



## NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING

To be held in Komoux Hall Boardroom,  
Comox Valley Campus

Thursday, June 27, 2024 @ 1:00 pm

### AGENDA

	TOPIC	ATTACHMENT	ACTION	TIME
<b>1.</b>	<b>CALL TO ORDER</b>			
1.1	Acknowledgement of First Nations Traditional Territory			
1.2	Welcome Board of Governors New Members			
1.3	<a href="#">Declaration of Possible Conflict of Interest</a>			
1.4	<a href="#">Government Mandate Letter</a>			
1.5	Adoption of Agenda		To adopt	(5 mins)
<b>2.</b>	<b>CONSENT AGENDA</b>			
2.1	Minutes of the Regular Meeting of April 18, 2024	✓	To approve	
2.2	Executive Committee Report, June 10, 2024	✓	Information	
2.3	Governance and Board Development Committee Report, June 10, 2024	✓	Information	
2.4	Finance and Audit Committee Report, June 12, 2024	✓	Information	
2.5	Correspondence and Information (Agenda item #5)	✓	Information	(10 mins)
<b>3.</b>	<b>BOARD BUSINESS</b>			
3.1	2023/24 Full-time Equivalent (FTE) Enrolment Report	✓	To approve	
3.2	<i>BUILD 2026</i> Strategic Plan and Year 3 Dashboard	✓	To approve	
3.3	2023/24 Institutional Accountability Plan & Report	✓	To approve	
3.4	Rescission of Policy 2-12 Progressive Discipline Misconduct or Inappropriate Behaviour	✓	To approve	
3.5	Policy 1-20 Code of Ethical Conduct	✓	To approve	
3.6	Policy 2-08 Human Rights	✓	To approve	
3.7	Policy 2-XX Respectful Workplace and Prevention of Workplace Bullying and Harassment	✓	To approve	
3.8	Board Evaluation Design and Process	✓	To approve	
3.9	Board Members Roundtable Discussion		Information	(40 mins)
<b>4.</b>	<b>REPORTS ON STRATEGIC ACTIVITIES</b>			
4.1	President			
4.1.1	President's Objectives/Goals 2024/25	✓	To approve	(15 mins)
4.2	Vice President, Finance and College Services			
4.2.1	Audited Financial Statements, Fiscal Year 2023/24	✓	To approve	(10 mins)
4.3	Chair, Education Council			

4.3.1	Education Council Report	✓	Information	(3 mins)
<b>5.</b>	<b>INFORMATION (attachments)</b>			
5.1	Board Schedule and Workplan 2024/25			
5.2	College Highlights Report			
5.3	FY 2023/24 Audit Findings Report			
5.4	Sexualized Violence Prevention and Response Policy Annual Report			
5.5	Order-in-Council 201 of April 22, 2024: Reappointments J. Langille, C. Moglove, V. White			
5.6	Order-in-Council 259 of May 21, 2024: New Appointments J. Jack and R. Kishi			
5.7	Summary of Student Award Candidates, 2023/2024			
5.8	NIC Housing Projects Update, April 18, 2024			
5.9	Updated Indigenous Education Council Commitment Document, March 2024			
5.10	Link to <a href="#">Governance Manual</a>			
5.11	<a href="#">Link to Board bylaws</a>			
<b>6.</b>	<b>NEXT MEETING DATE</b>			
6.1	Regular Meeting – Thursday, September 26, 2024, Comox Valley Campus			
<b>7.</b>	<b>ADJOURNMENT</b>			2:45 pm



**Minutes of the Regular Meeting of the  
North Island College Board of Governors**  
Held in Komoux Hall Boardroom  
Comox Valley Campus  
Thursday, April 18, 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  
 M. Erickson, Faculty Representative  
 J. Langille, Community Member, Comox Valley 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**

S. Does, Community Member, Campbell River Region, Vice Chair  
 R. LaTrace, Support Staff Representative  
 B. Minaker, Community Member, Comox Valley Region  
 C. Moglove, Community Member, Campbell River Region  
 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  
 K. Kuhnert, Vice President, Students & Community Engagement  
 R. Reid, Executive Assistant, Board of Governors  
 S. Yeudall, Manager, Employee Relations  
 Members of North Island Students' Union (NISU) and North Island  
 College Faculty Association (NICFA)

**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 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.

### 1.3 **Government Mandate Letter**

The Board acknowledged the Government Mandate Letter of June 2023.

### 1.4 **Adoption of Agenda**

**Moved C. STAVNESS / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF APRIL 18, 2024, AS PRESENTED.**

**Motion carried**

## 2. **CONSENT AGENDA**

N. Arsenault, through L. Domae, requested that the Executive Committee report of April 12, 2024, be amended to revise the last bullet under Joint meeting with Indigenous Education Council (IEC) debrief to read:

- 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.

**Moved J. ATHERTON / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF APRIL 18, 2024.**

**Motion carried**

## 3. **BOARD BUSINESS**

### 3.1 **Board of Governors Schedule and Workplan, 2024/25**

L. Domae provided a summary of the proposed schedule and workplan for academic year 2024/25, noting the following:

- The Indigenous Education Council (IEC) has invited the Board to hold their joint meeting in conjunction with IEC's annual retreat in March 2025;
- Proposed committee meeting dates would likely be updated as the Board gets closer to those dates;
- The workplan includes items that the Board is expected to review, consider or approve.

The Executive Committee at its meeting of April 12, 2024, reviewed the draft workplan and recommended its approval.

**Moved J. LANGILLE / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPTS ITS SCHEDULE AND WORKPLAN FOR ACADEMIC YEAR 2024/25 AS PRESENTED.**

**Motion carried**

### 3.2 **Risk Appetite Statement**

M. Allison presented the draft risk appetite statement which was created following the Board's approval of the Risk Management Policy in December. She noted that the statement takes a broad approach with the risk classification to be developed further by the College's working group. The Finance and Audit Committee at its April 10, 2024, meeting reviewed and recommended the statement for Board approval.

**Moved C. STAVNESS / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES AND ADOPTS THE RISK APPETITE STATEMENT AS PRESENTED ON APRIL 18, 2024.**

**Motion carried**

### **3.3 Public Interest Disclosure (Whistleblower) Policy**

S. Yeudall presented the draft policy that the Public Interest Disclosure Act (PIDA) mandated all public sector employers to adopt. The policy defines specific categories of wrong doing, risk to health or safety, systemic mismanagement, a gross or serious misuse of public funds. It applies to both employees and former employees as well as board members and provides protection from reprisal.

On a question from the Board regarding protection for the general public, S. Yeudall responded that policies already exist for the College community to raise concerns about conduct.

The Governance and Board Development Committee reviewed and recommended the policy's approval at its meeting of January 19, 2024.

**Moved C. STAVNESS / Seconded V. PUETZ: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES THE PUBLIC INTEREST DISCLOSURE (WHISTLEBLOWER) POLICY AS PRESENTED.**

**Motion carried**

### **3.4 2024 Standing Committee Membership**

P. Trasolini referenced the list of committee members and acknowledged that C. Stavness recently joined the Governance and Board Development Committee.

**Moved M. ERICKSON / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES ITS LIST OF STANDING COMMITTEE MEMBERSHIP AS PRESENTED.**

**Motion carried**

### **3.5 Rescission of Board Policy 1-09 Land Use**

C. Fowler outlined the reasons behind the proposed rescission of Policy 1-09 Land Use:

- The policy has not been updated since 1996 and has not kept up with changing legislation and government policies;
- The policy is deemed redundant as the College and Institute Act and related government policies such as the Ministry's Capital Asset Reference Guide (CARG) address issues of land use in the public sector;
- NIC Policy 7-02 Use of NIC Facilities and Campus Grounds provides supplementary principles around use of facilities.

The Governance and Board Development Committee at its April 12, 2024, meeting supported the rescission of Board Policy 1-09 Land Use.

**Moved C. STAVNESS / Seconded J. ATHERTON: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS RESCIND POLICY 1-09 LAND USE POLICY.**

**Motion carried**

### **3.6 2024/25 NISU Fee Letter**

K. Kuhnert provided a summary of the letter from the North Island Student Union (NISU), noting a new fee for space which was adopted in a referendum held during the NISU annual general meeting.

**Moved M. ERICKSON / Seconded J. LANGILLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE DIRECT THE COLLEGE TO COLLECT MEMBERSHIP FEES AND REMIT THE SAME TO NORTH ISLAND STUDENTS' UNION, AS OUTLINED IN THEIR FEBRUARY 2024 LETTER FOR THE ACADEMIC YEAR 2024-2025 AND PER THE COLLEGE AND INSTITUTE ACT.**

**Motion carried**

### **3.7 Ministry Letter to Board Chair, March 13, 2024**

The Board received a letter from the Minister of Post-Secondary Education and Future Skills reiterating the Ministry's support for students across the province.

### **3.8 Board Members Roundtable Discussion**

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

J. Atherton shared information on a partnership between the Canadian Mental Health Association and the College on a Healthy Minds, Healthy Campuses initiative focused on Trades students. J. Langille reported that he has recently enrolled in a CPA audit committee certification program.

P. Trasolini reported meeting with senior staff from the Crown Agencies and Board Resourcing Office (CABRO) together with S. Dores and L. Domae. She also met with fellow Board Chairs across the province discussing board evaluation, decolonizing governance and the need for a sector-wide funding review. M. Allison and N. Arsenault also met with external consultants on improving board evaluation standards.

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

### **4.1 President**

#### **4.1.1 President's Report, April 2024**

L. Domae reported on her 2023/24 goals and objectives for global engagement which align with *BUILD 2026*. She recently returned from Hawaii and New Zealand as part of her partnership development work to increase opportunities for NIC students to study abroad and gain "soft" skills that employers today demand. She signed a new agreement on NIC's behalf with the University of Hawaii, Maui College.

L. Domae also reported that the College has accessed \$1.5M from the Federal government under the Global Skills Opportunity Fund which is designed to increase students' competitiveness in global trade.

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

#### **4.2.1 Budget, FY 2024/25**

C. Fowler presented the proposed budget for fiscal year 2024/25, highlighting the following:

- Increase in revenues is due to additional base program funding in Health and Human Services and Island Pre-Health which were previously funded as one-time only;
- Increase in international education tuition revenues;
- Reduction in contract services;
- Increase in student awards.

At its last meeting, the Finance and Audit Committee reviewed the draft budget and recommended its approval.

Board Members commented that stable base level funding from the Provincial government and the tuition limit policy without factoring in inflationary funding do not compensate for rising inflation and may become a concern in the long term.

**Moved J. LANGILLE / Seconded V. PUETZ: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2024/25 BUDGET AS PRESENTED.**

### **4.3 Vice President, Academic**

#### **4.3.1 New course tuition: Engineering 190 (ENR190)**

T. Bellavia presented a proposal for new tuition for Engineering 190, which is a work term program that allows students to gain credit while completing their internship. The program itself was developed with input from local engineering firms and is optional, meaning that students would have the flexibility to structure the certificate program as needed. T. Bellavia confirmed that because this is a new course, the Provincial government's tuition limit policy does not apply.

**Moved J. LANGILLE / Seconded V. PUETZ: 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').**

**Motion carried**

#### **4.3.2 Quality Assurance Process Audit Response**

T. Bellavia presented the College's response to the Ministry's Quality Assurance Process Audit (QAPA) which all provincial public institutions are required to participate in every seven years. On question from the Board, T. Bellavia confirmed that the QAPA process proved to be beneficial as it led faculty and administrators to reflect on the College's quality of teaching.

The Board acknowledged receipt of NIC's response to the QAPA Assessors' Report.

### **4.4 Chair, Education Council**

#### **4.4.1 Education Council (EdCo) Report**

A. Brady reported that EdCo approved new courses related to principles of ecological monitoring which used to be micro credentials but are now considered courses. She also reported on course revisions in the Health Care Assistant program to align NIC learning outcomes with regulatory body outcomes.

## **5. INFORMATION**

The Board received the following information items:

- 5.1 2023-24 Board Schedule and Workplan
- 5.2 2024 Board of Governors Bursary Endowment Fund Report
- 5.3 College Highlights Report, April 2024
- 5.4 Cybersecurity Roles and Responsibilities: A Strategic Governance Roadmap, February 8, 2024
- 5.5 Link to [Governance Manual](#)
- 5.6 Link to [Board bylaws](#)

## **6. NEXT MEETING DATE**

The next regular meeting is on Thursday, June 27, 2024, in the Comox Valley Campus.

## **7. ADJOURNMENT**

**Moved J. ATHERTON / Seconded V. WHITE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF APRIL 18, 2023.**

**Motion carried**

Time: 2:45 pm

---

Patricia Trasolini, Chair

---

Rachel Reid, Executive Assistant



North Island College Board of Governors  
June 27, 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, Jerad Langille and Lisa Domae, President & CEO met on June 10, 2024 with Alana DeFinney, Manager, Leadership Team Operations attending as resource person.

**Territorial Acknowledgment**

P. Trasolini called the meeting to order at 3:25pm 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**

P. Trasolini confirmed that J. Langille is now a member of the Executive Committee, effective immediately.

Draft meeting minutes, April 18, 2024

The Committee received the draft minutes of the regular and closed meetings of April 18, 2024, pending the following corrections:

- Members in attendance to be updated to include N. Arsenault as she did attend the April 18 meeting virtually.
- Item 3.8 to be updated to reflect that M. Allison and N. Arsenault met with external consultants on improving board evaluation standards.

Draft Board meeting schedule for June 27, 2024

L. Domae summarized the schedule for June 27 which includes a presentation in the morning on strategic enrolment management planning at NIC and an update on the People Plan.



### Draft Board meeting agendas, June 27, 2024

L. Domae highlighted agenda items that are up for Board's discussion and approval including several HR policies, the President's Objectives/Goals 2024/25 and *BUILD 2026* Strategic Plan and Year 3 Dashboard.

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

N. Arsenault noted that this agenda item should be listed as Board travel. This item will be brought forward to a future Executive Committee meeting for a fulsome discussion on ways to create efficiencies with booking travel and accommodation.

### President's Annual Goals and Objectives 2024/2025

L. Domae provided a summary of the President's Annual Goals and Objectives 2024/2025.

L. Domae will add succession planning to the President's Goals and Objectives, as per the recommendation from the Committee and bring to the full Board of Governors on June 27<sup>th</sup>

The Executive Committee recommends the approval of the President's Annual Goals and Objectives 2024/2025 to the Board of Governors at the June 27<sup>th</sup> meeting.

### Board Members' Retirement

Arrangements for acknowledging upcoming board members' retirement will be discussed with the Chair.

J. Atherton left the meeting at 4:44pm.

### **Future Agenda items**

- a. Board Travel

### **Next meeting dates**

The Committee's next meeting is on September 12 at 10:30am

The meeting was adjourned at 5:09pm



North Island College Board of Governors  
June 27, 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, Vicky White and Corinne Stavness met on June 10, 2024, with Lisa Domae, President &CEO (joined at 2:27pm), Melanie Allison, Director, College Governance & Strategy, Alana DeFinney, Manager, Leadership Team Operations attending as resource persons. Sabrina Yeudall, Manager, Employee Relations, Human Resources, was also present for a portion of the meeting as a resource person.

**Territorial Acknowledgment**

N. Arsenault called the meeting to order at 1:59pm 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 but noted that the meeting will start with the three policy items and then move back to the annual board evaluation item.

**Committee Business**

Policy 1-20 Code of Ethical Conduct

S. Yeudall joined the meeting at 2:01 for this item.

N. Arsenault provided some background information and context for the policy revision work currently underway. N. Arsenault noted the importance of a systematic review of all policies to ensure that there is a consistent look and feel throughout.

S. Yeudall presented an overview of the revisions to Policy 1-20 Code of Ethical Conduct, noting the following key points:

- The revisions were largely stylistic in nature
- The policy statements have been refreshed as the first in the larger College policy review
- A statement on scope, application and definitions was added

- Language for conduct around students and conflict of commitment was added
- This policy was reviewed by the Leadership Team and both Unions

N. Arsenault thanked S. Yeudall for her work on this important area. The Committee offered robust feedback on recommended edits to this policy. Relative to all policies it is suggested a grammatical review be done to set the bar for future policies coming forward (e.g. consistent capitalization, sentence spacing – comments will be provided in the document tracked changes). Additionally, the importance of the words “must, shall and should’ in policies should be carefully reflected upon for accuracy and appropriateness.

The Committee recommends that Policy 1-20 Code of Ethical Conduct be brought to the full Board of Governors meeting on June 27<sup>th</sup> for approval, pending the following revisions:

- Subjective language will be replaced with more affirmative and direct wording
- Associated processes and procedures will be linked at the end of the document
- Clauses 28-30 will be reordered to 30, 28, 29
- Include a reference to the procedure in the linked documents at the end, with a ‘in development’ comment or some reference that they aren’t quite ready

#### Policy 2-08 Human Rights

S. Yeudall presented an overview of the revisions to Policy 2-08 Human Rights, noting the following key points:

- The revisions put all human rights obligations into one policy area
- A statement on scope, application and definitions was added
- Language around discrimination in hiring was added
- There is a focus on alternative dispute resolution mechanisms where appropriate

The Committee recommends that Policy 2-08 Human Rights be brought to the full Board of Governors meeting on June 27<sup>th</sup> for approval, pending the following revisions:

- Subjective language will be replaced with more affirmative and direct wording
- Associated processes and procedures will be linked at the end of the document
- The Human Rights Code (Protected Characteristics) needs to be added to the definitions, and a link to BC Human Rights Code

#### Policy 2-XX: Respectful Workplace and Prevention of Workplace Bullying and Harassment

S. Yeudall presented an overview of the revisions made to Policy 2-XX: Respectful Workplace and Prevention of Workplace Bullying and Harassment, noting the connection to the Human Rights policy.

The Committee recommends that Policy 2-XX: Respectful Workplace and Prevention of Workplace Bullying and Harassment be brought to the full Board of Governors meeting on June 27<sup>th</sup> for approval, pending the revisions to:

- A review subjective language
- Include a reference to the procedure in the linked documents at the end of links for associated processes and procedures.

S. Yeudall left the meeting at 2:47pm

### Annual Board Evaluation Update

The Committee engaged in a fulsome discussion around the Board Evaluation Process Review document provided by Watson Inc. The Committee highlighted the following observations and suggestions:

- The Committee recommends retaining the recommendations provided by Watson in the document with a few modifications
- The merits of adopting an evaluation process that incorporates a written survey followed by an interview component was discussed. While there was not full committee agreement on the merits of a survey, it was supported by the majority to gather quantitative benchmarking measured as well as rich qualitative insights.
- The Committee recommends further discussion with the Board at a future meeting regarding the factors that are impacting fulsome participation in evaluation process

Due to time constraints, the Committee was not able to review the document in its entirety during the meeting.

Committee members agreed to send comments and feedback on the remaining portions of the document to N. Arsenault (Chair) by Monday June 17<sup>th</sup>.

### 2024 Annual Retreat October 24-25, Campbell River region

The Committee approved L. Domae's request to begin booking venues and accommodation for the 2024 annual Board of Governors Retreat and to secure Watson's participation in the retreat.

### Electronic Business

Following the adjournment of the meeting, M. Allison advised the Committee via email on June 11, 2024, that Policy 2-12 Progressive Discipline Misconduct or Inappropriate Behaviour was omitted from the committee meeting package but is recommended for rescission. The rationale for the rescission was provided.

Based on discussion and an email vote, the Committee will recommend the rescission of Policy 2-12 Progressive Discipline Misconduct or Inappropriate Behaviour to the Board at the June 27, 2024, meeting.

**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;
- NIC Policy 1-07: Fundraising
- A review of the new member onboarding and mentorship program for new appointees and elected board members

**Information**

2023 Board evaluation results

[Previous committee report](#), agenda item 2.3

[Governance Manual](#) (as reviewed by Committee October 19, 2023)

CABRO response re competency matrix

**Next meeting date**

The Committee's next meeting date is September 12 at 9:00am.

The meeting adjourned at 3:19pm.



North Island College Board of Governors  
June 27, 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 Shubham Chauhan met via Teams and in-person on Wednesday, June 12, 2024, with Colin Fowler (Vice President, Finance & College Services), Sue Fleck (Director, Finance), Heather Buchanan (Budget Analyst) and Alana DeFinney (Manager, Leadership Team Operations) as resource persons. L. Bates-Eamer and A. Kolawole-Osafehinti of KPMG were also present as resource persons for a portion of the meeting.

**Territorial Acknowledgment**

J. Langille called the meeting to order at 3:02pm. J. Langille 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**

Draft Audited Financial Statements FY 23-24

C. Fowler introduced L. Bates-Eamer and A. Kolawole-Osafehinti of KPMG and provided some background information in relation to the audit. The fiscal year finished with a small surplus, as revenues from international education was higher than budgeted and there were some realized gains on investments that helped drive the surplus. KPMG presented highlights from the audit findings report:

- The audit is complete, and auditors are ready to sign their opinion once the Board of Governors approves the financial statements on June 27; overall it was a clean audit, and findings consistent with what has been issued in the past
- There were no issues or concerns related to fraud
- The auditors completed the going concerns assessment analysis and agree with the going concerns assumptions
- For tangible capital assets, there were no concerns with spends against the housing project up to March 31<sup>st</sup>, 2024
- A couple of minor adjustments were noted through procurement testing, including one small invoice that was expensed but should have been in prepaid assets

- For internal control deficiency, nothing of concern was identified

On a question from a committee member about the recording costs for the housing project in line with invoices received, C. Fowler noted that the college has an independent third-party cost consultant that has been used throughout the project and invoices go to him first. Additionally, if there are any estimates being made by the building company, they go to the consultant first for review and adjustment accordingly.

C. Fowler, S. Fleck and H. Buchanan left the meeting at 3:19pm to allow Committee members to speak confidentially with KPMG.

C. Fowler, S. Fleck and H. Buchanan returned to the meeting at 3:21pm. L. Bates-Eamer and A. Kolawole-Osafehinti left the meeting at 3:23pm.

### KPMG Audit Findings report

The Committee received the audited financial statements attached to the agenda and recommended its approval to the Board.

### Auditor Performance/Selection

C. Fowler and S. Fleck have looked into the process for reviewing auditor performance and selection, noting that policies do not currently specify how often completion of the procurement process is necessary. C. Fowler advised that while the government does have many policies around procurement, they tend to focus on the dollar value above which the procurement process would be mandatory.

The Committee discussed the merits and challenges of undertaking an RFP process, noting that:

- There are changes within the industry as to how accounting firms themselves approach the RFP process
- There is a benefit to using a firm that has knowledge and experience within the post-secondary sector

The Committee recommended that the Finance team look at alternative processes for assessing auditors, keeping in mind any provincial policies and/or requirements as well as clarifying the scope of evaluation, and bring this item back to the committee meeting in September 2024. The Committee will keep the Board of Governors apprised on progress in this area.

### St. Joe's Lease – Health & Human Services

C. Fowler reviewed the lease for St. Joe's, noting that this is a funded lease for one year, with two single year extensions if the college wishes to take them. There are no changes to the terms of the lease other than slight increases to the dollar value.

The Committee recommended continuing the lease as requested.

### Long Term Investment Policy

C. Fowler will follow up with Genus for more information on the different funds and options available for long-term investments and bring that information back to the Committee. The Committee will start to look at this policy in the Fall 2024.

### **Standing/Future Agenda Items**

1. Long Term Investment Policy
2. Review of other Finance policies in need of updating/revisions
3. Review of Finance & Audit Committee Terms of Reference (as included in Board Governance Manual; date of review June 2026)
4. Auditor Performance/Selection process

### **Next meeting date**

The next Committee meeting will be on Friday September 13<sup>th</sup>.

The meeting was adjourned at 4:05pm.



**BOARD OF GOVERNORS – ACTION SHEET**

(3.1)

June 27, 2024

Agenda #: 3.1

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

<b>Agenda Item:</b>	3.1 2023/24 Final FTE Report
<b>Action Required:</b>	Approval
<b>Draft Motion/ Recommendation:</b>	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE 2023/2024 FINAL FTE ENROLMENT REPORT.

**Background/History/Executive summary:**

NIC's *2023/24 Final FTE Report*, an annual Ministry of Post-Secondary Education and Future Skills reporting requirement, is provided for the Board's review and approval. This report provides NIC's domestic student full-time equivalent enrolments (FTEs)<sup>1</sup> with respect to Ministry funded targets for fiscal year 2023/24 (i.e., April 1<sup>st</sup> to March 31<sup>st</sup>).<sup>2</sup>

NIC enrolled a total of 2,775 FTEs in 2023/24 including 2,170 domestic student FTEs and 605 international student FTEs:

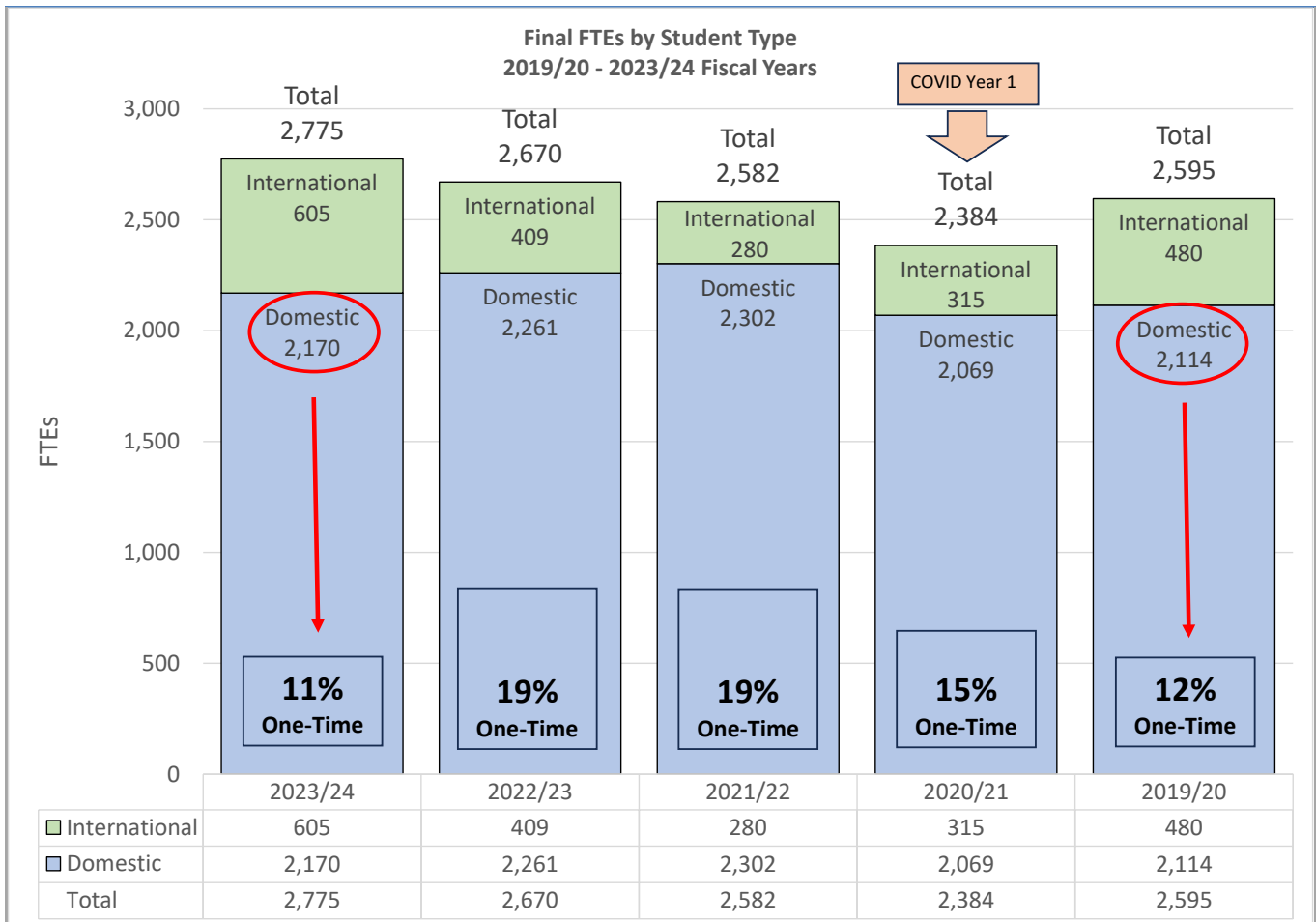
- total FTEs grew by 4% (104 FTEs),
- domestic student FTEs declined by 4% (92 FTEs), and
- international student FTEs grew by 48% (196 FTEs) over the previous year.

A decline in one-time-funded FTEs contributed to lower domestic student FTEs in 2023/24, dropping to 11% of overall domestic student FTEs after being at 19% for the past two years. As illustrated in the chart on the following page, this decline in percentage of one-time domestic student FTEs corresponds to a decrease in overall domestic student FTEs which fell from 2,302 FTEs in 2021/22 to 2,170 FTEs in 2023/24, nearing the 2019/20 level of 2,114 FTEs where the percentage of one-time domestic student FTEs was similar at 12%.

Notably, both total FTEs and international FTEs were the highest in NIC's history in 2023/24. With 605 international student FTEs enrolled, NIC met its integrated enrolment planning target of 600 FTEs for optimal international student enrolment (BUILD element 2.4, Integrated Enrolment).

<sup>1</sup> Student Full-Time Equivalent (FTEs) are a measure used to quantify student enrolment activity within a fiscal year, employing a specific methodology outlined by the Ministry. Typically, each student enrolled full-time in a program is counted as one FTE. For part-time students, enrolment is converted to FTEs based on the proportion of a full-time course load they undertake; for instance, a student taking half of a full-time course load is counted as 0.5 FTEs. It's important to recognize that the FTE count for a program in a given fiscal year may often be significantly lower than the actual number of students enrolled. This discrepancy is common in programs that begin in the winter term or close to the end of the fiscal year. In such instances, some course registrations may fall into the next fiscal year, leading to a division of FTEs between the current and subsequent fiscal years. Additionally, part-time and short-duration programs typically yield fewer FTEs compared to the actual student enrolment.

<sup>2</sup> FTEs from Skilled Trades BC-funded foundation trades and apprenticeship programs (775 FTEs) are documented but are not included in the Ministry's target calculations. Similarly, international student FTEs (605 FTEs) are recorded but do not contribute to the Ministry's targets. Additionally, 22 domestic student FTEs enrolled in the Bachelor of Science in Nursing program at NIC's Comox Valley campus, which is offered in partnership with Vancouver Island University (VIU), are not reported by NIC. Instead, these FTEs are reported to the Ministry by VIU.



The 2023/24 Final FTE Report was submitted to the Ministry by the May 22<sup>nd</sup> reporting deadline. Data supporting FTE calculations were also submitted to the Ministry’s Post-Secondary Central Data Warehouse by the May 31<sup>st</sup> submission deadline.

NIC’s Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle (IAPR) submission to the Ministry on or before July 12, 2024, provides detail for 2023/24 enrolment, including FTEs, as well as NIC’s 2023/24 Accountability Framework FTE performance measures. The Board of Governors is scheduled to receive NIC’s IAPR at its June 27, 2024, meeting.

<b>Policy analysis/strategic priority:</b>
BUILD elements: 2.4 Integrated Enrolment 7.3 Transparency and Accountability
<b>Attachments:</b>
2023/24 Final FTE Report
<b>Action:</b>
It is recommended that the Board of Governors of North Island College approve the 2023/24 Final FTE Report.

## APPENDIX I - PROGRAMMING YEAR-IN-REVIEW

Total enrolment (domestic + international) was the highest in NIC's history in 2023/24 with 2,775 FTEs enrolled, a 4% increase over the previous year. International enrolment grew by 48% over the previous year to 605 FTEs, also the highest in NIC's history, while domestic enrolment declined by 4% to 2,170 FTEs primarily due to a 44% decline in one-time funded FTEs to 243 FTEs from the previous year's all-time high of 438 FTEs. Notably, Skilled Trades BC trades program FTEs (775 FTEs enrolled), early childhood care and education FTEs (100 FTEs enrolled), and tech-relevant FTEs (110 FTEs enrolled) were also the highest in NIC's history. Health program FTEs remained strong in 2023/24 with 305 FTEs enrolled, the third highest ever after two of the strongest years in NIC's history in 2021/22 and 2022/23 with 316 FTEs and 309 FTEs enrolled, respectively. At the same time, the college experienced declining domestic student enrolment in both Adult Basic Education and university studies, a trend seen at other post-secondary institutions. Beginning in fall 2024, a comprehensive review of enrolments within all program areas, including ABE and university studies, will be incorporated within the new Strategic Enrolment Management process.

The sections that follow provide an overview of how the college, through the collective efforts of staff, faculty and administration continued to provide programming that is high-quality, relevant, responsive and accessible to learners. The sections also articulate the importance of collaborating with Indigenous communities to support the development and offering of programs that speak to the Truth and Reconciliation Commission of Canada's education-related Calls to Action.

### International Education

NIC enrolled 778 students (605 FTEs), the highest ever, from 47 different countries in 2023/24 (as compared to 37 home countries in 2022/23). International student enrolment remained strong in the traditional program areas of business, university studies, and digital design and development. Renewed strength in tourism and expanded cohort programming in Early Childhood Care and Education Infant and Toddlers Diploma and Culinary Business Operations Diploma served to boost enrolment. The college expects to continue to provide programs with high labour market demand for international students at the Port Alberni, Comox Valley and Campbell River campuses in 2024/25.

NIC expanded international projects, study abroad opportunities and partnerships to grow opportunities for both international and domestic students in 2023/24. The college supported 59 students, 17 faculty, five administrators and two Elders to gain international experience in Spain, Jordan, Germany, Japan, Kenya, Tanzania, Sri Lanka, Mexico, Romania and New Zealand. NIC also continues to collaborate with global partners in three key ongoing international projects:

1. Indigenous-Serving Special Topics Collaborative Online Indigenous Intercultural Learning Framework,
2. Western Canada Mobility Network, and
3. Kenya Blue Economy Skills Development.

NIC continues to disburse study-abroad scholarships for students (37 Indigenous and 49 non-Indigenous students since 2022) as well as funds to support specific study abroad and project support for faculty, staff and administrators. These activities have been funded through institutional funding, Colleges and Institutes Canada project funding, Global Skills Opportunity scholarships, and the Ike Barber Transfer Scholarship.

In fall 2022, NIC launched *Journeying Together*, Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC Indigenous Education Council, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. In 2023, NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the Canadian Bureau for International Education as well as an Excellence in Global Engagement Award from Colleges and Institutes Canada.

### Trades and Technical

Skills Trades BC trades foundation and apprenticeship program enrolments were the highest ever in 2023/24 with 775 FTEs enrolled. NIC's Faculty of Trades and Technical delivered 17 foundation programs and 42 apprenticeship intakes from levels one through four in automotive, carpentry, electrical, heavy mechanical, plumbing and welding.

One cohort each of the Coastal Forest Worker Certificate and the Coastal Forest Worker Diploma program began in September, along with a year-two intake of the Coastal Forest Worker Diploma that carried over from 2022/23. Culinary arts programs continued to thrive with Culinary Business Operations Certificate and Professional Cook Level One offerings as well as the first international cohort of Culinary Business Operations Diploma at the Campbell River campus. The Culinary Business Operations Diploma and Professional Cook Levels One and Two were also offered at the Rogers Street campus in Port Alberni. Due to the demand and popularity of the Trades Sampler program, two cohorts were added to the winter schedule along with the delivery of Women in Trades.

All of this accrued to a grand total of 72 trades program offerings in 2023/24 with multiple modes of delivery (face-to-face, blended and digital), varying program length and staggered start/end dates resulting in a steady, continuous flow of student registrations for trades and technical programs.

NIC's Faculty of Trades and Technical is currently working to develop and deliver micro-credential programming in both the motion picture and natural resource fields. Production Payroll Clerk, Fundamentals of Rigging in Electrics, and Rigging Grip have been added to the existing complement of Grip, Lighting, Production Assistant, Set Construction, Craft Services, Accounting, and Set Dresser motion picture offerings. Natural resources programs under development include Field Applications, Forest and Lands, Harvesting Systems, Timber Cruising I and II, Tech and Data Management, GIS Data Acquisition, GIS Drone Mapping, and Intro to Natural Resources.

The expansion of trades and technical programming in 2024/25 will also include additional intakes of apprenticeship programming, anticipated dual credit initiatives and increased industry-responsive programming offering laddering opportunities for working professionals pursuing professional designations.

Trades and Technical will continue to expand in-community collaborations to serve First Nations and industry with a focus on workforce development with programming dependent on funding. Beyond provincial borders, the Faculty continues to collaborate with the NIC Office of Global Engagement on international field schools and capacity development initiatives in Tanzania and Kenya with other initiatives under review.

## **Health & Human Services**

Faculty of Health and Human Services (HHS) enrolments remained at historically high levels in 2023/24 with strong interest in both the health and human services fields. Health program FTEs remained strong in 2023/24 with 305 FTEs enrolled, the third highest ever after two of the strongest years in NIC's history in 2021/22 and 2022/23 with 316 FTEs and 309 FTEs enrolled, respectively. Additionally, Early Childhood Care and Education enrolment was the highest in NIC's history in 2023/24, up 19% from the previous year, with 100 FTEs enrolled.

The NIC Early Childhood Care and Education (ECCE) Department graduated three cohorts of international students who completed the ECCE Diploma program in Port Alberni, Campbell River and Comox Valley in 2023/24 and welcomed a new international diploma cohort in fall 2023 at the Comox Valley campus. In collaboration with the NIC Office of Global Engagement (OGE), the ECCE Department is scheduled to provide one or two international Diploma program offerings each fall term until 2027 at the Campbell River, Comox Valley and/or the Port Alberni campuses.

In 2023/24, the ECCE Department also pursued partnership opportunities to expand access to ECCE programs for domestic students and, ultimately, produce graduates needed to support local labour markets. The Ministry of Post-Secondary Education and Future Skills supported a one-time, part-time ECCE Certificate intake at Ucluelet Centre. The Nuu-Chah-Nulth Education and Training Program

partnered with NIC to offer the *ECC 168: Health, Safety, and Nutrition in Childcare Settings* course to qualify individuals to work as Early Childhood Care and Education Assistants. The ECCE Department is also currently hosting dual credit course offerings for high school students in School Districts 70 and 71 to jump start their ECCE careers.

NIC partnered with School District 84 in fall 2023 to enhance access for a part-time cohort from Kyuquot to the Human Services Educational Assistant/Community Support Worker Certificate program. The program is delivered online to support students living in rural and remote communities. A pathway has also been created for the Human Service Worker Diploma program to be delivered fully online, supporting students in rural and remote locations who have completed the Human Service Worker Certificate to continue their education.

In fall 2023, the Bachelor of Science in Nursing Department welcomed the first cohort of a new base-funded, 18-seat, part-time Licensed Practical Nursing Access to Bachelor of Science in Nursing pathway program. An additional six one-time seats were funded by the Ministry of Post-Secondary Education and Future Skills allowing NIC to offer a total of 24 seats to qualified LPNs in 2023/24. This expanded enrolment supports B.C.'s labour market demand for registered nurses.

The Health Care Assistant Department continues to offer seats for Health Career Access Program (HCAP) students. The HCAP program helps to financially support individuals within the province to become qualified Health Care Assistants. New hires in the program typically start in a health care support worker position and receive paid training that leads to full qualification as a health care assistant. In collaboration with OGE, the Health Care Assistant Department plans to offer a new international Health Care Assistant Certificate cohort at St. Joe's campus in fall 2024.

## **Indigenous Education**

Indigenous-led learning (BUILD 5.1) continues to be the top priority for the NIC Office of Indigenous Education with continued support for First Nations to bring self-determined education and training to their communities to meet their specific goals and objectives. With the support of the NIC Associate Director and Manager of Indigenous and Regional Partnerships, 15 program intakes - including early childhood care and education, trades, and Indigenous education, leadership, and language - were delivered to over 200 students in partnership with local First Nations in 2023/24. Details can be viewed in "Appendix III – Report on Lasting and Meaningful Reconciliation" in NIC's *Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle*, a document that is on this meeting's agenda.

Continued success of Indigenous language offerings was a highlight for Indigenous Education in 2023/24. In partnership with Ehattesaht and Tla-o-qui-aht First Nations and Ehattesaht, Tla-o-qui-aht and Ahousaht First Nations, NIC offered two cohorts of the Indigenous Language Fluency Certificate in Nuuchahnulth language with just over 40 students enrolled. In partnership with Homalco, K'ómoks, Klahooshe and Tla'amin First Nations NIC launched new Ayajuthem language ABE courses in October 2023 with just over 30 students enrolled. All courses were offered fully online, providing opportunities for students in remote communities to access Indigenous language learning from their home villages. Online delivery provided an enhanced opportunity for multi-generational learning - children, siblings, parents, grandparents and Elders were all able to hear Indigenous language together in their homes. Another highlight was the graduation of 13 Port Alberni students in the Indigenous Leadership Certificate program in December 2023.

Under the guidance and direction of the NIC Indigenous Education Council, NIC continues to implement the goals and actions of the *Working Together – North Island College Indigenization Plan 2021-2026*. The year-two progress dashboard was published in September 2023 and the year-three progress dashboard is planned for publication to NIC's public engage website in June 2024.

## **Arts, Science & Management**

The NIC Faculty of Arts, Science and Management (FASM) serves learners across business, university studies, digital design and development, engineering, office administration, fine arts, and tourism and hospitality management. Boosted by strong international student enrolment, FASM enrolled just over 1,040

**2023/24 Final FTE Report for BC Ministry of PSFS, Post-Secondary Operating and Emergency Support Branch  
North Island College**

**Date Reported:** June 10, 2024  
**Institution Contact:** Wes Skulmoski, Director, Institutional Research & Planning  
**Email:** [wes.skulmoski@nic.bc.ca](mailto:wes.skulmoski@nic.bc.ca)  
**Phone Number:** 250-334-5245

**Section 1 Program Level Details**

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Bachelor of Science in Nursing	NURS	51.3801	87	105	121%	
Bachelor of Science in Nursing Option C (LPN2BSN)	NURS	51.3801	18	8	44%	Part-time program so students are not enrolling full FTEs this fiscal.
Bachelor of Science in Nursing Option C (LPN2BSN)	HLOT	51.3801	6	6	100%	
Licensed Practical Nurse	NLPN	51.3901	40	43	109%	
Access to Practical Nursing	NLPN	51.3901	0	0		
Flexible Health Care Assistant / Health Care Assistant Partnership Pathway	NHCA	51.3902	60	70	117%	
Health Care Assistant Partnership Pathway (one-time)	HLOT	51.3902	37	20	54%	
Island Pre-Health Science Program	HLTH	51.1199	12	3	27%	
Allied Health	HLTH	Multiple	0	49		
Developmental	DEV	Multiple	256			
Tuition policy eligible ABE	ABE	53.0102		163		
Tuition policy eligible ESL	ESL	32.0109		0		
Not tuition policy eligible ASE	ASE	32.0101		32		
Not tuition policy eligible Developmental (please list)	DEV	Multiple		0		
Blended Basic Certificate	AVED	19.07	6	4	67%	
Computer Information Systems (Certificate)	AVED	11.07	40	33	82%	
Web and Mobile Application Development Diploma	AVED	11.0801	10	6	61%	
AVED graduate level (Masters or Doctoral) balance	AVED	Multiple		0		
AVED all other programs	AVED	Multiple	1,813	852	47%	
<b>Total Ministry</b>			<b>2,385</b>	<b>1,395</b>	<b>58%</b>	

**Section 2 SkilledTradesBC Trades Training**

PROGRAM	Ministry Code	CIP Code	FTE Actuals	Comments
Foundation	ITEL/ITHS/ITOT	Multiple	222	
Apprenticeship Technical Training	ITAP	Multiple	553	
<b>Total STBC</b>			<b>775</b>	

**Section 3 International Not Reported in Section 1 Above**

PROGRAM	FTE Actuals	Comments
International graduate level (Masters or Doctoral)	0	
International all other (e.g. Baccalaureate, certificate)	605	
<b>Total International</b>	<b>605</b>	

**Section 4 Total Enrolment**

PROGRAM	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Total Ministry			2,385	1,395	58%	
Total STBC				775		
<b>Total Domestic</b>			<b>2,385</b>	<b>2,170</b>		
<b>Total International</b>				<b>605</b>		
<b>Total Domestic and International</b>				<b>2,775</b>		

**Section 5 Supplementary Information**

SUPPLEMENTARY INFORMATION	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
Total graduate level (Masters or Doctoral) included in section 1	Multiple	Multiple	0	0		
Health Externally Funded Domestic sources	Multiple	51.0000		0		
Health Externally Funded International sources	Multiple	51.0000		0		
Existing Delivery All other Early Childhood Education	AVED	Multiple		49		
Existing Delivery Web and Mobile Application Development Diploma	AVED	11.0801	7	7	100%	
Online Delivery Domestic All programs	Multiple	Multiple		535		
Online Delivery International All programs	Multiple	Multiple		183		
Official Languages Education French Language Programs (1) French language/literature courses or (2) courses offered in French by the Faculty of Education or French language/literature courses offered through the Faculty of Arts in collaboration with the Faculty of Education for students planning to be teachers of Core French, French Immersion or Francophone Programs.	AVED	05.0124 13.1325 13.1402 55		7		Includes 1 international FTE.

**Section 6 <To combine components of Sections 1,3 and 5 for RRU, SFU, UBC, UNBC and UVIC>**

Combined	Ministry Code	CIP Code	FTE Target	FTE Actuals	Utilization	Comments
International Reported in Section 5 Above	Multiple	Multiple		0		
International Reported in Section 3 Above	Multiple	Multiple		605		
Total International				605		
<b>AVED graduate level (Masters or Doctoral)</b>			<b>0</b>	<b>0</b>		
<b>AVED all other programs</b>			<b>2,385</b>	<b>1,395</b>	<b>58%</b>	

**Section 7 Summary by Program Grouping**

Program Grouping	FTE Target	FTE Actuals	Utilization
Total Health	260	305	117.5%
Total Developmental - Tuition policy eligible	256	163	63.6%
Total Developmental - Not tuition policy eligible		32	
ECE Expansion	6	4	66.7%
Tech Expansion	50	39	77.9%
Total AVED All Other Programs	1,813	852	47.0%
<b>Total Ministry</b>	<b>2,385</b>	<b>1,395</b>	<b>58.5%</b>

FTEs in 2023/24 (over 2,000 students), a historically high number and the highest since pre-pandemic 2019/20 with 1,053 FTEs enrolled. Tech-relevant digital design and development programs were the highest in NIC's history with 110 FTEs enrolled with expanded Web and Mobile Application Development Diploma spaces (10 expansion FTEs) and strong enrolment in post-graduate web and mobile diploma programs. Similarly, business program FTEs were the highest ever with 353 FTEs enrolled, a 14% increase over the previous year. Thanks to increased base funding and tech expansion money earmarked for capital improvement, FASM is planning for expanded digital design programming at the Campbell River campus and plans to grow digital design's online footprint.

In alignment with NIC's strategic priority to provide access to post-secondary education through optimizing multiple modes of course delivery (BUILD 4.2), FASM continues to utilize a variety of delivery methods across all programs. Office administration programs remained fully digital in 2023/24 while business programs employed face-to-face, blended and digital delivery. HyFlex delivery will be piloted in 2024/25.

The new Island Pre-Health Science Advanced Diploma program was launched in fall 2023, a place-based program that prepares students for careers in medicine, pharmacy, chiropractic, dentistry, optometry and health science research. Students gain experiential knowledge by working with local health professionals and learning from Indigenous Elders and communities throughout the program. The program has a unique focus on the communities of Vancouver Island leading to careers in rural and remote healthcare.

In support of the college's strategic priority for reconciliation (BUILD 7.1), business programs have added *ABG-100: Histories and Impacts of Colonization*, a required first-year course that supports fulfilment of Truth and Reconciliation Commission Call to Action 92. Altogether, 185 business students enrolled in ABG-100 in 2023/24 and in total, 305 students enrolled in the course across all programs. More detail about Indigenization of curriculum for business as well as nursing, healthcare, social work, and early childhood care and education programs can be found in "Appendix III – Report on Lasting and Meaningful Reconciliation" in NIC's *Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle*, a document that is on this meeting's agenda.

FASM and the NIC Office of Indigenous Education collaborated with the Nuu-chah-nulth Tribal Council and Vancouver Island University to offer the Pathways to Education program to 19 students in 2023/24. The program combines in-class instruction with land-based cultural and personal learning to prepare Nuu-chah-nulth students for third-year entrance into the Bachelor of Education at Vancouver Island University. This pathway program delivers five Indigenous-focused, first-year courses and includes recognition of previously completed Indigenous language fluency courses and Indigenous leadership courses. Through the Pathways to Education program, instructors draw on Nuu-chah-nulth ways of knowing and being to inform academic learning.



## **Continuing Education and Training**

NIC's Department of Continuing Education & Training (CET) delivered a wide range of vocational, work force certification, professional and contract training programs in 2023/24 to enroll 275 FTEs, the highest in a decade following historically strong enrolment in the two prior years with 243 FTEs and 257 FTEs enrolled, respectively. Notable program offerings included BC Wildfire Training, Heavy Equipment Operator, Marine Remediation Field Technician, Building Deconstruction and Salvage, Trades Discovery, Adventure Guiding, Resort Operator Foundation, Regenerative Farming, Meat Processing, Marketing in the Digital Economy, Office and Clerical Training, Hospital Unit Clerk, Seniors' Activity Assistant, Animal Care Aide, Metal Jewellery Design, Craft Brewery Operations, and Food Prep and Mobile Kitchen,

CET continued to expand delivery of online programs into other regions of the province in 2023/24, notably in the Okanagan Valley, Southern Vancouver Island and Northeastern B.C. CET also partnered with Vancouver Island University and The Young Agrarians Society to deliver the Regenerative Farming Program to students from Powell River and across Vancouver Island.

CET developed numerous First Nations and community partnerships across the NIC region to meet local workforce training needs in 2023/24. In the Port Alberni region, programs were launched in collaboration with the Alberni Clayoquot Regional District, City of Port Alberni Economic Development, The Dock Food Hub, Community Futures Alberni-Clayoquot, Nuu-chah-nulth Employment and Training Program, and Coastal Restoration Society. In the Port Hardy / Port McNeill region, CET worked with the Port Hardy Chamber of Commerce, the Mount Waddington Regional District, Gwa'sala-'Nakwaxda'xw Nations, Quatsino Nations, Kwakiutl Nations, and Dzawada-Enuxw/Kingcome Inlet Nations. In Comox Valley and Campbell River, CET created partnerships with the Comox Valley Chamber of Commerce, Lush Valley Food Action Network, Campbell River Economic Development, First Nations Health Authority, Island Health, the BC Craft Brewers Guild and seniors' long-term care homes.

CET, along with partner organizations, applied for and received funding from the Community Workforce Response Grant program for the delivery of 10 training programs in 2023/24. These programs provided needed workforce skills training for more than 100 students on North Vancouver Island. Total funding was more than \$1.1M and supported the social and economic health of communities throughout the North Island College region. In addition, CET delivered six programs under the B.C. Government's Future Skills Grant to over 150 students generating revenue of \$500K.

**BOARD OF GOVERNORS – ACTION SHEET**

(3.2)

June 27, 2024

Agenda 3.2

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

**Agenda Item:** 3.2 *BUILD* 2026 Strategic Plan and Year 3 Dashboard

**Action Required:** Approval

**Draft Motion/ Recommendation:** *THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE BUILD 2026 STRATEGIC PLAN AND YEAR 3 DASHBOARD*

**Background/History/Executive summary:**

The *BUILD 2026 Strategic Plan and Year 3 Dashboard* reports on progress to date on the goals of *BUILD 2026*.

NIC President, Lisa Domae will present the Year 3 report for Board review, discussion and approval.

**Policy analysis/strategic priority:**

*This item aligns with the BUILD 2026 strategic priority and commitment to transparency and accountability in its leadership:*

**7.3**

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

**Attachments:**

*BUILD 2026 Strategic Plan and Year 3 Dashboard*

**Action:**

Approval of the *BUILD 2026 Strategic Plan and Year 3 Dashboard*

# BUILD



**STRATEGIC PLAN AND YEAR 3 DASHBOARD**

**NORTH ISLAND COLLEGE**

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



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



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

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

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

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

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

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

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

# TABLE OF CONTENTS

**Introduction** ..... 5

**Work on each of the following elements takes place in tandem as we build NIC together:**

**People**

- ① 1.1 Healthy and Productive Workplaces ..... 11
- 1.2 People Development ..... 12
- 1.3 Employee Engagement and Collaboration ..... 12

**Foundation**

- ② 2.1 Teaching and Learning ..... 13
- 2.2 Finances ..... 14
- 2.3 Information Technology ..... 15
- 2.4 Integrated Enrolment ..... 16
- 2.5 Campuses and Centres ..... 17
- 2.6 Risk Management ..... 18

③ **Frame**

- 3.1 Student Well-being ..... 19
- 3.2 Student Support and Persistence ..... 20

④ **Doorways**

- 4.1 Program Entry ..... 21
- 4.2 Learning and Services ..... 22
- 4.3 Pathways to Learning ..... 23

⑤ **Rooms**

- 5.1 Indigenous-led Education ..... 24
- 5.2 Community-Connected Learning ..... 25
- 5.3 Self-directed and Customized Learning ..... 26
- 5.4 Global Learning ..... 27
- 5.5 Program Response and Renewal ..... 28

⑥ **Windows**

- 6.1 Brand and Identity ..... 29
- 6.2 Marketing & Recruitment ..... 30

⑦ **Roof**

- 7.1 Reconciliation ..... 31
- 7.2 Diversity, Equity and Inclusion ..... 32
- 7.3 Transparency and Accountability ..... 33

⑧ **Environment**

- 8.1 Climate and Sustainability ..... 34

⑨ **Communities**

- 9.1 Serving the People of the Region ..... 36
- 9.2 Community Engagement ..... 37
- 9.3 Social and Economic Development of the Region ..... 38

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

# WELCOME

**BUILD 2026 is North Island College’s commitment to ensure students are at the centre of everything we do. The plan is founded on our passionate belief that learning empowers people and builds healthier and more resilient communities.**

**It is our promise to support unique people and communities through individualized learning.**

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

## MISSION

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

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

Originally created during COVID-19, this plan is designed to be responsive and has been adjusted annually to meet students’ and communities’ ever-changing needs.

This plan takes individualized education and training further, so more people can discover, grow and transform themselves through education, as they prepare for rewarding careers, participate in shifting economies and contribute to more diverse and just societies.

## VISION

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

Though our vision is ambitious, we are ready. We respond quickly to students’ needs when they need it most.

*BUILD 2026* requires us to work with students and communities to be more resilient. It invites us to continue to be responsive and refine our operations to meet ongoing change.

We are grateful to align *BUILD 2026* with NIC’s first Indigenization plan, *Working Together*.

The two overarching plans, reinforced by a growing number of integrated and supporting plans, guide our work as we strive to be Indigenous serving, ensure education and training is accessible and meet the social and economic needs of students and communities across the region.

# YEAR 3 IN REVIEW

**As NIC enters the fourth year of this integrated strategic plan, we are proud of all that the college team has accomplished together with the communities we serve.**

**We continue to deliver results across a wide range of programming, infrastructure, Indigenization and health and well-being measures. A few examples of our Year 3 achievements include:**

## **BALANCED BUDGET**

On March 14, 2024, NIC’s Board of Governors passed the College’s budget for 2024/25. This approval marked NIC’s timely return to a balanced budget, following three years of managing a deficit budget as we emerged from the COVID-19 pandemic.

NIC balanced the budget by limiting the growth of expenses where feasible, while concurrently experiencing a return of international-student enrolment to pre-pandemic levels. In addition, the Province of BC provided funding for programs with a high labour-market demand, including programs in health and technology. These factors combined to make our target of a balanced budget within three years of the pandemic ending achievable.

## **STUDENT HOUSING**

NIC’s first on-campus student housing is on track to open for students studying at our Comox Valley campus in September 2025. The 217-bed student housing commons is possible through funding provided through BC’s Student Housing program.

In addition to being a key element of our commitment to providing affordable and accessible, high-quality post-secondary education and training, the student housing commons is leading our sustainability initiatives.

This April, the project won the Carbon Leadership Forum of BC’s Embodied Carbon award for large buildings.

In Fall 2024, NIC undertook a comprehensive student-housing-demand survey of students, prospective students and community members across our service region. Study results showed strong demand for, and support of, on-campus student housing in both the Campbell River and Port Alberni regions.

## **CENTRE OF EXCELLENCE IN EARLY LEARNING**

Construction on the Centre of Excellence in Early Learning at the Comox Valley campus is anticipated to begin in summer of 2024 and to be completed for opening in Fall 2025. Made possible with funding from the Province and the Government of Canada, this important project, in partnership with the Beaufort Children’s Centre, will expand childcare spaces and enrolment in NIC’s Early Childhood Care and Education programs. The expanded teaching and learning capacity is vital to NIC’s role in enabling our region’s workforce.



# YEAR 3 IN REVIEW CONTINUED

## RESPONSIVE TO LABOUR MARKET NEEDS

NIC's co-strategic plans, *BUILD 2026* and *Working Together* are designed to facilitate responsive, operational decision-making. Responsiveness means providing the education and training opportunities our communities need to support vibrant and sustainable economies.

This year, NIC expanded in several critical educational areas, including nursing and health programming as well as technology and trades training, including apprenticeships. In response to the province's StrongerBC Future Skills Grants and other labour-market initiatives, NIC offered a record number of customized short-term micro-credentials and vocational training programs.

NIC continues to expand our global engagement in support of broader learning opportunities for domestic students and increased recruitment of qualified international students seeking to build their future in Canada. This year, the College offered 45 scholarships to support NIC students to study abroad. With 369 new international students in 2023/24, our international student enrolment returned to pre-pandemic levels.

## THRIVING TOGETHER - PEOPLE PLAN

In Fall 2024, NIC launched *Thriving Together*, our first people plan. Based on extensive employee consultation, this plan charts the path for NIC as we work together to build a more respectful and supportive workplace.

Thank you to all NIC employees who take time to participate in our college conversations and who help support important *Thriving Together* initiatives such as the new Diversity, Equity and Inclusion Committee, the launch of the *Not Myself Today* program and the rollout of the remote-work program.

By working together on these important improvements, we raise the College's ability to support and foster our overall mental, emotional and social health.

There is still much to accomplish together. We look forward to meeting the goals outlined in this report and thank you for your continued interest, guidance and support.



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

**Patricia Trasolini**  
Chair, North Island College  
Board of Governors

## Working together to support students and communities.

NIC's two overarching strategic and Indigenization plans, **BUILD 2026** and *Working Together*, are supported by *Widening Our Doorways*, *Journeying Together*, *The CARE<sup>2</sup> Plan*, and *Thriving Together - People Plan*.

Through the implementation of these plans, the College ensures all learning at NIC is relevant and accessible, connects students and faculty with Indigenous perspectives and supports the mental health, wellbeing and success of all members of the college community. The six plans work collectively to realize connected goals, measures and targets which support student success, strengthen communities and foster lasting, meaningful reconciliation across the region.



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

## 27 Commitments

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

These commitments inspired our *People* action statements.

### ENGAGING PEOPLE

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

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

### SUPPORTING STUDENTS

#### Caring and Supportive

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

#### Access

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

#### Learning and Programming

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

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

### STRENGTHENING THE COLLEGE

#### Enrolment Services

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

#### Infrastructure

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

#### Leadership

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

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

### ENVIRONMENT

24. Climate and Sustainability

### SERVING COMMUNITIES

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

## 9 Action Statements

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

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

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

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

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

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

- Frame**
3. We will embed caring learning services that support students in their studies.
- Doorways**
4. We will increase the many ways students can access education and training at NIC.
- Rooms**
5. We will examine and renew our programs, the types of credentials we offer and the needs of the unique communities we serve.

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

- Windows**
6. We will raise awareness about the quality and diversity of learning at NIC.
- Roof**
7. We will develop diverse, inclusive and accountable processes that support college employees and provide new opportunities to contribute.

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

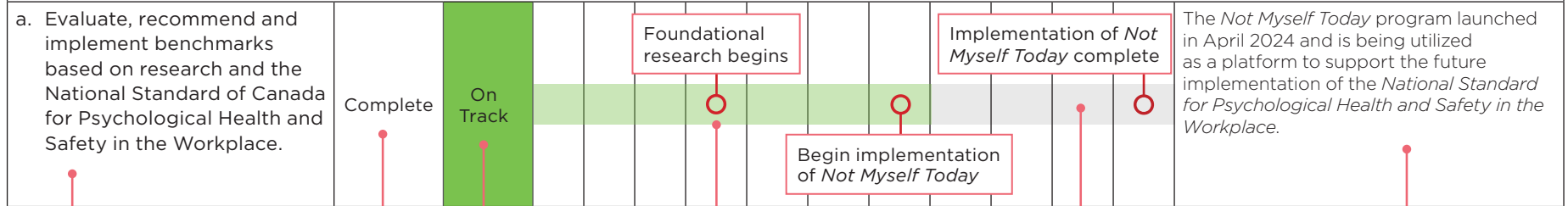
- Environment**
8. We will implement practices that acknowledge the cultural significance of the traditional lands on which we are gathered and sustain the planet for future generations.
- Communities**
9. We will serve the social and economic development needs of the people and region.

