

<p>NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING TO BE HELD IN Q̄əp̄ixidaʔas (THE GATHERING PLACE), CAMPBELL RIVER CAMPUS THURSDAY, OCTOBER 6, 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 - Nancy Arsenault			
1.3 Oath of Appointment (All Board Members)	✓	To sign	
1.4 Election of Chair (L. Domae will be presiding officer)			
1.5 Election of Vice Chair			
1.6 Adoption of Agenda		To adopt	(15 mins)
2. CONSENT AGENDA			
2.1 Minutes of the Regular Meeting of June 30, 2022	✓	To approve	
2.2 Executive Committee Report	✓	Information	
2.3 Finance and Audit Committee Report	✓	Information	
2.4 Governance and Board Development Committee Report	✓	Information	
2.5 Correspondence and Information (Agenda item #5)	✓	Information	(5 mins)
3. BOARD BUSINESS			
3.1 Annual Board Evaluation Results	✓	To discuss	
3.2 Draft Board Retreat Agenda, November 3 & 4, 2022	✓	To discuss	
3.3 Roundtable Board Member Reports		Information	(20 mins)
4. REPORTS ON STRATEGIC ACTIVITIES			
4.1 President			
4.1.1 President's Report		Information	
4.2 Vice President, Finance and College Services			
4.2.1 Financial Information Act Report	✓	To approve	
4.2.2 NIC 5-Year Capital Plan Priorities	✓	To approve	
4.2.3 First Quarter Financial Statements 2022/23	✓	Information	(35 mins)
4.3 Vice President, Academic			
4.3.1 2022/2023 Fiscal Year Enrolment Report	✓	Information	(15 mins)
4.4 Chair, Education Council			
4.4.1 Education Council Report	✓	Information	(3 mins)

5. INFORMATION (attachments)

- 5.1 College Highlights Report
 - 5.2 Election Timeline Fall 2022
 - 5.3 [NIC Funding Review Written Submission](#)
 - 5.4 President's Awards 2022
 - 5.5 AEST Letter and Orders-in-Council – N. Arsenault
 - 5.6 AEST Appreciation Letter to R. Everson
 - 5.7 Sexualized Violence Prevention and Response Policy
Annual Report
 - 5.8 Journeying Together: Indigenization and
Internationalization at NIC
 - 5.9 Updated Board Workplan 2022/23
 - 5.10 Link to Board [bylaws](#) and [policies](#)
 - 5.11 Commonly used acronyms
-

6. NEXT MEETING DATES

- Annual Retreat, November 3 & 4, Port Hardy
region
 - Regular meeting – Thursday, December 1, 2022,
Campbell River campus
-

7. ADJOURNMENT

2:30 pm



**North Island College
Board of Governors**

Oath of Appointment

The following Oath of Office is to be sworn, signed and dated before the Board at the commencement of all members' first meeting with the Board. The Ministry suggests that either the Board Chair, or, if an institution prefers, a Commissioner of Oaths would be appropriate administrators of the Oath.

I, _____, sincerely promise and affirm that I will truly, faithfully and impartially, to the best of my ability, execute the duties and responsibilities of my position as a Member of the Board of North Island College. I have read and agree to abide by the Governance Process Policy and the Conflict of Interest Bylaw of the Institution.

(Signature)

Date

**MINUTES OF THE REGULAR MEETING OF THE
NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD IN KOMOUX HALL BOARDROOM, COMOX VALLEY CAMPUS
THURSDAY, JUNE 30, 2022**

**BOARD MEMBERS
PRESENT**

J. Atherton, Community Member, Comox Valley Region, Vice Chair
B. Babu, Student Representative
L. Domae, President
M. Erickson, Faculty Representative
S. Humble, Community Member, Campbell River Region
R. LaTrace, Support Staff Representative
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
W. Gus, Chair, Education Council
A. McCubbin, Community Member, Comox Valley Region

ALSO PRESENT

T. Bellavia, Vice President, Academic
A. Carrel, Vice Chair, Education Council
C. Fowler, Vice President, Finance and College Services
K. Kuhnert, Vice President, Students and Community Engagement
R. Reid, Executive Assistant, Board of Governors & Foundation Board
C. Wiens, Director, Public Affairs & Communications

IN THE GALLERY

C. Wilson, North Island Students Union (NISU)

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

1.2 Adoption of Agenda

To support discussion of the Board's annual evaluation, item 2.3 Governance and Board Development Committee Report will be lifted out of the consent agenda and added as Board Business item 3.6.

Moved V. PUETZ / Seconded C. SCARLATTI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF JUNE 30, 2022 AS AMENDED.

Motion carried

2. CONSENT AGENDA

Moved S. HUMBLE / Seconded B. BABU: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF JUNE 30, 2022.

Motion carried

3. BOARD BUSINESS

3.1 2022 AEST Letter of Direction & 2021/22 Mandate Letter

This year's letter of direction from Government refers to the previous year's mandate letter and expounds on other areas including key government initiatives and policy directions.

L. Domae noted that this year's Institutional Accountability Plan and Report (IAPR) shows how the College's activities align with both the Government's letter of direction and last year's mandate letter.

Moved P. TRASOLINI / Seconded M. ERICKSON: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ACKNOWLEDGES ITS COMMITMENT TO PROVINCIAL GOVERNMENT'S DIRECTION TO THE COLLEGE AS STATED IN THE GOVERNMENT'S LETTER OF DIRECTION OF APRIL 19, 2022 AND AUTHORIZES THE BOARD CHAIR TO SIGN THE SAID LETTER OF DIRECTION ON ITS BEHALF.

Motion carried

3.2 2021/2022 Full-time Equivalent Enrolment (FTE) Report

T. Bellavia presented the report that shows both qualitative and quantitative measures. He highlighted the following:

- Compared to the previous year's FTEs, total student FTEs this year increased by eight percent with domestic students FTEs increasing by 11 percent and international student FTEs lower by 11 percent.
- NIC is one of the few colleges that continued to run Continuing Education programs during the pandemic;
- Strong synergy between Continuing Education and Indigenous Education contributed to successes in both program areas;
- Enrolments in Trades and Technical, Digital Design and Development and Health and Human Services programs continue to remain strong;
- Although there continues to be a general interest in University Transfer programs, students' have an increased focus on gaining skills toward employability;

W. Skulmoski added that the domestic enrolment numbers in Trades and Technical, Health and Human Services and Digital Design programs are the highest ever in NIC history.

Moved M. ERICKSON / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE 2021/22 FINAL FTE ENROLMENT REPORT.

Motion carried

3.3 2021/2022 Institutional Accountability Plan and Report (IAPR)

The IAPR is the Board's report to Government and the general public on how the College met its mandate and direction given to it in the last fiscal year.

L. Domae reported that the College achieved 19 out of the 22 performance measures set out by the Ministry. She added that the report includes two stand-alone documents, one a template from Government and the other a report on the College's strategic plan, *BUILD 2026*, upon direction from the Board.

W. Skulmoski added that the report demonstrates how *BUILD 2026* aligns with Government's priorities and goals as reflected in the mandate letter.

Moved M. ERICKSON / Seconded S. HUMBLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE INSTITUTIONAL ACCOUNTABILITY PLAN AND REPORT FOR THE 2021/2022 REPORTING CYCLE.

Motion carried

3.4 BUILD 2026 Updates and Dashboard Review

L. Domae presented the updated *BUILD 2026* and its dashboard. She reported that of the 56 measurables, six have been completed, 36 are on track, three have not been started yet, a few are behind target and others don't have data yet. L. Domae added that the updated plan has a much sharper focus and is one that advances reconciliation, responds to changing demographics, promotes inclusivity and clean economy.

Moved V. PUETZ / Seconded B. MINAKER: THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVE THE UPDATED BUILD 2026 STRATEGIC PLAN AND YEAR 1 DASHBOARD.

Motion carried

The updated plan will be posted on the College's Engage site and provided to community and external partners.

The Board determined that it would include discussion of the plan's dashboard at its annual retreat in November with regular reporting at the January and June meetings.

3.5 Roundtable Board Member Reports

Board Members attended their respective committee meetings as well as the in-person graduation ceremonies held the week of June 20th in the three campus regions. E. Mosley, P. Trasolini, R. LaTrace and J. Atherton attended the NIC Employee Recognition and Year-end celebration at the Campbell River campus on June 3rd.

E. Mosley also attended the NIC Nurses' Pinning Ceremony on June 23rd. As Board Chair, he also participated in the BC colleges' board chairs meeting where the main topic of discussion was a Ministry letter sent to all board chairs.

3.6 Governance and Board Development Committee Report

At its last meeting, the Committee worked on the Board's annual evaluation process and decided to pare down the questions to less than 20. The Committee also decided that Board Members need to focus on

board self-evaluation as opposed to evaluating other Board Members. This year's evaluation will be augmented by a one-on-one interview with each Board Member by L. Domae and P. Trasolini. Some of the survey questions that relate to committee performance will be included in each committees' future agenda for consideration.

E. Mosley commented on a board meeting evaluation process and requested the Committee to include that item in their next meeting agenda.

4. REPORTS ON STRATEGIC ACTIVITIES

4.1 President

4.1.1 President's Annual Priority Performance Objectives, 2022/23

L. Domae presented her objectives for year 2022/23 as guided by the Executive Committee. Some of the highlights of her performance objectives are:

- An overarching goal to use the strategic plan in building the College's capacity to recover from the pandemic and respond to key provincial government initiatives;
- Focus on *BUILD 2026* and the integrated planning framework including Working Together, the NIC Indigenization Plan, Widening Our Doorways, the Academic Plan, the CARE² plan, Indigenized international education plan and other plans;
- Preparation for sector-wide funding review and supporting advocacy and stakeholder engagement.

L. Domae added that the 12 performance measures each have aligned targets.

Moved C. SCARLATTI / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE PRESIDENT'S PERFORMANCE OBJECTIVES, 2022/23.

Motion carried

4.2 Vice President, Finance and College Services

4.2.1 Audited Financial Statements, Year Ended March 31, 2022

C. Fowler acknowledged the work of the College's Finance team particularly S. Fleck and H. Buchanan. He highlighted the following:

- All adjustments suggested by the external auditor were made, resulting in a clean audit;
- A small surplus was realized resulting from a gain in the investment portfolio and federal government funding around COVID-19 relief;
- Overall tuition and student fee revenues were down to the College's lowest level since prior to the pandemic.

Moved M. ERICKSON / Seconded S. HUMBLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE COLLEGE'S FINANCIAL STATEMENTS FOR THE YEAR ENDED MARCH 31, 2022.

Motion carried

4.3 Acting Chair, Education Council (EdCo)

4.3.1 Education Council Report

A. Carrel, EdCo Vice Chair, presented the Education Council report to the Board highlighting the work of EdCo Chair W. Gus during the past few months. W. Gus is currently out of the country to complete academic requirements of her PhD.

5. INFORMATION

The Board received the following information items:

- 5.1. AEST Funding Review Email Communication, April 22, 2022
- 5.2. Fact Sheet - Post-Secondary Funding Formula Review
- 5.3. Learner Resource Fee Annual Report 2021/22
- 5.4. FY 2021/22 Audit Findings Report
- 5.5. Commonly used acronyms
- 5.6. Link to Board policies and bylaws
- 5.7. 2022/23 Board Workplan

6. NEXT MEETING DATE

- 6.1 Regular meeting – Thursday, October 6, 2022

7. ADJOURNMENT

The regular meeting adjourned at 2:34 p.m.

Eric Mosley, Chair

Rachel Reid, Executive Assistant

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

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

The Executive Committee met on September 26, 2022 at 9:00 am with E. Mosley (chair), J. Atherton, P. Trasolini, L. Domae and R. Reid attending.

Adoption of agenda

L. Domae requested adding an agenda item under Board Business: Board's Fiduciary Duties. The committee adopted the agenda as amended.

Meeting minutes, agenda and schedule

The draft meeting minutes of June 30, 2022 have been distributed to Board Members in July for their review.

The scheduled joint boards (with the NIC Foundation Board of Directors) education session in the morning will have a presentation on how College programs are funded and how both boards could advocate on the College's behalf. The session will be followed by an interactive working lunch that will aim to find out what joint advocacy might look like.

If possible, the two newly elected student representatives who are expected to be announced immediately prior to the October 6 Board meeting will be invited as guests to the open/regular business meeting.

The committee discussed the contents of the consent agenda and suggestions to improve it will be implemented.

Board Business

Board vacancy

E. Mosley advised that potential candidates be referred to the Crown Agencies and Board Resourcing Office's (CABRO) application site which will be open until October 14. The committee will discuss support of potential candidates at its next meeting.

Members of the committee will seek a meeting with CABRO key staff to advocate for new appointments to the Board.

Committee evaluation

Evaluation questions that pertain to committee performance were lifted from the former annual Board evaluation survey and provided to each standing committee.

Board committee membership update

L. Domae suggested holding a brief business meeting at the Board's annual retreat in November to accommodate the appointment of the Board's standing committees as well as the new student representatives' oath-taking. E. Mosley requested the committee to consider holding a September meeting

to better align with College elections and the need to establish committee memberships at the start of the academic year.

Board's fiduciary duties

L. Domae informed the committee that a policy will be drafted to provide guidelines on the approval of the President's expenses following a recommendation by the external auditors in their audit findings report. The committee supported the creation of the policy which will be reviewed by the Finance and Audit Committee and guided by the College and Institute Act.

Time: 10:00 am

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

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

AGENDA ITEM: Regular Meeting 2.3 Finance and Audit Committee Report

Committee members Murray Erickson and Christopher Scarlatti met via BlueJeans and in person on Friday, September 16, 2022 at 1:00 pm with Colin Fowler (VP, Finance & College Services), Sue Fleck (Director, Finance), Rachel Reid (EA to BoG) as resource persons.

Call to Order

C. Fowler called the meeting to order at 1:12 pm and 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.

The agenda was approved as presented.

Financial Information Act Report

C. Fowler presented the draft report which is an annual requirement under the Financial Information Act. Some of the report highlights are:

- Remuneration and expenses for Board Members;
- Employee remuneration and expenses over \$75,000 for employees;
- Payments above \$25,000 to suppliers.

S. Fleck added that employee expenses are lower compared to pre-Covid levels and are reflective of pandemic travel restrictions.

Draft 1st Quarter 22/23 Financial Statements

C. Fowler reported a small deficit for the first quarter of the new fiscal year but assured the committee that revenues are expected to catch up to expenses as the year goes on. He added that the previous fiscal year reported gains in the investment portfolio but the FY 22/23 first quarter is reporting a loss.

Five-Year Capital Plan Priorities

C. Fowler presented the College's five-year capital plan priorities, noting that the roof replacement projects for both the Campbell River and Port Alberni campuses need to be prioritized. Another priority is the replacement of the cooling unit at the Campbell River campus, the cost of which will be split with School District 72/Timberline High School.

CV Student Housing Project Update

C. Fowler provided an update on the Design/Build proponent selection process.

Review of Investment Policy

The committee agreed to bring this agenda item forward to the next meeting when the committee's membership is fully constituted.

Large Payment Report

The committee received the large payments report for June to August, 2022.

Committee Evaluation

The committee agreed to postpone the evaluation until full committee membership is established.

Next Committee Meeting

The next committee meeting will be determined after the Board's October meeting.

The meeting adjourned at 1:50 pm.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

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

Committee members Patricia Trasolini (chair), Barry Minaker and Rylee LaTrace met on September 26 at 11:030 a.m. with Lisa Domae (President), Melanie Allison (Director, College Governance and Strategy), Karen Grigoleit (Institutional Research) and Rachel Reid (Executive Assistant) as resource persons.

Adoption of Agenda

The agenda was adopted as presented.

Committee Business

a. Annual Board Evaluation Survey Results

K. Grigoleit noted that overall results show that the Board is moving in a positive direction and provided highlights of the survey results:

- Questions with lowest rankings (needs improvement) improved compared to previous years' data;
- Questions with highest rankings (strengths) also improved compared to previous years' data.

L. Domae noted that work has already begun to improve onboarding of new board members. On the question of evaluating one's performance on the Board, S. Humble noted that Board Members could measure their performance against the Board's code of conduct policies and governance policies. Highlights of the evaluation results will be forwarded to the retreat facilitator who will conduct the governance portion of the Board's retreat in November.

K. Grigoleit left the meeting at 11:45 am.

As suggested in the previous committee meeting in June, the committee hopes to be able to get feedback from individual Board Members through a one-on-one meeting with either the Committee Chair P. Trasolini or the Board Chair. S. Humble suggested to choose around five open-ended questions and generate a general report that will reflect the Board Members' feedback. She stressed the importance of confidentiality and privacy in conducting the individual interviews and generating the report. P. Trasolini will discuss the process with the Board Chair.

b. Draft retreat agenda, November 3 & 4, 2022

L. Domae summarized the proposed agenda for this year's retreat. She may amend the draft agenda to include a possible visit to a seaweed-processing shop in the Thunderbird Mall in Port

Hardy.

A highlight of the retreat is a field trip to the land-based language program, Awi'nakola, which is funded by the NIC Foundation. The proposed community lunch will have community leaders from local government, school district and partners joining the Board.

A presentation on the North Island regional plan is also included which will talk about NIC's history in the region and what NIC is currently doing to strengthen relationships in the region.

c. Board meeting evaluation

The Board Chair requested the committee to consider a brief meeting evaluation tool that can be used at the end of each Board meeting. The committee reviewed the two samples and recommends the brief checklist. Print copies will be provided at the October 6 meeting to be filled out by Board Members and submitted to the Board Chair.

Future agenda items

- Bylaw 2 Conflict of Interest Guidelines;
- EL and SR policies review;
- Board member exit interview;
- Establishment of a whistleblower policy (2024);
- Review and consideration of transition to paperless Board operations.

Information

NIC policies that indicate Board involvement

The committee recognized that most College policies on the list may be outdated and reiterated its request to remove mention of the Board, if current practice does not involve the Board. M. Allison reported that a policy review is underway.

Time: 12:30 pm

NORTH ISLAND COLLEGE



**Board of Governors
Evaluation Process
2022 RESULTS**

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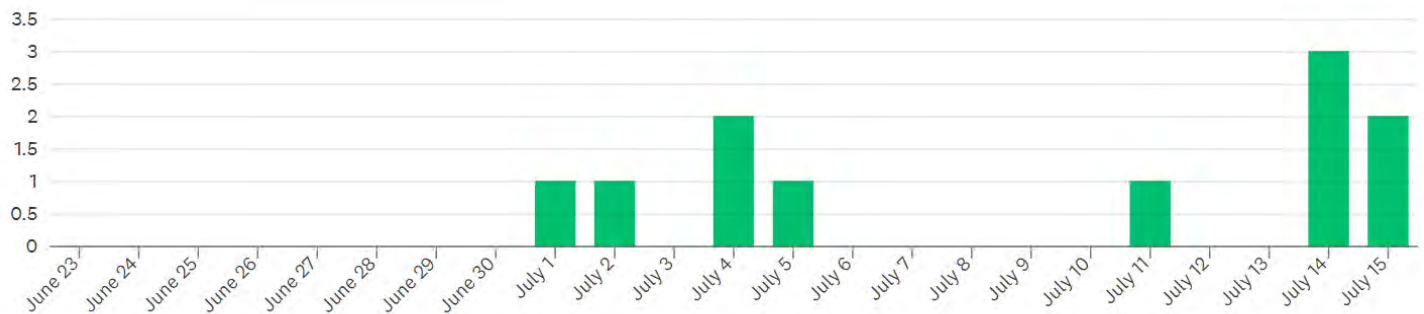
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Methodology

The 2022 survey was revised by members of the Board of Governors Governance Committee in consultation with the Office of Institutional Research and Planning. The survey was distributed to Board of Governor members on June 30th, 2022. A reminder email was sent July 14th, 2022. Eleven of 14 members responded for a response rate of 79%.

Response Timeline



Key Findings

Highest Rankings

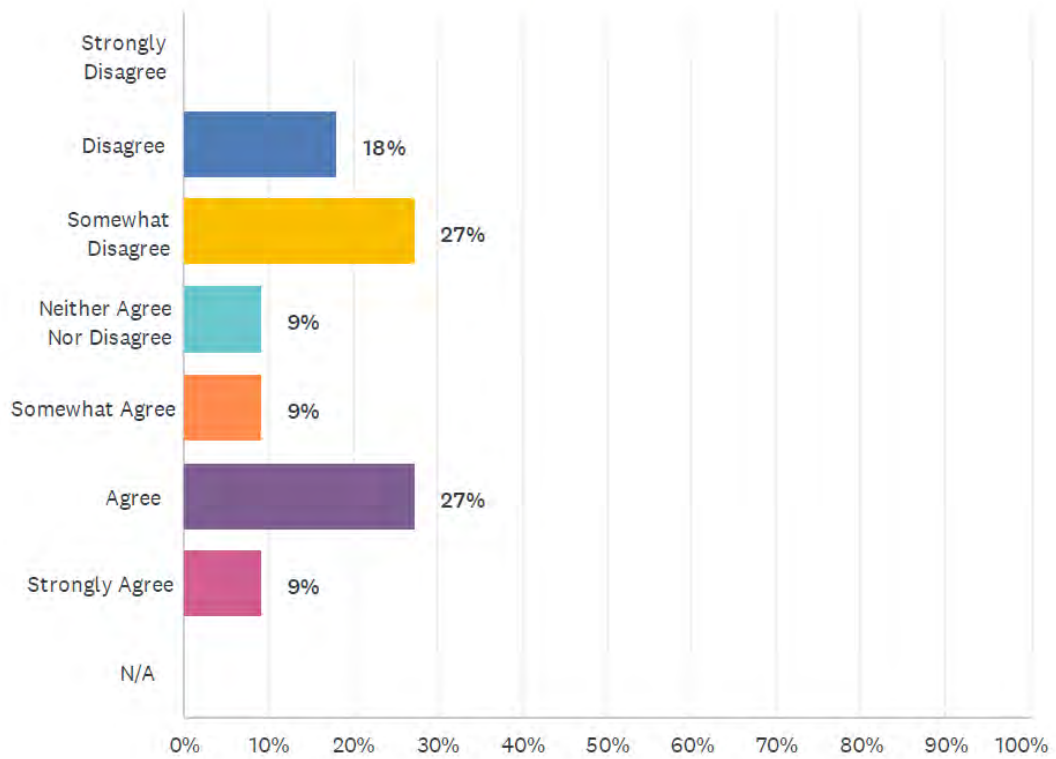
Members experience effective meeting practices, receive advance meeting materials that are relevant to the proposed agenda and stand behind board decisions even if they are not their primary choice. Of note, clearly understanding their roles and responsibilities improved over the previous two years.

Lowest Rankings

While improved over the previous year, members rated receiving a comprehensive orientation on their appointment to the board the lowest, followed by seeking feedback regarding their personal performance as a board member.

Q1 I received a comprehensive orientation on appointment to the board.

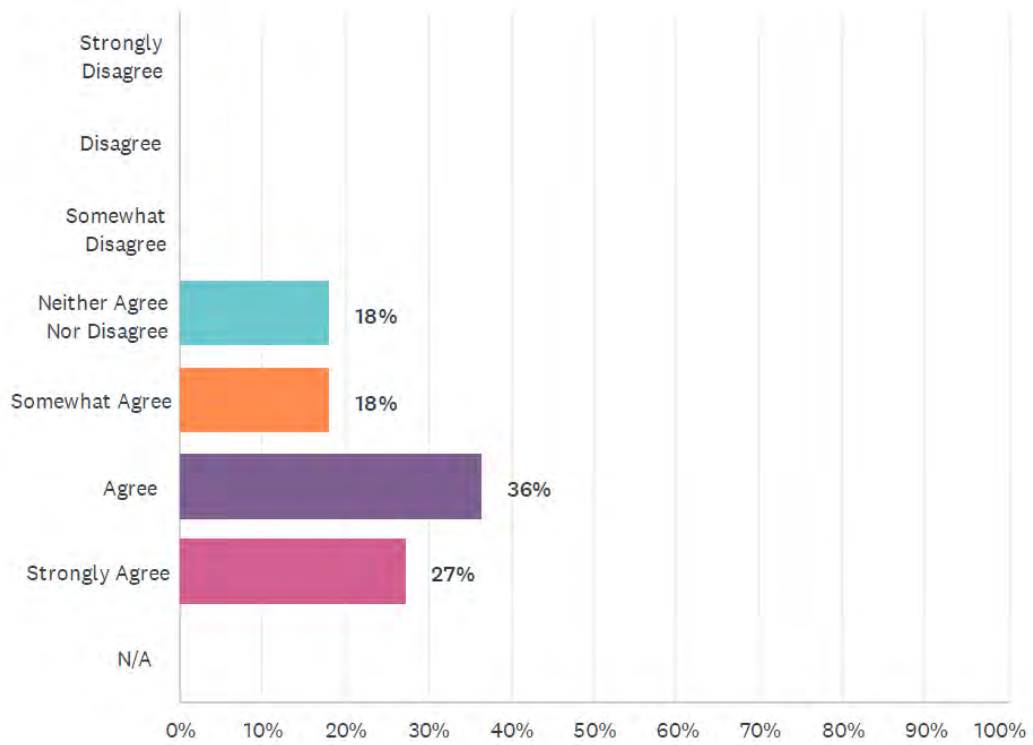
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	18%	2
Somewhat Disagree	27%	3
Neither Agree Nor Disagree	9%	1
Somewhat Agree	9%	1
Agree	27%	3
Strongly Agree	9%	1
N/A	0%	0
TOTAL		11

Q2 I understand and follow the College and Institute Act, board bylaws and policies.

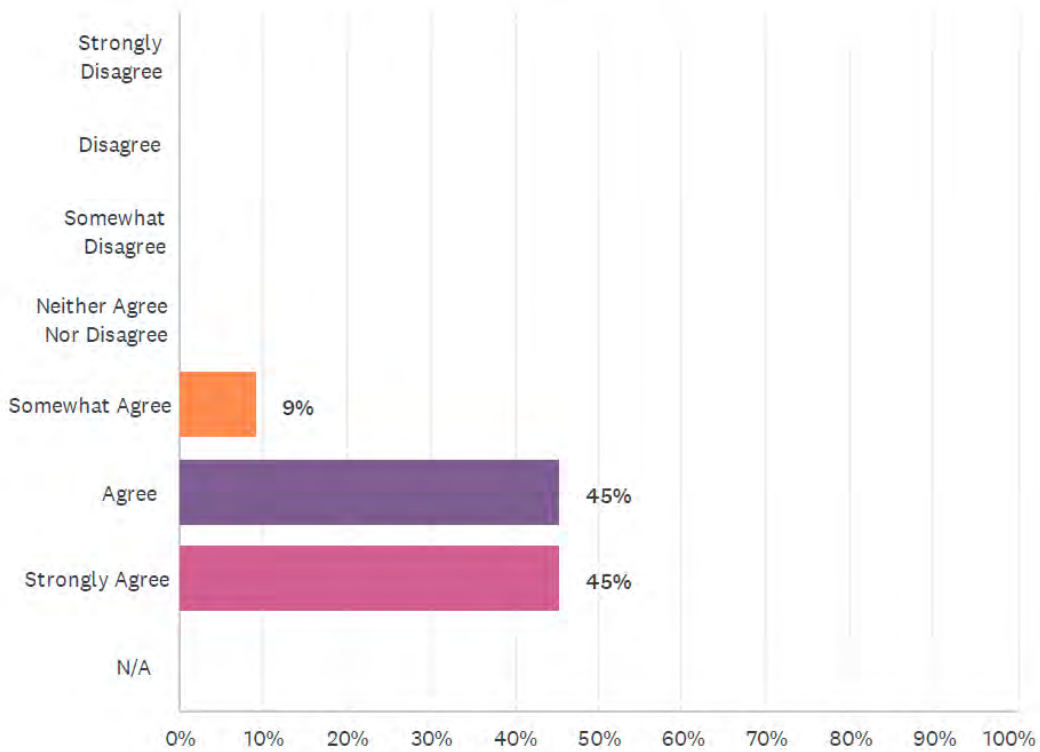
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	18%	2
Somewhat Agree	18%	2
Agree	36%	4
Strongly Agree	27%	3
N/A	0%	0
TOTAL		11

Q3 I clearly understand my roles and responsibilities.

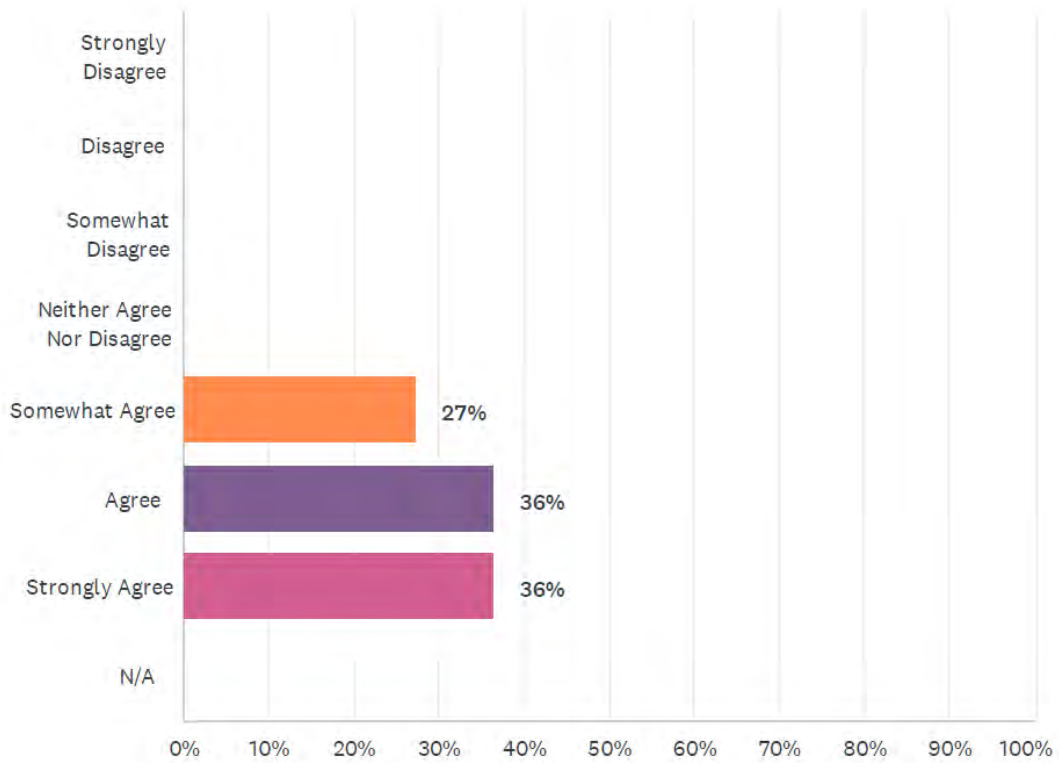
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	0%	0
Somewhat Agree	9%	1
Agree	45%	5
Strongly Agree	45%	5
N/A	0%	0
TOTAL		11

Q4 I actively participate in ongoing board development activities.

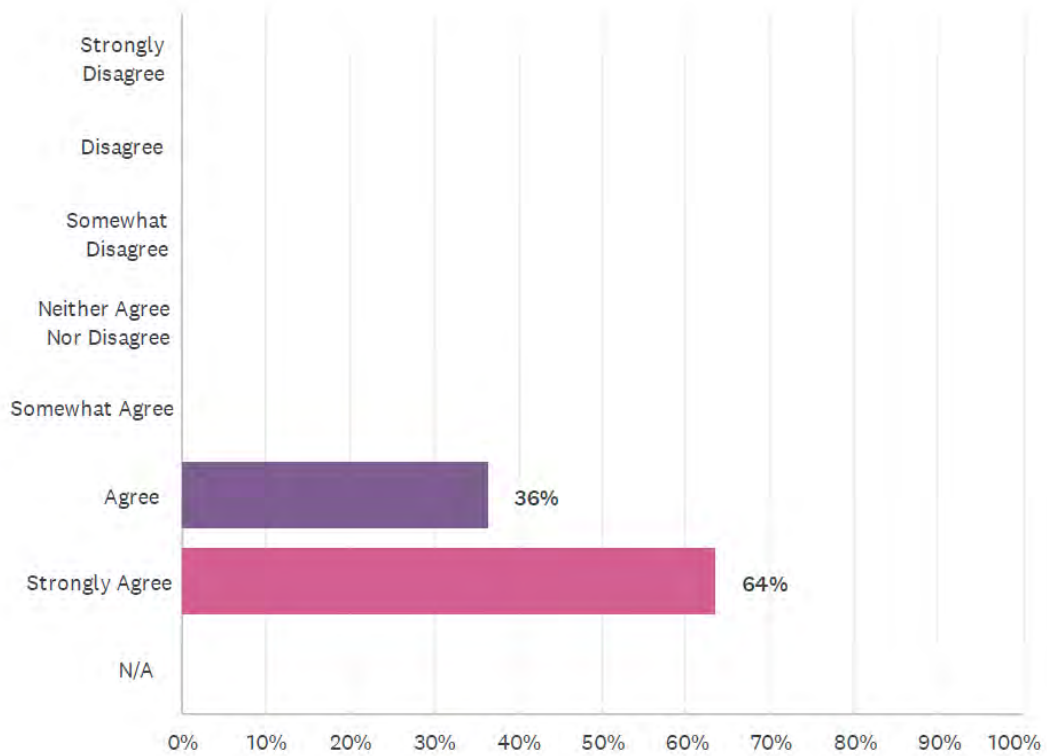
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ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	0%	0
Somewhat Agree	27%	3
Agree	36%	4
Strongly Agree	36%	4
N/A	0%	0
TOTAL		11

Q5 I receive advance meeting materials that are relevant to the proposed agenda.

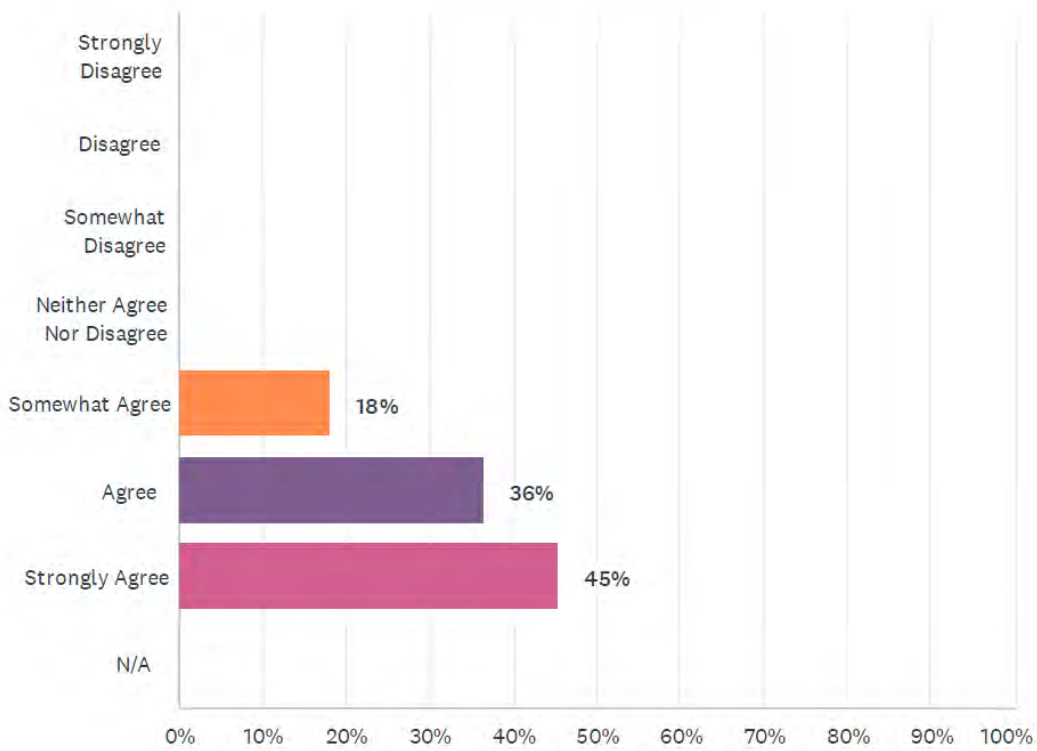
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ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	0%	0
Somewhat Agree	0%	0
Agree	36%	4
Strongly Agree	64%	7
N/A	0%	0
TOTAL		11

Q6 I am suitably prepared for board meetings (e.g. read materials in advance, follow up on assignments).

