

STATUS REPORT: College Action Plan, 2010/2011

The College Action Plan, 2010/2011 was approved by the College Board of Governors in November 2010. The College Action Plan identifies CNC's overall priority "objectives" for the year. The objectives provided direction for and were supported by the development of school, department and campus plans. This Status Report provides an overview of the activities, progress and results related to each of the College's 2010/11 objectives.

Objectives

1. Develop and implement new initiatives focused on enhancing student access, success and retention.
 - *The School of Academic Foundations and Social Services is in the process of developing a new ACCESS program to include components of Essential Skills and College and Career Preparation (CCP) English and Mathematics curriculum. The CCP Fundamental English and Math curriculum is being reconfigured to have seven levels and will be reviewed by Education Council in the Fall of 2011.*
 - *The Student Services department at the Prince George Campus increased the availability of walk in appointments for academic advising by having two advisors available between 10:00 am and 2:00 pm when the demand for these services is highest. This has resulted in reduced wait times for students. Availability of personal counseling has also been increased by changing both counselors work day to end at 4:00 pm. Student feedback has indicated that having more appointment times later in the day decreases the time they need to wait for a personal counseling appointment.*
 - *The College's Human Services programs (SSWK, ECE and CASS) have been working together to enhance student access, success and retention. The development of an advanced standing course in CASS is well underway. A redesign of SSWK which allows for more flexibility and potentially new offerings in Human Services will be reviewed by Education Council in June; and, agreement for transferability between ECE, CASS and SSWK has been completed.*
 - *The Quesnel campus has increased access to College and Career Preparation by offering evening and weekend self paced courses. This addressed a need for people who work rotating shift hours and are not able to attend day-time classes.*
 - *The School of Trades (Prince George campus) has worked in concert with many industry partner organizations including: Canfor (recruitment/retention of skilled trades people); PGNAETA (trades access program, and Pacific Trails Pipeline); BC Hydro (Core Electronics program); Canfor (Fibre Transportation Program); and, Fining Tractor (recruitment/retention – job fair); British Columbia Construction Association (Skilled Trades Employment Program - STEP); School District 57 (CTC); Information and Communications Technology Council ICTC (collaborate to deliver information technology); Chieftain Auto Parts; Spectra Energy; and, ICBC.*

- *The Nechako region: delivered the English/Math and CNC orientation components of the Apprenticeship Access Program at Saik'uz First Nation with the Prince George Nechako Aboriginal Employment and Training Association (PGNAETA); delivered three Employment Skills Access (ESA) programs - Essential Skills for Employment, Exploratory Trades and Essential Employment Skills for Security Personnel; provided multiple deliveries of the Targeted Initiative for Older Workers (TIOW) - expanded to include Fraser Lake (in addition to Fort St. James and Vanderhoof); implemented Youth Centre Initiative which has evolved from the Spirit of Vanderhoof Diversity Program (currently actively seeking funding for ongoing centre activity); and, continued to offer both Literacy and English as a Second Language (ESL) programming in Fort St. James (4th consecutive year).*
- *The Prince George campus applied and was approved as a Pearson Vue test site. This allows students taking the Computer Network Electronics (CNET) program and some Continuing Education computer courses to write on-line certification tests at the Prince George campus rather than having to travel to Prince Rupert or Kelowna.*
- *The “Student-at-Risk” process was review and revised to include telephone or email contact with the student within 24 to 48 hours of receiving a referral from a faculty member. Earlier intervention by a counselor or advisor and personal contact with the student has assisted many students to remain in their course/program and to develop a plan to assist them to maximize their chances for success at CNC.*
- *The Communications department is exploring the implementation of a new student prospect tracking software system, which will allow the college to track, engage and help applicants, thereby increasing student access to CNC. The software will automate much of the contact with potential students and will continuously market CNC’s programs, courses and continuing education offerings to those who have showed interest in the College. Communications also has plans to create a new “Conversion Officer” position that will help prospective students become qualified for CNC programs and attain greater access to CNC support services.*
- *The College is in the process of finalizing a new educational partnership with Canfor Pulp LP. The partnership will initially involve cooperation and support for Power Engineering and other trades training, including access to Canfor Pulp’s facilities, equipment and personnel resources.*
- *The Lakes District region offered more than 26 distinct programs and services during the past year through a combination of base funding and cost-recovery activities (a partial list includes: Aboriginal Early Childhood Education; CCP/Adult Education Centre; Applied Business Technology; Developmental Terms Standard Certificate; Fetal Alcohol Spectrum Disorder (FASD) Advanced Diploma On-line; Mining Industry Certificate; Outreach Advocacy Support Worker; Pipeline Essential Skills; Surface Diamond Driller’s Helper; Residential Building Maintenance Worker; Teacher Replacement Training; Welding;, University Transfer courses; Daycare; Counseling; Early Intervention Services; CDBC Diagnosis; Healthier Babies, Brighter Futures; and, Youth programs).*

