NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING

To be held in Komoux Hall Boardroom,
Comox Valley Campus
Thursday, April 18, 2024 @ 1:00 pm
AGENDA

		TOPIC	ATTACHMENT	ACTION	TIME
1.		**CALL TO ORDER**			
	1.1	Acknowledgement of First Nations Traditional Territory			
	1.2	Declaration of Possible Conflict of Interest			
	1.3	Government Mandate Letter			
	1.4	Adoption of Agenda		To adopt	(5 mins)
2.		**CONSENT AGENDA**			
	2.1	Minutes of the Regular Meeting of February 8, 2024	✓	To approve	
	2.2	Executive Committee Report, April 12, 2024	✓	Information	
	2.3	Governance and Board Development Committee Report, April 12, 2024	✓	Information	
	2.4	Finance and Audit Committee Report, April 10, 2024	✓	Information	
	2.5	Correspondence and Information (Agenda item #5)	✓	Information	(10 mins)
3.		**BOARD BUSINESS**			
	3.1	Board of Governors Schedule and Workplan, 2024/25	✓	To approve	
	3.2	Risk Appetite Statement	✓	To approve	
	3.3	Public Interest Disclosure (Whistleblower) Policy	✓	To approve	
	3.4	2024 Standing Committee Membership	✓	To approve	
	3.5	Rescission of Board Policy 1-09 Land Use	✓	To approve	
	3.6	2024/25 NISU Fee Letter	✓	To approve	
	3.7	Ministry Letter to Board Chair, March 13, 2024	✓	Information	
	3.8	Board Members Roundtable Discussion		Information	(30 mins)
4.		**REPORTS ON STRATEGIC ACTIVITIES**			
	4.1	President			
	4.1.1	President's Report, April 2024		Information	(10 mins)
	4.2	Vice President, Finance and College Services			
	4.2.1	Budget, FY 2024/25	✓	To approve	(10 mins)
	4.3	Vice President, Academic			
	4.3.1	New course tuition: Engineering 190 (ENR190)	✓	To approve	
	4.3.2	Quality Assurance Process Audit Response	✓	Information	(10 mins)
	4.4	Chair, Education Council			
	4.4.1	Education Council Report	✓	Information	(3 mins)

Minutes of the Regular Meeting of the North Island College Board of Governors

Held in Room N110
Port Alberni Campus
Thursday, February 8, 2024

BOARD MEMBERS PRESENT

N. Arsenault, Community Member, Comox Valley Region
J. Atherton, Community Member, Comox Valley Region
A. Brady, Chair, Education Council
S. Chauhan, Student Representative
L. Domae, President
S. Dores, Community Member, Campbell River Region, Vice Chair
M. Erickson, Faculty Representative
B. Minaker, Community Member, Comox Valley Region
C. Moglove, Community Member, Campbell River Region
V. Puetz, Community Member, Campbell River Region
C. Stavness, Community Member, Comox Valley Region
P. Trasolini, Community Member, Campbell River Region, Chair
V. White, Community Member, Port Alberni Region

ABSENT

J. Langille, Community Member, Comox Valley Region
R. LaTrace, Support Staff Representative
K. Wingwiri, Student Representative

ALSO PRESENT

M. Allison, Director, College Governance & Strategy
T. Bellavia, Vice President, Academic
K. Crewe, Associate Vice President, People, Equity & Inclusion
C. Fowler, Vice President, Finance and College Services
M. Herringer, Executive Director, International Education
K. Kuhnert, Vice President, Students & Community Engagement
R. Reid, Executive Assistant, Board of Governors
W. Skulmoski, Director, Institutional Research & Planning
Members of North Island Students' Union (NISU) and North Island
College Faculty Association (NICFA) Executive

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1. CALL TO ORDER

1.1 Acknowledgement of First Nations Traditional Territory

P. Trasolini called the meeting to order at 1:00 p.m. and acknowledged that the meeting was 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 Board of Governors New Members

P. Trasolini welcomed C. Stavness who was appointed to the Board in December 2023 and A. Brady who was elected as Education Council Chair. C. Stavness and A. Brady signed their respective Oaths of Appointment.

1.3   Declaration of Possible Conflict of Interest

The Board acknowledged its bylaw on the code of conduct and conflict of interest guidelines should there be a need for Board Members to declare a conflict of interest on any of the agenda items.

1.4   Government Mandate Letter

The Board acknowledged the Government Mandate Letter of June 2023 and was informed that Government will not likely provide a new one for 2024, given the scheduled elections in October.

1.5   Adoption of Agenda

Moved J. ATHERTON / Seconded S. DORES: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF FEBRUARY 8, 2024 AS PRESENTED.

Motion carried

2.   CONSENT AGENDA

Moved V. PUETZ / Seconded C. STAVNESS: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF FEBRUARY 8, 2024.

Motion carried

Moved S. DORES / Seconded N. ARSENAULT: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE MINUTES OF THE REGULAR MEETING OF DECEMBER 7, 2023 AS PRESENTED.

Motion carried

3.   BOARD BUSINESS

3.1   Board Bylaw #5 Reimbursement for Travel and Out-of-Pocket Expenses

N. Arsenault presented the proposed updated bylaw which references the College's Travel Expense Policy adding that the Governance and Board Development Committee recommends its approval.

Moved N. ARSENAULT / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 5 – REIMBURSEMENT FOR TRAVEL AND OUT-OF-POCKET EXPENSES.

Motion carried

3.2   Joint Meeting with Indigenous Education Council (IEC)

P. Trasolini and S. Dores met with Chair of the Indigenous Education Council Ian Caplette to draft an agenda for the March 14 meeting of the two boards. The joint meeting is envisioned to define what Indigenous governance would look like. Attendance and participation at the joint meeting from both boards is highly encouraged.

3.3   2023/24 Fiscal Year Credit Enrolment Report

W. Skulmoski provided highlights of the 2023/24 credit enrolment report:

- Overall enrolment is on par as the previous year;
- There was record high enrolment in particular programs like micro-credentials, one-time funded programs and Trades;
- International student headcount is up 45 percent while domestic student headcount is lower by six percent;
- Enrolment in one-time funded programs makes up for about 20 percent of total enrolment.

On a question from the Board about Indigenous Leadership courses, international students avail of Indigenous Leadership courses as electives. M. Herringer reported that the Office of Global Engagement worked with Indigenous Education to identify potential electives that international students may take which include introductory courses like Indigenous History in Canada.

Regarding the drop in domestic enrolment, W. Skulmoski reported that the decline is common across the BC post-secondary sector and may be attributed to several factors including an older demographic and higher cost of living. He added that the College is coming off very high numbers post-Covid.

3.4   Cybersecurity Governance Framework

L. Domae presented a cybersecurity governance framework that documents the Board's responsibilities to provide oversight of the College's cybersecurity risk management in accordance with provincial government direction.

Moved N. ARSENAULT / Seconded S. DORES: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE DOCUMENT - BOARD OF GOVERNORS ROLES AND RESPONSIBILITIES - CYBERSECURITY GOVERNANCE 2023/2024 AND ONGOING.

Motion carried

3.5   Board Members Roundtable Discussion

Several Board Members attended their respective committee meetings and College Conversation virtual town hall meetings.

P. Trasolini and S. Dores met with IEC Chair I. Caplette to discuss the agenda for the forthcoming joint meeting on March 14. N. Arsenault attended the Comox Valley Chamber of Commerce awards, noting the participation of NIC at the awards ceremony.

4.   REPORTS ON STRATEGIC ACTIVITIES

4.1   President

4.1.1   *BUILD 2026* Strategic Plan and Year 3, Report 1 Dashboard

L. Domae presented the first report of Year 3 of the College's strategic plan, adding that the plan is on its way to be completed by 2026. Three new outcomes are being recommended as additions to the plan:

- Improve NIC's cybersecurity risk mitigation and response capabilities;
- Develop and implement an integrated, strategic enrolment planning process, and;
- Develop a business case for an NIC Housing Commons at the Campbell River campus.

On a question from the Board around the development of an integrated enrolment plan, T. Bellavia explained that the plan will consider where the College will be in the next five years to ensure that its programs continue to respond to community needs, respond to truth and reconciliation efforts and at the same time remain viable and of high quality leading to a robust overall learning experience for students. K. Kuhnert added that the provision of student supports and services will be aligned with the strategic enrolment planning process.

Moved J. ATHERTON / Seconded M. ERICKSON: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE THE AMENDED BUILD 2026, STRATEGIC PLAN AND YEAR 3 REPORT 1 AND AMENDMENTS.

Motion carried

4.1.2   International Education: New Government Requirements

L. Domae reported that the recently imposed cap on study permits by the Federal government in January aims to reduce the number of international students in Canada and to spread them proportionately across the country. The directive also requires provincial governments to participate in the study permit approval process. Aside from reducing the number of international students quickly, the new regulations aim to attract students, likely to become permanent residents, to programs aligned with labour market demands and eliminate fraud and unethical practice in the treatment of international students.

L. Domae noted the following information on international students in Canada, particularly in NIC:

- There are about 175,000 international students in BC with over half of them studying at private institutions;
- The international student system is designed not to displace domestic students;
- About 80 percent of those international students in BC live and study in large urban areas like Vancouver and Victoria where perceived issues around health care and housing are more pronounced;
- International students in NIC represent only 13 percent of its student body, which makes up less than one percent of the entire provincial student body.

The new regulations that could affect the College are:
- Increased financial requirements of students;
- Requirement of letter of attestation in order for potential students to apply for a study permit (attestation letter was only required in the Province of Quebec prior to intake cap;
- Requirement of tuition transparency for international tuition and fees.

L. Domae noted that the Board, through its bylaw on international tuition and fees, already responds to the tuition transparency requirement as the international tuition and fees are reviewed and adopted every two years.

As recruitment for this year's Spring and Fall semesters is essentially done, the impacts of the new regulations may not be felt until the 2025/26 academic year.

Regarding accommodating international students to programs that respond to labour market demands, M. Herringer noted that while Health and Trades programs do respond to labour market demands, they pose barriers to international students that will need to be addressed.

On a question from the Board about consultations between governments and post-secondary institutions around proportionality of study permits across Canada, L. Domae confirmed that the BC government continues to consult with colleges on the issue.

4.2   Vice President, Academic

4.2.1   International tuition per credit, Coastal Forest Technology Diploma

T. Bellavia reported that the proposed international tuition per credit aligns with flexible per course credit fees.

Moved V. PUETZ / Seconded V. WHITE: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES THE INTERNATIONAL TUITION FEE OF $245.00 PER CREDIT FOR COURSES WITHIN THE COASTAL FOREST TECHNOLOGY DIPLOMA.

Motion carried

4.2.2   Domestic tuition per credit, Trades and Technical Micro-credential Courses

T. Bellavia reported that the proposed domestic tuition per credit covers a variety of courses in micro-credential program offerings.

Moved S. DORES / Seconder V. PUETZ: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES DOMESTIC TUITION FEE OF $325.00 PER CREDIT FOR THE FOLLOWING COURSES OFFERED WITHIN TRADES AND TECHNICAL PROGRAM MICRO CREDENTIALS: ECM 200, ECM 201, ECM 202, ECM 203, GIS 111, GIS 115, GIS 116, RCT 100, 101,102,103,104,105,106,107,108,109,110, 120, 121,122,123, AND 124.

Motion carried

4.3   Vice President, Students & Community Engagement

4.3.1   Comox Valley and Campbell River Transit Strike

K. Kuhnert reported that the transit strike that began in mid-December had a major impact on the College's students' ability to attend classes. The College responded by increasing its emergency funding to include funding for transportation. The North Island Students Union also started a ride-sharing program.

The labour dispute has fortunately been resolved with the expectation that transit services will resume on Monday, February 12.

4.4   Vice President, Finance and College Services

4.4.1   Third Quarter Financial Statement FY2023/24

C. Fowler reported that the statements to December 31, 2023 shows a surplus due to investment earnings and increase in international student revenues.

4.4.2   Third Quarter Financial Forecast FY2023/24

C. Fowler reported that the College is forecasting a surplus of $287,000. He added that the Provincial government will allow a portion of the operating grant via this surplus to be moved to capital funding.

4.5   Chair, Education Council

4.5.1   Education Council (EdCo) Report

A. Brady began her role as Chair of the Education Council in January, adding that at the EdCo meeting in December, a suite of courses and program revisions were approved and that EdCo is looking to review educational policies and create new ones where gaps could be identified. She also reported that EdCo will be looking at understanding what an EdCo membership means, given vacancies on the EdCo.

A. Brady also participated in the QAPA assessor reports feedback meetings.

5.   INFORMATION

The Board received the following information items:

5.1   2023-24 Board Schedule and Workplan
5.2   College Highlights Report, February 2024
5.3   2024 Post-Secondary Governance Workshop, June 13-14, 2024

5.4   Link to CICan 2024 Annual Conference, April 29-May 1, Calgary AB
5.5   Order-in-Council 691, C. Stavness appointment
5.6   NIC Foundation 2023 Donor Impact Report
5.7   Cybersecurity Presentation, December 7, 2023
5.8   Office of the Auditor General of BC Report: Board Oversight of
       Cybersecurity Risk Management at VIU
5.9   Commonly used acronyms
5.10   Link to Governance Manual
5.11   Link to Board bylaws

6.   NEXT MEETING DATE

The joint meeting with Indigenous Education Council is Thursday, March 14, 2024 at the Florence Filberg Centre in Courtenay. The next regular meeting is Thursday, April 18, 2024, Mixalakwila Campus, Port Hardy.

7.   ADJOURNMENT

Moved J. ATHERTON / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF FEBRUARY 8, 2023.

Motion carried

Time: 3:05 pm

_____   _____
Patricia Trasolini, Chair   Rachel Reid, Executive Assistant

North Island College Board of Governors
April 18, 2024

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

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

Committee members Patricia Trasolini (chair), Jane Atherton, Shelley Dores, Nancy Arsenault and Lisa Domae met on April 12, 2024 with Rachel Reid (Executive Assistant) attending as resource person.

Territorial Acknowledgment

S. Dores called the meeting to order at 12:56pm and 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.

Adoption of Agenda

The committee adopted the agenda as presented.

Committee Business

Draft regular and closed meeting minutes, February 8, 2024

The Committee received the draft minutes of the regular and closed meetings of February 8, 2024.

Draft Board meeting schedule for April 18, 2024

L. Domae summarized the schedule for April 18 which includes a presentation in the morning on student housing initiatives at NIC and a tour of the Comox Valley Housing Project. The schedule was updated to include a closed meeting following the regular meeting.

Draft Board regular and closed business meeting agendas, April 18, 2024

L. Domae highlighted agenda items that are up for Board's discussion and approval including the Public Interest Disclosure Policy which the Governance and Board Development Committee reviewed in January and recommends its approval.

Board standing committees membership

The committee reviewed the current list of membership in each of the three committees.

P. Trasolini joined the meeting at 1:25pm.

<u>Joint meeting with Indigenous Education Council (IEC) debrief</u>

The Committee noted the following:
- The conversation advanced from the previous year's joint meeting;
- At the invitation of the IEC, J. Langille has volunteered to sit on the IEC as a Board representative;
- The annual joint meeting with IEC is valuable to the Board;
- To further advance the ongoing collaboration and initiatives underway between the NIC and the IEC, the IEC Board and NIC Board liaison will be encouraged to prepare a few months ahead of the next scheduled joint meeting.

<u>Draft Board of Governors 2024/25 workplan and schedule/proposed committee meeting dates</u>

L. Domae noted a change in the schedule of the joint meeting with IEC to Wednesday, March 5th as requested by the IEC which will have its annual retreat at that time, currently slated to be held in Parksville. She also noted the April meeting date has been changed to accommodate the timing of school districts' 2025 spring break schedule.

Regarding the joint meeting with the NIC Foundation Board, the Committee will request a presentation on the Foundation's strategic plan and performance targets and in turn, share theirs.

Next meeting dates

The Committee's next meeting is on Monday, June 10 at 3:15pm.

Time: 2:37pm.

North Island College Board of Governors
April 18, 2024

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 Nancy Arsenault (chair), Patricia Trasolini, Barry Minaker, Claire Moglove and Corinne Stavness met on April 12, 2024, with Lisa Domae, Tony Bellavia, Melanie Allison, Rachel Reid attending as resource persons. Teresa Budd and Robyn Curry of Watson Inc. were also present for a portion of the meeting as resource persons.

Territorial Acknowledgment

N. Arsenault called the meeting to order at 3:08pm and 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.

Adoption of Agenda

The committee adopted the agenda as presented.

Committee Business

Annual Board Evaluation Update

T. Budd and R. Curry introduced themselves to the members of the Committee and presented their review of the Board's evaluation process. T. Budd stressed that Watson's recommendations are opportunities for improvement recognizing that the NIC Board of Governors already has a healthy culture of board evaluation. Watson's review aims to make the process better, more usable and include more actionable items.

R. Curry provided the following observations around the current evaluation process:
  – The past surveys have not had a 100 percent engagement;
  – Timing of the evaluation is problematic;
  – Year over year data becomes less relevant given how the composition of the Board changes;
  – There is robust analysis created by the College's Institutional Research upon collection of survey results.

Watson recommends changing the way the annual evaluation is conducted by considering:
  – Including more qualitative questions alongside quantitative questions;

– Having a different set of survey questions for new members (with questions around onboarding processes, etc.) and another one for others who have attended at least two board meetings;
– A multi-year process with interviews every three years.

The Committee provided the following comments:
– Overall engagement has been the issue for the Board;
– One-on-one interviews with the Board Chair to guide the conversations is a good idea as these will allow more fulsome conversations and provide clarity on the survey questions;
– The Board evaluation should reflect an alignment of the Board and president's workplans;
– The evaluation process should give each Board Member the opportunity to speak on Board level considerations that need to be addressed;
– Some year-over-year data comparison have been used to inform both the Board's annual retreat and annual workplan.

In response, Watson proposed:
– Making iterative changes to the Board evaluation process which recognize where the Board currently is;
– A more robust peer evaluation that will involved Board Members giving feedback on other Board Members ("true peer feedback) and in order to conduct this process professionally, hire an external consultant to guide the process;
– Considering involvement of Leadership Team in the feedback process at a later time.

Re questions on survey anonymity, Watson noted that Institutional Research's work is removed from the Board, but the Board should be able to trust the entity that conducts the survey regardless of whether they are staff or external consultants.

T. Budd and R. Curry left the meeting at 4:01pm.

The Committee agreed to review the document as well as the discussion that took place at this meeting and discuss the evaluation process further at its next meeting in June.

NIC Policy 1-09: Land Use Policy

T. Bellavia presented a recommendation from Leadership Team to rescind Policy 1-09 Land Use Policy based on the following:

It is an outdated policy established in 1996 that has been superseded by provisions in both the College and Institute Act and Ministry guidelines;

The existing Policy 7-02 Use of NIC Facilities and Campus Grounds has been recently updated and provides guidelines on how College facilities and campus grounds may be accessed.

On a question from the Committee, T. Bellavia confirmed that Policy 7-02 is in compliance with the provisions of the College and Institute Act that cover land use.

The Committee will recommend the rescission of Policy 1-09 Land Use Policy to the Board.

T. Bellavia left the meeting at 4:12pm.

<u>Review of the competency matrix</u>

The Committee agreed that the Board needs to include members with competencies around cybersecurity and that the two ex-officio Board Members fill out the matrix.

<u>Tentative committee meeting dates/times, 2024/25</u>

The Committee reviewed the proposed meeting dates for AY 2024/25, noting that the proposed meeting date for spring of 2025 is April 10 based on the proposed Board meeting date of April 24.

Future Agenda Items:

- Board member orientation and ongoing board development process to align with the Board Governance Manual and Governance Authority Matrix as discussed at the January 19, 2024 committee meeting;
- Full discussion on Board evaluation from Watson with the goal of bringing the item to the Board meeting of September.

Information

Previous committee report, agenda item 2.3

Governance Manual

Next meeting date

The Committee's next meeting date is Monday, June 10 at 2:00pm.

The meeting adjourned at 4:20pm.

North Island College Board of Governors
April 18, 2024

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

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

Committee members Jerad Langille (chair), Murray Erickson and Valery Puetz met via Teams and in-person on Wednesday, April 10, 2024 with Lisa Domae (President), Sue Fleck (Director, Finance) Melanie Allison (Director, College Governance & Strategy), Heather Buchanan (Budget Analyst) and Rachel Reid (Executive Assistant) as resource persons. Ian Lusher of Genus Capital Management was also present as resource person for a portion of the meeting.