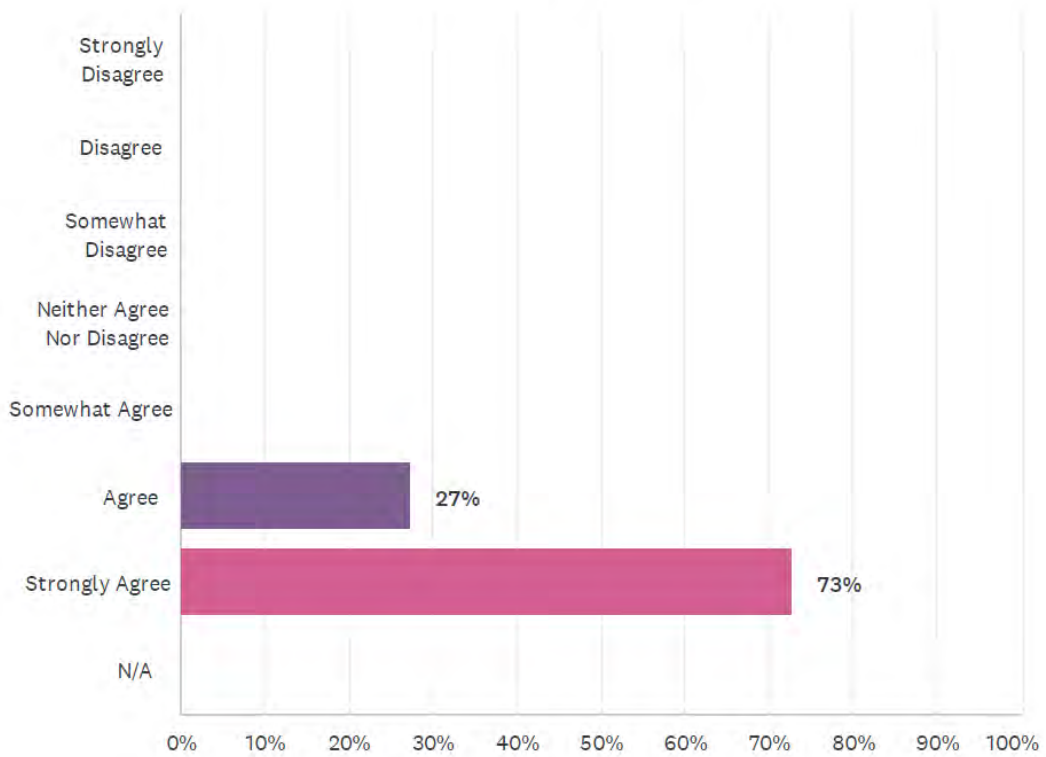
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ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	0%	0
Somewhat Agree	18%	2
Agree	36%	4
Strongly Agree	45%	5
N/A	0%	0
TOTAL		11

Q7 I experience effective meeting practices (e.g. clear agenda, good facilitation, suitable timing).

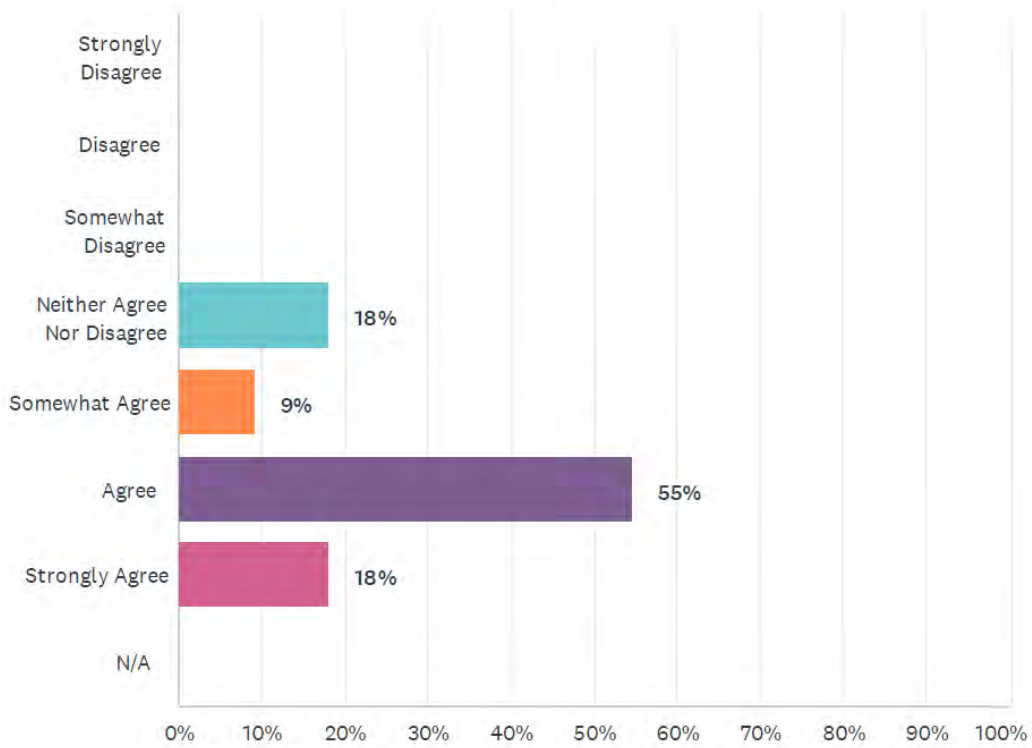
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ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	0%	0
Somewhat Agree	0%	0
Agree	27%	3
Strongly Agree	73%	8
N/A	0%	0
TOTAL		11

Q8 I have been effective as a board member.

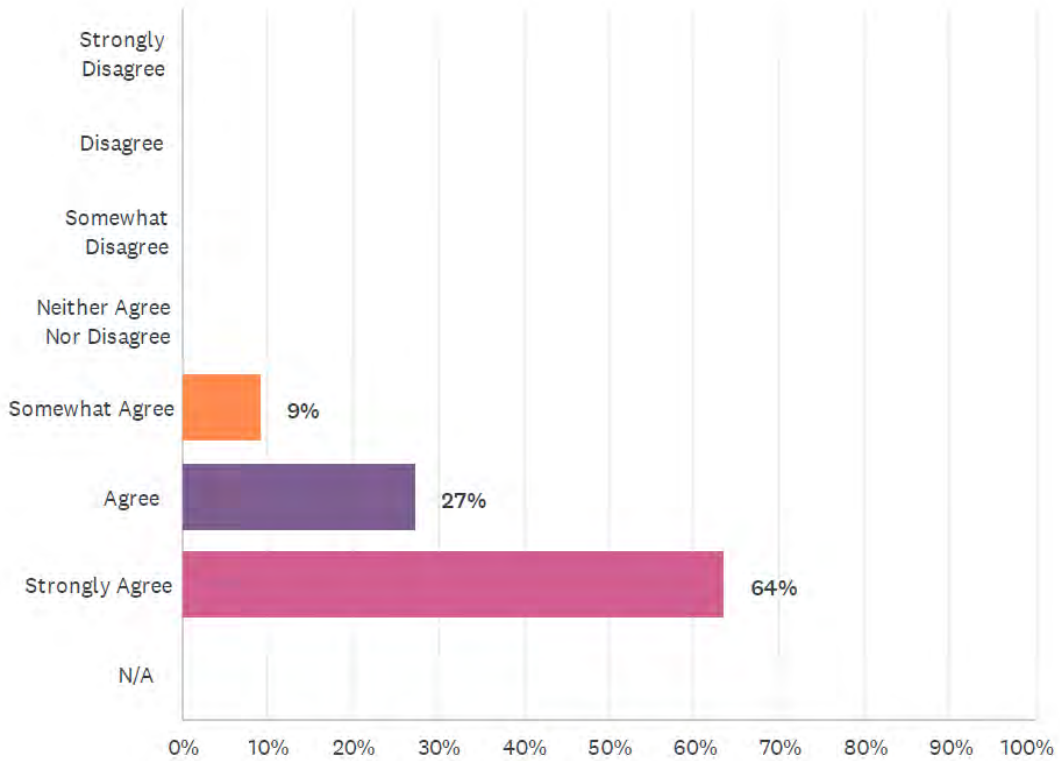
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	18%	2
Somewhat Agree	9%	1
Agree	55%	6
Strongly Agree	18%	2
N/A	0%	0
TOTAL		11

Q9 I stand behind board decisions even if they are not my primary choice.

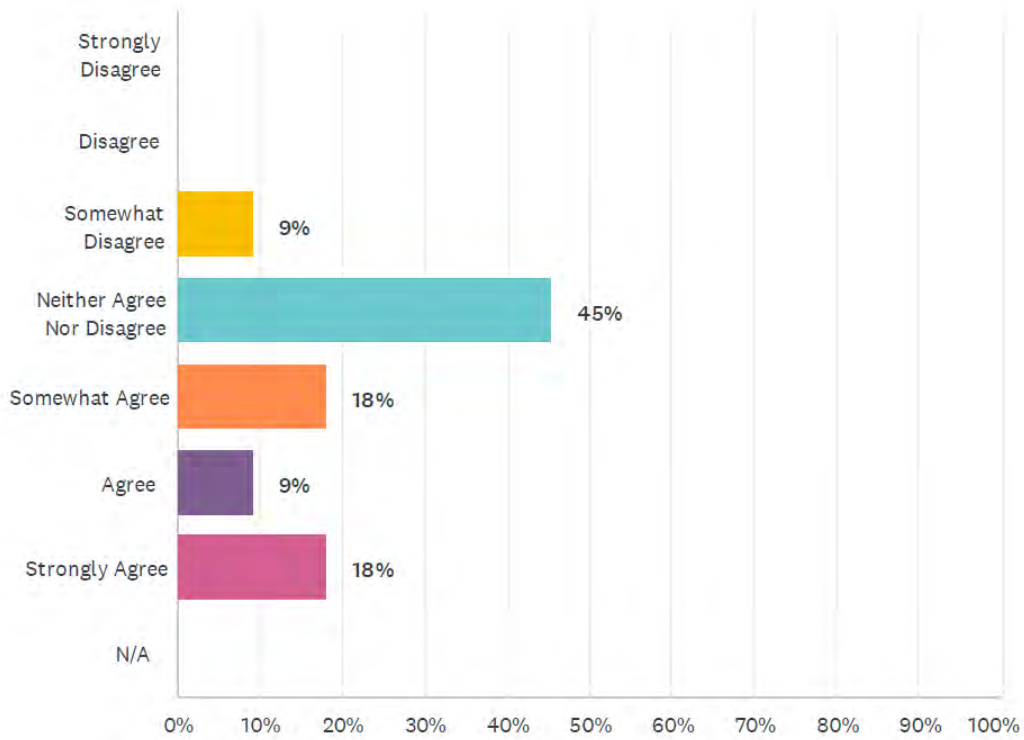
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	0%	0
Neither Agree Nor Disagree	0%	0
Somewhat Agree	9%	1
Agree	27%	3
Strongly Agree	64%	7
N/A	0%	0
TOTAL		11

Q10 I seek feedback regarding my personal performance as a board member.

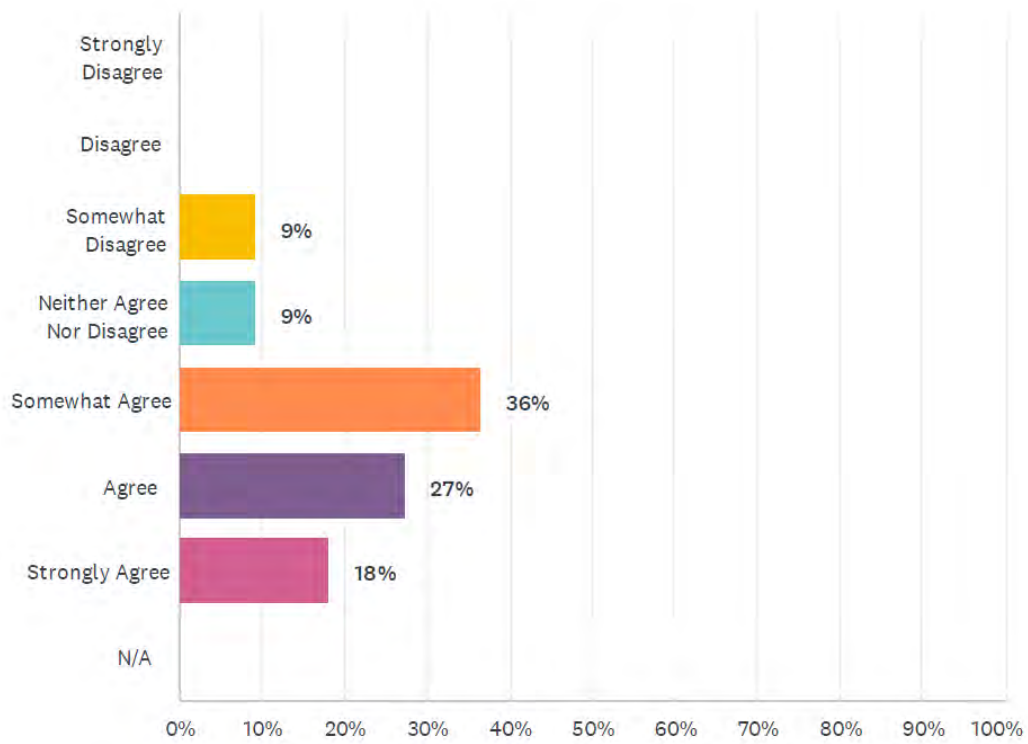
Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	9%	1
Neither Agree Nor Disagree	45%	5
Somewhat Agree	18%	2
Agree	9%	1
Strongly Agree	18%	2
N/A	0%	0
TOTAL		11

Q11 I reach out to the community to build awareness and support for the college.

Answered: 11 Skipped: 0



ANSWER CHOICES	RESPONSES	
Strongly Disagree	0%	0
Disagree	0%	0
Somewhat Disagree	9%	1
Neither Agree Nor Disagree	9%	1
Somewhat Agree	36%	4
Agree	27%	3
Strongly Agree	18%	2
N/A	0%	0
TOTAL		11

Additional Comments - Themes

Q12 What's working well in terms of the NIC Board?

- strong and unified decision-making process always keeping students and the community in its priority.
- effective interaction between the board and the president.
- Hybrid options for all meetings.
- organization is well done.
- decisions are value based and ethical.
- The committees do a lot of heavy lifting which makes the board meetings run smoothly.
- Most board members are knowledgeable and enthusiastic when it comes to board business.

Q13 What could be improved in terms of the NIC Board?

- better participation in board meetings.
- Looking forward to an in-person orientation that will be both informative and an opportunity to develop relationships and have more discussion about roles and responsibilities.
- Team building amongst board members to build trust, respect and create an atmosphere where people feel confident to speak up candidly or ask questions.
- Now that covid restrictions are gone or less we need more outside meetings with other colleges.
- An understanding by Board members that they are to act in the best interests of the College as a whole and not one segment of the College community.
- Onboarding but this looks like it will work better now that the retreats should be a go moving forward.

Q14 In my view, the NIC Board's most significant achievement in the past year was:

- Hiring the new president and supporting her in her first year through reorganization of leadership roles and continued adaptations as a result of COVID.
- Approving the strategic plan and reviewing it regularly for accountability.
- Approving the student housing project.
- Seeing through and supporting the administrative restructuring at the college.
- Approving the financial statements that did not have a deficit. Although, that was the work of the finance team at NIC.

Q15 What one change would make a significant difference to the NIC Board's effectiveness?

- I think more in-person contact and meetings will help us all become better participants.
- There is too much information in the board package in advance of the meeting.
- In-depth onboarding/orientation.
- As mentioned above more intercourse with the larger outside college base. This could help us with the bigger picture.
- Adherence by all members to strict confidentiality. Acceptance and understanding by all Board members of the role of the Board as an oversight Board.
- Knowing and acknowledging everyone has different opinions.

Q16 To assist me in my role as governor, I wish I knew more information about:

- More time spent discussing and understanding the implementation of the strategic plan by close item by item discussion and explanation of the dashboard.
- I'm not really clear on my role on the Governance Committee other than just showing up.
- how NIC funding compares to other similar institutions.
- Trends in education, competitive information, economic information on our region to identify future opportunities, demographics of our students.
- Provincial and Federal pieces that influence the Board.
- Functions of the College that Board members are encouraged to attend and participate in.
- The interactions of BOG/College with government representatives i.e. Ministry of Advanced Education.

Q17 Any other comments about the NIC Board not covered by this set of questions?

- Lisa Domae had given us through the strategic plan and dashboard the tools we need to fulfill our responsibilities.
 - The dysfunction of the Board will not be improved without buy in by all members of confidentiality and the limits of an oversight Board.
-

Appendix A: Historical Ranking Summary

Sorted by 2022 Question Order

2022 Survey Questions ¹	Averages ²			
	2022	2021	2020	2019
Q1 I received a comprehensive orientation on appointment to the board.	4.3	4.0	5.2	5.3
Q2 I understand and follow the College and Institute Act, board bylaws and policies.	5.7	5.9	n/a	n/a
Q3 I clearly understand my roles and responsibilities.	6.4	4.9	4.8	5.2
Q4 I actively participate in ongoing board development activities.	6.1	5.8	5.7	5.8
Q5 I receive advance meeting materials that are relevant to the proposed agenda.	6.6	5.9	5.8	6.1
Q6 I am suitably prepared for board meetings (e.g. read materials in advance, follow up on assignments).	6.3	6.1	5.9	5.9
Q7 I experience effective meeting practices (e.g. clear agenda, good facilitation, suitable timing).	6.7	6.4	6.4	6.2
Q8 I have been effective as a board member.	5.7	n/a	n/a	n/a
Q9 I stand behind board decisions even if they are not my primary choice.	6.5	5.4	5.6	6.0
Q10 I seek feedback regarding my personal performance as a board member.	4.8	3.7	3.6	4.6
Q11 I reach out to the community to build awareness and support for the college. ³	5.4	4.8	5.3	5.7

Sorted by 2022 Highest to Lowest Rankings

2022 Survey Questions ¹	Averages ²			
	2022	2021	2020	2019
Q7 I experience effective meeting practices (e.g. clear agenda, good facilitation, suitable timing).	6.7	6.4	6.4	6.2
Q5 I receive advance meeting materials that are relevant to the proposed agenda.	6.6	5.9	5.8	6.1
Q9 I stand behind board decisions even if they are not my primary choice.	6.5	5.4	5.6	6.0
Q3 I clearly understand my roles and responsibilities.	6.4	4.9	4.8	5.2
Q6 I am suitably prepared for board meetings (e.g. read materials in advance, follow up on assignments).	6.3	6.1	5.9	5.9
Q4 I actively participate in ongoing board development activities.	6.1	5.8	5.7	5.8
Q8 I have been effective as a board member.	5.7	n/a	n/a	n/a
Q2 I understand and follow the College and Institute Act, board bylaws and policies.	5.7	5.9	n/a	n/a
Q11 I reach out to the community to build awareness and support for the college. ³	5.4	4.8	5.3	5.7
Q10 I seek feedback regarding my personal performance as a board member.	4.8	3.7	3.6	4.6
Q1 I received a comprehensive orientation on appointment to the board.	4.3	4.0	5.2	5.3

Notes:

¹Questions were modified in 2022 from 'Our Board' or 'Our Board Members' to 'I' as members can only speak to their own experiences.

²Averages are based on a scale of 1 - 7 where 1 = Strongly Disagree and 7 = Strongly Agree.

³Wording slightly modified from previous years.

Appendix B: Survey Overview and Instructions



2022 Board of Governors Evaluation Process

Board Member Leadership Responsibilities

This survey is designed to assess overall board member effectiveness and asks members to rate the board across a range of attributes that have been identified as critical to effective performance. Results will be provided to the board with insights regarding its strengths and areas for development.

In order to provide the broadest possible perspective, feedback is expected from every board member. Please complete this survey by **July 15th, 2022**. It will require about 30 minutes to complete.

We are committed to keeping all individual replies in the strictest confidence. Your numerical responses are anonymous and will be averaged with responses from other board members. Any comments you make will be included in the summary report, but you will not be identified as the source of those comments.

PART I - SURVEY

Please indicate the extent to which you agree with each statement, from strongly disagree to strongly agree. If you feel you don't have enough information, that the statement is not applicable and/or you are unsure of your response, you can respond with a "N/A", indicating "Not applicable".

Next

Appendix C: Survey Questions



1. PROCESSES (*enhancing board operations*)

As a Board Member:

1. I received a comprehensive orientation on appointment to the board.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

2. I understand and follow the College and Institute Act, board bylaws and policies.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

3. I clearly understand my roles and responsibilities.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

4. I actively participate in ongoing board development activities.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

5. I receive advance meeting materials that are relevant to the proposed agenda.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

6. I am suitably prepared for board meetings (e.g. read materials in advance, follow up on assignments).

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

7. I experience effective meeting practices (e.g. clear agenda, good facilitation, suitable timing).

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

8. I have been effective as a board member.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

2. PROFICIENCY (*ensuring personal effectiveness*)

As a Board Member:

9. I stand behind board decisions even if they are not my primary choice.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

10. I seek feedback regarding my personal performance as a board member.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

11. I reach out to the community to build awareness and support for the college.

- | | |
|--|--------------------------------------|
| <input type="radio"/> Strongly Disagree | <input type="radio"/> Somewhat Agree |
| <input type="radio"/> Disagree | <input type="radio"/> Agree |
| <input type="radio"/> Somewhat Disagree | <input type="radio"/> Strongly Agree |
| <input type="radio"/> Neither Agree Nor Disagree | <input type="radio"/> N/A |

PART II - ADDITIONAL COMMENTS

12. What's working well in terms of the NIC Board?

13. What could be improved in terms of the NIC Board?

14. In my view, the NIC Board's most significant achievement in the past year was:

15. What one change would make a significant difference to the NIC Board's effectiveness?

16. To assist me in my role as governor, I wish I knew more information about:

17. Any other comments about the NIC Board not covered by this set of questions?

Board of Governors Annual Retreat

November 3 and 4, 2022

Mixalakwa (Port Hardy) Campus

Purpose/Objectives

The overall purposes of the 2022 Annual Retreat is for both new and current Board Members to get (re)acquainted with their roles and responsibilities as members of a governing board, build on last year's identified strengths and weaknesses based on the 2022 Board Evaluation and engage in-person as a team following a year and a half of virtual meetings.

The retreat to be held in the Mixalakwa region will also introduce the Board to programs that the College implements on the North Island.

Facilitator:

[Natasha Himer, WATSON Inc.](#)

Schedule

THURSDAY, NOVEMBER 3		
Time	Activity	Venue/Presenters/Facilitators
	Carpooling to be arranged prior to departure from various regions	c/o Rachel Reid
11:00 am	Arrival at Mixalakwila Campus	
11:15 – 11:20 am	Acknowledgement of First Nations Traditional Territory <ul style="list-style-type: none"> - Introductions - Review of the Itinerary/Agenda 	Sara Child, Indigenous Education Facilitator All
11:320 -12:30	Introduction to North Island region (regional plan)	Tony Bellavia, VP Academic; Donna Merry, Mixalakwila Campus Administrator
12:30 – 2:00 pm	Community Lunch @ Kwa'lilas Hotel	All & guests
2:00 – 4:00 pm	Field Trip: Awi'nakola program Awi'nakola ('we are one with the land and sea') combines in-class instruction with land-based cultural learning. Through the program, instructors draw on Kwak'wala and Kwakwaka'wakw ways of knowing and being to inform academic learning. Land-based activities will vary and include seasonal cultural activities, cedar weaving, traditional foods and medicine gathering, and visits to local communities.	All with Kelly Shopland, Executive Director Indigenous Education, Sara Child and Ema Sheena, faculty and students
4:00 – 5:00 pm	BREAK/CHECK-IN	
5:00 – 6:00 pm	<i>BUILD 2026</i> Study Session (Understanding the strategic plan, goals and the Dashboard)	All
6:00 – 9:00 pm	Team Building/Social/Dinner NIC Craft Brewing Program Intro & Catering	At campus; Bob Haugen, Director, Continuing Education & Training and Adam Chatburn, Instructor, Craft Brewing Program

FRIDAY, NOVEMBER 4

Time	Activity	Venue/Presenters/Facilitators
7:45 – 8:30 am	Breakfast	@ hotel (pre-order)
8:30 – 10:00 am	Governance 101 (throughout): <ul style="list-style-type: none">– Introduce working definition of governance and WATSON approach to governance– Highlight elements of high functioning boards– Review key features of post-secondary governance context (e.g., public sector context, academic governance principles, legal framework (reference to College and Institute Act))– Review roles and responsibilities of key governance participants (e.g., discussion of key stewardship areas for the Board; committees, chair and committee chairs)– Review fundamental duties of board members (i.e., fiduciary duty, duty of care and related principles - speaking with one voice, confidentiality, conflicts of interest, reasonable reliance)– Explore practices to elevate board discussions and support a strategic perspective– Explore the impact of positive board dynamics and culture (e.g., practices to support open, inclusive dialogue, trust and candour)	Natasha Himer, WATSON Inc.
10:00 – 10:15 am	BREAK	
10:15 – 12 noon	Governance 101	Natasha Himer, WATSON Inc.
12:00 – 1:30 pm	Lunch	
1:30 – 2:30 pm	Governance 101	Natasha Himer, WATSON Inc.

2:30 – 3:00 pm	Wrap-up/depart	

DRAFT

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
October 6, 2022

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

AGENDA ITEM: **Regular Meeting**
4.2.1 Fiscal 21/22 Financial Information Act report
(attachment)

Background:

All “public bodies”, which includes the public post-secondary sector, must prepare statements of information in accordance with the Financial Information Act. The format of the report is prescribed in the Act. The key reports that are disclosed in the Statement of Financial Information (SOFI) are:

- A report showing remuneration to each employee earning more than \$75,000;
- A report showing the total amount paid to suppliers of goods and services that exceeded \$25,000 in the fiscal year;
- A schedule that shows the organizations that were provided a guarantee and/or indemnity from NIC, generally under a contractual relationship; and
- NIC’s audited financial statements that were approved by the Board in June.

A copy of the reports identified above is included in the Board package.

Action:

For approval.

Suggested Resolution:

THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES THE INFORMATION PREPARED BY THE COLLEGE FOR THE YEAR ENDED MARCH 31, 2022 AS REQUIRED UNDER THE FINANCIAL INFORMATION ACT.

NORTH ISLAND COLLEGE

STATEMENT OF FINANCIAL INFORMATION

FOR THE YEAR ENDED MARCH 31, 2022

Financial Information Regulation (FIR) Schedule 1

**NORTH ISLAND COLLEGE
MANAGEMENT REPORT
FIR SCHEDULE 1, SECTION 9 (3)
FOR THE YEAR ENDED MARCH 31, 2022**

The Financial Statements contained in this Statement of Financial Information under the *Financial Information Act* have been prepared by management in accordance with generally accepted accounting principles and the integrity and objectivity of these statements are management's responsibility. Management is also responsible for all the statements and schedules, and for ensuring that this information is consistent, where appropriate, with the information contained in the financial statements.

Management is also responsible for implementing and maintaining a system of internal controls to provide reasonable assurance that reliable financial information is produced.

The Board of Governors is responsible for ensuring that management fulfills its responsibilities for financial reporting and internal control and exercises this responsibility. The Board meets with management and the external auditors once a year or as needed.

The external auditors, KPMG, conduct an independent examination, in accordance with generally accepted auditing standards, and express their opinion on the financial statements. Their examination does not relate to the other schedules and statements required by the Financial Information Act. Their examination includes a review and evaluation of North Island College's system of internal control and appropriate tests and procedures to provide reasonable assurance that the financial statements are presented fairly. The external auditors have full and free access to the Board of Governors.

On behalf of North Island College:

Colin Fowler
Vice President, Finance & College Services

Eric Mosley
Chair, Board of Governors

Date

Date

**NORTH ISLAND COLLEGE
MANAGEMENT REPORT
FIR SCHEDULE 1, SECTION 9 (1)
FOR THE YEAR ENDED MARCH 31, 2022**

The undersigned represents the Board of Governors of North Island College and approves all statements and schedules included in this Statement of Financial Information, produced under the Financial Information Act.

On behalf of North Island College:

Eric Mosley
Chair, Board of Governors

Date

**NORTH ISLAND COLLEGE
SCHEDULE OF DEBTS
FIR SCHEDULE 1, SECTION 4
FOR THE YEAR ENDED MARCH 31, 2022**

The outstanding amount of debt secured by debt instruments is NIL.

**NORTH ISLAND COLLEGE
SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS
FIR SCHEDULE 1, SECTION 5
FOR THE YEAR ENDED MARCH 31, 2022**

North Island College has given the following indemnities under the Guarantees and Indemnities Regulation:

	Issue Date	Indemnity Number	Indemnitee	Description
1.	09/13/2017	20187771	Al Davidson Ltd.	1636 Peninsula Road lease
2.	07/25/2007	080263	BC Health Authorities	Work Experience / Practicum Placements
3.	05/13/21	202212980	ChildCare BC	Children & Families Funding Agreement
4.	12/14/2021	202112423	Cybersecurity Collaboration Agreement	University College & Institute Protection Program Canarie
5.	05/20/2019	202010370	Educational Institution Affiliation Agreement	collaboration practicum placement sites at non - HCPP sites
6.	08/17/2011	120618	Follett Higher Education Group	Online Access to Text Rental Website
7.	02/01/2017	20187173	Frosst Financial Corp.	Lease of space at Thunderbird Mall for Port Hardy Campus.
8.	04/27/21	202212939	Great West ATM Ltd	License to Occupy ATM.
9.	11/20/2020	202112333	Kryterion Testing Solutions	Proctored Internet-based tests through Webassessor.
10.	08/21/2018	20199423	Mitacs Inc.	Internships/Fellowships at Mt. Waddington
11.	11/20/2020	202112519	National Advanced Placement & Prior Learning Program (N-APPL)	providing and delivering academic services
12.	03/31/2010	101444	Nebraska Book Company	WinPrism Software (Bookstore Retail)

**NORTH ISLAND COLLEGE
SCHEDULE OF GUARANTEE AND INDEMNITY AGREEMENTS
FIR SCHEDULE 1, SECTION 5
FOR THE YEAR ENDED MARCH 31, 2022**

13.	01/26/2010	101143	PeopleAdmin Inc.	Employment Application Software
14.	06/18/2009	100349	Performance Objects Inc.	Master subscription agreement for Software
15.	06/08/2021	202213087	Ryerson University	License to use ThriveRU Work books
16.	03/22/2022	202214199	SD 71 & City of Courtenay	License to use facilities
17.	10/15/2019	202010766	Seniors Village 3 LLP- Pacific Reach Seniors	Practicum Placement.
18.	09/30/2014	20152749	Shell Energy North America	Sale and purchase of Natural Gas.
19.	03/24/21	202112810	SirsiDynix	Library Catalog
20.	07/29/21	202213303	West Coast Seniors Housing: Stanford Seniors Village	Practicum Placement.
21.	07/28/21	202213304	West Coast Seniors Housing: Courtenay Seniors Village	Practicum Placement.
22.	03/18/2022	202214194	WUSC	Volunteer cooperation program.

**NORTH ISLAND COLLEGE
SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES
FIR SCHEDULE 1, SECTION 6
FOR THE YEAR ENDED MARCH 31, 2022**

A. Board of Governors

Name	Position	Remuneration	Expenses
Atherton, Jane	Board Member	1,500	-
Babu, Benson Daniel	Board Member	500	250
Chakraborty, Priyanka	Board Member/Student Empl.	1,873	100
Everson, Robert	Board Member	1,500	-
Frank, Sharlene	Board Member	1,500	-
McCubbin, Andrew	Board Member	1,500	23
Minaker, Barry	Board Member	1,500	-
Mosley, Eric	Board Chair	1,875	1,491
Murphy, Jane	Board Member	500	319
Puetz, Valery	Board Member	1,500	46
Scarlatti, Christopher	Board Member	1,500	3,380
Trasolini, Patricia	Board Member	1,500	46
		16,748	5,655

B. Other Employees > \$75,000

Name		Remuneration	Expenses
Ackland, Shirley	Fac, Appld Bus Tech, NICFA Pres	99,507	-
Allison, Melanie	Dir, College Govern & Strat	102,803	-
Almond, Janis	Fac, Accessible Learning	99,266	1,094
Awai, Katriona	Manager, Financial Services	102,117	900
Baird, Niki	Fac, Accessible Learning	99,507	980
Balfry, Patrick	Inst, Automotive, Trades	83,316	153
Banton-Smith, Samantha	Inst, Counsellor, Human Services	84,085	-
Barth, Jennifer	Mgr Ops, Int Ed	80,392	265
Batch, Cory	Inst, Electronics	103,314	1,314
Batho, Catherine	Inst, Early Childhood Education	99,507	-
Bauby, Xavier	Inst, Professional Cook	99,507	648
Beaupre, Byron	Inst, Heavy Duty Mech	88,096	1,364
Bellavia, Antonio	Vice President, Academic	162,798	-
Bellham, Darin	Assoc Regist, Enr Serv & Adm	86,391	3,912
Bennis, Othman	Inst, Business Admin	105,198	45
Best, Bradley	Inst, Digital Dsgn & Devl	80,175	-
Black, Alisha	Inst, Nursing	80,991	-
Black, Casey	CIO & ED, Ed Tech & Data Mg	135,636	46
Blacquiere, Ashley	Inst, Digital Design & Development	96,722	5,494

**NORTH ISLAND COLLEGE
SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES
FIR SCHEDULE 1, SECTION 6
FOR THE YEAR ENDED MARCH 31, 2022**

B. Other Employees > \$75,000 (continued)

Name		Remuneration	Expenses
Blaiklock, Felicity	Dir, Student Affairs & PA Admin	116,934	7,825
Brady, Aisling	Inst, Math/Sciences	103,314	-
Budisa-Bonneau, Anita	Coord, Work Integrated Ed	99,507	-
Burton, Pamela	Inst, Nursing	99,507	238
Caraballo Acosta, Pedro	Inst, Tourism	99,507	-
Carrel, Alix	Inst, Human/Social Sciences	99,507	-
Charette, Nick	Inst, Plumbing/Heating	99,507	151
Chase, George	Mgr, IT Infrastructure	93,482	456
Child, Sara	Inst, Indigenous Education	88,115	1,559
Chow, Yiling	Inst, Human/Social Sciences	99,507	396
Connell, Katrina	Inst, Early Child Care Ed	84,041	73
Crewe, Ken	Assoc VP, People, Eq & Incl	141,293	-
Cruickshank, Neil	Dean, Arts/Sciences/Tech	133,740	1,500
Dack, Richard	Inst, Nursing	99,530	-
Davis, Ronald	Inst, Bus Admin	98,903	-
Deagle, Heidi	Inst, Nursing	99,507	-
Deveaux, Natalie	Coord, Assessment Services	85,096	660
Diemer, Jason	Inst, Math/Sciences	99,507	-
DiGiuseppe, Brent	Inst, Electrical	80,643	-
Domae, Lisa	President	233,617	5,643
Elgersma, Fetze	Mgr, IT - Application Srvcs	97,204	278
Erickson, Murray	Inst, Bus Admin	99,507	850
Erin, Kate	Inst, Bus Admin	93,136	-
Evans, Jennifer	Coll Refrn & Instr Librarian	75,816	-
Faust, Sandra	Inst, Adult Basic Ed	99,507	-
Fleck, Susan	Director, Finance	110,095	1,752
Fowler, Colin	VP, Finance & College Serv	157,120	2,603
Fraser, Joanna	Inst, Nursing	97,616	7,827
Gaetz, Roslyn	Fac, Access Learn Serv	99,507	-
Gallant, Lynette	Coord, Library Services	99,507	182
Gardiner-Hyndes, Richelle	Inst, Human/Social Sciences	99,507	-
George, Darren	Inst, Math/Sciences	99,507	-
Gereluk, Theresa	Inst, Early Child Care Ed	99,275	-
Gingras, Jeannette	Inst, Office Admin	99,275	-
Girard, Elizabeth	Inst, Acc Learning	89,519	-
Goodliffe, Rachel	Inst, Practical Nursing	99,507	-
Gray, Danean	Mgr, Hum Res & Empl Servs	99,502	108
Gus, Wilma	Inst, Adult Basic Ed	99,507	5,058

**NORTH ISLAND COLLEGE
SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES
FIR SCHEDULE 1, SECTION 6
FOR THE YEAR ENDED MARCH 31, 2022**