2. Develop plans and implement new programs that meet the emergent needs of the College Region (subject to available resources and funding). Priorities for 2011 and 2012 are:

Medical Radiography Technology (MRT)

- *Medical Radiography Technology program development and implementation work is on track for the scheduled September, 2011 program start. Faculty have been hired, qualified student applicants are currently being selected, clinical placement sites are being arranged with Northern Health, and the radiography lab is under construction on the third floor of the Prince George campus. Our curriculum partnership with BCIT is going well and a provincial coordinator will be hired soon. As of June 13, a total of 86 applications (42 qualified) had been received for the 16 student seats in the program.*
- *The College has raised \$26,000 to provide student financial assistance (bursaries and scholarships) for MRT students and an endowment fund is being established.*

Civil Engineering Technology

- *Ministry of Advanced Education is currently reviewing the detailed budget and funding proposals that the College has submitted for this program which will be a partnership with Camosun College. Industry members of the Northern Technology & Engineering Society are re-starting their advocacy actions with government members on behalf of the program. If full funding approval is received by August 2011, the program can begin in September 2012. The Prince George Nechako Aboriginal Employment & Training Association has received funding for an engineering access program to prepare students for programs at CNC and UNBC. The College is awaiting a decision on the part of the provincial government regarding the Wood Innovation and Design Centre (WIDC) which could have an impact on the timing and location plans for the Civil Engineering Technology program.*

Aviation Business (Vanderhoof cost-recovery)

- *The Nechako region (Vanderhoof) has completed development of the Aviation Business program in preparation for delivery beginning in September 2011 (subject to achieving minimum required enrolments and revenue projections). This has included: partnership development and memorandums of agreement with our aviation training partner (Guardian Aerospace) and Fraser Valley University (FVU); and successfully accessing funding to purchase two full motion flight training simulators to be used in program.*

Mining Certificate and Diploma

- *The Nechako region: successfully delivered the first MINE certificate program in Fort St. James (80% of those who successfully completed are employed); developed a Mine Information Display (taken to all 10 communities in the region); successfully accessed funding for simulators (Lakes District and Nechako regions provided leadership). The MINE certificate program is also being delivered in Mackenzie, Burns Lake, and Vanderhoof.*

- *The College has been working with BCIT for online development of mine-related content for the first year of the Mining and Mineral Exploration Technology Diploma.*

Psychiatric Nursing

- *The College is continuing to explore development a one-time offering of psychiatric nursing program with an intake of 16 students. Community-supported proposals will be developed and submitted to the Ministry of Advanced Education for funding. CNC would offer the arts and science electives in the program. The program would involve a partnership with Northern Health and (possibly) Kwantlen Polytechnic University.*

Other

- *The School of Health Sciences is currently looking at how more Inter-professional/ Inter-disciplinary Education can be achieved by the College's seven health programs.*
- *Health Sciences is just starting work on incorporating simulation in the nursing lab for the Nursing Degree (NCBNP), Practical Nurse, Health Care Assistants and Medical Laboratory Technology programs. This is an area in which CNC is currently behind other institutions offering health related training.*
- *New program initiatives in the Mackenzie region included: Hydraulic Crane (80 Tons) Apprenticeship; Piping Foundation, and development of Essential Skills for Employment program.*

3. Promote existing partnerships with other institutions and agencies to increase student options for success and enrolment at the College.

