

<p>NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING TO BE HELD VIA VIDEOCONFERENCE THURSDAY, JUNE 17, 2021 @ 1:00 PM</p>
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AGENDA

Topic	Attachment	Action	Time
1. CALL TO ORDER			
1.1 Acknowledgement of First Nations Traditional Territory			
1.2 Adoption of Agenda		To adopt	(2 mins)
2. CONSENT AGENDA			
2.1 Minutes of the Regular Meeting of May 27, 2021		✓ To approve	
2.2 Executive Committee Report, May 31, 2021		✓ Information	
2.3 Finance and Audit Committee Report, June 4, 2021		✓ Information	
2.4 June 2021 College Highlights Report		✓ Information	
2.5 Correspondence and Information (Agenda item #5)		✓ Information	(3 mins)
3. BOARD BUSINESS			
3.1 2021/2022 AEST Mandate Letter		✓ To discuss	
3.2 2020/2021 Institutional Accountability Plan and Report		✓ To approve	
3.3 Finance and Audit Committee Terms of Reference		✓ To approve	
3.4 Roundtable Regional Reports		✓ Information	(20 mins)
4. REPORTS ON STRATEGIC ACTIVITIES			
4.1 President			
4.1.1 President's Report, June 2021		✓ Information	(5 mins)
4.2 Vice President, Finance and College Services			
4.2.1 Audited Financial Statements for Year Ended March 31, 2021		✓ To approve	(30 mins)
4.3 Chair, Education Council (EdCo)			
4.3.1 Education Council Report		✓ Information	(3 mins)
5. INFORMATION (<i>attachments</i>)			
5.1 FY 2020/2021 Audit Findings Report			
5.2 Learner Resource Fee Annual Report			
5.3 Commonly used acronyms			
5.4 Link to Board policies and bylaws			

6.

NEXT MEETING DATES

- Regular meeting – Thursday, September 23, 2021
 - Joint meeting with Indigenous Education Council
– October 2021
-

7.

ADJOURNMENT

2:30 pm

**MINUTES OF THE REGULAR MEETING OF THE
NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD VIA VIDEOCONFERENCE
THURSDAY, APRIL 29, 2021**

**BOARD MEMBERS
PRESENT**

J. Atherton, Community Member, Comox Valley Region, Vice Chair
P. Chakraborty, Student Representative
L. Domae, President
M. Erickson, Faculty Representative
S. Frank, Community Member, Comox Valley Region
W. Gus, Chair, Education Council
D. Hoogland, Support Staff Representative
A. McCubbin, Community Member, Comox Valley Region
B. Minaker, Community Member, Comox Valley Region
E. Mosley, Community Member, Port Alberni Region, Chair
V. Puetz, Community Member, Campbell River Region
C. Scarlatti, Student Representative
P. Trasolini, Community Member, Campbell River Region

BOARD MEMBERS ABSENT

R. Everson, Community Member, Comox Valley Region
J. Murphy, Community Member, Comox Valley Region

ALSO PRESENT

T. Bellavia, Acting Vice President, Academic
C. Fowler, Vice President, Finance and Facilities
R. Heidt, Vice President, Strategic Initiatives
K. Kuhnert, Associate Vice President, Student Services and Registrar
M. Herringer, Executive Director, International Education
K. Crewe, Director, Human Resources and Organizational
Development
R. Reid, Executive Assistant, Board of Governors
W. Skulmoski, Manager, Institutional Research & Planning
C. Wiens, Planning and Communications Officer

IN THE GALLERY

Members of North Island Students Union (NISU), NIC Faculty
Association (NICFA) and CUPE (support staff union)

1. CALL TO ORDER

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

1.1 Acknowledgement of First Nations Traditional Territory

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

1.2 Adoption of Agenda

Moved C. SCARLATTI / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF MAY 27, 2021 AS PRESENTED.

Motion carried

2. CONSENT AGENDA

- 2.1 Minutes of the Regular Meeting of April 29, 2021
- 2.2 Executive Committee Report, May 20, 2021
- 2.3 Governance and Human Resources Committee Report, May 20, 2021
- 2.4 April 2021 College Highlights Report
- 2.5 Correspondence and Information (Agenda item #5)

Moved C. SCARLATTI / Seconded D. HOOGLAND: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF MAY 27, 2021.

Motion carried

3. BOARD BUSINESS

3.1 Board Bylaw #3 – Powers, Duties and Benefits of the President

The Board reviewed Bylaw #3 as presented by the Governance and Human Resources Committee and agreed to provide further clarity by replacing “them” with “the President” in the paragraph under Duties and Powers of the President so that the paragraph reads:

The President as Chief Executive Officer, under the direction of the Board, has the power and duty to supervise and direct instructional, administrative and other staff of the institution and exercise powers and perform duties assigned to the President by the Board.

Moved B. MINAKER / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES BOARD BYLAW # 3, 2021 – A BYLAW TO ESTABLISH THE POWERS, DUTIES AND BENEFITS OF THE PRESIDENT OF NORTH ISLAND COLLEGE AS AMENDED.

Motion carried

3.2 Standing Committees’ Terms of Reference

3.2.1 Executive Committee

Some of the proposed improvements to the Executive Committee’s terms of reference (TOR) are:

- Merging the Executive and President’s Performance and Compensation (PPCC) committees into one Executive Committee as both have similar composition and operations;
- Duties and responsibilities of the former PPCC around evaluating the President/CEO performance were added to the Executive Committee TOR;
- Human resources type of responsibilities around Board recruitment and succession plans were moved from the Governance and Human Resources Committee TOR to the Executive Committee.

The Board agreed to the proposed improvements as well as to removing the bullets under Composition and Operations in the Executive Committee to avoid repeating the committee membership.

Moved P. TRASOLINI / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE EXECUTIVE COMMITTEE TERMS OF REFERENCE AS AMENDED.

Motion carried

3.2.1 Governance and Human Resources Committee

Some of the proposed improvements to the Governance and Human Resources Committee's TOR are:

- Renaming the committee to Governance and Board Development Committee as the committee determined that its work actually focuses around policy review and board education/development;
- Moving its human resources duties around Board recruitment and succession plans to the Executive Committee which has already been undertaking these duties.

Moved D. HOOGLAND / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE GOVERNANCE AND BOARD DEVELOPMENT COMMITTEE TERMS OF REFERENCE AS PRESENTED.

Motion carried

3.3 BUILD 2026 College Strategic Plan

L. Domae presented BUILD 2026, acknowledging the work of the College Planning Committee, Communications and Planning Officer C. Wiens, Digital Designer C. Guiot and Institutional Research & Planning Manager W. Skulmoski as well as the hundreds of members of the College community that participated in the development of the strategic plan.

L. Domae highlighted the following features of the plan:

- Mission statement evolved into "Working together, NIC builds healthy and thriving communities, one student at a time" which references that NIC works with communities in the regions that it serves;
- The vision is to deliver the Province's best individualized education and training experience for students by year 2026;
- There are a total of 26 commitments grouped under nine action statements;
- Key attributes of the plan are engagement, integration, flexibility and adaptability, transparency and accountability;
- Introduction and use of metrics in the strategic plan is the first ever in the College's history;
- Leads and teams will be assigned to work in an integrated manner to achieve outcomes based on metrics and where there are no existing benchmarks, teams will work to develop them.

The plan's document will be finalized and co-launched with NIC's Indigenization Plan in June, following approval of BUILD 2026.

J. Atherton joined the meeting at 1:20 pm.

Moved M. ERICKSON / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES BUILD 2026: NIC'S STRATEGIC PLAN 2021-2026, AS PRESENTED.

Motion carried

The Board expressed its appreciation for the work of all who participated in developing the strategic plan.

4. REPORTS ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Report, May 2021

L. Domae acknowledged the challenges that students are facing both in Canada and abroad, adding that she participated in an online international student orientation on April 29.

4.2 Acting Vice President, Academic

4.2.1 Final (Full-time Equivalent) FTE Report for Year End March 31, 2021

T. Bellavia noted that this year's report not only provides quantitative measurements against the Ministry's required targets but also includes qualitative elements to describe a full narrative of how NIC employees were able to offer relevant programming despite the challenges brought about by the pandemic.

The following were highlighted and discussed:

- NIC enrolled 2,069 domestic student FTEs and 315 international student FTEs for a total of 2,384 FTEs;
- When compared to year 2019/2020, this year's FTEs is a decrease of approximately eight percent (8%) FTEs but this is largely due to the pandemic restrictions around international travel (decrease in international student FTEs is 34 percent);
- Target FTEs are not based on the College's capacity but are historical/legacy-based – the College hopes that with the upcoming funding review, the Ministry will also review target FTEs and base them on each institution's capacity;
- One-time only funding targets are more realistic in that the target FTEs are based on cohort programming;
- Approximately 30,000 students in both credit and non-credit courses would comprise the over 2,000 FTEs reported.

Moved P. TRASOLINI / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2020/21 FINAL FTE ENROLMENT REPORT.

Motion carried

5. INFORMATION

The Board received the following information items:

- 5.1 Order-in-Council 292 dated May 17, 2021 – reappointments for E. Mosley, R. Everson, S. Frank and B. Minaker
- 5.2 AEST letter of appreciation for R. Hunt dated May 17, 2021
- 5.3 Emeritus designation to Linda Jay dated May 19, 2021
- 5.4 Commonly used acronyms
- 5.5 Link to Board [policies](#) and [bylaws](#)

6. NEXT MEETING DATES

6.1 Regular meeting – Thursday, June 17, 2021

7. ADJOURNMENT

The regular meeting adjourned at 2:10 p.m.

Eric Mosley, Chair

Rachel Reid, Executive Assistant

DRAFT

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
JUNE 2021**

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

The Executive Committee met via BlueJeans on May 31, 2021 at 9am with E. Mosley (chair), J. Atherton, J. Murphy, P. Trasolini, L. Domae and R. Reid attending.

Meeting schedule and agenda, June 17, 2021

The Committee reviewed and amended the draft agenda and schedule for the Board's meeting on June 17th.

Planning for future Board meetings

The Committee discussed the possibility of moving the date for a joint meeting with the Indigenous Education Council (IEC) from June to sometime in mid-October as proposed by the IEC. The Committee also requested a separate board education session the new Indigenization Plan in the morning of the September 23 Board meeting so that the Board would be better prepared for its joint meeting with the IEC.

In discussing future in-person Board meetings, the Committee determined that the possibility of holding in-person meetings will depend on and closely follow the BC Public Health guidelines as they are being developed.

Board governance: roles, responsibilities and culture

L. Domae suggested that new board member orientation and a possible board education session in the Fall focus on board governance in general and how it relates to the Board's responsibilities as stated in the College and Institute Act.

Referring to the Board's annual evaluation survey, the Committee suggested including a question/entry on how well individual Board Members know about the Truth and Reconciliation Commission Calls to Action, the UN Declaration on the Rights of Indigenous People and other initiatives towards reconciliation.

Retiring Board Member exit interview

E. Mosley presented a sample exit interview forwarded to him by the Governance and Board Development Committee with the suggestion that a similar tool be used before Board Members retire. The exit interview will help capture the retiring Board Member's institutional memory and expertise as well as inform the Executive Committee when it considers recruitment and succession planning.

The Committee agreed to have the Board Chair use the tool with a retiring Board Member and report back to the Committee to review the process.

Executive Committee succession planning

The Committee reviewed the Board's practice of having a Board Chair and Vice Chair sit on two consecutive one-year terms in order to ensure leadership succession. With J. Murphy retiring in July, E. Mosley will be looking at surveying appointed Board Members for their interest in joining the Executive Committee.

Finance and Audit Committee

Friday, June 4, 2021 9:00 am

Via BlueJeans

Members present: M. Erickson (Chair), A. McCubbin, V. Puetz, C. Scarlatti

Resources: C. Fowler (VP, Finance & Facilities), S. Fleck (Director, Finance), R. Reid (EA to BoG), KPMG: L. Bates-Eamer (Audit Engagement Partner) and J. Robinson (Audit Engagement Manager)

Call to Order

M. Erickson called the meeting to order at 9:00 am.

Audit Findings Report

C. Fowler introduced L. Bates-Eamer and J. Robinson of KPMG.

L. Bates-Eamer noted that overall, KPMG found the financial statements to be in accordance with the provisions of Budget Transparency and Accountability Act and highlighted the following from the audit findings report:

- Materiality was set at \$1.1M for the fiscal year in review with reporting on differences within the \$55,000 range;
- Significant material changes to report are the decline in tuition revenues as well as revenues from campus sales and services;
- Found the note from College management around uncertainty going forward within the pandemic as adequate;
- No issues with potential management overrides;
- New auditing standards required auditors to broaden review of estimates to identify potential risks but was satisfied with how estimates were concluded;
- Looked at the issue of capitalizing cost of computer hardware based on the significant purchase of computers and laptops over the fiscal year but concluded, that since NIC management followed internal policies, the unadjusted costs are satisfactory;
- The Vigar Road property is now reclassified as financial (instead of capital) asset because of its impending sale;
- Concluded recommendations around accrual of retroactive wages.

L. Bates-Eamer informed the Committee that, following changes in the PSAB around asset retirement, the College may have to start work around asset retirement obligations as this reporting will be required by fiscal year end 2023.

C. Fowler further clarified that the issue on accrual of retroactive wages was brought about by having to fund wage increases in 2020 based on collective bargaining agreements that were finalized the following fiscal year 2020/2021. This information has been recorded in the 2020/2021 financial statements.

C. Fowler and S. Fleck temporarily left the meeting at 9:26 am.

C. Fowler and S. Fleck re-joined the meeting at 9:32 am.

The Committee thanked KPMG for their work with the College. L. Bates-Eamer and J. Robinson left the meeting at 9:34 am.

Draft FY 2020/2021 Financial Statements

C. Fowler reported that a key highlight of the financial statements is the reduction in tuition revenue, largely international. He explained that the Budget Transparency and Accountability Act as well as the Treasury Board required that funding received for capital assets be recorded differently than what PSAB would recommend. On a request from the Committee, C. Fowler will forward a letter of approval from the Ministry allowing the College to run a deficit for FY 2020/2021.

Finance and Audit Committee Terms of Reference

The Committee discussed the changes as proposed by the Governance and Board Development Committee. The Finance and Audit Committee's terms of reference will go to the Board at its June 17th meeting for approval.

Large Payments Report

The Committee received the large payments report for the months of March and April.

Other Business

C. Fowler reported that the College has received permission from the Ministry to list the Vigar Road property with a condition of sale that the accepted offer/sale has to go to the Minister for final approval.

C. Fowler also reported that the College may have to withdraw funds out of the investment portfolio in order to sustain the College's cash flow. All other options to fund the deficit will be explored before bringing the decision to the Board for approval. A presentation from the investment manager, Genus Capital, will be scheduled for the Fall.

The meeting adjourned at 10:11 am.

Murray Erickson
Committee Chair



**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
COLLEGE HIGHLIGHTS REPORT
JUNE 2021**

CONTINUING EDUCATION AND TRAINING

CET Overview

Submitted by Bob Haugen, Manager, Contract Training and Services

With the end of the COVID-19 pandemic disruptions on the horizon, we are looking forward to a more normal year ahead. Our staff are motivated and creatively working to meet the needs of our region and generate much needed funds and FTE's for NIC.

We are maintaining our core program areas, Marine and First Aid and expanding our special Ministry-funded programs. We have added a 15-week Food Processing and Production Program in Port Alberni and two more intakes of our digital marketing program, Digital Elevation Expertise Program (DEEP), in Port Hardy and in Campbell River. We now also have two intakes of the Farmworker Fundamentals in Port Alberni starting this summer and another intake of our Sustainable Farming Program in Comox Valley. We have a number of funding proposals in the works including Craft Brewing for the Comox Valley, Essential Marine Skills for the Mount Waddington region and another DEEP delivery in Port Alberni.

On the credential side of our department, we are pleased to report the success of our Activity Assistant Certificate Program in partnership with Okanagan College. We are delivering the online program and including students from the Okanagan College Health Care Aid programs under a tuition-sharing agreement, expanding our reach into the rest of the province. We hope to include other BC colleges in this delivery model once we have a successful intake completed. We also completed a successful Hospital Unit Clerk Certificate under very difficult conditions with the pandemic disrupting the preceptorships.

In 2020, we participated in a Continuing Education and Training Association of BC (CETABC), micro-credential proposal for Facilities Maintenance and developed the carpentry module for the six-module program. We are now delivering the four-week micro-credential program in Anacla at Bamfield for the Huu-ay-aht First Nation with funding from Canada Mortgage and Housing Corporation (CMHC). This program is in big demand in remote First Nations communities and we will be offering it throughout the NIC region.

Comox Valley Campus

Submitted by Susan Murray, Regional Continuing Education & Training Officer

First Aid Training

First Aid training has slowed a bit, but continues to be busy with contracts, open courses, and training for NIC programs. I am working on the programming for the 2021FA – 2022SU in preparation for the next training year.

Sustainable Farming Program

The sustainable farming program began on June 9th with this being our second year. We had the good fortune of receiving funding again this year although much later than hoped. We are in the process of interviewing prospective students to ensure they meet the funding criteria. The training will once again be held at Lentelus Farms and our community funding partner is LUSH Valley. The first year was a huge success with all graduates gaining employment or expanding their farming businesses.

Program Video: <https://youtu.be/x4tkBPw1rCA>



Craft Brewing & Malting Program

The Craft Brewing & Malting program concluded on June 9th and was a huge success. This fully funded eight-month program has provided students with excellent credentials to continue their way to brew master status or work at local craft brewery establishments. Several of the students have already found employment in the industry so that is a very good sign for the rest of the students. The next course will be starting in August and then another in January.

Program Video: <https://youtu.be/8PamYNa5eNs>



Comox Valley Campus

Submitted by Julian Benedict, Project Lead-Regional Continuing Education/Training Officer

Advanced Memory Care Micro-Credential Pilot Program

NIC's Continuing Education and Training (CET) has received approval to launch its first ever Board-certified micro-credential if its September pilot program goes as planned. The intensive eight-week online course will provide memory care training to healthcare professionals working closely with residents in long term care. Students who complete the training will receive a certificate of completion from the College. After the pilot course is complete and any suggestions incorporated, CET will apply for Board-certification as an official micro-credential – the first of its kind coming from NIC Continuing Education. To learn more, visit www.nic.bc.ca/memory-care.

Activity Assistant Certificate Program

The Activity Assistant Program continues to grow across the province. After completing a full academic year (2020/2021) showcasing the certificate in its new online format, the program launched its first ever spring/summer cohort scheduled from May to August 2021. The spring cohort is full, and applications are already being accepted for the busy Fall 2021 and Winter 2022 semesters. Instructor Deborah Provencher observes that this unique program seems especially well-placed for online program delivery: “Students are busy managing demanding rotational shifts at their care facilities,” she says. “This program provides them the flexibility to succeed in advancing their education on their own terms.” To learn more, visit: www.nic.bc.ca/activity-assistant.

Animal Care Aide Program

The Animal Care Aide Program’s Fall in-take is already almost full even though it doesn’t start until October 2021. Prospective students seem to know what the industry is telling us: we need graduates right now. In fact, when the Fall 2020 graduating class completed their credential on May 7th, there were already calls from local vets to ask about when interviews could be scheduled. Given the demand, the Animal Care Aide program is planning to offer two cohorts this academic year: one starting in October 2021 and one starting in early January 2022. Applications are being accepted for both cohorts via the program website page: www.nic.bc.ca/animal-care.

Comox Valley ElderCollege

Comox Valley ElderCollege (CVEC) completed its successful 2020-2021 academic year online and reported back on its successes in their digital annual general meeting on May 8, 2021. CVEC will continue offering a wide variety of online courses using Zoom for the Fall 2021 semester (Oct-Dec 2021). The executive committee is eager for the return of on-campus courses, however, and expects to do so starting in the Winter 2022 semester. For more information, visit: www.nic.bc.ca/continuing-education/eldercollege/comox-valley/.

NIC Exclusive Online FoodSafe

NIC Continuing Education Provides Over 100 Film Students Exclusive Access to a new fully online FoodSafe Level 1 course!

Although FoodSafe Level 1 is offered on many campuses across BC, the only authorized online version of the program operates as a self-paced distanced education course with a special supervised exam model. The FoodSafe Secretariat gave special approval to NIC’s Continuing Education to pilot a new fully online course that includes the final exam – a first-of-its-kind solution across the province. The pilot program was conducted between March and May 2021 and a report has now been completed for submission to the FoodSafe Secretariat. The hope is the program will be approved as a permanent solution for online learners going forward.

Port Hardy Campus

Sandy Rose

Digital Essential Skills

A group of participants from Gwa'sala-‘Nakwaxdax’w First Nation gained digital literacy skills over ten weeks, to confidently use a personal computer and office applications, manage files and data security, use Windows and browsers, participate in online education, and understand the computer as a tool for business development. The program led to successful employment outcomes for several participants.

Digital Marketing for Small Business

In partnership with the Port Hardy Chamber of Commerce and NIC, funding was obtained to deliver this eight-week 80-hour program to 12 participants in the Mount Waddington region. This relevant, accessible online training program offers participants instruction and one-on-one coaching of in-demand skills for the digital economy. The aim of the project is to support the local business community to promote goods and services to a larger audience, attract new customers, retain existing customers, and create opportunities for future growth. The program is free to business owners and/or their employees and will complete on July 2nd, 2021.

Campbell River Campus

Sandy Rose

Hospital Unit Clerk

After a successful year of online classes, the current cohort recently completed practicum placements in Nanaimo, Comox, and Campbell River hospitals to finish their program requirements and obtain their certificate. With the challenges of COVID-19 and concerns of variants circulating in the community, one student felt the risk was too high to be in the practice setting and opted to forgo the placement and re-attempt in 2022. This has been a challenging year for students in the healthcare setting and we are proud of their commitment and success this year. Although the number of applications for Fall 2021 have been strong, the number of students qualifying has been a long-standing issue and is threatening the launch of a Fall 2021 program. Changes to the typing speed pre-requisite will be coming for Fall 2022 and discussions are underway to address solutions for this issue in Fall 2021.

Digital Elevation Expertise Program

Ten students successfully completed the program on April 29th. We are currently working with the City of Campbell River's Economic Development Office to finalize Ministry reporting.

Coastal Log Scaling

We are excited to announce that for the very first time, this program will be offered in a blended part-time format over eight months starting on October 19th, 2021. This program is designed to prepare students to successfully participate in the exam process through the Ministry of Forests to secure a Coastal Log Scaling License. Students will participate in virtual classroom sessions and in person for field activities spanning a broad spectrum of topics and a wide range of hands on tasks.

Campbell River Campus

Submitted by Lynn Weaver, Regional Continuing Education & Training Officer

Marine Training

NIC's marine training continues to be in demand. The department offered the third delivery of both Navigation Safety and Chartwork and Pilotage Level One. Both were highly subscribed once again.

This Spring saw marine training delivered in various communities with several community groups: the mid-island Metis Nation/Nanaimo Aboriginal Center in Nanaimo and the City of Port Alberni Fire Department. We also brought marine training to the Port Alberni campus as well as on Lasqueti Island.

We are currently applying for funding in partnership with Port Hardy Chamber of Commerce to bring Marine Essential Skills training courses to Port Hardy and Port McNeill this summer, fully funded through the Community Workforce Response Grant.

Metal Jewelry

Students entered their second term and are preparing jewelry pieces for the end of season "show and sell" to be held outdoors at the Campbell River Gathering Place on June 29th, from 1 to 3 pm. This is a wonderful opportunity for students to display their creations and to promote the program. Last year, students were only able to do so virtually but with COVID-19 Health and Safety plans in place, they're looking forward to a more personalized event.

Part-time Vocational

The online Bookkeeping program was in high demand and carried a waitlist once again. We're considering offering the computerized bookkeeping course, SAGE-50, as an online option as well.

Port Alberni Campus

Submitted by Leanne Moore, Regional Continuing Education & Training Officer

NEW-Facilities Maintenance Fundamentals Program

In partnership with Huu-ay-aht First Nation, with funding from CMHC, CET is delivering a four-week Facilities Maintenance Fundamentals program in Anacla (Bamfield) which started on Monday, May 31st. In this hands-on program has topics covering maintenance in carpentry, plumbing/heating, electrical, painting, etc. The program will prepare students to maintain residences within their community. It will be helpful for Huu-ay-aht First Nation, who are currently in the process of expanding the number of homes in the community.

NEW-Farmworker Fundamentals – Two Intakes

Funded by the Community Workforce Grant, CET is delivering two intakes of the eight-week Farmworker Fundamentals program. The first one starts in June and is in partnership with Nuuchahnulth Employment & Training Program (NETP), Alberni Valley Employment Centre and Port Alberni Shelter Society. The second offering starts in July and is being offered in partnership with a local farmer and the Port Alberni Shelter Society.

The program provides students with the skills they need to be productive agricultural workers in greenhouses and market garden farms. The course includes modules in greenhouse operations, planting and transplanting, fieldwork, harvesting and farmer's market sales. The program is presented by several experienced organic farmers and horticulturalists.

Food Production & Processing

The funded Food Production and Processing Program started in March with a full cohort of 12 students. Vivian Cruise, the Red Seal Chef instructor, guided the students through the theory and hands on portion of the program, creating tasty foods, many of which were preserved by different methods. Ten students successfully completed the theory/hands-on portion of the program and are currently completing the work experience portion of the program with various employers. Many of the students have been offered continued employment once their work experience completes on June 18th.

TRADES AND TECHNICAL PROGRAMS

Where has the time gone? Summer is no longer on standby! Leaves have returned to the trees, the sun is warming the days and the breeze is full of the scent of fresh cut grass. There is a palpable change in the air as we shake off the cobwebs from the cooler months and re-charge the mind, body and soul with blue skies, calm winds and a healthy dose of Vitamin D.

Seven programs came to a close in the month of May. Plumbing Apprenticeship Level 4 students wrote their Inter-Provincial exam while the Automotive Foundation cohorts in Campbell River and Port Alberni and the Electrical Apprenticeship Level 1 exams continued to be waived by Industry Training Authority of BC (ITA). Our Coastal Forest Certificate students completed on May 28th, complemented by the completion of year one of our new Coastal Forest Technology diploma program, with students eager to be returning in the Fall. Our innovative Motion Picture Production Assistant and Craft Services Micro-credential programs in collaboration with Vancouver Island North Film Commission rounded out the line-up for spring program completions with over 130 graduates entering one of BC's fastest growing sectors.

June will see our Carpentry Apprenticeship Level 4 students put to the test with their Inter-Provincial exam on the 11th. Two cohorts of Carpentry Apprenticeship Level 1, three cohorts of Electrical Apprenticeship Level 3, and the Heavy Mechanical and Joinery Foundation programs have also concluded their respective runs.

The summer months will be far from dull at any of our campuses. Six foundation programs: Professional Cook Levels 1(PA) and 2(CR) and three Apprenticeships in Heavy Mechanical, Electrical and Welding will be keeping us on our toes through to September. Instruction continues 12 months of the year with late summer also seeing the launch of the Welder Foundation Harmonized Enhanced program and the Heavy Mechanical Plus Micro Credential.

Highlights

When students spend eight months with an instructor, they tend to get to know that instructor on a more personal level. They go beyond the traditional teacher-student role to more of a student-mentor bond. This can be said of the relationship between Automotive instructor, Patrick Balfry, and his foundation students. His program ended with students praising him as “the best instructor they ever had” and “an instructor who stops at nothing to make sure his students are successful”.

Paying Tribute: From instructor to mentor to up-and-coming fashion icon, Patrick left more than an Automotive impression on his students. Eager to model after their trendsetting tutor, on the last day of class, his students paid him the sincerest form of flattery. Taking heed of his keen sense of layering, each student donned the timeless plaid shirt and the always classic yet practical *must-have* vest in homage to these staples of Patrick’s wardrobe.



Continuing on are the students in our Fabricator-Welder Micro-Credential. This 32-week intensive program began March 8th with an end date of October 15th. Graduates of this program get the best of both worlds as they will have completed Level 1 in both Welding and Metal Fabrication affording students the opportunity to work in a variety of fields in the metal trades. To date this program is proving to be an exciting addition to Trades and Technical programs – but don’t take our word for it! Here is what students have to say.....

This welding class so far is amazing in the way of what we can accomplish in a short period of time. I am really enjoying what this program has to offer and the resources we have to work with. Ivan is an incredible instructor and is teaching me so many responsibilities and what the industry is like. - Austin

I was really excited for the opportunity to be a part of this class and still am. Ivan is a top-notch teacher and welder who cares about the quality education his students receive and it shows with the progress that everybody in class has made. I am confident in what I’m learning and am excited to join the workforce once I’ve completed the program. - Anna

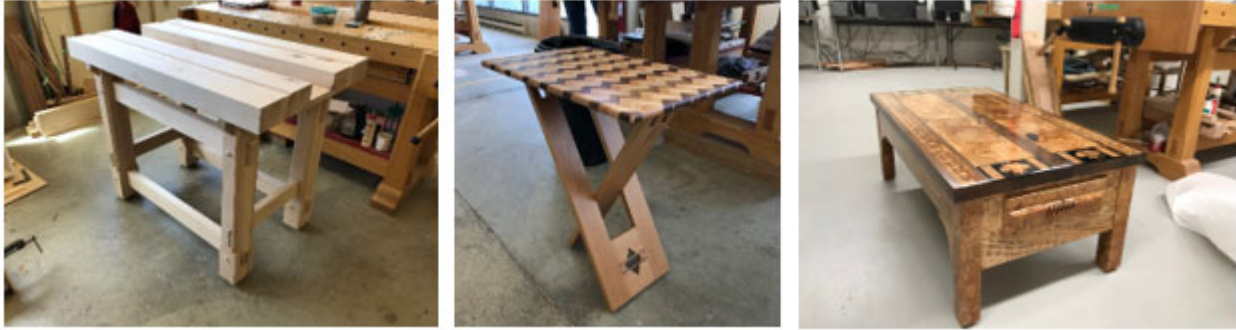
I am so glad that I took the opportunity to take this course, once I met everyone and the course started going I have been really happy with what I have learned and the skills I have gotten in the time that has been provided. Ivan really helped with things that I didn’t understand and things that I just need a few pointers on. He also does one on one demonstrations in your booth which really shows you what to do and how to fix things your having troubles with. So far I have loved every minute of my time being here.

- Cole

And from instructor **Ivan Peterson:**

This has been a very wonderful group to instruct. They are all very engaged eager to learn and learn the very fine details, and they have worked hard on their theory content. They all have succeeded as welding apprentice level one.

Students in the re-vamped Furniture Design and Joinery program have produced works of art that are nothing short of stunning! The incredible talent that is poured into these impressive projects showcases the time, creativity and vision that can only come from a labour of love. These are not box-store items. The craftsmanship is exquisite and you will not find these unique pieces anywhere but the shop at the Tebo campus in Port Alberni. Can you believe some students give these away as gifts?



At week 12 of the Professional Cook Level 2 program and the second term of the Culinary Business Operations Diploma program, students laid siege to the taste buds of a few select guests with a mouth-watering hors d'oeuvres demonstration. Care for some Smoked Salmon Stuffed Crepes? How about Scallop Ceviche, Devilled Eggs or Tuna Tataki? These are but a few of the savory bite-sized samples from the assortment of 18 sinfully delicious delicacies. It is easy to see these students have a passion for their chosen field in the Culinary Arts.



And Here Comes September!

The fall term will once again bring an explosion of programs and apprenticeships. As the Faculty of Trades and Technical Programs maintains our face-to-face programming, we are excited by the prospect of welcoming other students back on campus. The hallways will be teeming with new students and those who are continuing on with their studies. It is destined to be a busy but exciting comeback for all. Trades and Technical Programs alone have 19 new starts in September. Among those will be Professional Cook Level 1 running concurrently with the Culinary Business Diploma. Our first year Coastal Forest Technology students will be returning for their second year, while two more cohorts of Coastal Forest Worker Certificate and Coastal Forest Technology Diploma will be joining us at the Campbell River campus. Heavy Mechanical Foundation is full with a healthy waitlist and Automotive Foundation is close on its heels. The Furniture Design and Joinery program in Port Alberni is rocking full numbers already and the Carpentry and Plumbing Apprenticeships at the Comox Valley are also showing strong registrations.

In addition, we have been awarded funding for two new cohorts of the Automotive Collision and Refinishing Technician Foundation program and Heavy Mechanical Plus Micro-credential which combines three micro-credentials for a supported entry into a Heavy Mechanical trades career.

Faculty has also been chosen as a pan-Canadian partner with Conestoga College (funded by the Federal Government) to deliver a pilot Welder Foundation Harmonized enhanced program to include upgrading, transferable workplace competencies and internship placement.

Saying Goodbye 😞

Once again retirement has snuck up on us and we have to say goodbye to one of the most loved members of our team. Heather Hopewell joined the Faculty of Trades and Technical programs in 2015 and easily settled into her Administrative Support position. She quickly gained an enviable knowledge of all things ITA and there isn't an Excel spreadsheet she can't make beg for mercy. Always a friendly face to faculty and staff and a pleasure to work with, she never hesitated to lend a helping hand to anyone in need and always did it with a smile. Her sense of humor, kindness and occasional good-natured sarcasm will be sorely missed by us all. Happy Retirement Heather!

STUDENT SERVICES AND REGISTRAR

Student Services

Submitted by Felicity Blaiklock, Director, Student Affairs & PA Campus Administrator

May Information Sessions for Faculty and Staff

In May, NIC Student Services was pleased to offer three 1-hour information/Q&A sessions to all employees on a range of topics. The participation was excellent with over 30 faculty, staff and administrators attending each session.

Early Assist – Behind the Scenes

An overview of the process from the point of receiving a referral, to connecting the students with appropriate supports, plus a review of the types of situations that Early Assist can help faculty and students with, and some statistics on the program and how it is making a difference.

- Facilitators: Disha Salhan (Student Life Outreach and Liaison), Felicity Blaiklock (Director, Student Affairs), Dean Martin (Manager, Student Life)

Supporting Students with Disabilities: Duty to Accommodate

An overview of accommodations and how a post-secondary institution determines if an accommodation request is reasonable and justifiable. Also, a discussion of student's and faculty's roles and responsibilities in the accommodation process. Q & A about the duty to accommodate students with disabilities, highlighting some of the important legal principles.

- Facilitators: Department of Accessible Learning Services team

Navigating Student Concerns and Complaints

A discussion of how to respond to student requests, concerns and complaints with an emphasis on care and compassion. A review of the various policies/procedures that are available to students, including the Student Complaint Resolution policy and Community Code of Academic, Personal and Professional Conduct.

- Facilitators: Felicity Blaiklock (Director, Student Affairs), Dean Martin (Manager, Student Life), Danean Gray (Human Resources), Shirley Ackland and Erin McConomy (NICFA Executive)

CARE Teaching and Learning and Campus Community Grants:

We were delighted to receive 14 applications for the grants. Adjudication will take place later in June for the projects to be launched in Fall 2021.

Indigenous Counsellor

Following the retirement of Janet Beggs, and in alignment with NIC's Indigenization goals, we are in the process of posting for an Indigenous counsellor to join our counselling team. We are excited to be able to provide Indigenous-focused supports for our students. We hope to have this position in place by September 2021.

Equity, Diversity and Inclusion (EDI) Policy Development:

In May 2021, a working group was created to begin the development of an NIC EDI policy. Members of the working group include stakeholders from across campuses and disciplines including students, staff, faculty and administrators. We anticipate that there will be a robust consultation process as we develop this policy to ensure we include diverse perspectives.

Student Life Updates:

Orientation

Our Spring orientation session was held virtually on May 3rd for students enrolled in spring/summer courses. Around 35 students attended the session which featured an outline of various supports, including the Library and Learning Commons, NISU, Student Technical Services, Counselling, DALs, Student Life, and more. Based on feedback received from students we incorporated some break-out discussions into the session to allow attendees to meet other students.