B. Other Employees > \$75,000 (continued)

Name		Remuneration	Expenses
Haggith, Kathleen	Dean, Health & Human Services	133,740	324
Hardin, Erik	Inst, Carpentry Apprentice	99,507	1,150
Harris, Wendy	Learning Specialist, CVC	99,507	621
Harrison, Donna	Inst, Math/Sciences	78,353	-
Haugen, Robert	Mgr, Contract & Training Services	104,211	-
Hearnden, Margaret	Global Learning Facilitator	75,347	1,585
Hecht, Ben	Inst, Health Care Assist	75,004	-
Herringer, Mark	Exec Dir, Int'l Education	135,774	954
Hinman-Smith, Daniel	Inst, Human/Social Sciences	99,507	-
Howie, Heather	Assoc Reg, Stu Rcrds & Sys	82,122	146
Johns, David	Inst, Electrical	99,507	1,675
Johnsen, Kelly	Inst, Human Services	106,479	2,576
Johnston, Laura	Inst, English	81,601	1,800
Jones, Michele	Inst, Math/Sciences	85,312	-
Jones, Miriam	Mgr, Stud Servs & Projs	79,118	-
Knaack, Liesel	Dir, Cen T & L Innovation	117,474	291
Kuhnert, Kathleen	VP, Student & Comm Engagem	159,293	512
Laird, Robert	Inst, Carpentry Apprentice	99,507	-
Lawrence, Jeffrey	Inst, Human/Social Sciences	99,507	-
Leclair, Junko	Mgr, Int Enrol & Recruit	88,785	1,846
Lightfoot, Dennis	Inst, Math/Sciences	99,507	4,362
Lowey Mackenzie, Kerri	Inst, Human Services	99,507	-
Lu, Frank	Inst, Bus Admin	99,507	-
Madarasz, Christian	Inst, Office Admin	99,507	1,370
Marriott, Judith	Inst, Bus Admin	103,945	-
Mason, Karen	Inst, Nursing, Counsellor	107,730	7,728
Mayboudi, Ali	Assoc Dean, AST & BAS	114,673	1,050
McCaffrey, Noreen	Inst, Adult Basic Ed, Assessment	99,507	729
McConomy, Erin	Inst, English	101,190	-
McIntosh, Stephen	Inst, Joinery/Cabinet	99,507	-
McKay, Elizabeth	Inst, Nursing	99,507	-
McPherson, Barbara	Inst, Practical Nursing	99,507	-
Meiers, Janice	Inst, Nursing	102,509	-
Merry, Donna	Reg Mgr, Mixalakwila Campus	100,658	6,573
Milligan, Sandra	Inst, Math/Sciences	99,507	-
Moreau, Jocelyn	Inst, Health Care Assistant	88,715	515
Morrison, William	Inst, Math/Sciences	99,507	-
Moseley, Ann-Marie	Inst, Bus Admin	80,956	-

**NORTH ISLAND COLLEGE
SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES
FIR SCHEDULE 1, SECTION 6
FOR THE YEAR ENDED MARCH 31, 2022**

B. Other Employees > \$75,000 (continued)

Name		Remuneration	Expenses
Naugler, Diane	Dir, Futr Stu & Comm Engmt	129,252	1,667
Neumerschitsky, Serena	Continuing Ed Instructor	88,218	299
Newton, Sean	Inst, English	101,045	-
Oberik, Lynne	Inst, Nursing	99,507	-
O'Connell, Cheryl	Dean, Trades & Technical	133,740	8,061
O'Doherty, John	Mgr, IT Service Delivery	94,502	-
O'Donnell, Kathleen	Inst, Acc Learning	99,507	-
Paquet-Combe, Marie-Françoise	Inst, Health Care Assistant	77,114	-
Parkinson, William	Inst, Bus Admin	106,430	-
Pasca, Romana	Mgr, IPP & GE	97,647	8,616
Patterson, Deena	HR Advisor, HRM & HRIS	88,520	979
Pelletier, Norma	Inst, Bus Admin	94,243	755
Perron, Linda	Inst, Fine Arts	99,507	432
Peterson, Ivan	Inst, Welding	89,070	-
Petr, Trevor	Inst, Electrical	129,771	-
Pinel, David	Inst, Tourism	99,507	496
Plautz, Karl	Inst, Welder Fabricator	123,719	9,000
Posner, Christopher	Inst, Automotive Mechanics	84,237	-
Rathbone, Kaitlyn	Inst, Practical Nursing	78,479	413
Rowes, Amy	Counsellor	99,507	1,473
Russell, Elizabeth	Inst, Fine Arts	94,193	4,433
Schiller, Suzanne	Fac, Learning Commons	99,507	299
Scholtz, Antonie	Inst, Human/Social Sciences	94,729	-
Shantz, Susan	Inst, Human Services	94,753	-
Shopland, Kelly	Exec Dir, Indig Ed	112,547	495
Skulmoski, Wes	Dir, Inst Research & Plan	99,164	-
Stuart, Leslie	Coord, Learning Centre, PN	82,098	-
Tabata, Naomi	Manager, CARTI	94,081	531
Teale, Toni	Inst, Practical Nursing	78,726	525
Trudel, Anthony	Inst, Adult Basic Ed & Assessment	99,507	-
Tulloch, Laurie	Inst, Early Child Care Ed	99,507	157
Udy, Christopher	Dir, Capital Projects	123,557	317
Vipond, Sara	Inst, Fine Arts	91,374	403
Wallace, Jason	Manager,Purch,Print,Retail Serv	82,855	17,872
Wang, Sherrie	Inst, Math/Sciences	99,507	301
Wedman, Donna	Inst, Health Care Assistant	94,613	1,810
Wheatley, Matthew	Inst, Health Care Assistant	99,507	-
Wiens, Christiana	Dir, Public Affairs & Comm	102,740	-

**NORTH ISLAND COLLEGE
SCHEDULE OF EMPLOYEE REMUNERATION AND EXPENSES
FIR SCHEDULE 1, SECTION 6
FOR THE YEAR ENDED MARCH 31, 2022**

B. Other Employees > \$75,000 (continued)

Name		Remuneration	Expenses
Willers, Michael	Inst, Math/Sciences	99,507	-
Wilson, Megan	Inst, Media/Graphic Design, Fine Ar	101,338	1,231
Wrye, Jennifer	Fac, T & L Fac Developer	99,465	-
Yells, Bryan	Mgr, Facilities Operations	97,499	4,640
Zhao, Chunxiao	Inst, Bus Admin	99,507	-
		13,907,610	154,386

C. Other Employees < \$75,000

Consolidated Remuneration / Expenses < \$75,000	15,358,062	370,499
TOTAL	29,282,420	530,540

**NORTH ISLAND COLLEGE
STATEMENT OF SEVERANCE AGREEMENTS
FIR SCHEDULE 1, SECTION 6(7)
FOR THE YEAR ENDED MARCH 31, 2022**

There were six new severance agreements made between North Island College and its non-unionized employees during the fiscal year of 2021-2022.

These agreements represents a total of 52 months of compensation*

*****"Compensation" means that the severance agreement was determined based on salary plus benefits.**

**NORTH ISLAND COLLEGE
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES
FIR SCHEDULE 1, SECTION 7
FOR THE YEAR ENDED MARCH 31, 2022**

A. Payments >\$25,000

Name	Payment
3E Excavating & Irrigation	32,574
Academica Group Inc	30,240
Aed4life	25,954
Aines and Tyler Electric Co Ltd	39,463
Al Davison Ltd	26,346
Alberni Valley Refrigeration	25,514
Andrew Sheret Ltd	38,612
Automotive Sales Co 2015 Ltd	27,330
Baiocco Ventures Ltd	56,396
BC Electronic Library Network	107,825
BC Hydro	266,049
BCNET	505,531
Bee-Clean Building Maintenance	734,625
Bella Coola Valley Learning	30,689
Blackboard Inc	46,413
Brewha Equipment Co	53,198
Camosun College	30,912
Canadian Standards Association	31,960
Canam Consultants Ltd	31,320
CDW Canada, Inc	36,520
Cengage Canada	55,923
Chemistry Consulting Group (2019) Inc	39,792
Chernoff Thompson Architects	73,453
City Electric Supply	49,942
City of Courtenay	96,764
City of Port Alberni	114,859
College Pension Plan	1,883,838
Commander Warehouse Equipment	27,705
Compugen Inc	100,486
COSTCO Wholesale	34,471
Dependable Lawn Care Ltd	76,303
Dgn Uniforms	38,980
Dialog BC Architecture	28,169
Dolan's Gas Fitting & Heating Ltd	70,127
E.B. Horsman & Son	56,282
Econo-U-Store-It Inc	78,743
Employer Health Tax	436,362
ESC Automation	405,372

**NORTH ISLAND COLLEGE
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES
FIR SCHEDULE 1, SECTION 7
FOR THE YEAR ENDED MARCH 31, 2022**

A. Payments >\$25,000 (continued)

Name	Payment
Explorance	32,287
Footprints Security Patrol Inc	119,004
Formline Architecture	25,357
Fortis BC - Natural Gas	73,395
Frosst Financial Corp	479,139
Genus Investments	62,707
Harbour West Consulting Inc	78,661
Harlan Fairbanks Co Ltd	26,960
Hitec Screen Printing	51,143
Holiday Inn Express	54,842
Homewood Health Inc	31,393
Horner Apg Canada Inc	25,390
Houle Electric	492,829
Iconix Waterworks	31,534
IDP Education Ltd	55,094
Illume Student Advisory Services Inc	36,648
IRL Supplies	30,609
Island Deaf & Hard of Hearing Centre	69,380
Island West Coast Developments Ltd	2,073,880
Izco Technology Solutions Ltd	64,795
Jim Versteeg Construction	25,226
Jones & Bartlett Learning, Llc	31,693
Kevin's Lawn Care	45,542
KPMG LLP	45,712
Laerdal Medical Canada	38,505
Lentelus Farms	65,735
Linde Canada Inc	114,944
Login Canada	96,266
Manulife Financial	1,884,247
McElhanney Consulting	38,340
McGraw-Hill Ryerson	57,574
McQueen Construction Ltd	637,313
Men in Kilts-Vancouver Island North	32,806
Messer Canada Inc	28,774
Microserve	409,570
Ministry of Advanced Education	77,115
Moneris/Chase	155,800
MPS	25,057

**NORTH ISLAND COLLEGE
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES
FIR SCHEDULE 1, SECTION 7
FOR THE YEAR ENDED MARCH 31, 2022**

A. Payments >\$25,000 (continued)

Name	Payment
Municipal Pension Plan	805,095
Nelson Education Ltd	31,724
Nicho Tan	29,812
NSERC	75,079
Oxford University Press	29,538
Pacific NW Shellfish Co Ltd	45,000
Pacific Seaweed Industry Association	73,500
Peak Landscaping	31,925
Pearson Education Canada	102,065
Port Alberni Shelter Society	57,925
Post Secondary Employers'	36,750
Providence Residential Community Care	91,140
Purolator Inc	40,273
Quadient Canada Ltd	28,833
Queens Printer	110,382
Receiver General of Canada	1,739,117
Ricoh Canada Inc	291,858
Rocky Point Engineering Ltd	34,262
Roper Greyall Llp	50,017
Russell Food Equipment Ltd	34,711
School District #72	190,034
Sea45 Compliance Consult & Creative	26,250
Shell Energy North America (Canada) Inc	78,877
Simlog	57,551
Singleton Urquhart Reynolds Vogel LLP	45,673
Spanmaster	102,132
Staples Business Advantage	266,014
Start Global Consulting	44,935
Sysco Victoria	106,763
TELUS Mobility	97,310
The Update Company	32,519
Tilleys Trucking Ltd	26,375
Tim's Infotech Management And Maintenance	25,987
Trane Canada Ulc	60,683
Travel Healthcare Insurance Solutions Inc	52,459
Trueline Fencing Ltd	28,560
Tsosie, Shawn	32,000
Tyco Integrated Fire And Security	74,018

**NORTH ISLAND COLLEGE
SCHEDULE OF PAYMENTS FOR GOODS OR SERVICES
FIR SCHEDULE 1, SECTION 7
FOR THE YEAR ENDED MARCH 31, 2022**

A. Payments >\$25,000 (continued)

Name	Payment
Urban Systems Ltd	28,432
Vancouver Island Enterprises	100,088
Vancouver Island North Film Commission	47,950
Vancouver Island University	49,860
Vancouver Island Varsteel	53,024
Windsor Plywood	46,854
Woodform Interiors	51,765
Worksafe BC	46,998

19,082,425

B. Consolidated Payments <\$25,000

3,709,092

C. Grants & Contributions

Consolidated Payments for Grants & Contributions > \$25,000	2,570,711
Consolidated Payments for Grants & Contributions < \$25,000	-

2,570,711

TOTAL **25,362,228**

**NORTH ISLAND COLLEGE
RECONCILIATION TO FINANCIAL STATEMENTS
FIR SCHEDULE 1, SECTION 6 & 7
FOR THE YEAR ENDED MARCH 31, 2022**

Items reported under FIR

Employee Remuneration - Schedule 1, Section (6)	29,282,420
Employee Expenses - Schedule 1, Section (6)	530,540
Supplier Payments - Schedule 1, Section (7)	25,362,228
	55,175,188

Per Financial Statements - Schedule of Expenses 55,590,858

Reconciling items

Capital Purchases	4,472,362
Amortization of Capital Assets	(3,862,186)
Accrual Timing, Tax and other Differences	(1,025,846)
GST Rebates and Recoveries	316,190
	55,175,188

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
October 6, 2022

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

AGENDA ITEM: Regular Meeting
4.2.2 5 year capital plan (attachments)

Background:

Each year, the Ministry of Advanced Education, Skills and Training requests a Five-Year Capital Plan submission from all public post-secondary institutions.

The timing of the Ministry’s request for this information each year requires the work to be done over the summer months when the Board doesn’t meet. It is our normal practice to submit the report in draft form to meet the Ministry’s timeline, but noting that it still needs to go to the Board for approval. A final version of the plan will be submitted after approval by the Board. The Ministry understands that their timelines necessitate this methodology.

Executive Summary:

NIC’s five-year capital plan includes a total of nine projects, broken into two main categories:

1. Routine Capital projects. This is the first time the Ministry has asked for a list of projects that are too significant in size and scope to be completed with our annual routine capital budget.
2. New priority projects or whole asset replacement and renewal projects.

The nine projects are summarized below, and the Board package also includes a

Routine Capital Projects

Roof Replacement – Port Alberni Campus

Estimated Cost: \$765,000

This project is to replace the roof on the Roger Street campus in Port Alberni. A recent assessment indicates that the roof is reaching end of life, and needs replacement. NIC will need to start on this work in 2023 and will use our current routine capital budget allotment if additional funds aren’t provided. However, this approach would impact NIC’s ability to complete other priority repair and maintenance projects, so we are requesting additional funding from the Pro

Replace Central Cooling System in Campbell River

Estimated Cost: \$800,000 – likely could be cost-shared with the School District.

The cooling system (Chiller) in Campbell River is reaching end of life and requires replacement. The system provides air conditioning when required for both the College and High School. The \$800,000 is the estimated full cost of the system, but its likely this cost will be shared with the school district based on square footage (approximately 60% College, 40% School District. Those details would be finalized if the Ministry approves the funding.

Roof Replacement – Campbell River Campus

Estimated Cost: \$3,700,000

This project is to replace all of the roofing at the Campbell River campus except for the new sections built during the campus consolidation project in 2018/19. Most of the roofs on the various wings of the campus are from the original build back in the late 90's.

A recent assessment indicates that the roof is reaching end of life, and needs replacement. NIC plans to start this work in 2023 should the project get approved by the Ministry. We are requesting this funding over a 5-year period in the capital plan, but this can be adjusted to reflect the Ministry's availability of funds. Replacement will be done in priority order based on the assessment report.

Science Lab Upgrade at Comox Valley Campus

Estimated Cost: \$1,900,000

NIC's Comox Valley campus science labs (Raven building, 2nd floor) requires renovations to address safety concerns and make more efficient use of the space. A renovation could also modernize the labs and increase the student class size to up to 24 students. Currently the labs can only accommodate 16 students at a time.

New Priority Projects

Comox Valley Academic Building (to replace Village Portables)

Estimated Cost: \$31M

Proposed Funding Sources: Provincial Grant \$29M, NIC \$2M

This project will replace 19 portables that are in increasingly poor condition with a new academic building. This project may also replace the leased space at the old St. Joe's hospital which is scheduled to be demolished in late 2024 or early 2025. The project goal is to develop an academic building to meet the growing demand for Health Science space as well as flexible academic space for programming.

Port Alberni New Trades Building

Estimated Cost: \$26M

Proposed Funding Sources: Provincial Grant \$25M, NIC \$1M

This project will replace the outdated leased space (located at Tebo Ave) with a new Trades building on the Roger Street campus. Co-locating the building at the existing campus will benefit NIC Trades students that take their training at the Tebo location by providing them with

easier access to student advisors and other services. It would also reduce NIC's operating costs while providing students with a modern training environment.

Campbell River Student Housing

Estimated Cost: \$70M

Proposed Funding Sources: Provincial Grant \$67M, NIC \$3M

This project will provide 20 family housing units and 150 single student beds at the Campbell River campus. The housing will be modeled after the Comox Valley Student Housing commons, creating a multi-generational, Indigenized living-learning neighbourhood. However, the anticipated construction dates fall outside the 5-year planning horizon and is included here as more of a placeholder. The cost of the project will be updated each year to reflect current construction costs.

Comox Valley Campus Perimeter Roadway

Estimated Cost: \$2M

This project will complete the roadway around the perimeter of the campus to promote accessibility to all areas of the campus. The current Comox Valley campus plan identifies this opportunity for a continuous street connection. With projected dates of 2027 this project will need further scoping and a needs assessment prior to moving forward.

Port Alberni Campus Student Housing

Estimated Cost: \$43.5M

Proposed Funding Source: Provincial Grant \$40M, NIC \$3.5M

This project will provide 10 family housing units and 100 single student beds at the Port Alberni campus. The housing will be modeled after the Comox Valley Student Housing commons, creating a multi-generational, Indigenized living-learning neighbourhood. However, the anticipated construction dates fall outside the 5-year planning horizon and is included here as more of a placeholder.

Action:

For approval

Suggested Resolution:

THAT THE NORTH ISLAND COLLEGE BOARD OF GOVERNORS APPROVES THE COLLEGE'S FIVE-YEAR CAPITAL PLAN (23/24 to 27/28) FOR FINAL SUBMISSION TO THE MINISTRY.

Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Port Alberni	1 of 9
Project Title		
Port Alberni Original Building Roofing Replacement		
Project Category		Program Type
Routine Capital		Other
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$765,000	\$765,000	\$
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>Project cost = \$765,000 with cashflow all in Fiscal 2023/24</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target) N/A	Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development N/A	
Mass Timber Eligibility	Community Benefits	
Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?) N/A	Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities) N/A	
<ul style="list-style-type: none"> Describe how the project aligns with government priorities investment in new training and employment opportunities Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc. <p>N/A</p>		
Project Schedule		
Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2023	May 2023	N/A

<p>This roofing replacement project is anticipated to start in 2023 and extend into 2026.</p>
<p>Project Scope & Objectives</p>
<p>Project Scope</p>
<p>The original building was built in 1994 and the roofing is at end of life. The roof has failed in several locations and has started to rot the structure underneath.</p>
<p>Project Objectives</p>
<p>Replacing the roofing to extend the building life.</p>
<p>Key Risks</p>
<p>Areas of the building will have to be reconstructed if this work is not completed urgently. Several areas of the roof are leaking and the sheathing/trusses underneath have started to rot.</p>
<p>Options Considered</p>
<p><i>Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).</i></p> <p>N/A</p>
<p>Current Situation</p>
<p><i>Describe the current situation including:</i></p> <ul style="list-style-type: none"> • <i>Number of FTEs and programs currently accommodated</i> • <i>Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset)</i> • <i>Impact if project not funded</i> <p>The building's current FCI score is 0.74 so a roof replacement will help lower the score and prolong the life of the building. If the project is not funded leaking will increase, there will be continued rotting to the unlaying structure creating structural damage, and mold.</p>

Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Campbell River	2 of 9
Project Title		
Replacement of Chiller for Building Air Conditioning.		
Project Category		Program Type
Routine Capital		Other
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$800 000.00	\$800 000.00	\$
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>Project cost= \$800,00 over one year</p>		
Strategic Alignment		
CleanBC Targets		DRIPA Response
Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target) N/A		Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development N/A
Mass Timber Eligibility		Community Benefits
Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?) N/A		Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities) N/A
<ul style="list-style-type: none"> Describe how the project aligns with government priorities investment in new training and employment opportunities Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc. <p>N/A</p>		
Project Schedule		
Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2023	May 2023	N/A

The Project can begin as soon as funding is available with the goal of installing the chiller before Summer 2023.
Project Scope & Objectives
Project Scope
The original building was built in 1996/1997 and the chiller is at the end of life. New cooling system to be installed and designed in Spring of 2023.
Project Objectives
Replace the chiller system.
Key Risks
If this work is not completed there is a very high risk the chiller system will fail, and parts cannot be obtained to repair. The main building would be left without any air conditioning/cooling for spring/summer of 2023.
Options Considered
Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry). N/A
Current Situation
Describe the current situation including: <ul style="list-style-type: none"> • Number of FTEs and programs currently accommodated • Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset) • Impact if project not funded <p>The building's FCI score is 0.70 so replacing the chiller will help improve the buildings overall score.</p>

Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Campbell River	3 of 9
Project Title		
Campbell River Original Building Roofing Replacement		
Project Category		Program Type
Routine Capital		Other
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$3,700,000	\$3,700,000	\$
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>Project cost = \$3,700,000 with cashflow over five years.</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
<p>Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target)</p> <p>N/A</p>	<p>Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development</p> <p>N/A</p>	
Mass Timber Eligibility	Community Benefits	
<p>Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?)</p> <p>N/A</p>	<p>Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities)</p> <p>N/A</p>	
<ul style="list-style-type: none"> Describe how the project aligns with government priorities investment in new training and employment opportunities Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc. <p>N/A</p>		
Project Schedule		
Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2023	May 2023	N/A

<p>This roofing replacement project is anticipated to start in 2023 and extend into 2028.</p>
<p>Project Scope & Objectives</p>
<p>Project Scope</p>
<p>The original building was built in 1996/1997 and the roofing is at end of life. The current plan has replacement roofing occurring split over the next five years to manage the cost.</p>
<p>Project Objectives</p>
<p>Replace the roofing to extend the building life.</p>
<p>Key Risks</p>
<p>If this work is not completed there is a high risk of water leaking into the building and causing internal damage. The risk of this project as it is extended over 5 years is the potential cost escalation of the work.</p>
<p>Options Considered</p>
<p><i>Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).</i></p> <p>N/A</p>
<p>Current Situation</p>
<p><i>Describe the current situation including:</i></p> <ul style="list-style-type: none"> • <i>Number of FTEs and programs currently accommodated</i> • <i>Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset)</i> • <i>Impact if project not funded</i> <p>The building's FCI score is 0.70 so a roof replacement will help lower the score and prolong the life of the building. If the project is not funded there is high risk of water leaking into the building and causing internal damage.</p>

Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Comox Valley	4 of 9
Project Title		
Comox Valley Raven Hall STEM Floor Renovations		
Project Category		Program Type
Routine Capital		Sciences & Technology
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$1,900,000.00	1,900,000	
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>NIC's Comox Valley Campus' Science, Math Engineering and Technology floor, located on the second floor of the Raven Hall Building, is requires renovations to address safety concerns and make more efficient use of space. As part of the renewal, NIC intends to modernize the labs and increase student class size from to 20-24 from 16.</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
<p>Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target)</p> <p>New infrastructure and equipment will be modernized and energy efficient.</p>	<p>Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development.</p> <p>N/A</p>	
Mass Timber Eligibility	Community Benefits	
<p>Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?)</p> <p>N/A</p>	<p>Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities)</p> <p>The space currently supports community program such as Project Watershed and Summer Camps. Improvements to the space will support the safety and functionality of these and potentially more community programs.</p>	

Describe how the project aligns with government priorities investment in new training and employment opportunities

- This project aligns with the Ministry’s key strategies to increase priority programming in public PSIs by increasing classroom spaces for ECE, technology, health, micro-credentials, and other flexible and responsive skill training programs (AEST Objective 2.1)
- There is also economic alignment by increasing learning spaces for increased FTEs and equipping British Columbia to be job-ready through education and training in high opportunity occupations. The project specifically supports BC’s Economic Plan to create more training opportunities in health care and life sciences sectors.

Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc.

- The project directly aligns with College’s commitment to increase the many ways students can access education and training at NIC (BUILD 2026 #4) by increasing the capacity of our teaching locations.
- The project supports with the College’s commitment to increase student well-being (BUILD 2026 outcome 3.1) by improving the learning spaces and fostering better access to services.
- The project also aligns with the College’s goal to retain student with proactive strategies (BUILD outcome 3.2) and makes important strides towards implementing optimum enrollment at each campus location, increasing FTES in access courses and initiatives, increasing courses, increasing BC high school student who transition to NIC within two year and increase students participating in post-secondary pathway agreements (Widening Our Doorways 2026, Measurables 2.2, 3.1-6)
- The project also aligns with NIC’s commitment to reduce greenhouse gases. (Widening Our Doorways #7 and BUILD 2026 #8)

Project Schedule

Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2024	May 2023	August 2023

Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.

PROJECT ACTIVITY	PROJECT SCHEDULE
Stakeholder Consultation and Project Design	complete
Final Design approval and Budget approval	Summer 2022
Ministry Communication notional Approval	April 2023
Contractor begins renovation	May 2023
Renovations complete	Mid August 2023
Occupancy	September 2023

Project Scope & Objectives

Project Scope

Clear succinct language describing the spaces included (labs, classrooms, office space), including:

- Total estimated area (m²)
- Breakdown of area (m²) that applies to renewal, replacement and or expansion
- Describe the program(s) and number of FTE(s) that will be supported, including the type of space required

Total estimated area for renewal and expansion

Chemistry Lab	85 m ²
Biology Lab	92 m ²
Biohazard room	23 m ²
Physics/Engineering Lab	81 m ²
Lab Prep area	13 m ²
Office/Storage space	25 m ²
Meeting Room	9 m ²

Multipurpose room (classroom, computer lab space)	57 m ²
	385 m²

Programs and overall usage that will be supported:

- Chemistry: 12 sections per year
- Biology: 18 sections per year
- Physics: 6 sections per year
- Health sciences/Pathobiology: 6 sections per year
- Digital Design and Development: 6 - 8 sections per year (with lab work)
- (Proposed) Pre-health Science program: This program would increase overall lab usage by 40%.

The years preceding the pandemic saw an average of **491 students** using the three science labs in the Raven Building (at the Comox Valley campus). Students from Digital Design + Development and Fine Arts also use one of the affected rooms.

The total contact hours were approximately **1, 473**. That is an average of **FOUR (4) 3-hour lab sections per day. Forty-four (44) discrete classes** were taught in those lab rooms.

The labs are in constant use throughout the week, and year. We normally run an upgrading course in Chemistry during the intersession period, and two 1st yr. Biology courses during the summer semester (for students in our BSc Nursing program). The Chemistry and Biology labs are utilised several Saturdays a month throughout the semester for Distance sections.

Moreover, at least one NSERC-funded project has utilised the lab space in recent years and one community partner (Comox Valley Project Watershed) have an agreement with the College to use the labs as well.

Project Objectives

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

Objective 1: Address safety concerns in the chemistry and biology labs

- Countertop are pitted/cracked creating hazards with chemical use
- Poor access to eye wash stations
- Hazards related to electrical (grounding needed)
- Insufficient washing stations

Objective 2: Create a more accessible space

- Current space is not accessible for student with disabilities
- Insufficient use of space restricting movement and class size
- Lack of storage space creates cramped walkways and cluttered works areas

Objective 3: Increase access to science labs to address growing demand

- Current layout limits class size to 14 which doesn't meet current program demand
- Demand is projected to increase to meet growing demands from Ministry AEST and labour market to expand programming in health care and life sciences

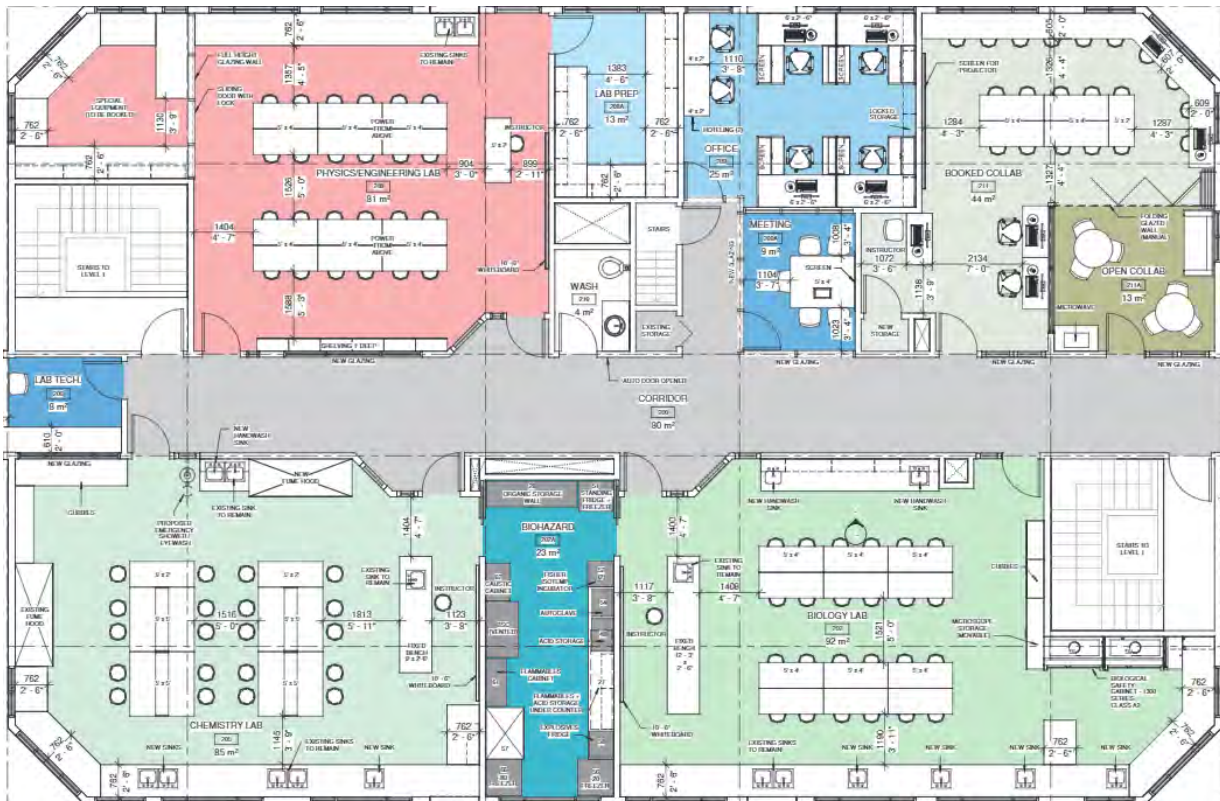
Objective 4: Modernize the learning space to meet current industry standards

- Variable water pressure negatively impacts experiments
- Insufficient volume and location of fume hoods
- Insufficient work surface space

Labour Market Demand

<p>BC's Labour Market Outlook (2021) anticipates that natural and applied sciences related occupations will expand more rapidly than other occupation groups. It currently projects 50,200 jobs due to expansion and another 46,900 jobs due to replacement in the next ten years while also stating that the professional, scientific, and technical services industry is listed among the top five industries that will account for approximately half of all projected job openings.</p>
<p>Key Risks</p>
<p>Identify key project risks and proposed mitigation strategies.</p> <ul style="list-style-type: none"> - Significant concern of a safety incident in the labs if urgent safety concerns are not addressed - Delay in Ministry approvals due limited funding resources and competing interests would lead to scheduling delays and risk of cost escalation - Delays in lab expansion create continued loss revenues and unmet program demand
<p>Options Considered</p>
<p><i>Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).</i></p> <p>Option 1: Do nothing for now: NIC has considered this option with the intent of waiting for a new academic building on campus. A new building may be delayed due to lack of funding or construction delays and therefore NIC must prioritize lab renovations now to meet immediate program needs.</p> <p>Option 2: Renovations: Conduct renovations to address immediate program needs. This option will address programming needs for modernization space in a timely fashion.</p>
<p>Current Situation</p>
<p><i>Describe the current situation including:</i></p> <ul style="list-style-type: none"> • <i>Number of FTEs and programs currently accommodated</i> • <i>Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset)</i> • <i>Impact if project not funded</i> <p><i>Current Building Condition:</i> The chemistry and biology labs are in NIC's Comox valley campus Raven's Hall building which has a current FIC rating of 0.74. Given the facility current rating the renewal, replacement, and expansion of this section of the building's assets will help improve the FCI score and reduce operational energy and maintenance expenses. Furthermore, the increased FTE revenue and operational efficiencies will have a positive financial return overall.</p> <p>Impact if not funded:</p> <ul style="list-style-type: none"> - Potential for safety incidents related to hazards in the labs - Loss of potential revenue - Increased maintenance and energy costs

Proposed space:



Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Comox Valley	5 of 9
Project Title		
Village Annex Replacement project		
Project Category		Program Type
Whole Asset Replacement or Renewal		Health Sciences
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$31,000,000	\$29,000,000	\$2,000,000
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>This project will replace 19 portables in very poor condition with a new academic building at NIC’s Comox Valley campus. The project will also replace the leased space at the old St. Joe’s hospital which is scheduled to be demolished. The project aims to develop an academic building to meet the growing need for health science and science and technology space as well as flexible academic space for programming.</p> <p>The building will reduce leasehold cost as well as the rapidly increasing energy and maintenance costs for the deteriorating portables. The size of the current portables limit class sizes so the new build will support class sizes to optimize faculty/student ratios and increase FTEs.</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
<p>Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target)</p> <p>The current space is not energy efficient with high heating and cooling costs in the summer and winter. The cost of maintenance to keep them in a reasonable state of repair is high.</p> <p>Energy modelling will be done as part of the business plan for this new build. The new building construction will follow LEED gold equivalency and Step 4 guidelines contributing to reduced greenhouse gas (GHG) emissions.</p>	<p>Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development</p> <p>Indigenous engagement will include ongoing consultation with NIC’s Indigenous Education Council and engagement with local K’ómoks First Nation. Discussions will include use of the land and felled timber as well as design, artwork, territorial acknowledgement, uses and naming. NIC will work within the scope of it’s Indigenous Service Plan to ensure alignment and support of the plan. Stakeholder engagement sessions will include consultations indigenous and non-indigenous student, staff, faculty, and community members.</p>	

<p>The structure will be built to minimize the carbon footprint and strive for net positive operational energy/carbon utilizing renewable energy. It will use post-consumer and pre-consumer recycle content, while avoiding materials with high carbon footprints. It will be designed for passive and active energy savings including construction, siting, daylighting, massing, orientation, and energy recovery systems.</p>	
<p>Mass Timber Eligibility</p>	<p>Community Benefits</p>
<p><i>Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?)</i></p> <p>NIC is committed to using mass timber as part of BC’s Wood First initiative. The building will make use of mass timber and wood-first building code requirement ensuring all structural components above the ground slab and associated foundations are constructed out of wood wherever feasible.</p>	<p><i>Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities)</i></p> <p>This project increases the College’s capacity to deliver relevant and responsive education and training to the region. In addition to increasing capacity for NIC’s credentialed academic programs, the new building will provide increased spaces deliver short duration industry skills training and expand micro-credentials for flexible and responsive skill training opportunities which aim to up-skill and re-skill underemployed and under-represented British Columbians in the workforce.</p>
<p><i>Describe how the project aligns with government priorities investment in new training and employment opportunities</i></p> <ul style="list-style-type: none"> • This project aligns with the Ministry’s key strategies to increase priority programming in public PSIs by increasing classroom spaces for ECE, technology, health, micro-credentials, and other flexible and responsive skill training programs (AEST Objective 2.1) • This project aligns with the Ministry’s commitment toward lasting, meaningful reconciliation with Indigenous peoples of BC the increasing dedicated space for Indigenous learners and through the consultation and creation of welcoming and respectful learning spaces reflect in the buildings design, artwork, and naming. (AEST Objective 3.1) • The project also aligns with BC’s Climate Action Plan and Wood First Policy through the implementation of energy step code guidelines and applying mass wood timber for primary structural materials. • There is also alignment with BC’s Economic Plan by expanding learning spaces to increase FTEs and to create more training opportunities in health care and life sciences sectors. The project also creates local employment for skilled tradespeople during the construction phase and the increased student population benefits the surrounding community and businesses. <p><i>Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc.</i></p> <ul style="list-style-type: none"> • The project directly aligns with College’s commitment to increase the many ways students can access education and training at NIC (BUILD 2026 #4) by increasing the capacity of our teaching locations. • Establish Indigenous-centred holistic services and learning spaces; creating culturally safe and responsive campuses (Working Together: Indigenization Plan) • The project supports with the College’s commitment to increase student well-being (BUILD 2026 outcome 3.1) by improving the learning spaces and fostering better access to services. This is also mirrored in the College’s commitment to enhance student learning spaces via its campuses and centres (Widening Our Doorways #2) • The project also aligns with the College’s goal to retain student with proactive strategies (BUILD outcome 3.2) and makes important strides towards implementing optimum enrollment at each campus location, increasing FTES in access courses and initiatives, increasing courses, increasing BC high school student who transition to NIC within two year and increase students participating in post-secondary pathway agreements (Widening Our Doorways 2026, Measurables 2.2, 3.1-6) • The project also aligns with NIC’s commitment to reduce greenhouse gases. (Widening Our Doorways #7 and BUILD 2026 #8) 	

Project Schedule

Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2023	October 2024	September 2026

Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.