- *The School of Academic Studies is promoting University Credit course transfer agreements. CNC currently has 2,552 individual course transfer agreements recorded on www.bctransferguide.ca. Fifty-four percent of students who transfer credits to UNBC come from CNC (2003-2008 data).*
- *The Mackenzie campus continued to support the collaborative on-line delivery of Aboriginal Early Childhood Education (AECE), Applied Business Technology (ABT, MOA and LAA) and Information Technology program (NCIT) in partnership with other institutions and BCCampus.*
- *The Nechako region has: developed new partnership with "Friends of the Park" and the National Historic Park in Fort St. James for Professional Cook students to gain work experience hours; embarked on Joint Venture Training with Thompson Creek Metals for the Mt. Milligan project (Standard First Aid for Mines and Aboriginal Cultural Awareness training); delivered a one week Alternative Energy Program at Takla First Nation with PGNAETA and Selkirk College; delivered Aboriginal Training and Employment Program (ATEP) initiatives in both Yekooche and Takla Lake First Nations - Pre-employment Trades program and Environmental Reclamation.*

- *The Director, Student Services (Prince George campus) successfully negotiated with Northern Health to fund a family physician position for half a day per week. This has increased the medical services available to students, especially international students and students from regions that do not have a primary care physician.*
 - *The Lakes District campus supported and managed 20 formal partnerships and contracts involved in program and services delivery during the past year including: School District #91; Northern Health; Ministry of Children and Families; Lake Babine Nation; Northern Development Initiative Trust; and, the Regional District.*
4. Identify and explore options for increasing the availability of student housing to meet the needs of students attending the Prince George Campus.
- *During the past two years, the College has been implementing a number of renewal projects and improvements to the Student Residence on the Prince George campus. These have included new furniture in the student lounges, heater upgrades in all rooms, new carpeting, refinishing of bathroom showers, and new exterior doors (planned for 2011).*
 - *During the past year, the College has been in discussions with Initiatives Prince George (IPG), the City of Prince George, UNBC and a private company regarding the feasibility of developing student housing in the downtown as part of a comprehensive revitalization strategy. This initiative could be connected to the 2015 Canada Winter Games. From the College's and University's perspectives there are numerous challenges associated with this development, and the appropriateness and feasibility of locating student housing downtown would likely depend in the delivery of educational programs downtown within the proposed Wood Innovation and Design Centre (WIDC) or a downtown campus facility.*
 - *The College is continuing to explore the possible acquisition of a student residence/ house to provide accommodation and student supports for Aboriginal students from small, remote communities, as well as the potential for family-oriented student housing. A real estate agent is assisting the College in identifying potentially suitable properties.*
5. Develop a long-term plan for enhancing access and services for Aboriginal learners and communities (based on the Aboriginal Education and Services Policy and the Aboriginal Service Plan process) and for the inclusion of indigenous content and perspectives into student services, curriculum and program delivery, employee education, policy development and governance.
- *The College completed Year-Three of the provincial Aboriginal Services Plan (ASP) process and submitted our report on the activities and outcomes to the Ministry of Advanced Education in January 2011. The report is available on the College website at: <http://tinyurl.com/4bbywz3>. The ASP achieved significant positive results including increased Aboriginal students enrolments and program completions, and enhanced relationships between the College, Aboriginal communities and other partners.*