Orientation planning for Fall is well underway and will feature a revised Orientation webpage with a variety of content to prepare students for classes, including pre-recorded videos and several live sessions leading up to the start of the term. All content is divided into one of four categories:

- Welcome
- Health & Wellbeing
- Getting Ready for Class
- How to Get Involved

Live virtual sessions are scheduled for August 11, 17, 18, 24, 25, and September 7. While the majority of orientation will be held virtually, we will have booths on each campus during the first week of classes to welcome students to campus with swag bags, snacks, and useful information.

Early Assist

Early Assist continues to be a well-utilized program to support student success. We received 95 referrals from faculty and staff in the Winter 2021 term, compared to 47 in the Winter of 2020. Of the 95 referrals received, 67 were related to students from the Comox Valley campus, 17 from Campbell River, 10 from Port Alberni, and one from Port Hardy.

Support for Program Removal Students

All students who progressed to program removal after the Winter 2021 term were required to meet with Student Affairs to develop a Personal Learning Plan before they were able to reapply to an alternate program. We met with 19 students to support them in the continuation of their studies at NIC. The Student Life and Outreach Liaison will be following up with each of these students throughout the spring and fall terms to see how they are progressing, and to ensure they are making use of their Personal Learning Plan.

2021 Graduation Activities

Submitted by Darin Bellham, Assistant Registrar

June is always an exciting month for NIC as it is the time of our annual graduation ceremonies. In our current situation, the ceremonies will look quite different prior to 2020. However, unlike 2020, we have had time to plan and, though we will not be having in person ceremonies, we will continue with our virtual graduation. Each campus has worked hard to highlight the accomplishments of our graduates. There are 236 graduates that have registration. We will provide the graduates who have registered a purchased gown, V-Stole, mortarboard and tassel for them to keep. We have also set up an opportunity for graduation photos at each of our main campus the week of June 7th. Regalia is scheduled for pick up at each campus beginning Monday June 7th with photographs being taken at all campuses starting June 7th in Comox Valley and finishing June 11th in M̓ix̓alakwila. Marketing has provided the platform for our virtual graduation page and these photos will be displayed on this page by end of June. A Kudoboard has also been developed so that NIC employees may virtually congratulate our graduates.





Our Ref. 121833

June 1, 2021

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

Dear Mr. Mosley:

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

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

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

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

... /2

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Sincerely,



Honourable Anne Kang
Minister

June 1, 2021

For Board Chair signature:

X _____

Eric Mosley
Board Chair

Date Signed: _____

pc: Honourable John Horgan
Premier

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

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

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

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

Lisa Domae, President and CEO
North Island College

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
JUNE 17, 2021**

AGENDA ITEM: Regular Meeting
3.2 DRAFT INSTITUTIONAL ACCOUNTABILITY PLAN AND
REPORT (IAPR) FOR THE 2020/21 REPORTING CYCLE
(attachment)

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

The purpose of the IAPR is to describe an institution's goals, objectives and outcomes and how it will monitor progress toward these outcomes. Institutions must describe what actions were taken and the accomplishments achieved related to priorities within the institution's 2020/21 Mandate Letter. In addition, the IAPR must also report on progress toward the goals and system objectives of AEST as established by the Accountability Framework performance measures.

NIC's *IAPR for the 2020/21 Reporting Cycle* is also aligned with NIC's strategic plan that was in place for the 2020/21 reporting cycle, *NIC Plan 2020*, and includes a report on outcomes and achievements.

A draft of the IAPR has been provided given that confirmation of 2020/21 final full-time equivalent (FTE) performance measure data is pending from AEST. These measures have been populated with figures from NIC's 2020/21 *Final FTE Enrolment Report* submission to AEST on May 12th and are not expected to change. Based on these, and performance measure data provided by AEST, NIC achieved or substantially achieved 22 of the 24 assessed Accountability Framework performance measures in the 2020/21 reporting cycle. The Total Student Spaces and Developmental Student Spaces FTE performance measures were not achieved, with 1,451 FTEs enrolled toward the 2,393 FTE Total Student Spaces target and 230 FTEs enrolled toward the 300 FTE Developmental Student Spaces target. "Appendix I - Performance Measure Results" on page 50 of the IAPR provides important context for all NIC's Accountability Framework performance measure target assessments including achievements and challenges.

NIC will submit the *Institutional Accountability Plan and Report for the 2020/21 Reporting Cycle* to AEST by the submission deadline of July 15, 2021.

Action:

For the Board's discussion and approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2020/21 REPORTING CYCLE.

NORTH ISLAND COLLEGE



Institutional Accountability Plan & Report

2020 - 2021 REPORTING CYCLE

***** DRAFT at 21/06/09 *****

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OKANAGAN CHARTER
AN INTERNATIONAL CHARTER
FOR HEALTH PROMOTING
UNIVERSITIES & COLLEGES

An outcome of the 2015 International Conference on Health Promoting Universities and Colleges / VII International Congress

Kelowna, British Columbia, Canada



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June 17, 2021

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

Dear Minister Kang,

On behalf of North Island College (NIC), we are pleased to present the *NIC Institutional Accountability Plan and Report for the 2020/21 Reporting Cycle* and express our accountability for the results within it.

In this transitional year for students and communities across B.C., NIC's top priority has been to provide students with certainty through safe, accessible and clear learning options. Throughout the pandemic, we have supported students and communities with accessible programs and services. While NIC was not alone in rapidly moving to a combination of face-to-face, digital and blended (i.e., digital plus on-campus) course delivery in March 2020, the challenge enhanced our digital capacity. It also improved remote students' access to education and made courses more readably available to parents and working students. We look forward to maintaining this flexibility as we resume on-campus learning and services this fall.

NIC is committed to lasting and meaningful reconciliation with Indigenous peoples through our commitment to the *Truth and Reconciliation Calls to Action* and the *United Nations Declaration on the Rights of Indigenous Peoples*. While we have much work to do, our current initiatives are outlined in this plan. A new indigenization plan, developed over the past year, is scheduled to be released in June 2021.

This report details how NIC has met the priorities outlined in Government's 2020/21 Mandate Letter. It outlines NIC's supports for vulnerable and underrepresented groups in programs and services and it showcases new plans, resources and teams to improve mental health awareness and supports on campus. It highlights how a new Sexualized Violence and Prevention and Response Policy, approved in spring 2020, continues to be integrated into campus services and programming. It also outlines NIC's academic plan, *Widening Our Doorways – COVID 19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*, our response to calls for pandemic-informed programming, services and delivery methods.

This institutional accountability plan and report also lists the accomplishments of *NIC Plan 2020*, NIC's 2016-2020 strategic plan. In the coming years, we look forward to reporting on NIC's new strategic plan, *BUILD 2026*, which was approved by the Board of Governors on May 27, 2021.

Finally, NIC's 2020/21 achievements are measured against the Ministry of Advanced Education and Skills Training's performance indicators in Appendix I, in accordance with the *Accountability Framework Standards and Guidelines Manual for the 2020/21 Reporting Cycle*.


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

Sincerely,

A handwritten signature in black ink, appearing to read "Eric Mosley".

Eric Mosley

Chair, NIC Board of Governors

A handwritten signature in black ink, appearing to read "Lisa Domae".

Lisa Domae, PhD, RPP

President and CEO

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STRATEGIC CONTEXT AND DIRECTION

STRATEGIC CONTEXT

Institutional Overview

North Island College (NIC) is a comprehensive community college, which serves the people and communities across approximately 80,000 km² of Vancouver Island and parts of the B.C. Central Coast from Bamfield to Bella Coola. With 157,000 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 territories of 35 First Nations inclusive of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions.

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

NIC offers a full range of pathway and credentialed programming as well as educational, financial aid, accessible learning, counseling and student advising services, including dedicated employment support with work-integrated learning and a nationally accredited co-operative education program. In keeping with its access-focused roots, NIC continues to serve diverse and geographically dispersed

communities through distance learning, interactive television and digital learning as well as onsite programming in communities, based on the specific local needs of First Nations and community partners.



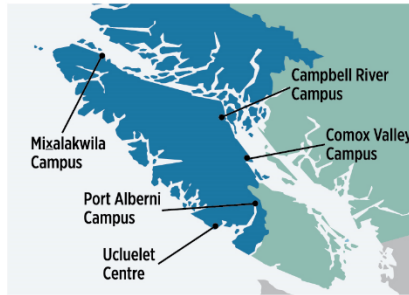


North Island College Region, First Nations Communities and NIC Campuses

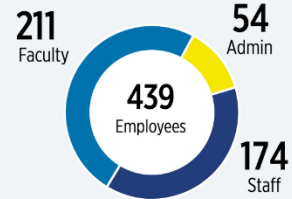
NIC North Island College 2020/21 Fast Facts

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

NIC is a publically funded community college dedicated to serving 157,000 people on northern Vancouver Island and the central BC mainland coast. Our central focus is to support student experiences and success. Programming is delivered onsite at four campuses and one learning centre, through technology-enabled distance learning, and many in-community programs developed in partnership with remote communities across our 80,000 km² service region.



EMPLOYEE COMPOSITION*



* Based on headcount

NIC STUDENTS SAY*



are satisfied with their education at NIC



NIC's quality of instruction is high



were well-prepared by NIC for further studies

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

HEADCOUNT*

6,314 Students total

1,012 Indigenous students

419 International students

250 Dual Credit high school students

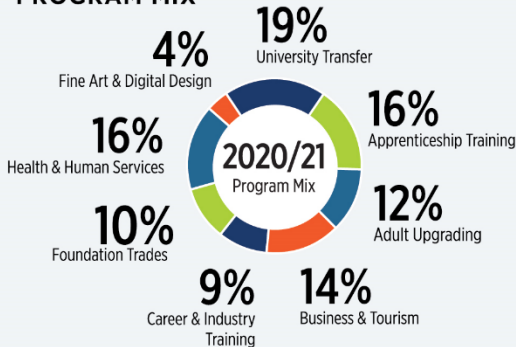
91 Dual Admissions post-secondary students

2,069 Domestic FTEs

315 International FTEs

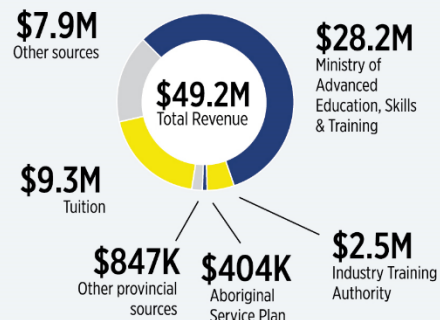
*Headcount based on fiscal year NIC internal enrolment data

PROGRAM MIX*



* Based on student FTEs

COLLEGE REVENUE



DOMESTIC STUDENT ORIGINS



Students from within the NIC region

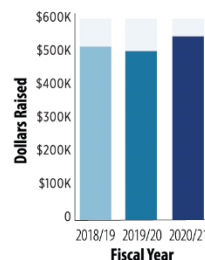


Students from mainland BC, Canada and other provinces

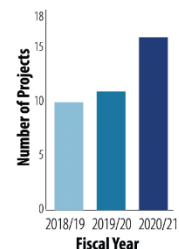


Students from southern Vancouver Island

SCHOLARSHIPS AND BURSARIES



APPLIED RESEARCH, TECHNOLOGY AND INNOVATION



For more information, please contact 1-800-715-0914 or questions@nic.bc.ca
www.nic.bc.ca



Campuses

Within its 80,000 km² service area, NIC operates four campuses in the Comox Valley, Campbell River, Port Alberni, the M̓ixalākwiła campus in Port Hardy, a regional learning centre in Ucluelet and a temporary location at St. Joe's in Comox.

Comox Valley Campus

The Comox Valley campus, located in Courtenay, is NIC's largest campus in terms of physical size, range of programming and number of students served. The campus is also home to the largest number of NIC employees as well as the College's administrative centre.

Amenities include a library and learning commons, Indigenous student lounge, bookstore, cafeteria, student lounge and childcare facilities. The Comox Valley Aquatic Centre, a swimming pool and fitness facility operated by the Comox Valley Regional District, and the nearby Comox Valley campus of the North Island Hospital are adjacent to NIC's Comox Valley campus.

Since opening at its current location in 1992, the campus has been steadily growing to accommodate student need. Additions have included the Shadbolt Fine Art studios (1996), Tyee Hall (2004) university studies and student amenity building, and a Trades Training Centre (2011) which uses 60% to 70% less energy than typical buildings of its size. In 2019, NIC @ St. Joe's opened at the former St. Joseph's General Hospital in Comox with classrooms, simulation labs and study space for students in health and human services programs including evening/weekend offerings.

A campus highlight for 2020/21 was the announcement of funding from B.C.'s Ministry of Children and Family Development for 75 new licensed childcare spaces at the Beaufort Children's Centre located on the Comox Valley campus. The College also submitted an updated business case for proposed on-campus student housing to support the need for safe, affordable and accessible housing in the region. Plans incorporate universal design principles including a dedicated family housing building (improving access to education for students with children) and second single student building with non-gender specific room assignments, gender-neutral washrooms and a common area.

Campbell River Campus

The Campbell River campus is NIC's second largest campus and home to several programs, including trades and technology, health and human services, business, university studies, upgrading and continuing education and training. A five-year campus plan envisions the campus as a regional learning hub for the Vancouver Island's northern region with programming extending outward through digital delivery and regional in-community offerings.

Originally opened in 1997 as an integrated facility with Timberline Secondary School, the campus was the site of a significant provincial and federal investment in 2018 to meet the education and training needs of the Campbell River community. The completed \$17.6M expansion and renovation internally separates Timberline Secondary School and NIC into two distinct entities, creating almost 10,000 m² of new and renovated space for Heavy Duty Mechanic, Aircraft Structures, Professional Cook as well as a new library and learning commons, Indigenous lounge, bistro and lab facilities for health programs. In addition to new and renovated campus amenities, the campus also includes a bookstore and daycare.

Construction began on the Campbell River Indigenous Gathering Place in 2020 fall. This new space will enhance support services for Indigenous students and the entire college community, promoting and preserving Indigenous culture and history in the spirit of reconciliation.

Port Alberni Campus

Constructed in 1994, the Port Alberni campus is NIC's third largest campus, serving the Port Alberni area and Vancouver Island's west coast region from the Roger Street campus and the offsite, trades-focused Tebo Vocational Centre. The campus includes an Indigenous gathering place and lounge, a library, bookstore, bistro and cafeteria, as well as a \$1.35M teaching kitchen, completed in 2012, at the Roger Street campus. Future plans for the Port Alberni campus include a campus consolidation, combining the Roger Street and Tebo sites to provide centralized student services and supports for all students.

Mixalakwila Campus in Port Hardy

Mixalakwila campus is a busy learning hub in Mount Waddington region at the northernmost tip of Vancouver Island. The campus provides students in surrounding communities the opportunity to access NIC services and a variety of adult upgrading, Indigenous language, early childhood care and education, health and human services, university transfer, and continuing education courses and programs. The campus also supports in-community programming throughout the region when funding allows.

Ucluelet Centre

The Ucluelet Centre provides vital service to the west coast region of Vancouver Island by allowing students to pursue education without leaving home and to be part of a supportive community of NIC instructors, support staff and fellow students. The centre provides classroom and technology-based access to health care, business, university transfer and adult basic education courses and programs.

Programs and Pathways

A comprehensive college focused on student success and community-relevant programming, NIC offers 120 credit programs and pathways and just under 900 individual courses.¹

The majority of NIC's offerings are one- and two-year certificate and diploma programs that provide learners with pathways to further education and employment in areas such as foundation trades and apprenticeships, resource trades, technology, engineering, culinary arts, health and human services, early childhood care and education, business, office administration, tourism, adventure guiding, digital design and development and fine arts. University studies, including university dual admission and pathway programs, are key to providing the NIC region's learners with access to degree programs. NIC also offers four-year applied degrees in business administration as well as a Bachelor of Science in Nursing in partnership with Vancouver Island University. With funding from the Ministry of Advanced Education and Skills Training, NIC has begun offering micro-credentials in 2020/21 - specific, short-term learning opportunities designed to facilitate learners' employment goals and/or to ladder into further education, including reskilling and upskilling.

Indigenous education is a key focus area for NIC with 13% the NIC service area's population comprised of Indigenous peoples (compared with 6% for the province) and 21% of NIC's domestic student population

¹ View NIC's program highlights online at www.nic.bc.ca/programs-courses.

(19% of domestic FTEs) of self-declared Aboriginal ancestry. Indigenous education is informed and guided by three central documents: 1) the *TRC Calls to Action*; 2) the *UN Declaration on the Rights of Indigenous Peoples*; and, 3) the *CICan Indigenous Education Protocol for Colleges and Institutes*. Since 2015, the College has grown its Indigenous-centred supports and services, expanding priority admission policies to students with Indigenous ancestry in several health and human services programs. Elders in Residence at every campus support employees and students in their own communities and are integrated into academic programs

Adult upgrading and access pathway courses and programs form a large and integral part of NIC's educational portfolio. Adult basic education (ABE) courses and programs are tuition free and students are supported every step of the way - from initial assessment to self-paced, flexible learning plans and one-on-one assistance in class. Low preparedness for post-secondary education in the NIC region reinforces the need for adult basic education with just under a quarter (23%) of the region's secondary school students not graduating high school compared with 16% for the province overall.² Moreover, 13% of 25-64-year-olds living in the region don't have at least a high school diploma compared with 10% provincially.³ Just under one in five of NIC's diploma, associate degree and certificate students surveyed in 2020 (18%) took ABE 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 11%.⁴ Students with documented physical, cognitive or mental health disabilities are supported with employment transition and access program pathways as well as a range of support services and learning accommodations.

International education at NIC has grown steadily over the past decade with an almost ten-fold increase in international student enrolment from 50 FTEs in 2009/10 to 481 FTEs in 2019/20. International student enrolment declined substantially in 2020/21 due to the impacts of the COVID-19 pandemic comprising 13% of total FTEs in 2020/21 compared with 19% the previous year.

Continuing Education and Training (CET) is at the heart of NIC's commitment to providing equitable student access, supported learning pathways and efficient workforce transitions for community members and under-represented groups across the region. For many rural residents in the NIC region, non-credit courses, in-demand skills training and in-community pathway programs are their first college experience. CET also has a robust contract training division, with the ability to design and deliver customized education and skills training in partnership with employers, industry, First Nations, government as well as employment and community service agencies. One of CET's specialty areas is coordinating ElderCollege⁵ courses and lecture series for individuals 50 and over (55+ in the Comox Valley).

Partnerships

NIC is among the most active post-secondary institutions in B.C. seeking collaborations and partnerships with secondary and post-secondary institutions to facilitate the transition of students from the K-12 system to post-secondary education and training. The College has made it a priority to expand domestic and international educational pathways and opportunities for students. Community and industry

² DataBC (2019). Retrieved from <https://catalogue.data.gov.bc.ca/dataset/1c6256d0-c120-4de1-817b-fb291732f8a4> on May 27, 2019.

³ Statistics Canada. <https://www12.statcan.gc.ca/census-recensement/2016/ref/98-501/98-501-x2016012-eng.cfm> on February 9, 2019.

⁴ B.C. Student Outcomes. 2020 DACSO pivot tables.

⁵ View NIC's ElderCollege website at <https://www.nic.bc.ca/continuing-education/eldercollege/>.

partnership development is ongoing and remains crucial to ensuring program access and relevance for remote learners and local economies.

NIC currently has over 80 partnership agreements, enabling students to transfer seamlessly from NIC to the University of Victoria, Vancouver Island University, the University of British Columbia and universities around the world.⁶ NIC's work with partner institutions through B.C., Canada and beyond, as well as with British Columbia Council on Admissions & Transfer (BCCAT), focusses on supporting student access to higher education.

Applied Research

NIC's applied research initiatives have grown in recent years through the work of the Centre for Applied Research, Technology and Innovation (CARTI),⁷ created in 2012 to match students and staff with opportunities to work on challenges proposed by local business. CARTI has secured more than \$3.7M in project funding since its inception, supporting 43 projects with 71 paid student researchers and engaging with 62 partner businesses and organizations.

Applied research at NIC provides exceptional opportunities for students and staff to apply their skills to address challenges identified by local business, industry, not-for-profit and community groups. Innovative and collaborative community projects provide students with hands-on experience in applying knowledge gained in the classroom to real-world challenges. Faculty researchers benefit from opportunities to engage with stakeholders and remain current with new developments in their area of expertise.

These practical and innovative projects also support economic growth and social improvement. NIC's research partners utilize the expertise of students and staff to innovate in the creation of new products, processes and ideas. Community partners are provided with an opportunity to see the breadth of skills and expertise of NIC students and build relationships with those who may be candidates for future employment.

COVID-19: Reset, Reshape and Renew

NIC, like all other B.C. public post-secondary institutions, experienced unprecedented challenges in 2020/21 due to the disruptive impacts of the COVID-19 pandemic. Campus safety plans needed to be quickly developed and social distancing restrictions were implemented with no access to additional classroom, lab, workshop or office spaces. Many employees transitioned to work from home requiring expanded technical supports and equipment. All of this unfolded within a quickly shifting, complex landscape of external global, national, provincial, regional and local community factors. With the onset of the pandemic in March 2020, a rapid transition from face-to-face to digital or blended (i.e., digital plus on-campus) course delivery across all program areas was initiated. NIC's top priority was provide certainty for students in uncertain times by ensuring safe, accessible and clear options for learning in spring, intersession and, especially, fall term when the majority of students typically enroll for the upcoming academic year. By May 7th, NIC announced confirmation of delivery methods for all programs for the upcoming year and by May 18th a full course timetable for 2020 fall term was published. Looking

⁶ View NIC's partnership agreements online at <http://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements>.

⁷ View CARTI's website online at <http://www.nic.bc.ca/research>.

back, the magnitude of the shift to digital learning was substantial with 2,043 FTEs (of 2,384 FTEs), inclusive of domestic and international student FTEs, delivered digitally or blended in 2020/21 versus 142 FTEs the previous year – a fourteenfold increase. Resilience, agility and dedication from all NIC’s organizational units were required to orchestrate transitions for program areas and to ensure everything continued to work successfully over the course of the year.

Given the potentially devastating impact of a global pandemic on student enrolment - for both the supply and demand sides - there is consensus at NIC that enrolment fared well in 2020/21 with just a two percent decline in domestic student enrolment and an eight percent decline in overall student enrolment (i.e., domestic plus international) over the previous year. Unavoidably, international student enrolment declined substantially by 34% with new student admission impacted by international travel restrictions and shifting global conditions. Domestic student enrolment in most programs remained strong in 2020/21 and some programs actually enrolled more students than the previous year, confirming new digital learning access opportunities for individuals living in remote communities within the NIC region, the B.C. mainland, out-of-province and outside of Canada.

To address the expected long-term enrolment, financial and operational effects of COVID-19, NIC launched a new academic plan, *Widening Our Doorways - COVID 19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*,⁸ in fall 2020. Synthesizing leading higher education research and scholarship, and situating it in the NIC context, *Widening Our Doorways* outlines 10 major macro conditions emerging from the pandemic. It describes their impact on NIC, discusses emerging opportunities and delineates a 10-point framework to not only respond and recover but to be at the forefront of rural community college education. *Widening our Doorways* aligns with government mandates and directives as well as NIC’s 2021-2026 strategic plan, *BUILD 2026*,⁹ planned for launch in fall 2021 (see the “BUILD 2026: A New Strategic Direction” section of this document for more information). The College has also developed reset, reshape and renew plans for Indigenous education, international education and adult basic education that align and integrate with *Widening our Doorways* and *BUILD*.

The sections that follow provide a synopsis of the main pandemic-related environmental factors that impacted NIC’s educational faculties and departments in 2020/21 as well as responses, achievement highlights and plans. NIC will continue to work with the Ministry to resume full on-campus learning and services for students, faculty and staff by fall 2021, following the direction and guidance of the Provincial Health Officer and *the COVID-19 Go-Forward Guidelines for B.C.’s Post-Secondary Sector*.

Trades and Technical

Faculty of Trades and Technical enrolment remained strong in 2020/21 with all scheduled cohorts delivered as planned. Conventional delivery and instructional models were challenged by reduced training space/workshop capacity due to COVID-19 physical distancing requirements. Nonetheless, more than 850 learners (703 FTEs) were supported across foundation trades, apprenticeship, technical and vocational programs with quick and successful implementation of digital and blended learning strategies incorporating on-campus applied learning components, as needed, to meet program requirements. A record number of new one-time funded programs were developed and launched with Ministry of Advanced Education and Skills Training direct awards and community-based contract collaborations

⁸ View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

⁹ View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

exceeding \$1.9M. Labour market and regionally responsive programs included expanded forestry programming serving Indigenous learners, women in trades, and new innovative programming spanning Fundamentals of Geographic Information System (GIS) Mapping and Drone Operations Micro-credential, Motion Picture Craft Services Micro-credential, Motion Picture Production Assistant Micro-credential, Parts and Warehousing Person Foundation Certificate, Automotive Collision and Refinishing Technician Foundation Harmonized, Fabricator-Welder Micro-credential Combination, Heavy Mechanical Plus Micro-credential, and Motor Sport and Power Equipment Technician Foundation Certificate.

Business and Applied Studies

NIC's Faculty of Business and Applied Studies transitioned business, tourism, digital design and fine arts programs to digital or blended delivery in 2020/21. Enrolment in business and tourism programs was significantly impacted by the worldwide decline in international student mobility; however, the faculty's overall domestic student enrolment was higher than last year (261 FTEs vs 228 FTEs) with substantial increases in digital design and office administration streams. DIGITAL Design + Development rebranded interactive media programs with industry-informed curriculum revisions and the department transitioned fully to digital delivery, resulting in the highest ever FTEs – 60 FTEs, inclusive of domestic and international students – as well as an increase in out-of-region domestic learners. Office Administration (OAD) converted final exams from in-person to digital, leading to wider program access. Additionally, OAD was awarded AEST one-time funding for a medical terminology skills micro-credential resulting in an additional 32 students (8 FTEs) in 2021 winter. Domestic student enrolment was also higher in first- and second-year business courses (80 FTEs vs 69 FTEs last year) and the Tourism Adventure Guiding Certificate program (18 FTEs vs 12 FTEs last year). An expansion of industry partnerships for field skills courses combined with a successful transition to blended delivery in 2020/21 attracted more students to the adventure guiding program.

Arts, Science and Technology

Enrolment in NIC's Faculty of Arts, Science and Technology was also impacted by the international student decline in 2020/21 although domestic student enrolment remained on par with the previous year at 360 FTEs. The faculty offered university studies courses via digital and blended delivery, including chemistry and biology 'wet' labs at the 100- and 200-levels. Faculty teaching Biology 160 and 161, two key courses for students in BSc nursing programs, successfully developed virtual labs and delivered courses entirely online, attracting students from across the province. With increased digital delivery enrolment in dual-credit courses, students across the NIC region - from Ucluelet to Port Hardy - were able to access 100-level university courses in English, criminology, psychology, biology, mathematics and sociology. Language instruction in Spanish and French continued interactively online in 2020/21 with positive student feedback. NIC's Electronics Technician Core Certificate program increased enrolment to 19 FTEs from 8 FTEs the previous year through blended instruction and novel delivery.

Developmental Programming

NIC's Department of Adult Basic Education successfully transitioned to digital course delivery, attracting in-region students as well as students from outside NIC's service area. This model will continue to be utilized in 2021/22 and emphasis will be placed on recruiting and supporting students in isolated communities, including Indigenous students, throughout the NIC region. The ABE department also developed three new courses designed to help students efficiently ladder to their desired post-secondary program.

Despite these initiatives, adult basic education (ABE) enrolment continued to decline in 2020/21. Over the past few years, more adults in the NIC region have been choosing to enroll in short-term training programs leading to employment opportunities rather than taking a traditional ABE route to upgrade their skills. It is also likely the COVID-19 pandemic further contributed to the decline in 2020/21. Numerous studies have shown that sociodemographic inequalities were exacerbated during the pandemic with under-represented and marginalized groups - including individuals with lower levels of education and lower economic resources - more severely impacted in areas such as employment and mental health. With the additional stressors and unprecedented uncertainty brought on by the pandemic, competing life priorities may have resulted in reduced opportunity for many individuals to pursue further education.

To address declining enrolment and the ongoing impacts of the pandemic, the ABE department has developed the *ABE Program Reset and Reshape Plan* to reinvent and renew the delivery of adult upgrading education in alignment with NIC's new *Widening our Doorways* academic plan.¹⁰

NIC's Department of Accessible Learning (DAL) provides study options and services to support individuals with cognitive or developmental disabilities to develop literacy, independence, employment, daily living and workplace readiness skills. DAL was successful in moving base funded courses and programming to blended delivery in 2020/21 in addition to offering three AEST funded one-time employment transition programs with job shadow placement as well as work experience components.

Health and Human Services

Enrolment in NIC's Faculty of Health and Human Services remained strong in 2020/21 with 424 domestic FTEs in AEST base and one-time funded health and human services programs plus 16 international student FTEs in 2020/21 for a total of 440 FTEs – up from a total of 425 FTEs last year. Transition to digital and blended delivery was challenging with all programs having components - such as labs, practice and clinical placements - highly dependent on face-to-face and applied learning models. Nonetheless, the faculty was able to offer programming in a flexible, learner centered way supporting students to successfully continue and complete programs in nursing, health care assistant, human services, and early childhood care and education.

Continuing Education and Training

NIC's Department of Continuing Education & Training (CET) quickly adapted to the challenges of the COVID-19 pandemic in 2020/21 by transitioning its credential programming - Activity Assistant, Animal Care Aide, Hospital Unit Clerk, and Metal Jewelry and Design - to digital and blended delivery with no disruption to students. While the pandemic forced some institutions to cancel continuing education offerings, CET at NIC expanded and offered digital programming to students throughout the province and beyond. Highlights included being the first institution to deliver marine safety courses digitally to students across Canada, developing and delivering a new Craft Brewing and Malting program in digital format, and developing and delivering a new Digital Elevation Expertise program to provide training in digital marketing to local businesses. Market gardener, sustainable farming, food processing and production, and hospital unit clerk programs were successfully delivered via blended format. Elder

¹⁰ View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

College, a flagship program for NIC given the region's proportionately older population demographic, maintained a healthy 800 members in the Comox Valley by moving delivery of courses to Zoom.

Indigenous Education

NIC's ability to serve Indigenous students by providing access to traditional, culturally informed, applied learning and services in community has been substantially impacted by social distancing requirements and the transition to digital learning and online services. Many communities and families in the NIC region are also experiencing increased financial hardship as a result of the pandemic. NIC has responded by helping Indigenous students access emergency government funding, delivering Indigenous Elder and advisor supports by distance, delivering Indigenous language courses digitally and staying connected with community partners to explore the potential for enhanced access to NIC programs and courses in a digital learning environment.

A highlight for Indigenous education in 2020/21 was the significant expansion of Indigenous language offerings in partnership with local First Nations resulting in the highest ever FTEs enrolled (just under 80 FTEs) and more than doubling over the previous year (30 FTEs). Fifteen ABE-level course sections in Nuu-chah-nulth and Kwak'wala were delivered as well as five, first-year level course sections in Kwak'wala as part of the Indigenous Language Fluency Certificate. First Nation partnerships included the Ehattesaht First Nation, Kwakiutl First Nation, Quatsino First Nation and Gwa'sala-Nakwaxda'xw Nations. 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. Some students reported that weekly digital classes provided a welcome, regular opportunity to reconnect with friends, family and community members. Digital delivery also provided increased access for individuals living outside of the NIC region with learners from Victoria, the B.C. mainland, Alberta and Washington, D.C. enrolled in Indigenous language courses.

NIC's developed its first ever indigenization plan, *Working Together*, in 2020/21 under the direction of the College's Indigenous Education Council (IEC) using the CICan *Indigenous Education Protocol for Colleges and Institutes* as a guiding document. The plan will serve as a companion document to NIC's 2021-2026 strategic plan, *BUILD 2026*,¹¹ and NIC's new academic plan, *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC*.¹² An accompanying operational framework will include related actions, outcomes and evaluation.

International Education

International student enrolment at NIC, like many other colleges and universities across Canada, was substantially impacted by the COVID-19 pandemic in 2020/21, declining by 34% (166 FTEs) compared with the previous year as international travel restrictions and shifting global conditions eliminated admissions and enrolment opportunities for most new students coming from outside the country. NIC's Office of Global Engagement (OGE) developed strategies in compliance with provincial public health and federal immigration requirements to support any new incoming students and address settlement, technical and equipment challenges once they cleared quarantine. OGE also worked to help continuing international students who were already in Canada adjust to the new learning environment and manage

¹¹ View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

¹² View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

mental health challenges associated with limited social interaction. In response to the changing international education landscape over the past 14 months, and looking forward, OGE has refocused plans and actions. New targets have been developed in an *International Education Reset, Reshape and Renew Plan* in alignment with NIC's new Widening our Doorways academic plan.¹³ Flexible operational plans in response to federal and provincial regulations and expectations are being developed and implemented, including substantial work to mitigate short-, medium- and long-term enrolment impacts and set the stage for NIC to increase international student enrolment over the next few years. Evidence that these strategies are already working is shown in a threefold increase in student applications from January to the first week of May compared with last year.

¹³ View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

STRATEGIC DIRECTION

BUILD 2026: A New Strategic Direction

Dr. Lisa Domae was appointed NIC's sixth President and Chief Executive Officer starting April 12, 2021 and, since then, has been working to finalize NIC's 2021-2026 strategic plan, *BUILD 2026*,¹⁴ which received Board of Governors approval on May 27th. BUILD is founded on the values and core ideas heard in the NIC region in 2019 and 2020; integrates the learnings of the fall 2020 academic plan, *Widening Our Doorways - COVID 19 & a 10-Point Plan to Reset, Reshape and Renew Learning at NIC*;¹⁵ and, is informed by ongoing discussions with students, employees, and communities - including through engage.nic.bc.ca. The consultation has informed every aspect of the plan – including renewed vision and mission statements for NIC.

Working with NIC's Indigenous Education Council and NIC's Director of Indigenous Education, the NIC college community is grateful to co-launch BUILD with the first indigenization plan in NIC history, *Working Together*, on June 21st, National Indigenous Day. The two plans will work in tandem during the next five years as the College works toward lasting and meaningful reconciliation.

BUILD, *Widening our Doorways* and *Working Together*, along with companion plans for international education and adult basic education, represent NIC's commitment to keep listening and responding with educational programs, services and delivery methods that meet students and communities where they are now and support them in getting where they want to be in the future. Aligned with government priorities to support British Columbians through the pandemic and economic recovery, especially those impacted by COVID-19 and vulnerable and underrepresented groups, they provide a framework for working with the Ministry, communities, employers and industry to implement post-secondary education and skills training leading to career opportunities in high priority occupations.

NIC Plan 2020: Final Year in 2020/21

NIC completed the final year of its 2016-2020 strategic plan, *NIC Plan 2020*,¹⁶ in 2020/21 and, therefore, this strategic plan is relevant for government's 2020/21 accountability framework reporting cycle. A report on achievements and outcomes for *NIC Plan 2020* in 2020/21 can be found in the "NIC Plan 2020" section of this document. NIC's mission, vision and value statements for NIC Plan 2020 are provided in the following section, "Mission, Vision and Values".

¹⁴ View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

¹⁵ View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

¹⁶ View North Island College's 2016-2020 Strategic Plan, *NIC Plan 2020*, at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/plan-2020/>.

Mission, Vision and Values

The foundation of North Island College's success is our commitment to students and communities. NIC's vision, mission and values for the 2020/21 reporting cycle are provided below; however, these have been renewed early in 2021/22 with approval of the College's 2021-2026 strategic plan, *BUILD 2026*.¹⁷ Expect to see new vision, mission and values commitments in next year's institutional accountability plan and report for the 2021/22 cycle with the launch of *BUILD 2026*.