Territorial Acknowledgment

J. Langille called the meeting to order at 3:01pm. L. Domae acknowledged that the committee meeting is being held in the unceded territory of the K'ómoks First Nations and that the College operates in the traditional territories of the combined 35 First Nations of the of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated.

Adoption of Agenda

The committee adopted the agenda as presented.

Committee Business

Enterprise Risk Management Update

M. Allison presented a draft risk appetite statement that lays the foundation for decision-making and is designed to guide employees in their actions. On questions from the committee, M. Allison shared the following:
   - A standard scale has been used to determine the risk ratings;
   - A Risk Management Working Group including the vice presidents and representatives from departments and divisions is being established to provide oversight of risk;
   - The vice presidents are responsible for risk within their areas and each area within the College will submit operational risk registers to the Risk Management Working Group.

The draft risk appetite statement will be included in the Board's regular agenda of April 18 for approval. The committee recommends approval of the statement.

I. Lusher joined the meeting at 3:33pm. L. Domae left the meeting at 3:36pm.

Genus Investment Management Presentation

I. Lusher presented an update on the College's investment portfolio. Some of the highlights include:
- The data is "unofficial" pending audit but is mostly accurate;
- Year-to-date performance at 5.8 percent for the first quarter of 2024 bodes well for the portfolio;
- The markets have done well during the last six months and the College's portfolio is benefitting from that;
- The portfolio is performing above target benchmarks;
- Inflation has come down from mid-2022 levels but is still "sticky", meaning that the average consumer isn't feeling the effects of slowing inflation;
- Geopolitics could be the negative wildcard going forward.

On a question from the committee, I. Lusher assured the committee that Genus performs regular analyses to protect the portfolio from risks.

I. Lusher left the meeting at 4:00pm.

Financial Results FY 23/24

Draft numbers are not due for submission to the Ministry until later in April with final numbers due mid-May. S. Fleck and H. Buchanan informed the committee that:
- A portion of the projected surplus has been moved from operational grants to capital funding as it was recently allowed by Government;
- The surplus will be allocated for capital projects in FY 2024/25 and will be amortized to a specific capital project.

J. Langille commented that this action could result in a decrease in unfunded amortization in the long run. Given that final numbers are not available until May, the committee does not recommend discussion of Financial Results 23/24 at the Board's April 18 meeting.

Finance statement policy analysis on amortization

The table shows a sampling of how other post-secondary institutions amortize capital projects and is provided per the committee's request for information. The length of amortization ranges from 10 years to 60 years. V. Puetz commented that in the government funded buildings that she has been involved with, contracts go for 60 years which could result in a 60-year amortization.

Draft Fiscal 2024/25 Budget

H. Buchanan presented the draft FY 2024/25 budget, highlighting the following:
- It is a balanced budget;
- There is a significant increase in base funding which includes new base program expansions in Health, Island Pre-Health and Trades/Technical programs;
- Wage settlement accounts have significant increases;
- Province of BC revenues are fairly static;
- Budget for international tuition revenues is up but is still a conservative projection;
- There is a significant reduction in contract services.

The committee will recommend approval of the draft 2024/25 budget to the Board.

<u>Committee meeting schedules 2024/2025</u>

The committee reviewed the draft 2024/25 committee meeting schedule.

Standing/Future Agenda Items

1. Long Term Investment Policy
2. Review of Finance & Audit Committee Terms of Reference (as included in Board Governance Manual; date of review June 2026)

Next meeting date

The next Committee meeting will be on Friday, June 14, 2024 at 3:00 pm.

Time: 4:24pm

NIC Board of Governor's 2024/2025 Workplan

(3.1)

NORTH ISLAND COLLEGE NIC

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.

Thursday Sep 26 2024	Thursday/Friday Oct 24/25 2024	Thursday Dec 5 2024	Thursday Feb 6 2025	Wednesday Mar 5 2025	Thursday Apr 24 2025	Thursday Jun 26 2025
COMOX VALLEY	**CAMPBELL RIVER**	**CAMPBELL RIVER**	**PORT ALBERNI**	**PARKSVILLE (TBD)**	**MIXALAKWILA**	**COMOX VALLEY**

COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION
- Joint meeting with NIC Foundation (TBC)

BOARD BUSINESS
- *Officer Elections*
- Standing Committee Reports
- New Appointed Member Oaths
- Risk Register Review

ORGANIZATIONAL PERFORMANCE
- Fiscal Year 24/25 Enrolment Report

FIDUCIARY
- *Statement of Financial Information (SOFI)*
- Q1 Financial Statements
- Q2 Financial Forecast

CAMPUS/CENTRE DEVELOPMENT
- *5-Year Capital Plan Priorities*

CAMPBELL RIVER

BOARD DEVELOPMENT & EDUCATION
- Board Retreat

BOARD BUSINESS
- *Committee Appointments*
- New Elected Member Oaths

CAMPBELL RIVER

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports
- *Campbell River Student Housing Business Case*
- *Bylaws 4 & 6: Tuition and Fees*

FIDUCIARY
- Q2 Financial Statements
- Q3 Financial Forecast

PORT ALBERNI

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports
- Risk Register Review
- Triennial Bylaw & Policy Review

ORGANIZATIONAL PERFORMANCE
- *BUILD 2026* Dashboard Review
- Fiscal Year Enrolment Report

FIDUCIARY
- Q3 Financial Statements
- Q4 Financial Forecast

PARKSVILLE (TBD)

BOARD DEVELOPMENT & EDUCATION
- Fiscal Year Draft Budget Presentation

BOARD BUSINESS
- Joint meeting with Indigenous Education Council

MIXALAKWILA

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports
- *Board Workplan 2025/26*
- *Mandate Letter, if received*
- Risk Register Review

FIDUCIARY
- *Budget 2025/26*

STUDENT ASSOC. FEES
- *Direct institution to collect fees*

COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION
- Topic TBD

BOARD BUSINESS
- Standing Committee Reports
- *2024/25 Institutional Accountability Plan & Report*
- *Report on President's objectives/goals 2024/25*
- *President's objectives/goals 2025/26*

ORGANIZATIONAL PERFORMANCE
- *BUILD 2026 Updates and Dashboard Review*
- *2024/25 Full-time Equivalent Enrolment Report*

FIDUCIARY
- *2024/25 Audited Financial Statements*

Items in this font and italicized require Board approval

ONGOING AS REQUIRED

ORGANIZATIONAL PERFORMANCE
- *Strategic Plan Approval/Updates*

PROGRAMMING
- *Credential Approval*
- *Program Cancellation*

FIDUCIARY
- *New Programming Tuition and Fees*

CAMPUS/CENTRE DEVELOPMENT
- *Lease Approval*
- *Land Sale*

EMPLOYEES
- *Collective Agreement Ratification*

College & Community 2024/2025 Upcoming Events

NORTH ISLAND COLLEGE — NIC

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.

	September 2024	October 2024	November 2024	Dec 2024/Jan 2025Feb	February 2025	Mar/Apr 2025	May/Jun 2025
Board Committee Meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)							
Executive	Sep 12 10:30am	Oct 10 10:30am	* Nov 25 (TBC) 10:30am	Jan 23 10:30am	Feb 27 10:30am	Apr 10 10:30am	Jun 12 10:30am
Governance & Board Development	Sep 12 9am	Oct 10 9am	* Nov 25 (TBC) 9am	Jan 23 9am	Feb 27 9am	Apr 10 9am	Jun 12 9am
Finance & Audit	Sep 13 3pm		Nov 22 3pm	Jan 24 3pm		Apr 11 3pm	Jun 13 3pm
Community Engagement Events (optional)							
NIC College Engagement Events (optional)							

Please note - dates subject to change
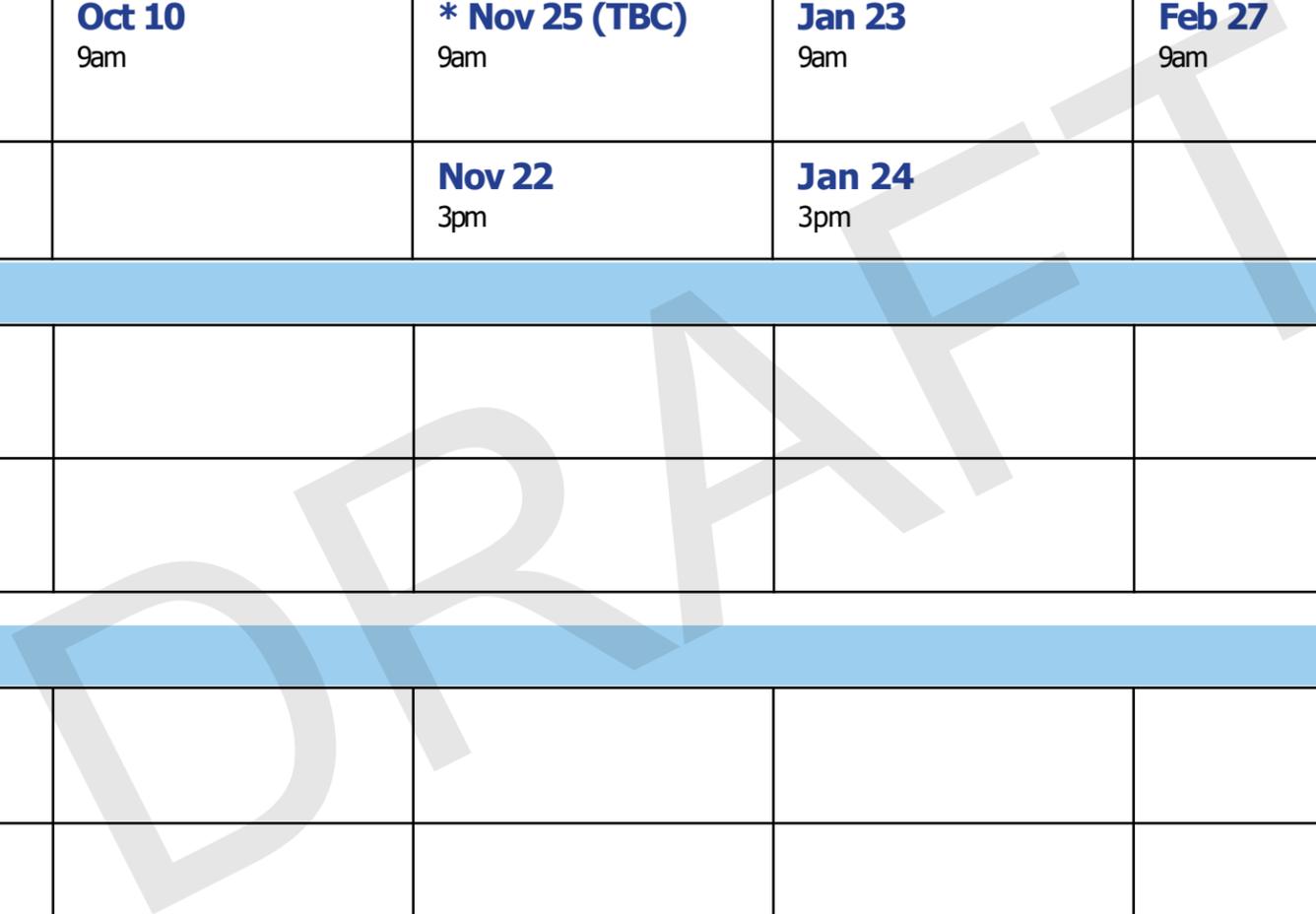
	BOARD OF GOVERNORS – ACTION SHEET
NIC BOARD OF GOVERNORS	April 18, 2024
	Agenda #3.2
	Working together, North Island College builds healthy and thriving communities, one student at a time.

Agenda Item:	Risk Appetite Statement
Action Required:	For Board approval
Draft Motion/ Recommendation:	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE AND ADOPTS THE RISK APPETITE STATEMENT AS PRESENTED ON APRIL 18, 2024.

Background/History/Executive summary:

In alignment with the revision of NIC Policy #2-21 Enterprise Risk Management in December 2023, NIC is implementing the new Enterprise Risk Management (ERM) framework and fostering an embedded risk culture across the College.

Risk is inherent in many aspects of post-secondary operations and although we cannot eliminate risk, we seek to manage risk to protect and enhance the value that NIC delivers to the community.

NIC's Risk Appetite Statement has been developed to provide a high-level indication of how much risk the College is willing to accept to achieve its mandate, strategic goals, and operational priorities.

Articulating an organization's risk appetite is an important factor in facilitating risk-informed decision-making. Adopting a risk appetite statement will support consistent decision-making, reduce uncertainty, and drive thinking about risk, results, and outcomes.

Risk Classification	*Description*
Legal, Compliance & Ethics	Risks that impact NIC's management of compliance with the applicable laws and regulations, standards, policies, and directives, including internal policies, procedures, guidelines, and contracts.
Reputational	Risks that impact NIC's brand and reputation.
Financial	Risks that impact NIC's financial management, ability to meet budgets, financial commitments, and the protection of assets.
Operational	Risks that impact NIC's service delivery, teaching and learning and student experience.
Strategic	Risks that impact NIC's ability to achieve its purpose through strategic planning and governance.

Risk classification will be developed further by the Risk Management Working Group as NIC's ERM framework is implemented and improved.

The Finance and Audit Committee recommends the approval of the Risk Appetite Statement.

Attachments:
Risk Appetite Statement

Action:
Requesting Board of Governors approval

NIC Risk Appetite Statement

Approved by the Board of Governors *date*

Risk is inherent in many aspects of post-secondary operations and although we cannot eliminate risk, we seek to manage risk to protect and enhance the value that NIC delivers to the community.

Risk appetite is a high-level indication of how much risk the College is willing to accept to achieve its strategic goals and operational priorities. NIC's Risk Appetite Statement is a key part of the College's decision-making processes and should guide employees in their actions and ability to accept and manage risk within their areas of responsibility.

Some risks may fall into more than one risk category and discussions with the Risk Management Working Group will be necessary to determine how to proceed.

There may be times where there is unavoidable risk or activities that have risk profiles that sit to some degree outside the Risk Appetite Statement. Risk acceptance processes will be used to document and approve those decisions including any additional oversight and mitigation.

Legal, Compliance & Ethics	NIC is committed to high standards of integrity, compliance, and ethics. NIC has **no appetite** for any breaches of the law, regulation, professional standards, research ethics, bribery, or fraud.
Reputational	NIC will carefully manage risks to protect and enhance its brand and reputation. The College will take a long-term view of reputational risk and will not consider reputational risk in isolation. NIC has a **low appetite** for activities that will irreparably damage the College's brand or diminish its role as a significant contributor to the communities it serves. NIC has a **high appetite** for pursuing activities and partnerships that will enhance the College's reputation.
Financial	NIC has a long history of strong and sound financial management, and the College needs to remain financially sustainable to continue to fulfill its mandate. Financial risks and rewards must be weighed against short and long-term strategic goals and operational priorities. NIC has a **low appetite** for activities which expose the College to significant financial loss or unplanned negative variations to financial plans. NIC has a **medium to high appetite** for investing in new and innovative activities that support strategic goals and operational priorities, with adequate risk management, controls, and oversight in place.

| Operational | NIC has a **very low appetite** for risks relating to the health, safety, and wellbeing of the College Community.

NIC has a **low appetite** for poor quality teaching and learning practices or student experiences that do not meet the College's values, goals and standards.

NIC has a **low appetite** for interruptions to services and operations during critical periods, which includes availability of the College's facilities, IT network, learning platforms and supported applications.

NIC has a **medium to high appetite** for activities that enhance the quality of teaching and learning or student experience.

NIC has a **medium to high appetite** for making changes that will strengthen core operations to make the College more resilient and agile. |
|---|---|
| Strategic | NIC has a **medium to high appetite** for activities associated with strategic outcomes, as long as the College has the capability to monitor and manage the risk effectively and can demonstrate the capacity to sustain the loss should the risk materialize. |

	BOARD OF GOVERNORS – ACTION SHEET April 18, 2024 Agenda #: 3.3 *Working together, North Island College builds healthy and thriving communities, one student at a time.*

Agenda Item:	Public Interest Disclosure (Whistleblower) Policy
Action Required:	For Approval
Draft Motion/ Recommendation:	See Below

Background/History/Executive summary:

Public Interest Disclosure Act Overview:

The Public Interest Disclosure Act (PIDA) is provincial "whistle-blower" legislation that establishes a framework for current and former employees of public sector organizations to raise serious issues of improper activity, defined as Wrongdoing under the Act, for investigation with protection against reprisal.

Under the Act, the types of wrongdoing about which employees can make a disclosure are:

1. A serious act or omission that, if proven, would breach any laws of British Columbia or Canada;

2. An act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment (other than a danger that is inherent in the performance of an employee's duties or function);

3. A serious misuse of public funds or public assets;

4. Gross or systemic mismanagement;

5. Knowingly directing or counselling a person to commit a wrongdoing as described above.

Employees may also make complaints about any reprisals that are taken or directed against them because they:

1. Made a disclosure or complaint about reprisal under PIDA;

2. Made a request for advice under PIDA; or

3. Cooperated in an investigation under PIDA.

The principal requirements for public sector organizations under PIDA are to ensure that internal procedures (i.e. policy supporting resources) are established for:

1. Receiving and investigating complaints about wrongdoing under PIDA;

2. Receiving and reviewing requests for advice under PIDA

3. Protecting privacy and confidentiality in respect of requests for advice, disclosure, complaint and investigation processes;

4. Assessing and mitigating the risk of reprisals against employees who make disclosures under PIDA; and

5. Reporting the outcome of complaints and investigations under PIDA.

PIDA has been applied to government ministries and some public sector organizations since late 2019, but implementation in the post-secondary sector was delayed by the COVID pandemic. Emerging from the pandemic, Government announced that PIDA would apply to colleges, institutes and special purpose teaching universities by June of 2024.

PIDA Policy Development Process:

The Post-Secondary Employers' Association (PSEA) has supported sector institutions in developing required policies, procedures and related materials (disclosure form, Q&A documents) with the provision of a "tool-kit" to ensure there is consistent practices for legislative compliance through the sector.

The college has made use of the "tool-kit" to prepare this draft policy, procedures and supporting documents and are seeking the Board's approval of the policy such that we can meet the June 2024 timeline.

A draft of the policy has been through the fulsome consultative policy development process of the College, including being reviewed by the Board's Governance and Board Development Committee in February, followed by Leadership Team and Operations Team review, and other internal consultative processes.

Feedback from those consultation processes have been incorporated into this finalized draft and it is presented here at today's meeting for final approval by the Board of Governors.

Attachments:

Draft Public Interest Disclosure (Whistleblower) policy (for approval)
Draft Public Interest Disclosure (Whistleblower) procedures (for information)

Action:

For the Board's review, discussion and approval/ratification.

THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES THE PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER) POLICY AS PRESENTED.

Policy:	#1-##
Approved by:	Board of Governors
Approval Date:	TBD
Revision Dates:	TBD
Effective Date:	
Date to be Reviewed:	
Administrator Responsible	AVP, People, Equity & Inclusion

PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER) POLICY

POLICY STATEMENT

North Island College is committed to maintaining the highest standards of ethical conduct and promoting a culture of honest, transparent, and accountable behaviour. This Policy articulates North Island College's commitment to comply with the requirements of the *Public Interest Disclosure Act* ("PIDA") and to protect:

   a. an employee or member of the Board of Governors of North Island College or a former employee or former member of the Board of Governors of North Island College, who in good faith requests advice about making, or makes, a Disclosure of Wrongdoing, or who makes a Complaint about a Reprisal for making a Disclosure.

   b. employees and contractors who in good faith cooperate with an Investigation under PIDA; and

   c. the privacy of those involved in requests for advice, Disclosures and Investigations in accordance with all applicable laws, including PIDA and privacy laws.

Employees are encouraged to report Wrongdoing as defined by PIDA and this policy through this policy and its procedures.

PURPOSE STATEMENT

This policy and its procedures enable North Island College to manage and investigate Disclosures, to report the outcomes of Investigations, and to protect the privacy of people involved in Disclosures, Investigations and reports.