- *Regional Aboriginal Advisory/Steering Committees have been a key to the success of CNC's ASP programs and services. In 2010/11, the President, with support from the Senior Policy Advisor for Aboriginal Education established a college-wide structure to enable Aboriginal communities and stakeholder agencies to provide advice and direction for the College's Aboriginal Education programs, services and policies.*
- *The draft terms of reference for the Yinka Dene Council (YDC) have been finalized and are being presented for approval by the College Board of Governors.*
- *In the 2011/12 budget process, the College made an ongoing commitment to incorporate programs and services created under the ASP process in to our core activities. This was reflected in the regularization of five (5) Aboriginal Community Liaisons/Academic Advisor staff positions (one within each of the College's regions).*
- *Mackenzie campus highlights include: working on developing a new parenting skills programming for First Nation communities that may create interest for students to ladder into AECE program; utilizing Aboriginal Advisor/Liaison position to provide workshops and seminars to promote Aboriginal culture inclusion into all aspects of the campuses programs/services; and developing closer working relationships with the McLeod Lake Indian Band.*
- *The Prince George campus (School of Academic Studies) has developed new Aboriginal education opportunities including: Associate of Arts (Aboriginal Studies) degree; increased number of Carrier language courses offered on Prince George campus; and, for the first time offered an online course in Métis Studies (ABST111), the first and only course of its type in British Columbia.*
- *In Prince George, the Aboriginal Resource Centre (ARC) worked with Lheidli Teneh First Nation to offer community language teaching sessions; the ARC Academic Advisor duties were better integrated with the Student Services department; the Academic Advisor provided support to students to apply for scholarships/bursaries to significantly increase successful applications; developed and provided educational seminars to faculty and staff at divisional meetings and May Days; held three Aboriginal student focus groups and developed a survey to assess students' needs and to assess efficacy of current ARC services.*
- *CNC Quesnel partnered with the Nazko First Nation and Blue Collar Silviculture Ltd to deliver the First Nations Forestry Training Program. The Aboriginal Liaison facilitated the start-up of the Bladerunner Construction project for 12 Aboriginal students. The Quesnel campus also collaborated with the Lhtako Dene First Nation to establish occupational related training so 12 students could be employed at a micro-mill. Planning is in progress for further occupationally related training for 25-30 community members to work in a pellet plant.*
- *The College entered the second year of a five year Human Rights Special Program (enabling the College to designate Aboriginal ancestry as a bona fide employment qualification for certain positions) and the first BC Human Rights Tribunal report was submitted in December 2010 highlighting milestones of the program including details of the implementation process. In addition, the Special Program Terms of Reference were completed in January 2011.*

- *A Special Program webpage was created under Human Resources and ongoing information continues to be added to the wealth of information already available.*
 - *The College undertook an intensive communication strategy for all College employees in December 2010 and the Special Program Committee facilitated both face to face and videoconference sessions. The College has successfully hired two restricted positions under the Special Program and is currently focused on ensuring there is agreement on the 2011 Tribunal report.*
 - *The Ministry of Advanced Education has released the results of the recently completed Evaluation of the 2007 Aboriginal Post-secondary Education Strategy (<http://www.aved.gov.bc.ca/aboriginal/evaluation.htm>) and have announced additional transitional funding to support existing Aboriginal Services Plan (ASP) activities in 2011/12. The College will be applying for additional funding beyond the \$200,000 which has been granted by the Ministry for the current year.*
6. Develop infrastructure and acquire funding to support applied research in areas relevant to College educational and service priorities.
- *During 2010/11 the College successfully applied to and received approval from the Natural Sciences and Engineering Research Council (NSERC) for funding eligibility <http://tinyurl.com/4ympeyb>. This process involved: creation of extensive policy and procedure documents for Applied Research at CNC; dissemination of information about Applied Research in various forums at CNC (EAT, Board, Division meetings, May Days); establishment of the CNC Applied Research Ethics Board; development of partnership agreements with TRU and UNBC around research ethics; development of our first applied research NSERC funding application; hiring of a full-time Applied Research Project Planner; and, preliminary work involved in building internal experience and capacity to conduct applied research projects through a small Internal Applied Research Grant program.*
 - *The College has submitted a proposal for approximately \$200,000 in funding from the Natural Resources and Engineering Research Council of Canada (NSERC) for an Applied Research grant to work on a project titled "Preparing for assisted migration of commercial tree species in north central British Columbia." The implications of climate change to the future wood supply are a concern throughout the forest industry. The climate in north central British Columbia is projected to change fast enough over the next 80 years that seedlings of many native tree species will be poorly adapted to their climate when they are large enough to be harvested. Planting seedlings adapted to future climates (assisted migration) is a key strategy to address climate change. Dunkley Lumber has agreed to be our industry partner. NSERC will announce the successful research proposals in August 2011.*
 - *The CNC Research Forest Society and Board of Directors was formally constituted.*