Mission

NIC is committed to meeting the education and training needs of adults within its service 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.

Vision

NIC holds a vision of being a premier community and destination College, in a spectacular west-coast environment that inspires and prepares students for success in a rapidly changing world.

Values

NIC's values are the cornerstone of our organizational culture. All employees are aware of the College's values and incorporate them into their work at NIC.

- Student success
- Access to learning and services
- Accountability
- Quality
- Relevance and responsiveness
- Positive organizational culture
- Social and environmental responsibility

¹⁷ View *BUILD 2026* online at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/>.

MANDATE LETTER PRIORITIES

This section provides specific examples of how NIC has addressed priorities in the *2020/21 Mandate Letter*. In addition, NIC's strategic plan contains priorities and goals aligned with mandate letter priorities. Highlights for NIC's strategic plan achievements in 2020/21 can be found in "NIC Plan 2020" section of this document.

2020/21 MANDATE LETTER PRIORITIES

1. Support lasting reconciliation with Indigenous peoples, through initiatives that increase the participation and success of Indigenous learners and implementation of the education-related Calls to Action of the Truth and Reconciliation Commission.

NIC remained committed to continued progress on the implementation of the *TRC Calls to Action* and *UN Declaration of Rights of Indigenous Peoples* in 2020/21. A summary of NIC's progress and plans for the future can be found in the reporting template in "Appendix II – Mandate Priority #1 Progress Report." More information about NIC's achievements in Indigenous education and indigenization in 2020/21 as well as plans for the future can be found in "Strategic Priority #4: Aboriginal Education and Indigenization."

2. Contribute to an accessible and relevant post-secondary system by:

- a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity;
- b. Ensuring student safety and inclusion;
- c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives;
- d. Providing programming that meets local, regional or provincial labour market and economic needs; and,
- e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students.

2a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity

NIC implemented several initiatives in 2020/21 to increase participation and success of students, including vulnerable and underrepresented groups and promoting gender parity as highlighted in the following bullets.

- Fifteen students accessed the tuition waver for former youth in care in 2020/21. NIC continued to promote the tuition waiver through increased presence on the NIC website and the promotion of related financial supports.
- Doubled the amount of emergency funds awarded to students in 2020/21 to offset increased technology costs and other financial needs resulting from the COVID-19 pandemic - a total of \$198K was allocated to just over 400 students compared to \$99K for 225 students the previous year. Funds were obtained from three sources: StudentAidBC's Student Aid Emergency Fund,

StudentAidBC's Indigenous Emergency Assistance Fund and the NIC Board of Governors Emergency Fund.

- Secured \$3M in funding from the Ministry of Children and Family Development for 75 new licensed childcare spaces at the Beaufort Children's Centre at NIC's Comox Valley campus. The funding will provide spaces for children under three and three- to five-year-olds, as well as before and after school spaces.
- Submitted an updated business case for proposed student housing in the Comox Valley that addresses the need for safe, affordable and accessible housing in the NIC region. Plans for the Housing Commons apply universal design principles across the site, including a dedicated family housing building (improving access to education for students with children) and second single student building with non-gender specific room assignments, gender-neutral washrooms and a common area.
- Applied for a Human Rights exemption to hire an Indigenous counsellor. This new position will utilize Indigenous healing approaches and further establish Indigenous community relationships to support students.
- Restructured NIC's Department of Indigenous Education to provide more culturally relevant services and supports for Indigenous students by better aligning student advising with services provided by Elders in Residence. NIC has Indigenous Elders in Residence at every campus to support Indigenous students enrolled in courses and programs and act as liaisons with First Nations communities.
- Enhanced Indigenous Advising support for students through a reporting restructure aligning the Indigenous Advisors under the direction of the Director, Indigenous Education to work more collaboratively with Elders in Residence and develop culturally relevant ways to support Indigenous students from the point of recruitment through to completion of their studies.
- Empowered Indigenous students through the Aboriginal Scholars program by engaging them in the process of creating a self-constructed achievement plan, ensuring they have supports to enable them to complete their program, while also increasing the sense of community and Aboriginal awareness on campus. Twenty-seven students participated in the program in 2020/21 with \$12K in scholarships awarded to participants upon completion of self-developed achievement plans.
- Offered two diversity and inclusion workshops for support staff via Kwela Leadership and Talent Management. The training explored several topics including defining and celebrating diversity, understanding and tackling unconscious bias, challenging systems including privilege and oppression, and what it means to be an ally.
- Held Brave Space conversations to provide a forum for students and employees to engage with complex social issues such as white privilege, racism, gender-based violence and climate change.
- Continued delivery of longstanding accessible learning study options and services to support individuals with cognitive or developmental disabilities to develop literacy, independence, employment, daily living and workplace readiness skills. NIC's Department of Accessible Learning also delivered three AEST one-time funded intakes of employment transition programming with job shadow placement as well as work experience components in 2020/21.

2b. Ensuring student safety and inclusion

NIC offers a wide range of ongoing supports and services to ensure student safety and promote student mental health and overall well-being as well as diversity and inclusion. NIC's counselling

services are available to all students including crisis counselling, reducing anxiety and stress, sexual violence support and referral to external services. The College also provides a high level of campus security with established emergency protocols and designated, certified first aid attendants onsite daily at all campuses. As stated in NIC's *Community Code of Academic, Personal and Professional Conduct Policy #3-06*,¹⁸ all members of the NIC community have the responsibility of creating a welcoming, safe, and inclusive environment.

A college-wide *COVID-19 Safety Plan*¹⁹ was put in place in June 2020 to ensure the safety of students and employees from exposure to the COVID-19 virus, to reduce the risk of infection in the event of an exposure and to comply with the Provincial Health Officer's directives and adhere to WorkSafeBC's *Occupational Health and Safety Regulation*²⁰ as well as its guidance specific to COVID-19. Unit-specific safety plans were then developed to review risk assessments, including working from home or working on campus protocols. In January 2021, the *COVID-19 Exposure Control Plan*²¹ was developed to align with new AEST guidelines for the delivery of new programs and changes to existing programs, services or operations. In preparing for the plan to return to campus in Fall 2021, NIC is communicating safety protocols and procedures to the entire NIC community at <https://www.nic.bc.ca/covid19/>, which is accessible from the main website page.

Highlights in 2020/21 for mental health awareness and supports and sexualized violence prevention and response are provided in the remainder of this section. Highlights for diversity and inclusion can be found in the "Mandate Letter Priorities" section of this document under item "2a. Implementing initiatives to increase participation and success of students, including vulnerable and underrepresented groups, and promoting gender parity."

Mental Health Awareness and Supports

- Working to complete NIC's *Mental Health and Well-being Action Plan* planned for launch in Fall 2021. The plan embeds health and well-being into all areas of the institution and integrates with the proposed student housing initiative on the Comox Valley campus.
- Secured a \$50K campus suicide prevention grant from the Canadian Mental Health Association in partnership with B.C.'s Ministry of Mental Health and Addictions. NIC also obtained a Bell Let's Talk Kickstart grant for \$25K. These grants will be used to fund health-promoting initiatives, including:
 - a 60% Well-Being Strategist position who will be responsible for promoting a culture of health and well-being on campus by developing, implementing and evaluating a variety of programs, services and events to encourage healthy decision-making and healthy behavior;
 - suicide prevention training to student employees and volunteers; and,
 - two internal Compassion, Accessibility, Resilience, Engagement (CARE) grants to engage faculty and staff in initiatives to promote mental health and well-being across all NIC campuses.
- Implemented a pilot to embed a dedicated advisor into specific courses to provide students with information and referral to supports as needed. A survey has been implemented to assess the

¹⁸ View NIC's *Community Code of Academic, Personal and Professional Conduct Policy #3-06* online at <https://www.nic.bc.ca/pdf/policy-3-06-community-code-of-academic-pers-and-prof-conduct.pdf>.

¹⁹ View NIC's *COVID-19 Safety Plan, June 2020* online at <https://www.nic.bc.ca/pdf/nic-covid19-safety-plan.pdf>.

²⁰ View WorkSafeBC's *Occupational Health and Safety Regulation* online at <https://www.worksafebc.com/en/law-policy/occupational-health-safety/searchable-ohs-regulation/ohs-regulation>.

²¹ View NIC's *COVID-19 Exposure Control Plan* online at <https://www.nic.bc.ca/pdf/covid-19-exposure-control-plan.pdf>.

effectiveness of the pilot.

- Offered suicide prevention training for front line Student Services staff. The training provided staff with the skills to recognize the signs of suicidal ideation and to make referrals to appropriate supports.
- Collaborated with the College of New Caledonia on a NSERC sponsored, longitudinal study that follows international students enrolled in two-year college programs to prospectively evaluate the impact of adjusting to a new educational system and new social environment on their mental health and well-being. Specific research objectives include:
 - determining if international students with different backgrounds, culture and religion, are likely to perceive high levels of stress while completing post-secondary education; and,
 - an assessment of international student services and supports, including accessibility to resources, and determining if they are culturally acceptable and understood as meaningful help-seeking resources.
- Student Life created virtual events and initiatives to support our most vulnerable and underrepresented students including those impacted by COVID-19. The digital platforms of BlueJeans and Zoom allowed the benefit of greater accessibility (and therefore greater participation) from students across the NIC region. Counsellor-led sessions were offered to help manage anxiety and depression as well as building and celebrating resilience.
- NIC's Counselling Services continued to provide extra help to students with the ongoing COVID-19 pandemic. Counselling services are being offered college-wide, including at the former St. Joseph's General Hospital (NIC@St. Joe's) in Comox and Skype/telephone appointments at Mixalakwila in Port Hardy. NIC has also been providing counselling support on Saturdays at the Comox Valley campus.
- Continued to implement Early Assist, an online system enabling faculty and staff to proactively refer a student who may be struggling personally or academically and could potentially benefit from support services at NIC or in the community.
- Held two week-long events in fall and winter terms to engage and inform students about issues and supports related to mental health and healthy relationships.
- Employed several students as Campus Life Assistants who supported their peers by offering a variety of live and recorded (virtual) sessions including student rights and responsibilities as well as tips for being a successful student.

Sexualized Violence Prevention and Response Team (SVET)

- Created the SVET in the spring of 2020 to implement initiatives ensuring that NIC is a safe and secure environment free from all forms of sexualized violence and that survivors, and those impacted by sexualized violence, are supported when addressing any disclosures or reports under the NIC's *Sexualized Violence Prevention and Response Policy*.²²
- SVET accomplishments in 2020/21 include:
 - compiled relevant resources and supports for the NIC community;
 - created pre-recorded videos as part of NIC's student orientation program that cover topics including consent, SVPR policy and healthy relationships;
 - developed a new sexualized violence webpage;
 - delivered training in sexualized violence misconduct investigations for SVET members; and,

²² View NIC's *Sexualized Violence Prevention and Response Policy* online at <https://www.nic.bc.ca/pdf/policy-3-34-sexualized-violence-prevention-and-response.pdf>.

- sponsored ‘Healthy Relationships Week’ in winter 2021 with various sessions and resources related to consent and healthy relationships.
- SVET goals for 2021/22 include:
 - development of online modules in Blackboard as part of NIC’s orientation program to educate students on SVPR policy, consent and bystander intervention;
 - development of content for new employee orientation; and,
 - delivery of bystander intervention and consent training.

2c. Enhancing system innovation through participating in a post-secondary digital system strategy, including delivery of Education Planner and other digital learning activities and initiatives

NIC remained committed to the success of the EducationPlannerBC (EPBC) common application system in 2020/21. In previous years, the College had representation on the EPBC Steering Committee, the EPBC Operations Working Group and the EPBC Technology Working Group. To date, NIC has implemented the EPBC application and transcript exchange services with plans to implement new functionality to streamline the application process for students and increase the efficiency of data collection for the College. The XML high school transcript project has also been implemented and is now fully functioning. This enhancement provides electronic access for students to their high school transcript at any point in the application process. This will support high school student transitions and a more efficient and streamlined application process. EPBC highlights for 2020/21, as well as relevant updates to NIC’s internal digital record systems, are provided in the following bullets.

- The EPBC XML application development project is currently in the testing phase. Updates will include an option for institutions to set up questions to collect self-declared grades and gender identity.
- The B.C. post-secondary transcript exchange implementation is ongoing with testing starting with Colleague institutions.
- Launched Acalog, an on-line calendar solution.
- academic calendar (via Acalog) and Colleague systems. Acalog and Curriculog together create a fully on-line curriculum management and calendar production system resulting in a college-wide, accurate, transparent and efficient process that reduces approval and administrative time.

See NIC’s goal to “Increase integration and support for use of appropriate educational technology in the teaching and learning process (ITV, online)” in “Strategic Priority #3: Access to Learning and Services Across the Region” for highlights on digital learning activities and initiatives in 2020/21. More information about NIC’s transition to digital delivery in response to the COVID-19 pandemic can be found in the “COVID-19: Environmental Factors and Outcomes” section.

2d. Providing programming that meets local, regional or provincial labour market and economic needs

Highlights for NIC’s programming in 2020/21 that meets, local, regional or provincial labour market and economic needs in trades, technology, continuing education and training, adult basic education and accessible learning are provided in this section. More information for health, early childhood care and education, human services, trades, technology, tourism, business, digital design and computer science programs and courses can be found in the “Mandate Letter Priorities” section of this document under items:

- “4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)” and
- “4c. Responding to the reskilling needs of British Columbians to support employment and career transitions.”

More information for Indigenous education programming can be found in “Appendix II – Mandate Priority #1 Progress Report.”

Trades and Continuing Education and Training

NIC’s School of Trades and Technology and Continuing Education and Training Department together enrolled 127 FTEs in one-time Ministry funded and contract foundation trades, resource trades, and vocational work force training programs in 2020/21 to serve local, regional and provincial labour market needs and economic recovery priorities. Education and skills training is developed in collaboration and partnership with employers, industry, First Nations, government, employment and community service agencies. Note that most of these offerings were made available to students via digital or blended (i.e., digital plus on-campus) delivery due to COVID-19 restrictions. Program highlights are provided in the following bullets.

- Delivered specialized micro-credentials to serve learners benefiting from non-traditional programming models including Fabricator-Welder Combination Micro-Credential in Port Alberni, Fundamentals of GIS Mapping and Drone Operations Micro-Credential in Campbell River, and Motion Picture Production Assistant and Motion Picture Craft Service micro-credentials delivered digitally.
- Developed a Heavy Mechanical Plus Micro-credential for launch in fall 2021 in Campbell River.
- Delivered the Carpentry Foundation Harmonized Certificate program in Port McNeill in collaboration with the Mixelakwila campus and community.
- Delivered cohorts of Women in Construction Trades in Campbell River and Comox Valley.
- Delivered a Parts and Warehousing Person Foundation Certificate in Campbell River.
- Developed the Automotive Collision and Refinishing Technician Harmonized Foundation program for launch in fall 2021 Campbell River.
- Developed the Motor Sport and Power Equipment Technician Foundation Certificate for launch in 2021/22 via digital delivery.
- Delivered a Sustainable Small-Scale Mixed Farming Training program in partnership with the Comox Valley Economic Development Society with 10 students graduating in October.
- Delivered a Market Gardener Training program in partnership with the Port Alberni Shelter Society with ten students successfully completing the program. The program was delivered with the theory courses online and the hands-on training delivered in two cohorts in order to meet COVID-19 safety plan requirements.
- Delivered a Coastal Forest Technology Diploma in Campbell River.
- Delivered two intakes of Coastal Forest Worker Certificate in Campbell River with one intake delivered in collaboration with Homalco First Nations.
- Delivered B.C. Wildfire Crew Member training in Port Alberni and Campbell River providing essential theory and practical skills in wildfire preparedness and operations, along with B.C. Forest Service certifications in fire suppression and entrapment avoidance. Graduates have the

skills, knowledge and certifications required for entry-level employment as a wildland fire crew member in B.C. and Alberta.

- Delivered the Aquaculture Technician Diploma in Campbell River.
- Delivered the Craft Brewery and Malting program with a cohort of 12 students. The theory classes were delivered online and the hands-on training delivered at the MVP craft brewery in Campbell River.
- Delivered the 15-week Food Production and Processing Program in partnership with The Port Alberni Shelter Society and the Dock Food Hub in Port Alberni.
- Delivered the Delivered Digital Essential Skills for Employment and Lifelong Learning program in Campbell River and in Port Hardy in collaboration with the Gwa'sala-'Nakwaxda'xw First Nations. The program provides computer and technology skills to participants at a beginner level to support further education and increased access to employment in the digital economy. Future intakes are scheduled at Port Alberni.
- Developed Introduction to Marine Science, a low-barrier, land-based, hybrid-delivery course. This was based on the success of last year's Indigenous Archaeology and Field Skills Certificate in Huu-ay-aht First Nations territory.
- A partnership is underway to co-develop a local fisheries conservation certificate program with Nuu-chah-nulth Nations as well as delivery of an ABE pathway program to prepare future students.

Adult Upgrading and Accessible Learning

NIC enrolled 230 FTEs in Adult Basic Education (ABE) and 31 FTEs in accessible learning courses and programs in 2020/21 providing pathways for students to post-secondary studies and workplace transition.

NIC's accessible learning programs and services support individuals with cognitive or developmental disabilities to develop literacy, independence, employment, daily living and workplace readiness skills with programs in employment transition, practical academics for the workplace and workplace professionalism.

ABE courses and programs are tuition free at NIC and students are supported every step of the way - from initial assessment to self-paced, flexible learning plans and one-on-one assistance in class. Low preparedness for post-secondary education in the NIC region reinforces the need for ABE courses and programs with just under a quarter (23%) of the region's secondary school students not graduating high school compared with 16% for the province overall.²³ Moreover, 13% of 25-64-year-olds living in the region don't have at least a high school diploma compared with 10% provincially.²⁴ Just under one in five of NIC's diploma, associate degree and certificate students surveyed in 2020 (18%) took ABE 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 11%.²⁵

Highlights for ABE and accessible learning in 2020/21 are provided in the following bullets.

²³ DataBC (2019). Retrieved from <https://catalogue.data.gov.bc.ca/dataset/1c6256d0-c120-4de1-817b-fb291732f8a4> on May 27, 2019.

²⁴ Statistics Canada. <https://www12.statcan.gc.ca/census-recensement/2016/ref/98-501/98-501-x2016012-eng.cfm> on February 9, 2019.

²⁵ B.C. Student Outcomes. 2020 DACSO pivot tables.

- ABE courses were delivered in a continuous intake and asynchronous format with a goal of increasing access to post-secondary studies during the COVID-19 pandemic; many accessible learning courses were delivered digitally as well.
- Accessible learning delivered three, Ministry one-time funded intakes: Employment Transition Kitchen Assistant program in Campbell River and Employment Transition Grounds and Custodial Assistant program in both Campbell River and Port Alberni.

2e. Working with the Ministry to implement a student-centred international education framework that supports the success of domestic and international students

NIC remains committed to working with AEST to implement a sustainable, balanced approach to international education that is student centred and focused on the success of international and domestic students. Coordination with federal and provincial counterparts is ongoing due to the shifting global, national, provincial, regional and local impacts of the COVID-19 pandemic. Highlights of working with AEST in 2020/21 on supporting the success of international students are provided in the following bullets. More information about NIC’s COVID-19 response for international students can be found in the “International Education” item in the “COVID-19: Reset, Reshape and Renew” section of this document. Highlights for NIC’s achievements in international education in 2020/21 can be found in the “Strategic Priority #5: International Education and Internationalization.”

- As Chair of the BC Heads of International, NIC’s Executive Director, Office of Global Engagement, engaged with colleagues from around the province, BC Council of Presidents and AEST on multiple occasions as the COVID-19 pandemic progressed to support systematic, service-oriented solutions for international students in support of provincial and federal plans and regulation changes.
- Created pandemic communications and processes in cooperation with AEST to ensure international students received a coherent message regarding the provincial pandemic response.

- 3. Develop and recognize flexible learning pathways for students to access post-secondary education and skills training including:**
- Actively engaging with your local school districts to expand dual credit opportunities for students;**
 - Supporting lifelong learning pathways across the public postsecondary system; and,**
 - Advancing and supporting open learning resources.**

3a. Actively engaging with your local school districts to expand dual credit opportunities for students

NIC continued to develop strong relationships with school districts to increase dual credit opportunities for students in 2020/21. Highlights are provided in the following bullets.

- 250 students enrolled in dual credit courses at NIC in 2020/21, including Youth Train in Trades programs - up from 194 students in 2019/20.
- Hired a new position responsible for dual credit coordination among North Island school districts and NIC in order to support expansion of dual credit opportunities.
- Offered dual credit courses via digital and blended delivery after the onset of the COVID-19 pandemic resulting in expanded opportunities to students in remote communities.
- Worked in collaboration with School District 71 to offer the first blended delivery English 12/English 115 dual credit course at Vanier Secondary School in the fall of 2020.

- Partnered with school districts to deliver dual credit presentations both in class and district wide via digital delivery.
- Continued to improve awareness and delivery of dual credit in health, early childhood care and education, human services, office administration and Youth Train in Trades programs, as well as first-year English, humanities and math courses.
- Increased orientation sessions for all dual credit students to support student success.
- Conducted first exit survey for all dual credit students. NIC is reviewing the results and will implement strategies for continued improvement of the student experience and student success.

3b. Supporting lifelong learning pathways across the public postsecondary system

NIC continued to work externally and internally in 2020/21 to support learners of all ages, educational needs and goals and further develop lifelong learning pathways for students. Highlights are provided in the following bullets.

- Worked to maintain post-secondary transition rates for high school graduates in the NIC region by promoting and creating awareness of NIC, including educational offerings and pathways, through ongoing improvement of marketing, recruitment, advising and counselling practices. Two-year transition rates for NIC region public high school graduates who transition to NIC have been maintained at between 30% and 31% for the past three years.²⁶
- Worked to support a strong North Island referral system with WorkBC, adult learning centres, frontline youth agencies, family service agencies, Indigenous organizations, military and community organizations.
- Worked to inform students of educational opportunities and pathways between all Vancouver Island post-secondary institutions.
- Fostered strong collaborative relationships with Island recruiters at UVIC, VIU and Camosun. Working together, the four island institutions have presented to high school students focussing on transfer function between the universities and colleges. Presentations were delivered virtually across the Island in 2020/21.
- Renewing, developing and expanding transfer/pathway opportunities with UNBC (in science and engineering), University of Victoria (in engineering) and with international partners.
- Supported ElderCollege and Joy of Lifelong Learning courses across the region for individuals aged 50+, and 55+, depending on program and campus.

3c. Advancing and supporting open learning resources

NIC instructors have a long history of using open learning resources, including open textbooks, in humanities, social sciences, mathematics, science, technology, trades, tourism, and adult basic education courses to support access and affordability for students. The College continued to promote open learning resources in 2020/21 providing instructor support, workshops and links to resources. Highlights are provided in the following bullets.

- Engaged faculty and students in the use of WordPress, a free and open-source content management system provisioned by the OpenETC and supported by BCcampus, by creating two websites to support the move to digital learning.

²⁶ Student Transitions Project 2020. STP2020 First ANNUAL Transitions (2021-05-14) pivot tables.

- Launched the Teach Anywhere²⁷ portal for faculty to support them with digital pedagogies. The 120-page portal was launched July 2020 with over 6,000 views by 1,500 visits since then.
- Launched the Learn Anywhere²⁸ portal for students to support them with digital learning. The 50-page portal was launched July 2020 with 14,000 views by 4,800 visits since then.
- Engaged faculty in the use of Mattermost, an open learning tool provisioned by OpenETC and supported by BCcampus, to involve students in collaboration and community building via the instant messaging platform.

4. Strengthen workforce connections for student and worker transitions by:

- a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health);
- b. Increasing co-op and work-integrated learning opportunities;
- c. Responding to the reskilling needs of British Columbians to support employment and career transitions; and,
- d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook).

4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)

B.C. government labour market data indicate that, as of 2019, 77% of anticipated job openings in the province over the next 10 years - 861,000 job openings in total - will typically require some level of post-secondary education or training. Forty-one percent are forecast to be in occupations requiring a diploma, certificate or apprenticeship training; 36% are expected to be in positions requiring a bachelor's, graduate or professional degree; and, the remaining 23% will be available to individuals with high school education or less. NIC faculty, staff and administrators all have keen interest in aligning programming with provincial and regional high opportunity and priority occupations to provide labour market supply and ensure economic and social prosperity for NIC's students and regional communities. NIC's Department Chair Working Group invited AEST to present a 'Future Jobs' webinar in 2020/21 based on the *B.C. Labour Market Outlook*²⁹ with strong attendance of just under 70 faculty, staff and administrators.

Highlights for NIC's programming in 2020/21 that aligns with high opportunity and priority occupations in health, early childhood care and education, human services, trades, technology, tourism, business, digital design and computer science are provided in this section. More information for trades, technology, continuing education and training, adult basic education (ABE) and accessible learning programs and courses can be found in the "Mandate Letter Priorities" section of this document under items:

- "2d. Providing programming that meets local, regional or provincial labour market and economic needs" and
- "4c. Responding to the reskilling needs of British Columbians to support employment and career transitions."

²⁷ View North Island College's Teach Anywhere portal at <https://teachanywhere.opened.ca/>.

²⁸ View North Island College's Learn Anywhere portal at <https://learnanywhere.opened.ca/>.

²⁹ WorkBC (2019). *B.C. Labour Market Outlook: 2019 Edition*. Retrieved <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx> on February 13, 2020.

More information for Indigenous education programming can be found in “Appendix II – Mandate Priority #1 Progress Report.”

Health, Early Childhood Care and Education, and Human Services

NIC enrolled 424 domestic student FTEs in AEST base and one-time funded health and human services programs plus 16 international student FTEs in 2020/21 for a total of 440 FTEs, including:

- 107 Bachelor of Science in Nursing FTEs (base funded) - plus an additional 21 FTEs in fourth-year courses offered in partnership with Vancouver Island University (these FTEs are enrolled at NIC and taught by NIC instructors at NIC facilities but counted by VIU for Ministry FTE reporting);
- 37 Licensed Practical Nurse FTEs (30 base funded and 7 one-time);
- 96 Health Care Assistant FTEs (46.2 base funded and 49.4 one-time);
- 4 Community Mental Health Worker FTEs (one-time funded);
- 35 FTEs in allied health programs (Activity Assistant, Hospital Unit Clerk and one-time Ministry funded Medical Office Terminology Micro-credential);
- 66 FTEs in Early Childhood Care and Education (23 base funded and 43 one-time) plus an additional 14 international student FTEs; and,
- 59 FTEs in human and social service worker programs (base funded) plus two international student FTEs.

Highlights for NIC’s health, early childhood care and education, and human services programs in 2020/21 are provided in the following bullets.

- Delivered six additional Early Childhood Care and Education (ECCE) cohorts in a blended format in Comox Valley, Campbell River, Port Hardy and west coast Vancouver Island communities.
- Delivered first-ever intake of ECCE Diploma for international students in Port Alberni.
- Delivered the Community Mental Health Worker program in January of 2021 in Port Hardy and Port Alberni for individuals with Health Care Assistant, Human Services certificate or Early Childhood Education and Care certificate preparation.
- Delivered the Indigenous Education Assistant and Community Support Worker Certificate in Port Hardy in partnership with the Mount Waddington Family Literacy Society. The program was also delivered in Port Alberni.
- NIC’s Bachelor of Science in Nursing department has joined the New Grad Registered Nurse Council (NGRNC) sponsored by Island Health. The NGRNC consists of third- and fourth-year BSN students, new graduate Registered Nurses, novice Registered Nurses, employers, post-secondary faculty, and other nursing representatives. The Council provides an opportunity for dialogue between organizations and an opportunity to co-develop recommendations for establishing consistent and systematic approaches to addressing factors influencing transition into practice and attrition among new graduate Registered Nurses.
- Developing an Associate of Arts Degree in pre-social work to fit with a Bachelor of Social Work pathway.
- Planning a pre-health medical diploma and certificate in rural and island health.

Trades and Technology

NIC enrolled 619 FTEs in Industry Trades Authority funded trades foundation, apprenticeship and technology programs in 2020/21. Highlights are provided in the following bullets.

- Delivered over 70 cohorts of core trades foundation, apprenticeship and technical programs across the NIC service region.
- Increased foundation trades FTEs by 13% (23 FTEs) over the previous year.
- Delivered the first intake of Fabricator-Welder Foundation (harmonized) in five years plus an intake of a Fabricator-Welder Micro-credential.
- Delivered customized cohorts of Trades Sampler and Women in Trades.

Tourism

- Delivered an Indigenous Ecotourism Training program in partnership with Vancouver Island University and Heiltsuk Tribal Council for students across the region.

Business, Digital Design and Computer Science

Inclusive of domestic and international student FTEs, NIC enrolled 245 FTEs in business programs and 58 FTEs in digital design and development programs (including computer science courses) for a total of 303 FTEs in 2020/21. Highlights are provided in the following bullets.

- Increased FTEs in Digital Design and Development programs by 60% (22 FTEs) over last year with rebranding of programs and attendant curriculum revisions as informed by industry.
- Expanded online delivery for business programming to include a full two-year diploma in marketing or management. Starting 2021/22, students will be able to complete a certificate or diploma either via in-person or online learning.
- Planning to deliver a blended (combination of on-campus and digital delivery) Computer Information Systems Certificate program in fall 2021 in Campbell River.

4b. Increasing co-op and work-integrated learning opportunities

NIC enrolled 153 FTEs (681 students) in co-op and work-integrated learning opportunities in 2020/21. Although numbers declined from 166 FTEs (755 students) the previous year due to the COVID-19 pandemic, they remain substantially higher than the 140 FTEs (605 students) enrolled two years earlier in 2018/19. Highlights are provided in the following bullets.

- Partnered with Vancouver Island University (VIU) to create a work-integrated learning hub for the Central and North Island regions with the goal of increasing co-op and work-integrated learning opportunities for students.
 - Launched the Vancouver Island Work-Integrated Learning³⁰ website fall 2020 providing employer resources for hiring students and a job posting portal that allows employers to easily post for students at NIC and VIU.
- Signed an MOU with MITACS, a national, not-for-profit organization that works with PSIs, industry and government bodies to build partnerships between industry and academia for applied research projects and, as of 2020, to work with colleges across Canada to create more work-integrated learning opportunities for students through business internships.

³⁰ View the North Island College/Vancouver Island University Work-Integrated Learning website at <http://www.viwil.ca/>.

- Developed an expanded framework for work experience and internship placements for trades learners.
- Maintained co-operative education in culinary programming while navigating the restrictions of the of the COVID-19 pandemic.
- Accessible Learning provided job shadowing as well as work experience placements for four student cohorts: two in Campbell River and two in Port Alberni.
- Developing a work-integrated learning model for early childhood care and education programming.
- Working with Island Health to offer specialized practicum opportunities in post-anesthesia care leading to employment in care units upon graduation.

4c. Responding to the reskilling needs of British Columbians to support employment and career transitions

Given that NIC's service area is largely rural with a legacy of predominantly service- and resource-based regional economies with comparatively high unemployment, income assistance and employment insurance levels, there is an ongoing need to retrain and reskill workers transitioning to new occupations and to upskill those choosing to advance in their current career path. The College continues to work with industry and employer driven advisory panels to develop and deliver education and training, and provide opportunities for work placements. In 2020/21, the COVID-19 pandemic displaced a large portion of the provincial workforce creating an even greater need for B.C.'s colleges to expand support for unemployed individuals unable to return to their previous jobs as well as young workers beginning their careers.

NIC participated in B.C.'s Community Workforce Response Grant - Skills Training for Economic Recovery stream in 2020/21, part of a suite of initiatives under B.C.'s Economic Recovery Plan designed to help people upskill or reskill and find their place in the post-pandemic economy including short-term training for in-demand jobs, Indigenous community-based skills training and education, targeted training for health and human services jobs, as well as micro credentials. With over \$1.2M in funds awarded, NIC developed and launched the following programs in 2020/21:

- Carpenter Foundation Harmonized,
- Fabricator-Welder Micro-credential Combination,
- Parts and Warehousing Person Foundation Certificate,
- Motor Sport and Power Equipment Technician Foundation Certificate,
- Digital Essential Skills for Employment and Lifelong Learning,
- Fundamentals of Geographic Information System (GIS) Mapping and Drone Operations Micro-credential, and
- Motion Picture Craft Services Micro-credential.

NIC also delivered or developed three health and human services programs in 2020/21 to support workers seeking to transition within those fields as described in the following bullets.

- Delivered Community Mental Health Worker in winter 2021 for individuals with Health Care Assistant, Human Services certificate or Early Childhood Education and Care certificate credentials.

- Delivered the Healthcare Assistant Pathway Program in fall 2020 with plans to offer three more intakes in fall 2021.
- Developed a Health Care Assistant to Practical Nursing Access program with plans to offer an intake in fall 2021 at the Comox Valley campus.

4d. Supporting students' awareness of career planning resources (such as the Labour Market Outlook)

NIC's Student Employment Services³¹ continued to support students with their employment needs - primarily via telephone and Skype in 2020/21. The College's CareerCentral³² portal offers online job and volunteer listings as well as career and employment resources for students and alumni. This includes help with resumé building, interviews, networking, informational interviews and workshops. The site also provides connections with employers interested in hiring a student for co-op, internships or work-integrated learning. NIC's highlights for supporting students' awareness of career planning resources in 2020/21 are provided in the following bullets.

- Collaborated and partnered with Camosun College, Royal Roads University and Vancouver Island University to offer 'Beyond 2020,' the first ever Island-wide virtual career fair, in November 2020 with participation from 992 students and 212 employers. The event connected students with industry to learn about available job positions and skills required for employment.
- Offered several workshops as well as one-on-one appointments to help students prepare for employment and career transitions.
- Provided students with online career planning resources, including the *British Columbia Labour Market Outlook*,³³ WorkBC³⁴ and Career Cruising.³⁵

³¹ View North Island College's Student Employment Services portal at <https://www.nic.bc.ca/life-at-nic/student-employment-services/>.

³² View North Island College's Career Central portal at <https://careercentral.nic.bc.ca/home.htm>.

³³ View B.C.'s *Labour Market Outlook: 2019 Edition* at <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>.

³⁴ View the WorkBC website at <https://www.workbc.ca/>.

³⁵ View the Career Cruising website at <https://public.careercruising.com/en/>.