PROJECT ACTIVITY	PROJECT SCHEDULE
Ministry communicates notional project approval	April 2023
Business Plan and Indicative Design development	April 2023 to October 2023
Business Plan approval	February 2024
Project Design complete	May 2024
Prime Contractor is selected through RFP	September 2024
Anticipated Construction start date	October 2024
Construction complete	April 2026
All equipment and furnishing have been moved in	August 2026
Anticipated Occupancy Date	September 2026

Project Scope & Objectives

Project Scope

Clear succinct language describing the spaces included (labs, classrooms, office space), including:

1. Total estimated area (m²)
2. Breakdown of area (m²) that applies to renewal, replacement and or expansion
3. Describe the program(s) and number of FTE(s) that will be supported, including the type of space required

Proposed total estimated area

Student gathering and learning space includes alcoves for quiet learning, meetings rooms for groups, and large gathering space suitable for exams, and graduation.	613 m ²	6,600 sq ft
Academic spaces for health science and technology including science labs, health science practical labs, classrooms, and technology labs.	1,840 m ²	19,800 sq ft
Hub for NIC's Centre of Teaching and Learning Innovation, Faculty offices, and indigenous offices and meeting rooms.	613 m ²	6,600 sq ft
	3,066 m²	33,000 sq ft

Current breakdown area

Current Village and Komoux Annex replacement	1,390 m ²	14,962 sq ft
Gross up Factor* replacement	660 m ²	7,104 sq ft
St Joe's Hospital Leasehold replacement	817 m ²	8,794 sq ft
Lab replacement and expansion	185 m ²	1,991 sq ft
	3050 m²	32,830 sq ft

*Note: the circulation space for the portable structures is exterior to the units and is not included in the VFA measurements. It has been added in calculating the gross area of the project.

Program and number of students and faculty that will be supported

This central campus learning hub will be used primarily for health sciences, science, and technology. Additional space will be used to foster campus-wide student learning and innovation. NIC's Comox Valley campus is home to a wide range of programs including university studies, adult upgrading, fine arts and design, trades, business, and industry skills training programs which will all benefit from the proposed improved teaching and learning spaces.

Number of students, faculty, and staff in the existing spaces

1. The “Village Annex” consists of 16 portables with attached walkways. It has classroom space for 280 students, and office space for 33 faculty/staff and 2 meeting rooms with combined capacity for 14 people. Programming includes short duration industry skills training, fine arts, adventure guiding, and general academic classroom space.

Program	Number of Students
2 Industry skills training classrooms	Capacity 12 each = 24
2 Fine Arts rooms	Capacity = 20 each= 40
1 computer lab	20
5 classrooms	Capacity ranges from 22-36; total combined capacity= 152
Adventure Guiding classroom	24

2. The “Komoux Hall Annex” is made up of three portable units joined by a common external walkway. The space is used as office space for Continuing Education, Human Resources and Facilities department (~20 FTE).
3. The old St. Joe’s Hospital leasehold space is currently used for Health Sciences (~36 FTE) in 815 m2 of space for classrooms, labs, and HyFlex classrooms equipped for virtual and in-person training.

Project Objectives

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

Objective 1: Provide appropriate, safe, healthy learning spaces for students, faculty, and staff.

Rationale: The current space is 30 years old, lacks fire protection, with poor insulation, failing HVAC, mold and a cracking foundation. The poor condition of the space is a deterrent to the colleges recruitment and retention efforts and receives many complaints from students, faculty, and staff. *Solution:* a new building will meet current building code, and safety standards.

Objective 2: Increase the College’s capacity to meet urgent labor market need for in-demand programming.

Rationale: The current portable spaces are small and limits class sizes while the current leasehold space contract is coming to an end so the building can be demolished. These limitations mean that NIC does not have space to meet the growing demands from the Ministry of Advanced Education and Skills Training to expand programming in high priority areas like health care and life sciences. *Solution:* Additional classrooms and lab spaces will enable to NIC to meet increasing demand for health related and science programs as well as respond to labour market demand for short term industry training and micro-credential programming through flexible academic spaces. BC’s Labour Market Outlook (2021) projects 142, 900 job openings in Health Care and Social Assistance in the next ten years, which is the highest of all industries in BC.¹

Objective 3: Reduce maintenance and operating costs with a newer, more energy efficient building.

Rationale: The 30-year-old, temporary portables have long exceeded their lifespan. The structure requires continuous maintenance repairing rotting foundations and wall sections, battling mold, and with heating and ventilation that no longer meets building codes or healthy standards. The construction is not energy efficient while cost for heating and cooling continue to rise. *Opportunity:* Build a new academic building that meets LEED gold standards and follow Step 4 guidelines. Promote environmental stewardship and reduce greenhouse gas emissions by striving for net positive operation using renewable energy source and designing for passive and active energy savings.

Objective 4: Create welcoming and respectful learning spaces for Indigenous learners.

Rationale: 21% of NIC’s domestic student population enrolled in credit courses have self-declared Indigenous ancestry. The College strives to meet the TRC’s Calls to Action and the UNDRIP through Indigenization of the spaces

¹ https://www.workbc.ca/getmedia/c43af36f-f408-4990-9ae1-c5b5f5f7be7a/BC_Labour_Market_Outlook_2021_9MB.pdf.aspx (pg 11)

through the design, artwork, and naming. *Opportunity:* The project provides the opportunity to increase dedicated spaces on campus that foster a welcoming and respectful culturally appropriate learning environment. The design, artwork and naming as well as the indigenous offices and meetings room aim to create welcoming and accessible spaces for indigenous learner

Objective 5: Enhance learning spaces through technology and innovation, student common areas, meeting rooms and large gathering spaces.

Rationale: The Comox Valley campus does not currently have effective gathering spaces that support learning outside of the classroom. Typically, students attend class and then leave the campus. There are also no large areas to celebrate graduations or hold end-of year exams. The Centre of Teaching and Learning Innovation (CTLI) faculty and staff are in the aging portables and throughout the campus. *Opportunity:* The proposed building aims to be a learning hub that fosters an engaged and thriving learning community both in and out of the classroom by providing comfortable individual and group meetings spaces, places for large gatherings and celebration and an accessible hub of teaching and learning innovators and resources for both students and faculty to access.

Key Risks

Identify key project risks and proposed mitigation strategies.

- Delay in Ministry approvals due limited funding resources and competing interests would lead to scheduling delays and risk of cost escalation
- Higher than market construction costs due to material and trades shortages could lead to higher-than-normal construction costs, impacting the project budget.
- Design delays caused by industry demand for consultants and contractors, or lack of stakeholder alignment could delay the project schedule.
- Extreme weather conditions could delay the construction schedule.
- Delays in building permits or municipal approvals could delay the project schedule.

Options Considered

Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).

Option 1: Do Nothing

Maintaining the portable facilities will become more costly within each year. Air quality is deteriorating as dirt crawl space and major building and structural components deteriorate. Energy costs for heating and cooling continue to rise. Over \$3M in renewal funding is projected through VFA over the next 10 years, pouring money into what was originally a temporary portable building complex.

Option 2: Lease

The leasehold space at St. Joe's Hospital in Comox is expiring shortly as the hospital is being demolished and it is becoming increasingly challenging to locate viable lease teaching space in the Comox Valley as vacancy levels are low and costs are very high. Leasehold space would also require considerable funding to facilitate leasehold improvement into temporary spaces. At this time, NIC is also assessing the viability of adding some classroom space to a new childcare building which, if successful, will accommodate the overflow health program needs but not meet the demand seen in the Village classroom space.

Option 3: Renovations

Conducting major repairs and renovations to temporary portables, science labs and leaseholds may be the college's only alternative to meet urgent needs should the project not receive funding. It is not the ideal solution as it allocates dollars into temporary solutions and fails to address long term programming demands. Current proposed renovations to the science labs will help address some of the current urgent safety and space needs; however, growing demand for programming and a new proposed pre-health science program require expansion to meet demand.

Option 4: New Academic Building

The portable complex encompasses 30% of our teaching space, replacing/building new is the preferred option as it centralizes the programming on Comox Valley campus, increases learning spaces for students and reduces leasing, maintenance, energy, and program delivery costs. Larger classrooms would allow the College to meet student demand for high demand programs at lower cost by aligning class size with the faculty collective agreement. When replacing classroom space, we would address this issue and increase the number of classes that can hold 30-40 students.

Current Situation

Describe the current situation including:

1. *Number of FTEs and programs currently accommodated*
2. *Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset)*
3. *Impact if project not funded*

FTEs and current building conditions:

The Comox Valley currently has two clusters of 30-year-old prefabricated portable buildings which are used primarily for classrooms and training. It also has leasehold space for ECCE and Health programs at the old St Joe's Hospital which is due to be demolished in the next couple of years.

The Village

- The "Village" portable classrooms are in poor condition with a FCI rating of 0.70 due to the noted issues with HVAC, structural components, and air quality.
- It provides classroom space 220 students from a wide range of programs including adventure guiding, fine arts, industry skills training and general academic classroom space as well as office space for 33 faculty/staff.
- NIC receives complaints from students and employees in these portables as they do not represent quality education. Students, faculty, and staff must use walkways, open to the elements, to access washrooms.
- Maintenance costs are rapidly increasing as major system and building envelop require replacement. Plumbing below the buildings are subject to freezing in the winter, there is minimal insulation and mid-efficiency furnaces which lead to very poor energy efficiency.

The Komoux Hall Annex has an FCI rating of 0.64.

- They also need to walk to another building to access a washroom. The age and condition is similar to the Village although they do not get as much traffic/ wear as the classroom portables.

Both the Village and Komoux Hall Annex complex is combustible construction and has no fire protection sprinkler system. The Village represents one-third of the campus's classroom capacity, severely impacting the college's ability to deliver programming should a lost occur. Retrofitting one into portable buildings separated by unheated space would be cost prohibitive.

The leasehold space at St Joe's hospital supports 36 FTEs but is due to be demolished. NIC is currently working on extending the lease beyond April 2023.

Impact if not funded

- Risk of significant loss and/or safety incident
- Over \$3M in renewal funding spent of "temporary" learning spaces
- Steadily increasing leasehold, maintenance, and energy costs
- Lost of revenue due to insufficient classroom sizes for high demand program, lost recruitment and retention of students, faculty, and staff due to poor learning and working spaces.

Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Port Alberni	6 of 9
Project Title		
<p><i>Concise project title that clearly describes the project programming / intent (e.g., "Technology, Science & Math Building" vs. "Classroom Building 1")</i></p> <p>Port Alberni Campus Trades Consolidation project</p>		
Project Category		Program Type
New Priority		Trades
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$26,000,000	\$25,000,000	\$1,000,000
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>This project will replace outdated and insufficient Trades lease space (located at Tebo Avenue) with a new Trades building on the existing Port Alberni campus (located at Roger Street). This would allow for increased administrative efficiencies and reduced operational costs. A new energy efficient building will greatly reduce maintenance costs, operational costs, and utility bills. Co-locating the building at the existing campus will benefit NIC student, library, and food services. The new space will increase the College's ability to deliver relevant and responsive program and increase FTEs in applied training in this rural region.</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
<p><i>Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target)</i></p> <p>The current space is not energy efficient with high heating and cooling costs in the summer and winter. It is a concrete tilt building with little insulation, uninsulated metal roll-up doors and single pane windows. The facility has no cooling system which limits the departments ability to run programming during the summer.</p> <p>Energy modelling will be done as part of the business plan for the new build. The new building construction will follow LEED equivalency and Step 4 guidelines contributing to reduced greenhouse gas (GHG) emissions.</p>	<p><i>Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development</i></p> <p>Indigenous engagement will include ongoing consultation with NIC's Indigenous Education Council and engagement with local Hupacasath and Tseshah First Nation. Discussions will include use of the land and felled timber as well as design, artwork, territorial acknowledgement, uses and naming. NIC will work within the scope of it's Aboriginal Service Plan to ensure alignment and support of the plan. Stakeholder engagement sessions have begun and will continue to include student, staff, faculty, and community members.</p>	

<p>The structure will be built to minimize the carbon footprint and strive for net positive operational energy/carbon utilizing renewable energy. It will use post-consumer and pre-consumer recycle content, while avoiding materials with high carbon footprints. It will be designed for passive and active energy savings including construction, siting, daylighting, massing, orientation, and energy recovery systems.</p>	
<p>Mass Timber Eligibility</p>	<p>Community Benefits</p>
<p><i>Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?)</i></p> <p>NIC will work towards BC’s Wood First initiative through use of mass timber wherever it is safe and suitable to do so within the trades building.</p>	<p><i>Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities)</i></p> <p>BC ‘s Labour Market Outlook (2021 Edition) anticipates 85,000 job openings in the skilled trades over the next 10 years. Large infrastructure projects in the region, such as the Port Authority, rely heavily on skilled trades people. Work-integrated learning and internship opportunities connect students with industry partners to support transition into the local labour market.</p> <p>The college continually works with community and industry partners to develop relevant and responsive training in the region. The space design will support these ongoing conversations.</p>
<p><i>Describe how the project aligns with government priorities investment in new training and employment opportunities</i></p> <ul style="list-style-type: none"> As this project will require over \$15M in provincial investment, NIC will require will implement an apprenticeship policy ensuring contractors use apprentices in contracts valued over \$500,000 where the primary scope of the work in a Red Seal trade. This project supports the ministry’s strategic direction to continue to build a trades training system that is welcoming and inclusive so individual have access to good paying, high opportunity jobs in the skilled trades. It also aligns with the Industry Training Authority’s goal to expand access to training for groups who are traditionally under-represented or face barriers to labour force participation. The project support will increase access and retention for students from rural regions entering skilled trades training through improved training spaces and better access to services to support retention. This project aligns with the Ministry’s goal for lasting reconciliation with Indigenous Peoples in BC as the program will work close with the local First Nations to create welcoming spaces and increase access to trades training and employment transition programming that is relevant, responsive, respectful, and receptive to Indigenous learners. The centralized location of the trades building will promote access to Indigenous services located at the Roger Street campus. This project supports BC Climate Action Plan and Wood First Policy by building a public sector facility that is substantially more energy (and cost) efficient, reduces greenhouse gas emissions, reduces transportation between facility, centralizing services to reduce duplication, and minimizing the carbon footprint through the use of wood frame construction, mass timber, fly ash concrete and recycled content whenever possible. <p><i>Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc.</i></p> <ul style="list-style-type: none"> This project supports the College’s mission to work together to build healthy and thriving communities as well as providing increase access for high school, adult, and Indigenous learners to access training in high paying occupations. The Roger Street campus is conveniently located close to the Alberni Valley Secondary School with traditionally strong participation in youth in trades programming. The new location will also increase student access to supports at both institutions. 	

- The proposed site supports accessibility and inclusion through increased access to training through public transportation and accessibility to classroom spaces which are currently only accessible via staircase. Through consultation with local First Nations, the space will be designed to create welcome spaces that respect and support Indigenous students.

Project Schedule

Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2024	October 2025	September 2027

Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.

PROJECT ACTIVITY	PROJECT SCHEDULE
Ministry communicates notional project approval	April 2024
Business Plan and Indicative Design development	April 2024 to November 2024
Business Plan approval	February 2025
Procurement begins	March 2025
Prime Contractor is selected through RFP	September 2025
Anticipated Construction start date	October 2025
Construction complete	July 2027
All equipment and furnishing have been moved in	August 2027
Anticipated Occupancy Date	September 2027

Project Scope & Objectives

Project Scope

Clear succinct language describing the spaces included (labs, classrooms, office space), including:

- Total estimated area is 2900m²

Describe the program(s) and number of FTE(s) that will be supported, including the type of space required.

Breakdown of area (m²) that applies to renewal, replacement and/or expansion.

Classroom and shop space for the following:

- Automotive Service Technician Foundation Harmonized (16 FTE annually): 425 m²
- Joinery/Cabinetry Foundation (32 FTE annually): 576 m²
- Welding/Fabrication Foundation, Apprenticeship and Levels A & B (45 FTE annually): 425 m²
- Multi-purpose shop space for trades-related Employment Transition programming, as well as Electrical and Carpentry Foundation (16 FTE annually): 270 m²

Project Objectives

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

- Replace a leased facility with rent costing \$120,000 per year and high utility costs, with a purpose-built Trades facility on College owned land at the main Port Alberni campus.
- Improve access to NIC’s services, supports, and spaces through centralized access at Roger Street. Students at the Tebo site have limited classroom space and access to services. Consolidating the trades building on the Roger Street campus will improve student access to services and optimize classroom space at this location.
- Improve operating efficiency through centralizing staff, resources, utilities, etc. at one location.
- Increase Indigenous student participation in post-secondary education. North Island College has one of the largest geographical regions in the province and 35 First Nations have their territories within our regional boundaries. Memorandums of Understanding with several local First Nation relate to finding space to teach specific Trades programs.
- Increase participation and retention in trades and applied job skill programs through improved teaching spaces, increased programming opportunities and improved access to supports during training.
- Promote environmental stewardship of the natural environment by striving for net positive operations using renewable energy sources and designing for passive and active energy savings

- Increase relevant and responsive training opportunities in the region. NIC Port Alberni has regular and continued requests for: forestry, aquaculture, rigging, power engineering, small engine repair, and marine training. Multi-purpose space utilization could allow these courses to be run on a revolving bases increasing FTE counts for a minimal investment.

Key Risks

Identify key project risks and proposed mitigation strategies.

- Delay in Ministry approvals due limited funding resources and competing interests would lead to scheduling delays and risk of cost escalation
- Higher than market construction costs due to material and trades shortages could lead to higher-than-normal construction costs, impacting the project budget.
- Design delays caused by industry demand for consultants and contractors or lack of stakeholder alignment could delay the project schedule.
- Extreme weather conditions could delay the construction schedule.
- Delays in building permits or municipal approvals could delay the project schedule.

Options Considered

Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).

OPTION 1: Purchase the Tebo Building:

- In past Capital Plans, NIC has considered purchasing the Tebo building. There is concern that purchasing this building will result in a rapidly expanding maintenance and renewal deficiency that will require significant yearly funding to manage. VFA has conduct a building audit with FCI values at 0.88, reflecting the poor condition of the building. Previous negotiations with the City of Port Alberni have indicated the Tebo Building and land sales price for NIC would be costly given today's market values compared to the age and condition of the building.

OPTION 2: Build a new purpose-built Trades facility on existing NIC property

- NIC has significant existing land assets at its main campus on Rogers Street and co-locating the Tebo Facility to the main campus building will provide the best long-term result. Utilization rates at this campus will improve by sharing facilities and Trades students will receive improved access to services, counselling, financial aid, and educational support. Marginal services at the main campus, such as the cafeteria, will greatly benefit from the added FTE's. Co-location will reduce duplication of spaces and resources.

Current Situation

Describe the current situation including:

Number of FTEs and programs currently accommodated

- Automotive Service Technician Foundation Harmonized (16 FTE annually)
- Joinery/Cabinetry Foundation (16 FTE annually)
- Welding/Fabrication Foundation, Apprenticeship and Levels A & B (45 FTE annually)
- Electrical or Carpentry Foundation (16 FTE annually)/ Employment Transition/ Construction Labourer Program (14 FTE annually)

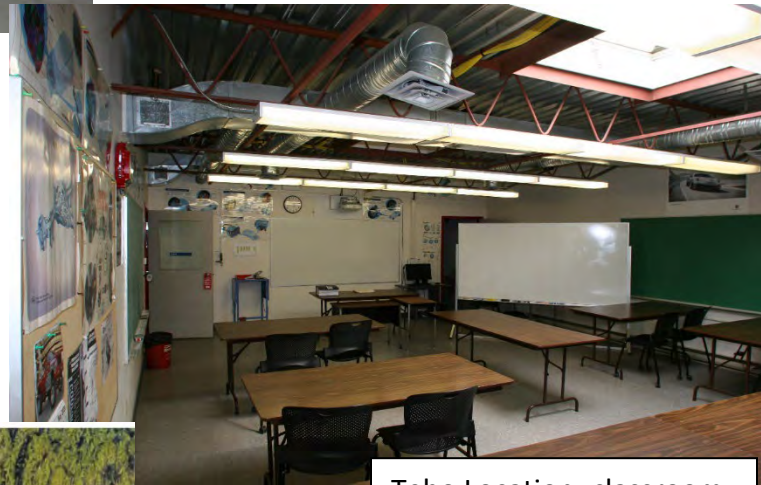
Current Building Condition and Impact if project not funded:

- The Tebo facility is a former industrial building which is in poor condition and does not provide an adequate facility for most of the programming scheduled there. VFA FCI rating is 0.88 which is NIC's highest FCI building institution wide. Maintenance costs have begun to dramatically rise as building systems fail.
- Accessibility: The building has no elevator, and the classrooms are on the second floor. The Roger Street campus is equipped to support accessibility needs for student, faculty, and staff.
- Condition: The existing property is poorly insulated, has significant floor cracking and is inadequate for current industry teachings standards. The HVAC equipment is old and undersized for the space leading to high energy costs and challenging teaching environments in the summer and winter.
- Size: Demand for skilled tradespeople in the region is very high. The Tebo site is undersized, limiting its potential to deliver diversified program to meet programming demand for Port Alberni and the West Coast. Limited classroom

space leads to some classes splitting their lecture/lab time between the Tebo site and main Roger Street campus. This has a negative impact on student retention. There is space at the Roger Street campus to meet the demand for Trades training classrooms which will increase the availability of shop space for programming.

Photos:

Tebo Location- Exterior



Tebo Location- classroom



Roger Street -
Future Trades
Site

Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Campbell River	7 of 9
Project Title		
Campbell River Student Housing		
Project Category		Program Type
Student Housing		Student Housing
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$70,000,000	\$67,000,000	\$3,000,000
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>This project will provide new student housing space at NIC's Campbell River campus with 20 family housing units and 150 single student beds. The housing will be modeled after the Comox Valley Student Housing Commons, creating a multi-generational, Indigenized, living-learning neighbourhood as a place for self-development, informal gathering, and rejuvenation for all NIC students.</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
<p>Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target)</p> <p>Like the Comox Valley Student Housing project, energy modelling will be done as part of the business plan for this new build. The new building construction will follow LEED gold equivalency and Step 4 guidelines contributing to reduced greenhouse gas (GHG) emissions.</p> <p>The structure will be built to minimize the carbon footprint and strive for net positive operational energy/carbon utilizing renewable energy. It will use post-consumer and pre-consumer recycle content, while avoiding materials with high carbon footprints. It will be designed for passive and active energy savings including construction, siting, daylighting, massing, orientation, and energy recovery systems.</p>	<p>Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development</p> <p>Indigenous engagement will include ongoing consultation with NIC's Indigenous Education Council and engagement with local First Nations. With their guidance, NIC will strive to meet the TRC Calls to Action and the UNDRIP through indigenization of the project.</p> <p>Discussions with Indigenous stakeholders will include use of the land and felled timber as well as design, artwork, territorial acknowledgement, uses and naming. NIC will work within the scope of its Indigenous Service Plan to ensure alignment and support of the plan. Stakeholder engagement sessions will include consultations indigenous and non-indigenous student, staff, faculty, and community members.</p>	

Mass Timber Eligibility		Community Benefits	
<p><i>Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?)</i></p> <p>NIC is committed to using mass timber as part of BC’s Wood First initiative. The building will make use of mass timber and wood-first building code requirement ensuring all structural components above the ground slab and associated foundations are constructed out of wood wherever feasible.</p>		<p><i>Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities)</i></p> <p>CMHC reports that Campbell River rental vacancy rate of 0.9% which is mirrored by students reporting lack of safe and affordable housing in the area. This is reflected by student’s camping or living in their vehicles to avoid excessively long commutes and high fuel costs.</p> <p>This project will help alleviate demand for affordable housing in the community, create local construction jobs for the duration of the project and create in-direct employment and increase traffic for local businesses.</p>	
<p><i>Describe how the project aligns with government priorities investment in new training and employment opportunities</i></p> <ul style="list-style-type: none"> - This project aligns with the Ministry’s goal for lasting reconciliation with Indigenous Peoples in BC as the program will work closely with the local First Nations to create welcoming spaces and increase access to trades training and employment transition programming that is relevant, responsive, respectful, and receptive to Indigenous learners. The centralized location of the trades building will promote access to Indigenous services located at the Roger Street campus. (AEST Objective 1.1) - The project will contribute to the Provincial Housing Strategy and improve student access to affordable housing by working with public PSIs to increase student housing stock, including in rural regions (AEST Objective 2.1) - This project a practical response to the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training (AEST Objective 2.2) - As this project will require over \$15M in provincial investment, NIC will require will implement an apprenticeship policy ensuring contractors use apprentices in contracts valued over \$500,000 where the primary scope of the work in a Red Seal trade. NIC’s Campbell River campus supports the College’s largest concentration of Trades students. This housing project will also support short duration accommodation for students in apprenticeship programs. - This project supports BC Climate Action Plan and Wood First Policy by building a public sector facility that is substantially more energy (and cost) efficient, reduces greenhouse gas emissions, reduces transportation between facility, centralizing services to reduce duplication, and minimizing the carbon footprint through the use of wood frame construction, mass timber, fly ash concrete and recycled content whenever possible. <p><i>Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc.</i></p> <ul style="list-style-type: none"> - This project is a result of NIC’s commitment to develop living-learning communities through student housing (BUILD Outcome 2.4) - The project improves NIC’s ability to attract students to the Campbell River campus, creating enrolment stability and long-term opportunities to increase program and course offerings. - This project supports the College’s mission to work together to build healthy and thriving communities as well as providing increase access for high school, adult, and Indigenous learners to access training in high paying occupations. 			
Project Schedule			
Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date	
April 2028	October 2029	September 2031	
<p><i>Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.</i></p> <p><i>Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.</i></p>			
PROJECT ACTIVITY		PROJECT SCHEDULE	

Ministry communicates notional project approval	April 2028
Business Plan and Indicative Design development	April 2028 to October 2028
Business Plan approval	February 2029
Project Design complete	May 2029
Prime Contractor is selected through RFP	September 2029
Anticipated Construction start date	October 2029
Construction complete	April 2031
All equipment and furnishing have been moved in	August 2031
Anticipated Occupancy Date	September 2031

Project Scope & Objectives

Project Scope

Clear succinct language describing the spaces included (labs, classrooms, office space), including:

- Total estimated area m²
- Breakdown of area (m²) that applies to renewal, replacement and or expansion
- Describe the program(s) and number of FTE(s) that will be supported, including the type of space required

NIC’s Campbell River campus is home to a wide range of programs including university transfer, adult upgrading, trades and apprenticeships, business, health and human services. It is also home to the College’s Culinary Arts Kitchen, the Third Course Bistro, and the Centre for Applied Research, Technology, and Innovation (CARTI).

NIC is currently in the early stages of evaluating and planning this project. It is expected to model the Comox Valley Student Housing Commons project with 20 family housing units and 150 single student beds.

Gross Floor Area	Meters squared
Family Building	2,625
Student Building	7,675
<i>Total GFA</i>	<i>10,300</i>

Project Objectives

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

Modelled after the Comox Valley Student Housing Commons, the Project Objectives are:

1. Increase the participation rate of a diversity of adult learners in the NIC region by reducing barriers to safe, secure, and supportive living environments;
2. Create living-learning communities that support student learning;
3. With the guidance of the NIC Indigenous Education Council and First Nations, strive to meet the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration of the Rights of Indigenous Peoples through the indigenization of the project;
4. Promote stewardship of the natural environment; and
5. Achieve financially self-sustaining housing operation.

Key Risks

Identify key project risks and proposed mitigation strategies.

- Delay in Ministry approvals due limited funding resources and competing interests would lead to scheduling delays and risk of cost escalation
- Higher than market construction costs due to material and trades shortages could lead to higher-than-normal construction costs, impacting the project budget.
- Design delays caused by industry demand for consultants and contractors or lack of stakeholder alignment could delay the project schedule.
- Extreme weather conditions could delay the construction schedule.
- Delays in building permits or municipal approvals could delay the project schedule.

Options Considered

Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).

At this time, NIC has identified the following potential option

1. *Option 1: Do Nothing*
2. *Option 2: New Student Housing Building.* NIC has space for Student Housing on College-owned land at the Campbell River Campus. The area is known to have substantial amount of clay which will be factored into our assessment of a potential build in the area.
3. *Option 3: Renovate neighbouring Timberline High School space.* The current Timberline High School adjoins the Campbell River campus and there have been very preliminary discussions about building a new high school in the area.

Current Situation

Describe the current situation including:

- Number of FTEs and programs currently accommodated
- Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset)
- Impact if project not funded

Campbell River's vacancy rate of 0.9% creates strong demand for safe and affordable housing while responding to the needs of under-represented and vulnerable populations. This project will improve educational access and inclusivity in post-secondary education while creating welcoming and culturally safe spaces for Indigenous learners. Approximately 1,470 students are served at NIC's Campbell River campus in 2021/2022 in program ranging from university studies, adult upgrading, trades and apprenticeship, business and health and human services.

The impact of not funding the project will be that students continue to face barriers finding safe, secure, and affordable housing to participate in training.

Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC		8 of 9
Project Title		
Comox Valley Perimeter Roadway		
Project Category		Program Type
Linear Infrastructure		Other
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$2,600,000	\$2,100,000	\$500,000
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>This project will complete the roadway around the perimeter of the Comox Valley campus to promote accessibility to all areas of the campus. The Comox Valley Campus Master Plan identifies the opportunity for a new, continuous street connection through the north end of the campus which includes approximately 100m of new road and 350 meters of existing gravel/mixed road improvement.</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
<p>Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target)</p> <p>The roadway will ensure it provides continuous pedestrian, bicycle, and vehicular connection capable of accommodating transit service while creating safe/comfortable active transportation conditions connecting to key campus buildings and trail networks.</p>	<p>Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development</p> <p>Indigenous engagement will include consultation with K'ómoks First Nation. Discussions will include use of the land and felled timber as well as naming.</p>	
Mass Timber Eligibility	Community Benefits	
<p>Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?)</p> <p>N/A</p>	<p>Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities)</p> <p>This project supports BC Transit route development and offers walking and biking trails that connect to the existing trail networks in and around the campus.</p>	

- Describe how the project aligns with government priorities investment in new training and employment opportunities
- Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc.

N/A

Project Schedule

Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2027	May 2027	August 2027

Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.

PROJECT ACTIVITY	PROJECT SCHEDULE
Ministry communicates notional project approval	April 2027
Project Proposal submitted to Ministry	April 2027 to November 2027
Proposal approval	February 2027
Procurement	March to April 2027
Anticipated Construction start date	May 2027
Construction complete	August 2027

Project Scope & Objectives

Project Scope

Clear succinct language describing the spaces included (labs, classrooms, office space), including:

- Total estimated area (m²)
- Breakdown of area (m²) that applies to renewal, replacement and or expansion
- Describe the program(s) and number of FTE(s) that will be supported, including the type of space required

This project will involve approximately 100m of new road and 350 meters of existing gravel/mixed road improvement.

Project Objectives

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

1. This development will vastly improve tenants/student safety, improved sightlines allowing access to the entire campus site.
2. Improve access to building at the north end of the campus where the Trades Building, Komoux Hall, and the Village are located;
3. Reduce traffic volumes on the primary campus street network by encouraging a portion of vehicles to circulate through the north end of the campus;
4. Decreasing the proportion of campus trips via Ryan Road, where access is challenging, and facilitating more trip through the Lerwick Road intersection, where access is better facilitated;
5. More flexible transit routing options, providing better coverage for the campus and opportunities for bus stops serving the north end of the campus; and
6. And continuous peripheral active transportation facilities with connections between the centre of campus and adjacent natural area, North Island Hospital, and adjacent neighbourhoods.

Key Risks

Identify key project risks and proposed mitigation strategies.

- Delay in Ministry approvals due limited funding resources and competing interests would lead to scheduling delays and risk of cost escalation
- Higher than market construction costs due to material and trades shortages could lead to higher-than-normal construction costs, impacting the project budget.
- Design delays caused by industry demand for consultants and contractors or lack of stakeholder alignment could delay the project schedule.

- Extreme weather conditions could delay the construction schedule.
- Delays in building permits or municipal approvals could delay the project schedule.

Options Considered

Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).

1. *Option 1. Do nothing.* Using existing roadways may be sufficient at this time; however, we anticipate increased FTEs on campus with the ease of the pandemic, and the new Student Housing Commons and childcare centre on campus.
2. *Option 2: Build a roadway.* This is the ideal solution to support long term growth and accessibility through the campus, by vehicle, transit, and active transportation. The connection is relatively small given the current gravel/mixed road infrastructure already in place.

Current Situation

Describe the current situation including:

- *Number of FTEs and programs currently accommodated*
- *Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset)*
- *Impact if project not funded*

The Comox Valley campus is home to a wide range of program including university studies, adult upgrading, trades and apprenticeship, business, health and human services and industry skills training programs. Over 2,000 students were served at NIC's Comox Valley campus in 2021/2022.

Proposed Roadway:



Attachment 2: Project Overview

Five-Year Capital Plan (2023/24 – 2027/28)

Project Detail		
Institution	Campus/City	Project Priority
NIC	Port Alberni	9 of 9
Project Title		
Port Alberni Student Housing		
Project Category		Program Type
Student Housing		Student Housing
Project Budget (\$ millions)		
Total Project Cost	Provincial Funding	PSI / Donor Funding
\$43,500,000	\$40,000,000	\$3,500,000
<ul style="list-style-type: none"> Indicate operating funding assumptions for associated educational programming, if applicable (e.g., reallocation of existing resources, new funding sought from government, etc.) Please note: the forecasted project cashflow is to be detailed on Attachment 3: Prioritized Projects <p>This project will provide new student housing space at NIC's Port Alberni campus with 10 family housing units and 100 single student beds. The housing will be modeled after the Comox Valley Student Housing Commons, creating a multi-generational, Indigenized, living-learning neighbourhood as a place for self-development, informal gathering, and rejuvenation for all NIC students.</p>		
Strategic Alignment		
CleanBC Targets	DRIPA Response	
<p>Indicate how the project will meet CleanBC targets (e.g., BC Energy Step Code and/or LEED target)</p> <p>Like the Comox Valley Student Housing, energy modelling will be done as part of the business plan for this new build. The new building construction will follow LEED gold equivalency and Step 4 guidelines contributing to reduced greenhouse gas (GHG) emissions.</p> <p>The structure will be built to minimize the carbon footprint and strive for net positive operational energy/carbon utilizing renewable energy. It will use post-consumer and pre-consumer recycle content, while avoiding materials with high carbon footprints. It will be designed for passive and active energy savings including construction, siting, daylighting, massing, orientation, and energy recovery systems.</p>	<p>Describe Indigenous engagement and consultation with students, local First Nations, etc. regarding planning and design development</p> <p>Indigenous engagement will include ongoing consultation with NIC's Indigenous Education Council, the West Coast Regional Advisory Council, and engagement with local First Nations. With their guidance, NIC will strive to meet the TRC Calls to Action and the UNDRIP through indigenization of the project.</p> <p>Discussions with Indigenous stakeholders will include use of the land and felled timber as well as design, artwork, territorial acknowledgement, uses and naming. NIC will work within the scope of its Indigenous Service Plan to ensure alignment and support of the plan. Stakeholder engagement sessions will include</p>	

	consultations indigenous and non-indigenous student, staff, faculty, and community members.	
Mass Timber Eligibility	Community Benefits	
<p><i>Describe how mass timber could be incorporated (e.g., considered as primary construction methodology?)</i></p> <p>NIC is committed to using mass timber as part of BC's Wood First initiative. The building will make use of mass timber and wood-first building code requirement ensuring all structural components above the ground slab and associated foundations are constructed out of wood wherever feasible.</p>	<p><i>Describe how the project delivers community benefits (e.g., emergency management centres and/or childcare facilities)</i></p> <p>CMHC reports that Port Alberni rental vacancy rate of 1.1% which is reflected in students reporting lack of safe and affordable housing in the area. Students in the area struggle with excessively steadily increasing housing and fuel costs.</p> <p>This project will help alleviate demand for affordable housing in the community, create local construction jobs for the duration of the project and create in-direct employment and increase traffic for local businesses.</p>	
<p><i>Describe how the project aligns with government priorities investment in new training and employment opportunities</i></p> <ul style="list-style-type: none"> - This project aligns with the Ministry's goal for lasting reconciliation with Indigenous Peoples in BC as the program will work close with the local First Nations to create welcoming spaces and increase access to trades training and employment transition programming that is relevant, responsive, respectful, and receptive to Indigenous learners. The centralized location of the trades building will promote access to Indigenous services located at the Roger Street campus. (AEST Objective 1.1) - Contribute to the Provincial Housing Strategy and improve student access to affordable housing by working with public PSIs to increase student housing stock, including in rural regions (AEST Objective 2.1) - Response and adapt to the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training (AEST Objective 2.2) - As this project will require over \$15M in provincial investment, NIC will require will implement an apprenticeship policy ensuring contractors use apprentices in contracts valued over \$500,000 where the primary scope of the work in a Red Seal trade. - This project supports BC Climate Action Plan and Wood First Policy by building a public sector facility that is substantially more energy (and cost) efficient, reduces greenhouse gas emissions, reduces transportation between facility, centralizing services to reduce duplication, and minimizing the carbon footprint through the use of wood frame construction, mass timber, fly ash concrete and recycled content whenever possible <p><i>Describe how the project aligns with institutional priorities, e.g., mission statement, master planning, etc.</i></p> <ul style="list-style-type: none"> - This project is a result of NIC's commitment to develop living-learning communities through student housing (BUILD Outcome 2.4) - The project improves NIC's ability to attract students to the Port Alberni campus, creating enrolment stability and long-term opportunities to increase program and course offerings. - This project supports the College's mission to work together to build healthy and thriving communities as well as providing increase access for high school, adult, and Indigenous learners to access training in high paying occupations. 		
Project Schedule		
Target Bus. Plan Approval Date	Target Construction Start Date	Target Occupancy Date
April 2029	October 2030	September 2032

Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc. Describe project timing assumptions, including key milestones such as targeted approvals, anticipated start/end dates, phasing, etc.

