

<p>NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING TO BE HELD IN ROOM N110/BLUEJEANS, PORT ALBERNI CAMPUS THURSDAY, APRIL 7, 2022 @ 1:00 PM</p>
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AGENDA

Topic	Attachment	Action	Time
1. CALL TO ORDER			
1.1 Acknowledgement of First Nations Traditional Territory			
1.2 Welcome to New Board Member and Oath of Appointment - Shelley Humble			
1.3 Adoption of Agenda		To adopt	(2 mins)
2. CONSENT AGENDA			
2.1 Minutes of the Regular Meeting of January 27, 2022		✓ To approve	
2.2 Executive Committee Report, March 17, 2022		✓ Information	
2.3 Governance and Board Development Committee Report, March 18, 2022		✓ Information	
2.4 Finance and Audit Committee Report, March 28, 2022		✓ Information	
2.5 April 2022 College Highlights Report		✓ Information	
2.6 Correspondence and Information (Agenda item #5)		✓ Information	(5 mins)
3. BOARD BUSINESS			
3.1 Board of Governors Workplan, 2022/2023		✓ To approve	
3.2 2022/2023 NISU Fee Letter and Audited Financial Statements		✓ To approve	
3.3 Board Policy - Student/Employee Appeals to the College Board		✓ To approve	(30 mins)
4. REPORTS ON STRATEGIC ACTIVITIES			
4.1 President			
4.1.1 President's Report, April 2022		Information	(5 mins)
4.2 Vice President, Finance and Facilities			
4.2.1 Budget, FY 2022-2023		✓ To approve	
4.2.2 Fiscal Year 2021/2022 Forecast		✓ Information	
4.2.3 CV Campus Student Housing Project		✓ Information	(10 mins)
4.3 Vice President, Academic			
4.3.1 Post-Secondary Indigenous Education Framework		✓ Information	(10 mins)

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

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|-----------|---|------------------------|
| 4.4 | Vice President, Students & Community Engagement | ✓ Information (5 mins) |
| 4.4.1 | NIC Foundation Update | |
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| 4.5 | Chair, Education Council (EdCo) | |
| 4.5.1 | Education Council Report | Information (3 mins) |
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| 5. | INFORMATION (<i>attachments</i>) | |
| 5.1 | Order-in-Council 103-2022, February 28, 2022 | |
| 5.2 | NIC / NIC Foundation Memorandum of Understanding and Operating Agreement | |
| 5.3 | Training in administrative justice for appeals processes | |
| 5.4 | Schedule of NIC graduation ceremonies, June 2022 | |
| 5.5 | NIC and IEC joint statement in memory of Fran Prince | |
| 5.6 | Media release: Province announces post-secondary funding review, March 31, 2022 | |
| 5.7 | Commonly used acronyms | |
| 5.8 | Link to Board policies and bylaws | |
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| 6. | NEXT MEETING DATES | |
| | - Regular meeting – Thursday, June 30, 2022 | |
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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, JANUARY 27, 2022**

**BOARD MEMBERS
PRESENT**

J. Atherton, Community Member, Comox Valley Region, Vice Chair
B. Babu, Student Representative
L. Domae, President
M. Erickson, Faculty Representative
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
P. Trasolini, Community Member, Campbell River Region

BOARD MEMBERS ABSENT

R. Everson, Community Member, Comox Valley 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 and Foundation Board
W. Skulmoski, Director, Institutional Research & Planning
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)

1. CALL TO ORDER

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

1.1 Acknowledgement of First Nations Traditional Territory

E. Mosley acknowledged that the meeting is being held in the traditional territories of the combined 35 First Nations of the Nuu-chah-nulth, Kwakwaka'wakw and Coast Salish traditions, on whose traditional and unceded territories the College's campuses are situated. He reminded attendees that only voting Board Members have the right to vote and asked that microphones be muted until ready to speak.

1.2 Adoption of Agenda

Moved B. Minaker / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE DISCUSS THE USE OF THE CONSENT AGENDA AND THE ITEMS INCLUDED IN IT PRIOR TO RECEIPT OF THE CONSENT AGENDA.

Motion carried

Moved J. ATHERTON / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF JANUARY 27, 2022 AS PRESENTED.

Motion carried

2. CONSENT AGENDA

B. Minaker noted that there are items in the Consent Agenda that may merit more attention and discussion than merely receiving and approving those items by general consent. He commented that he learns more about the College through the College Highlights and committee reports. B. Minaker requested that the Board go through each item in the Consent Agenda.

J. Atherton stressed that any Board Member has the ability to move an item from the Consent Agenda to the general agenda for discussion. She noted that the mornings of scheduled Board meeting days are dedicated to board education and development sessions which could be the venue for additional topics of interest.

E. Mosley added that the agenda belongs to the Board and therefore Board Members can make changes to the agenda.

- 2.1 Minutes of the Regular Meeting of November 25, 2021
- 2.2 Executive Committee Report, January 13, 2022
- 2.3 Finance and Audit Committee, January 14, 2022
- 2.4 Governance and Board Development Committee, January 13, 2022
- 2.5 January 2022 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 JANUARY 27, 2022.

Motion carried

3. BOARD BUSINESS

3.1 Roundtable Board Member Reports

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

A. McCubbin, as the Board's representative on the NIC Foundation Board of Directors, reported that the Foundation Board is actively engaged in the review of its policies as well as in convening its standing committees. C. Scarlatti participated in a draft engagement policy framework with the Ministry of Advanced Education and Skills Training (AEST).

E. Mosley and L. Domae met with senior staff from the Crown Agencies and Board Resourcing Office (CABRO) and AEST regarding board succession. Reporting on this meeting with CABRO and AEST, E. Mosley noted the following:

- The NIC Board vacancy posting on the CABRO job board will be extended to February 6;
- To date, CABRO has received at least five applications;
- The Board may expect at least one appointment to be made prior to the July cut-off and a couple of more appointments to be made by July;
- The Board could potentially have more than the minimum requirement of eight appointees by July 2022.

4. REPORTS ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Report, January 2022

L. Domae highlighted the following in her verbal report:

- Before the Christmas break, the BC Public Health Office (PHO) advised that on-campus instructions should continue in the 2022 Winter term;
- The College worked with the three unions NISU, NICFA and CUPE in determining how to safely proceed with the Winter term's opening dates, eventually receiving approval from both the PHO and AEST to proceed with the planned January staggered starts;
- The College welcomed 80 new international students from 16 different countries this Winter term;
- A January 21, 2022 letter from AEST and PHO confirmed support for in-person instructions in the post-secondary sector;
- Although formal parameters have not been established yet, the provincial funding review across the post-secondary sector is planned with a focus on economic recovery, stable funding and continued support for students.

4.1.2 BUILD 2026 Dashboard

L. Domae presented the second *BUILD 2026* dashboard for the September to December 2021 reporting period which incorporated feedback from the Board as well as the College Planning Committee. The next dashboard will be presented to the Board in June.

L. Domae reported the addition of milestones, data points and status categories to help focus on achieving the College's goals in five years. She also noted the addition of pandemic icons on goals the progress of which may be impacted by the ongoing pandemic. L. Domae stressed that, while the measurables may change to keep *BUILD 2026* current with evolving issues, its goals will remain the same.

Some of the comments raised by the Board include:

- Board Members could use information from *BUILD 2026* to let communities know that the College is actively participating in finding solutions for issues such as carbon emissions;
- By the end of the strategic plan's first year in May 2022, the report could track the plan's progress through the three reporting periods per year and then year to year, identifying both strengths and challenges along the way;
- The 26 commitments in *BUILD 2026* as well as its mission and vision statements could be part of the dashboard for readers to be reminded of those statements;

- The Board might devote some of its education sessions into a deeper dive into the plan's commitments in order to better understand them and determine how the Board can actively advocate for those commitments.

4.2 Vice President, Finance and College Services

4.2.1 Third Quarter Financial Statements for FY 2021/022

The College's third quarter financial statements forecast a significantly lower deficit than what was budgeted at the beginning of fiscal year 2021/2022. C. Fowler attributed the projected lower deficit to the increase in realized gains in the College's investment portfolio. He noted that for this quarter, cost recovery areas like those in Continuing Education and Training are performing better compared to the previous fiscal year.

4.2.2 Fiscal 2021/22 Forecast

C. Fowler reported that the budget forecast for 2022/2023 is still very preliminary, noting that international student enrolment numbers are still unstable as study permit processing at the federal government level continues to be delayed. He reiterated that the realized gains in the investment portfolio has decreased the projected deficit to just over half a million.

C. Fowler added that the pivot to digital program delivery in 2020/2021 necessitated large purchases of computers and digital training aids, significantly impacting that fiscal year's budget. These costs have been appropriately budgeted in 2021/2022.

B. Babu left the meeting at 2:08 pm.

4.3 Vice President, Academic

4.3.1 Fall 2021/Winter 2022 Stable Credit Enrolment Report

Comparing figures from the previous year, T. Bellavia highlighted the following:

- Total student headcount is higher by one percent;
- Domestic student headcount is higher by two percent;
- International student headcount is lower by five percent.

On a query from the Board, W. Skulmoski reported that based on early data from six other post-secondary institutions, the College has higher FTE domestic enrolment increases among similar small, rural colleges while larger institutions like universities are reporting larger increases. W. Skulmoski, however, notes that the information is only preliminary as the sector is still collecting data from all post-secondary institutions in BC.

Regarding enrolments in one-time only funded programs, W. Skulmoski estimates that the number of students would be between 15 and 20 percent.

4.4 Chair, Education Council (EdCo)

4.4.1 Education Council Report

W. Gus reported that EdCo welcomes any representatives from the Board even on a rotating basis. R. LaTrace attended EdCo's meeting in December and has expressed willingness to continue attending those meetings unless another Board Member would like to do the same. A link to the EdCo meeting schedule will be sent to Board Members for their consideration.

5. INFORMATION

The Board received the following information items:

- 5.1 NIC Foundation 2021 Report to Donors
- 5.2 AEST Appreciation Letter to S. Frank
- 5.3 AEST & PHO Letter re In-campus Learning
- 5.4 Commonly used acronyms
- 5.5 Link to Board bylaws and policies

E. Mosley encouraged Board Members to consider donating to the NIC Foundation in support of students.

6. NEXT MEETING DATES

6.1 Proposed regular meeting – Thursday, April 7, 2022

L. Domae reviewed the Board's work cycle as well as the governance responsibilities the Board has based on the College and Institute Act. She proposed to collapse the previously scheduled meetings of March 24 and April 28 into one meeting on April 7 with plans to hold the next meeting towards the end of June.

The Board agreed to hold its next meeting on Thursday, April 7, 2022 which will include a new meeting schedule and workplan for fiscal year 2022/2023 for the Board's review and approval. L. Domae will propose an annual schedule in accordance with the College and Institute Act that will have at least four meetings, each with at least one item for Board approval.

J. Atherton expressed concern that with the reduced number of meetings, there will be reduced opportunities for the Board to engage in education sessions which are typically scheduled in the mornings of the meeting day. L. Domae suggested finding other ways for the Board to hold those education sessions.

7. ADJOURNMENT

The regular meeting adjourned at 2:39 p.m.

Eric Mosley, Chair

Rachel Reid, Executive Assistant

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

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

The Executive Committee met on March 17, 2022 at 9:00 am with E. Mosley (chair), J. Atherton, P. Trasolini, L. Domae and R. Reid attending.

Adoption of agenda

The committee adopted the agenda as presented.

Meeting minutes, agenda and schedule

The draft meeting minutes of January 27, 2022 have been distributed to Board Members for their review.

The Committee reviewed the proposed schedule for April 7, 2022. L. Domae suggested holding this hybrid (in person and virtual) meeting at the Port Alberni campus with a Board education session on “Building Community, Building Brand” scheduled for 10 a.m. Board Members, NIC employees and students are invited to an informal lunch co-organized by the College with the student union NISU.

The following agenda items for the April 7 meeting were discussed:

- The Board’s policy GP 9 – Student/Employee Appeals to College Board of Governors will be reviewed by the Governance and Board Development Committee for the Board’s consideration and approval; quasi-judicial training will be considered by Board Members to help in determining such appeals;
- Budget for fiscal year 2022/2023 is on the agenda for Board approval; the Board’s Finance and Audit Committee will meet in late March with senior staff from the Ministry of Advanced Education and Skills Training to discuss the projected deficit budget;
- T. Bellavia, with Kelly Shopland Executive Director, Indigenous Education, will lead the discussion on the draft Indigenous Post-Secondary Education and Skills Training Policy Framework as directed by the Ministry;
- An update on the NIC Foundation will be presented by K. Kuhnert.

Board Business

Review of Board work plan for 2022/2023

L. Domae presented the proposed 2022/2023 Board work plan which:

- Starts and ends in a fiscal year (April to March) instead of academic year (September to August);
- Exceeds the minimum of four scheduled meetings required by the *College & Institute Act* for minimum number of meetings and key governance responsibilities of the Board;
- Ensures that each Board meeting includes at least one item for the Board’s consideration and approval based on the Act as well as regular education sessions in the morning.

L. Domae added that should new Board Members be appointed in July, an orientation will be scheduled in August or early September with additional goals of highlighting the work of the standing committees and learning about the new members’ interest in participating in those committees. E. Mosley noted that scheduling the annual retreat for the first week of November will fit well as far as welcoming new

members, both appointed and elected as elections for new student representatives will take place in October.

The Committee confirmed its support of the proposed work plan for Board approval.

Board succession

The Committee discussed Board Member succession in its committee composition, other standing committees' membership as well as plans for the Chair and Vice Chair elections to be held in October.

President's annual performance and evaluation

L. Domae researched how the President's annual performance and evaluation is being done at other similar rural and community colleges. Based on this information and the Board's current policies, L. Domae will propose at the Committee's June meeting a set of objectives and first year performance results based on the new President priorities established in the selection process, the 120-day plan she had presented to the Board at the start of her term and the new strategic plan. L. Domae's first year as President ends in April. The Committee, without L. Domae, will deliberate and review the President's report. E. Mosley will then confer with Ken Dawson of the Public Sector Employer's Commission (PSEC).

L. Domae suggested that the Committee also review the Board-Staff Relationship Policies which speak to the President's role and performance evaluation. She also noted that more active feedback from the College community is being received regularly through College Conversations, regular engagement with unions and other College activities.

E. Mosley requested the Committee to ensure that the President's role and job description be made relevant to the President's current role. L. Domae added that the Committee will have to consider reviewing and amending its terms of reference to remove the annual review of the President's contract as the terms of the contract legally remain in place for the duration of the contract.

Time: 10:51 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 Governance and Board Development Committee Report

Committee members Patricia Trasolini (chair), Barry Minaker and Benson Babu met on March 18, 2022 at 9:00 a.m. with Lisa Domae (President/CEO), Kathleen Kuhnert (VP, Students & Community Engagement), Melanie Allison (Director, College Governance and Strategy) and Rachel Reid (Executive Assistant) as resource persons.

Adoption of Agenda

The agenda was adopted as presented.

Committee Business

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

K. Kuhnert presented the proposed amendments to the policy which included:

- New section heading of Scope and Application which will be a standard heading for all College policies;
- Scope of grounds for appeal is now limited to two: a flaw in the College’s procedures or new evidence that may affect the suspension;
- Updated language and process in convening an appeals hearing committee (Board Chair or designate determines membership of committee);
- Language around provision of additional supports;
- Clarification around finality of Board’s decision (that once the decision is made, the same appeal can not go back to the Board);
- New Appendix C flow chart with timelines.

In reviewing the policy, there was consideration whether there should be two separate policies and procedures for students and employees, but after considering with HR, the recommendation is for the policy to serve both groups as employee unions have their own processes that would exclude this type of appeal. K. Kuhnert confirmed that exempt administrators who do not belong to unions and may not have other processes may access this process.

On question regarding the ability to seek an appeal based on a flaw in the College’s processes, K. Kuhnert noted that the College does its best to follow due process but should the process be scrutinized by the appellant, the Board Chair will have the prerogative to decide whether there is a need to start the appeals process and convene an appeals hearing committee.

General training in administrative justice for Board Members who may be interested in participating in the appeals process is highly recommended and necessary. K. Kuhnert will provide information on the training for the Board's consideration.

The Committee supported the policy amendments and will recommend its approval to the Board at its meeting on April 7.

Future agenda items

- EL and SR policies review;
- Annual Board evaluation (for June committee meeting);
- Board member self-assessment;
- Board member exit interview;
- Consideration of transition to paperless Board operations.

Time: 9:39 a.m.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

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one student at a time.*

AGENDA ITEM: Regular Meeting
2.4 Finance and Audit Committee Report

Committee members Arlo McCubbin (chair), Murray Erickson, Valery Puetz and Christopher Scarlatti met via BlueJeans and in person on Monday, March 28, 2022 at 1:30 pm with Colin Fowler (VP, Finance & College Services), Sue Fleck (Director, Finance), Rachel Reid (EA to BoG) as resource persons. Jason Butler, (Assistant Deputy Minister, Ministry of Advanced Education and Skills Training), Liette Gates-Eamer and Julie Robinson of KPMG were guests to the meeting.

Call to Order

A. McCubbin called the meeting to order at 1:30 pm.

2022/2023 Budget

C. Fowler introduced J. Butler from the Ministry of Advanced Education and Skills Training. J. Butler provided a background of how the last two years' deficit budgets of all post-secondary institutions were approved in advance by the Ministry. For this fiscal year, he reported that the Ministry will still allow deficit budgets but will not be allowed under a blanket approval as some institutions within the sector are able to balance their budgets last year.

J. Butler emphasized that those institutions that will seek approval for a deficit budget will need to demonstrate the following:

- What factors are driving the deficits;
- What has the institution done to mitigate those deficits and to what extent possible;
- How the institution plans to get back to a balanced budget/portfolio that would be more in line with pre-pandemic budgets.

J. Butler suggested that the NIC Board of Governors may approve a deficit budget on a qualified basis based on the above criteria.

J. Butler left the meeting at 1:44 pm.

Audit Planning Report for year ended March 31, 2022

C. Fowler introduced L. Bates-Eamer and J. Robinson from KPMG. L. Bates-Eamer presented the KPMG Audit Planning Report and highlighted the following:

- Planned audit is risk-focused and will include fraud risk over revenue recognition and risk of management override of controls;
- Materiality is at \$1.1 million;
- One area of focus would be the sale of the Vigar Road property, the accounting for its sale and restrictions on the proceeds from the sale;
- The standard for asset retirement obligations will be required to be adopted by March 2023 year end which means NIC management will have to do an assessment on retirement of assets;
- Corrected audit misstatements will be reported to the Committee;
- KPMG will meet with the Committee again in June to report on audit findings.

The asset retirement obligations standard will require the public sector entity to record a liability related to future costs of any legal obligations to be incurred upon retirement of any controlled tangible capital assets. The amount of the initial liability will be added to the historical cost of the asset and amortized over its useful life.

L. Bates Eamer and J. Robinson left the meeting at 1:55 pm.

2022/2023 Budget Discussion

C. Fowler noted that the suggested resolution to the Board of Governors in approving the budget will include language around the Board's approval of the budget conditional on the Ministry's final approval.

C. Fowler discussed the following with regards to the proposed budget:

- Increase of base operating grants most of which are short-term funding for health care programs;
- Increase in Adult Basic Education funding which is included in the line item for base operating grants;
- Wage settlements for the unions are estimated at two percent pending conclusion of bargaining;
- A contingency budget is predicated on what the College's long term investment's realized gains will be;
- Slight increase in investment income for the year.

FY 21/22 Financial Projections

C. Fowler reported that the College is on track to conclude the current fiscal at a deficit lower than projected due to factors such as a decrease in salary and personnel costs which reflect short staffing and vacancies. He added that the reporting around the Vigar Road sales shows as both revenue and expenditure as required by the Ministry. Adjustments were also made on domestic tuition which is down due to program mix and tuition-free programing during the pandemic.

Comox Valley Campus Student Housing Project Update

C. Fowler presented a certificate of approval from the Ministry which will allow the College to draw funds for the project. He noted a 10 percent hold back which will be released following a final report on the project. The same 10 percent hold back will be included in the College's agreement with the builder. Regarding debt servicing and locking in the interest rate, C. Fowler will follow up with the Ministry.

The Committee also discussed how rental rates are set, noting that the College is not bound by the Province's Tenancy Act and that the project's approval was based on the premise that the project will be self-sustaining. Rental rates will be determined closer to opening dates.

Given the housing project and the requirement to adopt a standard for asset retirement obligations in 2023, C. Fowler noted that the Committee will have to consider drafting a Board policy on amortization for buildings.

Large Payments Report

The large payments report will be sent to the Committee following this meeting.

Next Committee Meeting

The committee agreed on holding the next meeting on Friday, June 17 with a start time to be determined.

The meeting adjourned at 2:35 pm.

Arlo McCubbin
Finance & Audit Committee Chair

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

ACCESS AND REGIONS

MIXALAKWILA CAMPUS, PORT HARDY

Professional Cook 1 program at Port Hardy

Donna Merry, Regional Manager, Mixalakwila Campus and Continuing Education

Professional Cook 1 students began trades training on January 17, and have been busy developing foundational cooking skills at the newly installed commercial kitchen at Gwa’sala-‘Nakwaxda’wx School, Monday to Friday evenings. The program is a partnership between North Island College, K’awat’si Economic Development Corporation, Kwa’lilas Hotel, and Gwa’sala-‘Nakwaxda’wx School and Nations.



Instructor Sean McSavaney is a Red Seal Chef and Chef de Cuisine with many years international experience in the culinary field and extensive instructional experience. As the program progresses, students will participate in pop-up kitchens at the village and at the Nax’id’ pub and restaurant at Kwa’lilas Hotel, as well as provide lunches for community Elders and partner with Port Hardy Seniors for weekly lunches recently starting up again at the Senior’s hall.

This program is funded through the Canada-BC Workforce Development Agreement, Community Workforce Response Grant- Skills and Training for Economic Recovery stream.