## How the Dashboard Works

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	

### PEOPLE

#### 1.1 HEALTHY AND PRODUCTIVE WORKPLACES



**YEAR 5 GOAL**  
Combines the action of each of the plan's Year 5 targets with its measurable, providing a cohesive goal statement for ease of review

**TARGET**  
The Year 5 target - listed as either the item's defined benchmark or default as complete

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

**MILESTONE**  
Highlights past, upcoming and/or scheduled achievements

**TIMELINE BAR**  
Represents the five years of the plan, subdivided into reporting periods within each plan year, as defined in the reporting schedule below (grey shading indicates when data available)

**COMMENTS**  
Information, as needed, to support/clarify milestones on the timeline

LEGEND	Complete	On Track	Behind	No data yet	Not started
--------	----------	----------	--------	-------------	-------------

#### BUILD 2026 REPORTING

Current Report

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




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

# People

The power of NIC lies in the strength, commitment, and diversity of our people and workplaces. In our fast-changing digital world, our ability to act quickly, creatively and entrepreneurially requires a collaborative culture of growth and innovation.

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

## 1.1 HEALTHY AND PRODUCTIVE WORKPLACES

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

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

YEAR 5 GOAL	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		
<b>PEOPLE</b>															
<b>1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>															
a. Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace.	Complete	On Track				Foundational research begins			Begin implementation of <i>Not Myself Today</i>					Implementation of <i>Not Myself Today</i> complete	The <i>Not Myself Today</i> program launched in April 2024 and is being utilized as a platform to support the future implementation of the <i>National Standard for Psychological Health and Safety in the Workplace</i> .

### 1.2 PEOPLE DEVELOPMENT

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

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

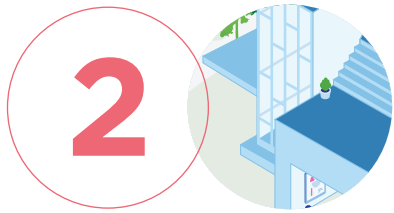
YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>PEOPLE</b>														
<b>1.2 PEOPLE DEVELOPMENT</b>														
a. Implement People Plan to develop thriving, inspired and productive employees.	Complete	On Track												
						Draft strategy complete				Thriving Together Dashboard Year 1				
								People Plan launched						

### 1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION

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

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

YEAR 5 GOAL	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	
<b>PEOPLE</b>														
<b>1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>														
a. Develop and implement an internal communications strategy.	Complete	On Track												
						Strategy consultation complete				Draft strategy complete				
								Begin implementation						



# Foundation

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

## 2.1 TEACHING AND LEARNING

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

### Outcome: Teaching excellence

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.1 TEACHING AND LEARNING</b>														
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	≥ 90%	On Track			96%		93%		93%					
b. Implement a student-learning-experience survey.	Complete	On Track			Survey complete			Implementation in TT programs						
							Implementation in HHS and ASM		Implementation institution-wide					

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet □ Not started



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	
<b>FOUNDATION</b>														
<b>2.1 TEACHING AND LEARNING</b> <i>continued</i>														
c. Implement combined teaching-and-learning/digital-learning strategy.	Complete	On Track												<div style="border: 1px solid red; padding: 2px; display: inline-block;">Begin draft Roadmap</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">Complete Roadmap</div> <p>The "Roadmap for Enhancing Quality Student Learning" will set standards for teaching and learning for the next five years.</p>

**2.2 FINANCES**

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

**Outcome: Fiscal strength**

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	
<b>FOUNDATION</b>														
<b>2.2 FINANCES</b>														
a. Balanced budget within three years of the pandemic ending.	Balanced	Complete												<div style="border: 1px solid red; padding: 2px; display: inline-block;">Projected: (\$1.5M)    (\$793K)    (\$642K)    0</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">Actual: \$57K    (\$741K)    \$78K</div> <p>NIC has returned a modest surplus of \$78K in 2023/24, well ahead of its budgeted deficit.</p>
b. Long-term financial health (positive net asset position).	> \$2.8M	On Track												<div style="border: 1px solid red; padding: 2px; display: inline-block;">Projected in 2021: \$3.9M    \$2.8M    \$2.1M    \$2.1M    \$2.2M</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">Current Projections: \$4.8M    \$4.8M</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">Actual: \$5.4M    \$4.7M    \$4.8M</div> <p>The College's net assets for 2023/24 increased to over \$4.8M as a result of the annual surplus.</p>

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started

### 2.3 INFORMATION TECHNOLOGY

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

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

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.3 INFORMATION TECHNOLOGY</b>														
a. Implement IT Service Management (ITSM) model*.	Complete	Complete												
<div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">TeamDynamix (ITSM) complete</div>														
b. Improve NIC’s cybersecurity risk-mitigation and response capabilities.	NIST CSF Score ≥ 2.9	On Track												
<div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">2022 Score 1.9</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">2023 Score 2.3</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 100px;">2024 Score assigned</div>														

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

## 2.4 INTEGRATED ENROLMENT

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

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

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.4 INTEGRATED ENROLMENT</b>														
a. Define optimum enrolment for NIC.	Complete	Complete	Optimum enrolment established											
b. Implement enrolment targets for all programs.	Complete	Complete	Template implemented		Annual process implemented									
c. Develop and implement an integrated, strategic enrolment-management planning process.	Complete	No data yet	Begin draft planning process			Implement process								The Strategic Enrolment-Management Planning process will launch in Fall 2024.

## 2.5 CAMPUSES AND CENTRES

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

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

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.5 CAMPUSES AND CENTRES</b>														
a. Develop Campus Master Planning concepts and share with communities.	Complete	On Track												To align with the Ministry’s prioritization of capital housing projects over the next two cycles, NIC’s efforts have shifted to the development of student housing in both Campbell River and Port Alberni. Campus planning continues to support the replacement of the Tebo Centre in Port Alberni and the Village portables in Comox Valley as well as the expansion of the Campbell River campus.
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus.	Complete	On Track												
c. Develop a business case for an NIC Housing Commons at the Campbell River campus.	Complete	On Track												The demand study demonstrated a need for 170 single-student beds and an additional 60 family units. The NIC Student Housing Advisory Committee has begun meeting, and community partners have expressed enthusiastic support for the project.

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

**2.6 RISK MANAGEMENT**

Risk is inherent in many aspects of post-secondary operations, and as we cannot eliminate all risk, a coordinated approach to risk management is critical to help us think through what might happen as we position ourselves to harness the present and embrace the future. **We will manage risk effectively in order to protect and enhance the value that NIC delivers to the community.**

**Outcome: Informed decision-making and a proactive risk-management culture**

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	
<b>FOUNDATION</b>														
<b>2.6 RISK MANAGEMENT</b>														
a. Develop and implement a college-wide risk-management program.	Complete	On Track						Framework development	Risk Appetite statement					
								ERM policy revision				Framework implemented		



# Frame

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

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

## 3.1 STUDENT WELL-BEING

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

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

YEAR 5 GOAL	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	
<b>FRAME</b>														
<b>3.1 STUDENT WELL-BEING</b>														
a. Develop and implement a Student Mental Health and Well-Being plan.	Complete	Complete				Plan complete				CARE <sup>2</sup> Dash-board Year 2				
						CARE <sup>2</sup> Dash-board Year 1				CARE <sup>2</sup> Dash-board Year 3				

### 3.2 STUDENT SUPPORT AND PERSISTENCE

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

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

YEAR 5 GOAL	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	
<b>FRAME</b>														
<b>3.2 STUDENT SUPPORT AND PERSISTENCE</b>														
a. Increase first-year student retention (Fall to Fall) above 47%.	> 47%	On Track		52% retention			57% retention		58% retention					
b. Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students.	≥ \$500K	On Track		> \$540K			> \$635K		> \$567K			> \$700K		
c. Increase # of childcare spaces above 94.	>94	On Track		Inventory of seats complete			Explore expansion opportunities					New CV spaces complete		



# Doorways

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

## 4.1 PROGRAM ENTRY

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

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

YEAR 5 GOAL	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	
<b>DOORWAYS</b>														
<b>4.1 PROGRAM ENTRY</b>														
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%.	> 40%	On Track				72%	60%	54%						

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

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



### 4.2 LEARNING AND SERVICES

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

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

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

YEAR 5 GOAL	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	
<b>DOORWAYS</b>														
<b>4.2 LEARNING AND SERVICES</b>														
a. Increase % of courses with more than one entry point per year above 27%.	> 27%	On Track				28%	28%	36%						
b. Increase the % of courses with multiple modes of delivery above 9%.	> 9%	On Track				44%	33%	27%						
c. Develop and implement fully operational digital service strategy.	Complete	Complete				Strategy complete			Three-year rolling action plan					
						Strategy implementation								

### 4.3 PATHWAYS TO LEARNING

NIC links students, community, employers, industry and educational institutions. We welcome students from educational institutions on Vancouver Island, across BC and around the world. We are a gateway for learning.

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

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

YEAR 5 GOAL	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		
<b>DOORWAYS</b>															
<b>4.3 PATHWAYS TO LEARNING</b>															
a. Maintain dual-credit enrolment above 170.	> 170	On Track				253 enrolments			275 enrolments			184 enrolments			The Ministry of Education and Child Care is in the process of finalizing a new dual-credit framework by Fall 2024. This is expected to result in an increase in dual-credit enrolments in the 2024/25 academic year.
b. Maintain or increase the # of partnership agreements each year, equal to or above 40.	≥ 40	On Track				75 partnership agreements			77 partnership agreements			64 partnership agreements			



# Rooms



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

Learning is NIC's reason for being. Our high-quality, relevant and responsive programming draws students from across BC and around the world. COVID-19 has shifted local and global industries, regional labour markets, employment rates and individual student needs.

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

## 5.1 INDIGENOUS-LED EDUCATION

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

### Outcome: Indigenous-led learning

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>5.1 INDIGENOUS-LED EDUCATION</b>														
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population.	≥ 14%	On Track												
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%.	≥ 90%	Behind												The Indigenous Education Council (IEC) continues to identify strategies that can be implemented to enhance Indigenous student satisfaction.

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

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	
<b>ROOMS</b>														
<b>5.1 INDIGENOUS-LED EDUCATION</b>														
c. Implement Indigenization Plan recommendations.	Complete	On Track												
			Indigenization plan costing complete			Working Together Dashboard Year 2								
			Working Together Dashboard Year 1			Working Together Dashboard Year 3								

**5.2 COMMUNITY-CONNECTED LEARNING**

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

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

**Outcome: Place-based learning**

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>5.2 COMMUNITY-CONNECTED LEARNING</b>														
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	> 700	On Track												
			916 students			921 students			910 students					
b. Implement place-based learning initiatives in program renewal plans.	Complete	Complete												
						Strategy implemented								
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus.	Complete	On Track												
			Business case development			Business case approved			Builder selected			Centre of Excellence in Early Learning open		
						\$14.2M Ministry funding achieved			Construction begins					

### 5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING

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

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

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

YEAR 5 GOAL	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		
<b>ROOMS</b>															
<b>5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>															
a. Increase # of students with advising support above 425 students.	> 425	On Track				547	543	576	593	759					Advising services provided by the new, grant-funded Access Navigator positions combined with established advising services to far exceed the target in this measure.
b. Maintain or increase # of short-term and micro-credential programs above 14.	≥ 14	On Track				24		26		26					

**5.4 GLOBAL LEARNING**

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

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

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

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>5.4 GLOBAL LEARNING</b>														
a. Increase # of new international student enrolments each year above 214 new students.	> 214	On Track				194 new students 2021/22	304 new students 2022/23	369 new students 2023/24						
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally.	Complete	Complete			All goals met	All goals met	24 employees engaged in international activity							International programs continue to expand, with NIC faculty members, students and Elders engaged in France, Japan, Kenya, Mexico, New Zealand and Tanzania.
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%.	≥ 81%	On Track					84%					Next survey		

### 5.5 PROGRAM RESPONSE AND RENEWAL

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

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

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>5.5 PROGRAM RESPONSE AND RENEWAL</b>														
a. Complete renewal plans* for all programs.	Complete	Complete												
b. Complete Provincial Quality Assurance Process Audit (QAPA)**.	Complete	Complete												

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

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



# Windows

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

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, approximately 90% of students tell us they are satisfied with their education, say our quality of instruction is high and feel well prepared for further studies.\* Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. **We will raise awareness about the quality and diversity of learning at NIC.**

## 6.1 BRAND AND IDENTITY

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

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

YEAR 5 GOAL	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	
<b>WINDOWS</b>														
<b>6.1 BRAND AND IDENTITY</b>														
a. Establish brand with better overall role and scope of the College.	Complete	On Track				Internal/external audits complete	Tactical plan operative	Brand architecture finalized					Brand strategy complete	
						Consultant recommendations received		Refreshed brand rollout						

\* Based on BC Student Outcomes Survey of Diploma, Associate Degree, and Certificate Students.



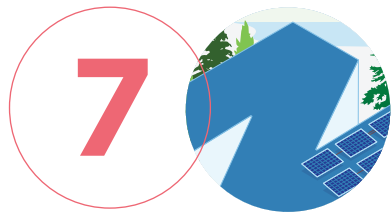
## 6.2 MARKETING & RECRUITMENT

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

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

YEAR 5 GOAL	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	
<b>WINDOWS</b>														
<b>6.2 MARKETING &amp; RECRUITMENT</b>														
a. Establish a clearly defined student audience profile for all areas of study.	Complete	Complete												
b. Implement annual marketing and recruitment plans.	Complete	Complete												

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



# Roof



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

## 7.1 RECONCILIATION

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

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

YEAR 5 GOAL	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	
<b>ROOF</b>														
<b>7.1 RECONCILIATION</b>														
a. 75% of employees complete NIC-specific Indigenous, intercultural competency training.	≥ 75%	Behind							Framework complete				Module review/ approval	
												Develop 3 final modules	Pilot delivery	
b. 100% of all named program areas with clear, measurable commitments to address specific TRC Calls to Action for education.	Complete	Complete				All commitments defined								

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet □ Not started

## 7.2 DIVERSITY, EQUITY AND INCLUSION

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

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

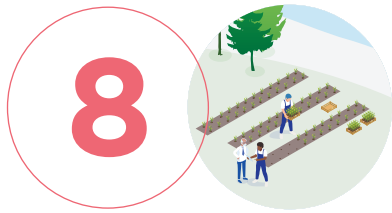
YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23		YEAR 3 2023/24		YEAR 4 2024/25		YEAR 5 2025/26		COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	
<b>ROOF</b>														
<b>7.2 DIVERSITY, EQUITY AND INCLUSION</b>														
a. Maintain or increase 88% (2020) of students that agree strongly with “I am respected regardless of my personal characteristics, identity or background.”	≥ 88%	On Track												
						Canadian Campus Wellbeing Survey				Next survey				
						88%								
b. Maintain or increase 88% of students that agree or strongly agree with “My institution values diversity.”	≥ 88%	On Track												
						Canadian Campus Wellbeing Survey				Next survey				
						88%								
c. Implement Diversity, Equity and Inclusion (DEI) Strategy.	Complete	On Track												
						Draft DEI policy		DEI Strategy and Action Plan work commence		Implement DEI Strategy				
						Accessibility Plan launched				DEI strategy complete				

### 7.3 TRANSPARENCY AND ACCOUNTABILITY

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

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

YEAR 5 GOAL	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	
<b>ROOF</b>														
<b>7.3 TRANSPARENCY AND ACCOUNTABILITY</b>														
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	Complete	Complete												Being revised as needed.
b. Increase engagement with the North Island Students' Union (NISU).	Complete	Complete												



# Environment

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

## 8.1 CLIMATE AND SUSTAINABILITY

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

**Outcome: Climate change education and research**

YEAR 5 GOAL	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	
<b>ENVIRONMENT</b>														
<b>8.1 CLIMATE AND SUSTAINABILITY</b>														
a. Reduce greenhouse gas emissions.	Complete	On Track												NIC’s five-year capital plan includes two projects that will reduce its reliance on inefficient leased spaces. Without approval of these projects, NIC will be challenged to reach its targets set out in the Greenhouse Gas Reduction Targets Act.
														<div style="border: 1px solid red; padding: 2px; display: inline-block;">Upgraded lighting &amp; hot-water heaters</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 20px;">Continued expanding access to online classes</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 20px;">Purchased EV for inter-campus travel</div> <div style="border: 1px solid red; padding: 2px; display: inline-block; margin-left: 20px;">Upgrade central cooling system at CR campus</div>

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	
<b>ENVIRONMENT</b>														
<b>8.1 CLIMATE AND SUSTAINABILITY</b>														
b. Implement process to track # of courses, research and applied-learning initiatives that include sustainability.	Complete	Complete												
										Process established				
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	Complete	On Track												
										Decision on tracking system				
													To help inform climate-action initiatives, NIC's Climate and Sustainability Committee continues to review STARS gap analysis in addition to a CleanBC Energy study commissioned to provide recommendations for reducing NIC's energy consumption and greenhouse-gas emissions.	




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

# Communities

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

## 9.1 SERVING THE PEOPLE OF THE REGION

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

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

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	
<b>COMMUNITIES</b>														
<b>9.1 SERVING THE PEOPLE OF THE REGION</b>														
a. Increase above 278 the # of students participating in custom regional and in-community programming.	> 278	On Track			353		374		287					

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet □ Not started

## 9.2 COMMUNITY ENGAGEMENT

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

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

YEAR 5 GOAL	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	
<b>COMMUNITIES</b>														
<b>9.2 COMMUNITY ENGAGEMENT</b>														
a. Create community-engagement strategy.	Complete	Complete												
			Draft strategy in development			Consultation complete		Draft strategy complete		Final strategy approved		Final strategy shared with community consultees		



### 9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION

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

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

YEAR 5 GOAL	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	
<b>COMMUNITIES</b>														
<b>9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>														
a. Create alumni-relations capacity.	Complete	On Track												An approved alumni-relations plan is on track, with NIC’s first alumni-engagement events held in Campbell River, Comox Valley and Port Alberni in May 2024.
b. Increase the number of active community partnerships to enhance programming.	12	On Track												
c. Increase # of students involved in research projects to greater than 13 students.	> 13	On Track												



EDUCATION AND TRAINING BUILT FOR YOU

**[WWW.NIC.BC.CA](http://WWW.NIC.BC.CA)**



# BOARD OF GOVERNORS – ACTION SHEET

June 27, 2024

Agenda #: 3.3

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

<b>Agenda Item:</b>	3.3 Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle (IAPR)
<b>Action Required:</b>	Approval
<b>Draft Motion/ Recommendation:</b>	THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2023/24 REPORTING CYCLE.

**Background/History/Executive summary:**

British Columbia’s Ministry of Post-Secondary Education and Future Skills has developed a results-based Accountability Framework for the public post-secondary system. All public post-secondary institutions in British Columbia prepare annual, publicly available IAPRs. The purpose of the IAPR is to describe an institution’s goals, objectives and outcomes and how it will monitor progress toward those outcomes. The IAPR must also report on an institution’s progress toward the goals and system objectives of Government, including long-term strategic initiatives as well as priorities specified in institutional mandate letters. In addition, as the IAPR is both a report and a plan, institutions must describe what actions are planned for the future. The IAPR is a public document designed primarily for two audiences: 1) The Ministry, including the Minister and 2) the general public, and will be published to NIC’s and the Ministry’s public websites in fall 2024 after review by Government over the summer.

NIC achieved 20 of the 23 assessed Accountability Framework performance measures in the 2023/24 reporting cycle. The Total Student Spaces, Developmental Student Spaces and Bachelor Credentials Awarded measures were not achieved. “Appendix I – Accountability Framework Performance Measure Results” provides detail for all NIC’s Accountability Framework performance measure target assessments. Strategies and challenges related to meeting targets are discussed in detail in “1.3 Strategic Context.”

NIC’s *IAPR for the 2022/23 Reporting Cycle* is aligned with *BUILD 2026*, NIC’s 2021-2026 strategic plan, and includes a year-end report for BUILD’s third year in “2. Performance Plan and Report: BUILD 2026.”

NIC will submit the *Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle* to the Ministry by the submission deadline of July 12, 2024.

**Policy analysis/strategic priority:**

BUILD Elements  
7.3 Transparency and Accountability

**Attachments:**

Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle (IAPR)

**Action:**

It is recommended that the Board of Governors of North Island College approve the Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle.



NORTH ISLAND COLLEGE



# Institutional Accountability Plan & Report

2023 - 2024 REPORTING CYCLE

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

## TERRITORIAL ACKNOWLEDGMENT

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



NORTH ISLAND COLLEGE



**NIC**

INDIGENOUS EDUCATION



Thunderbird Design on Qa pix 7ida7as by Jessica Chickite (We Wai Kai)

# ACCOUNTABILITY STATEMENT

\*\*\*, 2024

Honourable Lisa Beare  
Minister of Post Secondary Education and Future Skills  
Parliament Buildings  
Victoria, British Columbia V8V 1X4



Dear Minister Beare,

On behalf of North Island College (NIC), we are pleased to present the NIC *Institutional Accountability Plan and Report for the 2023/24 Reporting Cycle* (IAPR) and express our accountability for the results within it. The IAPR demonstrates alignment of NIC's unique goals and achievements with Government mandates and strategic initiatives.

Sincerely,

Patricia Trasolini, Chair

Lisa Domae, President

\*\*\* Signatures and date pending Board approval of IAPR \*\*\*

NIC Board of Governors

North Island College

## CONTENTS

ACCOUNTABILITY STATEMENT .....	i
1. STRATEGIC DIRECTION AND CONTEXT .....	1
1.1 Institutional Overview .....	1
1.2 Strategic Direction .....	2
1.2.1 Integrated Strategic Planning.....	3
1.2.2 Mission.....	4
1.2.3 Vision .....	4
1.3 Strategic Context .....	5
1.3.1 Navigating Change.....	5
1.3.2 Supporting Local Communities to Build Resilient Economies .....	6
1.3.3 Prioritizing Reconciliation.....	8
1.3.4 Breaking Barriers to Equitable and Inclusive Access.....	9
1.3.5 Fostering Collaborative Connections .....	11
1.3.6 Innovating for Global Learning and Engagement .....	12
2. PERFORMANCE PLAN AND REPORT: BUILD 2026 .....	14
2.1 People: Our Commitment to the NIC Community.....	16
2.1.1 Healthy and Productive Workplaces .....	16
2.1.2 People Development .....	16
2.1.3 Employee Engagement and Collaboration.....	17
2.2 Foundation: Our Commitment to Strengthening Core Operations.....	18
2.2.1 Teaching and Learning.....	18
2.2.2 Finances .....	19
2.2.3 Information Technology .....	19
2.2.4 Integrated Enrolment.....	20
2.2.5 Campuses and Centres.....	21
2.2.6 Risk Management.....	22
2.3 Frame: Our Commitment to Supporting Students.....	22
2.3.1 Student Well-Being.....	22
2.3.2 Student Support and Persistence.....	23
2.4 Doorways: Our Commitment to Accessible Education and Training.....	23
2.4.1 Program Entry.....	24



2.4.2 Learning and Services .....24

2.4.3 Pathways to Learning .....25

2.5 Rooms: Our Commitment to High-Quality, Relevant and Responsive Programming .....26

2.5.1 Indigenous-led Education .....26

2.5.2 Community-Connected Learning .....27

2.5.3 Self-Directed and Customized Learning .....27

2.5.4 Global Learning .....28

2.5.5 Program Response and Renewal .....29

2.6 Windows: Our Commitment to Raising Awareness About Quality and Diversity of Learning .....29

2.6.1 Brand and Identity .....30

2.6.2 Marketing & Recruitment .....30

2.7 Roof: Our Commitment to Accountable Governance and Social Responsibility .....31

2.7.1 Reconciliation .....31

2.7.2 Diversity, Equity and Inclusion .....32

2.7.3 Transparency and Accountability .....32

2.8 Environment: Our Commitment to Sustaining the Planet for Future Generations .....33

2.8.1 Climate and Sustainability .....33

2.9 Communities: Our Commitment to the People of the NIC Region .....34

2.9.1 Serving the People of the Region .....34

2.9.2 Community Engagement .....34

2.9.3 Social and Economic Development Of The Region .....35

3. FINANCIAL INFORMATION .....36

APPENDIX I – ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS .....37

APPENDIX II – IMPLEMENTATION OF MINISTRY DIRECTIVES AND STRATEGIC PRIORITIES .....42

Mandate Letter 2023/24 .....42

Ministry’s Strategic Initiatives .....49

APPENDIX III – REPORT ON LASTING AND MEANINGFUL RECONCILIATION .....52

# 1. STRATEGIC DIRECTION AND CONTEXT

## 1.1 Institutional Overview

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

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

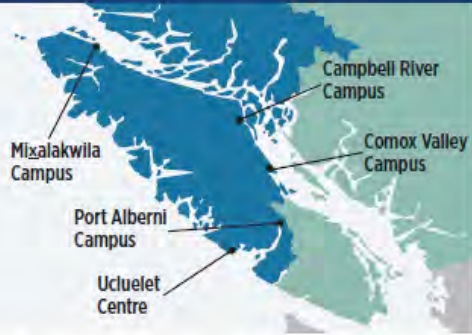
NIC's story is one of innovation, change, challenge and success. Established in 1975 as a distance education institution, the college originally served residents in remote logging camps and coastal communities through a network of 24 learning centres. As the regional population underwent urbanization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



Our niche lies in a deeply held commitment to being community-driven and student-centred. Students receive wrap-around services, including educational, financial aid, accessible learning, counseling, student advising and dedicated employment support with work-integrated learning while accessing a full range of education pathways, credentialed programs and short-term skills training.

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

# NIC North Island College 2023/24 Fast Facts

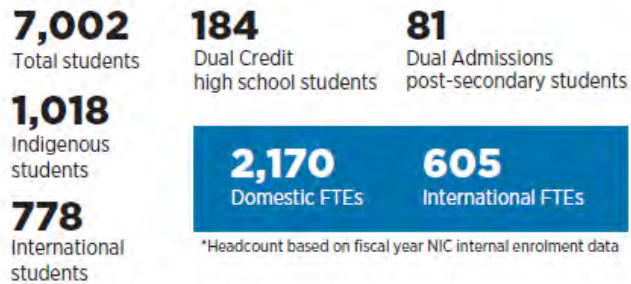


## NIC REGION

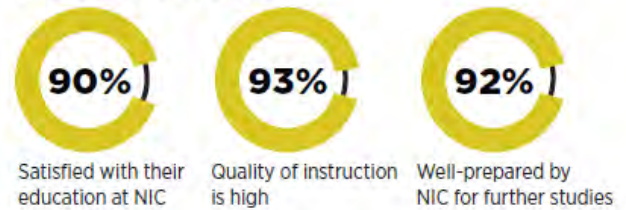
North Island College is a comprehensive community college that focuses on student success. We proudly serve the 169,000 people throughout our 80,000 km<sup>2</sup> service region, which includes northern Vancouver Island and B.C.'s mainland coast from Bamfield to Bella Coola.

Dedicated to Indigenization, access and wrap-around student supports, NIC works with local communities, government and industry to build healthy and thriving communities, one student at a time.

## STUDENT ENROLMENT\*

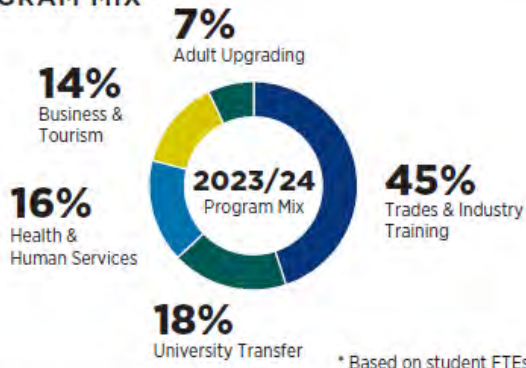


## NIC STUDENTS SAY\*

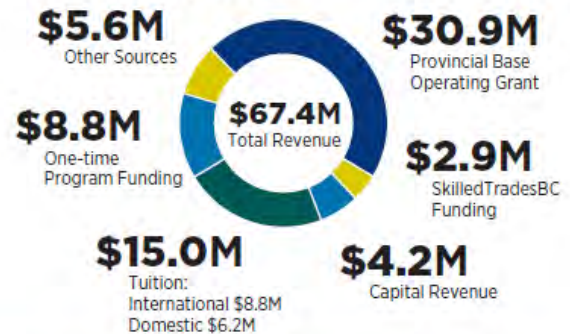


\*BC Student Outcomes survey of Diploma, Associate Degree and Certificate students

## PROGRAM MIX\*



## COLLEGE REVENUE



## 2023 AWARDS\*



## DOMESTIC STUDENT ORIGINS



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

For more information, please contact [communications@nic.bc.ca](mailto:communications@nic.bc.ca) | [www.nic.bc.ca](http://www.nic.bc.ca)

## 1.2 Strategic Direction

### 1.2.1 Integrated Strategic Planning

NIC's strategic plan, *BUILD 2026*, was created in response to community needs. It was first developed during the height of the COVID-19 pandemic with the voices of more than 1,500 students, First Nations representatives, communities, industries, governments and employees.

Under the guidance of the NIC [Indigenous Education Council](#)<sup>1</sup> and the NIC community, NIC co-launched BUILD with *Working Together – North Island College Indigenization Plan 2021-2026*, the first Indigenous Education Plan in NIC history in the summer of 2021.

The two plans work in tandem toward lasting and meaningful reconciliation.

BUILD and Working Together are supported by *Widening our Doorways 2026*, NIC's academic plan and *Journeying Together*, NIC's Indigenous-serving internationalization plan which provides international students with Indigenous knowledge and understandings throughout their studies at NIC.

Together with *CARE*<sup>2</sup>, a student mental health and well-being plan, and our people plan, *Thriving Together*, they represent NIC's continued commitment to keep listening and responding with programs, services and delivery methods that support communities and student learning.

Aligned with provincial priorities, these plans provide a framework for working with government ministries, communities, employers and industry to implement post-secondary education and skills training programs that serve the needs of students across the region.

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

Ongoing engagement with NIC's integrated planning initiatives can be found on NIC's [online engagement platform](#).



---

<sup>1</sup> View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

## **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.

## 1.3 Strategic Context

### 1.3.1 Navigating Change

NIC's most important contribution to the economic, social and environmental health of British Columbians is our accessible, flexible and responsive approach to learning. The NIC approach increases participation of people living in the NIC service area in the province's skilled economies. As an active member of B.C.'s public post-secondary system, we fully embrace our purpose as a B.C. college and our role as an anchor institution in the over 50 rural and remote communities, inclusive of 35 First Nations, that we have the privilege of serving.

We are a community college that is passionate about providing comprehensive, relevant education and training to the people living in the NIC service area inclusive of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland. Our broad range of affordable, year-round, high-quality offerings are a gateway to business, industry and further post-secondary education. Embedded in community, we bring our resources and knowledge to civic tables to work together to grow the well-being of the people and localities we serve. We collaborate with First Nations, local governments, businesses, industry and local communities to create high-quality education and training that is culturally relevant, environmentally sustainable and based on regional labour market needs. This practical and relationship-based approach to education and training is essential to the economic health of people living in the NIC service area. Our partners identify prospective programming and prospective students, ensuring that a growing number of local citizens have access to education and training, leading to rewarding careers in high-demand and high-income fields.

Our accessible and comprehensive programming contributes to a resilient and adaptable workforce that helps our region thrive, even in challenging times. Over 20% of NIC's domestic students are learners who return after an absence of a year or more to further their skills and employability in a subsequent program. NIC graduates keep daycares, social service agencies, hospitals, medical clinics and schools open. Our graduates in accounting, office administration, trades, culinary arts, technology, web design and marketing serve the small businesses, trades, forestry operations, mines, aquaculture farms and tourism sector businesses that ground North Island economies.

NIC's fundamental challenge in enhancing our contribution to B.C.'s economic, social and environmental health is the diverse and rapidly shifting needs of the region's people and economies. The NIC region's people have a wide array of education and training needs ranging from traditional degree pathways to career, vocational, technology, trades, upgrading, industry and resource training. The NIC 80,000 km<sup>2</sup> coastal, multi-island and inland service area lies within B.C.'s Vancouver Island/Coast economic region, making up approximately 85% of the region's geographic area and 20% of the population. The Vancouver Island/Coast economic region accounts for about 16% of B.C.'s workers and is forecast to have 174,700 job openings over the next ten years, of which 67% will replace retiring workers.

With the 65+ demographic being the fastest growing segment of the NIC region population, forecasts show that by 2027 there will be three retirees for every five working age people (compared with two retirees for every five working age people for B.C.). A growing number of domestic NIC students - with an average age of 30 and 54% of whom are female - are reskilling and upskilling for second and third careers as economic and labour market conditions continue to shift in the region's primarily service- and

resource-based economies. These students, older than the traditional 18-24 post-secondary demographic, illustrate the part-time nature of the learning journey for the majority of NIC students – just under two-thirds of students in NIC’s credit programs study part time in addition to the hours spent at work and caring for families. NIC’s commitment to personalized, flexible, affordable and close-to-home access to post-secondary education and training that incorporates an optimal balance of in-person, digital and blended delivery options is vital to supporting the needs of the region’s learners.

Developed in the early stages of the province’s recovery from the COVID-19 pandemic, our co-strategic plans [BUILD 2026](#) and [Working Together – North Island College Indigenization Plan 2021-2026](#) have set the course for the many partnerships with community organizations, municipalities, regional First Nations, industry and business associations that allow NIC to be an important contributor to regional economic diversification strategies and labour force development plans. We continually strive to widen and grow our program offerings and research capacities across vital economic sectors including trades, tech-relevant, healthcare and in emerging the blue and green economies through work-integrated learning, dual credit, and short-term and micro-credential programs.

### 1.3.2 Supporting Local Communities to Build Resilient Economies

NIC’s community capacity building extends beyond meeting core labour market needs. Rural and remote people living in the NIC service area are facing major technological, economic, environmental and regulatory changes in key industries like forestry, mining and aquaculture. NIC supports these transitions with programming that blends social and environmental awareness with the skills that technologization requires. For example, developed at local industry tables, NIC’s Coastal Forest Worker Certificate integrates teachings about Indigenous lands and culture and leading environmental practices with hands-on skills acquisition and employability outcomes. Additionally, our Coastal Forestry Diploma program successfully completed the [Technology Accreditation Canada](#) (TAC) audit in November 2023. This accreditation is a significant milestone for the program, signifying national and international recognition as a technical, science-based program endorsed by engineering and forestry professionals. The attainment of accreditation allows the diploma to be listed as an accredited program on the [Forest Professionals of BC](#) (FPBC) website and NIC to display both TAC and FPBC logos on our own website.

Given the profound changes and rapid shifts in many of the NIC region’s key industries, NIC’s labour market programming is increasingly oriented towards regional economic diversification. For example, the college’s growing applied research expertise to advance clean economic diversification through localized innovation activities that improve the province’s social and environmental health. Our students’ learning extends beyond the classroom to solve real-world challenges, which embed experiential learning opportunities within social innovation projects. By partnering with small companies like [Nova Harvest](#) and local First Nations, NIC’s student researchers are increasing the viability of the environmentally sustainable seaweed industry. Economic development and diversification initiatives like these have the revenue potential to provide high-wage jobs in small communities while being sustainable and culturally appropriate.

Innovation in self-directed, flexible learning such as stackable, short-term credentials is an essential and growing strategy for training an adaptable and resilient workforce in the NIC region. NIC is proud to offer these needed training opportunities through initiatives such B.C. Government’s [StrongerBC future skills grant](#). In fall of 2023, NIC offered six micro-credentials in B.C. Wildfire Essentials, Marine Training, Office

and Clerical Training, Craft Brewery Operations, Building Service Worker, and Marketing in the Digital Economy to 142 students.

Flexible learning with integrated student services offered year-round facilitates access and successful program completion with exit points that fit with learners' life circumstances and goals. NIC looks forward to continuing to work with Ministry and sector colleagues to ensure that learning achieved through new and innovative micro-credentials is stackable and transferable. Detailed information on customized short-term and micro-credential programs delivered by NIC in 2023/24 can be found in "Micro-credentials" in Appendix II and progress on NIC's strategic priority of delivering customized training and programs can be found in "2.5.3 Self-Directed and Customized Learning."

Like B.C. and the rest of Canada, the aging population of the NIC region escalates demand for healthcare professionals, especially in rural and remote communities where people must travel long distances if there are in-community service shortages. People trained in communities where they have put down roots with family and friends tend to stay in those communities, underscoring the importance of local access to health programming offered by NIC. In fall 2023, NIC welcomed the first cohort of a new, 18-seat, base-funded, part-time Licensed Practical Nursing (LPN) Access to Bachelor of Science in Nursing program. The Ministry of Post-Secondary Education and Future Skills also provided one-time funding for an additional six seats, allowing NIC to offer 24 seats to qualified LPNs. Fully enrolled in 2023/24, this program supports the province's acute need for registered nurses.

NIC has also prioritized the province's need for Early Child Care and Education (ECCE) through bolstering international student enrolment. Three cohorts of international students completed the ECCE Diploma program in Port Alberni, Campbell River, and Comox Valley and a new international diploma cohort started in fall 2023 at the Comox Valley campus. These were offered in addition to base-funded, domestic student ECCE Certificate and Diploma intakes in Port Alberni, Campbell River and Comox Valley. A one-time, part-time ECCE Certificate offering funded by the Ministry of Post-Secondary Education and Future Skills started on the West Coast of Vancouver Island at NIC's Ucluelet Centre in fall 2023. Dual credit courses were offered to students in School Districts 70 and 71 (i.e., Port Alberni and Comox Valley) and NIC partnered with [Nuu-Chah-Nulth Employment and Training Program](#) to offer a *Health, Safety, and Nutrition in Childcare Settings* course (ECC-168) to qualify individuals to work as ECCE assistants.

All of this contributed to the highest ECCE enrolment in NIC history (100 FTEs) in 2023/24. NIC will continue to collaborate to grow the number of ECCE graduates to help local employers fill job vacancies and parents overcome barriers to work and education. Early childhood educators and assistants are high-demand occupations for the Vancouver Island/Coast economic region, with just over 2,300 job openings forecast over the next ten years with one-third replacing workers retiring from the workforce.

Construction of a Centre of Excellence in Early Learning at the Comox Valley campus is anticipated to begin in summer 2024 for opening in fall 2025. Made possible with funding from the Province and the Government of Canada, the project will involve expansion of the on-campus, independently owned Beaufort Children's Centre providing an additional 75 childcare spaces to address waitlist pressures on the existing 53. Expanded classroom space for NIC's early childhood care and education programs will provide increased teaching and learning capacity vital to NIC's role in enabling the regional workforce.



### 1.3.3 Prioritizing Reconciliation

NIC recognizes the authority and direction 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 campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, we are committed to supporting Indigenous-led education and celebrating Indigenous knowledge. Under their leadership, we promote reconciliation with Indigenous Peoples through our actions and commitments. NIC's commitment to reconciliation is enshrined in our governance model, strategic plan, academic plan, Indigenization plan, global learning plan and operations.

In this work, we are accountable to the NIC [Indigenous Education Council](#) (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C.,<sup>2</sup> the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's vision, mission and strategic direction. Three regional advisory committees identify local education and training priorities and advise on community and economic development plans.

In 2021, the IEC launched [Working Together – North Island College Indigenization Plan 2021-2026](#), the college's first Indigenization plan. The plan adopts B.C.'s Declaration on the Rights of Indigenous People Act as its reconciliation framework and actions the [Colleges and Institutes Canada Indigenous Education Protocol](#) to bring this framework to life. Working Together commits NIC to:

1. Action - Making Indigenous education a priority.
2. Governance - Ensuring governance structures recognize and respect Indigenous Peoples.
3. Teaching and learning - Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches.
4. Understanding and reciprocity - Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples.
5. Employee recruitment - Increasing the number of Indigenous employees, including Indigenous senior administrators.
6. The learning environment - Establishing Indigenous-centred holistic services and learning environments.
7. Building relationships - Being accountable in Indigenous communities in support of self-determination.

NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity. Reporting annually to the NIC community, Working Together has advanced key initiatives and operational changes in accordance with these commitments (see "2.5.1 Indigenous-led Education").

All NIC students have access to [Elders](#) and [Indigenous Education Navigators](#) at all four NIC campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related and personal guidance needs. With the support of the [NIC](#)

---

<sup>2</sup> View the Ministry of Post-Secondary Education and Future Skills' Indigenous Leading Practices in Post-Secondary Education online at <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/aboriginal-education-training/indigenous-leading-practices>.

[Foundation](#), NIC has also established an [Aboriginal Scholars](#) program. Aboriginal scholars work with a Navigator to create an achievement plan based on individual goals. The goals can be academic, spiritual, emotional and/or physical, to support students and provide life skills to help them during their educational journey and beyond. Students work with their Navigator throughout the term to keep on track and access services and support that will help them achieve their goals. At the end of each term, students earn a scholarship based on the successes of their individual achievement plans.

Indigenous-led learning continues to be the top priority for the NIC Office of Indigenous Education, with continued support for First Nations to bring self-determined education and training to their communities to meet their specific goals and objectives. With the support of the NIC Associate Director and Manager of Indigenous and Regional Partnerships, 15 program intakes—including early childhood care and education, trades, and Indigenous education, leadership, and language—were delivered to over 200 students in partnership with local First Nations in 2023/24 (see “Appendix III – Report on Lasting and Meaningful Reconciliation” for a complete list of programs).

A highlight in 2023/24 was the continued success of Indigenous language offerings. In partnership with Ehattesaht and Tla-o-qui-aht First Nations and Ehattesaht, Tla-o-qui-aht and Ahousaht First Nations, NIC offered two cohorts of the Indigenous Language Fluency Certificate in Nuu-chah-nulth language with just over 40 students enrolled. In partnership with Homalco, K'ómoks, Klahoose and Tla'amin First Nations NIC launched new Ayajuthem language ABE courses in October 2023 with just over 30 students enrolled. All courses were offered digitally, providing opportunities for students in remote communities to access Indigenous language learning from their home villages. Digital delivery provided an enhanced opportunity for multi-generational learning - children, siblings, parents, grandparents, and Elders were all able to hear Indigenous language in their homes. Another highlight was the completion of 13 Port Alberni students in the Indigenous Leadership Certificate program in December 2023.

### 1.3.4 Breaking Barriers to Equitable and Inclusive Access

Equitable and inclusive access to post-secondary education and training is at the heart of NIC’s institutional vision, mission and our role in B.C.’s post-secondary education system. NIC serves regional population with some of B.C.’s lowest levels of post-secondary education and most significant systemic barriers to economic participation.

The [BC Labour Market Outlook: 2023 Edition](#) predicts that nearly 75% of B.C.’s 998,000 job openings in the next decade will require post-secondary education and training; however, only 58% of the working-age population in the NIC region have post-secondary education (compared to 66% provincially). Inequity is apparent in the region’s Indigenous working-age population of which only 43% have a post-secondary credential and who represent 14% of the region’s population. On Northern Vancouver Island, for example, only three-in-ten (31%) of the Indigenous working-age population have a post-secondary credential. The proportion of Indigenous Peoples is highest in rural and remote areas of the NIC service area, ranging up to just under 30% on Northern Vancouver Island and 66% on the Central Coast; by comparison, only 6% of the province’s population is Indigenous.

The NIC region includes a higher proportion of people with barriers to post-secondary education than the B.C. average. About one-in-five secondary school students in the region do not graduate from high

school, ranging up to 40% on Northern Vancouver Island (compared with 8% for the province). Fourteen percent of working age people living in the NIC region don't have a high school diploma (compared with 10% provincially), ranging up to one-in-four on Northern Vancouver Island and the Central Coast. Sixteen percent of NIC's former diploma, associate degree and certificate students surveyed in 2023 took adult basic education upgrading courses during, or prior to, their studies - a comparatively high proportion relative to other B.C. public colleges, institutes and teaching intensive universities as a group at 10%.

NIC's developmental education offerings provide an important pathway to post-secondary education especially for students in the rural and remote areas of the NIC region where the selection of high school courses can be limited. To expand access, we have developed flexible-intake, digital and blended delivery options with multiple start dates during the year. Nonetheless, some developmental learners benefit most from structured, in-person instruction so maintaining these offerings is essential, especially in rural communities even though class sizes may be small. NIC's suite of adult basic education offerings and services provide high school graduation equivalency, a requirement of many of the major employers in the NIC region. The *BC Labour Market Outlook: 2023 Edition* estimates that there will be just over 127,000 job openings in B.C. over the next ten years requiring high school and/or occupation-specific training.

The B.C. Government's \$19.2M investment to remove the age restriction for the [Provincial Tuition Waiver Program](#) in August 2023 has resulted in former youth in care seeking to attend NIC encountering fewer barriers to their access to post-secondary education and training. Thirty-six former youth in care benefited from the B.C. Government's Provincial Tuition Waiver Program at NIC in 2023/24 representing an increase of 56% over last year. In addition to the tuition waiver, twenty-one students also received the Learning for Future Grant (LFG) of \$3,500 per program year to assist with additional education-related costs not covered by the PTWP. To further support former youth in care in 2023/24, NIC expanded outreach to include all in-community contacts working with youth and continues to promote these programs through our social media channels and ongoing outreach avenues. The Financial Aid/Educational Advisor is the designated contact for former youth in care at NIC, supporting funding as well as educational planning, registration and referral to other services.

Affordable housing is a serious barrier for people seeking post-secondary education and training in B.C. Thanks to B.C.'s [Homes for People Action Plan](#) construction is underway on NIC's first [Student Housing Commons](#) at the Comox Valley campus with a scheduled opening in fall 2025. The 217 bed Student Housing Commons will meet a diversity of students' housing needs, from single student to family housing, and offering various lease lengths to accommodate learners across all NIC programs from weeks-long apprenticeship training to four-year degrees. NIC will offer priority access for both Indigenous and former-youth-in-care students. Equally important, agreements with the Beaufort Childcare Centre on the Comox Valley campus will offer prioritized childcare spaces for students with families living in student housing. NIC continues to monitor demand for student housing across our region and has just completed a survey of demand for the Campbell River and Port Alberni campus regions with community evidencing significant demand.

To help make education more affordable, NIC also offers several forms of student financial assistance. The North Island College Foundation offered \$570K in student support in 2023/24, the majority going to students with the highest financial need. Emergency funds are available to students throughout the year through the NIC Student Services. Financial need is particularly strong for students who regularly

commute from remote areas of the region whose median after-tax household income is well below the B.C. average at \$59K in 2020 compared with \$76K for B.C.

Also through the support of the NIC Foundation NIC offers the Awi'nakola (meaning 'we are one with the land and sea') program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'waka'wakw ways of knowing and being to inform academic learning. Courses focus on the basic conversation, structure and pronunciation of Kwak'waka as well as classes in both English and math.

Our low tuition costs open opportunities for thousands of students across the NIC service area who tell us that rising tuition, housing, transportation and food costs are impacting their ability to earn a credential and they cannot endure a higher cost burden. At \$3,269 per year for arts programs, NIC continued to have the lowest tuition on Vancouver Island in 2023/24 making us one of the most affordable post-secondary institutions in B.C. Tuition-free adult basic education upgrading courses and support services help reduce barriers for some of the region's most underserved learners. Many one-time, customized programs at NIC are also tuition-free, supported by the provincial [Community Workforce Response Grant](#); these programs often embed tuition-free upgrading and cultural supports.

### 1.3.5 Fostering Collaborative Connections

Collaboration forms a necessary part of our core operations at NIC. Collaboration is necessary to achieve efficiency in expanding affordable, relevant learning opportunities for people living in the NIC region, especially for those in rural and remote areas. NIC's diverse and evolving partnerships provide residents of the region with learning opportunities that span the public and private sectors and connect them with learning institutions across the province and across the globe.

A top strategic priority for NIC is collaborating and partnering with local employers to grow community-driven, real-world work experiences and placements (see "2.5.2 Community-Connected Learning"). Working alongside professionals, students gain insights into industry practices, trends and challenges, enhancing their understanding of the workplace. This knowledge helps them make informed career decisions and establish valuable relationships that may lead to future job opportunities or mentorship. NIC enrolled 910 students in 68 work-integrated learning (WIL) offerings in 2023/24 (excluding trades apprenticeships), the second highest ever after 2022/23 with 921 students enrolled.

Additionally, NIC enrolled the highest number of FTEs ever in [Skilled Trades BC](#) foundation and apprenticeship programs in 2023/24 with 775 FTEs enrolled, a 3% increase over the previous year. The apprenticeship training model combines periods of on-the-job training with employers who serve as mentors and periods of classroom instruction where students receive theoretical knowledge and a broader understanding of the principles and concepts underpinning their chosen field.

NIC also partners with eight local school districts to jump start local high school students' futures through a wide range of [dual credit options](#) that allow students to earn college credit while still in high school. NIC enrolled 184 dual credit students in 19 programs in 2023/24 including foundation trades programs (105 students), university studies and business programs (73 students), and health and community care programs (five students). These school district-funded offerings reduce student costs and facilitate the transition from high school to the B.C. post-secondary system.

NIC continues to maintain and expand dual admission and transfer agreements with the University of Victoria (UVic) and Vancouver Island University (VIU) – the two B.C. universities to which NIC students are most mobile – as well as numerous other Canadian and global post-secondary partnership and community agreements. These collaborations benefit both students and partner institutions. NIC students can enter their second or third year of degree programs seamlessly while boosting enrolment at partnership institutions in the latter years of undergraduate degree programs. International partnerships allow NIC students to travel internationally while paying affordable NIC tuition or to stay at home longer, earning lower-cost NIC credentials and transfer credits before moving to more expensive institutions further from home.

Our dual admissions agreement with UVic allows students to be admitted to UVic while taking their first two years of study at NIC. During this dual admission period, students are eligible for scholarships and bursaries from both institutions. UVic is also our partner for an engineering program transfer agreement which allows students to take their first-year courses at NIC and then transfer directly into the second year of UVic’s engineering programs, including biomedical engineering.

Our pathway agreement with VIU allows NIC students to take their first two years of study at NIC before completing their Bachelor of Arts or Bachelor of Science at VIU. NIC’s Communication Design Diploma graduates can also transfer their full credits to the VIU Bachelor of Design in Graphic Design. These admission guarantees provide a secure pathway for students who wish to take advantage of the lower-cost, closer to home instruction that NIC provides.

Additionally, VIU and NIC have a new pathway program to VIU’s Bachelor of Education program. Developed by NIC’s Indigenous Education department in partnership with First Nations communities, this pathway allows NIC students who complete a certificate in language fluency or the Aboriginal Leadership certificate to be admitted to VIU in the third year of the BEd.

NIC has expanded partnerships and learning pathways beyond the post-secondary sector with learning partnerships with Canada’s military and McDonald’s Corporation of Canada. Our Credit for Rank program allows advanced standing for military service members in a variety of in-demand NIC programs. This agreement formally recognizes members’ on-the-job learning and allows them to continue their education throughout their postings, enhancing their readiness for post-service social and economic contributions. A similar program with McDonald’s Canada provides McDonald’s employees who have completed management training with the restaurateur up to 28 credits in NIC’s Bachelor of Applied Business Administration programs. This partnership acknowledges the value of workplace learning and facilitates students’ ability to advance in their post-secondary studies while pursuing needed employment.

### 1.3.6 Innovating for Global Learning and Engagement

Global learning enriches the educational experience of all students at NIC, builds a diverse campus community and is key to supporting NIC’s sustainability. It brings the world to NIC and provides all students opportunities to study, learn and gain international experience. NIC values international students’ many contributions to the communities we serve and, in the spirit of reconciliation, seeks to connect international and Indigenous students with communities through learning.

In fall 2022, NIC launched [Journeying Together](#), Canada’s first ever Indigenous-serving internationalization plan developed under the guidance of the NIC Indigenous Education Council, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. In 2023, NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the [Canadian Bureau for International Education](#) as well as an Excellence in Global Engagement Award from [Colleges and Institutes Canada](#).

NIC’s strategic priority in global learning is to expand international enrolment and international partnership agreements while maintaining a high level of international student satisfaction with our supportive learning environment (see “2.5.4 Global Learning”). In 2023/24, 84% of international student respondents agreed or strongly agreed this was the case, exceeding the target of 81%. Assistance is provided at each stage of a student’s journey to NIC with pre-arrival information and sessions, support finding accommodation and full orientation at each campus. NIC provides a strong welcome to the unceded territories where students are studying and students have access to full [RISIA](#) supported immigration advising, program advising, personal counselling, on- and off-campus social activities, and assistance with finding employment.

NIC enrolled 778 students (605 FTEs) from 47 different countries in 2023/24 (as compared to 37 home countries in 2022/23). The college expects to continue to provide high labour market demand programs for international students at the Port Alberni, Comox Valley and Campbell River campuses in 2024/25.

NIC continued to grow opportunities for international and domestic students in 2023/24 by expanding international projects, study abroad opportunities and partnerships. The college supported 59 students, 17 faculty, five administrators and two Elders to gain international experience in Spain, Jordan, Germany, Japan, Kenya, Tanzania, Sri Lanka, Mexico, Romania and New Zealand. NIC also continues to collaborate with global partners in three key ongoing international projects:

1. Indigenous-Serving Special Topics Collaborative Online Indigenous Intercultural Learning Framework,
2. Western Canada Mobility Network, and
3. Kenya Blue Economy Skills Development.

NIC continues to disburse study-abroad scholarships for students (37 Indigenous and 49 non-Indigenous students since 2022) as well as funds to support specific study abroad and project support for faculty, staff and administrators. These activities have been funded through institutional funding, Colleges and Institutes Canada project funding, [Global Skills Opportunity](#) scholarships, and the [Ike Barber Transfer Scholarship](#).

## 2. PERFORMANCE PLAN AND REPORT: BUILD 2026

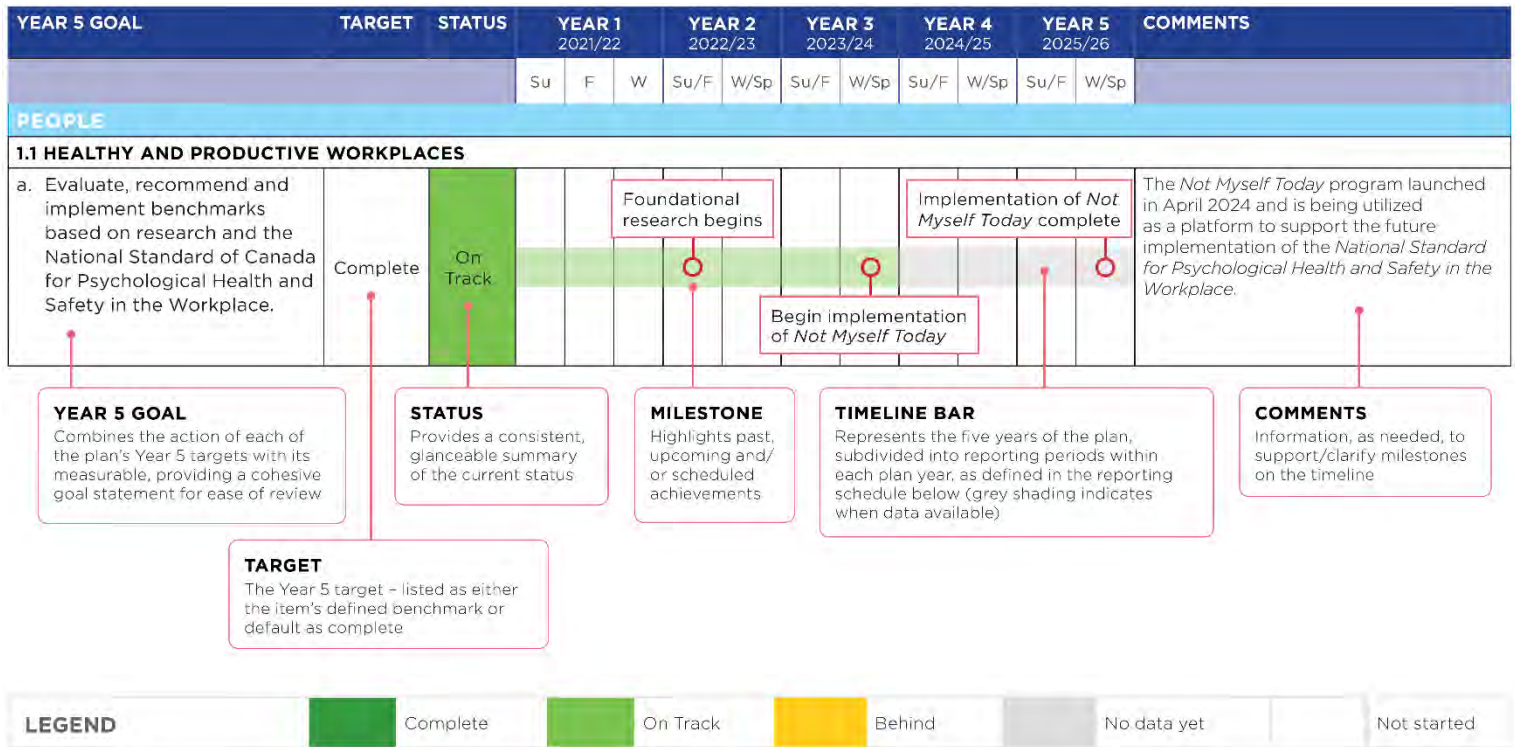
This section provides an overview of priorities, actions and outcomes for *BUILD 2026*, NIC’s 2021-2026 strategic plan, organized by the plan’s main architectural themes. BUILD uses architecture as an analogy to illustrate a responsive, student-centred strategic plan. It envisions stronger, thriving, integrated places of learning that reflect and support the richness of the region, and opens NIC to the communities it serves, creating a welcoming educational home for students and communities to call their own. Additionally, BUILD incorporates a strong commitment to the five foundational principles established by Government in 2020: putting people first; working toward lasting and meaningful reconciliation; supporting equity and anti-racism; ensuring a better future through fighting climate change and meeting our greenhouse gas reduction targets; and supporting a strong, sustainable economy that works for everyone. It is evident in this section as well as in “Appendix II – Implementation of Ministry Directives and Strategic Priorities” and “Appendix III – Report on Lasting and Meaningful Reconciliation” that BUILD is also well-aligned with Ministry mandates and directives for NIC as well as Government’s economic, workforce and climate action plans, *StrongerBC*, *Future Ready Action Plan* and *CleanBC*. A separate report on NIC’s 2023/24 targets, results and assessments for the Ministry of Advanced Education and Skills Training’s Accountability Framework performance measures is provided in “Appendix I – Accountability Framework Performance Measures Results.”

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

Figure 1, BUILD Architecture



Figure 2, How the Dashboard Graphics Work



**BUILD 2026 REPORTING**

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

Launched in the summer of 2021 (see “1.2.1 Integrated Strategic Planning”), the 2023/24 fiscal year marked the end of BUILD’s third year. As illustrated in the remainder of this section, of the 58 goals stated in BUILD 2026, 17 are now complete, 38 are on track, two are behind and one has no data yet.



## 2.1 People: Our Commitment to the NIC Community

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

### 2.1.1 Healthy and Productive Workplaces

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

Outcome: Healthier employees working in safe and supportive workplaces.

YEAR 5 GOAL	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	
<b>PEOPLE</b>														
<b>2.1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>														
a. Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace.	Complete	On Track												Foundational research begins Begin implementation of Not Myself Today Implementation of Not Myself Today complete The <i>Not Myself Today</i> program launched in April 2024 and is being utilized as a platform to support the future implementation of the <i>National Standard for Psychological Health and Safety in the Workplace</i> .

### 2.1.2 People Development

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

Outcome: Thriving, inspired and productive employees.

YEAR 5 GOAL	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	
<b>PEOPLE</b>														
<b>2.1.2 PEOPLE DEVELOPMENT</b>														
a. Implement People Plan to develop thriving, inspired and productive employees.	Complete	On Track												Draft strategy complete People Plan launched Thriving Together Dashboard Year 1

## 2.1.3 Employee Engagement and Collaboration

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

Outcome: A culture of collaboration supported by peer networks.

