

<p><b>NORTH ISLAND COLLEGE BOARD OF GOVERNORS</b>  <b>REGULAR MEETING</b>  <b>TO BE HELD VIA VIDEOCONFERENCE</b>  <b>THURSDAY, JANUARY 27, 2022 @ 1:00 PM</b></p>
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**AGENDA**

Topic	Attachment	Action	Time
<b>1. CALL TO ORDER</b>			
1.1 Acknowledgement of First Nations Traditional Territory			
1.2 Adoption of Agenda		To adopt	(2 mins)
<b>2. CONSENT AGENDA</b>			
2.1 Minutes of the Regular Meeting of November 25, 2021		✓ To approve	
2.2 Executive Committee Report, January 13, 2022		✓ Information	
2.3 Finance and Audit Committee Report January 14, 2022		✓ Information	
2.4 Governance and Board Development Committee Report January 13, 2022		✓ Information	
2.5 January 2022 College Highlights Report			
2.6 Information (Agenda item #5)		✓ Information	(5 mins)
<b>3. BOARD BUSINESS</b>			
3.1 Roundtable Board Member Reports		Information	(10 mins)
<b>4. REPORTS ON STRATEGIC ACTIVITIES</b>			
4.1 President			
4.1.1 President's Report		Information	
4.1.2 <i>BUILD 2026</i> Dashboard		✓ Information	(20 mins)
4.2 Vice President, Finance and College Services			
4.2.1 Third Quarter Financial Statements for 2021/2022		✓ Information	
4.2.2 Fiscal 2021/22 Forecast		✓ Information	(30 mins)
4.3 Vice President, Academic			
4.3.1 Fall/Winter 2022 Stable Enrolment Report		✓ Information	(10 mins)
4.4 Chair, Education Council			
4.4.1 Education Council Report		✓ Information	(3 mins)

5. **INFORMATION (*attachments*)**
- 5.1 NIC Foundation 2021 Report to Donors
  - 5.2 AEST Appreciation Letter to S. Frank
  - 5.3 AEST Letter re In-campus Learning
  - 5.4 Commonly used acronyms
  - 5.5 Link to Board [bylaws](#) and [policies](#)
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6. **NEXT MEETING DATES**
- Regular meeting – Thursday, March 24, 2022  
TBC
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7. **ADJOURNMENT** 2:30 pm
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**MINUTES OF THE REGULAR MEETING OF THE  
NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
HELD VIA VIDEOCONFERENCE  
THURSDAY, NOVEMBER 25, 2021**

**BOARD MEMBERS  
PRESENT**

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

**BOARD MEMBERS ABSENT**

R. Everson, Community Member, Comox Valley Region  
P. Trasolini, Community Member, Campbell River Region

**ALSO PRESENT**

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

**IN THE GALLERY**

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

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**1. CALL TO ORDER**

E. Mosley called the meeting to order at 1:01 p.m.

**1.1 Acknowledgement of First Nations Traditional Territory**

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

## **1.2 Oath of Appointment**

E. Mosley welcomed new members Benson Babu, student representative and Rylee LaTrace, support staff representative to the Board and requested them to read and sign the Oath of Appointment.

## **1.3 Adoption of Agenda**

**Moved J. ATHERTON / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF NOVEMBER 25, 2021 AS PRESENTED.**

**Motion carried**

## **2. CONSENT AGENDA**

- 2.1 Minutes of the Regular Meeting of September 23, 2021
- 2.2 Executive Committee Report, October 13 and November 10, 2021
- 2.3 Finance and Audit Committee, November 16, 2021
- 2.4 Governance and Board Development Committee, October 13, 2021
- 2.5 November 2021 College Highlights Report
- 2.6 Information (Agenda item #5)

**Moved C. SCARLATTI / Seconded A. MCCUBBIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF NOVEMBER 25, 2021.**

**Motion carried**

## **3. BOARD BUSINESS**

### **3.1 Board Committee Appointments**

**Moved C. SCARLATTI / Seconded A. MCCUBBIN: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS CONFIRMS THE FOLLOWING STANDING COMMITTEE MEMBERSHIPS AND BOARD REPRESENTATION:**

#### Executive Committee

Eric Mosley, Committee Chair  
Jane Atherton  
Patricia Trasolini  
Lisa Domae

#### Finance and Audit Committee

Arlo McCubbin, Committee Chair  
Murray Erickson  
Valery Puetz  
Christopher Scarlatti

#### Governance and Board Development Committee

Patricia Trasolini, Committee Chair  
Barry Minaker  
Rylee LaTrace  
Benson Babu

NIC Foundation Board  
Arlo McCubbin

Education Council  
Rotating participation depending on availability

**Motion carried**

### **3.2 Board Bylaw #4 – Domestic Tuition and Fee Bylaw**

K. Kuhnert presented an updated 2022/23 Domestic Tuition and Fee Bylaw for the Board's consideration and approval, adding that the bylaw follows the Ministry of Advanced Education and Skills Training's (AEST) policy on a two percent limit for tuition and mandatory fee increases. C. Fowler noted that the overall two percent increase subsidizes only a portion of the College's inflationary pressures for operating costs.

**Moved J. ATHERTON / Seconded A. MCCUBBIN: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2022 - DOMESTIC TUITION AND FEE BYLAW WHICH INCLUDES A 2% INCREASE TO DOMESTIC TUITION AND MANDATORY FEES WITH THE EXCEPTION OF THE EMPLOYMENT TRANSITIONS PROGRAMS.**

**Motion carried**

### **3.3 Roundtable Board Member Reports**

Board Members reported on their participation in their respective committee meetings.

A. McCubbin also provided a brief update on the NIC Foundation on whose Board of Directors he sits as the Board's representative. E. Mosley is actively recruiting prospective candidates for Board appointments in conjunction with the Province's appointment guidelines. M. Erickson participated in the College's co-op student placement program and is participating in a committee facilitating the request for proposals for a marketing group to provide services to the College.

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

### **4.1 President**

#### **4.1.1 President's Report, November 2021**

L. Domae highlighted the following in her verbal report:

- Low numbers of COVID-19 cases in the region have not necessitated the implementation of a College-wide mandatory vaccination policy among employees except for those working in the health sciences where required by the BC Public Health Officer;
- A projected increase in domestic enrolment is expected to continue in the Winter semester;
- International student enrolment is expected to increase in the Winter term as processing of study permits continue to improve;
- The Ministry has recently requested post-secondary institutions to reduce non-essential travel to support the Province's emergency measures put in place following flooding in parts of southwestern BC but in-person classes and staff on campus will remain to continue supporting students.

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

### **4.2.1 Second Quarter Financial Statements for FY 2021/022**

C. Fowler reported that the College is on track to meet the deficit target of \$1.5 million noting that the deficit may come in lower than the target by end of fiscal year 2021/2022. He added that the third quarter statements in January will include an updated budget forecast.

### **4.2.2 2022/2023 Budget Development Process and Timeline**

C. Fowler presented an outline of the budget development process and the principles that guide it, adding that the pandemic will continue to affect the College's budget development process.

### **4.2.3 Comox Valley Childcare Centre Project**

C. Fowler reported that the College has received funding from the Ministry of Children and Families for additional childcare spaces to the Comox Valley campus as well as notional funding support from the AEST to support an expansion of the College's Early Childhood Care and Education program to create teaching and learning spaces on campus. The College has selected an architectural firm to provide an indicative design for the building project which will form part of the College's business case to be submitted to the Province for funding approval.

### **4.2.4 Comox Valley Student Housing Project**

C. Fowler updated the Board on the Comox Valley Student Housing Project which is currently pending final approval by the Treasury Board. He noted that the project costs have been adjusted upon request by the AEST to reflect current costs. Total project cost remains at \$65.9 million with the Ministry increasing grant funding by \$2.9 million.

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

### **4.3.1 Education Council Report**

The Board congratulated W. Gus for her re-election as EdCo Chair and received the Education Council report as presented.

## **5. INFORMATION**

The Board received the following information items:

- 5.1 2022 Education Council meeting schedule
- 5.2 Commonly used acronyms
- 5.3 Link to Board bylaws and policies

## **6. NEXT MEETING DATES**

- 6.1 Regular meeting – Thursday, January 27, 2022

## **7. ADJOURNMENT**

The regular meeting adjourned at 2:23 p.m.

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Eric Mosley, Chair

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Rachel Reid, Executive Assistant

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

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

The Executive Committee met on January 13, 2022 at 9:00 am with E. Mosley (chair), J. Atherton, P. Trasolini, L. Domae and R. Reid attending.

**Adoption of agenda**

A discussion of the March 24, 2022 Board meeting was added under Board Business. The committee adopted the agenda as amended.

**Meeting minutes, agenda and schedule**

The draft regular meeting minutes of November 25, 2021 have been distributed to Board Members for their review.

The committee confirmed that the upcoming January 27, 2022 Board of Governors meeting will be held virtually. The committee also agreed to invite the College's investment manager, Genus Capital Management, to present an update on the College's investment portfolio given that the last investment report was provided in 2019. No more than 45 minutes will be allotted to the presentation which will be held as the Board's education session in the morning.

The committee reviewed the draft regular and in-camera agendas for January 27<sup>th</sup>. L. Domae will provide an update on the BC colleges funding review as part of a verbal President's report and the first *BUILD 2026* dashboard update. She noted that those discussions may lead to a review of the budget and what programs the Board may feel the College needs to redirect resources more strategically.

**Board Business**

Review of Board meeting dates

L. Domae proposed to align the forthcoming Board meeting schedule with the fiscal year (April to March), with the meeting schedule aligned to key governance responsibilities and dates within the academic year (September to August). A proposed draft schedule will be submitted to the Board for its consideration at the March meeting.

The committee will meet again in March to determine agenda items, whether the March 24 meeting will need to be moved to an earlier date and to confirm that it will be held virtually following PHO guidelines. The meeting was previously scheduled to be held in-person at the Mixalawila campus in Port Hardy.

Board succession

E. Mosley reported that the Board submitted its recommendations for reappointments and new appointment to the Crown Agencies and Board Resourcing Office (CABRO) in December 2021. The Board currently has seven appointees, below the minimum of eight as prescribed by the College & Institute Act. The number of appointed Board Members will be down to six when Rob Everson retires in July this year.

E. Mosley has approached current and former Indigenous board members to seek their recommendations as to potential candidates to the Board but has not received any.

A potential candidate from the Campbell River region was also discussed by the committee. L. Domae will contact this potential candidate to gauge their interest in applying for the Board vacancy. She also reported that North Island MLA Michele Babchuk continues to be aware of the Board's need for an Indigenous community representative from the North Island region.

#### Board representation on Education Council

The committee will wait for a response from the Education Council as to what kind of role it may want a Board representative to have on it.

#### Timing of President's annual performance

L. Domae sought clarification as to the parameters that the Board will use to evaluate her performance. She stressed the importance of having the Board and herself agree on the same set of evaluation parameters going forward.

In the past, presidents provided the Board a list of goals at the beginning of the year which will then be used by the former President's Performance and Compensation Committee to evaluate the president and provide recommendations to the Board at the end of the evaluation year.

The committee requested L. Domae to find out what other BC college presidents and their boards currently use as evaluation tools. The result of that research will be used as a conversation starter by the committee when it convenes at a later date to discuss the President's evaluation.

E. Mosley opined that the president's contract, including the job description, is outdated and will need to be reviewed by external counsel and human resources professionals. The committee suggested that the parameters for the President's evaluation be established first in order to allow for a first annual performance review for L. Domae. Following that, the President's job description and future contract will be reviewed in consultation with the Public Sector Employers' Council (PSEC).

#### Next Committee meeting date

The committee agreed to meet in March with the goal of holding a separate meeting to discuss the President's evaluation and performance metrics.

Time: 10:13 a.m.



## NORTH ISLAND COLLEGE BOARD OF GOVERNORS

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

### **AGENDA ITEM: Regular Meeting 2.3 Finance and Audit Committee Report**

Committee members Arlo McCubbin (chair), Murray Erickson, Valery Puetz and Christopher Scarlatti met via BlueJeans on Tuesday, January 14, 2022 at 3:00 pm with Colin Fowler (VP, Finance & College Services), Sue Fleck (Director, Finance), Rachel Reid (EA to BoG) as resource persons.

#### Call to Order

A. McCubbin called the meeting to order at 3:02 pm.

#### Third Quarter Financial Statements FY 2021/2022

C. Fowler referred to updated Q3 financial statements distributed just prior to the meeting and highlighted the following:

- Increase in realized gains on investment of almost a million dollars;
- Projected deficit went down significantly;
- Cash position reflects receipt of grant from the Ministry of Family and Child Development for the expanded daycare project as well as operating grants from AEST that were frontloaded at the beginning of the year;
- Equipment costs are now more in line with current budget as costs related to transition to digital program delivery have gone down;
- Sale of the Vigar Road property is both recorded as a grant expense to the province and a revenue item.

#### Financial Projections to Year End 2021/2022

C. Fowler reported that the financial projections will need to be updated in time for the Board of Governors' meeting on January 27<sup>th</sup> based on the updated Q3 financial statements as well as final student enrolment numbers for the Winter term.

#### 2022/2023 Budget Preparation

C. Fowler noted that both the financial statements and projections to year end will be used in preparing the next fiscal year's budget. He added that the projected deficit is just over a million dollars, lower than previous projected deficits. Information on international student numbers, tuition and fees will continue to be unpredictable as students have paid deposits but current travel restrictions continue to be in place, preventing them from arriving in Canada.

#### Funding Review Update

C. Fowler reported that the BC post-secondary funding review has been endorsed by Cabinet.

NIC is preparing documents showing its financial reality, its goals based on strategic plan BUILD 2026 and its challenges being a rural college in a large geographic catchment area serving students with diverse needs. Part of the information to be shared will include rationale tying operating grant to capital priorities.

The College hopes that grant funding will eventually move from the block funding model to a funding model that is more responsive to student needs by either bringing NIC to the provincial average or providing it with additional grant funding.

C. Fowler reported that the funding review appears to be moving quickly with the expectation that a report will be provided to the sector by Fall 2022.

#### Large Payments Report

A line item showing \$2.5 million going to the Ministry of Finance is cash that was moved out of the operating bank account into the provincial central deposit program. These funds still belong to the College.

#### Next Committee Meeting

The committee agreed on holding the next meeting on Thursday, March 10<sup>th</sup> with a start time to be determined.

The meeting adjourned at 4:00 pm.

Arlo McCubbin  
Committee Chair

## NORTH ISLAND COLLEGE BOARD OF GOVERNORS

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### **AGENDA ITEM: Regular Meeting 2.4 Governance and Board Development Committee Report**

Committee members Patricia Trasolini (chair), Barry Minaker, Rylee LaTrace and Benson Babu met on January 13, 2022 at 1:00 p.m. with Lisa Domae (President/CEO), Melanie Allison (Director, College Governance and Strategy) and Rachel Reid (Executive Assistant) as resource persons.

#### **Adoption of Agenda**

A brief update on the proposed whistleblower policy was added under Committee Business. The committee adopted the agenda as amended.

#### **Committee Business**

##### a. GP 9 – Student/Employee Appeals to College Board of Governors

The following points were raised regarding the need to review and revise the current policy:

- The policy is not in line with current College policies and practices;
- There is a need for procedures to implement both the Board and College policies around student and employee appeals;
- There could be two separate procedures or possibly two separate policies to address suspensions of students and employees;
- The College provides academic students three terms to improve academic standing in order to avoid suspension;
- Unionized employees use collective bargaining processes rather than the Board policy.

The committee requested staff to review and revise GP 9 as needed with staff recommendations to be brought to the March 9 meeting.

##### b. Executive Limitations (EL) and Board-Staff Relationship (SR) policies review

The two sets of policies are noted to have been reviewed in 2017 but the committee responsible for governance at that time only did a cursory review so the language and content of those policies go back decades, are outdated and have been superseded by more current legislation, contract language and policies.

The committee requested staff to review what policies other post-secondary institutions have in place in relation to the EL and SR policies and provide recommendations to the committee. The

committee will consider reconceptualizing the entire suite of policies based on staff recommendations.

c. Establishment of a whistleblower policy

M. Allison reported that the Public Interest Disclosure Act (PIDA) came into effect in 2019. Regulations supporting the Act were passed in July of 2021 which includes directing post-secondary institutions to establish whistleblower policy and procedures by year 2024. K. Crewe and M. Allison aim to have a whistleblower policy implemented by the June 2024 deadline alongside a review of other related policies such as the College's Code of Ethical Conduct. A draft of the proposed policy could be presented to the committee in spring.

**Future agenda items**

The committee agreed to keep the following items on its list of future agenda items:

- Board member self-assessment;
- Board member exit interview;
- Consideration of transition to paperless Board operations.

Time: 1:43 p.m.

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

**ACCESS AND REGIONS**

**MIXALAKWILA CAMPUS**

*Donna Merry, Regional Manager Mixalakwila and CET*

Professional Cook students started full-time on January 17 at the newly constructed commercial kitchen at Gwa'sala-'Nakwaxdax'w (GNN) school. The program began at Mixalakwila Campus in October, with 11 students preparing for the program by upgrading and completing their safety certificates.

The funded program is open to Indigenous and non-Indigenous participants and will prepare students as culinary arts apprentices and addresses a significant need in the region for skilled chefs and hospitality workers.

In the fall, the class engaged in a traditional foods workshop with Wade Charlie, a member of GNN. Working with sockeye and chum salmon, they prepared, smoked and canned the chum, and barbecued the sockeye over the fire using traditional cedar sticks.

The program has been made possible through partnership with K'awat'si Economic Development Corporation, Gwa'sala-'Nakwaxdax'w Nations, GNN school and North Island College and is funded through the Canada-BC Workforce Development Agreement.





**CONTINUING EDUCATION AND TRAINING (CET)**

**CET Overview**

*Bob Haugen, Continuing Education & Training Director*

Our department has been extremely busy this fiscal year delivering a record number of new skills training programs and enrolling a record number of students into our credentialed programs.

We, along with many other departments, had to rework our delivery methods and rewrite much of our curriculum to adapt to the COVID-19 pandemic and meet the Public Health Officer (PHO) guidelines. We also focused on developing new programs to meet the evolving needs of our communities and apply for funding to help participants gain the skills and certifications needed to find employment. Our community connections and support from community partners are key to the successes we have achieved this year. We are very grateful to our community partners for their commitment to workforce and economic development in all North Island communities.