PERFORMANCE PLAN

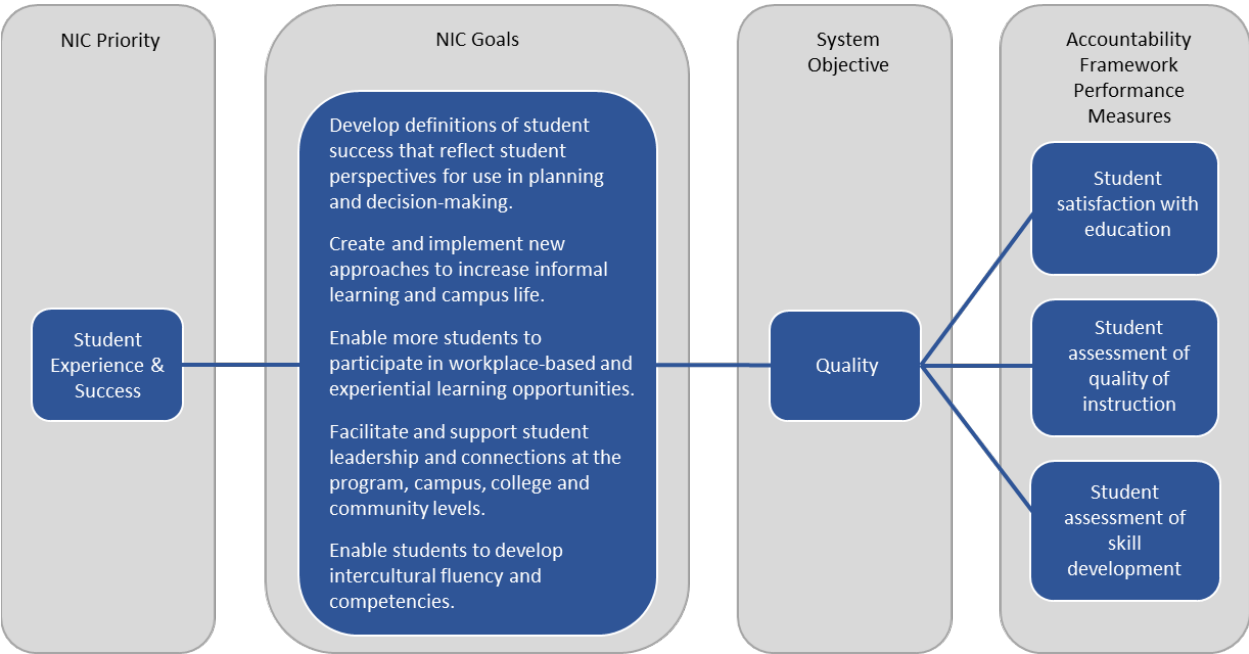
NIC PLAN 2020

North Island College’s 2016-2020 strategic plan, *NIC Plan 2020*,³⁶ addresses NIC’s regional opportunities and challenges and distinguishes NIC’s role from other post-secondary institutions across B.C. The plan identifies nine over-arching strategic priorities and 43 related goals with a central focus on supporting student experiences and success.

The diagrams in this section illustrate how NIC’s priorities and goals align with the B.C. post-secondary system objectives and associated Accountability Framework performance measures. Bullets below each diagram describe NIC’s key actions and outcomes in 2020/21.

A report on NIC’s targets, results and assessments for the Accountability Framework performance measures in 2020/21 is available in the section, “Appendix I - Performance Measures Results.”

Strategic Priority #1: Student Experience and Success



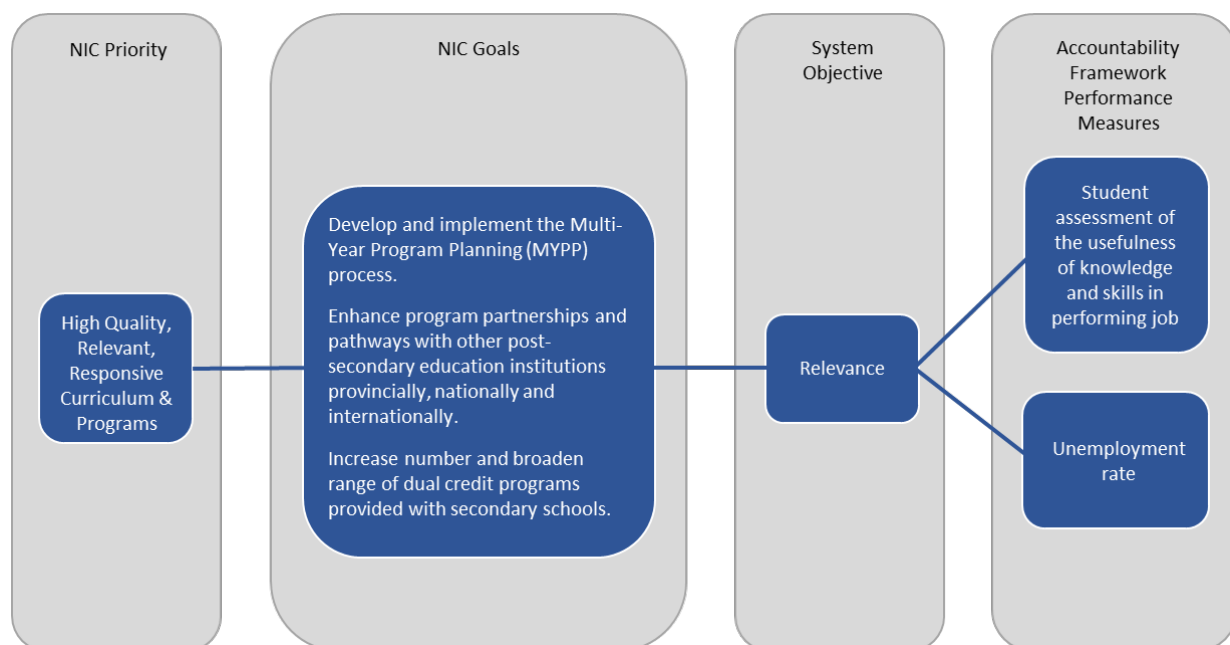
³⁶ View North Island College’s 2016-2020 Strategic Plan, *NIC Plan 2020*, at <https://www.nic.bc.ca/about-us/the-nic-commitment/strategic-plan/plan-2020/>.

2020/21 Goals, Actions and Outcomes

<i>Develop definitions of student success that reflect student perspectives for use in planning and decision-making.</i>	
Achieved	<ul style="list-style-type: none"> Participated in the annual BC Student Outcomes Survey with a high percentage of respondents who reported that they were satisfied or very satisfied with their education at NIC: <ul style="list-style-type: none"> 92% for certificate, diploma and associate degree programs (including trades and technology); 91% for apprenticeship programs; and, 90% for bachelor's degree programs.
Achieved	<ul style="list-style-type: none"> Delivered NIC's annual Indigenous Student Survey with favourable feedback from respondents: <ul style="list-style-type: none"> 95% of respondents indicated that NIC helped them meet their educational goals; 91% of respondents reported receiving effective academic supports; and, 90% of respondents reported experiencing a culturally welcoming environment.
<i>Create and implement new approaches to increase informal learning and campus life.</i>	
Achieved	<p><u>Library & Learning Commons</u></p> <ul style="list-style-type: none"> Students made substantial use of NIC Library resources in 2020/21, including: <ul style="list-style-type: none"> 76,544 searches across print and digital collections, 884 research questions, 686 students participated in library instruction, 1,360 room bookings (1,363 students), 2,307 ebooks, and 183 sign-outs of laptops.
Achieved	<ul style="list-style-type: none"> Increased Student Library loaner laptops from 12 to 43 units across all campuses.
Achieved	<ul style="list-style-type: none"> Expanded student Technical Helpdesk hours from 40 hours per week to 57 hours per week, including Saturdays, starting in November 2020.
Achieved	<p><u>High-quality, sustainable peer tutoring</u></p> <ul style="list-style-type: none"> Tutors offered support to students in understanding and consolidating course content and skills, as well as developing the study skills necessary for being a successful student, including skills navigating the new digital academic landscape.
Achieved	<ul style="list-style-type: none"> Twenty-one peer tutors offered support digitally via BlueJeans video conferencing in 2020/21. Collectively, over 184 hours of peer tutoring was provided.
Achieved	<p><u>Writing & math support</u></p> <ul style="list-style-type: none"> Writing Support offered appointments digitally through all semesters, with appointment availability six days a week, for a total of 34.5 hours a week through the Fall and Winter semesters. Demand for student appointments was consistent with fully booked days in the Fall and Winter semesters.
Achieved	<ul style="list-style-type: none"> Writing Support faculty also offered 14 online workshops and delivered five in-class workshops. Writing Support also worked closely with library faculty to provide writing support for students during the Late Night Against Procrastination and the Love Your Library events.
Achieved	<ul style="list-style-type: none"> Continued to participate in the online WriteAway provincial consortium. WriteAway saw a significant rise in submissions in 2020/21 with 897 student appointments.
Achieved	<ul style="list-style-type: none"> Continued to offer Virtual Math Support throughout the year with both appointment and drop-in times available. In the 2020 fall and 2021 winter terms, math support was available 16 hours per week. Faculty offered and recorded six workshops for students in addition to 372 student appointments.
Achieved	<p><u>Enhanced student life experience</u></p> <ul style="list-style-type: none"> The Student Life Team developed a robust series of events and activities to enhance the student experience. This included information related to academic and personal success and took a holistic approach to well-being that included resiliency-building, knowledge about supports, engagement and addressing issues of social justice.

Enable more students to participate in workplace-based and experiential learning opportunities.	
	See “Mandate Letter Priorities” item “4b. Increasing co-op and work-integrated learning opportunities” for NIC’s achievements in 2020/21.
Facilitate and support student leadership and connections at the program, campus, College and community levels.	
Achieved	<ul style="list-style-type: none"> The Student Leadership Team held various digital workshops and sessions, including: <ul style="list-style-type: none"> Personality Dimensions, Introduction to Leadership, Power of Choice Session, and Strength-Based Leadership.
Achieved	<ul style="list-style-type: none"> The Student Leadership Team held regular meetings to discuss leadership and volunteer opportunities. A monthly newsletter replaced regular meetings in 2021 winter due to the impacts of the COVID-19 pandemic.
Achieved	<ul style="list-style-type: none"> NIC expanded its Global Leaders of Tomorrow Mentorship program to include the Campbell River and Comox Valley Chambers of Commerce. The program offers community professionals a chance to mentor NIC business students and empower future careers.
Enable students to develop intercultural fluency and competencies.	
Achieved	<ul style="list-style-type: none"> Elders in Residence attended classes throughout decanal areas to support Indigenous ways of knowing and being and provide teachings from a local Indigenous perspective.
Achieved	<ul style="list-style-type: none"> Indigenous Advisors and Elders in Residence led Indigenous workshops and presentations through digital student lounges.
Achieved	<ul style="list-style-type: none"> Developing educational modules that explore the histories, cultures, languages and current day context of the First Nations on whose traditional territories NIC campuses are located. <p>See NIC’s goal to “Develop and support Internationalization at home and education abroad opportunities for students” in “Strategic Priority #5: International Education and Internationalization” for more achievements in 2020/21.</p>

Strategic Priority #2: High Quality, Relevant, Responsive Curriculum & Programs



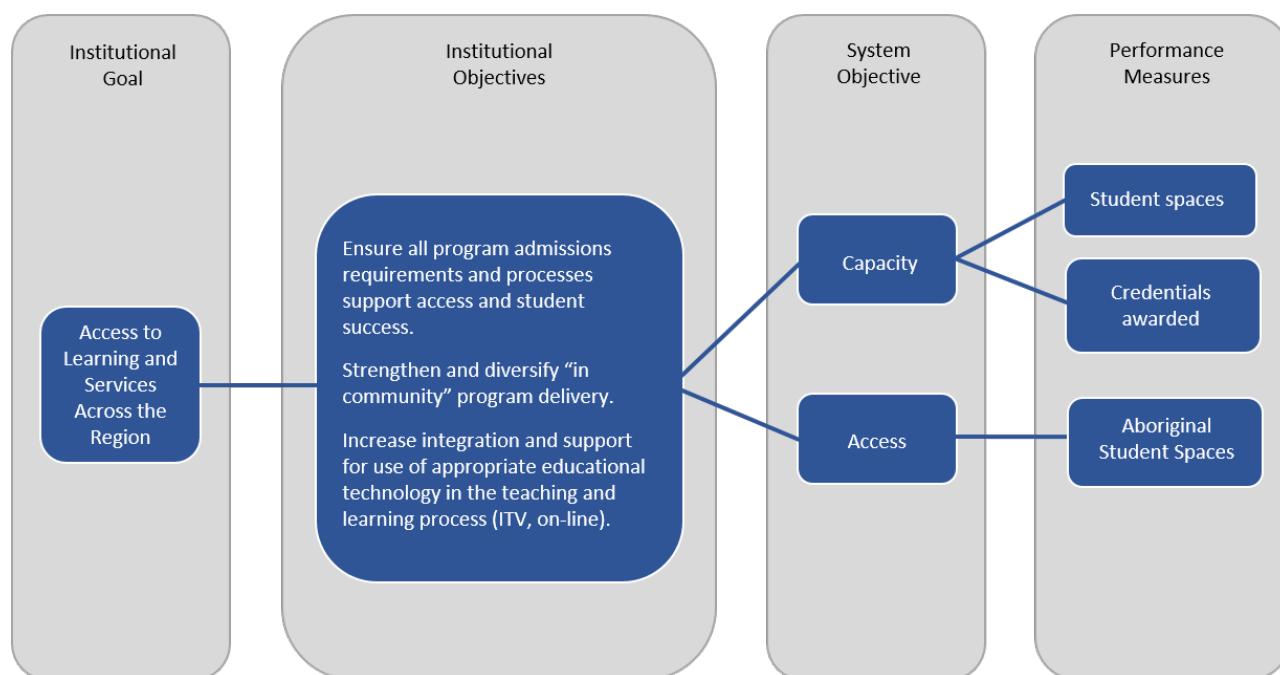
2020/21 Goals, Actions and Outcomes

<i>Develop and implement the Multi-Year Program Planning (MYPP) process.</i>	
Achieved	<ul style="list-style-type: none"> Completed the fifth and final year of Multi-Year Program Planning cycle in 2020/21. Priorities were refocused early in the year with the onset of the COVID-19 pandemic in March 2020 to ensure students could finish current programming and 2020/21 programming was redesigned or adapted for digital or blended (digital plus on-campus) delivery to provide certainty for students attending fall term.
Achieved	<ul style="list-style-type: none"> Introduced a new academic planning framework in response to the pandemic and changing post-secondary landscape titled <i>Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC</i>³⁷. <i>Widening our Doorways</i> replaces the Multi-Year Program Planning process and invites forward-thinking, collaborative and consultative program and service planning that is centred on widening NIC’s approaches to relevant, responsive, and accessible learning. Under this new framework, NIC’s educational divisions are working to reset, reshape and renew learning at NIC. <p>See “Mandate Letter Priorities” items for more information about NIC programs delivered in 2020/21:</p> <ul style="list-style-type: none"> “2d. Providing programming that meets local, regional or provincial labour market and economic needs,” “4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health),” and “4c. Responding to the reskilling needs of British Columbians to support employment and career transitions.”
<i>Enhance program partnerships and pathways with other post-secondary education institutions provincially, nationally and internationally.</i>	
Achieved	<ul style="list-style-type: none"> NIC had 84 active partnership agreements³⁸ in 2020/21, including: <ul style="list-style-type: none"> 43 international agreements, 27 Canadian agreements, seven community agreements, and seven agreements with local school districts.
Achieved	<ul style="list-style-type: none"> New international agreements included a BBA degree completion option for Associate of Arts graduates from Kapiolani Community College and a Digital Design and Development diploma/advanced diploma completion for Vietnam Technical College students.
Achieved	<ul style="list-style-type: none"> Finalized language pathway agreements with five language schools and began in-Canada and private international academic pathway agreements for diploma/degree/post-degree diploma completion at NIC.
<i>Increase the number and broaden the range of dual credit programs provided in partnership with secondary schools.</i>	
	<p>See “Mandate Letter Priorities” item “3a. Actively engaging with your local school districts to expand dual credit opportunities for students” for NIC’s achievements in 2020/21.</p>

³⁷ View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

³⁸ View North Island College’s partnership agreements at: <https://www.nic.bc.ca/about-us/the-nic-commitment/partnership-agreements/>

Strategic Priority #3: Access to Learning and Services Across the Region



2020/21 Goals, Actions and Outcomes

<i>Ensure all program admissions requirements and processes support access and student success.</i>	
Achieved	<ul style="list-style-type: none"> Improved international student payment options and significantly improved arrival communications using the iCent mobile application that students can download.
Achieved	<ul style="list-style-type: none"> Realigned international admissions within NIC’s Office of Global Engagement structure to better support student access.
Achieved	<ul style="list-style-type: none"> Moved all prospective student advising support to voice or digital.
In Progress	<ul style="list-style-type: none"> Communicated country-specific admission requirements to students and partners with development for many countries ongoing.
<i>Strengthen and diversify in-community program delivery.</i>	
	<p>See “Mandate Letter Priorities” items for NIC’s in-community program delivery achievements in 2020/21:</p> <ul style="list-style-type: none"> “2d. Providing programming that meets local, regional or provincial labour market and economic needs,” and “4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health).” <p>Also see “Appendix II – Mandate Priority #1 Progress Report” for further detail about programs and services for Indigenous students.</p>

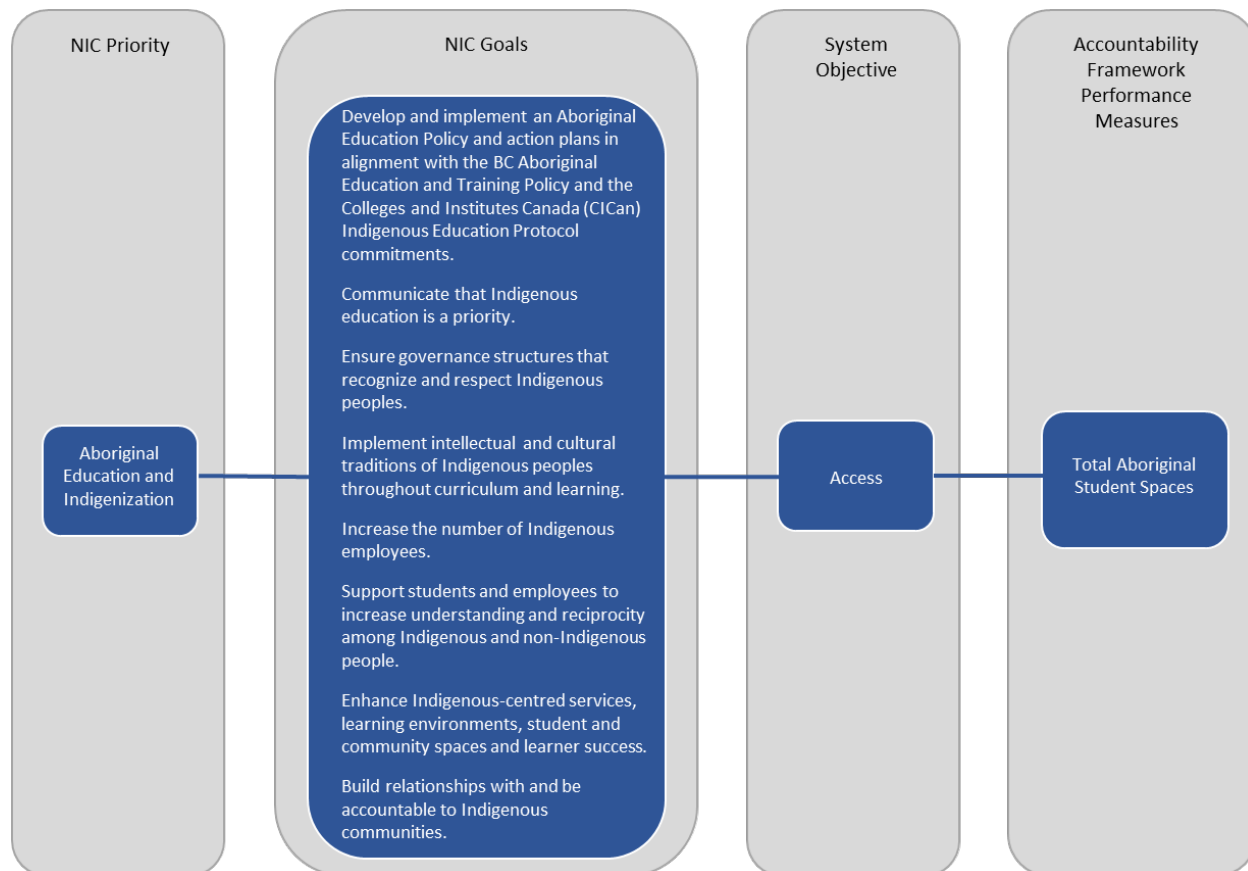
Increase integration and support for use of appropriate educational technology in the teaching and learning process (ITV, online).

Achieved	<ul style="list-style-type: none"> • Launched the Teach Anywhere³⁹ portal for faculty to support them with digital pedagogies. The 120-page portal was launched July 2020 with over 6,000 views by 1,500 visits since then.
Achieved	<ul style="list-style-type: none"> • Launched the Learn Anywhere⁴⁰ portal for students to support them with digital learning. The 50-page portal was launched July 2020 with 14,000 views by 4,800 visits since then.
Achieved	<ul style="list-style-type: none"> • Hosted four ‘Learning Digitally’ orientation sessions for incoming learners, created many new videos and other resources to help students prepare for learning digitally.
Achieved	<ul style="list-style-type: none"> • Installed and deployed two BCNET shared service digital teaching and learning platforms: BlueJeans video conferencing and Kaltura video storage and streaming platform.
Achieved	<ul style="list-style-type: none"> • Created over 450 BlueJeans accounts for all faculty as well as other employees and ran workshops and built resources so synchronous and blended learning classes could be successful.
Achieved	<ul style="list-style-type: none"> • Faculty technology kits were procured and deployed to faculty in July at the Campbell River, Comox Valley and Port Alberni campuses to facilitate course and program delivery.
Achieved	<ul style="list-style-type: none"> • Online asynchronous program delivery of Digital Design and Development programs led to the best-ever enrolment of 58 FTEs in 2020/21, up 60% (22 FTEs) over the previous year.
Achieved	<ul style="list-style-type: none"> • Delivered 17 Indigenous language course intakes through digital delivery in 2020/21 enabling greater access for students living in remote communities in the NIC region as well as increased access from outside the region including B.C.’s mainland, Alberta and the United States.

³⁹ View North Island College’s Teach Anywhere portal at <https://teachanywhere.opened.ca/>.

⁴⁰ View North Island College’s Learn Anywhere portal at <https://learnanywhere.opened.ca/>.

Strategic Priority #4: Aboriginal Education and Indigenization



2020/21 Goals, Actions and Outcomes

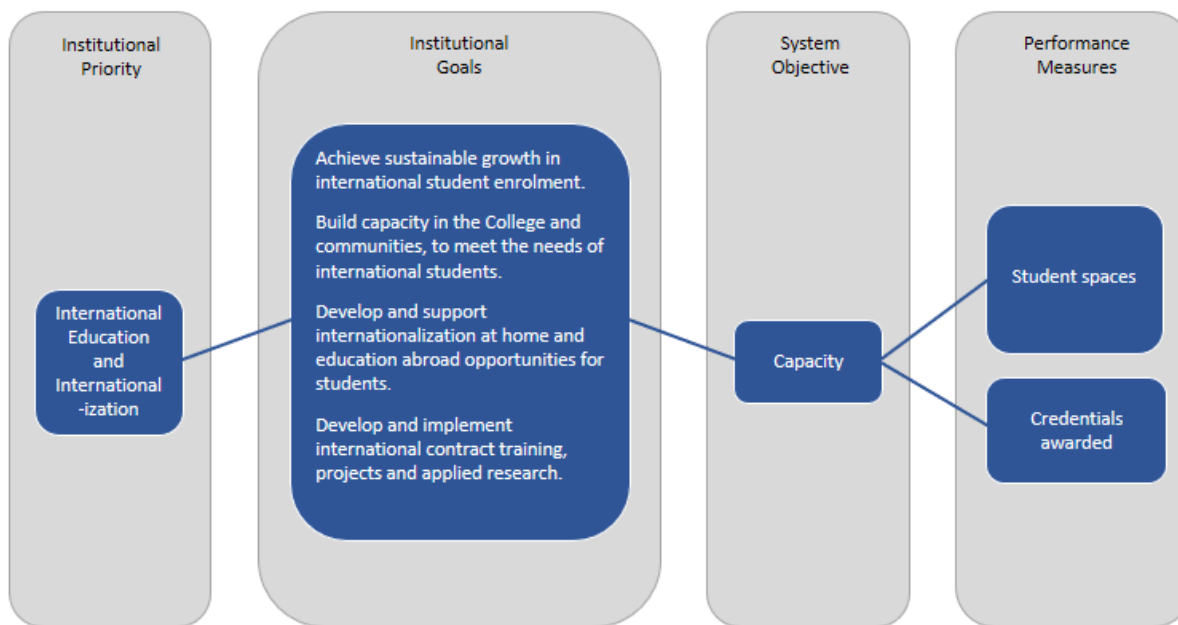
<i>Develop and implement an Aboriginal Education Policy and action plans in alignment with the B.C. Aboriginal Education and Training Policy and the Colleges and Institutes Canada (CICan) Indigenous Education Protocol commitments.</i>	
In Progress	<ul style="list-style-type: none"> NIC's Indigenization Plan, <i>Working Together</i>, is being finalized under the guidance and direction of NIC's Indigenous Education Council (IEC) using the CICan <i>Indigenous Education Protocol for Colleges and Institutes</i> agreement signed between NIC and First Nations as a guiding document with launch planned for 2021/22. An accompanying operational framework will include related actions, outcomes and evaluation. <i>Working Together</i> will serve as a companion document to NIC's next strategic plan for 2021-2026, <i>BUILD 2026</i>, and NIC's academic plan, <i>Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC</i> academic plan.⁴¹
<i>Communicate that Indigenous education is a priority.</i>	
Achieved	<ul style="list-style-type: none"> NIC's Department of Indigenous Education distributes a quarterly Indigenous education newsletter, highlighting Indigenous initiatives throughout the region.
Achieved	<ul style="list-style-type: none"> NIC's homepage has a direct banner link for Indigenous students that connects them to numerous supports and resources, including Indigenous programs and courses, priority admission opportunities and five mailing lists to stay informed by updates from NIC's Department of Indigenous Education.

⁴¹ View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

<i>Ensure governance structures recognize and respect Indigenous peoples.</i>	
Achieved	<ul style="list-style-type: none"> Worked with Indigenous communities, regional advisory committees and the IEC to identify and prioritize Indigenous programs and services. This vital collaborative engagement process provides insight, supports communities and informs NIC's programming priorities.
Achieved	<ul style="list-style-type: none"> NIC includes Indigenous representation on the Board of Governors and Education Council. The IEC, Board of Governors and Education Council meet annually to review relationships and share progress regarding the <i>TRC Calls to Action</i> and <i>UN Declaration on the Rights of Indigenous Peoples</i>.
<i>Implement intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.</i>	
Achieved	<ul style="list-style-type: none"> NIC's Indigenous Education Facilitator develops, coordinates and supports educational elements of NIC's indigenization process. This ongoing position builds capacity within NIC and is a resource to First Nations students and faculty on the indigenization of curriculum and learning.
Achieved	<ul style="list-style-type: none"> Developed the Learning Together website, an Indigenous education resource website to support faculty in indigenizing their courses, curriculum and practices. The website will also house Truth and Reconciliation resources.
Planned	<ul style="list-style-type: none"> Math and science department professional development event to explore indigenizing math and science curriculum at NIC. Several speakers will lead discussions on Indigenous knowledge and co-teaching with a local knowledge keeper in biology, Indigenous ways of learning and knowing in math, and digital delivery that is more effective for Indigenous (and non-Indigenous) learners. <p><i>See "Appendix II – Mandate Priority #1 Progress Report" for more information about NIC's implementation of the intellectual and cultural traditions of Indigenous peoples throughout curriculum and learning.</i></p>
<i>Increase the number of Indigenous employees.</i>	
Achieved	<ul style="list-style-type: none"> NIC renewed its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> Director of Indigenous Education, Indigenous education advisors, Elders in Residence, and faculty in Indigenous programming.
Planned	<ul style="list-style-type: none"> NIC plans to introduce an Indigenous counsellor position for fall 2021.
<i>Support students and employees to increase understanding and reciprocity among Indigenous and non-Indigenous people.</i>	
Achieved	<ul style="list-style-type: none"> Created the NIC Indigenous Digital Student Lounge. Elders in Residence and Indigenous Advisors host weekly digital lounges as a place for students to connect with them and each other. Every second week a themed lounge is held to explore various topics including language, culture, and wellness.
In Progress	<ul style="list-style-type: none"> Developing local First Nations core competency training modules. Create 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 will provide participants an opportunity to reflect and examine their practice, and guides participants in the development of new teaching and learning methods and supports and services for students. <p><i>See "Appendix II – Mandate Priority #1 Progress Report" for achievements and plans specific to Truth and Reconciliation Calls to Action and the United Nations Declaration on the Rights of Peoples.</i></p>
<i>Enhance Indigenous-centred services, learning environments, student and community spaces and learner success.</i>	
Achieved	<ul style="list-style-type: none"> Formalized Aboriginal Scholars program across campuses with the support of the RBC Foundation. Twenty-eight students completed their achievement plans and received scholarships in 2020/21. The North Island College Aboriginal Scholars program is a holistic and culturally relevant program for Indigenous students. The program strives to empower students through engaging them in the process of creating a self-constructed achievement plan, ensuring students have supports to enable

<p>Achieved</p> <p>In Progress</p>	<p>them to complete their program, while also increasing the sense of community and Indigenous awareness on campus. Students receive a scholarship upon completion.</p> <ul style="list-style-type: none"> • Provided frontline student support via digital and phone appointments with Indigenous Education Advisors and Elders in Residence. • Began construction on the \$1.8M Campbell River Gathering Place adjacent to the Indigenous Student Lounge.
<p><i>Build relationships with and be accountable to Indigenous communities.</i></p>	
<p>Achieved</p>	<ul style="list-style-type: none"> • Held two Indigenous Education Council (IEC) meetings and three regional advisory committee (West Coast, Central and Northern) meetings.
<p>Achieved</p>	<ul style="list-style-type: none"> • IEC and regional advisory committees reviewed and supported Indigenous education programming and funding proposals.
<p>Achieved</p>	<ul style="list-style-type: none"> • IEC and regional advisory committees provided guidance and support in developing NIC's Indigenization Plan, <i>Working Together</i>.
<p>Achieved</p>	<ul style="list-style-type: none"> • Developed education agreements based on community-identified needs and developed Memoranda of Understanding with First Nations communities for long-term program planning.

Strategic Priority #5: International Education and Internationalization



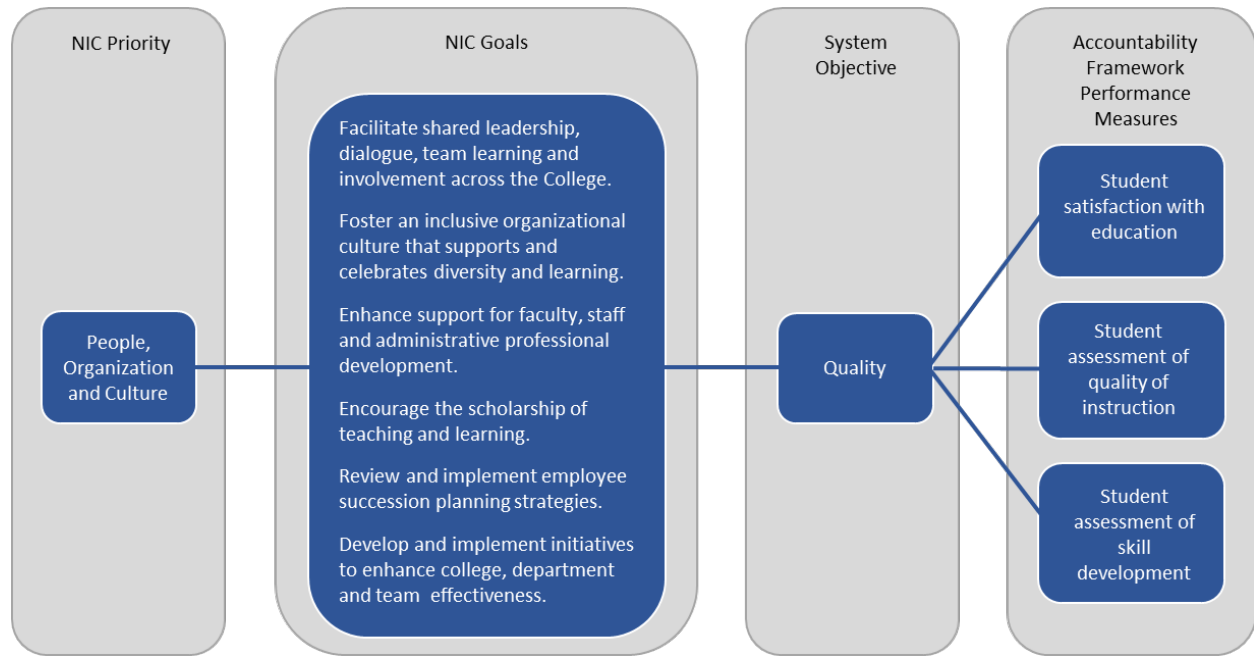
2020/21 Goals, Actions and Outcomes

<i>Achieve sustainable growth in international student enrolment.</i>	
Achieved	<ul style="list-style-type: none"> Developed an <i>International Education Reset, Reshape and Renew Plan</i> with targets to grow enrolment over the next few years and renew learning for international students in a global environment changed by the COVID-19 pandemic. The plan is aligned with NIC's new academic plan, <i>Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC</i>.⁴²
Achieved	<ul style="list-style-type: none"> Pivoted international recruitment and enrolment to a fully digital environment balancing multiple time zones and technical adjustments while working to make international admissions systems more efficient and effective to pave the way to NIC's international enrolment recovery.
Achieved	<ul style="list-style-type: none"> Aligned recruitment, admissions and enrolment processes and personnel in NIC's Office of Global Engagement to ensure the most efficient and effective service to prospective students in 2021 and beyond.
<i>Build capacity in the College and communities to meet the needs of international students.</i>	
Achieved	<ul style="list-style-type: none"> Increased program capacity for international students. <ul style="list-style-type: none"> 2020/21 had new private college articulations into business and digital design and development programs. 2021/22 intakes will include early childhood care and education and culinary business operations cohorts. A new post degree diploma in design and development starting in winter 2022 promises to be a popular regular program with international degree holders. Additional seats have been secured in the Social Services Worker Diploma program and options for a two-year healthcare assistant cohort are being explored.