YEAR 5 GOAL	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	
<b>PEOPLE</b>														
<b>2.1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>														
a. Develop and implement an internal communications strategy.	Complete	On Track												
			Strategy consultation complete			Draft strategy complete		Begin implementation						

## 2.2 Foundation: Our Commitment to Strengthening Core Operations

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

### 2.2.1 Teaching and Learning

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

Outcome: Teaching excellence.

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.2.1 TEACHING AND LEARNING</b>														
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs.	≥ 90%	On Track				96%	93%	93%						
b. Implement a student-learning-experience survey.	Complete	On Track			Survey complete			Implementation in TT programs						
							Implementation in HHS and ASM	Implementation institution-wide						
c. Implement combined teaching-and-learning/digital-learning strategy.	Complete	On Track						Begin draft Roadmap						The "Roadmap for Enhancing Quality Student Learning" will set standards for teaching and learning for the next five years.
									Complete Roadmap					

## 2.2.2 Finances

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

Outcome: Fiscal strength.

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	
<b>FOUNDATION</b>														
<b>2.2.2 FINANCES</b>														
a. Balanced budget within three years of the pandemic ending.	Balanced	Complete						Projected: (\$1.5M)	(\$793K)	(\$642K)	0			NIC has returned a modest surplus of \$78K in 2023/24, well ahead of its budgeted deficit.
								Actual: \$57K	(\$741K)	\$78K				
b. Long-term financial health (positive net asset position).	> \$2.8M	On Track						Projected in 2021: \$3.9M	\$2.8M	\$2.1M	\$2.1M	\$2.2M		The College's net assets for 2023/24 increased to over \$4.8M as a result of the annual surplus.
								Current Projections:			\$4.8M	\$4.8M		
								Actual: \$5.4M	\$4.7M	\$4.8M				

## 2.2.3 Information Technology

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

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

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.2.3 INFORMATION TECHNOLOGY</b>														
a. Implement IT Service Management (ITSM) model*.	Complete	Complete						TeamDynamix (ITSM) complete						
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		

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

## 2.2.4 Integrated Enrolment

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

Outcome: Optimum college-wide domestic and international enrolment.

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.2.4 INTEGRATED ENROLMENT</b>														
a. Define optimum enrolment for NIC.	Complete	Complete												
b. Implement enrolment targets for all programs.	Complete	Complete												
c. Develop and implement an integrated, strategic enrolment-management planning process.	Complete	No data yet												

## 2.2.5 Campuses and Centres

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

Outcome: Thriving, inspired and integrated campuses and centres.

YEAR 5 GOAL	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	
<b>FOUNDATION</b>														
<b>2.2.5 CAMPUSES AND CENTRES</b>														
a. Develop Campus Master Planning concepts and share with communities.	Complete	On Track												To align with the Ministry’s prioritization of capital housing projects over the next two cycles, NIC’s efforts have shifted to the development of student housing in both Campbell River and Port Alberni. Campus planning continues to support the replacement of the Tebo Centre in Port Alberni and the Village portables in Comox Valley as well as the expansion of the Campbell River campus.
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus.	Complete	On Track												
c. Develop a business case for an NIC Housing Commons at the Campbell River campus.	Complete	On Track												The demand study demonstrated a need for 170 single-student beds and an additional 60 family units. The NIC Student Housing Advisory Committee has begun meeting, and community partners have expressed enthusiastic support for the project.

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

## 2.2.6 Risk Management

Risk is inherent in many aspects of post-secondary operations, and as we cannot eliminate all risk, a coordinated approach to risk management is critical to help us think through what might happen as we position ourselves to harness the present and embrace the future. We will manage risk effectively in order to protect and enhance the value that NIC delivers to the community.

Outcome: Informed decision-making and a proactive risk management culture.

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	
<b>FOUNDATION</b>														
<b>2.2.6 RISK MANAGEMENT</b>														
a. Develop and implement a college-wide risk-management program.	Complete	On Track												

## 2.3 Frame: Our Commitment to Supporting Students

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

### 2.3.1 Student Well-Being

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

Outcome: Increased student well-being.

YEAR 5 GOAL	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	
<b>FRAME</b>														
<b>2.3.1 STUDENT WELL-BEING</b>														
a. Develop and implement a Student Mental Health and Well-Being plan.	Complete	Complete												

## 2.3.2 Student Support and Persistence

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

Outcome: Retain students with proactive support strategies.

YEAR 5 GOAL	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	
<b>FRAME</b>														
<b>2.3.2 STUDENT SUPPORT AND PERSISTENCE</b>														
a. Increase first-year student retention (Fall to Fall) above 47%.	> 47%	On Track				52% retention				58% retention				
						57% retention				Next data available				
b. Maintain or increase the dollar amount of scholarships, bursaries, awards and emergency funds available to students.	≥ \$500K	On Track				> \$540K				> \$567K				
										> \$635K			> \$700K	
c. Increase # of childcare spaces above 94.	>94	On Track				Inventory of seats complete							New CV spaces complete	
										Explore expansion opportunities				

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

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



## 2.4.1 Program Entry

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

Outcome: Wider access to courses and programs.

YEAR 5 GOAL	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	
<b>DOORWAYS</b>														
<b>2.4.1 PROGRAM ENTRY</b>														
a. Increase the % of full-time equivalents (FTEs)* in access** courses and initiatives above 40%.	> 40%	On Track				72%	60%	54%						

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

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

## 2.4.2 Learning and Services

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

Outcome: Serve more adult students through flexible delivery.

YEAR 5 GOAL	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	
<b>DOORWAYS</b>														
<b>2.4.2 LEARNING AND SERVICES</b>														
a. Increase % of courses with more than one entry point per year above 27%.	> 27%	On Track				28%	28%	36%						
b. Increase the % of courses with multiple modes of delivery above 9%.	> 9%	On Track				44%	33%	27%						
c. Develop and implement fully operational digital service strategy.	Complete	Complete						Strategy complete					Three-year rolling action plan	
								Strategy implementation						

## 2.4.3 Pathways to Learning

NIC links students, community, employers, industry and educational institutions. We welcome students from education institutions on Vancouver Island, across B.C. and around the world. We are a gateway for learning. We will connect students to learning opportunities close to home and across B.C.

Outcome: Seamless transitions to and from NIC.

YEAR 5 GOAL	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	
<b>DOORWAYS</b>														
<b>2.4.3 PATHWAYS TO LEARNING</b>														
a. Maintain dual-credit enrolment above 170.	> 170	On Track				253 enrolments				184 enrolments				The Ministry of Education and Child Care is in the process of finalizing a new dual-credit framework by Fall 2024. This is expected to result in an increase in dual-credit enrolments in the 2024/25 academic year.
							275 enrolments							
b. Maintain or increase the # of partnership agreements each year, equal to or above 40.	≥ 40	On Track				75 partnership agreements				64 partnership agreements				
							77 partnership agreements							

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

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

### 2.5.1 Indigenous-led Education

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

Outcome: Indigenous-led learning.

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>2.5.1 INDIGENOUS-LED EDUCATION</b>														
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population.	≥ 14%	On Track				19% Indigenous students			20% Indigenous students					
						20% Indigenous students								
b. Maintain or increase % of Indigenous students satisfied with NIC’s help in achieving educational goals, above or equal to 90%.	≥ 90%	Behind		90%		90%		86%		Next data available				The Indigenous Education Council (IEC) continues to identify strategies that can be implemented to enhance Indigenous student satisfaction.
c. Implement Indigenization Plan recommendations.	Complete	On Track				Indigenization plan costing complete			Working Together Dashboard Year 2					
						Working Together Dashboard Year 1			Working Together Dashboard Year 3					

## 2.5.2 Community-Connected Learning

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

Outcome: Place-based learning.

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>2.5.2 COMMUNITY-CONNECTED LEARNING</b>														
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	> 700	On Track				916 students		921 students	910 students					
b. Implement place-based learning initiatives in program renewal plans.	Complete	Complete						Strategy implemented						
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus.	Complete	On Track			Business case development	Business case approved	Builder selected		Centre of Excellence in Early Learning open					
						\$14.2M Ministry funding achieved		Construction begins						

## 2.5.3 Self-Directed and Customized Learning

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

Outcome: Individualized advising support and customizable training or programs.

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>2.5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>														
a. Increase # of students with advising support above 425 students.	> 425	On Track				547	543	576	593	759				Advising services provided by the new, grant-funded Access Navigator positions combined with established advising services to far exceed the target in this measure.
b. Maintain or increase # of short-term and micro-credential programs above 14.	≥ 14	On Track				24		26		26				

## 2.5.4 Global Learning

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

Outcome: Revitalize and diversify international engagement at NIC.

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>2.5.4 GLOBAL LEARNING</b>														
a. Increase # of new international student enrolments each year above 214 new students.	> 214	On Track				194 new students 2021/22				304 new students 2022/23	369 new students 2023/24			
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally.	Complete	Complete			All goals met		All goals met			24 employees engaged in international activity				International programs continue to expand, with NIC faculty members, students and Elders engaged in France, Japan, Kenya, Mexico, New Zealand and Tanzania.
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 81%.	≥ 81%	On Track						84%				Next survey		

## 2.5.5 Program Response and Renewal

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

Outcome: High-quality, relevant and responsive programming.

YEAR 5 GOAL	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	
<b>ROOMS</b>														
<b>2.5.5 PROGRAM RESPONSE AND RENEWAL</b>														
a. Complete renewal plans* for all programs.	Complete	Complete				Program renewal plans complete	2022/23 progress reports complete							
						2023/24 renewal plans complete								
b. Complete Provincial Quality Assurance Process Audit (QAPA)**.	Complete	Complete				QAPA orientation	QAPA Panel Visit	Institutional report submitted					Action items underway	
								Institutional response & final summary complete						

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

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

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

At NIC, we champion the value of post-secondary education and training and deliver high-quality learning and training experiences. When asked, 90% or more students tell us they are satisfied with their education, say our quality of instruction is high and feel well prepared for further studies.\* Yet, there remains a lack of awareness about who we are, what we do and what sets us apart from other post-secondary institutions. We will raise awareness about the quality and diversity of learning at NIC.

## 2.6.1 Brand and Identity

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

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

YEAR 5 GOAL	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	
<b>WINDOWS</b>														
<b>2.6.1 BRAND AND IDENTITY</b>														
a. Establish brand with better overall role and scope of the College.	Complete	On Track												
			Internal/external audits complete			Tactical plan operative		Brand architecture finalized		Brand strategy complete				
			Consultant recommendations received			Refreshed brand rollout								

## 2.6.2 Marketing & Recruitment

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

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

YEAR 5 GOAL	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	
<b>WINDOWS</b>														
<b>2.6.2 MARKETING &amp; RECRUITMENT</b>														
a. Establish a clearly defined student audience profile for all areas of study.	Complete	Complete												
						Audience profiles complete								
b. Implement annual marketing and recruitment plans.	Complete	Complete												
						2024/25 plan under development								
			2023/24 tactical plan complete											

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

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

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

### 2.7.1 Reconciliation

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

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

YEAR 5 GOAL	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	
<b>ROOF</b>														
<b>2.7.1 RECONCILIATION</b>														
a. 75% of employees complete NIC-specific Indigenous, intercultural competency training.	≥ 75%	Behind							Framework complete				Module review/ approval	
												Develop 3 final modules	Pilot delivery	
b. 100% of all named program areas with clear, measurable commitments to address specific TRC Calls to Action for education.	Complete	Complete			All commitments defined									



## 2.7.2 Diversity, Equity and Inclusion

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

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

YEAR 5 GOAL	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	
<b>ROOF</b>														
<b>2.7.2 DIVERSITY, EQUITY AND INCLUSION</b>														
a. Maintain or increase 88% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	≥ 88%	On Track												
						Canadian Campus Wellbeing Survey				Next survey				
						88%								
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	≥ 88%	On Track												
						Canadian Campus Wellbeing Survey				Next survey				
						88%								
c. Implement Diversity, Equity and Inclusion (DEI) Strategy.	Complete	On Track												
						Draft DEI policy		DEI Strategy and Action Plan work commence		Implement DEI Strategy				
						Accessibility Plan launched				DEI strategy complete				

## 2.7.3 Transparency and Accountability

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

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

YEAR 5 GOAL	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	
<b>ROOF</b>														
<b>2.7.3 TRANSPARENCY AND ACCOUNTABILITY</b>														
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs.	Complete	Complete												Being revised as needed.
						New administrative structure								
b. Increase engagement with the North Island Students' Union (NISU).	Complete	Complete												
						New MOU with NISU								

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

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

### 2.8.1 Climate and Sustainability

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

Outcome: Climate change education and research.

YEAR 5 GOAL	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	
<b>ENVIRONMENT</b>														
<b>2.8.1 CLIMATE AND SUSTAINABILITY</b>														
a. Reduce greenhouse gas emissions.	Complete	On Track				Upgraded lighting & hot-water heaters			Continued expanding access to online classes					NIC's five-year capital plan includes two projects that will reduce its reliance on inefficient leased spaces. Without approval of these projects, NIC will be challenged to reach its targets set out in the Greenhouse Gas Reduction Targets Act.
							Purchased EV for inter-campus travel			Upgrade central cooling system at CR campus				
b. Implement process to track # of courses, research and applied-learning initiatives that include sustainability.	Complete	Complete						Process established						
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS).	Complete	On Track									Decision on tracking system			To help inform climate-action initiatives, NIC's Climate and Sustainability Committee continues to review STARS gap analysis in addition to a CleanBC Energy study commissioned to provide recommendations for reducing NIC's energy consumption and greenhouse-gas emissions.

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

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

### 2.9.1 Serving the People of the Region

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

Outcome: Higher enrolment from within the region.

YEAR 5 GOAL	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	
<b>COMMUNITIES</b>														
<b>2.9.1 SERVING THE PEOPLE OF THE REGION</b>														
a. Increase above 278 the # of students participating in custom regional and in-community programming.	> 278	On Track				353	374	287						

### 2.9.2 Community Engagement

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

Outcome: To be at the heart of civic conversations.

YEAR 5 GOAL	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	
<b>COMMUNITIES</b>														
<b>2.9.2 COMMUNITY ENGAGEMENT</b>														
a. Create community-engagement strategy.	Complete	Complete				Consultation complete	Draft strategy complete	Final strategy approved						
						Draft strategy in development	Final strategy shared with community consultees							

## 2.9.3 Social and Economic Development Of The Region

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

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

YEAR 5 GOAL	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	
<b>COMMUNITIES</b>														
<b>2.9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>														
a. Create alumni-relations capacity.	Complete	On Track												An approved alumni-relations plan is on track, with NIC's first alumni-engagement events held in Campbell River, Comox Valley and Port Alberni in May 2024.
b. Increase the number of active community partnerships to enhance programming.	12	On Track												
c. Increase # of students involved in research projects to greater than 13 students.	> 13	On Track												

### 3. FINANCIAL INFORMATION

Table 1 below summarizes NIC’s financial results over the past five years. NIC’s revenues have recovered from the impacts of the COVID-19 pandemic. This is largely due to the short-term nature of NIC’s programming, which resulted in a quick drop-off in revenues when the pandemic hit, but also a comparatively quicker recovery. The lingering effects of significant inflationary pressures have negatively impacted the college’s operations and NIC has responded by curtailing non-staff-related operating expenses where possible.

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

	ESTIMATED	ACTUAL			
	FY 23/24	FY 22/23	FY 21/22	FY 20/21	FY 19/20
Total Revenues	\$67,423,849	\$58,172,953	\$55,647,837	\$49,206,690	\$51,446,446
Total Expenses	\$67,345,312	\$58,913,715	\$55,590,858	\$50,820,385	\$52,357,861
Net Surplus (Deficit)	\$78,537	(\$740,762)	\$56,979	(\$1,613,695)	(\$911,415)
Accumulated Surplus (Net Assets) balance	\$4,820,868	\$4,742,331	\$5,483,093	\$5,426,114	\$7,039,809

NIC’s most recent audited financial statements can be viewed on the [Ministry’s website](#).

Please see “2.2.2 Finances” for a progress update on NIC’s strategic priorities for strong and sound financial management in 2023/24.

## APPENDIX I – ACCOUNTABILITY FRAMEWORK PERFORMANCE MEASURE RESULTS

Tables 2 and 3 at the end of this section provide NIC’s 2023/24 performance targets, results and assessments for each performance measure included in the Ministry of Post-Secondary Education and Future Skills’ Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the [Accountability Framework Standards and Guidelines Manual](#) on the Ministry’s website.

NIC achieved 20 of the 23 assessed Accountability Framework performance measures in the 2023/24 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development, and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC students. NIC achieved targets for all these measures in 2023/24, as in all previous accountability plan reporting years, affirming continued delivery of high-quality, relevant educational programming and training.

NIC also achieved the Total Indigenous Student Spaces target of  $\geq 14\%$  of total domestic student FTEs with 20% Indigenous student FTEs enrolled. Note that the target for this Accountability Framework performance measure is set internally by NIC based on the proportion of self-declared Indigenous people in the NIC regional population as identified in Statistics Canada’s 2021 Census of Population.

Developmental program FTEs were substantially below the target of 256 FTEs with 163 domestic student FTEs enrolled in Adult Basic Education (ABE) courses compared with 179 FTEs last year. ABE domestic student enrolment continued to decline in 2023/24, consistent with a secular trend in B.C.’s public post-secondary system that’s held for more than a decade. Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access” for more information on NIC’s strategic context for adult basic education.

The Total Student Spaces performance measure, targeting Ministry funded domestic student FTEs was also not achieved in 2023/24 with 1,395 FTEs enrolled toward the 2,385 FTE target. Notably, SkilledTradesBC funded trades and apprenticeship FTEs, international student FTEs and Bachelor of Science in Nursing Degree partnership FTEs offered in partnership with Vancouver Island University - totaling 1,402 FTEs, or 51% of total FTEs - are not counted toward Ministry targets. Please see “1.3 Strategic Context” for a detailed narrative on NIC’s strategies and challenges related to providing post-secondary education and training in the NIC region.

Table 2, Accountability Framework Performance Measures, 2023/24 Reporting Cycle

Performance Measure <sup>1</sup>	Reporting Year					
	2022/23 Actual	2023/24 Target	2023/24 Actual	2023/24 Assessment		
<b>Student spaces (FTEs)<sup>2</sup></b>						
Total student spaces	1,510	2,385	1,394	Not Achieved		
Nursing and other allied health programs	309	260	305	Achieved		
Developmental	179	256	163	Not Achieved		
<b>Credentials awarded<sup>3</sup></b>						
Total credentials	521	N/A	643	Not Assessed		
Bachelor		≥15	12	Not Achieved		
Certificate		≥400	430	Achieved		
Developmental		N/A	N/A	Not Assessed		
Diploma		≥87	97	Achieved		
Graduate, first professional and post-degree		N/A	N/A	Not Assessed		
Short certificate		≥57	95	Achieved		
<b>Indigenous student spaces (FTEs)<sup>4</sup></b>						
Total Indigenous student spaces	459	≥14% of total domestic student FTEs	449	Achieved		
Ministry (PSFS)	371		345	Not Assessed		
SkilledTradesBC	88		104	Not Assessed		
<b>Student satisfaction with education<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.7%	2.2%	≥ 90%	90.4%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	96.1%	2.9%		94.5%	3.5%	Achieved
Former apprenticeship students	95.5%	3.6%		94.3%	4.7%	Achieved
Bachelor degree graduates	90.0%	7.1%		N/A	N/A	Not Assessed

Performance Measure <sup>1</sup>	Reporting Year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
<b>Student assessment of the quality of instruction<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	92.9%	1.8%	≥ 90%	92.8%	2.2%	Achieved
Trades foundation and trades-related vocational graduates	100.0%	0.0%		96.7%	2.7%	Achieved
Former apprenticeship students	97.0%	3.0%		96.3%	3.7%	Achieved
Bachelor degree graduates	90.0%	7.1%		N/A	N/A	Not Assessed
<b>Student assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	85.9%	2.5%	≥ 85%	89.5%	2.4%	Achieved
Trades foundation and trades-related vocational graduates	91.6%	3.7%		89.3%	3.9%	Achieved
Former apprenticeship students	86.0%	5.4%		87.4%	5.5%	Achieved
Bachelor degree graduates	89.4%	6.5%		N/A	N/A	Not Assessed
<b>Student assessment of usefulness of knowledge and skills in performing job<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	90.4%	2.9%	≥ 90%	95.3%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	81.7%	7.5%		85.5%	6.3%	Achieved
Former apprenticeship students	93.7%	4.5%		96.2%	3.9%	Achieved
Bachelor degree graduates	96.4%	4.8%		N/A	N/A	Not Assessed
<b>Unemployment rate<sup>5</sup></b>						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	3.8%	1.8%	≤ 8.5%	2.8%	2.0%	Achieved
Trades foundation and trades-related vocational graduates	10.3%	5.2%		4.9%	3.6%	Achieved
Former apprenticeship students	0.0%	0.0%		1.9%	2.7%	Achieved
Bachelor degree graduates	3.3%	4.3%		N/A	N/A	Not Assessed



Table 3, Accountability Framework Performance Measures, 2023/24 Reporting Cycle, Assessment of Skill Development Component Measures

Performance Measure <sup>1</sup>	Reporting year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
<b>Former diploma, associate degree and certificate students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	85.9%	2.5%	≥ 85%	89.5%	2.4%	Achieved
Written communication	83.1%	2.9%		90.4%	2.7%	
Oral communication	82.7%	2.9%		83.3%	3.5%	
Group collaboration	86.1%	2.6%		86.5%	3.1%	
Critical analysis	91.9%	2.0%		92.4%	2.3%	
Problem resolution	84.8%	2.7%		90.2%	2.7%	
Learn on your own	84.9%	2.6%		91.5%	2.5%	
Reading and comprehension	90.6%	2.1%		91.2%	2.5%	
<b>Trades foundation and trades-related vocational graduates' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	91.6%	3.7%	≥ 85%	89.3%	3.9%	Achieved
Written communication	76.6%	10.0%		N/A	N/A	
Oral communication	85.2%	7.5%		81.0%	8.6%	
Group collaboration	94.6%	3.6%		93.1%	4.0%	
Critical analysis	96.1%	3.0%		93.3%	3.9%	
Problem resolution	96.0%	3.1%		93.3%	3.9%	
Learn on your own	89.5%	4.7%		86.8%	5.2%	
Reading and comprehension	98.6%	1.8%		93.3%	3.9%	
<b>Former apprenticeship students' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	86.0%	5.4%	≥ 85%	87.4%	5.5%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		N/A	N/A	
Group collaboration	80.0%	7.7%		92.0%	5.8%	
Critical analysis	95.1%	4.1%		96.0%	4.2%	
Problem resolution	93.8%	4.4%		92.2%	5.6%	
Learn on your own	85.9%	6.3%		87.8%	7.1%	
Reading and comprehension	96.9%	3.1%		96.2%	3.8%	

Performance Measure <sup>1</sup>	Reporting year					
	2022/23 Actual		2023/24 Target	2023/24 Actual		2023/24 Assessment
<b>Bachelor degree graduates' assessment of skill development<sup>5</sup></b>						
	%	+/-		%	+/-	
Skills development (avg. %)	89.4%	6.5%	≥ 85%	N/A	N/A	Not Assessed
Written communication	92.9%	6.6%		N/A	N/A	
Oral communication	88.9%	8.4%		N/A	N/A	
Group collaboration	90.0%	7.1%		N/A	N/A	
Critical analysis	93.1%	6.3%		N/A	N/A	
Problem resolution	83.3%	8.9%		N/A	N/A	
Learn on your own	85.2%	9.5%		N/A	N/A	
Reading and comprehension	89.3%	7.9%		N/A	N/A	

The Accountability Framework performance measures in the preceding tables are assessed per the three-category scale described below. Note that the margin of error is added to the actual value before assessments are made for “>=” targets and subtracted from the actual value before assessments are made for “<=” targets. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed (i.e., flagged as “N/A”) if the number of respondents is less than 20 or the margin of error is greater than 10%.

Target assessment scale	Description
Achieved	100% or more of the target
Substantially achieved	90% to <100% of the target
Not achieved	< 90% of the target

### Notes for Tables 2 and 3

<sup>1</sup> Please consult the 2023/24 [Accountability Framework Standards and Guidelines Manual](#) for a detailed description of each measure.

<sup>2</sup> Results from the 2023/24 reporting year are based on data from the 2023/24 fiscal year; results from the 2022/23 reporting year are based on data from the 2022/23 fiscal year. Only Ministry-funded Full-Time Equivalents are included.

<sup>3</sup> Annual performance is measured using a rolling three-year average of the most recent fiscal years; e.g., results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year, and targets for the 2023/24 reporting year are a three-year average of the 2020/21, 2021/22, and 2022/23 fiscal years. Note that actuals for the 2023/24 reporting year are not comparable to actuals for the 2022/23 reporting year as the reporting methodology has changed in 2023/24.

<sup>4</sup> Results for the previous fiscal year are reported for Indigenous Student Spaces. Results from the 2023/24 reporting year are based on data from the 2022/23 fiscal year; results from the 2022/23 reporting year are based on data from the 2021/22 fiscal year. Both Ministry and SkilledTradesBC funded Full-Time Equivalents are included. Institutions provide their own target and assessment for Indigenous Student Spaces.

<sup>5</sup> Results from the 2023/24 reporting year are based on 2023 BC Student Outcomes survey data; results from the 2022/23 reporting year are based on 2022 BC Student Outcomes survey data.

## APPENDIX II – IMPLEMENTATION OF MINISTRY DIRECTIVES AND STRATEGIC PRIORITIES

### Mandate Letter 2023/24

This section provides specific examples of how NIC has worked toward achieving priorities in NIC’s 2023/24 Mandate Letter from the Minister of Post-Secondary Education and Future Skills.

<b>Priority 1</b>
Delivering educational and training programming as described in the StrongerBC Future Ready Action Plan to equip British Columbians to capitalize on new opportunities and remain resilient in the face of unprecedented change, including the continued expansion of access to affordable, accessible and relevant training, such as through micro-credentials and expanded health seats.
<b>Achievements</b>
<p><b>StrongerBC: Future Ready Action Plan</b></p> <p>The <a href="#">BC Labour Market Outlook: 2023 Edition</a> forecasts 998,000 job openings in B.C. over the next ten years (2023-2033), about 75% of which will require workers to have post-secondary education and training, or management or supervisory experience (i.e., TEERs 0, 1, 2, and 3). The NIC service region lies within B.C.’s Vancouver Island/Coast economic region (VICR) and makes up approximately 85% of the geographic area and approximately 20% of the population. The VICR is forecast to have 174,700 job openings over the next ten years, of which 67% will replace retiring workers. NIC’s 50 years of experience serving rural and remote regions of the North Island, Northern Central Island and Pacific Rim regions of Vancouver Island as well as the Central Coast region of the B.C. mainland, with guidance from the 35 local First Nations on whose traditional and unceded territories the NIC campuses are situated, has shown that training people in place allows them to live and prosper in those places.</p> <p>The B.C. Government’s <a href="#">StrongerBC: Future Ready Action Plan</a> is an important commitment to the social and economic prosperity of the people and communities served by NIC. NIC remained well-aligned with the five pillars of the <i>StrongerBC: Future Ready Action Plan</i> in 2023/24 and remains committed to supporting the plan in future years as shown in the following bullets.</p> <p><b>People Seeking Post-secondary Education</b></p> <ul style="list-style-type: none"> <li>• Please see “1.3.1 Navigating Change”</li> <li>• Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”</li> <li>• Please see “1.3.3 Prioritizing Reconciliation”</li> <li>• Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”</li> <li>• Please see “1.3.5 Fostering Collaborative Connections”</li> <li>• Please see “1.3.6 Innovating for Global Learning and Engagement”</li> <li>• Please see “2.4.3 Pathways to learning”</li> <li>• Please see “2.5.3 Self-Directed and Customized Learning”</li> <li>• Please see “2.9.1 Serving the People of the Region”</li> <li>• Please see “2.9.2 Community Engagement”</li> <li>• Please see “Micro-credentials” in “Mandate Letter 2023/24”</li> <li>• Please see “Health Seat Expansion” in “Mandate Letter 2023/24”</li> <li>• Please see “Tech relevant Seat Expansion” in “Mandate Letter 2023/24”</li> </ul>

- Please see “K-12 Transitions and Dual Credit Programming” in “Ministry’s Strategic Initiatives”
- Please see “Co-op, Work-Integrated Learning and Career Planning” in “Ministry’s Strategic Initiatives”
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

#### People Looking to Reskill for In-demand Jobs

- Please see “1.3.1 Navigating Change”
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “Tech-relevant seat expansion” in “Letter of Direction 2022/23”
- Please see “1.3.5 Fostering Collaborative Connections”
- The B.C. Government’s [StrongerBC future skills grant](#) reduces financial barriers by providing British Columbians aged 19 years or older with access to up to \$3,500 to cover the costs of tuition for eligible short-term skills training. NIC enrolled 142 students in six programs funded by the future skills grant in 2023/24:
  - BC Wildfire Essentials,
  - Office & Clerical Training,
  - Marine Training, Master Ltd,
  - Craft Brewery Operations,
  - Marketing in the Digital Economy, and
  - Building Service Worker – Comprehensive.

In partnership with the Ministry of Post-Secondary Education and Future Skills, NIC is compiling its funding application for programs aligned with labour market demand identified in the [BC Labour Market Outlook: 2023 Edition](#) to be offered in 2024/25.
- Please see “2.5.3 Self-Directed and Customized Learning”
- Please see “2.9.1 Serving the People of the Region”
- Please see “Tech relevant Seat Expansion” in “Mandate Letter 2023/24”
- Please see “Micro-credentials” in “Mandate Letter 2023/24”

#### People Facing Barriers

- Please see “1.3.1 Navigating Change”
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “1.3.3 Prioritizing Reconciliation”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “2.2.5 Campuses and Centres”
- Please see “2.3.2 Student Support and Persistence”
- Please see “2.3.1 Student Well-Being”
- Please see “2.4.1 Program Entry”
- Please see “2.4.2 Learning and Services
- Please see “2.5.2 Community-Connected Learning”
- Please see “2.5.3 Self-Directed and Customized Learning”
- Please see “2.7.2 Diversity, Equity and Inclusion”
- Please see “2.9.1 Serving the People of the Region”
- Please see “Priority 2” in “Mandate Letter 2023/24” which speaks to ensuring Indigenous voices are reflected in trades training decision-making.
- Please see “Priority 3” in “Mandate Letter 2023/24” which speaks to providing culturally sensitive and safe learning environments for Indigenous learners.

- Please see “Former Youth in Care” in “Ministry’s Strategic Initiatives”
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

### Indigenous Peoples

- Please see “1.3.3 Prioritizing Reconciliation”
- Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”
- Please see “2.5.1 Indigenous-led Education”
- Please see “2.7.1 Reconciliation”
- Please see “2.7.2 Diversity, Equity and Inclusion”
- Please see “Priority 2” in “Mandate Letter 2023/24” which speaks to ensuring Indigenous voices are reflected in trades training decision-making.
- Please see “Priority 3” in “Mandate Letter 2023/24” which speaks to providing culturally sensitive and safe learning environments for Indigenous learners.
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

### People New to B.C.

- Please see “1.3.6 Innovating for Global Learning and Engagement”
- Please see “2.5.4 Global Learning”
- Please see “Priority 4” in “Ministry’s Strategic Initiatives” which speaks to developing and implementing protections for international students that support their fair treatment.
- Please see “United Nations Declaration on the Rights of Indigenous Peoples Implementation” in “Appendix III – Report on Lasting and Meaningful Reconciliation” which provides an overview of [Journeying Together](#), Canada’s first ever Indigenous-serving internationalization plan developed under the guidance of the NIC [Indigenous Education Council](#).

### Micro-Credentials

- In response to regional labour market needs, NIC delivered 26 customized short-term and micro-credential programs in 2023/24, enrolling just under 1,100 students (192 FTEs). Over the past three years, NIC enrolled over 3,370 students (676 FTEs) in 47 distinct programs including a comprehensive suite of motion picture micro-credentials offered in partnership with inFILM, the Vancouver Island North Film Commission.
- In 2023/24, NIC enrolled 142 students in six tuition-free, vocational training programs funded through the StrongerBC Future Skills Grant including B.C. Wildfire Essentials, Marine Training, Office and Clerical Training, Craft Brewery Operations, Building Service Worker, and Marketing in the Digital Economy.
- Other notable offerings in 2023/24 were B.C. Wildfire Crew Member, Heavy Equipment Operator, Guardianship and Land Protection, Timber Cruising, Introduction to Natural Resource Management, Eos Arrow GPS and Field Maps, Digital Content Production, Building Deconstruction and Salvage, Craft Brewing and Malting, Meat Processing Fundamentals, Food Prep and Mobile Kitchen Training, and Trades Sampler Plus.
- Please see “1.3.2 Supporting Local Communities to Build Resilient Economies”
- Please see “2.5.3 Self-Directed and Customized Learning”

### Health Seat Expansion

- NIC enrolled the third highest ever health program FTEs in 2023/24 with 305 FTEs enrolled. The prior year was the second highest at 309 FTEs and the year before, 2021/22, was the highest ever at 316 FTEs which was a 14% increase over 2020/21.

- Programs offered in 2023/24 included Bachelor of Science in Nursing, Bachelor of Science in Nursing – Option C, Practical Nursing, Health Care Assistant, Island Pre-Health Science, Activity Assistant and Hospital Unit Clerk.
- Please see “1.3.1 Navigating Change”

### Tech-relevant Seat Expansion

- NIC expanded tech-relevant FTEs by 7% in 2023/24 to 110 FTEs following a 25% year-over-year increase the previous year. Tech-relevant FTEs were the highest in NIC’s history in 2023/24, having almost tripled since pre-pandemic 2019/20.
- NIC’s tech-relevant offerings in 2023/24 consisted of eleven programs across digital design and development, communication design, and web and mobile application development, including the Digital Content Production Micro-credential.
- NIC has received Ministry funding approval for expanded delivery of the Web and Mobile Application Development Diploma that includes an additional 10 FTEs in 2023/24 and 20 FTEs each year thereafter through 2027/28.
- NIC’s digital design and development programs have been immensely successful in exposing students to industry, incorporating work-integrated learning and specific in-demand curriculum, and establishing an ethos of creativity and entrepreneurial know-how.

### Priority 2

Working with SkilledTradesBC, Indigenous leadership and partners to ensure Indigenous voices are reflected in trades training decision-making that impacts Indigenous workers, businesses and communities.

### Achievements

- In 2023/24, the following trades training initiatives incorporated feedback and direction from Indigenous leaders and students as well as industry partners.
  - Strengthened the Coastal Forest Worker Certificate and Coastal Forest Technology Diploma curricula through the program advisory table, practicing professionals, subject matter experts and community leaders. Curricula honor Indigenous lands, traditional practices, land access and rights, traditional plants, community and Nation engagement, and planning for the future. NIC’s Coastal Forestry Technology Diploma program is now accredited by Technology Accreditation Canada, Canada’s globally recognized accreditation body for engineering, technology and applied science professions.
  - Delivered two Heavy Equipment Operator Training intakes in partnership with Tseshaht First Nations and Homalco First Nations (20 students).
  - Delivered Trades Discovery in Tofino at the Tla-o-qui-aht First Nation focusing on carpentry pathway and preparation (12 students).
  - Delivered Deconstruction & Salvage in Port Alberni in collaboration with local government and First Nations with focus on carpentry and safety (12 students).
  - Delivery of B.C. Wildfire Crew Training in Port Alberni in partnership with Tseshaht First Nations (12 students).
  - Advanced new courses, inclusive of micro-credentials, with a new and distinct learning outcome: “apply intercultural and local Indigenous perspectives in meaningful and respectful ways in relation to this course.”
  - Hosted students from Kyuquot in collaboration with the Construction Foundation of BC for College for a Day with students shadowing selected trades programs. Students and educators participated in dialogue relevant to future programming focused on students’ interests and needs.

- Hosted North Island Regional Skills at the Campbell River campus in collaboration with School District 71. The event provided an opportunity to hear directly from educators, industry and Indigenous students regarding programming considerations.
- The following initiatives are underway for implementation in 2024/25:
  - Collaborating with local First Nations to source funding for an in-community Carpentry Foundation offering in Mount Waddington.
  - Working with the SkilledTradesBC and the BC Construction Association to offer a Nation-based Building Maintenance Worker program.
- In 2023/24, NIC offered [priority admission BC Human Rights Tribunal seats](#) in 11 trades programs: Automotive Service Technician Foundation, Carpentry Foundation, Coastal Forest Technology Certificate, Coastal Forest Technology Diploma, Culinary Business Operations Certificate, Culinary Business Operations Diploma, Electrician Foundation, Fabricator-Welder Foundation, Furniture Design and Joinery Certificate, Heavy Mechanical Foundation, and Plumbing and Piping Foundation.
- Please see “2.5.1 Indigenous-led Education”
- Please see “2.7.1 Reconciliation”
- Please see “Appendix III – Report on Lasting and Meaningful Reconciliation”

**Priority 3**

Continuing to provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success in post-secondary education.

**Achievements**

- Community consultations and the NIC [Indigenous Education Council](#) have made it clear that there is an inherent need for a ‘core competency course’ that covers foundational information about Indigenous Peoples and local perspectives from Indigenous Nations on whose land NIC campuses reside. The course is under development and will be mandatory for staff and faculty.
- The Indigenous Education Facilitator plays a pivotal role in supporting faculty members at North Island College. By offering guidance, resources, and expertise, the facilitator assists instructors in effectively integrating Indigenous perspectives, knowledge, and practices into their teaching methodologies. Through workshops, one-on-one consultations, and collaborative initiatives, the facilitator equips faculty with the tools they need to navigate culturally sensitive topics, develop culturally relevant curricula, and foster an inclusive learning environment. Their deep understanding of Indigenous cultures and traditions, combined with their educational expertise, empowers faculty to engage with Indigenous content in respectful and meaningful ways.
- NIC continues to expand Elder- and Navigator-guided, in-person and digital [Indigenous student supports](#). All NIC students have access to Elders and Indigenous Education Navigators at all four NIC campuses to assist with developing educational plans, liaising with instructors, contacting Indigenous sponsorship organizations and other education-related and personal guidance needs.
- With the support of the [NIC Foundation](#), NIC has also established an [Aboriginal Scholars](#) program. Aboriginal scholars work with a Navigator to create an achievement plan based on individual goals. The goals can be academic, spiritual, emotional and/or physical, to support students and provide life skills to help them during their educational journey and beyond. Students work with their Navigator throughout the term to keep on track and access services and support that will help them achieve their goals. At the end of each term, students earn a scholarship based on the successes of their individual achievement plans.
- NIC will continue to balance programming through curriculum development in all disciplinary areas. Our goal is to ensure all academic programs include at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with that field of study. Program areas named in the [Truth](#)

[and Reconciliation Commission's Calls to Action](#) have committed to implementing the education-related Calls to Action as well as the articles related to education in the [United Nations Declaration on the Rights of Indigenous Peoples.](#)"

- Please see "2.5.1 Indigenous-led Education"
- Please see "2.7.1 Reconciliation"
- Please see "Priority 2" in "Mandate Letter 2023/24" which speaks to ensuring Indigenous voices are reflected in trades training decision-making.
- Please see "Appendix III – Report on Lasting and Meaningful Reconciliation"

#### Priority 4

Developing and implementing protections for international students that support their fair treatment.

#### Achievements

- Global learning is a strategic priority for NIC that commits to expanding international enrolment and international partnership agreements while maintaining a high level of international student satisfaction that NIC provides a supportive learning environment.
- Assistance is provided at each stage of a student's journey with pre-arrival information and sessions, support finding accommodation and full orientation on each of our campuses. NIC provides a strong welcome to the unceded territories where international students are studying and students have access to full [RISIA](#)-supported immigration advising, program advising, personal counselling, on- and off-campus social activities and assistance with finding employment.
- In fall 2022, NIC launched [Journeying Together](#), Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC [Indigenous Education Council](#), NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. In 2023, NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the Canadian Bureau for International Education as well as an Excellence in Global Engagement Award from Colleges and Institutes Canada.
- NIC's year-one [2022/2023 Journeying Together Annual Report](#) and [2022/2023 Journeying Together Dashboard](#) can be viewed on NIC's public website; the year-two annual report and dashboard are in progress.
- Please see "1.3.6 Innovating for Global Learning and Engagement"
- Please see "2.5.4 Global Learning"

#### Priority 5

Meeting or exceeding the financial targets identified in the Ministry's Service Plan tabled under Budget 2023.

#### Achievements

- The Budget Transparency and Accountability Act requires public post-secondary institutions to finish the year in a balanced or surplus financial position unless deficit approval is provided by the Minister of Finance. NIC received approval to run a \$0.600 million deficit in the 2023/24 fiscal year, and has finished the year with a small surplus, exceeding this target.



<b>Priority 6</b>
Complying with the Tuition Limit Policy, which sets a two percent cap on tuition and mandatory fee increases for domestic students to ensure programs are affordable.
<b>Achievements</b>
<ul style="list-style-type: none"><li>• NIC complied with the B.C. Government’s two percent cap on tuition and mandatory fee increases in 2023/24 to help make sure tuition and fee increases remain low and predictable. NIC will continue to submit annual tuition and mandatory fees data to the Ministry.</li><li>• Please see “1.3.4 Breaking Barriers to Equitable and Inclusive Access”</li></ul>

## Ministry's Strategic Initiatives

This section provides specific examples of how NIC has worked toward achieving long-term strategic priorities of the Ministry of Post-Secondary Education and Future Skills.

### Sexual Violence and Misconduct Prevention and Response

#### Engagement to Validate the Ministry's Sexualized Violence Action Plan

- NIC has engaged in conversations at the Sexualized Violence Advisory Group and an action plan validation session to date. The College looks forward to further conversations about how to activate the 12 actions in the five priority areas articulated in the Ministry's *Sexualized Violence Action Plan*.

#### Awareness and Prevention Activities

- NIC's Sexualized Violence Education Team (SVET) worked on the following initiatives in 2023/24 to support sexualized violence prevention and response:
  - *Developing a Consent Culture*,
  - *What is Gender-Based Violence*, and
  - *Technology-Facilitated Gender-Based Violence*.
- NIC collaborated with College of the Rockies and Selkirk College in 2023/24 to present five workshops for students and employees from all three institutions:
  - *Starting a Conversation About Mental Health*,
  - *Consent Culture*,
  - *Active Bystander*,
  - *Supporting Survivors*, and
  - *Starting a Conversation About Suicide*.
- NIC is a member of BCcampus's Intersectional Sexualized Violence project group and the Ministry's Sexualized Violence Advisory Group.
- NIC updated its [sexualized violence prevention and response webpage](#) in 2023/24.

#### Training Sessions Offered to Employees and Students

- NIC launched the [Sexualized Violence: Safer Campuses for Everyone Training – Employee Edition](#) on December 1, 2023, as a requirement for all new and existing employees with 105 completed certifications at the end January 2024. Informed by advisory and working groups composed of faculty, staff, and students from B.C.'s post-secondary sector, with representatives from large campuses as well as rural institutions, this training was developed by BCcampus as an open educational resource to improve prevention and response to sexual violence.
- A *Safer Campuses Sexualized Violence Prevention and Response Training* module is being developed for students.
- Two members of NIC's SVET completed Conducting [Sexual Misconduct Investigations Training](#) in December 2023, building institutional expertise and expanding collegial relationships with colleagues at B.C. post-secondary institutions.
- NIC launched [Technology-Facilitated Sexualized Violence Training](#) for students on its Learn Anywhere portal. This training was developed by a collective of students, staff, and faculty from B.C. post-secondary institutions as well as representatives from the Government of British Columbia. The training was funded by the Ministry of Post-Secondary Education and Future Skills and Women and Gender Equality Canada.

### Sexualized Violence Policy Review

- NIC's SVET completed review of NIC's [Sexualized Violence Prevention and Response Policy #3-34](#) in September 2023.

### Former Youth in Care

#### Participation

- The 2023/24 fiscal year saw 36 former youth in care (FYIC) benefit from the Provincial Tuition Waiver Program (PTWP) representing an enrolment increase of 56% over last year with just under \$124K distributed.
- Twenty-one students also received the Learning for Future Grant (LFG), which provides an annual grant of \$3,500 per program year to eligible FYIC students to assist with additional education-related costs that are not covered by the PTWP (e.g., textbooks, computers, supplies, etc.).

#### Supports

Describe how PSI is working or planning to coordinate and augment wraparound supports for FYIC, vulnerable, and under-represented students, both on campus and within the community.

- NIC's Access Navigator reaches out to each student who receives a denied or delayed admission offer to support them with gaining admission requirements for their desired program and advise about alternative programs that ladder into their educational and career goals. Moreover, a personal connection is made with each approved FYIC student to connect them with advising, financial aid and other wraparound supports.
- NIC's Financial Aid/Educational Advisor continues to participate fully in provincial community of practice meetings.
- Ministry of Children and Family Development (MCFD) team meetings were attended in multiple communities. Successful referrals from NIC's Financial Aid Team back to MCFD established youth agreements leading to increased student supports.
- Established relationships with three new Strength Abilities and Journey of Empowerment coordinators in Comox Valley, Campbell River and Mount Waddington.
- Met with social workers in local communities to expand wraparound supports.
- Sponsored career entrance programs such as trades foundation and marine training and trades with tuition waiver funding.
- Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"
- Please see "2.5.3 Self-Directed and Customized Learning"

Describe strategies your institution employs to identify FYIC students on campus, including those interested in post-secondary education who may not be attending, and how your institution supports students to self-identify as FYIC to institution representatives.

- Updated NIC's enrolment services team, general advisors and department chairs, as well as local school districts of expansion and changes. Maintaining current awareness of the PTWP and LFG programs among these groups serves to increase word of mouth referrals and foster community knowledge.
- Recognizing that Indigenous students are disproportionately represented, NIC's Indigenous Navigators have specifically communicated the PTWP opportunity in our Indigenous student newsletter and have sent wraparound support offers to numerous local contacts including First Nations, band offices, school district agencies and community support groups.
- Continued to promote the PTWP and LFG programs along with other financial aid opportunities in student newsletters.

- Continued to improve NIC’s digital and website presence to support and inform FYIC:
  - [PTWP FAQ on NIC’s website](#),
  - [PTWP application form on NIC’s website](#),
  - [Media highlights of success stories](#), and
  - Social media campaigns on Facebook, LinkedIn and Twitter with a combined reach of just under 3,500 people.

#### K-12 Transitions and Dual Credit Programming

- NIC enrolled 184 dual credit students in 19 programs in 2023/24 including university studies and business programs (73 students), health and community care programs (five students) and foundation trades programs (105 students). These school district-funded offerings reduce student costs and facilitate the transition from high school to the B.C. post-secondary system. The Ministry of Education and Child Care is in the process of finalizing a new dual credit framework by fall 2024. As a result, NIC expects that dual credit enrolment will increase in 2024/25.
- NIC hosted an inaugural *Parent/Student Dual Credit Information Evening* in Campbell River with 160 parents/guardians and students in attendance. Primarily focused on the skilled trades, 160 parents/guardians and students attended to learn about dual credit, school district course planning and opportunities at NIC.
- Please see “1.3.5 Fostering Collaborative Connections”
- Please see “2.4.3 Pathways to Learning”
- Please see “2.9.1 Serving the People of the Region”

#### Co-op, Work-Integrated Learning and Career Planning

- NIC enrolled 910 students in 68 [work-integrated learning](#) (WIL) offerings in 2023/24 (excluding trades apprenticeships), the second highest ever after 2022/23 with 921 students enrolled.
- International student enrolment in WIL offerings was the highest ever in 2023/24 with 164 students enrolled making up 18% of total WIL headcount.
- WIL offerings included co-op, practicum, internship and work experience placements in health, human services, trades, business, Indigenous education, vocational and accessible learning programs.
- Additionally, NIC enrolled the second highest number of students ever in trades apprenticeship training offerings in 2023/24 with 503 students (553 FTEs) enrolled. The previous year, 2022/23, was the highest ever with 509 students (580 FTEs) enrolled.
- NIC has implemented significant institutional changes to enhance WIL support for students. The college is shifting to a decentralized model that incorporates WIL directly into NIC’s academic division, moving from student services. This strategic change aims to enhance and expand curricular WIL offerings within the Faculty of Arts, Science, and Management, specifically in cooperative education and internships. Additionally, new WIL staff positions have been added to support this expansion.
- WIL/Career Services staff will continue collaborating closely with student services to organize and promote college-wide career fairs and employer engagement events, both on and off campus. Career Services staff are actively involved in all new student orientation events and activities.
- All NIC students retain access to WIL and Career Service support, with the flexibility to choose their preferred mode of interaction—whether face-to-face on campus, via phone, or through virtual meetings online. This approach ensures that all students benefit from tailored, accessible career support that aligns with their individual needs.
- Please see “1.3.5 Fostering Collaborative Connections”
- Please see “2.5.2 Community-Connected Learning”

## APPENDIX III – REPORT ON LASTING AND MEANINGFUL RECONCILIATION

This section reports on NIC’s progress toward implementing the [Truth and Reconciliation Commission of Canada’s education-related Calls to Action](#) as well as the articles related to education in the [United Nations Declaration on the Rights of Indigenous Peoples](#) and [In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care](#) report recommendations for public post-secondary institutions in B.C.

TRUTH AND RECONCILIATION COMMISSION CALLS TO ACTION	
<b>1: SOCIAL WORK</b>	
We call upon the federal, provincial, territorial and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>New   In Progress</p>	<ul style="list-style-type: none"> <li>Content on the history and impact of residential schools on Indigenous people is included in NIC’s social work programs.</li> <li>All students are gifted with <a href="#">Truth and Reconciliation Commission of Canada: Calls to Action</a> by the the <a href="#">National Centre for Truth and Reconciliation</a> in ceremony with Elders.</li> <li>Reserved seats and priority admission for students of Indigenous ancestry.</li> <li>Access to Indigenous Navigators for academic advising and personal counselling needs.</li> <li>Funding has been secured to offer a reconciliation training workshop for faculty and community partners delivered by Ladders to Kindness Training.</li> </ul>
<b>12: EARLY CHILDHOOD EDUCATION</b>	
We call upon the federal, provincial, territorial and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p><b>Culturally appropriate curriculum</b></p> <ul style="list-style-type: none"> <li>Curriculum based on the <a href="#">B.C. Early Learning Framework</a> and the the <a href="#">Indigenous Early Learning and Child Care Framework</a> and the <a href="#">First Peoples Principles of Learning</a>.</li> <li>Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness, and spiritual health in curriculum.</li> <li>Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions.</li> <li>More intention placed on Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences to support course revisions.</li> <li>Received increased funding support for a second Faculty Pedagogist Position from the <a href="#">Early Childhood Pedagogy Network</a>, an initiative within <a href="#">ChildCareBC</a>’s strategy to support early childhood educators to expand the faculty pedagogist position to provide leadership to faculty, students and early learning programs in a pedagogy of listening to deepen understanding of honouring children’s knowledge and skills within their local contexts and times.</li> </ul>

Ongoing	<ul style="list-style-type: none"> <li>Collaborated with the <a href="#">First Nations Pedagogies Network</a> through its partnership with the <a href="#">BC Aboriginal Child Care Society</a> and the <a href="#">Métis Nation British Columbia</a> who are dedicated to the cultural continuance and revitalization of early childhood education with First Nations children, families, cultures and communities on Indigenous terms.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li><i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>All students are gifted with the <i>Truth &amp; Reconciliation: Calls to Action</i> by the <a href="#">National Centre for Truth and Reconciliation</a> in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>More intention placed on the inclusion of Indigenous authors and artists perspectives including in required readings across multiple courses.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Increased Indigenous Practicum Placement opportunities.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Added a collection of children’s books and resources to the student lending library on racism and the diversity of families.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Moved to the <a href="#">Science of Early Childhood Education</a>, a free “living textbook” for development and guidance courses, for Indigenous and Canadian content not found in traditional textbooks.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Increased orientation to <a href="#">Aboriginal Infant Development Programs</a>, including speech and language and supported child development programs and resources.</li> </ul>
	<p><b><u>Student supports</u></b></p>
Ongoing	<ul style="list-style-type: none"> <li>Reserved seating and priority admission for students of Indigenous ancestry.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Funding applications for the <a href="#">Early Childhood Educators of BC Education Support Fund</a> with priority going to students who self-identify as Indigenous (First Nations, Métis or Inuit).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous advisors/counsellors for academic and personal counselling needs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Strengthened work-integrated learning options to support student practice in home communities.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Work-based practicums created to support students staying in early learning employment while completing credential.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Elders in Residence and indigenous community partners are invited to co-create and share content and knowledge as co-teachers with faculty, facilitators and guest presenters.</li> </ul>
	<p><b><u>Cultural Awareness Workshops</u></b></p>
Ongoing	<ul style="list-style-type: none"> <li>Partnered with the <a href="#">Nuyumbalees Cultural Centre</a> on Cape Mudge, Quathiaski Cove.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Faculty attended <i>Sharing Métis Culture</i> workshops and integrated resources into teaching.</li> </ul>
	<p><b><u>Faculty Supports</u></b></p>
Ongoing	<ul style="list-style-type: none"> <li>Membership in <a href="#">Early Childhood Educators of BC</a> a requirement for faculty.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Membership in the <a href="#">British Columbia Aboriginal Child Care Society</a> is a requirement for faculty.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Faculty engage in professional development in First Nations history, culture and traditions including the use of the open textbook, <a href="#">Pulling Together - A Guide for Indigenization of Post-Secondary Institutions</a>, by BCcampus.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Professional development topics focus on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Added equity literacy as a lens of support.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Guided on advancing innovative pathways and weaving Indigenous-serving approaches into practice through NIC’s Indigenizing internationalization plan, <a href="#">Journeying Together</a>.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Participation on <i>Early Years Community Tables</i> now includes opportunities and resources for Indigenization applied to the terms of references, meeting structures and agendas.</li> </ul>

16: INDIGENOUS LANGUAGE DEGREE AND DIPLOMA PROGRAMS	
We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal Languages.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<ul style="list-style-type: none"> <li>Indigenous Language Fluency Certificate in Nuu-chah-nulth language was offered in partnership with Ehattesaht and Tla-o-qui-aht First Nations via digital delivery in fall 2023.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Development of Indigenous Language Fluency Certificate in Ayajuthem language has been created in collaboration with Homalco, K'ómoks, Klahoose and Tla-amin First Nations.</li> </ul>
In Progress	<ul style="list-style-type: none"> <li>Indigenous Language Fluency Certificate in Nuu-chah-nulth language offered in partnership with Ehattesaht, Tla-o-qui-aht and Ahousaht and First Nations via digital delivery started in fall 2022 and is ongoing with an expected completion date in fall 2024.</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered the Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous Navigators for academic advising and personal counselling needs.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Elders in Residence on campus to provide support and guidance and deliver cultural teachings through guest presentations in the certificate and diploma programs.</li> </ul>
Implemented	<ul style="list-style-type: none"> <li>Partnered with Sanyakola Language Group to host a two-day language symposium with language warriors, Elders in Residence, NIC language instructors and knowledge holders from communities. Participants reflected on language revitalization, shared expertise and ideas and mapped new pathways to support language revitalization.</li> </ul>
New   In Progress	<ul style="list-style-type: none"> <li>Delivery of two ABE-level courses in Ayajuthem language underway in collaboration with Homalco, K'ómoks, Klahoose and Tla'amin Nations.</li> </ul>

23: HEALTH-CARE PROFESSIONALS	
We call upon all levels of government to increase the number of Aboriginal professionals working in the health-care field, ensure the retention of Aboriginal health-care providers in Aboriginal communities and provide cultural competency training for all healthcare professionals.	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>In collaboration with the NIC’s Practical Nursing program, a cohort of Health Care Assistant (HCA) program students and faculty participated in a cultural day at the Campbell River campus gathering space for a full day of listening, learning and dialogue. The event was facilitated by a NIC Elder in Residence with highlights as follows:               <ul style="list-style-type: none"> <li>A land acknowledgement, followed by an introduction to the TRC Calls to Action and a discussion of the history of the residential school system.</li> <li>A smudging ceremony in which each student took part in a ceremonial cleanse.</li> <li>A video sharing the lived experience of Indigenous Peoples accessing healthcare at Westcoast General Hospital in Port Alberni. The video summarized an equity-based research initiative to develop an action plan for addressing barriers to accessing healthcare. Students discussed how they could work to prevent mistreatment and stigmas in B.C.’s healthcare system. Finally, each student was gifted with an <i>It Starts with Me</i> pledge feather from the <a href="#">First Nations Health Authority</a> representing commitment to anti-racism, cultural safety and humility.</li> </ul> </li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>HCA students and faculty participated in <i>Walk with Me</i> events at the Comox Valley campus, walking and listening to recordings of personal lived experiences of individuals affected by the opioid crisis. Participants shared personal responses and new perspectives with the option to have their words included in the research project results.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>HCA students and faculty met with an educator of Indigenous ancestry who provided relevant and personal dialogue including discussion of the impacts of colonialism and residential schools.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Students and faculty from two HCA cohorts participated in the <i>Blanket Exercise</i>, an online learning experience presented by KAIROS.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>HCA faculty continue to maintain currency of education on approaching and incorporating cultural sensitivity and perspective in health care and teaching. Faculty completed cultural safety modules by the University of Victoria, Indigenous Canada modules from the University of Alberta and a webinar with the <a href="#">Canadian Association of Schools of Nursing</a> on implementing the TRC Calls to Action in nursing education. Curriculum focused on person-centred care, cultural diversity, and providing compassionate and culturally sensitive care.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>HCA students are gifted with <a href="#">Truth and Reconciliation Commission of Canada: Calls to Action</a> in ceremony with Elders.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>The HCA program has reserved seating and priority admission for students of Indigenous ancestry.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Access to Indigenous Education Navigators for academic advising and personal counselling needs.</li> </ul>



24: MEDICAL AND NURSING SCHOOLS	
<p>We call upon medical and nursing schools in Canada to require all students to take a course dealing with Aboriginal health issues, including the history and legacy of residential schools, the United Nations Declaration (UN Declaration) on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, and Indigenous teachings and practices. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<p><b>Bachelor of Science in Nursing Degree (BSN)</b></p> <ul style="list-style-type: none"> <li>• Faculty members attended the <a href="#">Canadian Association of Schools of Nursing</a> conference in spring 2023 where the focus was on anti-discriminatory pedagogy in nursing education. NIC faculty delivered two presentations on:               <ol style="list-style-type: none"> <li>1. health and wellness in First Nations communities, and</li> <li>2. critical race theory as an approach to support the TRC Calls to Action for nursing education.</li> </ol> </li> </ul>
New   In Progress	
New   Planned	
Ongoing	
Ongoing	
Ongoing	
Ongoing	
Ongoing	
Ongoing	
Ongoing	
Ongoing	
Ongoing	
New   Implemented	
Ongoing	
Ongoing	
Ongoing	
Ongoing	

Ongoing	<p>community members and increasing Indigenous knowledge by participating in a community cultural experience.</p> <ul style="list-style-type: none"> <li>• Students read and discuss the book <i>Beyond the Orange Shirt Story</i>, a collection of stories from family and friends of Phyllis Webstad. There is an accompanying learning module that all students complete.</li> </ul>
---------	---

**28: LAW SCHOOLS**

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

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

**57: PUBLIC SERVANTS**

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<ul style="list-style-type: none"> <li>• Offered the <i>Day on the Land</i> professional-development event with Homalco First Nation for faculty, staff and administrators. The event provided the opportunity for staff, faculty and administrators to gain a better understanding of each other’s perspectives, encourage critical thinking and learn from each other.</li> <li>• Offered skills-based workshops with faculty on creating inclusive, Indigenized, intercultural learning outcomes.</li> <li>• Provided core competency monthly drop-in sessions for faculty to discuss inter-culturalization.</li> <li>• Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC’s campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as support and services for students.</li> <li>• Developing an Indigenous education resource website to support faculty with Indigenizing their courses, curriculum and practices. The website will also house Truth and Reconciliation resources.</li> </ul>
New   Implemented	
New   Implemented Ongoing	
Ongoing	

**62: TEACHER EDUCATION**

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
New   Implemented	<ul style="list-style-type: none"> <li>Governed by the Nuu-chah-nulth values of respect, order and protocols, Elder’s teaching, sustainability, children as the future, responsibility, accountability, preparation, family, community and celebration, <a href="#">Nuu-chah-nulth Tribal Council</a> partners with North Island College to create a Nuu-chah-nulth Pathways to Education program. The Pathways to Education program combines in-class instruction with land-based cultural and personal learning to prepare Nuu-chah-nulth students for third-year entrance into the Bachelor of Education at Vancouver Island University. This pathway program delivers five Indigenous-focused, first-year courses and includes recognition of previously completed Indigenous language fluency courses and Indigenous leadership courses. Through the Pathways to Education program, instructors draw on Nuu-chah-nulth ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level. Nineteen students are currently enrolled.</li> </ul>