We are starting our fourth quarter strong with additional new program deliveries starting in January and February including Heavy Equipment Operator in Rivers Inlet, Digital Elevation Expertise Program (DEEP) in Bella Coola and Seafood Processing in Port Alberni.

CET staff are to be congratulated for their efforts to meet the needs of our communities across the region and achieve excellent results this year.

### **Comox Valley Campus**

*Susan Murray, Continuing Education & Training Officer*

#### **First Aid Training**

First Aid training continues to be busy with contracts, open courses and training for NIC programs. In January, we will be offering the first of three Emergency Medical Responder (EMR) course to students funded through the First Nations Health Authority who received government funding. If they are able to receive further funding, there is a possibility of three more of the EMR courses which are two weeks long each.

#### **Sustainable Farming Program**

The second sustainable farming program wrapped up the end of November 2021. Once again, the course was a great success with many students pursuing careers in farming. The training was once again held at Lentelus Farms and our community funding partner is LUSH Valley. We will be running another course this spring and will be applying for funding.



### **Craft Brewing & Malting Program**

The Craft Brewing & Malting program finished up on December 10<sup>th</sup> and has been a huge success once again. The program was held in partnership with the Comox Valley Chamber of Commerce. We held a successful Christmas Mixer to showcase the students' brews and introduce members of the chamber to the program and future plans. We are currently working on offering the program again in the fall along with other short programs and microbrewing program.

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



### **Digital Essential Skills – Comox Valley**

A group of 10 participants gained digital literacy skills over 10 weeks. The program led to successful employment outcomes for some participants while others are applying their skills to advance their own business.

### **Comox Valley Campus**

*Julian Benedict, Continuing Education & Training Officer*

### **Advanced Memory Care Micro-Credential Pilot Program**

CET successfully launched its new Advanced Memory Care digital course in early September 2021. The eight-week intensive pilot online course, designed specifically for caregivers working on Long Term care facilities, explores how the brain functions, and how to better support those living with dementia. Feedback from the pilot course has gone into further curriculum improvements that will be realized in the second iteration of the course, which started on January 13, 2022. To learn more about this unique course, and to register online, visit: [www.nic.bc.ca/memory-care](http://www.nic.bc.ca/memory-care).



### **Activity Assistant Certificate Program**

The Activity Assistant Certificate program continues to find great success on its online format. For the Winter 2022 term, we are expanding our cohort to include participants from Northern Health as part of a special new partnership with the health authority. Meanwhile, feedback from graduates regarding the online delivery remains positive: students like the flexible format, which provides a way for them to balance the challenges of family and work commitments, and also eliminate commuting. The program is also offering some limited seats to international students, with an aim to eventually develop a dedicated cohort for this segment in the Fall of 2023. Due to high demand, the Activity Assistant Certificate program will be offering a Spring 2022 intake starting in early May 2022. This cohort is already filling up and those interested in attending are encouraged to apply right away. To learn more, visit: [www.nic.bc.ca/activity-assistant](http://www.nic.bc.ca/activity-assistant).

### **Animal Care Aide Program**

The Animal Care Aide Program continues to be one of the most popular programs at the College. The busy Winter 2022 cohort began on January 4<sup>th</sup>. The animal care sector is a growing field, as the shift to work-from-home has seen many more people seeking animal companionship while telecommuting. This digitally delivered program is committed to meet the growing demands of this sector across Vancouver Island and beyond. To learn more, and apply online for the Fall 2022 semester, visit: [www.nic.bc.ca/animal-care](http://www.nic.bc.ca/animal-care).

### **Comox Valley ElderCollege (CVEC)**

Despite the best efforts of volunteers and all concerned, the decision to move all ElderCollege courses to online delivery seems to be the best approach given the pandemic. CVEC volunteers have been most flexible and many will convert their on-campus courses to a digital model so everyone can participate. To help facilitate the shift to digital delivery, a special online information forum was held on Saturday, January 15, 2022. You can learn more about ElderCollege programming at the following website: [www.nic.bc.ca/CVEC](http://www.nic.bc.ca/CVEC).

### **Campbell River Campus**

*Sandy Rose, Continuing Education & Training Officer*

#### **Hospital Unit Clerk (HUC)**

Students finished up 2021 with the completion of HUC 103, an introduction to Pharmacology. All practicum placements have been secured with students attending healthcare placements in Campbell River, Comox Valley and Victoria beginning April 1<sup>st</sup>. Applications are now being accepted for Fall 2022 and seats have been increased to allow up to 18 students the opportunity to take this in demand program. This is an increase of six additional seats for 2022 which will help address industry demand.

#### **Wildfire Crew Member Training, Campbell River, Prince George locations**

We are once again thrilled to be partnering with Strategic Natural Resource Consultants to deliver the Wildfire Crew Member Training program. Funding for the program is made possible via funds obtained through the Community Workforce Response Grant, Emerging Priorities stream. This year will see programs delivered in Campbell River and for the first time in Prince George where up to 24 individuals will receive a well-rounded curriculum that prepares them for entry level positions for the 2022 fire season. With historical adverse weather events ravaging the province in 2021, this training will provide a much-needed influx of job ready individuals to assist with wildfires in 2022.

### **Coastal Log Scaling**

A great team effort allowed us to fill the cohort at near full capacity. Although interest was initially high, enrollment was low. The program was very close to not being able to run due to not having the minimum of seats filled. But with the collaboration between several NIC Departments from CET to Admissions, Assessment Services and Registration services, we were able to meet industry needs and provide this in-demand training. Potential employers have already reached out to us in order to access the students once their training is completed. Employment prospects are currently very good. Students will be finishing the online theory portion mid-February before starting the practical portion at the end of February which will take them to log sorting grounds in the Nanaimo area. Students will be writing the Ministry exam sometime in May although the exam date has yet to be confirmed.

### **Digital Essential Skills for First Nations Communities**

The Digital Essential Skills program funded via the Skills Training for Economic Recovery Stream of the Community Workforce Response Grant Program was delivered to four North Island First Nations communities during November/December. A total of 14 participants from Gwa'sala-'Nakwaxda'xw First Nations Quatsino First Nation Kwagul'ł First Nation and Dzawada'enuxw First Nation gained essential digital skills to allow them to apply for work, contribute to office-based workplaces and engage in lifelong learning online. They learned basic skills such as using office applications, organizing digital files, managing data and information security, using web browsers and cloud-based applications and joining online learning opportunities.

### **Digital Essential Skills – Namgis First Nation, Alert Bay**

Scheduled to begin on January 17<sup>th</sup>, the Digital Essential Skills program will be delivered via contract to the Namgis First Nation in their community. Previous programs have been delivered online and this one will be a face-to-face offering facilitated by Nikka Hutton of Mount Waddington Adult Literacy.

### **Heavy Equipment Operator, Foundation & Technical Training - Wuikinuxv Nation, Rivers Inlet**

This program will address opportunities for heavy equipment operators to gain employment in the forestry industry surrounding the Wuikinuxv First Nation and other areas of coastal BC and Vancouver Island. Currently, several contractors are working within Wuikinuxv traditional territories. This program will prepare new operators to participate in local employment opportunities and will provide certification opportunities for experienced operators who will be able to command higher wages. Wuikinuxv First Nation has future goals to manage their own forestry company and see this training as a step toward preparing a workforce for the future. This exciting training is scheduled to begin on February 28<sup>th</sup>.

### **Campbell River Campus**

*Renee Reedel, Continuing Education & Training Officer*

### **Marine Training**

North Island College Marine training continues to be in demand. The department offered courses throughout the Fall here on campus. Some courses became full while there were about two that we had to cancel. There were approximately 224 students who attended classes on campus this term. Every course for January 2022 has enough students to run all six courses and some of these are almost full. There are two contracts in the works for the Winter 2022 term. One is for a Skills and Training for Economic Recovery (STER) grant for the Marine Essentials training in Ucluelet. The other is for a requested contract for a few courses in Kyuquot. We continue to distribute our Marine Monthly newsletter and are researching new avenues for advertising.

**Metal Jewellery**

The Metal Jewellery studio and workshop are currently under construction. Once the shop is complete, we will be able to run workshops that have been very popular in the past and is also another great tool for program promotion. The instructor has been also working on updating the main webpage. There are currently six students registered for the program including two international students. We have also been receiving weekly email inquiries regarding the program and feel certain it will run for the planned September 2022 start.

**Part-time Vocational**

Bookkeeping ran this Fall and had a total of 10 out of 12 students. The next online Bookkeeping and SAGE-50 Accounting (formerly Simply Accounting) will be running in the Winter 2022 term.

**Campbell River ElderCollege**

Campbell River ElderCollege ran their courses all online this term. There was a low turn-out with approximately 22 students. The request from the community is to hold in-person on-campus courses but due to COVID-19 as well as room availability, this been a challenge. ElderCollege is looking to run the next term all in-person in the hopes that this will bring their student numbers up.

**Port Hardy Campus**

*Renee Reedel, Continuing Education & Training Officer*

**Marine Training**

The Namgis First Nation group in Alert Bay began their Marine contract in December 2021. The remainder of the courses will be taught on site at the Learning Centre in this community in January 2022. We are delivering a total of four courses within this contract for entry level deckhand positions.

**Port Alberni Campus**

*Leanne Moore, Continuing Education & Training Officer*

**Trades Discovery – Funded by NETP & ITA**

Since October 27<sup>th</sup>, CET has been delivering a 15-week Trades Discovery program for a cohort of 12 in Port Alberni in partnership with Nuu-chah-nulth Employment and Training Program (NETP). The program introduces participants to carpentry, plumbing and electrical. Also included in the program is Trades Math refresher and Indigenous Essential Skills & Leadership. The students are producing products that they are proud of, including smoke houses for the Tseshah First Nation.

NETP has indicated that they would like to go ahead with Carpentry Level 1 Apprenticeship program in March which will also be a funded program. Many of the students from the current program have shown interest in continuing into this program.



### **Food Production & Processing**

On February 7<sup>th</sup>, a Community Workforce Grant funded 11-week Food Production & Processing program will be commencing with a cohort of 12. It includes theory, hands-on activities, and a two-week work experience component. The program will take place in a fully outfitted kitchen which is owned by the Port Alberni Shelter Society.

Once the training is complete, participants will be ready to go to work in food processing plants, supermarket produce departments, delis, restaurants, cafes and catering companies.

### **Seafood Processing Training Program**

On February 14<sup>th</sup>, a Community Workforce Grant funded eight-week Food Production & Processing program will be commencing with a cohort of eight students. The Seafood Processing Training Program prepares participants for jobs in the seafood processing industry and will be delivered on-site at the Dock+, a Canada Food Inspection Agency (CFIA) certified food processing facility. It is primarily a hands-on, experiential training experience. Training will include identifying different species of fish and seafoods, learning about various types of products, markets, and market needs, cutting and packaging various seafoods, shellfish/oyster shucking, developing Standard Operating Procedures (SOP), including CFIA/ Provincial requirements, cleaning/sanitation procedures, hazard recognition, facility orientation, general food safety, forklift operation, WHIMIS and Standard First Aid.

### **Facilities Maintenance Program**

An application has been submitted for a STER Grant for the Facilities Maintenance program, in partnership with the Tseshaht First Nation, that we are expecting will be approved. If approved, this program will also so start in February 2022.

## TRADES AND TECHNICAL PROGRAMS

### *Happy New Year!*

2022 came barging in like a bull in a china shop! Not only did we have a very white Christmas and Holiday break, but the white stuff refused to release its grip on January as campuses were attempting to spring back to life. But here we are, plowing our way into 2022 gathering much needed momentum for the coming winter term.

With the many foundation and forestry programs continuing from fall, the beginning of January boasted the start-up of two Carpentry Apprenticeship programs, Plumbing Apprenticeship Level 4, three Motion Picture Micro-credentials, three Electrical Apprenticeships and Heavy Mechanical Level 3 – and that’s just for starters! Trades and Technical programs are sending January packing in fine style. The countdown is on... January 31<sup>st</sup> has a rather impressive lineup starting with our three-month Trade Sampler program geared towards our dual credit students and those individuals not quite sure what trade it is that strikes their fancy – so why not try a bunch of them to find the right niche. There are three Carpentry Foundation programs in the books for Campbell River, Courtenay and Port Alberni, Welding Foundation and Electrical Foundation programs will be in Campbell River and Plumbing and Piping Foundation is all ready to go at the Comox Valley campus.

Professional Cook Level 1 will be in the Teaching Kitchen at the Port Alberni campus and we are excited to have new instructor Enrique Toledo leading students through the core culinary skills of the Level 1 Apprenticeship on the way to mastering their new craft.

**For the month of January, this brings a total of 18 program starts!**

### *Coming Up!*

February and March are the months for Apprenticeships at the Campbell River and Comox Valley campuses. Carpentry Level 2 has two cohorts happening with instructors Rob Laird and Erik Hardin, and Plumbing Level 2 with Nick Charette. Electrical has Level 4 with David Johns and two Level 1’s with new sessional instructors Lindsay Beaton and Doug Watson. Heavy Mechanical Level 4 will also start up in March with Byron Beaupre and Professional Cook 2 will be carrying on with Chef Xavier Bauby.

Not to be left out, we have 2 more foundation programs beginning in February: Automotive Service Technician and an Electrical Foundation Harmonized. We are also excited to have another Women in Trades scheduled for the last two weeks in March.

### *Re-Cap*

Industry Training Authority BC (ITA) exams are also back in full swing. We started shaking off the cobwebs back in October and have now fallen back into the regular and familiar routine that seemed almost forgotten having been absent from our agenda for so long.

Instructor David Johns also notes that in November, the Electrical Apprenticeship program has resurrected our pre-COVID arrangement with the Campbell River Airport. Students are able to get an up-close look at the unique features of airport lighting systems. Although this visit was a smaller group of five students, it was a full day which was enjoyed by all in attendance. David continues to make plans for the upcoming Level 4 courses to ensure that this opportunity is fully utilized for our needs in the electrical division.

The Holiday Buffet at the Campbell River campus...where do we start? Crunchy Asian salad with pomegranate, market fresh grilled vegetables in a balsamic herb dressing, Chicken Ballotine and garnishes, Scallop and Prawn Terrine, Duck Casserole, Tomato Povençale, roasted baby potatoes and coconut Thai Pilaf Rice were but a mere few of the incredible items on the seemingly endless list of menu items before you ever got to the carving station with its Salt-Crusted Prime Rib of Beef with Glazed Shallot and Cabernet Sauce. And once you made it that far you were now fully committed, the point of no return had been left behind and the path to the assorted cakes and desserts at the final table would be the only logical conduit out of this culinary coma.

Now, in a new year, where hopes for dietary redemption springs anew, we had a plan to get back on track with our health-conscious diet of vegetables, low carbs and exercise. It was fool-proof and should have been easy enough to follow after that self-indulgent free for all...*au contraire! Mon dieu*, if that were the case, surely we would wither away to the shadows of our former selves! It is not to be. For the next eight weeks any plans of discipline or control have been derailed by our Professional Cook students as they up the ante with weekly lunch specials on Wednesdays and Thursdays along with the desserts of fattening Fridays!

### ***New Additions***

Trades and Technical programs have a number of exciting new additions to the team!

***Featured: Work Integrated Learning Advisor*** – My name is Karen Hodson, the new Work Integrated Learning (WIL) Advisor, Faculty of Trades and Technical Programs. My primary focus is to support the NIC students enrolled in the Trades Foundation Work Experiences (WXT100) and Apprentice programs. In collaboration with our Department of Work Integrated Education, I am the bridge between the NIC students and the industry community partners/employers for their approximately two-week applied learning experience. This includes developing a Trades focused WIL Framework/Guide; re-establishing/building new relationships with industry and community partners/businesses; creating and maintaining a database; updating required forms and documents; setting up the current WIL student placements (facilitating agreements, site visits/monitoring, obtaining feedback, etc.); and developing and supporting upcoming and future Work Experience programs.



I envision that the Trades and Technical Work Integrated Learning will enhance student education with applied learning and skill development in a real work environment, increase community and industry engagement, and empower our students to enter the workforce as stronger “work ready” individuals ready to take their next steps forward into their chosen careers.

***Chef Enrique Toledo*** – Enrique is a Red Seal Chef with a Bachelor of Education from the University of British Columbia and a Master of Leadership from Royal Roads University with an impressive resume of knowledge and experience. He is a life-long learner dedicated to providing quality leadership for the enhancement of teaching and learning. His devotion to student learning focuses on encouraging each learner under his guidance to pursue their apprenticeship with a positive and meaningful attitude, perform every task to the best of their ability and gain the confidence to accept new challenges that will prepare them for a career in the Culinary Arts. We welcome Enrique to the Port Alberni campus where he will be instructing Professional Cook Level 1.

***James (Jim) Stratford*** – Jim joins us at the Campbell River campus to lead the Welding Foundation program beginning January 31<sup>st</sup>. He possesses 20+ years of mentoring and training experience and brings

a detailed and focused approach committed to fostering the highest standards of quality in the workmanship of his students, no matter their age or background. His ongoing objective to integrate his extensive welding knowledge and experience is combined with stringent harmonized standards aligned with safety regulations.

*Shane Glover* – we are welcoming Shane to the Port Alberni campus as the Welding Instructor for the second cohort of the Welder Foundation Enhanced Micro-credential. Shane has over 16 years of experience in various capacities and levels of Welder and Welding Inspector and is also a North Island College alum! Shane looks forward to the opportunity to share his skills and knowledge with students entering the Welding trade.

*David Apperson* – David is a Red Seal Master Electrician who holds a Bachelor of Science degree from Oregon State University. He is also currently completing his Provincial Instructors Diploma with Vancouver Community College. No stranger to education, David has taught at both Grande Prairie Regional College and Lethbridge College where the students of his Master Electrician’s Preparation program successfully went on to achieve their Master Electrician certification. He has also worked at the international level for the US Government Development Agency in South Africa instructing students in English as a Second Language as well as in Math and Science. Most recently at Grande Prairie Regional College, David’s students were at Level 1 and 2 Apprenticeships and he led a Women Building Futures foundation course. David now steps into the Electrical Foundation program in Campbell River beginning February 28<sup>th</sup>. With the combination of his background in electrical and current and past teaching experiences, we are confident our students are in good hands.