7. Implement the effective use of video-conferencing for service and program delivery across the region.
 - *In 2010/11, the College completed a one-year pilot program of course deliveries utilizing videoconference which included: Applied Business Technology (ABT) co-delivered between Mackenzie and Quesnel; Quesnel campus delivered Accounting 151 to Fort St. James, History 103 and 104 to Prince George campus; Quesnel received delivery of Nursing 203, Physics 106 (lecture only), and two Social Service Worker courses from Prince George.*
 - *The Nechako region also utilized videoconferencing equipment for an Aboriginal Health Project (students from Vanderhoof/Fort St. James had an opportunity to meet and listen to guest speakers.*
 - *We have learned a great deal from our first year of experience using videoconference technology for instructional deliveries that will be used to improve its effectiveness for students and instructors. These have or will include: an ITS Network Upgrade to three circuits between Prince George, Mackenzie and Quesnel; additional equipment and technical support to videoconferencing infrastructure; technical support and redesign for changes to improve quality and accommodate faculty instructional needs and effective student learning environments; and, engaging consulting services for design advice and on the future development of videoconferencing at CNC.*

8. Complete construction of the new Technical Education Centre (TEC) Building in Prince George and the Phase II expansion of the Quesnel Campus.
 - *The Quesnel Campus Phase II expansion successfully reached substantial completion on March 30, 2011 and achieved occupancy on March 31, 2011. This project came in on schedule and on budget. The trades training facility at the Quesnel Campus will enable the delivery of a variety of programs including: Plumbing, Electrical, Power Engineering, Carpentry, and Welding.*
 - *The Prince George Campus, Technical Education Centre (TEC) successfully reached substantial completion and occupancy on June 14, 2011. The project came in slightly behind schedule due to issues with civil in-ground conditions early on in the project and poor weather through the winter months; the project came in on budget.*
 - *Completing the Prince George TEC Centre and Quesnel Phase II building projects simultaneously and subject to extremely short timetables proved to be very challenging. The success of the both projects has been a result of outstanding work on the part of: the Facilities Department management and staff; Purchasing department; the School of Trades; Quesnel Campus; and, Information Technology Services. In the case of both projects we were fortunate to work with excellent general contractors (IDL Projects - Prince George, and PCL - Quesnel).*
 - *During the past year, the College also completed the purchase of a Trades Training Building in Mackenzie. Renovations to the building will be completed in 2011/12.*

9. Implement Leadership Development education activities for interested employees.
- *Approximately 50 college employees have taken part in leadership training during the 2010/11 May Days and August Connections professional development days. The Leadership Development group is also providing support to college departments who request assistance with team development and internal communication. The leadership initiative has also expanded into the creation of the CNC Leadership Centre, which will provide training to the community on a cost-recovery basis.*
10. Review and revise selected college business processes to improve service effectiveness and efficiency.
- *The Project Planning Committee (PPC) has successfully completed work on several revised and new work processes/systems including: new employee workflow (Human Resources); Medical Radiography clinical placement system; pension data submission system; inventory system (Dental); Clockworks scheduling system (Student Services); and, Employee Web pay advice. PPC work has also begun or is continuing on: "ImageNow" document scan and file systems; a college-wide internet portal system; an inventory system for Medical Laboratory Technology, and, an online scholarships and bursaries application system.*
 - *The College has successfully launched self-service internet/web registration for all programs at the Prince George campus (excluding most Trades programs). Previously only the returning University Transfer and Business program students were able to register via "CNC Connect". We still do a number of in-person registrations which are allowing staff the opportunity to train the students on web registration.*
 - *The Admissions and Student Records Office implemented a new system for T2202A forms (for Income Tax purposes) making them available to all students on-line and not mailed as per previous years. By providing this service and not mailing the T2202A's to each student the College saved not only postage, but also a great deal of staff time as we were required to separate and stuff all envelopes for the mail out.*
 - *A new document and records imaging/management system is in development. The "ImageNow" project has been approved by the Executive Administration and a contract with the system supplier has been signed. This project is still in the startup stage, but training and implementation will begin over the summer and scanning of existing files will begin later in the year.*
 - *An on-line Scholarship and Bursary application system was launched in the Fall of 2010. The system has improved ease of application for students applying for awards and decreased the time spent to manually process applications thus increasing time available for the Financial Aid Officer and Financial Aid Administrative Assistant to work one-on-one with students regarding financial issues.*