**86: JOURNALISM AND MEDIA SCHOOLS**

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

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

92: BUSINESS SCHOOLS	
<p>We call upon the corporate sector in Canada to ... Provide education for management and staff on the history of Aboriginal peoples, including the history and legacy of residential schools, the UN Declaration on the Rights of Indigenous Peoples, Treaties and Aboriginal rights, Indigenous law and Aboriginal–Crown relations. This will require skills-based training in intercultural competency, conflict resolution, human rights and anti-racism.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<ul style="list-style-type: none"> <li>• Students in NIC’s business programs take elective credits from the following Indigenous-focused courses added in fulfilment of the Truth and Reconciliation Commission’s Call to Action 92:                             <ul style="list-style-type: none"> <li>• ABG-100, <i>Histories and Impacts of Colonization</i>;</li> <li>• ABG-102, <i>Governance and Organizational Structures</i>;</li> <li>• ABG-103, <i>Vision, Values, Philosophies and Ethics</i>;</li> <li>• ABG-105, <i>Politics, Policy and Practice</i>;</li> <li>• ABG-110, <i>Community Development &amp; Planning</i>;</li> <li>• ABG-111, <i>Economic Development</i>;</li> <li>• ANT-250, <i>Ethnology of North America</i>;</li> <li>• ENG-127, <i>Indigenous Literatures in Canada</i>;</li> <li>• FNS-160, <i>First Nations Education: Traditional and Contemporary</i>;</li> <li>• GLS-140, <i>Fishing, Indigeneity and the Asia Pacific I</i>;</li> <li>• GLS-240, <i>Fishing, Indigeneity and the Asia Pacific II</i>;</li> <li>• GLS-241, <i>Field School: Fishing, Indigeneity and the Asia Pacific</i>;</li> <li>• HIS-246, <i>Domination and Resistance: A History of Imperialism and Colonialism</i>; and,</li> <li>• SOC-130, <i>First Nations Sociology</i>.</li> </ul> </li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• ENG-166, <i>Effective Organizational Communications</i>, focuses on the oral and written communication skills required to function in administrator and leadership positions within Indigenous organizations and communities. Students examine and practice the writing process in various capacities specific, but not always limited, to Indigenous organizations, including email etiquette, minute-taking, briefing notes and professional letter writing. Students also learn reporting processes, both written and electronic, with a particular focus on <a href="#">Indigenous and Northern Affairs Canada</a> and other provincial and national Indigenous funding organizations. Students also gain research skills necessary to access and apply to funding sources, and to write formal reports.</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• ENG-116, <i>Essay Writing &amp; Indigenous Perspectives</i>, introduces university-level research and writing in the humanities and social sciences and/or natural sciences with a specific focus on contemporary Indigenous issues in Canada. Students critically analyze and study the writing, oral and aural practices of Indigenous scholars and teachers in a variety of disciplines and settings. Emphasis is placed on respecting and interweaving non-Indigenous and Indigenous ways of knowing and research methodologies.</li> </ul>

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

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

*Article 14*

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

*Article 15*

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

*Article 21*

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

<b>PROGRESS</b>	<b>NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS</b>
Ongoing	<p>NIC recognizes the authority and direction 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 campuses are situated. NIC also acknowledges the four Métis Chartered Communities throughout the region. With the guidance of Indigenous leadership, Elders, students and employees, NIC is committed to supporting Indigenous-led education and celebrating Indigenous knowledge.</p> <p><b>Indigenous Education Council</b></p> <ul style="list-style-type: none"> <li>• NIC is accountable to the NIC <a href="#">Indigenous Education Council</a><sup>3</sup> (IEC) composed of members from each of the 35 First Nations, four Métis Chartered Communities and local Indigenous organizations. A leading practice in B.C., the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's mission, vision and strategic direction, namely:             <ul style="list-style-type: none"> <li>• working in collaboration with NIC, to guide the development and implementation of the <a href="#">Working Together – North Island College Indigenization Plan 2021-2026</a>;</li> <li>• providing guidance in developing responsive curriculum;</li> <li>• providing guidance on student access, retention and success;</li> <li>• providing guidance on in-community programming transition support;</li> <li>• being an active community partner;</li> <li>• developing, strengthening and expanding strategic partnerships;</li> <li>• raising awareness about post-secondary education throughout the region; and,</li> <li>• strengthening NIC employees' skills to support the <a href="#">Colleges and Institutes Canada Indigenous Education Protocol</a>.</li> </ul> </li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>• The IEC continues to explore the development of a co-governance model with NIC's Board of Governors.</li> </ul>

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

<p>Ongoing</p>	<p><b>Regional Advisory Committees</b></p> <ul style="list-style-type: none"> <li>The Indigenous Education Council is made up of three First Nations regional advisory committees: Central, Northern, and West Coast, with members appointed by First Nations communities and urban Indigenous organizations. The committees meet a minimum of three times per year to: <ul style="list-style-type: none"> <li>identify local education and training priorities, and</li> <li>advise on local community development and economic development plans.</li> </ul> </li> </ul>
<p>Ongoing</p>	<p><b>Working Together – North Island College Indigenization Plan</b></p> <ul style="list-style-type: none"> <li>In 2021, the NIC <a href="#">Indigenous Education Council</a> launched <a href="#">Working Together – North Island College Indigenization Plan 2021-2026</a>, the college’s first Indigenization plan. The plan adopts B.C.’s <a href="#">Declaration on the Rights of Indigenous People Act</a> as its reconciliation framework and actions the <a href="#">Colleges and Institutes Canada Indigenous Education Protocol</a> to bring this framework to life. Working Together commits NIC to: <ol style="list-style-type: none"> <li>Action - Making Indigenous education a priority.</li> <li>Governance - Ensuring governance structures recognize and respect Indigenous Peoples.</li> <li>Teaching and learning - Including intellectual and cultural traditions of Indigenous Peoples in curriculum and learning approaches.</li> <li>Understanding and reciprocity - Increasing understanding and reciprocity among Indigenous and non-Indigenous Peoples.</li> <li>Employee recruitment - Increasing the number of Indigenous employees, including Indigenous senior administrators.</li> <li>The learning environment - Establishing Indigenous-centred holistic services and learning environments.</li> <li>Building relationships - Being accountable in Indigenous communities in support of self-determination.</li> </ol> <p>NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide and eliminate racism and socio-economic inequity.</p> </li> </ul>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>Reporting annually to the NIC community, Working Together has advanced key initiatives and operational changes in accordance with these commitments (see “2.5.1 Indigenous-led Education” and “2.7.1 Reconciliation”).</li> </ul>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>NIC’s year-two <a href="#">2022/2023 Working Together Dashboard</a> can be viewed on NIC’s engage website; the year-three annual dashboard is in progress.</li> </ul>
<p>Ongoing</p>	<p><b>Indigenous Employees</b></p> <ul style="list-style-type: none"> <li>NIC continues work to restore balance in the college’s governance structures by increasing the representation of Indigenous Peoples on NIC boards, councils and committees (<a href="#">Working Together Goal 2.1</a>) .</li> </ul>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>NIC continues to review policies and operational practices to ensure they recognize Indigenous People’s human rights and the equity and inclusion of Indigenous students, faculty, staff and community members. Three goals specified in Working Together form part of a larger strategy to achieve personnel balance in the organization by increasing the number of Indigenous employees including in senior leadership positions (<a href="#">Working Together Goals 5.1, 5.2 and 5.3</a>).</li> </ul>
<p>Ongoing</p>	<ul style="list-style-type: none"> <li>NIC maintains special program approval through the <a href="#">BC Human Rights Tribunal</a> to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> <li>Executive Director of Indigenous Education,</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• Indigenous Education Navigator,</li> <li>• Elder in Residence,</li> <li>• faculty in Indigenous programming,</li> <li>• Indigenous Counsellor,</li> <li>• Indigenous Project Analyst, and</li> <li>• Manager and Associate of Indigenous and Regional Partnerships.</li> </ul>
<p>Ongoing</p>	<p><b>Journeying Together - NIC's Indigenizing Internationalization Plan</b></p> <ul style="list-style-type: none"> <li>• In fall 2022, NIC launched <a href="#">Journeying Together</a>, Canada's first ever Indigenous-serving internationalization plan developed under the guidance of the NIC <a href="#">Indigenous Education Council</a>, NIC Elders and Indigenous community members. This plan weaves international and Indigenous goals together so that visiting students and those who eventually become citizens understand the colonial history of Canada - its legacy and ongoing impacts - here and across international borders. In 2023, NIC was recognized nationally with the Internationalization and Reconciliation Award of Excellence from the <a href="#">Canadian Bureau for International Education</a> as well as an Excellence in Global Engagement Award from <a href="#">Colleges and Institutes Canada</a>.</li> </ul>
<p>New   In Progress</p>	<ul style="list-style-type: none"> <li>• To expand Indigenous-serving international partnerships in 2023/24, members of the NIC executive met with representatives at several Māori-serving institutions in New Zealand including University of Auckland, Auckland University of Technology, Te Whare Wānanga o Awanuiārangiri, Whakatane Campus, Te Rito Maioha, University of Otago, Waikato University and Te Pūkenga.</li> </ul>
<p>New   In Progress</p>	<ul style="list-style-type: none"> <li>• NIC has initiated new Indigenous study-abroad partnerships and field schools, offering unique opportunities for Indigenous students to engage with global Indigenous communities. These initiatives include collaborations with Tè Pukenga and Waikato University in New Zealand, a Japan field school focusing on immigration and Indigeneity, as well as a Collaborative Online Indigenous Intercultural Learning (COIIL) framework, further emphasizing NIC's holistic approach to fostering understanding, respect and reconciliation through embracing Indigenous values, knowledge and language in education.</li> </ul>
<p>New   Implemented</p>	<p><b>First Nations Partnership Programs</b></p> <ul style="list-style-type: none"> <li>• Delivered Early Childhood Education Certificate in partnership with Kwakiutl, Gwa'sala-'Nakwaxda'xw Nations and Quatsino First Nation (6 students).</li> </ul>
<p>New   Implemented</p>	<ul style="list-style-type: none"> <li>• Delivered two Heavy Equipment Operator Training in partnership with Tseshaht First Nations and Homalco First Nations (20 students).</li> </ul>
<p>New   Implemented</p>	<ul style="list-style-type: none"> <li>• Delivered B.C. Wildfire Training in partnership with Tseshaht First Nations (12 students).</li> </ul>
<p>New   Implemented</p>	<ul style="list-style-type: none"> <li>• Delivered Trades Discovery on-site in Tofino at the Tla-o-qui-aht First Nation focusing on carpentry pathway and preparation (12 students).</li> </ul>
<p>New   Implemented</p>	<ul style="list-style-type: none"> <li>• Delivered Meat Processing Fundamentals program in partnership with We Wai Kai First Nations (8 students).</li> </ul>
<p>New   Implemented</p>	<ul style="list-style-type: none"> <li>• Delivered Indigenous Language Fluency Certificate in Nuuchahnulth language was offered in partnership with Ehateshaht and Tla-o-qui-aht First Nations (43 students).</li> </ul>
<p>New   Implemented</p>	<ul style="list-style-type: none"> <li>• Delivered Ayajuthem language courses in collaboration with the Homalco, K'ómoks, Klahoose and Tla'amin Nations (32 students).</li> </ul>
<p>New   Implemented</p>	<ul style="list-style-type: none"> <li>• Partnered with Sanyakola Language Group to host a two-day language symposium with language warriors, Elders in Residence, NIC language instructors and knowledge holders from communities. Participants reflected on language revitalization, shared expertise and ideas and mapped new pathways to support language revitalization.</li> </ul>

New   Implemented	<ul style="list-style-type: none"> <li>Delivered Pathways to Nuu-chah-nulth Teacher Training in partnership with Nuu-chah-nulth Tribal Council (20 students).</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered Indigenous Guardian &amp; Land Stewardship in partnership with Homalco First Nation (15 students).</li> </ul>
New   Implemented	<ul style="list-style-type: none"> <li>Delivered Office Assistant Certificate program in partnership with Wuikinuxv First Nation (13 students).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Delivered Indigenous Leadership Certificate (14 students).</li> </ul>
Ongoing	<ul style="list-style-type: none"> <li>Delivered Awi'nakola program which combines in-class instruction with land-based cultural learning. Instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. The classes are structured to focus on student strengths and the language to nourish their spirit and work at their level (19 students).</li> </ul>
	<p><b>Breaking Barriers to Equitable and Inclusive Access</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see "1.3.4 Breaking Barriers to Equitable and Inclusive Access"</li> </ul>
	<p><b>Indigenous-led Education</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see "2.5.1 Indigenous-led Education"</li> </ul>
	<p><b>Reconciliation</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see "2.7.1 Reconciliation"</li> </ul>
	<p><b>Diversity, Equity and Inclusion</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see "2.7.2 Diversity, Equity and Inclusion"</li> </ul>
	<p><b>Ensuring Indigenous Voices are Reflected in Trades Training Decision-Making</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see "Priority 2" in "Mandate Letter 2023/24"</li> </ul>
	<p><b>Providing Culturally Sensitive and Safe Learning Environments for Indigenous Learners</b></p>
Ongoing	<ul style="list-style-type: none"> <li>Please see "Priority 3" in "Mandate Letter 2023/24"</li> </ul>



IN PLAIN SIGHT REPORT RECOMMENDATIONS		
In Plain Sight recommendation #8 - please list all health programs offered by your institution and any accreditation standards that relate to cultural safety and humility training. If an accredited program does not have a related standard, indicate N/A for the program.		
Program Name	Accreditation Standard Details <i>(If none exist, N/A)</i>	
Bachelor of Science in Nursing Degree	The BC College of Nurses and Midwives establishes the following standards for Registered Nurses and Licensed Practical Nurses.	
Practical Nursing Diploma	<ul style="list-style-type: none"> <li>• Self-reflective practice (it starts with me).</li> <li>• Building knowledge through education.</li> <li>• Anti-racist practice (taking action).</li> <li>• Creating safe health care experiences.</li> <li>• Person-led care (relational care).</li> <li>• Strengths-based and trauma-informed practice (looking below the surface).</li> </ul> <p>The Canadian Association of Schools of Nursing establishes and promotes national standards of excellence for nursing education across Canada.</p> <ul style="list-style-type: none"> <li>• Canadian schools of nursing: The curriculum addresses “Action 24” of the Truth and Reconciliation Commission for programs of nursing to integrate the <i>United Nations Declaration on the Rights of Indigenous Peoples</i>, human rights, the history of Indigenous peoples in Canada, Indigenous teachings and practice, intercultural competency, and anti-racism.</li> </ul>	
Health Care Assistant Certificate	<p>The following standards have been set out by the BC Care Aid &amp; Community Health Worker Registry to provide person-centred care and assistance that recognizes and respects the uniqueness of each individual client:</p> <ul style="list-style-type: none"> <li>• Respect the individuality, diversity, and dignity of clients and families.</li> <li>• Display cultural sensitivity and cultural humility when interacting with clients and families from diverse backgrounds and cultures.</li> <li>• Provide culturally safe and sensitive care.</li> <li>• Discuss traditional medicines, healing practices, and alternative forms of healing.</li> </ul>	
In Plain Sight recommendation #14 - The B.C. government, PHSA, the five regional health authorities, B.C. colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote system change.		
<i>For all health programs offered at your institution, please identify what new, ongoing, or completed actions have supported the recruitment of Indigenous individuals to senior positions to oversee and promote system change, and the quantitative impact of these actions.</i>		
Program	Progress	Actions
Practical Nursing Diploma (PN)	New	<ul style="list-style-type: none"> <li>• An Indigenous instructor teaches in both the PN and HCA programs.</li> </ul>
Health Care Assistant Certificate (HCA)		

Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> <li>NIC continues its efforts to hire an Indigenous instructor to facilitate in-person field school experiences in a remote First Nations community as part of the <i>Health and Wellness in First Nations Communities</i> course.</li> </ul>
Bachelor of Science in Nursing Degree	Ongoing	<ul style="list-style-type: none"> <li>NIC continues to have an Elder in Residence assigned to the Faculty of Health and Human Services. The Elder is a registered nurse and has supported NIC’s health programs for decades.</li> </ul>

In Plain Sight recommendation #18 - The B.C. government requires all university and college degree and diploma programs for health professionals in B.C. to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students.

*Please identify any existing strategies your institution has, targets that have been identified by program area, and outcomes related to the identification, recruitment, and graduation of Indigenous students. Note - the B.C. government has not yet set mandatory strategies and targets related to recommendation #18. Information collected in the first year of In Plain Sight reporting will be used to identify promising policies and practices that have already been implemented by post-secondary institutions.*

Strategies	Targets by Program Area	Outcomes
Regular intakes have 2 seats reserved for self-identified Indigenous students.	Bachelor of Science in Nursing Degree: two seats in 2023/24.	16 students
Regular intakes have 2 seats reserved for self-identified Indigenous students.	Practical Nursing Diploma: two seats in 2023/24.	<10 students
Regular intakes have 2 seats reserved for self-identified Indigenous students.	Health Care Assistant Certificate: eight seats in 2023/24.	15 students
One-time in-community cohort intakes offered in specific First Nations Communities.	Health Care Assistant Certificate: zero seats in 2023/24.	No intakes offered in 2023/24 but intakes were offered in each of the five prior years except 2020/21 (i.e., COVID year one).

In Plain Sight recommendation #21 - All B.C. university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous-specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement of providing service to meet the minimum standards in the UN Declaration.

*For all health programs offered at your institution, please identify whether mandatory cultural safety and humility training components are new this year, ongoing, or fully implemented. Under actions, please list and describe the mandatory training components. If there are none, please indicate N/A for that program.*

Program	Progress	Actions
Bachelor of Science in Nursing Degree	N/A	<ul style="list-style-type: none"> <li data-bbox="748 478 1455 573">Please see “Truth and Reconciliation Commission Calls to Action, 24: Medical and Nursing Schools” in “Appendix III – Report on Lasting and Meaningful Reconciliation.”</li> </ul>
Practical Nursing Diploma	N/A	<ul style="list-style-type: none"> <li data-bbox="748 611 1455 705">Please see “Truth and Reconciliation Commission Calls to Action, 24: Medical and Nursing Schools” in “Appendix III – Report on Lasting and Meaningful Reconciliation.”</li> </ul>
Health Care Assistant Certificate	N/A	<ul style="list-style-type: none"> <li data-bbox="748 745 1455 840">Please see “Truth and Reconciliation Commission Calls to Action, 23: Health-Care Professionals” in “Appendix III – Report on Lasting and Meaningful Reconciliation.”</li> </ul>

This page has been intentionally left blank.



## **Institutional Accountability Plan & Report**

**2023 - 2024 REPORTING CYCLE**

### **About the cover**

Pauline Papp is a student in the Access to Practical Nursing (APN) program at North Island College, graduating with her colleagues in June—the first cohort for the APN. She lives in Nanaimo but is originally from Port Alberni and first attended NIC through the health care assistant (HCA) program. She started working as a care aide in 2018 and registered for nursing when the province invested in more programs for HCAs to become licensed practical nurses (LPN).

COVER PHOTO BY PAIGE HEMSTREET

	<p><b>BOARD OF GOVERNORS – ACTION SHEET</b></p> <p>June 27, 2024</p> <p>Agenda #: 3.4</p> <p><i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i></p>
<p><b>Agenda Item:</b></p>	<p>3.4 Recission of Policy 2-12 Progressive Discipline Misconduct or Inappropriate Behaviour</p>
<p><b>Action Required:</b></p>	<p>Approval</p>
<p><b>Draft Motion/ Recommendation:</b></p>	<p><b>THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS RESCIND POLICY 2-12 PROGRESSIVE DISCIPLINE MISCONDUCT OR INAPPROPRIATE BEHAVIOUR</b></p>
<p><b>Background/History/Executive summary:</b></p>	
<p>There are requirements in both the applicable Collective Agreements and in common law to use for employment situations that may require progressive discipline. However, it is very unusual, potentially limiting and against the College’s interests to have a policy on Progressive Discipline. A scan of other post-secondary institutions did not yield many similar policy structures.</p> <p>The recission of this policy would allow for flexibility in the College’s responses to situations of necessarily varying complexity and severity.</p> <p>The Governance and Board Development Committee recommends the recission of Policy 2-12 to the Board of Governors.</p>	
<p><b>Policy analysis/strategic priority:</b></p>	
<p><i>People Plan – Thriving Together</i> committed to a revision of the policies within Human Resources that relate to conduct as a Phase One Commitment.</p>	
<p><b>Attachments:</b></p>	
<p>Policy 2-12 – Progressive Discipline Misconduct or Inappropriate Behaviour</p>	
<p><b>Action:</b></p>	
<p>Rescind Policy 2-12</p>	



## **PROGRESSIVE DISCIPLINE: MISCONDUCT OR INAPPROPRIATE BEHAVIOUR**

#2-12

<b>Approved by:</b>	Board of Governors
<b>Effective Date:</b>	April 26, 2000
<b>Date of Approval:</b>	April 26, 2000
<b>Previous Version Approval Date(s):</b>	
<b>Date to be Reviewed:</b>	April 2008
<b>Administrator Responsible:</b>	Associate Vice President, People, Equity & Inclusion

---

### **POLICY**

North Island College has a responsibility to inform an employee of an allegation of perceived or actual misconduct or inappropriate behaviour. Further, North Island College has a duty to investigate, and either substantiate or exonerate an allegation of perceived or actual misconduct or inappropriate behaviour. In the event that an investigation substantiates that an employee is involved in an incident or incidents of misconduct or inappropriate behaviour, then a process of progressive discipline shall be implemented.

Progressive discipline is a process that aims to advise an employee of misconduct or inappropriate behaviour and to correct or alleviate misconduct or inappropriate behaviour within a reasonable period of time.

A process of progressive discipline includes action or actions that range from informal to formal and specific warnings that are either verbal or written. The process of progressive discipline may involve one or several actions, occurring over time, and initiated at any point of the process.

A process of progressive discipline shall only be implemented when misconduct or inappropriate behaviour has been identified, investigated and substantiated, and shall be implemented in accordance with the procedures of this policy. In any application of this policy, all employees shall be treated with dignity and respect and the onus of responsibility is on the College to prove just cause and to act with due process.

### **PURPOSE**

North Island College recognizes that it has a responsibility to create and maintain learning and working environments that support students and employees. As part of this responsibility, North Island College is committed to ensuring that the conduct and behaviour of its employees fosters public trust and community confidence.

## **Accountability**

The accountability for a process of progressive discipline rests with the administrator responsible for the supervision or direction of the employee. Where deemed appropriate, the President or designate may delegate the responsibility for a process of progressive discipline to another administrator.

The Associate Vice President, People, Equity & Inclusion is accountable for the consistent administration of this policy. The President is ultimately accountable for the administration of this policy in accordance with the Board of Governors' Executive Limitations and the *College and Institute Act*.

Disciplinary action that includes suspension, demotion, or termination of employment shall occur only after the President reviews the facts of the issue and approves such disciplinary action. The President shall act and report on matters pertaining to progressive discipline in accordance with the authority of the Board of Governors' Executive Limitations and the *College and Institute Act*.

## **Right to Appeal**

### **1. The Board of Governors**

In accordance with the *College and Institute Act*, in the case of suspension or termination, an employee has the right of appeal to the Board of Governors.

### **2. Union**

An employee who is a member of a union has the right to grieve disciplinary action in conjunction with his or her union.

### **3. Administrators**

In accordance with the Administrators' Policies, an administrator has a right to appeal suspension or termination to the Board of Governors.

## **PROCEDURES FOR IMPLEMENTING A PROCESS OF PROGRESSIVE DISCIPLINE**

There are a number of steps in a process of progressive discipline. Each situation has different circumstances. An administrator who commences a process of progressive discipline is responsible for ensuring that an investigation of all of the circumstances has been completed, substantiated and documented.

In the event that an administrator leaves his or her position, and where the circumstances allow, an administrator is responsible for concluding any process of progressive discipline that is in progress, or by assigning responsibility for completion of a process of progressive discipline to another administrator. The employee and, where appropriate, the union shall be advised of the assignment of responsibility to another administrator.



## **STEP ONE**

### **Informal - Verbal Reminder**

The administrator responsible for the supervision of the employee reminds the employee of the conduct and behaviour expected of the position.

The administrator is responsible for ensuring that the described conduct or behaviour is consistent with other similar positions in the organization. Normally, the employee is provided with a copy of an up-to-date position description ensuring that the employee understands the requirements of the job and the standards of conduct expected.

The administrator shall advise an employee who is a member of a union that they have the right to be represented by his or her union. Where a union member waives their right to union representation, this must be in writing with a copy to the union.

## **STEP TWO**

### **Formal - Verbal Warning**

The administrator responsible for the supervision of the employee verbally informs an employee of the duties and responsibilities and describes the expected conduct or behaviour and standards of the position. The administrator shall advise an employee who is a member of a union that they have the right to be represented by his or her union. Where a union member waives their right to union representation, this must be in writing with a copy to the union.

The employee shall be advised that if the misconduct or inappropriate behaviour continues, then further action may be taken.

## **STEP THREE**

### **A. Formal - Written Warning**

The administrator responsible for the supervision of the employee calls for a formal meeting with the employee. The administrator shall advise an employee who is a member of a union that they have the right to be represented by his or her union. Where a union member waives their right to union representation, this must be in writing with a copy to the union. Where the person is not a member of a union, he or she has the right to be represented by another person.

The administrator reviews the conduct or inappropriate behaviour with the employee and provides an opportunity for the employee to clarify or add information to the discussion. The misconduct or inappropriate behaviour is documented with any examples or incidents together with a description of the conduct or behaviour expected for the position. The document establishes a time frame and consequences of not

correcting conduct or behaviour. The employee receives the document and is required to sign acknowledgment of the document. A copy is placed on the employee's personnel file and a copy is provided to the union.

## **B. Formal – Demotion**

Demotion is a move to a position at a lower level of responsibility and the employee must be able to perform the duties of the position. Demotions are accommodated if a position is available and if the demotion is consistent with the appropriate collective agreement or policy.

## **STEP FOUR**

### **Formal - Suspension**

Suspension is disciplinary action that forms an imposed absence from work for a specified period of time, normally without pay. The notice of suspension includes the reasons for the action, the length of time suspended and the date and time for return to work. The document describes the consequences of repeated conduct or behaviour and outlines the behaviour expected upon return to work. The expected standards of conduct are reinforced.

Normally, the employee receives the document in person, acknowledges receipt of the document and discussion of the contents by signing a copy of the document, which is then placed on the employee's personnel file, and a copy is provided to the union. If the employee is not at work, a copy of the document(s) may be sent to the employee's home address by registered mail, with a copy provided to the union.

In all meetings with an employee who is a member of a union, a union representative is invited to attend. A second administrator attends as a witness. Where a union member waives their right to union representation, this must be in writing with a copy to the union. Where the employee is not a member of a union or an association, he or she has a right to be represented by another person.

The employee receives the document and is required to sign acknowledgment of the document. A copy is placed on the employee's personnel file and a copy is provided to the union.

Suspension of employment must be consistent with provisions of the collective agreement, and in accordance with the Executive Limitations, as outlined by the Board of Governors.

In accordance with the *College and Institute Act*, in the case of suspension, an employee has the right of appeal to the Board of Governors.

## **STEP FIVE**

### **Termination of Employment**

Termination is an involuntary ending of employment, which may be imposed for misconduct or inappropriate behaviour after a process of progressive discipline has failed. In some cases, termination may be imposed for gross misconduct, and in such cases, the termination may occur in the absence of a process of progressive discipline.

### **AN ADMINISTRATOR'S RESPONSIBILITY FOR DEVELOPING AND IMPLEMENTING A PROCESS OF PROGRESSIVE DISCIPLINE**

1. Where misconduct or inappropriate behaviour is identified, each situation is evaluated on an individual basis. Where appropriate, an administrator will meet with the Associate Vice President, People, Equity & Inclusion, to clarify the position description, standards, and to identify a corrective or improvement process.
2. The responsibility for the establishment and clarification of position duties and responsibilities, and performance standards rests with the College, and must be reasonable and attainable.
3. When an administrator identifies misconduct or inappropriate behaviour, which cannot be corrected through normal day-to-day coaching or supervision, or when a significant behaviour has been identified, then the administrator shall review the issue in conjunction with the Associate Vice President, People, Equity & Inclusion.
4. The administrator shall request a meeting with the employee to describe the incidence of misconduct or inappropriate behaviour. The purpose of the meeting is to communicate concerns to the employee, and to provide an opportunity for the employee to reflect and respond to the concerns. Where appropriate, a process for ensuring that the misconduct or inappropriate behaviour does not occur again, or a process for ensuring that the conduct or behaviour does not occur again, shall be identified.
5. All meetings between the administrator and the employee shall be conducted in accordance with the applicable collective agreement or college policy and in the presence of the employee's union representative. In the case of an administrator, a representative of the administrator's choice may accompany an administrator. Sufficient notice of meetings (normally twenty-four hours) shall be provided to all parties. The Associate Vice President, People, Equity & Inclusion or another senior administrator shall attend a formal discipline meeting as a witness.
6. An employee has a right to respond, in writing, to any allegations or proposed actions.
7. The areas of deficiency, the expected standard of conduct or behaviour, the process for improvement (where appropriate), and the method of evaluating the expected conduct shall be provided, in writing, to the employee along with a reasonable time frame. Copies of all documentation pertaining to the progressive discipline shall be placed on the employee's personnel file with a copy to the union or association.

8. The employee receives a copy of all documentation and acknowledges receipt of all documentation that is placed on his or her personnel file.
9. When an employee is required to return to a satisfactory level of conduct within an established time frame, the employee shall receive documentation that advises the employee that failure to meet the specified performance standards may result in further action up to and including termination.
10. At all times the employee has the right to respond, in writing, to any administrative action.
11. In accordance with the *College and Institute Act*, in the case of termination, an employee has the right of appeal to the Board of Governors.

### **TERMINATION OF EMPLOYMENT**

1. The decision to terminate an employee must be reviewed with and approved by the President, in writing, and a decision to terminate must be conducted in accordance with the requirements of the Board of Governors' Executive Limitations, the *College and Institute Act*, and any other legislation that pertains.
2. Termination of a senior administrator shall be recommended and approved by the President, and reviewed by the Board of Governors, and shall be conducted in accordance with the requirements of the Board of Governors' Executive Limitations, the *College and Institutes Act*, and any other legislation that pertains.
3. The responsibility for proving just cause in the termination of an employee rests with the College.
4. An employee shall be advised of the decision to terminate, in person, by an exempt administrator and shall receive, in writing, the reason or reasons for the termination.
5. If the employee is a member of a union, the employee's representative shall be invited to attend the meeting at which the decision to terminate shall be communicated. The Associate Vice President, People, Equity & Inclusion or another exempt administrator shall attend as a witness.

### **Definitions:**

Progressive Discipline: Progressive discipline is a process that aims to correct misconduct or inappropriate behaviour within a reasonable period of time and involves a variety of interventions depending upon the severity of the problem, the length of service and the work record of the employee.

Interventions may require the employee to participate in a process for improvement that may include position retraining, training, counselling, one-on-one coaching, attendance at

required educational programs, or any other initiatives identified by the College and, where appropriate, the employee and his or her union.

**Progressive discipline includes actions that range from the informal to formal and from verbal to written warnings and may involve one, several or all of the following actions, occurring over time, and initiated at any point in the process:**

- Informal – Verbal communication that acts as a reminder and describes the expected conduct or behaviour;
- Formal - Verbal and written warnings describing the expected conduct or behaviour along with specific requirements for changes in conduct, or behaviour;
- Demotion;
- Transfer;
- Suspension; and
- Termination.

Just Cause: A culminating incident or incidents, or a first offence of misconduct or inappropriate behaviour that is of a serious nature may result in the suspension of an employee or in the dismissal of an employee for just cause.

When this occurs, the onus of responsibility is on the College to prove just cause.

Just cause has been used to uphold reasons for progressive discipline for misconduct or inappropriate behaviour that includes but is not limited to the list described below:

#### **Misconduct and Inappropriate Behaviour**

Misconduct is action or inaction that constitutes inappropriate behaviour on the part of the employee such that the employment relationship itself is irrevocably damaged.

Misconduct may include, but is not limited to the following:

- Inappropriate behaviour that upon investigation constitutes misconduct, disobedience, or insubordination;
- Breach of trust;
- Willful neglect of duty or gross violation of the College's rules and regulations;
- Inappropriate behaviour that may be described as abusive towards a student, employee, or a member of the public;
- Intoxication or impairment by drugs or alcohol;
- Falsification and/or unauthorized disclosure of records;
- Unethical or criminal actions (including theft);
- Absence, without authorized leave;
- Harassment, including sexual and personal harassment;
- Negligence;
- Unauthorized possession or use of college property, facilities or services; and
- Non-disclosure of conflict of interest.

#### **Standards of Conduct and Behaviour**

Standards describe the expected conduct and behaviour against which an incident is compared. Standards are based on expected conduct and behaviour for certain positions within an organization and are established by an administrator responsible for the direction or supervision of the employee. Communication of

such standards occurs between the administrator and the employee followed up by documentation that describes the expected standards ensuring that there is a shared understanding of the expected conduct or behaviour. The Associate Vice President, People, Equity & Inclusion shall be consulted to ensure that the standards are consistent with standards expected for all employees.

**Conduct that Upon Investigation is Deemed Non-Culpable**

Non-culpable conduct or behaviour arises when an employee is unable to fulfill the requirements of the employment relationship because of the following:

- The conduct in question is beyond the capacity of the employee to control; or
- The employee is incapable of regularly attending work.

The College is obliged to warn an employee of loss of employment due to non-culpable conduct and is responsible for supporting any inference that the employee is unable to discharge their position in accordance with accepted standards.

**Duty to Accommodate**

Where there is a duty to accommodate, and/or when an employee's conduct or behaviour is non-culpable, the administrator shall consult with the Associate Vice President, People, Equity & Inclusion.

**Cross Reference:**

See also Human Rights – Harassment and Sexual Harassment Policy #2-08 may apply where the misconduct or inappropriate behaviour is alleged sexual or personal harassment.

See also Protection of Employees from Violence in the Workplace Policy #2-10

See also Emergency Response to Inappropriate, Disruptive or Threatening Behaviour Policy #2-11

See also Conflict of Interest - Breach of Trust Policy #2-13

See also Crisis Communications Policy #5-01


See also The College and Institute Act

See also The Board of Governors' Executive Limitations

See also North Island College and North Island College Faculty Association Collective Agreement and the Common Agreement.

See also North Island College and CUPE, Local 3479 Collective Agreement

See also North Island College Administrators' Policies

	<p><b>BOARD OF GOVERNORS – ACTION SHEET</b></p> <p>June 27, 2024</p> <p>Agenda #: 3.5</p> <p><i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i></p>
<p><b>Agenda Item</b></p>	<p>3.5 Policy 1-20 Code of Ethical Conduct</p>
<p><b>Action Required:</b></p>	<p>Approval</p>
<p><b>Draft Motion/ Recommendation:</b></p>	<p><b>THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE POLICY 1-20 CODE OF ETHICAL CONDUCT</b></p>
<p><b>Background/History/Executive summary:</b></p>	
<p>The Code of Ethical Conduct was drafted and implemented in 2014 in response to a mandate from the Provincial Government. With that mandate came specific Standard of Conduct Guidelines for the B.C. Public Sector. Many of the provisions contained in the original and maintained in this revised policy are those that were required at the time of the mandate.</p> <p>As part of the revision, the concept of “Conflict of Commitment” was added within the conflict of interest section, to specifically address when an employee takes on additional work which may diminish their ability to meet their existing employment obligation. Additionally, language around conduct with students that parallels what is currently in Policy 3-06 Community Code of Academic, Personal and Professional Conduct (Code of Conduct) was added; the goal is to remove employees from Policy 3-06 to aid in application of policies when issues arise. The policy has also been edited for clarity and reordered to group concepts into a more logical order.</p> <p>When the Human Resources policy went to the Governance Committee, concerns were raised about the use of subjective language. NIC sought legal advice, which agreed that that while it may be preferable to have concrete, objective measurable standards in some circumstances, where policies deal with matters of ethics and interpersonal behaviour, the subject matter is inherently contextual and doesn’t lend itself to clear standards. The legal standards in this area of law are themselves based on contextual analysis and a mixed objective/subjective standard as the standards need to be capable of flexible application to a wide range of possible circumstances. In addition, some of the terms which may appear on their face to be subjective, for example, “in good faith”, “in the best interests of”, are not as subject as they appear as they have a body of law that informs their legal meaning.</p> <p>The Governance committee inquired whether it would be preferable to list all of the laws which may apply as opposed to a broad statement such as “all applicable laws” as is contained in principle 5 of the Code as drafted. The legal advice received cautioned against such an approach as the list of laws which may apply is long, and an attempt to list them risks omitting one which is relevant in a future and as yet unanticipated factual scenario. It also excludes laws which do not yet exist but may come to be relevant in the future.</p> <p>The Governance Committee also inquired about procedures for the policies. For this policy, investigative procedures will be developed in the future and linked to this policy when they are complete. There is no formal complaint procedure for this policy as an investigative procedure can be initiated in a variety of ways, including through informal reports where appropriate.</p>	

The Governance and Board Development Committee recommends the approval of Policy 1-20 Code of Ethical Conduct to the Board of Governors.

**Policy analysis/strategic priority:**

People Plan – Thriving Together committed to the revision of conduct policies as a Phase One commitment.

**Attachments:**

Policy 1-20 Code of Ethical Conduct

**Action:**

**Approval of Policy 1-20**





<b>Policy:</b>	#1-20
<b>Approved by:</b>	Board of Governors
<b>Approval Date:</b>	TBD
<b>Revision Dates:</b>	TBD
<b>Effective Date:</b>	
<b>Date to be Reviewed:</b>	
<b>Administrator Responsible</b>	President

## CODE OF ETHICAL CONDUCT

---

### POLICY STATEMENT

North Island College (the “College”) expects all employees of the College to adhere to the highest standards of conduct, ethics and professionalism. Employees will be accountable for their actions and ensure they act in accordance with the College’s policies and procedures and local, provincial, and federal legislation.

The College is committed to developing an individualized education and training experience that is executed within a healthy working and learning environment. Employees are expected to instill public confidence, to exhibit a commitment to excellence in learning and teaching, and to demonstrate respect for the dignity and consideration for the well-being of all members of the College community.

### PURPOSE STATEMENT

This policy establishes the standards of conduct expected of all College employees.

### SCOPE AND APPLICATION

This policy applies to all College employees. Alleged violations of this policy by employees of the College will be addressed through this policy, unless the alleged violations also fall under one of the following policies, in which case the procedures followed will be those set out under that policy:

- a. the Human Rights Policy and Procedures will apply to allegations of Discrimination against students;
- b. the Sexualized Violence Prevention and Response Policy and Procedures will apply to allegations of Sexual Harassment of students;
- c. the Public Interest Disclosure Policy will apply to Allegations of Wrongdoing as defined in that policy; and
- d. the Respectful Workplaces, Bullying and Harassment Policy and Procedures will apply to allegations of disrespectful conduct between employees.

## DEFINITIONS

Conflict of Commitment	A form of Conflict of Interest in which the external or personal activities and undertakings of a College Employee are so substantial as to be reasonably perceived to compromise, conflict with or impair their duties, responsibilities or obligations to the College.
Conflict of Interest	<p>A real or potential situation in which an Employee's activities may reasonably be perceived to advance the interests of the Employee or one or more Related Other(s) to the detriment or potential detriment of the College, as well as situations in which financial or other personal considerations may compromise, or have the appearance of compromising, the employee's professional judgement.</p> <p>Conflicts of interest include situations where an employee's personal, financial or other interests conflict or appear to conflict with the interests of the College.</p>
Related Other(s)	Any individual or group with whom an employee of the College has a familial or close personal relationship, with whom the employee shares financial or business interests, or to whom the employee owes an obligation.
Responsible Administrator	The Responsible Administrator in a particular case will be determined by the role within the College held by the Respondent and generally is the administrator to whom that employee reports.

## PRINCIPLES

1. Compliance with this Code of Ethical Conduct is a condition of employment. Employees who fail to comply with these standards may be subject to disciplinary action, up to and including dismissal.
2. Employees are expected to inform themselves of the requirements of this policy and all other College policies which apply, or may apply, to their work, and to conduct themselves accordingly. Ignorance of applicable policy will not excuse non-compliance.
3. Employees are expected to act honestly, in good faith, and in the best interests of the College.
4. Employees will only provide those services which they are competent to perform based on their education, training, and professional experience and development. Employees will be diligent in ensuring that they accurately represent their qualifications and educational and professional credentials and will provide proof of those qualifications and credentials when requested by the College.

5. Employees will act in full compliance with all applicable laws and regulations while fulfilling their duties at the College and avoid situations that may create the perception of illegal conduct and/or a casual attitude towards legal and/or regulatory compliance. Employees are expected to ask for clarification from their Responsible Administrator should they be uncertain of the requirements in any situation.
6. Employees are accountable for their conduct and will not engage in conduct that disrupts College operations or may be considered inappropriate by any reasonable standard of behaviour. Inappropriate conduct includes, but is not limited to, conduct that:
  - a. interferes with the learning, working or community environment at the College;
  - b. creates an atmosphere of disrespect, hostility, intimidation, or discrimination, or exhibits or threatens violence;
  - c. contravenes common standards, protocols or regulations that relate to health and safety and proper operation of College facilities, including those utilized or operated in partnership with other parties;
  - d. damages any North Island College property or assets; or
  - e. damages, or has the potential to damage, the reputation of the College.
7. This policy and its procedures will be interpreted, administered, and applied in a fair, reasonable, unbiased and timely manner.

**A. Professional Interpersonal Conduct**

8. Employees will ensure that their interpersonal interactions exemplify courtesy and respect, that they demonstrate a considered effort to communicate effectively across cultures, and that all relationships connected to their work at the College are always appropriate.

**Relationships with Other Employees**

9. Employees will ensure that social relationships with other employees do not interfere with, or create the perception of interfering with, the effective functioning of the workplace.
10. Employees who are involved or who become involved in personal relationships (including romantic or sexual) are responsible for ensuring that the relationship does not raise concerns about the abuse of power, harassment, bias or conflict of interest.
11. Employees who become involved in romantic or sexual relationships with one of their direct reports will immediately disclose the relationship to their Responsible Administrator.
12. If an employee has a concern regarding a personal relationship, the employee will discuss it with their Responsible Administrator or the Associate Vice-President, People, Equity and

Inclusion or designate to determine whether specific actions are warranted to mitigate any perceived, potential or actual conflicts of interest.

### **Conduct with Students**

13. All members of the college community have the responsibility to create a safe, and inclusive environment. College employees are expected to treat students with respect and dignity and refrain from conduct which would reasonably cause the student to feel humiliated, intimidated or exploited.
14. Employees in instructional roles, or who have positions in which they can influence and/or have decision-making power over a student's grades, academic interests and/or other matters, will not become involved in a business or inappropriate personal relationship (which includes any romantic or sexual relationship) with a student for the duration of the time in which there is such professional relationship and/or evaluative role with the student.
15. Related Others are permitted to register in an employee's class where issues of access to education for that Related Other would otherwise exist provided that:
  - a. the Employee discloses the real, perceived or actual conflict of interest to their Department Chair or Coordinator and to their Responsible Administrator;
  - b. a consultative process is engaged in between the Department Chair or Coordinator, Responsible Administrator and the Employee; and
  - c. the Employee follows all procedures put into place as a result of that consultative process to mitigate any perceived, potential or actual conflict of interest.

### **B. Avoidance of Real, Potential or Apparent Conflicts of Interest and Improper Influence**

#### **Conflicts of Interest and of Commitment**

16. Employees of the College have a duty of fidelity to the College and will not allow their private interests, whether personal, financial, or other, to conflict with, or to appear to conflict with, their duties to the College.
17. Employees of the College have a duty to avoid conflicts of interest, including conflicts of commitment, and to disclose to their Responsible Administrator all real, potential, or perceived conflicts of interest that may arise while fulfilling their employment duties, responsibilities and obligations.
18. In general, a conflict of interest exists when employees use their position at the College for personal advantage or to benefit one or more Related Other(s).
19. Circumstances which may give rise to a conflict of interest include, but are not limited to:
  - a. involvement in purchasing decisions where a vendor is a Related Other;

- b. involvement in hiring decisions where a candidate is a Related Other;
  - c. accessing confidential or proprietary College information, resources or business relationships to further the employee's non-College business-interests, or those of a Related Other;
  - d. acting in a decision-making or evaluative role over another employee or a student who is a Related Other; and
  - e. engaging in a business or inappropriate personal (which includes any sexual and/or romantic) relationship with a student over whom the employee has decision-making or evaluative authority.
20. A conflict of commitment is a form of conflict of interest in which the external or personal activities and undertakings of a College employee are so substantial so as to compromise, or be reasonably perceived to compromise, conflict with or impair their duties, responsibilities or obligations to the College.
21. Employees are expected to remain impartial and retain the perception of impartiality in relation to their duties and responsibilities with the College.
22. Employees will not speak or act on behalf of, nor create the impression of speaking or acting on behalf of, the College in their private endeavors.
23. Employees may be employed, carry on a business, or receive remuneration from public funds for activities outside of their position with the College, or engage in political or volunteer activities provided the involvement of the employee does not:
- a. interfere with the performance of their duties to the College;
  - b. bring, or have the potential to bring, the College into disrepute;
  - c. create a conflict of interest or the reasonable perception of a conflict of interest;
  - d. appear to be an official act or to represent the College's opinion, position or policy;
  - e. involve the unauthorized use of work time or College premises, services, equipment, or supplies; or
  - f. gain an advantage that is derived from their employment with the College.
24. Employees will disclose to the College the nature of any non-College employment in which they are engaged which may give rise to an actual or perceived conflict of interest or conflict of commitment. Employees who are unsure whether this duty to disclose arises will discuss the matter with their Responsible Administrator.
25. Should employees apply to a position at the College which, if their application is successful, they intend to hold concurrently with their pre-existing position(s) at the College, they will inform their Responsible Administrator of this intention. Should the employee hold a full-time position at the College and wish to obtain additional employment with the College to be held concurrently with their full-time employment,

they will first obtain the approval of their existing Responsible Administrator. Work in excess of full-time that creates, or appears to create, a Conflict of Commitment will not be permitted.

26. Employees will not hold a significant financial interest, either directly or through a family member, relative or friend, or hold or accept a position as an officer or employee in an organization that has a material relationship with the College, where by virtue of their position with the College, the employee could in any way benefit the other organization by influencing the decisions of the College, unless the interest has been disclosed and a remedy to the conflict has been implemented.
27. Employees will not, either directly, or indirectly through family, relatives, or friends, acquire or dispose of any interest, including publicly traded shares, in any company while having access to confidential information obtained in the course of their work with North Island College which could reasonably affect the value or anticipated value of such securities unless this has been disclosed to, and cleared by, their Responsible Administrator.

### **Entertainment, Gifts or Favours**

28. Entertainment, gifts and favours may be accepted or offered by employees in the normal exchanges common to, and generally accepted in, established business relationships in which no sense of obligation is created. The following criteria should be used as a guide and employees will consult with their Responsible Administrator if they are uncertain or require further guidance:
  - a. the transaction will be lawful;
  - b. the entertainment, gift or favour is of nominal value, occurs infrequently, and would be seen to be within the bounds of propriety and reasonable business and/or cultural standards taking into account the circumstances of the occasion; and
  - c. the entertainment, gift or favor is not used for financial gain by the employee or one or more Related Other(s).
29. Employees and Related Other(s) will not accept entertainment, gifts or favours that create or appear to create a favoured position for doing business with the College. Inappropriate gifts received by employees will be returned to the donor.
30. Employees will not offer or solicit entertainment, gifts or favours in order to secure preferential treatment for themselves or the College.

### **C. Use of College Property and Assets**

31. Employees are entrusted with the care, management and cost-effective use of College property and assets, including the use of the College's name and intellectual property.
32. Employees will comply with Policy 3-28, Intellectual Property when developing or using intellectual property in the course of their employment with the College.
33. Employees may not dispose of or purchase North Island College property or assets except in accordance with policies and procedures established by the College.
34. Provided they comply with all incidental use requirements set out in this policy, or provided that they have received specific permission for incidental use through the process set out in this policy, employees may use College property and assets (excluding vehicles owned by the College), for incidental use.
  - a. Incidental use is use that:
    - i. is infrequent and of short duration (i.e. during the evening or weekend);
    - ii. does not impact normal College operations;
    - iii. is not part of an activity which the employee does exclusively for personal remuneration or for the remuneration for a family member, relative or other associate; and
    - iv. follows sign-out procedures (as appropriate).
35. Any incidental use will comply with all applicable laws and regulations, including those of the Workers' Compensation Act workplace safety regime and Working Alone requirements. Incidental use will also comply with all the following incidental use requirements:
  - a. The incidental use will not:
    - i. contravene this policy or any other College policy or procedure;
    - ii. cause the College to incur costs, including the cost of any supplies; or
    - iii. expose the College to any risk or liability.
  - b. The employee engaging in incidental use of College property and/or assets will:
    - i. have received appropriate training for the property or asset that is being used prior to use;
    - ii. return the property or asset in the same or better condition or promptly reimburse the College for the cost of repair or replacement of the property or asset; and
    - iii. reimburse the College for any/ all costs incurred as the result of the employee's incidental use of the property or asset;

#### **D. Confidential Information and Protection of Privacy**

36. Confidential information, in any form, that employees receive through their employment will not be disclosed, released, or transmitted to anyone other than the persons authorized to receive the information.
37. Confidential information includes, but is not limited to, proprietary, technical, operational, business, financial, or legal information about the College, its employees, suppliers and contractors, and student information.
38. Employees with care or control of personal or sensitive information, electronic media, or devices will handle and dispose of these appropriately to ensure information is not lost, stolen or misused.
39. Employees who are in doubt as to whether certain information is confidential will ask the appropriate authority (Responsible Administrator or other appropriate Administrator) before disclosing, releasing or transmitting it.
40. The proper handling and protection of confidential information is applicable both within and outside the College and continues to apply after the employee's employment relationship with the College ends.
41. Confidential information that employees receive through their employment will not be used by an employee for the purpose of furthering any private interest, as a means of making personal gains or to initiate contact with another for reasons not directly related to sanctioned College activities.
42. Employees are to refer also to Policy #1-01: Freedom of Information and Protection of Privacy and Policy #1-05 Records Management with respect to their responsibilities in these areas.

**E. Post-Employment Restrictions for Senior Executive Employees**

43. The Post-Employment Restrictions set out in this section apply only to College employees who hold, or have held, the roles of President, Vice-President or Associate Vice-President.
44. If a Senior Executive Employee had substantive involvement in dealings with a private sector entity at any time during the year preceding the end of their employment with the College then, for a year after the end of such employment they will not:
  - a. accept an offer of employment, an appointment to the board of directors or a contract to provide services to that private sector entity;
  - b. lobby or otherwise make representations for that private sector entity to the College;
  - c. provide counsel to that private sector entity, for its commercial purposes, concerning the programs or other interests of the College; or



- d. act for a private sector outside entity in connection with any ongoing proceedings, transactions, negotiations or cases in which the private sector entity and the College are involved if:
  - i. the Senior Executive Employee, during their former employment with the College, acted for or advised the College concerning the proceedings, transactions, negotiations or cases; and
  - ii. acting for the private sector entity would result in the receipt by the private sector entity of a private or commercial benefit or of any benefit not for general application.

45. The Chair of the Board of Governors, in consultation with the Governance and Board Development Committee of the Board, may reduce the one-year post-employment restriction upon an application from a current or former Senior Executive Employee of the College, upon consideration of the following criteria:

- a. the circumstances under which the term of employment ended;
- b. the Senior Executive Employee's general employment prospects;
- c. the significance to the College of information possessed by the Senior Executive Employee by virtue of the position held with the College;
- d. the desirability of a rapid transfer of the skills of the Senior Executive Employee to an employer other than the College;
- e. the degree to which the new employer might gain unfair commercial advantage by hiring the Senior Executive Employee;
- f. the authority and influence the Senior Executive Employee possessed while employed by the College; and
- g. the disposition of other cases.

#### **F. Disclosure of Real or Potential Conflicts of Interest and Associated Procedures**

46. Employees are required to disclose to their Responsible Administrator all interests and relationships of which the employee is aware which will or may be perceived as being a conflict of interest on or before commencing employment or, in situations where the interest or relationship develops after the commencement of employment, as soon as the employee becomes aware of the conflict or potential conflict.
47. Full and voluntary disclosure enables employees and the College to review and resolve unclear situations and provides an opportunity to dispose of conflicting interests prior to any difficulties arising.
48. The disclosure by the employee will be in writing and will provide fulsome and complete information about the nature, facts and extent of the conflict of interest concern.

49. If the conflict involves the employee's Responsible Administrator, the disclosure will be provided to the Associate Vice-President, People, Equity and Inclusion or designate.
50. Upon receiving disclosure, the Responsible Administrator will consult with the Associate Vice-President, People, Equity and Inclusion or designate, and as appropriate, with other people internal to and external to the College and seek direction of the applicable member of the College Leadership Team to address the concern. Following appropriate consultation, the matter will be documented in full, including the substance of the conflict, a determination as to whether or not a conflict exists, the follow-up actions that are required and confirmation that the matter has been resolved, or waiver approved.

### **Compliance, Reporting and Retaliation with Standards of Conduct**

51. Employees may be subject to remedial or disciplinary action if they breach the standards of conduct established in this policy.
52. Employees who are concerned that another employee is in a conflict of interest or potential conflict of interest situation are required to report their concerns to the Associate Vice-President, People, Equity and Inclusion or designate, who will bring the matter to the attention of the appropriate Responsible Administrator of the employee in question.
53. When the College receives a complaint of a conflict of interest or otherwise becomes aware of a conflict or potential conflict of interest that has not otherwise been disclosed, the Responsible Administrator of the employee who is the subject of the complaint will investigate the matter and, following appropriate consultation as outlined in this policy, will make a determination of whether or not a real or perceived conflict of interest exists.
54. If it is determined that an employee has been involved in a conflict of interest situation or activity and has failed to previously disclose such activity, the Responsible Administrator will consult with the Associate Vice-President, People, Equity and Inclusion or designate, and others in determining an appropriate remedy (if any), as well as impose, or recommend the imposition of, disciplinary action.
55. No one who, in good faith, raises a concern, makes a complaint, or provides evidence in an investigation related to a complaint made pursuant to this policy will suffer reprisal or retaliation.
56. Frivolous, vexatious, or malicious complaints may be considered a violation of this policy and the individual responsible for the frivolous, vexatious or malicious complaints may be subject to disciplinary action.
57. Any supervisor or manager who directs or approves of a violation of this policy or knowingly fails to report or address a violation, is also in violation of this policy and may

also be subject to disciplinary action.

### **Exceptions**


58. Exceptions to the principles and standards outlined in this policy are expected to be rare and will only be considered in circumstances where there has been full disclosure on the part of the employee requesting an exception.
59. Requests for an exception will be submitted through an employee's exempt supervisor. If it is the President seeking an exception, the request will be made to the Chair of the Board of Governors.

### **LEGISLATIVE AND COLLECTIVE AGREEMENT REFERENCES**

[Collective Agreement between North Island College and CUPE 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 1-05 Records Management](#)  
[Policy 1-06, Use of North Island College Developed Materials by Other Users](#)  
[Policy 2-08 Human Rights](#)  
[Policy 2-10, Protection of Employees from Violence in the Workplace](#)  
Policy 2-##, Respectful Workplaces and Prevention of Workplace Harassment and Bullying,  
[Policy 2-15 Occupational Health and Safety](#)  
[Policy 1-23 Public Interest Disclosure \(Whistleblower\)](#)  
[Policy 3-34 Sexualized Violence Prevention and Response](#)  
[Policy 3-28 Intellectual Property](#)

	<p><b>BOARD OF GOVERNORS – ACTION SHEET</b></p> <p>June 27, 2024</p> <p>Agenda #: 3.6</p> <p><i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i></p>
<p><b>Agenda Item:</b></p>	<p>3.6 Policy 2-08 Human Rights</p>
<p><b>Action Required:</b></p>	<p>Approval</p>
<p><b>Draft Motion/ Recommendation:</b></p>	<p><b>THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE POLICY 2-08 HUMAN RIGHTS</b></p>
<p><b>Background/History/Executive summary:</b></p>	
<p>The Human Rights Policy was last updated in 2005. The current policy omits provisions outlining the obligation to not discriminate in hiring (thus necessitating a stand-alone policy on that topic), has issues with a lack of clarity, mixes procedures within the body of the policy instead as of a separate document, does not include Indigenous Identity as a protected grounds and contains definitions inconsistent with other relevant documents (such as Collective Agreements).</p> <p>Main revisions:</p> <ul style="list-style-type: none"> <li>• Inclusion of a definitions section employing definitions consistent with definitions employed in the new Respectful Workplaces policy and with other relevant documents (i.e. Collective Agreements) where appropriate.</li> <li>• Separation of policy from procedures, creation of specific procedures for employees and creation of space for creation of procedures for students by Student Affairs</li> <li>• Removal of concept of “personal harassment” as matters of interpersonal conflict can now be addressed through the concept of “respect” introduced in the Respectful Workplaces Policy</li> <li>• Inclusion of new protected grounds (such as Indigenous Identity) in compliance with legislative changes</li> <li>• Inclusion of provisions prohibiting discrimination in hiring and employment, thus permitting rescission of Discrimination in Hiring, #2-05</li> <li>• Inclusion of alternative dispute resolution processes to permit additional informal resolution mechanisms in less serious cases</li> </ul> <p>The Governance and Board Development Committee recommends the approval of Policy 2-08 Human Rights to the Board of Governors.</p>	
<p><b>Policy analysis/strategic priority:</b></p>	
<p><i>People Plan – Thriving Together</i> committed to a revision of the policies within Human Resources that relate to conduct as a Phase One Commitment.</p>	
<p><b>Attachments:</b></p>	

Policy 2-08 Human Rights

**Action:**

**Approval of Policy 2-08 Human Rights**



<b>Policy:</b>	#2-08
<b>Approved by:</b>	Board of Governors
<b>Approval Date:</b>	TBD
<b>Revision Dates:</b>	TBD
<b>Effective Date:</b>	
<b>Date to be Reviewed:</b>	
<b>Administrator Responsible</b>	Associate Vice-President People, Equity and Inclusion

## HUMAN RIGHTS POLICY

### POLICY STATEMENT

North Island College (the College) values access and inclusion for all people in the College Community. Our community includes members who may possess personal characteristics protected by the *Human Rights Code*, RSBC 1996, c. 210. The College is committed to ensuring that all individuals can fully and freely participate in College activities, and that our community has the ability to identify and address persistent patterns of inequality associated with Discrimination.

### PURPOSE STATEMENT

This policy establishes the obligations and responsibilities of all members of the College Community to respect the Human Rights of other members of the College Community, and establishes procedures for making, investigating and resolving Complaints of Discrimination on the grounds protected by the Human Rights Code (the Protected Characteristics).

### SCOPE AND APPLICATION

This policy applies where:

- the person adversely affected by an alleged incident of Discrimination and/or Sexual Harassment is a member of the College Community;
- the person who is alleged to have engaged in conduct that constitutes Discrimination and/or Sexual Harassment is a member of the College Community; and
- the alleged incident(s) is directly connected to a College Activity.

Contractors, including their employers and agents, who contravene this policy are in breach of their contract with the College, and the matter will be addressed through contract law.

Volunteers and visitors to the College who contravene this policy may be prohibited from participating in College Activity or attending property owned or managed by the College.

Where a College employee is subject to a Collective Agreement, the relevant terms of that Collective Agreement will inform application of this policy. Should a provision in this policy conflict with a term in that Collective Agreement, the term in the Collective Agreement will prevail to the extent of the inconsistency. Should a Complainant initiate a grievance in respect to an alleged breach of this policy, the grievance process will be followed in lieu of a procedure pursuant to this policy.

## **PRINCIPLES**

1. This policy and its procedures will be interpreted, administered, and applied in a fair, reasonable, unbiased, and timely manner.
2. This policy will not be employed to limit Academic Freedom; however, Academic Freedom will not protect conduct that discriminates against or sexually harasses an individual or group or be permitted to promote conduct that is disruptive to the College learning or working environment.
3. This policy will not be interpreted or applied in a manner that limits the rights and obligations of the College and its administrators to supervise, instruct and discipline employees.