*Cori Wheeler* – Cori is the new Teaching Kitchen Support at the Campbell River campus where she is responsible for providing assistance with various aspects of the Cafe operations and assisting the Teaching Kitchen Technician with various tasks. Also a North Island College alum, Cori earned her Red Seal endorsement after completing the Professional Cook Level 3 program with us. She has since spent 10 years in the Culinary industry with eight of those years as a Corporate Chef and Event Coordinator with MOWI Canada West. Cori also serves as the Membership Director for the North Vancouver Island Chefs’ Association, a local branch of the Canadian Culinary Federation, and holds a Business Administration Diploma from Lethbridge Community College. What a valuable addition to Trades and Technical programs!

*And we’re still growing!*

## OFFICE OF GLOBAL ENGAGEMENT

### International Enrolment Update

*Submitted by Junko Leclair*

NIC has seen 77 new international students begin this January which is supporting our first overall January enrolment increase since 2020 and has helped to contribute to flattening two years of enrolment drops. January overall enrolment headcount is at 285. In addition, with the support of Health and Human Services (HHS) and Early Childhood Care and Education (ECCE) department chairs and faculty, our ECCE cohorts will move forward as scheduled with a delayed start and increased digital delivery for the first two months of the programs.

## STUDENT & COMMUNITY ENGAGEMENT

### Student Affairs

*Submitted by Felicity Blaiklock, Director, Student Affairs*

#### Student Life Activities

Student Life and the Orientation Committee delivered the W2022 Orientation with a mix of virtual (live and recorded) sessions and in-person welcome booths. Although we were impacted by the snow and PHO restrictions, we still managed to reach a fair number of new and returning students. The Orientation webpage will remain available to all students with a range of services, resources and information to support their success.

Student Life is planning a range of events to connect, inform and engage our students this winter. Events include Bell Let's Talk Day (January 26), Thrive Month (February), Moose Hide Campaign (February 10), Bystander Intervention Training (February 1) and Starting a Conversation about Mental Health (student training, February 11). We will also be holding another of our popular Brave Space conversations in March 2022.

#### Sexual Violence Awareness

A student-focused Sexualized Violence Perception Survey will be launched on January 31. The data gleaned from this provincial survey will help to inform the work of the Sexualized Violence Education Team (SVET) and improve our support for survivors and those impacted by sexualized violence. <https://www.nic.bc.ca/about-us/nic-news/news/bc-sexual-violence-perceptions-survey/>. We are also working on an SV training for new employees. We hope to have this ready for a soft launch in the spring/summer.

#### New Associate Director, Student Life

We are excited to announce the hiring of an Associate Director, Student Life (replacing Dean Martin who left NIC last August). Meesbah Jiwaji will be taking on the role from the end of April 2022. Meesbah has significant experience in all areas of Student Life including student housing, orientation and events, EDI and sexualized violence prevention and response. Meesbah (Mez) will be based on the Campbell River campus but will serve all campuses.

#### CARE<sup>2</sup> Plan

The CARE<sup>2</sup> Plan: Student Mental Health and Well-Being at NIC is now ready for student feedback. The Plan will be available through Engage and we will be seeking input from our students on the content and goals set out in the plan. We hope to launch the final version of the plan in May 2022 to coincide with CMHA Mental Health Week and the two-year anniversary of NIC's formal adoption of the Okanagan Charter.



## **Library & Learning Commons – Academic Supports**

*Submitted by Ben Hecht, Coordinator, Peer Tutoring, Writing and Math Supports*

### Writing Support

Given the return to campus (with ongoing COVID precautions) in September 2021, we offered our Writing Support service both face-to-face and through online video appointments, by phone, and by email feedback during the Fall 2021 term. Appointments were available during the week and on Saturdays. In the Fall 2021 term, NIC students booked 474 individual appointments with Writing Support.

In addition to individual writing support appointments, Writing Support faculty also offered eight online workshops throughout the Fall 2021 term; a total of 59 students attended those workshops.

Writing Support faculty went into seven classes to provide in-class presentations and workshops tailored to the individual needs of faculty and their students.

Students are also taking regular advantage of Write Away, the provincial online writing support platform. They submitted a total of 115 submissions to Write Away in the Fall 2021 term.

### Math Support

Math Support offered face-to-face as well as support through online video appointments, phone, email, and video drop-in sessions. In Fall 2021, NIC students met with Math Support 258 times. Math support faculty also offered four workshops throughout the Fall 2021 semester. These workshops are recorded as a resource for math students to watch asynchronously as well.

### Peer Tutoring

In the Fall 2021 semester, the Learning Commons had 19 peer tutors, most of them active, but only some of them returning for Winter2022. Tutors work in a wide variety of disciplines including Business, Math & Sciences, English, Sociology, Digital Design, Kwak’wala Adult Basic Education, Health Care Assistant, Practical Nursing, English, and Spanish.

Peer tutors are available for virtual appointments or face-to-face meetings, during which they support student content and skills learning. As with math and writing supports, these appointments are bookable online. All virtual appointments take place on the video platform, Blue Jeans. The Fall 2021 term saw NIC students booking 140 appointments with peer tutors.

## **Future Students & Community Engagement**

### Marketing & Future Students

*Submitted by Erin Kenny, Manager, Marketing & Future Students*

We are pleased to welcome Sarah Nolette as the new Content Specialist, Marketing & Future Students. Sarah joins the Marketing & Future Students team full-time this January after working for NIC as a contract writer/editor for one and a half years. Sarah is a skilled communicator who strives to make an authentic connection with target audiences through both digital and traditional channels. Sarah will work with a team of writers, designers and recruiters to generate engaging content and campaigns that connect prospective students with learning opportunities available at North Island College.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS  
JANUARY 27, 2022**

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

**AGENDA ITEM:                      Regular Meeting  
   4.1.2 *BUILD 2026* Dashboard (*attachment*)**

The Board of Governors approved NIC’s strategic plan *BUILD 2026* on May 28, 2021. The plan contains 56 measurables to be achieved by the end of the plan’s life. Throughout this five-year period, NIC’s progress towards meeting these outcomes will be reflected on a dashboard. The dashboard will be updated three times a year following each Spring, Fall and Winter semester. The Board of Governors received Year 1, Report 1 of the *BUILD 2026* dashboard at its September 2021 meeting.

This second dashboard (for the reporting period September – December 2021) has been improved based on the feedback from the Board of Governors and the greater college community. Key changes include: 1) a new guide to ensure the plan is easy to read, 2) a key to reporting periods and reporting-out dates, 3) upcoming milestones and data points during the next five years and 4) new status categories designed to keep NIC focused on achieving our goals.

NIC goals remain on-track, however, as reported in September 2021, the pandemic’s ongoing impact on operations threatens to slow or stall progress on some *BUILD 2026* outcomes. This dashboard version includes a new COVID symbol on each measurable that has been or may be affected by the continuation of the COVID-19 pandemic. In some cases, this may also mean that the measurable itself may eventually need to adapt with changing circumstances.

To ensure *BUILD 2026*’s relevancy as NIC continues to respond to the pandemic, in collaboration with the College Planning Committee and other stakeholders, the Leadership Team will review the measurables again in June and where needed, make recommendations for change.

**Action:** For information.

**Suggested Resolution:** None

# BUILD



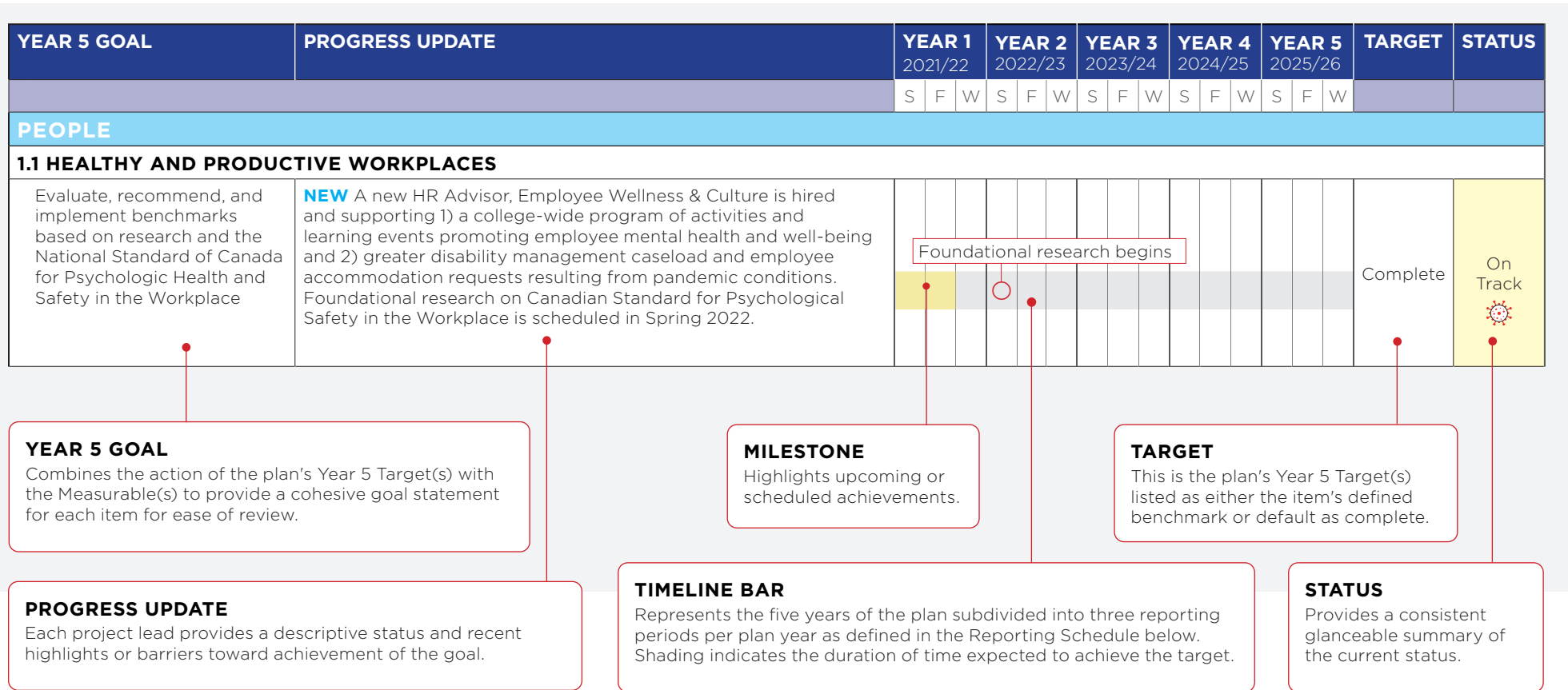
# DASHBOARD

YEAR 1 REPORT 2: September - December, 2021

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



# How the Dashboard Works











## BUILD 2026 REPORTING





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


# BUILD 2026 DASHBOARD

YEAR 1 REPORT 2: September 1 - December 31, 2021

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>PEOPLE</b>																		
<b>1.1 HEALTHY AND PRODUCTIVE WORKPLACES</b>																		
Evaluate, recommend, and implement benchmarks based on research and the National Standard of Canada for Psychologic Health and Safety in the Workplace	<b>NEW</b> A new HR Advisor, Employee Wellness & Culture is hired and supporting 1) a college-wide program of activities and learning events promoting employee mental health and well-being and 2) greater disability management caseload and employee accommodation requests resulting from pandemic conditions. Foundational research on Canadian Standard for Psychological Safety in the Workplace is scheduled in Spring 2022.																Complete	On Track 
<b>1.2 PEOPLE DEVELOPMENT</b>																		
Implement people strategy to develop thriving, inspired, and productive employees	<b>NEW</b> Development of the <i>People Strategy</i> will be achieved in collaboration with an HR consultant. Chemistry Consulting has been retained and preliminary work is under way. A first draft of the plan is estimated for completion at the end of Year 2 for broader consultation and feedback. An initial call to the college community for working group participants is complete. The working group will support development of a draft plan in Year 2.																Complete	On Track 
<b>1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION</b>																		
Implement communications strategy toward improvements and change for employee engagement	<b>NEW</b> The <i>Employee Engagement Project Action Plan (2019)</i> has been reviewed and realigned with <i>BUILD 2026</i> . Most action items are complete. Outstanding priorities will focus on internal communications.																Complete	On Track
<b>FOUNDATION</b>																		
<b>2.1 TEACHING AND LEARNING</b>																		
Maintain or increase the Ministry target of 90% average student assessment of the quality of instruction across all programs	Year 1 data will be available after fiscal year end. NIC achieved the following benchmark rating in 2019: Trades - 97.4%; Apprenticeships - 96.1%; Diploma, associates, certificates - 95.2%; Bachelor degree - 86.7%;																≥ 90%	No data yet

<b>LEGEND</b>	 On track	 Behind	 Not started	 Complete or Achieved	 No data yet	 Measure at risk of delay due to COVID-19 pandemic
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YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
Implement teaching and learning strategy and student learning experience survey	<b>NEW</b> A <i>Teaching and Learning Strategy</i> is in development. Student Learning Experience Survey questions are written and agreed upon by the advisory group. Priorities leading up to Fall 2022 include implementing survey software and piloting the new data set up for deployment across all academic areas.																Complete	On Track 
<b>2.2 FINANCES</b>																		
Balanced budget within three years of the pandemic ending	<b>NEW</b> The 4 <sup>th</sup> wave of the pandemic has delayed the beginning of our financial recovery until at least January 2022. Mid-year budget adjustments have kept the projected deficit to \$1.56M. Interim results are trending upward with a forecast \$1.426M deficit position for third quarter at December 31. Year 1 data will be available after the end of the 2021/22 fiscal year.																Balanced	On Track 
Long-term financial health (positive net asset position)	Recovery of net asset growth to pre-pandemic levels will begin post-pandemic (currently projected for 2024/25). While the pandemic has begun to erode NIC's net assets, the college has not drawn down long-term investments in over a year. This has protected funds needed for future capital projects. Year 1 data will be available after the end of the 2021/22 fiscal year.																> \$2.8M	On Track 
<b>2.3 INFORMATION TECHNOLOGY</b>																		
Implement IT Service Management (ITSM) model	<b>NEW</b> NIC's ITSM model will use TeamDynamix as its service management platform. TeamDynamix will improve student and employee service and support as well as IT department change management, documentation and alignment to business. Scope in this phase of the project focuses on replacing NIC's legacy helpdesk system.																Complete	On Track 
<b>2.4 CAMPUSES AND CENTRES</b>																		
Define and achieve optimum enrolment at each location	Enrolment planning and campus planning are being jointly coordinated with initiatives to establish campus instructional capacity. These are now defined in NIC's academic plan, <i>Widening Our Doorways 2026</i> , which was finalized in November.																Complete	On Track


YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
Develop Campus Master Planning concepts and share with communities	<b>NEW</b> Enrolment planning and campus planning are being jointly coordinated. Campus plans are in development to support key projects. These include replacement of Tebo Center in Port Alberni, Village and St. Joseph's replacement in Comox Valley, and planning for NIC expansion in Campbell River.																Complete	On Track
Establish a fully operational NIC Housing Commons at the Comox Valley campus	<b>NEW</b> The NIC Housing Commons business case is complete and awaiting approval. Construction planning will move forward upon confirmation of funding. At this time, the project is still considered on track with a revised opening date in 2024.																Complete	On Track 

**FRAME**


**3.1 STUDENT WELL-BEING**




Maintain or increase the current state of 81%	<b>NEW</b> A new <i>CARE<sup>2</sup> Plan: Student Mental Health and Well-Being at NIC</i> in development will support success for this outcome. Initiatives include: a Peer Connector Program for international students, student life events such as Thrive, and CARE Grants to promote well-being. Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023 (Year 3, Report 2).																≥ 81%	No data yet
Maintain or increase the current state of 82% satisfied in services	<b>NEW</b> Initial activities to support this outcome include: Enhanced college orientation and transition experiences for students with both virtual and live events as well as three distinct orientations (Fall, Winter, and Spring) providing support at all entry points of the year. Orientation sessions are now recorded and accessible for students for future reference at any time during their studies. Year 1 data will be available after the end of the 2021/22 fiscal year.																≥ 82%	No data yet

**3.2 STUDENT SUPPORT AND PERSISTENCE**


Increase first-year student retention (Fall to Fall) above 47%	<b>NEW</b> Retention initiatives contributing to this outcome include enhanced student support and mitigation of barriers/challenges. An annual training cycle for frontline staff and faculty has been established to include training on identifying, referring, and responding to students in distress. Early Assist student support services have also been expanded online now giving students the option to self-refer. Year 1 data will be available after the end of the 2021/22 fiscal year.																> 47%	No data yet 
--	---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	-------	--



YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
Maintain or increase \$ scholarships, bursaries, awards and emergency funds available to students.	<b>NEW</b> The 2021 NIC Foundation Awards Program provided a total value of approximately \$540K in scholarships, bursaries, and awards to more than 500 students college wide. Reporting for funding to students is available at the start of each fiscal year.	\$540K															≥ \$500K	On Track
Increase # of child care spaces	<b>NEW</b> Initiatives to increase the number of child care seats include the Centre of Excellence at the Comox Valley campus. Expansion efforts will be based on an inventory of existing seats.																Complete	On Track
<b>DOORWAYS</b>																		
<b>4.1 PROGRAM ENTRY</b>																		
Increase the % of full-time equivalents (FTEs) in access courses and initiatives above 40%	Year 1 data will be available after the end of the 2021/22 fiscal year.																> 40%	No data yet
<b>4.2 LEARNING AND SERVICES</b>																		
Increase % of courses with more than one entry point/year above 27%	Initiatives to increase courses with more than one entry point per year are now defined in NIC's academic plan, <i>Widening Our Doorways 2026</i> , which was finalized in November. Decanal areas will report progress in June.																> 27%	No data yet
Increase the % of courses with multiple modes of delivery above 9%	During the 2021/22 academic year, NIC will offer increased flexibility for students. 68% of courses or programs will be offered in either a face-to-face or blended format and 32% of courses will be offered digitally. Year 1 data will be available after the end of the 2021/22 fiscal year.																> 9%	No data yet
Develop and implement digital learning strategy	<b>NEW</b> Preliminary discussions have begun in preparation for development of the digital learning strategy.																Complete	Not started 
Develop and implement fully operational digital service strategy	<b>NEW</b> An interim digital service model was successfully developed in response to the pandemic, and a hybrid of in-person and digital services continues to be available. Service departments met in December to plan and begin work on service levels and collaborations. An enhanced digital service strategy will be one component of Student Services' full service plan.																Complete	On Track


YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>4.3 PATHWAYS TO LEARNING</b>																		
Increase % of BC high school students who transition to NIC within two years of graduation	Year 1 data will be available after the end of the 2021/22 fiscal year.															> 1.09%	No data yet	
Maintain or increase # of students participating in post-secondary pathway agreements	Initiatives to maintain or increase students participating in post-secondary pathway agreements are now defined in NIC's academic plan, <i>Widening Our Doorways 2026</i> , which was finalized in November. Decanal areas will report progress in June.															≥ 195	No data yet	
<b>ROOMS</b>																		
<b>5.1 INDIGENOUS EDUCATION</b>																		
Maintain or increase % of FTE Indigenous students above 18%	<b>NEW</b> NIC has established seven partnerships and educational agreements with Indigenous communities as of December for the 2021/22 academic year and continues to offer Indigenous language courses. A new Manager of Indigenous & Regional Partnerships was hired in October and is establishing relationships with Nuu-chah-nulth Nations. Year 1 data will be available after the end of the 2021/22 fiscal year.															> 18%	No data yet 	
Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%	<b>NEW</b> The 2021 NIC Indigenous Education Student Satisfaction Survey launched in November. By December, 119 responses (33%) were already received. Year 1 data will be available in February 2022.															≥ 90%	No data yet	
Implement <i>Indigenization Plan</i> recommendations	<b>NEW</b> This is a five-year initiative to implement recommendations of NIC's <i>Indigenization Plan</i> . Highlights of work underway or completed include: Development of core competency training, Indigenization resource website, new Indigenous counsellor and Manager Indigenous & Regional Partnerships, additional Special Programs exemption for hiring of Indigenous employees. Next is costing of the remaining priorities in the plan.															Complete	On Track 	
<b>5.2 COMMUNITY-CONNECTED LEARNING</b>																		
Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences over 700 participants.	Work is underway to expand, integrate or formalize student opportunities. Year 1 data will be available after the end of the 2021/22 fiscal year.															> 700	No data yet 	

Costing of Indigenization Plan

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
Implement place-based learning strategy	Initiatives to implement place-based learning strategies are now defined in NIC's academic plan, <i>Widening Our Doorways 2026</i> , which was finalized in November. Decanal areas will report progress in June.																Complete	On Track
Open an expanded and fully operational integrated child care and learning facility at the Comox Valley campus	<b>NEW</b> The business case to expand on-campus child care spaces at the Comox Valley campus is in development. The case will include space for Early Childhood Education program delivery with Beaufort Children's Centre as the main operator of the new spaces. A consultant for indicative design has been secured and planning will begin in January 2022.																Complete	On Track
<b>5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING</b>																		
Increase # of students with advising support above 425 students	Year 1 data will be available after the end of the 2021/22 fiscal year.																> 425	No data yet
Maintain or increase # of short-term customized micro-credentials and programs above 29	<b>NEW</b> In December, the Ministry of Advanced Education and Skills Training announced \$540K in new funding to add five short-term micro-credentials for NIC delivery starting in Year 2. Initiatives are now defined in NIC's academic plan, which was finalized in November.																≥ 29	No data yet
<b>5.4 GLOBAL LEARNING</b>																		
Increase # of new international student enrolments each year above 214 new students	<b>NEW</b> A new <i>International Reset, Reshape, Renew Strategy</i> currently in development will support success for this outcome and will become the college's first Indigenized international plan. Despite ongoing pandemic conditions and Canada study permit processing delays, interim enrolment data shows 75 to 80 new students expected in January 2022. About 74% of new students are from India, with the rest from countries including Philippines, Zimbabwe, Iran, Japan, Sri Lanka, and Russia. Year 1 data will be available after the end of the 2021/22 fiscal year.																> 214	On Track 
Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	<b>NEW</b> Establishing one international project, Young Africa Works Kenya, is complete and more than 20 students are engaged internationally through Study Abroad program initiatives as well as through partnerships for incoming exchange and research. NIC has added four student mobility opportunities, two Global Skills Opportunities grants, two new pathway agreements, and two MOUs. Three faculty engaged in projects with partners in Costa Rica, Japan, and Belgium. NIC will continue to develop relevant new partnerships that help students and faculty advance international opportunities and experience throughout the five-year plan.																Complete	Complete

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 80%	<b>NEW</b> Cross-divisional collaborative efforts among the Office of Global Engagement, Teaching & Learning Innovation, and Student Services will contribute to the success of this outcome. Recent student engagement initiatives include a newly launched International Peer Connector program, matching new international students with continuing international students to provide mentorship and settlement support. Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023 (Year 3, report 2).																≥80%	No data yet
<b>5.5 PROGRAM RESPONSE AND RENEWAL</b>																		
Complete renewal plans for all programs	<b>NEW</b> A new template for the completion of program renewal plans has been established. Decanal areas will begin work on the writing and reporting out of plans in June 2022.																Complete	On Track
Complete Provincial Quality Assurance Process Audit	<b>NEW</b> NIC's institutional review is scheduled for 2023. Development of the program review process is complete. Development of supporting policies, procedures, and handbooks will follow. Eight program areas are nearing completion of their self-review, which will be followed by external reviews in 2022. A Quality Assurance working group has assembled and meeting to update terms, process, and policies.																Complete	On Track
<b>WINDOWS</b>																		
<b>6.1 BRAND AND IDENTITY</b>																		
Establish brand with better overall role and scope of the college	<b>NEW</b> Market research consultant Academica Group has been hired to evaluate NIC's external brand presence. The external audit is in progress and a four-phase research study (environmental scan, brand perception survey, instrument testing, and digital/print audit) is to be delivered in March 2022. An internal Market Research committee has been established and is actively working with the consultant. An additional internal brand audit, scheduled to launch in Winter 2022, will complement the external findings to inform strategies for brand development, program marketing, integrated enrolment, and digital marketing.																Complete	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		2021/22			2022/23			2023/24			2024/25			2025/26				
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>6.2 INTEGRATED ENROLMENT</b>																		
Establish a clearly defined student audience profile for 100% of programs	<b>NEW</b> Foundational work for integrated enrolment is in progress as a component of the Academica Group market research effort initiated this Fall. A draft strategy is scheduled for completion in March 2022.																Complete	On Track
Establish integrated enrolment strategies for 100% of programs	<b>NEW</b> Cross division collaboration is in progress to 1) set enrolment targets for the coming 2022/23 college year and 2) develop an integrated enrolment approach that facilitates admission, registration, retention and completion. This project will be further guided by outcomes from the market research initiatives currently under way.																Complete	On Track
Implement digital marketing strategy	<b>NEW</b> Foundational work for a digital marketing strategy is in progress as a component of the Academica Group market research effort initiated this Fall. A draft strategy is scheduled for completion in March 2022.																Complete	On Track
<b>ROOF</b>																		
<b>7.1 RECONCILIATION</b>																		
75% of employees complete NIC specific Indigenous intercultural competency training	<b>NEW</b> NIC-specific cultural training framework is being developed. Although individual modules are now in development, progress delays are expected due to COVID-19 preventing in-person collaboration with Indigenous Elders and knowledge holders.																≥75%	No data yet
100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education	This is a five-year initiative to have all named program areas (social work, early childhood care and education, health care, business and Indigenous language programs) with clear and measurable commitments address specific TRC Calls to Action for education through the <i>Indigenization Plan</i> . Five of six programs have made commitments to address this goal.																Complete	Not started
<b>7.2 DIVERSITY, EQUITY, AND INCLUSION</b>																		
Maintain or increase 80% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity, or background."	<b>NEW</b> A draft Diversity, Equity, and Inclusion policy has been developed. A final version is scheduled for completion by summer 2022. Direction and initiatives resulting from this policy aim to increase this outcome over the five-year plan. Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023 (Year 3, Report 2).																≥80%	No data yet

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	<b>NEW</b> Ongoing initiatives contributing to the success of this outcome include: addition of an Indigenous counsellor to NIC Counselling Services, faculty workshops on accommodations and how to support students with disabilities, and diversity training completed by 65 frontline employees. Reporting for this outcome from the Canadian Campus Well-being Survey will be available Fall 2023 (Year 3, Report 2).																≥88%	No data yet
Implement Diversity, Equity, and Inclusion Strategy	<b>NEW</b> Research and policy groundwork is ongoing for development of the <i>Diversity, Equity, and Inclusion Strategy</i> . An invitation for working group participants has gone out to the college community. An initial draft plan is estimated for completion and consultation in 2023 subject to pandemic operating conditions.																Complete	On Track
Increase % of students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code	<b>NEW</b> Foundational work has begun on this multi-faceted initiative with the improvement of data collection under way. The student application now includes improved fields to better support gender identity data collection. Baseline data is expected at the end of Year 2.																TBD	No data yet 
<b>7.3 TRANSPARENCY AND ACCOUNTABILITY</b>																		
Implement new administrative structures, teams, and operational committees to meet strategic and operational needs	New administrative structures are in place and will be revised as needed, e.g. with the expected announcement for Student Housing.																Complete	Complete
Increase engagement with the North Island Students' Union (NISU)	<b>NEW</b> This project aims to increase student participation through regular engagement with NISU. New initiatives include the development of a regular meeting schedule with NISU and planning for recurring Student Town Hall meetings and student events. A new social media strategy to engage students will be developed in cooperation with NISU.																Complete	On Track
<b>7.4 ENROLMENT PLANNING</b>																		
Implement enrolment targets for all programs	A new enrolment template is in development. Initiatives are now defined in NIC's academic plan, <i>Widening Our Doorways 2026</i> , which was finalized in November. Decanal areas will report progress in June.																Complete	On Track

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>ENVIRONMENT</b>																		
<b>8.1 CLIMATE AND SUSTAINABILITY</b>																		
Implement process to create benchmarks and targets to understand and improve efforts to reduce climate change	<b>NEW</b> This is an ongoing initiative to track sustainability through the adoption of the UN Sustainable Development Goals. NIC tracks carbon emissions and offsets annually as part of its annual <i>Carbon Neutral Action Report</i> to government. Emission reduction goals for 2021 included water-saving initiatives, electric vehicle charging, covered bicycle storage, eco-sensitive landscaping, and increased flexibility and accessibility of online education to reduce vehicle emissions. NIC was carbon neutral in 2020. Outcomes for 2021 will be available in June.															Complete	On Track	
Implement process to track # of courses, research and applied learning initiatives that include sustainability	This project will be implemented through NIC's Centre of Applied Research, Technology & Innovation and initiatives as set out in the NIC's updated academic plan, <i>Widening Our Doorways 2026</i> , which was finalized in November. Further updates will be available in June.															Complete	Not started	
Implement process to identify retrofits and construction that reduce energy use and greenhouse gas emissions	<b>NEW</b> Each year NIC receives funding from the Province for projects to maintain and upgrade our building infrastructure. The Facilities team uses this funding to refit equipment and upgrade services year-round to improve efficiency and reduce greenhouse gas emissions where possible. Examples include renewing aging water heaters, converting to LED lighting, and installing occupancy sensors to reduce lighting energy use. Within this funding in fiscal 21/22 is \$61,184 as part of the Province's Carbon Neutral Capital program. This funding is used for projects that reduce emissions, with examples identified under the first goal in the Climate and Sustainability section of this report (EV charging stations, eco-sensitive landscaping, etc). A working group will be formed to identify future emission reduction projects.															Complete	On Track	
<b>COMMUNITIES</b>																		
<b>9.1 SERVING THE PEOPLE OF THE REGION</b>																		
Increase above 31%, the % of in-region public high school graduates who attend NIC within two years of graduation	The review and renewal of dual credit agreements with local school districts is complete. Year 1 data will be available after the 2021/22 fiscal year.															> 31%	No data yet	

YEAR 5 GOAL	PROGRESS UPDATE	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			TARGET	STATUS
		S	F	W	S	F	W	S	F	W	S	F	W	S	F	W		
<b>9.2 COMMUNITY ENGAGEMENT</b>																		
Create Community Engagement Strategy and implement Alumni Association	<b>NEW</b> Development of the <i>Community Engagement Strategy</i> is underway. An initial community consultation is complete and an internal working group established. A final draft, scheduled for review the end of Year 1, will provide a college-wide, values-based approach to active community collaboration and engagement. An Alumni Association launch proposal has been prepared.																Complete	On Track
		<div style="position: relative; height: 40px;"> <div style="position: absolute; top: 5px; left: 150px; border: 1px solid red; padding: 2px;">Draft strategy complete</div> <div style="position: absolute; top: 25px; left: 250px; border: 1px solid red; padding: 2px;">Alumni Association established</div> </div>																
<b>9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION</b>																		
Increase # of active community partnerships	<b>NEW</b> Foundational work for this project is currently under way. Completion of the <i>Community Engagement Strategy</i> in combination with Academic division program planning will inform the partnerships needed over the five-year plan.																Complete	On Track
Increase # of students involved in research projects to greater than 13 students	Initiatives to increase students involved in research are now defined in NIC's academic plan, <i>Widening Our Doorways 2026</i> , which was finalized in November. Year 1 data will be available after the 2021/22 fiscal year.																> 13	No data yet



**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**January 27, 2022**

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

**AGENDA ITEM:                      Regular Meeting**  
**4.2.1 Third Quarter Financial Statements for FY 2021/22**  
**(attachment)**

**Background:**

Each quarter-end the College prepares a set of financial reports to meet the requirements of NIC's inclusion in the Government Reporting Entity (GRE). This means that NIC's financial statements are consolidated within the GRE, and form part of the Province's summary financial statements (the Public Accounts).

As part of this process, NIC prepares the attached financial statements in the same format as the year-end financial results. The following is an analysis of some of the significant items of note from the 3<sup>rd</sup> quarter statements.

**Statement of Financial Position**

NIC's Statement of Financial Position continues to show recovery even though the pandemic recovery has been slowed. The accumulated surplus figure of \$5.1M is positive as there was concern earlier in the pandemic that this would be eroded further during the pandemic. Though we are still not fully recovered financially from the most significant impacts of the pandemic, we are moving in the right direction.

**Cash and cash equivalents**

2021/22	2020/21	Variance
8,486,927	3,848,698	4,638,229

*In CAD \$*

The significant increase in cash and cash equivalents of \$4.6M is the result of a few significant items outlined below:

- The Ministry of Children and Family Development provided their first payment for the childcare expansion project in the amount of \$2 million. NIC is in the initial planning stages for the project and construction won't begin for several months.
- The Ministry front-end loaded \$3 million of their base operating grant to the College at our request to assist with cash flow issues during the pandemic. The College received an additional \$3 million up front in the months of April to June, and the Ministry will reduce this in September (already reflected) and January. At the end of December, this inflates

our cash position by \$1.5 million. Given our current cash position, NIC will discontinue this practice in Fiscal 22/23. It was helpful during the middle of the pandemic to smooth out fluctuations in cash balances but does not appear to be needed going forward.

### Long-term Investments

FY 21/22	FY 20/21	Change
17,345,659	16,017,769	1,327,890

*In CAD \$*

The gain in NIC’s long-term investments represents market gains, some of which are unrealized gains. In addition, NIC generally reinvests annual dividend and interest earnings, which also increases the value of the portfolio. The revenue from those dividend and interest earnings are recorded on the Statement of Operations and are an important source of revenue in NIC’s budget. But the cash from those returns is generally reinvested.

### Deferred Capital Contribution

FY 2122	FY 2021	Change
40,066,719	38,013,976	2,052,743

*In CAD \$*

The increase in Deferred Capital Contributions is mainly due to the sale of the Vigar Road property, and the obligation from the Ministry to use those funds for the construction of the Aboriginal Gathering Place in Campbell River. This places a restriction on the funds, which is why they aren’t recorded as revenue in the year the funds were received. The Ministry has indicated that setting up a Deferred Capital Contribution is the correct treatment given the restriction on the funds, they have also indicated there should be a gain on sale of asset because the Vigar Road property was sold to a party outside the GRE. In order to maintain this treatment required by the Ministry, there are both a gain recorded and an expense back to the Ministry. This allows the Ministry to then provide a restricted donation that can be used for capital.

Deferred Capital Contributions represent a liability to use the assets they funded for the purpose outlined by the granting agency (in most cases the Ministry of Advanced Education and Skills Training). As the assets are amortized, the deferred contributions are amortized into revenue.

### Statement of Operations

Overall, the Statement of Operations at December 31<sup>st</sup> shows a deficit of \$0.263 million compared to a deficit of \$1.712 million a year ago. The key factors that impacted the change from the original budget deficit at the beginning of the year is the significant realized gains on investment, and a reduction in Tuition revenues.

The Board approved budget deficit approved at the beginning of the fiscal year was \$1.556 million. This was adjusted slightly in the Fall when we saw that student fees from International students would be less than budgeted. However, a realized gain in the 1<sup>st</sup> quarter offset much of this lost revenue. The following excerpt from NIC’s forecast in early September shows these revenue item fluctuations and the impact on the forecast.

**Excerpt from NIC Forecast Dated September 6, 2021 (In CAD \$)**

	<b>Forecast 21/22</b>	<b>Budget 21/22</b>	<b>Variance</b>
Student fees			
Base funded programs	5,020,716	4,781,634	239,082
Cost recovery program	1,188,371	1,188,371	0
International Education	4,068,643	4,843,623	(774,980)
	<b>10,277,730</b>	<b>10,813,628</b>	<b>(535,898)</b>
Sales of goods			
Bookstore revenue	820,000	820,000	0
Cafeteria revenue	145,000	145,000	0
	<b>965,000</b>	<b>965,000</b>	<b>0</b>
Contract services	1,543,284	1,543,284	0
Investment income	745,746	450,020	295,726
Other income	420,692	420,692	0
	<b>49,488,524</b>	<b>49,728,696</b>	<b>(240,172)</b>
<b>Total Operating Revenue</b>			

In December, the forecast was adjusted slightly to recognize a small improvement to the bottom line, but at the time NIC was still projecting a deficit of \$1.429M.