Making soup stock February 2022

Awi'nakola Adult Upgrading

Donna Merry, Regional Manager, Mixalakwila Campus and Continuing Education

We are thrilled to offer face to face adult upgrading again at Mixalakwila campus through the Awi'nakola program. This program combines individualized adult upgrading in English and math with Kwak'waka language lessons and land-based learning activities. A small group of 8 students joined the program in February and participate three afternoons a week in language, English and math lessons that incorporate cultural learning activities, such as learning about cedar bark harvesting and cedar weaving with Elder Maggie Sedgemore.

This program is currently funded through the Aboriginal Service Plan.

CONTINUING EDUCATION AND TRAINING

CET Overview

Bob Haugen, Director Continuing Education & Training

This has been a challenging and very successful year for the CET team. We initiated a wide variety of new funded training programs this year in all regions of the college and expanded our community outreach to include more community partners. We also expanded our online delivery of programs. DEEP is currently being delivered in Bella Coola, Gold River and in the Okanagan Valley and the Activity Assistant Program is delivered in the Okanagan valley and in the Northern Health region.

The Community Workforce Response Grant funding has given us the opportunity to focus on the needs of our communities and we are anticipating an excellent 2022/23 fiscal year ahead. We have added Adventure Guiding to our portfolio and as a result have added additional hours for support staff in Comox Valley and Port Hardy.

Our Port Alberni campus has been very busy. The Port Alberni Learning Council has been an excellent community resource and I am hoping we will be able to establish similar councils in Comox Valley and Campbell River.

Comox Valley Campus

Susan Murray, Continuing Education & Training Officer

First Aid Training

First Aid training continues to thrive and grow. We are currently adding new clients to our contract training list and as COVID slows the number of the public courses are increasing. We have recently hired 4 new first aid instructors to help with the continuing growth. We have completed 2 EMR courses which are part of a larger contract for the First Nations Health Authority as well as many other contracts including Kyuquot.

Regenerative Farming Program

The third cohort of the sustainable farming program which has been renamed the Regenerative Farming program (RGF-FT) will be starting in the spring with an enhanced curriculum. Applications for funding have been submitted to the gov't by our community partner Lush Valley Food Action Society and Lentelus Farms with the hope of providing the training free of charge to eligible students.



Craft Brewing & Malting Program

The Craft Brewing & Malting program is currently being updated in preparation of a fall start.



Microbrewery Entrepreneur Program

This new program in our brewing portfolio will guide students through every aspect of licensing, costing, financing, building, and operating their own brewery project. By the end of the program, each student should have a completed business plan and have the knowledge of how to succeed in the growing industry of BC craft brewing. This program is scheduled to start in the spring term, and we are hopeful that it will be funded.

Comox Valley Campus

Julian Benedict, Continuing Education & Training Officer

NIC Continuing Education Digital Marketing Expansion

As more and more future students seek out information about education programming online, NIC Continuing Education is responding with a new series of short video productions. The new 60-second videos will highlight a variety of CET programming, including the Metal Jewellery Design Certificate, Activity Assistant Certificate, Animal Care Aide Program, and Comox Valley ElderCollege. The clips will also be featured on individual program webpages, and in digital email marketing campaigns. After this pilot program, based on 4 key offerings, it is hoped the project will be expanded. The first batch of videos will be completed in time for Fall 2022 recruitment campaigns, beginning in the summer.

Activity Assistant Certificate Program

The Activity Assistant program continues to find great success in its enhanced online format. The Spring (May) in-take is already full, as more students from interior and northern health authorities find their way to us. Employment in this field continues to be extremely good, with many participants being offered conditional employment while they are still completing their education. To learn more, visit: 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; applications for October 2022 are already being accepted. 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.

Exploring Cultural Safety in Long Term Care (Fall 2022)

Continuing Education is thrilled to announce the soft launch of a new digital eight-week course, planned for the Fall 2022. Exploring Cultural Safety in Long Term Care will consider a variety of issues facing staff in the health sector who serve an increasingly more diverse clientele: How can we better honour the diverse needs of Canada's changing mosaic in Long Term Care, and how can we better acknowledge the distinctive contributions of First Nation peoples in this space. More information about the new digital course will be available in the coming months

Comox Valley ElderCollege

CVEC has nearly completion of its busy Winter 2022 term with a fully digital schedule, and already looking forward to being back on campus for courses and lectures beginning in the Fall of 2022. NIC will be introducing an improved online registration system which will have several key improvements that should make the process easier in September. You can learn more about ElderCollege programming at the following website: www.nic.bc.ca/CVEC.

Campbell River Campus

Sandy Rose, Continuing Education & Training Officer

Hospital Unit Clerk (HUC)

It's been busy time for the Hospital Unit Clerk program with students preparing to write their final exams on March 24th before beginning the 90-hour practicum placement which started April 1st. Two students will be writing invigilated final exams through Camosun College and attending placements at health care facilities in Victoria which is a first for the program. With continued high demand from the industry and good job prospects for graduates, the future of HUC is looking good. We will continue to offer the online delivery as it has generated interest from candidates outside of the local area and increases our ability fill more seats with students outside of the usual Comox and Campbell River areas. A virtual information session was scheduled for March 29th at 6:30pm where we had 12 individuals attending from several Vancouver Island communities including Port McNeill. Applications have been strong so far for the Fall 2022 intake and we hope to have another full cohort starting in September.

Wildfire Crew Member Training, Campbell River, Prince George locations

Programs in Campbell River and Prince George were anticipated however, recruitment in Prince George was not where it needed to be to proceed. The decision to double up the cohort in Campbell River was made in collaboration with our partner, Strategic Natural Resource Consultants. The aim was to fill two cohorts of 12 participants in Campbell River. Although we were very close to meeting the target of filling both cohorts, we had several seats vacated at the last minute leaving us with 17 of 24 seats filled. This training will provide a much-needed influx of job-ready individuals to assist with wildfires in 2022.



Coastal Log Scaling



Students moved to weekend practical training in February while continuing to attend optional online classroom sessions. Moving to an online delivery has highlighted some instructional challenges that need to be addressed for Fall 2022. The Ministry exam has been set for June 7th at NIC Campbell River campus where 11 NIC students will participate in the exam process.



Part-Time Vocational Training

Monthly offerings of Foodsafe and Forklift training have bounced back to pre-pandemic levels with courses filling up. Several Forklift courses have also been delivered to Trades programs on a regular basis. Building Service Worker Level 1 has continued to be in high demand with courses filling and waitlists are not uncommon. The one-day Designated Motor Vehicle Inspection Facility course was delivered for the first time in many years and feedback was positive. The three-day Motor Vehicle Inspection course has recently gone through changes to the exam process with Vehicle Safety BC moving to an online system.

Mixalakwa Campus and region

Donna Merry, Regional Manager, Mixalakwa Campus and Continuing Education

Kayak Guiding Foundations

In partnership with the Regional District of Mount Waddington and local guiding companies, the Continuing Education Department is offering a new program in adventure tourism: Kayak Guiding Foundations is a focused 12-week program that will prepare participants to be Assistant Overnight Guides, a certification recognized by the Sea Kayak Guiding Association of BC. Ten students have recently completed the Radio Operators Certificate- Marine at Mixalakwa campus, and Kayaking Skills Level 1 training at Telegraph Cove.

The program will prepare students for in demand summer employment as kayak guides and introduce participants to employers throughout the north island region. It is funded through the Community Workforce Response Grant- Emerging Priorities.



Outdoor classroom March 2022



Kayak Guiding Foundations class March 2022

Road Builder and Heavy Construction Foundation and Heavy Equipment Operator (HEO) Level 1 Training

In partnership with Wuikinuxv Nation and Vancouver Island University, Continuing Education is delivering the Heavy Equipment Operator program at Wuikinuxv Village in River's Inlet. Nineteen students are engaged in theoretical, classroom-based training at the Village. They will come to Port Hardy for safety certificate training in April, and complete the practical, equipment operator training at Vancouver Island University (VIU) in May/June.

Instructor Rick Franzen is a certified equipment operator, civil engineer, and experienced HEO instructor. Students will be registered with the Industry Training Authority (ITA) and prepared to continue to log hours toward certification upon completion of the program.

This program is also funded through the Community Workforce Response Grant - Emerging Priorities.



Opening Ceremony, Tribal Manager addressing HEO students Feb 28, 2022

Kyuquot

Renee Reedel, Continuing Education & Training Officer

Marine Training

A contract for the Ka:'yu:'k't'h'/Che:'k'tles7et'h' First Nations out of Kyuquot was delivered in February. The instructor was flown out to the community and taught three entry level marine courses over six days. The class size varied with a maximum of eight students per class.

Ucluelet Campus

Renee Reedel, Continuing Education & Training Officer

Marine Essentials Program

The Marine Essentials Program is a Skills Training for Economic Recovery (STER) grant approved program that began on February 22nd with a total of 12 students. The program includes 4 entry level marine courses with the last day of class on April 3rd. Each student also received daily food vouchers, fuel cards, accommodation, childcare and \$1,500 each towards marine clothing/gear. The program has been very popular with students continuing to contact the office and a total of over 30 are students on a waitlist for a potential program again.

Alert Bay

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 were taught on site at the Learning Centre in this community in January 2022. We delivered a total of four courses within this contract for entry level deckhand positions.

Gold River

Renee Reedel, Continuing Education & Training Officer

DEEP

The Digital Elevation Expertise Program (DEEP) is a Community Workforce Response Grant (CWRG) grant approved program that began in Gold River on February 24th with a total of 10 students. The program is for students who are looking to upgrade their computer skills and runs every Thursday for 10 weeks in total. Learning outcomes include a 10-module platform delivered online with the use of BlueJeans and BrightSpace. Each student also receives a laptop to keep as well as a travel bag and mouse. The program is delivered in conjunction with the Village of Gold River.

Marine Training

A contract for the Nuu-Chah-Nulth Tribal Council out of Gold River began on March 21st. The instructor is currently in the community and teaching three entry level marine courses over six days. The class size varies with a maximum of 12 students per class.

Bella Coola & Okanagan College

Renee Reedel, Continuing Education & Training Officer

DEEP

The CWRG grant approved DEEP Program is delivered in the Bella Coola and the Okanagan College areas. The Bella Coola Program started on February 24th with a total of 10 students. The Okanagan College program started on February 23rd with a total of 20 students for students who are looking to upgrade their computer skills and runs for 10 weeks in total. Learning outcomes include a 10-module platform delivered online with the use of Bluejeans and BrightSpace. Each student also receives a laptop to keep as well as a travel bag and mouse. The Okanagan DEEP delivery is a partnership with Okanagan College.

Campbell River Campus

Renee Reedel, Continuing Education & Training Officer

Dining Room Service Program

The Dining Room Service Program is a CWRG grant approved program that began on February 28th with a total of seven students. The program is for students who have an intellectual disability and runs twice a week for four weeks in total. Classes are taught on campus and in the computer lab as well as one night of training at a local restaurant. Learning outcomes include an eight-module platform that provides students with professional dining room training. This includes Workplace Hazardous Materials Information System (WHMIS), Serving It Right and Foodsafe. Each student also receives \$200 in gift cards as well as up to \$250 towards a uniform. The program is being run in conjunction with the Campbell River and District Association for Community Living.

Marine Training

NIC Marine Training continues to be in demand. The department offered courses throughout the winter on campus with most courses fully subscribed. Students are coming from other provinces to take our training from as far away as Saskatchewan! The summer and fall schedules are now in the works and we are hoping to add some new courses for the end of the year. We continue to distribute our Marine monthly newsletter and are researching new avenues for advertising.

Metal Jewellery

The Metal Jewellery studio and workshop is currently under construction. The shop will not be complete before the Fall term and therefore no workshops will be held this year. 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

The next online Bookkeeping course begins on April 4th.

Campbell River ElderCollege

Campbell River ElderCollege began their first course on March 12th. They are running 11 courses in total which are all on campus. The last day of class is May 28th. All courses have enough students to run making this a successful term. ElderCollege has their next meeting on April 6th when they will decide if they will continue offering courses.

Upcoming Contracts

The Marine department has a request for three upcoming contracts:

Bella Coola:

The Nuxalk College Lip'ahayc Learning Centre has requested a contract for 12 students to take the three entry level marine courses in Bella Coola, BC.

Campbell River:

The Ehattesaht First Nation and Marisa Bennett from NIC have requested Small Vessel Operator Proficiency, Domestic Vessel Safety, Restricted Operator Certificate (Maritime) and Marine Basic First Aid training for eight students for the month of May on campus.

Port Hardy:

The Kwakiutl Nation Development Corporation has requested a contract for eight students to take six courses that make up the Fishing Master and Fourth-Class ticket. This will be a complex quote with multiple instructors.

Port Alberni Campus

Leanne Moore, Continuing Education & Training Officer

Trades Discovery – Funded by Nuu-Chah-Nulth Employment & Training Program (NETP) & ITA

Eleven students from the 15-week Trades Discovery program successfully completed the program. They made some amazing projects, including (pictured below), five smokehouses for Tseshaht First Nation & picnic tables for Coombs Country Candy. Many of the students will be continuing their education in the funded Support Entry, Carpentry Level 1 program that is scheduled to start within the next month.



Food Production & Processing

On Feb 28th, a Community Workforce Response Grant funded, 11-week Food Production & Processing program commenced with a cohort of 12. It includes theory, hands-on activities, and a two-week work experience component. The program is taking 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 Feb 28th, a Community Workforce Grant funded, eight-week Seafood program commenced. This new program prepares participants for jobs in the seafood processing industry and is being delivered on-site at the Dock+, a Canadian 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, including CFIA/Provincial requirements; cleaning/sanitation procedures; hazard recognition; facility orientation; general food safety; forklift operation; WHMIS; and Standard First Aid.

Facilities Maintenance Program

CET is preparing for a Facilities Maintenance program, in partnership with Tseshaht First Nation, that we are expecting will be approved. If approved, it is expected to start in April 2022. The project for the program will be to renovate a home for a family.

Farmworker Fundamentals

In partnership with Alberni Clayoquot Regional District, depending on funding, CET plans to offer another CWRG funded eight-week Farmworker Fundamentals program this spring.

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

TRADES AND TECHNICAL PROGRAMS

Report to the BOG April 2022

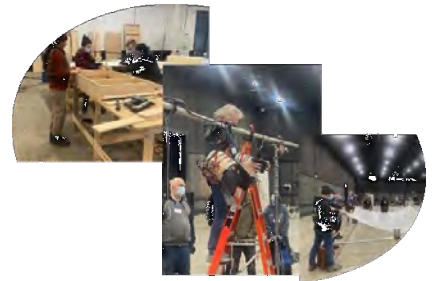
Spring has Sprung!

We have turned the wintery corner. The days are longer, the air is carrying the fresh scent of blossoms beginning to awaken from their seasonal hibernation and gardens teeming with seeds that have lain dormant and hidden from the cold are now bursting with renewed life reaching for the warm rays of the sun. It is amazing how the turning of a single page in a calendar replaces the dull, dreary days of winter with the vibrant palette of Spring splashed with the colors of renewal, rejuvenation, and revitalization.

Trades and Technical programs have wrapped up a few apprenticeships since January. Carpentry Levels 1 and 2 and Plumbing students wrote their Red Seal exams February 25th, two cohorts of Electrical Level 2, one cohort of Electrical Level 3 and a Heavy Mechanical Level 3 just wrapped on April 4th.

At the end of February, two Foundation programs started up. Electrical Foundation with new instructor David Apperson along with a cohort of Automotive Service Technician Foundation with another new addition that has joined our team, Jaylene van der Merwe. Jaylene, currently enrolled in the Provincial Instructor Diploma program, has a well-rounded background in Automotive completing her Automotive Service Technician certificate through BCIT in 2010. Her experience extends from detailer to service and parts advisor carrying on through apprenticing in a specialized shop to primary technician of a busy dealership. Jaylene has got it all covered! She has completed various manufacturer training programs to the highest level and prides herself in remaining current with each one. Oh, and just for fun, she also has her Commercial Vehicle Inspector Certification.

Trades and Technical collaborated with the North Island Film Commission’s Joan Miller, and the Martini Film Studio in Langley to complete three successful cohorts of film training. Motion Picture Grip, Motion Picture Lighting and Motion Picture Set Construction saw a total of 51 students from all over BC come together to learn the ropes of the film industry. It was busy, it was exciting, and it was a success!



Based on the popularity of past cohorts the Campbell River campus hosted another two-week “Women in Construction Trades” beginning March 21st. This program poses an excellent opportunity for women who may be on the proverbial fence to get hands-on in several Trades areas and explore the multitude of options available to them in the industry. Many of our past students have completed Women in Trades with a new future in mind. Former student Janet Deakin has this to say: *“I LOVED this two-week introduction and HIGHLY recommend it to women of all ages.”*

Highlights

The Automotive Collision and Refinishing Technician students are cruising through their program, and their work is impressive! Using a van belonging to facilities (marked with dents) instructor Miles Hemingway taxed their new-found know-how by having them restore the damage to like-new condition. Students diligently set upon the repair planning and then followed through by first dismantling the vehicle to assess the damage, make a detailed work order, then proceed with the step-by-step process of refinishing the inner edges of the panels, masking the vehicle for paint, painting and then reassembly. And VOILA!

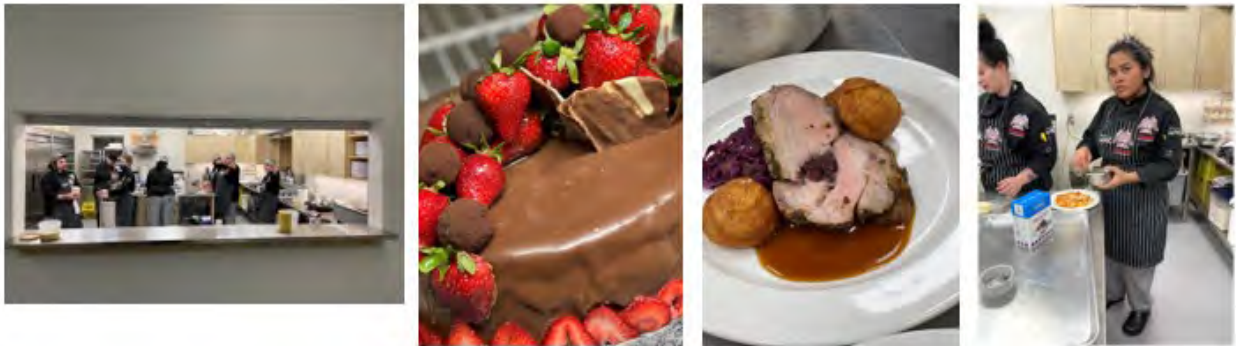


You’d never know!!!!
Well Done!

Meanwhile to the north of us at the Mixalakwila campus, Chef Sean McSavaney updates us on his cohort of Professional Cook Level 1.

“There has been a great need for educational programs at Gwa’sala-Nakwaxda’xw Nationsn(GNN). Port Hardy has an increasing need for skillful culinary employees for a wide variety of positions in the hospitality, hotel, and restaurant industry. The NIC Culinary Program provides a baseline educational experience for students looking to pursue careers in this field. The Program is slowly permeating the lives of the students and community by giving them hope for a new future. It is changing mental models as it creates a learning community with internal and external stakeholders, and it is bringing inspiration for new perspectives. NIC’s partnership plays a strong role in solving some of the community’s biggest employment and development challenges.

GNN/KEDC (K’awat’si Economic Development Limited Partnership) and NIC strongly believe that generosity is part of what makes us human, and nearly all organizations have strong traditions of giving and caring for their communities. At every level of wealth, individuals face common yet broad decisions about giving. We believe that when people have the right tools, information, and inspiration, they will give more and give well. Our relationship transcends the basic needs of traditional education, events, environments, catering and transactional activities.



Coming Up

Carpentry Level 2, Heavy Mechanical Level 4 and Plumbing Level 2 cohorts will be finishing their apprenticeships to make way for more incoming cohorts. The Apprenticeships on the way are Heavy Mechanical Level 2, Electrical Level 4, and Carpentry Levels 1 and 3 are all scheduled for mid to late April start dates followed by Plumbing Level 3 in May.

There are also several Foundation programs from fall 2021 calling it a wrap this spring. Automotive Service Technician - in both Port Alberni and Campbell River, Welder Foundation Enhanced (cohort #1) and Furniture Design and Joinery (PA), then Fabricator-Welder and Heavy Mechanical (CR) all round out the months of April and May.

MISSION Working together, NIC builds healthy and thriving communities, one student at a time.

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



Items in **GREEN** require Board approval

ONGOING AS REQUIRED

<ul style="list-style-type: none"> ORGANIZATIONAL PERFORMANCE <ul style="list-style-type: none"> Strategic Plan Approval PROGRAMMING <ul style="list-style-type: none"> Credential Approval Program Cancellation 	<ul style="list-style-type: none"> FIDUCIARY <ul style="list-style-type: none"> New Programming Tuition and Fees CAMPUS/CENTRE DEVELOPMENT <ul style="list-style-type: none"> Lease Approval Land Sale 	<ul style="list-style-type: none"> EMPLOYEES <ul style="list-style-type: none"> Collective Agreement Ratification
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**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
APRIL 7, 2022**

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

**AGENDA ITEM: Regular Meeting
 3.2 North Island Student Union (NISU) membership fee
 increase**

In accordance with Section 21 of the [BC College and Institute Act](#) and at the request of the student association, the Board of Governors directs the institution to collect from the students and remit to the student association the student association fees established under the bylaws of the association. Further, the Board of Governors may direct the institution to cease the collection of membership fees on behalf of the student association if there is non-compliance with the Societies Act, does not prepare and submit audited financial statements to the board, or does not maintain sound fiscal management in the opinion of the Board.

NISU has provided notice to the Board of Governors their recommendation to increase its membership fees in the attached letter dated February 2022. NISU has also stated they are in good standing and have provided their audited financial statements to the Board (attached). NISU has indicated they remain in good standing and have not been struck from the Registry of Societies.