## **DEFINITIONS**

Academic Freedom	Academic Freedom includes the freedom to express views, to encourage and engage in discussion, and to criticize ideas. Academic Freedom carries with it the duty to use the freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge.
	Academic Freedom cannot be used as a defense to promote hatred of any individual or group of persons, or to defend against such unlawful activity as discrimination and sexual harassment.
<i>Bona Fide</i> Occupational Requirement (BFOR)	A BFOR is a standard adopted for a purpose rationally connected to performance of a job, that is adopted in an honest and good-faith belief that it was necessary to fulfill a legitimate work-related purpose and is reasonably necessary to fulfil its purpose and that cannot permit for accommodation of individuals with protected characteristics without imposing undue hardship.
<i>Bona Fide</i> and Reasonable Justification	Once a Complainant proves that a personal characteristic was a factor in adverse treatment regarding employment, the Respondent can defend themselves by providing that the behaviour was for a purpose or goal that is rationally connected to the function being performed, was done in good faith, and that the behaviour

was reasonably necessary to accomplish a purpose or goal, such that the Complainant cannot be accommodated without undue hardship.

College Community	All students (applicants and registrants) and current employees of the College, as well as individuals within an active employment application process and individuals who are living in student housing who are not also students are considered part of the College Community for the purposes of this policy. Individuals who apply for employment with the College will be considered members of the College Community for the duration of time they are actively engaged in the employment application process.
College Activity	Any type of activity, at any time, that is operated under College control. All activities at the college campuses or centers are college-related unless they are within the exclusive control of one or more Constituency Organizations or an organization/group external to the College.
Complainant	A College Community member who initiates a Complaint pursuant to this policy.
Complaint	A statement of facts alleged by a Complainant.
Constituency Organizations	Canadian Union of Public Employees (CUPE) LOCAL 3479; North Island College Faculty Association (NICFA); North Island Students' Union (NISU)
Contractors	A business or individual whose relationship with the college is defined by a contract other than a contract of employment, and all employees and/or agents of that business or individual.
Discrimination	<p>Discrimination occurs when an individual who has, or who is perceived to have, a characteristic protected by the <i>Human Rights Code</i> (a Protected Characteristic) experiences an adverse impact that has a nexus of connection with the Protected Characteristic and there is no defensible justification for the discrimination under the <i>Human Rights Code</i>.</p> <p>The existence of a <i>bona fide</i> occupational requirement or the existence of a Special Program seeking to redress historical or systemic discrimination are examples of justifiable discrimination under the <i>Human Rights Code</i>.</p>
Human Rights Code	Reference in this document to Human Rights Code are references to the British Columbia <a href="#">Human Rights Code</a> , RSBC 1996, c. 210.
Policy Advisor	An appropriately trained person appointed by the Associate Vice President, People, Equity and Inclusion, or by the Director, Student Affairs, and trained to advise members of the College Community in connection with Complaints made pursuant to this policy and to facilitate informal dispute resolution procedures. The Policy



Advisor may also provide information and advice about other College policies that may apply to a particular concern.

Investigator	A professionally qualified person who undertakes a formal examination of allegations made in Complaints and any associated evidence available and produces a report of their resulting findings. The report will include the investigator's findings of fact and opinion as to whether policy violations occurred.
Protected Characteristic	<p>Those personal characteristics the actual or believed existence of which cannot be the reason for an adverse impact without breaching the <i>Human Rights Code</i>, unless a reasonable justification under the Code exists.</p> <p>At the time this policy was drafted, legislated Protected Characteristics are: Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons.</p> <p>Should additional personal characteristics be identified as protected grounds in the <i>Human Rights Code</i> in the future, they will also be considered Protected Characteristics in this policy.</p>
Reasonable Person Standard	The reasonable person standard refers to an assessment of responsibility that takes into account not only what the Complainant and Respondent actually experienced, knew, or understood about one another or the situation, but also what a reasonable person in each of their circumstances would or ought to have experienced, known, or understood.
Respondent	A member of the College Community who is alleged to have breached this policy in a Complaint made pursuant to this policy.
Responsible Administrator	The Responsible Administrator in a particular case will be determined by the role within the College Community held by the Respondent.
Sexual Harassment	<p>Sexual harassment is unwelcome conduct of a sexual nature that detrimentally affects the working or learning environment or that leads to adverse learning-related or job-related consequences for the victims of the harassment.</p> <p>All allegations of sexual harassment made by a student against an employee will be considered allegations of sexualized violence and addressed through Policy 3-34, Sexualized Violence Prevention and Response Policy.</p> <p>Allegations of sexual harassment made by an employee against another employee will be assessed on a case-by-case basis to determine whether Policy 2-08, Human Rights Policy, or Policy 3-34, Sexualized Violence Prevention and Response Policy,</p>

applies. Should both policies apply, the policy and procedures set out in Policy 3-34, Sexualized Violence Prevention and Response Policy will govern the College's response.

Special  
Program

An employment equity program that has as its objective the amelioration of conditions of disadvantaged individuals or groups who are disadvantaged because of Indigenous identity, race, colour, ancestry, place of origin, physical or mental disability, sex, sexual orientation, or gender identity or expression, or other personal characteristics protected under the Human Rights Code and achieves or is reasonably likely to achieve that objective.

## GUIDELINES

1. Every member of the College Community can expect to have their human rights respected and have recourse should they experience Sexual Harassment or Discrimination on the basis of a personal characteristic protected by the *Human Rights Code*. At the time this policy was drafted, legislated Protected Characteristics are: Indigenous identity, race, colour, ancestry, place of origin, religion, marital status, family status, physical or mental disability, sex, sexual orientation, gender identity or expression, or age of that person or class of persons. Should additional personal characteristics be identified as protected grounds in the *Human Rights Code* in the future, they will also be considered Protected Characteristics in this policy.
2. Alleged violations of this policy by employees of the College will be addressed through the procedures appended to this policy, and alleged violations of this policy by students of the College will be addressed through the procedures appended to the Code of Conduct governing student conduct at the time of the alleged breach of policy unless specific procedures have been enacted for students under this policy. For individuals who are living in student housing who are not also students, alleged violations will be addressed through the housing agreements entered into with the College.
3. No one who, in good faith, raises a concern, makes a Complaint, or provides evidence in an investigation related to a Complaint made pursuant to this policy will suffer reprisal or retaliation.
4. Frivolous, vexatious, or malicious Complaints may be considered a violation of this policy and the individual responsible for the frivolous, vexatious or malicious Complaint may be subject to disciplinary action.
5. Education and increased awareness are the keys to eliminating incidents of discrimination and sexual harassment; thus, individuals who believe that they have been subject to Discrimination or Sexual Harassment are encouraged to first inform the party responsible that the behaviours are unwelcome and inappropriate and ask that they cease.
6. However, it is recognized that in some situations personal, direct communication with the party responsible for the behaviour in question may not be appropriate. In such scenarios, a Policy

Advisor may be contacted for assistance in determining appropriate next steps, up to and including the filing of a Complaint.

7. The Associate Vice President, People, Equity and Inclusion will appoint Policy Advisor(s) to assist employees who have concerns, or about whom concerns are raised, pursuant to this policy. Students who have questions about this policy may contact Student Affairs.
8. In the event of an alleged violation of this policy, the College and its administrators may take interim measures to preserve safety, morale and/or maintain operations while a situation is being resolved. Such interim measures will be precautionary, not disciplinary, and will not be construed as indicative of a finding that a breach of this policy has occurred.
9. Members of the College Community who engage in Conduct that amounts to Discrimination and/or Sexual Harassment are in breach of this policy and its procedures and are subject to sanctions.
10. Unless there exists a Special Program or a *Bona Fide* Occupational Requirement, the College will not refuse to employ or to continue to employ a person or discriminate against a person regarding employment or any term or condition of employment because of a Protected Ground or because that person has been convicted of a criminal or summary conviction offence that is unrelated to the employment or to the intended employment of that person.
11. A *bona fide* scheme based on seniority will not be considered Discrimination based on age pursuant to this policy.
12. When a College pension plan or employee insurance plan has *bona fide* operational requirements related to marital status, physical or mental disability, sex or age, those requirements will not be considered Discrimination pursuant to this policy.

## LIMITATIONS

This policy and its procedures focus on Discrimination and the Protected Grounds set out in the Human Rights Code. It serves as a companion policy to the North Island College *Respectful Workplaces and Prevention of Workplace Bullying and Harassment*, Policy 2-###. Please refer to the College *Respectful Workplaces and Prevention of Workplace Bullying and Harassment* Policy for information about the standards and processes available to address respectful workplace and workplace bullying and harassment concerns, and to the *Protection of Employees From Violence in the Workplace*, Policy 2-10 for concerns about violence.

This policy will not apply to allegations of the Sexual Harassment of students, instead the *Sexualized Violence Prevention and Response*, Policy 3-34 will apply. Allegations of the Sexual Harassment of employees will be evaluated to determine which policy will apply, and to what extent.

## **ASSOCIATED DOCUMENTS**

Employee Procedures for Human Rights Policy Complaints (under development)

## **LEGISLATIVE AND COLLECTIVE AGREEMENT REFERENCES**

[Collective Agreement between North Island College and CUPE Local No. 3479](#)

[Collective Agreement between North Island College and North Island College Faculty Association, including the Common Agreement](#)

[College and Institute Act, R.S.B.C. 1996, c. 52](#)

[Human Rights Code, R.S.B.C. 1996, c. 210](#)

## **LINKS TO OTHER RELATED POLICIES, DOCUMENTS AND WEBSITES**

[Policy 1-01, Freedom of Information and Protection of Privacy](#)

[Policy 2-15, Occupational Health and Safety](#)

[Policy 3-17, Instructional Accommodation and Accessible Learning Services](#)

[Policy 3-31, Student Complaint Resolution](#)

[Policy 3-34, Sexualized Violence Prevention and Response](#)

[Policy 5-03, Communicating Without Bias](#)


## **CROSS REFERENCE**

[Policy 1-20, Code of Ethical Conduct](#)

[Policy 2-10, Protection of Employees from Violence in the Workplace](#)

Policy 2-###, Respectful Workplaces and Prevention of Workplace Bullying and Harassment

[Policy 3-06, Community Code of Academic, Personal and Professional Conduct \(Code of Conduct\)](#)

	<p><b>BOARD OF GOVERNORS – ACTION SHEET</b></p> <p>June 27, 2024</p> <p>Agenda #: 3.7</p> <p><i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i></p>
<p><b>Agenda Item:</b></p>	<p>3.7 Policy 2-XX Respectful Workplaces and Prevention of Workplace Bullying and Harassment</p>
<p><b>Action Required:</b></p>	<p>Approval</p>
<p><b>Draft Motion/ Recommendation:</b></p>	<p><b>THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE POLICY 2-XX RESPECTFUL WORKPLACES AND PREVENTION OF WORKPLACE BULLYING AND HARRASSMENT POLICY</b></p>
<p><b>Background/History/Executive summary:</b></p>	
<p>Protection of employees from Workplace Bullying and Harassment is required by WorkSafe BC regulations, and while the College has policy which indirectly provides such protection, this policy provides it directly and explicitly.</p> <p>The creation of a Respectful Workplaces Policy also permits the introduction of the concept of “respect” to replace past use of “personal harassment” to address interpersonal conflict between employees.</p> <p>Highlights:</p> <ul style="list-style-type: none"> <li>• Ensures compliance with WorkSafe BC Bullying and Harassment regulations</li> <li>• Limits use of the terms “bullying” and “harassment” to specific “Workplace Bullying and Harassment” definition contained in WorkSafe regulations to clearly define the terms and to limit potential for unintentional escalation of conflict we are seeking to resolve through the use of terminology employees would experience as difficult when applied to their behaviors. (“Sexual Harassment” remains in the Human Rights Policy in line with the legal definition of that prohibited behavior).</li> <li>• Procedures mirror Human Rights Procedures and include a variety of alternative dispute resolution mechanisms which can be employed in less serious matters.</li> </ul> <p>The Governance and Board Development Committee recommends the approval of Policy 2-XX Respectful Workplaces and Prevention of Workplace Bullying and Harassment to the Board of Governors.</p>	
<p><b>Policy analysis/strategic priority:</b></p>	
<p>WorkSafe BC requires the College to have policy in place prohibiting Workplace Bullying and Harassment</p> <p>People Plan – Thriving Together committed to the creation of a Respectful Workplaces Policy as a Phase One commitment.</p>	
<p><b>Attachments:</b></p>	
<p>Policy 2-## Respectful Workplaces and Prevention of Workplace Bullying and Harassment Policy</p>	

**Action:**

**Approval of Policy 2-XX Respectful Workplaces and Prevention of Workplace Bullying and Harassment**

***Respectful Workplaces and Prevention of Workplace Bullying and Harassment Policy***

---



<b>Policy:</b>	#2-##
<b>Approved by:</b>	
<b>Approval Date:</b>	TBD
<b>Revision Dates:</b>	TBD
<b>Effective Date:</b>	
<b>Date to be Reviewed:</b>	
<b>Administrator Responsible</b>	Associate VP, People, Equity and Inclusion

**RESPECTFUL WORKPLACES AND PREVENTION OF WORKPLACE BULLYING AND HARASSMENT POLICY**

---

**POLICY STATEMENT**

North Island College (the College) is committed to providing a learning and working environment where all employees are treated with respect and dignity. The College recognizes that a respectful workplace provides employees with a psychologically healthy and safe environment where collegiality, trust, growth, and discovery can flourish.

**PURPOSE STATEMENT**

This policy establishes the obligation of all College employees to conduct themselves in a respectful manner, and to refrain from engaging in conduct that disrespects others, and interferes with their rights to a dignified, healthy, safe, and productive workplace.

This policy also prohibits conduct which would be considered Bullying and Harassment as defined by WorkSafeBC (Workplace Bullying and Harassment) and conduct which is violent or deemed threatening. Workplace Bullying and Harassment and any acts of violence or of threatened violence are serious acts of misconduct and may prompt a range of disciplinary sanctions up to and including the termination of employment at the College.

**SCOPE AND APPLICATION**

This policy and its procedures apply to all North Island College employees and their working environments, including virtual working environments. It specifically focuses on standards for respectful engagement in College workplaces and provides a mechanism for employees to voice concerns, seek support and pursue resolution to incidents of disrespect should they arise.

Where an employee is subject to a Collective Agreement, the relevant terms of that Collective Agreement will inform application of this policy. Should a provision in this policy be inconsistent with a term in that Collective Agreement, the term in the Collective Agreement will prevail to the extent of the inconsistency. Should a Complainant initiate a grievance in respect to an

alleged breach of this policy, the grievance process will be followed in lieu of a procedure pursuant to this policy.

Contractors, including their employers and agents, who contravene this policy are in breach of their contract with the College, and the matter will be addressed through contract law.

Volunteers and visitors to the College who contravene this policy may be prohibited from participating in College Activity or attending property owned or managed by the College.

## **PRINCIPLES**

1. This policy and its procedures will be interpreted, administered, and applied in a fair, reasonable, unbiased and timely manner.
2. This policy will not be employed to limit Academic Freedom; however, Academic Freedom will not protect conduct that discriminates against or sexually harasses an individual or group or be permitted to promote conduct that is disruptive to the College learning or working environment.
3. This policy will not be interpreted or applied in a manner that limits the rights and obligations of the College and its administrators to supervise, instruct and discipline employees or to refer matters to local police or other authorities external to the College where appropriate.
4. Workplace Bullying and Harassment and acts of violence or threatened violence create an unsafe working environment and will not be tolerated.

## **DEFINITIONS**

**Academic Freedom** Academic Freedom includes the freedom to express views, to encourage and engage in discussion and criticize ideas. Academic Freedom carries with it the duty to use the freedom in a manner consistent with the scholarly obligation to base research and teaching on an honest search for knowledge.

Academic Freedom cannot be used as a defense to promote hatred of any individual or group of persons, or to defend against such unlawful activity as discrimination and sexual harassment.

***Bona Fide Occupational Requirement (BFOR)*** A BFOR is a standard adopted for a purpose rationally connected to performance of a job, that is adopted in an honest and good-faith belief that it was necessary to fulfill a legitimate work-related purpose, that the standard is reasonably necessary to fulfill its purpose and that due to its existence cannot permit for accommodation of individuals with protected characteristics without imposing undue hardship.



<i>Bona Fide</i> and Reasonable Justification	Once a Complainant proves that a personal characteristic was a factor in adverse treatment regarding employment, the Respondent can defend themselves by providing that the behaviour was for a purpose or goal that is rationally connected to the function being performed, was done in good faith, and that the behaviour was reasonably necessary to accomplish a purpose or goal, such that the Complainant cannot be accommodated without undue hardship.
College Activity	Any type of activity, at any time, that is operated under College control. All activities at the college campuses or centers are college-related unless they are within the exclusive control of one or more Constituency Organizations or an organization/group external to the College.
Complainant	A College Community member who initiates a Complaint pursuant to this policy.
Complaint	A written statement of facts alleged by a Complainant that, if substantiated, would indicate a breach of one or more provisions of this policy.
Constituency Organizations	Canadian Union of Public Employees (CUPE) LOCAL 3479; North Island College Faculty Association (NICFA); North Island Students' Union (NISU)
Contractor(s)	A business or individual whose relationship with the college is defined by a contract other than a contract of employment, and all employees and/or agents of that business or individual.
Cyberbullying	The use of communication technologies such as the internet, social networking sites, websites, email, text messaging and instant messaging to engage in Workplace Bullying and Harassment as defined in this policy.
Discrimination	<p>Discrimination occurs when an individual who has, or who is perceived to have, a characteristic protected by the <i>Human Rights Code</i> (a Protected Characteristic) experiences an adverse impact that has a nexus of connection with the Protected Characteristic and there is no defensible justification for the discrimination under the <i>Human Rights Code</i>.</p> <p>The existence of a <i>Bona Fide</i> Occupational Requirement or the existence of a Special Program seeking to redress historical or systemic discrimination are examples of justifiable discrimination under the <i>Human Rights Code</i>.</p>
Policy Advisor	An appropriately trained person appointed by the Associate Vice President, People, Equity and Inclusion, and trained to advise College employees in connection with Complaints made pursuant to this policy

and to facilitate informal dispute resolution procedures. The Policy Advisor may also provide information and advice about other College policies that may apply to a particular concern.

**Investigator** An appropriately qualified person who undertakes a formal examination of allegations made in Complaints and any associated evidence available and produces a report of their resulting findings. The report will include the investigator’s findings of fact and opinion as to whether policy violations occurred.

**Reasonable Person Standard** The reasonable person standard refers to an assessment of responsibility that takes into account not only what the Complainant and Respondent actually experienced, knew, or understood about one another or the situation, but also what a reasonable person in each of their circumstances would or ought to have experienced, known, or understood.

**Respect** Respect means demonstrating due regard in all activities for the rights, goals, perspectives, efforts, and traditions of all North Island College employees, even when they differ or conflict with those of others.

Some of the ways respect is demonstrated include:

- a. engaging in language and conduct that reflects social standards of courtesy and respect for an individual’s dignity, including a considered effort to effectively communicate across cultures, identities, and lived experiences;
- b. listening to the needs and experiences of others in order to find collaborative, mutually acceptable ways of addressing discord and difference;
- c. acknowledging that others may have different ways of accomplishing their work which are valid and worthy of pursuit, even where they differ significantly from your own;
- d. refraining from comments and actions which may put the character, competence, or motives of a colleague in question without a clear and demonstrable evidentiary basis for such comments; and
- e. refraining at all times from behaviour which would constitute Workplace Bullying and Harassment, Discrimination or Sexual Harassment as those terms are defined by this policy.

**Respondent** An employee of the College who is alleged to have breached this policy in a Complaint made pursuant to this policy.

**Responsible Administrator** The Responsible Administrator in a particular case will be determined by the role within the College held by the Respondent, and generally will be

the administrator to whom an employee reports.

**Sexual Harassment**

Sexual Harassment in the workplace is unwelcome conduct of a sexual nature that detrimentally affects the working environment or that leads to adverse job-related consequences for the victims of the harassment.

All allegations of Sexual Harassment made by a student against an employee will be considered allegations of sexualized violence and addressed through Policy 3-34, Sexualized Violence Prevention and Response Policy.

Allegations of Sexual Harassment made by an employee against another employee will be assessed on a case-by-case basis to determine whether Policy 2-08, Human Rights Policy, or Policy 3-34, Sexualized Violence Prevention and Response Policy, applies. Should both policies apply, the policy and procedures set out in Policy 3-34, Sexualized Violence Prevention and Response Policy will govern the College's response.

**Special Program**

An employment equity program that has as its objective the amelioration of conditions of disadvantaged individuals or groups who are disadvantaged because of Indigenous identity, race, colour, ancestry, place of origin, physical or mental disability, sex, sexual orientation, or gender identity or expression, or other personal characteristics protected under the Human Rights Code and achieves or is reasonably likely to achieve that objective.

**Workplace Bullying and Harassment**

Workplace Bullying and Harassment includes any inappropriate conduct or comment by a person towards an employee of North Island College that the person knew, or reasonably ought to have known, would cause that employee to be humiliated or intimidated, but excludes any reasonable action taken by an employer or supervisor relating to the management and direction of employees of the College.

Examples of conduct or comments that might constitute Workplace Bullying and Harassment include verbal aggression or insults, calling someone derogatory names, harmful hazing or initiation practices, vandalizing personal belongings, and spreading malicious rumours.

**GUIDELINES**

1. All employees of North Island College deserve Respect and are obliged to treat other employees with Respect in all College Activities.
2. Employees may be subject to remedial or disciplinary action if they breach the standards

of conduct established in this policy, either through the procedures set out in this policy, or in the case of alleged Discrimination or Sexual Harassment through the policy and procedures established by the Human Rights Policy, or the Sexualized Violence Prevention and Response Policy, as applicable.

3. No one who, in good faith, raises a concern, makes a Complaint, or provides evidence in an investigation related to a Complaint made pursuant to this policy will suffer reprisal or retaliation.
4. Frivolous, vexatious, or malicious Complaints may be considered a violation of this policy and the individual responsible for the frivolous, vexatious or malicious Complaint may be subject to disciplinary action.
5. Education and increased awareness are essential to the creation of a respectful workplace and to eradicating Workplace Bullying and Harassment; thus, individuals who believe that they have been subject to disrespectful conduct are encouraged to first inform the party responsible for the objectionable conduct that the behaviours are unwelcome and inappropriate and ask that they cease.
6. However, it is recognized that in some situations personal, direct communication with the party responsible for the behaviour in question may not be appropriate. In such scenarios, a Policy Advisor may be contacted for assistance in determining appropriate next steps, up to and including the filing of a Complaint.
7. The Associate Vice President, People, Equity and Inclusion will appoint Policy Advisor(s). Employees may contact Human Resources to obtain the name(s) of a Policy Advisor(s).
8. Employees with whom a concern about disrespectful conduct is raised are expected to listen to the concerns and respond in ways that serve to build understanding and remedy any negative impacts that their conduct may have created, however unintentional the impact may be.
9. All North Island College employees who are in a position of leadership or who have one or more direct reports are expected to set an example of respectful conduct and to be prepared to respond to potential breaches of this policy, whether the potential breach is directly observed by them or raised by an employee.
10. An employee who feels that they have been treated disrespectfully and who was been unable to resolve their concern through direct communication with the person who engaged in the conduct, or those for whom direct communication may be inappropriate, may contact a Policy Advisor to make a formal written Complaint.
11. When a Complaint is raised pursuant to this policy, the College may take interim measures to address the safety and well-being of employees and these interim measures will not be

considered disciplinary in nature unless an investigation has occurred and the findings of that investigation support disciplinary action.

12. A Complainant or Respondent may be accompanied by a support person and/or a representative from their Union, if they are a member of a Union, when raising a concern, initiating a complaint, or engaging in any of the dispute resolution processes set out in this policy's procedures.
13. Complaints made pursuant to this policy will be assessed according to the Reasonable Person Standard.
14. Responsible Administrators, Policy Advisors, other Exempt Administrators and their designates, who exercise authority and discretion under this policy and its procedures will do so in conformity with the principles of procedural fairness and in accordance with any relevant collective agreement provisions or other applicable College policy or procedures.
15. Information gathered with respect to concerns and Complaints will be received and maintained in confidence to the greatest extent possible. Exceptions to confidentiality include due process requirements, legal requirements, and the ability for Complainants and Respondents to discuss a Complaint in confidence with their Responsible Administrator, a support person, and/or a representative of their Constituency Organization.
16. Confidentiality is not the same as anonymity. For a Complaint to proceed, the identity of the Complainant and the details of the Complaint will be released to the Respondent and to those involved in the Complaint resolution procedures associated with this policy.

## **LIMITATIONS**

This policy and its procedures focus on standards for employees in the workplace. It serves as a companion policy to the North Island College Human Rights Policy, Policy 2-08, which establishes a standard for fairness and equity in all College Activity, and the prevention of discrimination and harassment based on personal characteristics identified as protected by the *Human Rights Act*.

Please refer to the Human Rights Policy for information about the standards and processes available to address human rights concerns, and to other College policies for concerns related to violence or sexualized violence.

This policy will not apply to allegations of the Sexual Harassment of students, instead the Sexualized Violence Prevention and Response Policy will apply. Allegations of the Sexual Harassment of employees will be evaluated to determine which policy will apply, and to what extent.

## **ASSOCIATED DOCUMENTS**

Respectful Workplaces Procedures (under development)

## **LEGISLATIVE AND COLLECTIVE AGREEMENT REFERENCES**

[Collective Agreement between North Island College and CUPE 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](#)

[College and Institute Act, R.S.B.C. 1996, c. 52](#)

[Workers Compensation Act, R.S.B.C. 2019, c.1](#)

## **LINKS TO OTHER RELATED POLICIES, DOCUMENTS AND WEBSITES**

[Policy 1-01, Freedom of Information and Protection of Privacy](#)

[Policy 1-05, Records Management](#)

[Policy 2-15, Occupational Health and Safety](#)


## **CROSS REFERENCE**

[Policy 1-20, Code of Ethical Conduct](#)

[Policy 2-08 Human Rights](#)

[Policy 2-10 Protection of Employees from Violence in the Workplace](#)

[Policy 3-34 Sexualized Violence Prevention and Response](#)

	<p><b>BOARD OF GOVERNORS – ACTION SHEET</b></p> <p>June 27, 2024</p> <p>Agenda #: 3.8</p> <p><i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i></p>
<p><b>Agenda Item:</b></p>	<p>3.8 Board Evaluation Design and Process</p>
<p><b>Action Required:</b></p>	<p>Approval</p>
<p><b>Draft Motion/ Recommendation:</b></p>	<p>THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE OUTLINED CHANGES TO UPDATE THE BOARD EVALUATION DESIGN AND PROCESS</p>
<p><b>Background/History/Executive summary:</b></p>	
<p>The Board is committed to annual Board evaluation, the purpose of which is to provide Board Members with an opportunity to assess the overall effectiveness of the Board, and to identify opportunities for development and improvement.</p> <p>Following the development and implementation of the Board Governance Manual, the Board Governance and Development Committee have reviewed the existing evaluation process and engaged governance consultant Watson Board Advisors to provide advice around board evaluation best practice and recommendations for improving NIC’s processes and approaches.</p> <p>The Board Governance and Development Committee has recommended the following changes to update the board evaluation design and process:</p>	
<p><b>Topics Explored in the Evaluation</b></p>	<ul style="list-style-type: none"> <li>• Update the survey questionnaire and develop an interview guide so that the questions posed inquire into key areas of Board evaluation more fulsomely, including covering the topics listed on memo page 10, rephrasing the topic ‘<i>Current opportunities and challenges facing NIC</i>’ to ‘<i>Current opportunities and challenges communicated to the Board</i>’.</li> <li>• Review the length of the survey to complement the interviews and focus on quantitative insights that can be benchmarked.</li> </ul>
<p><b>Evaluation Methodology</b></p>	<ul style="list-style-type: none"> <li>• Consider adding in interviews to the evaluation process at least once every three years by the Board Chair or their designate, to deepen the quality of responses and enrich the process for Board Members.</li> </ul>
<p><b>Board Member Engagement</b></p>	<ul style="list-style-type: none"> <li>• Discuss the barriers preventing full participation, with all Board Members asked to provide feedback and make recommendations to the Board evaluation aimed to reduce barriers of participation.</li> <li>• Ensure alignment of the evaluation process between the Governance and Development Committee and the Leadership Team by having the Committee work with the Leadership Team to own the entirety of the process.</li> </ul>
<p><b>Usefulness of Results</b></p>	<ul style="list-style-type: none"> <li>• Add more qualitative questions to the evaluation survey.</li> </ul>

	<ul style="list-style-type: none"> <li>• On a periodic basis, consider the merits of engaging an external facilitator to dive deeper into the process, methodology and analysis.</li> <li>• Consider having the Director, College Governance &amp; Strategy lead this process with the Governance and Development Committee to increase the level and depth of analysis.</li> <li>• Abolish year over year reporting as results are not comparative.</li> </ul>
<p><b>Evaluation Timing</b></p>	<ul style="list-style-type: none"> <li>• Require a minimum of three Board meetings attended by every Board Members prior to participating in the yearly evaluation.</li> <li>• Consider developing a secondary evaluation for Board Members who are extremely new that is focused more on onboarding and orientation.</li> </ul>
<p><b>Board Member Peer Feedback</b></p>	<ul style="list-style-type: none"> <li>• Consider adding a Peer Feedback evaluation to a future phase.</li> </ul>
<p>North Island College - Board Evaluation Process Review, Watson Board Advisors</p>	
<p><b>Action:</b></p>	
<p>Requesting Board of Governors approval</p>	



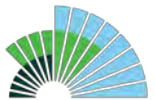


# North Island College Board Evaluation Process Review

April 2024 (Updated June 2024)



# Introduction and Methodology



# Watson's Evaluation Review Methodology

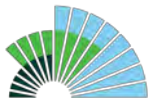
This memo outlines the results of a board evaluation process review for North Island College (NIC) conducted by Watson Board Advisors (Watson).

This review is taking place prior to the 2024 Board evaluation process and is intended to provide insights and recommendations into this year's process. The primary objectives of this review were to:

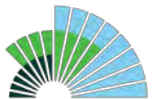
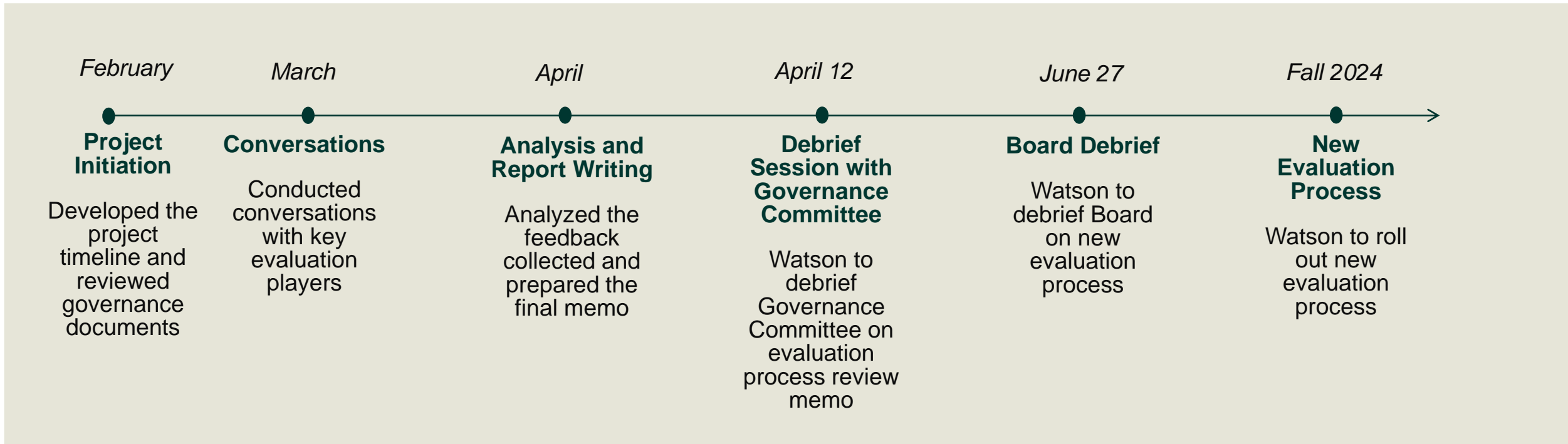
- Provide the Board with an overview of Watson's findings based on a document review and select conversations with key parties involved in the NIC's evaluation process (i.e., Board Chair, Governance and Board Development Committee (Governance Committee) Chair, key administrative staff, institutional research).
- Delivery of a summary report with suggestions for consideration
- Provide a revised evaluation process and documents

Watson's **approach to governance** is:

- Grounded in practice and designed to help organizations perform better
- Centered around the principal objective that governance serves and contributes to the **long-term viability** of the organization
- Based on the premise that there is **no one right way that fits all**, and governance structures and practices must be **designed intentionally** to meet the needs of the organization at a particular point in time



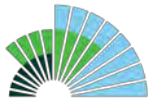
# Watson's Evaluation Review Timeline



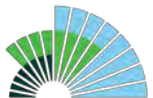
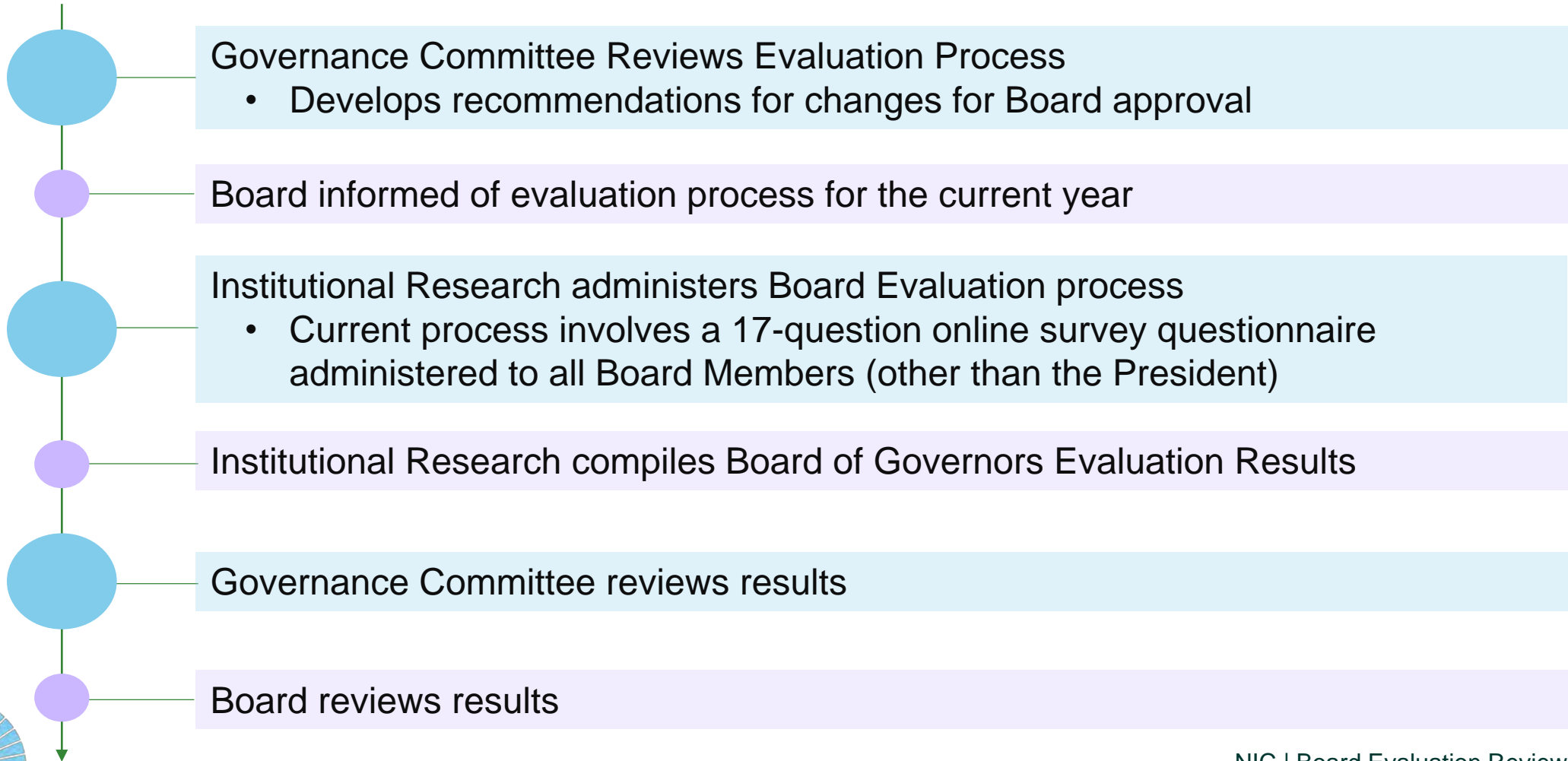
# Why Evaluate? Building a Strong Board

- An intentional approach to board evaluation has a direct impact of building and sustaining a strong, effective board.
- Board and Board Member evaluation results feed into Board and Board Member education by identifying Board Member development opportunities, informing Board Member development planning and highlighting educational opportunities for the full Board. As well, evaluations provide a prime opportunity to seek feedback from Board Members on the Board's orientation programs to improve the process for future Board Members.
- Evaluations are also a critical tool in planning for succession and recruiting new Board Members.
  - A board skills matrix, as part of a peer evaluation process, helps the board define what skills and experiences are critical to the board, where the board is collectively strong with respect to these skills, and where there are gaps that need to be filled.
- A culture of continuous improvement is central to building an effective board. NIC recognizes that strong evaluation processes are one of many tools that support being an efficient and effective Board.
- The Board also recognizes that evaluation processes are not static and should be reviewed and refreshed from time to time. In light of this, the Board is looking inward and evaluating how it evaluates itself.

# NIC's Evaluations | Strengths and Opportunities



# NIC's Current Evaluation Process Overview



# Strengths of the Current Process

There are many strength of NIC's current evaluation process and the Board should be proud of the work they have undertaken over the years on their evaluation process. We have grouped the strengths we see into four key themes, shown below.

## Consistency and Transparency

- Annual process conducted with rigor
- Process is clear and understandable
- Process is transparent
- Responses are confidential, anonymity is fully preserved

## Ownership

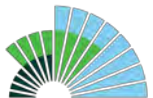
- Governance Committee owns the process for the annual evaluations
- Governance Committee is transparent in their running of the process

## Robust Analysis

- Institutional Research provides robust analysis of quantitative and qualitative data
- The Board feels year over year results of survey feedback has been useful

## Plan for Results

- There is a clear plan for the reviewing of the results with the Board
- The results are used to inform Board member orientation, development and education as well as the strategic planning meeting





# Opportunities for Improvement

As much as there are many areas to be proud of the current process, there are also many opportunities to reflect on the current process. We have grouped what we have termed “opportunities for improvement” into 6 key themes, shown below and expanded on in the following pages.

Topics Explored in the Evaluation

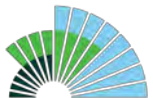
Evaluation Methodology

Board Member Engagement

Usefulness of the Results

Evaluation Timing

Board Member Peer Feedback



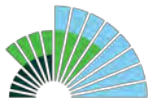
# Opportunities for Improvement

## Topics Explored in the Evaluation

- Current Board evaluation questionnaire is extremely short and focused more on individual responsibility and experience than Board effectiveness.
- Current Board evaluation questionnaire does not cover many key areas of Board responsibility, we would expect to see the following areas explored in more depth:
  - Board’s current performance in overseeing key organizational stewardship areas (e.g., development of strategic plans, monitoring of financial performance, risk management – all as articulated in the Governance Manual)
  - Current opportunities and challenges facing NIC
  - Board and Committee composition
  - Board meeting and materials
  - Board culture and dynamics
  - Board/Leadership Team relationship
  - Board leadership
  - Committees

### Recommendation:

- Consider updating the survey questionnaire and developing an interview guide (if using interviews) so that the questions posed inquire into key areas of Board evaluation more fulsomely, including covering the topics listed earlier on this page.
- Consider expanding length of the survey to cover key areas of responsibility. Interesting to note that the length of the survey does not seem to affect engagement results, as the shorter 2023 survey also did not have 100% completion rates.



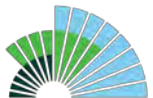
# Opportunities for Improvement

## Evaluation Methodology

- Current process is a 17-question online survey. Online surveys have many advantages (low cost, convenient for participants, time savings, etc.), but they also have some key disadvantages when used as the primary source of feedback for board evaluations including:
  - Easy to miss or dismiss
  - Response bias can happen through response fatigue, fear of judgment, unclear questions, etc.
  - Responses can be incomplete, unclear and/or unable to analyze
- Lack of ability for Institutional Research to clarify survey responses through 100% confidentiality may lead to some confusion or lack of usefulness of some responses

### **Recommendation:**

- Consider adding in interviews to the evaluation process at least once every three years to deepen the quality of responses and enrich the process for Board Members



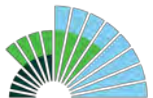
# Opportunities for Improvement

## Board Member Engagement

- The current process does not engender full participation for Board Members
  - There has not been full participation for the three years of Board evaluation processes Watson reviewed. This is not common from Watson's experience. Typically, we like to see 100% engagement in these processes.
  - It was not clear to Watson through our review how actions resulting from the evaluation results were communicated back to the Board. We have been informed the results are used in several streams (orientation, director development, education sessions, offsite planning). It may be worth further consideration on how to ensure actions resulting from the evaluation are clearly communicated as a perception of lack of tangible action may be a factor that contributes to a lack of full engagement in the process.
- It is likely that the full confidentiality embedded in the current process is the major driver of this lack of engagement. We heard that some years Board Members have questioned if they have completed the evaluation and have not been able to check their status of completion with Institutional Research as Institutional Research is unaware of the identities of respondents.

### Recommendation:

- Consider having the Governance and Development Committee discuss the barriers preventing full participation (consider asking all Board member for feedback on this) and make recommendations to the Board evaluation aimed to reduce barriers of participation
  - We would advocate for a processes whereby the receiver of the feedback (in NIC's current case Institutional Research) was able to identify respondents, but when results are presented, they are unattributable. This would allow Institutional Research to follow up with specific Board Members who need to complete, driving closer to 100% engagement. It also has the side benefit of allowing Institutional Research to follow up on any unclear or incomplete results.
- Ensure alignment of the evaluation process between the Governance and Development Committee and the Leadership Team by having the Committee work with the Leadership Team to own the entirety of the process (i.e., evaluation methodology, administration of the evaluation, debrief of the evaluation, sharing of actions taken from the results to the Board, etc.). Consider building these steps into the Committee workplan.



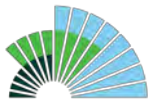
# Opportunities for Improvement

## Usefulness of Results

- Current process is skewed towards more quantitative feedback. Quantitative feedback is limited in its usefulness in these processes. It can provide a good indicator of alignment but is challenged to identify root causes or concerns for any misalignment.
- Year over year feedback is produced for the quantitative feedback generated by the evaluation process. This feedback is limited in its usefulness due to:
  - Changing survey questions – limits that number of questions that can be compared
  - Changing Board Members – not comparing apples to apples when different participants are involved. Individual preferences and biases can greatly sway results
  - Limited number of respondents – the NIC Board is not overly large and does not present a statistically significant number of responses, even with 100% engagement

### Recommendation:

- Consider adding more qualitative questions to the evaluation survey.
- Consider the merits of using an external facilitator at least once every three years to dive deeper into the process and methodology and analysis (see multi year cycle in Appendix B). Consider having the externally led facilitator lead off the process changes and NIC internal evaluation years will follow.
- Consider having the Director, College Governance & Strategy lead this process with the Governance and Development Committee to increase the level and depth of analysis.
  - The Director, College Governance & Strategy, while a member of the Leadership Team, has an accountability to the Board, has knowledge of governance best practices, is a holder of institutional memory, and is able to provide additional insight and candour to the process. Working with this position in implementing a more robust evaluation process has the potential to elevate this process for NIC.
- Consider abolishing year over year reporting as results are not comparative.



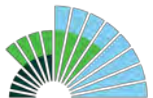
# Opportunities for Improvement

## Evaluation Timing

- The current process struggles with finding the best timing to conduct this evaluation
  - Election for key position (student and faculty representatives) occur at different times in the year, and there are different terms for different Board Members depending on how they were appointed or elected to the Board. This makes it challenging to find a time when each member of the Board has had adequate exposure to the Board to complete the questionnaire in a fulsome manner.

### Recommendation:

- Consider requiring a minimum of two Board meetings attended by every Board Members prior to participating in the yearly evaluation.
- Consider developing a secondary evaluation for Board Members who are extremely new that is focused more on onboarding and orientation, as well as what they see as opportunities and challenges for NIC. This will allow newer Board Members to provide deeper and more meaningful responses.



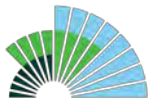
# Opportunities for Improvement

## Board Member Peer Feedback

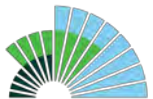
- The current evaluation process tries to combine aspects of a traditional Board evaluation and Board Member evaluation together. It does not seem, from Watson's perspective, that it covers either area overly well, mostly due to the truncated length of the survey and lack of other feedback generating methodologies (e.g., interviews).
- Key areas of Board Member Feedback that we would expect to see in an evaluation of that type include:
  - Peer feedback
  - Engagement and Approach
  - Financial and Business Acumen
  - Strategic Lens
  - Board Culture and Inclusivity
  - Relationship with Administration

### Recommendation:

- Consider adding a Peer Feedback evaluation (by this we mean a process whereby Board Members provide feedback on both themselves and their peer Board Members) to help individual Board Members better understand their strengths and weaknesses. Separate this process from the Board evaluation (though the processes can be done in tandem) to ensure results and reporting are focused for both these evaluations.
- If Peer Feedback is not currently desirable, consider adding in a self-evaluation on top of the Board evaluation that helps Board Members identify challenges they are personally facing and allows the Board Chair to better coach Board Members where needed.



# Appendix A | Board Evaluation Best Practices





# Evaluation Leading Practices and Trends

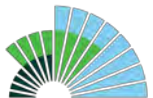
A well-designed board evaluation process has **clear objectives**, is **engaging for participants**, follows a **thoughtful process**, and **produces meaningful results** that can be acted on to enhance the way the board operates and the board's contribution to the organization.

Board evaluation **objectives** relevant to NIC may include:

- Provide feedback to the Board about the performance of the Board, Board leadership, committees and committee chairs
- Actively examine Board performance in order to find ways to improve effectiveness
- Ensure the Board is playing an effective role in overseeing organizational performance for the benefit of all stakeholders
- Assist with Board succession planning and Board orientation and education
- Enhance the working relationships among Board Members and between the Board and the Leadership Team
- Assist with individual Board Member development

Board evaluations are most effective when Board Members not only agree to participate in an evaluation, but also believe the effort is worthwhile and will yield meaningful results. Board Members tend to be more **engaged** when there is a culture that embraces continuous improvement and when they are involved in designing the annual evaluation process.

When designing a board evaluation **process**, there are many components to consider, including what will be evaluated, how feedback will be gathered, who will participate, who will lead the process and how the feedback generated will be presented to the board and acted upon. Each of these components is considered later in this memo.



# Evaluation Process Considerations

## What should be evaluated?

- Areas of Board responsibilities
- Committees
- Emerging best practices
- Board leadership

## How should feedback be gathered?

- No “right” way to gather feedback
- Surveys are common
  - Can become rote and ineffective over time
  - Value tends to come from individual Board Member’s commentary
- Interview process more and more common
  - Tend to lead to richer results
  - Focus on key issues
  - Greater enjoyment from participants

## Attributed or not?

- For the individual/group conducting the evaluation, feedback should be attributed to ensure person receiving the data can clarify feedback
- However, when reported to the Board feedback should be presented on an unattributed basis

## Who should participate?

- All Board Members
- Leadership Team who observe the Board and participate in Board and Committee meetings

## Who should lead?

- Internally led
  - More beneficial with experienced Board Members and high-functioning Board
- Externally led
  - Independent view offers opportunities for more candour

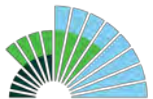
## How should feedback be presented?

- In a concise manner
- Easy to digest, with a focus on key themes and potential action items

## Acting on results?

- Board should dedicate time to review results and discuss key issues and determine action plans to be built into the Board calendar

# Appendix B | Board Evaluation Process for NIC



# Board Evaluation Roadmap

Outlined below is a comprehensive roadmap for NIC’s Board Evaluation. It encompasses several steps, some of which do not need to be included each year. Following the roadmap, we have set out a chart that identifies which steps would be included in a multi-year process, with Year 2 most closely resembling NIC’s current process.

Step	Key Details	Accountability
Phase 1: Board Evaluation Design	<ul style="list-style-type: none"> <li>Determine current year process</li> <li>Develop/refine survey (and /or interview guide)</li> <li>Update Board on the revised process</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair and Governance Committee lead process, in consultation with the Board</li> </ul>
Phase 2: Survey	<ul style="list-style-type: none"> <li>Distribute online surveys to Board Members and Leadership Team</li> <li>Collect all online surveys from Board Members and Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Director, College Governance &amp; Strategy/ External Consultant</li> <li>Director, College Governance &amp; Strategy/ External Consultant</li> </ul>

# Board Evaluation Roadmap

Step	Key Details	Accountability
Phase 3: Interviews	<ul style="list-style-type: none"> <li>• Identify a list of interviewees (e.g., Board Members, members of Leadership Team, external stakeholders)</li> <li>• Schedule interviews and distribute interview guides to participants prior to interviews</li> <li>• Conduct confidential interviews (60 – 90 minutes) in-person or by phone/videoconference with all identified participants</li> </ul>	<ul style="list-style-type: none"> <li>• Board Chair and Governance Committee</li> <li>• Director, College Governance &amp; Strategy/ External Consultant</li> <li>• Board Chair or Governance Committee Chair (depending on experience and comfort conducting interviews) / External Consultant</li> </ul>
Phase 4: Report	<ul style="list-style-type: none"> <li>• Compile data summaries for each quantitative question, including:               <ul style="list-style-type: none"> <li>• Board average rating</li> <li>• Leadership Team average rating</li> </ul> </li> <li>• Analyze themes from qualitative feedback, using unattributed quotes as necessary to provide evidence and examples. If an External Consultant leads the process, they may provide a list of recommendations based on leading practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Director, College Governance &amp; Strategy/ External Consultant</li> <li>• Director, College Governance &amp; Strategy/ External Consultant</li> </ul>

# Board Evaluation Roadmap


Step	Key Details	Accountability
Phase 5: Board Debrief	<ul style="list-style-type: none"> <li>Discuss Board Evaluation results and determine themes and discussion points for Board debrief</li> <li>Distribute Board Evaluation report to all Board Members in advance of the Board debrief (7 days in advance)</li> <li>Discuss themes coming out of the Board Evaluation process, resulting Board actions and feedback for next year's process</li> </ul>	<ul style="list-style-type: none"> <li>Board Chair and Governance Committee (with support from External Consultant, if applicable)</li> <li>Director, College Governance &amp; Strategy</li> <li>Board (can be facilitated by External Consultant)</li> </ul>
Phase 6: Board Action Plan	<ul style="list-style-type: none"> <li>Develop a formal Board Action Plan based on the results of the Board Evaluation. This may include structural, policy and/or process changes with clear accountability and timelines for implementation assigned. There should also be individual Committee Action Plans</li> </ul>	<ul style="list-style-type: none"> <li>Board</li> </ul>

# Multi-year Board Evaluation Process

While a board's approach to evaluation is typically reviewed each year, some boards that have conducted board evaluations for a period of time put in place a multi-year evaluation plan whereby they either alternate the focus of the evaluation or the process over a two or three-year period. A multi-year plan can help keep participants engaged in the process, provide different perspectives on the same issue by seeing the issue through different lenses, and bring a greater degree of focus to specific areas.

It is considered best practice to have an external facilitator to support the evaluation period at least every three years. Based on our understanding of NIC's needs and context, we recommend following a three-year cycle. The table below outlines which phases could be included each year over a three-year period. This should be taken as a guide only as NIC's needs may change from year to year.

<b>Project Phase</b>	<b>Year 1 (Externally-led)</b>	<b>Year 2 (Internally-led)</b>	<b>Year 3 (Internally-led)</b>
Phase 1: Board Evaluation Design	✓	✓	✓
Phase 2: Survey	✓	✓	✓
Phase 3: Interviews	✓		Optional
Phase 4: Report	✓	✓	✓
Phase 5: Board Debrief	✓	✓	✓
Phase 6: Board Action Plan	✓	✓	✓

	<p><b>BOARD OF GOVERNORS – ACTION SHEET</b></p> <p>June 27, 2024</p> <p>Agenda 4.1.1</p> <p><i>Working together, North Island College builds healthy and thriving communities, one student at a time.</i></p>
<p><b>Agenda Item:</b></p>	<p>4.1.1 President’s 2024-2025 Goals and Objectives</p>
<p><b>Action Required:</b></p>	<p>Approval</p>
<p><b>Draft Motion/ Recommendation:</b></p>	<p>THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE PRESIDENT’S 2024-2025 GOALS AND OBJECTIVES</p>
<p><b>Background</b></p>	
<p>The 2024-2025 President’s Goals and Objectives form part of the performance evaluation process and are accordingly built on the strategic plan and the government’s mandate letter for NIC.</p> <p>The Executive Committee has reviewed the President’s Goals and Objectives and recommends their approval.</p>	
<p><b>Attachments:</b></p>	
<p>Presidents’ Goals and Objectives – 2024-2025</p>	
<p><b>Action:</b></p>	
<p>Board of Governors approval</p>	



## OVERARCHING GOAL

With 2024/2025 a transition year with the potential for considerable change and uncertainty on the post-secondary landscape, my focus for Year 4 will be on elevating awareness of NIC regionally, provincially, nationally, and internationally in preparation for newly elected or re-elected governments in the next two years while completing the 58 outcomes in BUILD 2026, including delivering two ambitious student housing initiatives in Year 5.

Three very solid and productive years of building NIC has positioned the College to leverage our students' successes, alumni networks, institutional brand promise, community profile, employee strengths, and capital projects to earn further support and investment from our partners during a time of transition in the advanced education space,

### ***BUILD 2026***

Advancing NIC's strategic plan will be the focus of the 2024/2025 year.

The integrated BUILD framework is a dialogue between NIC, the provincial government, and the students and communities the College serves. BUILD communicates the priorities and directions of the College and invites feedback about those.

The three new outcomes approved by the Board in February 2024 reflect this dialogue with community and the province:

- 1) Submission of a business case for a Student Housing Commons at the Campbell River campus;
- 2) Increase NIC's capacity to mitigate risk and respond to cybersecurity threats;
- 3) Develop and implement an integrated, strategic enrolment-management planning process.

My focus will now be concentrated on these outcomes to achieve them within the next two years.

Goals	Objectives	Targets
1. BUILD 2026	a. Implement NIC's responsive, flexible, and measurable strategic planning framework	Board of Governor's approval of the Year 3 BUILD 2026 Dashboard
	b. Develop the business case for student housing in Campbell River	Completion of a draft business case for student housing in Campbell River
2. Government Relations	a. Advocate for NIC with transitioning provincial and federal candidates/elected officials and public service.	Implement a provincial and federal election advocacy strategy
3. Government Mandate, Policy, and Direction	b. Institutional Accountability Plan and Report	Government acknowledgement of NIC's performance in meeting the Mandate Letter
	c. Lasting and meaningful reconciliation with Indigenous peoples	NIC Indigenous Education Council (IEC) approval of the Year 3 results of Working Together, NIC's Indigenous Education Plan, the College's framework for the <a href="#">Declaration on the Rights of Indigenous Peoples Act action plan</a>
	d. Cybersecurity	Increase NIC's National Institute for Standards and Technology (NIST) Cybersecurity Framework (CSF) score toward reaching target of 2.9
	e. Implement and maintain an effective fraud risk management strategy	Continue to implement NIC's Enterprise Risk Management framework by developing NIC's Enterprise Risk Register

	f. StrongerBC Future Ready Action Plan	Implement the second phase of the Future Ready Skills grant
	g. Indigenous Trades Training	Partner with First Nations to offer Indigenous-led trades and technical training
	h. Provide culturally sensitive and safe learning environments for Indigenous learners to maximize their participation and success	NIC Indigenous Education Council (IEC) approval of the Year 3 results of Working Together, NIC's Indigenous Education Plan
	i. Develop and maintain protections for international students that support their fair treatment.	Implement the Board of Governors' approved 2% increase on international student tuition (to 2024/2025)
	j. Meet or exceed financial targets as outlined by the Ministry	Deliver a balanced budget in fiscal year 2024/25 and/or meet or exceed financial targets as outlined by the Ministry.
	k. Comply with the Tuition limit policy	Recommend to the Board of Governors' tuition (2025/26) for domestic students that complies with the tuition limit policy
4. Leadership Development	a. Administrative Leave	Undertake four-month administrative leave
	b. Develop and implement a senior administrative succession plan	Completion and implementation of an leadership team succession strategy.



## BOARD OF GOVERNORS – ACTION SHEET

June 27, 2024

### Agenda 4.2.1

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

<b>Agenda Item:</b>	4.2.1 Audited Financial Statements, Fiscal Year 23-24 (attachment)
<b>Action Required:</b>	Approval
<b>Draft Motion/ Recommendation:</b>	<b>THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL 2023/24 FINANCIAL STATEMENTS.</b>

#### Background/History/Executive summary:

NIC's fiscal year 2023/24 year-end audit is now complete, and the final draft financial statements are included in the Board package. NIC's auditors (KPMG) have prepared their audit findings report, which went to the Finance and Audit committee on June 12, 2024. KPMG found no material misstatements in their audit work and have provided a clean audit opinion.

NIC finished the year with a surplus of \$78,537 an improvement over the deficit of **\$740,762** planned for in the Budget.

### Statement of Financial Position

The release of the annual audited financial statements is a good time of year to analyze the Statement of Financial Position (SFP). The SFP, sometimes referred to as the Balance sheet, provides a summary snapshot of the overall value of an entity at a point in time (March 31, 2024 in this case). The following is a review of some key figures from the SFP.

#### Cash and Cash Equivalents

FY 23/24	FY 22/23	Variance
5,007,331	7,067,317	(2,059,986)

NIC's Cash position dropped in FY 23/24 but remains at a level that supports ongoing operations. Included in cash equivalents is \$2.75 million in short term investments held by Provincial Treasury (PT) and providing returns equivalent to a GIC with a bank. This funding was received in advance for the Childcare and ECCE project and wasn't needed in the short term so was invested with PT.

#### Portfolio Investments

FY 23/24	FY 22/23	Variance
19,364,528	17,469,029	1,895,499

As markets improved in FY 23/24, NIC's portfolio investments increased in value. These funds are set aside for the College's own-source contribution to capital projects. The projects currently under construction require NIC to contribute \$2.5 million that will come from these investment holdings.

**Accounts Payable and Accrued Liabilities**

FY 23/24	FY 22/23	Variance
15,503,619	12,970,535	2,533,084

This account includes balances owed to various vendors, but also includes wages payable, accrued leave, and balances owing to benefit providers. The majority of the increase (\$1.4M) relates to vendor payables, and the remainder relates to increases in both vacation payable and amounts owing to various benefit providers (e.g. Manulife). The increased balance in these accounts are simply a result of normal business operations.

**Deferred Capital Contributions**

FY 23/24	FY 22/23	Variance
54,515,212	42,458,154	12,057,058

Deferred Capital Contributions is restricted funding received during construction of assets that is brought into revenue as the asset is amortized. The significant balance in this account represents capital projects funded in the past that haven't been fully amortized into revenue. The large increase from year to year represents the funding received for NIC's active construction projects from Provincial sources.

**Tangible Capital Assets**

FY 23/24	FY 22/23	Variance
63,376,078	50,105,370	13,270,708

Tangible Capital Assets are NIC's long-term assets (mainly buildings and equipment) that haven't been fully amortized. The year-over-year increase represents Work in Progress on the current projects under construction. It is normal to see this account move in unison with Deferred Capital Contributions. When Tangible Capital Assets exceed Deferred Capital Contributions it represents the College's contribution to its asset base.

**Statement of Operations**

NIC ran a surplus of \$78,537 in FY 23/24 as a result of Revenues that were higher than originally budgeted. NIC's surplus would have been \$578,537 but the College was able to apply to the Ministry to have \$500,000 of the Operating grant restricted for capital spending. This had the effect of reducing Revenues by \$500,000 and moving this funding to a capital grant. That funding is being used for the Science Lab upgrade happening this summer.