⁴² View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

Achieved	<ul style="list-style-type: none"> ● COVID-19 driven services and supports for international students. <ul style="list-style-type: none"> ○ Gained first-round approval from Global Affairs Canada for community quarantine plan for arriving students. ○ Introduced the ICent Mobile App to support new international student communication, arrival and quarantine. ○ Provided detailed travel plan and safe quarantine options for all new arrivals and returning students. ○ Launched the Peer Connector program to support new domestic and international students, locally and overseas, in their transition to becoming a college student. ○ Developed and delivered orientation, advising and enrichment services and supports to international students in Canada and around the world. ○ Adjusted the scope of student supports to digitally connect with international students during the pandemic crisis with minimal interruption of services.
Achieved	<ul style="list-style-type: none"> ● Engaged faculty in Collaborative Online International Learning (COIL) training through Langara College. COIL connects accredited courses, linking the classrooms of two or more higher education institutions, each located in a different country or cultural setting.
Achieved	<ul style="list-style-type: none"> ● Collaborated with the College of New Caledonia on a NSERC sponsored, longitudinal study that follows international students enrolled in two-year college programs to prospectively evaluate the impact of adjusting to a new educational system and new social environment on their mental health and well-being.
<i>Develop and support Internationalization at home and education abroad opportunities for students.</i>	
Achieved	<ul style="list-style-type: none"> ● Developed three study abroad initiatives with \$90K in funding from Colleges and Institutes Canada including one international field school and two new programs (one developed in collaboration with College of New Caledonia and Aurora College) designed to help rural, Indigenous and access students prepare to be successful studying internationally.
Achieved	<ul style="list-style-type: none"> ● Implemented the Global Mobility Peer Support Project in collaboration with the College of New Caledonia and Aurora College to address perceived barriers, including financial challenges, for underrepresented student groups considering study abroad as an opportunity for experiential learning. The project included seven webinar sessions involving study abroad alumni, past exchange students and current NIC students.
In Progress	<ul style="list-style-type: none"> ● Developing a culinary business operations field school in partnership with Kapi'olani Community College in Hawaii.
<i>Develop international contract training, projects and applied research.</i>	
Achieved	<ul style="list-style-type: none"> ● Hired a new Manager of International Projects, Partnerships and Global Education to help build sustainable cohort programs and pathways that will support advanced standing into NIC programs.
In Progress	<ul style="list-style-type: none"> ● Working to engage NIC's Centre for Applied Research, Technology and Innovation (CARTI) with partners at University Colleges Leuven-Limburg (UCLL) Belgium.
Achieved	<ul style="list-style-type: none"> ● Submitted application to EduCanada's Faculty Mobility for Partnership Building Program. The program provides Canadian faculty with short-term opportunities to build or expand partnerships with Latin American and Caribbean institutions through teaching and/or research at the college, undergraduate and graduate levels

Strategic Priority #6: People, Organization and Culture



2020/21 Goals, Actions and Outcomes

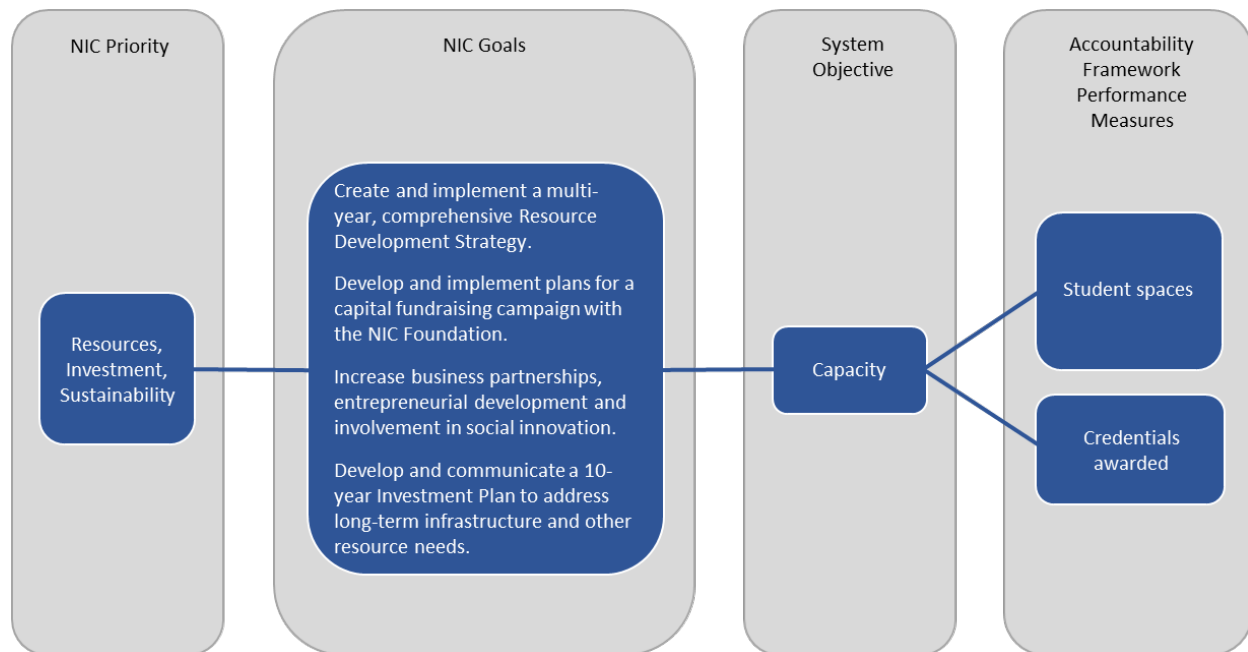
<i>Facilitate shared leadership, dialogue, team learning and involvement across the College.</i>	
In Progress	<ul style="list-style-type: none"> Continued initiatives from the previous year's <i>Employee Engagement Plan</i> under the key themes of decision-making, connecting, flow of information, planning and "walk the talk." Most engagement activities (e.g., town halls and employee recognition event) were moved to digital/virtual modes due to impacts of the COVID-19 pandemic.
<i>Foster an inclusive organizational culture that supports and celebrates diversity and learning.</i>	
In Progress	<ul style="list-style-type: none"> NIC's Diversity Matters Steering Committee works to increase awareness of diversity and develop opportunities for change. The committee identified projects for short, medium and long-term change in 2020/21 although there was limited ability to move projects forward in with the impact of the COVID-19 pandemic on NIC's operations.
<i>Enhance support for faculty, staff and administrative professional development.</i>	
Achieved	<ul style="list-style-type: none"> NIC's Centre for Teaching & Learning Innovation and Information Technology departments provided numerous learning and development opportunities for faculty and staff to support the significant transition to digital delivery of instruction and services required by the COVID-19 pandemic.
In Progress	<ul style="list-style-type: none"> While faculty, staff and administrative employees continued to access learning and development opportunities, the pandemic significantly impacted the ability of employees to undertake otherwise planned professional development. Many conferences, workshops and courses were cancelled, especially during the first quarter (spring/summer) period when many staff typically pursue professional development. By mid-way through the year, many training providers had adapted to offer virtual learning options and conferences.

<i>Encourage the scholarship of teaching and learning.</i>	
Achieved	<ul style="list-style-type: none"> Launched the Teach Anywhere⁴³ portal for faculty to support them with digital pedagogies. The 120-page portal was launched July 2020 with over 6,000 views by 1,500 visits since then.
Achieved	<ul style="list-style-type: none"> Launched the Learn Anywhere⁴⁴ portal for students to support them with digital learning. The 50-page portal was launched July 2020 with 14,000 views by 4,800 visits since then.
Achieved	<ul style="list-style-type: none"> Built and hosted 42 teaching and learning topics/sessions on both technology and teaching and learning strategies that were offered over 200 times, including four course redesign institutes, one day-long teaching and learning symposium and 20 teaching care and share sessions, reaching 210 employees (including 160 instructors and 50 support and admin staff) resulting in 1,000 registrations for all offerings.
Achieved	<ul style="list-style-type: none"> Hosted four 'Learning Digitally' orientation sessions for incoming learners, created many new videos and other resources to help students prepare for learning digitally.
<i>Review and implement employee succession planning strategies.</i>	
In Progress	<ul style="list-style-type: none"> While the financial constraints brought on by the pandemic significantly limited the creation of new positions, there were a handful of opportunities for employees to take on temporary roles (e.g., leave coverages and short-term projects) and gain valuable experience to help prepare them for career progression.
In Progress	<ul style="list-style-type: none"> Across decanal areas, there has been a significant changeover in department chair roles (positions elected by departmental faculty) and the College and the North Island College Faculty Association (NICFA) have been in discussions about ways to ensure these employees are supported in their work including a joint process to update the department chair job description.
In Progress	<ul style="list-style-type: none"> A pilot is underway in the Trades and Technical program area to introduce a department chair position facilitated through bargaining with NICFA.
<i>Develop and implement initiatives to enhance College, department and team effectiveness.</i>	
Achieved	<ul style="list-style-type: none"> As part of NIC's commitment to the Okanagan Charter's call to embed health into all aspects of operations, Student Life has created a CARE (Compassion, Accessibility, Resilience, Engagement) grant to support and encourage members of the campus community to find ways to promote and infuse well-being into the campus community.
Achieved	<ul style="list-style-type: none"> To support employees during the pandemic, Human Resources coordinated digital learning sessions and the provision of mental health resources to employees through NIC's Employee and Family Assistance Program provider.
Achieved	<ul style="list-style-type: none"> A fund has been created to support employee training and development initiatives that specifically target the development of knowledge, skills and abilities that directly improve services to students. Examples include Indigenous intercultural training, diversity/equity training, conflict resolution and customer service skills.
In Progress	<ul style="list-style-type: none"> Human Resources continued to collaborate with Student Services on a mental health strategy framework for the entire College community with implementation to occur in 2020/21 after delays due to the COVID-19 pandemic.

⁴³ View North Island College's Teach Anywhere portal at <https://teachanywhere.opened.ca/>.

⁴⁴ View North Island College's Learn Anywhere portal at <https://learnanywhere.opened.ca/>.

Strategic Priority #7: Resources, Investment, Sustainability

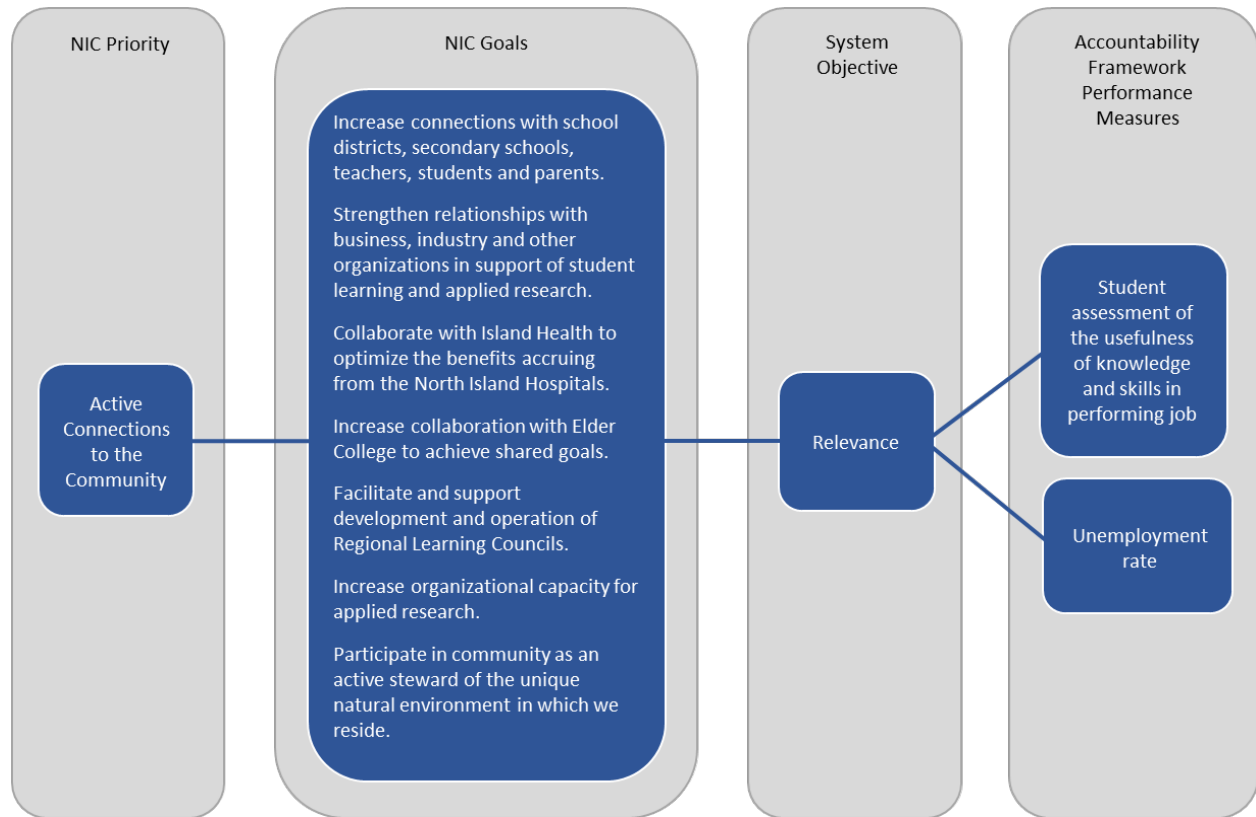


2020/21 Goals, Actions and Outcomes

<i>Create and implement a multi-year, comprehensive Resource Development Strategy.</i>	
Achieved	<ul style="list-style-type: none"> The NICF Board selected a new investment manager which resulted in reduced fees of approximately \$18K that will go to awards for students.
Achieved	<ul style="list-style-type: none"> Student awards have increased 53% in the last five years as the result of ongoing multi-faceted comprehensive fundraising strategies. NIC's Office of Advancement will continue to work with the NICF board, donors, government, business and foundations to acquire further support for student awards, equipment and technology via planned and annual giving, capital campaigns, comprehensive campaigns, donor stewardship, grant writing and other strategies.
Achieved	<ul style="list-style-type: none"> The NICF raised more than \$547K for scholarships and bursaries to help students in 2021/22 - up 8.8% from \$503K in 2020/21.
Achieved	<ul style="list-style-type: none"> NICF Giving Campaign initiatives resulted in a \$332K bequest, NICF's largest ever estate gift to support student awards.
In Progress	<ul style="list-style-type: none"> A COVID-19 Student Hope Campaign was launched in November 2020 with a \$50K goal to raise bursary funds for students in need. Already at 77% of goal, campaign major gifts included a historic \$30K pledge from the North Island Students' Union (NISU).
<i>Develop and implement plans for a capital fundraising campaign with the NIC Foundation.</i>	
Achieved	<ul style="list-style-type: none"> NIC's first comprehensive fundraising campaign raised an unprecedented \$1.8M in Campbell River. The campaign included a \$1M cash donation, the largest ever in NIC's history, and a \$125K donation, NIC's largest ever corporate cash donation.

<i>Increase business partnerships, entrepreneurial development and involvement in social innovation.</i>	
Achieved	<p>See "Strategic Priority #8: Active Connections to Community." See "Mandate Letter Priorities" items:</p> <ul style="list-style-type: none"> ○ "2d. Providing programming that meets local, regional or provincial labour market and economic needs," and ○ "4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)."
<i>Develop and communicate a 10-year Investment Plan to address long-term infrastructure and resource needs.</i>	
In Progress	<ul style="list-style-type: none"> ● NIC's Board of Governors approved the College's five-year <i>Capital Facilities Plan</i>, which was submitted to AEST, with the following projects: <ul style="list-style-type: none"> ○ Housing Commons at Comox Valley campus, ○ Campbell River Indigenous Gathering Place/Teaching space, ○ Comox Valley Academic Building (to replace Village portables), ○ Port Alberni Trades Consolidation and Renovation, ○ Comox Valley Tyee Classroom addition, ○ Comox Valley Library and Learning Commons, and ○ Student Housing at the Campbell River campus.
Achieved	<ul style="list-style-type: none"> ● The NICF Board of Directors has improved its investment and spending policies and procedures to address long-term sustainability and investment market fluctuations.
Achieved	<ul style="list-style-type: none"> ● An overhaul of NIC Foundation policies and procedures was completed. Much of the work supports short, medium and long-term resource development to support students and college initiatives.

Strategic Priority #8: Active Connections to Community



2020/21 Goals, Actions and Outcomes

<i>Increase connections with school districts, secondary schools, teachers, students and parents.</i>	
Achieved	<ul style="list-style-type: none"> Collaborated with VIU, UVIC and Camosun College to offer the second North Island Post-Secondary Tour to high schools. The virtual tour reached 822 students across Vancouver Island including Victoria, Nanaimo, and North Island communities.
Achieved	<ul style="list-style-type: none"> Virtual connections permitted NIC to participate in post-secondary tours across B.C. and Alberta
Achieved	<ul style="list-style-type: none"> Delivered virtual 'Post-Secondary 101' and dual credit presentations to 273 high school students between September and April. They also met 177 unique high school students at monthly high school advising visits between October and March.
Achieved	<ul style="list-style-type: none"> Over 800 counsellor packs were mailed across B.C. and Alberta.
Achieved	<ul style="list-style-type: none"> Increased Indigenous recruitment-advising support for Port Hardy and Port McNeill areas through the NIC Indigenous Education Advisor based at Mixalakwa campus.
Achieved	<ul style="list-style-type: none"> Recruiter-Advisors regularly communicated with high school counsellors, career counsellors and teachers through events, webpages and newsletters.

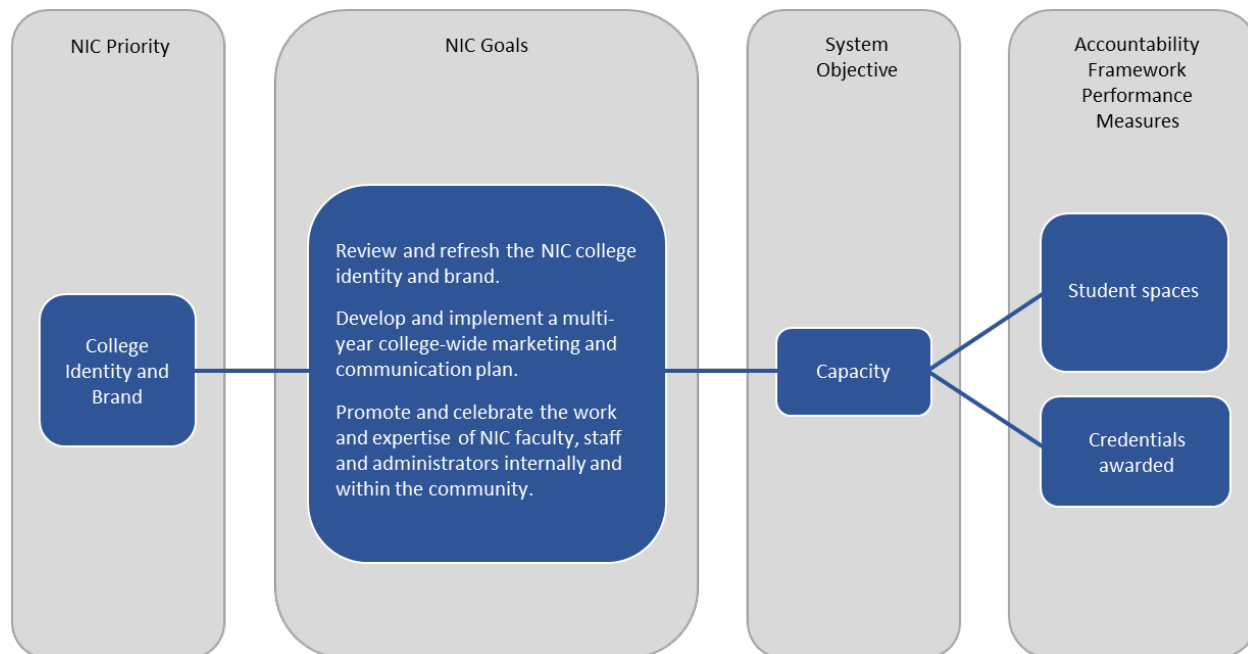
<i>Strengthen relationships with business, industry and other organizations to support student learning and applied research.</i>	
	<p>See NIC's goal to "Increase organizational capacity for applied research" below.</p> <p>See "Mandate Letter Priorities" items:</p> <ul style="list-style-type: none"> ○ "2d. Providing programming that meets local, regional or provincial labour market and economic needs," and ○ "4a. Aligning programming with high opportunity and priority occupations (such as trades, technology, early childhood educators and health)."
<i>Collaborate with Island Health to optimize the benefits accruing from the North Island Hospitals.</i>	
Achieved	<ul style="list-style-type: none"> • NIC's Bachelor of Science in Nursing department has joined the New Grad Registered Nurse Council (NGRNC) sponsored by Island Health. The NGRNC consists of third- and fourth-year BSN students, new graduate Registered Nurses, novice Registered Nurses, employers, post-secondary faculty, and other nursing representatives. The Council provides an opportunity for dialogue between organizations and an opportunity to co-develop recommendations for establishing consistent and systematic approaches to addressing factors influencing transition into practice and attrition among new graduate Registered Nurses.
<i>Increase collaboration with ElderCollege to achieve shared goals.</i>	
Achieved	<ul style="list-style-type: none"> • Offered 70 lectures, courses and programs to 800 Comox Valley ElderCollege (CVEC) members. There was a significant drop in membership due to the COVID-19 pandemic; however, a strong core team of volunteers has been retained. The members who were able to take part in Zoom lectures and courses were very happy with the format and opportunity to platform to continue to offer distance videoconference courses and lectures. CVEC has decided to retain the Zoom platform after the pandemic has run its course.
Planned	<ul style="list-style-type: none"> • Campbell River Elder College offered a selection of courses via Zoom; however, student response was not positive so the program in Campbell River and in Port Alberni will be suspended until the pandemic is resolved and face-to-face classes can resume.
<i>Facilitate and support development and operation of Regional Learning Councils (Alberni Valley, Mount Waddington, the West Coast and Campbell River).</i>	
	<p>See NIC's goal to "Build relationships with and be accountable to Indigenous communities" in "Strategic Priority #4: Aboriginal Education and Indigenization."</p> <p>See the "United Nations Declaration on The Rights of Indigenous Peoples Implementation" section in "Appendix II – Mandate Priority #1 Progress Report."</p>
<i>Increase organizational capacity for applied research.</i>	
Achieved	<ul style="list-style-type: none"> • NIC's Centre for Applied Research, Technology and Innovation (CARTI) participated in a record number of 17 applied research projects with local businesses, First Nations, government and other partners and funders, including: <ul style="list-style-type: none"> ○ Kwiakah First Nation, ○ Beaver Meadow Farms, ○ BC Timber Sales, ○ Wayward Distillery, ○ Rising Tide Shellfish Co., ○ Central Coast Commercial Fisheries Association, ○ Marine Plan Partnership for the North Pacific Coast, ○ BC Pacific Oysters Ltd., ○ Cascadia Seaweed, and ○ Campbell River Museum.
Achieved	<ul style="list-style-type: none"> • Notable CARTI projects included: <ul style="list-style-type: none"> ○ supporting local First Nations to assess suitability for kelp aquaculture operations; ○ supporting local oyster growers to develop innovative new production technology;

	<ul style="list-style-type: none"> ○ researching how seaweed cattle feed supplements lead to reduced methane production in cattle operations as well as improved animal immunity and a reduction in the need for antibiotics; ○ researching how to efficiently turn cultivated seaweed from raw biomass into shelf-friendly food products; ○ researching how red sea cucumbers may be the ticket to more environmentally friendly and sustainable aquaculture; and, ○ supporting a local distillery to increase production efficiency.
Achieved	<ul style="list-style-type: none"> ● The number of proposals developed and submitted by CARTI staff and researchers increased to 20 in 2020/21, up from 19 in 2019/20. This continued success is a direct result of growing engagement of community and industry partners.
Achieved	<ul style="list-style-type: none"> ● CARTI worked with an additional three NIC faculty and staff to develop NIC applied research funding proposals.
Achieved	<ul style="list-style-type: none"> ● CARTI projects supported nine NIC researchers from a variety of program areas in their applied research activities.
Achieved	<ul style="list-style-type: none"> ● CARTI provided paid employment and exemplary experiential learning opportunities to 11 students.
Achieved	<ul style="list-style-type: none"> ● NIC increased media releases, resulting in a doubling of media featuring CARTI activities in 2020, compared to the previous year.
In Progress	<ul style="list-style-type: none"> ● NIC’s Manager, CARTI, and VP, Strategic Initiatives, continue to serve on national committees to review Natural Sciences and Engineering Research Council of Canada (NSERC) proposals or advise on grant program changes.

Participate in community as an active steward of the unique environment in which we live.

In Progress	<ul style="list-style-type: none"> ● NIC continued to pursue carbon neutral status through reduced emissions, sustainability measures and carbon offsets.
Achieved	<ul style="list-style-type: none"> ● Installed two more electric vehicle charging stations at the Comox Valley campus, bringing the total to four, which are all being well-utilized.
In Progress	<ul style="list-style-type: none"> ● Installed an electric bike charging station at the Comox Valley Campus with the capacity to charge four electric bikes at once.
Achieved	<ul style="list-style-type: none"> ● CARTI staff continue to provide expertise to the Discovery Passage Aquarium Society, the Beaver Lodge Trust Committee in Campbell River and the Greenways Loop in Campbell River.
In Progress	<ul style="list-style-type: none"> ● NIC continued to work with the Comox Valley Project Watershed Society, the K’ómoks First Nation, and other partners to apply and test tools to study important forage fish populations and their habitats. This work will contribute to the conservation of important food sources for Pacific salmon, including Chinook and Coho.

Strategic Priority #9: College Identity and Brand



2020/21 Goals, Actions and Outcomes

<i>Review and refresh the NIC identity and brand.</i>	
Achieved	<ul style="list-style-type: none"> Continued to focus on an earned media strategy, providing more photography, video and social media content to align with increased media needs. Releases garnered strong media support with 80% of news releases picked up by local, regional, provincial and national media within 24 hours of distribution.
Achieved	<ul style="list-style-type: none"> Continued to promote courses and programs through improvement of branding and promotional materials, including a redesigned website⁴⁵, Viewbook⁴⁶ and related print materials and advertising. The website refresh included new, streamlined, audience-specific navigation, increased prominence for Apply Now and new image galleries. Other website improvements included a new current students webpage, new student life & support services section, an Indigenous welcome and a locator map for international and out of region students.
Achieved	<ul style="list-style-type: none"> Shifted paid budget to a 95% increase in digital advertising and engagement.
Achieved	<ul style="list-style-type: none"> Bell Geotargeting campaign generated 1.25 million impressions, Bell Mobile Apps activity generated 400,000 campaign impressions and AdWords generated 59,000 impressions.
Achieved	<ul style="list-style-type: none"> Created 123 videos, accruing 264,000 impressions and generating 28,100 views – a 35% increase over the previous year. Most of NIC’s video production was done in-house in 2020/21 which resulted in an 84% reduction in year-over-year costs.
Achieved	<ul style="list-style-type: none"> Grew Social media audiences: <ul style="list-style-type: none"> Facebook is now at 5,700 fans (632 new), Twitter has 3,300 followers (79 new), Instagram has 2,900 followers (543 new), and LinkedIn has 4,600 followers (393 new). NIC’s strongest post was ‘Explore Kwak’wala language’ with 285 reactions.

⁴⁵ View North Island College’s redesigned website at <https://www.nic.bc.ca/>.

⁴⁶ View North Island College’s 2020/21 Viewbook at <https://www.nic.bc.ca/pdf/publication-nic-viewbook.pdf>.

<i>Develop and implement a multi-year, college-wide marketing and communication plan.</i>	
In Progress	<ul style="list-style-type: none"> Developed an operational plan supporting the goals and objectives in NIC’s academic plan, <i>Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC.</i>⁴⁷
<i>Promote and celebrate the work and expertise of NIC faculty, staff and administrators internally and within the community.</i>	
Achieved	<ul style="list-style-type: none"> Continued faculty profile development and celebrated the work and expertise of NIC faculty through web, social media and news releases. Several stories received positive regional, provincial and national media coverage. ‘Faculty Friday’ continues to be a popular weekly social media campaign on Facebook and Instagram.
Achieved	<ul style="list-style-type: none"> Supported 60 government, fundraising and recruitment events featuring NIC students, employees and administrators, including: <ul style="list-style-type: none"> Virtual Grad, Virtual Orientation Day, Virtual Information Sessions, Adoption of The Okanagan Charter, Beyond 2020 – Vancouver Island Career Fair, NIC Fine Art Department – Artist Talk Series, Virtual Study Abroad, Virtual Orange Shirt Day, and Digital Design + Development Grad Show. <p>NIC delivered twice as many events in 2020/21 as the previous year with a shift to digital delivery in due to the COVID-19 pandemic.</p>

⁴⁷ View *Widening our Doorways – COVID-19 & A 10-Point Plan to Reset, Reshape and Renew Learning at NIC* online at <https://wideningourdoorways.opened.ca/>.

FINANCIAL INFORMATION

NIC's most recent audited financial statements are available online at

<http://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/financial-reporting/audited-financial-statements>.

APPENDIX I – PERFORMANCE MEASURE RESULTS

Tables 1 and 2 at the end of this section provide NIC’s 2020/21 performance targets, results and assessments for each applicable performance measure included in the Ministry of Advanced Education and Skills Training’s (AEST) Accountability Framework for public post-secondary institutions in B.C. Detailed specifications for the performance measures, including target assessment methods, can be found in the *Accountability Framework Standards Manual and Guidelines* online at AEST’s website.⁴⁸

NIC achieved or substantially achieved 22 of the 24 assessed Accountability Framework performance measures in the 2020/21 cycle.

The Student Satisfaction with Education, Student Assessment of the Quality of Instruction, Student Assessment of Skill Development and Student Assessment of Usefulness of Knowledge and Skills in Performing Job performance measures are based on surveys of former NIC diploma, associate degree and certificate students; trades foundation and trades-related vocational graduates, former apprenticeship students; and, bachelor degree graduates. NIC achieved the targets for all these measures in 2020/21, affirming the quality and relevance of the College’s broad range of educational programming. The College consistently receives high levels of positive feedback from students on these measures.

The unemployment rate performance measure targets for former diploma, associate degree and certificate students; trades foundation and trades-related vocational graduates; former apprenticeship students; and, bachelor’s degree graduates were all achieved.

NIC also achieved its Aboriginal Student Spaces target of $\geq 13\%$ of total domestic student FTEs with 19% enrolled - shown as “TBI” in Table 1 because this target is set internally by NIC based on the proportion of self-declared Aboriginal people in the NIC region’s population.

Developmental program FTEs were substantially below the target of 300 FTEs with 230 domestic student FTEs enrolled in ABE courses compared with 276 FTEs last year. The Total Student Spaces performance measure was also not achieved, with 1,451 FTEs enrolled toward the 2,393 FTE Total Student Spaces target. Regional environmental factors like relatively low levels of preparedness for post-secondary education, the predominantly part-time nature of the College’s student population and the sheer size of NIC’s island/coastal geographic region (80,000 km²) present significant, ongoing challenges to achieving FTE performance targets. In 2020/21, the COVID-19 pandemic negatively impacted domestic and international enrolment in numerous ways. A summary for each of NIC’s educational areas, including achievements, is provided in the “COVID-19: Reset, Reshape and Renew” section of this document.

It is noteworthy that NIC enrolled 955 FTEs in 2020/21 that did not count toward Ministry targets. Industry Training Authority (ITA) funded foundation trades, technology and apprenticeship programs enrolled 619 FTEs. The College’s Bachelor of Science in Nursing program, offered in partnership with Vancouver Island University (VIU), enrolled 21 fourth-year student FTEs. NIC also enrolled 315 international student FTEs in 2020/21.

⁴⁸ View AEST’s *Accountability Framework Standards Manual and Guidelines* online at http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/accountability-framework/standards_manual.pdf.

Table 1, Accountability Framework performance measures, 2020/21 reporting cycle

Performance measure ¹	Reporting year					
	2019/20 Actual	2020/21 Target	2020/21 Actual	2020/21 Assessment		
Student spaces (FTEs)	DRAFT DATA HIGHLIGHTED IN YELLOW. FINAL DATA FROM MINISTRY PENDING					
Total student spaces	1,476	2,393	1,451	Not Achieved		
Nursing and other allied health programs	255	248	244	Substantially Achieved		
Developmental	277	300	230	Not Achieved		
Credentials awarded²						
Number	529	512	535	Achieved		
Aboriginal student spaces (FTEs)³						
Total Aboriginal student spaces	399	TBI	399	TBI		
Ministry (AEST)	310		298			
Industry Training Authority (ITA)	89		100			
Student satisfaction with education^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	93.6%	1.7%	≥ 90%	91.7%	2.0%	Achieved
Trades Foundation and trades-related vocational graduates	94.8%	2.8%		94.9%	3.1%	Achieved
Former apprenticeship students	96.1%	3.4%		90.9%	3.7%	Achieved
Bachelor degree graduates	86.7%	6.4%		90.0%	9.3%	Achieved
Student assessment of the quality of instruction^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	95.2%	1.5%	≥ 90%	95.5%	1.5%	Achieved
Trades Foundation and trades-related vocational graduates	97.4%	2.0%		94.9%	3.1%	Achieved
Former apprenticeship students	96.1%	3.4%		93.2%	3.2%	Achieved
Bachelor degree graduates	87.1%	5.9%		NA	NA	Not assessed
Student assessment of skill development^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.9%	2.2%	≥ 85%	89.8%	2.3%	Achieved
Trades Foundation and trades-related vocational graduates	91.4%	3.3%		90.9%	3.6%	Achieved
Former apprenticeship students	87.9%	6.7%		87.4%	5.2%	Achieved
Bachelor degree graduates	89.3%	6.8%		88.6%	8.8%	Achieved

Student assessment of usefulness of knowledge and skills in performing job^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	89.3%	3.3%	≥ 90%	90.6%	3.2%	Achieved
Trades foundation and trades-related vocational graduates	88.5%	5.2%		90.1%	5.6%	Achieved
Former apprenticeship students	93.2%	5.2%		94.7%	3.5%	Achieved
Bachelor degree graduates	96.7%	3.4%		95.0%	6.8%	Achieved
Unemployment rate^{4,5}						
	%	+/-		%	+/-	
Former diploma, associate degree and certificate students	7.2%	2.5%	≤ 12.5%	6.8%	2.6%	Achieved
Trades foundation and trades-related vocational graduates	9.2%	4.2%		14.5%	5.8%	Achieved
Former apprenticeship students	6.4%	4.7%		10.7%	4.2%	Achieved
Bachelor degree graduates	0.0%	0.0%		0.0%	0.0%	Achieved

Table 2, Accountability Framework performance measures, 2020/21 reporting cycle, Assessment of Skill Development component measures

Performance measure ¹	Reporting year					
	2019/20 Actual		2020/21 Target	2020/21 Actual		2020/21 Assessment
Former diploma, associate degree and certificate students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.9%	2.2%	≥ 85%	89.8%	2.3%	Achieved
Written communication	87.6%	2.7%		89.2%	2.5%	
Oral communication	87.9%	2.6%		88.5%	2.6%	
Group collaboration	89.7%	2.2%		89.9%	2.3%	
Critical analysis	89.9%	2.1%		91.6%	2.0%	
Problem resolution	89.0%	2.3%		90.9%	2.2%	
Learn on your own	92.9%	1.8%		89.5%	2.3%	
Reading and comprehension	91.5%	2.0%		90.4%	2.2%	
Trades foundation and trades-related vocational graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	91.4%	3.3%	≥ 85%	90.9%	3.6%	Achieved
Written communication	77.0%	9.0%		80.8%	9.2%	
Oral communication	83.1%	7.6%		86.8%	6.5%	
Group collaboration	92.7%	3.4%		90.4%	4.3%	
Critical analysis	92.7%	3.4%		93.7%	3.5%	
Problem resolution	94.6%	2.9%		92.2%	4.1%	
Learn on your own	89.3%	4.0%		93.7%	3.5%	
Reading and comprehension	98.2%	1.7%		94.7%	3.2%	
Former apprenticeship students' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	87.9%	6.7%	≥ 85%	87.4%	5.2%	Achieved
Written communication	N/A	N/A		N/A	N/A	
Oral communication	N/A	N/A		80.8%	8.5%	
Group collaboration	86.7%	6.8%		85.0%	5.1%	
Critical analysis	95.9%	3.6%		90.6%	3.9%	
Problem resolution	90.9%	5.9%		85.4%	4.9%	
Learn on your own	87.5%	6.2%		88.4%	4.2%	
Reading and comprehension	91.3%	5.5%		90.6%	3.9%	

Bachelor degree graduates' assessment of skill development						
	%	+/-		%	+/-	
Skills development (avg. %)	89.3%	6.8%	≥ 85%	88.6%	8.8%	Achieved
Written communication	89.7%	6.1%		90.0%	9.3%	
Oral communication	90.0%	5.6%		N/A	N/A	
Group collaboration	90.3%	5.2%		90.0%	9.3%	
Critical analysis	96.8%	3.1%		N/A	N/A	
Problem resolution	80.0%	7.5%		N/A	N/A	
Learn on your own	93.1%	5.1%		N/A	N/A	
Reading and comprehension	82.8%	7.5%		90.0%	9.3%	

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

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

Notes for Tables 1 and 2:

Notes:

N/A - Not assessed

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

¹ Please consult the 2020/21 Standards Manual for a current description of each measure.

² Annual performance is measured using a rolling three-year average of the most recent fiscal years, e.g., the results for the 2020/21 reporting year are a three-year average of the 2017/18, 2018/19, and 2019/20 fiscal years.

³ Results from the 2020/21 reporting year are based on data from the 2019/20 fiscal year; results from the 2019/20 reporting period are based on data from the 2018/19 fiscal year.

⁴ Results from the 2019/20 reporting year are based on 2019 survey data; results from the 2020/21 reporting year are based on 2020 survey data. For all survey results, if the result plus or minus the margin of error includes the target, the measure is assessed as achieved. In all cases, the survey result and the margin of error are used to determine the target assessment. Survey results are not assessed if the number of respondents is less than 20 or the margin of error is greater than 10%.

