
- Topic TBD
- BOARD BUSINESS**
- Standing Committee Reports
- FIDUCIARY**
- *Bylaw 4 & 6: Tuition and Fees*
  - Q2 Financial statements
  - Q3 Financial Forecast

- BOARD DEVELOPMENT & EDUCATION**
- Topic TBD
- BOARD BUSINESS**
- Standing Committee Reports
  - *Triennial Bylaw & Policy Review*
- ORGANIZATIONAL PERFORMANCE**
- BUILD 2026 Dashboard Review
  - Winter Stable Enrolment Report
- FIDUCIARY**
- Q3 Financial Statements
  - Q4 Financial Forecast

- BOARD DEVELOPMENT & EDUCATION**
- Joint meeting with Indigenous Education Council

*Items that are in this font and italicized require Board approval*

**ONGOING AS REQUIRED**

- |   |   |  |
|---|---|--|
| <p><b>ORGANIZATIONAL PERFORMANCE</b></p> <ul style="list-style-type: none"> <li>• <i>Strategic Plan Approval</i></li> </ul> <p><b>PROGRAMMING</b></p> <ul style="list-style-type: none"> <li>• <i>Credential Approval</i></li> <li>• <i>Program Cancellation</i></li> </ul> | <p><b>FIDUCIARY</b></p> <ul style="list-style-type: none"> <li>• <i>New Programming Tuition and Fees</i></li> </ul> <p><b>CAMPUS/CENTRE DEVELOPMENT</b></p> <ul style="list-style-type: none"> <li>• <i>Lease Approval</i></li> <li>• <i>Land Sale</i></li> </ul> | <p><b>EMPLOYEES</b></p> <ul style="list-style-type: none"> <li>• <i>Collective Agreement Ratification</i></li> </ul> |
|---|---|--|