In early January, Genus provided NIC with the Investment statement up to the end of December 31, 2021. It showed another significant realized gain on investment of \$0.700 million, bringing the realized gains total to \$0.996 million for the year. The table below provides further details at December 31<sup>st</sup> with a comparison to last fiscal.

**Investment Income and Realized Gains**

**December 31st balances**

	FY 2122	FY 2021	Change
Investment Income	425,302	342,992	82,310
Realized Gains	996,007	179,031	816,976

*In CAD \$*

## Tuition and Student Fees (In CAD \$)

	Dec 31/21	Dec 31/20	Change
Base Funded (Domestic)	2,952,256	2,611,689	340,567
Continuing Education and Contract Training	814,652	1,283,098	(468,446)
International	<u>3,025,888</u>	<u>3,802,981</u>	<u>(777,093)</u>
<b>Total</b>	<b>6,792,796</b>	<b>7,697,768</b>	<b>(904,972)</b>

Overall, tuition and student fee revenues are down by \$0.904 million from the 3<sup>rd</sup> quarter of last fiscal year. The majority of this is tuition from International students that is down due to the pandemic. While Continuing Education and Contract Training is down at the end of the 3<sup>rd</sup> quarter, this appears to be due to timing that will correct itself by year end. Domestic tuition revenues at the end of the 3<sup>rd</sup> quarter are up by \$0.341 million as a result of increased student numbers in the Spring and Fall semesters. We may see that fall off in the Winter semester as a result of Omicron, but it is too soon to tell.

## Equipment Costs

FY 21/22	FY 20/21	Change
1,381,473	2,016,558	(635,085)

*In CAD \$*

NIC's equipment costs are down in the 3<sup>rd</sup> quarter of 21/22 mainly due to reduced spending on laptops and other training aids for digital program delivery. The College had significant spending in this area at the beginning of the pandemic in fiscal 20/21. In fiscal 21/22 and going forward, NIC is spreading these purchases out to avoid large swings in this budget area. This did require a budget adjustment of \$0.175 million to smooth this cost out, but also helps to ensure digital training equipment can be kept current.

## Grant Expense to the Province

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

However, the substance of the transaction is that the Ministry provided NIC with a letter restricting these funds for capital spending – the majority being used for the Gathering Place in Campbell River. Restricted funds show up in Deferred Capital contributions on NIC's books.

## Action:

For information only

**NORTH ISLAND COLLEGE  
FINANCIAL STATEMENTS  
For the nine months ended December 31, 2021 and 2020**

**North Island College**  
**Index to the Financial Statements**  
**For the nine months ended December 31, 2021 and 2020**

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Statement of Changes in Net Financial Assets (Net Debt)	<b>5</b>
Schedule 1 - Schedule of Expenses by Object	<b>6</b>

**North Island College**  
**Statement of Financial Position**  
**As at December 31, 2021 and 2020**

	<b>Dec 2021</b>	<b>Dec 2020</b>
<b>Financial assets</b>		
Cash and cash equivalents	\$ 8,486,927	\$ 3,848,698
Accounts receivable	115,915	2,973,601
Due from government organizations	148,753	137,710
Inventories held for resale	403,915	412,305
Assets held for sale	-	-
Portfolio investments	<u>18,079,327</u>	<u>16,605,485</u>
	27,234,837	23,977,799
 <b>Liabilities</b>		
Accounts payable and accrued liabilities	9,604,136	7,371,370
Due to government organizations	501,365	493,765
Employee future benefits	438,700	336,747
Leasehold inducements	-	331,364
Deferred revenue	2,280,486	4,264,842
Deferred contributions	14,573,589	13,109,352
Deferred capital contributions	<u>40,066,719</u>	<u>38,013,976</u>
	67,464,995	63,921,416
 Net financial assets (net debt)	(40,230,158)	(39,943,617)
 <b>Non-financial assets</b>		
Tangible capital assets	46,492,636	46,551,975
Prepaid expenses	<u>302,847</u>	<u>185,554</u>
	46,795,483	46,737,529
 <b>Accumulated surplus</b>	<b><u>\$ 6,565,325</u></b>	<b><u>\$ 6,793,912</u></b>
 Accumulated surplus is comprised of:		
Accumulated surplus	\$ 5,162,994	\$ 5,327,322
Accumulated remeasurement gains (losses)	<u>1,402,331</u>	<u>1,466,589</u>
	<u>\$ 6,565,323</u>	<u>\$ 6,793,909</u>

**North Island College**  
**Statement of Operations and Accumulated Surplus**  
**For the nine months ended December 31, 2021 and 2020**

	Budget 2022	% of Budget	Dec 2021	Dec 2020
<b>Revenue</b>				
Province of British Columbia				
Base Operating grant	\$ 28,098,978	71	\$ 19,880,139	\$ 19,678,337
Industry Training Authority grant	3,272,668	64	2,082,026	1,880,594
Routine capital	160,592	81	130,000	130,000
Leases	347,604	71	246,800	260,703
Aboriginal service plan	436,473	74	322,945	353,672
Literacy grants	210,896	112	237,031	210,896
Student aid	359,620	33	119,591	156,688
Educational partnerships	817,593	48	393,638	433,933
Province of BC contracts	<u>772,896</u>	69	<u>536,060</u>	<u>79,518</u>
	34,477,320	69	23,948,230	23,184,341
Government of Canada	1,058,752	14	153,023	234,620
Tuition and student fees	10,813,628	63	6,792,796	7,697,768
Contract services	1,493,284	106	1,588,973	387,320
Sales of goods and services	965,000	69	666,152	469,554
Investment income	450,020	95	425,302	342,992
Realized gain(loss) from investments	-		996,007	179,031
Other income	470,692	533	2,507,424	595,201
Revenue recognized from deferred capital contributions	<u>2,916,306</u>	96	<u>2,790,958</u>	<u>2,497,269</u>
	52,645,002	76	39,868,865	35,588,096
<b>Expenses (Schedule 1)</b>				
Instructional and non-sponsored research	51,209,109	75	38,375,235	35,608,694
Ancillary services	965,000	64	619,471	667,094
Sponsored research	1,083,584	21	231,709	154,427
Special purpose	<u>943,416</u>	96	<u>905,570</u>	<u>870,367</u>
	54,201,109	74	40,131,985	37,300,582
<b>Surplus for the year</b>	<b>(1,556,107)</b>		<b>(263,120)</b>	<b>(1,712,486)</b>
Accumulated surplus, beginning of period	<u>5,426,114</u>		<u>5,426,114</u>	<u>7,039,809</u>
<b>Accumulated surplus, end of period</b>	<b><u>\$ 3,870,007</u></b>		<b><u>\$ 5,162,994</u></b>	<b><u>\$ 5,327,323</u></b>



**North Island College**  
**Statement of Remeasurement Gains and Losses**  
**For the nine months ended December 31, 2021 and 2020**

	<b>Dec 2021</b>	<b>Dec 2020</b>
Accumulated remeasurement gains, beginning of period	\$ 1,543,213	\$ (399,629)
Unrealized gains (losses) attributed to:		
Pooled funds	855,124	2,045,249
Amounts reclassified to the statement of operations:		
Realized gain on pooled funds	<u>(996,006)</u>	<u>(179,031)</u>
Remeasurement gains(losses) for the period	(140,882)	1,866,218
<b>Accumulated remeasurement gains (losses), end of period</b>	<b><u>\$ 1,402,331</u></b>	<b><u>\$ 1,466,589</u></b>

**North Island College**  
**Statement of Cash Flows**  
For the nine months ended December 31, 2021 and 2020

	<b>Dec 2021</b>	<b>Dec 2020</b>
<b>Cash provided by (used in):</b>		
<b>Operations</b>		
(Deficit) surplus for the period	\$ (263,120)	\$ (1,712,486)
Items not involving cash:		
Amortization of tangible capital assets	2,852,055	2,943,621
Revenue recognized from deferred capital contributions	(2,790,958)	(2,497,269)
Change in employee future benefits	(143,859)	(100,933)
Gain on sale of tangible capital assets	(1,846,132)	-
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	1,160,583	(2,516,342)
Decrease (increase) in due from government organizations	1,099,447	1,238,416
Decrease (increase) in prepaid expenses	187,745	29,203
Decrease (increase) in inventories held for resale	(143,684)	(143,226)
Decrease in Leasehold inducements	(371,321)	(37,028)
Increase (decrease) in accounts payable and accrued liabilities	401,494	(1,910,263)
Increase (decrease) in due to government organizations	386,852	192,900
Increase (decrease) in deferred revenue	125,927	2,323,804
Increase in non-capital contributions	<u>1,853,162</u>	<u>3,018,947</u>
Net change in cash from operating activities	2,771,311	2,541,830
<b>Capital activities</b>		
Cash used to acquire tangible capital assets	(2,379,897)	(801,497)
Proceeds from deferred capital contributions	4,132,329	1,209,177
Proceeds on sale of assets held for sale	583,511	-
Proceeds on disposal of tangible capital assets	<u>1,846,132</u>	<u>-</u>
Net change in cash from capital activities	4,182,075	407,680
<b>Investing activities</b>		
Decrease (increase) in investments	(1,202,209)	(1,724,762)
Net remeasurement gains (losses)	<u>(140,882)</u>	<u>1,866,218</u>
Net change in cash from investing activities	(1,343,091)	141,456
<b>Net change in cash and cash equivalents</b>	<b>5,347,175</b>	<b>1,378,480</b>
Cash and cash equivalents, beginning of period	<u>3,139,753</u>	<u>2,470,219</u>
Cash and cash equivalents, end of period	<u>\$ 8,486,927</u>	<u>\$ 3,848,698</u>

**North Island College**  
**Statement of Changes in Net Financial Assets (Net Debt)**  
**For the nine months ended December 31, 2021 and 2020**

	<b>Budget 2022</b>	<b>Dec 2021</b>	<b>Dec 2020</b>
(Deficit) surplus for the year	\$ -	\$ (263,120)	\$ (1,712,486)
Acquisition of tangible capital assets	-	(2,379,897)	(801,497)
Amortization of tangible capital assets	3,645,840	2,852,055	2,943,621
Gain on sale of tangible capital assets	-	(1,846,132)	-
Proceeds on sale of tangible capital assets	<u>-</u>	<u>1,846,132</u>	<u>-</u>
	3,645,840	472,158	2,142,124
Acquisition of prepaid expenses	-	(104,565)	(200,839)
Use of prepaid expenses	<u>-</u>	<u>292,310</u>	<u>230,042</u>
	-	187,745	29,203
Net remeasurement gains (losses)	-	(140,882)	1,866,218
<b>Change in net financial assets (net debt)</b>	<b>3,645,840</b>	<b>255,901</b>	<b>2,325,059</b>
Net debt, beginning of period	<u>(40,486,059)</u>	<u>(40,486,059)</u>	<u>(42,268,676)</u>
Net debt, end of period	<u>\$ (36,840,219)</u>	<u>\$ (40,230,158)</u>	<u>\$ (39,943,617)</u>

**North Island College**  
**Schedule 1 - Schedule of Expenses by Object**  
**For the nine months ended December 31, 2021 and 2020**

<b>Expenses</b>	<b>Budget 2022</b>	<b>% of Budget</b>	<b>Dec 2021</b>	<b>Dec 2020</b>
Salaries and benefits	\$ 38,429,927	69	\$ 26,501,437	\$ 25,875,174
Other personnel costs	983,358	64	633,941	563,577
Advertising and promotion	782,632	46	362,698	226,880
Books and periodicals	361,924	73	264,473	200,306
Cost of goods sold	676,112	58	392,237	322,736
Equipment costs	1,659,538	83	1,381,473	2,016,558
Facility costs	2,745,906	76	2,079,112	2,540,523
Financial service charges	234,002	78	181,375	187,747
General fees and services	1,562,419	81	1,267,531	737,096
Student awards	732,354	92	671,553	653,774
Supplies and general expenses	1,471,260	59	875,334	763,169
Travel	704,941	19	134,684	58,525
Grant transfers	210,896	112	237,031	210,896
Grant expense to province	-	-	2,292,051	-
Donations to NIC Foundation	-	-	5,000	-
Amortization of tangible capital assets	<u>3,645,840</u>	78	<u>2,852,055</u>	<u>2,943,621</u>
	<u>\$ 54,201,109</u>	74	<u>\$ 40,131,985</u>	<u>\$ 37,300,582</u>

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**January 27, 2022**

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

**AGENDA ITEM:                      Regular Meeting**  
**4.2.2 Fiscal 2021/22 Forecast (attachment)**

**Background:**

Each quarter, NIC updates its forecast to reflect the most current projections based on the financial results to date. The forecasts are provided to both the Board and the Ministry, although the Ministry requires the information in their own format.

NIC's financial results in fiscal 2021/22 have been impacted by the pandemic, though not as significantly as fiscal 2020/21. For example, in fiscal 2020/21, NIC purchased a number of laptops and other digital training aids to allow for the transition to digital modes of delivery. In fiscal 2021/22 and moving forward, NIC has created a budget for these items of approximately \$175,000 per year. This will allow the Information Technology team to keep training aids current while smoothing out the costs over time. It should be noted that the \$175,000 is over and above NIC's current technology budget. This is just the amount to reflect the impacts of digital delivery.

Another item that impacted the forecast was the reduction in International student tuition revenue as a result of the ongoing pandemic. This has reduced revenues by approximately \$775,000, though it is offset by an increase in domestic student tuition revenue of approximately \$239,000.

The most significant impact to NIC's 2021/22 forecast is documented in the 3<sup>rd</sup> Quarter financial statements, and that is the realized gains on investment of approximately \$996,000. NIC has revised its forecast as a result of this gain, and is expecting a much smaller deficit of approximately \$533,000. It's worth noting that realized gains are made as a result of normal investing activities, and those decisions are made by NIC's investment manager.

Prior to the pandemic, NIC used realized gains to cover unexpected costs that arise during the year. This year, they have been used to reduce the College's deficit.

The 2021/22 forecast is attached, and includes a preliminary projection for 2022/23. The 2022/23 budget is under development, and a draft will be provided to the Board at the March meeting.

**Action:**

For information

**NORTH ISLAND COLLEGE  
FY 21/22 and 22/23 Projections**

	<b>Forecast 2021-2022</b>	<b>Budget 2021-2022</b>	<b>Change</b>	<b>Projected 2022-23</b>	
<b>Revenues</b>					
Province of BC revenues	34,477,320	34,477,320	0	34,477,320	FY 22/23 is an estimate based on prior year and requires fine-tuning
Federal Government grants and contracts	1,058,752	1,058,752	0	1,058,752	
Student fees					
Base funded programs	5,020,716	4,781,634	239,082	4,877,267	
Cost recovery program	1,188,371	1,188,371	0	1,212,138	
International Education	4,068,643	4,843,623	(774,980)	4,940,495	
	<u>10,277,730</u>	<u>10,813,628</u>	<u>(535,898)</u>	<u>11,029,901</u>	FY 22/23 projection is Budget 21/22 amounts plus 2%.
Sales of goods and services	965,000	965,000	0	965,000	Bookstore and Cafeteria revenue
Contract services	1,738,973	1,543,284	195,689	743,284	
Investment income	1,446,207	450,020	996,187	500,000	Forecast for 21/22 includes realized gains of \$0.996 million
Other income	<u>2,712,743</u>	<u>420,692</u>	<u>2,292,051</u>	<u>420,692</u>	Forecast 21/22 includes Vigar Road sales proceeds
<b>Total Operating Revenue</b>	<b>52,676,725</b>	<b>49,728,696</b>	<b>2,948,029</b>	<b>49,194,949</b>	
Amortization of deferred capital revenue	<u>3,080,789</u>	<u>2,916,306</u>	<u>164,483</u>	<u>2,856,291</u>	Reflects current spending and projects completing
<b>Total Revenue</b>	<b>55,757,514</b>	<b>52,645,002</b>	<b>3,112,512</b>	<b>52,051,240</b>	
<b>Expenditures</b>					
Salaries, benefits, other personnel costs	39,271,097	39,413,285	(142,188)	39,271,097	
Operating Costs	13,335,035	11,141,984	2,193,051	10,451,984	Forecast 21/22 includes Vigar Road proceeds back to Province
Amortization of capital assets	<u>3,684,349</u>	<u>3,645,840</u>	<u>38,509</u>	<u>3,426,565</u>	Reflects current spending and projects completing
<b>Total Expenditures</b>	<b>56,290,481</b>	<b>54,201,109</b>	<b>2,089,372</b>	<b>53,149,646</b>	
<b>Revenue less Expenditures</b>	<b>(532,967)</b>	<b>(1,556,107)</b>	<b>1,023,140</b>	<b>(1,098,406)</b>	

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS**  
**January 27, 2022**

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

**AGENDA ITEM:**                      **Regular Meeting**

**4.3.1    FALL 2021/WINTER 2022 STABLE CREDIT  
ENROLMENT REPORT *(attachment)***

**Relationship to values:**                      **Accountability**

**Relationship to strategic issues:**                      **Long-term Sustainability**

**Reason:**

Tony Bellavia, Vice President, Academic will present the Fall 2021/Winter 2022 Stable Credit Enrolment Report.

The following reports have been provided.

- All students
  - *Fall 2021/Winter 2022 Stable Credit Enrolment Report - Instructional Area*
  - *Fall 2021/Winter 2022 Stable Credit Enrolment Report - Campus/Location*
- Domestic students
  - *Fall 2021/Winter 2022 Stable Credit Enrolment Report - Instructional Area*
  - *Fall 2021/Winter 2022 Stable Credit Enrolment Report - Campus/Location*
- International students
  - *Fall 2021/Winter 2022 Stable Credit Enrolment Report - Instructional Area*
  - *Fall 2021/Winter 2022 Stable Credit Enrolment Report - Campus/Location*
  - *Fall 2021/Winter 2022 International Students - Continent of Origin*

The fall/winter stable enrolment reports capture enrolment in credit courses for programs confirmed during the fall 2021 and winter 2022 semesters at the winter term stable enrolment date and provide a point-in-time comparison with enrolment during the same period in the previous year. Stable enrolment is defined as the last date a student can withdraw from a course and receive a refund of tuition; for classes beginning this January, this date is approximately two weeks after the first day of classes. The attached reports provide a comparison of enrolment on this year's stable enrolment date of January 19, 2022 with enrolment on last year's stable enrolment date of January 13, 2021.