Action:

For the Board's approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE DIRECT THE COLLEGE TO COLLECT MEMBERSHIP FEES AND REMIT THE SAME TO THE NORTH ISLAND STUDENT UNION, AS OUTLINED IN THEIR FEBRUARY 2022 LETTER, FOR THE ACADEMIC YEAR 2022-2023.



February 2022

To the North Island College Board of Governors,

In accordance with the College & Institution Act, please consider this to be notice regarding collection of North Island Students' Union and British Columbia Federation of Students membership fees.

As determined by a majority of members of the Students' Union who voted in referenda to establish this fee structure, including the provision for Consumer Price Index increases, the fees for the 2022/2023 academic year are:

Students' Union membership fee	\$14.25 per month \$57.00 per semester \$4.34 per credit
Federation membership fee	\$2.70 per month \$9.91 per semester \$0.75 per credit

As required by the Students' Union bylaws and the College & Institutes Act, the recent financial statements have been made available & approved by our members at the Semi-Annual General Meeting, December 1, 2021, also attached.

Further, the Students' Union remains in good standing and has not been struck from the Registry of Societies.

Please continue to remit fees to the Federation:

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

Sincerely,

Carissa Wilson

Carissa Wilson

Executive Director

North Island Students' Union

778-585-NISU(6478)

theoffice@nisu.ca

2021/2022 NISU Board of Directors

Hayley Dunbar, Chairperson, Services Director

Christopher Scarlatti, Co-Chairperson, Accessibility Director

Deanna Doucette, Internal Relations Director

Jessica Cooper, College Relations Director

Akriti Pandey, Connections & Events Director

Sam Larente, External Relations Director

www.wearebcstudents.ca

www.nisu.ca

2300 Ryan Road, Courtenay, BC V9N 8N6

FINANCIAL STATEMENTS
NORTH ISLAND STUDENTS' UNION

May 31, 2021



INDEPENDENT AUDITOR'S REPORT

To the Members of
North Island Students' Union

Opinion

We have audited the financial statements of North Island Students' Union (the Society), which comprise the statement of financial position as at May 31, 2021 and the statements of operations, changes in net assets and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Society as at May 31, 2021 and the results of its operations and its cash flows for the year then ended in accordance with Canadian accounting standards for not-for-profit organizations.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Society in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management and Those Charged with Governance for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian accounting standards for not-for-profit organizations, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Society's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Society or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Society's financial reporting process.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements. As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Society's internal control.

INDEPENDENT AUDITOR'S REPORT

- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Society's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Society to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Report on Other Legal and Regulatory Requirements

As required by the British Columbia Societies Act, we report that the accounting principles used in these financial statements have been applied on a basis consistent with that of the preceding year.

Tompkins Wozny LLP

Vancouver, Canada
November 24, 2021

Chartered Professional Accountants

STATEMENT OF FINANCIAL POSITION

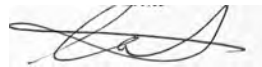
As at May 31

	2021			2020
	General Fund	Health & Dental Fund	Total	Total
	\$	\$	\$	\$
ASSETS				
Current				
Cash and cash equivalents	366,989	320,577	687,566	588,914
Accounts receivable [note 3]	1,736	—	1,736	118,009
Prepaid expenses	2,757	—	2,757	2,455
Interfund receivable (payable)	81,381	(81,381)	—	—
	452,863	239,196	692,059	709,378
LIABILITIES AND FUND BALANCES				
Liabilities				
Accounts payable and accruals [note 4]	22,944	—	22,944	29,323
Deferred revenue	—	101,154	101,154	224,496
Total liabilities	22,944	101,154	124,098	253,819
Fund balances				
Unrestricted	429,919	—	429,919	350,260
Internally restricted	—	138,042	138,042	105,299
Total fund balances	429,919	138,042	567,961	455,559
	452,863	239,196	692,059	709,378

Commitment [note 8]

See accompanying notes to the financial statements

Approved by the Executives:



Deanna Doucette
Internal Relations Director



Carissa Wilson
Executive Director

STATEMENT OF OPERATIONS AND CHANGES IN FUND BALANCES

Year ended May 31

	2021			2020
	General	Health & Dental	Total	Total
	Fund	Fund	Fund	Fund
	\$	\$	\$	\$
REVENUE				
Membership fees	259,749	299,040	558,789	509,287
Interest and other income	2,260	46	2,306	3,534
	262,009	299,086	561,095	512,821
EXPENSES				
Student health and dental plan premiums	—	226,343	226,343	244,841
Wages and benefits	103,813	36,556	140,369	114,570
Office, postage and telephone	18,594	—	18,594	8,297
Donations	13,982	—	13,982	6,724
Executive and representative stipends <i>[note 8]</i>	10,800	—	10,800	13,400
Handbook	10,087	—	10,087	10,737
Campaigns and events	4,661	3,444	8,105	25,501
Bookkeeping	6,038	—	6,038	4,043
Professional	5,545	—	5,545	3,544
Insurance	3,833	—	3,833	3,744
Equipment and computers	3,805	—	3,805	7,468
Executive, college travel and meetings	1,192	—	1,192	11,318
Conferences and meetings	—	—	—	2,951
	182,350	266,343	448,693	457,138
Excess of revenue for the year	79,659	32,743	112,402	55,683
Fund balances, beginning of year	350,260	105,299	455,559	399,876
Fund balances, end of year	429,919	138,042	567,961	455,559

See accompanying notes to the financial statements

STATEMENT OF CASH FLOWS

Year ended May 31

	2021	2020
	\$	\$
OPERATING ACTIVITIES		
Excess of revenue for the year	112,402	55,683
Changes in non-cash working capital items		
Accounts receivable	116,273	(42,292)
Prepaid expenses	(302)	757
Accounts payable	(6,379)	14,727
Deferred revenue	(123,342)	41,699
Cash provided by operating activities	98,652	70,574
Increase in cash during the year	98,652	70,574
Cash and cash equivalents, beginning of year	588,914	518,340
Cash and cash equivalents, end of year	687,566	588,914
Cash and cash equivalents allocated to:		
General fund	366,989	356,846
Health & Dental fund	320,577	232,068
	687,566	588,914

See accompanying notes to the financial statements

NOTES TO FINANCIAL STATEMENTS

May 31, 2021

1. NATURE OF THE ORGANIZATION

North Island Students' Union (the "Society") was incorporated under the British Columbia Union Act on October 30, 1991 and is exempt from income taxes.

The purposes of the Society are to organize students of the North Island College on a democratic, co-operative basis for advancing students' interests, advancing the interests of the student community, and providing a common framework within which students can communicate, exchange information, and share experience, skills and ideas.

2. SIGNIFICANT ACCOUNTING POLICIES

The financial statements were prepared in accordance with Canadian accounting standards for not-for-profit organizations ("ASNPO") and include the following significant accounting policies:

Use of Estimates

The preparation of financial statements in conformity with Canadian ASNPO requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the amounts of revenue and expenses reported during the year. Significant areas requiring the use of management estimates relate to the determination of the deferred revenue. Actual results could differ from these estimates.

Fund Accounting

The Society follows fund accounting using the deferral method of accounting for revenues and has the following funds:

General Fund

The General Fund consists of those revenue and expenses in the general operations of the Society.

Health & Dental Fund

The Society collects fees from students registered in the health and dental plan. This fund is restricted for expenditures relating to the management, promotion and maintenance of the health and dental plan.

Revenue Recognition

Revenue is recognized as it is earned in accordance with the following:

Membership fees are recognized according to the academic term to which they relate.

Interest and other income are recognized when earned.

NOTES TO FINANCIAL STATEMENTS

May 31, 2021

2. SIGNIFICANT ACCOUNTING POLICIES (CONT'D)

Measurement of Financial Instruments

The Society initially measures its financial assets and financial liabilities at fair value. The Society subsequently measures all its financial assets and financial liabilities at amortized cost.

Financial assets measured at amortized cost include cash and accounts receivable. Financial assets measured at cost are tested for impairment when there are indicators of impairment. The amount of the write-down is recognized in net income. The previously recognized impairment loss may be reversed to the extent of the improvement, directly or by adjusting the allowance account, provided it is no greater than the amount that would have been reported at the date of the reversal had the impairment not been recognized previously. The amount of the reversal is recognized in net income.

Financial liabilities measured at amortized cost include accounts payable and accruals.

Cash

Cash is defined as cash on hand and cash on deposit, net of cheques issued and outstanding at the year-end.

The statement of cash flows is prepared on a net cash basis and cash flows from operating and investing activities are presented using the indirect method.

3. ACCOUNTS RECEIVABLE

	2021	2020
	\$	\$
Membership fees	—	115,940
Interest and other	1,736	2,069
Allowance for doubtful accounts	—	—
	1,736	118,009

4. ACCOUNTS PAYABLE AND ACCRUALS

	2021	2020
	\$	\$
Wages and other	22,944	29,323

NOTES TO FINANCIAL STATEMENTS

May 31, 2021

5. FINANCIAL INSTRUMENTS

The Society is exposed to various risks through its financial instruments. The following analysis presents the Society's exposures to significant risk as at May 31, 2021.

Credit Risk

Credit risk is the risk that the Society will incur a loss due to the failure by its debtors to meet their contractual obligations. The Society is exposed to credit risk with respect to its cash, term deposit and accounts receivable. The Society limits its exposure to credit risk by placing its cash and term deposit in accounts with a credit union.

Given the nature of the Society's revenue, there is no concentration of accounts receivable. There has been no bad debt recognized in the year. The maximum amount of credit risk exposure is limited to the carrying amount of the balance in the financial statements.

Interest Rate Risk

Interest rate risk is the risk that the fair value or future cash flows of a financial instrument will fluctuate because of changes in market interest rates. The Society is exposed to interest rate risk on its cash and term deposit.

Liquidity Risk

Liquidity risk is the risk that the Society will not be able to meet its cash requirements or fund obligations as they become due. The Society maintains adequate levels of working capital by preparing budgets to ensure all its obligations can be met when they fall due.

6. ECONOMIC DEPENDENCE

The Society's primary source of revenue is membership fees collected from students by North Island College pursuant to the provisions of the College and Institute Act (British Columbia). This collection activity can be terminated if the Society fails to fulfill its requirements under the Act. The Society's ability to continue viable operations is dependent upon maintaining its right to have these fees collected. As at the date of these financial statements the Society believes that it is in compliance with the Act.

7. RELATED PARTY TRANSACTIONS

For the year ending May 31, 2021, the Society paid executive and representative stipends to executive board members and other elected personnel in the amount of \$10,800 [2020 - \$13,400].

NOTES TO FINANCIAL STATEMENTS

May 31, 2021

7. RELATED PARTY TRANSACTIONS (CONT'D)

The amount above includes payments made to the following elected directors during the year:

	2021	2020
	\$	\$
Director of Internal Relations	2,095	2,400
Director of College Relations	2,090	2,000
Director of External Relations	2,000	2,400
Comox Valley Director	2,000	2,000
Campbell River Director	2,000	2,400
Accessibility & Equity Director	265	—
Connections & Events Director	205	—
Service Director	145	—
Port Alberni Director	—	2,200
	10,800	13,400

8. COMMITMENT

The Society has committed to make contributions of \$10,000 per year over a three period ending June, 2022 to the North Island College Foundation for an endowment to be used for student bursaries.



NORTH ISLAND COLLEGE BOARD OF GOVERNORS POLICY MANUAL

STUDENT/EMPLOYEE APPEALS POLICY TO THE COLLEGE BOARD OF GOVERNORS

Policy Statement

North Island College, in accordance with the College and Institute Act, allows for an appeal to the Board of Governors by a student or employee who has been suspended by the President.

The *B.C. College & Institute Act* Section 37 states that “(2) For just cause, the President of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of the reasons; (4) A person suspended under this section has the right of appeal to the board.”

Purpose Statement

The purpose of this policy is to outline the suspension appeal process.

Scope and Application

This policy applies to students or employees who have been suspended by the President.

The only grounds for a student or employee (appellants) to appeal to the Board are:

- a) a flaw in the college’s due process or procedures in the determination to suspend the student or employee, or
- b) new evidence, not available at the time of the President’s decision to suspend the student or employee, that may have affected the decision.

Procedures

1. The appellant must submit the Request for an Appeal Hearing Form (Appendix A) to the Executive Assistant to the Board within 10 business days of receipt of the President’s decision letter.
2. Upon receipt of the appeal, the Executive Assistant to the Board will give the completed Request for an Appeal Hearing Form to the President and the Board of Governor’s (BoG) Chair.
3. The President, or designate, will provide a written submission to the Executive Assistant to the Board, together with any further supporting documentation, within 10 business days of receiving a copy of the appellant’s appeal documentation.

This submission will contain the following information:

- reasons for the suspension, and
 - witnesses to be called, should the Hearing be granted, with summary of evidence to be presented.
4. The BoG Chair (or Board designate) will convene a Board Hearing Committee who will then review the request and determine whether the appeal meets the criteria outlined in the scope and application. If the Hearing is not granted, the student/employee will be informed by the Chair of the Board Hearing committee within five business days.

4. If the appeal meets the criteria, the President will have the opportunity to review any new information provided in the appeal. The President has the opportunity to change the decision prior to the scheduled hearing.
5. The appellant will remain on suspension until the outcome of the Board Hearing Process is known.
6. The Board Hearing will be held within five business days and conducted in accordance with the Rules set out in Appendix B.
7. The Appellant will be offered the opportunity to be accompanied to the Hearing by a support person and will be provided with additional supports as required and available.
8. If the Appellant fails to attend the Hearing and fails to provide reasonable evidence of an emergency, the Hearing is abandoned, and the Appeal is automatically denied.
9. The Appellant may, at any time, terminate the appeal process by providing written notice to the Executive Assistant to the Board. The Appellant may not subsequently resubmit the appeal to the Board of Governors.
10. Within five business days of receiving the recommendation from the Board Hearing Committee, the Board of Governors (or Executive Committee if so delegated) will make its decision on the Appeal and will notify in writing the Appellant, the President, Office of the Registrar (Students) or Human Resources (Employees) and other administrators as appropriate.
11. The decision of the Board will be that the appeal is “founded” or “unfounded”. The decision of the Board is final; it will not be revisited.

All timelines referred to in this document are based on regular business days (Monday through Friday). The timelines specified are the maximum number of days allowed for each stage of the process. However, the College recognizes that a timely decision is desirable and encourages all parties to proceed without delay.

Where these timelines cannot be met due to unforeseen circumstances or during college closures, the Appellant and President will be notified.

Definitions

Appellant:

Student or employee appealing a decision of suspension.

Additional Supports:

Supports may be recommended, requested or required by any involved party to assist in the understanding of process and discussions. This may include, but is not limited to, language translators, sign language interpretation or cultural advisors.

Support Person

A person who is present at the Hearing. This person will not participate or provide comment during the Hearings and must not be in conflict of interest.

Links to Other Related Policies:

Human Rights, Discrimination and Harassment, Human Resources Policy 2-08

<https://www.nic.bc.ca/pdf/policy-2-08-human-rights.pdf>

Progressive Discipline: Misconduct or Inappropriate Behavior, Human Resources Policy 2-12

<https://www.nic.bc.ca/pdf/policy-2-12-progressive-discipline-misconduct-or-inappropriate-behaviour.pdf>

Community Code of Academic, Personal and Professional Conduct, Education Policy 3-06

<https://www.nic.bc.ca/pdf/policy-3-06-community-code-of-academic-pers-and-prof-conduct.pdf>

Student Appeal Policy, Education Policy 3-30

<https://www.nic.bc.ca/pdf/policy-3-30-student-appeal.pdf>

Appendix A - Request for an Appeal Hearing Form

(Please print)

Date: [Click or tap to enter a date.](#)

Name: _____
(First) (Last)

Student ID (if applicable): _____ Email Address: _____

Current Address: _____

Phone Number: _____

This information will be used only for the purpose of your appeal to the Board. The information is protected by the Freedom of Information and Protection of Privacy Act. If you have any questions regarding information requested, please contact the Executive Assistant to the Board.

1. Check the grounds for your appeal.

Grounds for appeal of suspension are:

- Lack of, or flawed process
- New evidence, not available at the time of the decision*

*New evidence will be considered in accordance with the following principles:

- New evidence will only be considered if it was known (by the appellant) prior to appeal and attempts were made to address the issue.
- The evidence must be relevant to the appeal.
- The evidence could reasonably be expected to have affected the decision to suspend.

2. Describe or explain the grounds for the appeal:

[Click or tap here to enter text.](#)

If you require more space for this description, attach extra page(s).

(Attach all documents in support of your appeal.)

3. If you intend to call witnesses, list the names of these witnesses with a summary of their evidence. Attach extra page(s), if required.

[Click or tap here to enter text.](#)

4. If you require additional supports such as a translator or ASL interpreter, please indicate below (please note that supports will be dependent on need and availability):

Click or tap here to enter text.

5. Requested outcome of this Appeal:

Click or tap here to enter text.

I certify that, to the best of my knowledge, the information submitted on this form is accurate, true, and complete *

Signature: _____

Date: Click or tap to enter a date.

Return completed form to:

Email - bog@nic.bc.ca or

Mail to:

Chair, Board Hearing Committee
c/o Executive Assistant to the Board, North Island College
2300 Ryan Road Courtenay, BC V9N 8N6

Appendix B – Board Hearing Process

Board Hearing Committee

The Board Hearing Committee is determined by the BoG Chair (or designate) and comprised of a minimum of three members (one designated as Chair).

No Board Member shall serve on the Hearing Committee if they are currently a student or employee in the department in which the appeal is concerned or may otherwise be perceived to be in a conflict of interest with respect to the Appeal to be heard.

Procedures:

1. The Hearing Committee Chair will introduce the participants and outline the procedures to be followed at the Hearing.
2. The Appellant will identify the issues from their perspective and outline facts relevant to the appeal.
3. The President, or designate, will have the same opportunity to identify the issues from their perspective and outline the facts relevant to the appeal.
4. The Appellant and President will have the opportunity to respond to or ask questions on the other's presentation.
5. The Committee will call in the Appellant's witnesses individually. Witnesses will be limited to attend the hearing only during their relevant testimony.
6. The Appellant and President will have the opportunity to ask questions of the witnesses.
7. The Committee members may ask questions of the Appellant, President, and/or witnesses.
8. The Chair will invite the Appellant and the President to provide closing remarks.
9. The Committee will then deliberate in private.
10. The Committee Chair will submit a written recommendation and rationale to the BoG Chair. The Board of Governors (or Executive Committee if so delegated) will render a decision.
11. The decision will be communicated to all parties in writing within five business days.
12. The Board of Governors decision is final.

Appendix C – Flow Chart of Timelines

Flow Chart of Timelines for Student/Employee Suspension Appeal



All timelines referred to in this document are based on regular business days (Mondays to Fridays). The timelines specified are the maximum number of days allowed for each stage of the process. However, the College recognizes that a timely decision is desirable and encourages all parties to proceed without delay.

Where these timelines cannot be met due to unforeseen circumstances or during college closures, the Appellant and President will be notified.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
April 7, 2022

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

AGENDA ITEM: Regular Meeting
4.2.1 Fiscal 2022/23 Draft Budget (attachment)

Background:

The fiscal year 2022/23 draft budget (attached) is now complete and ready for the Board's review and approval. The budget is based on a key set of assumptions that are outlined below. The assumptions are meant to ensure the budget target is achievable and realistic.

Budget Assumptions:

Below are some of the significant budget assumptions impacting the College's 2022/23 budget.

1. Unlike fiscal year 2021/22, the Ministry has not provided written confirmation that NIC can budget for and run a deficit in fiscal year 2022/23. This is more in line with the normal Ministry practice to approve deficits during the fiscal year. The suggested resolution is worded to ensure this process is clarified. Assistant Deputy Minister Jason Butler attended NIC's Finance and Audit committee meeting on March 28, 2022 and articulated that NIC is aligned with the Ministry process for approving deficits.
2. The Ministry base operating grant allocation will not be materially adjusted in fiscal 2022/23. We usually receive an interim budget letter in late March or early April but have not received one to date. The actual budget allocation letter was dated July 29, 2021 last year so is not expected until well into the fiscal year. That said, the Ministry would have let us know in advance were a material budget reduction coming.
3. International student tuition and fee revenues are based on estimated growth numbers provided by the Office of Global Engagement (OGE). OGE prepared a range of growth figures in recognition that there are many factors outside of NIC's control that impact International student figures. For budgeting purposes, the mid-range estimates were selected.
4. Domestic student tuition and fee revenues will be on par with fiscal 21-22 levels. Note that no growth was built in as 21-22 tuition revenue is down compared to 20-21 figures at the same point in the fiscal year (late March). More analysis will be done when the fiscal year closes.
5. Ancillary revenues in the Bookstore and Cafeterias are both budgeted to increase by a total of 13.22%. These areas are not back to pre-pandemic levels but are beginning to recover the significant pandemic impacts to their operations.

6. Investment income is projected to increase by 10% in the budget, based on their performance during 20-21. NIC is now budgeting for the realized gains in the investment portfolio, but only to fund a small contingency budget of \$275,000.
7. The expenditures as shown reflect full costing of the program delivery and contract training as projected in the revenue line items in the budget.

Action:

For the Board's review and approval.

Suggested Resolution:

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE FISCAL YEAR 2022/23 BUDGET CONDITIONAL ON MINISTRY APPROVAL OF THE DEFICIT.