This policy and its procedures also enable current employees or members of the Board of Governors of North Island College and those who were employees or members of the Board of Governors of North Island College at the time Wrongdoing occurred or was discovered, to seek advice on, to make disclosures in good faith about, and to cooperate with investigations about, wrongful or unlawful conduct without fear of retaliation or Reprisal. Contractors are also

protected from retaliation or Reprisal for cooperating with Investigations.

SCOPE AND APPLICATION

This policy applies to all current employee, members of the Board of Governors of North Island College and to those who were employed by or acted as members of the Board of Governors of North Island College when a Wrongdoing occurred or was discovered.

The sections of this policy that prescribe that those who co-operated with investigations will not suffer retaliation or Reprisal also applies to persons contracting with North Island College.

This policy establishes a separate reporting procedure for employees to disclose specific types of improper activity, referred to as Wrongdoing. Wrongdoing is defined as:

a. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;

b. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;

c. a serious misuse of public funds or public assets;

d. gross or systemic mismanagement;

e. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

This policy does not apply to members of the public, volunteers, or students. It also does not apply to former employees or former members of the Board of Governors of North Island College who were not employed or acting at the time the Wrongdoing occurred or was discovered.

PIDA does not limit an employee's rights or remedies that may be available under a collective agreement, contract or law. This policy establishes a separate reporting procedure for employees or members of the Board of Governors to disclose specific types of improper activity, referred to as Wrongdoing, and does not affect an employee's duty to report other misconduct or improper activity under North Island College's Code of Ethical Conduct or other applicable policies or their right to raise concerns under an applicable law, contract or policy.

PRINCIPLES

1. North Island College is committed to supporting ethical conduct in its operations, including by receiving, investigating, and responding to Disclosures and by providing information about PIDA, this policy and its procedures, and seeks to foster a culture in which employees are encouraged to disclose Wrongdoing.

2. North Island College will follow this policy in Investigations of Disclosures that it receives under this policy in accordance with the principles of procedural fairness and natural justice.

3. North Island College will not commit or tolerate Reprisals against any employee who, in good faith, makes a request for advice, makes a Disclosure, cooperates in an Investigation or makes a Complaint about Reprisal, or against any contractor which has cooperated in an Investigation, under this policy.

4. North Island College is committed to protecting the privacy of disclosers, Respondents and those who cooperate in Investigations in a manner that is consistent with its obligations under PIDA and the *Freedom of Information and Protection of Privacy Act* ("FIPPA"). All reporting under this Policy will be in compliance with PIDA and FIPPA.

DEFINITIONS

In this Policy and its Procedures, terms have the same meaning as set out in the *Public Interest Disclosure Act*, except as further defined below:

Complaint	A complaint made pursuant to this policy and its procedures.
Designated Officer	means the following senior officials designated to do the following or, in the event the senior official designated is disqualified from acting, the official who is responsible under the section *Referral of Disclosure to Designated Officer* in the Procedures to:
	a. Receive requests for advice: Vice President, Finance & College Services or Associate Vice President, People, Equity & Inclusion
	b. Receive and investigate disclosures: Vice President, Finance & College Services or Associate Vice President, People, Equity & Inclusion
Disclosure	A report of wrongdoing made under this Policy.
Investigation	An investigation of a Disclosure undertaken by North Island College under this Policy or by the Ombudsperson under PIDA.
Protection Official	a. in respect of a health-related matter, the provincial health officer,
	b. in respect of an environmental matter, the provincial administrator as defined in section 1(1) of the *Emergency and Disaster Management Act,* or
	c. in any other case, an appropriate police force in British Columbia.
Respondent	A person about whom allegations of Wrongdoing are made.

| Reprisal | The commission or direction to commit any of the following measures against an employee, director or officer by reason that the employee, or member of the Board of Governors has, in good faith, made a request for advice, a Disclosure or a Complaint about a reprisal or cooperated with an investigation under PIDA or this policy: |

a. disciplinary measure;

b. a demotion;

c. a termination of employment;

d. any measure that adversely affects the employee's employment or working conditions;

e. a threat to take any of the measures referred to in paragraphs (a) to (d).

| Supervisor | a. for employees, the employee's administrator, manager or supervisor, as applicable; |

b. for members of the Board of Governors, the Chair of the Board of Governors.

| Wrongdoing | is defined as: |

a. a serious act or omission that, if proven, would constitute an offence under an enactment of British Columbia or Canada;

b. an act or omission that creates a substantial and specific danger to the life, health or safety of persons, or to the environment, other than a danger that is inherent in the performance of an employee's duties or functions;

c. a serious misuse of public funds or public assets;

d. gross or systemic mismanagement;

e. knowingly directing or counselling a person to commit any act or omission described in paragraphs (a) to (d) above.

GUIDELINES

1. Duties and Responsibilities

    a. All employees are responsible for acting with honesty, integrity and accountability and complying with applicable law and policy in their work and dealings with others at North Island College.

b. Employees must make Disclosures in good faith based on a reasonable belief that Wrongdoing has occurred, or is about to occur, and Disclosures must be made in the manner and form set out by this policy and its procedures.

c. Employees must not engage in any Reprisal against a person who has, in good faith, requested advice about making a Disclosure, has made a Disclosure or Complaint about Reprisal, or has cooperated in an Investigation under this policy.

d. The President is responsible for administering this policy, assigning the role of Designated Officer and ensuring that instruction is available to all employees about PIDA, this policy and the procedures. In the event that the President is unable or unavailable to perform their duties under this Policy, the President may delegate their authority in writing to other senior officials of North Island College.

e. The Designated Officer is responsible for exercising the responsibilities assigned to them by the President under this policy and its procedures.

f. Supervisors are responsible for responding to requests for advice from employees, receiving Disclosures and referring Disclosures to the Designated Officer, or other senior official, as set out in the procedures.

g. Everyone involved in an Investigation must treat all related information as confidential and everyone must protect any personal information collected, used or shared as part of a request for advice, Disclosure, Complaint about Reprisal or Investigation to the extent possible under applicable legislation, policy and collective agreements.

h. Nothing in this policy relieves those responsible for the administration and management of North Island College from their responsibilities to address Wrongdoing or other types of misconduct or improper activity in accordance with good management practices and other policies, guidelines and procedures.

2. Consequences of non-compliance

a. An employee found to have engaged in Wrongdoing may be subject to disciplinary action, up to and including termination of employment.

b. An employee who makes a bad faith, malicious or intentionally false Disclosure may be subject to discipline, up to and including termination of employment.

c. Breach of confidentiality and privacy is a serious offence. An employee who does not strictly protect confidentiality and privacy as required by this policy and its procedures and applicable law may be subject to disciplinary action, up to and including termination of employment.

d. North Island College will not tolerate any Reprisal against any person who has, in good faith, requested advice, made a Disclosure or Complaint of Reprisal, or cooperated in an Investigation under this policy, including any contractor who has cooperated in an Investigation. This protection does not apply to protect an employee from the consequences of their own Wrongdoing, misconduct or improper activity unrelated to

their rights under PIDA. An employee who engages in any such Reprisal may be subject to discipline, up to and including termination of employment.

e. In addition to disciplinary consequences, it is a provincial offence under PIDA to obstruct, make a false statement to, or mislead or attempt to mislead, a person in the performance of their duties, powers or functions under PIDA, which is punishable upon conviction by a fine.

LIMITATIONS

This Policy does not limit an employee's rights or remedies that may be available under a collective agreement, contract, or at law.

PROCEDURES

The Public Interest Disclosure (Whistleblower) Procedures, Appendix A

LEGISLATIVE AND COLLECTIVE AGREEMENT REFERENCES:

College and Institute Act
Criminal Code
Emergency and Disaster Management Act
Freedom of Information and Protection of Privacy Act
Collective Agreement between North Island College and Canadian Union of Public Employees Local No. 3479
Collective Agreement between North Island College and North Island College Faculty Association
Common Agreement between The Employers' Bargaining Committee on behalf of member institutions ratifying the Common Agreement and Federation of Post-Secondary Educators of BC (FPSE) on behalf of its local unions ratifying this Common Agreement

LINKS TO OTHER RELATED POLICIES, DOCUMENTS AND WEBSITES:

Policy 1-01 Freedom of Information and Protection of Privacy
Policy 1-20 Code of Ethical Conduct
Policy 2-15 Occupational Health and Safety
Policy 3-06 Community Code of Academic, Personal and Professional Conduct (Code of Conduct)
All North Island College Finance Policies

APPENDIX A – PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER) PROCEDURES

Capitalized terms in these procedures are terms that have been given specific meaning in the Public Interest Disclosure Policy and the Public Interest Disclosure Act. Please refer to those definitions when reviewing these procedures.

Objectives

The Public Interest Disclosure (Whistleblower) Procedures establish the internal procedures by which North Island College will implement the Public Interest Disclosure (Whistleblower) Policy and North Island College's obligations under PIDA.

Who May Make a Disclosure

Employees, members of the Board of Governors of North Island College and those who were employees or members of the Board of Governors of North Island College at the time the Wrongdoing occurred or was discovered may disclose Wrongdoing under this Policy and may request advice on doing so.

The Public Interest Disclosure (Whistleblower) Policy and these procedures do not apply to members of the public, volunteers, students, or to former employees who were not employed by North Island College at the time the Wrongdoing occurred or was discovered.

How to Ask for Advice

1. An employee may request advice about making a Disclosure or a Complaint about Reprisal from:

    a. the employee's union representative;

    b. a lawyer;

    c. the employee's Supervisor;

    d. the Designated Officer(s); or

    e. the BC Ombudsperson.

2. PIDA protects an employee who requests advice about making a Disclosure from Reprisal regardless of whether they make a Disclosure.

3. A Supervisor or Designated Officer may require that requests for advice made to them are made in writing.

4. A Supervisor or Designated Officer must review and respond to a request for advice with appropriate assistance and consultation. A Supervisor or Designated Officer who receives a request for advice shall seek to respond where practicable, in writing and within twenty (20) business days of receiving the request.

How to Make a Disclosure

1. An employee who in good faith reasonably believes that a Wrongdoing has been committed or is about to be committed may make a Disclosure to any of the following:

    a. their Supervisor;

    b. the Designated Officer responsible for receiving Disclosures; or

    c. the BC Ombudsperson.

2. Disclosures should be made in a timely manner.

3. A Disclosure must be in writing using the Disclosure Form and include the following information if known:

    a. a description of the Wrongdoing;

    b. the name of the person(s) alleged to have committed the Wrongdoing, or to be about to commit the Wrongdoing;

    c. the date or expected date of the Wrongdoing;

    d. whether information or conduct that is being disclosed relates to an obligation under a statute and, if so, the name of that statute; and

    e. whether the Wrongdoing has already been reported, and, if so, the name of the person to whom it was reported and the response, if any, that the discloser received.

A Disclosure that is being delivered to a Designated Officer must either be sent by email to the Vice President, Finance & College Services or to the Associate Vice President, People, Equity & Inclusion, or by regular mail to Attn: Vice President, Finance & College Services or Associate Vice President, People, Equity & Inclusion, North Island College, Comox Valley Campus, 2300 Ryan Road, Courtenay, BC, V9N 8N6.

Anonymous Requests and Disclosures

1. Requesting advice about making a Disclosure and making a Disclosure may be done anonymously.

2. Employees considering anonymous Disclosures should be aware that the person receiving the Disclosure may be unable to seek clarification or further information from them, which may impact a response to the request for advice and/or Investigation of the Disclosure. Similarly, an anonymous discloser may not be notified further about an Investigation under this Procedure.

How to Make a Disclosure about Urgent Risk

1. PIDA allows employees to make public disclosures under limited circumstances. Employees making public disclosures must meet the following conditions:

    a. the employee reasonably believes there is a matter that constitutes an imminent risk of a substantial and specific danger to the life, health or safety of persons or to the environment;

    b. the employee has consulted with the relevant Protection Official (provincial health officer, the provincial administrator as defined in section 1(1) of the *Emergency and Disaster Management Act*, or an appropriate police force in British Columbia) before making the Disclosure;

    c. the employee has received direction from that Protection Official and is following it, including if the Protection Official directs the employee to not make a public disclosure;

    d. the employee does not disclose or share anyone's personal information except as necessary to address the urgent risk; and

    e. the employee does not disclose any information that is privileged or subject to a restriction on disclosure under PIDA or another enactment of British Columbia or Canada, including solicitor-client privilege, litigation privilege or another ground of common law privilege, or public interest immunity.

2. Employees are expected to obtain appropriate advice if they are uncertain about what information may be disclosed as part of a public disclosure.

3. An employee who makes a public disclosure must, immediately following the public disclosure, notify their Supervisor or the Designated Officer about the public disclosure, and submit a Disclosure in accordance with *How to Make a Disclosure* above.

4. If the employee does not wish to make a public disclosure or is directed by a Protection Official not to do so, the employee is nevertheless expected to report their concerns without delay in accordance with the How to Make a Disclosure section of this Policy.

Receiving and Reviewing Disclosures

1. Upon receiving a Disclosure, the Supervisor or Designated Officer must date stamp the report and follow any other process established for receiving Disclosures.

2. The Designated Officer must ensure that the Disclosure is reviewed in a timely manner in accordance with this Procedure.

Referral of Disclosure to Designated Officer

1. A Supervisor or Designated Officer who receives a Disclosure must promptly refer the Disclosure, as applicable, including all forms, documents and other materials supplied by the discloser, as follows:

    a) unless the allegations concern alleged Wrongdoing by the President, a member of the Board of Governors or Designated Officer, the Disclosure shall be referred to the Designated Officer, who may delegate their duties under this Policy;

    b) if the allegations concern alleged Wrongdoing by the Designated Officer, the Disclosure shall be referred to the alternate Designated Officer;

    c) if the allegations made in a Disclosure concern alleged Wrongdoing by the President, a member of the Board of Governors (or either/both and both of the Designated Officer(s)), then the Disclosure shall be referred to the Chair of the Board of Governors as the Designated Officer; or

    d) if the allegations made in a Disclosure concern wrongdoing by all of the officials listed in subparagraphs (a), (b) and (c), or the Chair of the Board of Governors, then the Disclosure will be referred to the BC Ombudsperson.

Review and Determination of Whether an Investigation is Warranted

1. After a Disclosure is received from any source, including referral from a Supervisor, the Designated Officer will conduct a preliminary review of the Disclosure and decide within 20 business days whether an Investigation is required and the form of the Investigation. The Designated Officer must assess each Disclosure received for the risk of reprisal against the discloser (regardless of whether the Disclosure will be investigated).

2. The Designated Officer may communicate with and request information from the discloser in order to make this determination.

3. If the Designated Officer reasonably believes there is an urgent risk arising from the information provided in a Disclosure, they may report the matter to an appropriate Protection Official.

Where an Investigation is Not Warranted

1. The Designated Officer may elect not to proceed with an Investigation or to stop an Investigation at any time if the Designated Officer reasonably believes:

    a. the Disclosure was not made by an employee as defined in the Policy;

    b. the allegations, if proven, do not constitute Wrongdoing;

    c. the Disclosure relates primarily to:

        i. a dispute between the employee and the Institution about their employment;

ii. a law enforcement matter being addressed by the police force;

iii. a matter relating to the prosecution of an offence; or

iv. the exercise of an adjudicative function of a court, tribunal or other statutory decision-maker, including a decision or the processes and deliberations that have led or may lead to a decision;

d. the Disclosure does not provide adequate particulars of the Wrongdoing;

e. the Disclosure is frivolous or vexatious or has not been made in good faith;

f. the Investigation would serve no useful purpose or could not reasonably be conducted due to the passage or length of time between the date of the alleged Wrongdoing and the date of the Disclosure;

g. the Disclosure relates solely to a public policy decision;

h. the Disclosure is already being or has been appropriately investigated by the BC Ombudsperson, the Institution or other appropriate authority; or

i. PIDA otherwise requires or permits the Institution to stop or suspend the Investigation.

2. If the Designated Officer determines that the Disclosure does not warrant Investigation under this Policy but involves a matter which may be appropriately addressed through another process (including the grievance process), the Designated Officer will re-direct the matter to the entity responsible for that process.

3. The Designated Officer may refer a Disclosure to the BC Ombudsperson and law enforcement, considering factors such as:

a. whether the subject matter of the Disclosure would be more appropriately dealt with by another authority;

b. the complexity of the subject matter of the Disclosure;

c. whether a real or perceived conflict of interest exists;

d. the resources and expertise required to conduct a fair and effective Investigation; and

e. if the subject matter relates to an individual with authority over the Designated Officer.

4. The Designated Officer may postpone or suspend an Investigation if the Designated Officer:

a. reports to a law enforcement agency an alleged offence they have reason to believe has been committed in relation to the Disclosure;

b. considers that the Investigation may compromise another investigation; or

c. the alleged Wrongdoing is also being investigated for the prosecution of an offence.

5. The Designated Officer will notify the discloser and, if appropriate, the Respondent(s), if they refuse, stop, postpone or suspend an Investigation or refer the Investigation to another process or authority, including the reasons for the decision. The Designated Officer will also notify the President unless the President is alleged to be responsible for the Wrongdoing, in which case the Designated Officer will notify the Chair of the Board of Governors and any other person required by the PIDA.

Investigations of Wrongdoing

1. Every person involved in Investigations under this Policy must carry out their functions in an expeditious, fair and proportionate manner as appropriate in the circumstances, as required under the PIDA and in accordance with applicable obligations under a collective or employment agreement.

2. Investigations will be conducted in accordance with the principles of procedural fairness and natural justice and conducted in accordance with applicable legislation, policy and agreements. Respondents of the Disclosure will be informed of the nature of the allegations and will have an opportunity to respond to the allegations.

3. Where the Designated Officer decides that an Investigation is warranted, the Designated Officer will manage the Investigation, with appropriate assistance and consultation, depending on the nature of the Disclosure.

4. Subject to the provisions of the *Where an Investigation is not Warranted* section above, the Designated Officer may expand the scope of an Investigation beyond the allegations set out in the Disclosure or complaint about reprisal to ensure that any potential Wrongdoing discovered during an Investigation is investigated. If more than one Disclosure is received with respect to the same or similar Wrongdoing, a single Investigation into the alleged Wrongdoing may be conducted.

5. The Designated Officer shall seek, where practicable, to review Disclosures within 20 business days and to investigate Disclosures within 120 business days. The Designated Officer may shorten or extend this time period depending on the nature and complexity of the allegations.

6. The Designated Officer may seek assistance from the BC Ombudsperson for an Investigation or refer a Disclosure in whole or in part to the BC Ombudsperson provided that notice of the referral is provided to the discloser.

Reporting the Results of an Investigation

1. The Designated Officer will provide a report on the findings of the Investigation, reasons and any recommendations to the President or, in the case of an Investigation involving the President, to the Chair of the Board of Governors.

2. The Designated Officer will ensure that any corrective actions recommended are implemented in accordance with relevant legislation, policy and agreement. The Designated Officer is not required to hold a hearing.

3. Subject to the Institution's obligations under FIPPA, the Designated Officer will seek to provide an appropriate summary report within 20 business days of the Investigation being completed to the discloser and the Respondent(s). The obligation to provide such a report does not apply to a discloser who submits a Disclosure anonymously.

Privacy and Confidentiality

1. For the Policy and Procedures to function as intended, everyone involved in a request for advice, Disclosure, complaint about reprisal or Investigation must protect confidentiality and privacy.

2. Employees must take reasonable precautions to ensure that personal information is not disclosed in a request for advice, Disclosure or complaint about reprisal beyond what is reasonably necessary.

3. Employees must maintain strict confidentiality with respect to all personal information – including the identity of those involved – related to a request for advice, Disclosure, complaint about reprisal or Investigation under the Policy and Procedures and must not disclose such information. If employees have any questions about their confidentiality obligations, they are encouraged to ask the Designated Officer.

4. Supervisors and the Designated Officer must advise employees who request advice, make a Disclosure or complaint about reprisal or participate in an Investigation about these obligations.

5. Supervisors and the Designated Officer must only collect, use and disclose personal information, particularly if it may reveal the identity of a discloser or Respondent, necessary to fulfill their responsibilities under PIDA or as otherwise permitted by PIDA, including to comply with other applicable laws and agreement and ensure a fair and appropriate Investigation.