Enrolment is expressed as unduplicated headcount which represents the number of unique students enrolled at NIC.

A total of 3,675 students were enrolled at the winter 2022 stable enrolment date, including 3,319 domestic students and 356 international students. Compared with last year:

- total headcount is higher by 36 students (1%),
- domestic student headcount is higher by 54 students (2%), and
- international student headcount is lower by 18 students (5%).

**Action:**    For the Board's information.

**Suggested Resolution:**    **NONE REQUIRED.**

**ALL STUDENT ENROLMENT**  
**Fall 2021 / Winter 2022 Stable Credit Enrolment Report**  
**Headcount by Instructional Area - All Locations**  
 At January 19, 2022 with Comparison Data at January 13, 2021



Instructional Area	Fall 2021 / Winter 2022	Fall 2020 / Winter 2021	Change	% Change
<b>Indigenous Education</b>	<b>201</b>	<b>225</b>	<b>-24</b>	<b>-11%</b>
First Nations Studies	21	21	0	0%
Indigenous Language Fluency	40	31	9	29%
Indigenous Languages - ABE	127	179	-52	-29%
Indigenous Leadership	26		26	
<b>University Studies &amp; Applied Programs</b>	<b>1,810</b>	<b>1,896</b>	<b>-86</b>	<b>-5%</b>
Business Administration	492	532	-40	-8%
Digital Design + Development	176	140	36	26%
Fine Arts	182	168	14	8%
Information Technology & Computer Science	100	60	40	67%
Medical Terminology Skills Office Admin Micro	35	43	-8	-19%
Office Administration	157	156	1	1%
Tourism & Hospitality Management	51	92	-41	-45%
Tourism: Adventure Guiding	21	30	-9	-30%
University Studies	1,302	1,403	-101	-7%
<b>Health &amp; Community Care</b>	<b>554</b>	<b>523</b>	<b>31</b>	<b>6%</b>
Community Mental Health Worker		4	-4	-100%
Early Childhood Care & Education	125	141	-16	-11%
Health Care Assistant	135	105	30	29%
Human Services	114	93	21	23%
Nursing: Bachelor of Science	139	142	-3	-2%
Practical Nursing Diploma	42	39	3	8%
<b>Trades &amp; Technology</b>	<b>369</b>	<b>297</b>	<b>72</b>	<b>24%</b>
Automotive Service Technician Foundation	25	28	-3	-11%
Carpentry Foundation	23	26	-3	-12%
Coastal Forest Worker	32	31	1	3%
Culinary Business Operations	6	2	4	200%
Electrical Foundation	40	48	-8	-17%
Electronics Technician: Core		20	-20	-100%
Electronics Technician: Industrial Automation Technician	14		14	
Furniture Design and Joinery Certificate	16	16	0	0%
Heavy Mechanical	28	16	12	75%
Metal Fabrication Foundation	14	9	5	56%
One-Time Trades (including Ministry funded)	109	90	19	21%
Plumbing & Piping Foundation	15	15	0	0%
Welding	60	28	32	114%
<b>Apprenticeship Training</b>	<b>392</b>	<b>394</b>	<b>-2</b>	<b>-1%</b>
Apprenticeship: Carpentry	118	99	19	19%
Apprenticeship: Construction Electrician	125	159	-34	-21%
Apprenticeship: Heavy Duty Mechanic	50	46	4	9%
Apprenticeship: Plumbing	54	55	-1	-2%
Apprenticeship: Professional Cook	43	29	14	48%
Apprenticeship: Welding	2	6	-4	-67%
<b>Adult Upgrading</b>	<b>592</b>	<b>545</b>	<b>47</b>	<b>9%</b>
Access for Students with Disabilities (ASD)	94	85	9	11%
Adult Basic Education	500	459	41	9%
Employment Transition Grounds and Custodial Assistant	9	12	-3	-25%
Employment Transition Kitchen Assistant		7	-7	-100%
<b>Continuing Education &amp; Training</b>	<b>146</b>	<b>132</b>	<b>14</b>	<b>11%</b>
Activity Assistant	45	36	9	25%
Animal Care Aide	34	39	-5	-13%
Hospital Unit Clerk	12	10	2	20%
Metal Jewellery Design		7	-7	-100%
Occupational Skills	55	40	15	38%
<b>Total Unduplicated Headcount</b>	<b>3,675</b>	<b>3,639</b>	<b>36</b>	<b>1%</b>

**Notes:**

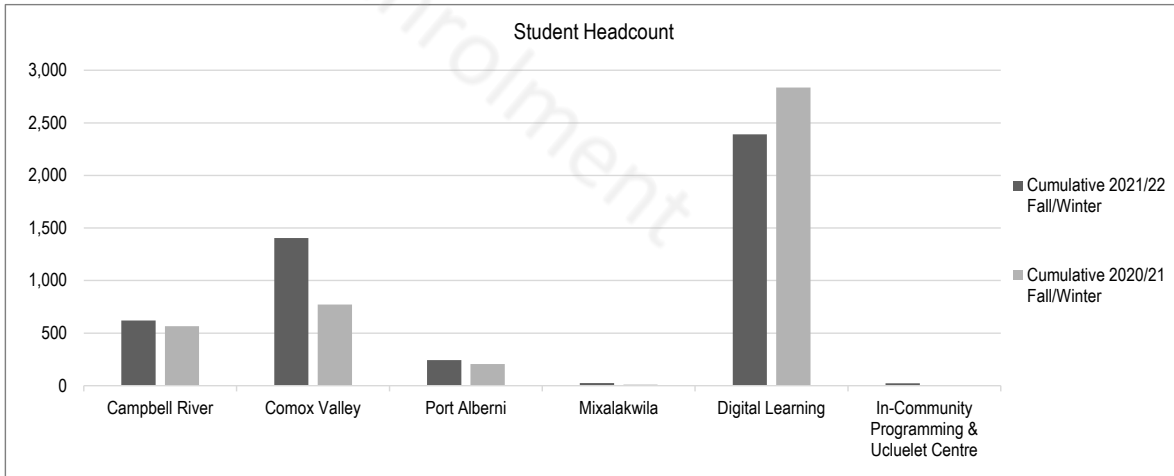
- Includes Domestic and International students
- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
- Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.



**ALL STUDENT ENROLMENT**  
**Fall 2021 / Winter 2022 Stable Credit Enrolment Report**  
**Student Headcount by Location**  
 At January 19, 2022 with Comparison Data at January 13, 2021



Location	Fall 2021 / Winter 2022	Fall 2020 / Winter 2021	Change	% Change
Campbell River	619	565	54	10%
Comox Valley	1,405	771	634	82%
Port Alberni	243	205	38	19%
Mixalakwa	25	10	15	150%
Digital Learning	2,390	2,836	-446	-16%
In-Community Programming & Ucluelet Centre	22	5	17	340%
<b>Total Unduplicated Headcount</b>	<b>3,675</b>	<b>3,639</b>	<b>36</b>	<b>1%</b>



- Notes:**
- Includes Domestic and International students
  - Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
  - Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

**DOMESTIC STUDENT ENROLMENT**  
**Fall 2021 / Winter 2022 Stable Credit Enrolment Report**  
**Headcount by Instructional Area - All Locations**  
 At January 19, 2022 with Comparison Data at January 13, 2021



Instructional Area	Fall 2021 / Winter 2022	Fall 2020 / Winter 2021	Change	% Change
<b>Indigenous Education</b>	<b>199</b>	<b>224</b>	<b>-25</b>	<b>-11%</b>
First Nations Studies	20	21	-1	-5%
Indigenous Language Fluency	40	30	10	33%
Indigenous Languages - ABE	127	179	-52	-29%
Indigenous Leadership	25		25	
<b>University Studies &amp; Applied Programs</b>	<b>1,480</b>	<b>1,537</b>	<b>-57</b>	<b>-4%</b>
Business Administration	276	286	-10	-3%
Digital Design + Development	120	104	16	15%
Fine Arts	168	158	10	6%
Information Technology & Computer Science	64	39	25	64%
Medical Terminology Skills Office Admin Micro	35	43	-8	-19%
Office Administration	157	156	1	1%
Tourism & Hospitality Management	22	32	-10	-31%
Tourism: Adventure Guiding	19	27	-8	-30%
University Studies	1,050	1,141	-91	-8%
<b>Health &amp; Community Care</b>	<b>527</b>	<b>507</b>	<b>20</b>	<b>4%</b>
Community Mental Health Worker		4	-4	-100%
Early Childhood Care & Education	105	127	-22	-17%
Health Care Assistant	135	105	30	29%
Human Services	107	91	16	18%
Nursing: Bachelor of Science	139	142	-3	-2%
Practical Nursing Diploma	42	39	3	8%
<b>Trades &amp; Technology</b>	<b>365</b>	<b>294</b>	<b>71</b>	<b>24%</b>
Automotive Service Technician Foundation	25	28	-3	-11%
Carpentry Foundation	23	26	-3	-12%
Coastal Forest Worker	32	31	1	3%
Culinary Business Operations	5	2	3	150%
Electrical Foundation	40	48	-8	-17%
Electronics Technician: Core		17	-17	-100%
Electronics Technician: Industrial Automation Technician	12		12	
Furniture Design and Joinery Certificate	15	16	-1	-6%
Heavy Mechanical	28	16	12	75%
Metal Fabrication Foundation	14	9	5	56%
One-Time Trades (including Ministry funded)	109	90	19	21%
Plumbing & Piping Foundation	15	15	0	0%
Welding	60	28	32	114%
<b>Apprenticeship Training</b>	<b>392</b>	<b>394</b>	<b>-2</b>	<b>-1%</b>
Apprenticeship: Carpentry	118	99	19	19%
Apprenticeship: Construction Electrician	125	159	-34	-21%
Apprenticeship: Heavy Duty Mechanic	50	46	4	9%
Apprenticeship: Plumbing	54	55	-1	-2%
Apprenticeship: Professional Cook	43	29	14	48%
Apprenticeship: Welding	2	6	-4	-67%
<b>Adult Upgrading</b>	<b>578</b>	<b>531</b>	<b>47</b>	<b>9%</b>
Access for Students with Disabilities (ASD)	94	85	9	11%
Adult Basic Education	486	445	41	9%
Employment Transition Grounds and Custodial Assistant	9	12	-3	-25%
Employment Transition Kitchen Assistant		7	-7	-100%
<b>Continuing Education &amp; Training</b>	<b>145</b>	<b>132</b>	<b>13</b>	<b>10%</b>
Activity Assistant	44	36	8	22%
Animal Care Aide	34	39	-5	-13%
Hospital Unit Clerk	12	10	2	20%
Metal Jewellery Design		7	-7	-100%
Occupational Skills	55	40	15	38%
<b>Total Unduplicated Headcount</b>	<b>3,319</b>	<b>3,265</b>	<b>54</b>	<b>2%</b>

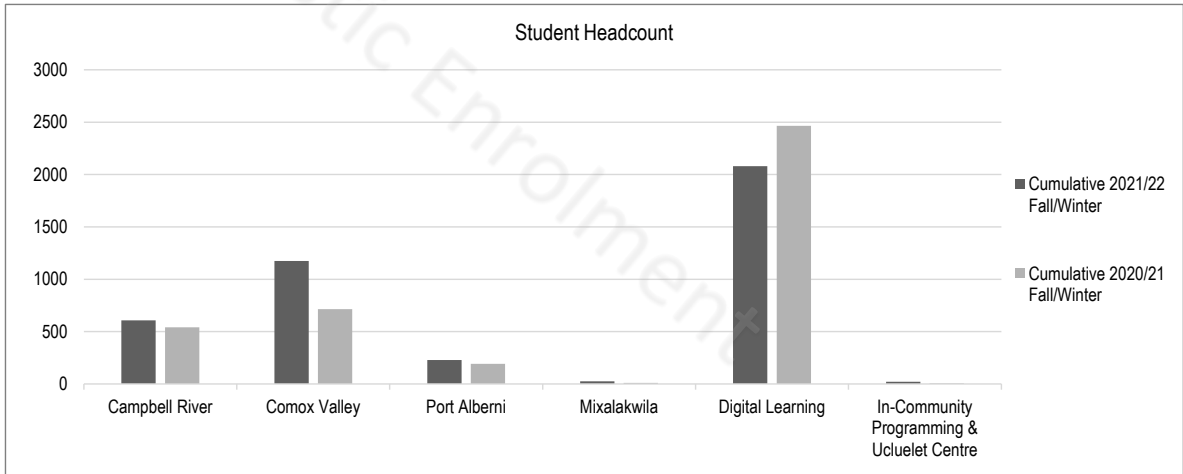
**Notes:**

- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
- Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

**DOMESTIC STUDENT ENROLMENT**  
**Fall 2021 / Winter 2022 Stable Credit Enrolment Report**  
**Student Headcount by Location**  
 At January 19, 2022 with Comparison Data at January 13, 2021



Location	Fall 2021 / Winter 2022	Fall 2020 / Winter 2021	Change	% Change
Campbell River	608	541	67	12%
Comox Valley	1,174	714	460	64%
Port Alberni	228	192	36	19%
Mixalakwa	25	10	15	150%
Digital Learning	2,080	2,464	-384	-16%
In-Community Programming & Ucluelet Centre	22	5	17	340%
<b>Total Unduplicated Headcount</b>	<b>3,319</b>	<b>3,265</b>	<b>54</b>	<b>2%</b>



- Notes:**
- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
  - Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

**INTERNATIONAL STUDENT ENROLMENT**  
**Fall 2021 / Winter 2022 Stable Credit Enrolment Report**  
**Headcount by Instructional Area - All Locations**  
 At January 19, 2022 with Comparison Data at January 13, 2021



Instructional Area	Fall 2021 / Winter 2022	Fall 2020 / Winter 2021	Change	% Change
<b>Indigenous Education</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>100%</b>
First Nations Studies	1		1	
Indigenous Language Fluency		1	-1	-100%
Indigenous Leadership	1		1	
<b>University Studies &amp; Applied Programs</b>	<b>330</b>	<b>359</b>	<b>-29</b>	<b>-8%</b>
Business Administration	216	246	-30	-12%
Digital Design + Development	56	36	20	56%
Fine Arts	14	10	4	40%
Information Technology & Computer Science	36	21	15	71%
Tourism & Hospitality Management	29	60	-31	-52%
Tourism: Adventure Guiding	2	3	-1	-33%
University Studies	252	262	-10	-4%
<b>Health &amp; Community Care</b>	<b>27</b>	<b>16</b>	<b>11</b>	<b>69%</b>
Early Childhood Care & Education	20	14	6	43%
Human Services	7	2	5	250%
<b>Trades &amp; Technology</b>	<b>4</b>	<b>3</b>	<b>1</b>	<b>33%</b>
Culinary Business Operations	1		1	
Electronics Technician: Core		3	-3	-100%
Electronics Technician: Industrial Automation Technician	2		2	
Furniture Design and Joinery Certificate	1		1	
<b>Adult Upgrading</b>	<b>14</b>	<b>14</b>	<b>0</b>	<b>0%</b>
Adult Basic Education	14	14	0	0%
<b>Continuing Education &amp; Training</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0%</b>
Activity Assistant	1		1	
<b>Total Unduplicated Headcount</b>	<b>356</b>	<b>374</b>	<b>-18</b>	<b>-5%</b>

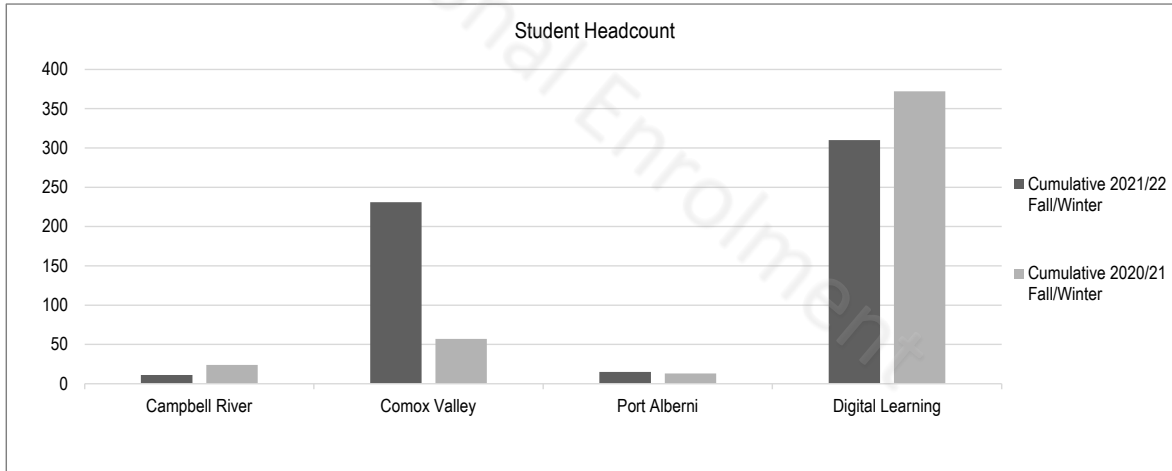
**Notes:**

- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
- Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

**INTERNATIONAL STUDENT ENROLMENT**  
**Fall 2021 / Winter 2022 Stable Credit Enrolment Report**  
**Student Headcount by Location**  
 At January 19, 2022 with Comparison Data at January 13, 2021



Location	Fall 2021 / Winter 2022	Fall 2020 / Winter 2021	Change	% Change
Campbell River	11	24	-13	-54%
Comox Valley	231	57	174	305%
Port Alberni	15	13	2	15%
Digital Learning	310	372	-62	-17%
<b>Total Unduplicated Headcount</b>	<b>356</b>	<b>374</b>	<b>-18</b>	<b>-5%</b>



- Notes:**
- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
  - Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

## INTERNATIONAL STUDENT - CONTINENT OF ORIGIN Fall 2021 / Winter 2022 Stable Credit Enrolment Report

At January 19, 2022 with Comparison Data at January 13, 2021

NORTH ISLAND COLLEGE



Continent of Origin	Fall 2021 / Winter 2022	Fall 2020 / Winter 2021	Change	% Change
<b>Africa</b>	<b>20</b>	<b>14</b>	<b>6</b>	<b>43%</b>
Eastern Africa	14	6	8	133%
Northern Africa		2	-2	-100%
Southern Africa	2	2	0	0%
Western Africa	4	4	0	0%
<b>Asia</b>	<b>302</b>	<b>342</b>	<b>-40</b>	<b>-12%</b>
Eastern Asia	15	20	-5	-25%
South-eastern Asia	26	31	-5	-16%
Southern Asia	259	291	-32	-11%
Western Asia	2		2	
<b>Europe</b>	<b>13</b>	<b>5</b>	<b>8</b>	<b>160%</b>
Eastern Europe	1		1	
Northern Europe	4	3	1	33%
Southern Europe	1	1	0	0%
Western Europe	7	1	6	600%
<b>North America</b>	<b>13</b>	<b>10</b>	<b>3</b>	<b>30%</b>
Caribbean	1	1	0	0%
Central America	9	2	7	350%
Northern America	3	7	-4	-57%
<b>Oceania</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>100%</b>
Australia and New Zealand	2	1	1	100%
<b>South America</b>	<b>6</b>	<b>2</b>	<b>4</b>	<b>200%</b>
South America	6	2	4	200%
<b>Total Unduplicated Headcount</b>	<b>356</b>	<b>374</b>	<b>-18</b>	<b>-5 %</b>

### Notes:

- Short duration, non-credit course enrolments are excluded (e.g. general interest and short-term vocational courses).
- Headcount totals and subtotals show unduplicated headcount (i.e. the number of unique students) and will, therefore, not equal the sum of subgroups as students may be enrolled in more than one subgroup. For example, a student who is taking both University Studies and Business Administration courses will be counted in each of these subgroups but will only be counted once in the subtotal for University Studies & Applied Programs.