NORTH ISLAND COLLEGE
2022-2023 Budget - Draft

	<u>2022-2023</u>	<u>2021-2022</u>	<u>Change</u>
Revenues			
Province of BC revenues			
Base operating grant	\$29,840,087	\$28,098,978	\$1,741,109
Industry Training Authority grant	2,981,104	3,272,668	-291,564
Routine capital	160,592	160,592	0
Leases	347,604	347,604	0
Aboriginal Service Plan	374,938	436,473	-61,535
Literacy grants (CALP)	210,896	210,896	0
Student aid (AUG, LDAB, SOS, AEF)	152,000	359,620	-207,620
Educational partnerships (VIU, Island Health)	669,000	817,593	-148,593
Provincial contracts	829,889	772,896	56,993
	<u>35,566,110</u>	<u>34,477,320</u>	<u>1,088,790</u>
Federal Government grants and contracts	1,027,270	1,058,752	-31,482
Student fees			
Base funded programs	4,781,634	4,781,634	0
Cost recovery program	1,232,097	1,188,371	43,726
International Education	5,559,040	4,843,623	715,417
	<u>11,572,771</u>	<u>10,813,628</u>	<u>759,143</u>
Sales of goods			
Bookstore revenue	875,000	820,000	55,000
Cafeteria revenue	217,600	145,000	72,600
	<u>1,092,600</u>	<u>965,000</u>	<u>127,600</u>
Contract services	1,721,210	1,543,284	177,926
Investment income	495,000	450,020	44,980
Realized Gains/Losses on Investment	275,000		275,000
Other income	673,496	420,692	252,804
	<u>673,496</u>	<u>420,692</u>	<u>252,804</u>
Total Operating Revenue	52,423,457	49,728,696	2,694,761
Amortization of deferred capital revenue	3,270,257	2,916,306	353,951
	<u>3,270,257</u>	<u>2,916,306</u>	<u>353,951</u>
Total Revenue	55,693,714	52,645,002	3,048,712
Expenditures			
Salaries, benefits, other personnel costs	41,237,191	39,413,285	1,823,906
Advertising and promotion	677,035	781,982	-104,947
Books and periodicals	346,098	361,924	-15,826
Cost of good sold	689,500	676,112	13,388
Equipment costs	1,757,771	1,659,538	98,233
Facilities costs	2,839,755	2,745,905	93,850
Financial service charges	234,003	234,003	0
General fees and services	1,609,105	1,563,069	46,036
Student awards	656,759	732,354	-75,595
Supplies and general expenses	1,308,241	1,471,260	-163,019
Travel	764,434	704,941	59,493
Grant transfers	210,896	210,896	0
Amortization of capital assets	3,870,678	3,645,840	224,838
Contingency	275,000	0	275,000
	<u>275,000</u>	<u>0</u>	<u>275,000</u>
Total Expenditures	56,476,466	54,201,109	2,275,357
Revenue less Expenditures	-782,752	-1,556,107	773,355

Variance Analysis - Material Variances

Base Operating Grant Variances

Health Education Program Expansion Funding	421,673
Health Care Assistant short-term funding	812,274
ABE funding increase - higher per FTE funding	400,573
Estimated Wage settlement funding	454,716
Programs ending during 21-22	<u>(348,127)</u>
Total Increase 21-22 to 22-23	1,741,109

NIC received some targeted funding letters in March. The Health Education program expansion funding and the ABE funding increase both appear to be ongoing, base funding. The Health Care Assistant funding is one-time funding, though that will be re-visited by the Ministry next year. The estimated wage settlement funding is simply an estimate of bargained wage increases funded by the Province. The estimate is based on the last settlement amount of 2% annually. NIC receives a significant amount of one-time funding from the Province each year related to targeted program delivery. Programs begin and end at various times throughout the fiscal year.

Tuition and Fees Variance

Base-funded programs (Domestic)	0
Cost-Recovery Programs	43,726
International Education	<u>715,417</u>
Total Increase 21-22 to 22-23	759,143

To expand on the information provided in the budget assumptions, the increase in tuition and fee revenue is all as a result of expected growth in International students. NIC has budgeted for total "headcount" figures of 170 in Spring/Summer, 455 in Fall and 450 in Winter. The Fall and Winter figures represent a 29% increase over 20-21 figures. However, NIC's total tuition and student fee revenue is still \$1.147 million below below pre-pandemic levels.

Salary Cost Increases

Salary costs for Health Educ expansion	295,171
Salary costs for HCA short-term funding	568,522
Salary costs related to ABE lift	274,678
Estimated wage settlement funding	454,716
Miscellaneous adjustments	<u>230,819</u>
Total Increase 21-22 to 22-23	1,823,906

The increase in Salary and benefit costs in fiscal 22-23 is mainly related to the Provincial initiatives outlined above. Normally 70% of the budget for a new program goes to salary and benefit costs. The miscellaneous adjustments relates to step increases, benefit cost increases, and other small adjustments.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
April 7, 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:

The Board was provided with a forecast at the January meeting that was built on the results from the 3rd Quarter financial statements. It showed a deficit of \$0.533 million, which hasn't changed significantly on the updated forecast provided in this package.

The updated projections show a similar deficit figure of \$0.519 million. The key changes are a reduction in domestic tuition revenue, and a reduction in Salary costs. Domestic tuition is lower than projected which appears to be a reflection of tuition-free programming (pandemic-related) and the program mix taken by students. The forecast in January was based on the increased domestic student numbers but it appears that the revenue is following a different pattern. More analysis will be done at year-end.

Salary costs are down from the projection in January and reflect the hiring lag the College is experiencing. The College is experiencing some of the same labour shortage issues being experienced in other sectors of the economy.

Action:

For information

NORTH ISLAND COLLEGE
FY 21/22 Projections

	Forecast	Budget	Change	
	2021-2022	2021-2022		
Revenues				
Province of BC revenues	34,477,320	34,477,320	0	There will likely be some variances but not significant and would be neutral to the bottom line.
Federal Government grants and contracts	1,058,752	1,058,752	0	
Student fees				
Base funded programs	4,581,634	4,781,634	(200,000)	Domestic tuition is down from last fiscal, though student numbers are up. Likely due to program mix and tuition-free programming related to pandemic-recovery.
Cost recovery program	1,188,371	1,188,371	0	
International Education	4,068,643	4,843,623	(774,980)	
	<u>9,838,648</u>	<u>10,813,628</u>	<u>(974,980)</u>	
Sales of goods and services	965,000	965,000	0	Bookstore and Cafeteria revenue expected to be close to budget
Contract services	1,738,973	1,543,284	195,689	
Investment income	1,446,207	450,020	996,187	Forecast for 21/22 includes realized gains of \$0.996 million
Other income	2,712,743	420,692	2,292,051	Forecast 21/22 includes Vigar Road sales proceeds
Total Operating Revenue	52,237,643	49,728,696	2,508,947	
Amortization of deferred capital revenue	3,270,257	2,916,306	353,951	Reflects current spending and projects completing
Total Revenue	55,507,900	52,645,002	2,862,898	
Expenditures				
Salaries, benefits, other personnel costs	38,821,097	39,413,285	(592,188)	Savings represents hiring lag, vacancies, etc.
Operating Costs	13,335,035	11,141,984	2,193,051	Forecast 21/22 includes Vigar Road proceeds back to Province
Amortization of capital assets	3,870,678	3,645,840	224,838	Reflects current spending and projects completing
Total Expenditures	56,026,810	54,201,109	1,825,701	
Revenue less Expenditures	(518,910)	(1,556,107)	1,037,197	

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
April 7, 2022

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

AGENDA ITEM: Regular Meeting
4.2.3 Comox Valley Student Housing (attachment)

Background:

On February 11, 2022 the Ministry of Advanced Education announced that NIC’s student housing project at the Comox Valley campus had received funding approval as set out in the attached Certificate of Approval (COA). The key component of the COA is the breakdown of the sources of funding, as shown below:

Funding Source (\$)	
Provincial - Grant	57,283,000
Provincial - Loan	6,600,000
NIC Contribution	<u>2,027,236</u>
Total Project Cost	65,910,236

COA’s are the tool used to fund the costs of capital projects. It allows NIC to draw funds as they are spent, and only relates to the Provincial grant component of the funding shown above. The first draw of \$780,000 was made in March 2022 and represents the costs of the indicative design process. It is important to note that the COA only represents 90% of the approved maximum provincial grant contribution, and the final holdback of 10% will be released upon project completion.

The announcement in February has allowed the College to begin working on the procurement process to select the project builder. NIC has issued a Request for Qualifications (RFQ) with a closing date of April 4, 2022. Companies responding to the RFQ will be short-listed in April and those firms will participate in a detailed selection process commencing in May. The selection of the builder will occur in June or July 2022.

Selection of the builder in the summer of 2022 will allow the site preparation to begin in the Fall of 2022, and construction to begin. The College is planning for substantial completion and a soft opening in Fall 2024. The grand opening is targeted for Winter 2025.

These dates are all tentative at this point as we begin the initial stages of procurement. We will provide the Board with regular status updates as the project moves forward.

Action:
For information



Our Ref: 124287
 File No. 64300-20/NIC/Student Housing
 Fiscal Year 2022/23 – 806397

February 15, 2022

Colin Fowler
 Vice-President, Finance & College Services
 North Island College
 2300 Ryan Rd
 Courtenay BC V9N 8N6

Dear Colin Fowler:

I am pleased to advise that the Ministry of Advanced Education and Skills Training (the Ministry) has approved the issuance of a Certificate of Approval (COA) for the following project:

Project Number 806397
COA Number 262-806397-1
Project Title Student Housing Comox

Project Funding	Student Housing
Provincial – Grant	\$57,283,000
Provincial – Loan	\$6,600,000
PSI Contribution	\$2,027,236
Total Project Cost	\$65,910,236

Campus	COA Amount*	COA Expiry
Comox	\$51,554,700	March 31, 2025

The Institution is to make COA withdrawals only once project costs have been incurred and/or supporting documentation has been received.

*Please note this COA bring the provincial funding up to 90 percent of the approved maximum provincial grant contribution. The final holdback will be released upon project completion.

.../2

As a stipulation of the transfer of the final holdback, your institution will be required to provide project close-out documentation within 90 calendar days of project completion. Ministry staff will provide additional details on the close-out reporting requirements when this project is nearer to completion.

Please find the COAs and project summary enclosed. The general terms and conditions of this funding approval is included in Attachment 1.

Reporting Requirements

As a stipulation of this funding approval, your institution will be required to submit the following:

1. Funding issued through a COA is to be reflected in the appropriate lines on quarterly forecasts and year-to-date actuals (Appendix C's), uploaded to [AEST Financial Reporting SharePoint Website](#);
2. Templates will be provided, and completed quarterly cashflow projections and year-end actual results at to be uploaded to [AEST Capital Financial Reporting SharePoint Website](#); and
3. Project Closeout Accountability Report outlining all project cost actuals and outcomes aligning with Ministry priorities and criteria will be due at project completion.

It is critical that your institution provide accurate cashflow projections and make funding draws as soon as viable. Diligent monitoring of cashflow for this and all capital projects is expected.

If any of the funds cannot be used for the intended purposes and/or within the specified timeframe, or you have questions surrounding reporting, please contact Doris Prive, Capital Planning Officer, Capital Asset Management, at doris.prive@gov.bc.ca at your earliest opportunity.

Communications

Prior to any public announcements pertaining to these projects, please have your communications staff contact Eric Berndt, Communications Director, Government Communications and Public Engagement, at (250) 208-8438.

Sincerely,



Phil Hancyk, CPA, CA
Executive Director

Enclosures

pc: Chris Udy, Director
Capital Projects, Facilities Management
North Island College

Sue Fleck, Director, Finance
North Island College

Eric Berndt, Communications Director
Government Communications and Public Engagement
Ministry of Advanced Education and Skills Training

Alison Prince, Director, Capital Asset Management
Post-Secondary Finance Branch
Ministry of Advanced Education and Skills Training

Doris Privé, Capital Planning Officer
Post-Secondary Finance Branch
Ministry of Advanced Education and Skills Training

Terms and Conditions of Funding Approval

Under the terms and conditions of the Certificate of Approval (COA) funding approval, it is the expectation of the Ministry of Advanced Education and Skills Training (the Ministry) that:

- COA withdrawals are to be made when payment to vendors is required and invoices and/or supporting documentation have been received by the Institution;
- The equipment and/or renovated space and/or building will be used for its entire useful life;
- The funding received is a restricted capital contribution for the development of a Tangible Capital Asset as per *Public Sector Accounting Standards*, section 3150. The intent is that it will create or extend the service life of the asset(s) and therefore will be treated as a deferred capital contribution. The Ministry's expectation is that the contribution will initially be deferred, then systematically amortized into revenue over the service life of the underlying asset (equipment and/or building) in accordance with *Treasury Board Regulation 198/2011 – Restricted Contributions Regulation*;
- The project(s) will proceed within the approved scope, budget and cashflow allocations to achieve service delivery objectives as per the approved project; and
- Project(s) will proceed in accordance with various provincial government requirements and policies including, but not limited to:
 - [*Capital Asset Management Framework \(CAMF\)*](#)*
*In particular, refer and adhere to the Conflict of Interest principles outlined in Section 8.3.5
 - [*Capital Asset Reference Guide \(CARG\)*](#)
 - Where applicable:
 - Institutions that are members of the Provincial Construction Insurance Program, administered by the Risk Management Branch, are required to submit a construction application (available at <https://www.bcucipp.org/>) at the outset of construction and to ensure Owner Controlled Course of Construction and Wrap Up Liability coverage is placed.
 - [*University Act; College and Institute Act; Thompson Rivers University Act; Royal Roads University Act;*](#)
 - [*Climate Change Accountability Act;*](#)
 - [*Wood First Act;*](#)
 - [*Apprentices on Public Projects in BC Policy and Procedure Guidelines;*](#) and
 - All new provincial public buildings are to be constructed to LEED® Gold standards in accordance with the Canada Green Building Council (CaGBC).

CAPITAL PROJECT CERTIFICATE OF APPROVAL

Sponsoring Ministry: **Advanced Education & Skills Training** Division: **02 Colleges**

Government Body: **0019 North Island College**

Certificate Number: **262-806397**

Revision No.: **1**

This Certificate is issued pursuant to the Treasury Board approval for the Capital Project described below (the "Project") and a Memorandum of Understanding (the "COA-MOU") between Provincial Treasury and the Sponsoring Ministry. This Certificate constitutes an approval by the Province for the Government Body to request Capital Funding (Advance) from the Province in accordance with the COA-MOU for the purpose of facilitating approved Project expenditures.

APPROVED CAPITAL PROJECT

Project No.: **806387**

Project Location: **Courtenay**

Facility Name: **North Island College**

Project Description: **Student Housing Comox**

Total Estimated Project Costs: \$ **65,910,236.00**

Treasury Board Approval Stage: 1. Site 2. Planning 3. Completion

Funding Detail (this certificate cancels and replaces all previous certificates issued for the Project):

Previous Certificate No.: **n/a**

Previous Revision No.: **n/a**

Previous Total Approved Advance: \$ **0.00**

Increase (Decrease) Determined By This Certificate: \$ **51,554,700.00**

Total Approved Advance: \$ **51,544,700.00**

Expiry Date: **March 31, 2025**

GOVERNMENT BODY ACCOUNT

Financial Institution:

Transit No.:

Account No.:

TERMS OF APPROVAL

1. The **Total Approved Advance** approved by this Certificate represents the maximum that may be advanced for the Project.
2. This Certificate is valid only until the **Expiry Date** or until cancelled by the Sponsoring Ministry. This Certificate is not transferable.
3. Additional terms specific to the Project made between the Sponsoring Ministry and the Government Body are set out below or in the attached Appendix.

Authority Granted to Proceed

SIGNATURE OF RESPONSIBLE MINISTER OR DESIGNATE

Phil Hancyc

Digitally signed by Phil Hancyc
Date: 2022.02.11 14:22:15 -0800

EFFECTIVE DATE

Ministry of Advanced Education and Skills Training
Capital Asset Management

Capital Project Summary

Project Title:	Student Housing		
Ministry Project Number:	806397-1	Current Date:	Feb 2022
Institution:	North Island College	Campus:	Comox Valley
Construction Start Date:	Fall 2022	Anticipated Completion Date:	Fall 2025
Project Rationale:	The Student Housing project at North Island College consists of 2 buildings located in Comox Valley. The Housing Commons will be home to 217 occupants, with a minimum 177 students. The single student building will offer 157 beds. The family building will be home to 20 families in 20 two-bedroom suites (60 beds total).		
Project Scope:	The Project will include construction of two mid-rise buildings connected by an outdoor gathering space, amphitheatre, children's play area, and community food gardens. Both buildings, will be constructed using mass timber for its structural design and built to meet Step 4 of BC's Energy Step Code.		

Project Budget

Category	AEST Approved Budget
Planning and Design	\$ 7,653,220
Construction / Renovation	\$ 46,934,226
Contingencies / Escalation	\$ 6,338,727
Escalation	\$ 3,664,995
Permits, Development Cost Charges and Net GST	\$ 1,291,832
Interest During Construction	\$ 27,236
Total	\$ 65,910,236

Project Funding Sources

Funding Source	AEST Approved Budget
Provincial (Grant)	\$ 57,283,000
Provincial (Loan)	\$ 6,600,000
Institution	\$ 2,027,236
TOTAL	\$ 65,910,236

Cashflow - Actuals and Forecast

Funding Source	Fiscal Yr 2021/22	Fiscal Yr 2022/23	Fiscal Yr 2023/24	Fiscal Yr 2024/25	Total
Province of BC (Capital Grant)	\$ 780,000	\$ 18,984,900	\$ 19,764,900	\$ 17,753,200	\$ 57,283,000
Province of BC (Loan)	\$ -	\$ -	\$ -	\$ 6,600,000	\$ 6,600,000
Institution	\$ -	\$ -	\$ 1,000,000	\$ 1,027,236	\$ 2,027,236
Total	\$ 780,000	\$ 18,984,900	\$ 20,764,900	\$ 25,380,436	\$ 65,910,236

Certificate of Approval (COA)

COA Number	Amount	Date Issued	Expiry Date
262-806397-1	\$51,554,700		March 31, 2026

From:
Sent: Monday, March 14, 2022 11:00 AM
To:
Attachments: Draft for Engagement Indigenous Post-Secondary Education and Skills Training Policy Framework Nov 2021.pdf; Overview of the Draft Indigenous PSE and ST Policy Framework Jan 2022.pdf
Subject: FW: Seeking feedback on Ministry's draft Indigenous Post-Secondary Education and Skills Training Policy Framework

From: Dreilich, Bryan AEST:EX <Bryan.Dreilich@gov.bc.ca>
Sent: Monday, February 21, 2022 9:52 AM
To: Dreilich, Bryan AEST:EX <Bryan.Dreilich@gov.bc.ca>
Cc: Adams, Naomi AEST:EX <Naomi.Adams@gov.bc.ca>; Balicki, Greg AEST:EX <Greg.Balicki@gov.bc.ca>; Cubitt, Fiona AEST:EX <Fiona.Cubitt@gov.bc.ca>; Prisiak, Lisa AEST:EX <Lisa.Prisiak@gov.bc.ca>
Subject: Seeking feedback on Ministry's draft Indigenous Post-Secondary Education and Skills Training Policy Framework

Dear Post-Secondary Board Chair,

I am writing to inform you that the Indigenous Policy and Engagement Branch of the Ministry of Advanced Education and Skills Training is currently engaging on the Ministry's draft *Indigenous Post-Secondary Education and Skills Training Policy Framework* (see attached for draft policy framework and presentation). As part of this engagement, we will also reach out to all Indigenous board members, given their unique perspective into the leadership of public post-secondary institutions and the work that is needed to transform the post-secondary system. We will invite their written feedback on the draft policy framework by email, and if there is interest, we will also set up a virtual meeting (60min-90min) for the Indigenous board members to enable them to provide their feedback verbally.

If you have any questions, please contact Naomi Adams at naomi.adams@gov.bc.ca. If you have any feedback on the draft policy framework, please feel free to provide that to Naomi Adams via email by March 22, 2022. Please note that the Ministry has co-developed the draft policy framework with the sector organizations who are members of our Indigenous PSE and Training Partners Table, and there have also been presentations to the Presidents and VPs Academic as well as others within the post-secondary institutions.

Background

The Ministry of Advanced Education and Skills Training's work with respect to Indigenous students has been guided by the 2012 [Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan](#). Since 2018, the Ministry has been working with Indigenous partners (the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association and Métis Nation BC) as well as the Indigenous Post-Secondary Education Partners Table to revise this policy framework to build on lessons learned and to align with the B.C. *Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission of Canada's Calls to Action. The policy framework is intended to guide the transformation of B.C.'s post-secondary education and skills training systems to better serve Indigenous learners and communities.

Ministry staff are now engaging more broadly to seek feedback from post-secondary system partners and Indigenous learners, communities and institutes. We are hoping to engage through March 2022, to set us up to launch a new policy framework later in the spring.

Sincerely,

Bryan Dreilich (he/him)
Director, Post-Secondary Engagement and Partnerships
Indigenous Policy and Engagement Branch
Ministry of Advanced Education and Skills Training
2nd floor, 835 Humboldt St., Victoria, BC
PH: (778) 698-9778, Mobile: (250) 415-

Acknowledging with gratitude the Lekwungen peoples, the Songhees and Esquimalt Nations, traditional keepers of this land on which I live and work.

Draft Indigenous Post-Secondary Education and Skills Training Policy Framework

DRAFT FOR ENGAGEMENT

NOVEMBER 2021

INTRODUCTION

Background

In 2012, the Ministry of Advanced Education and Skills Training (the Ministry) published the *Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan*, which outlined a plan for improving post-secondary opportunities and outcomes for First Nations, Métis and Inuit. The 2012 policy framework was developed by a working group of British Columbia's (BC) Indigenous¹ Post-Secondary Education Partners, including the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, Métis Nation BC (MNBC), the First Nations Public Service, BC Colleges, BC Association of Universities and Institutes, and the Research Universities' Council of BC.

Since 2018, the Ministry's Service Plan has committed to co-developing, with Indigenous and post-secondary partners, a comprehensive strategy for post-secondary education and training as a key strategy in response to BC Government direction to implement the United Nations Declaration on the Rights of Indigenous Peoples (UN Declaration) and the Calls to Action of the Truth and Reconciliation Commission (TRC) of Canada.