No Reprisal

1. The Institution will not tolerate reprisals against employees who request advice, make Disclosures or complaints about reprisal, or cooperate in an Investigation, or contractors that cooperate in an Investigation, in accordance with this Policy or the PIDA. A reprisal may include a disciplinary measure, demotion, termination of employment, any other measure that adversely affects the employee's employment or working conditions or any threat to do the same or, in the case of a contractor, termination or non-renewal of their contract(s) or withholding payment. This protection does not apply to protect an employee or contractor from the management or termination of their employment or

contractual relationship, respectively, unrelated to their exercise of their rights under PIDA.

2. An employee who believes that they have been the subject of a reprisal may make a complaint to the BC Ombudsperson, who may investigate and make recommendations to address a reprisal in accordance with PIDA.

Forms Associated with this Procedure

PIDA Disclosure Form

2023-2024 Board Committee Membership and Representation

Executive Committee

Patricia Trasolini, Committee Chair
Shelley Dores
Nancy Arsenault
Jane Atherton
Lisa Domae

Finance and Audit Committee

Jerad Langille, Committee Chair
Valery Puetz
Murray Erickson
Shubham Chauhan
Kudakwashe Wingwiri

Governance and Board Development Committee

Nancy Arsenault, Committee Chair
Rylee LaTrace
Barry Minaker
Vicky White
Claire Moglove
Patricia Trasolini
Corinne Stavness

NIC Foundation Representative

Shelley Dores

Education Council Liaison

Rylee LaTrace

	BOARD OF GOVERNORS – ACTION SHEET
![NIC Board of Governors logo]	April 18, 2024
	Agenda #: 3.5
	Working together, North Island College builds healthy and thriving communities, one student at a time.

Agenda Item:	Rescission of Board Policy 1-09 (Land Use)
Action Required:	For Decision
Draft Motion/ Recommendation:	**THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS RESCIND POLICY 1-09 LAND USE POLICY.**

Background/History/Executive summary:

Board policy 1-09 has not been updated since its creation back in 1996. It set out criteria with which to evaluate proposals for the use of College property, but seems mainly to be addressing the use of NIC campus lands by outside agencies.

Policy 1-09 references that all acquisition, leasing and disposal of land requires the approval of the Ministry of Post-Secondary Education and Future Skills under Section 50 of the *College and Institute Act* (note that the Ministry name and Act section have changed since this policy was written). This section of the Act defines public Colleges and Institutes as agents of the government that can acquire and dispose of land or buildings, but this requires the consent of the Minister. The Act also stipulates that the spending of any proceeds of the disposition requires the consent of the Minister.

Relevant sections of the Act include:

Part 6 — General

50 Institution is an agent of the government

(1)An institution is for all its purposes an agent of the government and its powers may be exercised only as an agent of the government.

(2) An institution may, in its own name, carry out its powers and duties under this Act and, with the consent of the minister, acquire and dispose of land or buildings.

(4) If an institution disposes of land or buildings, it must not spend the proceeds of the disposition without the consent of the minister.

The Ministry consent process for acquiring, leasing or disposing of land involves a number of steps, including consultation with Indigenous Rights-Holders. It also requires a Board resolution. Ministry approval wouldn't be granted without a Board resolution.

Guidance for the acquisition and disposition of property is provided in Section 14 of the Ministry's "Capital Asset Reference Guide (CARG)."

https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/capital-planning/carg.pdf

In addition, the College has policy 7-02 – Use of NIC Facilities and Campus Grounds. While the

main focus of this policy relates to how college facilities and campus grounds may be accessed, there was still some repetition with policy 1-09.

The combination of the Board approval process, the CARG process that flows from Section 50 of the *College and Institute Act*, and policy 7-02 renders policy 1-09 redundant.

Policy analysis/strategic priority:
This agenda item is linked to *BUILD 2026* Goal 2.4, campuses and centres.

Attachments:
1. Policy 1-09 – Land Use

Action:
To rescind policy

LAND USE   #1-09

Approved: October 23, 1996   by: Board of Governors
Effective: October 23, 1996
Date to be Reviewed: 2005

BACKGROUND

From time to time North Island College receives unsolicited proposals which would require construction on, or would otherwise affect, College property. Examples could include construction of a municipal sports centre or recreation facilities, health unit, gas station, student residences or a request for land for road access to other property, sewer line access or other rights of way. These proposals may provide direct or indirect benefits for the College, its students or programs, and may provide financial benefit to the College or contain significant potential liabilities. As a result, the Board of Governors and Administration require criteria with which to evaluate proposals at an early stage to determine the project's viability and potential benefits to the College before significant staff or other resources are expended.

It must be recognized that the College's land resources are finite and intended to provide for all anticipated growth for decades into the future. Projects that do not meet the College's needs now and in the future may severely restrict future growth. Further, all construction, leasing, acquisition or disposal of land requires approval of the Ministry of Advanced Education under Section 53 of the *College and Institutes Act*.

POLICY

North Island College will use its scarce land resources to meet the following objectives as guided by the criteria listed below.

OBJECTIVES

The following are the College's prioritized land use needs. This is not an exhaustive list.

1.   Provide adequate buildings for instructional space and other related program needs.

2. Provide for adequate building space for faculty, support staff, administration, and ancillary services for students and staff, such as cafeteria, bookstore, residences and sports facilities.

3. Retain adequate land reserves to meet anticipated growth in the future assuming that additional land will not be available.

4. Provide space for other publicly funded facilities or projects that directly enhance the first two objectives.

5. Provide space for other privately funded facilities or projects that directly enhance the first two objectives.

CRITERIA FOR EVALUATING PROPOSALS AFFECTING COLLEGE LAND

- Does the land use proposal fit the College's objectives?

- Is there adequate financing in place to build and operate the project?

- Projects that require fewer College resources (other than land) have a priority over equally beneficial projects that require more College resources.

- Government projects are preferred over private projects. A performance bond may be required for privately financed or operated projects.

- Realistic future financial benefits to the College should be considered.

- Proposals should be received by the College as complete packages with full details of the proposal, anticipated operations, realistic financial projections.

- The expertise and financial strength of prospective partners is a factor.

- Staff resources required to evaluate and track proposals should be minimized.

- Projects should maximize College revenues or minimize expenses for College operations.

- Proposals should not require continuing staff resources to operate or monitor the construction or ongoing operation of the project.

- The College should have the ability to acquire control of the project without financial penalty in the event it does not maintain its viability.

- Projects should minimize future potential liabilities of the College.

- Projects should have an alternate use that will benefit the College, or no long-term financial costs, in the event that the primary use is no longer viable.

- Operation of the completed project should be agreed to in writing before project approval.

- Is there evidence or indications of community support for the project?

To the North Island College Board of Governors,

In accordance with the *College & Institute Act*, please accept this notice regarding collection of North Island Students' Union and British Columbia Federation of Students membership fees.

As determined by a majority of members of the Students' Union who voted in referenda, the most recent November 2, 2023, to establish this fee structure, including the provision for Consumer Price Index increases, the fees for the 2024 - 2025 academic year are:

Students' Union membership fee $19.09 per month
                                                  $76.38 per semester
                                                  $5.82 per credit

Spaces Fee $0.50 per month
                                                  $1.97 per semester
                                                  $0.15 per credit

Federation membership fee $3.00 per month
                                                  $10.99 per semester
                                                  $0.83 per credit

As required by the Students' Union bylaws and the *College & Institute Act*, the audited financial statements have been made available & approved by our members at the Semi-Annual General Meeting, November 28, 2023.

Further, the Students' Union remains a society in good standing as recognized by the *Societies Act.*

Please continue to remit fees to the Federation:

                        207 245 Columbia Street East
                        New Westminster, BC V3L 3W4

Sincerely,

Carissa Wilson

Carissa Wilson   **2024 - 2025 NISU Board of Directors**
Executive Director   Errington Collett, Co-Chairperson, Accessibility & Equity Director
North Island Students' Union   Joel Fox, Co-Chairperson, Community Director
778-585-NISU(6478)   Michel Hernandez Granados, Federation & Governance Director
theoffice@nisu.ca   Gracious Rumbidza Karumbidza, Communications Director
                                        Jestin Tonny, Internal Relations Director
                                        Sukh Kaur, Services Director

www.nisu.ca
2300 Ryan Road, Courtenay, BC V9N 8N6

March 11, 2024
Our Ref. 133115

Patricia Trasolini
Chair of the Board
North Island College

Email Address: trasolinipatricia@gmail.com

Dear Patricia Trasolini:

It is a great privilege to be appointed by Premier David Eby as the new Minister of Post-Secondary Education and Future Skills and I am eager to embark on the work ahead.

I am excited to collaborate with you as we take on the challenges that students, apprentices, post-secondary institutions, labour unions, training providers and employers are facing right now. We know that British Columbia is faced with big challenges such as enhancing affordable education, securing student housing and ensuring there are skilled workers across our entire economy.

Government believes that every British Columbian deserves access to affordable, relevant, responsive and meaningful post-secondary education and skills training. The labour market outlook for the next decade revealed that more than 75% of the one million new job openings in BC will require some level of post-secondary education or training. This highlights the importance of making education and training more accessible, affordable and relevant for British Columbians.

The Ministry of Post-Secondary Education and Future Skills is committed to continue implementing the StrongerBC: Future Ready Action Plan, which is designed to meet the challenges of businesses and British Columbians today and to ensure people have the skills they need to succeed and grow BC's inclusive and sustainable economy. It provides a generational investment in people—because what helps people succeed in our economy, makes our economy succeed for people.

.../2

Ministry of Post-Secondary Education and Future Skills

Office of the Minister

Mailing Address:
PO Box 9080 Stn Prov Govt
Victoria BC V8W 9E2

Location:
Parliament Buildings
Victoria

We are also advancing the implementation of the *Declaration on the Rights of Indigenous Peoples Act Action Plan* developed with Indigenous Peoples, First Nations and organizations though intensive consultation. This calls to recognize the integral role of Indigenous-led post-secondary institutions as a key pillar of BC's post-secondary system through core and capacity funding and the development of legislation.

Finally, the Ministry of Post-Secondary Education and Future Skills introduced new measures to strengthen quality standards and safeguards for international students in BC and ensure a balanced approach to international education that delivers positive outcomes for all students.

With your help and collaboration, we will support students, apprentices and employers across BC.

I look forward to connecting with you to learn from you, share expectations and refine our plans toward achieving these and other goals for the post-secondary sector.

Sincerely,

Honourable Lisa Beare
Minister of Post-Secondary Education and Future Skills

	BOARD OF GOVERNORS – ACTION SHEET
NIC BOARD OF GOVERNORS	April 18, 2024
	Agenda #: 4.2.1
	Working together, North Island College builds healthy and thriving communities, one student at a time.

Agenda Item:	Budget, FY 2024/25 (attachment)
Action Required:	For Approval
Draft Motion/ Recommendation:	**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2024/25 BUDGET AS PRESENTED.**

Background/History/Executive summary:

Each year NIC prepares a budget for the upcoming fiscal year, which runs on an April 1st to March 31st cycle. The budget details were discussed at the Finance committee on April 10th and is now coming forward for approval from the Board.

A draft budget was discussed by the Board on March 14th, and with the College community on March 11th at one of our regular College Conversations. At the time we were projecting a balanced budget. The budget coming forward today is not significantly different from the draft in March. While there are some variances to the draft budget prepared in March, they don't impact the balanced budget.

The budget funds the College's commitments for negotiated wage increases, employee benefit costs, and other contractual commitments. It also includes continued investments in ongoing programming of more than $2M. Some of these investments are funded by Provincial grants, while others are funded by increased international student enrolments. It is encouraging to see that some of the new Provincial funding built into Budget 2024/25 is ongoing funding rather than one-time.

Policy analysis/strategic priority:

The submission of NIC's 2024/2025 budget for Board approval follows the College & Institute Act Section 19 (5).

The board must act as follows:

    (a) at the request of the minister, prepare and submit budgets, financial statements, reports and other information that the minister considers necessary to carry out the minister's responsibilities in relation to institutions

This Budget supports NIC's *BUILD 2026* plan by building in $0.685 million in targeted spending that will help move some targeted strategic plan initiatives forward. These investments touch on a number of the *BUILD 2026* commitments – there are investments in Healthy and Productive Workplaces, Program Response and Renewal, and the Social and Economic Development of the Region to name a few.

Attachments:	
The attachment is:	
1. The budget summary	

Action:
For approval

NORTH ISLAND COLLEGE
2024-25 Budget - Draft

	2024-2025	2023-2024	Change
Revenues			
Province of BC revenues			
Base operating grant	$36,601,494	$32,364,859	$4,236,635
Industry Training Authority grant	2,947,660	2,994,084	-46,424
Routine capital	191,184	160,592	30,592
Leases	306,975	306,975	0
Aboriginal Service Plan	250,000	259,057	-9,057
Literacy grants (CALP)	273,000	203,000	70,000
Student aid (AUG, LDAB, SOS, AEF)	145,000	145,000	0
Educational partnerships (VIU, Island Health)	914,000	789,000	125,000
Provincial contracts	553,037	210,000	343,037
	42,182,350	37,432,567	4,749,783
Federal Government grants and contracts	1,443,642	1,261,763	181,879
Student fees			
Base funded programs	4,491,868	4,261,606	230,262
Cost recovery program	1,288,016	1,358,825	-70,809
International Education	9,998,039	7,243,612	2,754,427
	15,777,923	12,864,043	2,913,880
Sales of goods			
Bookstore revenue	715,000	825,000	-110,000
Cafeteria revenue	341,000	341,000	0
	1,056,000	1,166,000	-110,000
Contract services	1,823,250	2,851,313	-1,028,063
Investment income	707,889	707,889	0
Realized Gains/Losses on Investment	50,000	50,000	0
Other income	1,014,568	1,007,660	6,908
Total Operating Revenue	**64,055,622**	**57,341,235**	**6,714,387**
Amortization of deferred capital revenue	3,577,428	3,599,832	-22,404
Total Revenue	**67,633,050**	**60,941,067**	**6,691,983**
Expenditures			
Salaries, benefits, other personnel costs	50,943,558	45,032,614	5,910,944
Advertising and promotion	939,298	827,941	111,357
Books and periodicals	389,861	448,411	-58,550
Cost of good sold	682,000	680,000	2,000
Equipment costs	1,619,457	1,826,988	-207,531
Facilities costs	2,636,628	2,557,701	78,927
Financial service charges	246,503	246,503	0
General fees and services	2,365,333	2,132,096	233,237
Student awards	1,319,080	824,480	494,600
Supplies and general expenses	1,185,833	1,457,145	-271,312
Travel	942,002	980,669	-38,667
Grant transfers	273,000	203,000	70,000
Donation to Foundation	0	0	0
Amortization of capital assets	4,090,497	4,366,104	-275,607
Total Expenditures	**67,633,050**	**61,583,652**	**6,049,398**
Revenue less Expenditures	**0**	**-642,585**	**642,585**

![NIC Board of Governors logo]	**BOARD OF GOVERNORS – ACTION SHEET** April 18, 2024 Agenda #: 4.3.1 *Working together, North Island College builds healthy and thriving communities, one student at a time.*

Agenda item:	New course tuition: Engineering 190 (ENR 190)
Draft Motion/ Recommendation:	That the North Island College Board of Governors approves the domestic tuition fee of $155.32 per credit for ENR 190 ('Engineering Work Term 1').

Background/History/Executive summary:

This course is being added to provide our engineering students with the opportunity to receive credit for engineering work that they may undertake before transferring to University of Victoria (UVic) or elsewhere. The opportunity to intern before transferring will undoubtedly benefit our engineering students and local engineering companies looking for student workers. There is great interest among local firms in supporting this initiative. This development is consistent with the faculty's commitment to experiential and work-integrated learning and supports the objectives of *BUILD 2026* and *Widening our Doorways*.

In terms of the tuition rate noted above, we identified Business 500 (BUS 500) – '*Internship*' as an exemplar. The proposed rate for ENR 190 is the same as the rate currently being applied to BUS 500. These courses are very similar in terms of structure and function. It is worth emphasizing ENR 190 is optional. This provides students maximum flexibility and an opportunity to structure the certificate program as needed.

Policy analysis/strategic priority:

Program Summary: (Program Length, Outcome/Credential, Anticipated Start Date, EdCo Approval Date)

This program is a first-year certificate – Engineering Foundations Certificate. It is also part of the Common First-Year Engineering Curriculum (CFYEC) (to which we are a signatory).

This program also provides dual or guaranteed admission to UVic's engineering degree. It provides general transfer to University of British Columbia (UBC), Simon Fraser University (SFU) and other engineering degree programs (see note below).

Program Description:

"The CFYEC is intended to prepare graduates for transfer into second-year engineering at any of the post-secondary institutions party to the agreement. This program contains the common first-year expectations for each of the receiving institutions, and for clarity, are shown as course blocks in the areas of physics, chemistry, engineering design, computer programming, mathematics, and communications skills."

Attachments:

n/a

Action:

For the Board's consideration and approval.

	BOARD OF GOVERNORS – ACTION SHEET
NIC BOARD OF GOVERNORS	April 18, 2024
	Agenda #: 4.3.2
	Working together, North Island College builds healthy and thriving communities, one student at a time.

Agenda Item:	NIC's response to the Assessors' report from the Quality Assurance Process Audit (QAPA)
Action Required:	For Information
Draft Motion/ Recommendation:	Not Applicable

Background/History/Executive summary:

The Ministry of Post Secondary Education and Future Skills requires all B.C. public institutions to participate in the QAPA once every seven years. QAPA is an external review process that is designed to support institutions in the development of high standards of quality instruction and programming.

We have submitted our QAPA response to the Assessors' site visit on November 16 & 17, 2023 and Quality Assurance Process Audit Assessors' Report Workbook, see attachment #1. The college's response, see attachment #2, was developed through a consultative process including a review by the Education Team and through feedback sessions with faculty and staff. The response was prepared by the VP, Academic, the Director, Centre for Teaching and Learning Innovation, approved by Leadership Team, reviewed by Education Council and was submitted to the Ministry on March 11, 2024.

The Assessors' report provided NIC with a comprehensive road map to support the College's ongoing commitment to quality assurance under three categories, Commendations, Affirmations and Recommendations. The College's response provided clear feedback to the Assessors' report acknowledging our thanks for their feedback and the actions we will take to meet the affirmations and recommendations listed in the report.

I would like to acknowledge the dedicated work and leadership of Dr. Liesel Knaack, Director, Centre for Teaching & Learning Innovation who put in countless hours to steer the College through the QAPA process.

Policy analysis/strategic priority:

This agenda item is linked to *BUILD 2026*, 5.5b Program Response and Renewal, Complete Provincial Quality Assurance Process Audit.

Attachments:

1. Quality Assurance Process Audit Assessors' Report Workbook.
2. Response to the Assessor's Report from the Quality Assurance Process Audit.

Action:

For Information

QUALITY ASSURANCE PROCESS AUDIT

ASSESSORS' REPORT WORKBOOK

INSTITUTION NAME: North Island College

SITE VISIT DATES: November 16-17, 2023

SUBMISSION DATE: November 29, 2023

OVERALL ASSESSMENT

The panel is requested to keep in mind the objectives and the guiding principles when undertaking the QAPA assessment.

Objectives

The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

a) Continues to meet the program review policy requirements outlined in the DQAB's Exempt Status Criteria and Guidelines and the Degree Program Review Criteria and Guidelines, as applicable to the institution;

b) Has and continues to meet appropriate program review processes and policies for all credential programs; and

c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

Guiding Principles

1) Transparent and credible evidence of robust quality assurance criteria and processes are vital to BC public post-secondary institutions, the Degree Quality Assessment Board and the Ministry; demonstrate accountability; and contribute to the national and international reputation of the BC public post-secondary system.

2) Credible quality assurance should be rigorous and have peer evaluation as an essential feature.

3) QAPA standards will recognize the diversity and different mandates of BC public post secondary institutions.

4) Primary responsibility and accountability for educational program quality assurance rests with post-secondary institutions themselves.

5) QAPA will be carried out so as to maximize the opportunity to:
   a. affirm, and add value to, the internal quality assurance processes at each institution; and
   b. share best practices from other BC institutions and elsewhere.

6) QAPA will promote a collaborative and supportive process that benefits BC public post-secondary system.

Summary:

North Island College (NIC) has made impressive progress in recent years to develop many new policies, procedures, guidelines, and templates to build quality assurance (QA) mechanisms and foster a culture of quality at the College. As a result, NIC has laid a strong foundation for continuous quality improvement.