PROJECT ACTIVITY	PROJECT SCHEDULE
Ministry communicates notional project approval	April 2029
Business Plan and Indicative Design development	April 2029 to October 2029
Business Plan approval	February 2030
Project Design complete	May 2030
Prime Contractor is selected through RFP	September 2030
Anticipated Construction start date	October 2030
Construction complete	April 2032
All equipment and furnishing have been moved in	August 2032
Anticipated Occupancy Date	September 2032

Project Scope & Objectives

Project Scope

Clear succinct language describing the spaces included (labs, classrooms, office space), including:

- Total estimated area (m²)
- Breakdown of area (m²) that applies to renewal, replacement and or expansion
- Describe the program(s) and number of FTE(s) that will be supported, including the type of space required

NIC's Port Alberni campus is home to a wide range of programs including university transfer, adult upgrading, trades and apprenticeships, and health and human services including nursing and early childhood education. It is also home to a Culinary Arts Kitchen and the Roger Street Bistro.

NIC is currently in the early stages of evaluating and planning. The project is expected to model the Comox Valley Student Housing Commons project with 10 family housing units and 100 single student beds.

Gross Floor Area	Meters squared
Family Building	1,400
Student Building	5,000
Total GFA	6,400

Project Objectives

Describe the problem, opportunity or need that this project is intended to address, including labour market demand.

Modelled after the Comox Valley Student Housing Commons, the Project Objectives are:

1. Increase the participation rate of a diversity of adult learners in the NIC region by reducing barriers to safe, secure, and supportive living environments;
2. Create living-learning communities that support student learning;
3. With the guidance of the NIC Indigenous Education Council and local First Nations, strive to meet the Truth and Reconciliation Commission Calls to Action and the United Nations Declaration of the Rights of Indigenous Peoples through the indigenization of the project;
4. Promote stewardship of the natural environment; and
5. Achieve financially self-sustaining housing operation.

Key Risks

Identify key project risks and proposed mitigation strategies.

- Delay in Ministry approvals due limited funding resources and competing interests would lead to scheduling delays and risk of cost escalation
- Higher than market construction costs due to material and trades shortages could lead to higher-than-normal construction costs, impacting the project budget.
- Design delays caused by industry demand for consultants and contractors or lack of stakeholder alignment could delay the project schedule.
- Extreme weather conditions could delay the construction schedule.

- Delays in building permits or municipal approvals could delay the project schedule.

Options Considered

Describe alternative options for program delivery and facility solutions, including advantages/disadvantages of each (e.g., status quo, lease, phased approach, build new, distance learning, use/rental of vacant or under-utilized public assets, sublease of existing facilities, partnership with industry).

At this time, NIC has identified the following potential option

1. *Option 1: Do Nothing*
2. *Option 2: New Student Housing Building.* NIC has space for Student Housing on College-owned land at the Port Alberni campus.

Current Situation

Describe the current situation including:

- *Number of FTEs and programs currently accommodated*
- *Current building condition (e.g., facility condition index (FCI), if the project involves replacement or renewal of an existing asset)*
- *Impact if project not funded*

Port Alberni vacancy rate of 1.1% creates demand for safe and affordable housing in the area while responding to the needs of under-represented and vulnerable populations. This project will improve educational access and inclusivity in post-secondary education while creating welcoming and culturally safe spaces for Indigenous learners. Approximately 340 students are served at NIC's Port Alberni campus in 2021/2022 in program ranging from university studies, adult upgrading, trades and apprenticeship, and health and human services.

The impact of not funding the project will be that students continue to face barriers finding safe, secure, and affordable housing to participate in training.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
October 6, 2022

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

AGENDA ITEM: **Regular Meeting**
4.2.3 Q1 Financial Statements 2022/23
(attachment)

Background:

Each quarter, NIC's Finance team prepares a set of year-to-date financial statements – in this case for the period April 1 to June 30th, 2022 (attached). These statements form part of a quarterly reporting package that the College sends to the Ministry of Advanced Education and Skills Training. The financial statements are prepared in the same format as the fiscal year-end statements, but without some of the detailed notes.

The figures in the Statement of Operations are within budget expectations for the period, but it is very early in the fiscal year. NIC generally always has a deficit in the first and second quarters of the fiscal year, even in years when a balanced budget is projected. This is due to the fact that most of our tuition revenue comes in during the second half of the fiscal year – from September through to March.

One significant item worth highlighting is the realized gains on investments – which is showing a loss of \$16,289. Last year at the same point in time the College was showing a gain of \$295,727. This is an indication of the worldwide market volatility, and is part of the reason that NIC's deficit is greater in the 1st Quarter of this year compared to last.

NIC's budget at the start of the fiscal year was for a deficit of \$792,752. The results from the 1st Quarter don't indicate a need to alter that projection, and we will continue to keep the Board updated throughout the year.

Action:

For Information

**NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the three months ended June 30, 2022 and 2021**

North Island College
Index to the Financial Statements
For the three months ended June 30, 2022 and 2021

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Statement of Operations and Accumulated Surplus	2
Statement of Remeasurement Gains and Losses	3
Statement of Cash Flows	4
Statement of Changes in Net Financial Assets (Net Debt)	5
Schedule 1 - Schedule of Expenses by Object	6

North Island College
Statement of Financial Position
As at June 30, 2022 and 2021

	June 2022	June 2021
Financial assets		
Cash and cash equivalents	\$ 7,533,052	\$ 7,164,073
Accounts receivable	944,962	627,555
Due from government organizations	201,629	128,299
Inventories held for resale	357,511	332,693
Assets held for sale	-	583,511
Portfolio investments	<u>16,497,950</u>	<u>17,266,250</u>
	25,535,104	26,102,381
 Liabilities		
Accounts payable and accrued liabilities	12,229,030	9,276,489
Due to government organizations	967,338	411,220
Employee future benefits	535,132	527,611
Leasehold inducements	-	359,321
Deferred revenue	1,523,379	1,175,722
Deferred contributions	12,342,945	15,351,540
Deferred capital contributions	<u>40,539,860</u>	<u>39,133,009</u>
	68,137,684	66,234,912
 Net financial assets (net debt)	(42,602,580)	(40,132,531)
 Non-financial assets		
Tangible capital assets	46,804,419	46,506,847
Prepaid expenses	<u>400,818</u>	<u>217,508</u>
	47,205,237	46,724,355
 Accumulated surplus	<u>\$ 4,602,657</u>	<u>\$ 6,591,824</u>
 Accumulated surplus is comprised of:		
Accumulated surplus	\$ 4,951,315	\$ 5,054,480
Accumulated remeasurement gains (losses)	<u>(348,658)</u>	<u>1,537,344</u>
	<u>\$ 4,602,655</u>	<u>\$ 6,591,824</u>

North Island College
Statement of Operations and Accumulated Surplus
For the three months ended June 30, 2022 and 2021

	Budget 2023	% of Budget	June 2022	June 2021
Revenue				
Province of British Columbia				
Base Operating grant	\$ 29,847,087	23	\$ 6,846,165	\$ 6,520,834
Industry Training Authority grant	2,981,104	36	1,066,384	821,198
Routine capital	160,592	81	130,000	130,000
Leases	347,604	22	75,717	86,502
Aboriginal service plan	374,938	24	89,377	66,023
Literacy grants	210,896	130	273,535	36,000
Student aid	145,000	26	38,313	35,573
Educational partnerships	669,000	13	84,750	135,428
Province of BC contracts	<u>829,889</u>	26	<u>217,062</u>	<u>193,455</u>
	35,566,110	25	8,821,303	8,025,013
Government of Canada	1,027,270	5	50,385	41,820
Tuition and student fees	11,572,771	27	3,079,346	2,353,199
Contract services	1,721,210	42	727,146	648,896
Sales of goods and services	1,092,600	16	173,229	96,721
Investment income	495,000	27	133,426	121,925
Realized gain(loss) from investments	275,000	(6)	(16,289)	295,727
Other income	673,496	18	121,115	98,381
Revenue recognized from deferred capital contributions	<u>3,270,257</u>	26	<u>842,720</u>	<u>792,340</u>
	55,693,714	25	13,932,381	12,474,022
Expenses (Schedule 1)				
Instructional and non-sponsored research	53,527,366	26	13,868,675	12,591,070
Ancillary services	1,026,367	11	117,901	131,909
Sponsored research	1,088,437	7	79,689	38,294
Special purpose	<u>844,296</u>	47	<u>397,894</u>	<u>84,383</u>
	56,486,466	26	14,464,159	12,845,656
Surplus for the year	(792,752)		(531,778)	(371,634)
Accumulated surplus, beginning of period	<u>5,483,093</u>		<u>5,483,093</u>	<u>5,426,114</u>
Accumulated surplus, end of period	\$ <u>4,690,341</u>		\$ <u>4,951,315</u>	\$ <u>5,054,480</u>

North Island College
Statement of Remeasurement Gains and Losses
For the three months ended June 30, 2022 and 2021

	June 2022	June 2021
Accumulated remeasurement gains, beginning of period	\$ 766,995	\$ 1,543,213
Unrealized gains (losses) attributed to:		
Pooled funds	(1,131,942)	289,857
Amounts reclassified to the statement of operations:		
Realized gain on pooled funds	<u>16,289</u>	<u>(295,726)</u>
Remeasurement gains(losses) for the period	(1,115,653)	(5,869)
Accumulated remeasurement gains (losses), end of period	<u>\$ (348,658)</u>	<u>\$ 1,537,344</u>

North Island College
Statement of Cash Flows
For the three months ended June 30, 2022 and 2021

	June 2022	June 2021
Cash provided by (used in):		
Operations		
(Deficit) surplus for the period	\$ (531,778)	\$ (371,634)
Items not involving cash:		
Amortization of tangible capital assets	1,004,263	949,541
Revenue recognized from deferred capital contributions	(842,720)	(792,340)
Change in employee future benefits	(57,593)	(54,948)
Gain on sale of tangible capital assets	-	-
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	112,091	648,943
Decrease (increase) in due from government organizations	619,475	1,119,901
Decrease (increase) in prepaid expenses	-	273,084
Decrease (increase) in inventories held for resale	(50,977)	(72,462)
Decrease in Leasehold inducements	-	(12,000)
Increase (decrease) in accounts payable and accrued liabilities	(471,319)	73,847
Increase (decrease) in due to government organizations	651,504	296,707
Increase (decrease) in deferred revenue	(910,513)	(978,837)
Increase in non-capital contributions	<u>(1,404,238)</u>	<u>2,631,113</u>
Net change in cash from operating activities	(1,350,027)	4,082,549
Capital activities		
Cash used to acquire tangible capital assets	(233,712)	(491,593)
Proceeds from deferred capital contributions	-	1,200,000
Proceeds on sale of assets held for sale	-	-
Proceeds on disposal of tangible capital assets	<u>-</u>	<u>-</u>
Net change in cash from capital activities	(233,712)	708,407
Investing activities		
Decrease (increase) in investments	1,034,892	(389,132)
Net remeasurement gains (losses)	<u>(1,115,653)</u>	<u>(5,869)</u>
Net change in cash from investing activities	(80,761)	(395,001)
Net change in cash and cash equivalents	(2,196,278)	4,024,321
Cash and cash equivalents, beginning of period	<u>9,729,331</u>	<u>3,139,753</u>
Cash and cash equivalents, end of period	<u>\$ 7,533,052</u>	<u>\$ 7,164,073</u>

North Island College
Statement of Changes in Net Financial Assets (Net Debt)
For the three months ended June 30, 2022 and 2021

	Budget 2023	June 2022	June 2021
(Deficit) surplus for the year	\$ -	\$ (531,778)	\$ (371,634)
Acquisition of tangible capital assets	-	(233,712)	(491,594)
Amortization of tangible capital assets	3,870,678	1,004,263	949,541
Gain on sale of tangible capital assets	-	-	-
Proceeds on sale of tangible capital assets	<u>-</u>	<u>-</u>	<u>-</u>
	3,870,678	770,551	457,947
Acquisition of prepaid expenses	-	-	(19,226)
Use of prepaid expenses	<u>-</u>	<u>-</u>	<u>292,310</u>
	-	-	273,084
Net remeasurement gains (losses)	-	(1,115,653)	(5,869)
Change in net financial assets (net debt)	3,870,678	(876,880)	353,528
Net debt, beginning of period	<u>(41,725,700)</u>	<u>(41,725,700)</u>	<u>(40,486,059)</u>
Net debt, end of period	<u>\$ (37,855,022)</u>	<u>\$ (42,602,580)</u>	<u>\$ (40,132,531)</u>

North Island College
Schedule 1 - Schedule of Expenses by Object
For the three months ended June 30, 2022 and 2021

Expenses	Budget 2023	% of Budget	June 2022	June 2021
Salaries and benefits	\$ 40,226,720	25	\$ 9,992,145	\$ 8,914,018
Other personnel costs	1,010,471	34	344,537	279,076
Advertising and promotion	687,035	28	195,324	113,037
Books and periodicals	346,098	28	96,208	107,333
Cost of goods sold	689,500	5	33,020	69,191
Equipment costs	1,757,771	55	962,866	866,464
Facility costs	2,839,756	27	753,301	681,184
Financial service charges	234,002	18	42,639	43,110
General fees and services	2,151,165	13	280,132	351,681
Student awards	656,759	19	125,859	59,133
Supplies and general expenses	1,041,181	22	226,046	330,545
Travel	764,434	18	134,284	45,343
Grant transfers	210,896	130	273,535	36,000
Amortization of tangible capital assets	<u>3,870,678</u>	26	<u>1,004,263</u>	<u>949,541</u>
	<u>\$ 56,486,466</u>	26	<u>\$ 14,464,159</u>	<u>\$ 12,845,656</u>

ALL STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report

Student Headcount by Instructional Area

At September 15, 2022 with Comparison Data at September 16, 2021



Instructional Area	2022/23 FY	2021/22 FY	Change	% Change
Indigenous Education	199	157	42	27%
First Nations Studies	33	22	11	50%
Indigenous Language Fluency	60	42	18	43%
Indigenous Languages - ABE	84	79	5	6%
Indigenous Leadership	33	26	7	27%
University Studies & Applied Programs	1,527	1,633	-106	-6%
Business Administration	483	477	6	1%
Computer Science	81	86	-5	-6%
Digital Design + Development	206	174	32	18%
Fine Arts	171	149	22	15%
Office Administration	114	137	-23	-17%
Tourism & Hospitality	56	53	3	6%
University Studies	1,127	1,242	-115	-9%
Health & Community Care	656	591	65	11%
Early Childhood Care & Education	151	112	39	35%
Health Care Assistant	151	152	-1	-1%
Human Services	150	133	17	13%
Nursing: Bachelor of Science	145	144	1	1%
Practical Nursing Diploma	60	53	7	13%
Trades & Technology	254	206	48	23%
Aircraft Structures Mechanic	10		10	
Automotive Collision & Refinishing Foundation	2	5	-3	-60%
Automotive Service Technician Foundation	26	20	6	30%
Carpentry Foundation	12	10	2	20%
Coastal Forest Worker	22	32	-10	-31%
Culinary Business Operations	11	8	3	38%
Electrical Foundation	22	21	1	5%
Electronics Technician: Core	2		2	
Electronics Technician: Industrial Automation Technician		14	-14	-100%
Furniture Design and Joinery Certificate	13	16	-3	-19%
Heavy Mechanical	17	24	-7	-29%
Metal Fabrication Foundation	12	14	-2	-14%
Motor Sport and Power Equipment Foundation	4		4	
One-Time Trades (including Ministry funded)	17	1	16	1600%
Parts and Warehousing Person Foundation	2		2	
Plumbing & Piping Foundation	14	10	4	40%
Welding	44	32	12	38%
Work Experience Trades	39	8	31	388%
Apprenticeship Training	420	356	64	18%
Apprenticeship: Automotive Service Technician	10	2	8	400%
Apprenticeship: Carpentry	141	110	31	28%
Apprenticeship: Construction Electrician	119	117	2	2%
Apprenticeship: Heavy Duty Mechanic	58	45	13	29%
Apprenticeship: Plumbing	78	59	19	32%
Apprenticeship: Professional Cook	11	21	-10	-48%
Apprenticeship: Welding	3	2	1	50%
Adult Upgrading	420	490	-70	-14%
Access for Students with Disabilities	86	80	6	8%
Adult Basic Education	329	410	-81	-20%
Employment Transition Grounds and Custodial Assistant	9	18	-9	-50%
Employment Transition Kitchen Assistant	7		7	
Continuing Education & Training	179	217	-38	-18%
Activity Assistant	47	49	-2	-4%
Animal Care Aide	37	44	-7	-16%
Hospital Unit Clerk	15	12	3	25%
Metal Jewellery Design	9		9	
Occupational Skills	57	97	-40	-41%
Tourism: Adventure Guiding	14	15	-1	-7%
Total Unduplicated Headcount	3,263	3,275	-12	-0%

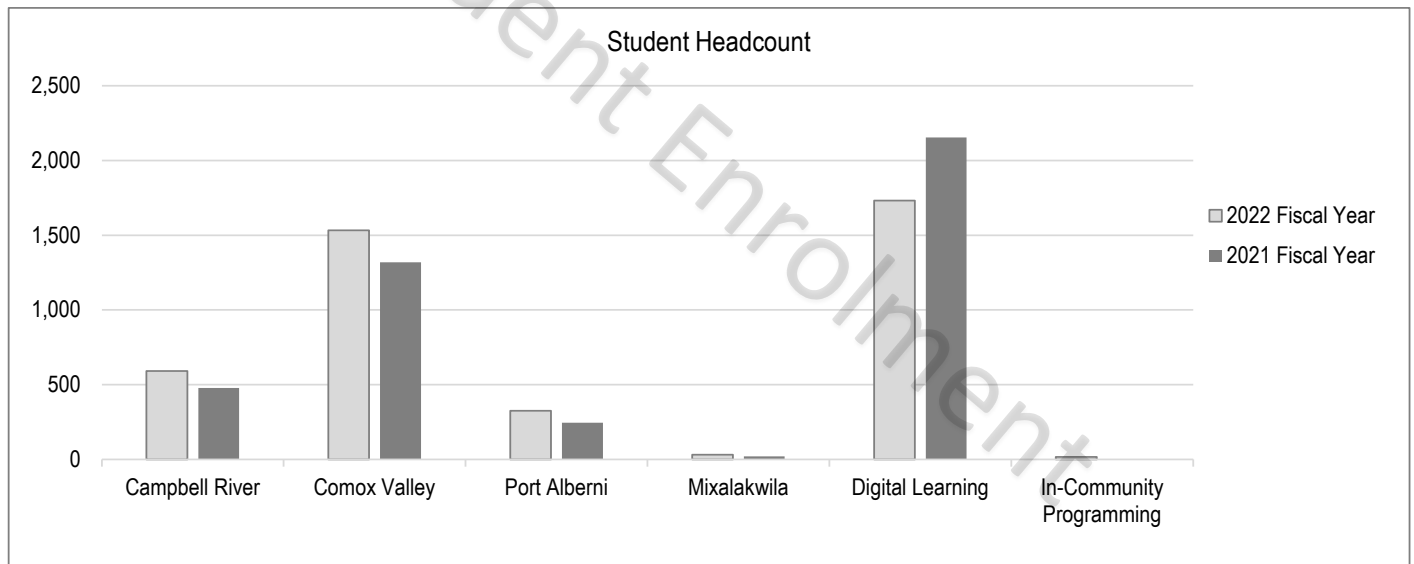
Notes:

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

ALL STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report
Student Headcount by Location
 At September 15, 2022 with Comparison Data at September 16, 2021



Location	2022/23 FY	2021/22 FY	Change	% Change
Campbell River	592	479	113	24%
Comox Valley	1,533	1,318	215	16%
Port Alberni	325	246	79	32%
Mixalakwa	31	20	11	55%
Digital Learning	1,731	2,153	-422	-20%
In-Community Programming	17		17	
Total Unduplicated Headcount	3,263	3,275	-12	-0%



Notes:

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

DOMESTIC STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report

Student Headcount by Instructional Area

At September 15, 2022 with Comparison Data at September 16, 2021

NORTH ISLAND COLLEGE



Instructional Area	2022/23 FY	2021/22 FY	Change	% Change
Indigenous Education	196	155	41	26%
First Nations Studies	32	21	11	52%
Indigenous Language Fluency	60	42	18	43%
Indigenous Languages - ABE	84	79	5	6%
Indigenous Leadership	31	25	6	24%
University Studies & Applied Programs	1,167	1,340	-173	-13%
Business Administration	244	289	-45	-16%
Computer Science	51	63	-12	-19%
Digital Design + Development	113	117	-4	-3%
Fine Arts	160	141	19	13%
Office Administration	114	137	-23	-17%
Tourism & Hospitality	26	28	-2	-7%
University Studies	834	991	-157	-16%
Health & Community Care	623	572	51	9%
Early Childhood Care & Education	131	100	31	31%
Health Care Assistant	151	152	-1	-1%
Human Services	137	125	12	10%
Nursing: Bachelor of Science	145	144	1	1%
Practical Nursing Diploma	60	53	7	13%
Trades & Technology	248	202	46	23%
Aircraft Structures Mechanic	10		10	
Automotive Collision & Refinishing Foundation	2	5	-3	-60%
Automotive Service Technician Foundation	26	20	6	30%
Carpentry Foundation	12	10	2	20%
Coastal Forest Worker	22	32	-10	-31%
Culinary Business Operations	6	7	-1	-14%
Electrical Foundation	22	21	1	5%
Electronics Technician: Core	2		2	
Electronics Technician: Industrial Automation Technician		12	-12	-100%
Furniture Design and Joinery Certificate	12	15	-3	-20%
Heavy Mechanical	17	24	-7	-29%
Metal Fabrication Foundation	12	14	-2	-14%
Motor Sport and Power Equipment Foundation	4		4	
One-Time Trades (including Ministry funded)	17	1	16	1600%
Parts and Warehousing Person Foundation	2		2	
Plumbing & Piping Foundation	14	10	4	40%
Welding	44	32	12	38%
Work Experience Trades	39	8	31	388%
Apprenticeship Training	419	356	63	18%
Apprenticeship: Automotive Service Technician	10	2	8	400%
Apprenticeship: Carpentry	141	110	31	28%
Apprenticeship: Construction Electrician	119	117	2	2%
Apprenticeship: Heavy Duty Mechanic	58	45	13	29%
Apprenticeship: Plumbing	77	59	18	31%
Apprenticeship: Professional Cook	11	21	-10	-48%
Apprenticeship: Welding	3	2	1	50%
Adult Upgrading	412	476	-64	-13%
Access for Students with Disabilities	86	80	6	8%
Adult Basic Education	321	396	-75	-19%
Employment Transition Grounds and Custodial Assistant	9	18	-9	-50%
Employment Transition Kitchen Assistant	7		7	
Continuing Education & Training	177	215	-38	-18%
Activity Assistant	47	48	-1	-2%
Animal Care Aide	37	44	-7	-16%
Hospital Unit Clerk	15	12	3	25%
Metal Jewellery Design	9		9	
Occupational Skills	57	97	-40	-41%
Tourism: Adventure Guiding	12	14	-2	-14%
Total Unduplicated Headcount	2,876	2,964	-88	-3%

Notes:

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

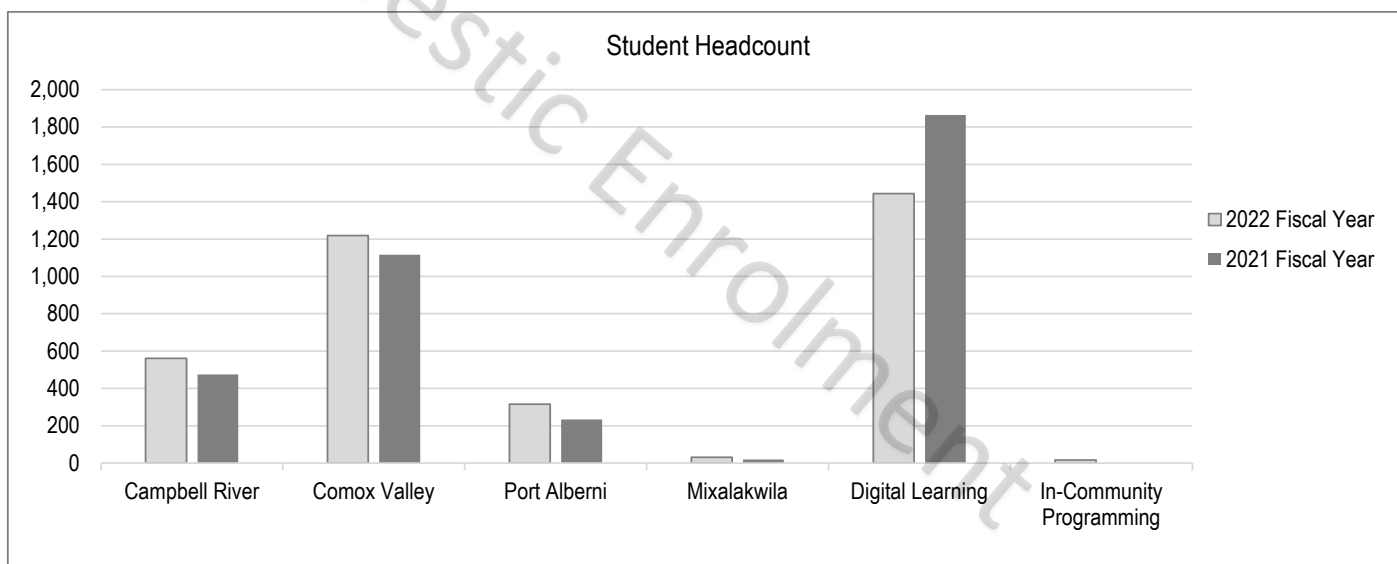
DOMESTIC STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report

Student Headcount by Location

At September 15, 2022 with Comparison Data at September 16, 2021



Location	2022/23 FY	2021/22 FY	Change	% Change
Campbell River	561	475	86	18%
Comox Valley	1,218	1,116	102	9%
Port Alberni	316	233	83	36%
Mixalakwa	31	20	11	55%
Digital Learning	1,444	1,865	-421	-23%
In-Community Programming	17		17	
Total Unduplicated Headcount	2,876	2,964	-88	-3%



Notes:

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

**INTERNATIONAL STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report**

Student Headcount by Instructional Area

At September 15, 2022 with Comparison Data at September 16, 2021



Instructional Area	2022/23 FY	2021/22 FY	Change	% Change
Indigenous Education	3	3	0	0%
First Nations Studies	1	1	0	0%
Indigenous Language Fluency		1	-1	-100%
Indigenous Leadership	2	1	1	100%
University Studies & Applied Programs	360	293	67	23%
Business Administration	239	188	51	27%
Computer Science	30	23	7	30%
Digital Design + Development	93	57	36	63%
Fine Arts	11	8	3	38%
Tourism & Hospitality	30	25	5	20%
University Studies	293	251	42	17%
Health & Community Care	33	19	14	74%
Early Childhood Care & Education	20	12	8	67%
Human Services	13	8	5	63%
Trades & Technology	6	4	2	50%
Culinary Business Operations	5	1	4	400%
Electronics Technician: Industrial Automation Technician		2	-2	-100%
Furniture Design and Joinery Certificate	1	1	0	0%
Apprenticeship Training	1		1	
Apprenticeship: Plumbing	1		1	
Adult Upgrading	8	14	-6	-43%
Adult Basic Education	8	14	-6	-43%
Continuing Education & Training	2	2	0	0%
Activity Assistant		1	-1	-100%
Tourism: Adventure Guiding	2	1	1	100%
Total Unduplicated Headcount	387	312	75	24%

Notes:

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

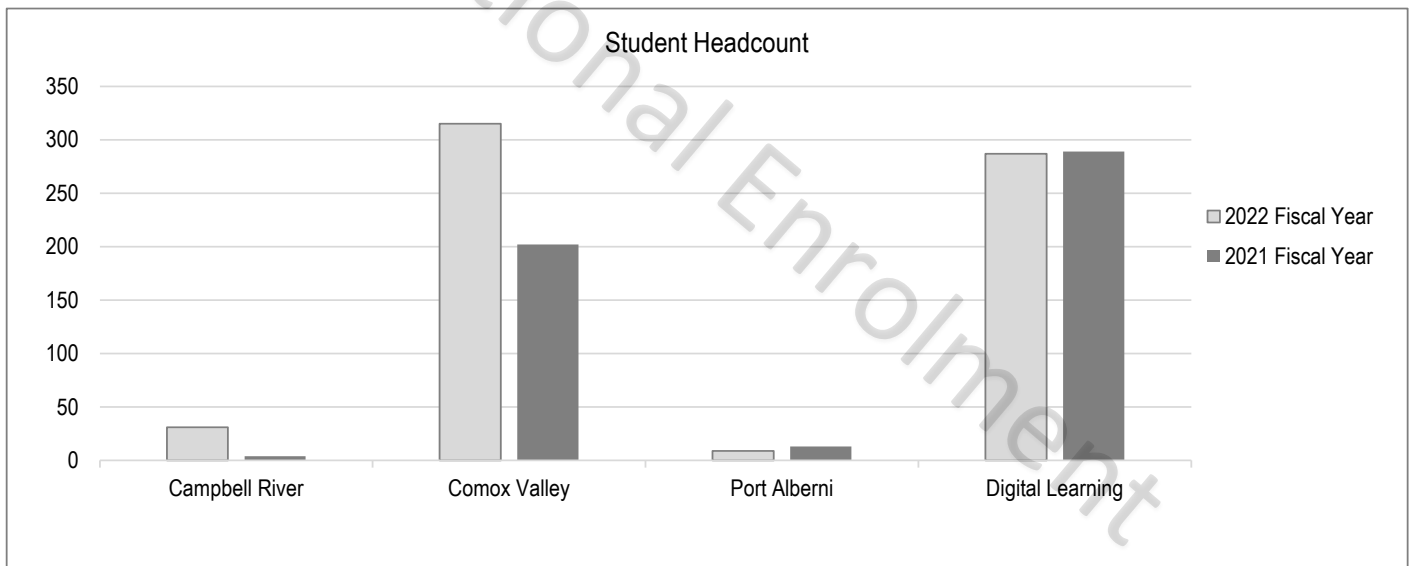
INTERNATIONAL STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report

Student Headcount by Location

At September 15, 2022 with Comparison Data at September 16, 2021



Location	2022/23 FY	2021/22 FY	Change	% Change
Campbell River	31	4	27	675%
Comox Valley	315	202	113	56%
Port Alberni	9	13	-4	-31%
Digital Learning	287	289	-2	-1%
Total Unduplicated Headcount	387	312	75	24%



Notes:

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

INTERNATIONAL STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report
Student Headcount by Continent of Origin

At September 15, 2022 with Comparison Data at September 16, 2021



Continent of Origin	2022/23 FY	2021/22 FY	Change	% Change
Africa	31	12	19	158%
Eastern Africa	27	7	20	286%
Southern Africa	1	2	-1	-50%
Western Africa	3	3	0	0%
Asia	321	277	44	16%
Eastern Asia	14	14	0	0%
South-eastern Asia	30	20	10	50%
Southern Asia	277	241	36	15%
Western Asia		2	-2	-100%
Europe	10	10	0	0%
Eastern Europe	1	1	0	0%
Northern Europe	4	4	0	0%
Southern Europe	1	1	0	0%
Western Europe	4	4	0	0%
North America	16	8	8	100%
Caribbean	1	1	0	0%
Central America	11	3	8	267%
Northern America	4	4	0	0%
Oceania	1	2	-1	-50%
Australia and New Zealand	1	2	-1	-50%
South America	8	3	5	167%
South America	8	3	5	167%
Total Unduplicated Headcount	387	312	75	24%

North Island College Board of Governors

Education Council Chair Report

October 2022

We've had a great startup to the new academic year. We have now all moved to a new online learning platform – Brightspace, and that seems to be going well thanks to Liesel Knaack and her Centre for Teaching and Learning and Innovation team.

On September 13th I attended the Orientation activities at the Port Alberni campus. The Kiwanis Club served up their finest hot dogs. Student participation was excellent.

Education Council met on-line on September 16th where we approved Policy 3 – 31 Student Complaint Resolution.

Education Council was informed of new Authorized Course Guidelines that had been proposed to and accepted by the Curriculum Committee and the Education Team. Hats off to Megan Wilson, outgoing Curriculum Committee chair for her work on this.

An election is being conducted for the student and support staff positions on Edco. There are 6 faculty vacancies. We have been encouraging faculty to step forward and will continue to do so.

I've met with Tony Bellavia, Academic Vice-President, and Jennifer Fallis-Starhunter, Curriculum Chair about Authorized Course Descriptions. I will have met again along with Michelle Badger, Registrar.

I am looking forward to attending the Grand Opening of the Campbell River Gathering Place on September 29th.

Wilma Gus

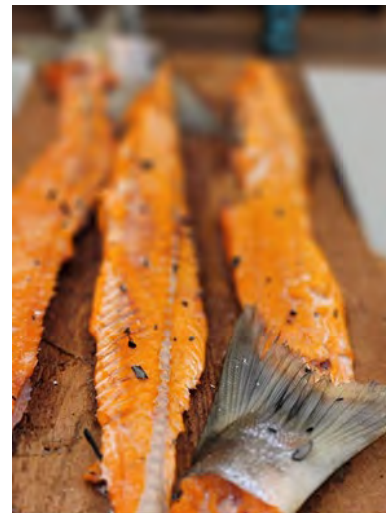
**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
COLLEGE HIGHLIGHTS REPORT
OCTOBER 2022**

ACCESS AND REGIONS

MIXALAKWILA CAMPUS

We are delighted to offer the Human Service Worker certificate program in the Mixalakwila Campus region in partnership with the Mount Waddington Literacy Society for a second time, starting September 2022. The certificate was offered in combination with Port Alberni campus in 2020, where students participated in the program digitally and completed practicums locally. Many participants were already working in the field in uncertified positions. All 10 students at the Mixalakwila campus completed the program and continued careers as education assistants, community support staff, or went on to further education. We look forward to similar success with this strong cohort.

In July, the first cohort of Professional Cook 1 students completed the program delivered in partnership with Gwa'sala- 'Nakdwaxda' xw Nations (GNN), Kawat'si Economic Development Corporation and Kwa'lilas Hotel. Students studied in the evenings at the new commercial kitchen at GNN school under the direction of Red Seal Chef and Chef de Partie, Sean McSavaney.



Students learned traditional food preparation techniques, such as the barbeque salmon (photos above) during the fall pathway semester, and culinary standards such as stock making, plating, and baking through the program.



CONTINUING EDUCATION AND TRAINING

Continuing Education and Training (CET) Overview

Bob Haugen, Director, Continuing Education & Training

We are expanding our focus on developing training programs designed to meet the economic development priorities of our region while continuing to provide excellent customer service to our students and communities. As a cost recovery department, we are also focussed on achieving our financial goals. Meeting these priorities would not be possible without the skilled and dedicated staff we have in all of our campus locations.

In addition to our credit programs, Hospital Unit Clerk, Adventure Guiding, Metal Jewellery & Design, Animal Cade Aide and Activity Assistant we deliver a wide assortment of vocational and one-time funded programs and courses. Our Wildfire, Farming and Craft Brewing programs have been very successful and have resulted in our students finding excellent employment opportunities. We are also working with Nuu Chah Nulth Employment and Training Program (NETP) in Port Alberni and our Trades department to deliver a Level 1 Carpentry Program in Port Alberni. The program started this month with 14 students. We also delivered a very successful Facilities Maintenance Program to Tseshaht First Nation in Port Alberni. This program is also being considered for Alert Bay and Rivers Inlet.