- *The Counseling and Advising department (Prince George) implemented the “Clockworks” appointment scheduler and data base system that allows for electronic, rather than manual, record keeping, appointment booking and report generation thus increasing the time available to work with students*
- *Student Services (Prince George) completed a review of Daycare processes related to monthly fee payments. The new process related to managing of parent’s payments, arrears and late pick up has significantly reduced non-payment of monthly fees.*
- *The Human Resources department: implemented a paperless resume system allowing for the reduction of paper while streamlining the process reducing the time requirement for this work; successfully implemented the first “workflow” project to streamline the process of new employee set up allowing for greater oversight and accuracy of the HRIS system while simultaneously evaluating the functionality of “Workflow” for the college community; and initiated an “Interpretation Database” to capture organizational knowledge related to collective agreement administration.*

11. Implement the Sustainable Energy Management Plan and new “Green” initiatives.

- *CNC, BC Hydro and Energy Advantage Inc. have entered into a third year of the Energy Manger program that BC Hydro has been sponsoring, this program provides up to \$100,000 for energy consultant services. The Strategic Energy Management Plan (SEMP) has been updated. In 2010/11, the College’s electrical energy consumption reduction target for the Prince George campus was achieved. However, consumption of natural gas increased overall, in part due to construction of the Technical Education Centre.*
- *We have been successful in securing funds from various sources in 2011 for the following project work: classroom lighting upgrades; solar panel installation at the Student Residence to preheat domestic hot water supply; fume hood upgrades fitted with variable speed fans operated by direct digital controls; and, other miscellaneous projects. Funding from outside sources for these projects amounts to over \$175,000.*
- *Information Technology Services (ITS) completed several related projects during the past year: the PulseHydro project network implementation and support; power reduction management for desktops; and, data centre migrations from physical servers to new virtual technology. The future potentially includes implementation of low power “thin client” desktop technology.*
- *Over the past two years, the College has initiated several small projects in the Student Residence to reduce energy costs: programmable thermostats installed in the two main lounges allowing reduction in heating energy from 10pm to 6am; motion sensor lights in the laundry rooms to ensure lights are on only as needed; washing machines are now cold water wash only; and, new refrigerators purchased meet energy star ratings. Projects for the summer of 2011 are: all shower and faucet heads in Residence rooms will be replaced with low flow heads; a project to heat the hot water at Residence by Solar Energy has received funding and will be implemented by August 31, 2011.*

- *BC Hydro has funded a 'Continuous Optimization' project at the John Brink building. The program closely monitors energy usage in the building and alerts facilities staff with real time information when anomalies arise so that adjustments can be made to the system/equipment.*
- *Improvements to the Prince George cafeteria included new energy efficient dishwasher, freezer, refrigerator and cold drink machines.*
- *Energy reduction strategies at CNC's regional campuses will be a focus for 2011.*
- *In partnership with School District 28, through a Job Creation program, a trail system was planned and established around the North Cariboo Community Campus property. This trail will provide opportunities for enhanced wellness by CNC and UNBC employees as well as community members.*

12. Enhance the College's internal and external communications and information sharing through use of the College web site.