Both Revenues and Expenses were significantly higher than budgeted. This was due to some significant items that came in after the budget was passed and caused both Revenue and Expense increases. This included:

- The Future Skills Grant funding program was developed late and therefore wasn't included in the budget (\$0.591 million);
- International student numbers and overall tuition was higher than budgeted by \$2.1 million;
- Investment income was \$0.667 million more than budgeted; and
- The Insurance claim related to the Village portables fire was \$0.609 million.

Further details on some of the key Statement of Operations variances are provided below.

### Province of BC Funding

FY 23/24	FY 22/23	Variance
39,711,894	36,199,925	3,511,969

NIC received \$4.482 million in Shared Recovery Mandate funding from the Province in 23/24 to fund wage settlements. Some of this funding pertained to the settlement costs for FY 22/23 as the settlements were reached after the agreements expired. There was also a delay in the funding approval process. This increase was offset by reduced Provincial contract funding of \$0.871 million.

### Tuition and Fee Revenue

	FY 23/24	FY 22/23	Variance
Domestic	4,413,327	4,186,517	226,810
Continuing Ed and Contracts	1,618,215	1,551,888	66,327
International	<u>8,951,352</u>	<u>6,008,031</u>	<u>2,943,321</u>
Total	14,982,894	11,746,436	3,236,458

Tuition and Fee revenue increased by \$3.2 million in FY 23/24, and most of that related to an increased number of international students over what was budgeted. Additional course sections were added where needed to support the increased number of international students at NIC.

### Salary, Benefits and Other Personnel Costs

Fund	Description	FY 23/24	FY 22/23	Variance
10	Operating "base"	35,955,588	31,299,756	4,655,833
11	Cost Recovery & Com Ed	1,889,083	1,406,555	482,528
15	Projects	2,801,091	3,421,581	(620,490)
18	Applied Research	516,858	312,918	203,940
19	Contract	792,129	691,438	100,692
23	Office of Global Engagement	4,265,254	3,365,744	899,510
Various	Capital Projects, Ancillary Services	<u>522,337</u>	<u>284,053</u>	<u>238,284</u>
		<b>46,742,341</b>	<b>40,782,043</b>	5,960,298

Salary and benefits costs increased significantly in FY 23/24, however much of this is due to funded wage settlements as described above. Fund 10 (Operating base) includes all domestic programming, College supports and Administration which is why the majority of the costs show up in this fund. The increase in Funds 11 through 19 are largely offsetting, and the large increase in Fund 23 is a reflection of the increased activity funded by International Education.

### General Fees and Services

FY 23/24	FY 22/23	Variance
2,785,455	2,026,155	759,300

Agent fees related to International Education increased by \$0.359 million due to the increase in student numbers. The remainder relates to costs associated with capital projects and research.

**Travel**

FY 23/24	FY 22/23	Variance
1,148,953	683,733	465,220

The increase in travel was due mainly to Office of Global Engagement trips abroad (\$0.136 million) and student field trips (\$0.113 million). This activity had dropped during the pandemic.

**Policy analysis/strategic priority:**

This agenda item is linked to the BUILD Foundational Goals 2.2 and 2.3; NIC's finances. The financial result for 23/24 keep NIC on track with these foundational strategic plan goals.

**Attachments:**

1. Audited financial statements for the fiscal year ended March 31, 2024

**Action:**

Approval of the Fiscal 2023-24 Financial Statements

**NORTH ISLAND COLLEGE  
FINANCIAL STATEMENTS  
For the year ended March 31, 2024**

DRAFT 6/18/2024 2:35 PM



**North Island College**  
**Index to the Financial Statements**  
**For the year ended March 31, 2024**

	<u>Page</u>
<b>STATEMENT OF MANAGEMENT RESPONSIBILITY</b>	
<b>INDEPENDENT AUDITOR'S REPORT</b>	
<b>FINANCIAL STATEMENTS</b>	
Statement of Financial Position	1
Statement of Operations and Accumulated Surplus	2
Statement of Changes in Net Debt	3
Statement of Remeasurement Gains and Losses	4
Statement of Cash Flows	5
Notes to the Financial Statements	6-20
Schedule 1 - Schedule of Expenses by Object	21

DRAFT 6/18/2024 2:35 PM

## **MANAGEMENT'S RESPONSIBILITY FOR THE FINANCIAL STATEMENTS**

The financial statements have been prepared by management in accordance with Section 23.1 of the *Budget Transparency and Accountability Act* of the Province of British Columbia. The integrity and objectivity of these statements is management's responsibility. Management is also responsible for all of the notes to the financial statements, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements. The significant accounting policies are summarized in Note 2 to the financial statements. The preparation of financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced. The internal controls are designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the financial statements.

The North Island College Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises these responsibilities through the Audit and Finance committee. The Audit and Finance Committee reviews financial information on a quarterly basis and the external audited financial statements yearly. The external auditor has full access to the Audit and Finance Committee, with and without management present.

KPMG conducts an independent examination, in accordance with Canadian auditing standards, and expresses an opinion on the financial statements. The accompanying Independent Auditors' Report outlines their responsibilities, the scope of the examination and their opinion on the financial statements.

On behalf of North Island College

---

Lisa Domae  
President & CEO

---

Colin Fowler  
Vice President, Finance & College  
Services

June 27, 2024

## INDEPENDENT AUDITOR'S REPORT

*To the Board of Governors of North Island College, and  
To the Minister of Post-Secondary Education and Future Skills, Province of British Columbia*

### **Opinion**

We have audited the financial statements of North Island College (the Entity), which comprise:

- the statement of financial position as at March 31, 2023
- the statement of operations and accumulated surplus for the year then ended
- the statement of changes in net debt for the year then ended
- the statement of remeasurement gains and losses for the year then ended
- the statement of cash flows for the year then ended
- and notes to the financial statements, including a summary of significant accounting policies

(hereinafter referred to as the “financial statements”).

In our opinion, the accompanying financial statements as at and for the year ended March 31, 2023 of the Entity are prepared, in all material respects, in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia.

### **Basis for Opinion**

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the “**Auditor's Responsibilities for the Audit of the Financial Statements**” section of our auditor's report.

We are independent of the Entity in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada and we have fulfilled our other ethical responsibilities in accordance with these requirements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### **Emphasis of Matter – Financial Reporting Framework**

We draw attention to Note 2(a) to the financial statements which describes the applicable financial reporting framework and the significant differences between that financial reporting framework and Canadian public sector accounting standards.

Our opinion is not modified in respect of this matter.

### **Responsibilities of Management and Those Charged with Governance for the Financial Statements**

Management is responsible for the preparation of the financial statements in accordance with the financial reporting provisions of Section 23.1 of the Budget Transparency and Accountability Act of the Province of British Columbia and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Entity's ability to continue as a going concern, disclosing as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Entity or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Entity's financial reporting process.

### ***Auditor's Responsibilities for the Audit of the Financial Statements***

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion.

Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists.

Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit.

We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion.  
The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Entity's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Entity's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Entity to cease to continue as a going concern.
- Communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants

Victoria, Canada  
DATE

**North Island College**  
**Statement of Financial Position**  
**As at March 31, 2024 with comparative information for 2023**

	Note	2024	2023
<b>Financial assets</b>			
Cash and cash equivalents		\$ 5,007,331	\$ 7,067,317
Accounts receivable		1,673,457	761,253
Due from government organizations	3	4,035,014	2,510,918
Inventories held for resale		412,039	470,117
Portfolio investments	4	<u>19,364,528</u>	<u>17,469,029</u>
		30,492,369	28,278,634
<b>Liabilities</b>			
Accounts payable and accrued liabilities	5	15,503,619	12,970,535
Due to government organizations	3	962,661	674,587
Employee future benefits	6	487,447	473,605
Deferred revenue		2,929,197	2,898,389
Deferred contributions	7	13,811,297	14,096,158
Deferred capital contributions	8	<u>54,515,212</u>	<u>42,458,154</u>
		88,209,433	73,571,428
Net debt		(57,717,064)	(45,292,794)
<b>Non-financial assets</b>			
Tangible capital assets	9	63,376,076	50,105,370
Prepaid expenses		<u>398,658</u>	<u>200,233</u>
		63,774,734	50,305,603
<b>Accumulated surplus</b>		<u>\$ 6,057,670</u>	<u>\$ 5,012,809</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 4,820,868	\$ 4,742,331
Accumulated rereasurement gains		<u>1,236,802</u>	<u>270,478</u>
		<u>\$ 6,057,670</u>	<u>\$ 5,012,809</u>

Commitments and contingencies (notes 11 & 12)

Contractual rights (note 14)

See accompanying notes to the financial statements

Approved on behalf of the Board of Governors

---

Patricia Trasolini,  
Chair of the Board of Governors

---

Colin Fowler,  
Vice President, Finance and College  
Services

**North Island College**  
**Statement of Operations and Accumulated Surplus**  
**For the year ended March 31, 2024 with comparative information for 2023**

	Note	Budget 2024 Note 2(k)	2024	2023
<b>Revenue</b>				
Province of British Columbia		\$ 37,432,567	\$ 39,711,894	\$ 36,199,925
Government of Canada grants		1,261,763	813,842	582,040
Tuition and student fees		12,864,043	14,982,894	11,746,436
Contract services		2,851,313	3,624,418	3,183,653
Sales of goods and services		1,166,000	1,089,331	1,127,070
Investment income		757,889	1,425,014	686,067
Other income		1,007,660	1,535,500	1,270,428
Revenue recognized from deferred capital contributions	8	<u>3,599,832</u>	<u>4,240,956</u>	<u>3,377,334</u>
		60,941,067	67,423,849	58,172,953
<b>Expenses (Schedule 1)</b>				
Instructional and non-sponsored research		58,186,538	63,200,703	55,472,089
Ancillary services		1,100,365	1,278,110	1,112,993
Sponsored research		1,282,349	1,102,182	736,302
Special purpose		<u>1,014,400</u>	<u>1,764,317</u>	<u>1,592,331</u>
		61,583,652	67,345,312	58,913,715
<b>Surplus (deficit) for the year</b>		<b>(642,585)</b>	78,537	(740,762)
Accumulated surplus, beginning of year		<u>4,742,331</u>	<u>4,742,331</u>	<u>5,483,093</u>
<b>Accumulated surplus, end of year</b>		<b>\$ <u>4,099,746</u></b>	<b>\$ <u>4,820,868</u></b>	<b>\$ <u>4,742,331</u></b>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Changes in Net Debt**  
**For the year ended March 31, 2024 with comparative information for 2023**

	<b>Budget 2024</b> Note 2(k)	<b>2024</b>	<b>2023</b>
Surplus (deficit) for the year	\$ (642,585)	\$ 78,537	\$ (740,762)
Acquisition of tangible capital assets	-	(18,584,265)	(6,589,501)
Net transfer to/from assets held for resale	-	-	-
Amortization of tangible capital assets	4,366,104	4,952,234	4,059,101
Loss on sale of tangible capital assets	-	263,661	-
Proceeds on sale of tangible capital assets	-	<u>97,664</u>	<u>-</u>
	<u>4,366,104</u>	<u>(13,270,706)</u>	<u>(2,530,400)</u>
Acquisition of prepaid expenses	-	(381,459)	(104,600)
Use of prepaid expenses	<u>-</u>	<u>183,034</u>	<u>305,185</u>
	-	(198,425)	200,585
Net remeasurement losses	<u>-</u>	<u>966,324</u>	<u>(496,517)</u>
<b>Change in net debt</b>	3,723,519	(12,424,270)	(3,567,094)
Net debt, beginning of year	<u>(45,292,794)</u>	<u>(45,292,794)</u>	<u>(41,725,700)</u>
Net debt, end of year	<u>\$ (41,569,275)</u>	<u>\$ (57,717,064)</u>	<u>\$ (45,292,794)</u>

See accompanying notes to the financial statements

**North Island College**  
**Statement of Remeasurement Gains and Losses**  
**For the year ended March 31, 2024 with comparative information for 2023**

	<b>2024</b>	<b>2023</b>
Accumulated remeasurement gains, beginning of year	\$ 270,478	\$ 766,995
Unrealized gains (losses) attributed to:		
Portfolio investments	1,387,292	(504,164)
Amounts reclassified to the statement of operations:		
Realized losses (gains) on pooled funds	<u>(420,968)</u>	<u>7,647</u>
Net remeasurement gains for the year	<u>966,324</u>	<u>(496,517)</u>
<b>Accumulated remeasurement gains, end of year</b>	<b><u>\$ 1,236,802</u></b>	<b><u>\$ 270,478</u></b>

See accompanying notes to the financial statements

DRAFT 6/18/2024 2:35 PM



**North Island College**  
**Statement of Cash Flows**  
For the year ended March 31, 2024 with comparative information for 2023

	<b>2024</b>	<b>2023</b>
<b>Cash provided by (used in):</b>		
<b>Operations</b>		
Surplus (deficit) for the year	\$ 78,537	\$ (740,762)
Items not involving cash:		
Amortization of tangible capital assets	4,952,234	4,059,101
Revenue recognized from deferred capital contributions	(4,240,956)	(3,377,334)
Change in employee future benefits	13,842	(119,120)
Loss on sale of tangible capital assets	263,661	-
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(912,204)	295,800
Decrease (increase) in due from government organizations	(1,524,096)	(1,689,814)
Decrease (increase) in prepaid expenses	(198,425)	200,585
Decrease (increase) in inventories held for resale	58,078	(163,583)
Increase in accounts payable and accrued liabilities	2,533,084	270,186
Increase (decrease) in due to government organizations	288,074	358,752
Increase (decrease) in deferred revenue	30,808	464,497
Increase (decrease) in deferred contributions	<u>(284,861)</u>	<u>348,975</u>
Net change in cash from operating activities	1,057,776	(92,717)
<b>Capital activities</b>		
Cash used to acquire tangible capital assets	(18,584,265)	(6,589,501)
Increase in deferred capital contributions	16,298,014	4,452,908
Proceeds on disposal of tangible capital assets	<u>97,664</u>	<u>-</u>
Net change in cash from capital activities	(2,188,587)	(2,136,593)
<b>Investing activities</b>		
Increase in portfolio investments	<u>(929,175)</u>	<u>(432,704)</u>
Net change in cash from investing activities	(929,175)	(432,704)
<b>Net change in cash and cash equivalents</b>	<b>(2,059,986)</b>	<b>(2,662,014)</b>
Cash and cash equivalents, beginning of year	<u>7,067,317</u>	<u>9,729,331</u>
Cash and cash equivalents, end of year	<u>\$ 5,007,331</u>	<u>\$ 7,067,317</u>

See accompanying notes to the financial statements

# North Island College

## Notes to the Financial Statements

### Year ended March 31, 2024

#### 1 Authority and purpose

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

#### 2 Summary of significant accounting policies

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

(a) Basis of accounting:

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

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

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

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

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

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

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

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

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

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

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

**(b) Cash and cash equivalents**

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

**(c) Financial instruments**

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

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

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

**(d) Inventories held for resale**

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

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

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

(e) Non-financial assets

Non-financial assets are not available to discharge existing liabilities and are held for use in the provision of services. They have useful lives extending beyond the current year and are not intended for sale in the ordinary course of operations.

(i) Tangible capital assets

Tangible capital assets are recorded at cost, which includes amounts that are directly attributable to acquisition, construction, development or betterment of the asset. Interest is capitalized whenever external debt is issued to finance the construction of tangible capital assets. The cost, less residual value, of the tangible capital assets, excluding land, are amortized on a straight line basis over their estimated useful lives shown below. The College prorates amortization on a monthly basis in the year of acquisition. Land is not amortized as it is deemed to have a permanent value.

Buildings and site improvements	
Concrete and steel buildings	10-40 years
Wood-framed buildings	10-20 years
Site improvements	10 years
Furniture and equipment	
Library books	10 years
Furniture, equipment, and vehicles	5 years
Computer servers	3-5 years
Computer equipment	3-5 years
Leasehold improvements	Remaining term of the lease

Assets under construction are not amortized until the asset is available for productive use.

Tangible capital assets are written down when conditions indicate that they no longer contribute to the College's ability to provide goods and services, or when the value of future economic benefits associated with the tangible capital assets are less than their net book value.

(ii) Works of art and historic assets

Works of art and historic assets are not recorded as assets in these financial statements.

(iii) Leased tangible capital assets

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

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

(f) Employee future benefits

The College and its employees make contributions to the College Pension Plan and the Municipal Pension Plan which are multi-employer joint trustee plans. These plans are defined benefit plans, providing a pension on retirement based on the member's age at retirement, length of service and highest earnings averaged over five years. Inflation adjustments are contingent upon available funding. As the assets and liabilities of the plans are not segregated by institution, the plans are accounted for as a defined contribution plans and any contributions of the College to the plans are expensed as incurred.

Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits.

(g) Revenue recognition

Tuition and student fees, contract services and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as set out in note 2(a).

The College leases certain land properties to third parties for a period of 99 years. Cash received from land leases is deferred and amortized to revenue on a straight-line basis over the term of the lease.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

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

(h) Use of estimates

The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the fair value of financial instruments, useful life of tangible capital assets and the present value of employee future benefits and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

(i) Assets held for sale

Long-lived assets are classified by the College as an asset held for sale at the point in time when the asset is in a condition to be sold and is publicly seen to be for sale, management has committed to selling the asset and has a plan in place, there is an active market, and is reasonably anticipated that the sale will be completed within a one-year period.

(j) Foreign currency translation

The College's functional currency is the Canadian dollar. There are no significant foreign currency transactions.

(k) Budget figures

Budget figures have been provided for comparative purposes and have been derived from the North Island College 2023-2024 Budget approved by the Board of Governors of North Island College on April 20, 2023.

Budget figures are presented only for information purposes.

(l) Asset retirement obligations

An asset retirement obligation is recognized when, as at the financial reporting date, all of the following criteria are met:

- There is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- The past transaction or event giving rise to the liability has occurred;
- It is expected that future economic benefits will be given up; and
- A reasonable estimate of the amount can be made.

The College has not identified any retirement obligations associated with its tangible capital assets.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

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

(m) Adoption of new accounting standards

(i) On April 1, 2023, the College adopted Canadian Public Sector Accounting Standards PS 3400, Revenue ("PS 3400"). Under the new accounting standard, there are two categories of revenue - exchange and unilateral. If the transaction gives rise to one or more performance obligations, it is an exchange transaction. If no performance obligations are present, it is unilateral revenue. Management has assessed the impact of adopting PS 3400 on the financial statements of the College and has found that there is no resulting impact to the amounts presented in these financial statements for the fiscal years beginning on or after April 1, 2023

(ii) On April 1, 2023, the College adopted Canadian Public Sector Accounting Standards PS 3160, Public Private Partnerships ("PS 3160"). The new accounting standard addresses the recognition, measurement, presentation, and disclosure of infrastructure procured by public sector entities through certain types of public private partnership arrangements. Management has assessed the impact of adopting PS 3160 on the financial statements of the College and has found that at present no such items meet the criteria to be recognized as a public, private, partnership.

(iii) On April 1, 2023, the College adopted Canadian Public Sector Accounting Standards PSG-8, Purchased Intangibles, applied on a prospective basis ("PSG-8"). PSG-8 defines purchased intangibles as identifiable non-monetary economic resources without physical substance acquired through an arm's length exchange transaction between knowledgeable, willing parties who are under no compulsion to act. Intangibles acquired through a transfer, contribution, or inter-entity transaction, are not purchased intangibles. Management has assessed the impact of adopting PSG-8 and found that at present no such items meet the criteria to be recognized as a purchased intangible.

**3 Due from and to government organizations**

<b>Due from:</b>	<b>2024</b>	<b>2023</b>
Federal government	\$ 567	\$ 3,510
Provincial government	3,539,312	2,267,664
Other government organizations	<u>495,135</u>	<u>239,744</u>
	<u>\$ 4,035,014</u>	<u>\$ 2,510,918</u>
<b>Due to:</b>	<b>2024</b>	<b>2023</b>
Federal government	\$ 476,978	\$ 433,634
Provincial government	452,797	193,547
Other government organizations	<u>32,886</u>	<u>47,406</u>
	<u>\$ 962,661</u>	<u>\$ 674,587</u>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**4 Portfolio investments**

Portfolio investments are recorded at fair value and are comprised of the following:

	<b>2024</b>	<b>2023</b>
Fixed income	\$ 1,211,184	\$ 1,406,925
Pooled bond funds	9,029,084	8,304,830
Pooled equity funds	<u>9,124,260</u>	<u>7,757,274</u>
	<u>\$ 19,364,528</u>	<u>\$ 17,469,029</u>

**5 Accounts payable and accrued liabilities**

	<b>2024</b>	<b>2023</b>
Trade payables	\$ 3,424,999	\$ 1,965,324
Salaries and benefits payable	2,404,520	2,024,735
Accrued leaves payable	4,282,528	3,592,376
Other payables and accrued liabilities	<u>5,391,572</u>	<u>5,388,100</u>
	<u>\$ 15,503,619</u>	<u>\$ 12,970,535</u>

**6 Employee future benefits****(a) Pension benefits:**

The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the plans, including investment of assets and administration of benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2023, the College Pension Plan has about 17,200 active members, and approximately 10,700 retired members. As at December 31, 2022, the Municipal Pension Plan has about 240,000 active members, including approximately 7,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2021, indicated a \$202 million surplus for basic pension benefits on a going concern basis.



**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**6 Employee future benefits (continued)**

The most recent valuation for the Municipal Pension Plan as at December 31, 2021, indicated a \$3,761 million funding surplus for basic pension benefits on a going concern basis.

The College paid \$3,324,398 for employer contributions to the plans in fiscal 2024 (2023: \$2,861,764).

The next valuation for the College Pension Plan will be as at August 31, 2024. The next valuation for the Municipal Pension Plan will be December 31, 2024.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Other benefits:

	<b>2024</b>	<b>2023</b>
Severance	\$ 402,447	\$ 388,605
Accumulated sick leave benefit	<u>85,000</u>	<u>85,000</u>
	<u>\$ 487,447</u>	<u>\$ 473,605</u>

(i) The College provides severance benefits to eligible employees based on eligibility, years of service, and final salary.

(ii) Employees of the College are entitled to sick leave in accordance with the terms and conditions of their employment contracts. Sick leave credits accumulate for employees of the College, as they render services they earn the right to the sick leave benefit. The College recognizes a liability and an expense for sick leave in the period in which employees render services in return for the benefits.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**7 Deferred contributions**

Deferred contributions are comprised of funds for restricted uses including special programs, facilities and research. Changes in the deferred contribution balances are as follows:

	<b>2024</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
Balance, beginning of year	\$ 3,961,144	\$ 10,134,924	\$ 14,096,068
Contributions received	-	17,302,698	17,302,698
Transfers		(95,000)	(95,000)
Revenue recognized	-	<u>(17,492,469)</u>	<u>(17,492,469)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 9,850,153</u>	<u>\$ 13,811,297</u>
	<b>2023</b>		
	<b>Land Sale</b>	<b>Other</b>	<b>Total</b>
Balance, beginning of year	\$ 3,961,144	\$ 9,786,039	\$ 13,747,183
Contributions received	-	13,086,795	13,086,795
Revenue recognized	-	<u>(12,737,910)</u>	<u>(12,737,910)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 10,134,924</u>	<u>\$ 14,096,068</u>

In 2012/13, the College sold 11.164 acres of land to the Vancouver Island Health Authority for \$4,030,114. Use of the sale proceeds is restricted under the College and Institute Act. The proceeds, net of land costs of \$68,970, have been recorded as deferred contributions until permission to use the funds for acquisition of specific capital assets is granted.

**8 Deferred capital contributions**

Funding contributions for tangible capital assets are referred to as deferred capital contributions. Amounts are recognized into revenue as the asset is amortized over the useful life of the asset. Treasury Board specifies this accounting treatment as disclosed in note 2(a). Changes in the deferred capital contributions balance are as follows:

	<b>2024</b>	<b>2023</b>
Balance, beginning of year	\$ 42,458,154	\$ 41,382,580
Contributions received during the year	16,203,014	4,452,908
Transfers	95,000	-
Revenue recognized from deferred capital contributions	<u>(4,240,956)</u>	<u>(3,377,334)</u>
Balance, end of year	<u>\$ 54,515,212</u>	<u>\$ 42,458,154</u>

During 2021/22, the College sold the Campbell River campus property location on Vigar Road for \$2,700,000. Use of the sale proceeds is restricted under the College and Institute Act. The Province granted use of the revenue related to this transaction for specific capital projects. The unspent amount remaining for future capital projects is \$48,254 (2023: \$48,254).

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**9 Tangible capital assets**

<b>Cost</b>	<b>Mar 31, 2023</b>	<b>Additions</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2024</b>
Land	\$ 327,919	\$ -	\$ -	\$ -	\$ 327,919
Site improvements	2,732,025	47,302	-	-	2,779,327
Buildings	86,329,678	908,773	184,791	(478,886)	86,944,356
Furniture & equipment	6,200,064	1,503,525	-	(339,401)	7,364,188
Software & licences	24,229	-	-	(3,141)	21,088
Computer equipment	640,549	480,744	-	(250,416)	870,877
Leasehold improvements	2,199,271	226,174	-	-	2,425,445
Vehicles	477,341	148,104	-	(104,667)	520,778
Library books	432,547	38,323	-	(41,271)	429,599
Assets under construction	<u>5,235,361</u>	<u>15,231,320</u>	<u>(184,791)</u>	<u>-</u>	<u>20,281,890</u>
<b>Total</b>	<b>\$ <u>104,598,984</u></b>	<b>\$ <u>18,584,265</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(1,217,782)</u></b>	<b>\$ <u>121,965,467</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2023</b>	<b>Amortization</b>	<b>Transfers</b>	<b>Disposals</b>	<b>Mar 31, 2024</b>
Site improvements	\$ 2,435,726	\$ 54,521	\$ -	\$ -	\$ 2,490,247
Buildings	46,652,471	2,827,833	-	(136,750)	49,343,554
Furniture & equipment	3,090,929	1,470,565	-	(339,401)	4,222,093
Software & licences	13,685	8,201	-	(3,141)	18,745
Computer equipment	447,571	171,549	-	(250,416)	368,704
Leasehold improvements	1,292,880	327,178	-	-	1,620,058
Vehicles	317,759	46,899	-	(85,478)	279,180
Library books	<u>242,593</u>	<u>45,488</u>	<u>-</u>	<u>(41,271)</u>	<u>246,810</u>
<b>Total</b>	<b>\$ <u>54,493,614</u></b>	<b>\$ <u>4,952,234</u></b>	<b>\$ <u>-</u></b>	<b>\$ <u>(856,457)</u></b>	<b>\$ <u>58,589,391</u></b>

	<b>Net Book Value Mar 31, 2023</b>	<b>Net Book Value Mar 31, 2024</b>
Land	\$ 327,919	\$ 327,919
Site improvements	296,299	289,080
Buildings	39,677,207	37,600,802
Furniture & equipment	3,109,135	3,142,095
Software & licences	10,544	2,343
Computer equipment	192,978	502,173
Leasehold improvements	906,391	805,387
Vehicles	159,582	241,598
Library books	189,954	182,789
Assets under construction	<u>5,235,361</u>	<u>20,281,890</u>
<b>Total</b>	<b>\$ <u>50,105,370</u></b>	<b>\$ <u>63,376,076</u></b>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**9 Tangible capital assets (continued)**

<b>Cost</b>	<b>Mar 31, 2022</b>		<b>Additions</b>		<b>Transfers</b>		<b>Disposals</b>		<b>Mar 31, 2023</b>	
Land	\$	327,919	\$	-	\$	-	\$	-	\$	327,919
Site improvements		2,718,292		13,733		-		-		2,732,025
Buildings		85,280,874		1,048,804		-		-		86,329,678
Furniture & equipment		5,940,653		778,486		40,954		(560,029)		6,200,064
Software & licences		24,229		-		-		-		24,229
Computer equipment		830,928		100,385		-		(290,764)		640,549
Leasehold improvements		2,199,271		-		-		-		2,199,271
Vehicles		324,113		153,228		-		-		477,341
Library books		448,098		31,106		-		(46,657)		432,547
Assets under construction		<u>812,556</u>		<u>4,463,759</u>		<u>(40,954)</u>		<u>-</u>		<u>5,235,361</u>
<b>Total</b>	<b>\$</b>	<b><u>98,906,933</u></b>	<b>\$</b>	<b><u>6,589,501</u></b>	<b>\$</b>	<b><u>-</u></b>	<b>\$</b>	<b><u>(897,450)</u></b>	<b>\$</b>	<b><u>104,598,984</u></b>

<b>Accumulated amortization</b>	<b>Mar 31, 2022</b>		<b>Amortization</b>				<b>Disposals</b>		<b>Mar 31, 2023</b>	
Site improvements	\$	2,389,912	\$	45,814	\$	-	\$	-	\$	2,435,726
Buildings		44,255,489		2,396,982		-		-		46,652,471
Furniture & equipment		2,537,924		1,113,034		-		(560,029)		3,090,929
Software & licences		5,696		7,989		-		-		13,685
Computer equipment		615,192		123,143		-		(290,764)		447,571
Leasehold improvements		1,022,193		270,687		-		-		1,292,880
Vehicles		255,955		61,804		-		-		317,759
Library books		<u>249,602</u>		<u>39,648</u>		<u>-</u>		<u>(46,657)</u>		<u>242,593</u>
<b>Total</b>	<b>\$</b>	<b><u>51,331,963</u></b>	<b>\$</b>	<b><u>4,059,101</u></b>	<b>\$</b>	<b><u>-</u></b>	<b>\$</b>	<b><u>(897,450)</u></b>	<b>\$</b>	<b><u>54,493,614</u></b>

	<b>Net Book Value</b>		<b>Net Book Value</b>	
	<b>Mar 31, 2022</b>		<b>Mar 31, 2023</b>	
Land	\$	327,919	\$	327,919
Site improvements		328,380		296,299
Buildings		41,025,385		39,677,207
Furniture & equipment		3,402,729		3,109,135
Software & licences		18,533		10,544
Computer equipment		215,736		192,978
Leasehold improvements		1,177,078		906,391
Vehicles		68,158		159,582
Library books		198,496		189,954
Assets under construction		<u>812,556</u>		<u>5,235,361</u>
<b>Total</b>	<b>\$</b>	<b><u>47,574,970</u></b>	<b>\$</b>	<b><u>50,105,370</u></b>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**9 Tangible capital assets (continued)**

(a) Assets under construction

Assets under construction having a value of \$20,281,890 (2023: \$5,235,361) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

The College has entered into a construction contract to build a 217 bed student housing complex. The anticipated completion date is September 2025. Total amount of the contract with Urban One is \$74,298,263. Funding guarantees of \$68,543,250 have been approved by the Ministry of Post-Secondary and Future Skills. As of March 31, 2024, \$17,558,946 (2023: \$4,316,953) has been expended and is included in assets under construction.

**10 Financial risk management**

The College is potentially exposed to credit risk, liquidity risk, foreign exchange risk and interest rate risk from the entity's financial instruments. Qualitative and quantitative analysis of the significant risks from the College's financial instruments is provided below by type of risk.

(a) Credit risk

Credit risk primarily arises from the College's cash and cash equivalents, accounts receivable and portfolio investments. The risk exposure is limited to their varying amounts at the date of the statement of financial position.

Accounts receivable primarily consist of amounts receivable from government organizations, students, clients and sponsors. To reduce the risk, the College regularly reviews the collectability of its accounts receivable and establishes an allowance based on its best estimate of potentially uncollectible amounts. As at March 31, 2024 the amount of allowance for doubtful debts was \$257,303 (2023: \$186,028), as these accounts receivable are deemed by management not to be collectible. The College historically has not had difficulty collecting receivables, nor have counterparties defaulted on any payments.

(b) Market and interest rate risk

Market risk is the risk that changes in market prices and inputs, such as interest rates, will affect the College's income. The objective of market risk management is to control market risk exposures within acceptable parameters while optimizing the return on risk.

The College manages market risk by holding cash balances with a top rated Canadian Schedule I financial institution. The portfolio investments are professionally managed following the investment program which is approved by the College's Board of Governors and consistent with the requirements of the College and Institute Act. The College periodically reviews its investments and is satisfied that the portfolio investments are being managed in accordance with the investment program.

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**10 Financial risk management (continued)**

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

**(c) Liquidity risk**

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations, anticipated investing, and financial activities to ensure that its financial obligations are met.

**(d) Foreign exchange risk**

The College has not entered into any agreements or purchased any foreign currency hedging arrangements to hedge possible currency risks, as management believes that the foreign exchange risk derived from currency conversions is not significant. The foreign currency financial instruments are short-term in nature and do not give rise to significant foreign currency risk.

**(e) Other risk**

The insurance on College property is the responsibility of the Province, which paid \$97,792 (2023: \$84,773) for premiums and fees on behalf of the College for the coverage. All claims for loss are submitted to the Province for consideration for replacement. The College has no direct insurance coverage against loss of any of its capital assets.

**11 Contractual obligations**

The nature of the College's activities can result in multiyear contracts and obligations whereby the College will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	<b>Port Alberni Campus &amp; Satellite</b>	<b>St. Joe's Campus</b>	<b>Port Hardy Campus</b>	<b>Total</b>
2025	\$ 168,702	\$ 101,267	\$ 95,400	\$ 365,369
2026	148,161	-	95,400	243,561
2027	58,881	-	95,400	154,281
2028	-	-	<u>39,750</u>	<u>39,750</u>
Total contractual obligations	<u>\$ 375,744</u>	<u>\$ 101,267</u>	<u>\$ 325,950</u>	<u>\$ 802,961</u>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**12 Contingent liabilities**

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. In the event that any such claims or litigation are resolved against the College, such outcomes or resolutions could have a material effect on the business, financial condition, or results of operations of the College. At March 31, 2024 there are no outstanding claims.

**13 Related parties**

North Island College is related through common ownership to all Province of British Columbia ministries, agencies, crown corporations, school districts, health authorities, hospital societies, universities and colleges that are included in the provincial government reporting entity. Transactions with these entities, unless disclosed otherwise, are recorded at the exchange amount, which is the amount of consideration established and agreed to by the related parties.

North Island College Foundation is a not-for-profit organization and a registered charity under the Income Tax Act. The Foundation was created to enhance the delivery of North Island College's programs and services by raising funds to provide scholarships and bursaries, and to support various College projects. Although there is no common control of the organizations through the Board appointment or other forms of control, the Foundation is related to the College by virtue of holding resources which are to be used to provide support to students attending the College. Transactions with the Foundation were recorded at the exchange amount.

At March 31, 2024 accounts receivable of the College included \$250,225 (2023: \$89,280) due from the Foundation.

	<b>2024</b>	<b>2023</b>
Bursaries	\$ 550,185	\$ 605,185
Donations and other	164,682	229,218
Gifts-in-kind	<u>14,500</u>	<u>19,500</u>
Foundation contributions to the College	<u>\$ 729,367</u>	<u>\$ 853,903</u>
College contributions to the Foundation	<u>\$ 2,430</u>	<u>9,130</u>

**North Island College**  
**Notes to the Financial Statements**  
**Year ended March 31, 2024**

**14 Contractual rights**

The College has entered into multi-year contracts with the Province of British Columbia that entitles the College to receive the following amounts:

	<b>Port Alberni Campus &amp; Satellite</b>	<b>St. Joe's Campus</b>	<b>Port Hardy Campus</b>	<b>Total</b>
2025	\$ 168,702	\$ 101,267	\$ 95,400	\$ 365,369
2026	148,161	-	95,400	243,561
2027	58,881	-	95,400	154,281
2028	-	-	<u>39,750</u>	<u>39,750</u>
Total contractual rights	<u>\$ 375,744</u>	<u>\$ 101,267</u>	<u>\$ 325,950</u>	<u>\$ 802,961</u>

**15 Comparative information**

Certain comparative information has been reclassified to conform to the financial statement presentation adopted in the current year.

DRAFT 6/18/2024 2:35 PM



**North Island College**  
**Schedule 1 - Schedule of Expenses by Object**  
**For the year ended March 31, 2024 with comparative information for 2023**

<b>Expenses</b>	<b>Budget 2024</b>	<b>2024</b>	<b>2023</b>
Salaries and benefits	\$ 44,044,673	\$ 44,878,464	\$ 39,633,457
Other personnel costs	987,941	1,863,877	1,148,581
Advertising and promotion	827,941	784,915	738,773
Books and periodicals	448,411	386,426	366,566
Cost of goods sold	680,000	656,071	697,747
Equipment costs	1,826,988	2,575,635	2,649,749
Facility costs	2,557,701	3,550,356	3,398,205
Financial service charges	246,503	232,873	239,522
General fees and services	2,102,396	2,785,455	2,026,155
Student awards	823,680	1,458,530	1,289,045
Supplies and general expenses	1,457,145	1,761,632	1,700,411
Travel	980,669	1,148,953	683,733
Grant transfers	233,500	303,361	273,535
Donations to NIC Foundation	-	6,530	9,130
Amortization of tangible capital assets	4,366,104	4,952,234	4,059,106
	<u>\$ 61,583,652</u>	<u>\$ 67,345,312</u>	<u>\$ 58,913,715</u>

## Report to Board of Governors from Education Council Chair

June 27, 2024, Comox Valley

**Report Prepared by:** Education Council Chair, Aisling Brady

### **EDUCATION COUNCIL BUSINESS**

Since April 18<sup>th</sup>, Education Council has had two meetings: May 10<sup>th</sup> and June 7<sup>th</sup>. The following curricular items have been approved at our table, and advised to the Board of Governors:

#### **Courses Revisions** *(all through Fast Track Committee)*

- HVA 100 Heavy Mechanical Trades Apprenticeship Level 1
- HVA 200 Heavy Mechanical Trades Apprenticeship Level 1
- HVA 300 Heavy Mechanical Trades Apprenticeship Level 1
- HVA 400 Heavy Mechanical Trades Apprenticeship Level 1
- MAT 190 First Nations Perspective: Math for Elementary Education I

#### **Course Revisions**

- IPH 102 Island Pre-Health II: Regional Issues in Health Science
- GLS 160 Culture, Communication and Global Citizenship
- PBH 400 Plumbing Apprenticeship Harmonized Level 4
- DGL 113 Introduction to Javascript
- DGL 114 Introduction to Mobile App Development
- DGL 123 Introduction to PHP

#### **New Courses**

- ATH 300 Automotive Service Technician Apprenticeship Harmonized Level 3
- ATH 400 Automotive Service Technician Apprenticeship Harmonized Level 4
- TTA 400 Truck and Transport Mechanic Apprenticeship Level 4

#### **Program Revisions**

- Island Pre-Health Science Advanced Diploma
- Bachelor of Science in Nursing Degree
- Communication Design Diploma
- Android Application Development Certificate
- Digital Design & Development Post Graduate Certificate
- Digital Design & Development Post Graduate Diploma
- Web Design Fundamentals Certificate
- Web & Mobile Application Development Diploma

Education Council welcomed Graeme Bowbrick from Douglas College at the May meeting to discuss academic governance and the role of education councils in community colleges with our council members, and this was invited to faculty and administrators outside of council. It was enlightening, and helped clarify the role of Education Council, as well as highlighting some discrepancies in our bylaws (see below).

Bylaw revisions – a lengthy discussion was had to clarify the bylaws regarding the number of faculty members and voting members on council. Lisa Domae clarified that in the past the number of faculty members was increased from the College and Institute Act's prescribed number of 10 to 11, to reflect the geographic areas and campuses, and this number was approved by the government. The Education Council bylaws incorrectly referenced 23 voting members, and this was corrected to clearly note 21 voting members, which includes both the Curriculum Committee and the Planning and Standards Committee chairs (who are also Education Council voting members), with the two non-voting members being the representative from the Board of Governors, and the president. Language was also edited to reflect gender neutral language throughout, and elections process was edited with guidance from the Registrar.

#### **CHAIR DUTIES & MEETINGS:**

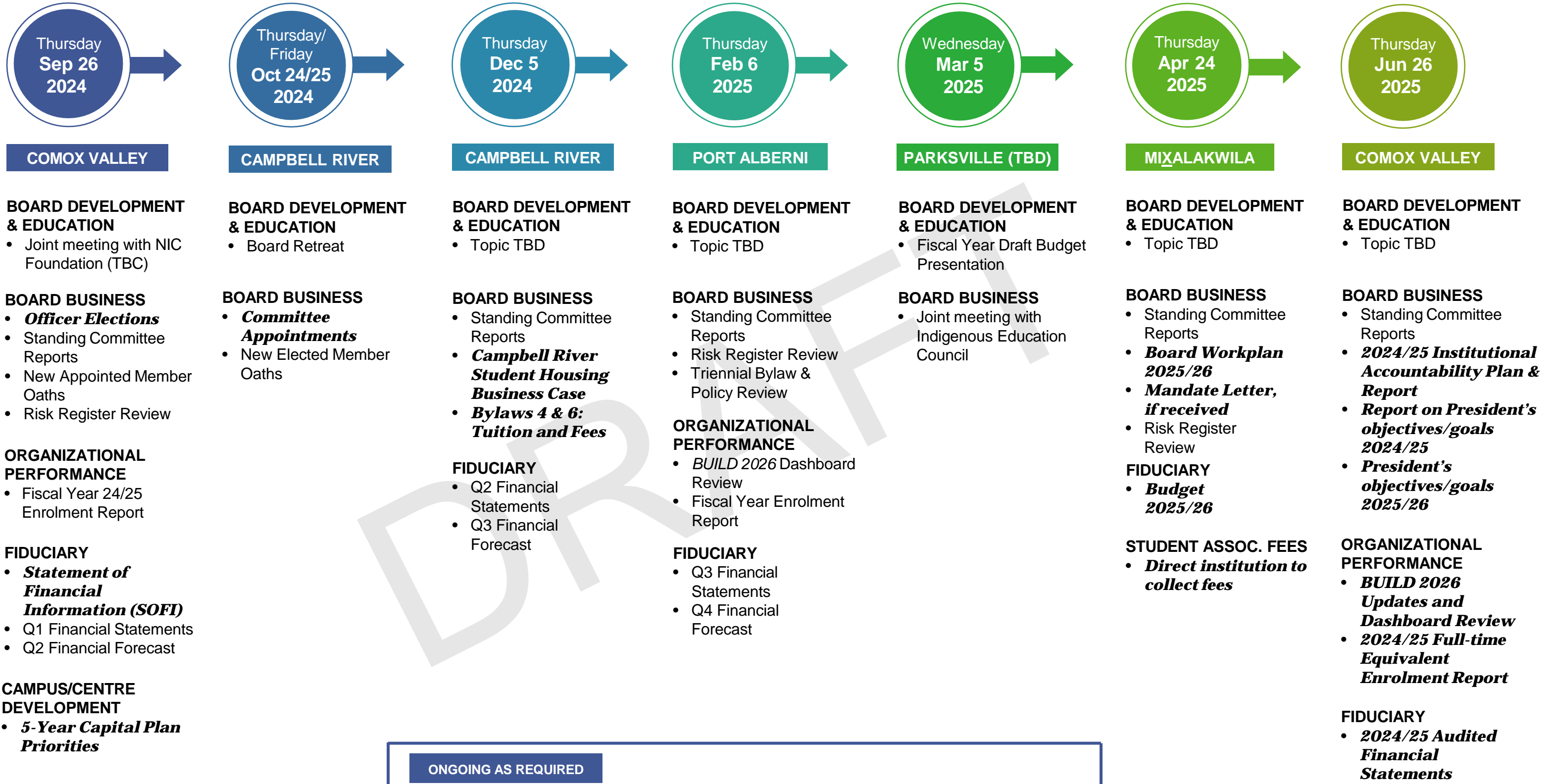
I attended the Academic Governance Council meeting on May 21, 2024 (joint meeting of all Education Council chairs in BC). Highlights from the meeting:

- **Indigenous Seat on Education Councils:** lots of discussion about adding a designated seat on Education Councils for an Indigenous member – whether it be faculty, administrator or staff. Current language in the College & Institute Act does not directly address this, and adding a member would change proportionality.
  - VCC – added an Indigenous administrator seat (counts as an administrator seat)
  - CMNT – has added an Indigenous Scholar Seat
- **Operational Items at Education Councils:** discussions around whether operational items were ever discussed at various Education Councils; in some institutions there is the 'creep' of this information, especially when pertaining to education, or if it impacts curriculum.
- **Micro-credentials Reviewed by Education Councils:** occasionally, depends on if run through Continuing Education
- **Part Time Faculty Members on Education Councils:** no one has clear requirements of employment status, but difficult for sessionals.
- **Program Review at Education Council:** many Education councils have a program review sub-committee that receives the program reviews, reviews the portfolio and provides feedback, then brings forward to Education Council for informational purposes before sharing publicly.

# NIC Board of Governor's 2024/2025 Workplan

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

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



Items in this font and italicized require Board approval

**ONGOING AS REQUIRED**

<b>ORGANIZATIONAL PERFORMANCE</b> <ul style="list-style-type: none"> <li><i>Strategic Plan Approval/Updates</i></li> </ul>	<b>FIDUCIARY</b> <ul style="list-style-type: none"> <li><i>New Programming Tuition and Fees</i></li> </ul>	<b>EMPLOYEES</b> <ul style="list-style-type: none"> <li><i>Collective Agreement Ratification</i></li> </ul>
<b>PROGRAMMING</b> <ul style="list-style-type: none"> <li><i>Credential Approval</i></li> <li><i>Program Cancellation</i></li> </ul>	<b>CAMPUS/CENTRE DEVELOPMENT</b> <ul style="list-style-type: none"> <li><i>Lease Approval</i></li> <li><i>Land Sale</i></li> </ul>	

# College & Community 2024/2025 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 2024	October 2024	November 2024	Dec 2024/Jan 2025Feb	February 2025	Mar/Apr 2025	May/June 2025
<b>Board Committee Meetings to be held virtually and/or in the Komoux Hall Boardroom (venue and dates are subject to change)</b>							
<b>Executive</b>	<b>Sep 12</b> 10:30am	<b>Oct 10</b> 10:30am	<b>* Nov 25 (TBC)</b> 10:30am	<b>Jan 23</b> 10:30am	<b>Feb 27</b> 10:30am	<b>Apr 10</b> 10:30am	<b>Jun 12</b> 10:30am
<b>Governance &amp; Board Development</b>	<b>Sep 12</b> 9am	<b>Oct 10</b> 9am	<b>* Nov 25 (TBC)</b> 9am	<b>Jan 23</b> 9am	<b>Feb 27</b> 9am	<b>Apr 10</b> 9am	<b>Jun 12</b> 9am
<b>Finance &amp; Audit</b>	<b>Sep 13</b> 3pm		<b>Nov 22</b> 3pm	<b>Jan 24</b> 3pm		<b>Apr 11</b> 3pm	<b>Jun 13</b> 3pm
<b>Community Engagement Events (optional)</b>							
			<b>Nov 1</b> <b>Location (TBD)</b> West Coast Community Engagement Lunch	<b>Dec 5</b> <b>Campbell River</b> Campbell River Holiday Lunch	<b>Feb 6</b> <b>Port Alberni</b> Port Alberni Community Engagement Lunch	<b>Apr 24</b> <b>Port Hardy</b> North Island Community Engagement Lunch	
<b>NIC College Engagement Events (optional)</b>							
	<b>Sep 3</b> <b>Campbell River</b> Student Orientation	<b>Oct 8</b> <b>Port Alberni</b> NISU/LT Student Celebration Lunch					<b>May 30</b> <b>Location TBA</b> Employee Recognition Event
	<b>Sep 5</b> <b>Comox Valley</b> Student Orientation	<b>Oct 9</b> <b>Campbell River</b> NISU/LT Student Celebration Lunch					<b>Jun (dates TBA)</b> <b>Multiple locations</b> Convocation
	<b>Sep 17</b> <b>Port Alberni</b> Student Orientation	<b>Oct 10</b> <b>Comox Valley</b> NISU/LT Student Celebration Lunch					



## COLLEGE HIGHLIGHTS REPORT JUNE 2024

### CONTINUING EDUCATION AND TRAINING

#### Directors Notes

*Bob Haugen, Director*

Highlights for the first quarter include a number of program completions. We celebrated successful graduations in Building Deconstruction in Port Alberni, Trades Sampler in Tyhistanis, Tofino, Wildfire at Campbell River and Tseshaht First Nation. We celebrated the students in Heavy Equipment Operator with Homalco and Wei Wai Kum First Nations, Meat Processing in Port Alberni as well as in Campbell River, and the Guardianship and Land Stewardship program with Homalco First Nation.

We also had 87 students graduate from our four Board Approved Credential Programs, Hospital Unit Clerk Certificate, Activity Assistant Certificate, Metal Jewelry & Design Certificate and Animal Care Aide Certificate and enrollments for the fall are strong in all areas.

We are looking forward to strong growth this year in our Marine and First Aid program areas and Elder College in Comox Valley and in Campbell River are on-track to pre-pandemic memberships and enrollments.

Our department hosted the annual Continuing Education & Training Association of BC conference in June. The conference was a great success thanks to the participation of the CET team and support from NIC IT, Facilities, and NISU Eats.

#### CETABC Forum 2024 Event Hosting

*Lorie Engstrom, Administrative Assistant*

NIC CET hosted the annual CETABC Forum (Continuing Education & Training Association of BC) June 5 – 7, 2024 at the CV Campus with a focus on this year's theme of "Breaking Down Barriers". This well attended event was represented by 70 participants from 12 different post-secondary institutions throughout the province, including Vancouver Island, the lower Mainland, Okanagan/Kootenays, and Central/Northern BC.

A variety of topics were covered, and knowledge shared in numerous presentations such as: micro-credentials, technology applications, Future Skills Training grants, lifelong learning, entrepreneurship, Indigenization in Continuing Studies, flexible learning pathways and collaborative framework opportunities.

NIC President, Lisa Domae, provided a warm welcome to conference attendees and featured presentations included Indigenous keynote speaker, Rob Everson, Hereditary Chief of the Giga'gām 'Walas Kwagu'ł, and member of the K'omoks First Nation. Ministerial presentations and panel discussions were also provided by representatives of the Ministry of Jobs, Economic Development & Innovation, the Ministry of Social Development & Poverty Reduction and the Ministry of Post-Secondary & Future Skills.

Post-conference activities hosted by CET showcased the Craft Brewing program with a very popular beer tasting event and the Adventure Guiding program with kayaking, as well as a hike to beautiful Nymph Falls.

Many thanks to NIC, the IT and Facilities staff for their support in organizing this event and to NISU Eats for providing amazing service and catering



## St. Joes Campus

### CET Training

*Susan Murray, CE Program Officer & Community / liaison*

### First Aid Training

First Aid training continues to hum along at a quick pace with training at all campuses and contract training. We are hoping to hold funded EMR training in the fall for displaced workers at Myra Falls.

### **Regenerative Farming Program**

To allow for curriculum updating and scheduling modifications this program is not running in the summer 2024 session but will return in the 2025 winter session.

### **Craft Brewing & Packaging Program**

We are just waiting with bated breath for the Future Skills Funding to be announced with the hopes they will select the Craft Brewing & Packaging Program as one of the options. We will be working in partnership with Vancouver Island University, Okanagan College and Vancouver Community College. If this is not the case, we will be offering it as a fee-based program.

### **CV ElderCollege**

*Miriam Miller, CE Program Officer & Community / liaison*

Comox Valley ElderCollege is entering its 25th year of service to the community. ElderCollege keeps growing! Its annual membership grew to more than 1,000 members this academic year and generated almost 3,000 individual course registrations throughout the Fall/Winter. The Fall 2024 semester will bring new learning opportunities – with over 35 new course topics within the 70 course offerings. Some of the engaging topics explore Geology and Nuclear power, Aging, and Local Fiction.

To date, ElderCollege has donated over \$163,000 to various NIC bursaries, including a donation of \$35,000 this year to fund an additional bursary. CVEC recently created a donation stream, from the course leaders, to provide additional funding to the student emergency fund. These contributions are in addition to generous individual donations by ElderCollege members to the NIC Foundation. The ElderCollege leadership is also in conversation with the College to sponsor an upgrade to the Stan Hagen theatre sound system to accommodate deaf and hard of hearing participants. This contribution will increase accessibility for anyone accessing programming in NIC's largest theatre.

While continuing to offer affordable programming, ElderCollege will be making incremental increases in course fees to keep up with program costs. A sincere thank you to all the hard-working volunteers who support every aspect of ElderCollege's success – whether they are instructing courses, developing curriculum, helping with scheduling or managing volunteer events.





## **Corporate and Contract Training**

*Lorraine Hagen, CE Program Officer & Community / liaison*

The primary focus over the last few months has been learning, researching, and setting up some processes for Employer Training Grant (ETG) funded skills training opportunities. This included using the ETG to promote and support employers with regular programming such as Craft Brewing & Packaging, as well as Contracted Skills Training with our first ETG funded contract implementation being for Ocean Legacy - Safety Essentials.

The Ocean Legacy - Safety Essentials training is currently running June 11-20, 2024 and there will be more to report once it is completed. I am writing this on day one of this contract training and have just met the students in person. Things are off to a good start! Shout out to both Nick and Pam for all the work they have done to support this contract training! Hopefully, we will be running some Marine Training contract courses for Ocean Legacy in the fall or early winter, either by ETG or possibly partnering with community to access the CWRG.

A second focus has been Community Workforce Response Grant (CWRG) applications for Intake # 1 which closed May 17, 2024. We submitted applications for both the Workforce Shortages Stream for the Food Truck and Food Prep program in partnership with the NVICA and Emerging Priorities Stream for the Advanced Digital Marketing with Generative AI Integration in partnership with the Comox Valley Chamber of Commerce. Unfortunately, neither application was approved.

Intake # 2 for the CWRG is now opened as of June 3, 2024 through August 1, 2024 for programs starting September 3, 2024 through December 16, 2024. This intake includes an application for Activity Assistant and a few others are in the works. Intake # 3 opens October 7, with training to start in the new year. Currently, we are looking at using this intake for the new Community Food Systems (CFS) program for a start date in February 2025 and running for 12 weeks.

## **CET Training**

*Julian Benedict, CE Program Officer & Community / liaison*

### **NEW! Two Special Courses for Healthcare Workers in Long Term Care**

North Island College, Continuing Education is expanding specialized Long Term Care training with two new 8-week, digital courses: [Depression in Community](#) and [Grief and Loss](#). In the depression course, students will learn about the different types, risk factors, signs and symptoms, generational and cultural differences in, and potential causes of, Depression. The second 8-week online course will explore how we understand the terms Grief and Loss, and how we can better support our work with residents, clients, families, friends, and community. [The Applied Long Term Care Practitioner Micro-credential](#) launched last year, and now includes 6 challenging courses specializing in topics impacting healthcare workers across the long term care sector. Other course topics we expect to offer in the Winter 2025 semester include Expanding Your Activity Toolbox, A Well Workplace, Neurodiversity, and Advanced Memory Care. To learn more, visit: [www.nic.bc.ca/long-term-care](http://www.nic.bc.ca/long-term-care).

### **Activity Assistant Certificate Program Certificate**

Students seeking to expand their professional training for rewarding careers in Long Term Care have again filled our tri-intake online program. Our Spring 2024 in-take began in early May, while our Fall 2024 in-take is already 75% full and begins in early September. Employment in this field remains very robust, with many participants being offered conditional employment positions even before the program is finished. We further hope that the returning Future Skills Grant may be available to students in this program, starting this Fall.

### **NEW! Funded Activity Assistant Certificate Program Certificate**

North Island College, Continuing Education is delighted to announce a new partnership with [BC Care Providers Association](#). The partnership, if approved this summer, will see up to 24 students receive fully funded training to complete both a Health Care Assistant Certificate and an Activity Assistant Certificate. This is the first time such a partnership has been attempted and will bring together students from all corners of British Columbia to receive professional training needed to fill these important positions in healthcare. To learn more, visit: [www.nic.bc.ca/activity-assistant](http://www.nic.bc.ca/activity-assistant).

### **Animal Care Aide Program Certificate**

The North Island College Animal Care Aide Program continues to be one of the most popular programs at the College. To better address different learning styles, NIC Continuing Education will again be offering this popular program in both in-person and online formats. Therefore, Fall 2024 will be the last time we offer the program online, returning to in-person starting in Fall 2025. To learn more and apply online for the Fall 2024, visit: [www.nic.bc.ca/animal-care](http://www.nic.bc.ca/animal-care).

### **FoodSafe Level 1 Moves to St. Joes Hospital**

North Island College Continuing Education continues to offer in-person FoodSafe courses at all its campus locations, as well as off-campus as needed by contractors. Now that NIC's Comox Valley Continuing Education office has moved to St. Joe's, all forthcoming in-person FoodSafe Level 1 courses for the Valley will be held at St. Joes.

### **Campbell River Campus**

#### **CET Training**

*Sandy Rose, CE Program Officer & Community / liaison*

#### **Hospital Unit Clerk**

It's been another successful year for the Hospital Unit Clerk program. This nine month online program had a cohort of eleven students who began their HUC journey last September. Fast forward nine months later, nine students completed practicum placements this April. At the time of this report, over half of the class had already received job offers at various Island Health facilities.

With the continued demand for industry prepared labour, the future of the HUC program continues to be bright. Plans are in place for a Fall cohort of twelve students and we are nearly full at this time. Although not yet confirmed, it is hoped that NIC will be approved to offer the program through the Future Skills Training Grant which will provide students up to \$3500 towards the over \$5000 tuition. This will remove the financial barrier to students unable to fund their education. The HUC program does not qualify for student loans, so the financial burden has been an ongoing barrier for students wanting to take the program.

Looking ahead, there is a plan in place to update the program name to Nursing Unit Assistant to better align with Island Health job descriptions, and to match the program name of other PSI programs.

## Community Workforce Response Grant - Heavy Equipment Operator (HEO) – Foundation & Level 1 Technical Training



In partnership with Homalco First Nation, CET delivered a twelve-week Heavy Equipment Operator Foundation and Level 1 Technical training program to ten highly motivated and engaged individuals. As an indigenous focused offering, students were comprised from both Homalco and We Wai Kai first nations. Students completed training and wrote their Level 1 SkilledTradesBC exam on May 10<sup>th</sup> finishing up with a wonderful completion event hosted by NIC, Homalco, and We Wai Kai. Although very close, some of the students were unsuccessful on their last exam and will have opportunities to rewrite. We are currently working with the nations, SkilledTradesBC and the instructor to come up with a plan to prepare these students for their rewrites. With many of the local first nations planning large projects on their lands soon, many of the students will be well positioned for this work.

### **Community Workforce Response Grant - Meat Processing Fundamentals**



With the rising costs of food, We Wai Kai Nation has plans to develop a food security strategy where the nation will secure and process meat for community consumption. The nation has a need for trained skilled people to work in their food security program. We Wai Kai approached CET to discuss potential options which lead to partnering on the delivery of the six-week Meat Processing Fundamentals program. Through a variety of lectures, class discussion, field trips and hands-on activities, students were prepared for entry-level careers in supermarket meat departments, meat processing facilities, meat markets, farm-based production facilities and abattoirs. Upon completion, students were prepared to be apprenticed as professional meat cutters.

### **Community Workforce Response Grant - Wildfire Crew Member Training**



After some initial challenges with securing an eligible partner, we were thrilled to work again with the City of Campbell River, Economic Development office to offer the BC Wildfire Crew

Member program. Eleven very enthusiastic and committed individuals completed training at the end of February. Students were outfitted with all the gear needed to be job ready and received gas and grocery provisions to help with the cost of attending training during the four-week program. We also partnered with the Regional District of Mount Waddington to offer the program in Port McNeill, but sadly the recruitment efforts were not successful, and we had to make the difficult decision to cancel. It will be interesting to see how this year's wildfire season unfolds with the cooler, wetter spring.

### **Community Workforce Response Grant - Customer Service Industry Essentials**

In June 2023, a business information walk took place by the Gold River Economic Development Officer in collaboration with the Gold River Chamber of Commerce and the Regional Manager from the Ministry of Jobs, Economic Development & Innovation. One of the questions asked on the business questionnaire was, "What training/professional development would be helpful to upskill your applicants/employees?" 61% of businesses responded that customer service and hospitality industry certifications would be an asset. CET was approached by the Village of Gold River to explore possible training options for their community through the Community Workforce Response grant and an eleven-day program was designed. Through a variety of lectures, class discussion, online sessions and hands-on activities, participants will be prepared for entry-level positions within the Gold River community. Students will obtain several online certifications in addition to solid, job ready, hands-on courses to prepare them with the confidence and knowledge to work in the customer service and hospitality industry positions. Recruitment is currently underway, and interest has been good. We will have no trouble filling eight seats.

#### **CET Training**

*Lynn Weaver, CE Program Officer & Community / liaison*

#### **Marine**

The 2024 Winter and Spring terms have been steady; offering our usual selection of marine courses enabling students to obtain, retain, or level up in the marine industry. We will continue to add courses on demand over the summer as well as provide contract training in various communities as requested.