The College provided the External QAPA Panel (EQP) with extensive documentation for review, which included an institutional self-study, related policies, procedural documents, and three program review exemplars. Over a two-day site visit, the EQP met with administrators and departments across the organization, program faculty from the selected program samples, and supporting personnel from areas such as the Centre for Teaching and Learning Innovation (CTLI), student affairs, Education Council, the Registrar's Office, Institutional Research, and the Indigenous Education teams. The information provided to the EQP was robust and fully adequate to support the panel's evaluation of the institution's quality assurance processes. Both the institutional self-study report and the site visit with participants demonstrated a genuine commitment to continuous improvement.

It was evident to the EQP that faculty are aware and actively engaged in QA processes. In addition, it was obvious that the College is deeply rooted in the community, actively engaged with employers, and committed to meeting the needs of students and communities, including the 35 First Nations they serve in partnership.

The EQP's comments in this report are intended to provide insights in support of NIC's ongoing journey to build a strong system of QA and culture of continuous improvement.

<u>Commendations</u>
Provide clear statements that articulate areas where the institution has shown exemplary practice in the field of program quality assurance and improvement.

Commitment to Quality Assurance

1. The EQP commends NIC for their genuine and collective commitment to QA and continuous improvement. The strategic and operational plans, with detailed action plans and reporting mechanisms for stakeholder engagement, are truly impressive, and employees seem to be well aware of these institutional documents and are using them to guide their work on program reviews and development. The creation and revitalization of many policies and procedural guidelines, such as the Academic Quality Framework, have laid a strong foundation for quality education at NIC.

Commitment to Indigenization and Truth and Reconciliation

2. One of the greatest strengths noted by the EQP was NIC's commitment to working with Indigenous partners to meet the educational needs of students and communities. The Working Together Indigenization Plan confirms the College's commitment to reconciliation through tangible actions and the Journeying Together plan takes this one step further to transform NIC's approach to Indigenization and internationalization. The EQP commends NIC for its active engagement with the Indigenous Education Council, which includes representatives from 35 First Nations, Métis Chartered Communities and Indigenous organizations to provide guidance to the College on educational needs, programming and support services. Also of note is the establishment of the Working Together Working Group, an internal body which is facilitating the implementation of the Indigenization plan by engaging faculty and staff across NIC. Throughout the site visit, it was evident that employees at all levels are committed to reconciliation efforts.

A Culture of Continuous Improvement

3. The EQP notes that NIC took a very deliberate approach to the self-study and the site visit which demonstrated a deep commitment to building an institution-wide commitment to QA and continuous improvement. There was a very high level of transparency and honest self-assessment in the institutional report that was consistent in the discussions throughout the site visit. It was widely accepted that the institution is introducing new policy, new processes and new concepts that require change management and learning new ways of approaching program currency and effectiveness, which lead in turn to quality student learning. The extensive guidelines and resources created to support that learning and the obvious effort put into preparing for the self-study and site visit are evidence of a genuine understanding that QA is an ongoing process that requires a full team effort to succeed. By engaging many people as observers of the process, NIC has likely accelerated this effort, and hopefully inspired their broad team as to the value of continuous quality improvement.

Creation of the CTLI

4. As further demonstration of NIC's commitment to QA, the leadership prioritized scarce resources—among many competing priorities and in the context of a global pandemic—to create the Centre for Teaching and Learning Innovation (CTLI) and hire a very skilled and experienced Director. It was obvious to the EQP that this resource has been transformational for the institution and significantly accelerated progress on QA tools and mechanisms. The extensive development of policy, materials, resources, training, and even an online course on QA, are just a few of the invaluable ways that the CTLI has laid the groundwork to support continuous improvement.

Affirmations
Provide clear statements in the areas where the institution has identified a weakness and has articulated how it intends to correct it. In effect, this is affirming the institution's judgment and findings in its Institution Report.

Training and Development

1. The EQP heard from the leadership team that it is working to address consistency and thoroughness in the self-studies through a variety of means, including through ongoing orientation and training, and revision to the tools as needed. The EQP affirms and encourages these ongoing efforts.

Program Advisory Committees

2. NIC identified in their institutional self-study and in the site-visit interviews that they are actively working to expand and refresh Program Advisory Committees (PACs) for greater consistency and engagement across the institution. The EQP applauds these efforts and suggests that the creation of a new PAC policy and guidelines, such as standardized templates for meeting agendas, can be useful tools to clarify the purpose of PACs and ensure consistent practice.

Adapting Processes for Program Variability

3. It is evident that program administrators recognize the need to create specific processes, guidelines, and templates that will support the range of NIC's program areas. Current work is underway to provide this support to Trades and Technical programs as they approach their first program review. Further work is anticipated for Health and Human Services programs to avoid duplicating content that is part of accreditation programs. This flexibility is important to ensure meaningful outcomes for these programs without requiring inefficient duplication of reporting activity.

Faculty Professional Development

4. Faculty members in all three program review sessions noted the positive impact of program review in opening up conversations surrounding a more strategic approach to professional development (PD), including sharing results of individual PD activities and planning for department-level PD activity on topics such as developing learning outcomes and curriculum mapping. The EQP suggests that ongoing tracking of faculty PD would assist departments in demonstrating currency during program reviews and the planned biennial reviews ("scans").

Recommendations

Provide clear statements in areas needing improvement. Recommendations may also be made in relation to areas of concern identified by the institution for which no plan of action has been articulated by the institution.

Curriculum Design

1. The EQP recommends that NIC embed guidelines in the program self-study process to ensure that review of program learning outcomes, curriculum mapping and alignment with assessments of student learning are part of the process. Putting these activities at the forefront of the process should provide clarity and focus for any recommended curricular changes that arise from the review.

Realistic Action Plans

2. The EQP also suggests providing guidelines (limits) on the number of recommendations to come out of a program review, as a way to focus departments on a feasible number of high-impact goals both for the short term and within the period between review cycles. In addition, the EQP suggests that after the initial cycle of program reviews, NIC assess the effectiveness of action plans and one-year follow-up reports in relation to how recommendations from program reviews support institutional-level planning and resourcing.

Evidence-informed Decision Making

3. The EQP recommends that NIC consider strengthening expectations and direction given to faculty review teams to ensure consistent and thorough engagement with relevant data and evidence in each component of the self-study. In particular, that analysis should consider student, labour market, and social needs and the program's alignment with those components.

External Review of Programs

4. The EQP recommends that NIC consider introducing more flexibility on the structure of its External Review Teams, to allow the auditing panel to vary according to the size and/or complexity of scope in a given program review. For instance, a single external reviewer may suffice to audit the self-study arising from a single certificate-level program, whereas two externals would be important when auditing the self-study of a degree program. Virtual site visits and/or the flexibility to consider one-day vs. two-day site visit agendas may help to engage more reviewers.

5. The EQP recommends that NIC revise Policy 3-07 *Program Revisions and New Program Approvals* to commit to external review by peer experts during an appropriate stage within the program development and internal approvals process, to ensure this feedback is considered prior to the PSIPS posting stage. The external review could involve a desk audit of program materials and/or a site visit. The College might find useful models by consulting comparable policies at other BC post-secondary institutions.
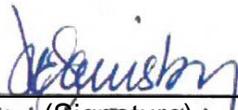
Signed:
Chair of the QAPA Team:

_____   29th November 2023
          (Signature)   (Date)

_____
         Robin Hicks
      (Printed Name)

QAPA Assessors:

_____   29th November 2023
          (Signature)   (Date)

_____
        Meg Stainsby
      (Printed Name)

_____   29th November 2023
          (Signature)   (Date)

_____
        Peter Geller
      (Printed Name)

4.1. Overall Process

A. Does the process reflect the institution's mandate, mission, and values?	
CRITERIA:	COMMENTS / RECOMMENDA TIONS:
(i) The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.	**Institutional and Program Review Cycle** • NIC recently developed a robust Academic Quality Framework (AQF) to guide the work of quality student learning, encompassing the three components of Quality Assurance (QA), Quality Enhancement (QE), and Improvement of Practices (Institutional Report, p. 15 and Appendix 7). The assessment and review of NIC quality assurance policies and processes is integrated into this AQF. • The program review cycle, while relatively recent, is established as a 7-year cycle which will be updated annually (Institutional Report, Appendix 8b). It is posted on the NIC public facing program review web pages for transparency and advanced planning. • The three sample program reviews demonstrated some inconsistency both in terms of the data provided and the use of the data by the program areas in their self-studies. The EQP recommends that a more consistent approach to data collection and analysis would improve the effectiveness of the program review process in terms of understanding student, labour market, and social needs.
(ii) The process should contribute to the continuous improvement of the institution.	**Continuous Improvement of the Institution** • The College has developed a comprehensive series of strategic plans, including *BUILD 2026* (the institutional strategic plan), *Working Together* (the Indigenization Plan) and *Widening Our Doorways* (the academic plan), with accompanying dashboards and annual reports to monitor progress. NIC's QA processes respond to and align with these plans and their associated implementation, as evidenced by program development and program review; see guidelines and templates for program development (Institutional Report, Appendix 9) and program review (Institutional Report, Appendix 8). • NIC's program review processes include recommendations with associated action plans and a one-year follow-up report. Given the newness of the process (only one program has completed a follow-up report), the EQP suggests that after the initial cycle of program reviews, NIC assess its effectiveness in relation to how recommendations from program reviews support institutional-level planning and resourcing.

B. Is the scope of the process appropriate?	
CRITERIA:	**COMMENTS / RECOMMENDATIONS:**
i) There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics: • A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account: • the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards; • the adequacy and effective use of resources (physical, technological, financial and human); • faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization; • that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association; • the continuing adequacy of the methods used for	**Program Review Policy** • Policy 3-11 *Program Review* has been in place for over 25 years and was most recently updated in 2022. The current version grounds NIC's program review activity in appropriate core principles, ensuring that the process is collaborative, evidence-based and faculty-led. The documentation conveys the intention that the program review process should demonstrate accountability and lead to continuous quality improvement. • The details about mandatory content required in each self-study are not included in Policy 3-11 *Program Review* but are publicly available in the self-study template via NIC's website. Requirements are thorough and can be mapped precisely against the QAPA criteria aimed at ensuring that the program review process is comprehensive and appropriate. • In practice, based on an assessment of the sample program reviews provided, the EQP determined that the degree to which self-studies <u>account for</u> these required components varies significantly, with the result that the reports are not always sufficiently thorough. For example, despite clear policy, templates and guidelines, and despite the coaching and support provided to departmental review teams, the sample self-studies did not consistently or adequately account for the relevance of faculty professional development activities; demonstrate faculty currency; engage with program alignment with institutional plans such as the strategic, academic or Indigenization plans; or analyze or engage with data packs prepared for them by Institutional Research in support of their work. • This misalignment, between the policy and process outlined and the resulting self-studies, may be a sign of growing pains, arising from the relative newness of the process itself and not unexpected. But it may also—at least in part—be a direct corollary of the impressive extent to which NIC is working to empower faculty to lead the process, something for which NIC is to be commended, and a principle that will likely contribute over time to the strengthening of a culture of QA embedded directly in program areas. • The EQP also noted that the template and guidelines for the self-study reinforce the reflective and narrative nature of what faculty are being asked to write, and encourages NIC to consider if this language and guidance might inadvertently be contributing to the faculty program review teams' inconsistent engagement with the data and evidence that should be integral to self-studies.

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evaluating student progress and achievement to ensure that the program's stated goals have been achieved;

- the graduate satisfaction level, student satisfaction level, and graduation rate; and

- where appropriate, the graduate employment rates, employer satisfaction level, and advisory board satisfaction level.

➢ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report;

➢ A summary of the conclusions of the evaluation that is made appropriately available.

- The EQP heard from the leadership team that it is working to address consistency and thoroughness in the self-studies through a variety of means, including through ongoing orientation and training, and revision to the tools as needed. The EQP affirms and encourages these ongoing efforts.

External Review Teams (ERT)
- The EQP was impressed by how fully NIC has embraced the use of ERTs as central to program review. Policy 3-11 requires the engagement of an ERT, normally consisting of two members external to the College and one member internal to the College but external to the program under review. The two external panelists must be "peers" (presumably instructors) from other institutions/ programs and/or industry experts.
- It is not clear if NIC has developed criteria for when it may be appropriate to deviate from appointing the "normal" number of three members per ERT.
- The EQP heard during the site visit of the difficulty in populating these panels, a difficulty that is not unique to NIC. Given province-wide competition for external reviewers, it is also unfortunate that NIC finds itself unable to offer stipends for this service.
- Documentation provided does not indicate any requirement (or preference) for one or more ERT member(s) having administrative experience, which may limit the perspectives and insights the ERT can offer. Nor do the templates request that the ERT provide an environmental "scan," which can provide useful information about program/discipline trends and where the College's program sits in the sector's ecosystem. NIC is encouraged to consider introducing these elements, to maximize the value of the ERTs' contribution to QA.
- During the site visit, the EQP saw evident enthusiasm for the importance of having an internal-external ERT member, and heard some consideration of the criteria that might influence the selection of these members, yet the policy does not speak to the distinct role of, or selection criteria for, this ERT member. NIC is encouraged to consider building out policy language to address these matters, to encourage both transparency and consistency in the creation of ERT panels.

Sharing of Outcomes of Program Reviews
- The procedures associated with Policy 3-11 provide for appropriate sharing of the outcomes of the program review process, including employee access to full self-study reports and to ERT reports, and the posting to the public website of final reports and action plans, in a manner consistent with relevant privacy legislation. (Note:

	the EQP has been unable to find any final reports or action plans on NIC's website, likely due to the relative newness of the process, but accepts NIC's stated intention to publish them in due course.)
(ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.	**Program Development Policy** • Policy 3-07 *Program Revisions and New Program Approvals* (rev. 2020) requires a consultation process be undertaken prior to the development of new program proposals; however, this process appears to involve only consultations internal to NIC. The policy states, "New programs where a NIC Academic Program Credential will be awarded will be required to go through a consultation process that includes the applicable dean/director and E[ducation] T[eam] prior to being submitted to EdCo for approval" (p.3). • During the site visit, the EQP heard about extensive external engagement practices that underpin NIC's new program development: concepts and proposals reportedly arise from, and are welcomed from, a wide variety of sources, such as faculty members, "community councils" (with representation from groups such as Chambers of Commerce and business councils), Indigenous communities, the College's Indigenous Education Council, and PACs (where these exist). The EQP also heard of NIC's practice of engaging external subject matter experts to assist with new program development, when needed. • For new credentials above the level of certificate (i.e., advanced certificate, diploma, associate degree and degree levels), the policy acknowledges the consultative function involved in posting proposals to the PSIPS website. However, the EQP notes that this is a passive form of consultation, at best. **Course Development and Approval** • While there are both policy and associated procedures for revising and adding new courses (Policy 3-15: *Course Revisions and New Course Approval*), there does not appear to be a requirement for the systematic and cyclical review of existing courses. Instead, the policy decentralizes authority to determine frequency of curriculum review to the Administrator, which provides for lack of consistent practice College-wide. Given that the EQP heard from faculty during the site visit about concerns with curriculum currency, NIC is encouraged to introduce a minimum review cycle to support QA efforts.

C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) Are the guidelines adaptable to the range of programs and offerings within the institution?	**Adaptability of Guidelines** • The guiding principles for QA and program review include *Flexibility*: "The process is flexible to adapt to trades and technical programming, accredited programs and timing and adjustments requirement for various programs. The process is flexible as it is aligned with the needs of the faculty, department, and instructors" (Institutional Report, p. 54). • Recently revised guidelines for new program development take into account the differing expectations and considerations for non-credential and credential programs (Institutional Report, Appendix 9 and Overview of Program Development Process session during site visit). This directly supports NIC's commitment to responsiveness to its region and communities. • The process for program review includes the Vice President Academic and Deans determining groupings of programs to be reviewed together. Faculty input is also considered. • Programs that are accredited, such as in Health, will undertake the 7-phase program review process with adjustments to ensure that they do not have to duplicate work already undertaken during the accreditation process. There is an intent to address any aspects of program review not covered in the program accreditation. Consideration is being given to scheduling program reviews in alignment with accreditation reviews (Institutional Report, p. 64).
(ii) Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?	**Measurable Means to Support Diversified Reviews** • Survey question templates, data packs, and other instruments and tools can be adapted to the needs of specific program areas. At the site visit, faculty noted they had input into adapted surveys and could work closely with Institutional Research to explore specific data. • There is the recognition of the need to create specific processes, guidelines, and templates that will support the range of NIC's program areas. Current work is underway to provide this support to Trades and Technical programs as they approach their first program review. Further work is anticipated for Health and Human Services programs (Institutional Report, pp. 63-64 and Appendix 8c).

| (iii) Are the guidelines consistent with institutional Mandate, mission, vision and associated strategic goals? | **Consistency with Mandate, Mission and Vision**
• NIC's guidelines for QA are consistent with institutional mandate, mission, vision and associated strategic goals. For program review, this is demonstrated in the guidelines for self-study, external review, and final report and action plan. This is one of the strengths of NIC's QAF and processes.
• It is noted that during the site visit faculty and staff were very aware of NIC's mission and associated plans and goals. This included discussing how their engagement in program review was related to institutional mission and goals. |

D. Does the process promote quality improvement?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.	**Accountability Mechanisms** • There are policies and procedures for new and revised programs and program reviews for all credential programs at NIC (including vocational, professional, and academic programs). • The Dean attends the 'kick off' meetings with the review team and provides feedback throughout the program review process, including on the self-study draft, the ERT's report, the final report and action plan final draft, and the one-year follow-up report. The final report is submitted to the Vice President, Academic (VPA) for feedback and additional recommendations and then to Education Council. The one-year follow-up report is submitted to the VPA for review and additional recommendations (Institutional Report, pp. 31 and 61-62 and Appendix 8). • Reports developed during the program review process are available to the NIC community through an internal SharePoint site. While the Institutional Report notes that the final reports are posted on an institutional webpage (Institutional Report, pp. 12 and 31 and Appendix 8), these reports do not appear to be posted as part of the program review web pages. • The program review action plan template indicates the people and timelines involved in follow-up (Institutional Report, Appendix 8g1); all three program review samples demonstrated adherence to the template. • There is a process for reviewing the results of the action plan after a year, which includes a report by the program area on completed action items and associated challenges, successes and impacts on the quality of student learning, and plans to complete outstanding action items (Institutional Report, Appendix 8h2). • The program area is required to attend an Indigenous Education Council meeting and present its action items on Indigenization. Input from the Indigenous Education Council provides the opportunity for the department to receive feedback and guidance on the program review's alignment with NIC's Working Together plan, the Truth and Reconciliation Commission's Calls to Action, and Colleges and Institutes Canada's Indigenous Education Protocol (Institutional Report, Appendix 8g1). • The program review samples and site visit sessions raised some questions by departments regarding the financial and human resources available to implement the action plans and to what extent this was within the scope of program reviews.

(ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.	**Faculty Scholarship and Professional Development** • The establishment of the CTLI and associated workshops and resources is supporting faculty development. From the information provided in the Institutional Report it is unclear how much engagement there is across NIC. • Faculty members in all three program review sessions noted the positive impact of program review in opening conversations surrounding a more strategic approach to PD, including sharing results of individual PD and plans for departmental activity on topics such as developing learning outcomes and curriculum mapping. Ongoing tracking of faculty PD would assist departments in demonstrating currency during program reviews and the planned biennial "scans". • There are funding sources at NIC to support PD through an application process which includes demonstrating alignment of PD activity with professional development plans. There are no formal accountability measures in place to document impacts of these PD activities, including alignment with departmental and institutional priorities (Institutional Report, pp. 37-38).
(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.	**Achievement of Learning Outcomes** • Faculty members in the program review sessions appeared conscientious about addressing course level learning outcomes; some departments (Human Services, Humanities) are moving towards program purpose statements and program level outcomes. • NIC has identified a goal of establishing institutional learning outcomes or graduate attributes, suggested as part of a teaching and learning strategy within the next several years. More immediately, attention should turn to the program areas without established program learning outcomes (Institutional Report, pp. 27, 60 and 69-70). • For example, the Bachelor of Business Administration degree and Associate of Arts degree are utilizing general standards as their goals, which should be developed into program-specific outcome statements and mapped to inform sequencing and content of courses and the assessment of student learning. • A focus on the foundational pieces of program outcomes, curriculum mapping and alignment with assessment strategies could be further built into the QA process, with departments engaging in these elements as part of the program review as opposed to leaving them to become future items for action plans.