January 2022

The Curriculum Committee met on November 26<sup>th</sup>.

Edco met on December 10<sup>th</sup> and approved the following course and program revisions:

**Accessible Learning:**

PROGRAM REVISIONS:

Employment Transition

Practical Academics for the Workplace

COURSE REVISIONS:

AED 056 Workplace Safety Literacy

AED 058 workplace Literacy

**Business Administration:**

COURSE REVISION:

BUS 247 The Canadian Securities Course

**Health & Human Services:**

PROGRAM REVISIONS:

Human Services: Educational Assistant/community Support Certificate

Human Service: Educational Assistant/Community Support Indigenous Focus Certificate

COURSE REVISIONS:

HSW 152 Foundations of Human Service Practice

HSW 064 Foundations of Community Support

HSW 167 Support Strategies for Skill Development

HSW 170 Education Assistant/Community Support Practice Experience 1

HSW 174 Human Service Practice Experience II

HW 190 The Education Assistant in the Classroom

SSW 121 Interpersonal Communications

FNS 160 First Nations Education: Traditional and Contemporary

HSW j130 The Educational Assistant in the Cross-Cultural Classroom

HSW 131 Cross-Cultural Communication Skills in the Classroom

HSW 132 Cross-Cultural Community Support

HSW 136 Holistic Health and Well Being

HSW 137 Support Strategies for Skill Development in Cross-Cultural Settings

HSW 140 Indigenous Focus Human Service Practice Experience 1

HSW 144 Indigenous Focus Human Service Practice Experience II

**Bachelor of Science in Nursing:**

PROGRAM REVISION

Bachelor of Science in Nursing

NEW COURSE

NUR 201 Transition to BSN Program for Option C Admission

COURSE REVISIONS:

NUR 170 Health and Healing Bridge-In

NUR 173 Professional Practice Bridge – In

NUR 175 Consolidated Practice Experience I

The Edco executive met on January 14<sup>th</sup> to discuss changes in processes, guidelines for the fast track process and Board of Governors participation on Education Council.

The process of implementing Curriculog is ongoing and the implementation date has been deferred to September 2022 . The Curriculum approval process will now include standard language to Student Evaluation and there will be a mandatory review of curriculum documents by the Centre for Teaching and Learning Innovation prior to submission to the Curriculum Committee.

Edco did not have a January meeting. The next meeting takes place on February 11<sup>th</sup> on Bluejeans.





# NICFoundation

Advancing students, education and communities

## Your Impact

REPORT TO DONORS

2021 AWARDS PROGRAM

# Your Generosity: Advancing Students, Education and Communities

Your investment in students today adds up in so many ways.



*The gift of education has the power to change lives*, inspire future leaders, and create contributing citizens who will positively influence our communities and beyond.

That's why our logo represents the circle of giving that results from your support to our students and, in turn their growth in our communities.

NIC Foundation 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 NIC campuses are situated.



*NIC Heavy Duty Mechanic student,  
**Paul Herman**, is grateful for the extra help.*

*“As the recipient of a generous bursary, I am grateful and excited to be able to start my career with a leg up. This year has been challenging and I really appreciate the help.*

I plan to be a Red Seal mechanic, and this program is my first step. I am glad to be able to start this near home and I’m excited for the future.

Thank you again for your generous donation towards my post-secondary education. I feel honoured that you chose me and will use this opportunity and gift to the fullest advantage.”

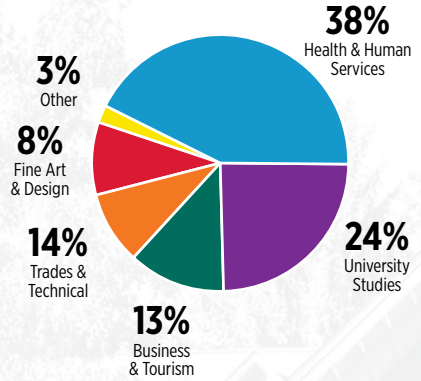
*– **Paul Herman**, student recipient  
North Island College*

# Your Impact

This fall, because of your generosity and the power of a community of incredible donors like you, more than 500 talented students received help and renewed optimism for the future.

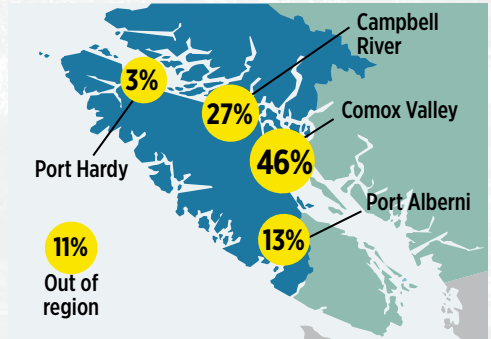
## SUPPORT BY PROGRAM (% OF \$)

Students from all program areas were supported by your awards at varying stages of their education.

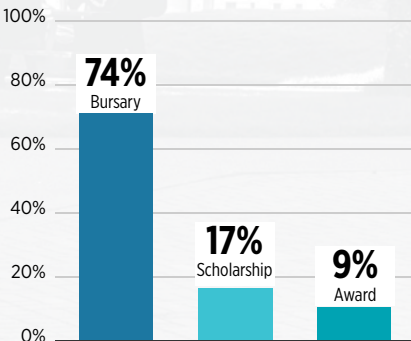


## SUPPORT BY REGION (% OF \$)

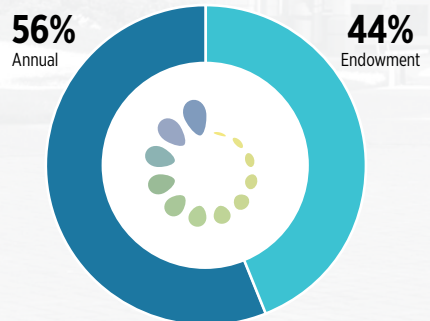
Students from all of our campus communities were supported by your awards. The percentage by region aligns with the proportion of NIC students attending each campus.



## AWARD TYPE



## ENDOWMENTS VS ANNUAL AWARDS



# 2021 Scholarships & Bursaries



888 (Komox) Wing Royal Canadian Air Force Association Bursary

AB Ball Memorial Bursary

Advanced Marine Power Ltd and North Island Cruisers Bursary

Alberni Climate Action Scholarship

Alberni Valley Lions Club Bursary

Alberni Valley Medical Society Bursary

Alberni-Clayoquot Innovation Society Bursary

Alma VanDusen Bursary - Vancouver Foundation

Andrea W Rowe Entrance Bursary

Andrena Koch-Schulte, Personal Real Estate Corporation with Royal LePage in the Comox Valley Bursary

Ann Elmore Haig-Brown Memorial Bursary

Anna & Orlin Martin Memorial Bursary

Aquatic Science Education and Training Award

Arrowsmith Rotary Club Bursary

Auchterlonie Family Bursary

Audrey Sullivan Brooks Memorial Bursary

BC Hydro Scholarship

BC Hydro Trades Awards

Belyea Collins Ingledow Bursary - Vancouver Foundation

Berkenstock Family Bursary

Berwick Retirement Communities Bursary

Bite of Campbell River Bursary

Blackhall Family Bursary - Continuing

Blackhall Family Bursary - Entering

Board of Governors Bursary

Bob Minkler Memorial Bursary

Brian Scott Fine Art Ltd Scholarship

Buckley Family Award

Bucky Buchanan Business Scholarship

Calista Fleming Memorial Scholarship

Campbell River Altrusa Club Literacy Bursary

Campbell River Community Foundation COVID-19 Bursary

Campbell River Dragon Boat Society Bursary

Campbell River ElderCollege Medical Bursary

Campbell River Environmental Science Award

Campbell River Horticultural Advancement Bursary

Campbell River Hospital Auxiliary Bursary

Campbell River Patron of the Arts Bursary

Canadian Daughters' League Assembly #6 Bursary

Canadian Daughters' League  
Assembly #6 High School Bursary

Canadian Daughters' League  
National Bursary

Canadian Daughters' League  
Provincial Bursary

Canadian Federation of University  
Women - Comox Valley Bursary

Canadian Federation of University  
Women - Parksville Qualicum Trades  
Award

Canadian Information Processing Society  
Bursary

Canadian Tire Courtenay Scholarship

Carl O., Margaret, Carl A., "Tubby" and  
Florence Thulin Memorial Bursary

Catherine Walker Memorial Bursary

Chan Nowosad Boates Bursary

Chapter 71 -  
Retired Teachers' Association Bursary

Chris Day Scholarship

Chris Laithwaite Memorial Bursary

Clements Family Award

Coastal Community Credit Union  
Entrance Bursary

Comox Glacier Nursing Bursary

Comox Valley and Port Alberni  
McDonald's Restaurants Bursary

Comox Valley Art Gallery Bursary

Comox Valley Chamber of Commerce  
Bursary

Comox Valley Community Foundation  
- Catherine Mary and Elizabeth Cherry  
Aitken Bursary - Entrance

Comox Valley Community Foundation  
- Catherine Mary and Elizabeth Cherry  
Aitken Bursary - Continuing

Comox Valley Community Foundation  
- Catherine Mary and Elizabeth Cherry  
Aitken Scholarship - Continuing



*Coastal Forest Technology Diploma,  
2021 student recipient*

Comox Valley Community Foundation -  
Dr. Robert E. Clarke Bursary

Comox Valley Community Foundation -  
Harold Rodney Christie Award - Entering  
Scholarship

Comox Valley Community Foundation -  
Harold Rodney Christie Award - Year 2, 3,  
4 Bursary

Comox Valley Horticultural Society  
Bursary

Comox Valley Lions Club Bursary

Comox Valley Monarch Lions Club Bursary

Comox Valley Photographic Society  
Bursary

Comox Valley Potters' Club Bursary

Comox Valley Rife Volunteer & Resonant  
Light Technology Scholarship

Comox Valley Tourism Society  
Legacy Bursary

Comox Valley Writers Society Bursary

Co-operators Scholarship

Courtenay Rotary Trades Bursary

Courtney Quin Memorial Bursary

COVID-19 Student Hope Award

Creative Employment Access Society  
Award

Credit Union Foundation of BC Bursary

CUPE (North Island College)  
Local 3479 Bursary

CV Sports & Social Club Bursary

CVEC 20th Anniversary Bursary

CVEC Betty Emery Founders Bursary

CVEC Elizabeth Smith Founders Bursary

Daniel Portmann Memorial Bursary

Danita Janice Wardle Memorial  
Scholarship

David N Hudson Bursary

David Whitworth/Tom Cross Trades  
Bursary

Dawn Marie Markle Memorial Bursary

Denise Forest Memorial Bursary

Denman Conservancy Association  
David Fraser Bursary

DIGITAL Design + Development  
Women in Technology Bursary

Donaldson-Cox Family Award

Dorothy & Ralph Scott Memorial  
Scholarship

Dr. Allan Duncan Pritchard Legacy  
Bursary

Dr. Lou Dryden Student Success Bursary

Dr. Neil Murphy Entrance Scholarship

Dyer Family Bursary

E.W. Bickle Memorial Bursary

Elaine & Rob Shelton Bursary

Elaine Dornan Memorial Bursary

Elders & Youth Tribal Governance Fund  
Award - Victoria Foundation

Eleanor and Norman Sprout  
Heritage Bursary

Elizabeth Sywulych Heritage Bursary

Ernie Buchacher Education Bursary

Evelyn Voyageur Nursing Bursary

Evergreen Club Bursary

Exploration Art Camp Bursary

Federation of Canadian Artists -  
Comox Valley Chapter Fine Arts Bursary

Frame & Co. Injury Law Bursary

Frank & Yvonne McCloskey Award

Fred Bossom Memorial Bursary

FYi Doctors  
Comox Valley & Campbell River Award

Gail Kuzma Memorial Bursary

Gala Nadine Stewart Memorial  
Scholarship

Garry & Gretel Griffin Bursary

Gary Steven Watts Bursary

Gene Regier Memorial Scholarship

Genevieve Walker Memorial Bursary

Golden Oldies Car Club Scholarship

Hedie Fournier Memorial Bursary

Heidi Peterson Memorial Bursary

Henry & Barbara Holden Bursary

Highland Grad '85 Reunion Bursary

Hobson Family Bursary - Continuing

Hobson Family Bursary - Graduating

Hon. Stanley B. Hagen Memorial  
Scholarship

Horgen Family Bursary

Ida and Ted Sauve Nursing Bursary

Inspired Women's Award

Ivan & Laura Cronsberry Bursary

Ivy Power Memorial Bursary

Jack Roche Memorial Bursary



*Metal Jewellery Design Certificate,  
2021 student recipient*

Jane-Claire Inkster Memorial Men's Bursary

Jane-Claire Inkster Memorial Women's Bursary

Jean C Stacey Memorial Bursary

JGM Luckhurst Bursary

Jim Muldowney Bursary

Jocelyn Sarah Bell Memorial Bursary

John Anderson McLean Memorial Bursary

Joseph John Gillis Memorial Bursary

Judith Harder Memorial Bursary

Keith Wagner Memorial Scholarship

Kelly John Memorial Bursary

Kinsmen Club of Campbell River Bursary

Kinsmen Club of Port Alberni Bursary

Kiwanis Club of Courtenay Bursary

Kiwanis Club of Courtenay Trades Bursary

Kiwanis Club of Port Alberni - Egon Matheson Scholarship

Kleanza Aboriginal Student Bursary

Kyle & Jessica Matthews Bursary

Laird Family Award

Lara D. Austin Financial Foothold Award

Lazo Women's Institute Bursary

Lazo Women's Institute Entrance Bursary

Lazo Women's Institute Scholarship

Leonard & Isabel Bryan Memorial Bursary

Leslie & Rosina Ball Memorial Scholarship

LGBT+ Student Leader Award

Lidster Sisters Memorial Bursary

Lisa Moyes Hope Award

Lyle Wesley Scholarship

Marc Hylands Scholarship

Margaret Gracza Fine Arts Scholarship

Marianne Muir Entrance Bursary - Trades

Marianne Muir Graduating Bursary - University Transfer

Marjorie P. Gris Bursary

Martha Akerly Bursary

Martin G. Rossander Memorial Bursary

Mary Turnham Memorial Bursary

Mayor's Golf Charity Classic Tournament Bursary

Merle Bonnick Bursary

Mike and Joanne Hamilton Bursary

Mixalakwila Campus Bursary

Mosaic Forest Management Natural Resources Award for Aboriginal Students

Moyes Family Tourism & Hospitality Bursary

Muir Family Bursary

Munro Family Scholarship Fund

Murray, Smith Bursary - Vancouver Foundation

Native Sons Bursary



NIC Employee Payroll Giving Bursary

North Island College -  
Math/Science Department Scholarship -  
Adult Basic Education

North Island College -  
Math/Science Department Scholarship -  
University Transfer

North Island College Administrators'  
Bursary

North Island College  
Faculty Association Bursary

North Island College Foundation  
High School Bursary

North Island Employment Foundations  
Society Award

North Island Students' Union Bursary

Nyrstar Mining Myra Falls  
Operations Bursary

Nyrstar Myra Falls  
Aboriginal Education Bursary

Old Age Pensioners' Association -  
North Island Region Bursary

Open Shop Construction Industry  
Education Bursary

Optometry Office of  
Mary Lynn DesRoches Bursary

Pallan, Tom and Koko,  
Memorial Scholarship Trades,  
in Memory of their son Michael Pallan

Pallan, Tom and Koko,  
Memorial Scholarship University Transfer,  
in Memory of their son Michael Pallan

Partners in Wellness:  
Aboriginal Health Career Scholarship

Pat Bevan Rural Student Bursary

Pat Bevan Women's Bursary

Pateman Family Bursary

Paul Arbour Memorial Bursary

Peninsula Co-op Scholarship

PEO Chapter BM Reach For the Stars  
Bursary

Peter Robinson Award of Excellence - Fine  
Arts Entrance Scholarship

Peter Robinson Award of Excellence -  
Graduating Fine Arts Scholarship

Phil & Kate Bachand Bursary

Pieter de Reuver Foundation Bursary

Pieter de Reuver Foundation Scholarship

Port Alberni 2004 Winter Games  
Legacy Scholarship

Port Alberni Campus Bursary

Port Alberni ElderCollege Bursary

Pythian Order Academic Program Bursary

Pythian Order Career, Technical,  
Vocational Program Bursary

Ralph Shaw Conservation Award

Ray Gailloux Memorial Bursary

Ray Hughes Bursary

RE/MAX Ocean Pacific Realty Bursary

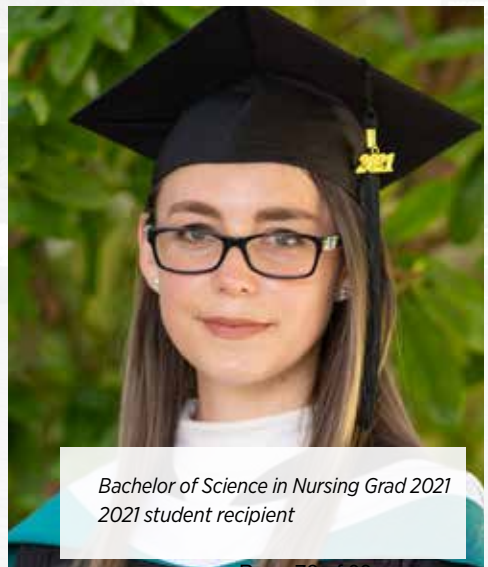
Retired Chartered Accountants  
of Campbell River Bursary