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 been very busy training all our trades and health care students. We are offering an Emergency Medical Responder (EMR) course in November to help BC Emergency Health Services (BECHS /Ambulance) with training and recruitment of employees.

Regenerative Farming Program

The third cohort of the sustainable farming program which has been renamed the Regenerative Farming program (RGF-FT) has been going very well and is wrapping up the end of October.



Microbrewery Operator Program (NEW)

We are excited to announce that we received funding approval for this new program in our brewing portfolio. The program will start on October 17th with 12 spots available. The program 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.

Digital Elevation Expertise Program (DEEP) & Business Management

We are excited to announce that we received funding approval for the DEEP program with the addition of a 5-week Business Management component. The program will start on October 20th with 12 spots available. Students will develop knowledge and skills in digital branding, communications, marketing, online sales, and business management.

Comox Valley Campus

Julian Benedict, Continuing Education & Training Officer

The Animal Care Aide Program

The NIC Animal Care Aide Program continues to be one of the most popular programs at the College. The Fall 2022 cohort (starting in early October 2022) is already full, with a waitlist. Some applicants are now already considering applying for the second cohort, starting in early January 2023. The animal care sector is a growing field, as the shift to work-from-home arrangement 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, visit: www.nic.bc.ca/animal-care.

Activity Assistant Certificate Program

The NIC Activity Assistant Certificate Program keeps expanding. For a second year in a row, NIC is offering a third cohort of this innovative program in the Spring/Summer semester – meaning we have intakes in January, May, and September annually. Word is also spreading well beyond Vancouver Island. In early 2022, the program invited a group of participants from Northern Health, which proved very successful – and the authority is now sponsoring additional students for the upcoming fall term. The program continues to see students offered conditional employment upon completion of the program due to the desirability of the graduates. We anticipate additional enrollment growth when the Hospital Employees Union (HEU) signs its new healthcare worker contract with professional development funds for existing hospital employees. To learn more, and apply online, visit: www.nic.bc.ca/activity-assistant

Advanced Memory Care Returns!

This in-depth 8-week online course is designed for healthcare workers providing frontline care to patients with dementia. Students will learn about how the brain functions, and how to identify at least eight types of dementia. Better understanding of these diverse diagnoses will assist staff in applying strategies for success in a needs-based, person-centered care model. The course first launched in Fall 2021 and started its second cohort in mid-September 2022. To learn more about future course offerings, visit: www.nic.bc.ca/memory-care.

Comox Valley ElderCollege (CVEC)

Comox Valley ElderCollege is thrilled to be returning to the physical classroom in the Fall 2022. Indeed, about 85 percent of CVEC courses this fall are back on-campus, where students can mix and mingle. Select courses, however, will remain via Zoom for both variety and suitability. The Fall information forum was particularly popular, generating about 300 RSVPs (a combination of in-person and Zoom-in registrants) – about 90 more registrants than the physical room could have hosted pre-pandemic. Fall courses and lectures begin in early October 2022 – you can learn more by visiting: www.nic.bc.ca/CVEC.

Campbell River Campus

Sandy Rose, Continuing Education & Training Officer

Hospital Unit Clerk

It has been an exciting start to the term with a brand-new instructor who comes to NIC with real life experience as a working Hospital Unit Clerk. With a wealth of experience in both Vancouver Coastal and Island Health authorities, students will reap the benefits of an instructor who knows firsthand the full scope of the role. Hospital Unit Clerks continue to be high in demand with great employment opportunities which prompted the decision to expand the class to 14 students providing work ready talent come Spring 2023.

Heavy Equipment Operator – Foundation & Level 1 Technical Training

Funding has been secured through the Community Workforce Response Grant (CWRG) to deliver the Heavy Equipment Operator, Foundation and Level 1 Technical Training at the Campbell River campus. This training prepares successful participants for employment in the forestry and construction industry where they will begin to meet local industry demand for this high opportunity occupation. Ten participants will be ready to write the Industry Training Authority (ITA) Roadbuilder and Heavy Construction Foundation and the Level 1 Technical Training exams. Recruitment is in full swing for this exciting training and is scheduled to begin on October 11 and will run until December 21st.

Wildfire Crew Member Training

A little change to our plans this year with CET submitting to the CWRG's Skills Training for Economic Recovery (STER) stream as the grant proponent with Strategic Natural Resource Consultants writing a letter of support for the project. This year will see programs offered in the Campbell River and Port Alberni campuses with up to 24 individuals receiving a well-rounded curriculum that prepares them for entry level positions in time for the 2023 fire season. With continued historical adverse weather events ravaging the province, this training will provide a much-needed influx of job ready individuals to assist with wildfires next year.

Campbell River Campus

Renee Reedel, Continuing Education & Training Officer

Marine Training

Marine training remains in demand with courses once again delivered over the summer at the campus and a contact in Bella Coola. Fall classes are filling up, Port Alberni deliveries will be added for fall delivery and several contracts are in the works.

Metal Jewellery Design

Metal Jewellery Design Certificate program was recently relocated, and the space came together in the final hour with nine keen students in attendance.

Campbell River ElderCollege (CREC)

Campbell River ElderCollege registration opened on September 21. CREC is offering 24 courses and currently has 67 members registered to attend. All classes are face to face.

Port Alberni Campus

Leanne Moore, Continuing Education & Training Officer

Facilities Maintenance Fundamentals

CET delivered a 6-week Facilities Maintenance Fundamentals program to the Tseshaht First Nation community. The training program was funded by a Community Workforce Response Grant which Tseshaht First Nation was successful in obtaining. The students worked on the community's Language House and learned new skills, including flooring installation, mouldings, painting, basic plumbing and electrical. Many of the students have gone on to find employment as a result of the training.



Farmworker Fundamentals

In partnership with the Port Alberni Shelter Society, CET delivered another CWRG-funded 8-week Farmworker Fundamentals program this summer.

The Farmworker Fundamentals program took place at the Shelter Farm. The students had the opportunity to learn 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 experienced organic farmers and horticulturalists.



Supported Carpentry Level 1 – NETP Partnership

On September 12, CET in partnership with Trades, ITA and Nuu-chah-nulth Employment and Training Program (NETP) commenced delivery of a 14-week supported Carpentry Level 1 program at TEBO Vocational Centre. Students will be preparing to write the ITA Level 1 exam to be held in December. As part of the training, there will be a community project for students to use their newly acquired skills.

Mixalakwa Campus

Jennifer Case, Continuing Education & Training Officer

Kayak Guiding Fundamentals

CET delivered Kayak Guiding Fundamentals in the spring to prepare students for positions this summer in partnership with the Mount Waddington Regional District and funded through the CWRG. Students earned provincially recognized certificates as kayak assistant, overnight guides and sea kayaking levels 1 and 2, wilderness first aid, Foodsafe for remote environments, and marine interpretation. All participants moved into employment in adventure tourism.



Heavy Equipment Operator Training

In partnership with Wuikinuxv Nation, CET innovated to deliver the Heavy Equipment Operator program in the community of Oweekeno supported by the CWRG. Unfortunately, due to Covid-19 cases in the community, the program was relocated to Port Hardy and the final two weeks of practical training took place in Nanaimo in partnership with the Vancouver Island University. Fifteen students completed the ITA certified Roadbuilders and Heavy Construction and Level 1 Technical Training programs.



ARTS, SCIENCE AND TECHNOLOGY

Department of Social Sciences

Submitted by Jenny Botica, Department Chair, Faculty

This report is the first to feature separate Humanities and Social Sciences Departments. Previously, the large Department of Humanities, Social Sciences, and English brought together a wide group of interests and disciplines. In August 2022, the Department of Social Sciences was born, encompassing the disciplines of anthropology, criminology, geography, political science, psychology, sociology, and women's studies. The two departments look forward to continued collaboration for student and faculty success.

FACULTY ACHIEVEMENTS

There have been some shifts within the team of Social Sciences. Dr. Jenny Botica has accepted the role of Chair, in addition to teaching anthropology and history. Ryan Blaak remains Chair for Humanities and English (history, liberal studies, modern languages, philosophy, and English). Some faculty remain on leave, and we look forward to welcoming them back in future. In the meantime, we have hired several enthusiastic sessional instructors.

The last couple of years have resulted in some reduced course offerings in Social Sciences, though that trend seems to be changing. Most courses are being offered in a face to face or hybrid setting, with instructors returning enthusiastically to the classroom.

Faculty continue to impress with innovative ways to engage learners in the classroom. For example, Gary Green (Criminology instructor), has been using qualitative approaches for experiential learning, including talking circle format, Pecha Kutchu presentations, and digital storytelling. He's also used [ventriloquism for role plays](#) and forensic presentation (images below).





Finally, we are looking forward to continuing NIC's commitment to global engagement with an optimistic outlook towards overseas field schools. In partnership with Dr. Debra Foran at Wilfred Laurier University, NIC is offering its students an archaeological field school in Jordan. The NIC team, led by Jenny Botica, will be participating in the [Town of Nebo Archaeological Project](#), which combines archaeological excavation, analysis, and literature to offer students an immersive experience. Students will live and work within an active archaeological students and Jordanian researchers, as they explore the importance of trade, religion, and landscape for the people of the TransJordan.



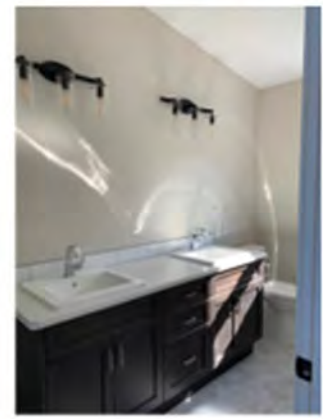
STUDENT ACHIEVEMENTS

Our students continue to impress with their resiliency and innovation. One of our psychology sessional instructors, Emma Mork, has passed on some remarks from students upon their return to campus: "This is the first time I've been around people in three years!" and "It's so nice to touch paper, after being fully digital for years." This positivism extends to classroom engagement, with a general trend towards seeking connections with students through positively based discussions ("sounds good" instead of "no problem", and "what makes a good person?" instead of "what makes a bad person?"). The importance of positive language is an unanticipated, but welcome, outcome of COVID.

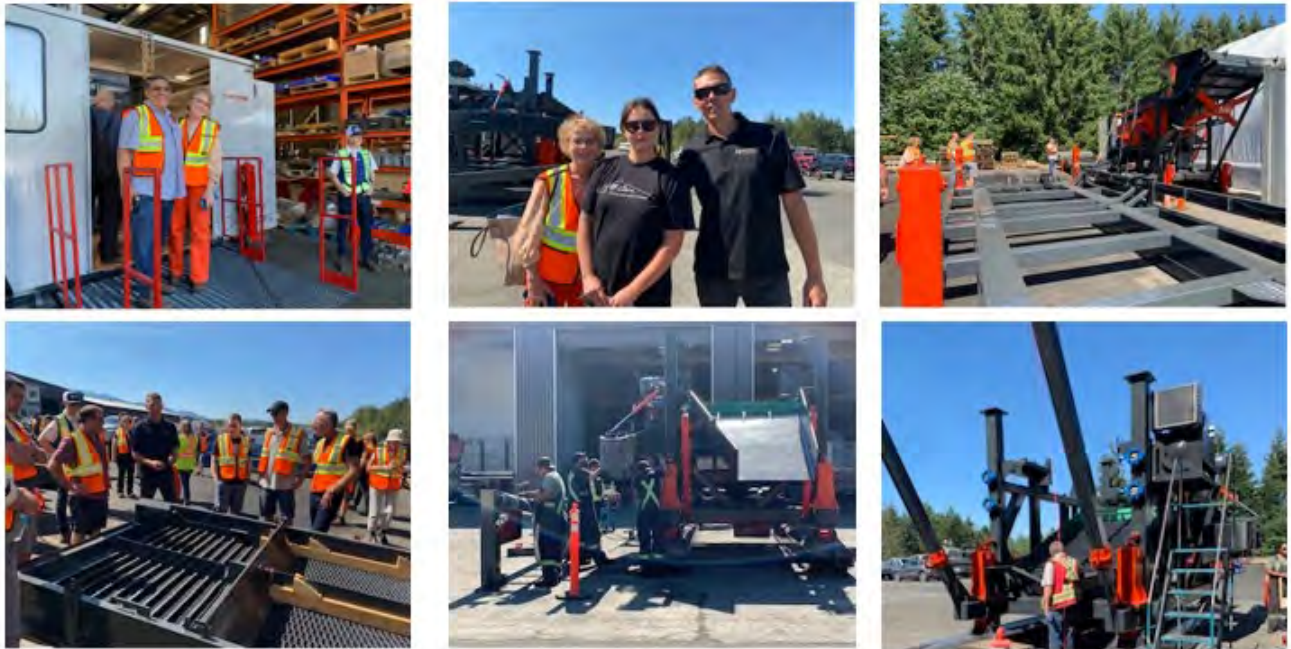
TRADES AND TECHNICAL PROGRAMS

The noticeable chill in the morning air and the early fading of the afternoon sun from the sky can only mean one thing, summer is inevitably relinquishing its hold as we make our way through September. Soon, leaves will be dancing on the brisk evening breezes and warm fuzzy sweaters will once again make their way from seasonal hibernation back to first pick at the front of our closets to ward off the impending drop in temperatures that Autumn brings.

Faculty and Staff of Trades and Technical programs were reunited on August 31 with our annual gathering to catch up on summer events and map out future opportunities for students. Our day wasn't all business – Road Trip! Our morning route took us to Muchalat Construction in Cumberland. Part of the Muchalat Group of Companies that has operated on Vancouver Island since 1979, this division specializes in modular prefabricated homes that are constructed on-site from start to finish and transported directly from the plant. The team, which includes carpenters, electricians and plumbers, is known for the quality and distinction of their built-to-higher-standards units for both commercial and residential projects. It was quite fascinating and informative to walk through their factory witnessing the steps for transforming the component shells to the finished products.



From here, the bus took us south to Parksville for a tour of Macon Industries. Macon is a worldwide supplier and creator of diamond core drilling products and gold mining equipment. They have a team of innovative designers, engineers, mechanics and fabricators focused on constant improvement in the design and development of equipment that is durable, easy to maintain, functional and has the highest recovery rates in the industry – while operating efficiently and safely. With a product line that can suit every scenario of the mining industry, from drills to fly baskets, generators to testing plants and much more. They are industry leaders who continue to grow substantially in this competitive industry. Our tour guide, Ben Marks, was only too happy to answer the barrage of questions as we moved from one area of manufacturing to another. Side note: their equipment has been featured on and is used by Discovery Channel’s “Gold Rush: Parker’s Trail!”



What a day!

And We're Off!

Fall 2022 is proving to be a busy term for the faculty of Trades and Technical programs. We kicked into gear **II** foundation programs on September 6 that will carry through to 2023, three of which (Automotive, Furniture Design and Welding) are at the Port Alberni campus. We also have the Coastal Forest Worker Certificate program and a 1st year Coastal Forest Technology Diploma running while the 2nd year students from the 2021 Diploma program continue with their program. Professional Cook Level 1, Culinary Business Operations Certificate and Diploma programs also started up at the Campbell River campus with instructor Sunshine Layton at the helm. Throughout the fall term there will also be 10 Apprenticeship programs at the Campbell River campus in Electrical, Heavy Mechanical and Professional Cook 3. Instructors at the Comox Valley campus will be kept on their toes with three Plumbing Apprenticeship programs and five Carpentry Apprenticeships.

Exciting News!

After a two-year hiatus we are excited to announce the Aircraft Structural Technician program is back! One of NIC's own 2007 graduates of the AME-S program has now come full circle to lead 10 of his own budding technicians through the complexities of aircraft structures. Caleb Warder has chosen to transition from a lucrative career into instruction. Since 2007, his career has involved working in Australia, India, Pakistan, Chile, USA, and various Canadian-based projects, including contracts with the Canadian Military. Caleb is a mentor and industry leader who looks forward to sharing his professional experience and knowledge on the aircraft sector's dynamic and unique career options.

Even more exciting news...Fall 2022 is bringing *six* cohorts of Motion Picture Film training! Motion Picture Production Assistant, Grip, Lighting and Set Construction have been popular go-to's for Film training but now we're adding Set Dresser and Greensperson to the mix! These programs will be delivered with both online and hands-on training sessions in partnership with Martini studios over 12 weeks from November 14 to February 10, 2023.

One More New Development!

While we usually find him cooking up a culinary storm Enrique Toledo has been confirmed as our Associate Dean for the Faculty of Trades and Technical Programs.

Not only is Enrique a Red Seal Chef, he also holds his Bachelor of Education, Master of Arts in Leadership, and is a PhD candidate. Enrique is a seasoned educator with instructional roots in the K-12 system. Following his years of instruction at the high school level, Enrique has held faculty and administrative roles with Vancouver Community College, Red River College, SAIT, and most recently, a faculty position with NIC.



He brings experience in program review, development and management, industry engagement, financial and HR management, and external relations. In the capacity of a post-secondary administrator, Enrique has held oversight of multi-million-dollar budgets while supporting a range of programming inclusive of Construction, Energy, Manufacturing and Automatization, Business, and Culinary Arts. While at SAIT, his role was expansive and included an integral role in the capital facilities project related to developing and constructing the renowned SAIT Downtown Culinary Campus. Enrique's portfolio has also included liaising and formalizing transfer credit and pathway programming in support of Military staff while working with Veteran Affairs in support of Veterans as they transition into civilian life and related careers.

His experience is expansive and his passion for educational growth and development is second to none. We welcome him in the position of Associate Dean – but don't worry, he's close to the kitchen too!

Happy Fall and Welcome Back Everyone!

SHARE:

[Join Our Email List](#)



Update from the Office of Global Engagement September 2022

[Journeying Together - A transformative approach to Indigenization and internationalization at NIC](#)

Mark Herringer, Executive Director, Office of Global Engagement and Kelly Shopland, Executive Director of the Office of Indigenous Education welcome us to re-imagine global engagement together.

This, our first Indigenous-serving Internationalization plan, places Indigenous students, employees and their communities at its heart and will shape and guide our work for many years to come. It also provides a place to reflect and reshape the learning and experiences of visiting international students, both Indigenous and non-Indigenous, many of whom come from colonial systems with different histories and responses to those histories. [You can read the plan here.](#)



We are grateful to all who contributed their voices to Working Together, NIC's Indigenization Plan which provides the values and principles to guide us today.

[International Recruitment and Enrollment Update](#)

Welcome back to campus for the new academic year! OGE has welcomed over 130 new international students (final number still to be confirmed) to Comox Valley, Campbell River and Port Alberni campuses, with the total headcount of 366 international students

registered this term. With sincere thanks to all staff at OGE, we managed to have a vast majority of our students arrive on campus without delay which made the start of term much less chaotic. Across all campuses, 66% of our students are from India, and the rest coming from 36 different countries around the globe.

Despite a significant setback we have experienced during the pandemic, the number of new students and how they added to the overall diversity of our international education student body is amazing. Campbell River campus is currently hosting 23 students in the Global Business Management Post-Degree Diploma and Culinary Business Operations Certificate/Diploma programs. These students are a great mix from various countries including Zimbabwe, Philippines, Japan, Peru, Sri Lanka, Vietnam and the US.

Looking ahead, Canada's international recruitment is heading into a more competitive environment, especially with other English-speaking countries coming back with faster study permit processing time, while Canada struggles to speed up. With continuing effect of the COVID inflation and downturn in the economy in various countries, NIC needs to remain competitive and attractive in our positioning in the market, relationship building with recruitment partners, and program offerings. Our international recruitment team is finishing up with our recruitment plans for the next academic year and hope to bring greater diversity and strong students to NIC.



Photos: (left) Neeraj Malik & (right) Nipun Grover attending recruitment events in India

[International Education Articles](#)

Continuing visa delays putting Canada's competitiveness at risk

ICEF Monitor, September 07, 2022

- Continuing processing delays, and a mounting backlog of visa applications, remains an area of growing concern for Canadian educators and foreign students
- Canadian immigration officials are moving to add staff and reduce processing times but the considerable backlog has meant that some students are faced with the prospect of deferring their program
- The Canadian government has extended its COVID-era policy allowing students to complete up to 100% of their studies online and still be eligible for a Post-Graduate Work Permit

Forecast projects 1.8 million Indian students abroad by 2024

ICEF Monitor, August 31, 2022

- The importance of the Indian market as a major driver of global growth in student mobility is on display

- It projects that Indian outbound will more than double over the next few years to reach 1.8 million students by 2024
- Total student spending is expected to exceed US\$75 billion by that point

Canada: int’ls need Indigenous education

The PIE News, April 26, 2022

- International students and newcomers to Canada need support to fully understand the country’s Indigenous community
- There is a need to “critically reflect” on post-secondary institutions’ responsibility to educate and engage international students

International Fall Orientation



We have finished orientation week for our new international students for the 2022 Fall term.

We hosted our virtual orientation on Tuesday and had 97 new students join us. The students were engaged on the chat, sharing their program and campus info, and supporting those in search of accommodation.

The following day Wednesday, we had 92 students for our face to face orientation at the CV Campus. The engagement

during international bingo was amazing, students were enthusiastic with full participation.

The CR Campus face to face orientation was attended by 18 students. The group was quiet but they connected well – we had Zimbabwean students meet each other in the hallway, and Peruvians sit next to each other without knowing each other in advance. We also had a student from Punjab who arrived without accommodation and had a place to live with a fellow student by the end of the day.

"I strongly feel that we have made a very positive impact on the start of their educational journey at NIC. And Barb... you greet every student with the most pleasant welcome for each student – sometimes I wish I could be a student again!" Angie Price, Manager, International Student Services, Office of Global Engagement



Global Learning by Margaret Hearnden



Sunflowers are my favourite flowers; I find it impossible not to smile when I see them. According to [Floraqueen](#), sunflowers mean longevity, good luck and happiness, friendship, healing, and focus. All beautiful sentiments as we prepare to welcome new and returning students. The beginning of each academic year is a time when we reflect on how we'd like our teaching to unfold. What are you focusing on for 2022-3? What are you excited about? How

is this year going to be different?

Doing and Being

There's stuff we can control and stuff we can't. Taking risks in teaching and letting go of the need to hold on tightly, is daunting when we know so much is at stake. Check out [Faculty Focus Podcast 24, Using Risk, Creativity, and Rituals to Uncover a World of Teaching Possibilities](#). The presenters discuss, "how entrepreneurial thinking can be applied to learning and teaching when assessing the risks educators and learners are taking—especially now with new codes of virtual learning and teaching."

We make lots of decisions when we teach. The article [Decision Making for Equity: Applying the VIBE Framework for More Equitable Outcomes](#) explores how to become more equity-minded. VIBE, "stands for views, inclusion, benefits and burdens, and equity," and, "can be used for small, individual decisions (e.g., should I allow students to drop a quiz?), [or] large, group decisions (e.g., will our overhaul of the curriculum meet all students' needs?)."

Being and Doing

I've been wondering how we can continue to engage in culturally relevant teaching. This 15-minute video [Culturally Relevant Pedagogy in Mathematics](#), explores three important criteria: 1. Students achieve academic success; 2. Students develop cultural competence; and 3. Students develop critical consciousness. If you'd like to dig a little deeper into culturally relevant teaching, or find new ways of internationalizing a course, or engaging students in group activities, please join me and other colleagues in some live online sessions this fall (watch out for the CTLI emails for details).

Prefer to work at your own pace? Email me at Margaret.Hearnden@nic.bc.ca and I'll enroll you in the Bright Space course I'm developing called, [Enhancing Intercultural Understanding and Engagement](#).

Book of the Month

I love a good murder mystery, especially ones set in different countries. It's a great way to get my mystery 'fix,' and learn a little about other cultures. [The Missing American](#) by the Ghanaian American author [Kwei Quartey](#) is set between Accra and Washington DC, featuring Emma Djan, a young woman beginning her career as a private investigator.

[Study Abroad & Partnerships](#)

**We are happy to share that
three NIC students are
abroad for an exciting one-
year exchange in France and
Romania!**

France @ University Savoie Mont Blanc (USMB)

Samantha McKieve and Alec Weinstein,
NIC students enrolled in the Bachelor of

Business Administration Program are taking advantage of NIC's partnership with Université Savoie Mont Blanc (USMB) in Annecy in the French Alps by completing an international double degree, including an internship. They will earn both a USMB's Diplôme International de Technologie de l'Université and an NIC's Bachelor of Business Administration within four years.



Romania @ University Transylvania of Brasov (UniTBv)

Chris Bilinski, a second year NIC student enrolled in the Coastal Forest Technology Diploma, will spend one year enrolled in an Erasmus+ exchange program at the Faculty of Silviculture at the University Transylvania of Brasov.

During their exchange program, students will pay NIC tuition and will have access to financial support and [Study Abroad Scholarships](#) offered through NIC.

Upcoming Field Schools 2022/23:

Spain: A Meeting of Four Worlds: Christian, Muslim, Jewish, Indigenous – Southern Spain

This 9 credit Field School offering students the opportunity to discover historical connections between Spain and Vancouver Island past and present by uncovering a Meeting of the Four Worlds: Christian, Muslim, Jewish, and Indigenous. This field school will challenge students' own experiences as tourists in contemporary Spain.

Japan: Fishing, Indigeneity and the Asia Pacific

This 3-credit field school explores both urban and rural Japanese towns and cities, historic museums, hands-on learning about local fishing practices within Japan's indigenous community, and Canada's deep-rooted connection to the town of Mio.

Jordan: The Town of Nebo Archaeological Project

This 6-credit field school explores the history and archaeology of the site of Khirbat al-Mukhayyat using archaeological excavation, analysis, and literature review. In this immersive course, students will live and work within an active archaeological team, alongside other students and Jordanian researchers, as they explore the importance of trade, religion, and landscape for the ancient people of Transjordan.

[Study Abroad Scholarships](#) available to eligible students.

For more details on study abroad opportunities, please send your questions to istudyabroad@nic.bc.ca

Upcoming Conferences for OGE

European Association for International Education (EAIE), Barcelona, Spain

Europe's largest international education event

Poster presentation: "Exploring the Intersection between Indigenization and Internationalization across borders" Romana Pasca, Manager International Projects, Partnerships, and Global Education / Kelly Shopland, Executive Director Indigenous Education / Mark Herring, Executive Director, Office of Global Education

Canadian Bureau for International Education (CBIE), Toronto, Canada

The meeting place for international education professionals from across Canada and around the world.

Panel presentation: *Fostering Inclusive International Learning Experiences | Favoriser les expériences d'apprentissage international inclusives*

Romana Pasca, Manager International Projects, Partnerships, and Global Education / Chyntia Konza, Scholarship Programs Officer, University of Montreal / Samantha Larocque, Advisor, Academic Programs and Partnerships, Concordia University

The PIEoneer Awards 2022, London, England

Celebrating innovation and achievement in global education

Presenting for Category: Progressive education delivery award, NIC Award Sponsorship

Junko Leclair, Manager of International Enrolment & Recruitment

NIC Award Finalist, Real Life Learning Category: Laura Johnston, NIC English Instructor

OGE Staffing Update & New Signage



The Office of Global Engagement is pleased to welcome new staff to the team. Agalya Kathirvelu (left), International Student Advisor, Amy Collins (centre), Admissions Assistant, and Manpreet Kaur (right), Admissions Officer. Both Agalya and Manpreet are NIC graduates, and Agalya completed her internship with OGE in 2019. Amy comes to us from the Vancouver Island University, International Office.

We are honoured to present new signage with local Indigenous language. The Campbell Review campus (left) office signage is written in the Liq'wala language and translates to *Global Learning*. The Comox Valley campus (right) signage is written in Kwak'wala language and translates to *The place for learning all over the world*.

We are also excited to announce our new NIC Recruitment Representative Neeraj Malik. Neeraj is responsible for recruitment from the South Asia region (India, Nepal, Bangladesh, and Sri Lanka). Neeraj has great enthusiasm for NIC and engaging with prospective



students. He brings a wealth of knowledge understanding student interests for an international education in Canada.

We are sad to announce that this is the very last edition of OGE internal newsletter to be compiled by Lisa La Rose. Lisa is continuing her journey with NIC in a different position starting September 14th. Although we are very sad to see her go, we wish her the very best!



Sincerely,

The Office of Global Engagement Team



Fall 2022 Timeline for Election Contacts

Election for Board of Governors and Education Council

Date	Action
Aug 29	Election promotion: student & employee myNIC sites, email to students and employees, Student Life newsletter, social media, digital hallway monitor slide, nomination forms made available to campuses/centre via myNIC site announcements and emails.
Sept 16	Nominations close by 4 pm. These must have arrived at Registrar's Office by 4 pm Deadline for requesting mail-in ballots
Sept 20	Nominees ratified; candidates declared, campaigning period begins Nominees may review their biographies at Registrar's Office
Sept 20	Biographies and election materials available to all campuses/centres
Oct 3	Election day
Oct 4	Ballots counted and results announced
Oct 6	Board of Governors meets
Oct 7-14	Appeal period
Oct 10	Thanksgiving Day (college closed)
Oct 14	Education Council meets
Nov 3	Board of Governors annual retreat
Nov 18	Education Council meets

Note: a copy of the official meeting schedule(s) will be provided to the elected members (along with additional documents) by Rachel Reid for the Board of Governors and by Kara Foreman for Education Council.



**BC Government
Post-Secondary
Funding Review
July 2022**

Ḳuum'aaʔateʔicuu

Nuu-chah-nulth

Gilakas'la

Kwak'wala

Ḳelakasla

Liq'wala

čεčεhaθεč

Island Comox

The above words mean 'welcome' in the four languages of the Nuu-chah-nulth, Kwakwaka'wakw, Liḡwítḡdaḡ, and Coast Salish people.

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 peoples, on whose traditional and unceded territories the College's campuses are situated.



1. NIC's most important contributions to the economic, social, and environmental health of British Columbia

NIC's most important contribution to the economic, social, and environmental health of British Columbians is our accessible, flexible, and responsive approaches to learning that increase the participation of North Islanders in the province's skilled economies. As an active member of BC's post-secondary system, we fully embrace our purpose as a [college](#) and our role as an [anchor institution](#) in the over 50 rural and remote communities, inclusive of [35 First Nations](#), that we have the privilege of serving.

We are a community college that is passionate about our [mandate](#) to provide comprehensive education and training to the people of the North Island and Central Coast. Our broad range of year-round, high-quality is a gateway to business, industry and [further post-secondary education](#). Embedded in community, we bring our resources and knowledge to civic tables that work together to grow the overall well-being of the people and localities we serve. Our holistic approach to building community well-being weaves economic, social, and environmental contributions to the province into our student-centred education and training. We collaborate with First Nations, local governments, businesses, industry, and the community to create education and training that is culturally relevant, environmentally sustainable and based on regional labour market needs. This practical and relationship-based approach to education and training is essential to the economic health of the region's people. Our partners identify prospective programming and prospective students, ensuring that more North Islanders have access to education and training, leading to careers in high-demand and high-income fields.

Our accessible and comprehensive programming contributes to a skilled labour force that keeps rural and remote economies running. NIC graduates keep daycares, social service agencies, hospitals, and schools open. Our graduates in accounting, office administration, trades, culinary, technology, arts, web design and marketing serve the small businesses, trades, forestry operations, mines, tourism sector, and aquaculture farms that ground North Island economies. Our community capacity building extends beyond meeting core labour market needs. Rural and remote North Islanders are facing major technological, economic, environmental, and regulatory changes in key industries like forestry, mining, and aquaculture. NIC supports these transitions with programming that blends social and environmental awareness with the skills that technologization requires. For example, developed at local industry tables, NIC's [Coastal Forest Worker certificate](#) integrates teachings about Indigenous lands and culture and leading environmental practices with hands-on skills acquisition and employability outcomes. The certificate includes the technical, math, engineering, applied technology and data management skills that careers in today's forestry industry require. Our [Regenerative Farming](#) micro-credential supports female entrepreneurship and community resiliency through students' local acquisition of sustainable farming knowledge and skills.

Given the profound changes in many of the North Island's key industries, our labour market programming is increasingly oriented towards regional economic diversification. For example, BC's Film industry has set new rural production records and is experiencing severe skilled labour shortages. NIC's suite of [motion picture](#) micro-credentials, developed with [INFilm](#) and offered in partnership with [Martini Film Studios](#), sees students from across rural BC learning theory online and gathering together for short, applied learning experiences. We also harness the College's [expertise](#) to advance clean economic diversification through localized innovation activities that improve the province's social and environmental health. Our students' learning extends beyond the classroom to solve real-world challenges, which embed experiential learning opportunities within social innovation projects. For

example, by partnering with small companies like [Cascadia Seaweed](#) and local First Nations, [NIC's student researchers](#) are increasing the viability of the environmentally sustainable [seaweed industry](#). Economic development and diversification initiatives like [these](#) have the revenue potential to provide high-wage jobs in small communities while being sustainable and culturally appropriate.

NIC is at our best when we partner to access to the economic and social prosperity that post-secondary education and training affords. These innovations in access are how we fulfill our responsibility to increase the labour market participation of those impacted by COVID-19 and underrepresented and vulnerable groups, advancing the fulfillment of our [mandate](#).

Our 50 years of experience demonstrates that training people in place allows them to live and prosper in those places. In addition to offerings at [four permanent campuses and a learning centre](#), NIC offers approximately 15% of our programming in-community, primarily in Indigenous communities. Yet providing education and training as close to home as possible is only one of the elements of NIC's access platform. We employ a multi-faceted approach to encouraging participation. Eliminating barriers is core to improving access to education for the region's residents. Open admission requirements, reserved seats for under-represented groups, year-round programming, very low tuition, generous financial aid, priority on-campus childcare, academic and support services and on-campus student employment all enable student success. Students who complete the first two years of their [university studies](#) at NIC have guaranteed admission to Vancouver Island's universities.

Innovations in self-directed, flexible learning, such as stackable short-term credentials, are how we increase student attainment of the post-secondary education and training that labour market participation requires. Flexible learning with integrated student services offered year-round facilitates student participation across time and space. For example, our open admission, online, 12-week [Medical Terminology Skills Micro-credential](#) meets Island Health's requirements and provides full credit toward an [Office Administration](#) certificate which ladders into [NIC's Bachelor of Business Administration](#).

These innovations in access allow more students to be successful. This success enables their labour market participation and leads to the social contributions that higher incomes generate and the growth of place-based economies. Our success in widening access to post-secondary education and training is reflected in the diversity of the NIC student body. Over 7,000, mostly regional, mostly part-time, students attend NIC each year. 20% of our students are Indigenous, 20% have a documented disability and well over a third are the first in their family to attend post-secondary education. Just under 20% of the region's secondary school students do not graduate high school, ranging up to 34% in rural and remote areas.

Still, NIC continues to serve an under-served regional population with some of BC's lowest levels of post-secondary education and most significant barriers to participation. [Labour market projections](#) indicate that enabling the workforce participation of all people will be necessary for British Columbia's future economic health. NIC's innovations in access increase this participation. Changes to the funding model that align with these successful approaches, the specific needs of the people we serve, our collaborative models of education, and the [Vancouver Island/Coast](#) labour market, would increase NIC's ability to grow the skilled labour force. Improvements that target the real costs of educating students where they are, both geographically and in terms of educational preparedness and personal readiness, would enhance NIC's ability to increase our collegial contribution to BC's widely respected post-secondary system and the real and pressing needs of the region we serve.

2. Promoting reconciliation with Indigenous peoples

NIC is an [Indigenous-led](#) college which recognizes the authority and direction 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. NIC also acknowledges the 4 Métis Chartered Communities throughout the region. Under their leadership, we promote reconciliation with Indigenous peoples through our actions and commitments. NIC's commitment to reconciliation is enshrined in our governance model, [strategic plan](#), [Indigenization plan](#), and operations.

In this work, we are accountable to the NIC [Indigenous Education Council](#) (IEC) composed of members from each of the 35 First Nations, 4 Métis Chartered Communities, and local Indigenous organizations. A [leading practice in BC](#), the IEC gives voice to the educational goals of Indigenous people in the region and provides advice and direction in all matters relating to NIC's vision, mission, and strategic direction. Three regional advisory committees identify local education and training priorities and advise on community and economic development plans.

In 2021, the IEC launched [Working Together: Making Space for the Great Things to Come](#), the College's first Indigenization plan. The plan adopts [BC's Declaration on the Rights of Indigenous People](#) as its reconciliation framework and actions Colleges and Institutes Canada [Indigenous Education Protocol](#) to bring this framework to life.

Working Together commits NIC to:

1. Action - Making Indigenous education a priority.
2. Governance - Ensuring governance structures recognize and respect Indigenous peoples.
3. Teaching and Learning - Including intellectual and cultural traditions of Indigenous peoples in curriculum and learning approaches
4. Understanding and Reciprocity - Increasing understanding and reciprocity among Indigenous and non-Indigenous peoples.
5. Employee Recruitment - Increasing the number of Indigenous employees, including Indigenous senior administrators
6. The Learning Environment - Establishing Indigenous-centre holistic services and learning environments.
7. Building relationships - Being accountable in Indigenous communities in support of self-determination.