4.2. Review findings

A. Were the responses to the sample program review findings adequate?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The institution has a follow up process for internal program reviews and acts in accordance with it.	**A Process for Follow-up on Program Reviews** • The program review process includes a final report with recommendations that take into consideration the input from the self-study team, the external review team, and the Dean. These recommendations are formatted into an action plan and the department produces a progress report which is submitted to the VPA. • A comprehensive template for the action plans includes a lead person accountable for each action, a start and an end date, and a mechanism for monitoring progress (Institutional Report, Appendix 8g3). • The Business program sample and interviews at the site visit indicate that action items are being implemented with progress documented in the one-year follow-up report. Not all programs have reached this stage of the new process. • Program review reports and action plans are shared with Education Council for information and posted to an internal SharePoint site suggesting good transparency and accountability.

B. Does the process inform future decision making?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.	**Consistency with Institutional Plans** • The program self-study template is well aligned with the AQF and includes mandatory elements of the institutional priorities such as the Working Together Indigenization Plan and related goals. • The self-study also includes an assessment of the adequacy and effectiveness of resources to support program quality. Some of the program review samples identified a need for additional resources, which can inform future institutional planning and prioritization of resources. • Program samples and interviews at the site visit indicate that the institution's goals for indigenization, internationalization and focus on student learning are a core part of the review process.

C. Are the review findings appropriately disseminated?

CRITERIA:	COMMENTS / RECOMMENDATIONS:
The institution has a well-defined system to disseminate the review findings to the appropriate entities.	**Dissemination of Findings** • Program self-studies and corresponding action plans are developed at the department level with faculty and Dean input, and reports are shared with the VPA and Education Council and posted to an internal SharePoint site which is accessible to all employees. • Interviews at the site visit indicated that program faculty participate in the review process, including the development of recommendations and action plans. It was noted that it can be challenging for sessional faculty to participate but it appeared they are invited for input and kept informed. • Action plans are posted to SharePoint, and it was noted that there are some common themes emerging from the reviews for training needs, resources, etc. It was unclear how these themes and resource needs that impact departments outside the education division may be disseminated or rolled-up to inform institutional planning. • At the site visit, the panel heard several examples of how program review teams were sharing their results, their learning from the process, and their plans, through team meetings, department meetings, lunch-and-learn sessions and retreats.

2024
North Island College
Response to the Assessors'
Report from the Quality
Assurance Process Audit

Response to the Assessors' Report from the Quality Assurance Process Audit

Site Visit: November 16 & 17, 2023

The following response has been prepared by the Vice President, Academic, the Director, Centre of Teaching Learning and Innovation, the Education Team and input from staff and faculty. It has been approved by the Leadership Team and reviewed by Education Council.

North Island College (NIC) is committed to the enhancement of quality assurance and is appreciative for the opportunity to proceed through the Quality Assurance Process Audit (QAPA). We are indebted to the External QAPA Panel (EQP) for their site visit on November 16 and 17 and their report workbook submitted on November 29, 2023. The Assessors' Report provided NIC with a comprehensive road map to support the College's ongoing commitment to quality assurance under three categories, Commendations, Affirmations, and Recommendations.

Commendations

Areas where the college has shown exemplary practice in the field of program quality and improvement. The EQP commended the College in the following four areas:

1. **Commitment to Quality Assurance** - The EQP commends NIC for their genuine and collective commitment to Quality Assurance (QA) and continuous improvement.

2. **Commitment to Indigenization and Truth and Reconciliation** - One of the greatest strengths noted by the EQP was NIC's commitment to working with Indigenous partners to meet the educational needs of students and communities.

3. **A Culture of Continuous Improvement** - The EQP notes that NIC took a very deliberate approach to the self-study and the site visit which demonstrated a deep commitment to building an institution-wide commitment to QA and continuous improvement.

4. **Creation of the CTLI** - As further demonstration of NIC's commitment to QA, the leadership prioritized scarce resources—among many competing priorities and in the context of a global pandemic—to create the Centre for Teaching and Learning Innovation (CTLI) and hire a very skilled and experienced director.

NIC Response

The College appreciates the EQP's positive feedback towards our ongoing commitment, as guided by the College's strategic plans *BUILD 2026* and *Working Together*, to provide high quality and relevant programming for our students.

Affirmations

Areas where the College has identified a weakness and has articulated how it intends to correct it. In effect, this affirms the College's judgment and findings in its Institution Report. The EQP provided feedback to the College in the following four areas:

1. **Training and Development** - The EQP heard from the leadership team that it is working to address consistency and thoroughness in the self-studies through a variety of means, including ongoing orientation, training, and revision to the tools as needed.

2. **Program Advisory Committees** - NIC identified in their institutional self-study and in the site-visit interviews that they are actively working to expand and refresh Program Advisory Committees (PACs) for greater consistency and engagement across the institution.

3. **Adapting Processes for Program Variability** - It is evident that program administrators recognize the need to create specific processes, guidelines, and templates that will support the range of NIC's program areas.

4. **Faculty Professional Development** - Faculty members in all three program review sessions noted a positive impact of program review in opening conversations surrounding a more strategic approach to Professional Development. The EQP panel suggests ongoing tracking of faculty PD.

NIC Response

North Island College acknowledges the feedback from EQP and will continue to strive to make improvements in the areas identified by the panel.

Recommendations

Areas where the College needs improvement may also be made in relation to areas of concern identified by the College for which no plan of action has been articulated. The EQP provided feedback on five areas for improvement and the table below outlines the College's response/ action, lead, and timeline to address the recommendations noted by the EQP.

NIC Response to Recommendations

1	Recommendation	**CURRICULUM DESIGN**
		The EQP recommends that NIC embed guidelines in the program self-study process to ensure that review of program learning outcomes, curriculum mapping and alignment with assessments of student learning are part of the process. Putting these activities at the forefront of the process should provide clarity and focus for any recommended curricular changes that arise from the review.
	Response/Action	The College will update its self-study components, along with enhancements to the overall program review process. Institutional resources will be developed to support this recommendation. A review and revision of institutional program review policy will reflect these changes. Current programs under review are encouraged to incorporate some of these changes if possible.
	Lead	Centre for Teaching and Learning Innovation Education Team
	Timeline	2024/2025

2	**Recommendation**	**REALISTIC ACTION PLANS**

A. The EQP also suggests providing guidelines (limits) on the number of recommendations to come out of a program review, to focus departments on a feasible number of high-impact goals both for the short term and within the period between review cycles.

B. In addition, the EQP suggests that after the initial cycle of program reviews, NIC assess the effectiveness of action plans and one-year follow-up reports in relation to how recommendations from program reviews support institutional-level planning and resourcing.

	Response/Action	

A. The College will update the program review process documents and processes with details about the number of recommendations. Deans and directors will provide feedback on the number and ensure alignment with the decanal area. Institutional resources will be developed to support this recommendation. A review and revision of the institutional program review policy will reflect these changes. Current programs under review are encouraged to incorporate this change, if possible.

B. The College is examining how the recommendations from the reviews and the impacts of those items support institutional level planning and quality student learning. The College will plan to do a comprehensive review after the first cycle examining many aspects of the program review process to enhance its effectiveness.

	Lead	

A. Education Team

B. Vice President, Academic

	Timeline	2024/2025

3	Recommendation	**EVIDENCE-INFORMED DECISION MAKING**
		The EQP recommends that NIC consider strengthening expectations and direction given to faculty review teams to ensure consistent and thorough engagement with relevant data and evidence in each component of the self-study. In particular, that analysis should consider student, labour market, and social needs and the program's alignment with those components.
	Response/Action	The College is in the process of enhancing all components of the self-study with relevant data, particularly around students, labour market and social needs and the program's alignments with these components. The College is developing a more aligned data package and other evidence-gathering mechanisms that are accessible and easily integrated into the self-study. Once implemented, training and communications with external review team members can ensure a more consistent and thorough engagement with the enhanced data components. An updated student support and learning survey will provide additional data points for instructors. New course surveys and additional data gathering opportunities will provide departments with more evidence to reflect upon and use in the program review process.
	Lead	Education Team Institutional Research and Planning Centre for Teaching and Learning Innovation Vice President, Students and Community Engagement
	Timeline	2024/2025

4	Recommendation	**EXTERNAL REVIEW OF PROGRAMS**
		The EQP recommends that NIC consider introducing more flexibility on the structure of its External Review Teams, to allow the auditing panel to vary according to the size and/or complexity of scope in a given program review. For instance, a single external reviewer may suffice to audit the self-study arising from a single certificate-level program, whereas two externals would be important when auditing the self-study of a degree program. Virtual site visits and/or the flexibility to consider one-day vs. two-day site visit agendas may help to engage more reviewers.
	Response/Action	The College will explore ways to enhance flexibility in the structure of its External Review teams with respect to the number of members, complexity of scope, site visit agendas, site visit delivery format, role and selection criteria for the internal-external review member among other possible areas. The College will also explore the importance of stipends in acknowledging the importance of external reviewers.
	Lead	Education Team Centre for Teaching and Learning Innovation
	Timeline	2024/2025
5	Recommendation	**EXTERNAL REVIEW OF PROGRAMS**
		The EQP recommends that NIC revise Policy 3-07 Program Revisions and New Program Approvals to commit to external review by peer experts during an appropriate stage within the program development and internal approvals process, to ensure this feedback is considered prior to the PSIPS posting stage. The external review could involve a desk audit of program materials and/or a site visit. The College might find useful models by consulting comparable policies at other BC post-secondary institutions.
	Response/Action	The College will consider this recommendation and make appropriate changes to Policy 3-07.
	Lead	Vice President, Academic
	Timeline	2024/2025

NORTH ISLAND COLLEGE

ZNIC

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Report to Board of Governors from Education Council Chair

April 18, 2024, Comox Valley

Report Prepared by: Education Council Chair, Aisling Brady

EDUCATION COUNCIL BUSINESS

Since February 8th, Education Council has had one meeting, which was on Friday, February 9th. At this meeting, the council approved the following:

New Courses *(all originally through Fast Track Committee)*
- ECM 200 Introduction to Ecosystems and Environmental Science
- ECM 201 Fundamentals of Wildlife Ecology Monitoring
- ECM 202 Fundamentals of Aquatic Ecological Monitoring
- ECM 203 Fundamentals of Forest Ecosystem Monitoring
- GIS 111 Fundamentals of GIS for Drone Mapping
- GIS 115 Eos Arrow GPS and Field Maps
- GIS 116 Field Maps and Data Management

Course Revisions *(all originally through Curriculum Committee)*
- HCA 100 Concepts for Practice
- HCA 105 Interpersonal Communication
- HCA 110 Lifestyle & Choices
- HCA 115 Common Health Challenges
- HCA 120 Personal Care and Assistance
- HCA 125 Cognitive and/or Mental Health Challenges
- HCA 130 Introduction to HCA
- HCA 140 Practice Experience in Multi-Level and/or Complex Care – 1
- HCA 145 Practice Experience in Home Support, Assisted Living, and/or Group Home Setting
- HCA 150 Practice Experience in Mult Level and/or Complex Care – 2

NIC is striving for high quality learning outcomes in all our course offerings, and many programs are updating the Authorized Course Descriptions (ACDs) which state these learning outcomes, among other items also reviewed by Education Council. There are some discipline areas that have external organization derived learning outcomes (e.g., Trades, Health Care, Adult Basic Education), where they are expected to be included, verbatim, on our ACDs. NIC has recognized, however, that these outcomes do not always align with our expectations of precise, specific, and measurable outcomes. As such, Education Council has created a sub-committee to explore how other institutions include both institution- and externally- derived learning outcomes on their curriculum documents, and whether

both, or just institution outcomes would suffice. The findings from this exploration will guide how NIC approaches this topic, with the end goal of providing and documenting high quality educational experiences.

CHAIR DUTIES & MEETINGS:

Meeting with VCC Education Council Chair
- On Tuesday March 19th, I met with Natasha Mandryk, Vancouver Community College's Education Council Chair, to learn more about how VCC's council operates.

Planning & Standards
- The Planning and Standards committee was asked to review the new 'Video Surveillance on Campus' policy, approved by the Leadership Team, with the lens of a committee who is already versed in reading and discussing policies. This policy is not approved by Education Council.

OTHER INITIATIVES:

Upcoming Event: As part of the May 10th Education Council Meeting, I have invited Graeme Bowbrick from Douglas College to discuss academic governance and the role of education councils in community colleges with our council members. Many faculty members at NIC are relatively new to academic governance, so I have requested group professional development funding to host this session and invite all faculty members. Funding requested will pay for Graeme's travel and time, catering for the event, and travel for any faculty members wishing to attend from outside of the Comox Valley.

Graeme is a faculty member at Douglas College (Criminology and Legal Studies), and in addition to this role, he has spent four terms on their education council including three years as chair. He has also spent three terms as the faculty representative on the college board. He is a lawyer, with current practicing status with the Law Society of BC. He also has a background in government, having been an elected MLA (for New Westminster) from 1996-2001. During his time as MLA he served in the cabinet, first as the Minister of Advanced Education, and later as the Attorney General. From this background he brings the perspective of a regular faculty member, but also college governance experience, the higher-level government perspective, and of course his legal perspective on all of this as a lawyer.

NIC Board of Governor's 2023/24 Workplan

NORTH ISLAND COLLEGE NIC

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.

Thursday Sep 28 2023	Thu-Fri Nov 2-3 2023	Thursday Dec 7 2023	Thursday Feb 8 2024	Thursday Mar 14 2024	Thursday Apr 18 2024	Thursday Jun 27 2024
CAMPBELL RIVER	UCLUELET	CAMPBELL RIVER	PORT ALBERNI	COMOX VALLEY	MIXALAKWILA	COMOX VALLEY

CAMPBELL RIVER — Sep 28 2023

BOARD DEVELOPMENT & EDUCATION
- Joint meeting with NIC Foundation

BOARD BUSINESS
- *Officer Elections*
- Standing Committee Reports
- New Appointed Member Oaths

ORGANIZATIONAL PERFORMANCE
- Fiscal Year 23/24
- Enrolment Report

FIDUCIARY
- *Statement of Financial Information (SOFI)*
- Q1 Financial Statements
- Q2 Financial Forecast

CAMPUS/CENTRE DEVELOPMENT
- *5-Year Capital Plan Priorities*

UCLUELET — Nov 2-3 2023

BOARD DEVELOPMENT & EDUCATION
- Board Retreat

BOARD BUSINESS
- *Committee Appointments*
- New Elected Member Oaths

CAMPBELL RIVER — Dec 7 2023

BOARD DEVELOPMENT & EDUCATION
- ERM
- Cybersecurity

BOARD BUSINESS
- Standing Committee Reports

FIDUCIARY
- *Bylaw 4: Tuition and Fees*
- Q2 Financial Statements
- Q3 Financial Forecast

PORT ALBERNI — Feb 8 2024

BOARD DEVELOPMENT & EDUCATION
- Cybersecurity Governance

BOARD BUSINESS
- Standing Committee Reports
- Triennial Bylaw & Policy Review

ORGANIZATIONAL PERFORMANCE
- *BUILD 2026 Strategic Plan Updates and Dashboard Review*
- Fiscal Year Enrolment Report

FIDUCIARY
- Q3 Financial Statements
- Q4 Financial Forecast

COMOX VALLEY — Mar 14 2024

BOARD DEVELOPMENT & EDUCATION
- Fiscal Year 2025/25 Draft Budget Presentation

BOARD BUSINESS
- Joint meeting with Indigenous Education Council

MIXALAKWILA — Apr 18 2024

BOARD DEVELOPMENT & EDUCATION (TBC)
- International Education or People Plan

BOARD BUSINESS
- Standing Committee Reports
- Quality Assurance Process Audit (QAPA)
- *Board Workplan 2024/25*
- *Mandate Letter, if received*
- Enterprise Risk Mgt.

FIDUCIARY
- *Budget 2024/25*

STUDENT ASSOC. FEES
- *Direct institution to collect fees*

COMOX VALLEY — Jun 27 2024

BOARD DEVELOPMENT & EDUCATION
- Student Housing Commons Projects

BOARD BUSINESS
- Standing Committee Reports
- *2023/24 Institutional Accountability Plan & Report*
- *President's objectives/goals 2024/25*
- *Report on President's objectives/goals 2023/24*

ORGANIZATIONAL PERFORMANCE
- *BUILD 2026 Updates and Dashboard Review*
- *2023/24 Full-time Equivalent Enrolment Report*

FIDUCIARY
- *2023/24 Audited Financial Statements*

Items in this font and italicized require Board approval

ONGOING AS REQUIRED

ORGANIZATIONAL PERFORMANCE
- *Strategic Plan Approval/Updates*

PROGRAMMING
- *Credential Approval*
- *Program Cancellation*

FIDUCIARY
- *New Programming Tuition and Fees*

CAMPUS/CENTRE DEVELOPMENT
- *Lease Approval*
- *Land Sale*

EMPLOYEES
- *Collective Agreement Ratification*

NORTH ISLAND COLLEGE NIC

College & Community 2023/2024 Upcoming Events

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.

	September 2023	Oct / Nov 2023	Dec 2023 / Jan 2024	February 2024	March 2024	April / May 2024	June 2024
Board Committee Meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)							
Executive	**Sep 14** 9am	**Oct 19 & Nov 20** 11am	**Jan 26** 10:30am	**Feb 26 (TBC)** 9am		**Apr 8** 10:30am	**Jun 10 or 11 (TBC)** 9am
Governance & Board Development	**Sep 14** 11am	**Oct 19 & Nov 20** 9am	**Jan 19** 9am			**Apr 12** 2pm	**Jun 10 or 11 (TBC)** 9am
Finance & Audit	**Sep 8** 3pm	**Nov 24** 3pm	**Jan 26** 3pm			**Apr 5** 3pm	**Jun 14** 3pm
Community Engagement Events (optional)							
	Sep 26 **Comox Valley** Centre of Excellence in Early Learning Site Blessing	**Nov 3** **Ucluelet** West Coast Community Engagement Lunch	**Dec 7** **Campbell River** Campbell River Community Engagement Lunch	**Feb 8** **Port Alberni Campus** Community Engagement Lunch		**Apr 18** **Mixalakwila Campus** North Island Community Engagement Lunch	**June 13-14** **Vancouver, BC** Post-Sec Governance Workshop
						Apr 29 - May 1 **Calgary, Alberta** CICan Conference	
NIC College Engagement Events (optional)							
	Sep 25 **Online** College Conversation	**Nov 20** **Online** College Conversation	**Dec 4** **Port Alberni** NISU/LT Student Celebration Lunch	**Feb 5 - 9** **College-Wide** Thrive Week	**Mar (date TBA)** **Online** (12pm-1pm) College Conversation	**May 31** **Comox Valley** Employee Recognition Event	**Jun 17** **Campbell River** Graduation
	Sep 27 **Port Alberni** Graduation (rescheduled)	**Nov 28** **Comox Valley** NISU/LT Student Celebration Lunch	**Dec 8** **Online** College Conversation	**Feb 5** **Port Alberni** (11:30-12:30) NISU/LT Student Celebration Lunch		**May (date TBA)** **Online** (12pm-1pm) College Conversation	**Jun 18** **Port Alberni** Graduation
		Nov 30 **Campbell River** NISU/LT Student Celebration Lunch	**Jan 25** **Online** (12pm-1pm) College Conversation	**Feb 6** **Campbell River** (11:30-1:00) NISU/LT Student Celebration Lunch			**Jun 20** **Comox Valley** Graduation
				Feb 7 **Comox Valley** (11:30-1:30) NISU/LT Student Celebration Lunch			**Jun (date TBA)** **Online** (12pm-1pm) College Conversation

Please note - dates subject to change

BOARD OF GOVERNORS BURSARY
2024 Endowment Fund Report

Patricia Trasolini
Chair , NIC Board of Governors
c/o 2300 Ryan Rd
Courtenay, BC
V9N 8N6

NICFoundation
Advancing students, education and communities

FINANCIAL UPDATE

This year, the increased cost of living means that your investment in education will be even more meaningful to award recipients as they pursue new skills, education and training right here at North Island College.