*Professional Cook Certificate,  
2021 student recipient*

Rhoda Campbell Memorial Early Childhood Education Scholarship  
Robert Illman Memorial Trades Bursary  
Roberta Glendale Memorial Bursary  
Robin and Jennifer Harrison Environmental Studies Scholarship  
Ron Tramer Memorial Bursary - ADAPS  
Rotary Club of Port Alberni Bursary - Automotive  
Rotary Club of Port Alberni Bursary - Joinery/Cabinetmaking  
Rotary Club of Port Alberni Bursary - Welding  
Rotary Clubs of Comox Valley Literacy Round Table Bursary  
Ruth "Rootitoot" McCusker Wilkowski Memorial Bursary  
Ruth Masters "Hero Spoon" Legacy Award  
Scotiabank Scholarship  
ScotiaMcLeod Bursary  
Shelley Sanderson Memorial Bursary  
Shirley Wagner Memorial Scholarship  
Shoreline Orthodontics Bursary  
Simo Nurme Memorial Scholarship  
Soroptimist International Club of Courtenay Bursary  
Stan Mounce Memorial Bursary  
Stan Price Scholarship  
Stephen Garnet Memorial Bursary  
Steve Schoenhoff Creative Writing Scholarship  
Stewart Edward Wallis Memorial Scholarship  
Strathcona Cunningham Bursary - Vancouver Foundation  
Susan Diana Crossley Bursary

Susan Toresdahl Bursary  
Sybil Andrews Heritage Society Bursary in Memory of Ruth Seaboyer  
Terry & Phyllis Ryan Humanities Bursary  
Terry & Phyllis Ryan Trades Bursary  
The Asper Bursary  
The Medicine Shoppe Pharmacy Comox Bursary  
The Robert & Florence Filberg Scholarship - Vancouver Foundation  
Tim Fletcher Memorial Bursary  
TL'axsam Memorial Bursary  
Tsolum Heritage Society Bursary  
Valle Verde DSCL Bursary  
Vancouver Island Association of Wood Processors Bursary  
Vancouver Island Real Estate Board/Real Estate Foundation of BC Bursary  
Vancouver Island Trails Information Society Bursary  
Wayne Bradley Memorial Bursary  
Wedler Engineering Excellence Award  
ZINC Strategies Trades Bursary





*NIC Bachelor of Science in Nursing student, **Haley Dunbar**, hopes to one day be able to give back to students through bursaries.*

*“Through my education, I have studied alongside single parents, families who have been affected by COVID with lay-offs or under-employment, students who have struggled with affordable accommodation, and students who have given up educational opportunities due to financial strain. These are not the only struggles of students, but they are very real stories for many.*

*Your gifts created a far-reaching impact on the lives of students and the lives of their families. They provided an offer of certainty during uncertain times and reassurance for us to keep pursuing our goals.*

*As we return to campus after a time of such distance, your support has offered so many of us comfort and the confidence to succeed.”*

*– **Haley Dunbar**, student recipient  
North Island College*



NIC Bachelor of Business Administration student, **Christopher Scarlatti**, plans on becoming a Chartered Professional Accountant.

*“I would like to thank you* for helping change the life of not only myself but all the other recipients who, in past and future years, will receive an award. I will never forget those who saw purpose in me, gave me the courage to reach for things I never knew possible and presented me the resources to make it happen.

Your support will ensure my final year at NIC will be successful and allow me to meet all the requirements to enter the Chartered Professional Accountant Professional Education program. I will also be able to give back through the Student Union, Board of Governors and the Education Council.

Thank you for helping lift my spirits and path towards success.”

– **Christopher Scarlatti**, student recipient  
*North Island College*

# Working Together To Build a Better Future

Your support is helping students today and for generations to come.



*It is an honour to serve as NIC's sixth president at this crucial time for the people and communities we serve.*

One of my greatest pleasures in this role is meeting NIC students and learning about their aspirations and goals and, often also, about the challenges they face in reaching those goals.

Their stories, and the circumstances they find themselves in, is one of the reasons NIC's new vision – to deliver BC's best individualized education and training experience by 2026 – is focussed on meeting each student's unique needs.

Time and time again, NIC Foundation award recipients tell me about the difference an award from a supportive donor has made to their lives, and to their ability to achieve their dreams. That's how I know that your generosity is making a difference.

On behalf of North Island College, and especially on behalf of our learners, thank you for your support of their accomplishments and their futures. Working together, we really can build healthy and thriving communities, one student at a time.

*– Lisa Domae, President  
North Island College*



## **A Message from the NIC Foundation Board Chair and Executive Director**

*This September, back to school didn't mean back to normal.* After an extended period apart, students were still overcoming great obstacles to pursue their post-secondary dreams.

However, we've heard from students that your gifts, through a scholarship or bursary, also meant being encouraged in moments of struggle, empowering them to try harder, to persevere and reminded them of the community that is behind them.

Thanks to you and the generosity of your gifts, the NIC Foundation provided nearly \$540,000 in tuition funding to more than 500 deserving students.

On behalf of the NIC Foundation staff and board of directors, thank you for your support of our future leaders and community members.

# Thank You

Your involvement in the scholarship and bursary program provided critical encouragement for students this year. It acknowledged their dreams and alleviated barriers.

## NIC Foundation Board of Directors 2021

Together, we are supporting access to education through scholarships and bursaries, equipping classrooms with current technology, and ensuring that the best possible learning facilities are accessible right here in our local communities.

### EXECUTIVE

**Garry Griffin**

Chair  
Campbell River

**Colleen Sawyer**

Vice-Chair  
Port Alberni

**Donna Cloutier**

Treasurer  
Comox Valley

**Brett Woodside**

Secretary  
Campbell River

### DIRECTORS

**Shannon Baikie**

Campbell River

**Nicole Deters**

Comox Valley

**Sandra Harrison**

Comox Valley

**Dianne Hawkins**

Comox Valley

**Mary Ruth Snyder**

Campbell River

### EX OFFICIO

**(VOTING MEMBERS)****Lisa Domae**

President, NIC

**Arlo McCubbin**

Board of Governors, NIC

### EX OFFICIO

**(NON-VOTING MEMBER)****Diane Naugler**

Executive Director  
NIC Foundation



*Garry Griffin, Board Chair  
NIC Foundation*



*Diane Naugler, Executive Director  
NIC Foundation*



*“Thank you for easing our financial burdens, giving me the opportunity to focus more on my studies and family over this semester. I plan to be an elementary school teacher and appreciate your support in helping me obtain my degree.”*

**Zachary Rosenthal,**  
University Transfer student

# THANK YOU

For 30 years of generosity in support of North Island College students

## NORTH ISLAND COLLEGE FOUNDATION

To learn more, visit [foundation.nic.bc.ca](http://foundation.nic.bc.ca)

250-334-5074 | [foundation@nic.bc.ca](mailto:foundation@nic.bc.ca)



# NICFoundation

Advancing students, education and communities



Dear NIC Board of Governors,

When I read the email confirming I had received this award I felt humbled, elated and a huge sense of gratitude. To continue my studies in Culinary Arts at North Island College is very exciting for me.

My long term goal is to achieve a Red Seal. After that, I hope to continue to cook, learn other cultural foods and possibly travel and work as a cook.

My education gives me the ability to be recognized for the achievement that it is. Education requires discipline, a curiosity, and gives me the desire to contribute to my community. It's great to communicate with people who have experiences other than my own.

Thank you for this award. The generosity is heart felt and it is my honour to continue in my chosen trade of Culinary Arts.

Sincerely,

Maureen Wale

Culinary Business Operations Advanced diploma

*2021 Student Recipient - Board of Governors Bursary*

Dear NIC Foundation Board of Governors,

This award has helped relieve some of the financial burden of moving to a new town and supporting myself. This money will help me to focus on my education.

I am going to be taking the Heavy Mechanical Trades Foundation and working towards my Red Seal certificate in the next four years.

I will be moving out on my own for the first time and having to support myself. This money will help me, not only with school expenses, but with food and living expenses as well.

Thank you so much for your generosity of this financial gift.

Sincerely,

Keenan Saunders

Heavy Mechanical Trades Foundation

*2021 Student Recipient - Board of Governors Bursary*

Dear NIC Board of Governors,

I would like to extend my deepest thanks for gifting me with this award. I can't even begin to explain the joy that I felt upon receiving word that I had been given this bursary. Although I was so excited to complete my first year, I was worried about how I was going to afford year two. This award takes a tremendous weight off my shoulders, I'm very grateful in that I can now focus more on learning my trade and less on how I can afford to learn.

I would first like to start off with completing my Red Seal certification in carpentry, from there I'd like to get my welding ticket, my forklift ticket, OFA level 2 and 3, and maybe a year of business to further build my skill set. I grew up in a working class family, my mom was a single mother who worked three jobs and went to school in order to do right by her kids. On a couple of occasions when home repairs were in desperate need I saw her struggle, I saw the fear and stress; even as a young child I knew that I wanted to help. My dream is to buy and rebuild homes, help working class families with repairs and at a price that will not break them. I'm so excited to be starting this long journey in bettering myself and hopefully the lives of others as well.

I often bounced around from job to job in hopes to get the urge to turn my job into a career, and nothing ever seemed to stick. I lost my previous job in August of 2020; the pandemic was really kicking me in the teeth. I applied for a few different trades unsure of which program I wanted to be in, the first and only acceptance I received was for carpentry, and thus my journey began! My sister introduced me to her boyfriend's step father, who quickly became my mentor. He worked in carpentry for over 30 years, designed and built his own home. He taught me so many things before my program had even started.

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Two weeks after graduation he lost his life to a heart attack. I dedicate my certificate to him. I would like to become the best version of me I can be in honour of him. This would have made him so proud.

I still cannot find the right words to thank you for this award. I will continue to work harder and push and grind and become the best carpenter that I can be. I thank you again and express my greatest gratitude. You helped me so much and I will be forever grateful. Thank you.

Sincerely,

Alexa Lamouroux

Carpentry Foundation Harmonized

*2021 Student Recipient - Board of Governors Bursary*

Our Ref. 123654

January 7, 2022

Sharlene Joyce Frank  
3166 Sahtloot Crescent  
Comox BC V9M 4E4

Dear Sharlene Frank:

On behalf of the Government of British Columbia, I would like to take this opportunity to thank you for your service, dedication and commitment in carrying out your duties as a member of the Board of North Island College.

I appreciate the time you have invested with the Board over the last two years. Your K'ómoks heritage provided a fresh perspective to the Board and the mandate of decolonization and Indigenization. It is through the work of dedicated individuals like you that the post-secondary education system in this province continues to achieve success.

Again, thank you and my personal best wishes to you for the future.

Sincerely,



Honourable Anne Kang  
Minister

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

Eric Mosley, Chair of the Board  
North Island College

Dr. Lisa Domae, President and CEO  
North Island College

Rachel Reid, Executive Assistant to the Board  
North Island College



January 21, 2022  
Our Ref. 124018

Dear Public Post Secondary Board Chairs:

I am writing in support of the attached letter of January 21, 2022, addressed to all public post-secondary institution presidents from Dr. Bonnie Henry, British Columbia's Provincial Health Officer, strongly recommending the continuation of on-campus instruction.

I am deeply grateful for the hard work done by everyone in the post-secondary sector in following and supporting public health guidance and campus-level health and safety protocols. I acknowledge and appreciate your commitment to providing high-quality post-secondary education during the ongoing uncertainties created by the COVID-19 pandemic.

As detailed in the letter from Dr. Henry, based on experience in British Columbia and internationally, educational settings are lower-risk settings for COVID-19 transmission. Further, evidence suggests that the adverse mental health effects resulting from limiting on-campus instruction pose a serious threat to students. I am grateful for your leadership in supporting students to resume and receive the lasting benefits from full on-campus learning. I am also pleased that 24 of our public post-secondary institutions will be providing full campus learning and services by January 24, 2022 and acknowledge the importance of updating institutional business continuity plans to support the continuity of learning, instruction, and research.

Thank you again for your leadership and your ongoing dedication to helping students, faculty, and staff realize post-secondary education's full experience and benefits during these challenging and extraordinary times.

Sincerely,

A handwritten signature in black ink that reads 'Anne Kang'.

Honourable Anne Kang  
Minister

Enclosure

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pc: Public Post-Secondary Presidents

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

Max Blouw, President  
Research Universities' Council of BC

Ruth Wittenberg, President  
BC Association of Institutes and Universities

Colin Ewart, President  
BC Colleges



1219189

January 21, 2022

Dear Post-Secondary Institution Presidents:

Thank you for your continued collaboration with Public Health for a safe return to campus this winter. I appreciate the challenging circumstances many of you are navigating and I commend you for addressing the educational needs of students as well as safety and business continuity considerations at your institutions. As we have discussed, it remains important that we continue to guide our pandemic response based on the epidemiology of SARS-CoV2 and to balance the risk of COVID with the negative impacts of public health measures.

Our [post-secondary guidance](#) reflects this need to implement effective prevention measures and avoid ineffective measures that provide little health benefit, and may cause significant disruption as well as adversely affect health and well-being. The rapid spread of the Omicron variant to become dominant in BC was associated with changes in the epidemiology including a shorter incubation period. At the same time, this variant is associated with a significantly reduced risk of serious illness and hospitalization particularly in people vaccinated with two doses of vaccine. Much, however, remains the same in terms of risk settings and measures to prevent spread and we continue to see lower risk in structured seated settings. Given as well the disproportionate adverse impacts of the pandemic on our young adults in the context of a highly vaccinated population, I urge you to prioritize on-campus instruction whenever possible.

Our advice strongly recommending the continuation of on-campus instruction at post-secondary institutions is rooted in the goals of pandemic response, which are to reduce serious illness and death, protect the health care system and minimize societal disruption. Vaccination continues to be proven to be the single most effective intervention for reducing the burden of illness related to COVID-19. Epidemiological data from BC shows that being unvaccinated is the strongest risk factor for severe illness requiring hospitalization or critical care. We see an impressive 27-fold reduction in rates of critical care admissions in the fully vaccinated compared to the unvaccinated populations. Analyses of BC's hospitalization data further demonstrate that the vast majority of the post-secondary community, including faculty and staff, are at a very low risk of hospitalization due to COVID-19.

We continue to see lower rates of COVID-19 incidence in the post-secondary population, and this reflects the high vaccination rates and comprehensive safety measures in place. In contrast to the controlled nature of classrooms and offices, SARS-CoV-2 transmits most efficiently in homes and unstructured or informal social settings. Public Health investigation has found that when a post-secondary student or employee has been diagnosed with COVID-19, the exposure was most often associated with their home or social setting, and they have not generated forward transmission in the classroom or office environment. Indeed, spending fewer hours in structured settings may paradoxically increase time spent in unstructured settings

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that are at higher risk of transmission. Therefore, we recommend that non-educational and social gatherings that bring staff and students together outside of educational activities follow current public health guidance.

The vast majority of post-secondary students and staff have stepped up and received their vaccinations. While transmission can occur in any setting, high immunization rates and sector-wide measures such as masking in the post-secondary communities have enabled a lower risk environment in support of in-person instruction. The primary concern with the Omicron variant is the potential for faculty, staff, and students to be absent for short periods of time due to illness. Therefore, it is important for your institutions to periodically review and update your business continuity plans.

Limiting on-campus instruction, on the other hand, has been associated with [significant negative consequences for post-secondary students](#), who reported significantly poorer and worsening mental health outcomes and greater negative impacts than other British Columbians. Students and families are concerned about missing out on enriching experiences of post-secondary education. Indeed, many are distressed during this key developmental stage in their lives.

The experience post-secondary institutions across BC have with successfully returning to on campus learning in the fall of 2021 should guide our return in 2022 and indeed 17 institutions have resumed on campus learning already. We have the tools to effectively manage cases and outbreaks of COVID-19 if and when they occur and to continue to provide the essential educational and research experiences that students, staff and faculty need.

Public health remains committed to providing evidence-informed advice to manage COVID-19. We expect that COVID-19 will transition from a pandemic to an endemic state over the coming months. Our epidemiological data shows that we are past the peak of the current wave in terms of community transmission, and hospitalizations are plateauing. New variants will undoubtedly emerge as SARS-CoV-2 continues to circulate globally. We will continue to monitor for emerging evidence and continue to offer a preventive approach that supports the best public health outcomes for students, staff, and faculty. I encourage you to promote vaccination and other prevention measures outlined in the [COVID-19 Return-to-Campus Guidelines](#) as well as your institutional communicable disease prevention plan among your faculty, staff, and students. These measures have been effective at preventing COVID-19 in a wide variety of post-secondary settings and will continue to support successful on-campus instruction.

Thank you again for the ongoing collaboration with Public Health and your efforts to enable on-campus education. I am grateful for the tremendous contribution from your membership to the economic, social, and cultural well-being of our province, and the health and wellbeing of our young generation in particular.

Sincerely,



Bonnie Henry  
MD, MPH, FRCPC  
Provincial Health Officer

Cc Honourable Anne Kang, Minister of Advanced Education and Skills Training  
Shannon Baskerville, Deputy Minister of Advanced Education and Skills Training  
Max Blouw, President Research Universities' Council of BC  
Ruth Wittenberg President, BC Association of Institutes and Universities  
Colin Ewart, President BC Colleges  
Honourable Adrian Dix, Minister of Health  
Stephen Brown, Deputy Minister, Ministry of Health  
Chief Medical Health Officers, Regional Health Authorities  
Chief Medical Officer, First Nations Health Authority  
Deputy Provincial Health Officers

## Commonly Used Acronyms

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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