Purpose

The purpose of the Indigenous Post-Secondary Education and Skills Training Policy Framework is to:

1. Identify goals, objectives and actions to guide the transformation of BC's post-secondary education and skills training systems to align with the *BC Declaration on the Rights of Indigenous Peoples Act* and the Truth and Reconciliation Commission of Canada's Calls to Action.
2. Building on lessons learned, replace the 2012 Aboriginal Post-Secondary Education and Training Policy Framework and Action Plan.

The policy framework is intended to provide guidance across the post-secondary education and skills training system to work toward reconciliation, recognizing that post-secondary institutions, skills training service providers, Indigenous communities,² learners and organizations are diverse. Importantly, BC is committed to adopting a "distinctions-based approach" in relations with Indigenous Peoples, which acknowledges First Nations, Métis and Inuit are distinct peoples with unique histories and rights and legal traditions in what is now BC, and the Province's relationship with each will reflect their respective interests, priorities and circumstances. Further work is required to apply the goals, objectives and actions of the policy framework within the context of specific institutions, organizations and communities, recognizing that there is a wide range of experience, expertise and resources.

Purpose of the Draft Policy Framework

The draft Indigenous Post-Secondary Education and Skills Training Policy Framework was developed collaboratively with the Indigenous Post-Secondary Education and Training Partners and through bilateral discussions with the First Nations Education Steering Committee, the Indigenous Adult and Higher Learning Association, and Métis Nation of British Columbia. The Ministry is seeking broad feedback and input from Indigenous peoples¹ and post-secondary and skills training system partners on this draft policy framework. The draft policy framework does not include results and outcomes. It is the Ministry's intention to develop these based on feedback from engagement, to be included in the final policy framework.

¹ Changed from Aboriginal Post-Secondary Education and Training Partners to Indigenous Post-Secondary Education and Training Partners in June 2019

² The term "Indigenous communities" is used to refer broadly to any "community" of Indigenous peoples, regardless of status. This includes First Nations, Métis Nation chartered communities and well as urban Indigenous communities that may be tied to urban Indigenous organizations or service providers.

Context

The Ministry of Advanced Education and Skills Training provides leadership and direction for post-secondary education and skills training across the province to support British Columbians with opportunities to thrive, succeed and reach their full potential. The Ministry plays a key role in promoting a collaborative approach that fosters opportunities for our education and skills training partners to contribute to the prosperity of all British Columbians and the resiliency of our post-secondary education and skills training system.

BC's post-secondary education and skills training system is broad and diverse, including:

- 25 public post-secondary institutions, including the Nicola Valley Institute of Technology, which is controlled by an Indigenous Board of Governors. Public institutions vary in size, mandate and focus, which greatly impacts how they serve Indigenous learners and which Indigenous communities they partner with.
- Over 300 private career training institutions certified with the Ministry, which offer career-related programs.
- 20 private and out-of-province public post-secondary institutions authorized to provide degree programs in BC.
- 15 theological colleges.
- Over 40 Indigenous-controlled post-secondary institutes in the Province, which serve a unique and critical role in the BC post-secondary system, helping to build community capacity and actualize Indigenous control of Indigenous education.
- 22 Indigenous Skills and Employment Training (ISET) service delivery organizations, which design and deliver job training services to First Nations, Métis, Inuit and urban/non-affiliated Indigenous people in their communities.

The Ministry also administers portions of the BC-Canada Workforce Development Agreement and Labour Market Development Agreement funding as part of the Ministry's mandate to support skills training and workforce participation. This includes skills training and education programs for Indigenous communities and individuals.

Since 2012, the context for Indigenous learners and communities in post-secondary education and skills training has shifted considerably. The Ministry and post-secondary and Indigenous partners have a better understanding of the experiences of Indigenous learners in post-secondary and skills training; though more work remains. The Ministry has released two Aboriginal Learner Reports, in alignment with Goal 5 of the 2012 Policy Framework, that compare the experiences and outcomes of Aboriginal and non-Aboriginal domestic learners attending public schools and public post-secondary institutions in BC, which are intended to provide a snapshot of public post-secondary as a system, rather than a reflection of the individual students.

There has also been progress in uncovering truths and clarifying what work is needed to work towards reconciliation, in particular:

- 2015: Final Report of the Truth and Reconciliation Commission (TRC) of Canada
- 2019 National Inquiry into Missing and Murdered Indigenous Women and Girls 2020 In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care
- 2020 Disaggregated demographic data collection in British Columbia: The grandmother perspective.

As well, the BC Government has made further commitments to advance reconciliation, including:

- 2016 renewed Métis Nation Relationship Accord
- 2017, BC committed to implementing the TRC Calls to Action and the UN Declaration, and included this commitment in all Ministers mandate letters and public post-secondary institution mandate letters
- 2018 Draft Principles that Guide the Province of British Columbia's Relationship with Indigenous Peoples
- 2019 *Declaration on the Rights of Indigenous Peoples Act (Declaration Act)*

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- 2020 First Nations Children and Youth in Care Protocol
 - 2021 Métis Nation BC (MNBC) and British Columbia Letter of Intent to adopt a new whole of government approach to Métis relations as a partnership between MNBC and British Columbia that respects Métis self-determination.

Reconciliation is an ongoing process and a shared responsibility. Government's unanimous passage of the *Declaration Act* was a significant step forward in this journey – one that all post-secondary institutions and skills training service providers are expected to support. True reconciliation will take time and ongoing commitment to work with Indigenous peoples as they move towards self-determination. This policy framework, developed in collaboration with Indigenous peoples and the post-secondary education and skills training system, is a testament to our shared commitment along this path.

VISION

Post-secondary education and skills training in British Columbia is transformed to align with the United Nations Declaration on the Rights of Indigenous Peoples so that it is relevant and responsive to all Indigenous learners, advances reconciliation, and enhances the self-determination and well-being of First Nations, Métis and Inuit.

PRINCIPLES

In the spirit of reconciliation, the Strategy will be guided by...

1. Recognition and support for the right of First Nations, Métis and Inuit to self-determination and the role of post-secondary education and skills training in facilitating and supporting self-determination. UN Declaration Article 3 and 23.³
2. Post-secondary education, skills and vocational training are fundamental to improving the disparities that exist for First Nations, Métis and Inuit, from socio-economic conditions to health and well-being. UN Declaration Article 21. 1 and 21.2.
3. Recognition that First Nations, Métis and Inuit have the right to share in decisions on post-secondary education and skills training programs, policies and services impacting their citizens, including delivering programs and services through their own institutions and organizations. Existing systems require change and continued evolution to enable this to happen within governance structures. UN Declaration Article 18 and Article 23.
4. An acknowledgement of and respect for the diverse histories, experiences, lived realities, identities, languages, cultures, values, ways of knowing and teaching, and knowledge systems of First Nations, Métis and Inuit. An acknowledgement of and respect for the importance of place and land-based rights to First Nations. Recognition that the post-secondary and skills training system has a role to play in sharing this with all British Columbians. UN Declaration Article 15.1.
5. An affirmation that First Nations, Métis and Inuit languages and cultures are critical components of quality educational and training programming and are essential to support the success of First Nations, Métis and Inuit learners. UN Declaration Articles 13.1 and 13.2.
6. A commitment to co-develop and implement, in partnership with First Nations, Métis, and Inuit respectful and ethical educational and research protocols, policies and guidelines for promoting and protecting First Nations, Métis and Inuit knowledges, languages, and cultures. UN Declaration Article 31.1.

³ See Appendix 1 for a list of Articles of the UN Declaration that relate to post-secondary education and skills training.

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7. Recognition of the unique, vital and complementary roles of Indigenous post-secondary institutes and public post-secondary institutions in serving the needs of Indigenous learners and communities. UN Declaration Article 14.1.
 8. Indigenous learners have a right to lifelong learning, through all levels of education, without discrimination. This includes support for successful transitions throughout the lifelong learning continuum and into employment, and for innovative and flexible approaches to meet the diverse needs. UN Declaration Article 14.2 and 14.3.
 9. Recognition that the work needed to achieve systemic change is significant and will take time. Thus, long-term, substantive and strategic investments are required to create, sustain and enhance programs, policies, and services to ensure they are respectful, responsive, and relevant to the needs of Indigenous communities, institutes, and learners. UN Declaration Article 39.
 10. Reconciliation, in the context of post-secondary institutions, includes a responsibility to educate all people living in British Columbia about the histories, perspectives, knowledge and rights of First Nations, Métis and Inuit and promote respect, understanding and good relations. UN Declaration Article 15.2.

GOALS & OBJECTIVES

Goal 1: Build the competency and ability of the post-secondary and skills training systems to advance reconciliation and implement BC's Declaration on the Rights of Indigenous Peoples' Act.

Objective 1.1: Indigenous people are represented throughout the post-secondary education and skills training systems [work on wording with partners]

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples::

1. Continuing to appoint at least one Indigenous person to each public post-secondary institution's Board of Governors and explore affirming this policy with legislative amendments.
2. Bring Indigenous members of public post-secondary institution Boards of Governors together on a regular basis to discuss Indigenous post-secondary education and skills training.
3. Work with sector organizations including the Degree Quality Assessment Board, BCcampus, the BC Council on Admissions and Transfer, the BC Electronic Library Network and EducationPlannerBC to ensure Indigenous representation to better support Indigenous learners.
4. Explore policy to ensure at least one member of the Industry Training Authority Board of Directors is Indigenous.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

5. Develop and implement measures to increase the number of Indigenous faculty and leaders at the public post-secondary institution while working with Indigenous partners to clarify processes for confirming Indigenous identity.
6. Increase Indigenous representation on Senates and Education Councils.
7. Recognize the significant role of Directors of Indigenous Departments and frontline staff who work with Indigenous learners in advancing systemic change and reconciliation.

Objective 1.2: Indigenous Peoples have an integral role in public post-secondary institution decision making, reflective of Indigenous peoples' unique rights, interests and circumstances.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

8. Work with public post-secondary institutions and Indigenous Peoples to develop mechanisms for Indigenous Peoples to play an integral role in public post-secondary institutions' decision-making, including:
 - Provide targeted funding for public post-secondary institutions to co-develop and implement strategic plans in consultation and cooperation with Indigenous peoples to be more relevant and responsive to all Indigenous learners, advance reconciliation and enhance the self-determination and well-being of First Nations, Métis and Inuit
 - A framework for establishing and working with Indigenous councils (or similar structure determined by Indigenous communities) to facilitate participation in institution decision-making, consistent with Article 18 of the UN Declaration;
 - Exploring options to increase the involvement of local First Nations, Métis Nation chartered communities and other local Indigenous communities in the selection of Indigenous members of public post-secondary institution Boards of Governors; and
 - Recognizing the central importance of the relationship with the First Nation(s) on whose territory the institution is located.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

9. Co-develop and implement strategic plans in consultation and cooperation with Indigenous peoples to be more relevant and responsive to all Indigenous learners, advance reconciliation and enhance the self-determination and well-being of First Nations, Métis, and Inuit.
10. Establish an Indigenous council or similar structure, as determined by Indigenous communities, to facilitate participation in institution decision-making, consistent with Article 18 of the UN Declaration.
11. Regularly survey Indigenous learners to ensure their educational goals are being met and to inform planning and prioritization of initiatives going forward.
12. Incorporate the needs of Indigenous learners in major capital projects, including providing First Nations on whose territory the institution is located the opportunity to engage in their design and development.

Objective 1.3: Learners, those working in post-secondary education and skills training, and the public are educated about the United Nations Declaration on Rights of Indigenous Peoples and Indigenous Peoples history, rights, teachings and practices.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

13. Bring public post-secondary institution leadership together on a regular basis to discuss Indigenous post-secondary education and skills training.
14. Working in partnership with the BC Public Service Alliance, ensure that staff in the Ministry of Advanced Education and Skills Training are provided essential training to build foundational competence and understanding of the rights of Indigenous peoples, the UN Declaration, the *Declaration Act*, Indigenous history, treaties, Indigenous-specific racism, the dynamics of proper respectful relations and meaningful reconciliation.
15. Assist private post-secondary institutions to provide training for leadership, faculty, and staff, as appropriate for the institution on the history of Indigenous peoples, including the history and legacy of residential schools, the UN Declaration, Treaties and Aboriginal rights, and Indigenous-specific racism, as called for by the Truth and Reconciliation Commission Call to Action 57.

-
16. Assist private post-secondary institutions to revise curricula and courses to include content on Indigenous rights, history, perspectives and knowledges, as called for by the Truth and Reconciliation Commission Calls to Action 1, 12, 24, 28, 86, and 92, the Murdered and Missing Indigenous Women and Girls' Report Call to Justice 6.1, 7.6, 11.1 and 18.18 as well as the In Plain Sight report recommendation 21.
 17. Continue to incorporate Indigenous cultural competencies and inclusivity throughout the Ministry's procurement practices, including evaluating the Indigenous cultural competencies, components and supports of service providers.
 18. Support regional research for employer to address systemic biases and advance cultural knowledge and understanding.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

19. Develop and implement training for board members, leadership, faculty and staff on Indigenous history, rights, teachings and practices, as called for by the Truth and Reconciliation Commission Call to Action 57.
20. Revise curricula and course content of specific programs, as called for by the Truth and Reconciliation Commission Calls to Action 1, 12, 24, 28, 86, and 92, the Murdered and Missing Indigenous Women and Girls' Report Call to Justice 6.1, 7.6, 11.1 and 18.18 as well as the In Plain Sight report recommendation 21.
21. Revise all programs leading to a credential to include Indigenous content relevant to the subject area, and ensure learners understand their responsibilities with respect to reconciliation.
22. Support public education on Indigenous history, rights, teachings, and practices, including the legacy of residential schools, in the spirit of "education for reconciliation" referenced in the final report of the Truth and Reconciliation Commission.

Objective 1.4: First Nations, Métis, and Inuit languages, knowledges, approaches and pedagogical principles are valued and integrated into all areas of post-secondary and skills training systems.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

23. Integrate Indigenous knowledge, content and considerations in the Degree Quality Assessment Board's processes and criteria, in alignment with UN Declaration, as called for by the Truth and Reconciliation Commission Calls to Action 1, 12, 24, 28, 86, and 92, the Murdered and Missing Indigenous Women and Girls' Report Call to Justice 6.1 as well as the In Plain Sight report recommendation 21
24. Regularly review skills training policy, programs, and services to ensure they align with the UN Declaration, the Truth and Reconciliation Commission, the Murdered and Missing Indigenous Women and Girls' Report as well as the In Plain Sight report

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

25. Regularly review policy, programs, and services to ensure they align with the Truth and Reconciliation Commission, the Murdered and Missing Indigenous Women and Girls' Report as well as the In Plain Sight report.
26. Develop repatriation processes and support initiatives to repatriate any ancestral remains and cultural objects at the institution.
27. Implement policies and procedures for the protection and respectful use of Indigenous knowledge and wisdom.

Goal 2: Remove barriers to Indigenous learners accessing and completing post-secondary education and skills training

Objective 2.1: Post-secondary education and skills training is provided in environments that are culturally safe for all Indigenous learners, faculty, staff and leaders.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

28. Review and take actions to address Indigenous-specific racism and discrimination in the post-secondary system, including implementing recommendations from the In Plain Sight report that relate to post-secondary education and skills training.
29. Assist private post-secondary institutions to provide or facilitate access through referrals to culturally relevant, distinctions-based, trauma informed supports that meet the needs of diverse Indigenous populations attending and working at the institution.
30. Assist private post-secondary institutions to develop and implement Indigenous-specific racism policy that includes procedures for reporting incidents and ensuring those who have experienced racism and discrimination have access to supports.
31. Continue to build cultural safety into procurement of potential service providers by:
 - Engaging with Indigenous partners to gain critical feedback on program design and delivery through the Request for Information (RFI) process, accepting both verbal and written submissions.
 - Including a subject matter expert panel in the evaluation of proposals to ensure alignment with Indigenous cultural practices and supports to participants.
 - Evaluating all service providers' ability to include relevant Indigenous cultural components and supports into programs
32. Support regional research for employers to develop and implement Indigenous-specific racism policies and procedures for reporting incidents and others.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

33. Provide culturally relevant, distinctions-based, trauma-informed programs and services that meet the needs of diverse Indigenous populations attending and working at the institution and facilitate access to services not provided on campus through referrals.
34. Develop and implement mechanisms to prevent and address Indigenous-specific racism and discrimination, including:
 - Assessments of current programs, policies and practices,
 - Education and skills-based training,
 - Student reporting mechanisms, and
 - Victim-centered supports for those who have experienced racism and discrimination.
35. Ensure that Indigenous learners have access to student housing that is safe, inclusive, and enables them to thrive personally, academically, and culturally by:
 - Working in partnership with post-secondary institutions to prioritize access to student housing for Indigenous learners and current / former youth in care.
 - Meeting the needs of Indigenous learners in student housing facilities and support services through post-secondary institution partnerships with local Indigenous communities and students
 - Collaborating with post-secondary institutions to monitor, address and mitigate safety concerns in student housing, including cultural safety and experiences of racism.

Objective 2.2: Financial barriers for Indigenous learners to access and complete post-secondary education and training are addressed.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

36. In collaboration with Indigenous partners, improve First Nations, Métis and Inuit learners' access to provincial financial supports by:
- Increasing direct engagement with Indigenous communities and organization to:
 - Improve communication and information on benefits of post-secondary and supports available to First Nations, Métis, and Inuit learners, and
 - Investigate other barriers to access and completion.
 - Reviewing existing StudentAid BC programs, policies, and procedures to better meet the needs of First Nations, Métis, and Inuit learners, including:
 - expanding online program eligibility;
 - allowing students to choose to decline loans and accept grant only funding; and,
 - continuing to monitor grant programs available in other jurisdictions to determine effectiveness with regards to access and persistence.
 - Continue to support scholarships for Indigenous students, including graduate level studies and teacher education programs
37. Provide ongoing emergency assistance funding for Indigenous learners at public post-secondary institutions and Indigenous institutes.

Objective 2.3 Support Indigenous Former Youth in Care to access and succeed in post-secondary education and skills training

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

38. Expand tuition waivers to all former youth in government care, regardless of age and improve Indigenous learners' access by:
- Reviewing program policy and eligibility criteria,
 - Enhancing outreach and promotion of the program, and
 - Monitoring and reporting on progress.
39. Support the implementation of the First Nations Children and Youth in Care Protocol in collaboration and with the First Nations Leadership Council, the First Nations Education Steering Committee, the Ministry of Education and the Ministry of Children and Family Development.
40. Continue to provide employment programming and wrap around supports through the Workforce Development Agreement to Youth At Risk, including former youth in government care

Objective 2.4 Support Indigenous learners to transition from K-12 into post-secondary education and skills training programs

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

-
41. Outreach to provide career exploration opportunities and introduction of WorkBC career tools and resources to support Indigenous learners in grades 5-10 through the Find Your Fit Tour.
 42. Increase the participation of Indigenous adults in ABE by identifying barriers and gaps that impede access to the learning necessary for upgrading, graduation and/or transition to post-secondary and skills programs and identifying actions to address these gaps and barriers.
 43. Work with Indigenous partners to revise the Community Adult Literacy Program's objectives and funding process to better support Indigenous learners.
 44. Work with post-secondary institutions to continue developing culturally appropriate assessments that are accessible and relevant to Indigenous learners.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

45. Increase the number of Indigenous learners graduating from teacher education programs in order to increase the number of Indigenous teachers in the K-12 public education system, so Indigenous learners in K-12 see themselves in the system.

Objective 2.5 Research and data supports addressing systemic barriers faced by Indigenous learners in accessing and completing post-secondary education and skills training.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

46. Support research to identify and assess barriers faced by Indigenous sub-populations in accessing and completing post-secondary education and skills training, including strategies to:
 - Increase the number of male Indigenous learners participating and succeeding in post-secondary education.
 - Increase Indigenous women, girls and 2SLGBTQQIA people's participation and success in post-secondary education and skills training in response to Call to Justice 4.4 in the Murdered and Missing Indigenous Women and Girl's Report.
47. Work with Indigenous communities, organizations and institutes as well as public post-secondary institutions, as appropriate, to develop distinctions-based data that informs policy and practice in the Ministry, post-secondary institutions and skills training organizations and aligns with the recommendations in the Disaggregated demographic data collection in British Columbia: The grandmother perspective.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

48. Support research driven by Indigenous communities to meet community needs, including community planning and searches for residential school remains.
49. Provide Indigenous People who are engaged in research with equitable and timely compensation that recognizes the significant value of their participation to the research process outcomes.

Goal 3: Indigenous-controlled post-secondary education and training institutes are supported as critical components of BC's post-secondary education and training system, helping to build Indigenous knowledges and support self determination

Objective 3.1 The integral role of Indigenous-led post-secondary institutes as a key pillar of BC's post-secondary system is recognized through the provision of core funding, capacity funding and the development of legislation.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

50. Provide ongoing core funding and capacity funding to Indigenous institutes in BC, including First Nations mandated institutes and a Métis post-secondary institute.
51. Work with the Nicola Valley Institute of Technology, Urban Native Youth Association and the City of Vancouver to co-develop an urban centre that supports the childcare, housing and post-secondary needs of Indigenous learners.
52. Strengthen the capacity of Native Education College to provide culturally appropriate post-secondary educational opportunities for urban Indigenous learners.
53. Recognize the integral role of Indigenous institutes through the development of legislation.
54. Support work to implement the First Nations Tripartite Post-Secondary Education Funding Model and any equivalent models developed by Métis Nation BC and other recognized Indigenous Peoples in BC.

Objective 3.2 Indigenous institutes, communities and organizations have respectful and mutually beneficial partnerships with post-secondary institutions and skills training organizations

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

55. Encourage post-secondary institutions to develop transfer and articulation agreements with Indigenous institutes to recognize program quality and articulate courses and programs.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

56. Ensure partnerships with Indigenous communities and institutes are prioritized by the institution's leadership, including senior administrators responsible for building partnerships, regularly gathering feedback to improve partnerships, and regularly welcoming partners to the campus.
57. Deliver programs in Indigenous communities that support self-determination and meet community needs, including land-based programs.
58. Support Indigenous learners' to access the breadth of education opportunities in their communities through distance, online and other methods.