YOUR GIFT IN ACTION:

Endowment Fund

$92,696.91	Opening balance January 1, 2023
$1,300.00	New donations, January 1 to December 31, 2023
$93,996.91	**Endowment total December 31, 2023**

Award Available

$12.58	Opening Investment Earnings as of January 1, 2023
$0.00	Prior Years Awards, unissued (returns)
$7,389.61	Investment Earnings January 1 - December 31, 2023
$7,402.19	Total available for awards
$7,400.00	**Recommended Award balance to students in 2024** **4 awards of $1,850**

The investment and allocation of all funds are managed in accordance with NIC Foundation's policies and procedures.

"As an international student, I encounter numerous challenges, and this award will greatly improve my situation. Notably, this award carries profound personal significance as it coincides with the expansion of our family through the arrival of a new baby. The timing of this award is truly remarkable. Thank you."

~ 2023 bursary recipient

We are truly grateful for your continued support and investment in our students. If you would like to learn more about your fund or how you can grow your Endowment, please contact us any time or visit foundation.nic.bc.ca.

foundation.nic.bc.ca

Diane Naugler
Executive Director, NIC Foundation
250-334-5240 | diane.naugler@nic.bc.ca

FUND: BOGE

COLLEGE HIGHLIGHTS REPORT
APRIL 2024

ARTS, SCIENCE AND MANAGEMENT

Submitted by Dr. Neil Cruickshank, Dean, Arts, Science & Management with contributions from Dr. Jenny Botica, Department Chair, Instructor, and Pedro Caraballo Acosta, Instructor.

Case Competition Success!

For the first time in the College's history, with the dean's support, the Department of Business Administration sent a team of students (under the supervision of one of our senior instructors, Murray Erickson) to the Western Canada Case competition in Vancouver. Our students placed second overall, out of 16 teams from across BC and Canada. This intensive two-day competition hosted by Douglas College, allowed our students to apply their learning in a dynamic, competitive setting. The team of students and Murray Erickson should be commended for their efforts. As it was reported in the Comox Valley Record:

For the event this year, team members ran companies that compete for global market leadership in two product categories: wearable video cameras that deliver stunning video quality and have powerful photo capture capabilities, comparable to those designed and marketed by global industry leader GoPro; and sophisticated camera-equipped copter drones that incorporate a company-designed-and-assembled action capture camera and that are sold to commercial enterprises for prices in the range of $850–2,000 or more.

NIC students Akwasi Boateng, Mohammed Amaan Khan, Haiden Edwards and Joaquin Arroyo Beytia (with instructor Murray Erickson) presented their business strategy simulation at the recent WCBC event and finished second in the senior division. (Photo credit: Michael Chouinard)

Tourism & Hospitality Management students head to Mexico!

In October 2023, preparations began for our international field trip. Eleven students from our Tourism & Hospitality program were tasked with researching various destinations and making a decision about suitable ones. The group ultimately decided to travel to Cancun, Mexico and the four-day trip took place in February 2024 and proved to be a great success. The purpose of this educational trip was to provide students with practical and theoretical experience about the all-inclusive lodging concept. They also learned about resort operations in one of the most successful Caribbean tourism destinations where numerous leading hotel companies operate the model in various accommodation categories. The trip also provided an opportunity to learn from other cultures, including Mayan indigenous culture, and give students a well-rounded foundation upon which to build their knowledge and skills for future careers in the industry.

(From the files of Pedro Caraballo Acosta)

Our Community Archaeologists!

Under the supervision of Dr. Jennifer Botica, students from ANT 251 left the cozy confines of the classroom to undertake archaeological research in-community (in the Comox Valley). Not to give away the ending, but it was a tremendous success. On the advice of K'ómoks First Nation, Dr. Botica connected with Baseline Archaeology Ltd – a company working through 'lots of material' collected from the "Shingle Spit" site on Hornby Island. They agreed to allow our students to help process hundreds of samples from the site. This site is an important K'ómoks and Pentlatch site and represents a large multi-component habitation site.

The students and Dr. Botica headed to Baseline on the afternoon of March 26. As reported, "all students had a chance to do some flotation (using buckets and nested screens) to retrieve small bones and carbonized plant remains from sediment samples, as well as to do some laboratory classification, sorted, and microscopic analysis." This technique is foundational to archaeology.

Dr. Botica has known the owner of Baseline, Owen Grant, for many years. As Dr. Botica reported, "he [Mr. Grant] was tremendously impressed by our students' enthusiasm and archaeological knowledge prior to coming to the office." By all accounts, the crew at Baseline were incredibly hospitable and had clearly taken the time to make our students feel at home and prepare lots of materials for them to work on.

This sort of immersive experience is hard to come by, so a special thanks goes to Dr. Botica and Baseline for making this possible. The Faculty of Arts, Science & Management is committed to experiential learning, and is hoping to provide more opportunities like this going forward.

(Photos courtesy of Dr Jennifer Botica)

Laboratory Renovations are underway!!

To support our learners, and with Ministry support, we will begin renovating our Biology and Chemistry labs this April 2024. (See architectural renderings, below). The newly refurbished labs will offer our Science and Island Pre-Health Science students the best possible learning environment. The new design will enhance teaching and provide an accessible and modern space. The reorientation of the benches and new casework will provide greater opportunity for collaborative learning and an overall enhancement in space utilization. Needless to say, our faculty and students are looking forward to utilizing this new space when it becomes available next semester.

Off to Japan!

Tower of Sun (太陽の塔, *Taiyō no Tō*)[1]

(Photo courtesy of Neil Cruickshank)

In support of a project initiated by Dr. Lisa Domae, Romana Pasca (OGE), and Dr. Domae's research partner, Dr Sachiko Kawakami 河上幸子 (Kyoto University of Foreign Studies), we will be sending a group of students to Japan this May. Under the supervision of Ryan Blaak (History) and Kelly Shopland (Executive Director, Indigenous Education), and NIC Elder June Johnson, students will be visiting Tokyo, Kyoto and the small fishing village of Mio. The field school course (GLS 241 - Field School: Fishing, Indigeneity and the Asia Pacific) is designed to utilize "the Canadian fishing industry as a vehicle to explore issues of Indigenous sovereignty, trans-pacific migration, ethnic and intercultural relations, and globalization." The significance of Mio, and the impetus for this course and related research, relates to Mio's socio-cultural ties to British Columbia – and Steveston, specifically. As summarized in *The Japan Times*,

> The fact that this otherwise nondescript countryside district named Mio, dotted with old Japanese tile-roof houses, has historical ties to Canada and is nicknamed an "American village" would probably baffle any first-time visitors — and perhaps upset a number of Canadians.

[1] Translation from Wikipedia: https://en.wikipedia.org/wiki/Tower_of_the_Sun

> But that's exactly what Mio has long been called thanks to a unique history going back more than 130 years of sending scores of people across the Pacific to Steveston, a neighborhood of Richmond on Canada's west coast, to work as salmon fishers.[2]

We are delighted to be offering our students this opportunity, and certainly appreciate the support we have received from the Office of Global Engagement, Indigenous Education and both Dr. Lisa Domae and Dr. Sachiko Kawakami. This project is the embodiment of many of our strategic priorities: a furtherance of experiential learning; a concern for cross-cultural inquiry; and a commitment to Indigenous epistemology.

HEALTH AND HUMAN SERVICES

Access to Practical Nursing

Submitted by Laura Hickey, Co-chair Practical Nursing Program

At end of April 2024, the second cohort of the Access to Practical Nurse (APN) program will complete their training. Students in the APN program have previously completed their Health Care Assistant certificate and use this program as a bridge to completion of the Practical Nurse program. This upcoming April marks the first time that NIC has had APN students in their own cohort for Year Two. We have found that the APN students adapted well to having online classes as well as face-to-face classes at the Comox campus.

The seven students who will be completing the program come from Parksville, Comox, Courtenay, and Campbell River. They all have indicated that they plan to stay in their communities to begin their new careers in healthcare after graduation this spring.

A media release about the APN program went out March 22 to local media sources.

Practical Nursing (Base Program)

Submitted by Barb McPherson Co-chair Practical Nursing Program

Like all faculty at NIC, the Practical Nursing (PN) faculty work extremely hard to provide high quality education to our future nurses. The PN faculty demonstrate their innovation and creativity in ensuring our students are engaged in their learning. The PN program works collaboratively with the British Columbia College of Nurses and Midwives (BCCNM), and offers intakes in Campbell River, Port Alberni and Comox Valley on an annual basis. Offering seats this way allows for more students to access our program, providing more nurse graduates in the future. We offer the program from the three campuses (one program across three campuses) using interactive videoconferencing. This innovative approach allows the program to be offered every year and to have graduates in all three communities on an annual basis. Most of our courses are offered in the classroom, with a small percentage of online learning. The PN faculty work with NIC's Centre for Teaching & Learning Innovation (CTLI) to keep abreast of online and in-person instructional strategies and to educate themselves on new and creative ways of teaching in a virtual environment.

Our students continue to work hard, and our second-year students are very excited to be nearing graduation. These graduates will help support the ever-increasing demand for nurses in our communities. Our first-year students are anticipating their second clinical rotation in a complex care facility, and many are working as Health Care Assistants which helps to alleviate

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[2] "Tracing the history of Mio, a rural Wakayama community with deep ties to Canada." The Japan Times. https://www.japantimes.co.jp/news/2023/01/03/national/social-issues/mio-wakayama-canada-history/. (Last accessed 09 April 2024).

the growing shortage of workers in this field.

Bachelor of Science in Nursing

Submitted by Sheenagh Snell, Department Chair

The new Licensed Practical Nurse Access to Bachelor of Science in Nursing Degree (Option C) base funding cohort is enjoying the flexibility that the part-time program offers and has attracted Licensed Practical Nurses across the island.

Two new full-time regular faculty members Agata Zienowicz and Montana Alessio were welcomed in the Fall to the BSN program as well as sessional faculty member, Sheenagh Snell, into a full-time regular role, with Sheenagh recently transitioning into the department chair role for a three-year term.

We welcomed Leslie Sundby into our faculty as *'Curriculum and Program Mentor'* in a temporary role for this academic year.

The BSN program will be integrating curriculum from the BC Centre of Palliative Care, surrounding 'serious illness conversations' with faculty members Denise Sibilleau, Montana Alessio, Agata Zienowicz and Leslie Sundby.

Planning is underway for the field school to Kingcome Inlet in the Spring for our upper nursing elective *Health & Wellness in First Nations Communities* where both second and third year nursing students will be attending, with Heidi Deagle as the course lead, in collaboration with NIC elders.

Faculty member Dr. Kelly Goudreau recently attended the National Association of Clinical Nurse Specialists in New Orleans, LA.

Three BSN faculty members (Dr. Kelly Goudreau, Dr. Laurie Michaud, and Denise Sibilleau) completed a **Comparative Study of Virtual Simulation and Observational Experiences in Second Year Rural Bachelor of Science Nursing (BSN) Students**. Preliminary results have been accepted for presentation at the upcoming Canadian Association of Schools of Nursing (CASN) Biennial Conference in Calgary in May 2024.

Fourth year BSN students participated in a student-led poster conference showcasing their focused synthesis of research on timely health issues in the Fall. The event held in the Stan Hagen Theatre, was opened by College President Dr. Lisa Domae, and closed by Health and Human Services Dean Dr. Kathleen Haggith. Feedback from over 75 attendees, including both public partners and NIC staff/students, was overwhelmingly positive. For example, "I was so impressed by the level of scholarship and professionalism displayed in the posters and how passionately they were able to speak about and answer questions about their health issue".

Three BSN students partnered with the Canadian Blood Services to bring the 'Campaign in a Box' event onto all three NIC campuses. This event focused on stem cell donations. Students customized posters, utilization of a QR code, and created and administered a feedback form to analyze how the events should be improved.

Two BSN students worked with the Island Health Trauma Services to develop a patient-focused quality improvement survey, gathering valuable insights into patients' care journeys with the goal to identify strengths and gaps in discharge teaching at Victoria General and Nanaimo Regional Hospital Trauma Program.

Four NIC BSN students attended the Canadian Nursing Student's Association (CNSA) National

Conference in January and have since reinitiated the CNSA Committee here at NIC, with second year student Mary Rickinson as the lead.

Faculty member, Heidi Deagle, was able to attend the *International Council of Nurses 2023 Congress* in Montreal, July 1-5, 2023 and shared:

"If you have attended a conference about a subject area you love, you will no doubt recall that feeling you have when it's just finished –the sense of wonder about new perspectives gained, relationships made, and the excitement of new ideas percolating. Thanks to generous professional development funding through NIC, Heidi Deagle, was able to attend the *International Council of Nurses 2023 Congress* in Montreal, July 1-5, 2023. Joining hundreds of nurses from literally across the world, to learn, share and network with each other, was truly inspiring."

Department of Human Services

Submitted by Samantha Banton-Smith, Department Chair

In Fall of 2023, the Human Services program was audited through the Quality Assurance Process Audit (QAPA) process. We worked very hard to prepare for this audit, and it has been a great opportunity to explore how we function as a department, and how we want to grow moving forward. Although rigorous, the process has been seen as a positive opportunity and we are eager to continue working towards the action items that have come from it.

Additionally, the HSW department hosted Ladders to Kindness for both faculty and students as part of our process to enter into brave conversations to support truth and reconciliation. Those that attended the four-hour, interactive workshop said that it was powerful and something they would recommend for others.

Finally, Kerri Lowey Mackenzie is almost finished an 8-month assisted leave, allowing her the opportunity to explore the use of Restorative Justice and Conflict Management in post-secondary institutions in British Columbia. She has been able to consult with several academics and practitioners throughout the province as well as attend related training and workshops to better inform how Restorative Justice can be implemented with the Human Services Department. She is continuing conversations within the broader NIC community regarding its use institutionally as well. As a board member for the Comox Valley Community Justice Centre, Kerri is continuing to act as a liaison between our local justice center and NIC; exploring mutually beneficial ways of working together.

Kerri, through her role with the Federation of Post-Secondary Educators of BC (FPSE-BC) Human Rights and International Solidarity Committee (HRISC) was able to invite all NIC faculty to an open online seminar regarding "How can we create a safe space for dialogue, teaching, and research in times of conflict?". In this seminar, five experts in conflict resolution, restorative justice, mediation, academic freedom, and depolarization explored how we can reach across our differences to create mutual understanding in an era of geopolitical conflict, culture wars, and increasing polarization.

Department of Accessible Learning (DAL) - Programs

Submitted by Liz Girard, Department Chair, Instructor

This year has been one of change for the department. We have had new faculty join us on all three campuses and have new Work Study Assistants in Campbell River. I also took on the role of chair for the first time, creating a new experience for each of us in the department in some way this year. It has been an exciting time of keeping the department up and running. Our students have been asked this year to be flexible and roll with the changes. They have risen to the occasion beautifully.

Campbell River, Port Alberni, and Comox Valley campuses as well as two online courses have collectively offered base funded programming to close to 100 students this year. Online students come from all over our NIC area. Many are from the three main campuses and a few students join in from further afield. We also offer a Work Experience course on each campus. The Work Experience students go out in the community and do a work placement that is suited to their abilities and interests. Depending on their personal goals, these students may transition to supports from Work BC, volunteer opportunities, paid employment, or the experience may spark interest in further skills training.

Another important connection the DAL-Programs has at NIC is supporting students from the Human Services (HSW) and Nursing programs with practice placements in our classrooms. Presently we are hosting three nursing students and one HSW student over two campuses. This is a great opportunity for our students to get to know other NIC students, have Health and Human Services (HHS) students learn more about people with Intellectual and Developmental Disabilities, and have HHS students leave NIC with excellent skills in understanding people with diverse abilities.

In the Comox Valley, we are offering the following courses this semester: Computers, Intro to Sign Language, Literacy, Math, Workplace Safety, Emergency Preparation, Communication skills for students who use Augmentative and Alternative Communication (AAC) devices (a tablet or laptop that helps someone with a speech or language impairment to communicate) and Working with the Environment.

Here are some of the Comox Valley Work Experience Students on the job:

In Port Alberni, students are also on work experience and taking classes – the topics they are studying this semester are Literacy, Health Promotion, Peer Support, Customer Service, and Workplace Safety.

The two students below are on their work experience placements in the community.

In Campbell River, we are offering courses including Intro to Sign Language (students in Sign Language class pictured below) and Working with the Environment in addition to a skills training Employment Transition Grounds & Custodial Assistant (ETGCA) program.

Students in the ETGCA program have been busy attending employability prep classes and collecting work related certificates like FoodSafe, First Aid, Workplace Hazardous Materials Information System (WHMIS), and worker safety. With generous support from our local businesses, students are participating in work experience placements in the community gaining industry specific work skills (an ETGCA student pictured working at the CR Museum). Students are looking forward to the next portion of the program which includes training courses in Horticulture and Grounds Maintenace and Custodial Light Duty Cleaning. The ETGCA program is funded through specific targeted funding through the Ministry of Advanced Education and Skills Training.

Early Childhood Care and Education

Submitted by Laurie Tulloch, Department CoChair

Comox Valley Certificate and Diploma students came together for Baby Guest Day!: an opportunity to observe children from birth to two years of age together with the children's parents to bring the theories of early learning to life!

In February, Certificate students were invited to attend the 2nd annual Growing Together Conference – an initiative of the Comox Valley Early Years Collaborative and this year cochaired by faculty member Vanessa Simmonds. The conference included workshops on restorative self-care, culture and diversity and land-based learning as well as a popular marketplace of early learning materials. Faculty members created an interactive display on 'material encounters' and students enjoyed the professional development alongside their practicum mentors, program alumni and other allied professionals. Each year the conference guarantees seats for a cohort of students while faculty provide support in the way of presentations, materials, and other conference volunteer roles.

TRADES AND TECHNICAL PROGRAMS

Report to BOG

With the appearance of new buds on the trees, daffodils pushing their way up through the earth in search of the sun and the lively chirping of the birds as they ready their nests in anticipation of new arrivals, we can at last say goodbye to the darker days of winter and welcome the warm breezes and sunshine promised by the change of season.

As the winter term ends, students in the apprenticeships levels of Heavy Mechanical, Electrical, Plumbing and Carpentry are finishing out their programs with the writing of the SkilledTradesBC Standard Level Exams and the fall Automotive and Welding Foundation programs have concluded at both the Campbell River and Port Alberni campuses with Furniture Design and Joinery Foundation (PA) and Heavy Mechanical Foundation (CR) closing out their cohorts in May.

This is by far the end of Trades and Technical programs! Our recent start-ups for April and May include 2 Heavy Mechanical Apprenticeships, 2 Carpentry Apprenticeships and 1 Electrical Apprenticeship. Let's not forget we also have the Winter Foundation programs in Carpentry, Plumbing, Electrical, Welding, Automotive, Auto Collision and Fabricator-Welder carrying over the summer months and some will continue on into September.

What Trades and Technical Programs Have Been Up To….

February 23rd brought approximately 250 high school and elementary school students from all over Vancouver Island to the Campbell River campus for the Skills Canada Regionals. Students competed in various events and levels according to their categories. Gold medal winners advance to the Provincial Championships and we wish them all the very best as they showcase their talents.

On March 7th, a group of aspiring students from Kyuquot travelled to the campus for the "college experience" and were given the opportunity to explore the Automotive, Electrical, Heavy Mechanical, Welding and Instrumentation shops for the day to get a better understanding of opportunities their future pathways could hold.

We are also diligently working with our programmers to develop and deliver Micro-credentials in both the Motion Picture and Natural Resource programs. Most recently in Film, Production Payroll Clerk, Fundamentals of Rigging in Electrics and Rigging Grip have been added to the compliment of Grip, Lighting, Production Assistant, Set Construction, Craft Services, Accounting and Set Dresser.

Natural Resources has added Field Applications, Forest & Lands, Harvesting Systems, Timber Cruising I & II, Tech & Data Management, GIS Data Acquisition, GIS Drone to Map, Intro to Natural Resources and more.

Exciting Development!

In recognition of our Coastal Forestry Diploma program: Trades and Technical is thrilled to announce the successful completion of the Coastal Forestry Technical Diploma program's Technology Accreditation Canada Audit on November 21st. This accreditation is a significant milestone for our program, signifying national and international recognition as a technical, science-based program endorsed by engineering and forestry professionals.

The attainment of accreditation holds *profound* implications for our program. NIC can now be officially listed as an accredited program on the Forest Professionals of BC (FPBC) website, with the privilege to display both TAC and FPBC logos on our own website. These credentials are crucial for enhancing our visibility and credibility, playing a vital role in future student recruitment efforts.