⁵ As of the 2019/20 reporting year, the trades foundation and trades-related vocational graduates have been split out from the former diploma, associate degree and certificate students.

APPENDIX II – MANDATE PRIORITY #1 PROGRESS REPORT

As part of the North Island College’s commitment to *Truth and Reconciliation Calls to Action* and the *United Nations Declaration on the Rights of Indigenous Peoples*, NIC works with Indigenous partners throughout the region to develop and implement culturally relevant programming, services and initiatives that support Indigenous student success. For additional accomplishments and plans, please see the “Strategic Priority #4: Aboriginal Education and Indigenization” section of this document.

TRC CALLS TO ACTION ⁴⁹ and UN DECLARATION on the RIGHTS OF INDIGENOUS PEOPLES ARTICLE	
<p>PROGRESS</p> <p>Identify whether the initiative is:</p> <ul style="list-style-type: none"> • New⁵⁰ • Planned vs In Progress vs Implemented or Ongoing • If there is no relevant program show as N/A. 	<p>Indigenous Peoples article and how your institution’s relations and collaborative partnerships with local First Nations and Métis communities are contributing to implementation. Include links where relevant. Add rows to report on additional initiatives as required.</p>
1: SOCIAL WORK	
<p>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.</p>	
PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<p><u>Culturally appropriate curriculum</u></p> <ul style="list-style-type: none"> • Revitalization of curriculum to better reflect Indigenous ways of knowing and being. Changes include the use of more authentic textbooks and assigned readings, assessment that better reflect Indigenous ways of knowing and the integration of experiential and place-based learning.
Ongoing	<ul style="list-style-type: none"> • Integration of cultural awareness and sensitivity in the certificate and diploma programs. Faculty utilize course resources such as textbooks, videos and assigned readings that reflect both the historical and contemporary experiences of First Nations people living in Canada.
Ongoing	<ul style="list-style-type: none"> • Students are gifted with the booklet <i>Truth & Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in a series of ceremonies with Elders.

⁴⁹ "..." represents omitted text not related to post-secondary education from the original Call to Action.

⁵⁰ New initiatives start in the current reporting year and have not been previously reported on.

Ongoing	<ul style="list-style-type: none"> • Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.
Ongoing Ongoing In Progress New	<p><u>Student supports</u></p> <ul style="list-style-type: none"> • Designated BC Human Rights Tribunal seats for Indigenous students. • Access to Indigenous counsellors for academic and personal counselling needs. • Working with the Southern and Central region Nuu-chah-nulth Nations to reserve digital seats for students from remote communities. Students will be able to access the Education Assistant/Community Support with Indigenous Focus Certificate program without leaving their communities and NIC will support them in finding practice placements in their home communities.
Ongoing	<ul style="list-style-type: none"> • Elders in Residence deliver cultural teachings through guest speaking in the certificate and diploma programs.
Ongoing	<ul style="list-style-type: none"> • Guest speakers with Indigenous backgrounds support the work students are doing in the classrooms.
Ongoing	<p><u>Cultural awareness workshops</u></p> <ul style="list-style-type: none"> • The Village Workshop is facilitated for students annually. The workshop illustrates the process of first contact through the residential school experience and the enduring effects and long-term hurt to First Nations peoples in Canada. The workshop was provided digitally in spring 2021 through a series of video modules supported by NIC’s Elders in Residence.
Ongoing	<ul style="list-style-type: none"> • NIC’s human services, health care assistant, and early childhood care and education departments have collaborated annually since 2018/19 to take part in first contact and Nuu-chah-nulth cultural regalia workshops hosted by local experts. NIC was not able to host these workshops in 2020/21 due to COVID-19 but plans to resume in 2021/22.
Implemented New	<ul style="list-style-type: none"> • The Community Mental Health Worker Certificate program began in January 2021 with a BlueJeans panel conversation from four Elders in Residence. Elders discussed the role of good mental health in keeping communities healthy.
Ongoing	<ul style="list-style-type: none"> • A cedar weaving workshop hosted by a local Nuu-chah-nulth expert weaver has been delivered annually for the past eight years and is expected to continue. This workshop highlights aspects of Indigenous worldview in which everything is connected. Students learn from a facilitator and then teach each other based on their comfort levels.

12: EARLY CHILDHOOD EDUCATION

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
Ongoing	<u>Culturally appropriate curriculum</u> <ul style="list-style-type: none"> Curriculum based on the B.C. Early Learning Framework and the Indigenous Early Learning and Child Care Framework.
Ongoing	<ul style="list-style-type: none"> Embedded the First Nations Health Authority resources for determinants of health, nutrition, wellness, and spiritual health in curriculum.
Ongoing	<ul style="list-style-type: none"> Embedded culturally appropriate ways of knowing and being in learning outcomes and assessments in approved course description revisions.
Ongoing	<ul style="list-style-type: none"> Hosted a faculty pedagogist to provide leadership to faculty, students, and early learning programs in a pedagogy of listening to deepen understanding of honoring children’s knowledge and skills within their local contexts and times.
Ongoing	<ul style="list-style-type: none"> <i>Speaking Our Truth: A Journey of Reconciliation</i> by Monique Gray Smith is a required program text.
Ongoing	<ul style="list-style-type: none"> All students are gifted with the <i>Truth & Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders.
Ongoing	<ul style="list-style-type: none"> Acknowledgment of traditional territories in class, assignments and practicum experiences is an ongoing practice.
Ongoing	<u>Student supports</u> <ul style="list-style-type: none"> Designated BC Human Rights Tribunal seats for Indigenous students.
Ongoing	<ul style="list-style-type: none"> Funding applications for the Early Childhood Educators of BC Education Support Fund with priority going to students who self-identify as Indigenous.
Ongoing	<ul style="list-style-type: none"> Access to Indigenous counsellors for academic and personal counselling needs.
Ongoing	<ul style="list-style-type: none"> Strengthened work-integrated learning options to support student practice in home communities.
Ongoing	<ul style="list-style-type: none"> Invited Elders in Residence and community partners to share content and knowledge as co-teachers with faculty, facilitators and guest presenters.
Ongoing	<u>Cultural awareness workshops</u> <ul style="list-style-type: none"> The Village Workshop is facilitated for students annually. The workshop illustrates the process of first contact through the residential school experience and the enduring effects and long-term hurt to First Nations peoples in Canada. The workshop was provided digitally in spring 2021 through a series of video modules supported by NIC’s Elders in Residence.
Ongoing	<u>Faculty supports</u> <ul style="list-style-type: none"> Membership in the British Columbia Aboriginal Child Care Society.
Ongoing	<ul style="list-style-type: none"> Faculty engage in professional development in First Nation history, culture and traditions including the use of open textbook, <i>Pulling Together - A Guide for Indigenization of Post-Secondary Institutions</i> by BCcampus.
Ongoing	<ul style="list-style-type: none"> Department professional development topics focused on racism, prejudice and discrimination, including an examination of program texts and children’s literature through this lens.
Ongoing	<ul style="list-style-type: none"> Purchased multiple copies of <i>Decolonizing Place in Early Childhood Education</i> by Fikile Nxumalo for faculty to reimagine ECCE practices and environments.

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
Implemented	<ul style="list-style-type: none"> • Significantly expanded Indigenous language offerings in partnership with local First Nations resulting in the highest ever FTEs enrolled (just under 80 FTEs) and more than doubling over the previous year (30 FTEs). Fifteen ABE-level course sections in Nuu-chah-nulth and Kwak’wala were delivered as well as five, first-year level course sections in Kwak’wala as part of the Indigenous Language Fluency Certificate. The 33-credit Indigenous Language Fluency Certificate was developed in direct response to the <i>TRC Calls to Action</i> and with the support of local First Nations.

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"> • Designated BC Human Rights Tribunal seats have been allocated in all NIC’s base funded health programs: <ul style="list-style-type: none"> ○ Bachelor of Science in Nursing (three seats), ○ Practical Nursing (two seats), and ○ Health Care Assistant (two seats).

24: MEDICAL AND NURSING SCHOOLS

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

PROGRESS	NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS
<p>Ongoing</p> <p>In Progress New</p> <p>Ongoing</p> <p>Ongoing</p>	<p><u>Bachelor of Science in Nursing (BSN)</u></p> <ul style="list-style-type: none"> • Antiracist, culturally safe and trauma informed pedagogical approaches are promoted in all courses through both informal discussion between faculty as well as intentional conversations during curriculum evaluation and course development meetings. • A BSN undergraduate research project addressing whiteness suggested the following initiatives which are being discussed at curriculum meetings: <ul style="list-style-type: none"> ○ visioning and drafting an antiracism statement; ○ advocating for antidiscrimination workshops for faculty and students; ○ reviewing of policies and procedures with an antiracist lens; and, ○ advocating for the adoption of education specific recommendations of the report <i>In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Healthcare</i> (2020).⁵¹ • Indigenous perspectives and pedagogies are integrated throughout the curriculum as described in the following bullets. <ul style="list-style-type: none"> ○ Having guests and Elders in Residence attend classes. Elders are embedded in the relational practice courses and attend regularly regardless of the topic. ○ Having community-based practice opportunities that include Indigenous people and experiences. ○ Inclusion of Indigenous stories, experiences and perspectives through guest speakers, and media resources in multiple courses. ○ Including Indigenous knowledge as a way of knowing in nursing inquiry course-- recognizing, validating, and including Indigenous scholarship in its own right. ○ Using Indigenous pedagogical processes such as discussion circles, ceremony, land-based and immersion learning experiences. ○ Including Indigenous authors' perspectives on multiple topics and including required readings from Indigenous authors in multiple courses. ○ Required textbook in all four years of the program: <i>Determinants of Indigenous Peoples' Health in Canada: Beyond the Social</i> by Charlotte Reading and Sarah de Leeuw. • Key activities that support reconciliation are described in the following bullets. <ul style="list-style-type: none"> ○ Completion of The Village Workshop about the historical and contemporary impacts of colonization are provided for all first- and third-year students. ○ An Indigenous-led wellness day is held at the beginning of each academic year for first-year students with planned expansion to all students. ○ NUR-410, Health and Wellness in Aboriginal Communities, which includes an immersion field school in a remote community is offered as an elective each year. The experience is Indigenous-led, land-based and wellness-focused. Due to the pandemic the field school was pivoted to include online seminars led by Indigenous knowledge holders.

⁵¹ View In Plain Sight full report at <https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Full-Report.pdf>.

Ongoing	<p><u>Practical Nursing</u></p> <ul style="list-style-type: none"> Elders in Residence are invited to class to share knowledge about NIC’s responsibility to the <i>TRC Calls to Action and the UN Declaration on the Rights of Indigenous Peoples</i>. Each year, new students are gifted with the <i>Truth & Reconciliation: Calls to Action</i> by the National Centre for Truth and Reconciliation in ceremony with Elders. The report, <i>In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in B.C. Healthcare (2020)</i>,⁵² was introduced to level one and four professional practice students and was the basis for a discussion about disparities and systemic racism in health care. Ongoing professional portfolio assignment for students in levels two, three and four exploring cultural competencies and personal meaning in the context of inclusivity, post-colonial understanding, respect, Indigenous knowledge and cultural safety. Completion of The Village Workshop online (4 modules). One of the modules included discussion regarding the <i>TRC Calls to Action</i> and the <i>UN Declaration on the Rights of Indigenous Peoples</i>. This four- to five-hour workshop was self-paced and including guided questions. First Peoples’ principles of teaching, learning and domains of learning was used for a discussion and a learning activity. A class is devoted to the subject of health care resource allocation inequities across the province for diverse demographics. Included in the discussion are the determinants of health and the Indigenous perspective of health with an Elder in Residence was a guest speaker.
Implemented New	
Ongoing	
Ongoing	
Ongoing	
Ongoing	

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
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N/A	
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⁵² View In Plain Sight full report at <https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Full-Report.pdf>.

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
Implemented New	<ul style="list-style-type: none"> Implemented Brave Space series as a place for students and employees to come together to have healthy, yet challenging, dialogue around important issues facing students and global citizens today. A brave space is a place for respectful sharing of thoughts, so that everyone can gain a better understanding of each other’s perspectives, encourage critical thinking and learn from each other. Topics include systemic racism and white privilege.
In Progress New	<ul style="list-style-type: none"> Developing a six-week digital learning module that will provide insight into the local context and history of First Nations on whose traditional territories NIC’s campuses and centres are situated. This training provides faculty with the opportunity to reflect and examine their practice and guides them in the development of new teaching and learning methods as well as supports and services for students.
In Progress New	<ul style="list-style-type: none"> 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.

62: TEACHER EDUCATION

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

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

86: JOURNALISM AND MEDIA SCHOOLS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

N/A

92: BUSINESS SCHOOLS

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

PROGRESS

NEW AND/OR CONTINUING INITIATIVES AND PARTNERSHIPS

Planned | New
In Progress | New

- Exploring development of a program in Indigenous administration.
- Program reviews are in progress for all business credentials (post-degree, bachelor’s, diploma and certificate) with action plans to support curriculum indigenization.

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.

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

Ongoing	<p><u>Indigenous employees</u></p> <ul style="list-style-type: none"> • NIC renewed its special program approval through Human Rights Tribunal to restrict hiring to persons of Indigenous ancestry for the following positions: <ul style="list-style-type: none"> ○ Director of Indigenous Education, ○ Indigenous education advisors, ○ Elders in Residence, and ○ faculty in Indigenous programming.
In Progress New	<ul style="list-style-type: none"> • NIC plans to introduce an Indigenous counsellor position for fall 2021.
In Progress New	<p><u>Indigenization plan</u></p> <ul style="list-style-type: none"> • NIC's first ever indigenization plan, <i>Working Together</i>, was presented to the IEC in February 2021. <i>Working Together</i> utilizes the CICan <i>Indigenous Education Protocol for Colleges and Institutes</i> agreement and its seven commitments as a framework. An accompanying operational framework will include related actions, accountability, outcomes and evaluation. Indigenous voices are reflected throughout the plan. With IEC support, <i>Working Together</i> will be launched on June 21st, National Indigenous Day.
Ongoing	<p><u>First Nations partnership programs</u></p> <ul style="list-style-type: none"> • IEC and regional advisory committees reviewed and supported Indigenous education programming and funding proposals.
Ongoing	<ul style="list-style-type: none"> • Developed education agreements based on community-identified needs and developed memoranda of understanding with First Nations communities for long-term program planning.
Implemented New	<ul style="list-style-type: none"> • Connected with community partners in the NIC region, including Ehattesaht, Mowachaht/Muchalaht, Hesquiaht, Kyuquot/Cheklesath, Kwakiutl, Quatsino, Gwa'sala-Nakwaxda'xw and others to develop and deliver Indigenous language course offerings.
Implemented New	<ul style="list-style-type: none"> • Delivered first-year Indigenous Language Fluency Certificate in partnership with Kwakiutl Band Council.
Implemented New	<ul style="list-style-type: none"> • Delivered Digital Essential Skills for Employment and Lifelong Learning program in partnership with Gwa'sala-Nakwaxda'xw First Nations.
Implemented New	<ul style="list-style-type: none"> • Delivered the Carpentry Foundation Harmonized Certificate program in Port McNeill in collaboration with the Mixalakwa campus and community.
Implemented New	<ul style="list-style-type: none"> • Delivered Coastal Forest Worker Certificate in Campbell River in collaboration with Homalco First Nations.
Implemented New	<ul style="list-style-type: none"> • Delivered an Indigenous Ecotourism Training program in partnership with Vancouver Island University and Heiltsuk Tribal Council for students across the region.
Implemented New	<ul style="list-style-type: none"> • Developed Introduction to Marine Science, a low-barrier, land-based, hybrid-delivery course. This was based on the success of last year's Indigenous Archaeology and Field Skills Certificate in Huu-ay-aht First Nations territory.
Implemented New	<ul style="list-style-type: none"> • Delivered the Indigenous Education Assistant and Community Support Worker Certificate in Port Hardy in partnership with the Mount Waddington Family Literacy Society.
Implemented New	<ul style="list-style-type: none"> • Delivered the Community Mental Health Worker program in Port Hardy and Port Alberni for individuals with Health Care Assistant, Human Services Certificate or Early Childhood Education and Care certificate preparation.
In Progress New	<ul style="list-style-type: none"> • A partnership is underway to co-develop a local fisheries conservation certificate program with Nuu-chah-nulth Nations as well as delivery of an ABE pathway program to prepare future students.
Planned New	<ul style="list-style-type: none"> • Planning with Sacred Wolf Friendship Centre to offer marine essential skills training in Port Hardy and Port McNeill.

NORTH ISLAND COLLEGE



Institutional Accountability Plan & Report

2020 - 2021 REPORTING CYCLE

**TERMS OF REFERENCE
NORTH ISLAND COLLEGE BOARD
FINANCE AND AUDIT COMMITTEE**

Purpose

The Finance and Audit Committee is a standing committee of the Board established to assist the Board in meeting its financial accountability and oversight responsibilities and its statutory obligations under the College and Institute Act.

Composition and Operations

- A. The Committee is composed of at least three Board members, at least two of whom have been appointed by the Provincial Government. The Board will confirm appointments to the Committee. The Chair of the Committee will be appointed by the Chair of the Board. All appointments to the Committee are for a term of one year. Re-appointments are permitted.
- B. In order to fulfill their responsibilities, Committee members will be financially literate and sufficiently versed in financial matters to understand public sector accounting practices, budget development and major judgments involved in preparing financial statements. At least one member will have an accounting designation or a strong background in finance, accounting and/or auditing.
- C. A majority of members will constitute quorum.
- D. The President, the Vice President, Finance and College Services, the Director, Finance and the Executive Assistant to the Board will be resources to the Committee and will, as directed by the Committee, attend meetings of the Committee.

Duties and Responsibilities

Management is responsible for financial management and reporting, risk management and internal controls of the College. The Committee's role is one of oversight.

The Committee has the responsibility for:

Financial Reporting

- A. Recommend and deliver reports to the Board of Governors :

For approval:

- Annual consolidated budget
- Annual audited financial statements
- Annual financial information act requirements
- Appointment of auditors
- Appointment of investment manager
- Appointment of independent advisors as needed
- Financial policies and banking resolutions requiring Board approval

- Matters of acquisition or disposal of real property including facility leases

For information:

- Quarterly financial statements, reports and forecasts
 - Significant financial planning, management and reporting issues
 - Reports from auditors and administration on internal control issues, risk management and other matters within the mandate of the Committee.
- B. Conduct or authorize investigations into any matters within the Committee's scope of responsibilities.
 - C. Review the quarterly financial statements prepared by management. Review of the statements will include discussion with management of results compared to budget and prior year results to provide assurance that the financial reports reflect the financial position of the College.
 - D. Review with management any other financial reports that require Board approval.
 - E. Meet with management prior to the presentation of the annual operating budget to the Board to review the proposed budget, including assumptions used in the preparation of the budget and ensure that potential risks have been identified and strategies developed to address those risks. Upon completion of the Committee's assessment of the budget and budgeting process, the Committee will be in a position to communicate its review and recommendation with respect to the budget to the Board of Governors.

External Audit

- A. Recommend the appointment of the external auditor to the Board.
- B. Direct the external auditor to prepare an annual auditor's report and perform other audit services and oversee the audit by:
 - reviewing the terms and conditions of the audit engagement letter including the objectives and scope of the audit work;
 - reviewing materiality limits and areas of audit risk;
 - reviewing proposed staffing, timetable and fees for the audit; and
 - reviewing with the auditors the results of the annual audit examination including, but not limited to:
 - difficulties encountered or restrictions imposed by management during the annual audit;
 - significant accounting or financial reporting issues;
 - the auditor's evaluation of the College's system of internal accounting controls and procedures;
 - key management estimates material to the financial statements;
 - the post-audit or management letter containing any findings or recommendations of the external auditor including management's response and subsequent follow up to any identified internal accounting control weaknesses; and,
- C. Meet at least once annually with the External Auditor without management present.

Risk Management

Periodically review and assess reports provided by management and the external auditor that provide information:

- about significant proposed changes in financial reporting and accounting policies and practices proposed by the College;
- on new or pending developments in accounting and reporting standards that may impact the College;
- confirming that the College's internal controls were assessed during the annual audit and are deemed sufficient to support production of accurate financial statements and reports; and
- on the external auditor's assessment of financial risks and uncertainties and the systems management uses to identify and manage risk and prevent financial mismanagement.

Investment Management

Review and report annually to the Board of Governors on the compliance with the Long-Term Investments policy including but not limited to:

- an annual review of the Long-Term Investment policy;
- review of the performance of the investment manager to ensure that the investments are being managed in accordance with the Long-Term Investment Policy; and
- periodically recommend the (re-)appointment or replacement of the investment manager.

Accountability

- A. The Committee will maintain minutes of all meetings and report to the regular or in-camera meetings of the Board of Governors as appropriate.
- B. The Committee will review its terms of reference at least once every three years and recommend any changes to the Board of Governors.

Timetable

- A. The meeting schedule will be set in September for the year. Changes to scheduled meeting times will be approved by the Chair. Every effort will be made to ensure adequate notice of any change to the meeting schedule.
- B. Meeting will be held in the Boardroom of Komoux Hall unless another meeting location is scheduled in advance. Committee members may join the meeting by conference call.

**TERMS OF REFERENCE
NORTH ISLAND COLLEGE BOARD
FINANCE AND AUDIT COMMITTEE**

Purpose

The Finance and Audit Committee is a standing committee of the Board established to assist the Board in meeting its financial accountability and oversight responsibilities and its statutory obligations under the College and Institute Act.

Composition and Operations

- A. The Committee is composed of at least three Board members, ~~with a minimum at least of two members of who have whom have~~ been appointed by the Provincial Government. The Board ~~shall will~~ confirm appointments to the Committee, ~~and the The~~ Chair of the Committee will be appointed by the Chair of the Board. All appointments to the Committee are for a term of one year. Re-appointments are permitted.
- B. In order to fulfill their responsibilities, Committee members ~~shall will~~ be financially literate and sufficiently versed in financial matters to understand public sector accounting practices, budget development and major judgments involved in preparing financial statements ~~and budget development~~. At least one member ~~shall will~~ have an accounting designation or a strong background in finance, accounting and/or auditing.
- C. A majority of members ~~shall will~~ constitute quorum.
- D. The President, ~~the~~ Vice President, Finance and ~~Facilities College Services, the~~ Director, Finance and the Executive Assistant to the Board will be resources to the Committee and ~~shall will~~, as directed by the Committee, attend meetings of the Committee.
- ~~E. With prior approval of the Board Chair, the Committee may engage independent advisors or consultants, other than the appointed auditor to assist the Committee in fulfilling its duties as may be deemed necessary.~~

Commented [RR1]: Based on the other two TORs, this sentence should read: The Board will appoint a Finance and Audit Committee of not less than three Board Members, with a minimum of two appointed Board Members of the College."

Duties and Responsibilities

Management is responsible for financial management and reporting, risk management and internal controls of the College. The Committee's role is one of oversight.

The Committee has the responsibility ~~tefor~~:

Financial Reporting

- A. Recommend and deliver reports to the Board of Governors ~~in the following areas~~:
- ~~B.~~ For approval:
- Annual consolidated budget
 - Annual audited financial statements
 - Annual financial information act requirements
 - Appointment of auditors

Commented [RR2]: B. Minaker: I don't think that the board chair is authorized to approve the hiring of consultants"

Commented [RR3R2]: Moved "Appointment of independent advisors" to Financial Reporting/For approval

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- Appointment of investment manager
 - Appointment of independent advisors as needed
 - Financial policies and banking resolutions requiring Board approval
 - Min matters of acquisition or disposal of real property including facility leases
- G. For information:
- Quarterly financial statements, reports and forecasts
 - Significant financial planning, management and reporting issues
 - Reports from auditors and administration on internal control issues, risk management and other matters within the mandate of the Committee.
- D-B. Conduct or authorize investigations into any matters within the Committee's scope of responsibilities.
- E-C. Review the quarterly financial statements prepared by management. Review of the statements shall will include discussion with management of results compared to budget and prior year results to provide assurance that the financial reports reflect the financial position of the College.
- F-D. Review with management any other financial reports that require Board approval.
- G-E. Meet with management prior to the presentation of the annual operating budget to the Board to review the proposed budget, including assumptions used in the preparation of the budget and ensure that potential risks have been identified and strategies developed to address those risks. Upon completion of the Committee's assessment of the budget and budgeting process, the Committee shall will be in a position to communicate its review and recommendation with respect to the budget to the Board of Governors.

Commented [RR4]: See note above

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External Audit

- A. Recommend the appointment of the external auditor to the Board.
- B. Direct the external auditor to prepare an annual auditor's report and perform other audit services and oversees the audit by:
- reviewing the terms and conditions of the audit engagement letter including the objectives and scope of the audit work;
 - reviewing materiality limits and areas of audit risk;
 - reviewing proposed staffing, timetable and fees for the audit; and
 - reviewing with the auditors the results of the annual audit examination including, but not limited to:
 - difficulties encountered or restrictions imposed by management during the annual audit;
 - significant accounting or financial reporting issues;
 - the auditor's evaluation of the College's system of internal accounting controls and procedures;
 - key management estimates material to the financial statements;
 - the post-audit or management letter containing any findings or recommendations of the external auditor including management's response

Commented [RR5]: B. Minaker is suggesting to remove this section as it doesn't fall under Duties and Responsibilities subheading but merely describes how the committee goes about preparing these reports.

Commented [RR6R5]: Not sure if the committee would like to remove these as these result into reports to the Board for either information or approval

and subsequent follow up to any identified internal accounting control weaknesses; and,

~~any other matter which the external auditors should bring to the attention of the Committee.~~

C. Meet at least once annually with the External Auditor without management present.

Commented [RR7]: B. Minaker: the introductory statement "including, but not limited to..." already allows for this

Risk Management

Periodically review and assess reports provided by management and the external auditor that provide information:

- about significant proposed changes in financial reporting and accounting policies and practices proposed by the College;
- on new or pending developments in accounting and reporting standards that may impact the College;
- confirming that the College's internal controls were assessed during the annual audit and are deemed sufficient to support production of accurate financial statements and reports; and
- on the external auditor's assessment of financial risks and uncertainties and the systems management uses to identify and manage risk and prevent financial mismanagement.

Commented [RR8]: B. Minaker: does this not say the same as the above bullet?

Investment Management

Review and report annually to the Board of Governors on the compliance with the Long-Term Investments policy including but not limited to:

- an annual review of the Long-Term Investment policy;
- review of the performance of the investment manager to ensure that the investments are being managed in accordance with the Long-Term Investment Policy; and
- periodically recommend the (re-)appointment or replacement of the investment manager.

Commented [RR9]: B. Minaker: is this in policy? If so, doesn't need to be stated here.

Commented [RR10R9]: College policy 6:15 "Long Term Investments Policy" only provides for duration of appointment, nothing on the reappointment or replacement of investment manager

Accountability

- A. The Committee ~~shall~~will maintain minutes of all meetings and report to ~~general~~the regular or in-camera meetings of the Board of Governors as appropriate.
- B. The Committee will review its terms of reference at least once every three years and recommend any changes to the Board of Governors.

Timetable

- A. The meeting schedule will be set in September for the year. Changes to scheduled meeting times will be approved by the Chair. Every effort will be made to ensure adequate notice of any change to the meeting schedule.
- B. Meeting will be held in the Boardroom of Komoux Hall unless another meeting location is scheduled in advance. Committee members may join the meeting by conference call.



NIC PRESIDENT'S REPORT

to the BOARD OF GOVERNORS

May 22 - June 10, 2021

FIRST 60 DAYS

With the Board of Governors' approval of BUILD 2026, the College's new strategic plan, on May 27, 2021, work has focused on the plan's implementation. With spring, spring and summer enrolment, and planning for many more students and employees on campus in the fall. The following report represents my thoughts and goals for these and other areas.

BUILD 2026 Implementation & Organizational Review

Much of my work in the past month has been mapping the College's new leadership structure to ensure NIC has the right positions in place to achieve the ambitious vision set out in BUILD 2026.

The new team directly reporting to me of three vice presidents, an associate vice president, and two directors, creates organizational capacity to name leads and teams for each of BUILD's focus areas in the coming weeks.

A celebration of BUILD 2026 in September will hopefully include the announcement of a new Vice President, Academic and Director, Public Affairs & Communications, information about supporting administrative roles as well details about the leads and teams BUILD 2026's nine integrated strategies.

BUILD 2026 strategies are now being coordinated with the outcomes in the Indigenization

GRADUATION 2021



Congratulations to NIC's graduates, who have worked so hard this year to accomplish their goals. To see my video message to the graduating class, visit (<https://youtu.be/f9-hSbaPvqU>).

Plan. With the support of the Indigenous Education Council and Kelly Shopland, Executive Director, Indigenous Education, the plans will be co-launched on June 21, National Indigenous Peoples Day.

We hope to bring people from all campuses together in late August to review BUILD 2026 and the organizational restructure, as well as new initiatives for the year ahead.

Indigenous Reconciliation

The Tk'emlúps te Secwépemc First Nation finding of unmarked graves at the former Kamloops residential school, is a reminder of the colonial violence toward Indigenous peoples, enacted through residential schools across Canada.

NIC's commitment to Indigenous Nations and students in the region will be rising to our own responsibilities and in supporting and building relationships with the Indigenous Education Council and Indigenous students, as part of the initiatives of NIC's Indigenization Plan.

Under the leadership of Ken Crewe, Associate Vice President, People Equity and Inclusion, and Tony Bellavia, NIC's Interim Vice President Academic, NIC is determining how we can best provide employee competency training. Our work together starts with a Board education session in September and a joint in-person meeting with the Indigenous Education Council in October.



NIC PRESIDENT'S REPORT

to the BOARD OF GOVERNORS

May 22 - June 10, 2021

FIRST 60 DAYS (CONT'D)

Spring & Summer Enrolments

As of June 4, 2021, NIC's spring and summer enrolments are up 2% from the same time last year with 1,013 students enrolled. This has been led by a 9% increase in domestic student enrolment and continued low international enrolment, which was down by 25% in the same period.

The largest increases are in Health Care Assistant programming, Carpentry Apprenticeship, Adult Basic Education and two Continuing Education and Training programs (Activity Assistant and Animal Care Aide), which did not run last spring. New Employment Transition Grounds and Custodial Assistant programming at the Port Alberni campus, as well as Occupational Skills Training, will see higher enrolment there.

However, most NIC courses and programs continue to be delivered digitally. While I expect to see more students on campus and fewer fluctuations in enrolment as pandemic restrictions lift, digital delivery will continue to provide important access for many Indigenous, remote, and working students, as well as those with young children.

Graduation 2021

Graduation has always been one of the most moving and significant times of year for students and employees.

This year, recognize the enormous challenges NIC students have overcome as they accomplished their



My thanks to the many NIC employees who have supported students throughout the past year. Your dedication and support has not gone unnoticed.

educational goals. Each student's ability to adapt and focus shows they are already leaders in their communities. Each one represents success, resiliency and an ability to thrive in times of immense change.

While there are no traditional ceremonies this year, the College is celebrating student achievements with photos, campus signage, a virtual graduation page featuring video messages, and an opportunity for NIC employees and board members to congratulate (<https://www.kudoboard.com/boards/dLTKviW2>) to graduates.

Deputy Minister Meeting

On May 31, Deputy Minister Shannon Baskerville updated post-secondary presidents on the BC Restart Plan and the Go Forward Guidelines. This

meeting confirmed our planning for in-person program delivery this fall, in combination with digital delivery, to support students and communities in continuing their learning.

Fall Return to Campus

I look forward to welcoming employees and students back to campus this fall. A committee of NIC employees, students and union representatives are planning for full in-person classes to proceed, as directed by the province. As vaccination rates climb, welcome back events for students and employees are being planned at each campus.

A digital meeting to update employees and hear questions is planned at the end of June.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
June 17, 2021

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

AGENDA ITEM: **Regular Meeting**
4.2.1 F20/21 Financial Statements (*attachment*)

Background:

North Island College's financial statements for the year ended March 31, 2021 are now complete and have been audited by KPMG. Staff at KPMG have prepared their Audit Findings Report, which is included as an information item in the board package.

The financial statements and audit finding report were presented to the Finance and Audit Committee at its meeting of June 4th. KPMG attended the June 4th meeting to walk through the Audit Findings Report and answer questions the committee had regarding the contents.

The financial statements for 2020/21 show a deficit of \$1,613,695 caused by the impacts of the pandemic. The key areas impacted by the pandemic were Tuition and Student Fee Revenue, and Sales of Goods and Services, which decreased by a combined \$3.2 million. Overall, NIC reduced costs in FY 20/21 by \$1.538 million, but it was not enough to fully eliminate the deficit.

While NIC was able to reduce costs overall by \$1.538M, there were areas where costs increased as a result of the pandemic. The main area is equipment costs, which increased by \$0.529 million. This mainly reflects technology-related investments to support digital program-delivery.

The financial statements include comparatives for FY 19/20 which show a deficit of \$0.911 million. The deficit from the prior year relate to issues that were either one-time in nature or were addressed in the budget for FY 20/21. In other words, they weren't issues that carried forward, they have been addressed and don't cause deficit pressure in future years. The deficit for FY 19/20 was approved by the Ministry.

Action:

For approval

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2021.

**NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the year ended March 31, 2021**

North Island College
Index to the Financial Statements
For the year ended March 31, 2021

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STATEMENT OF MANAGEMENT RESPONSIBILITY

INDEPENDENT AUDITORS' REPORT

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North Island College
Statement of Financial Position
As at March 31, 2021 with comparative information for 2020

	Note	2021	2020
Financial assets			
Cash and cash equivalents		\$ 3,139,753	\$ 2,470,219
Accounts receivable		1,276,498	457,258
Due from government organizations	3	1,248,200	1,376,126
Inventories held for resale		260,231	269,079
Assets held for sale	9	583,511	-
Portfolio investments	4	<u>16,877,118</u>	<u>14,880,723</u>
		23,385,311	19,453,405
Liabilities			
Accounts payable and accrued liabilities	5	9,202,642	9,281,633
Due to government organizations	3	114,513	300,865
Employee future benefits	6	582,559	437,680
Leasehold inducements	16	371,321	368,392
Deferred revenue		2,154,559	1,941,038
Deferred contributions	7	12,720,427	10,090,405
Deferred capital contributions	8	<u>38,725,349</u>	<u>39,302,068</u>
		63,871,370	61,722,081
Net debt		(40,486,059)	(42,268,676)
Non-financial assets			
Tangible capital assets	9	46,964,794	48,694,099
Prepaid expenses		<u>490,592</u>	<u>214,757</u>
		47,455,386	48,908,856
Accumulated surplus		<u>\$ 6,969,327</u>	<u>\$ 6,640,180</u>
Accumulated surplus is comprised of:			
Accumulated surplus		\$ 5,426,114	\$ 7,039,809
Accumulated remeasurement gains (losses)		<u>1,543,213</u>	<u>(399,629)</u>
		<u>\$ 6,969,327</u>	<u>\$ 6,640,180</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

Eric Mosley,
Chair of the Board of Governors

Colin Fowler,
Vice President, Finance and Facilities

North Island College
Statement of Operations and Accumulated Surplus
For the year ended March 31, 2021 with comparative information for 2020

	Note	Budget 2021 Note 2(k)	2021	2020
Revenue				
Province of British Columbia		\$ 34,099,689	\$ 32,014,939	\$ 30,906,898
Government of Canada grants		725,963	311,642	272,410
Tuition and student fees		12,793,520	10,387,895	12,893,094
Contract services		280,083	907,508	1,062,820
Sales of goods and services		1,478,000	767,529	1,467,377
Investment income		543,350	739,108	1,080,917
Other income		450,900	682,973	886,648
Revenue recognized from deferred capital contributions	8	<u>2,911,442</u>	<u>3,395,096</u>	<u>2,876,282</u>
		53,282,947	49,206,690	51,446,446
Expenses (Schedule 1)				
Instructional and non-sponsored research		50,229,536	48,418,976	49,549,743
Ancillary services		1,376,318	1,033,703	1,574,525
Sponsored research		686,794	326,658	199,446
Special purpose		<u>990,299</u>	<u>1,041,048</u>	<u>1,034,147</u>
		53,282,947	50,820,385	52,357,861
Deficit for the year		-	(1,613,695)	(911,415)
Accumulated surplus, beginning of year		<u>7,039,809</u>	<u>7,039,809</u>	<u>7,951,224</u>
Accumulated surplus, end of year		<u>\$ 7,039,809</u>	<u>\$ 5,426,114</u>	<u>\$ 7,039,809</u>

See accompanying notes to the financial statements

North Island College
Statement of Changes in Net Debt
For the year ended March 31, 2021 with comparative information for 2020

	Budget 2021 Note 2(k)	2021	2020
Deficit for the year	\$ -	\$ (1,613,695)	\$ (911,415)
Acquisition of tangible capital assets	-	(2,854,446)	(9,702,160)
Net transfer to assets held for resale	-	583,511	-
Amortization of tangible capital assets	3,590,370	4,000,240	3,344,446
Gain on sale of tangible capital assets	-	-	(61,795)
Proceeds on sale of tangible capital assets	<u>-</u>	<u>-</u>	<u>66,700</u>
	3,590,370	1,729,305	(6,352,809)
Acquisition of prepaid expenses	-	(505,878)	(206,706)
Use of prepaid expenses	<u>-</u>	<u>230,043</u>	<u>125,717</u>
	-	(275,835)	(80,989)
Net remeasurement losses	<u>-</u>	<u>1,942,842</u>	<u>(1,606,181)</u>
Change in net debt	3,590,370	1,782,617	(8,951,394)
Net debt, beginning of year	<u>(42,268,676)</u>	<u>(42,268,676)</u>	<u>(33,317,282)</u>
Net debt, end of year	<u>\$ (38,678,306)</u>	<u>\$ (40,486,059)</u>	<u>\$ (42,268,676)</u>

See accompanying notes to the financial statements

North Island College
Statement of Remeasurement Gains and Losses
For the year ended March 31, 2021 with comparative information for 2020

	2021	2020
Accumulated remeasurement gains(losses), beginning of year	\$ (399,629)	\$ 1,206,552
Unrealized gains (losses) attributed to:		
Portfolio investments	2,091,941	(1,116,303)
Amounts reclassified to the statement of operations:		
Realized gains on pooled funds	<u>(149,099)</u>	<u>(489,878)</u>
Net remeasurement gains (losses) for the year	<u>1,942,842</u>	<u>(1,606,181)</u>
Accumulated remeasurement gains (losses), end of year	<u>\$ 1,543,213</u>	<u>\$ (399,629)</u>

See accompanying notes to the financial statements

North Island College
Statement of Cash Flows
For the year ended March 31, 2021 with comparative information for 2020

	2021	2020
Cash provided by (used in):		
Operations		
Deficit for the year	\$ (1,613,695)	\$ (911,415)
Items not involving cash:		
Amortization of tangible capital assets	4,000,240	3,344,446
Revenue recognized from deferred capital contributions	(3,395,096)	(2,876,282)
Change in employee future benefits	144,879	(79,630)
Change in lease inducements	2,929	(71,394)
Gain on sale of tangible capital assets	-	(61,795)
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	(819,240)	379,296
Decrease in due from government organizations	127,926	657,418
Increase in prepaid expenses	(275,835)	(80,989)
Decrease in inventories held for resale	8,848	78,262
Increase (decrease) in accounts payable and accrued liabilities	(78,991)	551,891
Decrease in due to government organizations	(186,352)	(333,965)
Increase (decrease) in deferred revenue	213,521	(400,315)
Increase (decrease) in deferred contributions	<u>2,630,022</u>	<u>(2,495,770)</u>
Net change in cash from operating activities	759,156	(2,300,242)
Capital activities		
Cash used to acquire tangible capital assets	(2,854,446)	(9,702,160)
Increase in deferred capital contributions	2,818,377	5,337,304
Proceeds on disposal of tangible capital assets	<u>-</u>	<u>66,700</u>
Net change in cash from capital activities	(36,069)	(4,298,156)
Investing activities		
Decrease (increase) in portfolio investments	<u>(53,553)</u>	<u>3,805,051</u>
Net change in cash from investing activities	(53,553)	3,805,051
Net change in cash and cash equivalents	669,534	(2,793,347)
Cash and cash equivalents, beginning of year	<u>2,470,219</u>	<u>5,263,566</u>
Cash and cash equivalents, end of year	<u><u>\$ 3,139,753</u></u>	<u><u>\$ 2,470,219</u></u>

See accompanying notes to the financial statements

North Island College

Notes to the Financial Statements

Year ended March 31, 2021

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, 2021

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, 2021

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 and landfill sites, 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, 2021

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 plan is accounted for as a defined contribution plan and any contributions of the College to the plan are expensed as incurred.

Sick leave benefits are also available to the College's employees. The costs of these benefits are actuarially determined based on service and best estimates of retirement ages and expected future salary and wage increases. The obligation under these benefit plans are accrued based on projected benefits as the employees render services necessary to earn the future benefits.

(g) Revenue recognition

Tuition and student fees and sales of goods and services are reported as revenue at the time the services are provided or the products are delivered, and collection is reasonably assured.

Unrestricted donations and grants are recorded as revenue when receivable if the amounts can be estimated and collection is reasonably assured.

Restricted donations and grants are reported as revenue depending on the nature of the restrictions on the use of the funds by the contributors as set out in note 2(a).

The College leases certain land properties to third parties for a period of 99 years. Cash received from land leases is deferred and amortized to revenue on a straight-line basis over the term of the lease.

Investment income includes interest recorded on an accrual basis and dividends recorded as declared, realized gains and losses on the sale of investments, and writedowns on investments where the loss in value is determined to be other-than-temporary.

(h) Measurement uncertainty

(i) Use of estimates: The preparation of financial statements in accordance with Canadian public sector accounting standards requires management to make estimates and assumptions that affect the reported amounts of assets, liabilities, and related disclosures. Key areas where management has made estimates and assumptions include those related to the fair value of financial instruments, useful life of tangible capital assets and the present value of employee future benefits and commitments. Where actual results differ from these estimates and assumptions, the impact will be recorded in future periods when the difference becomes known.

North Island College
Notes to the Financial Statements
Year ended March 31, 2021

2 Summary of significant accounting policies (continued)

(ii) COVID-19: On March 11, 2020, the COVID-19 outbreak was declared a pandemic by the World Health Organization. This resulted in governments worldwide, including the Canadian federal and provincial governments, enacting emergency measures to combat the spread of the virus. The economic conditions and the College's response to the pandemic had a material impact on the College's operating results and financial position for the fiscal year ended March 31, 2021. The situation is dynamic and the ultimate duration and magnitude of the impact on the economy and the financial effect on the College is not known at this time.

(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 2020-2021 Budget approved by the Board of Governors of North Island College on April 23, 2020.

Budget figures are presented only for information purposes.

3 Due from and to government organizations

Due from:	2021	2020
Federal government	\$ 3,898	\$ 608
Provincial government	983,882	1,299,647
Other government organizations	<u>260,420</u>	<u>75,871</u>
	<u>\$ 1,248,200</u>	<u>\$ 1,376,126</u>
Due to:	2021	2020
Federal government	\$ 75,895	\$ 46,299
Provincial government	18,686	201,942
Other government organizations	<u>19,932</u>	<u>52,624</u>
	<u>\$ 114,513</u>	<u>\$ 300,865</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2021

4 Portfolio investments

Portfolio investments are recorded at fair value and are comprised of the following:

	2021	2020
Fixed income	\$ 600,112	\$ 781,541
Pooled bond funds	8,156,904	6,853,105
Pooled equity funds	<u>8,120,102</u>	<u>7,246,077</u>
	<u>\$ 16,877,118</u>	<u>\$ 14,880,723</u>

5 Accounts payable and accrued liabilities

	2021	2020
Trade payables	\$ 1,211,424	\$ 1,592,591
Salaries and benefits payable	1,186,590	940,327
Accrued leaves payable	3,300,071	3,407,588
Other payables and accrued liabilities	<u>3,504,557</u>	<u>3,341,126</u>
	<u>\$ 9,202,642</u>	<u>\$ 9,281,632</u>

6 Employee future benefits

(a) Pension benefits:

The College and its employees contribute to the College Pension Plan and the Municipal Pension Plan (jointly trustee pension plans). The boards of trustees for these plans, representing plan members and employers, are responsible for administering the pension plans, including investing assets and administering benefits. The plans are multi-employer defined benefit pension plans. Basic pension benefits are based on a formula. As at August 31, 2019, the College Pension Plan has about 15,000 active members, and approximately 9,000 retired members. As at December 31, 2019, the Municipal Pension Plan has about 213,000 active members, including approximately 6,000 from colleges.

Every three years, an actuarial valuation is performed to assess the financial position of the plans and adequacy of plan funding. The actuary determines an appropriate combined employer and member contribution rate to fund the plans. The actuary's calculated contribution rate is based on the entry-age normal cost method, which produces the long-term rate of member and employer contributions sufficient to provide benefits for average future entrants to the plans. This rate may be adjusted for the amortization of any actuarial funding surplus and will be adjusted for the amortization of any unfunded actuarial liability.

The most recent actuarial valuation for the College Pension Plan as at August 31, 2018, indicated a \$303 million surplus for basic pension benefits on a going concern basis.

North Island College
Notes to the Financial Statements
Year ended March 31, 2021

6 Employee future benefits (continued)

The most recent valuation for the Municipal Pension Plan as at December 31, 2018, indicated a \$2,866 million funding surplus for basic pension benefits on a going concern basis.

The College paid \$2,556,788 for employer contributions to the plans in fiscal 2021 (2020: \$2,698,207).

The next valuation for the College Pension Plan will be as at August 31, 2021 with results available in 2022. The next valuation for the Municipal Pension Plan will be December 31, 2021, with results available in 2022.

Employers participating in the plans record their pension expense as the amount of employer contributions made during the fiscal year (defined contribution pension plan accounting). This is because the plans record accrued liabilities and accrued assets for each plan in aggregate, resulting in no consistent and reliable basis for allocating the obligation, assets and cost to individual employers participating in the plans.

(b) Other benefits:

	2021	2020
Severance	\$ 509,559	\$ 364,680
Accumulated sick leave benefit	<u>73,000</u>	<u>73,000</u>
	<u>\$ 582,559</u>	<u>\$ 437,680</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, 2021

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:

	2021		
	Land Sale	Other	Total
Balance, beginning of year	\$ 3,961,144	\$ 6,129,261	\$ 10,090,405
Contributions received	-	11,431,257	11,431,257
Revenue recognized	-	<u>(8,801,235)</u>	<u>(8,801,235)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 8,759,283</u>	<u>\$ 12,720,427</u>
	2020		
	Land Sale	Other	Total
Balance, beginning of year	\$ 3,961,144	\$ 8,625,031	\$ 12,586,175
Contributions received	-	8,619,910	8,619,910
Transfers	-	(1,878,755)	(1,878,755)
Revenue recognized	-	<u>(9,236,925)</u>	<u>(9,236,925)</u>
Balance, end of year	<u>\$ 3,961,144</u>	<u>\$ 6,129,261</u>	<u>\$ 10,090,405</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:

	2021	2020
Balance, beginning of year	\$ 39,302,068	\$ 36,841,046
Contributions received during the year - cash	2,818,377	3,458,549
Transfers	-	1,878,755
Revenue recognized from deferred capital contributions	<u>(3,395,096)</u>	<u>(2,876,282)</u>
Balance, end of year	<u>\$ 38,725,349</u>	<u>\$ 39,302,068</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2021

9 Tangible capital assets

Cost	Mar 31, 2020	Additions	Transfers	Disposals	Mar 31, 2021
Land	\$ 457,919	\$ -	\$ (130,000)	\$ -	\$ 327,919
Site improvements	2,569,590	-	(7,554)	-	2,562,036
Buildings	82,787,992	605,809	(1,806,574)	-	81,587,227
Furniture & equipment	4,667,961	982,769	-	(221,327)	5,429,403
Software & licences	34,138	-	-	(9,686)	24,452
Computer equipment	1,030,383	157,664	-	-	1,188,047
Leasehold improvements	2,199,271	-	-	-	2,199,271
Vehicles	570,378	-	-	(56,708)	513,670
Library books	466,991	33,124	-	(42,748)	457,367
Assets under construction	883,404	1,075,080	(207,520)	-	1,750,964
Total	\$ 95,668,027	\$ 2,854,446	\$ (2,151,648)	\$ (330,469)	\$ 96,040,356

Accumulated amortization	Mar 31, 2020	Amortization	Transfers	Disposals	Mar 31, 2021
Site improvements	\$ 2,279,610	\$ 70,312	\$ (7,554)	\$ -	\$ 2,342,368
Buildings	41,211,104	2,326,820	(1,560,583)	-	41,977,341
Furniture & equipment	1,834,076	948,755	-	(221,327)	2,561,504
Software & licences	28,074	4,057	-	(9,686)	22,445
Computer equipment	541,571	239,571	-	-	781,142
Leasehold improvements	480,818	270,687	-	-	751,505
Vehicles	339,077	98,919	-	(56,708)	381,288
Library books	259,598	41,119	-	(42,748)	257,969
Total	\$ 46,973,928	\$ 4,000,240	\$ (1,568,137)	\$ (330,469)	\$ 49,075,562

	Net Book Value Mar 31, 2020	Net Book Value Mar 31, 2021
Land	\$ 457,919	\$ 327,919
Site improvements	289,980	219,668
Buildings	41,576,888	39,609,886
Furniture & equipment	2,833,885	2,867,899
Software & licences	6,064	2,007
Computer equipment	488,812	406,905
Leasehold improvements	1,718,453	1,447,766
Vehicles	231,301	132,382
Library books	207,393	199,398
Assets under construction	883,404	1,750,964
Total	\$ 48,694,099	\$ 46,964,794

North Island College
Notes to the Financial Statements
Year ended March 31, 2021

9 Tangible capital assets (continued)

Cost	Mar 31, 2019		Additions		Transfers		Disposals		Mar 31, 2020	
Land	\$	457,919	\$	-	\$	-	\$	-	\$	457,919
Site improvements		2,404,933		-		164,657		-		2,569,590
Buildings		58,555,256		285,675		23,947,061		-		82,787,992
Furniture & equipment		2,923,338		1,215,605		861,603		(332,585)		4,667,961
Software & licences		30,997		3,141		-		-		34,138
Computer equipment		1,121,541		158,051		-		(249,209)		1,030,383
Leasehold improvements		1,631,007		17,029		551,235		-		2,199,271
Vehicles		577,386		-		-		(7,008)		570,378
Library books		471,160		39,493		-		(43,662)		466,991
Assets under construction		<u>18,424,794</u>		<u>7,983,166</u>		<u>(25,524,556)</u>		<u>-</u>		<u>883,404</u>
Total	\$	<u>86,598,331</u>	\$	<u>9,702,160</u>	\$	<u>-</u>	\$	<u>(632,464)</u>	\$	<u>95,668,027</u>

Accumulated amortization	Mar 31, 2019		Amortization		Disposals		Mar 31, 2020		
Site improvements	\$	2,206,645	\$	72,965		\$	-	\$	2,279,610
Buildings		39,185,757		2,025,347		-		-	41,211,104
Furniture & equipment		1,500,472		666,189		(332,585)		-	1,834,076
Software & licences		19,705		8,369		-		-	28,074
Computer equipment		596,136		194,644		(249,209)		-	541,571
Leasehold improvements		259,065		221,753		-		-	480,818
Vehicles		228,049		113,130		(2,102)		-	339,077
Library books		<u>261,212</u>		<u>42,049</u>		<u>(43,663)</u>		<u>-</u>	<u>259,598</u>
Total	\$	<u>44,257,041</u>	\$	<u>3,344,446</u>		\$	<u>(627,559)</u>	\$	<u>46,973,928</u>

	Net Book Value		Net Book Value	
	Mar 31, 2019		Mar 31, 2020	
Land	\$	457,919	\$	457,919
Site improvements		198,288		289,980
Buildings		19,369,499		41,576,888
Furniture & equipment		1,422,866		2,833,885
Software & licences		11,292		6,064
Computer equipment		525,405		488,812
Leasehold improvements		1,371,942		1,718,453
Vehicles		349,337		231,301
Library books		209,948		207,393
Assets under construction		<u>18,424,794</u>		<u>883,404</u>
Total	\$	<u>42,341,290</u>	\$	<u>48,694,099</u>

North Island College
Notes to the Financial Statements
Year ended March 31, 2021

9 Tangible capital assets (continued)

(a) Assets under construction

Assets under construction having a value of \$1,750,964 (2020: \$883,404) have not been amortized. Amortization of these assets will commence when the asset is available for productive use.

(b) Assets for resale

The College intends to list for sale the Campbell River campus property located on Vigar Road. The sale is expected to be complete within one year. The net book value of the property is \$583,511 and this has been transferred from tangible capital assets to assets held for sale as at March 31, 2021.

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, 2021 the amount of allowance for doubtful debts was \$177,063 (2020: \$147,342), 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, 2021

10 Financial risk management (continued)

Interest rate risk is the risk that the fair value of future cash flows of a financial instrument will fluctuate because of changes in the market interest rates.

It is management's opinion that the College is not exposed to significant market or interest rate risk arising from its financial instruments.

(c) Liquidity risk

Liquidity risk is the risk that the College will not be able to meet its financial obligations as they become due.

The College manages liquidity risk by continually monitoring actual and forecasted cash flows from operations, anticipated investing, and financial activities to ensure that its financial obligations are met.

(d) Foreign exchange risk

The College has not entered into any agreements or purchased any foreign currency hedging arrangements to hedge possible currency risks, as management believes that the foreign exchange risk derived from currency conversions is not significant. The foreign currency financial instruments are short-term in nature and do not give rise to significant foreign currency risk.

11 Contractual obligations

The nature of the College's activities can result in multiyear contracts and obligations whereby the College will be committed to make future payments. Significant contractual obligations related to operations that can be reasonably estimated are as follows:

	Port Alberni Campus	St. Joe's Campus	Port Hardy Campus	Total
2022	\$ 127,627	\$ 91,140	\$ 156,813	\$ 375,580
2023	127,627	91,140	65,339	284,106
2024	<u>127,627</u>	<u>7,595</u>	<u>-</u>	<u>135,222</u>
Total contractual obligations	<u>\$ 382,881</u>	<u>\$ 189,875</u>	<u>\$ 222,152</u>	<u>\$ 794,908</u>

12 Contingent liabilities

The College may, from time to time, be involved in legal proceedings, claims, and litigation that arise in the normal course of business. In the event that any such claims or litigation are resolved against the College, such outcomes or resolutions could have a material effect on the business, financial condition, or results of operations of the College. At March 31, 2021 there are no outstanding claims.

North Island College
Notes to the Financial Statements
Year ended March 31, 2021

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, 2021 accounts receivable of the College included \$109,530 due from the Foundation. At March 31, 2020 accounts payable of the College included \$505,653 due to the Foundation.

	2021	2020
Bursaries	\$ 492,055	\$ 531,265
Donations and other	416,888	994,013
Gifts-in-kind	<u>2,020</u>	<u>12,225</u>
Foundation contributions to the College	<u>\$ 910,963</u>	<u>\$ 1,537,503</u>
College contributions to the Foundation	<u>\$ 4,060</u>	<u>106,359</u>

14 Contractual rights

The College has entered into multi-year contracts with the Province of British Columbia that entitles the College to receive the following amounts:

	Port Alberni Campus	St. Joe's Campus	Port Hardy Campus	Total
2022	\$ 127,627	\$ 91,140	\$ 156,813	\$ 375,580
2022	127,627	91,140	65,339	284,106
2024	<u>127,627</u>	<u>7,595</u>	<u>-</u>	<u>135,222</u>
Total contractual rights	<u>\$ 382,881</u>	<u>\$ 189,875</u>	<u>\$ 222,152</u>	<u>\$ 794,908</u>

15 Lease inducement

In September 2017, the College entered into a 5 year renewable lease for premises located in Port Hardy. In conjunction with the lease, the landlord financed \$500,000 of the improvements to be repaid by the College over 10 years. The amount is funded by the Province over the term of the lease.

North Island College
Schedule 1 - Schedule of Expenses by Object
For the year ended March 31, 2021 with comparative information for 2020

Expenses	Budget 2021	2021	2020
Salaries and benefits	\$ 37,962,501	\$ 35,369,855	\$ 35,252,057
Other personnel costs	708,731	872,205	953,140
Advertising and promotion	744,989	382,465	826,837
Books and periodicals	288,123	289,746	252,415
Cost of goods sold	999,150	540,028	1,041,549
Equipment costs	1,234,312	2,135,715	1,606,223
Facility costs	2,577,977	3,284,910	3,682,867
Financial service charges	232,695	277,960	262,271
General fees and services	1,833,265	1,364,191	1,777,485
Student awards	883,615	821,881	813,986
Supplies and general expenses	1,230,057	1,169,825	1,499,349
Travel	763,662	96,408	727,981
Grant transfers	233,500	210,896	210,896
Donations to NIC Foundation	-	4,060	106,359
Amortization of tangible capital assets	3,590,370	4,000,240	3,344,446
	<u>\$ 53,282,947</u>	<u>\$ 50,820,385</u>	<u>\$ 52,357,861</u>

Education Council Chair Report

June 2021

EDCO met on May 7th.

I met with SET on May 11th regarding changes to Policies 333 and 414.

On May 14th I attended the Planning and Standards Committee.

On May 21st I attended the Curriculum Committee meeting.

On May 28th I attended the Future Jobs presentation organized by Alix Carrel and the Department Chair Working Group.

On June 1 I attended the Academic Governance Committee semi-annual meeting.

EDCO has approved the following:

NEW COURSES:

- WXT 110
- NUR 108
- NUR 109
- NUR 118
- NUR 119
- NUR 207
- NUR 209
- NUR 217
- NUR 219
- NUR 308
- NUR 309

PROGRAM REVISION:

Bachelor of Science, Nursing

COURSE DEACTIVATIONS:

- NUR 105
- NUR 115
- NUR 206
- NUR 216
- NUR 306

EDCO also reviewed the strategic plan, BUILD 2026 as presented by the president, Lisa Domae and provided feedback.

Respectfully submitted

Wilma Gus

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 the college's campuses are situated.

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INDEPENDENT AUDITORS' REPORT

*To the Board of Governors of North Island College, and
To the Minister of Advanced Education, Skills and Training, 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, 2021
- 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, 2021 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 "**Auditors' Responsibilities for the Audit of the Financial Statements**" section of our auditors' 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.

Auditors' 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 auditors' 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 auditors' 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 auditors' 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

Date
Victoria, Canada

North Island College

Audit Findings Report for the year ended March 31,
2021

Prepared for the Finance and Audit
Committee meeting on June 5, 2021

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This Audit Findings Report is intended solely for the information and use of Management, the Finance and Audit Committee, and the Board of Governor's 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 Audit Findings 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.

At KPMG, we are **passionate** about earning your **trust**. We take deep **personal accountability**, individually and as a team, to deliver **exceptional service and value** in all our dealings with you.

At the end of the day, we measure our success from the **only perspective that matters – yours**.



KPMG contacts

The contacts at KPMG in connection with this report are:



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Lead Audit Engagement Partner

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Manager

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The KPMG team will be led by Liette Bates-Eamer.

She will be supported by Julie Robinson, Manager.

Subject matter experts will be involved where required to ensure our approach is appropriate and robust.

We are committed to transparent and thorough reporting of issues to management and the Finance and Audit Committee.

Executive summary

Purpose of this report

The purpose¹ of this Audit Findings Report is to assist you, as a member of the Finance and Audit Committee, in your review of the results of our audit of the financial statements of North Island College as at and for the year ended March 31, 2021. This Audit Findings Report builds on the Audit Plan we presented to you on January 8, 2021.

What's new in fiscal 2021

There have been changes in fiscal 2021 which impacted financial reporting and our audit:

- COVID-19 pandemic – See page 5
- New auditing standard for estimates – See page 6

Changes from the audit plan

There have been no significant changes regarding our audit from the Audit Planning Report previously presented to you.

Finalizing the audit

As of the date of this report, we have completed the audit of the financial statements, with the exception of certain remaining procedures, which include:

- Completing our discussions with the Finance and Audit Committee;
- Completing our subsequent events procedures up to the date of the audit report;
- Obtaining the signed management representation letter;

- Obtaining evidence of the Board's approval of the financial statements.
- We will update the Finance and Audit Committee, on significant matters, if any, arising from the completion of the audit, including the completion of the above procedures. Our auditors' report will be dated upon the completion of any remaining procedures.

Materiality

As previously communicated, materiality has been determined based on estimated total revenue. We have determined materiality to be \$1,100,000 for the year ended March 31, 2021.

Audit risks and areas of audit focus

We discussed with you in our audit planning report the financial reporting risk related to management override. This is a presumed risk in accordance with professional standards. The risk has been addressed in our audit with no issues identified.

We have also discussed other areas of audit focus with you. We report on the results of our audit procedures to address these areas of audit focus in this report.

¹ This Audit Findings Report should not be used for any other purpose or by anyone other than the Finance and Audit Committee. KPMG shall have no responsibility or liability for loss or damages or claims, if any, to or by any third party as this Audit Findings 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.

Adjustments and differences

There were 3 corrected audit differences and 3 audit differences that remain uncorrected. See page 14 and appendix 2.

Significant accounting policies and practices

There have been no initial selections of, or changes to, significant accounting policies and practices to bring to your attention.

Control and other observations

We did not identify any control deficiencies that we determined to be significant deficiencies in internal control over financial reporting.

We identified two other control deficiencies which have been discussed with management and provide an update on prior year comments.

Independence

We confirm that we are independent with respect to the College within the meaning of the relevant rules and related interpretations prescribed by the relevant professional bodies in Canada and any applicable legislation or regulation from April 1, 2020 up to the date of this report.

Current developments

Please refer to Appendix 3 for current developments in Public Sector Accounting Standards (which have not changed since we presented our plan) and thought leadership links including COVID-19 resources.

What's new in 2021

COVID-19 pandemic

Areas of impact	Key observations
NIC's financial reporting impacts	<ul style="list-style-type: none">- We considered impacts to financial reporting due to the COVID-19 pandemic. Both revenues and expenses of the College were materially impacted by the pandemic. The financial statement notes include disclosure to describe the overall situation, the impact on the College and the uncertainty the situation brings with regards to ongoing impacts on operations. We have reviewed management's note disclosure and find it to be appropriate.
NIC's internal control over financial reporting	<ul style="list-style-type: none">- There were minimal changes to internal controls over financial reporting due to COVID-19 pandemic as the College was able to maintain its existing internal controls and processes with digital authorization.
Risk assessment	<ul style="list-style-type: none">- We performed a more thorough risk assessment specifically targeted at the impacts of the COVID-19 pandemic, including an assessment of fraud risk factors (i.e., conditions or events that may be indicative of an incentive/pressure to commit fraud, opportunities to commit fraud, rationalizations of committing fraud).
Working remotely	<ul style="list-style-type: none">- We used virtual work rooms, video conferencing, and internally shared team sites to collaborate in real-time, both amongst the audit team as well as with management.- We used secure technologies to conduct walkthroughs and perform substantive tests.- We increased our professional skepticism when evaluating electronic evidence received and performed additional procedures to validate the authenticity and reliability of electronic information used as audit evidence.
Direction and supervision of the audit	<ul style="list-style-type: none">- Engagement Management and Partner were actively involved in determining the impact that the COVID-19 pandemic had on the audit (as discussed above), including the impact on the College's financial reporting and changes in the College's internal control over financial reporting.- The Engagement Management and Partner implemented new supervision processes to deal with working in a remote environment, and our audit approach allowed us to manage the audit using meaningful milestones and frequent touch points.
Substantive testing – Response	<ul style="list-style-type: none">- For those areas of the financial statements which were impacted by COVID-19 during the year (changes in tuition revenue, sales of goods and services, and salaries and benefits expense), we adapted our substantive analytical procedures to incorporate the impacts of the pandemic on these balances.

What's new in 2021 (continued)

New auditing standard

Standard	Key observations
CAS 540, Auditing Accounting Estimates and Related Disclosures	<ul style="list-style-type: none">- The new standard was applied on all estimates within the financial statements that had a risk of material misstatement due to estimation uncertainty.- The granularity and complexity of the new standard along with our interpretation of the application of that standard necessitated more planning and discussion and increased involvement of more senior members of the engagement team.- The potential for management bias was assessed.- We determined that no estimates had a risk of material misstatement due to estimation uncertainty that was greater than remote.

Audit risks

Professional requirements

Fraud risk from management override of controls.

Why is this significant?

This is a presumed fraud risk. We have not identified any specific additional risks of management override relating to this audit.

Our response

Our audit methodology incorporates the required procedures in professional standards to address this.

These procedures include:

- testing of journal entries and other adjustments;
- performing a retrospective review of estimates, and
- evaluating the business rationale of significant unusual transactions.

Significant findings

There were no issues noted in our testing.

Areas of audit focus

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
Infrastructure management	No	No estimates with a material risk of misstatement due to estimation uncertainty

Our response and significant findings

Capital expenditure

- During the year the College spent \$1.1 million on tangible capital assets under construction. These assets contributed to the Gathering Place, Student Residence, and Daycare capital projects. All projects are still underway as at March 31, 2021. A further \$1.7M in capital asset acquisitions related to buildings, furniture and equipment.
- We reviewed the treatment of the costs capitalized during the year and concur with management’s accounting treatment of recording the costs incurred as work-in-progress or capital additions. We tested a sample of capital asset additions and noted one item added in the current year that was a 2020 capital addition.
- Due to errors found in the cut-off of capital asset additions in each of the last two years, we performed additional cut-off testing of capital costs to ensure capital costs had been appropriately accrued by the College as at March 31, 2021. We identified a cut-off error related to the prior period and did not identify any cut-off errors related to the year ended March 31, 2021. No further errors were noted.
- We reviewed and verified the accuracy of the tangible capital asset continuity schedules and performed analytical procedures over amortization expense.
- We agreed capital contributions received to cash receipt, verified they were appropriately deferred and reviewed the accuracy of the release of deferred capital contributions into revenue. We reviewed the transfer of amounts from deferred contributions to deferred capital contributions and note the restricted contributions have been treated appropriately. No issues were identified.

Non-capital expenditure:

- Due to COVID-19, there were a significant number of laptops purchased to support the remote environment which were expensed during the period. In accordance with accounting standards laptops and desktop computers are capital in nature and require capitalization for financial reporting purposes. Management determined it would be inefficient to track these costs and all purchases were below the capital policy threshold of \$3,000. We note that management have followed their internal policy consistently.
- We have proposed an adjustment to capitalize the laptops, which remains unadjusted. The adjustment would defer expenditure of \$115k to future years amortization expense.
- We tested a sample of repairs and maintenance costs expensed during the year and agree the costs are appropriately reported as expenses.

Assets held for sale:

- During the year the Board approved the sale of the Vigar Road property (“the property”) and has taken the appropriate action to follow Provincial requirements to be able to market the property for sale. As such, the property has been classified as a financial asset held for sale as at March 31, 2021.
- We have proposed, and management accepted, an adjustment to reclassify the net book value of the property of \$583k to assets held for sale.

Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
<p>Procurement and Salaries & Payroll Liabilities</p> <p>Our audit procedures assess if;</p> <ul style="list-style-type: none"> - Expenses are accurately recorded in the correct period and in accordance with the financial reporting framework. - Salaries and related payroll liabilities are appropriately recognized and accurately recorded. 	No	No estimates with a material risk of misstatement due to estimation uncertainty

Our response and Significant Findings

Procurement

- We assessed expense cut-off by testing payments made after year end. No issues related to expense cut-off were identified for the March 31, 2021 year end.
- We performed analytical procedures comparing actual expenses to expectations and noted no issues.

Salaries and payroll liabilities

- We performed a predictive analytical procedure over the payroll and benefits expenses for the year to March 31, 2021 taking into account salary increases and other budgeted changes in costs. We note the payroll expense in the current period includes the retroactive wage settlements that relate to pay for the prior period. KPMG has included the impact of the timing differences in the uncorrected audit adjustments.
- We reviewed the overall payroll accrual as at March 31, 2021 and found it to be consistent with our expectation. No issues were noted.
- We performed a recalculation procedure over the employee leave accrual for the year to March 31, 2021. We noted a mathematical error that reduced the accrual by \$91k. An audit adjustment was proposed and accepted by management.
- We reviewed the assumptions and the methodology used by the College in estimating the liability for the employee future benefits, including a retrospective review of management's previous estimates. The method used by management is reasonable and consistent with the prior year.

Areas of audit focus (continued)

Area of audit focus	New or changed from Audit Planning Report?	Estimate?
<p>Revenues & Presentation in the Financial Statements</p> <p>Our audit procedures assess if;</p> <ul style="list-style-type: none"> - Revenues are accurately recorded in the correct period and in accordance with the financial reporting framework. - Presentation is appropriate and consistent with the College’s financial reporting framework 	No	No

Our response and Significant Findings

Revenues

- We selected a sample of operating and capital grant revenues for the year-end March 31, 2021 and agreed them to supporting documentation and third-party confirmations.
- We performed analytical procedures over tuition revenues based on the number of full time equivalent (“FTE”) students and increases in tuition fees approved by the Board of Governors. We found actual tuition revenues for the year ended March 31, 2021 to be consistent with our expectation.
- We reviewed the other revenue balances and performed analytical procedures and noted no issues.
- We assessed the revenue recognition policy used by management against PSAB requirements and accounting policies adopted as disclosed in the financial statements and noted no issues.

Presentation in the financial statements

- KPMG recalculated gains and losses on investments from accounting records to amounts reported on the confirmation received from the external custodian and fund manager. No discrepancies were noted, and amounts are appropriately reflected in the statement of remeasurement gains and losses.
- We reviewed board minutes to determine if all internal or external restrictions have been appropriately reported in the financial statements.
- We reviewed financial statement presentation to access consistency with PSAB requirements and the College’s adopted accounting policies

Other audit, accounting and reporting matters

Professional requirements

Annual assessment of the going concern assumption

Why is it significant

This is a required assessment, to be performed annually, regardless of the perceived financial health or sustainability of the College.

The current pandemic environment has presented enhanced risk for certain organizations/sectors.

Our audit approach

- 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 may include the following:
 - Determine if there are any conditions that cast significant doubt over the entity's ability to continue operations.
 - Assessment of management's mitigating plans should any such conditions be identified.
 - Evaluate the feasibility and reasonability of management's plans based on current facts.
 - Review the cash flow forecast for reliability of underlying data used as well as the assumptions.
 - Obtain 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 auditors' report

Significant findings

No issues or adjustments were noted as a result of our audit procedures over going concern.

–

Other audit, accounting and reporting matters (continued)

Professional requirements

Financial instrument risk disclosures

Why is it significant

The pandemic has impacted the economic environment and therefore the specific risks potentially impacting financial reporting.

Certain risks are required to be disclosed, along with the change in risk as compared to the prior year.

Our audit approach

- PS3450 Financial Instruments includes guidance for management related to the disclosure requirements for financial risks and uncertainties. In particular the risks the entity is exposed to, how the risks arise and any change in risk from the previous period reported on.
- PS3450.085 to .096 provides a list of risks to be considered as well as a definition of each. The risk listing includes credit risk, currency risk, interest rate risk, liquidity risk, market risk, other price risk.
- In fiscal 2020, management teams would have worked with their auditors to include a subsequent event note specific to the COVID pandemic.
- As the pandemic no longer meets the definition of a subsequent event as it relates to the 2021 audit period, it was appropriate for management to carefully consider the risk disclosure note included in the financial statements for the following:
 - Completeness of the disclosures.
 - Description of the change in each risk as compared to the prior period.
 - Concentration of risks that would require enhanced disclosures.