Goal 4: Post-Secondary Education and Skills Training supports Indigenous peoples' full participation in the workforce and Indigenous communities' economic self determination

Objective 4.1 Indigenous Peoples access post-secondary education and skills training, determined by and delivered in community that enables Indigenous Peoples to equitably upgrade their skills, obtain credentials, secure employment and develop and support local community economies

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

59. Work with Indigenous Peoples on an approach to provide funding for Indigenous-determined, community-led skills training and post-secondary education programs in First Nations communities, Métis chartered communities and urban Indigenous communities.

-
60. Continue to support the Industry Training Authority to co-develop and deliver community-based trades training that is accessible and supports self-determination and meet community priorities.

Objective 4.2 Indigenous people and Indigenous communities have supports and information to transition from post-secondary education and skills training into employment

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

61. Work with Indigenous partners to explore the development of an Indigenous-specific, distinctions-based approach to labour market information, in order to support Indigenous communities' to track and measure their economic growth and enable self-determination.
62. Ongoing updates of career planning and exploration content for Indigenous job seekers through WorkBC.ca.
63. Support Indigenous communities and organizations to better understand and respond to labour market changes and develop long-term, strategic and sustainable solutions to workforce challenges at a regional level.

Actions for public post-secondary institutions to implement in consultation and cooperation with Indigenous Peoples:

64. Support Indigenous learners to transition to the workforce through co-op, practicum, work-integrated learning and dual credit programs with school districts.

Objective 4.3 Barriers for Indigenous apprentices to become certified are addressed so that Indigenous learners benefit from increased skill levels and trades certification and Indigenous communities' benefit from a highly skilled trades workforce.

Actions for the Ministry to implement in consultation and cooperation with Indigenous Peoples:

[To be updated based on feedback from the Skilled Trades Certification Engagement]

Goal 5: Support BC Indigenous communities to revitalize, maintain and strengthen Indigenous languages

Objective 5.1 Public post-secondary institutions, Indigenous institutes and Indigenous communities collaborate to increase access to Indigenous language programs

Actions for the Ministry and public post-secondary institutions to jointly implement in consultation and cooperation with Indigenous Peoples:

65. Develop and expand post-secondary language programs, up to and including degree level programs, that align with the Indigenous Language Fluency Degree Framework, as outlined in Appendix 4.
66. Develop processes to support Indigenous language learning outside formal classroom settings, including:
- Supporting community-based scholarship and learning of Indigenous languages;
 - Supporting Indigenous language programming to develop and utilize alternative pathways (e.g. outside formal classroom settings)
 - Recognizing, through articulation and transfer agreements, Indigenous language programming

Objective 5.2 Increase the number of Indigenous languages teachers

Actions for the Ministry and public post-secondary institutions to jointly implement in consultation and cooperation with Indigenous Peoples

67. Improve and develop new Indigenous language teacher programs and pathways that are accessible and reflect Indigenous pedagogy, worldviews and values, working with K-12 education partners.

Objective 5.3 Public post-secondary institutions support Indigenous communities' language revitalization initiatives.

Actions for the Ministry and public post-secondary institutions to jointly implement in consultation and cooperation with Indigenous Peoples

68. Develop partnerships with local First Nation and Métis Nation chartered communities to improve understanding and representation of local Indigenous languages.
69. Support community-led language revitalization initiatives, such as developing curriculum materials and archival resources, recording languages and developing dictionaries, working in partnership with First Peoples' Cultural Council, the First Nations Education Steering Committee and the Indigenous Adult and Higher Learning Association.

Engagement Draft

APPENDICES

Appendix 1: United Nations Declaration on the Rights of Indigenous Peoples Articles Related to Post-Secondary Education and Skills Training

Article 3: Indigenous peoples have the right to self-determination. By virtue of that right they freely determine their political status and freely pursue their economic, social and cultural development.

Article 13

1. Indigenous peoples have the right to revitalize, use, develop and transmit to future generations their histories, languages, oral traditions, philosophies, writing systems and literatures, and to designate and retain their own names for communities, places and persons.
2. States shall take effective measures to ensure that this right is protected and also to ensure that indigenous peoples can understand and be understood in political, legal and administrative proceedings, where necessary through the provision of interpretation or by other appropriate means.

Article 14:

1. Indigenous peoples have the right to establish and control their educational systems and institutions providing education in their own languages, in a manner appropriate to their cultural methods of teaching and learning.
2. Indigenous individuals, particularly children, have the right to all levels and forms of education
3. States shall, in conjunction with indigenous peoples, take effective measures, in order for indigenous individuals, particularly children, including those living outside their communities, to have access, when possible, to an education in their own culture and provided in their own language.

Article 15:

1. Indigenous peoples have the right to the dignity and diversity of their cultures, traditions, histories and aspirations which shall be appropriately reflected in education and public information.
2. States shall take effective measures, in consultation and cooperation with the indigenous peoples concerned, to combat prejudice and eliminate discrimination and to promote tolerance, understanding and good relations among indigenous peoples and all other segments of society.

Article 18: Indigenous peoples have the right to participate in decision-making in matters which would affect their rights, through representatives chosen by themselves in accordance with their own procedures, as well as to maintain and develop their own indigenous decision-making institutions.

Article 21:

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.
2. States shall take effective measures and, where appropriate, special measures to ensure continuing improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

Article 23: Indigenous peoples have the right to determine and develop priorities and strategies for exercising their right to development. In particular, indigenous peoples have the right to be actively involved in developing and determining health, housing and other economic and social programmes affecting them and, as far as possible, to administer such programmes through their own institutions.

Article 31:

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

Article 34: Indigenous peoples have the right to promote, develop and maintain their institutional structures and their distinctive customs, spirituality, traditions, procedures, practices and, in the cases where they exist, juridical systems or customs, in accordance with international human rights standards.

Article 39: Indigenous peoples have the right to have access to financial and technical assistance from States and through international cooperation, for the enjoyment of the rights contained in this Declaration.

Appendix 2: “Truth and Reconciliation Commission of Canada” Calls to Action Related to Post-Secondary Education and Skills Training

1 Social Work: We call upon the federal, provincial, territorial, and Aboriginal governments to commit to reducing the number of Aboriginal children in care by ... Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the history and impacts of residential schools. Ensuring that social workers and others who conduct child-welfare investigations are properly educated and trained about the potential for Aboriginal communities and families to provide more appropriate solutions to family healing.

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

16 Indigenous Language Degree and Diploma Programs: We call upon post-secondary institutions to create university and college degree and diploma programs in Aboriginal languages

23 Health Care Professionals: We call upon all levels of government to:

- i. Increase the number of Aboriginal professionals working in the health-care field.
- ii. Ensure the retention of Aboriginal health-care providers in Aboriginal communities.
- iii. Provide cultural competency training for all healthcare professionals.

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

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

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

62 Teacher Education: We call upon the federal, provincial, and territorial governments, in consultation and collaboration with Survivors, Aboriginal peoples, and educators, to: ... Provide the necessary funding to post-secondary institutions to educate teachers on how to integrate Indigenous knowledge and teaching methods into classrooms. ...Establish senior-level positions in government at the assistant deputy minister level or higher dedicated to Aboriginal content in education.

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

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

Appendix 3: “In Plain Sight: Addressing Indigenous-specific Racism and Discrimination in BC Health Care” Recommendations Related to Post-Secondary Education and Skills Training

8: That all health policy-makers, health authorities, health regulatory bodies, health organizations, health facilities, patient care quality review boards and health education programs in BC adopt an accreditation standard for achieving Indigenous cultural safety through cultural humility and eliminating Indigenous-specific racism that has been developed in collaboration and cooperation with Indigenous peoples.

11: That the BC government continue efforts to strengthen employee “speak-up” culture throughout the entire health care system so employees can identify and disclose information relating to Indigenous specific racism or any other matter, by applying the Public Interest Disclosure Act (PIDA) to employees throughout the health care sector without further delay.

14: That the BC government, PHSA, the five regional health authorities, BC colleges and universities with health programs, health regulators, and all health service organizations, providers and facilities recruit Indigenous individuals to senior positions to oversee and promote needed system change.

18: That the BC government require all university and college degree and diploma programs for health professionals in BC to implement mandatory strategies and targets to identify, recruit and encourage Indigenous enrolment and graduation, including increasing the safety of the learning environment for Indigenous students

21: That all BC university and college degree and diploma programs for health practitioners include mandatory components to ensure all students receive accurate and detailed knowledge of Indigenous specific racism, colonialism, trauma-informed practice, Indigenous health and wellness, and the requirement to provide service to meet the minimum standards in the UN Declaration.

22: That the BC government, in consultation and cooperation with Indigenous peoples, consider further truth-telling and public education opportunities that build understanding and support for action to address Indigenous-specific racism in the health care system; supplemented by a series of educational resources, including for use in classrooms of all ages and for the public, on the history of Indigenous health and wellness prior to the arrival of Europeans, and since that time.

23: That the BC government, in partnership with First Nations governing bodies and representative organizations, MNBC, Indigenous physicians, experts, and the University of British Columbia or other institutions as appropriate, establish a Joint Degree in Medicine and Indigenous Medicine. That the BC government, in partnership with First Nations governing bodies and representative organizations, MNBC, Indigenous nurses, experts, and appropriate educational institutions, establish a similar joint degree program for nursing professions.

Appendix 4: Indigenous Language Fluency Degree Framework – Principles for Language Programs

1. Centered on producing language fluency.
2. Accessible to all Indigenous language families in BC.
3. Designed, delivered and assessed through partnerships that are:
4. Founded on and governed by Indigenous principles and protocol requirements; and
5. Equitable with respect to resourcing program development, delivery and assessment.

-
6. Meet the quality assurance requirements of the institution, British Columbia and Indigenous communities, as established by Indigenous language speaker-teacher experts and Language Authorities.
 7. Transferable to other public-post-secondary institutions where it is possible to do so.
 8. Flexible to meet accommodate the diverse and evolving needs of Indigenous communities and individuals.
 9. Respect the Indigenous language family's intellectual, tangible and intangible properties and the protocols and cultural frameworks necessary to the integrity of the language.

Appendix 5: "National Inquiry into Missing and Murdered Indigenous Women and Girls" Calls for Justice Related to Post-Secondary Education and Skills Training

2.3 Culture and Language Programs and Immersion: We call upon all governments to ensure that all Indigenous women, girls, and 2SLGBTQIA people are provided with safe, no-barrier, permanent, and meaningful access to their cultures and languages in order to restore, reclaim, and revitalize their cultures and identities...

2.4 Language Preservation: We call upon all governments to provide the necessary resources and permanent funds required to preserve knowledge by digitizing interviews with Knowledge Keepers and language speakers. We further call upon all governments to support grassroots and community-led Indigenous language and cultural programs that restore identity, place, and belonging within First Nations, Inuit, and Métis communities through permanent, no-barrier funding and resources. Special measures must include supports to restore and revitalize identity, place, and belonging for Indigenous Peoples and communities who have been isolated from their Nations due to colonial violence, including 2SLGBTQIA people and women who have been denied Status.

4.4 Access to Education: We call upon all governments to provide supports and resources for educational, training, and employment opportunities for all Indigenous women, girls, and 2SLGBTQIA people. These programs must be available within all Indigenous communities.

6.1 Media Industry – Scholarships and Education: We call upon all media, news corporations and outlets... academic institutions teaching journalism or media courses; governments that fund such corporations, outlets, and academic institutions; ... to take decolonizing approaches to their work and publications in order to educate all Canadians about Indigenous women, girls, and 2SLGBTQIA people. More specifically, this includes ... providing educational and training opportunities aimed at Indigenous inclusion; and providing scholarships and grants aimed at Indigenous inclusion in media, film, and music industry-related fields of study.

7.6 Health Service Provider Training: We call upon institutions and health service providers to ensure that all persons involved in the provision of health services to Indigenous Peoples receive ongoing training, education, and awareness in areas including, but not limited to: the history of colonialism in the oppression and genocide of Inuit, Métis, and First Nations Peoples; anti-bias and anti-racism; local language and culture; and local health and healing practices.

7.7 Health and Wellness Professionals: We call upon all governments, educational institutions, and health and wellness professional bodies to encourage, support, and equitably fund Indigenous people to train and work in the area of health and wellness.

11.1 Educate Students on MMIWG2S: We call upon all elementary, secondary, and post-secondary institutions and education authorities to educate and provide awareness to the public about missing and murdered Indigenous women, girls, and 2SLGBTQIA people, and about the issues and root causes of violence they experience. All curriculum development and programming should be done in partnership with Indigenous Peoples, especially Indigenous women, girls, and 2SLGBTQIA people. Such education and awareness must include historical and current truths about the genocide against Indigenous Peoples through state laws, policies, and colonial practices. It should include, but not be limited to, teaching Indigenous history, law, and practices from Indigenous perspectives and the use of *Their Voices Will Guide Us* with children and youth.

12.11 Free Post-Secondary Education for Youth from Care: We call upon all levels of government and child welfare services for a reform of laws and obligations with respect to youth “aging out” of the system, including ensuring a complete network of support from childhood into adulthood, based on capacity and needs, which includes opportunities for education, housing, and related supports. This includes the provision of free post-secondary education for all children in care in Canada.

14.9 Education for Incarcerated Individuals: We call upon Correctional Service Canada, in order to support reintegration, to increase opportunities for meaningful vocational training, secondary school graduation and postsecondary education.

18.4 2SLGBTQQIA Data Collection: We call upon all governments, service providers, and those involved in research to modify data collection methods to:

- Increase accurate, comprehensive statistical data on 2SLGBTQQIA individuals, especially to record the experiences of trans-identified individuals and individuals with non-binary gender identities.
- Eliminate “either-or” gender options and include gender-inclusive, gender-neutral, or non-binary options – for example, an “X-option” – on reporting gender in all contexts, such as application and intake forms, surveys, Status cards, census data and other data collection.
- Increase precision in data collection to recognize and capture the diversity of 2SLGBTQQIA communities: for example, the experiences of Two-Spirit women/lesbians, and differentiations between Two-Spirit and trans-identified individuals and between trans-masculine and trans-feminine experiences.

18.7 Anti-Homophobia and Anti-Transphobia Programs: 18.7 We call upon all governments, service providers, and educators to fund and support the re-education of communities and individuals who have learned to reject 2SLGBTQQIA people, or who deny their important history and contemporary place within communities and in ceremony, and to address transphobia and homophobia in communities (for example, with anti-transphobia and anti-homophobia programs), to ensure cultural access for 2SLGBTQQIA people.

18.11 Accommodate Non-Binary Gender Identities: We call upon all governments, service providers, industry, and institutions to accommodate non-binary gender identities in program and service design, and offer gender-neutral washrooms and change rooms in facilities.

18.15 Pre-Colonial 2SLGBTQQIA Identities Research: We call upon all governments, educators, and those involved in research to support and conduct research and knowledge gathering on pre-colonial knowledge and teachings about the place, roles, and responsibilities of 2SLGBTQQIA people within their respective communities, to support belonging, safety, and well-being.

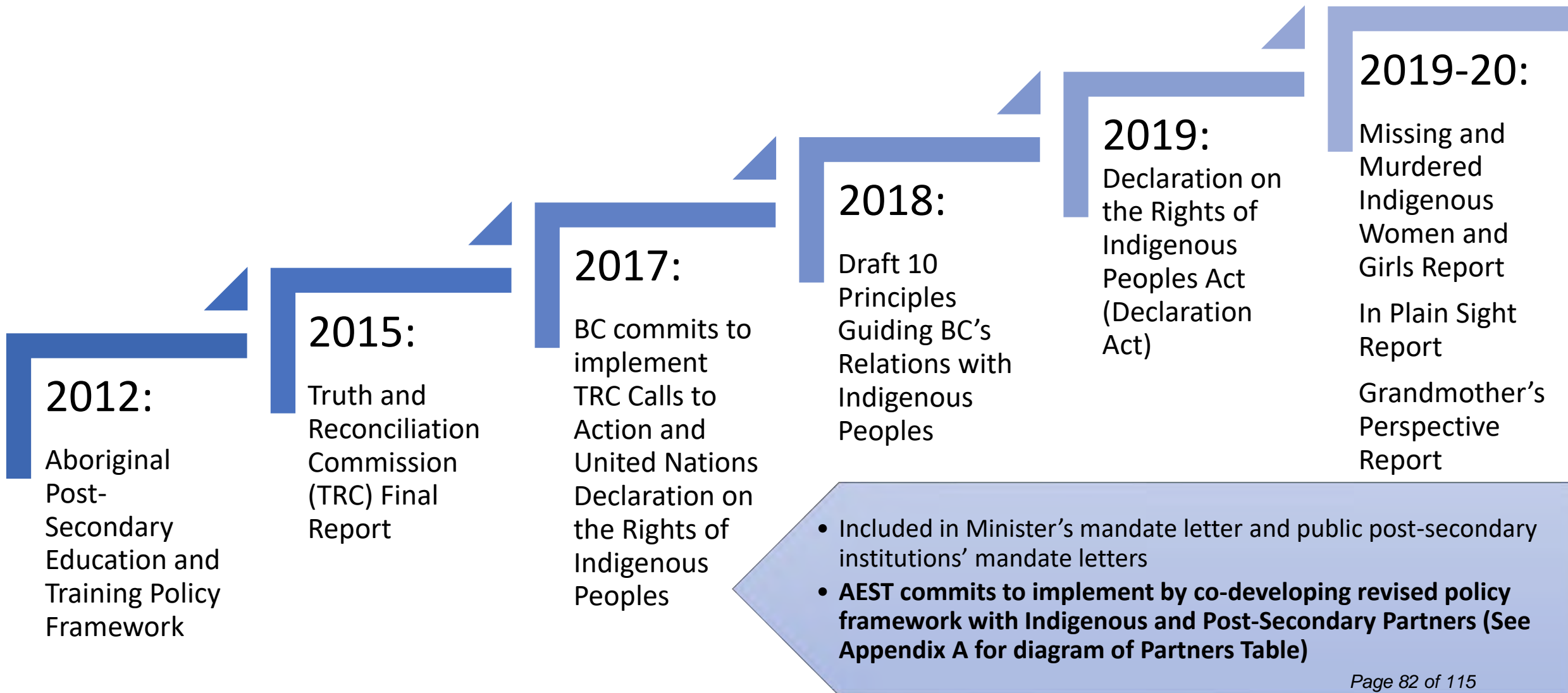
18.18 2SLGBTQQIA Cultural Competency Training: We call upon all governments and service providers to educate service providers on the realities of 2SLGBTQQIA people and their distinctive needs, and to provide mandatory cultural competency training for all social service providers, including Indigenous studies, cultural awareness training, trauma-informed care, anti-oppression training, and training on 2SLGBTQQIA inclusion within an Indigenous context (including an understanding of 2SLGBTQQIA identities and Indigenous understandings of gender and sexual orientation). 2SLGBTQQIA people must be involved in the design and delivery of this training.

18.19 Public Education on Non-Binary Genders: 18.19 We call upon all governments, service providers, and educators to educate the public on the history of non-gender binary people in Indigenous societies, and to use media, including social media, as a way to build awareness and understanding of 2SLGBTQQIA issues.



Overview of the Draft Indigenous Post-Secondary Education and Skills Training Policy Framework

Timeline – How We Got Here



3. Indigenous PSE and Skills Training “Plan on a Page”

POLICY, AGREEMENT or LEGISLATIVE LEVEL:

1. BC Provincial Government Commitments

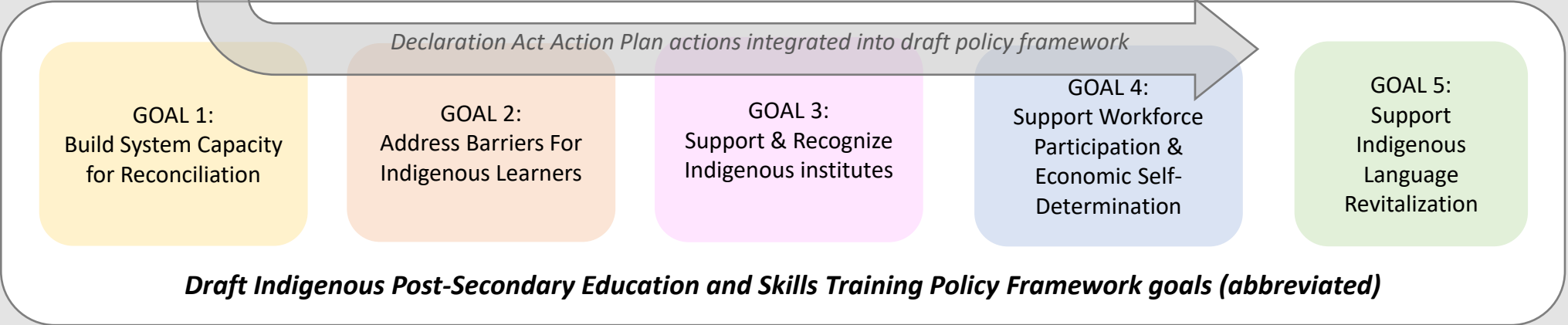
2. AEST’s shared commitments with Indigenous partners & system (see Appendix B for context)

Declaration on the Rights of Indigenous Peoples Act

- Alignment of Laws Secretariat
- Action Plan
- Annual Report

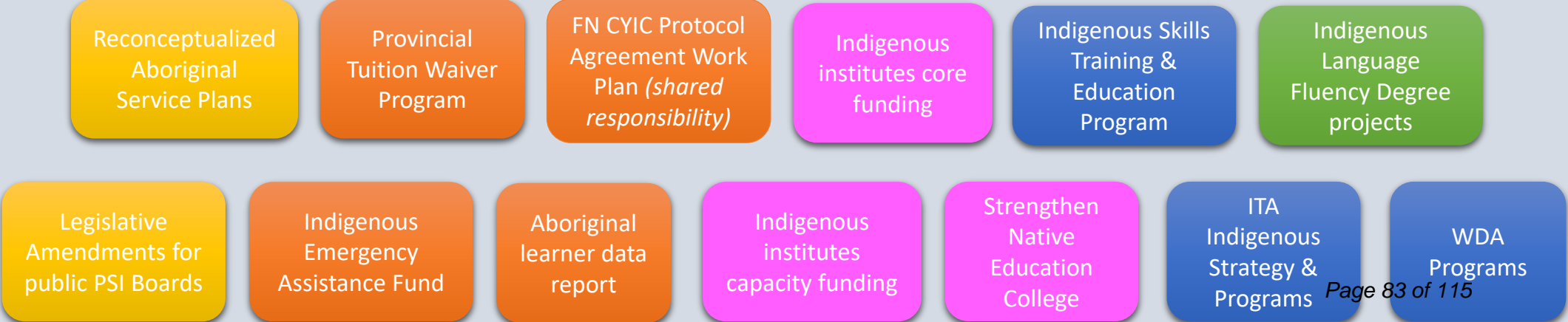
Draft 10 Principles that Guide BC’s Relationship with Indigenous Peoples

AEST Minister & Parliamentary Secretary Mandate Commitments to Lasting and Meaningful Reconciliation



IMPLEMENTATION LEVEL:

3. AEST Programs, Initiatives and Work Plans (Examples)



DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

VISION:

Post-secondary education and skills training in British Columbia is transformed to align with the United Nations Declaration on the Rights of Indigenous Peoples so that it is relevant and responsive to all Indigenous learners, advances reconciliation and enhances the self-determination and well-being of First Nations, Métis and Inuit.