Trades and Technical Programs Reaching Across the Globe

Our Welding instructor, Jim Stratford, also took a little jaunt to Kenya in March. Jim was collaborating with TVET Kenya Kisii Polytechnical and Keroka Technical Training Institute to complete the curriculum development and tie up any loose ends for the Welding Training that took place on his last visit. The goal being to create a working partnership between Kisii Polytechnical and Keroka Technical with Kisii Polytechnical as the mentor school to Keroka Technical.

Over the course of 5 days a review of the Level 5 training curriculum was conducted to determine the distribution of the correct training hours per welding component followed by the development of an online portal in which the Kisii and Keroka teams could freely communicate, upload training manuals, exams, PowerPoints and videos pertaining to all levels of Welder training. Tours of both the Keroka and Kisii campuses were coordinated to determine shop and equipment needs which also dictated the implementation of a maintenance schedule to support training delivery standards and safety.

The last day wrapped up with a final evaluation of curriculum content, methods and techniques to be put into practice for positive and effective learning processes. A closing ceremony with teams Kisii, Keroka and Senior Leadership put the finishing touches on another humbling and rewarding experience!

A Chance Encounter

All instructors encounter students throughout their careers at varying stages of life and circumstances. There is nothing like making a difference, and it is even more satisfying when it comes out of the blue! Automotive instructor, Jaylene van der Merwe had just such an encounter with one of her students who was making the best of a less than ideal situation. A dual-credit student who was struggling a bit personally, working while attending school and on the borderline of burn out. Still, he persevered. When it came to his work experience, he excelled. The company was so impressed they invited him to join their team. This served as a much needed boost to his self-esteem and he is now their employee which allowed him to leave his other job and pursue the occupation of his choice. This is what he sent to Jaylene to let her know he appreciated her patience, understanding and her desire to see him succeed:
"Thank you for believing in me during the foundation program. I want to say sorry for creating a headache for you. I have been doing well at this company and have been able to get myself together."

"There is no failure except in no longer trying."

OFFICE OF GLOBAL ENGAGEMENT

NIC Students in Peru

Submitted by Romana Pasca, Manager, International Projects, Partnerships and Global Education

In February, three students from the Trades and Technical Program embarked on a journey to Peru, teaming up with students from Yukon University. Rupert Love, Ivan Martinez Gonzalez, and Jean-Samuel Bolduc contributed their skills in Santa Rosa de Llillinta, Peru. This trip marked a historic moment as it was the first time NIC trade students participated in an international field study program. Their mission was to install solar panels in a remote Indigenous community located at over 4700m in the Andes, ensuring the local school had access to power and internet. This opportunity was made possible for the NIC students through their participation in the "Passage from the Northwest" consortium, a study abroad mobility

collaboration effort among rural and northern higher education institutions, including Coast Mountain College, Northern Lights College, Aurora College, alongside Yukon University and NIC. All three students received scholarships from the Global Skills Opportunity grant, offered through the Government of Canada's Outbound Student Mobility Pilot Program.

[NIC trade students learn the power of international education](#)

May 2024 Intake

Submitted by Junko Leclair, Manager, Enrollment and Recruitment

For the May 2024 intake, we are expecting up to 35 new students from 9 countries including India as the main source, followed by Nepal, Myanmar, Kenya, Tunisia, Zimbabwe, Bangladesh, Ecuador and Egypt.

DEPARTMENT OF STUDENT AFFAIRS

Student Housing

Submitted by Craig Whitton, Director of Student Affairs

Student Housing is progressing with walls going up on our Comox Valley campus. We have completed our analysis of Campbell River and Port Alberni demand numbers and are optimistic about the opportunities for future housing growth.

Conduct & Student Behavioural Risk Management

Submitted by Craig Whitton, Director of Student Affairs

Student Conduct has seen a busy year, but this volume of work demonstrates the success of the Early Assist program as many issues are being identified early and thus resolved before they escalate to broader processes. A final count on cases is not yet available as the year-end concerns have yet to come in, however we expect to see a general increase in total number of cases year over year, while seeing a general reduction in severity of cases year over year due to the early interventions. The addition of the Manager, Student Life will also significantly support this proven approach to managing conduct.

We have seen a similar consistency in numbers in our Academic Integrity cases and while year-end numbers are not yet available, we have made several process refinements and are working to ensure that student behaviour is addressed in a way that holds students accountable for their actions but also supports student success & the overall academic integrity of NIC credentials.

In terms of high-risk behaviour, NIC's Risk Assessment and Prevention Team did come together, but not at a frequency that would suggest a broader concern. As a team, this unit will be engaging in tabletop training this spring to further enhance our processes, while our Student Case Management Team is revising the Terms of Reference.

Department of Accessible Learning Services (DALS)

Submitted by Craig Whitton, Director of Student Affairs

DALS is continuing to serve as NIC's Subject Matter Experts on accommodations related to legislatively protected grounds. As part of a broader analysis of the Department of Student Affairs structure, DALS has been evaluating our distribution of staff to ensure we are meeting our students on each of our campuses, including reassigning 0.2 FTE to support programming at our Mix̱alakwila campus in Port Hardy on an as-needed basis.

Counselling

Submitted by Craig Whitton, Director of Student Affairs

Counselling has seen continued success with our new service model, where counsellors pre-book up to 4 appointments per day, and hold one appointment per day for urgent needs. This has proven to be successful and popular and further integrates our Early Assist program, which is NIC's one-stop-shop for any staff or student to contact when they feel there is a student who may need some help. In addition to the usual types of issues they see, of note this year was the Counselling team has noted some students feeling frustrated with the online nature of their learning. Counselling, DALS, and Student Life collaboratively approached these types of concerns with program chairs and instructors, and the end result is that despite these challenges, the significant collaboration and problem solving resulted in these student's having their concerns resolved, with instructors better meeting student needs and students therefore being retained in their programs.

Thrive

Submitted by Meesbah Jiwaji, Associate Director of Student Life

Thrive is an initiative started by UBC and adopted by many post-secondary institutions to celebrate community, encourage self-care and promote mental health literacy. The goal of Thrive is to bring students, faculty, and staff together to do something fun, healthy and encourage positive physical and mental health. Below you will find information on events and resources to help you thrive. Student Life and Healthy Trades partnered with North Island Students' Union and other NIC departments including Human Resources, Office of Global Engagement, Indigenous Education, Library and Learning Commons, Counselling, Campbell River Cafeteria, etc. to create spaces and deliver programming that allowed folks to intentionally focus on care, care for self and care for others. https://learnanywhere.opened.ca/supporting-learners/thrive/

Substance Use and Harm Reduction.

Submitted by Meesbah Jiwaji, Associate Director of Student Life

BSN III students Ben Knapp, Aaron Pengelly, and Simone Beausoleil partnered with Care-A-Van, Student Life, NISU to lead a harm reduction event on the Comox Valley campus. By sharing resources and initiating healthy and important conversations, these student leaders aimed to destigmatize substance use and harm reduction, and encourage participation in active help-seeking behaviours.

NIC Healthy Trades Program

Submitted by Meesbah Jiwaji, Associate Director of Student Life

The work being done in this program is gathering momentum; members of the Student Life team are being invited to share the work with colleagues working in mental health and wellbeing and in substance use and harm reduction, at post-secondary institutions and in the trades sector. With the recent award of an Island Health grant in 2024; the program looks forward to continuing to support Healthy Trades.

NORTH ISLAND COLLEGE
NIC

Cybersecurity Roles and Responsibilities
A Strategic Governance Roadmap

North Island College Board of Governors

February 8, 2024

WELCOME

ƛuum̓aaʔateʔicuu
Nuu-chah-nulth

Gilakas'la
Kwak'wala

Ǧəlakasla
Liq'wala

čɛčɛhaθɛč
Island Comox

The above words mean 'welcome' in the four languages of the Nuu-chah-nulth, Kwakwaka'wakw, Liǧʷiɫdaxʷ, and Coast Salish people.

We are 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 the College's campuses are situated.

The purpose of this development and education session is to:

1. outline a roadmap that ensures the NIC Board of Governors is meeting its strategic oversight responsibilities regarding cybersecurity

2. provide the Board of Governors with a metric to evaluate management's risk mitigation strategies

The roadmap is based on direction from the Ministry of Post Secondary Education and Future Skills and the Office of the Auditor General
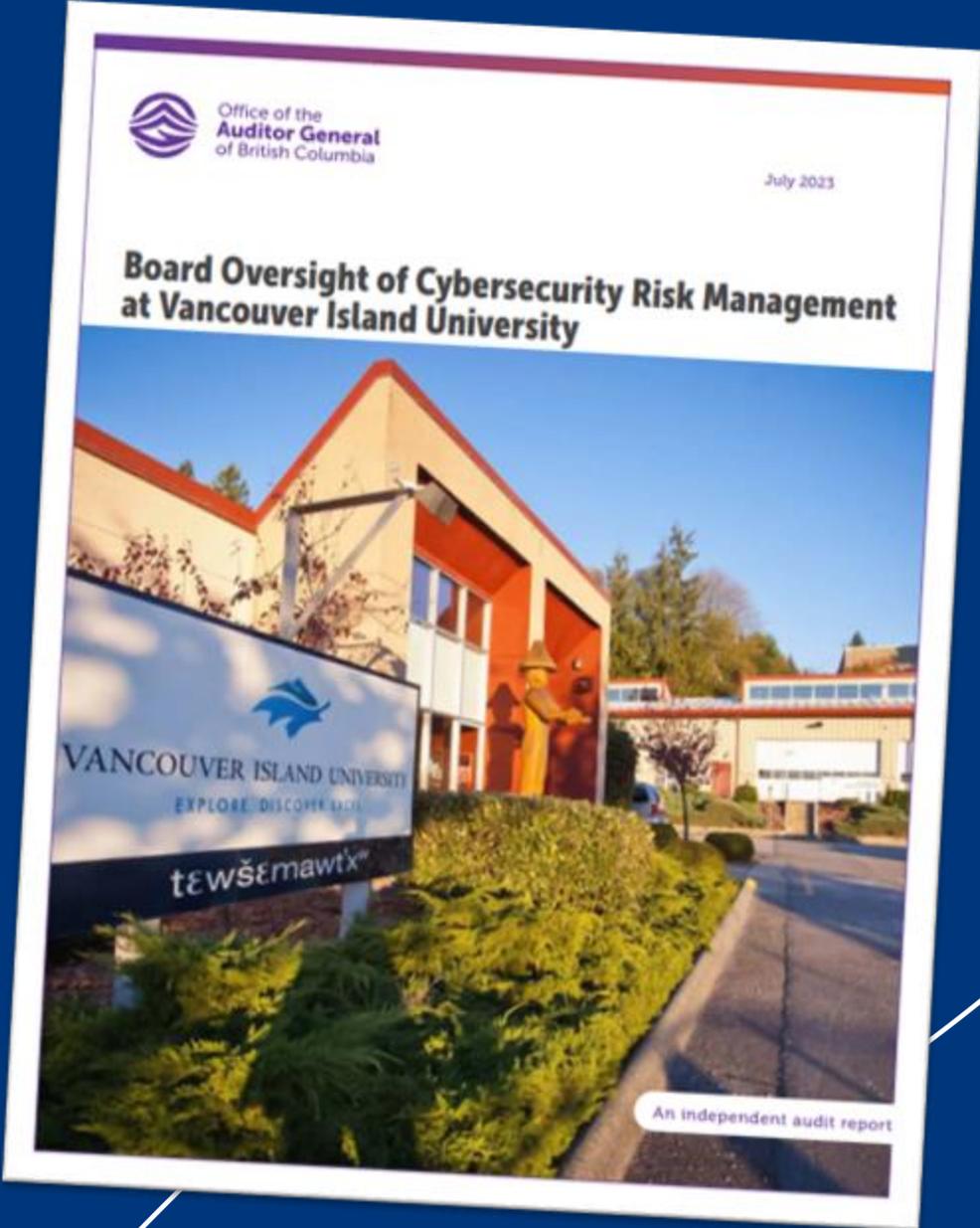
Government Direction

Government has provided post-secondary Boards with direction regarding cybersecurity in its 2023/2024 Mandate Letter of June 22, 2023:

Public sector organizations must maintain up to date systems and effective cybersecurity practices, including maintaining current information management and cybersecurity policies, guidelines, and practice, including maintaining current information management and cybersecurity policies, guidelines and standards, evaluating your organization against industry standards and maintaining appropriate security and privacy practices. p.2

Office of the Auditor General

To guide Boards in fulfilling their oversight responsibilities, the Office of the Auditor General has set out the following expectations:

1. Documentation of Board's Cybersecurity Risk Management Roles and Responsibilities

2. Development and Training

3. Cyber Security Risk Management Framework

1. Documentation of Board oversight roles and responsibilities

Requirement	How NIC Board meets this requirement	Status
Oversight of President/College	Approves the president's annual goals and objectives, including cybersecurity, and evaluates outcomes	✓
	Approves and monitors strategic plan, inclusive of cybersecurity	✓ Today
	Reports in the IAPR on cybersecurity direction in mandate letter from government	June 2024
	Reviews NIC's Risk Register and high-risk items, regularly	April 2024
Documentation of defined Board roles and responsibilities	Documents strategic oversight responsibilities in the Board Governance Manual	✓
	Details cybersecurity oversight in the Board's Governance Authority Matrix (GAM)	✓
	Governors annually commit to Board roles and responsibilities in Oath	✓

2. Development (training) Program

Requirement	How NIC Board meets this requirement	Status
Understanding of governance responsibilities, including cybersecurity oversight	Orients new members on cybersecurity	September 2024
	Annual Board governance training	✓
	Annual development & education plan for Board inclusive of cybersecurity	✓
Training on subject matter knowledge	Cybersecurity-specific development and training	✓

3. Ongoing review of cybersecurity risk-mitigation strategies

Requirement	How NIC Board meets this requirement	Status
Is management adequately managing cybersecurity at NIC?	Evaluates whether NIC has current cybersecurity processes and procedures through Enterprise Risk Management program	April 2024
	Evaluates whether NIC regularly assesses and monitors cybersecurity risks through Enterprise Risk Management program Receives regular reports on the institution's cybersecurity posture, including risk mitigation strategies (including compliance with legal and regulatory responsibilities) and response strategies through twice-yearly BUILD 2026 Dashboard	✓ June 2023 and today

Receives regular reports on the institution's cybersecurity posture, including risk-mitigation strategies
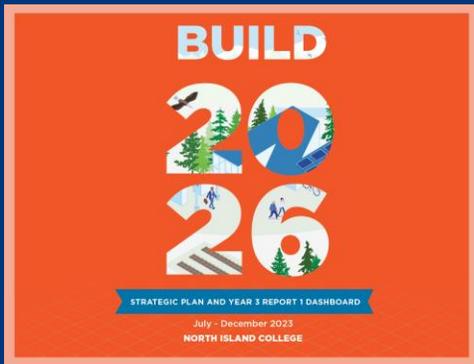
Proposed BUILD 2026 metric

Outcome: Improve NIC's cybersecurity risk mitigation and response capabilities

Metric: NIST Cybersecurity Framework (CSF) Score

NIC uses the NIST Cybersecurity Framework

The NIST Cybersecurity Framework (CSF) is an internationally recognized score that measures the maturity of an organization's cybersecurity protection program.

This metric allows the Board of Governors to evaluate whether NIC:

1. Has current cybersecurity processes and procedures
2. Regularly assesses and monitors cybersecurity risk

The NIST CSF score ranges from 1 to 4

1. Partial maturity

2. Risk-informed maturity

3. Repeatable

4. Adaptive

The score provides a point-in-time view of an organization's cybersecurity maturity.

NIC's NIST CSF Score

The CANARIE Cybersecurity Initiatives Program (CIP) supports the annual National Cybersecurity Assessment (NCA), which utilizes the NIST CSF.

Provides national and regional comparison of cybersecurity maturity levels in post-secondary institutions.

NIC's NIST CSF Score over time

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
FOUNDATION														
2.3 INFORMATION TECHNOLOGY														
b. Improve NIC's cybersecurity risk mitigation and response capabilities.	NIST CSF Score ≥ 2.9	On Track				2022 Score 1.9 ○	2023 Score 2.3		2024 Score assigned ○					**NEW** The NIST Cybersecurity Framework (CSF) is an internationally recognized score that measures the strength of an organization's cybersecurity protection program.

KPMG Cybersecurity Maturity Assessment (CMA)

During KPMG's 2023/24 engagement, they evaluated NIC's ability to protect the confidentiality, integrity and availability of computer systems, networks and data against cyber attacks or unauthorized access.

KPMG CMA Results

Reported many positive comments and activities that make up NIC's current cybersecurity program:
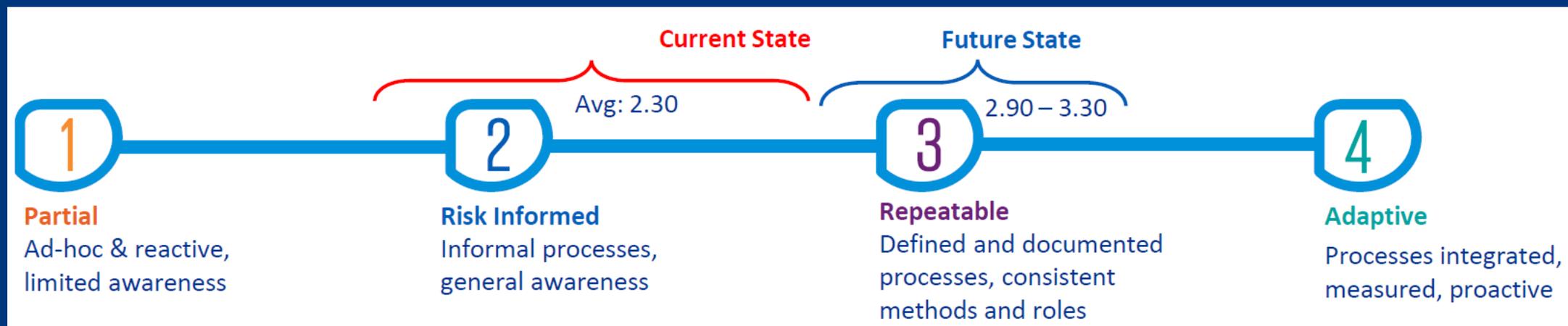
1. Continuing investment in

   ➢ tools and technology to detect and prevent against threats

   ➢ resources to design, implement and administer cybersecurity capabilities

2. Increased focus for the Manager, IT Infrastructure & Cybersecurity (Frank Nadon)

3. Engaging a cybersecurity service provider (KPMG) to assist in meeting objectives

   ➢ Incident response retainer

KPMG CMA Results *continued…*

2022 NCA NIST CSF score: **1.88**

2023 KPMG NIST CSF score: **2.3**

- Current cybersecurity practices and controls range from "Risk Informed (**2**)" to "Repeatable (**3**)"

- Target NIST CSF score is **> 2.9**

KPMG Suggested Enhancement Opportunities

Within next 6 months

④ Information Security Policy ($)
② Data Classification and Retention ($)
⑤ PCI Readiness Assessment ($)
① Bitlocker USB Encryption ($)
② Powershell ($)
③ Windows Firewall ($)
⑦ Local Administrator Accounts ($)
⑨ MFA for All ($)
① Incident Response Checklist ($)

Within next 1 year

① Asset Management ($$)
③ Crown Jewels ($$)
⑥ Cyber Risk Reporting ($)
④ Mobile Device Management ($)
⑧ Cyber Awareness Training ($)
① Situational Awareness ($$)
③ Secure Score ($)
② Table Top Exercises ($)

Within next two years

⑥ DLP Strategy ($$$)
⑤ Network Access Controls ($$)
② Event Monitoring & Response ($$$)
① Recovery Objectives ($$)

$ - <25k
$$ - >25k, <75k
$$$ - >75k

Annual NIST CSF Reporting and BUILD 2026

➢ CANARIE's National Cybersecurity Assessment (NCA) self-assessment activities occur annually, from October to December

➢ NIC receives the resulting NCA NIST CSF score in March of each year and will report progress to target via BUILD 2026

➢ NIC will be validating the upcoming 2023 CANARIE NCA NIST CSF score when released in March 2024 against KPMG's recently completed NIST CSF score of 2.3