NIC works to fulfill each of these commitments to reconciliation through specific goals and actions that aim to restore balance, address the social divide, and eliminate racism and socio-economic inequity. In its first year, [Working Together](#) has advanced key initiatives and operational changes in accordance with these commitments.

We are working to restore balance in NIC's governance structures by increasing the representation of Indigenous peoples on NIC boards, councils, and committees. The NIC Board of Governors and IEC are committed to exploring decolonized and Indigenized decision-making processes. We are currently reviewing policies and operational practices to ensure they recognize Indigenous people's human rights and the equity and inclusion of Indigenous students, faculty, staff, and community members. A strategy to increase the number of Indigenous employees, including in senior leadership positions, will achieve personnel balance in the organization. We will balance our programming through curriculum development in all disciplinary areas. Our goal is to ensure all academic programs include at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with that field

of study. The program areas named in the [Truth and Reconciliation Commission's Calls to Action](#) have committed to implementing the Calls to Action for education.

Through the Indigenization plan, we are taking steps to address the social divide between non-Indigenous and Indigenous peoples. To advance understanding and reciprocity, NIC is developing multi-tiered core competency education on local territory and cultural training experiences for employees and students. We currently offer programming in [Indigenous Languages](#), [land-based developmental education](#), and [Indigenous leadership](#) that are strongly enrolled by both Indigenous and non-Indigenous students. We have committed to partnering with Indigenous communities to develop more accredited, decolonized post-secondary programs in the next five years. To meet critical health and childcare needs in Indigenous communities, the College [prioritizes admission](#) for Indigenous students in the [Bachelor of Science in Nursing degree](#), [Practical Nursing](#), [Health Care Assistant](#), [Early Child Care and Education programs](#) and [Human Services diploma](#). We are also finalizing what we expect will be Canada's first Indigenizing International Education Plan. This plan weaves international and Indigenous goals together so that visiting students and those who hope to become citizens understand the colonial history of Canada, its legacy and continued impacts here and across international borders.

NIC works directly with First Nations and Indigenous students to challenge racism and the socio-economic inequity by developing culturally appropriate programming and services that eliminate barriers to success. NIC has partnered with Indigenous communities to grow in-community programming to approximately 15% of its overall offerings. An estimated 80% of NIC's students in off-campus, in-community programs are Indigenous, four times higher than the percent of Indigenous students on campus. At the request of the IEC, we have expanded digital and blended learning opportunities that support Indigenous students' access to education and training while staying in their home communities. We continue to expand [Elder](#) and [Navigator](#)-guided in-person and digital [Indigenous student supports](#). For example, the soon-to-be-constructed [Student Housing Commons](#) will have priority entry for Indigenous students. With the support of the [NIC Foundation](#), NIC has also established an [Aboriginal Scholars](#) program. Aboriginal scholars work with a Navigator to create an achievement plan based on individual goals. The goals can be academic, spiritual, emotional and/or physical, to support students and provide life skills to help them during their educational journey and beyond. Students work with their Navigator throughout the term to keep on track and access services and support that will help them achieve their goals. At the end of each term, students earn a scholarship based on the successes of their individual achievement plans.

NIC is committed to reconciliation through amplifying and affirming the voices of Nations and Indigenous community members. Still, we have a very long way to go in undertaking this complex process. While we have an ambitious, Indigenous-led, Indigenization plan, we have very little capacity within our current funding models to advance *Working Together*. In its fifth year, the cumulative costs of implementing *Working Together* will require an annual budget of \$1-1.5 million, 19% of our current base operating grant. Government support for the regional and institution-transforming goals that reconciliation requires is necessary to get this good work done.

3. Promoting equitable access for people from disadvantaged socio-economic circumstances

Accessibility is at the heart of our institutional mission and our role in BC's post-secondary education (PSE) system. The North Island College region includes a higher portion of students with barriers to education than the BC average. Twenty percent of secondary school students in the region we serve do not graduate from high school, ranging up to 34% in rural areas. Forty-three percent of 25- to 64-year-olds in the region have no post-secondary credential, ranging up to 52% in rural areas. Twenty percent of NIC students are Indigenous and 63% are female. With an average student age of 30, many NIC students are retraining for second and third careers. These older students illustrate the part-time nature of the learning journey for many NIC students – a clear 80% of NIC students study part time, in addition to the hours spent at work or with their families. We are innovative in the delivery of our resources in support of students and their communities in order to provide the greatest.

NIC has Vancouver Island's lowest post-secondary tuition fees. Our tuition profile provides opportunities for thousands of students across the region who tell us that rising tuition, housing, transportation, and food costs affect their ability to earn a credential and that they cannot afford increased costs. We offer several expanding forms of student financial assistance. The [North Island College Foundation \(NICF\)](#) offers at least \$500,000 in student support each year, the majority going to students with the highest financial need. Emergency funds are available to students throughout the year through Student Services. On-campus employment provides paid work experience. Many one-time, customized programs are tuition-free, supported by provincial Community Workforce Response Grants and other targeted programs that embed tuition-free upgrading and cultural supports. Financial need is particularly strong for students who regularly commute from more remote areas of the region, or whose median household income is already below the BC average.

NIC's approach to providing education and training, as close to home as possible is a core tenet of providing equitable access for disadvantaged British Columbians. An estimated 80% of NIC's students in off-campus, in-community programs are Indigenous, four times higher than the percent of Indigenous students on campus. By bringing programs to students, more students can work, support families, and advance their skills and careers without leaving their communities. Digital and blended course deliveries have also become a key feature of NIC's "closer to home" strategy for student and community success. In recent student satisfaction surveys, many students reported that they would not have been able to start or continue their studies if we had not offered courses via digital delivery. Approximately 1/3 of all NIC university transfer courses across academic and professional disciplines are available online. Some of NIC's most successful programs during the pandemic included incredibly popular Kwak'wala, Nuuchah-nulth and Liqwitaw Language courses that connected Elders, language keepers and community members living in and outside of traditional territories. These courses, in addition to Indigenous Language Fluency and Indigenous Leadership programs, will continue to be offered digitally and in person, as determined by Elders and students.

NIC's developmental education offerings, combined with individualized academic and personal services, increase the participation of students from disadvantaged socio-economic circumstances. These students are more likely to live in rural and remote areas of the College region where the selection of high school courses can be limited. Students from disadvantaged socio-economic circumstances are also less likely to have completed high school. NIC's suite of adult basic education programming facilitates high school graduation equivalency, a requirement of many of the major employers in the region.

Fourteen percent of students in credentialled programming began their studies by upgrading in NIC's Adult Basic Education program.

NIC's institution-defining culture of care supports students through services that make educational success more accessible for more students. This culture is perhaps best expressed in our recent signing of the [Okanagan Charter](#) and the resulting student mental health and well-being plan [Care²](#). NIC offers a full suite of free academic, counselling and employment services which are available to all students (either in-person or online). Our [Early Assist](#) service is a one-stop link to academic and support services for all NIC students. Individualized learning plans that integrate needed supports ensure that disadvantaged students access the services they need to complete their studies. For example, during the pandemic, NIC moved quickly to make laptops available to students without access to critical digital technologies through a library lending service and offered extended library hours to provide additional learning spaces.

In order to support the success of some of our most vulnerable students, NIC also provides targeted services and advocacy for those who self-identify with specific needs. For example, NIC strongly advocates on behalf of former youth in care. We support appeals regarding the tuition waiver program when appropriate. We connect community supports, share best practices, and implement internal training to provide financial aid, advising and support. NIC served an estimated 965 students with a documented disability in the 2019/20 year and 14% of all Adult Special Education students attending a college or teaching university in BC during that period. This statistic indicates the quality and support for employment transition students and those with different learning abilities offered at NIC. Students with disabilities is one of the fastest growing student populations at NIC.

Affordable housing while pursuing their education is a key concern for the majority of NIC students. Work is underway to ensure that NIC's first [Student Housing Commons](#) on our Comox Valley campus will meet a variety of students' housing needs from single student to family housing and with a variety of lease lengths to facilitate secure housing for students across all NIC programs from weeks-long apprenticeship training to four-year degrees. Equally important agreements with independently owned childcare centres on campuses in Campbell River and the Comox Valley require centres to prioritize entry for students with families. Students have identified accessible and affordable housing and childcare as their top two barriers to enrolment.

With domestic enrolment up 9% from before the COVID-19 pandemic (2019/20), we know that our flexible course and program deliveries and our robust in-person and online student supports are meeting the needs of students in our region. However, while our efforts to increase equitable access for people from disadvantaged circumstances are proving very successful, the cost of provision is undermining our reach. NIC's tuition profile also presents an operational challenge, especially for programs where the cost of delivery is not met by the revenue generated through tuition and other funding sources. This is the case with skilled programs that require small student cohorts and high equipment costs, such as health and trades. NIC, like other colleges and institutions, needs the opportunity to recalibrate tuition costs and secure funding that matches delivery costs, especially for those students from disadvantaged socio-economic circumstances enrolled in programs that provide in-demand skilled workers to B.C.'s economic growth. An adjustment to the funding formula that accounted for individual students (rather than full-time-equivalents) and considered the service profile required to meet students' local learning needs would support NIC's responsibilities for equitable educational opportunities as outlined in our recent mandate letters.

4. Major challenges in enhancing NIC's contribution to BC's economic, social, and environmental health

NIC's fundamental challenge in enhancing our contribution to BC's economic, social, and environmental health is the diverse and rapidly shifting needs of the region's economies and peoples. We serve 20% of the Vancouver Island/Central Coast region's population who reside across over 80% of its geography. We have the honour and privilege of working with 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. There is an incredible diversity in the population across the College region with a wide scope of education and training needs.

The North Island and Central Coast have some of the province's highest levels of need for post-secondary education and training. There is an alarming gap between forecasted labour market requirements for post-secondary education on Vancouver Island/Central Coast and the levels and areas of preparation in the NIC region's population. Approximately 80% of the province's jobs will require post-secondary education and training yet only 57% of the region's working-age population have post-secondary education (compared to 63% provincially). Significant variation exists across the NIC region with the highest attainment of post-secondary education in the Comox Valley and the lowest in the rural and remote areas which constitute 40% of the NIC service population. Over a third of the NIC rural and remote population have not completed high school (compared to 10% provincially).

The rural and remote areas of the NIC service region are also experiencing some of the greatest economic upheavals in the province. The COVID-19 pandemic created an economic downturn across the North Island, particularly in its tourism economies. Economic recovery, slowed by significant labour force challenges, has been exacerbated by specific labour disruptions in the forestry industry and the planned [deferment](#) of old-growth logging. Federal regulatory changes to licensing in finfish aquaculture is also projected to eliminate thousands of high-paying jobs in rural and remote communities. Forty-five percent of BC's finfish licenses are on northern Vancouver Island and their planned elimination by 2023 threatens the economic stability of the entire NIC region, particularly that of Indigenous communities.

Since the onset of the COVID-19 pandemic, communities have increasingly called for NIC to be front and center in the execution of regional economic diversification strategies and labour force development plans. We have widened and grown our program offerings in response and delivered the highest number of trades, health, human services, and technology enrolments in the College's history. To do so, we have worked with the 35 First Nations and community partners to access over \$7.6 million in one-time funding to develop and deliver over 36 programs in rural and remote communities. These programs, designed in collaboration with Indigenous and small communities, meet regional just-in-time labour market needs. These programs are often offered with low or no tuition, embedded essential skills or upgrading courses, Indigenous supports, and schedules that meet the needs of students in remote communities.

Eighty percent of students in these resource-intensive, in-community programs are Indigenous (compared to 20% on-campus). This programming is one of the major sources of NIC's 9% growth in domestic FTE (full-time-equivalent) enrolment over pre-pandemic numbers. However, the success rate of students in these programs lags behind that of on-campus students, often due to the College's inability to facilitate needed teaching, income, health, and support services on a one-time basis.

In its nearly 50-year history, NIC's operating model has evolved from a solely distance-education delivery model to the operation of 24 learning centres to consolidation into four campuses and one centre. This regional model envisioned one college with programming spread across three relatively equivalently sized sites, with health programming at one campus, trades at another and university programming at the third. Over time, the viability of this model has been diminished by uneven growth in each community and the distances between each campus. As communities have changed, they have needed comprehensive programming at each of the campuses as well as in in-community, in rural and remote locations. NIC has supplemented its base operating grant with other revenue sources to begin to provide it. As a result, we now offer a comprehensive array of programming at our three largest campuses and rotate labour market-oriented programming in the two smaller locations and in-community. There are few economies of scale in providing this needed diversity of programming across a large geographic area to the region's residents.

NIC's current operating model, based on the historical funding model, does not align with the region's gap in post-secondary education and training. Our reliance on one-time funding as well as international education revenue does not allow for the sustained programming that Indigenous and small communities request. In 2021/22 one-time funding constituted \$6.3M of the College's \$52.4M budget – nearly 20% of NIC's domestic FTE production was one-time funded. This requires multiple geographically dispersed communities across the region to jointly apply and offer critically needed programming. The capacity of these small First Nations and community organizations to come together and to source these funds is very limited. Increasingly communities and First Nations are requesting that NIC aggregate these needs and resource the application, monitoring, and reporting requirements of these one-time funds. Grant funding for this programming usually does not cover the cost of delivery which, in many cases, is double that of on-campus delivery. Financing these regional needs is exacerbating NIC's already strained operating grant, which was based on a distance delivery operation and has not since been substantively changed. Yet, without post-secondary education to access higher paying jobs, the disparity between more affluent regions and remote areas of BC will continue to grow.

Our operating model, which is providing access to high quality, relevant post-secondary education and training for the benefit of students and communities, requires creation of the most vulnerable programming for the most vulnerable student. A funding model that recognizes the additional and real costs of providing access across geography and student preparedness levels and that funds the role the College plays in aggregating community and industry needs would enable NIC to assist smaller communities and First Nations in the economic diversification and labour force development critical to the region's economic viability.

5. NIC's most significant contributions in collaboration with BC's PSE system

Collaboration is a necessary part of our core operations at NIC. Collaboration is a principle mechanism through which we expand learning opportunities for NIC students. We are proud of our commitment to rural and remote students and communities and our pathway programming and other sector partnerships enhance affordability and access throughout the BC post-secondary system. These initiatives are made possible by the high level of sector and professional organization participation by NIC faculty, staff and administrators. These partnerships and collaborations provide NIC students with learning opportunities that cross the public and private sectors, connecting them with learning institutions across the province and globe.

NIC jump starts students' futures through compelling dual credit options for area high school students supported by MOUs with 8 school districts across our region. In 2021/22, these included school district-funded dual credit courses for 110 high school students, who took university studies, business, health, early childcare and education, and fine arts courses as well as courses across Trades disciplines. These courses reduce student costs and increase access to post-secondary across BC. Students tell us that the courses help them start degrees faster, relieve first-year post-secondary stress, and introduce them to the post-secondary experience.

We are incredibly proud of NIC's dual admission agreements, associate degrees and transfer agreements with the University of Victoria, Vancouver Island University and [many post-secondary-partnership agreements](#) in Canada and around the world. These partnerships allow NIC students to travel internationally while paying NIC tuition or to stay at home longer, earning NIC credentials and transfer credits before moving to more expensive institutions further from home. These arrangements benefit students and partner institutions. NIC students are able to enter the second or third year of degree programs more seamlessly, boosting enrolment in the latter years of undergraduate degree programs. Data show that NIC's transfer students perform as well or better than students directly entering university.

Our University of Victoria (UVic) agreement allows students to be admitted to UVic and take their first two years of study at NIC. During this dual admission period, students are eligible for scholarships and bursaries from both institutions. UVic is also our partner for an Engineering Transfer agreement which allows students to take their first-year courses at NIC and then transfer directly into the second year of UVic Engineering programs including biomedical engineering. Our agreement with VIU allows NIC students to take their first two years of study at NIC before completing their Bachelor of Arts or Bachelor of Science at VIU. NIC Communication Design Diploma graduates can also transfer their full credits to the VIU Bachelor of Design in Graphic Design. These admission guarantees provide a secure pathway for students who wish to take advantage of the lower-cost, closer to home instruction that NIC provides.

NIC has expanded our partnerships and learning pathways beyond the post-secondary sector with learning partnerships with Canada's military (via the University of Manitoba) and McDonald's Corporation of Canada. The Supplementary Student Mobility agreement allows NIC to send three students/year who are military service members or former service members to the University of Manitoba for their degree programs in the faculty of Arts. Our [Credit for Rank program](#) allows advanced standing for military serviced members in a variety of in-demand NIC programs. This agreement formally recognizes members' on-the-job learning and allows them to continue their education throughout their postings. This enhances their readiness for post-service social and economic contributions. A similar

program with McDonald's Canada provides McDonald's employees who have completed management training with the restaurateur up to 28 credits in NIC's Bachelor of Applied Business Administration programs. This partnership acknowledges the value of workplace learning and facilitates students' ability to advance in their post-secondary studies while pursuing needed employment. Last year, work-integrated learning provided more than 916 students with an opportunity to participate in co-ops practicums, and internships. These work-based learning opportunities are developed in partnership with the post-secondary system and regional employers.

NIC's commitment to diverse and life-changing learning opportunities for our students includes a robust (and growing) array of both outgoing and incoming student exchange opportunities. NIC students can study internationally in over 14 countries while paying NIC tuition. NIC also hosts students from 14 universities across continents whose presence enriches our learning environments across a variety of our university transfer programs.

NIC remains committed to supporting cross-government and stakeholder collaboration to achieve mandate priorities where education, innovation and equity play a role, and that build upon the government's strategy, including, climate action, anti-racism and Indigenization. Our sector collaborations extend from learning pathways and programming to policy and service areas. This includes a recent series of open education training resources, developed and delivered by NIC, Selkirk College and the College of the Rockies. For example, our Preventing and Responding to Sexual Violence, Consent & Sexual Training, Supporting Survivors, Accountability and Repairing Relationships, Active Bystander Intervention, and the asynchronous Safer Campuses for Everyone. The open textbooks are available for adoption or adaptation by educators throughout the province. These resources have been well received by the BC post-secondary sector, and especially in small institutions where employees can find it challenging to allocate the time required to develop new resources.

The College has also adopted the EducationPlannerBC (EPBC) application and transcript exchange service and is working with the Ministry to enhance and streamline digital tools for all formats of learning, including online, in-person and hybrid learning, as well as participating in several BCNET initiatives to enhance and support cybersecurity efforts across the post-secondary network. This combined work and intelligence that invests in system wide responses, supports a stronger healthier, post-secondary system in BC.

We pride ourselves on being a reliable partner across the provincial and professional organizations that support our system. NIC staff, faculty and administrators are active participants in the BC Council on Transfer and Articulation (BCCAT), BC Registrars' Association (BCRA) and BCNET Shared Services for Higher Education and Research. We are often called upon to participate in sector working groups, committees and research initiatives. Along with the sector advancements these groups facilitate our ongoing involvement is critical to the dialogues that have launched many of the initiatives mentioned above. These collaborations are a critical piece of our current strategic plan [BUILD 2026](#). Our enrolment, equity and reconciliation targets are all premised on maintaining and enhancing our collaboration ethos.

Incentivizing collaboration, especially in support of equity-deserving groups, could richly enliven the BC post-secondary system and provide rural and sending institutions with much needed base funding to support student readiness. Such incentives might include an annual budget supplement tied to degree completion by transfer students or enhanced base funding for infrastructure and resourcing to support this wide range of collaborations.

6. Barriers to collaborating more with the rest of BC's PSE system

The differentiation and articulation of BC's PSE system is a leader within Canada and well-regarded internationally. The key mitigating characteristic of our system is our differentiation: research-intensive-universities, teaching universities, colleges and institutes. However, our ingrained disposition to collaboration and productive partnership may be less well-known. As discussed in the preceding responses, partnerships, collaborations, and innovative relationships and learning opportunities are alive and growing across BC's PSE system.

The path from high school graduation to professionalization and career success is not a straight one. Many of us need to gain new skills and knowledge throughout our working lives, and we often need to maintain our economic prosperity by reengaging with education repeatedly throughout our working lives. During the last year of COVID-19, NIC was one of four BC public post-secondary institutions in the college, institute and teaching intensive universities sectors that saw growth in domestic student enrolment despite dramatic and persistent declines in domestic student registrations.

NIC has a history of innovative program delivery and collaborations across the public and private sectors. Such diverse collaborations are often necessary to provide education and skills training opportunities to rural and remote communities across the North Island and Central Coast. As such, we were well positioned in 2020-21 and 2021-22 to offer innovative programming proposals in response to the Ministry's call for micro-credential learning to aid our province's economic recovery from the impact of COVID-19.

In the past two academic years, NIC has delivered 65 new micro-credentials to 435 domestic students. In our learner outcomes survey of students enrolled in micro-credentials (Winter 2022) 76% of respondents indicated that their micro-credential improved their employment options and of those pursuing further education, 71% said that their micro-credential improved their educational opportunities (NIC, IAPR, 2021-2022 Reporting Cycle). NIC looks forward to continuing to work with the Ministry and sector colleagues to ensure that the learning achieved through micro-credentials is stackable and transferable.

The partnerships, consultations and industry responsiveness that fueled the success of these new credential initiatives offer us new insight into the next phase of necessary collaborations for BC's PSE system. Specifically, there is a need for a collective response to persistent societal inequities, changing and acute labour market needs and demographic change across the province. The next stage of PSE sector collaboration is cross-sectorial. PSE institutions need Ministry, and often inter-Ministry, guidance and resourcing support to align and deliver place-based programming that meets employers' needs in timely and proactive ways.

NIC and other rural colleges are well-positioned to develop and deliver such programming. In partnership with other PSIs, local businesses, governments and organizations we offer tailored learning that supports individuals through smaller class sizes, flexible delivery modes and comprehensive student supports. These partnerships however often involve upgrading pathways for our regionally located students that, in order to support student success, must be delivered with access to a full suite of student services and supports. Approximately 14% of students registered in our credential programs have taken preparatory adult basic education courses. These programs do lead to robust post-secondary credentials including degrees, as was the case for 10 Kwak'waka Uvic Bachelor of Education in Indigenous Language Revitalization graduates in 2015.

Another hallmark of the BC PSE system collaboration that is of special importance to students at NIC, and all BC colleges, is the Associate Degree. The two-year Associate of Arts degree and Associate of Science degree are especially appealing to college students who are looking for a shorter-term credential that offers immediate employment gains while simultaneously providing guaranteed access to further post-secondary education at a later date (e.g. when childcare needs are lessened or when savings are sufficient). Associate degrees were reviewed through BCCAT in 2013. Since then, there has been minimal change to the degree structures and no expansion of degree disciplines. With the growing emphasis by students and by employers on short-term learning for employment skills and knowledge, a reconsideration of the role and scope of our Associate degrees is warranted. The BC PSE Associate Degrees' role within our credential landscape could benefit from collaborative revisioning so that they can play a larger role in our province's economic recovery, community resilience and responsibilities for meaningful reconciliation.

The pandemic showed us how vital just-in-time, short duration learning opportunities can be to community resiliency and economic recovery. The province's micro-credential pilot brought much needed resources to immediate learning and skill needs in ways that will have a long-lasting impact throughout the province. Small and medium sized businesses acutely needed the services of college programming to help owners and employees alike adjust and thrive within the suddenly digital economy. Small town lawyers need to understand basic accounting and bookkeeping as they build their practice ([Office Administration certificate](#)). Fine Arts graduates return to school for design credentials ([Digital Design and Development Communications diploma](#)).

A practical, centralized approach to funding institutional innovation is needed. Such an approach would respect the relationships in place for students and prioritize both student access and community need while comprehensively supporting institutional costs. Ministry funds to kickstart a shared model to risk management of short-term programming, such as providing a multi-year funding commitment, would support collaborative programming and cost-sharing, increase the range of programs available to remote coastal students, increase student participation and simplify enrolment reporting between institutions. Additionally, Ministry leadership and collaboration with other Ministries and relevant private sector interests, such as on broadband access for remote students, could positively impact the achievement of equity goals across the province.

7. Key economic, demographic, social and technological trends that will impact British Columbia's PSE system over the next 30 years

COVID-19 was a monumental disruption in post-secondary education systems around the globe that has precipitated lasting impacts. The ongoing pandemic and the resulting societal demands on education and learning systems accelerated the need for flexible, technology-enabled delivery and exposed those parts of the system that were unable to adapt. We anticipate many of these impacts will continue to transform the system as future students turn to, and return to, post-secondary education to meet their employment and career goals. As we all saw throughout these pandemic disruptions, without proactive and intentional resourcing these trends will exacerbate systemic gaps and biases leading to the further marginalization of our province's most vulnerable students.

Early in the pandemic NIC developed [Widening our Doorways](#), an academic plan and response to emerging trends. Developed through literature review, research and our own unfolding experience, these trends included:

- Increased fear of disease and resulting behaviours.
- Global economic decline and budgetary challenges to PSE.
- Uneven and long-lasting labour market impacts.
- Overall enrolment declines for many institutions and changing enrolment patterns due to a shift to demand-driven year-round programming.
- Overnight and uneven transition to digital and blended forms of learning.
- Destabilized lives and livelihoods resulting in the need for remote and expanded student supports.
- Uncertainty about the value of credentials and shift to skills and employability training.
- Need for PSE response to social injustices and climate change.

These trends all highlight the need for an expanded understanding of access to post-secondary education for all British Columbians. Our system was designed to facilitate post-secondary study and labour market success for all qualified students regardless of socio-economic background or regional locations. It has evolved to deliver an expanded mandate which additionally includes differences in learning needs, newcomers to Canada and recognition the need to redress historic and contemporary inequities through educational attainment and economic success. Changes to contemporary students' understanding of their gender experiences and identities, increased attention to students' mental health and wellness and the lived experiences and constraints that result in part-time and interrupted study all place demands for great inclusion within our system. BC's PSE system needs to be organized and funded on a student-equity basis that acknowledges the diversity of students' needs and lived experiences to better meet BC's economic, social and environmental needs.

Rural and remote students from communities fueled by British Columbia's resource-based industries will need access to post-secondary education through new and evolving pathways. These learning pathways will have to combine acquisition of traditional skills and technology training in order to adapt to the needs of technology-enabled forestry, mining, agriculture and aquaculture careers. These programs will require upgrading and supports for underserved students and those academically unprepared for post-secondary education as well as financial supports for those without the socio-economic means to afford reliable internet or computers.

In addition to the trends identified in our *Widening Our Doorways* analysis, we are mindful that British Columbians will live and work longer, requiring continual entry and re-entry in post-secondary as they

adapt their careers or re-certify to keep up with technological changes. Yet as technological change accelerates, institutions within the system will need to be more responsive with shorter applied training programs and supports that are developed and delivered faster. Rapidly changing technologies will require foundational knowledge and skills and simultaneously need to be industry specific. Providing students with quick access to this kind of targeted programming and the increasing demand for curriculum development in non-traditional markets will require flexible funding envelopes to accommodate robust and rapid education technologies, program development and recruitment.

Demographic change is another underlying national and provincial trend that will put increasing pressure on BC's post-secondary system. For example, according to [Statistics Canada](#), the Indigenous-identifying population in Canada is anticipated to grow from 1.8 million in 2016 to between 2.5 and 3.2 million in 2041. As outlined elsewhere in this submission (responses 4 and 6), providing the needed education and training to meet the needs and potential of this growing segment of BC's population is critical to our economic, social and environmental success.

We believe that the trends we first identified in *Widening Our Doorways* will persist, in one form or another, over the next 30 years. Key among them will be a labour market oriented, demand-driven post-secondary education and training system. Students will require flexible learning and delivery methods, with schedules and supports that are facilitated by advances in technology. More students will demand in person and digital learning including [hy-flex](#) learning (learning that allows students to select their learning mode for each class), customizable learning and supports and shorter, non-term based courses which are accessible year round to meet their educational needs and career goals.

The labour market will demand these improvements in access as a critical part of economic recovery and growth. Our communities will demand the same as part of a larger social and environmental justice movement that seeks to increase the participation of under-represented groups, including female parents and Indigenous students and to reduce post-secondary education's impact on the environment. BC's rural institutions serve 5.2 students per FTE in contrast with urban institution's 3.1 – a clear indication of the student need and associated cost. These trends indicate an increase in the number of future students with a primarily part-time enrolment profile.

Taken together, these trends point to the need for funding across BC's PSE system to more strongly support the needs of more mature, part-time students. By funding full-time equivalencies, the current funding model advantages institutions serving the full-time student; that is, an individual student that is supported by one set of advising, counselling, registration, etc. costs. As many sources indicate however, the overall trend shows a need to bring more part-time and life-long learners into our system.

8. The PSE system's response to those trends

As outlined in the previous response, with the needs of students and communities in focus, BC's post-secondary system will need to encourage even greater student participation in post-secondary education and training through expansion of our underlying mandate. In addition to well-developed and well-executed responses to the trends identified in question 7, a cohesive provincial response would focus institutions within the BC PSE system on the needs of under-represented, often rural and regional students. Such a response in the form of stable resourcing to support technological enhancement would allow institutions to develop further education program pathways and the comprehensive student services that support students in their communities.

The rapid transformation to digital learning and technologies triggered by COVID-19 was felt across the globe, with each institution in BC developing their own methodologies that aligned with their available technologies. While this rapid transformation represented a huge investment, very few of these technologies are easily available locally to rural and regional students without reliable access to the internet and learning technologies. An investment in a cohesive system-wide approach that increases students' ability to learn digitally in their own communities is required to better support rural and remote student learning. This support will be especially critical if waves of future pandemics intermittently keep faculty and students out of the classroom for periods of time. This investment could be facilitated through greater collaboration between institutions and the support of on the government operations, Ministries and contracted agencies who regularly support students and employers in region.

A coordinated system-supported approach is needed for all aspects of technology-enhanced and digital learning. This coordinated approach would facilitate technology access as well as the alignment of schedules would alleviate educational barriers for students as they apply for assistance or funding required to attend programs which may be delivered and available on very short notice in communities.

In-community learning opportunities are increasingly critical to regional economic success. A key requirement in the success of these new learning opportunities will be cohesive digital learning technologies and supports, accessible to students across all regions of BC.

By providing funding incentives to support digital learning in communities, just-in-time learning becomes more available and efficient across BC. The Ministry can further support this expanded access by ensuring that agencies and employers requesting new digital programs also provide technology access, living allowances or childcare supports, so the system better supports students in their paths to education.

While industry targeted programs and one-time funded programs are often tuition-free to qualified students across BC, many disadvantaged students are faced with additional challenges, from the availability of immediate childcare and transportation costs, to ownership of contemporary computers and other learning technologies to underlying upgrading requirements. Ministry assistance is needed to generate industry and employer awareness about the prerequisites and other prior learning often needed for potential employees to take needed skills-based or applied learning programs. Funding for these collaborative, labour market responsive efforts must include targeted resources and program delivery time for preparatory learning.

Government can meaningfully further the needed mandate expansion toward an intersectional understanding of access through providing incentives and stabilizing funding for institutions that demonstrate program and service delivery innovations that support our province's equity and reconciliation goals. By incentivizing shared technologies within the post-secondary system, the

Ministry could increase access to education for British Columbians. A responsive post-secondary system that facilitates hy-flex learning to support on-demand education for students of all demographics across the region is necessary to meet this emerging economic, demographic, social and technological trends.

9. NIC’s recommended response to those trends

NIC’s [BUILD 2026](#) strategic plan and [Working Together](#) were developed to build resilience within the College in support of current students and communities and to lay the groundwork for a more inclusive college community. Together with the updated academic plan, [Widening Our Doorways 2026](#), we have positioned ourselves to expand individualized education and training to better prepare students to participate in shifting economies and to contribute to more diverse societies.

Even before the pandemic, the communities across the North Island/Central Coast were responding to an ever-changing and globalized world. Our planning ensures NIC is nimble, responsive, student-centred and aligned with the recommendations of the Indigenous communities.

The [plans and associated Year 1 Dashboards](#) are reliant on several integrated initiatives that are measured, reviewed and updated annually throughout the life of the five-year planning processes to ensure NIC continues to respond to the fast-changing educational, economic and social landscape.

These plans have been successful in ensuring NIC is one of very few post-secondary institutions across BC to see a rise in domestic enrolment throughout the pandemic. However, much of this important work takes place at a considerable cost.

Administrative and Support Costs

	FY 21/22 Cost (\$)	FY 21/22 Domestic Student FTEs	FY 21/22 All Student FTEs (Domestic + International)
Student Services	7,106,279		
College Operational Services	7,811,455		
Other Administration	6,421,499		
Total	21,339,233	2302.03	2581.95
Total Administrative and Support Costs per FTE		\$9,269.75	\$8,264.77

We are confident that our approach to comprehensively supported learning is right for our students and for our region. Our students live here, work here and want to be active contributors to their communities. One student’s story was the highlight of this year’s [Campbell River campus graduation ceremony](#).

These costs are vital to the ongoing success of programming that supports our diverse students. However, the expenditures leave key initiatives such as the development of a robust digital education and service strategy that prioritizes student access, the creation of a diversity and inclusion strategy, and ongoing support for in-community program delivery without core funding.

Many of these planning initiatives align with the access and educational goals established within post-secondary mandate letters across BC, yet remain largely unfunded in base budgets. By funding the Ministry mandate letter and post-secondary institutions’ strategic plans to support them, the province could accelerate the desired outcomes and ensure post-secondary education is more responsive to the needs of all British Columbians.

10. Considering the above, what modifications to the funding formula would you recommend?

We at NIC are a product of John B. MacDonald's 1962 vision for a more diverse and equitable BC PSE system that extended across the province. Though the term equity itself had yet to come into common use, MacDonald's realized vision led to the creation of the infrastructure and collaboration necessary for high quality, economically relevant, place-based post-secondary learning throughout BC. As our system has flourished and adapted to BC's changing economic, social and environmental needs, NIC has similarly modified and expanded our scope.

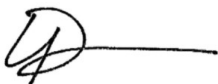
As we stated at the outset of this submission, NIC is at our best when we work as a partner to widen local doorways to the economic and social prosperity that post-secondary education and training affords. These innovations in access are how we fulfill our responsibility to increase the labour market participation of those impacted by COVID-19 and underrepresented and vulnerable groups, advancing the fulfillment of our [mandate](#).

Each of our responses to the assigned questions (1 through 9) made recommendations for changes to the funding formula that could facilitate forward looking changes in system resources. In addition, it is important to provide summarized feedback specifically about the funding formula itself. NIC believes the funding formula needs to be adjusted to recognize:

- That the base operating grant has not been recently adjusted to recognize the costs associated with operating multiple campuses that offer a diverse suite of programs over a large, geographically dispersed region;
- That one-time funding for short duration programming requires a multi-year funding model that funds both direct costs and student supports; and
- Relief from low tuition levels needs to account for institutional, regional and program variation.

These recommended adjustments will enhance the contemporary roles of all system partners. Our system works because it is designed to support collaboration across and through differentiation. NIC would like to see our understanding of differentiation embodied across the BC PSE system. At NIC, and other rural colleges, it is our students, not our programs or credential level differentiates us from our colleague institutions. Our students are distinct in the constraints on their learning that are inherent to their place and their preparedness. While their learning needs are distinct, their individual and collective potential is boundless. We submit that it is the needs and goals of our students and their communities, not the credential type or credential level, that must build the collaborations and connectedness needed for our system to increase the readiness of all British Columbians to participate in its skilled economies.

Thank you for the opportunity to present this information.



Lisa Domae, PhD, RPP
President and CEO
North Island College

NIC Resources

Strategic Plans

[BUILD 2026](#)

[BUILD 2026 Year 1 Plan and Dashboard](#)

[Working Together: North Island College Indigenization Plan](#)

[Working Together: Dashboard](#)

Institutional Plans

[Widening Our Doorways 2026: an 8-Point Plan to Reshape and Renew Learning at NIC](#)

[CARE² Plan: Student Mental Health & Well-Being at NIC](#)

Web Resources

thisis.nic.bc.ca

www.nic.bc.ca

www.engage.nic.bc.ca

BC Government
Post-Secondary
Funding Review
July 2022



thisis.nic.bc.ca

Governor General's Academic Medal

Student Name	Program	Campus
Amelia Manky	Communication Design	CV

President's Award Academic Excellence

Student Name	Program	Campus
Riley Skalik	Certificate Program	CR
Stefanie Anderson	Certificate Program	CV
Amelia Manky	Diploma Program	CV
Graydon Walker	Diploma Program	CR
Cassidy Edwards	University Studies	CR
Safron Wells	University Studies	CV
Paulina Locker	University Studies	CR
Chantelle Costa	Adult Basic Education Program	CR
Tessa Portmann	Bachelor Degree Program	CV
Deanna Doucette	Bachelor Degree Program	CV
Hayley Dunbar	Bachelor Degree Program	CV

President's Community Engagement Award

Student Name	Program	Campus
Christopher Scarlatti	Bachelor of Business Admin - Accounting	CV

Lieutenant Governor's Medal Program for Inclusion, Democracy and Reconciliation

Student Name	Program	Campus
Christopher Scarlatti	Bachelor of Business Admin - Accounting	CV

June 9, 2022

Addressee

Re: <Name of Award>

Governor General Academic Medal

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as this year's recipient of the Governor General Academic Medal awarded to the student who achieves the highest overall average upon graduation. This prestigious award has four levels and the Collegiate Bronze is awarded to post-secondary, diploma level graduates.

