

**MINUTES OF THE MEETING OF THE NORTH ISLAND COLLEGE EDUCATION COUNCIL
HELD ON TEAMS ON FRIDAY, MARCH 13, 2026**

APPROVED

PRESENT: Aisling Brady, Faculty, Comox Valley, *Chair*
Alex Blair, Faculty, Comox Valley
Alexia Birosh, Student, Comox Valley
Brooke McIntosh, Support Staff, Campbell River
Ethan Olson, Student, Comox Valley
Jennifer Fallis Starhunter, Faculty, Campbell River, *Chair, Curriculum & Fast Track*
Jocelyn Moreau, Faculty, Campbell River
Judith Marriott, Faculty, Comox Valley, *Chair, Planning & Standards*
Jocelyn Moreau, Faculty, Campbell River
Katherine Carpenter, Faculty, Comox Valley
Meghan Sheehan, Student, Comox Valley
Michael Androschuk, Faculty, Campbell River
Michelle Badger, Administration
Rahul Kuma, Student, Comox Valley
Rebecca Mackenzie, Faculty, Port Hardy
Sandra Milligan, Faculty, Campbell River
Tony Bellavia, Administration, Comox Valley
Roger Kishi, Board of Governors (BOG) Representative
Lisa Domae, President (Ex-Officio)
Melanie Allison, Director College Governance & Strategy
Kara Foreman, Recording Secretary (RS)

REGRETS: Julia Baratto, Faculty, Port Alberni
Neil Cruickshank, Administration, Comox Valley
Paris Gaudet, Support Staff, Comox Valley/Campbell River

1. Indigenous Acknowledgment

Declaration of Quorum: A. Brady declared quorum at 1:01pm.

2. Adoption of Agenda

Moved by B. McIntosh / Seconded by K. Carpenter **TO ADOPT THE AGENDA FOR MARCH 13, 2026.**

MOTION CARRIED.

3. Meeting Minutes

Moved by J. Marriott / Seconded by B. McIntosh **TO APPROVE THE MINUTES OF JANUARY 16 AND 23, 2026**

- 3.1** January 16, 2026
January 23, 2026 Special Meeting

MOTION CARRIED.

4. Business Arising – Election of Standing Committee Chairs

4.1 Planning & Standards Committee

S. Milligan nominated T. Trudel
A. Brady nominated K. Carpenter
T. Trudel was elected as chair of Planning & Standards for the term May 1, 2026 – April 30, 2028

4.2 Curriculum & Fast Track Committee

A. Blair nominated J. Fallis Starhunter
J. Fallis Starhunter was acclaimed as chair of Curriculum & Fast Track for the term May 1, 2026 – April 30, 2028

5. Committee Reports

5.1 Education Council Chair Update

Tasks:

- Attended the Board of Governor's meeting on February 5, 2026
- Attended the Academic Governance Community of Practice meeting

5.2 Planning and Standards Committee

Chair Report (Verbal)

- Finalizing the Program Review policy to send it out for community response

No Meeting

5.3 Curriculum Committee

Chair Report (Verbal)

- Curriculog forms for 2027-28 were made available on January 30, 2026
- Finalized the curriculum submission schedule for 2027-28

No Meeting

6. New Business

6.1 Discussion of Proposed Sub Committee

Moved by J. Marriott / Seconded by A. Blair THAT EDUCATION COUNCIL DEVELOP A NEW AD HOC COMMITTEE THAT PREPARES FOR FUTURE ADVISORY ROLES RELATED TO PROGRAM SUSPENSIONS AND/OR CANCELLATIONS WITH RATIFICATION OF MEMBERS TODAY AND GOING FORWARD.

Background:

It was a challenging set of discussions in January sorting out how Council could provide advice to the Board of Governors regarding program suspensions. As Council is likely to see more of these, it was determined that Council needed to:

- determine how it could play a more effective role in academic governance;
- ensure it had the frameworks, processes and knowledge needed to contribute substantially to program level decisions;
- understand and clarify the purview of EdCo with respect to program suspensions and cancellations;
- identify and review key NIC educational policies relevant to providing advice on program suspensions and cancellations under EdCo's purview;
- explore the possibility of legal consultation regarding the interpretation of legislation, educational policies under EdCo's purview and any relevant case law

The Ad Hoc Committee would:

- develop a Terms of Reference
- summarize EdCo's existing role in program and curricular work
- build and/or revise internal governance tools like a working guide, refined bylaws and clear procedural rules
- what constitutes advice
- what constitutes forms of advice that can help EdCo in their advisory role
- identify gaps in existing policies and recommend revisions that relate to EdCo's role in academic governance

Discussion:

- Noted that, as an Ad Hoc committee it would be struck for a finite period, not an ongoing standing committee.
- It could include non EdCo members and EdCo could be notified at a future meeting who all the volunteers are in order to ratify its members.
- The provincial review might end up informing what the committee will be working on.
- It was agreed that the committee would report back to EdCo on its progress at each meeting for as long as the committee exists.
- The VP Academic agreed to meet with the committee to help them establish an appropriate scope of work. Members agreed to clarify the committee's scope of work and bring it back to Council before voting on this motion.

Volunteers:

- J. Fallis Starhunter
- M. Androschuk
- J. Marriott
- K. Carpenter
- B. McIntosh

MOTION TABLED.

7. Information / Correspondence

The VPA requested that the order of 7.1 and 7.2 be switched from original agenda to:

7.1: EPIA update and workplans

7.2: New PIA process

**7.1 (Verbal) Report from VP Academic & Registrar (T. Bellavia & M. Badger)
Expedited Program Impact Assessment (EPIA) update – completion and work plans
(PowerPoint Presentation)**

Update on the suspension process which includes teaching out plans and suspension process

Key considerations:

- limited entry, unlimited or cohort based
- registration process (self-service or admission officer)
- program length (completion timelines)
- distinction between completion timeline and completion requirements
- identifying courses in suspended program that are offered in active programs
- term that students registered and pattern of number of courses taken per term

Designed an overarching plan but individualized plan for arts students

- Created spreadsheet with tab for each suspended program
- Populated with active students
- Added courses still needing completion
- Did a degree audit analysis for each student
- Deans/Associate Deans used data to create schedule and timetabling for 2026-27 going live April 1st.

Alternative program options/transfer pathways

- Working with advisors to determine and communicate options to students such as:
 - Complete credential
 - Change major
 - Change programs

No financial aid implications were determined

Communication Plan

- Letter 1 sent February 6 recommending appointment with advisor
- Letter 2 sent March 17 with more detail and listing courses that need to be completed in 2026-27.
- Letters loaded to perceptivity content for access by advisors along with the spreadsheet

Discussion:

Q: Will there be 2nd, 3rd, and 4th year courses offered in the same term? Will students be forced to take more courses per term than they have been?

A: We can't say yet as we don't know if a student may change their major. Advisors will be working closely with students on their individual needs. Students can also opt to take a course that is not offered at NIC at another institution digitally.

Work Plan to Support Suspension Process

- Development of resource plans as applicable
- Iterative process looking at why, what and how in circular motion
- In process of being finalized

- Led through the dean/director's office working with department chairs and faculty who will communicate this in the next week

Includes 3 phases;

Phase One: Reconceive/Reimagine (completed by April 10)

- Why program got to suspension
- Preliminary vision and narrative of program
- Decision: moving to phase 2 or complete

Phase Two: Reevaluate (completed by May 25)

- Majority of time spent here
- Action plan (goals & timeline)
- Environmental scan
- Institutional comparisons
- Curriculum/program development summary
- Engagement
- Evaluate basis for suspension
- Decision: moving to phase 3 or complete

Phase Three: Revise/Renew/Retire (completed by June 30)

- Decision
- Timeline
- Curriculum summary
- Intake summary

Discussion:

Q: Is there a reason to do this so quickly?

A: We want to get to a decision so we can move forward. Revising or creating a new program takes time to develop then move through the academic governance process (Curriculum, EdCo, BOG) so the program can be offered in 2027.

7.2 (Verbal) Report from Education Team (T. Bellavia)

Program Impact Assessment (PIA) process

- NIC is going to initiate, on an annual basis in the spring, a program impact assessment process. PIA will fall alongside our comprehensive program review process, which is mandated through the provincial ministry.
- The program review occurs every five to seven years. The program impact assessment will occur every two to three years or as needed.
- PIA falls within the Strategic Enrollment Management (SEM) framework. It supports our goal of aligning programs with labor market priorities, community needs and student demand. It continues our movement towards ensuring that this college is an employment ready college.
- In the coming weeks the dean's and directors will connect with the departments that have been identified to go through this process and will ensure they fully understand the metrics involved in the process, which will mirror to a degree the EPIA. The process will unfold from April to roughly June.
- The VPA and K. Haggith will conduct a round of campus conversations at the end of March/early April. Decisions and outcomes of the process will take effect in the fall of 2027.