We continue to submit proposals for funded marine programming with our community partners, as well as await the final funding approvals for the Fall FSG programs.

#### **Metal Jewellery Design Certificate**

Another successful cohort of graduates, seven of the eight, completed the certificate program. The additional new instructors brought their own personal styles to the classroom enhancing the skills and knowledge taught to the students. The graduation celebration and display of art works was well attended and celebrated by staff, students and their families, instructors and members of the general public.

The 2024 Fall term has a healthy number of applications with ten of the twelve available seats spoken for. We look forward to another successful artsy year and show!

#### **Campbell River Elder College**

CREC offered twenty-two courses during the Winter and Spring terms. Classes ran until the end of May. The memberships for the 2023-2024 sessions totaled two hundred and twenty-four! Elder College in Campbell River celebrated their twentieth year with a catered lunch held in the Bistro. The committee is intent on increasing the membership as well as the number and variety of courses offered in the coming years.

## CET Training

*Helen Van Spronsen, CE Program Officer & Community / liaison*

## Guardians and Summer Youth Academy

In April, a very successful community graduation was celebrated at the Homalco First Nation Hall for the eleven students graduating from the NIC / Homalco **Guardianship and Land Stewardship** program. Under the instruction of Bob Harding from January, students had a busy three months of learning, in a combination of lectures, guest speakers and field trips. During that time they gained knowledge about topics such as ecosystem stewardship, environmental regulations, technical skills, industrial, wilderness and swift water safety, traditional Homalco knowledge and language, communal fishing and hunting, and preparation for employment.

As part of the many field trips and a week-long excursion to Orford Camp in Bute Inlet, many of the students were visiting their traditional territory for the first time. For some, it was their first introduction to being on a boat, and fishing in order to provide for their elders.

We hope this program's effects will be felt by the Homalco First Nation for a long time, as students were introduced to modern skills as well as ways of their ancestors that they will be able to bring back into their community.





Harvesting Hemlock branches to place in the ocean to collect herring spawn in the traditional manner.



Harvesting Hemlock branches to place in the ocean to collect herring spawn in the traditional manner.

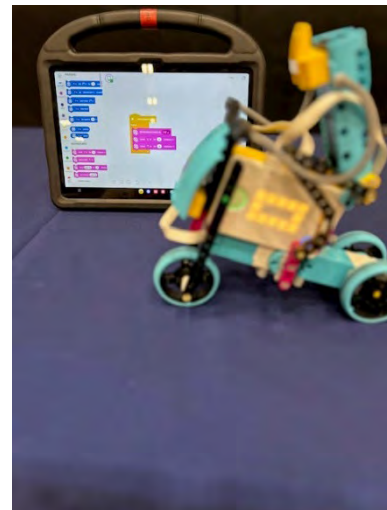


## Summer Youth Academy

The **Summer Youth Academy** begins on June 17 with a two-week orientation for Camp Leaders. Eighteen Camps are being offered this year to students aged between seven to thirteen, including Lego robotics, STEM (Science, Technology, Engineering and Math), STEAM (S,T,E, Arts, M) and Sports, Coding and Fine Arts and Mixed Media. Camps are being offered in Comox Valley, Campbell River and Port Alberni.

Three youth have been employed as Camp Leaders, four high school students as Camp Assistants, and three volunteer students so far. At this point registration has reached almost 70% of capacity, with two weeks before the first camp begins.

Recently Helen has attended two outreach events held in schools – one at Lake Trail Community School in Courtenay, and one in Ecole Phoenix Middle School in Campbell River. Students were excited by the displayed Spike Prime Robots and many leaflets were taken home for parents.







**Port Hardy Campus  
CET Training**

*Jennifer Case, CE Program Officer & Community / liaison*

**Retail & Customer Service Excellence Program**

Working with the Port Hardy Chamber of Commerce, with funding from the Rural Economic Diversification and Infrastructure Program (REDIP), the Mixalakwa Campus will deliver four sections of this new program.

This exciting new certificate program covers all areas of providing excellent retail and customer service. The ten modules are designed to allow the students to build their skills and work towards being the best you can be. Graduates of this certificate program will have the tools they need to improve the quality of service in the tourism and retail trade sectors.

This is a short entry-level certificate program designed for those already working in or preparing to enter the retail trade or tourism industries. Emphasis is placed on personal management (including demonstrating positive attitudes and behaviours, being responsible, adaptable and working safely), teamwork (including the ability to work with others) and fundamental skills (including the ability to manage information and use numbers).

Our first cohort is currently in the last two weeks of the program, on their work experience portion, with eleven students working with eleven different local businesses.

## **Port Alberni Campus CET Training**

*Leanne Moore, CE Program Officer & Community / liaison*

### **Trades Discovery**

During the winter semester, in partnership with Nuu-chah-nulth Employment & Training (NETP), CET delivered the Trades Discovery program over 13 weeks in Tyhistanis, Tofino. The program included digital literacy, math upgrading, carpentry, electrical, plumbing and pipe, and was a great success. The Math upgrading prepares them to meet the prerequisites to enter a trade apprenticeship. The training also prepares them for entry-level positions in the trades industry and/or for further training in trades. The students planned and constructed a storage shed as their project to demonstrate their skills and abilities. Plans for a Carpentry Level 1 program to be delivered in-community are being considered.

### **Meat Processing Fundamentals**

The second Meat Processing Fundamentals program, offered in partnership with the Alberni Clayoquot Regional District (ACRD) was successful with all ten students completing it. The program provided hands-on learning opportunities and included visits to farms and meat processing plants in the Comox Valley. Some students were successful in finding employment opportunities in the industry.



## NEW! Building Deconstruction & Salvage



Students are proud of their work on the deconstruction and salvage at the Somass Mill site in Port Alberni while attending the program through the Workforce Response Grant (CWRG), submitted by the City of Port Alberni. This training program is designed to equip participants with the necessary skills and knowledge to work in the building deconstruction and salvage industry. The training includes working with hazardous materials, building scaffolding and other support structures, doing general labour on the job site, and becoming proficient in the use of construction tools and equipment. They salvaged approximately \$100,000 worth of material and all students found employment in the industry. Please click on the link to watch a great piece created by The Scoop on Port Alberni. [https://youtu.be/BVzSjVj\\_63w?si=oX-Lu0Icu4Wcr5XH](https://youtu.be/BVzSjVj_63w?si=oX-Lu0Icu4Wcr5XH)

### Wildfire Crew Member Training

In partnership with Tseshahat First Nation, CET offered a 4-week Wildfire Crew Member Training in February 2024 at the Port Alberni campus. The program has prepared another twelve students to help fight wildfires in the province of BC and beyond. Students come from all over the province to attend the program.

## ARTS, SCIENCE AND MANAGEMENT

There is a lot going on in the Faculty of Arts, Science & Management. It was hard to pick just a few things to highlight for the BOG Report. However, we managed to identify four representative undertakings. These have been appended, below.

### JAPAN

As part of *GLS 241 – Field School: Fishing, Indigeneity and the Asia Pacific*, students travelled to Japan, spending time in Tokyo, Kyoto and Yokohama, and in Mio (which is home to the Canadian Museum) and with Professor Kishigami at the Museum of Ethnology in Osaka. Ryan Blaak, Kelly Shopland, Willow Hunt-Scott and NIC Elder in-Residence June Johnson, along with course students ventured across the Pacific Ocean for ten days in May. By all accounts the

course and field school were a resounding success. We owe a debt of gratitude to our hosts in Mio, Dr Sachiko Kawakami from Kyoto University of Foreign Studies (KUPS), our president Dr Lisa Domae, Romana Pasca (OGE) and the many others that supported the development of the corresponding course and the field school itself. This was and continues to be an amazing learning opportunity for NIC students, faculty and staff and our hope is to enrich this partnership with Mio and KUFS through sustained and regular exchanges (both virtual and in-person).



*Photos submitted by Ryan Blaak, Humanities department chair, from the May 2024 student Field School to Japan re GLS 241 - Field School: Fishing, Indigeneity and the Asia Pacific.*

### **ANNUAL ART SHOW**

The annual Art Show opening was a resounding success. Showcasing the work of Fine Arts and Digital Design + Development (DGL) students, the event took over Shadbolt Studio, Raven Hall and the Student Lounge/Commons in Tye. It seemed every medium was represented, from pottery to lithography. The DGL area housed a display of work undertaken by students over the course of the Winter semester. Featured were design projects and what amounted to wrap around brand development and graphics (for small companies and local start-ups). Kudos to the students, instructors and program technicians for putting together an amazing event (yet again).



*Photo submitted by current department chair Elizabeth Russell. We celebrate all our students in first and second year. We have a special gathering for our graduates. We were honored to have Fernanda Pare (Elder in Residence) give a greeting and to have Dr Lisa Domae (NIC President) gave a warm and encouraging speech to our graduates.*

### **SCIENCE WORLD**

Science World took over the Port Alberni campus on May 18 from 10:30 am to 4:00 pm. Visitors were treated to an array of science-themed presentations and hands-on demonstrations. All the disciplines were represented – Biology, Physics, Chemistry and Engineering. A special thank you to Michael Willers (Instructor, Math-Science) who helped organize the event, Darren George (Instructor Math-Science) who dazzled audiences with his Chemistry show (which featured a ‘screaming’ Gummy Bear and lots of fire) and the student volunteers for bringing this event to North Island College and broader Port Alberni community. No doubt, children left this event with both a better understanding of science, and many with a desire to pursue education in the Sciences. A win-win.



<https://www.scienceworld.ca/event/community-science-celebration-port-alberni/>

### **NIC IS DIGGING IT!**

Yes, a terrible pun. (And my apologies for that). However, our resident archaeologist Jenny Botica recently travelled to Croatia in furtherance of an educational partnership. If realized, this agreement will provide the basis for cultural and educational exchanges for students studying Anthropology and Archeology. During this visit with the Institute of Anthropology (University of Zagreb) and the Croatian Conservation Institute, Jenny was able to examine excavation sites and ruins, along with several sites containing considerable biological and archaeological remains. As Jenny reported, “[the] project enjoys robust support from all parties and is envisioned as a long-term, multi-year endeavor. The involvement of professional contract archaeologists will further enhance NIC students’ opportunities to acquire field-based skills in a practical setting.”



*Photo submitted by Jennifer Botica with the Croatian Conservation Institute archaeology team being hosted by the Archbishop of Đakovo during her trip there last month. The Archbishop (far left) and the Mayor of Gorjani (second from right) are entirely supportive of the archaeological project, which plans to include NIC student’s long-term, learning archaeological skills alongside professional archaeologists including the project lead, Dr. Ivana Hirschler Marić (third from left).*

## TRADES AND TECHNICAL PROGRAMS

### Report to BOG

June 2024

Well, here we are! It seems like we just started the new 2024 winter term and now spring is about to make room for the arrival of summer. When June jumps in to taunt us with the warmth of the coming months on the horizon, it also brings with it the excitement of Graduation where we come together to celebrate the success of so many of our students as they say goodbye to this chapter of life and venture on to their next incredible journey where the pages have yet to be written. We congratulate each and every one! Take pride in your accomplishments, your focus and the very foundations of the future you have set in motion.

We had a busy spring in Trades and Technical. In among our Apprenticeship and Foundation programs we found room for two cohorts of our ever-popular Trade Sampler programs, the second of which under instructor Jani Martinius just wrapped up on June 21<sup>st</sup>. As lead instructor, Jani wasted no time getting the students up to speed with all things safety before the tools came out and the hands got dirty. Jani also brought in a fantastic group of instructors from Plumbing, Electrical, Welding, Heavy Duty, Automotive, Machining and Autobody to showcase a wide variety of Trades, provide a quality experience in the Trade Sampler program and expose the students to the many opportunities in Industry that can be paralleled to individual interests. We look forward to seeing many of these students in our future programs!

We have had nine Apprenticeships alone end in May and June, another two Foundation programs in Heavy Mechanical and Furniture Design & Joinery and a Culinary Business Operation Certificate program and an *International* cohort of the Culinary Business Operation Diploma program. There will also be six Foundation programs carrying over into summer including Electrical Foundation and Professional Cook Level 1 in Port Alberni. Then we have Automotive Collision & Refinishing Foundation and Fabricator-Welder Foundation running into September with winter cohort of Heavy Mechanical Foundation going to the beginning of October.

2024 Fall promises to be busy, but we'll get to that next time.

### ***In the World of Forestry!***

North Island College's forestry technology graduates celebrated with a silver ring ceremony in April, as many are typically working in the field come graduation time in June. A long-standing tradition for forestry degree programs in Canada, the Canadian Institute of Forestry expanded the Silver Ring program to include recognized technical programs in 2002. NIC is their newest addition. Each graduate was presented with a silver ring that welcomes them to the profession and celebrates the bond that "goes beyond differences in employment, responsibilities, province of residence and language." The Silver Ring is usually worn on the little finger of a person's working/dominant hand.





***What did May look like for Trades and Technical Programs?***

On May 6<sup>th</sup> two of our instructors were off to experience the breathtaking beauty of Tanzania while collaborating with NIC's Office of Global Engagement and other industry professionals from Saskatchewan Polytechnic and Nova Scotia Community College. In order to elicit the proper appreciation for such an extraordinary opportunity it is best to have the instructors speak for themselves!

But watch for the elephants!

*Trevor Petr, Electrical:* Through the Office of Global Engagement, and THE ESP 01 program, I was selected to assist in Solar Electrification curriculum development. The Canadian contingent consisted of a group of four people from Halifax NSCC, Saskatchewan Polytechnic, NIC Instructor Jaylene van der Merwe, and myself. Saskatchewan Polytechnic provided an expert in animal husbandry, NSCC provided an instructor from tourism, and NIC was responsible for the electrician expertise in solar.

Upon arrival in Tanzania, the first order of business was to create a bucket filled with a wish list of items that an off-grid solar course would cover. We broke these into six achievable objectives and started designing learning objectives and tasks that aligned with these objectives. There were challenges with translation, which tended to slow the process, but we were able to establish a good structure for the instructors of the two Folk Development Colleges to carry on with the development. The people that we interacted with were amazingly kind and engaging.

Also, part of the development procedure were tours of the Kilwa and Mtwobo schools and accessing the equipment they currently had in inventory so we could also create a material wish list that aligned with the proposed course.

On the fun side....other activities we participated in included a safari in the Lake Manyara Park where we encountered elephants and baboons, from there to a UNESCO site on an island off of Kilwa, the previous location of an old spice trading center. It was an experience not soon to be forgotten!



There they are!

*Jaylene van der Merwe, Automotive:* In May 2024, I was invited again to work with the NIC Office of Global Engagement, in partnership with Saskatchewan Polytechnic and Nova Scotia Community College on the ESP 01 Empowerment through Skills Project in Tanzania, Africa. This was the third visit (Jaylene's a frequent flyer) to work with two Folk Development Colleges and two community-based organizations involved in the project. This session's goal was to assist in the curriculum development of the decided upon short courses which will be launched at each FDC in the coming year. Each Canadian college included a Subject Matter Expert for one of the short courses to join the project.

This trip included a workshop session in Arusha, guided tours of both Colleges and organizations, cultural tourism experiences in both regions of the colleges, and the creation of equipment lists to be purchased locally through the project for each course.

The workshop included review of the December content, an explanation of Blooms taxonomy, Dacums as a curriculum development tool, and adult learning strategies. A majority of the participants had been involved in past training and were ready to get to work on their courses. We also had our Subject Matter Experts guiding the groups, which enabled us to shorten our lesson time and spend more time in groups developing the curriculum for each short course. The Folk Development College tutors wanted to share their knowledge in comprehensive courses, and it took some time to determine the best outcomes for these courses considering their targeted participants as well as job opportunities at the conclusion of a course. This was a significant part of the development and having the SME's involved in those discussions was critical. The marketing workshop the following week reinforced these concepts and introduced another perspective for the participants to view their courses.

The growth through this project has been amazing for me to see. I believe giving the tutors freedom to develop these short courses will produce high level learning opportunities. Through their training, they now see the importance of moving past reading theory and into active learning and practical practices. This project has also created partnerships across the colleges and with the community-based organization resulting in a network to share ideas, challenges, and successes.

I am happy to report; after training this coming December, Safety Committees will be formed in the college which will improve and ensure the wellbeing of all participants. Gender equality and women rights has been a theme throughout the project and moving to the forefront of the tutors' minds through the development process. Experts in these areas have been providing training sessions and will continue this practice as the project unfolds.

It was another inspiring trip for me as an instructor, each time I return I feel a rejuvenation in my teaching and attitude towards this community and the college. There are many differences in the culture between Tanzania and Canada, and both sides benefit in learning from each other.





One more time!

On May 8<sup>th</sup> the Campbell River campus hosted a Parent/Student Information Night for Dual Credit students. For anyone not familiar with the term “*Dual Credit*”, it is in reference to the opportunity for high school students to begin post-secondary programs and courses while they are still in high school. (most are Grade 12 students)

We welcomed one hundred and sixty guardians and parents (inclusive of approx. twenty students) for a much-needed conversation that proved to be valuable, informative and insightful for parents/guardians, students and presenters. A Skilled Trades BC regional advisor presented an overview regarding skilled trades careers and training, the School District overview explained the value of dual credit opportunities, and North Island College representatives, including recruiter Lela Kulesh, the Dean of Trades and Technical programs, Cheryl O’Connell, gave an overall presentation of dual credit options available to students at NIC.



*T-Mar Industries* – For forty years this local Campbell River company has been supporting the logging industry with reliable equipment capable of withstanding our challenging environment. On May 27<sup>th</sup> our Heavy Mechanical instructor, Byron Beaupre, and his Level 4 apprenticeship students were invited to the facility in Duncan Bay for an informative tour/demonstration on current industry demands and standards.

*From Byron:* With the new Program Outline set forth in April this was a great intro to new technology that is available in our own backyard. T-Mar is in the process of refurbishing an older grapple yarder and has spent the last year researching with their in-house engineers to see if they could modify this rebuild with newer technology. What they came up with was an idea to modify the cable winch system to an electric drive. They built a smaller demo model of the grapple yarder to see if this winch system would work and tested it by pulling barrels across the yard to replicate logs. Ingenuity at its finest!

The electric industry is being introduced into the world of Heavy Duty and the students were able to see how safety and design are factored into electric vehicles with Tyson demonstrating the electric drives, components and operation. This rebuild was in mid design so students could ask questions as to how to service and test some of the equipment. We saw firsthand one of T-Mars engineers creating a cooling system for the electric yarder on his computer. Another engineer was working on an inverter/ converter system and a resister load cell that was vital to overcharging an electrical system once demand for battery charge was met. We also learned about new technology T-mar was utilizing with ultra-capacitors for electrical storage instead of traditional battery packs.

All in all, an incredible trip for myself as well as my students.



***Here comes June!***

Saturday June 1<sup>st</sup> the Student Commons and Bistro in Campbell River hosted the Timberline High School prom. Megara McCormick, the grad coordinator from Timberline, and twelve of her volunteer students transformed the space into a bright and beautifully decorated setting for students to relax and enjoy the festivities of the evening. Our very own Melody White, Bistro Supervisor for NIC, could be found overseeing the amazing Buffet which was catered by Quay West. It is truly satisfying that NIC was able to share our space for such a special evening for the graduates of 2024!



### **Articulation**

On June 5<sup>th</sup> and 6<sup>th</sup>, the NIC's Electrical programs hosted the yearly Electrical Articulation meeting. During this two-day meeting, each provincial school sends the department chair or lead instructor for discussions that could relay provincial curriculum, SLE (standard level) exams, policy, or challenges that each school is facing. This year's hot topic was the learning resources. As a province we are dealing with a SkillsTradesBC binder package that is not currently being updated. We discussed some barriers that prevent the easy fix of the content, as well as some solutions. There were also a few informative presentations related to the 2024 Canadian Electrical Code that is scheduled to be adopted into BC in March 2025, and we also had a guest expert discuss Arc flash hazards. During the final day of the articulation meeting, we organized a group tour of the John Hart Dam. This was very informative as many areas within the dam directly relate to the learning outcomes of our Level 3 and 4 curriculums. Hosting this year's meeting was a fabulous opportunity to showcase our electrical learning space, and labs.



### **Program Reviews**

From September 2023 through to the end of June 2024 the Electrical Foundation and Heavy Mechanical Foundation programs have been undergoing individual *Program Reviews*. As of this report, they are in the final phases. Program review is an extension process completed over a year as led by the Centre for Teaching Learning and Innovation and Trades and Technical thank CTLI staff for their expertise and guidance!

So, what is Program Review? Program review is an ongoing and systematic inquiry process whereby key student learning experience interest groups reflect on the strengths of educational programs and identify areas for enhancement. The program review process engages all participants in an evidence-based assessment of how well programs and departments are providing the best possible experiences for student learning. The process is part of an ongoing curriculum renewal and review process whereby all learning experiences are continually reviewed for reshaping, renewing, and rethinking how best to provide for the needs of learners. Program reviews give departments an opportunity to answer any burning questions, fill in gaps with data, and obtain timely feedback from students, faculty, alumni, employers, and community members.

There is always room for improvement and our students will always come first!

**Everybody Loves a Festival!** The annual BC Seafood Festival will be taking place at the top of Mount Washington this year and our Culinary Arts students will once again be there with Chef instructor, Xavier Bauby. In collaboration with the North Vancouver Island Chef Association and Wild Pacific Halibut our Professional Cook Level 2 students and the Culinary Operations Diploma students will be catering a fundraising lunch benefiting NVICA. Students will begin prepping for over one hundred guests from June 18<sup>th</sup> until June 22<sup>nd</sup> when they will present an amazing menu unlikely to disappoint. Guests will be served Wild Pacific Beet Marinated Halibut Gravlax, Thai Seafood Broth with BC Spot Prawns, Mussels and Halibut. There will also be Prosciutto Wrapped Wild Pacific Halibut with Dungeness Crab and Leek finished off with a Rhubarb Strawberry Cheesecake. This doesn't sound good at all...

## **Culinary Business Operations Diploma Program – International**

In January 2024 Trade and Technical programs began the delivery of the first ever all international student cohort of Diploma program which also gave the students the option of registering for their Level 1 Apprenticeship. While the main focus in January was on theory and technique, from February – April students started their practical experience in the instructional kitchen with orientation and lab training skills. Students soon began the prep of a diverse multi-course menu for the Caf providing a wide range of meals appealing to many different backgrounds and dietary needs.

From April – June students honed their skills by participating in the operation of the fine dining Bistro restaurant and again showcased a wide range of training skills and menu options. Now that June is well underway, students are currently on track to complete their Practical Assessments wrapping up the first portion of their program with the Professional Cook Level 1 exam on June 27<sup>th</sup>. Good Luck to all!

***See you in September!***

### **OFFICE OF GLOBAL ENGAGEMENT**

#### **International Student Engagement Activities**

*Submitted by Mike Hillian, Global Engagement Liaison*

In late April, OGE hosted Winter semester-end parties for each campus. Comox Valley students met for a celebratory reception at Match Eatery, Campbell River students enjoyed a pizza/dance party in the Student Commons, and Port Alberni students had a lunchtime potluck with karaoke. So far during Spring semester, CV students have participated in a movie night at Stan Hagen theatre, the Comox Airshow, and a road cycling safety lesson with the CV Cycling Coalition. Additionally, thirty students visited Camp Bob on May 17 and June 7. Located on beautiful Roberts Lake, Camp Bob offered students a true Canadian wilderness experience, with canoeing, archery, hiking and a ropes course.





**Visiting Delegation from Te Whare Wananga o Awanuiarangi & Education New Zealand**

*Submitted by Mark Herring, Executive Director, International Education*

*The Office of Global Education had the privilege of hosting Professor and Chief Executive Officer Wiremu Doherty from Te Whare Wananga o Awanuiarangi from Whakatane, New Zealand and Natalie Lulia, Associate Director of Engagement, Education New Zealand from Washington DC. Our guests joined us at the Comox Valley Convocation and for National Indigenous Peoples Day. Wiremu is the keynote speaker at the BC International Education Week (BCIEW) conference in Vancouver from June 23-26 and both Natalie and Wiremu are co-presenting with Kelly Shopland and Sara Child at BCIEW: [Thought Leaders Circle Talk: Explore the intersection between Internationalization, Indigenization, Decolonization and what it means to be Indigenous Serving.](#)*



## STUDENTS AND COMMUNITY ENGAGEMENT

### Early Assist @NIC

*Mez Jiwaji, Associate Director, Student Life*

The Early Assist program provides a one-stop shop for all types of support – personal or academic. Students can be referred to Early Assist by NIC staff or faculty and can self-refer through email or phone calls. Early Assist doesn't show up on students' academic or financial records, and information shared by students is confidential and is not shared unless safety is a concern.

Our Student Life & Outreach Liaisons who support the Early Assist program are seeing more referrals than in previous years; 132 cases in Fall 2023 compared to 93 cases for the same period in 2022. In Winter 2024, Early Assist saw 157 cases, and 84 cases for the same period in 2023. Of our cases, 71% came from the Comox Valley campus, 17% from Campbell River, 10% from Port Alberni and 2% from Mixalakwa.

Of the cases Early Assist received, 88% were academic in nature, 28% were wellbeing related, 23% were both, and 4% were student complaints coming to us through Early Assist. Academic concerns

**NORTH ISLAND COLLEGE**  
**NIC**

## EARLY ASSIST

Connecting you to campus  
and community resources:

- Confidential
- No explanation needed
- Holistic approach
- Working collaboratively with you

Get support at  
[earlyassist@nic.bc.ca](mailto:earlyassist@nic.bc.ca)

may be related to poor academic performance, or challenges with engaging in academic tasks or time management. Wellbeing reports include students sharing emotional, mental, or psychological concerns.

Over the last year, we have connected students to a range of NIC supports and services including the Department of Accessible Learning Services, Counselling, Advising, Financial Aid, Peer tutors, Indigenous Navigators, and Elders-in-Residence, and if appropriate (for example, for domestic violence, or third party reporting) to community resources.

## **NIC's Healthy Trades Program**

*Mez Jiwaji, Associate Director, Student Life*

In 2023, Cheryl O'Connell, Dean of Trades and Technical Programs, and Mez Jiwaji, Associate Director, Student Life, applied for a Bell Let's Talk Grant to develop a Healthy Trades program, and with this funding, appointed Sierra Gale the Healthy Trades Liaison.

Over the 2023/2024, Sierra Gale developed the Healthy Trades program and delivered in-person Orientation sessions to each class in Campbell River, Comox Valley, and Port Alberni, led a Trades Leader program, and created and delivered events and programming with key community partners including Walk With Me, Tailgate Toolkit, BCCWIT. The impact of the Healthy Trades program has been enhanced by our partnership with Tawni Wilkins from SkilledTradesBC.



Through the Healthy Trades program, we have learned that in-person, program-specific orientation matters, that different campuses have different needs, that trust and relationships are key to engaging in help-seeking behaviours in the Trades, and that shifting Trades culture can start with our Trades students. We have shared our observations in the mental health spaces, with the Healthy Minds Healthy Campus leadership team, and through an invited Healthy Minds Healthy Campuses seminar. The Healthy Trades work has also been shared at the BC Post Secondary Counsellor's Association conference.

We have recently been awarded an Island Health Grant that aims to promote a culture of awareness and self-care within the trades through focused education and access to pain and stress management tools. The goal of this grant is to build on the work done through the Bell Let's Talk grant, and to increase resilience and mitigate the harms associated with the unregulated drug supply in the Trades.

Recognizing the ever-growing need for student support, and the importance of early intervention on student retention and completion rates, we are grateful that NIC's Leadership Team supported our request for a second Student Life & Outreach Liaison role. This second role will provide us with the opportunity to develop a sustainable Healthy Trades program and also provide some much-needed support to the Early Assist program.

## Student Life at NIC

*Mez Jiwaji, Associate Director, Student Life*

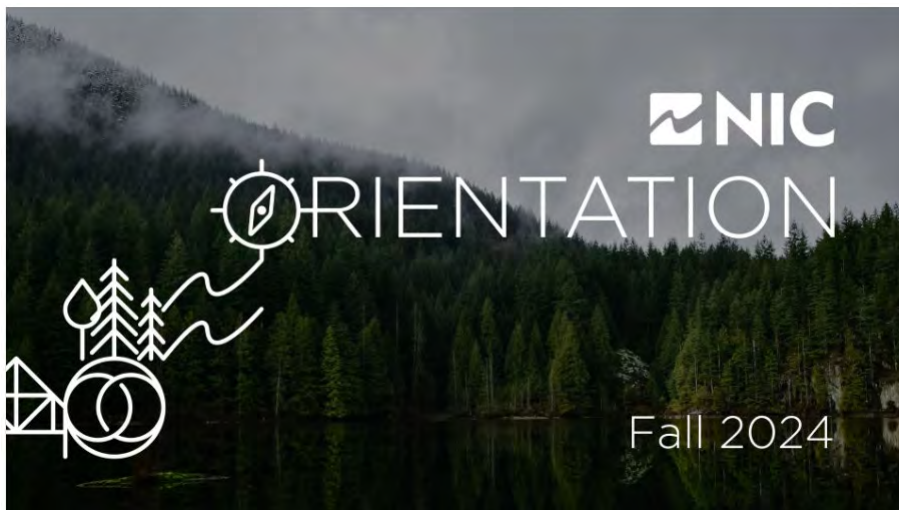
For Pride Month, Student Life partnered with North Island Students' Union to deliver a Flag Recognition event in Comox Valley. With increasing participation year-on-year, this event activates NIC's commitment to create welcoming, safe and inclusive spaces that celebrate diversity.

Student Life will be hosting a table and sharing information at Indigenous People's Day celebration events and look forward to engaging with community and sharing information about supports and services that are available to students at NIC.



## Orientation Fall 2024

*Mez Jiwaji, Associate Director, Student Life*



Orientation welcomes students to North Island College and supports them as they transition into the college community by building meaningful relationships with other students, faculty and staff. By introducing students to the academic programming, support services, and members of the community, we give students a strong

foundation for their learning journeys at NIC as they grow academically, emotionally, socially, and personally.

During Orientation, new students will have the opportunity to develop a sense of belonging with the college and its values, familiarize themselves with the resources that are available to support students academically, emotionally, and socially, to foster student success and learn how to navigate to the access points when they need supports, learn about the policies, expectations and requirements that guide them as members of the NIC community, make meaningful connections with fellow new and returning students, faculty, and staff who will work with them as they pursue success, and engage with members of the community and develop relationships that broaden their experiences as a student at the college.

Research at post-secondary institutions indicates that students who feel like they belong at the institution have higher levels of engagement and wellbeing, show increased levels of help-seeking behavior's, and have higher retention and program completion rates.

Orientation Fall 2024 planning is in full swing and in-person events have been planned for Campbell River (Sept 3, 2024), Comox Valley (Sept 5, 2024), Mixalakwa (Sept 11, 2024) and Port Alberni (Sept 17, 2024). We look forward to your participation at our in-person events.

Learn more about Orientation Fall 2024 here- <https://www.nic.bc.ca/orientation/>.



**Office of the Registrar**

**Topic: 2024 Convocation**

As this goes to print, our Campbell River and Port Alberni campuses celebrated a successful convocation ceremony with all graduates presented with an Alumni pin. Across all three communities, Campbell River (June 17), Port Alberni (June 18), and Comox Valley (June 20) — more than 380 students, along with their families and friends will join this year's convocation festivities, marking one of the largest gatherings of graduates since pre-COVID. We look forward to celebrating all our graduates and their achievements.

Congratulations to the Class of 2024!

All four ceremonies can be viewed here:

<https://www.youtube.com/@northislandcollege/streams>







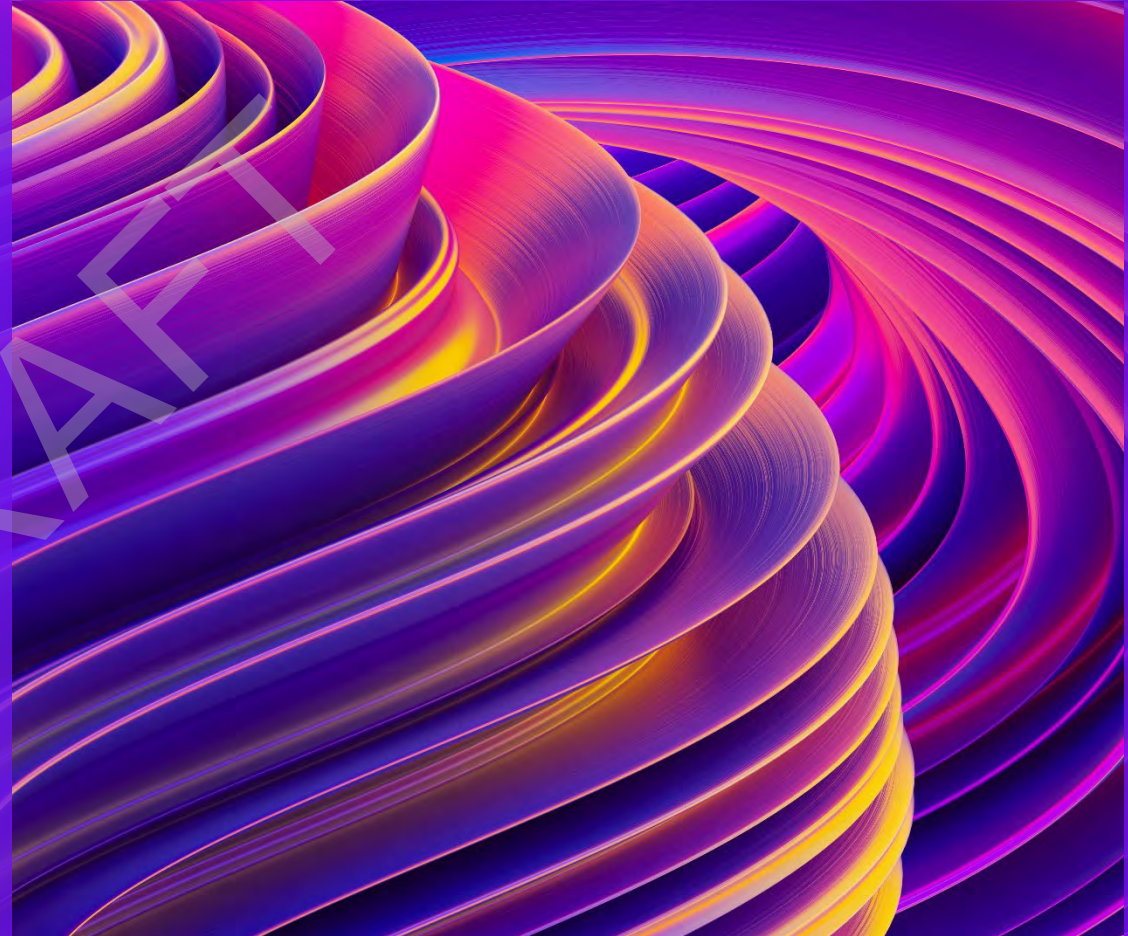
# North Island College

Audit Findings Report  
for the year ended March 31, 2024



Prepared for the meeting on June 12, 2024

[kpmg.ca/audit](http://kpmg.ca/audit)



# KPMG contacts

## Key contacts in connection with this engagement



**Liette Bates-Eamer**

Audit Engagement Partner

250-480-3641

lbateseamer@kpmg.ca



**Ayomide Kolawole-Osafehinti**

Senior Manager

250-480-3637

aosafehinti@kpmg.ca

DRAFT

# Table of contents

<b>4</b>	<b>Highlights</b>	<b>5</b>	<b>Status</b>	<b>6</b>	<b>Risks and results</b>	<b>10</b>	<b>Control deficiencies</b>
<b>11</b>	<b>Misstatements</b>	<b>12</b>	<b>Policies and practices</b>	<b>13</b>	<b>Appendices</b>		

The purpose of this report is to assist you, as a member of the Audit Committee, in your review of the results of our audit of the financial statements. This report is intended solely for the information and use of Management, the Audit Committee, and the Board of Governors and should not be used for any other purpose or any other party. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this report has not been prepared for, and is not intended for, and should not be used by, any third party or for any other purpose.

## Digital use information

This Audit Findings Report is also available as a “hyper-linked” PDF document.

If you are reading in electronic form (e.g. In “Adobe Reader” or “Board Books”), clicking on the home symbol on the top right corner will bring you back to this slide.



Click on any item in the table of contents to navigate to that section.



# Audit highlights



No matters to report



Matters to report – see link for details

## Status

We have completed the audit of the financial statements, with the exception of certain remaining outstanding procedures, which are highlighted on the 'Status' slide of this report.

## Significant changes

Significant changes since our audit plan

- There were no significant changes to our audit plan which was originally communicated to you in the audit planning report.

## Risks and results

Significant risks

- No other risks identified beyond those required by professional standards - presumed risk of management override of controls

Other risks of material misstatement

- Infrastructure management
- Salaries and benefits
- Revenue and receivables management
- Procurement

Going concern matters

## Uncorrected misstatements

Uncorrected misstatements

We identified one misstatement that was communicated to management and remains uncorrected in the financial statements. See page 11 for more details.

## Corrected misstatements

Corrected misstatements

We identified one adjustment which has been corrected in the financial statements. See page 11 for more details.

## Control deficiencies

Significant deficiencies

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting.

## Policies and practices & Specific topics

Significant unusual transactions

Accounting policies and practices

Other financial reporting matters



# Status

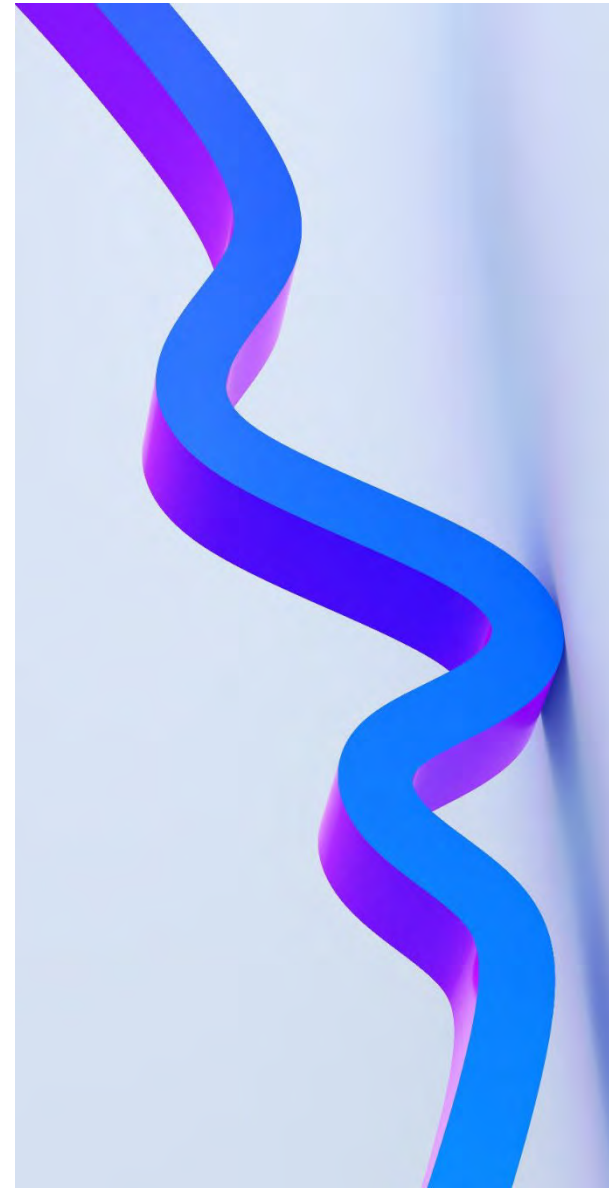
As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include amongst others:

- Completing our discussions with the Committee
- Obtaining evidence of the Board of Governor's approval of the financial statements
- Obtaining a signed management representation letter
- Completing subsequent event review procedures up to the date of the Board of Governor's approval of the financial statements

We will update the Committee, and not solely the Chair, on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures.

Our auditor's report, a draft of which is included in the draft financial statements, will be dated upon the completion of any remaining procedures.

DRAFT





# Significant risks and results



## Fraud risk from management override of controls

This is a presumed fraud risk in accordance with Canadian Auditing Standards. Management is in a unique position to perpetrate fraud because of its ability to manipulate accounting records and prepare fraudulent financial statements by overriding controls that otherwise appear to be operating effectively. Although the level of risk of management override of controls will vary from entity to entity, the risk nevertheless is present in all entities. We have not identified any specific additional risks of management override relating to this audit.

### Our Response

Our procedures included:

- testing of journal entries and other adjustments
- performing a retrospective review of estimates
- evaluating the business rationale of significant unusual transactions.

### Significant findings

- We noted no issues as a result of our testing.







# Other risks of material misstatement and results



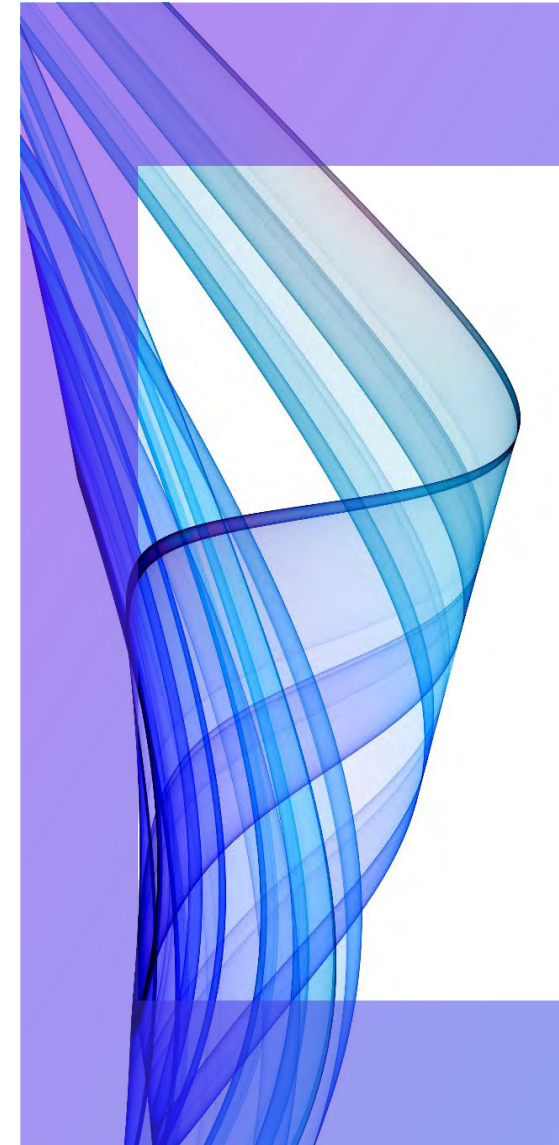
## Annual assessment of the going concern assumption

### Our procedures

- PS1000 Financial Statement Concepts for Public Sector Accounting Standards requires management to annually assess the entity's ability to continue as a going concern. Specifically taking into consideration all information, at a point in time, that is available about the future. The assessment should be evaluated for a period, at minimum, of twelve months.
- In turn, Canadian Auditing Standard 570 Going Concern, requires an auditor to obtain management's assessment, inclusive of appropriate audit evidence to conclude on the appropriateness of management's use of the going concern basis of accounting.
- Procedures performed over management's assessment included the following:
  - Determining if there are any conditions that cast significant doubt over the entity's ability to continue operations
  - Assessing management's mitigating plans should any such conditions be identified, such as obtaining and inspecting a copy of the approved 2024-2025 budget and applicable correspondences with the Ministry of Post-Secondary Education and Future Skills
  - Evaluating the feasibility and reasonability of management's plans based on current facts
  - Obtaining management representations regarding any change in the analysis and their conclusions, right up to the audit report date
- An auditor is required to conclude on the appropriateness of the going concern basis of accounting, adequacy of management's disclosures and impact, if any, on the auditor's report

### Results

- We noted no issues as a result of the procedures performed.





# Other risks of material misstatement and results



## Infrastructure management

### Our procedures and results

- During 2024, capital additions were \$18.6 million, across buildings, furniture and equipment, computer and software and assets under construction that are not yet ready for use. The total additions related to the student housing project in the year were \$13.1 million. As at March 31, 2024, the estimated contract cost was \$74.3 million.
- We selected a sample of additions during the year and compared the amounts recorded as additions to supporting third party evidence.
- We tested deferred capital contributions to assess if amounts are appropriately restricted and accurately recorded.
- We tested repairs and maintenance expenses to assess that items are not capital in nature.
- An estimate of amortization expense was developed based on average life of assets in use and compared to actual. We also performed analytical procedures over the reduction of deferred capital contributions liability by comparing to prior year and comparing to deferred capital contributions recognized to revenue.

We noted no issues as a result of the procedures performed.

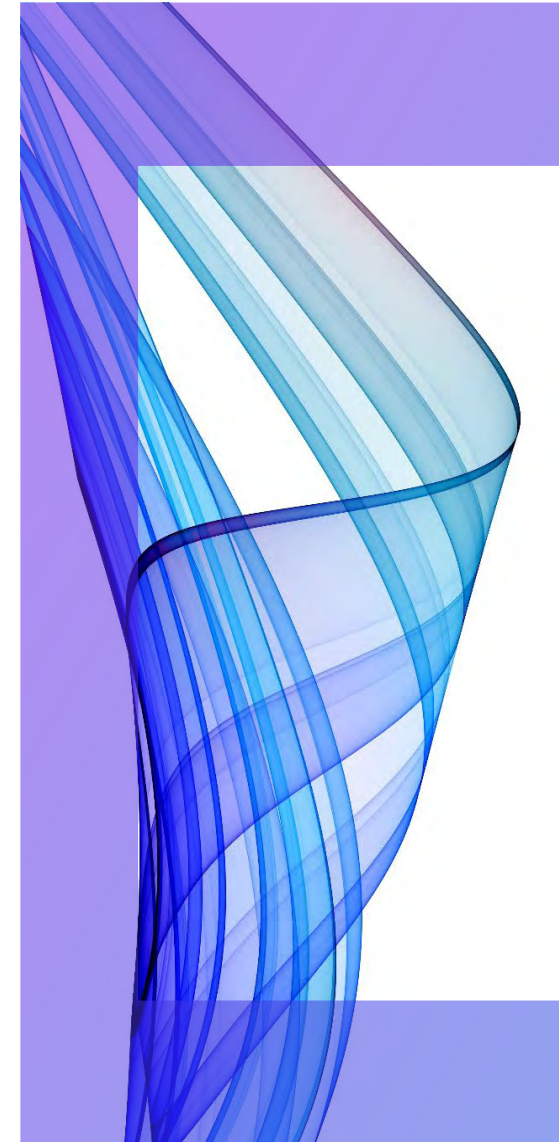


## Salaries and benefits

### Our procedures and results

- We reviewed payroll processes surrounding new hires, terminations, and other relevant changes to employees.
- We calculated expected payroll expense and payroll accruals based on known staff numbers and changes to salary increases from prior year. In each case, our calculated expectation was within an acceptable range from the actual payroll expense, or payroll accrual recorded in the financial statements.
- We reviewed financial statement presentation, including related note disclosure and confirm that it is in accordance with PSAB guidelines.

We noted no issues as a result of the procedures performed.





# Other risks of material misstatement and results

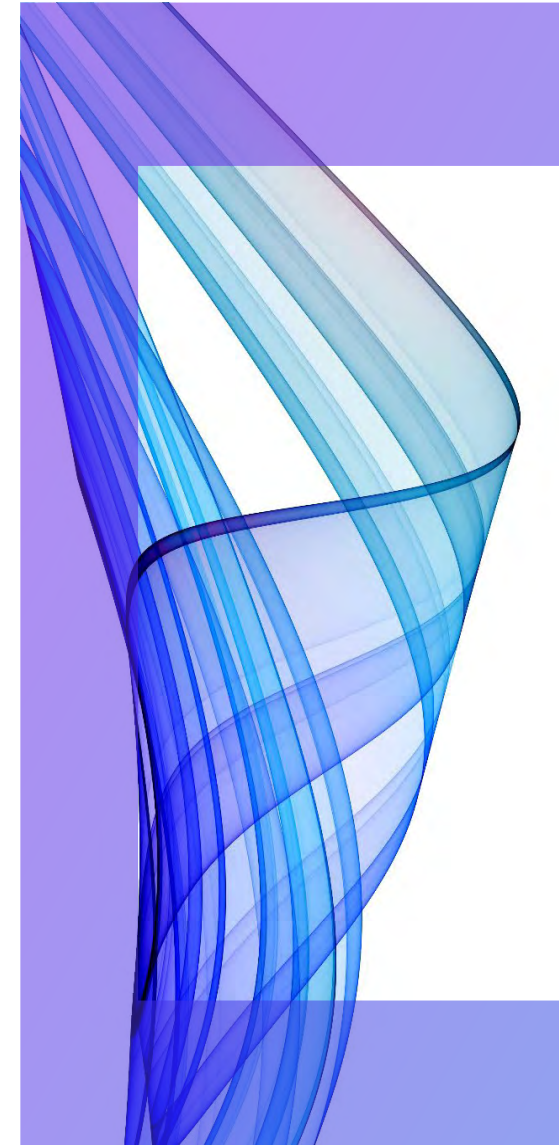


## Revenue and receivables management

### Our procedures and results

- We updated our understanding of the College's revenue process and revenue recognition policies.
- We agreed operating and capital grant revenue balances to supporting documentation and confirmations.
- We reviewed other revenue balances and performed analytical procedures comparing actual balances to expectations.
- We tested the receipt and expenditure of significant grants and other funding received and/or spent by the College in the year.
- Deferred revenue receipts and disbursements were sample tested to verify that the amounts recognized as an increase met the definition of a liability and disbursements met the required stipulations to be recognized as revenue.
- We assessed the impact of the new PS 3400 revenue standard on the relevant revenue streams. Furthermore, we assessed the revenue recognition policy used by management against the Public Sector Accounting Standards requirements and accounting policies adopted as disclosed in the financial statements.

We noted no issues as a result of the procedures performed.





# Other risks of material misstatement and results



## Procurement

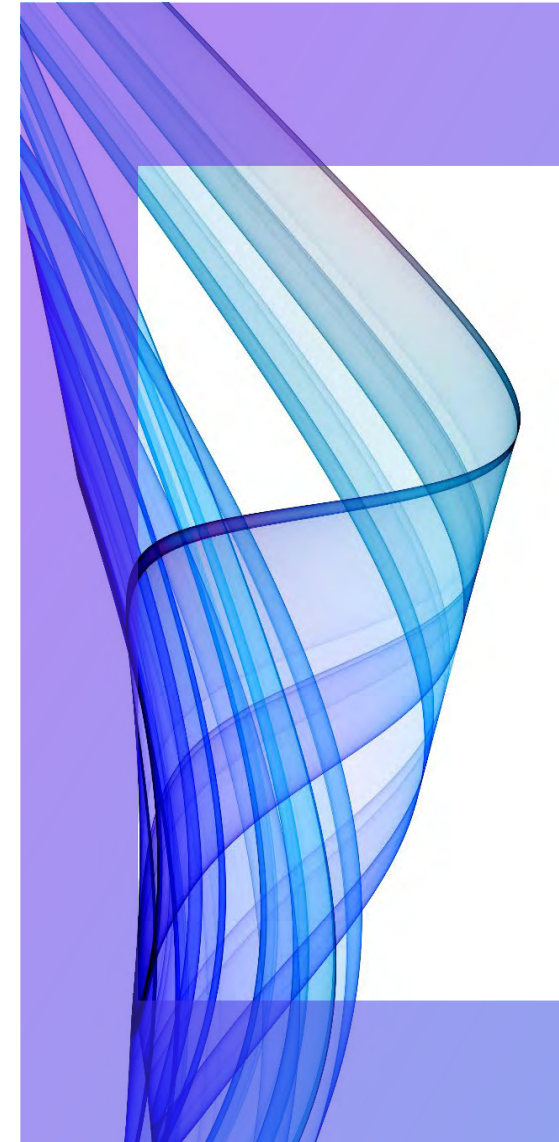
### Our procedures and results

- We updated our understanding of the College's procurement process over the initiation, authorization, recording and processing of disbursements.
- We performed a search for unrecorded liabilities by testing payments made subsequent to year end and assessing the completeness of liabilities and expenses. Furthermore, we tested purchases made before and after year end.
- We compared actual expenses and liabilities to expectations taking into account known significant changes in operations and costs.
- We verified the accuracy of accruals to assess their reasonability.
- We tested expense reports (across various levels of the College) to ensure appropriate review per the College's reimbursement policies.

We noted two audit differences from our testing as follows:

- We recommended a reclassification of debit balances totaling \$256,249 included in the accounts payable balance to accounts receivables. This has been corrected in the financial statements.
- We recommended an adjustment to record prepaid expenses totaling \$107,307 which were included in expenses. This has been included in the summary of uncorrected misstatements.

We noted no other issues as a result of the procedures performed.





# Corrected and uncorrected misstatements

Corrected misstatements include financial presentation and disclosure misstatements.



## Impact of corrected misstatements

We noted one adjustment which has been corrected in the financial statements as follows:

- \$256,249 related to reclassification of debit balances in accounts payable to accounts receivable

We have identified various disclosure and presentation amendments, which have been corrected in the financial statements.

## Impact of uncorrected misstatements – Not material to the financial statements

The management representation letter includes the Summary of Uncorrected Misstatements, which discloses the impact of all uncorrected misstatements considered to be other than clearly trivial

We identified one uncorrected audit misstatement as follows:

- Prepaid expenses totaling \$107,307 were included in expenses in the year.

Based on both qualitative and quantitative considerations, management have decided not to correct this misstatement and represented to us that the misstatement—individually and in the aggregate—is, in their judgment, not material to the financial statements. This management representation is included in the management representation letter.

We concur with management's representation that the uncorrected misstatement is not material to the financial statements. Accordingly, the uncorrected misstatement has no effect on our auditor's report.



# Control deficiencies

## Consideration of internal control over financial reporting (ICFR)

In planning and performing our audit, we considered ICFR relevant to the Entity's preparation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on ICFR.



Our understanding of internal control over financial reporting was for the limited purpose described above and was not designed to identify all control deficiencies that might be significant deficiencies. The matters being reported are limited to those deficiencies that we have identified during the audit that we have concluded are of sufficient importance to merit being reported to those charged with governance.

Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing, and extent of audit procedures performed, as well as other factors. Had we performed more extensive procedures on internal control over financial reporting, we might have identified more significant deficiencies to be reported or concluded that some of the reported significant deficiencies need not, in fact, have been reported.

## A deficiency in internal control over financial reporting



A deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A deficiency in design exists when (a) a control necessary to meet the control objective is missing or (b) an existing control is not properly designed so that, even if the control operates as designed, the control objective would not be met. A deficiency in operation exists when a properly designed control does not operate as designed, or when the person performing the control does not possess the necessary authority or competence to perform the control effectively.

## Significant deficiencies in internal control over financial reporting



A deficiency, or a combination of deficiencies, in internal control over financial reporting that, in our judgment, is important enough to merit the attention of those charged with governance.

**We did not identify any significant deficiencies in internal control over financial reporting.**



# Other financial reporting matters

We also highlight the following:



## Significant accounting policies



- Management adopted *PS 3400 Revenue*, *PS 3160 Public Private Partnerships*, and *PSG 8 Purchased Intangibles*. There were no issues noted as a result of adoption.
- There were no significant accounting policies in controversial or emerging areas.
- There were no issues noted with the timing of the College's transactions in relation to the period in which they were recorded, other than matters previously described in this report.
- There were no issues noted with the extent to which the financial statements are affected by a significant unusual transaction and extent of disclosure of such transactions.
- There were no issues noted with the extent to which the financial statements are affected by non-recurring amounts recognized during the period and extent of disclosure of such transactions.



## Significant accounting estimates



- There were no issues noted with management's identification of accounting estimates.
- There were no issues noted with management's process for making accounting estimates.
- There were no indicators of possible management bias.
- There were no significant factors affecting the College's asset and liability carrying values.



## Significant qualitative aspects of financial statement presentation and disclosure



- There were no issues noted with the judgments made, in formulating particularly sensitive financial statement disclosures.
- There were no issues noted with the overall neutrality, consistency, and clarity of the disclosures in the financial statements.
- There were no significant potential effects on the financial statements of significant risks, exposures and uncertainties.

# Appendices

**1**

Required communications

**2**

Management representation letter

**3**

Audit Quality

**4**

Current developments

**5**

Changes to auditing standards

**6**

Thought leadership and insights

DRAFT







# Appendix 1: Required communications



## Auditor's report

Refer to the draft report attached to the financial statements.

## Engagement letter

A copy of the engagement letter has been provided to management.



## Independence

We are independent and have a robust and consistent system of quality control. We provide complete transparency on all services and follow the Committee's approved protocols. We confirm our independence to the Committee.

## Management representation letter

A copy of the management representation letter is attached.



# Appendix 2: Management representation letter

See attached management representation letter

DRAFT

NIC letterhead

KPMG LLP  
Chartered Accountants  
St. Andrew's Square II  
800-730 View Street  
Victoria, BC V8W 3Y7

June 27, 2024

We are writing at your request to confirm our understanding that your audit was for the purpose of expressing an opinion on the financial statements (hereinafter referred to as "financial statements") of North Island College ("the Entity") as at and for the period ended March 31, 2024.

*General:*

We confirm that the representations we make in this letter are in accordance with the definitions as set out in **Attachment I** to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

*Responsibilities:*

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated January 25, 2023, including for:
  - a. the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
  - b. providing you with all information of which we are aware that is relevant to the preparation of the financial statements ("relevant information"), such as financial records, documentation and other matters, including:
    - i. the names of all related parties and information regarding all relationships and transactions with related parties;
    - ii. the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of the Board and committees of the Board that may affect the financial statements. All significant actions are included in such summaries.
  - c. providing you with unrestricted access to such relevant information.
  - d. providing you with complete responses to all enquiries made by you during the engagement.
  - e. providing you with additional information that you may request from us for the purpose of the engagement.
  - f. providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
  - g. such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.

- h. ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.
- i. ensuring that internal auditors providing direct assistance to you, if any, will be instructed to follow your instructions and that management, and others within the Entity, will not intervene in the work the internal auditors perform for you.
- j. Providing you with written representations required to be obtained under professional standards and written representations that we determine are necessary. Management also acknowledges and understands that, as required by professional standards, you may disclaim an audit opinion when management does not provide certain written representations required.

*Internal control over financial reporting:*

- 2) We have communicated to you all deficiencies in the design and implementation or maintenance of internal control over financial reporting of which we are aware.

*Fraud & non-compliance with laws and regulations:*

- 3) We have disclosed to you:
  - a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
  - b) all information in relation to fraud or suspected fraud that we are aware of that involves:
    - management;
    - employees who have significant roles in internal control over financial reporting; or
    - otherswhere such fraud or suspected fraud could have a material effect on the financial statements.
  - c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
  - d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
  - e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

*Subsequent events:*

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

*Related parties:*

- 5) We have disclosed to you the identity of the Entity's related parties.
- 6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- 7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

*Estimates:*

- 8) The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.

*Going concern*

- 9) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- 10) We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern

*Misstatements:*

- 11) We approve the corrected misstatements identified by you during the audit described in Attachment II.
- 12) The effects of the uncorrected misstatements described in Attachment II are immaterial, both individually and in the aggregate, to the financial statements as a whole.

Yours very truly,

NORTH ISLAND COLLEGE

---

Colin Fowler, Vice-President Finance & Facilities

---

Sue Fleck, Director of Finance

Cc: Finance and Audit Committee

## ***Attachment I – Definitions***

### *Materiality*

Certain representations in this letter are described as being limited to matters that are material.

Information is material if omitting, misstating or obscuring it could reasonably be expected to influence the economic decisions of users taken on the basis of the financial statements.

Judgments about materiality are made in light of surrounding circumstances, and are affected by perception of the needs of, or the characteristics of, the users of the financial statements and, the size or nature of a misstatement, or a combination of both while also considering the entity's own circumstances.

Information is obscured if it is communicated in a way that would have a similar effect for users of financial statements to omitting or misstating that information. The following are examples of circumstances that may result in material information being obscured:

- a) information regarding a material item, transaction or other event is disclosed in the financial statements but the language used is vague or unclear;
- b) information regarding a material item, transaction or other event is scattered throughout the financial statements;
- c) dissimilar items, transactions or other events are inappropriately aggregated;
- d) similar items, transactions or other events are inappropriately disaggregated; and
- e) the understandability of the financial statements is reduced as a result of material information being hidden by immaterial information to the extent that a primary user is unable to determine what information is material.

### *Fraud & error*

Fraudulent financial reporting involves intentional misstatements including omissions of amounts or disclosures in financial statements to deceive financial statement users.