Goal 1:

Build the competency and ability of the post-secondary and skills training systems to advance reconciliation and implement BC's *Declaration on the Rights of Indigenous Peoples' Act*

Goal 2:

Remove systemic barriers to Indigenous learners accessing and completing post-secondary education and skills training

Goal 3:

Indigenous-controlled post-secondary education and training institutes are supported as critical components of B.C.'s post-secondary education and training system, helping to build Indigenous knowledges and support self determination

Goal 4:

Post-Secondary Education and Skills Training supports Indigenous peoples' full participation in the workforce and Indigenous communities' economic self determination

Goal 5:

Support BC Indigenous communities to revitalize, maintain and strengthen Indigenous languages

DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

Goal 1:

Build the competency and ability of the post-secondary and skills training systems to advance reconciliation and implement BC's Declaration on the Rights of Indigenous Peoples' Act.

Objective 1.1: Indigenous people are represented throughout the post-secondary education and skills training systems

Objective 1.2: Indigenous Peoples have an integral role in public post-secondary institution decision making, reflective of Indigenous peoples' unique rights, interests and circumstances

Objective 1.3: Learners, those working in post-secondary education and skills training, and the public are educated about the United Nations Declaration on Rights of Indigenous Peoples and Indigenous Peoples history, rights, teachings and practices

Objective 1.4: First Nations, Métis, and Inuit languages, knowledges, approaches and pedagogical principles are valued and integrated into all areas of post-secondary and skills training systems

Key Shifts from 2012 Aboriginal Policy Framework:

- Commit to amend legislation to ensure at least one Indigenous representative on every public post-secondary institution Board of Governors
- Increased representation of Indigenous people in leadership, faculty and staff of public post-secondary institutions
- Revise and expand Aboriginal Service Plan program to all 25 public post-secondary institutions
- Create a framework for all public institutions to establish an inclusive "Indigenous council" that plays an integral role in decision making
- Implement TRC Calls to Action in public and private post-secondary institutions (including Indigenous history/culture training for faculty, administration, staff; changes to curriculum and courses to include Indigenous history/rights/context; public education on reconciliation).

DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

Goal 2:

Remove systemic barriers to Indigenous learners accessing and completing post-secondary education and skills training

Objective 2.1: Post-secondary education and skills training is provided in environments that are culturally safe for all Indigenous learners, faculty, staff and leaders

Objective 2.2: Financial barriers for Indigenous learners to access and complete post-secondary education and training are addressed

Objective 2.3 Support Indigenous Former Youth in Care to access and succeed in post-secondary education and skills training

Objective 2.4 Support Indigenous learners to transition from K-12 into post-secondary education and skills training programs

Objective 2.5 Research and data supports addressing systemic barriers faced by Indigenous learners in accessing and completing post-secondary education and skills training

Key Shifts from 2012 Aboriginal Policy Framework:

- Review and take actions to address Indigenous-specific racism in the PSE system, including implementing “In Plain Sight” Report recommendations related to post-secondary education
- Provide culturally appropriate services and programs to support students at public and private post-secondary institutions
- Develop Indigenous-specific anti-racism policies & procedures at public and private post-secondary institutions
- Increased support for Indigenous learners who were formerly children/youth in care
- Respond to “Grandmother Perspective” report recommendation calling for communities to govern their own data (including data on Indigenous identity)

DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

Goal 3:

Indigenous-controlled post-secondary education and training institutes are supported as critical components of B.C.'s post-secondary education and training system, helping to build Indigenous knowledges and support self determination

Objective 3.1 The integral role of Indigenous-led post-secondary institutes as a key pillar of BC's post-secondary system is recognized through the provision of core funding, capacity funding and the development of legislation

Objective 3.2 Indigenous institutes, communities and organizations have respectful and mutually beneficial partnerships with post-secondary institutions and skills training organizations

Key Shifts from 2012 Aboriginal Policy Framework:

- Commit to ongoing funding for Indigenous-controlled institutes (First Nations mandated institutes and a Métis post-secondary institute that is being developed by MNBC)
- Commit to developing new legislation to recognize Indigenous institutes within the BC post-secondary education system
- Support more equitable partnerships between public post-secondary institutions and Indigenous institutes

DRAFT INDIGENOUS POST SECONDARY EDUCATION AND SKILLS TRAINING POLICY FRAMEWORK

Goal 4:

Post-Secondary Education and Skills Training supports Indigenous peoples' full participation in the workforce and Indigenous communities' economic self determination

Objective 4.1 Indigenous Peoples access post-secondary education and skills training, determined by and delivered in community that enables Indigenous Peoples to equitably upgrade their skills, obtain credentials, secure employment and develop and support local community economies

Objective 4.2 Indigenous people and Indigenous communities have supports and information to transition from post-secondary education and skills training into employment

Objective 4.3 Barriers for Indigenous apprentices to become certified are addressed so that Indigenous learners benefit from increased skill levels and trades certification and Indigenous communities' benefit from a highly skilled trades workforce

Key Shifts from 2012 Aboriginal Policy Framework:

- More explicit about Ministry's mandate to support Indigenous peoples' full participation in workforce and economic self-determination
- Provide funding directly to Indigenous communities (Including MNBC) for post-secondary education and skills training programs
- Commit to working with Indigenous partners to improve labour market information for Indigenous communities – where possible (rely on Labour Force Survey)
- Commit to improving apprenticeships for Indigenous communities - where possible (needs to be in partnership with training institutions/ organizations and employers)

Goal 5:

Support BC Indigenous communities to revitalize, maintain and strengthen Indigenous languages

Objective 5.1 Public post-secondary institutions, Indigenous institutes and Indigenous communities collaborate to increase access to Indigenous language programs

Objective 5.2 Increase the number of Indigenous languages teachers

Objective 5.3 Public post-secondary institutions support Indigenous communities' language revitalization initiatives

Key Shifts from 2012 Aboriginal Policy Framework:

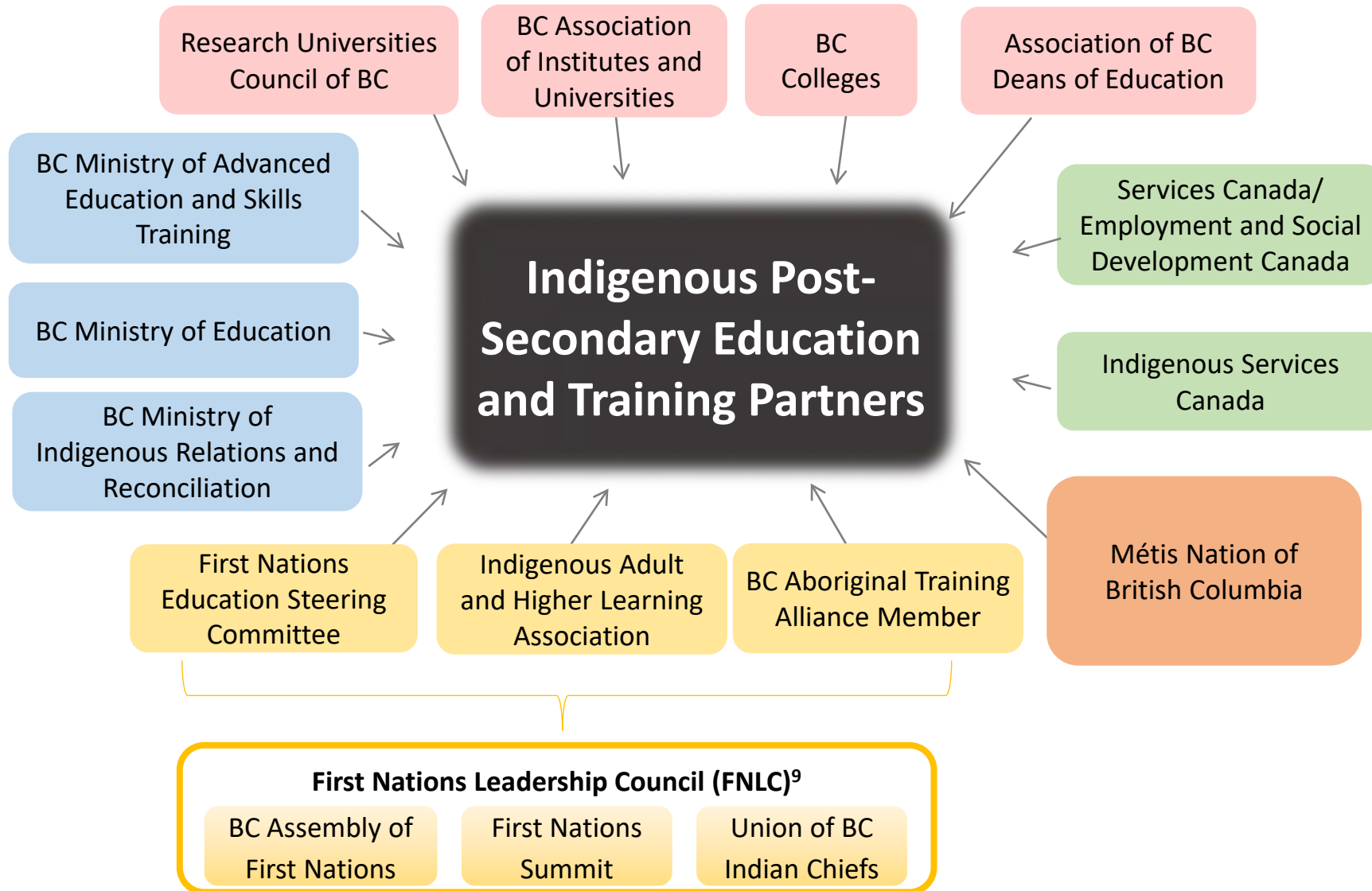
- Support for Indigenous language revitalization is its own goal – recognize the integral role of Indigenous languages in Indigenous higher education
- Support public institutions to deliver programs in partnership with Indigenous communities
- Encourage public institutions to support Indigenous community language revitalization projects

4. Next Steps and Discussion

Draft Timeline for Engagement		
OCT-NOV: Engagement Planning	NOV-JAN: Engagement	FEB-MAR: Finalise Policy Framework

Questions? Feedback?
Can we set up another time or process for further discussion?

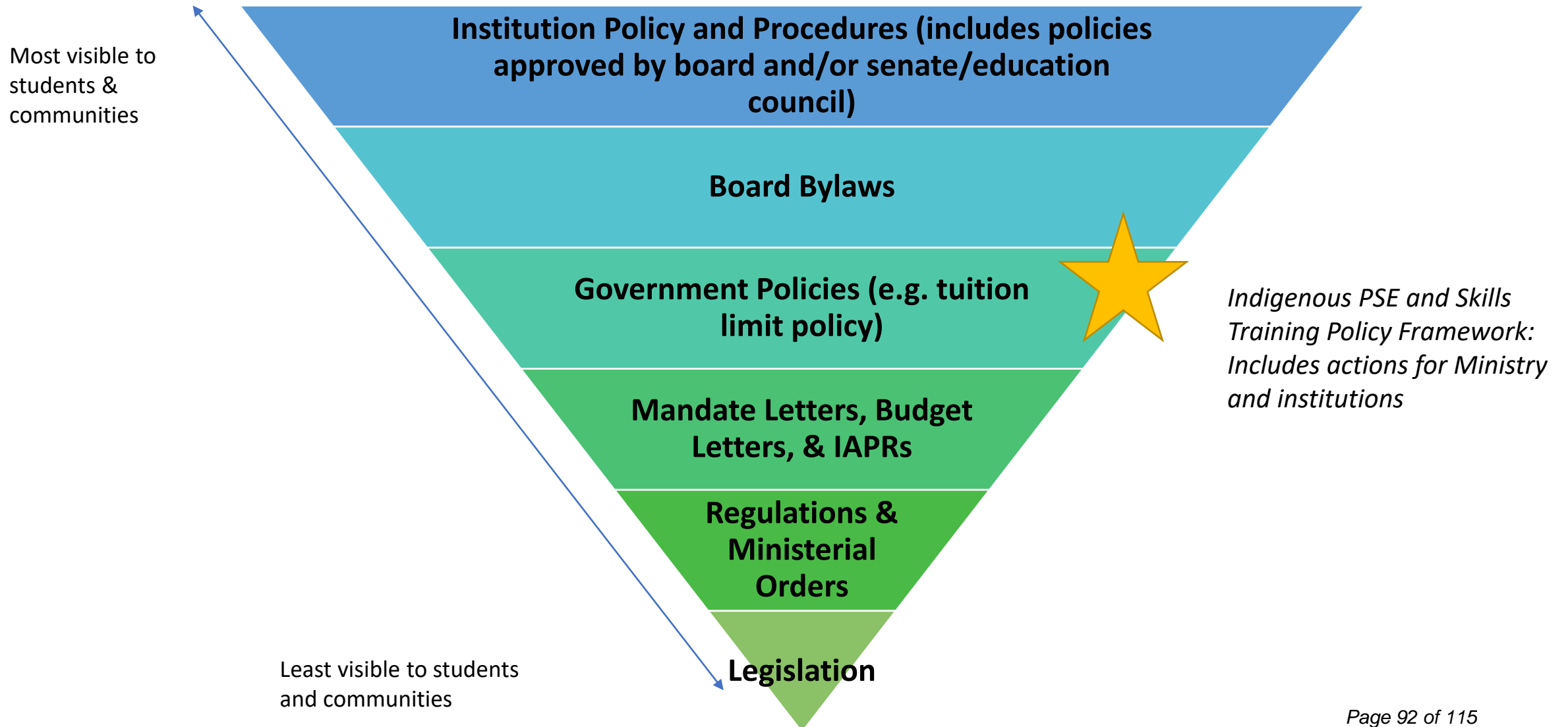
Appendix A - Indigenous and PSE Partners



AEST Commitments to Partnerships & Engagement

- FNEC IAHLA Bilateral Protocol Agreement (including critical path work plan)
- Bilateral Engagement with MNBC
- Indigenous PSE and Training Partners
- FNCYIC Protocol Agreement
- *Indigenous Skills Training and Employment Committee (in progress)*

Appendix B - Context of Policy Framework



NORTH ISLAND COLLEGE BOARD OF GOVERNORS

REPORT ON THE NIC FOUNDATION

April 7, 2022

Status update on Foundation

Dr. Diane Naugler was appointed Executive Director at the September 27th meeting of the NIC Foundation. The fall has been a busy month with onboarding three new Foundation members, Mary Ruth Snyder, Nicole Deters, and Shannon Baikie.

The Foundation AGM was held December 13th. Financial audited statements were presented and approved. A new executive was elected. Garry Griffin finished his role as Chair and we are very fortunate that Sandra Harrison was acclaimed as NICF's new Chair; Colleen Sawyer will continue as Vice Chair, Donna Cloutier will continue as the Treasurer, Brett Woodside also continues as Secretary.

Since my update in September, Dr. Naugler has focused their attention on the much-needed Memorandum of Understanding as well as the Operating Agreement between North Island College and the NIC Foundation. These two agreements were approved at the March 14th Foundation meeting and are presented to the Board of Governors as information in your package for information.

The MOU is intended to work in concert with the Operating Agreement. The MOU outlines the framework in which NIC Foundation and the college work together. The operating agreement is more detailed and outlines the how and what the two entities will deliver. Dr. Naugler worked with a professional consultant and with input from VP Finance & Services and the VP Students & Community Engagement on finalizing these documents.

Donations

NIC Foundation and the CR Hospital Foundation received a significant award from Mike and Janice Kenny totaling \$560,000. (see media release attached)

Then Kenny family is from Campbell River and their donation is in support of learners. Their contribution will create an endowed fund that will support student tuition for years to come as well as an immediate \$20,000 contribution to the acquisitions program of the NIC Library and Learning Commons (with a specific focus on college-wide subscriptions to support learners in programs run through the CR campus).

Another significant award is from BHP (Broken Hill Proprietary Company) who has awarded funding through a grant proposal from NICF to support the delivery of upgrading programs for Indigenous learners in the Port Hardy region. The program, Awi'nakola, provides learners with fundamental to intermediate level academic upgrading and blends cultural (land-based) and academic programming to build student success. Note 31% of high school students in this region do not graduate (highest rate in province).

This donor is providing funding \$65,000 of funding over five years starting in Fall 2022.

Awards

- 446 Awards planned to date, totaling \$575,995 (\$341,950 from endowed income), compared to last year's totals of 632 awards overall, totaling \$573,710 (\$211,710 from endowed income)
- 327 Bursaries; 72 Scholarships; 41 awards
- 40 new awards this year,

2022 stats above are a snapshot planned activity to date. The Foundation typically disburses significant number of flow through and one-time awards as they are received. Comparison information for previous is for the total 12-month period.

Award applications are opened now for Fall 2022. The Foundation will be diversifying their award cycle and holding some funds for Winter term starts. The Foundation has also created another source of emergency funding for students. This would be money that doesn't require an application process but does require meeting with a NIC Financial Aid advisor to determine need.

March 15, 2022
FOR IMMEDIATE RELEASE
MR22-011

\$560K donation supports health and education in Campbell River

A Campbell River family is investing in the future of the community with a \$560,000 donation to the North Island College Foundation and the Campbell River Hospital Foundation.

Long-time residents Mike and Janice Kenny chose to give back to the community that has been so kind to them.

“We love Campbell River, it has been so good to us and supported our businesses over the years,” said Mike Kenny.

“Together, we wanted to say thank you and ensure that others have the opportunity to be successful in this beautiful community,” echoed Janice.

True Campbell River locals, the Kenny family donation is an investment in the future of the region and creates a legacy of good will and generosity that will have incredible ripple effects. North Island College Foundation and Campbell River Hospital Foundation are grateful for the Kenny family’s foresight and deep love for their city.

“The Kenny’s donation in support of learners at NIC is going to contribute to the health and wellness of the region for generations to come,” said Diane Naugler, NIC’s Director Future Students & Community Engagement and NIC Foundation’s Executive Director. “Their contribution will be used to create an endowed fund, which will provide significant tuition support to students for years to come. The financial boost of a bursary creates stability and allows students to focus on their studies.”

“Mr. and Mrs. Kenny’s incredible contribution will help to ensure that Campbell River Hospital is equipped to advance the healthcare of all generations,” said Stacey Marsh, Executive Director of the Campbell River Hospital Foundation. “Our hospital is the first point of referral for emergencies and illness for Campbell River and North Vancouver Island and their gift has funded vital and lifesaving equipment for Surgical Services, Emergency Department, Medical Imaging and Yucaita Lodge. We are exceedingly grateful to the Kenny’s.”

About the Campbell River Hospital Foundation

The Campbell River Hospital Foundation is a registered charity dedicated to raising funds to support the Campbell River Hospital and Yucaita Lodge through equipment purchase, staff education and special projects that help enhance the service and treatment of patients and residents.

For further information how you can support the doctors, nurses and other key members of your local healthcare team, and help ensure that you and your loved ones continue to receive first-class healthcare right here at home call 250-286-7164 or visit www.crhospitalfoundation.ca.

About the NIC Foundation

The NIC Foundation has been advancing student success, education and community growth through NIC since 1992. It supports NIC students through scholarships and bursaries, classroom equipment and technology investments with the goal of providing the best possible learning facilities are accessible on the NIC region. It envisions a future where every student has the



Representatives from NIC, the NIC Foundation and the Campbell River Hospital Foundation gather with Mike and Janice Kenny (centre) to thank them for their donation of \$560,000.

opportunity to pursue post-secondary education, train for a new career or develop employable skills to support themselves and their families.

To support the NIC Foundation and make a difference in the lives of post-secondary students, call 250-334-5074 or visit <https://foundation.nic.bc.ca>.