- *The Communications department has made several improvements to internal and external communications via the web site including: updating the official online course calendar 10 times per year, (instead of once per year), the addition of more than 50 informational and program videos on the website, daily "Tweets" on our Twitter account; the creation of an official Facebook page with more than 1,200 "friends"; an online recreation booking calendar, an online squash ladder and marketing slides.*
- *The College is also working on the development of a new intranet "portal". The portal intranet project will allow more effective, targeted communication with students, faculty and employees. The creation of an intranet, will also allow CNC's internet site to focus more on marketing to prospective students.*
- *At the Prince George Campus, two computers were installed across the hall from the Admission, Registration and Records Office which gives clients access to the College website. The system is locked down not allowing access to any sites outside of CNC related web pages. These two computers have been extremely well utilized during the year and especially during the current registration period as we have assisted students with the web registration process.*
- *A kiosk was established in the Human Resources department to allow for greater access and support of the HR web pages. The kiosk has allowed employees to access a variety of information with assistance and will aide in organizational growth related to electronic information systems. The Human Resources department revised and updated the College safety webpage. The enhanced webpage includes a new worker safety orientation and allows employees to complete WHIMIS training online. A Special Program webpage was created under Human Resources and ongoing information continues to be added to the wealth of information already available.*
- *New Bookstore web site went live in February 2011. Students can now get a customized booklist and purchase their books and course supplies all at once conveniently from home.*

- *Student Service areas (excluding Library and Community and International Education) have redeveloped their web pages to be more congruent across the service departments, and more consistent in messaging support to students. The new web pages will be launched in summer 2011*
13. Expand and support service and teaching excellence initiatives across the College.
- *Five staff employees, one faculty and one administrator attended the national Student Services conference in Edmonton in June 2010, returning to share their learning with colleagues. In June 2011 five more Student Services staff (five staff, one administrator) will attend the national conference in Toronto.*
14. Conclude new collective bargaining agreements with the Faculty Association and Operational Staff (CUPE).
- *Collective bargaining within the B.C. college system is coordinated and supported for the institutional employers by the Post-secondary Employers Association (PSEA). The provincial government, through the Public Sector Employers Council (PSEC) sets the “mandate” and negotiating framework under which the sector and individual institutions are required to conclude new collective agreements. Collective bargaining is conducted through both provincial (“sectoral”) and institutional (“local”) tables. All agreements are subject to the ratification of the PSEA Board of Directors.*
 - *In general, the pace of collective bargaining processes at both the sectoral and local tables has been slow during the past year.*
 - *Meetings of the sectoral table for faculty bargaining originally commenced in May of 2010 and reconvened in October 2010. Shortly afterwards, faculty representatives indicated that their focus would be shifting to local negotiations and it was agreed that talks could be reinitiated at the provincial level by request of either party. Neither party has since requested that the sectoral talks for the faculty “common agreement” be restarted.*
 - *Local negotiations between CNC and the Faculty Association of CNC commenced in the Fall of 2010, In December 2010 the local Faculty representatives communicated their conclusion that bargaining had reached an “impasse”. The College invited the union to continue discussions, however that invitation has not yet been accepted.*
 - *The provincial “Compensation Template Table” for operational staff collective bargaining convened in February 2011 and held a further meeting in April. At the initiative of the union representatives it was agreed to adjourn until the Fall of 2011.*
 - *Negotiations between the College and the Canadian Union of Public Employees (CUPE) Local 4951 commenced and included four days of talks in January 2011. Bargaining reconvened briefly in May, however was later adjourned until the Fall.*

15. In Spring 2011, complete the college-wide process to develop and approve a new five-year Strategic Plan, 2011-2015.
 - *Over the course of the 2010 calendar year, an extensive college-wide process of analysis, review, consultation, discussion and development was carried out leading to the completion, approval and publication of the CNC Strategic Plan, 2011-2015. The final document is available on the college web site at: <http://tinyurl.com/44oqz8a>.*

Other Activities/Results:

- *Improvements to the College's Prince George campus cafeteria and food services were completed: renovations to the servery now enable students and employees to enjoy a more modern and open environment; new overhead signage; extended hours of operation. or the school year (open at 7:30 am instead of 8:00); new hours include opening the week before Christmas and all summer; and, menu choices improved.*