Misappropriation of assets involves the theft of an entity's assets. It is often accompanied by false or misleading records or documents in order to conceal the fact that the assets are missing or have been pledged without proper authorization.

An error is an unintentional misstatement in financial statements, including the omission of an amount or a disclosure.

**Attachment II – Summary of Audit Misstatements****Summary of Corrected Audit Misstatements**

Description of misstatements	Annual surplus	Financial position			
	(Decrease) Increase	Financial Assets (Decrease) Increase	Liabilities (Decrease) Increase	Non-financial Assets (Decrease) Increase	Accumulated surplus (Decrease) Increase
To reclassify debit balances in accounts payable to accounts receivable	-	256,249	256,249	-	-
<b>Total</b>	<b>-</b>	<b>256,249</b>	<b>256,249</b>	<b>-</b>	<b>-</b>

**Summary of Uncorrected Audit Misstatements**

Description of misstatements	Annual surplus	Financial position			
	(Decrease) Increase	Financial Assets (Decrease) Increase	Liabilities (Decrease) Increase	Non-financial Assets (Decrease) Increase	Accumulated surplus (Decrease) Increase
To record prepaid expense which was included in expenses	107,307	107,307	-	-	-
<b>Total</b>	<b>107,307</b>	<b>107,307</b>	<b>-</b>	<b>-</b>	<b>-</b>



# Appendix 3: Audit quality - How do we deliver audit quality?

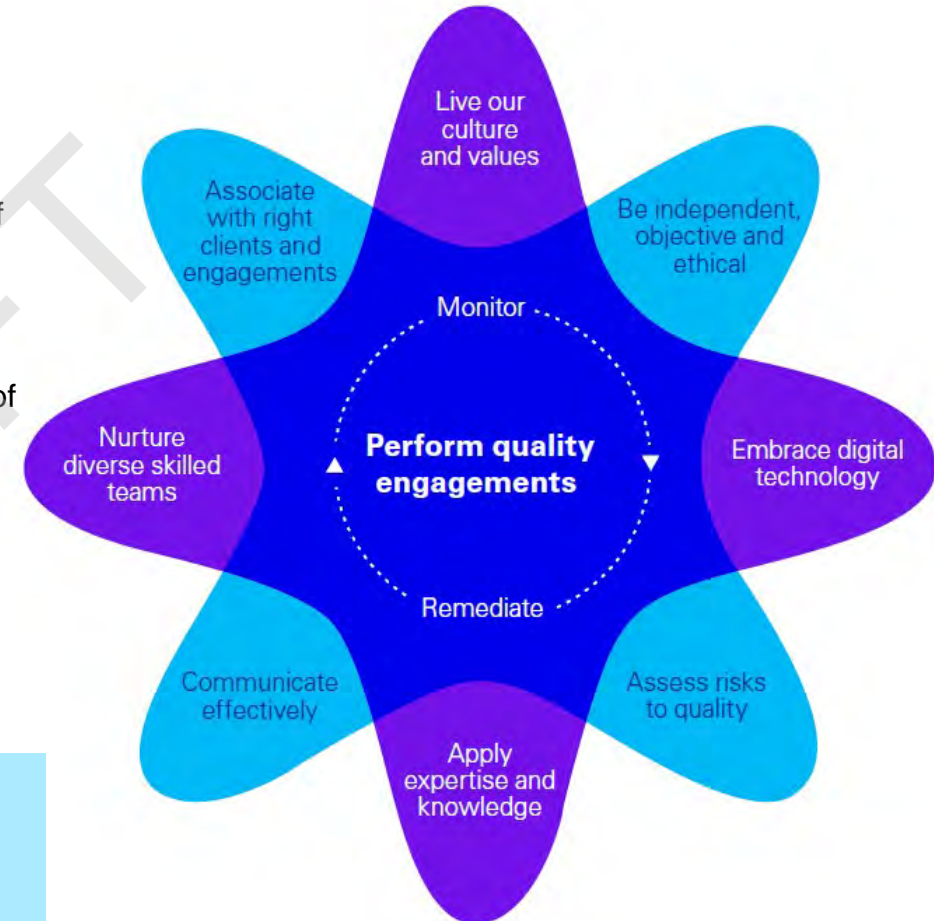
**Quality essentially means doing the right thing and remains our highest priority. Our Global Quality Framework outlines how we deliver quality and how every partner and staff member contributes to its delivery.**

The drivers outlined in the framework are the ten components of the KPMG System of Quality Management (SoQM). Aligned with ISQM 1/CSQM 1, our SoQM components also meet the requirements of the International Code of Ethics for Professional Accountants (including International Independence Standards) issued by the International Ethics Standards Board for Accountants (IESBA) and the relevant rules of professional conduct / code of ethics applicable to the practice of public accounting in Canada, which apply to professional services firms that perform audits of financial statements. Our Transparency Report includes our firm's Statement on the Effectiveness of our SoQM.

 [KPMG 2023 Audit Quality and Transparency Report](#)

**We define 'audit quality' as being the outcome when:**

- audits are **executed consistently**, in line with the requirements and intent of **applicable professional standards** within a strong **system of quality management**; and
- all of our related activities are undertaken in an environment of the utmost level of **objectivity, independence, ethics and integrity**.



**Doing the right thing. Always.**





# Appendix 4: Current developments

## Changes to accounting standards

Standard	Summary and implications
<b>Employee benefits</b> <i>Proposed 2027</i>	<ul style="list-style-type: none"> <li>The Public Sector Accounting Board has initiated a review of sections PS 3250 <i>Retirement benefits</i> and PS 3255 <i>Post-employment benefits, compensated absences and termination benefits</i>.</li> <li>The intention is to use principles from International Public Sector Accounting Standard 39 <i>Employee benefits</i> as a starting point to develop the Canadian standard.</li> <li>Given the complexity of issues involved and potential implications of any changes that may arise from the review of the existing guidance, the new standards will be implemented in a multi-release strategy. The first standard will provide foundational guidance. Subsequent standards will provide additional guidance on current and emerging issues.</li> <li>The proposed section PS 3251 <i>Employee benefits</i> will replace the current sections PS 3250 <i>Retirement benefits</i> and PS 3255 <i>Post-employment benefits, compensated absences and termination benefits</i>. It will apply to fiscal years beginning on or after April 1, 2026. Early adoption will be permitted and guidance applied retroactively.</li> <li>This proposed section would result in public sector entities recognizing the impact of revaluations of the net defined benefit liability (asset) immediately on the statement of financial position. Organizations would also assess the funding status of their post-employment benefit plans to determine the appropriate rate for discounting post-employment benefit obligations.</li> <li>The Public Sector Accounting Board is in the process of evaluating comments received from stakeholders on the exposure draft.</li> </ul>



# Appendix 4: Current developments

## Changes to accounting standards (continued)

Standard	Summary and implications
<p><b>Concepts Underlying Financial Performance</b></p> <p><i>Proposed 2027</i></p>	<ul style="list-style-type: none"> <li>The revised conceptual framework is effective for fiscal years beginning on or after April 1, 2026 with earlier adoption permitted.</li> <li>The framework provides the core concepts and objectives underlying Canadian public sector accounting standards.</li> <li>The ten chapter conceptual framework defines and elaborates on the characteristics of public sector entities and their financial reporting objectives. Additional information is provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts are introduced.</li> </ul>
<p><b>Financial Statement Presentation</b></p> <p><i>Proposed 2027</i></p>	<ul style="list-style-type: none"> <li>The proposed section PS 1202 <i>Financial statement presentation</i> will replace the current section PS 1201 <i>Financial statement presentation</i>. PS 1202 <i>Financial statement presentation</i> will apply to fiscal years beginning on or after April 1, 2026 to coincide with the adoption of the revised conceptual framework. Early adoption will be permitted.</li> <li>The proposed section includes the following: <ul style="list-style-type: none"> <li>Relocation of the net debt indicator to its own statement called the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained.</li> <li>Separating liabilities into financial liabilities and non-financial liabilities.</li> <li>Restructuring the statement of financial position to present total assets followed by total liabilities.</li> <li>Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities).</li> <li>Removal of the statement of remeasurement gains (losses) with the information instead included on a new statement called the statement of changes in net assets (liabilities). This new statement would present the changes in each component of net assets (liabilities), including a new component called “accumulated other”.</li> <li>A new provision whereby an entity can use an amended budget in certain circumstances.</li> <li>Inclusion of disclosures related to risks and uncertainties that could affect the entity’s financial position.</li> </ul> </li> <li>The Public Sector Accounting Board is currently deliberating on feedback received on exposure drafts related to the reporting model.</li> </ul>



# Appendix 5: Changes to auditing standards

Effective for periods beginning on or after December 15, 2022

## ISA/CAS 220

.....  
(Revised) Quality management for an audit of financial statements

## ISQM1/CSQM1

.....  
Quality management for firms that perform audits or reviews of financial statements or other assurance or related services engagements

## ISQM2/CSQM2

.....  
Engagement quality reviews

Effective for periods beginning on or after December 15, 2023

## ISA 600/CAS 600

.....  
Revised special considerations – Audits of group financial statements



# Appendix 6: Higher Education thought leadership and insights

Note: Click on images to visit document link.



## AI in Higher Education

Artificial intelligence (AI) is changing how higher education institutions can deliver services, manage operations, and engage faculty to stay relevant in the market. Historically faced with barriers to quick adoption of emerging technologies, institutions must intentionally redesign their processes to keep pace and integrate with the fast-evolving capabilities that AI continues to present. While initial interest in AI in higher education has been focused on assessment, its potential applications extend to various use cases, such as streamlining administrative processes, powering student services, predicting and monitoring student success, and identifying student attrition risk. Dive into our first of a series of thought leadership articles as we explore the trends, challenges and opportunities shaping academia's digital transformation.



## Student Experience

The broader context in which students live and work has influenced how they learn and engage with higher education institutions. Research conducted by KPMG revealed 5 key trends in student demographics and behaviors that have become driving forces behind changes in student needs. Students are increasingly diverse, digital, discerning, demanding, and debt-averse.

KPMG's approach to working with higher education institutions combines sector knowledge and leading global practices to provide a blueprint for institutions to enhance student experiences during the "moments that matter" in their journey from being candidates to alumni.



## Higher education cybersecurity survey

As we navigate an era marked by rapid digital evolution, our daily lives, academic pursuits, and institutional operations are becoming increasingly interwoven with technology. While the transformative power of innovation brings unprecedented opportunities, it also exposes us to new challenges, particularly in the realm of cybersecurity. KPMG in Canada recently invited higher education institutions from both Canada and the United States to participate in a benchmarking survey to identify the areas where institutions are thriving, and where there is opportunity to improve.



## Decarbonization

Decarbonization and infrastructure resiliency is becoming central to ESG programs across Canada, and higher education institutions are no exception. Building decarbonization and climate resiliency strategies that account for evolving priorities from diverse stakeholders is key. When considering the need for standardized decarbonization initiatives and enhanced climate resiliency, institutions must consider the operational needs of their facilities and departments with decarbonization targets. A campus-level approach to developing solutions that can be applied across various assets and infrastructure is critical to accommodate competing requirements in a multi-stakeholder environment. Institutions should implement initiatives that move the needle toward emission targets early, while protecting against the impacts of extreme weather.



# Appendix 6: Thought leadership and insights

Our latest thinking on the issues that matter most to the Finance and Audit Committee, board of directors and management.

## KPMG Audit & Assurance Insights

Curated research and insights for audit committees and boards.

## Board Leadership Centre

Leading insights to help board members maximize boardroom opportunities

## Current Developments

Series of quarterly publications for Canadian businesses including Spotlight on IFRS, Canadian Securities & Auditing Matters and US Outlook reports.

## Audit Committee Guide – Canadian Edition

A practical guide providing insight into current challenges and leading practices shaping audit committee effectiveness in Canada.

## Accelerate 2024

The key issues driving the audit committee agenda in 2024.

## Momentum

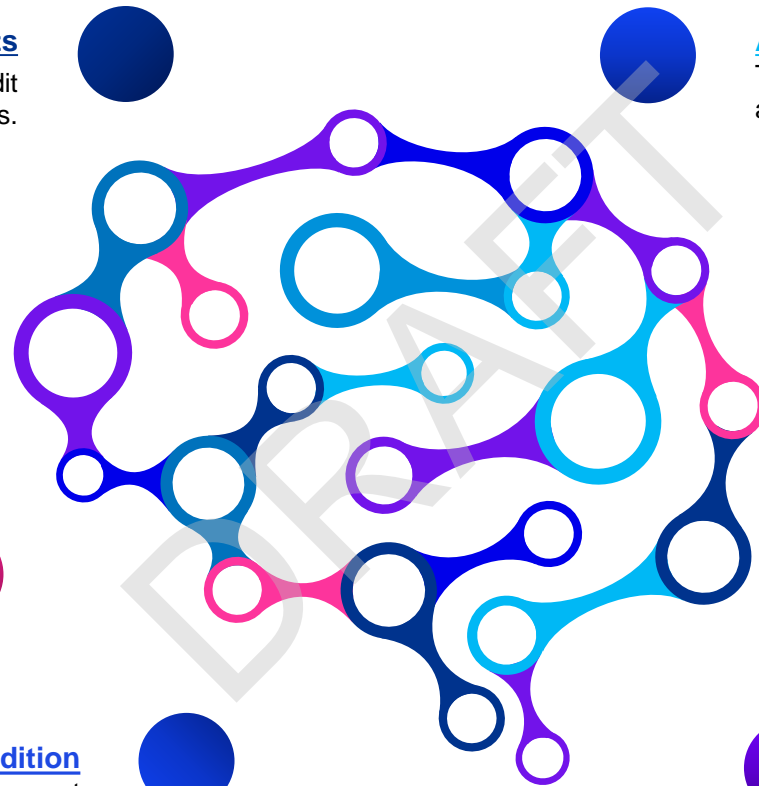
A quarterly newsletter with the latest thought-leadership from KPMG's subject matter leaders across Canada and valuable audit resources for clients.

## KPMG Climate Change Financial Reporting Resource Centre

Our climate change resource center provides insights to help you identify the potential financial statement impacts to your business.

## Audit Committee Insights

Guidance, resources, and practical insights tailored for audit committees





# Appendix 6: Thought leadership and insights - ESG

## Thought leadership – Environmental, social and governance (“ESG”)

Note: Click on images to visit document link.



CoP26 made progress towards tackling climate change, but there is much more to do.

At KPMG, we're committed to accelerating the changes required to fight climate change.



The Green City outlines the need of the cities and the buildings in them to reflect climate consciousness.

The link provides guidance on what that looks like and the first steps to meeting those objectives.



This highlights a five-part framework to help organizations shape the total impact of strategy and operations on performance both externally, and internally.



This report outlines the updates in regulatory sustainability reporting.

Its focus is comparing and contrasting proposals from the ISSB, EFRAG, and the SEC.



In this report, KPMG considers how leading corporations and investors can take action to capture the value that can be found in a healthy, sustainable ocean economy.



# Appendix 6: Thought leadership and insights - ESG

## Thought leadership – Environmental, social and governance (“ESG”) (continued)

Note: Click on images to visit document link.

### How the 'S' in ESG is changing the way we do business

The social component of ESG calls for more heart, empathy and interconnectedness

The "S" in ESG is becoming critical as people and organizations become more conscious about how the social aspect of business will impact their future.

This article touches on the social movements driving business change.

### Climate change, human rights and institutional investors

The adverse impacts to people from a changing climate will create risks for institutional investors throughout the value chain

As the severity of climate impacts increase, so do the socio-economic disruptions due to the risk and fall of climate impacted sectors and projects.

This article breaks down the impact on institutional investors.

### The numbers that are changing the world

Revealing the growing appetite for responsible investing

This article outlines how ESG is impacting valuation and performance of the underlying companies institutional investors have a stake in.

Market statistics highlight the issues surrounding responsible investment.

### KPMG's Climate Change Financial Reporting Resource Centre

KPMG's climate change resource centre provides FAQs to help you identify the potential financial statement impacts for your business.

[Click here](#) to access KPMG's portal.

### A closer look at the GHG Protocol

Chartered Professional Accountants of Canada (CPA Canada) and the Institute for Sustainable Finance (ISF) produced a 23-page report ([click here](#)) on the GHG Protocol. The report looks to inform potential preparers and users of emissions disclosure; policy makers; standard setters; regulators; and others, and to spur important additional research into key aspects of emissions disclosure and standards that require closer attention.



# Appendix 6: ESG Thought leadership and insights (continued)

## Environmental, social and governance (“ESG”)

### First IFRS Sustainability Disclosure Standards

The arrival of the first two IFRS Sustainability Disclosure Standards marks a key milestone in sustainability reporting and is a significant step towards creation of a global baseline for stakeholder-focused sustainability reporting that local jurisdictions can build on. **Although the standards are not required to be adopted by public sector organizations, the new IFRS sustainability standards provide key insights into what the future of sustainability reporting may look like for public sector entities. The Canadian Sustainability Standards Board released the first proposed Canadian standards for public comments due by June 10, 2024.**

### Summary of the recently released standards

The standards build on the four-pillar structure of the **Task Force on Climate-related Financial Disclosures**.

The **general requirements standard (IFRS S1)** defines the scope and objectives of reporting and provides core content, presentation and practical requirements.

It requires disclosure of material information on all sustainability-related risks and opportunities – not just on climate.

The **climate standard (IFRS S2)** replicates the core content requirements and supplements them with climate-specific reporting requirements.



Visit KPMG’s Sustainability Reporting website for more information, including a comprehensive summary of the new requirements and KPMG’s insights and illustrative examples for the new standards.

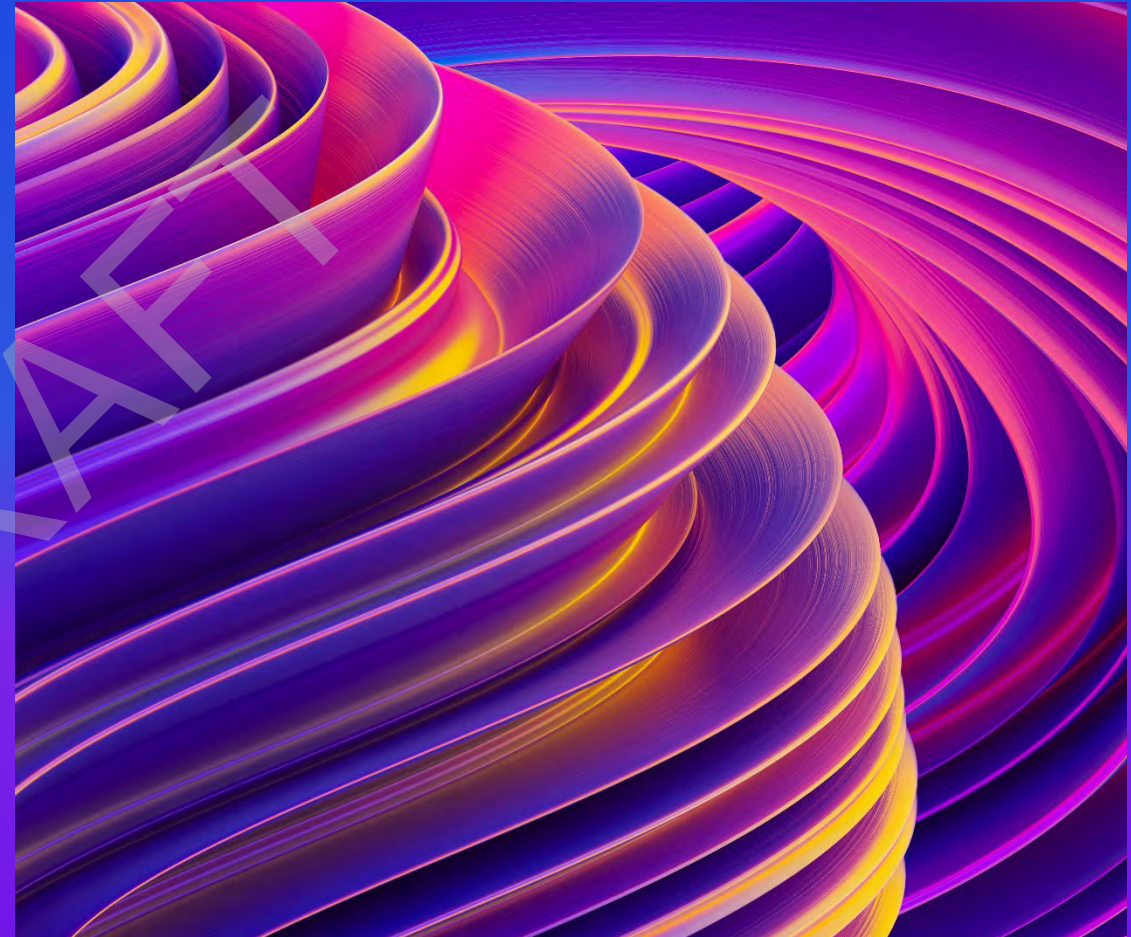
[Click here](#) to access KPMG’s portal





<https://kpmg.com/ca/en/home.html>

© 2024 KPMG LLP, an Ontario limited liability partnership and a member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. All rights reserved. The KPMG name and logo are trademarks used under license by the independent member firms of the KPMG global organization.





Report to: President Lisa Domae

Prepared by: Mez Jiwaji, Associate Director, Student Life

Date: May 26, 2024

**RE: NIC's Implementation of the Sexualized Violence Prevention and Response Policy 3-34 in accordance with Bill 23 – Sexual Violence and Misconduct Policy Act**

This report covers the period from May 1, 2023 – May 31, 2024

**NIC's Sexualized Violence Prevention and Response Policy #3-34**

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

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

Policy 3-34 came into effect on April 20, 2017. The legislation (Bill 23) governing the policy requires that a review of the policy be undertaken every 3 years. NIC's steering committee was convened to lead the required three-year policy review; the review of the [Sexualized Violence Prevention and Response Policy #3-34](#) was completed in September 2023.



**Researching NIC's needs for an Anonymous Reporting Platform**

SV is prevalent in Canada yet there are few reports of SV provided to police, and fewer still result in charges and convictions. This gap has been attributed to under-reporting of SV, case withdrawal from survivors, and the adversarial nature of the Canadian justice system. Anonymous reporting tools are therefore important for capturing the true nature of SV in our communities and understanding the needs of survivors when responding to incidents of SV.

In May 2022, NIC received funding from Ministry of Post-Secondary Education and Future Skills to implement an anonymous reporting platform or to enhance the existing anonymous or confidential reporting systems that were in place at the institution. NIC's Sexualized Violence Education Team (SVET) recruited Myra Kohler, who has expertise in the sector, to evaluate NIC's existing resources and processes, and make recommendations for improvements and alignment to best practice.

Kohler engaged with NIC community through interviews, focus groups, and online surveys. Feedback was collected on the confidence of key partners in discussing SV, receiving disclosures of SV, knowledge of current resources, and suggestions and considerations for the implementation of an anonymous reporting platform tool at NIC.

Through Kohler's research, we received feedback that the current length of the policies and procedures regarding SV at NIC is a barrier to fully understanding how to appropriately respond to disclosures of SV. Kohler also provided feedback around the content and structure of the current SV policy at NIC and suggested edits that may make this content more accessible.

*As a result of this feedback, adjustments were made to NIC's Sexualized Violence Prevention and Response Policy #3-34 in 2023 and an additional quick reference guide was formatted to ensure ease of access to resources for those working with individuals disclosing SV.*

Touch points were identified where college administrators can better direct resources and training to ensure that NIC community members know how to seek help and information regarding SV.

*Key touchpoints have been prioritized by SVET for evaluation and update. The website has been updated, two members of SVET were trained to conduct SV investigations, and information and support-focused campaigns and events were facilitated on NIC's campuses.*

Suggestions also emerged about resources and training that would better support staff, faculty, and students in responding to incidents of SV on campus.

*In response, Kohler adapted Ending Violence Association of BC's "Responding to Sexual Assault Disclosures" training to suit NIC's contexts. Work is underway to create an online version of this training that will become available to NIC employees and students.*

Implementation of an anonymous reporting platform at NIC was supported with the recognition that confidentiality and anonymity were key.

*At NIC, this will require engagement with anonymous ways to connect with NIC Wi-Fi and how to support alternative forms of reporting, for example, in writing. Third-Party Reporting processes currently in place in British Columbia, permit the retention of information about the accused person if more than one claim of SV is made against the same individual and the survivor of SV is anonymous to the police but not the community-based victim service worker; NIC will need to develop processes that align with best practice as well as legal obligations.*

In summary, by implementing an anonymous reporting platform tool at NIC, updating current SV policies and procedures, and enhancing training and resources regarding SV available to NIC community members, NIC will activate its commitment that it is actively working towards the prevention of SV and supporting survivors.

### Update on Awareness and Prevention Activities

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

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

Since May 1, 2023, SVET has developed and/or coordinated the following projects:

1. NIC's SVET worked on the following initiatives in 2023/24 to support SV prevention and response:

- Developing a Consent Culture
- What is Gender-based violence, and
- Technology-facilitated Gender-based Violence
- Take Back Your Images

Members of Student Life and SVET engaged with members of the community at in-person events, and shared resources, and safety and support materials.

2. Our college collaborated with Selkirk College and College of the Rockies in 2023/24 to present five workshops for students and employees. These workshops, based on BC Campus resources, held space for over 60 students and employees from the four colleges. Students and staff from Northern Lights College participated in the workshops. The workshops included:

- Starting a Conversation About Mental Health,
- Consent Culture,
- Active Bystander,
- Supporting Survivors, and
- Starting a Conversation About Suicide.

**TAKE BACK YOUR IMAGES**

**HAVE YOU HAD AN INTIMATE IMAGE SHARED WITHOUT YOUR CONSENT? ARE YOU WORRIED SOMEONE MIGHT SHARE YOUR IMAGE?**

**THERE IS HELP AVAILABLE**

Sharing or threatening to share someone else's intimate images without your consent is wrong, and it's illegal.

**Take back your control**

**It's NOT your fault** - Sharing or threatening to share someone else's private images without their consent is a form of sexualized violence, and is illegal.

**Get Support** - You do not need to make a police report or an application with the Civil Resolution Tribunal to get support.

**Reporting Options** - Several reporting options exist. Ask for Use the will explain your options so that you can make an informed decision.

**Contact** - If you need support, contact the Intimate Images Protection service at [236-468-4381](tel:236-468-4381) or toll-free in B.C. 1-833-888-4381. You can also email [protectyourimages@gov.bc.ca](mailto:protectyourimages@gov.bc.ca)

**IT'S NOT YOUR FAULT. AND YOU ARE NOT ALONE**

There are supports and resources available.

Information adapted from <https://takebackyourimages.gov.bc.ca/>

3. BCcampus has developed a Technology-Facilitated Sexualized Violence Training for students. Link to resource: [TFSV Training](#).

NIC piloted this training; students and staff provided feedback to the developers to enhance the training resource. The updated resource will form part of NIC's SV prevention and response training opportunities.



4. The Safer Campuses for Everyone: Sexual Violence Prevention and Response Training was collaboratively created by a working group of students, staff, and faculty as part of the BCcampus Sexual Violence Training and Resources Project and funded by the Ministry. The staff and Faculty training resources have been adapted for the college and are available on the Brightspace learning platform. NIC launched the [Safer Campuses for Everyone – Employee Edition training](#) in 2023 with robust support from Human Resources and the Leadership Team. 136 members of the college community have completed the training to date. SVET are developing the Sexualized Violence Prevention and Response Training for students with a launch date of FA2024.



5. In March 2024, NIC updated its Sexualized Violence Prevention and Response [webpage](#) to focus on support survivors and articulating processes for making disclosures and reports of SV.



6. Two members of NIC's Sexualized Violence Education Team completed "Conducting Sexual Misconduct Investigations" Training building institutional expertise and as well as developing collegial relationships with colleagues at post-secondary institutions in BC.

### **Representation on SV Committees**

NIC are represented on the Ministry's Sexualized Violence Advisory Group and the BCcampus Intersectional Sexualized Violence working group. NIC has continued to engage with the Campbell River Family Services Society and occupies a seat on their Violence in Relationships Committee. These relationships provide access to timely information, resources, and support that can be filtered into the NIC community and inform College strategies and practices.

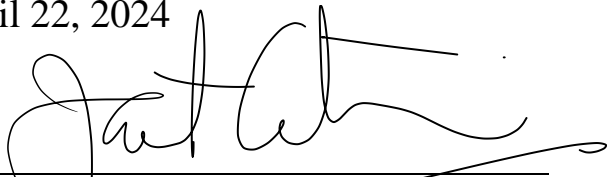
Our College has also engaged in conversations at the Sexualized Violence Advisory Group and feedback sessions on the draft Sexualized Violence Action Plan that was recently released by the Ministry. The final plan is scheduled for public release in June 2024. NIC's SVET looks forward to further conversations about how to activate the 12 actions in the five priority areas articulated in the Sexualized Violence Action Plan.

PROVINCE OF BRITISH COLUMBIA

ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. 201

, Approved and Ordered April 22, 2024

  
Lieutenant Governor

Executive Council Chambers, Victoria

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that, effective July 31, 2024, the appointments set out in the attached Appendices A to D are made.



Minister of Post-Secondary Education and Future Skills



Presiding Member of the Executive Council

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

Authority under which Order is made:

Act and section: College and Institute Act, R.S.B.C. 1996, c. 52, s. 9 (1) (a)

Other: OIC 153/2021; OIC 235/2021; OIC 129/2022; OIC 337/2023; OIC 363/2023; OIC 443/2023

O10779343

**APPENDIX A  
NORTH ISLAND COLLEGE**

- 1** Jerad Alan Langille, Claire Iris Moglove and Victoria L. White are reappointed as members of the board of North Island College for terms ending July 31, 2026.

**APPENDIX B  
NORTHERN LIGHTS COLLEGE**

- 1** The following appointments to the board of Northern Lights College are made:
  - (a) Lorraine Audrey Archibald, Judy Ann Fox-McGuire and Michael Neil Gilbert are reappointed as members for terms ending July 31, 2025;
  - (b) Colleen Frances Elizabeth Brown and Jennifer Ann Moore are reappointed as members for terms ending July 31, 2027.

**APPENDIX C  
OKANAGAN COLLEGE**

- 1** Cindy Battersby is reappointed as a member of the board of Okanagan College for a term ending July 31, 2026.

**APPENDIX D  
SELKIRK COLLEGE**

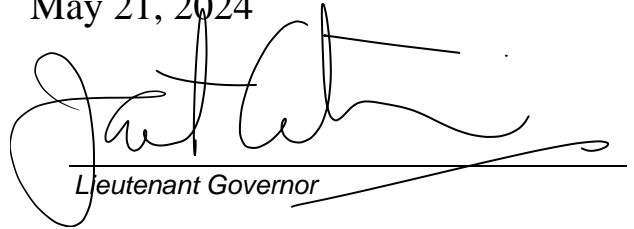
- 1** The following appointments to the board of Selkirk College are made:
  - (a) John Dutton and Margaret Elaine Sutherland are reappointed as members for terms ending July 31, 2025;
  - (b) Amed Naqvi is reappointed as a member for a term ending July 31, 2026.

PROVINCE OF BRITISH COLUMBIA

ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. 259

, Approved and Ordered May 21, 2024



Lieutenant Governor

Executive Council Chambers, Victoria

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that the appointments set out in the attached Appendices A and B are made.



Minister of Post-Secondary Education and Future Skills



Presiding Member of the Executive Council

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

Authority under which Order is made:

Act and section: College and Institute Act, R.S.B.C. 1996, c. 52, s. 9 (1) (a)

Other: OIC 431/2022; OIC 443/2023

O10779896



**APPENDIX A**  
**LANGARA COLLEGE**

- 1** The following appointments to the board of Langara College are made:
  - (a) Willa Choy is appointed as a member for a term ending July 31, 2025;
  - (b) effective July 31, 2024,
    - (i) Mary Lynn Baum, Krisha Kaur Dhaliwal and Cole Rheaume are reappointed as members for terms ending July 31, 2025;
    - (ii) Mark Howard Goldberg, Scott Michael Murray and Claudia Salem are reappointed as members for terms ending July 31, 2026.

**APPENDIX B**  
**NORTH ISLAND COLLEGE**

- 1** Effective July 31, 2024, John Alan Jack and Roger Tsuneo Kishi are appointed as members to the board of North Island College for terms ending July 31, 2026.

**SUMMARY OF THE CANDIDATES FOR:**

**THE PRESIDENT’S AWARD FOR ACADEMIC EXCELLENCE, GOVERNOR GENERAL ACADEMIC MEDAL, PRESIDENT’S COMMUNITY ENGAGEMENT AWARD, AND LIEUTENANT GOVERNOR MEDAL ~ 2023/2024**

**GOVERNOR GENERAL ACADEMIC MEDAL**

Cassidy Hughes	Practical Nursing Diploma	Campus: CR
----------------	---------------------------	------------

**PRESIDENT’S AWARD FOR ACADEMIC EXCELLENCE**

**Certificate Program**

GPA

Kemal Denman	Indigenous Leadership Certificate	Campus: PA
--------------	-----------------------------------	------------

**AWARD GRADE METHOD**

Paul Marshall	Health Care Assistant Certificate	Campus: CV
---------------	-----------------------------------	------------

**Diploma Program**

GPA

Elissa Willms	Communication Design Diploma	Campus: CV
---------------	------------------------------	------------

**AWARD GRADE METHOD**

Cassidy Hughes	Practical Nursing Diploma	Campus: CR
----------------	---------------------------	------------

**University Studies**

William Badzio-George	University Studies	Campus: CR
-----------------------	--------------------	------------

**Adult Basic Education**

Azmianti Diandrasari	Adult Basic Education	Campus: PA
----------------------	-----------------------	------------

**Bachelor Degree Programs**

GPA

Vanessa Sibayan	Bachelor of Business Administration	Campus: CV
-----------------	-------------------------------------	------------

AWARD GRADE METHOD

Samantha Shearman	Bachelor of Science in Nursing	Campus: CV
-------------------	--------------------------------	------------

**LIEUTENANT-GOVERNOR'S MEDAL PROGRAM FOR INCLUSION, DEMOCRACY AND RECONCILIATION**

Kemal Denman	Indigenous Leadership Certificate	Campus: PA
--------------	-----------------------------------	------------

**PRESIDENT'S COMMUNITY ENGAGEMENT AWARD**

Darci Lucas	Indigenous Leadership Certificate	Campus: PA
-------------	-----------------------------------	------------

# Student Housing

SPRING UPDATE TO NIC BOARD OF GOVERNORS

April 18, 2024

# Homes for BC Government's Student Housing Program

Funding	Budget	Beds	NIC
Phase 1	0.92B	8000	Approved: Comox Valley (217 beds)
Phase 2	1.1B	4000	Invitation to Submit Business Case Campbell River (Spring 2025)
Phase 3?	As additional funding becomes available		

# Process to Build Student Housing



Housing Study



Ministry Invite



Business Case



Ministry Approval



Design Team Procurement



Design



Trade Procurement



Construction



Housing Complete



# Process to Build Student Housing

## PORT ALBERNI



Housing Study



Ministry Invite



Business Case



Ministry Approval



Design Team Procurement



Design



Trade Procurement



Construction



Housing Complete



# Process to Build Student Housing

## CAMPBELL RIVER



Housing  
Study



Ministry  
Invite



Business  
Case



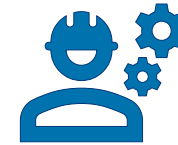
Ministry  
Approval



Design  
Team  
Procurement



Design



Trade  
Procurement



Construction



Housing  
Complete





# Process to Build Student Housing

COMOX  
VALLEY



Housing  
Study



Ministry  
Invite



Business  
Case



Ministry  
Approval



Design  
Team  
Procurement



Design



Trade  
Procurement



Construction



Housing  
Complete



# PORT ALBERNI UPDATE

# STUDENT HOUSING DEMAND STUDY

—

## Student Housing Market Demand Study and Feasibility Analysis

North Island College – Campbell River and Port  
Alberni  
March 2024



**scion** ADVISORY  
SERVICES

# DEMAND STUDY RESULTS PORT ALBERNI

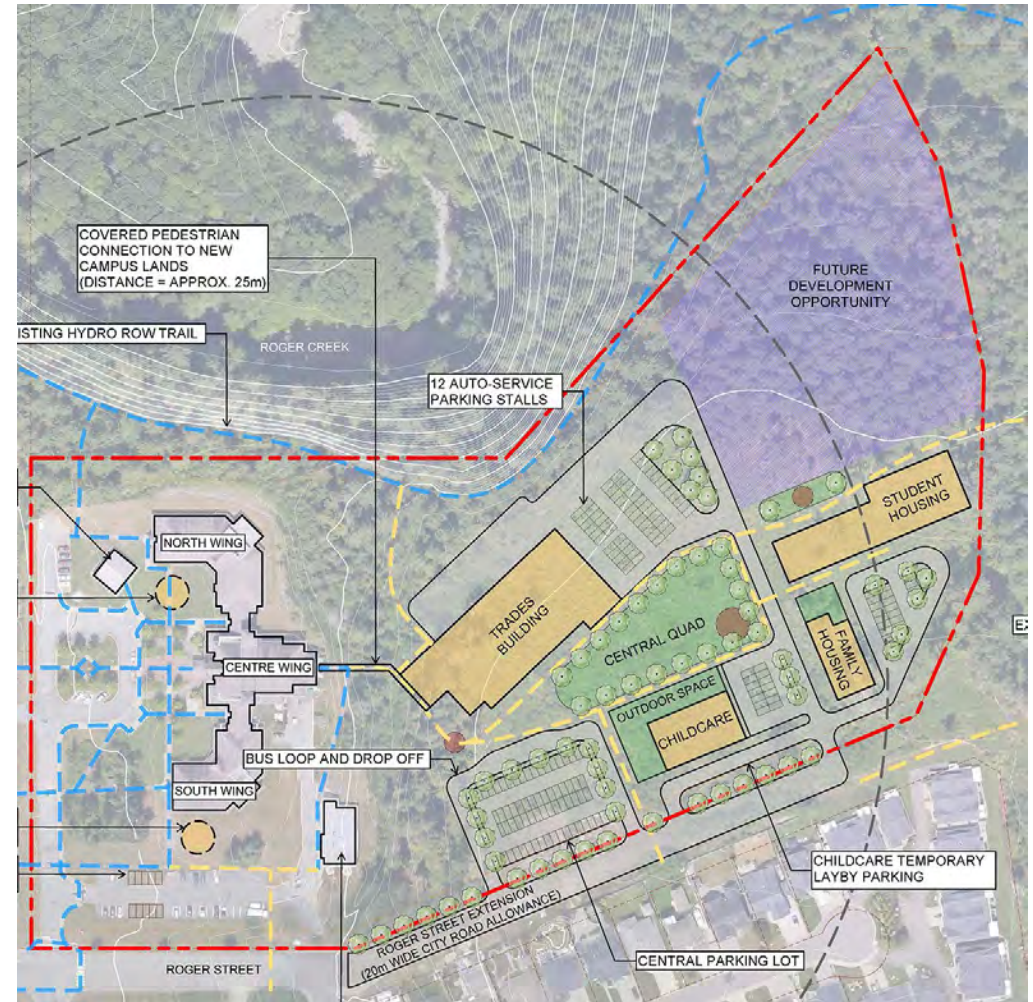
	FALL 2024	FALL 2030
Single Student Beds	57-61	64-68
Family Units	13-14	13-14

Note: Around one third of family demand is for students without dependants.

# \$48.5 M

Estimated cost to build 68 single student residences and 14 family units.

2 x 4 story buildings with space for daycare or other use on ground level.



# ▶ NIC Capital Plan 2024/2025



# CAMPBELL RIVER UPDATE

January 26, 2024

# Process to Build Student Housing

## CAMPBELL RIVER



Housing  
Study



Ministry  
Invite



Business  
Case



Ministry  
Approval



Design  
Team  
Procurement



Design



Trade  
Procurement



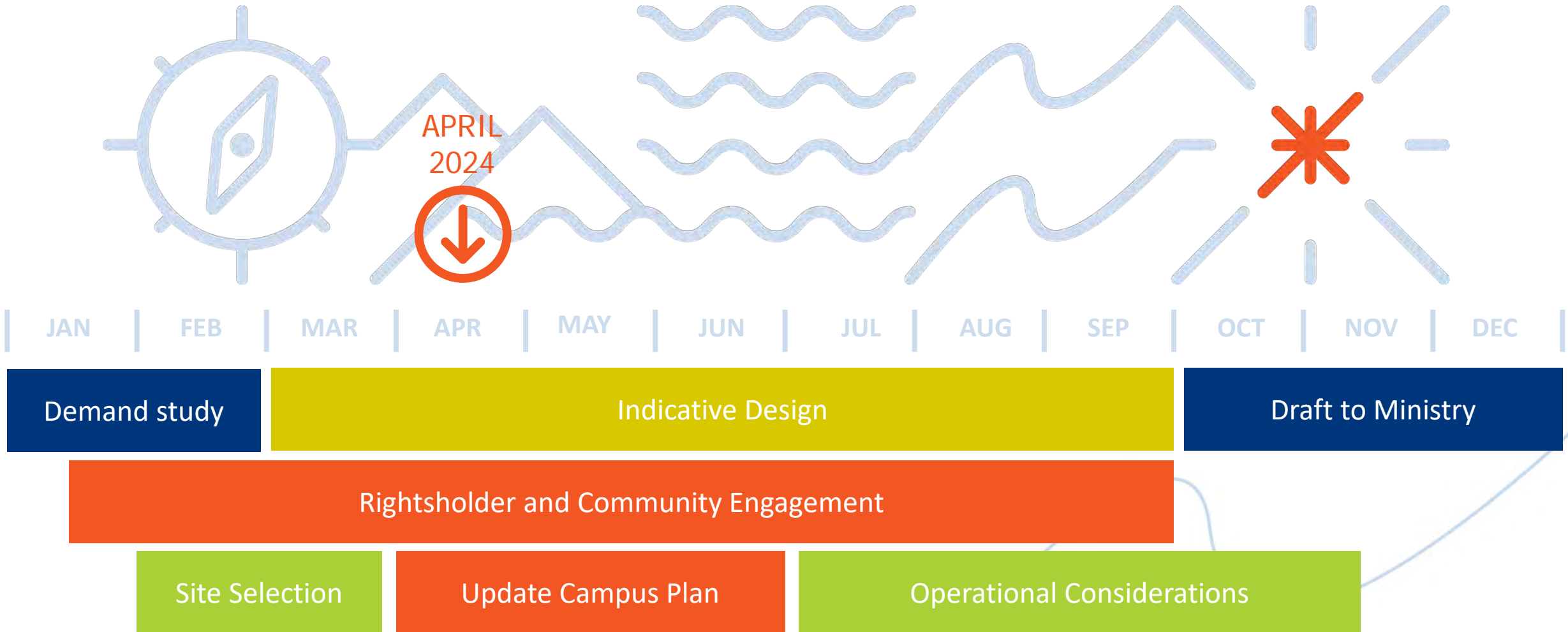
Construction



Housing  
Complete

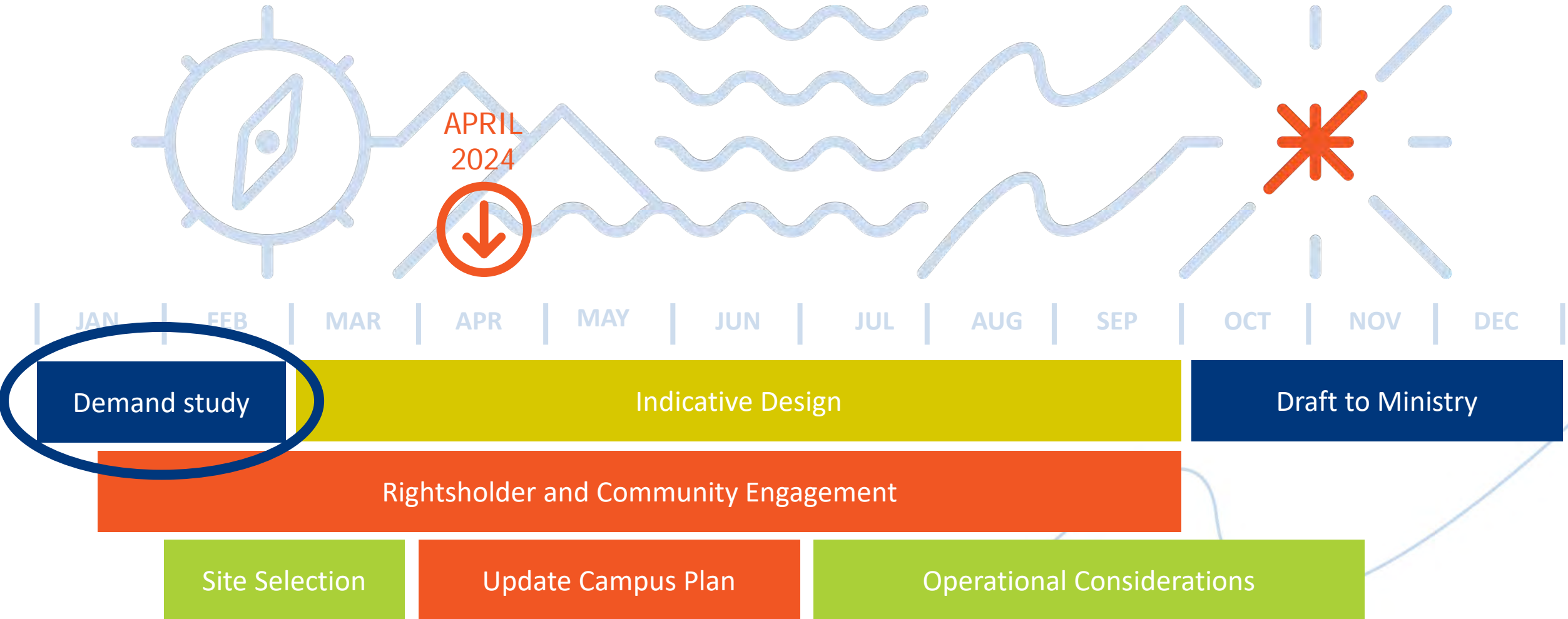


# Campbell River Student Housing Business Case Timeline





# Campbell River Student Housing Business Case Timeline



# DEMAND STUDY RESULTS CAMPBELL RIVER

	FALL 2024	FALL 2030
Single Student Beds	140-151	158-170
Family Units	42-46	48-51

# Campbell River Student Housing Business Case Timeline



# Rightsholders Engagement

Wei Wai Kum First Nation

We Wai Kai First Nation

Kwiakah First Nation

School District 72



# NIC Campus Engagement

College Conversations



Coffee Chat



Campbell River Student Housing Advisory  
Committee

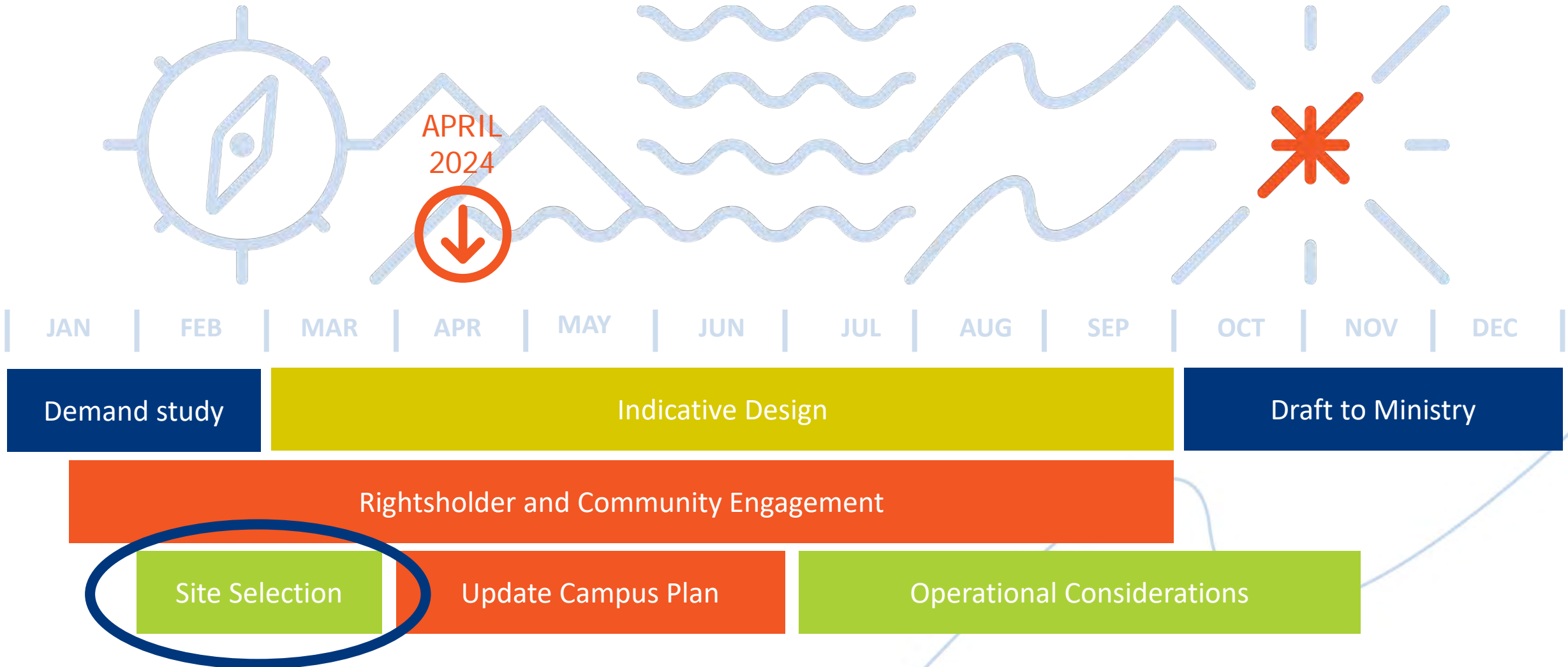


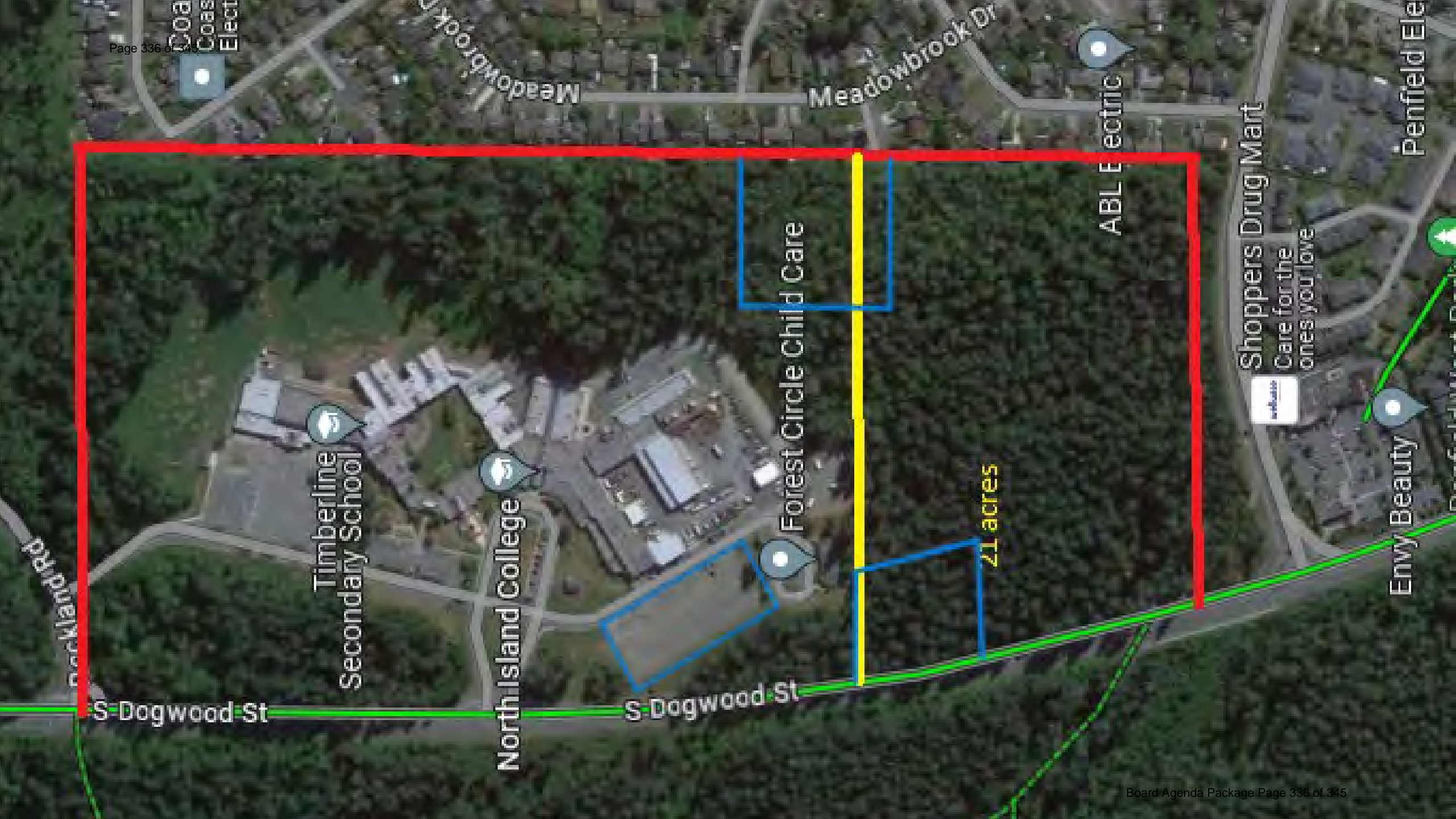
# Community Engagement

- City of Campbell River
- Beaver Lodge Trust Society
- Campbell River Coalition to End Homelessness
- Community Learning Councils
- Advisory Committee and Cultural Committee



# Student Housing Business Case Timeline





Timberline  
Secondary School

North Island College

Forest Circle Child Care

21 acres

ABL Electric

Shoppers Drug Mart  
Care for the ones you love

Envy Beauty

Penfield Ele



# COMOX VALLEY UPDATE

# Process to Build Student Housing

COMOX  
VALLEY



Housing  
Study



Ministry  
Invite



Business  
Case



Ministry  
Approval



Design  
Team  
Procurement



Design



Trade  
Procurement



Construction



Housing  
Complete



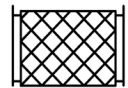











# Comox Valley Student Housing Project



Complete

Construction

2023	2024				2025				
Complete	Winter	Spring	Summer	Fall	Winter	Spring	Summer	Fall	
 Fencing	 Foundation	 Framing		Application Process Opens				 Elder Blessing	
 Site Prep			Siding				 Occupancy Granted	 Grand Opening	
 Permit Approvals			Plumbing				Handover to NIC	 Student Move-in	
 Excavation			Electrical						
			Interior Finishes						
			Exterior Finishes						
				Landscaping					

# QUESTIONS??

# Site Tour – Let's Go!!





## **Commitments Respecting the Indigenous Education Council to North Island College**

**Revised March 2024**

### **Background:**

The Indigenous Education Committee (IEC) to North Island College (NIC), gives voice to the educational goals of Indigenous people in the College region and provides advice and direction to the North Island College community in all matters relating to the college's vision, mission, and strategic directions. These Commitments Respecting the Indigenous Education Council to North Island College are evergreen and will be updated at the initiative of the IEC when it decides it is appropriate.

### **North Island College Vision and Mission:**

The vision for the future is that North Island College will deliver British Columbia's best individualized education and training experience. North Island College is committed to meeting the education and training needs of adults within our services region by providing high quality, affordable higher education and skills training, collaborating with our partners to create pathways to learning, and empowering individuals to achieve their full potential.

The mission is "Working together, NIC builds healthy and thriving communities, one student at a time." Student Success, access to learning and services, accountability, quality, relevance, and responsiveness, a positive organizational culture, and social and environmental responsibility from our commitment to students and community.

### **Purpose:**

The Indigenous Education Council is a decision-making body of North Island College. The IEC advances North Island College's progress toward achieving responsibilities to the Indigenous peoples on whose lands North Island College service delivery area extends, and to the Indigenous serving organizations operating on those lands.

The IEC provides leadership, direction, and strategic guidance within North Island College to align the college work with the Truth and Reconciliation Commission's Calls to Action and the United Nations Declaration on the Rights of Indigenous Peoples. This work will incorporate actions that integrate and honour local Indigenous cultures, histories, languages, and ways of knowing and being in NIC curriculum, teaching, planning, operations and governance.

### **Responsibilities:**

- Advocate for Indigenous People and provide guidance to the College to ensure the provision of comprehensive education and support services relevant to the needs of Indigenous People, and to ensure the college works with Indigenous People and knowledges in culturally appropriate ways.
- Works collaboratively with NIC's Indigenous Education Department with respect to all processes of Indigenization.
- Will hold an annual renewal ceremony to recommit to the principles of collaboration and reconciliation in collaboration with NIC leadership.
- Work collaboratively with the Indigenous Education Department to review all incoming requests for education programs coming from communities to NIC departments unless the community determines otherwise.
- Work collaboratively with the Indigenous Education Department to review and approve Indigenization action items related to Program Reviews of NIC programs.
- Give voice to the educational goals of Indigenous peoples in the College region and provide direction to the North Island College community in all matters relating to the college's vision, mission, and strategic directions namely:
  - working in collaboration with NIC, to guide the development and implementation of the Working Together Indigenization Plan.
  - working in collaboration with NIC, develop and approve the Aboriginal Service Plan and monitor the implementation;
  - responsive curriculum which protects Indigenous knowledges and Indigenous peoples' principles of engaging with Indigenous knowledges and knowledge holders.
  - student access, retention, and success;
  - guidance, development and review of the student success survey;
  - involvement in community programming transition support;
  - being an active Community Partner;
  - developing, strengthening and expanding strategic partnerships;
  - raising awareness about post-secondary education throughout the region; and
  - strengthening and developing NIC staff/faculty skills to support the Colleges and Institutes Canada Indigenous Education Protocol.

**Goals:**

The Indigenous Education Council's goals are to:

1. Provide guidance and direction on how services designed to promote the success of Indigenous students are achieving outcomes and can be expanded and monitored.

2. Advise the North Island College community on strategic issues related to the recruitment, retention, and graduation of NIC Indigenous students in programs or courses offered on campus or in community.
3. Provide advice on intellectual and culturally appropriate training for NIC students, instructors, and staff.
4. Assist NIC in increasing connections at the program level to support curriculum, program, and services development.
5. Increase NIC's connection to Indigenous communities by expanding use of service learning, internship, employment resource centers and practicum training.
6. Provide advocacy and guidance through partnership with Indigenous communities to address local education and training needs through programming that recognizes local First Nations' history and culture.
7. Promote pathways from secondary school to college, further education, training, and employment.

**Structure of Committee:**

Membership is open to the following;

- First Nations representatives from each of the 35 First Nations in the college region as appointed or designated by an official letter from the First Nation.
- Metis representatives from each Metis Chartered community in the college region as appointed by designated official letter from the Metis Association
- Indigenous organizations in the college region such as family life societies, friendship centres, and Indigenous-specific training societies as designated by the organization through an official letter.
- Other interested Indigenous representatives from community agencies have the opportunity to submit a letter of interest to the IEC for consideration. New members will be agreed upon by consensus.
- One elder from each of the three regions appointed by the Regional Committees.
- One student from each of the 3 regions appointed by the Regional Committees.

NIC personnel are ex-officio and will consist of the Members of the NIC Board of Governors; President of North Island College; Vice President, Academic; Executive Director, Indigenous Education; Associate Director and Regional Manager of Indigenous Partnerships; and, when necessary or appropriate, department deans and/or representatives, Indigenous Navigators, and Elders in Residence.

**Quorum:**

Agendas for the meetings are provided well in advance of the meeting dates. Decisions will be made at IEC meetings and if the IEC members present believe the decision being made necessitates the



involvement of more IEC members, consensus decision will be facilitated through electronic (email) means.

**Decision Making:**

Decision making will be achieved by consensus: this means that each committee member agrees in principle and is willing to support a decision or does not disagree to the point of an objection. If for any reason consensus can't be reached, decisions will be made by a majority vote of members in attendance. One vote per Nation or organization.

**Roles and Responsibilities:**

The Committee includes the following positions:

**Chair** – The Chair is responsible for calling meetings and will serve a two-year term. The Chair is selected by the Council.

**Co-Chair** – The Co-Chair will serve as Chair in the Chair's absence and will serve a two-year term. The Co-Chair is selected by the Council.

**Administrative Support is provided by North Island College.**

The Commitments Respecting the Indigenous Education Council to North Island College will be reviewed at the first IEC meeting of the academic year and amended as needed.