Significant findings

No issues or adjustments were noted as a result of our audit procedures over financial statement risk disclosures.

Significant accounting policies and practices



Significant accounting policies

- There were no changes to the critical accounting policies and practices.
 - There were no changes in significant accounting policies.
 - 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 are recorded beyond the issues noted above related to prior year capital purchases and retroactive wage accruals.
 - 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.
-



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.
-



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 beyond those disclosed in the financial statements related to COVID-19.
-

Adjustments and differences

Adjustments and differences identified during the audit have been categorized as “Corrected adjustments” or “Uncorrected differences”. Differences and adjustments include disclosure differences and adjustments. Professional standards require that we request of management and the Board that all identified differences be corrected.

The management representation letter includes the detail of both corrected and uncorrected differences.

Corrected adjustments

We identified three adjustments that were communicated to management and subsequently corrected in the financial statements.

- Decrease in expenses and decrease in employee leave accrual as at March 31, 2021 of \$91k.
- Reclassification of amounts due from NIC Foundation from accounts payable to accounts receivable of \$112k.
- Reclassification of the Vigar Road property from tangible capital assets to assets held for sale for \$583k.

Uncorrected differences

Three uncorrected adjustments were identified

- A cut off error in the prior year to increase capital assets work in progress and the related accounts payable balance. The capital addition has been recorded in the current year of \$153k.
- The additional payroll costs related to employee bargaining agreements as at March 31, 2020 that were not accrued for in the previous fiscal. This has resulted in overstated payroll expenses in fiscal 2021 and understated payroll expenses in fiscal 2020 of \$621k.
- Laptop equipment purchased in the current period that is not capitalized. The purchase has been expensed in the period, consistent with management’s internal policy. To reduce the purchase expenses and increase net book value of tangible capital assets by \$115k

See Appendix 2 for a copy of the management representation letter which includes the details of the proposed adjustments.

We concur with management’s representation that the differences are not material to the financial statements.

Control and other observations

As your auditors, we are required to obtain an understanding of internal control over financial reporting (“ICFR”) relevant to the preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances for the purpose of expressing an opinion on the financial statements, but not for the purpose of expressing an opinion on internal control. Accordingly, we do not express an opinion on the effectiveness of internal control.

Our understanding of ICFR was for the limited purpose described in the preceding paragraph and was not designed to identify all control deficiencies that might be significant deficiencies and other control deficiencies have been identified. Our awareness of control deficiencies varies with each audit and is influenced by the nature, timing and extent of audit procedures performed, as well as other factors.

In accordance with professional standards, we are required to communicate to the Finance and Audit Committee any control deficiencies that we identified during the audit and have determined to be material weaknesses or significant deficiencies in internal control over financial reporting.

No significant deficiencies have been identified. Other control deficiencies may be identified during the audit that do not rise to the level of material weakness or significant deficiency. Below are identified control deficiencies we have communicated to management and includes updates on prior year recommendations.

Current year:

Item	Observation and implication	Recommendation
Year end cut off procedures	We performed cut-off testing at year-end to confirm the costs had been appropriately incurred/accrued by the College before March 31, 2021. We identified one error in relation to a prior period capital cost not being appropriately captured in fiscal 2020. We had noted a similar error in cut-off of 2019 capital costs during the prior year’s audit.	We recommend that management review year end cut off procedures for capital projects, including communication with other departments to estimate works completed prior to March 31, where invoices are not yet received.
Detailed review of year end accruals	Through inspection of the employee leave accrual, KPMG noted mathematical errors in the calculation. Review of year end accruals is an important control to assist the College in identifying potential errors on a timely basis and supports segregation of duties.	We recommend that once year end accruals are completed, that a detailed review is performed, in order to ensure errors can be detected in a timely manner.

Control and other observations (continued)

Prior year update:

Item	Observation and implication	Recommendation and 2021 update
<p>Bank reconciliation review</p>	<p>Through inspection of the cash controls, KPMG noted that there were delays in the review of bank reconciliations.</p> <p>Review of bank reconciliations is an important control to assist the College in identifying potential errors on a timely basis and acts as a key anti-fraud control.</p>	<p>We recommend that once the bank reconciliation is completed it be reviewed in a timely manner, before the subsequent month end, in order to ensure errors can be detected in a timely manner.</p> <p>We noted timely preparation and review of bank reconciliations during fiscal 2021.</p> <p><i>Recommendation closed.</i></p>
<p>Payroll review</p>	<p>Through KPMG's inspection of the payroll controls, it was noted in one instance the payroll report was prepared but not reviewed by a manager before final payment was distributed.</p> <p>Review of payroll reports is an important control to assist the College in identifying potential errors on a timely basis and acts as a key anti-fraud control.</p>	<p>We recommend that once the payroll details have been prepared that it be reviewed in a timely manner, before the submission to the bank for payout, in order to ensure errors can be detected in a timely manner.</p> <p>We noted timely preparation and review of bank reconciliations during fiscal 2021.</p> <p><i>Recommendation closed.</i></p>

Appendices

Appendix 1: Required Communications

Appendix 2: Management Representation Letter

Appendix 3: Current Developments and Audit Trends



Appendix 1: Required Communications

Auditors' report

The conclusion of our audit is set out in our draft auditors' report attached to the draft financial statements.

Management representation letter

In accordance with professional standards, a copy of the management representation letter is included in Appendix 2.

Independence

In accordance with professional standards, we have confirmed our independence.

Appendix 2: Management Representation Letter

A copy of the management representation letter is included in the following pages.

KPMG LLP
Chartered Accountants
St. Andrew's Square II
800-730 View Street
Victoria, BC V8W 3Y7

Date of board approval of the financial statements

Ladies and Gentlemen:

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, 2021.

General:

We confirm that the representations we make in this letter are in accordance with the definitions as set out in **Attachment I** to this letter.

We also confirm that, to the best of our knowledge and belief, having made such inquiries as we considered necessary for the purpose of appropriately informing ourselves:

Responsibilities:

- 1) We have fulfilled our responsibilities, as set out in the terms of the engagement letter dated December 23, 2020, including for:
 - a) the preparation of the financial statements and believe that these financial statements have been prepared in accordance with the relevant financial reporting framework.
 - b) providing you with all information of which we are aware that is relevant to the preparation of the financial statements, such as all financial records and documentation and other matters, including:
 - (i) the names of all related parties and information regarding all relationships and transactions with related parties; and
 - (ii) the complete minutes of meetings, or summaries of actions of recent meetings for which minutes have not yet been prepared, of board of directors and committees of the board of directors that may affect the financial statements. All significant actions are included in such summaries.
 - c) providing you with unrestricted access to such relevant information.
 - d) providing you with complete responses to all enquiries made by you during the engagement.
 - e) providing you with additional information that you may request from us for the purpose of the engagement.
 - f) providing you with unrestricted access to persons within the Entity from whom you determined it necessary to obtain audit evidence.
 - g) such internal control as we determined is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error. We also acknowledge and understand that we are responsible for the design, implementation and maintenance of internal control to prevent and detect fraud.
 - h) ensuring that all transactions have been recorded in the accounting records and are reflected in the financial statements.

Internal control over financial reporting:

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:

We have disclosed to you:

- a) the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.
- b) all information in relation to fraud or suspected fraud that we are aware of that involves:
 - management;
 - employees who have significant roles in internal control over financial reporting; or
 - otherswhere such fraud or suspected fraud could have a material effect on the financial statements.
- c) all information in relation to allegations of fraud, or suspected fraud, affecting the financial statements, communicated by employees, former employees, analysts, regulators, or others.
- d) all known instances of non-compliance or suspected non-compliance with laws and regulations, including all aspects of contractual agreements, whose effects should be considered when preparing financial statements.
- e) all known actual or possible litigation and claims whose effects should be considered when preparing the financial statements.

Subsequent events:

- 4) All events subsequent to the date of the financial statements and for which the relevant financial reporting framework requires adjustment or disclosure in the financial statements have been adjusted or disclosed.

Related parties:

- 5) We have disclosed to you the identity of the Entity's related parties.
- 6) We have disclosed to you all the related party relationships and transactions/balances of which we are aware.
- 7) All related party relationships and transactions/balances have been appropriately accounted for and disclosed in accordance with the relevant financial reporting framework.

Estimates:

- 8) The methods, the data and the significant assumptions used in making accounting estimates, and their related disclosures are appropriate to achieve recognition, measurement or disclosure that is reasonable in the context of the applicable financial reporting framework.
- 9) The assumptions used to estimate the sick leave liabilities of the Entity are appropriate and represent managements' best estimate of the expected payouts.

Going concern

- 10) We have provided you with all information relevant to the use of the going concern assumption in the financial statements.
- 11) We confirm that we are not aware of material uncertainties related to events or conditions that may cast significant doubt upon the Entity's ability to continue as a going concern.

Misstatements:

- 12) 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.
- 13) We approve the corrected misstatements identified by you during the audit described in Attachment II.

Non-SEC registrants or non-reporting issuers:

- 14) We confirm that the Entity is not a Canadian reporting issuer (as defined under any applicable Canadian securities act) and is not a United States Securities and Exchange Commission ("SEC") Issuer (as defined by the Sarbanes-Oxley Act of 2002).
- 15) We also confirm that the financial statements of the Entity will not be included in the group financial statements of a Canadian reporting issuer audited by KPMG or an SEC Issuer audited by any member of the KPMG organization.

Yours very truly,

NORTH ISLAND COLLEGE

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.

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

Corrected adjustments

As at March 31, 2021

(Expressed in Thousands)	Annual surplus	Financial position				
		Description of misstatements	(Decrease) Increase	Financial Assets (Decrease) Increase	Liabilities (Decrease) Increase	Non-financial Assets (Decrease) Increase
	-	583,511	-	(583,511)	-	
To reclassify TCA to asset held for sale for Vigar property						
	-	112,673	(112,673)	-	-	
To reclassify the Foundation receivable from accounts payable						
	91,386	-	(91,386)	-	-	
To decrease employee leave accrual						
Total	91,386	696,184	(204,059)	(583,511)	-	

Uncorrected adjustments

As at March 31, 2021

(Expressed in Thousands)	Annual surplus	Financial position				
		Description of misstatements	(Decrease) Increase	Financial Assets (Decrease) Increase	Liabilities (Decrease) Increase	Non-financial Assets (Decrease) Increase
	115,000	115,000	-	-	-	
To capitalize the purchase of laptops that had been expensed						
	621,590	-	-	-	(621,590)	
To reduce payroll expense related to fiscal 2020						
Total	736,590	115,000	-	-	(621,590)	

As at March 31, 2020

(Expressed in Thousands)	Annual surplus	Financial position			
		Description of misstatements	(Decrease) Increase	Financial Assets (Decrease) Increase	Liabilities (Decrease) Increase
To increase work in progress assets that were recorded in fiscal 2021, relating to fiscal 2020	-	148,195	148,195	-	-
To increase estimated payroll expense related to fiscal 2020	(621,590)	-	621,590	-	-
Total	(621,590)	148,195	769,785	-	-

Appendix 3: Current Developments and Audit Trends

Current Developments, created by the KPMG Public Sector and Not-for-Profit Practice, summarizes regulatory and governance matters impacting public sector entities today, or expected to impact them over the next few years. We provide this information to help public sector entities understand upcoming changes and challenges they may face in their industry. Some of these developments may not impact the College directly, but we believe it is important for the Committee to understand what is happening in the sector.

Public Sector Accounting Standards

Standard	Summary and implications
Impact of COVID-19	<ul style="list-style-type: none"> – In response to the impact of COVID-19 on public sector entities, PSAB has approved deferral of all upcoming accounting standards by one year and will issue non-authoritative guidance on the effects of COVID-19.
Asset Retirement Obligations	<ul style="list-style-type: none"> – The new standard is effective for fiscal years beginning on or after April 1, 2022. The effective date was deferred by one year due to COVID-19. – The new standard addresses the recognition, measurement, presentation and disclosure of legal obligations associated with retirement of tangible capital assets in productive use. Retirement costs will be recognized as an integral cost of owning and operating tangible capital assets. PSAB currently contains no specific guidance in this area. – The ARO standard will require the public sector District to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets (“TCA”). The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life. – As a result of the new standard, the public sector District will have to: <ul style="list-style-type: none"> • Consider how the additional liability will impact net debt, as a new liability will be recognized with no corresponding increase in a financial asset; • Carefully review legal agreements, senior government directives and legislation in relation to all controlled TCA to determine if any legal obligations exist with respect to asset retirements; • Begin considering the potential effects on the organization as soon as possible to coordinate with resources outside the finance department to identify AROs and obtain information to estimate the value of potential AROs to avoid unexpected issues.

Appendix 3: Current Developments and Audit Trends (continued)

Standard	Summary and implications
Revenue	<ul style="list-style-type: none">– The new standard is effective for fiscal years beginning on or after April 1, 2023. The effective date was deferred by one year due to COVID-19.– The new standard establishes a single framework to categorize revenues to enhance the consistency of revenue recognition and its measurement.– The standard notes that in the case of revenues arising from an exchange transaction, a public sector entity must ensure the recognition of revenue aligns with the satisfaction of related performance obligations.– The standard notes that unilateral revenues arise when no performance obligations are present, and recognition occurs when there is authority to record the revenue and an event has happened that gives the public sector district the right to the revenue.
Purchased Intangibles	<ul style="list-style-type: none">– In October 2019, PSAB approved a proposal to allow public sector entities to recognize intangibles purchased through an exchange transaction. Practitioners are expected to use the definition of an asset, the general recognition criteria and the GAAP hierarchy to account for purchased intangibles.– PSAB has approved Public Sector Guideline 8 which allows recognition of intangibles purchased through an exchange transaction. Narrow-scope amendments were made to Section PS 1000 Financial statement concepts to remove prohibition on recognition of intangibles purchased through exchange transactions and PS 1201 Financial statement presentation to remove the requirement to disclose that purchased intangibles are not recognized.– The effective date is April 1, 2023 with early adoption permitted. Application may be retroactive or prospective.

Appendix 3: Current Developments and Audit Trends (continued)

Standard	Summary and implications
Public Private Partnerships (“P3”)	<ul style="list-style-type: none"> – PSAB has proposed new requirements for the recognition, measurement and classification of infrastructure procured through a public private partnership. PSAB is in the process of reviewing feedback provided by stakeholders on the exposure draft. – The exposure draft proposes that recognition of infrastructure by the public sector district would occur when it controls the purpose and use of the infrastructure, when it controls access and the price, if any, charged for use, and it controls any significant interest accumulated in the infrastructure when the P3 ends. – The exposure draft proposes that the public sector district recognize a liability when it needs to pay cash or non-cash consideration to the private sector partner for the infrastructure. – The infrastructure would be valued at cost, which represents fair value at the date of recognition with a liability of the same amount if one exists. Cost would be measured in reference to the public private partnership process and agreement, or by discounting the expected cash flows by a discount rate that reflects the time value of money and risks specific to the project. – The final standard was approved in December 2020 with an issuance date of April 1, 2021 and an effective date of April 1, 2023.
Concepts Underlying Financial Performance	<ul style="list-style-type: none"> – PSAB is in the process of reviewing the conceptual framework that provides the core concepts and objectives underlying Canadian public sector accounting standards. – PSAB has released four exposure drafts for the proposed conceptual framework and proposed revised reporting model, and their related consequential amendments. Comments on the exposure drafts are due in May 2021. – PSAB is proposing a revised, ten-chapter conceptual framework intended to replace PS 1000 <i>Financial Statement Concepts</i> and PS 1100 <i>Financial Statement Objectives</i>. The revised conceptual framework would be defined and elaborate on the characteristics of public sector entities and their financial reporting objectives. Additional information would be provided about financial statement objectives, qualitative characteristics and elements. General recognition and measurement criteria, and presentation concepts would be introduced. – In addition, PSAB is proposing: <ul style="list-style-type: none"> • Relocation of the net debt indicator to its own statement and the statement of net financial assets/liabilities, with the calculation of net debt refined to ensure its original meaning is retained. • Separating liabilities into financial liabilities and non-financial liabilities. • Restructuring the statement of financial position to present non-financial assets before liabilities. • Changes to common terminology used in the financial statements, including re-naming accumulated surplus (deficit) to net assets (liabilities). • 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”. • A new provision whereby an entity can use an amended budget in certain circumstances. • Inclusion of disclosures related to risks and uncertainties that could affect the district’s financial position.

Appendix 3: Current Developments and Audit Trends (continued)

Our discussions with you, our audit opinion and what KPMG is seeing in the marketplace - both from an audit and industry perspective - indicate the following is specific information that will be of particular interest to you. We would, of course, be happy to further discuss this information with you at your convenience.

Thought leadership

Thought leadership	Overview	Link
The Future of Higher Education in a Disruptive World	As Higher Education faces a new reality, it must contend with emerging technologies, shifting demographics, new expectations for personalized service, and funding challenges. Learn about how Canadian universities can navigate the transition to this new reality.	Link to site
2020 Audit Quality and Transparency Report	Learn about KPMG's ongoing commitment to continuous audit quality improvement. KPMG maintains a system of audit quality control that is designed to meet or exceed the requirements of the applicable professional standards. In fact, we are continuously reviewing our policies and practices to ensure we're aligned with all regulatory and professional requirements, which is our firm commitment to each other as well as to our clients and to the capital markets we serve.	Link to report
Put your data to work to gain competitive advantage	There is no "digital economy". The economy is digital and "digits" refer to data. Data is the lifeblood of every organization on this planet and organizations that embrace this notion are well positioned to grow as industries continue to evolve and disrupt at an ever-increasing pace.	Link to report
Predictive analytics, it works	CEOs recognize the value that predictive analytics delivers to their decision-making process.	Link to report
Creating the workforce of the future	You can't transform the organization without also transforming the workforce. It may be time to rethink the people strategy.	Link to report
Accelerate	Introducing KPMG's 2021 edition of Accelerate, a series of articles and videos offering insight into the key issues driving Board agendas, including: <ul style="list-style-type: none"> - Cyber risk - Internal control over financial reporting, disclosures and regulation - Digital disruption - Enterprise risk management - The evolution of environmental, social and governance (ESG) and disclosures 	Link to report
Board Leadership Centre	KPMG provides leading insights to help Board members maximize boardroom opportunities.	Link to site

Appendix 3: Current Developments and Audit Trends (continued)

COVID-19 pandemic resources

Resources	Summary	Links
Resources for management and the Board of Directors	<p>Please visit our COVID-19 website for resources regarding the topics below. This site is being <u>updated daily</u> based on information being released by federal, provincial and municipal news releases.</p> <ul style="list-style-type: none">– Business continuity guide– Immediate actions to take– Medium to long-term actions– Tax considerations and a summary of federal and provincial programs– Legal considerations– Financial reporting and audit considerations– Global perspectives	COVID-19 Alerts (Live Link)



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LEARNER RESOURCE FEE

REPORT TO NIC ON FIFTH YEAR OF SERVICES, JUNE 2021

SUMMARY

North Island College approved a Learner Resource fee which was implemented in 2016-2017 academic year. The fee applies to all students at all campuses, including both domestic and international students taking post-secondary level courses/programs that have academic credit or equivalent. The Learner Resource fee supports student success initiatives and supports that enhance the student experience. Although 2020-2021 was a unique year with much of our face-to-face services moved to a digital format, students have continued to access and be supported by the following services:

Library & Learning Commons

- Library Research Technology (Discovery Services)
- Peer tutoring
- Academic Support in Writing and Math
- Student Technical Support

Student Leadership

Health & Wellness

- Counselling
- Campus Life
- Student Outreach and Liaison Assistant

LIBRARY & LEARNING COMMONS

Library Research Technology

The Learner Resource Fee funds the Library & Learning Commons (LLC) Discovery search software. This software provides a single search access point to both print and digital collections and serves as an entry point to other LLC services, that support student success. In the midst, of the current COVID- 19 Pandemic, ease of access to digital resources has never been more important. The Discovery interface allows students to search and retrieve books, journal articles, multimedia, streamed content in one easy step. Putting quality information and resources into the hands of students at point of need is central to information literacy.

In addition:

- Discovery reports influence administrative functions (reporting stats guide our budget), collection development functions, and digital preservation of information resources.
- Discovery ensures the privacy of the users' information queries.
- Discovery is an access point to other LLC services (AskAway, Research Support, Subject Guides) and tech supports (Tech Issue reporting).

Here are the 2020-2021 statistics of Discover Searches and Service utilization during Pandemic:

- Discovery searches 76,544
- Ebooks 2,307
- Research questions 884
- Library instruction 686
- Room bookings 1,360
- Laptop lending 183

Peer Tutoring

NIC's Peer Tutoring program was delivered virtually through BlueJeans. During spring/summer 2020 we had one active peer tutor, and while the Fall 2020 semester had a low number of tutors (7) compared to previous years, we more than doubled our peer tutor numbers in the Winter 2021 semester, with 19. Tutors offered support to students in understanding and consolidating course content and skills, as well as developing the study skills necessary for being a successful student, including skills navigating the new digital academic landscape. Peer tutoring will continue through the Spring/Summer semester virtually.

- 21 tutors between May 2020 and April 2021
- Collectively over 184 hours of peer tutoring provided during 2020-2021 Academic year
- 3 tutors committed to support students through the spring/summer 2021 semester, recruitment is still underway

Writing Support - Faculty

Writing Support continued to offer appointments virtually through all semesters, with appointment availability 6 days a week, for a total of 34.5 hours a week through the Fall and Winter semesters. Demand for student appointments was consistent this academic year, with fully booked days at many times in the Fall and Winter terms.

In addition to individual student writing appointments, Writing Support faculty also offered 14 online workshops and delivered 5 in-class workshops. Writing Support also worked closely with Library faculty to provide writing support for students during the Late Night Against Procrastination and the Love Your Library events.

NIC continued to participate in the WriteAway provincial consortium offering online writing support. WriteAway saw a significant rise in submissions throughout this past academic year.

- 263 student appointments in Writing Support in Spring/Summer 2020
- 634 student appointments in Writing Support in Fall 2020-Winter 2021
- 14 workshops; 3 orientations
- 242 WriteAway submissions May 2020-April 2021
- Writing Support and WriteAway will both be offered May-August 2021

Math Support - Faculty

Virtual Math Support continued to be offered throughout the academic year with both appointment and drop-in times available. In the Fall 2020 and Winter 2021 semesters, math support was available in one of these two forms 16 hours per week. In addition to individual meetings with students, faculty offered and recorded 6 workshops for students. Math support will be available to students through the Spring/Summer 2021 semesters.

- 48 appointments over spring/summer 2020
- 324 student appointments in Fall 2020-Winter 2021

Student Technical Services

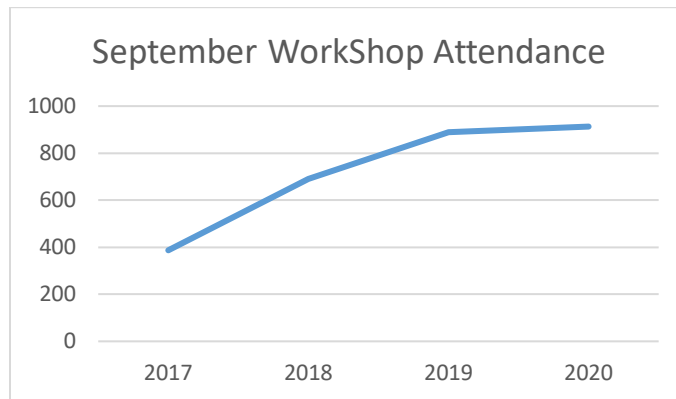
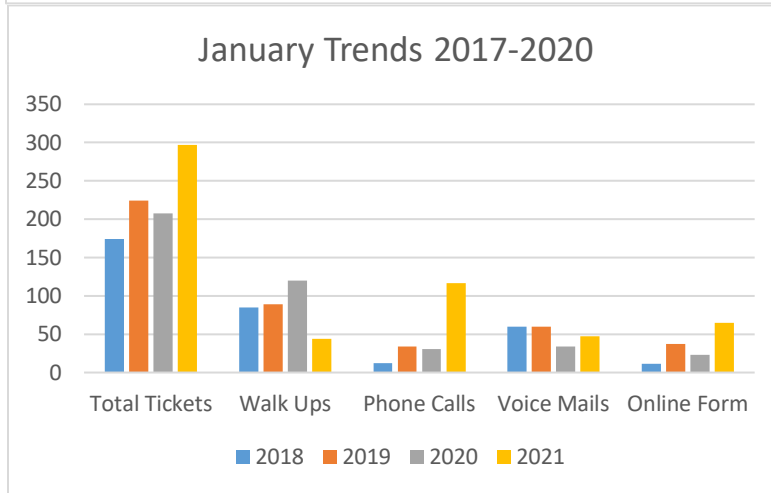
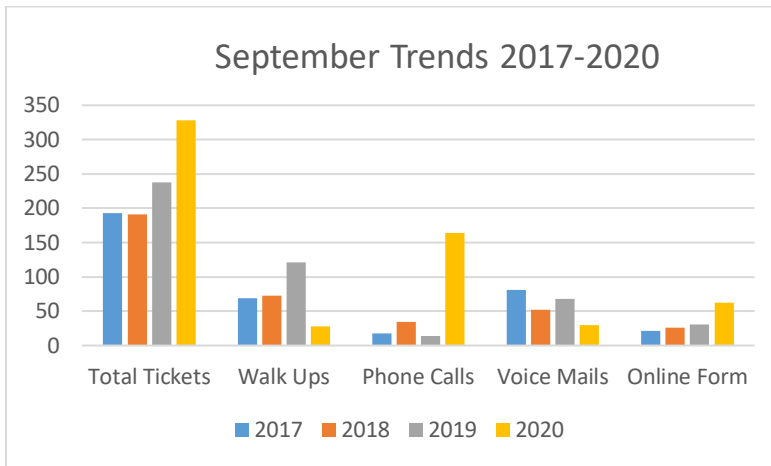
This past year was our first full academic year handling services during Covid-19. Our preliminary observations showed that despite the lack of face to face, our numbers saw significant growth. We added a third member to our team, Hans Tang, and it was needed as we saw an increase in our numbers (discussed below). Staff hours have also expanded to 6pm on weekdays, and we now have availability on Saturdays. We were confident going into the pandemic that our helpdesk model would be able to support our students, and the statistics have reaffirmed our attitudes. We look forward to seeing our students in person this fall, as well as investing time into strengthening our current workflow.

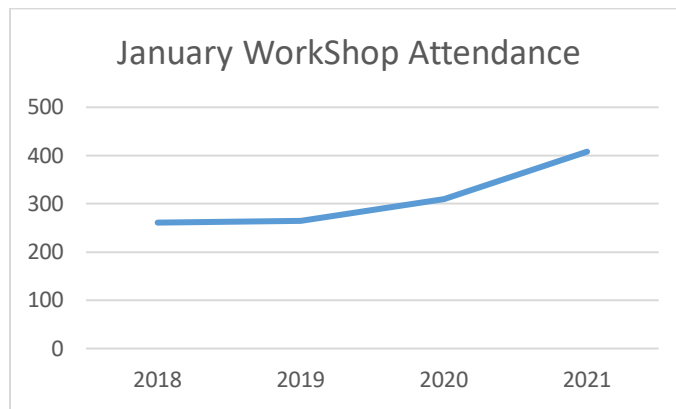
Covid-19:

Since our inception, our “business model” has been designed with remote support in mind – with originally one tech covering four campuses, it was mandatory. As such, we were not intimidated by the ongoing challenges of supporting students and technology remotely. This past academic year has shown that the remote tools and our helpdesk support model are successful. There are still moments where we look forward to in person support, but overall, we feel proud of the service level we provide. We hope to further improve the model to bolster our workflow and ease of use.

Stats summary:

The main statistic to take note of is our increase in total tickets. Our numbers clearly demonstrate a growth that can justify the addition of a third Student Tech. Looking closer at other data show trends in how people are connecting with us. There were decreases in “Walk ups” (naturally) and a large surge in phone calls fielded. Furthermore, despite Covid restrictions, we were able to maintain our Workshop Attendance throughout the academic year. These have been accommodated through video conferencing methods, with a few in person sessions as permitted. We feel this demonstrates a smooth transition in our support methods.





Projects Update:

Student Library Loaner laptops have grown from 12 units across the campuses to 43. This large increase was to address high demand, as well as provide students more access to technology during the pandemic. There are currently 7 in Campbell River, 31 in Comox Valley, 2 in Port Alberni, and 3 in Port Hardy. There are plans to redistribute the CV resources to other campuses in the future. Re-arranging Computer Labs will be our ongoing project this summer to better accommodate social distancing. Temporary moves were made to pivot last spring. We also plan on reviewing our Helpdesk workflow.

STUDENT LEADERSHIP

The Student Leadership Team is an experiential learning program for students that has been designed to provide NIC students with opportunities to participate in outcome-based activities that will help develop leadership skills and to build strong connections with other NIC students. Due to the challenges imposed by the pandemic significant changes were made to the 2020/21 program to make it suitable for a digital environment.

The initial uptake for the launch of this year's Student Leadership Team was strong with over 25 students signing up after the information sessions were held. As we were not able to meet in person, a range of digital workshops and sessions were developed and offered. Two sessions were presented by NIC staff and faculty:

- Personality dimensions, presented by Anita Budisa-Bonneau
- Introduction to leadership, presented by Dean Martin

A further two sessions (fall and winter) were hosted by external presenters

- Power of Choice session, featuring speaker Kwame Osei
- Strength-based Leadership, presented by Taryn Goodwin

In addition, regular meetings were held with the Student Leadership team to discuss leadership and volunteer opportunities. In the Winter of 2021, monthly Student Leadership newsletters were introduced.

In 2021/22, we look forward to more in-person interactions with our Student Leaders while still maintaining digital opportunities which serve to promote accessibility and cross-campus/region interaction.

HEALTH & WELLNESS

Counselling

In 2020/21, with financial support from the Learner Resource Fee, we were able to increase our Counselling Services by one day per week (August-March). This was extremely welcome as the COVID-19 meant that we saw an increase in domestic students (particularly indigenous students) making counselling appointments. The digital service provision meant that our counsellors could serve students across the regions as opposed to on specific campuses which meant that the additional counselling was available wherever it was needed.

Campus Life

In 2019, a new position was created to support campus life, including outreach to students in distress. NIC's Student Life Outreach and Liaison Assistant, has been instrumental in the development of the new Campus Life Advisory Team whose mandate is to plan and coordinate events and activities to engage, educate and inform NIC students. This team launched NIC's first Thrive Week as well as presenting numerous events and campaigns supporting mental health, consent culture, self-care and community engagement.

Student Outreach & Liaison Assistant

The Student Outreach and Liaison Assistant also coordinates Early Assist (under the supervision of the Manager, Student Life) and provides outreach to students needing on-going support.

Thanks in part to the funding provided by the Learner Resource Fee the Student Life Outreach and Liaison position continues to support the varying needs of our students. As the primary outreach lead for the Early Assist program the Student Life and Outreach Liaison has supported over 170 referrals to the program during the 2020-21 academic term. This position is also instrumental in supporting many key Student Life events and activities, including Orientation, the Student Leadership Team, Student Life programming, and social media engagement.

CAMPUS EVENTS

The Learner Fee normally subsidizes a portion of the grad fees for students. In June 2020, the graduation event was hosted in a digital format, and costs were incurred by the institution.

FINANCIALS

NIC deferred a portion of the student fee revenue into Fiscal 2021-2022, as it was collected before services were delivered. This same practice NIC uses for tuition when a program continues past the fiscal year-end. See the following table for the full Learner Resource fee revenue, expenses and benefits.

2020-2021 Actuals		
	REVENUE	
LEARNER RESOURCE FEE	(278,989)	
<i>defer fr prev year</i>	(53,406)	
<i>defer to following year</i>	23,645	
Student Leadership		
TOTAL REVENUE	(308,750)	
	EXPENSES	BENEFIT
LIBRARY & LEARNING COMMONS		
Library; Research Technology (EDS)	9,998	76,544 Discovery Searches and 884 research questions
Peer Tutoring Students	4,448	21 peer tutors, 180+ hours
Faculty, Academic Supports	119,006	peer tutoring coordination, writing and math support
Write away fees	1,505	897 student appointments Spring 2020-Winter 2021
Other incl faculty travel	441	
Student Technical Services	64,610	staff hours were expanded to 6 pm on weekdays and service on Saturdays.
STUDENT LEADERSHIP	5,166	developed leadership skills through digital delivery opportunities, including guest speakers.
HEALTH & WELLNESS		
Counselling	12,635	increase counselling by one day per week for Aug-March to service the increase in counselling needs
Campus Life	(600)	developed the Campus Life Advisory Team to plan activities to engage, educate and inform NIC students
Student Outreach & Liaison	35,360	supported over 170 referrals to the Early Assist program
CAMPUS EVENTS	-	all events were virtual and associated costs were not spent from this budget for this year.
TOTAL EXPENSES	252,569	
(Surplus)/deficit	(56,181)	
<i>* surplus fell to College bottom line</i>		

Commonly Used Acronyms

This is an incomplete list of acronyms commonly used at North Island College.

ABE	Adult Basic Education (formerly known as Adult Upgrading)
AEC	Aboriginal Education Council (now Indigenous Education Council)
AEST	(Ministry of) Advanced Education and Skills Training
AGC	Academic Governance Council. This is the group of EdCo chairs from all BC colleges and institutes (BCIT and the Justice Institute), which meets twice a year to discuss areas of common concern.
ASD	Access for Students with Disabilities. Now renamed to DALs.
AVP	Associate Vice President
AST	Arts, Science and Technology (Faculty of)
BCNet	Not-for-profit, shared services organization providing computer support and services to post-secondary institutions
BOG	Board of Governors
CABRO	Crown Agencies and Board Resourcing Office
CARTI	Centre for Applied Research, Technology and Innovation
CEO	Chief Executive Officer
CET	Continuing Education and Training
CICan	Colleges and Institutes Canada
COO	Chief Operating Officer
CR	Campbell River
CUPE	Canadian Union of Public Employees
CV	Comox Valley
DAC	Deans Advisory Council
DACSO	Diploma, Associate degree, and Certificate Student Outcomes; BC Student Outcomes conducts annual surveys of former students from British Columbia's post-secondary institutions
DALS	Department of Accessible Learning Services
DCC	Deferred Capital Contribution
DCWG	Department Chairs Working Group
EdCo	Education Council
EVPA	Executive Vice President, Academic
FBAS	Faculty of Business and Applied Studies
HHS	Health and Human Services (Faculty of)
IEC	Indigenous Education Council (former Aboriginal Education Council)

IRR	(Ministry of) Indigenous Relations and Reconciliation
ITA	Industry Training Authority BC (Trades programs)
ITV	Interactive Television
IWC	Immigrant Welcome Centre
JTT	(Ministry of) Jobs, Trade and Technology
MYPP	Multi-Year Program Plan
NIC	North Island College
NICFA	North Island College Faculty Association (Union)
NISU	North Island Students' Union
OGE	Office of Global Engagement (formerly International Education)
OIC	Order-in-Council
PA	Port Alberni
PSEA	Post-Secondary Employers' Association
PSEC	Public Sector Employers' Council Secretariat
PSI	Post-Secondary Institution
SET	Senior Education Team
SIF	Strategic Investment Fund
SLT	Senior Leadership Team
SVM	Sexual Violence and Misconduct (Policy)
TLC	Teaching and Learning Committee
TLI	Teaching & Learning Innovation
T&T	Trades & Technical (Faculty of)
UCIPP	University, College and Institute Protection Program
UT	University Transfer