For additional information contact:

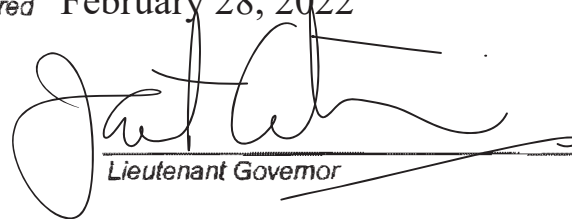
Stacey Marsh
Executive Director
Campbell River Hospital Foundation
250-286-7164
stacey.marsh@islandhealth.ca

Diane Naugler
Executive Director
North Island College Foundation
250-334-5074
Diane.naugler@nic.bc.ca

ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. 103

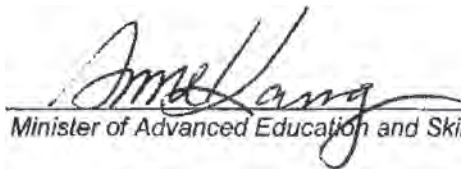
, Approved and Ordered February 28, 2022

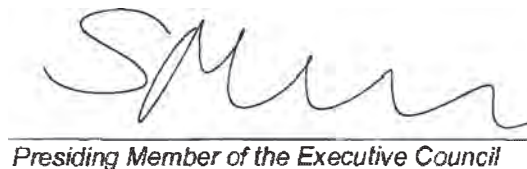

Lieutenant Governor

Executive Council Chambers, Victoria

On the recommendation of the undersigned, the Lieutenant Governor, by and with the advice and consent of the Executive Council, orders that the following appointments to the board of North Island College are made:

- (a) Shelley Patricia Humble is appointed as a member for a term ending July 31, 2023, and
- (b) effective July 31, 2022, Andrew Peter McCubbin, Valery Sheila Puetz and Patricia Mary Trasolini are reappointed as members for terms ending July 31, 2025.


Minister of Advanced Education and Skills Training


Presiding Member of the Executive Council

(This part is for administrative purposes only and is not part of the Order.)

Authority under which Order is made:

Act and section: College and Institute Act, R.S.B.C. 1996, c. 52, s. 9 (1) (a)

Other: OIC 186/2020

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding is made on the ____ day of MONTH, 2022.

BETWEEN:

NORTH ISLAND COLLEGE

with offices at 2300 Ryan Road, Courtenay, British Columbia, Canada, V9N 8N6
(the "College")

and

NORTH ISLAND COLLEGE FOUNDATION

with offices at 2300 Ryan Road, Courtenay, British Columbia, Canada, V9N 8N6
(the "Foundation")

WHEREAS:

- A. The College is a community college created under the *College and Institute Act* RSBC 1996 c. 52;
- B. The Foundation is incorporated under the *Societies Act* SBC 2015 c. 18 and is a registered charity, in type, a public foundation;
- C. The College established the Foundation to conduct fundraising activities on behalf of the College as further set out in this Memorandum of Understanding ("MOU") and any attachments thereto; and
- D. The parties wish to enter this MOU to set forth an understanding that will contribute to the coordination of their activities.

NOW THEREFORE the parties agree as follows:

General

1. The College and the Foundation acknowledge that the Foundation is primarily responsible for fundraising on behalf of the College.
 - a. The College grants the Foundation permission to use the name "North Island College Foundation".
 - b. The NIC Foundation name and its logo are recognized by the College as an independent brand. Logo use is coordinated in relation to the College's brand standards.
2. The College's Board of Governors, President and CEO (the "President"), and administration will work in conjunction with the Foundation Board, the Executive Director of the Foundation (the "ED"), the Foundation's staff and its volunteers to identify, cultivate and solicit prospects for gifts to the Foundation.

College Governance

3. The Board of Governors of the College is responsible for overseeing the mission, leadership, and strategic direction of the College.
4. The College President is responsible for communicating College priorities and long-term plans, as approved by the Board of Governors, to the Foundation.
5. The College, through the President, is responsible for the employment, compensation, and evaluation of all College employees with responsibilities to the Foundation, including the Vice President, Students & Community Engagement, and the ED, as well as other staff or contract roles which may be necessary to conduct Foundation business or fundraising campaigns from time to time.
6. The College recognizes that the Foundation is an independent non-profit society with the authority to keep all records and data confidential consistent with applicable provincial and federal legislation.
7. The College will provide the Foundation access to data and records in accordance with applicable legislation, College and Foundation policies and guidelines including any information sharing agreement.
8. The College will provide the Foundation with in-kind support including the provision of office and other space, utilities, communication and technology tools, office equipment and supplies, insurance and access to other College resources in such departments as Communications, Financial Services, IT and others as may be reasonably necessary for the Foundation to conduct its operations.
9. The College will request donors to donate directly to the Foundation in support of the College.
10. The College will collaborate with the Foundation, where appropriate, to acknowledge and honour donors and students in ceremonies or other recognition and celebratory events.

Foundation Governance

11. The Foundation is an independent non-profit society created to raise, manage, distribute, and steward private resources for the benefit of the College's students and in support of student needs.
12. The Foundation's Board of Directors is responsible for the control and management of all the assets of the Foundation, including the prudent management of all gifts.
13. The College will appoint the President of the College, or their designate, as a voting member of the Foundation Board of Directors.
14. The Board of Governors of the College will appoint a representative to the Foundation Board of Directors.
15. The Foundation will report to the Board of Governors of the College on its activities annually.
16. The Foundation Board of Directors is responsible for the annual approval of its budget and the prudent management their operations and resources.
17. The Foundation will engage an auditor and will provide the College with a copy of its annual audited financial statements, including any management letters.

18. The Foundation will establish policies consistent with applicable legislation.

Joint Responsibilities

20. The Foundation and the College strive to execute Foundation operations on a sustainable, cost-recovery basis.

21. Representatives of the College and the Foundation will meet periodically to foster and maintain this relationship and to ensure open and continuing communication and alignment of priorities of both organizations.

22. The College and Foundation will specifically review this agreement and any related agreements once every three (3) calendar years.

Foundation Responsibilities

Fundraising

23. The Foundation, in collaboration with the College, will plan and implement comprehensive fundraising and donor acquisition programs in support of the College's mission. These programs will include without limitation annual giving, major gifts, legacy giving, special projects and campaigns.

24. The Foundation will conduct the following activities in furtherance of its charitable purposes:

- a) stimulate financial support from alumni, individuals, corporations, foundations for College students in their educational programs;
- b) stimulate financial support for the mission and priorities of the College and contribute to institutional excellence;
- c) assist the College in the building of and managing of endowments and in addressing, through financial support, the long-term educational and other strategic priorities of the College;
- d) foster public knowledge and awareness of the College and the economic and social benefits that the College provides to the people of British Columbia, Canada and internationally;
- e) identify and nurture relationships with potential donors and other friends of the College;
- f) acknowledge and steward such gifts; and
- g) plan and implement fundraising and donor recognition.

25. The Foundation will establish, adhere to, and periodically assess its gift acceptance policies and provisions by which scholarships, bursaries and awards are established. The Foundation will promptly acknowledge and issue donation receipts and provide appropriate recognition and stewardship of such gifts.

Asset Management

27. The Foundation will establish finance-related policies that adhere to applicable legislation.

28. The Foundation will be the primary depository of gifts received and will transfer funds to the designated department or student recipient within the College in accordance with the terms of any such gift, applicable legislation and College policies.

29. The Foundation will advise the College of any terms, conditions or limitations imposed by a donor on any gift and the College will be subject to all such conditions.

30. Subject to the requirements of the *Income Tax Act* (Canada), the Foundation will issue donation receipts for gifts received.

Other Opportunities

31. The Foundation may serve as an instrument for the entrepreneurial activities for the College and may engage in such activities as purchasing, developing, or managing real estate for College expansion, student housing, or international centres or other program related activities.

32. The Foundation also may hold licensing agreements and other forms of intellectual property, borrow or guarantee debt issued by third parties, or engage in other activities intended to generate revenue for the College.

Termination

33. Either party may, upon 120 days prior written notice to the other, terminate this agreement.

34. Should the College choose to terminate this agreement, the Foundation may require the College to pay, within 180 days of notice, all debt incurred by the Foundation on the College's behalf including, but not limited to, lease payments and funds borrowed for specific initiatives.

IN WITNESS WHEREOF, the parties have caused this Memorandum of Understanding to be executed by their duly authorized officers as of the day and date first above written.

President

North Island College

Chair

North Island College Foundation

Date: _____

Date: _____

Appendix A – Operating Agreement between:

North Island College (the “College”)

and

North Island College Foundation (the “Foundation”)

THIS AGREEMENT was entered into as of this _____ day of _____, 20___, by and between North Island College (the College) and the North Island College Foundation (the Foundation).

The Foundation was established for the purpose of stimulating voluntary private support from alumni, parents, friends, corporations, foundations, and others for the benefit of the College.

The Foundation exists to raise and manage private resources supporting the mission and priorities of the College, provide opportunities for students, and contribute to institutional excellence.

The Foundation is dedicated to assisting the College by fostering a culture of philanthropy, growing the endowment, and providing financial and other support for long-term academic and other institutional priorities. Where needed, the Foundation will undertake further specific functions such as real-property management or other entrepreneurial work. These activities may be subject to further addenda as determined by the governing boards of the College and the Foundation.

The College designates the Foundation as the repository of private gifts made in support of the College unless otherwise specified by the donor.

In connection with its fundraising and asset-management activities, the Foundation retains and/or contracts with personnel with expertise in advancement services, fundraising, gift planning, investment management, and other capacities necessary for the fulfillment of its mission and works with the College to assist and advise in such activities.

The Foundation and the College will mutually advise and collaborate where necessary in establishing gift-acceptance policies, naming policies, and provisions for the establishment of scholarships, chairs, and other endowed purposes.

In consideration of the mutual commitments contained in the attached memorandum of understanding, and other good and valuable consideration, receipt of which is hereby acknowledged, the parties agree as follows:

College

- Will provide the Foundation with in-kind support in the receipt and documentation of donations, donors, investments and operating expenses.
- Will provide the Foundation with a qualified Executive Director (subject to approval by the Foundation Board of Directors) who will administer Foundation operations and support the Foundation Board of Directors on a part-time basis.
- Will provide an operational contribution to the Foundation so that it can meet its financial obligations. This commitment will be reviewed annually.

Foundation

- Will provide the College with all services identified in its articles of incorporation.
- Will strive for delivery of its operations on a cost recovery basis acceptable to the College and notwithstanding the College’s commitments as specified above.

North Island College

North Island College Foundation

Name

Name



To: Kathleen Kuhnert
From: Felicity Blaiklock
Date: March 18, 2022
Subject: Administrative Justice Training

During the recent review of the Gp-9 Student/Employee Appeals policy, we recognized the need and benefit of training for NIC community members who are involved in hearings and the subsequent decision-making. In addition to Board of Governor's Hearing Committees, faculty and/or administrators take part in appeal hearings through policy 3-30, Academic Integrity panels and several other resolution processes. These cases take time and effort for us to navigate a resolution that is both fair to the student and just to the institution; it is important to maintain a supportive, consistent and procedurally fair process. In order to achieve this, I believe that we should provide general training in administrative justice for stakeholders within our campus community. This would help those involved to build skills and gain more confidence in their ability to navigate the process.

In February 2022, I reached out to CSSAL BC (Council of Student Services Administrative Leadership) to find out about how other PSIs were managing the need for training in Administrative Justice. I have summarized their suggestions in Appendix A.

I also received responses from 8 other BC PSIs letting me know that they were looking for similar training opportunities and would be interested in hearing more about my findings and potentially collaborating on training opportunities.

A review of the training providers revealed 2 recommendations. I recommend the option offered by DKS Consulting for the following reasons:

- The presenters have recent experience in post-secondary institutions and with appeal processes.
- DKS are offering a 'discovery' session to understand the specific needs of the institution.
- We could offer other post-secondary institutions seats to offset cost.
- A two-day course is a significant time investment

Training organization	BC Council on Administrative Tribunals https://bccat.net/courses/course-schedule-registration/
Course	Administrative Justice Practice and Procedure for Post-Secondary Institutions
Description	Introduction to Administrative law and the principles of natural justice
Length	2 days
Price	approximately \$10000 for 15-20 people
Goal of Training	Shared understanding of administrative justice

Training Organization	DKS Consulting
Course	Post-Secondary Student Academic and Non-academic Student Conduct Administration: Training for Appeal Board Panels
Description	Principles of Procedural Fairness Application of Policy Key Roles and Responsibilities of Participants in the Student Conduct Process Key Considerations of Decision Maker Understanding Bias Appeal Hearing Process Writing Decision Letters Determining Sanctions & Outcomes
Length	1 day (7 hours)
Price	\$ 7,200.00 + tax for 24 people
Goal of Training	This workshop will provide participants with the knowledge necessary skills to confidently participate in appeal processes involving student academic and non-academic misconduct processes. This interactive training will provide an overview of key concepts and provide opportunities for participants to apply this knowledge through scenario-based activities.

Appendix A - Summary of Training Providers:

1. <https://bcombudsperson.ca/online-training-and-education>. webinars include Administrative Fairness, Making Fair Decisions, etc.
2. The BC Council of Administrative Tribunals – [BCCAT](#) many different workshops and training on AJ including one with PSI focus.
3. Yasuko Otsuka yasukootsuka@capilanou.ca (offers training on administrative justice)
4. Ashley Bentley ashleybentley@capilanou.ca - trauma and violence informed approaches in relation to appeals in alignment with our sexual violence, student code of conduct, academic misconduct and bullying and harassment policies.
5. Laura Hof – CACUSS Conduct Institute (more info coming)
6. Duane Seibel duane@dksconsult.com

Apply to Graduate



Welcome, graduates of 2020, 2021 and 2022!

The Graduation Ceremony is the highlight of the college year. It is a day to celebrate your success, to look back on how far you've come, to consider your next steps, to acknowledge the people who have helped you along the way and consider how you might pay it forward. It is our honour to celebrate this day with you.

The number of guests you may invite is limited to two (2) per graduate due to the size of the ceremony venue. Based on the number of final graduates registered there may be the opportunity for additional invitations. These will be distributed via a lottery system. More information will be provided in the graduation information mailout that will be sent to you in late May.

Campbell River Graduation Ceremony 2022

Date: Monday, June 20, 2022

Campbell River Graduation Ceremony 2022

Date: Monday, June 20, 2022

Time: 1 pm

Location: Tidemark Theatre

Comox Valley Graduation Ceremony 2022

Date: Friday, June 24, 2022

Time: 10 am and 1 pm

Location: Sid Williams Theatre

Port Alberni Graduation Ceremony 2022

Date: Wednesday, June 22, 2022

Time: 1 pm

Location: Alberni Athletic Hall

→ **Have a question? Contact Darin Bellham at darin.bellham@nic.bc.ca
(<mailto:darin.bellham@nic.bc.ca>)**



Fran Prince sharing her traditional knowledge at the K'ómoks Big House on May 15, 2019.

North Island College and Indigenous Education Council joint statement in memory of Fran Prince

Fran Prince was always the first to acknowledge and thank people for their work. In that way, NIC and the Indigenous Education Council would like to recognize the lasting impact of Fran Prince in the lives of students, communities, and education in the region.

Fran Prince was a powerful advocate for education across the region, ensuring that the voices of Indigenous communities were heard and respected.

Her voice was instrumental to ensuring college leaders and government understood the educational needs of Indigenous peoples throughout the region.

As a Community Elder and Indigenous Education Council Chair, Fran commanded the room with knowledge and passion. In her six years as Chair, she formalized the role of the Indigenous Education Council – transforming it from the Aboriginal Education Advisory Council to a decision-making body, which has become a respected model across BC's post-secondary system today.

In the creation of the annual Aboriginal Service Plan, Fran insisted that government recognize the independent educational priorities of Nations in the West Coast, Northern, and Central regions. She knew that these unique voices, and differing needs, could not supersede each other.

Her knowledge lives on through the development of NIC's practices and her guidance in the development of an Indigenous Education logo.

But most importantly, Fran's voice and fierce determination lives on in her dedication to students and student support.

During her time as Chair, she helped secure more than \$2.2 million in funding for students supports, which has made a significant difference in the lives of students and communities. She wrote letters to ensure programs had ongoing funding for students to be able to move through their programming from year to year. And, Fran made sure that Indigenous students at each campus could rely on an Elder in Residence to support them.

British Columbia News

Province launches public post-secondary funding review

<https://news.gov.bc.ca/26505>

Thursday March 31, 2022 8:30 AM

Victoria - The B.C. government is launching a sector-wide review of how it funds operations at British Columbia's 25 public post-secondary institutions to ensure they have the resources they need to support economic recovery and student success.

The current funding model has not been updated in more than 20 years and has created constraints and inequities for some public post-secondary institutions.

The review will help government develop an updated, modern funding model for British Columbia's public post-secondary system. It will aim to:

1. Establish a funding model that fairly and impartially distributes provincial financial resources across the public post-secondary sector.
2. Align provincial funding with the education and skills training needs of British Columbians and the communities served by the 25 public post-secondary institutions.
3. Support student success by ensuring access to affordable, high-quality post-secondary education and expanding key student supports.

The review will focus only on block funding provided to public post-secondary institutions for general operations, which represents approximately 75% of government operating grants. Currently, block funding is based on the previous year's grants and is not linked to specific programs or student seats. Targeted funding, which represents approximately 25% of institutions' operating grants for high-demand occupations such as health and technology, is not within the scope of this review.

The first phase of the review will begin with targeted engagement with key sector partners, student, labour and sector associations, and public post-secondary institutions. A process for engaging with Indigenous Peoples will be co-developed with Indigenous partners.

The engagement will be led by Don Wright, who will provide a final report of key findings to government for consideration by summer 2023. Engagement findings will be made public.

The second phase, led by the Ministry of Advanced Education and Skills Training with support from Wright and Dan Perrin, will consider the objects and principles of the review to develop policy options and inform the design of an updated, modern funding model.

Three backgrounders follow.

Ministry of Advanced Education and Skills Training

Media Relations

250 883-0969

Backgrounders

Objectives and guiding principles of the review

The review will aim to accomplish three main objectives and will be guided by eight key principles:

Objectives:

1. Establish a funding model that fairly and impartially distributes provincial financial resources across the public post-secondary sector.
2. Align provincial funding with the post-secondary education and skills training needs of British Columbians and the communities the 25 post-secondary institutions serve.
3. Support students to succeed by ensuring access to affordable, high-quality post-secondary education and expanding key student supports.

The review will be guided by eight core principles:

1. Align with British Columbians' priorities: Ensure that the post-secondary system serves the needs of all learners while aligning with the values and priorities of British Columbians.
2. Lasting and meaningful reconciliation: Ensure action on reconciliation and implementation of the Declaration on the Rights of Indigenous Peoples Act and success of Indigenous learners.
3. Transparent: Establish transparency in how public post-secondary institution block grants are determined.
4. Adaptable: Establish an adaptable formula while maintaining financial stability for public post-secondary institutions.
5. Stable and predictable: Provide stable and predictable funding for long-term planning.
6. Improve performance output: Solve regional access and funding distribution issues and help improve student success at all post-secondary institutions.
7. Recognize research and non-government revenue: Encourage innovative research and recognize non-government revenue opportunities that exist for institutions.
8. Incentivize collaboration: Incentivize public post-secondary institutions collaboration for seamless student pathways and success.

Project consultant biographies

Don Wright's career has spanned the academic, government and private sectors. He holds a bachelor of commerce from the University of Saskatchewan, a master of economics from the University of British Columbia, and a doctor of philosophy in economics from Harvard University. Wright was the president of the British Columbia Institute of Technology (BCIT). He also served as the deputy minister to the premier, cabinet secretary and head of the public service until 2020. Previously, he was secretary to the treasury board and deputy minister in the governments of Saskatchewan and British Columbia in the ministries of forests, trade and investments, and education.

Daniel (Dan) Perrin is a public policy professional, active in providing public policy advice in British Columbia since 1981. His company, Perrin, Thorau and Associates Ltd., has undertaken hundreds of assignments for all manner of provincial public-sector entities, ranging from ministries to Crown corporations and authorities, to local governments and First Nations. He has participated in several independent, expert reviews in areas that include the B.C. budget process, real estate regulatory reform, money laundering in real estate, tax competitiveness, replacing MSP premium revenue, reforming disability assistance and the Expert Panel on Basic Income. In the post-secondary education sector, he has undertaken several projects related to post-secondary funding, including a previous review of funding for the sector, as well as funding of trades training and funding of undergraduate and post-graduate medical education.

The engagement

A process for engagement with Indigenous Peoples will be co-developed with Indigenous partners:

- First Nations Leadership Council
 - BC Assembly of First Nations
 - First Nations Summit

- Union of BC Indian Chiefs
- First Nations Education Steering Committee
- Indigenous Adult and Higher Learning Association
- Métis Nation BC

The following is a preliminary list of key stakeholders and partners that will be contacted as part of the engagement process:

Student associations

Sector Student Associations

- Alliance of BC Students
- BC Federation of Students

Individual student associations

- Undergraduate and graduate student associations for public post-secondary institutions

Faculty associations

Sector faculty associations

- Confederation of University Faculty Associations of BC
- Federation of Post-Secondary Educators of BC

Individual faculty associations

Labour associations

- B.C. General Employees' Union
- Canadian Union of Public Employees

Sector associations

- BC Association of Institutes and Universities
- BC Colleges Association
- Research Universities Council of BC

Public post-secondary institutions

Colleges

- Camosun College
- Coast Mountain College
- College of New Caledonia
- College of the Rockies
- Douglas College
- Langara College
- North Island College
- Northern Lights College
- Okanagan College
- Selkirk College
- Vancouver Community College

Institutes

- British Columbia Institute of Technology

- Justice Institute of British Columbia
- Nicola Valley Institute of Technology

Universities

- Capilano University
- Emily Carr University of Art + Design
- Kwantlen Polytechnic University
- Royal Roads University
- Simon Fraser University
- Thompson Rivers University
- University of British Columbia
- University of the Fraser Valley
- University of Northern British Columbia
- University of Victoria
- Vancouver Island University

Industry and employer organizations

- Business and economic organizations
- Post-Secondary Employers' Association
- University Public Sector Employers Association

Other key stakeholders (non-exhaustive)

- Educational delivery partners
- Equity-seeking groups
- Government entities
- Select municipalities
- Trade associations

Organizations not currently listed can be considered by contacting aestfundingformulareview@gov.bc.ca (<mailto:aestfundingformulareview@gov.bc.ca>)

Translations

Translation files are incoming and will be available shortly.

Commonly Used Acronyms

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

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

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