Discussion:

Q: Outcomes from the provincial report could have a dramatic impact on these decisions and with everyone being so busy right now, are we not better to wait to see what comes of this report?

A: This is the great unknown, but we want to ensure our house is in order as we go through this process. We want to be seen as an institution who is operating in the best and most efficient manner to support student success and in response to community needs. It is not unusual for post-secondary institutions to have program impact assessments in some form. NIC is required by legislation to have quality assurance processes.

Q: What is the difference between the PIA and the EPIA?

A: The original intent was to start with the PIA process in a timeframe that would allow for programs to go through the academic governance process with adequate time to make changes. The EPIA

process was initiated in the fall at an early stage because of the response from the ministry on the specific mandate of reviewing programs, initiatives for efficiency and sustainability.

Q: How much how much input from the program areas will be needed? I'm concerned about spring and summer being the key time that this work is being done and the availability of program areas to provide information and feedback.

A: That will be taken into consideration and the deans will work with their departments to go through the process.

7.3 (Verbal) Report from Indigenous Education (*K. Shopland*)

- In March 2026, Indigenous Education is coming up on one year of the implementation of the framework for Indigenous Led education and training. This framework ensures that NIC's engagements with Indigenous partners are ethical, culturally responsive, and aligned with principles of reconciliation, self-determination, and community-driven education. It supports the development and delivery of in-community programs that are co-created with Indigenous Nations and organizations.
- This framework was developed in response to a request from the NIC Indigenous Education Council to establish a consistent and culturally grounded approach across all departments and decanal areas for supporting Indigenous communities and organizations in their pursuit of education and training.

Update on 2025-26 Programs

FALL 2025 starts

Indigenous Language Fluency (Liq'wala)	Wei Wai Kum/ We Wai Kai First Nations
Indigenous Language Fluency (NCN)	Ahousaht First Nation
ABE and University Studies	Mowachaht/Muchalaht First Nation
ECCE Certificate	Homalco First Nation
Awi'nakola	MX Campus and Tsaxis Health Centre
Small Engine Repair (CET)	Ha'oom Fisheries Society

Funding secured – instructor pending

AYA 096/097	Open Enrollment (Homalco)
NCN 096 (Ditidaht dialect)	Pacheedaht First Nation

WINTER 2026 starts

Pathways to Indigenous Teaching (UNST)	Nuu-chah-nulth Tribal Council
Small Engine repair (CET)	Nuu-chah-nulth Education and Training Program
ECCE – Nuuchah-nulth	Ucluelet, Tla-o-qui-aht, Huu-ay-aht and Tseshaht First Nations
Carpentry Level 2	Dzawada'enuxw First Nation - Kingcome

Funding secured – delivery planning underway

Guardians Program (CET)	Kwagul First Nation (Gwa'sala-'Nakwaxda'xw and Quatsino)
Food Prep and Meat cutting (CET)	Mowachaht/Muchalaht First Nation
Indigenous Language Fluency (NCN)	Ahousaht First Nation

Potential programs to be submitted for funding for delivery in 2026/27 (discussions are underway)

- Indigenous Language Fluency Certificate x2
- Indigenous Language Fluency Diploma Development
- ECCE Diploma

- Indigenous Teacher Education pathways
- HSW Education Assistant/Community Support Certificate
- Carpentry x2
- University Studies and ABE

Reminder re booking Gathering Places at Campbell River and Comox Valley campuses.

These are amazing spaces to bring students together, to work with elders or have discussions and activities that support the goals of Working Together. There are guidelines for the appropriate use of these cultural spaces. You can book these spaces using specific buttons through the Service Desk in the Facilities tab.

8. Meeting Evaluation – Roundtable Discussion

Members congratulated the new standing committee chairs and expressed many thanks to J. Marriott for her years of service as the chair of Planning & Standards. Everyone appreciated the discussions at the meeting.

9. Next Meeting – April 10, 2026

10. ADJOURNED AT 2:51pm