President's Award for Academic Excellence – Bachelor Degree Programs

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence – Bachelor Degree Programs for your achievements in <Bachelor Degree Program>. This award honours the student who has achieved the highest academic standing.

President's Award for Academic Excellence – University Studies

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence – University Studies for your achievements in University Studies. This award honours the student who has the highest academic standing with a GPA minimum average of 3.67.

President's Award for Academic Excellence – Diploma Programs

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence – Diploma Programs for your achievements in <Diploma Program>. This award honours the student who has the highest academic standing upon completion of a diploma.

President's Award for Academic Excellence – Certificate Programs

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence – Certificate Programs for your achievements in <Certificate Program>. This award honours the student who has the highest academic standing upon completion of a certificate.

President's Award for Academic Excellence – Adult Basic Education

It is my distinct pleasure to inform you that the North Island College Awards Committee has selected you as one of this year's recipients of the President's Award for Academic Excellence for your achievements in Adult Basic Education. This award honours the student who has achieved a major academic accomplishment during the award period.

Lieutenant Governor’s Medal Award for Inclusion, Democracy and Reconciliation

It is my distinct pleasure to inform you that you have been selected as this year’s recipient of the Lieutenant Governor’s Medal Award for your outstanding contributions in support of inclusion, democracy and reconciliation at North Island College.

This prestigious award recognizes you as an outstanding BC Student-Citizen for your promotion of diversity and inclusion on campus and in your community, for strengthening democracy through civic engagement or the advancement of human rights, and for answering the call to Reconciliation in undertaking important efforts to heal our communities.

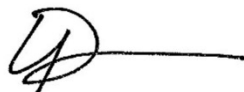
President’s Community Engagement Award

This prestigious award recognizes an outstanding student who has furthered the relationship between the College and our larger communities and/or demonstrated exemplary contributions to the College community. You have clearly demonstrated the outstanding qualities we looked for as the recipient of this award. Congratulations on this achievement!

The College would like to confirm your receipt of this award at the **<Campus>** graduation ceremony being held on **<Date>** at **<time of ceremony>** at **<location and street address>**. Plan to arrive and check in at **<location of check in>** at **<time>** as a reserved seat has been set aside for you. Please contact **<NIC staff>** at **<direct office number>** or 1-800-715-0914 or, by email at **<staff email address>** to confirm your attendance.

On behalf of the North Island College community, I offer you my heartfelt congratulations, and wish you continued success in your future educational and career pursuits.

Sincerely,



Lisa Domae, PhD, RPP
President and CEO

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

August 16, 2022
Our Ref. 125626

Nancy Arsenault
815 Deal Street
Comox BC V9M 1A9

Dear Dr. Arsenault:

I am pleased to confirm your appointment as a member of the Board of North Island College, effective July 31, 2022, for a term ending July 31, 2023.

The Board's leadership role is integral to the success of North Island College specifically, and the British Columbia post-secondary education system, in general. In agreeing to serve, you will be performing a valuable service to the success of our Province.

For information to assist you in your new role as a board member, please review the *Orientation for B.C. Public Post-Secondary Institution Board Members* document on the Ministry of Advanced Education and Skills Training website at: www.gov.bc.ca.

By agreeing to serve as a member of the Board, I expect you and the North Island College Board to focus on commitments detailed in the North Island College mandate letter, including the following five foundational principles:

- Putting people first
- Lasting and meaningful reconciliation
- Equity and anti-racism
- A better future through fighting climate change
- A strong, sustainable economy that works for everyone

All Government appointed board members are expected to review, understand and act according to the general conduct principles for public appointees. Government appointees are expected to meet high standards of conduct which enhance and maintain public confidence in the operation of B.C.'s public agencies, boards and commissions. They must act to instill public confidence in their actions and decisions.

Additional resources on the appointment process are available on the Crown Agencies and Board Resourcing Office website at: www.cabro.bc.ca.

.../2

In addition to your formal duties, I hope that you will occasionally take advantage of opportunities to meet with faculty, staff and students on a less formal basis. The Chair of the Board is Eric Mosley and your contact at the North Island College is Rachel Reid, Executive Assistant to the Board. Ms. Reid can be contacted at (250) 334-5275.

I am enclosing a copy of the Order in Council making the appointment. I am also enclosing a copy of the most recent mandate letters for North Island College for your review.

Best wishes for a successful term.

Sincerely,



Honourable Anne Kang
Minister

Enclosures

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

Eric Mosley, Chair of the Board
North Island College

Dr. Lisa Domae, President and CEO
North Island College

Tony Loughran, Executive Lead
Governance and Corporate Planning Division
Ministry of Advanced Education and Skills Training

Nicola Lemmer, Assistant Deputy Minister
Post-Secondary Policy and Programs Division
Ministry of Advanced Education and Skills Training

Vanessa Geary, Senior Executive Lead
Crown Agencies and Board Resourcing Office

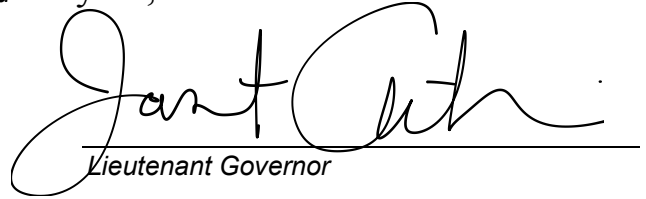
Rachel Reid, Executive Assistant to the Board
North Island College

PROVINCE OF BRITISH COLUMBIA

ORDER OF THE LIEUTENANT GOVERNOR IN COUNCIL

Order in Council No. 431

, Approved and Ordered July 18, 2022



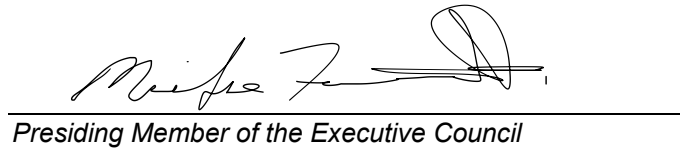
Lieutenant Governor

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 appointments set out in the attached Appendices A to F are made.



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) and 9 (2)
Other: OIC 457/2021; OIC 291/2021; OIC 119/2021; OIC 667/2020; OIC 323/2020; OIC 275/2020; OIC 185/2020; OIC 334/2019

APPENDIX A
BRITISH COLUMBIA INSTITUTE OF TECHNOLOGY

- 1** Effective July 31, 2022, the following appointments to the board of the British Columbia Institute of Technology are made:
- (a) Michael Alan Bonshor is appointed as a member for a term ending July 31, 2023;
 - (b) Marcia Ann Braundy, Robert Leslie Enns, Daniel Stuart Reader and Balwant Singh Sanghera are reappointed as members for terms ending July 31, 2023;
 - (c) Jeffrey Alcides Musialek is reappointed for a term ending July 31, 2024.

APPENDIX B
CAMOSUN COLLEGE

- 1** Effective July 31, 2022, Gregory Eric Atkins is appointed as a member of the board of Camosun College for a term ending July 31, 2023.

APPENDIX C
JUSTICE INSTITUTE OF BRITISH COLUMBIA

- 1** Effective July 31, 2022, the following appointments to the board of the Justice Institute of British Columbia are made:
- (a) William James Sterritt, John Owsley Stubbs and Terence Yung are reappointed as members for terms ending July 31, 2024;
 - (b) Laurel Douglas, Ralph Leonard Goerke and Samina Tajwar are reappointed as members for terms ending July 31, 2025.

APPENDIX D
LANGARA COLLEGE

- 1** Effective July 31, 2022, the following appointments to the board of Langara College are made:
- (a) Stephen John Howard and So Hyeun Won are appointed as members for terms ending July 31, 2023;
 - (b) Amardeep Singh Dhillon is reappointed as a member for a term ending December 31, 2022;
 - (c) Krisha Kaur Dhaliwal, Mary Lynn Baum, Scott Michael Murray and Cole Rheame are reappointed as members for terms ending July 31, 2024.

APPENDIX E
NORTH ISLAND COLLEGE

- 1** Effective July 31, 2022, Nancy Arsenault is appointed as a member of the board of North Island College for a term ending July 31, 2023.

APPENDIX F
SELKIRK COLLEGE

- 1** Effective July 31, 2022, Kenneth Maryland Wyllie is appointed as a member of the board Selkirk College for a term ending July 31, 2023.

July 11, 2022
Our Ref. 125626

Robert Andrew Slade Everson
3122 Sahtloot Crescent
Comox BC V9M 4E4

Dear Robert Everson:

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

I appreciate the time you have invested with the Board over the last six years and five months. Your involvement on the Executive and President's Performance and Compensation committees demonstrates a high level of commitment to the role. Your representation in First Nations communities combined with your knowledge and experience brought valued perspective to the Board's deliberations. It is through the work of dedicated individuals like you that the post-secondary education system in this province continues to achieve success.

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

Sincerely,



Honourable Anne Kang
Minister

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

Eric Mosley, Chair of the Board
North Island College

Dr. Lisa Domae, President and CEO
North Island College

Rachel Reid, Executive Assistant to the Board
North Island College



Report to: President Lisa Domae
 Prepared by: Felicity Blaiklock, Director, Student Affairs and Mez Jiwaji, Associate Director, Student Life
 Date: June 29, 2022
 RE: NIC's Implementation of the Sexualized Violence Prevention and Response Policy 3-34 in accordance with Bill 23 – Sexual Violence and Misconduct Policy Act

This report covers the period from May 1, 2021 – April 30, 2022

On May 19, 2016, the provincial government passed the BC *Sexual Violence and Misconduct Policy Act*. This legislation required all BC post-secondary institutions to develop and adopt a stand-alone sexual misconduct and violence policy and procedure with the expectation that the policies and procedures enacted by post-secondary institutions would create and sustain the following:

1. A safe and respectful learning environment free of sexualized violence; and
2. A campus culture that encourages affected individuals to report acts of sexual violence.

[Policy 3-34](#) came into effect on April 20, 2017. The legislation (Bill 23) governing the policy requires that a review of the policy be undertaken every 3 years; in the fall of 2019, a steering committee was convened to lead the required three-year policy review. NIC's Sexualized Violence Prevention and Response policy (3-34) is due for review in 2022/23.

NIC is committed to on-going education to foster a college community with a 'safe and secure environment free from all forms of sexualized violence'. In addition to clear procedures and supports for those impacted by sexualized violence, we have created a Sexualized Violence Education Team (SVET) whose mandate is to:

- Provide College-wide workshops to ensure awareness of the sexualized violence policy and procedures;
- Develop campaigns to promote a culture of consent, bystander intervention, and prohibit Rape Culture;
- Provide on-going training opportunities for the College community to stay up to date with best practices regarding sexualized violence-free campuses; and
- Provide supports for survivors and those impacted by sexualised violence.

Since May 1, 2021, SVET has developed and/or coordinated the following projects:

1. Updated the 'Red Folder' in W2022. The Red Folder offers comprehensive information about policy and resources for survivors of sexual violence as well as other crisis interventions.
2. F2020, SVET/Student Life, with the help of the Marketing department, supported the Ministry's This "...Is Not Yes" campaign, which aimed to increase awareness about sexual violence prevention and the supports available for post-secondary students.
3. An AEST student-focused Sexualized Violence Perception Survey was launched at NIC in W2022. The data gleaned from this provincial survey will help to inform the work of SVET and improve our

processes to better support survivors and those impacted by sexualized violence. We anticipate that a report will be available in Summer 2022.

4. Three sexualized violence awareness workshops (consent, bystander intervention, and supporting survivors) were offered between February and April 2022. These workshops, based on BC Campus resources, were offered in collaboration with College of the Rockies and Selkirk College. Over 50 students and employees from the three colleges attended these workshops.
5. Developed a partnership with the Campbell River Family Services Society and occupy a seat on their Violence in Relationships Committee. These relationships provide access to timely information, resources, and support that can be filtered into the NIC community and inform College strategies and practices.
6. The Safer Campuses for Everyone: Sexual Violence Prevention and Response Training was collaboratively created by a working group of students, staff, and faculty as part of the BCcampus Sexual Violence Training and Resources Project and funded by AEST. The staff and Faculty training resources have been adapted for the College and are currently being reviewed by key stakeholders. We anticipate this training will be available in F2022.



Journeying Together

A transformative approach to Indigenization
and internationalization at NIC

NIC Office of Global Engagement



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Re-envisioning Global Engagement Together

We are grateful to all who contributed their voices to *Working Together*, NIC's *Indigenization Plan* which provides the values and principles to guide us today.

This, our first Indigenous-serving Internationalization plan, places Indigenous students, employees and their communities at its heart and will shape and guide our work for many years to come. It also provides a place to reflect and reshape the learning and experiences of visiting international students, both Indigenous and non-Indigenous, many of whom come from colonial systems with different histories and responses to those histories [1].

As we begin the journey of re-envisioning global engagement, we have glimpses of many possible futures, but no reference point to ground us. Our story begins with seeing the walls that have been built up around us through our current colonial education system and hearing ways we may embark upon a better future together.

At North Island College (NIC), we acknowledge and understand that unravelling the impacts of colonization will span generations and that we are wholeheartedly dedicated to our role and shared responsibility in the process of meaningful reconciliation.

The weaving of Indigenization and internationalization will be a transformative process undertaken carefully and mindfully as we discover new ways to evolve and act on our commitments in *Working Together* and in *Widening our Doorways*, NIC's academic plan. The goals herein serve simply as our shared starting point, from which conversation and exploration will grow.

Today, we acknowledge and thank all who will share, learn and walk alongside us in the coming years as we reimagine our future for Indigenization and internationalization together.



Mark Herringer
Executive Director, Global Engagement



Kelly Shopland
Executive Director, Indigenous Education

Weaving Indigenization and Internationalization

The 35 First Nations that make up the region where NIC is located have been engaged in international activity for millennia—whether that be through complex trade and sociocultural interactions among nations along our vast coastline or engaging with visitors from far outside the region. In more recent history, intercontinental relationships were formed with colonial visitors and settlers. Today, international engagement continues with global partners who are striving to become Indigenous-serving educators. In essence, the values of internationalization have been deeply rooted in Indigenous ways of knowing and being since time immemorial.

INTERNATIONALIZATION

Internationalization of education integrates international, intercultural and global relationships into the teaching, learning, research and core services of an institution. It aims to elevate attributes of openness to and understanding of other worldviews, systems, ways of knowing and being, empathy for people with different backgrounds and experiences, and the capacity to value diversity [2].

INDIGENIZATION

Through Indigenization, “Indigenous knowledge systems become naturalized in education, making them respectfully evident in the places, spaces and classroom environments.” As a commitment, this “requires recognition that Indigenous worldviews have been significantly affected or overlooked and therefore require restorative processes. Indigenization is not simply including Indigenous content; it requires utilizing a different approach to learning entirely,” one that ensures that Indigenous ways of knowing and being are woven equitably and seamlessly across our institution. Furthermore, “Indigenization calls upon us to create environments across our campus that support weaving together the distinct knowledge systems so that learners, faculty and staff come to understand, appreciate and mutually respect one another [3].”

TOGETHER AS ONE

Our vision of weaving Indigenization and internationalization is rooted in NIC’s collective commitment to become a truly Indigenous-serving institution, toward a future reimagined for the well-being of this generation and those yet to come. Our goal is to leave a legacy of hope that aligns with the beliefs and aspirations of the Indigenous people and communities we serve.

A Transformative Approach

“Exploring the concept of what it means to be truly Indigenous-serving will be key to our transformation [4]” in support of *Widening our Doorways* 6.1, initiative 1. Our new challenge calls upon us to open our minds and hearts to being Indigenous-led and advancing innovative pathways we cannot yet envision [5]. The following strategies offer a shared approach to cultivate dialogue and learning, from which we can grow.

COMMITMENT TO INSTITUTIONAL CHANGE

Decolonization is equally important for citizens of Canada, as well as for the visitors who come to study in Canada, many of whom hope to become future Canadian citizens. It is important to completely understand the truth about the history of Indigenous people, the history of Canada and the legacy of colonization and oppression that has occurred in Canada [6] and across international borders. Understanding how Canada is changing today will make us all better citizens, locally and globally.

Our commitment is steadfast in our responsibilities to uphold:

- The Truth and Reconciliation Commission of Canada Calls to Action;
- The application of Colleges and Institutes Canada Indigenous Education Protocol;
- The adoption of the guiding elements of the United Nations Declaration on the Rights of Indigenous Peoples;
- Considerations of the UN Sustainable Development Goals and their application within the college and our community;
- The promise to identify ways to respond to a uniquely Canadian challenge to decolonize this land;
- The commitment to reveal foundational barriers embedded in our college systems, reform new pathways and rebuild an educational environment together that ensures inclusion and success for all learners.

We are bringing students here from all around the world and they are coming to the land that belongs to Indigenous people since the beginning of time. Our institutions have systemic racism and discrimination built into them. We need to decolonize to ensure that everybody's voice is respected and reflected and elevated and advocated for, including international students.

— Kory Wilson, Indigenous Initiatives & Partnerships, BCIT

IN-COMMUNITY INTERNATIONAL DIALOGUE

The Office of Global Engagement, together with the Office of Indigenous Education, will create space for in-community dialogues to support *Working Together's* guiding Indigenization principle “nothing for us without us [7].” Together we will help to build understanding with local Indigenous communities, spark interest in international activities through NIC and explore how these communities can be involved in building and expanding opportunities. Possible in-community dialogue themes could include: becoming partners in international/Indigenous learning; exploring relationships such as international students as visitors and immigrants; international student engagement in reconciliation; Indigenous faculty and student international exchange development, among others.

The Indigenous Education Council is pleased to support this thoughtful and inspiring plan, which places Indigenization at the core of international education at NIC.

— Brent Ronning, Education, Employment & Training Manager
Huu-ay-aht First Nations

GLOBAL LEARNING CIRCLES

The Office of Indigenous Education, Elders, Centre for Teaching, Learning & Innovation and the Office of Global Engagement will support a series of dialogue circles to encourage students and employees to safely explore international education and Indigenization at NIC. The circles will include support and direction of Indigenous voices and will be guided by the UNESCO 'Story Circle' methodology outlined by Darla Deardorff and other methods. The circles will have participants explore Indigenous and international perspectives to reflect on suggested teaching and learning practices that will support the development of classrooms free of marginalization for all learners. This series will provide space for all participants to share their insights for creating inclusive learning environments.



BEGINNING OPPORTUNITIES

There is much work to be done, both in preparing for international students and in weaving meaningful partnerships and experiences that support NIC Indigenous students, employees and community engagement internationally. Imagined opportunities to explore include, but are not limited to:

- Academic/cultural study abroad with Indigenous or non-Indigenous focus;
- Global classroom connections with students around the world;
- New partnerships with Indigenous-serving institutions around the world and exchange/recruitment relationship development to attract Indigenous students to NIC;
- Connections for engagement of NIC Indigenous Elders, faculty, students and communities with international students in our 'Global Place' through building an understanding of place-based learning in a global environment;
- Guided participation of international students in local Indigenous activity events such as National Indigenous People's Day, National Day for Truth and Reconciliation, supported visits to Indigenous communities and activities at the Q̓ə pix ʔidaʔas Indigenous Gathering Place in Campbell River;
- Expanded orientation programming designed to include a deeper introduction to local First Nations' (Indigenous) culture and history;
- Student sharing circles; and
- Explorations of what it means to be an internationalized Indigenous-serving institution.

During the virtual exchange, it was very eye-opening to see that Indigenous people in a different country have so much in common with people in Canada. It gave me a deeper understanding into the human condition and was really uplifting to know that many people share the type of change we want to see in the world.

— NIC student, English 096



As part of a virtual exchange in 2022, Indigenous students from Canada and Costa Rica participated in an online course with a colleague from Tecnológico de Costa Rica. We included oral Indigenous literature from both Canada and Costa Rica in the curriculum, allowing the students to explore similarities and differences in both countries. The students felt empowered that they had this growing Indigenous community around them.

— Laura Johnson,
Faculty Member,
English and
Indigenous Education

GUIDELINES FOR ENGAGEMENT

CLIMATE ACTION NETWORK FOR INTERNATIONAL EDUCATORS

NIC has committed to the Climate Action Network for International Educators accord as a way to apply more sustainable environmental solutions in the work we do in international education. Today, international engagement at NIC is being built with many global partners, including those who are striving to become Indigenous-serving institutions. As signatories to the accord, we will consider our environmental impacts at all levels of our activity and change practice in a responsible and considered manner in alignment with *BUILD 2026, NIC's Strategic Plan*.

UNITED NATIONS SUSTAINABLE DEVELOPMENT GOALS

The Office of Global Engagement will align appropriate operational activity in relation to the United Nations Sustainable Development Goals (SDGs). The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals, which are an urgent call for action

by all countries, developed and developing, in a global partnership.

The SDGs provide the Office of Global Engagement with a framework to consider how to ensure the work we do contributes to making a better, more sustainable world.

We will apply appropriate SDGs to operational planning processes and regularly review our activities to ensure awareness and understanding of how we are responding to our commitment to these goals.



Embracing Possibilities, Connecting Globally

At NIC, we welcome engagement, exchange and partnerships with a growing number of countries around the world. Through diverse experiences and cultural initiatives, students and employees can choose from a wide range of opportunities to connect and engage globally.

AMERICAS

USA/MEXICO

- Incoming/outgoing student exchange
- Degree completion
- Field school
- Indigenous activities

BRAZIL

- Incoming/outgoing student exchange
- Faculty exchange
- Indigenous activities

CHILE

- Incoming/outgoing student exchange
- Institutional partnerships
- Employee exchange

COSTA RICA

- Virtual Indigenous exchange
- Indigenous field school (proposed)
- Faculty exchange

AFRICA

KENYA

- Institutional development project

TANZANIA

- Leave for Change

EUROPE/UK

BELGIUM

- Incoming/outgoing student exchange
- Incoming student researchers
- Virtual exchange
- Faculty exchange

DENMARK

- Institutional partnerships

FRANCE

- Incoming/outgoing student exchange
- Double degree (Business)
- Faculty professional development

GERMANY

- Incoming/outgoing student exchange

IRELAND

- Institutional partnerships
- Degree completion
- Faculty professional development

NORWAY

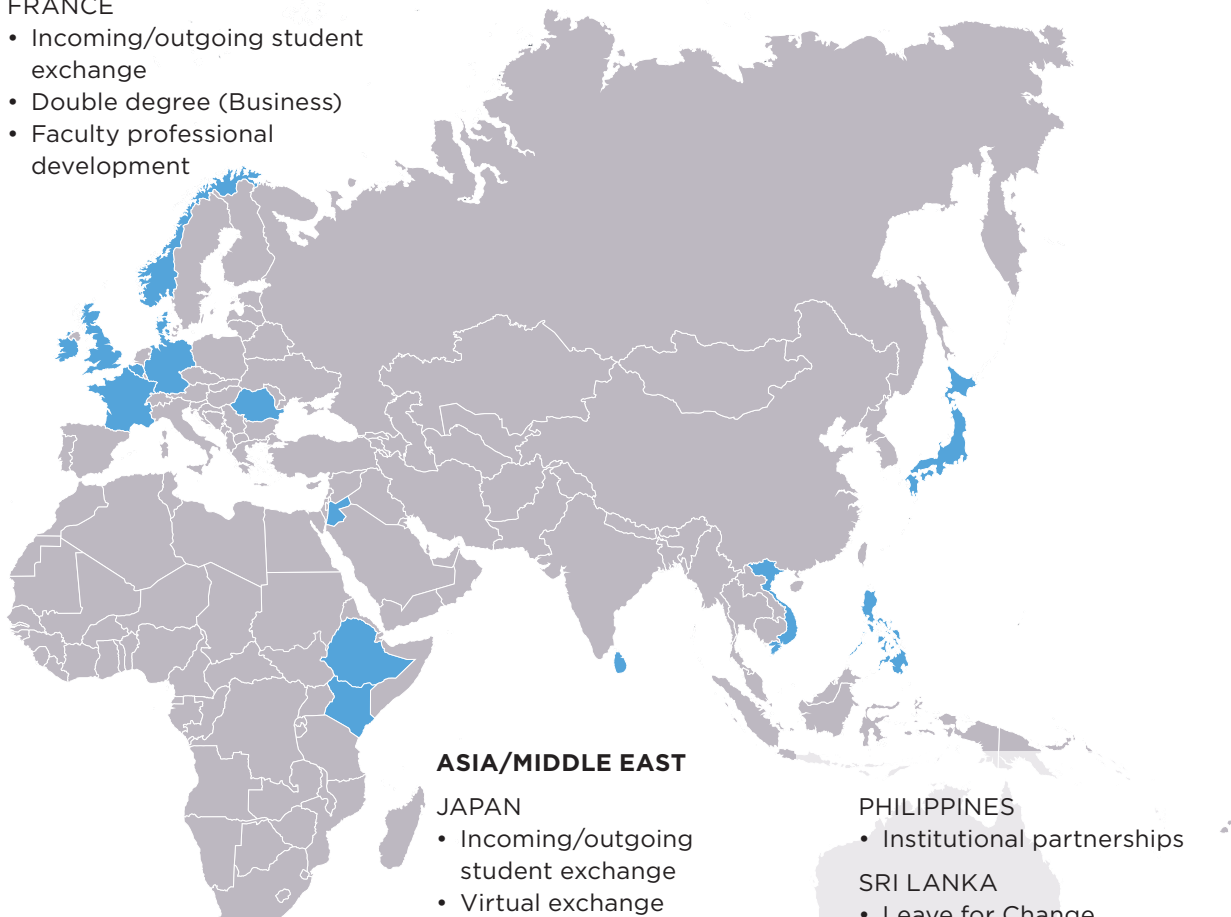
- Institutional partnership

SCOTLAND

- Institutional partnership
- Degree completion

ROMANIA

- Incoming/outgoing student exchange
- Faculty exchange



ASIA/MIDDLE EAST

JAPAN

- Incoming/outgoing student exchange
- Virtual exchange
- Field school (proposed)
- Indigenous activities

JORDAN

- Field school

PHILIPPINES

- Institutional partnerships

SRI LANKA

- Leave for Change

VIETNAM

- Institutional partnerships
- Employee exchange



la Vie en Rose

Service Pillars

On our shared journey to advancing innovative pathways and weaving Indigenous-serving approaches into practice, students remain at the heart of all we do. Together, the Global Engagement team will listen, share and support this plan and its evolution over the years to come. Through the following service pillars, they will be strongly positioned to support student success, from application to graduation and building on our collective vision at NIC to “deliver BC’s best individualized education and training experience [7]”.



RECRUITMENT AND ENROLMENT

Build and strengthen global relationships and lead international recruitment and enrolment. Further establish processes to support a diverse community of prospective students, applicants and recruitment partners.



GLOBAL EXPERIENCE

Enhance student and employee international study, work and research through virtual and physical mobility. Grow partnerships, projects and opportunities to engage with local, Indigenous and international communities.

We have so much to learn from each other about how to promote Indigenous knowledge and ways of knowing within Western academic institutions for the betterment of our communities.

— Louise Pagotto, Chancellor of Kapi’olani Community College,
University of Hawaii



INTERCULTURAL ENGAGEMENT

Integrate global perspectives, cultural understanding and empathy into the teaching, learning and service functions of NIC. Develop and enrich resources and opportunities to support engagement with students and employees. Engage with communities to celebrate and share local Indigenous and international cultures.



INTERNATIONAL STUDENT SUPPORT

Connect with international students at each stage of their journey, from application to graduation, to support and enrich the student learning experience and student success. Build connections between international students and local Indigenous communities.

Welcoming Renewal

At its core, this plan provides a blueprint for a transformative Indigenous-serving approach to international education at NIC. The plan also continues to build on our ongoing success in providing exceptional learning and services for visiting students, increased opportunities for local students to learn internationally and enhanced international engagement activities for employees. To achieve these, NIC will focus on these four service pillars that outline our goals.



RECRUITMENT & ENROLMENT

We will attract successful international applicants to NIC campuses and communities.

Specifically, we will:

- a) Renew international enrolment through an established, sustainable international enrolment and service model (See: *BUILD*, Global Learning 1).
- b) Diversify international enrolment through active and consistent outreach to recruitment partners and establish sustainable student communities from each NIC region.
- c) Engage prospective students, applicants and recruitment partners in location-specific and student-centred content prior to arrival.
- d) Collaborate to develop the NIC brand strategy to reach international communities.

Even before my first day as a student, everyone at NIC wanted me to succeed. Whether I was taking classes digitally or on campus, in Canada or in my home country, it didn't matter. There are so many resources available here.

— Casey Caldwell, Business Administration post degree diploma in Global Business Management student



GLOBAL EXPERIENCE

We will enable the NIC community to develop the international knowledge, skills and experience needed to succeed. We will actively collaborate with Indigenous communities and learners to engage more deeply in building international relationships and connections.

Specifically, we will:

- a) Further develop and integrate international and intercultural learning at NIC (See: *Widening Our Doorways*, 6.1 initiative 3; *Working Together* Action 8,10).
- b) Utilize strategic approaches to enhance partnership agreements, international projects and international experiences for students (See: *BUILD* Global Learning 3; *Working Together* Action 10).
- c) Inform and support continued development of new and adjusted programming in a variety of credential types that supports both local and international student learners (See: *Widening Our Doorways*, 6.1 initiative 5; *Working Together* Action 8).
- d) Develop clear pathways, together with the Office of Indigenous Education, to support Indigenous student, faculty and community engagement internationally (See: *Working Together* Action 8, 9, 10).
- e) Establish a communication/advocacy strategy engaging students, employees, local, provincial, national and international organizations, governments and government agencies with NIC's opportunities and challenges as a public rural BC college in the international education environment.

The most inspiring realization I had in this course was through the Costa Rican (virtual) exchange. I really enjoyed our time learning about them and their ways, but especially how the Indigenous Costa Rican women are doing so much for their communities and going back to their ancestral teachings.

— NIC Student, English 096



INTERCULTURAL ENGAGEMENT

We will collaborate with the NIC community to build an understanding of intercultural fluency and empathy.

Specifically, we will:

- a) Initiate collaboration with the Office of Indigenous Education to develop intercultural aspects of NIC's first Indigenizing International Education Plan (See: *Widening Our Doorways* 6.1 initiative 1; *Working Together* Action 8, 9, 10).
- b) Engage in active and collaborative dialogue with students, faculty, departments and the institution about global learning experiences at home and abroad, with a focus on opportunities addressing environmental and social justice challenges (See: *Widening Our Doorways* 6.1 initiatives 2 & 4).
- c) Engage with Centre for Teaching & Learning Innovation (CTLI), North Island Students' Union (NISU), North Island College Faculty Association (NICFA), Centre for Applied Research, Technology & Innovation (CARTI), Department Chairs Working Group (DCWG) and other departments, including Trades and Technical programs, and committees as appropriate to integrate global perspectives, cultural understanding and empathy into the teaching, learning, research and service functions of NIC.





INTERNATIONAL STUDENT SUPPORT

We will connect with and support international students from application to graduation to enhance their living and learning experiences, and success.

Specifically, we will:

- a) Enrich the learning environment (See: *BUILD*, Global Learning 3) through meaningful and relevant student services and supports.
- b) Assess specific needs of trades students and faculty.
- c) Embed Indigenous cultural learnings to support international student settlement and engagement (See: *BUILD*; *Working Together*).
- d) Advocate for systemic immigration reforms that serve the needs of NIC and local communities.
- e) Build relationships with local organizations, cultural communities, employers, municipal government organizations and school districts to further student opportunities.



Re-imagining the Journey

The Indigenizing of our internationalization process at NIC will extend well beyond the duration of this plan and will require us to create an open space to support dialogue and change. As we weave our shared confidence, understanding and trust together, we will learn ways to build new stories of international education at NIC for the benefit of students, employees, communities and our emerging world.

We will build sustainability into the work we do. This will take many forms as we consider how financial, community, partnerships and environmental elements related to international education at NIC can be leveraged and applied to support students' changing world.

We will work to deliver on our commitments to all students to support the development of programming that increases their opportunities for success as NIC students, alumni and community members. We will do this by building strong and equitable enrolment processes; new and innovative international learning opportunities; new programs; and innovations for delivery and strong employer relationships.

Sixwala, sixwala, 'na'malala, 'na'malala. Sixwala, ṭseḷa, sixwala, ṭseḷa. Ha'nata x̣an's galgapota.

Paddle, paddle, as one, as one. Paddle, bail, paddle, bail. Let's persevere and support one another.

— Sarah Child (Kwak'wala)

E lauhoe mai na wa'a; i ke ka, i ka hoe; i ka hoe, i ke ka; pae aku i ka 'aina (327)

Everybody paddle the canoes together; bail and paddle, paddle and bail, and the shore will be reached.

— Mary Kawena Pukui (Hawaiian) [8]



Sources

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KWAK'WALA

Hesta'lis k̓ak̓ut̓las

The place for learning all over the world

AYAJUTHEM*

ʔuk'w̓st ʔot q'a't̓^o t̓w̓sem

We have all come together to learn

LIQ'WALA

Histeʔlis q̓aʔulas

Global learning

NUU-CHAH-NULTH

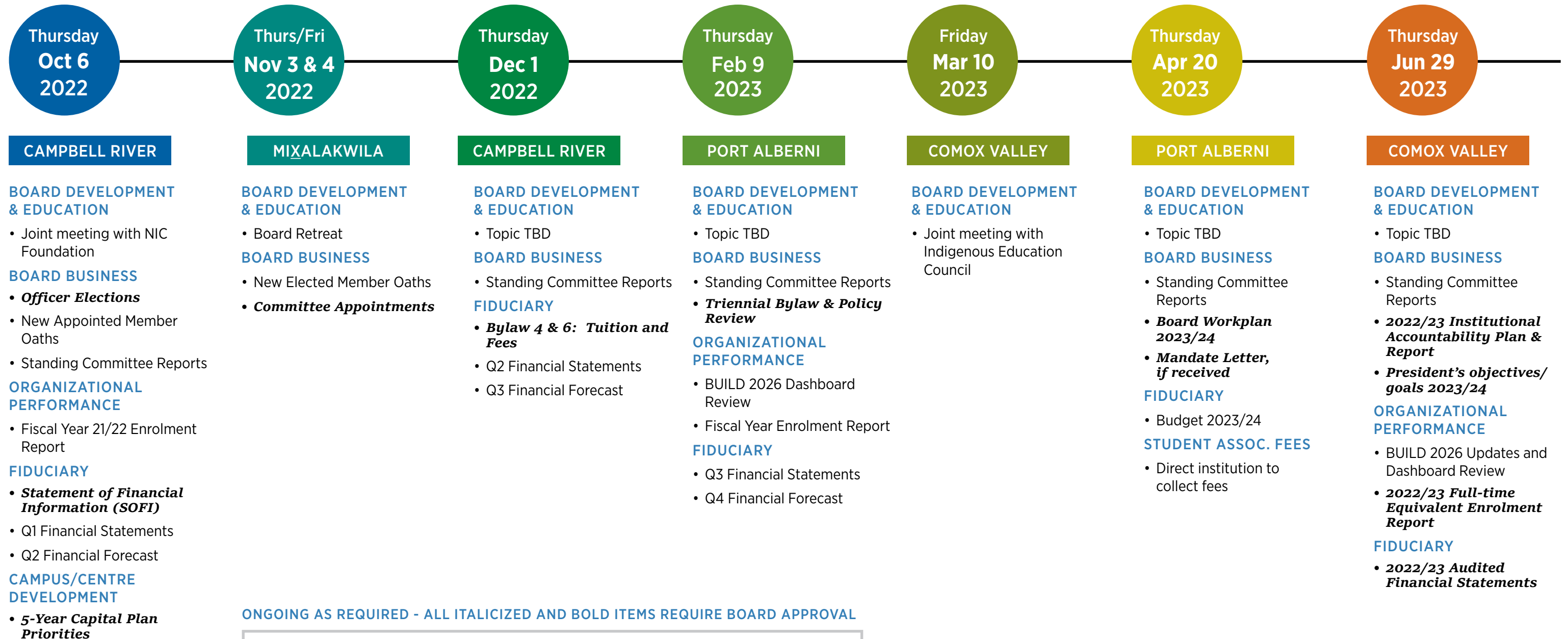
hišumyił nanaaʔičił ʔaʔa

We are all learning what we need to do

*Unofficial

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.



ONGOING AS REQUIRED - ALL ITALICIZED AND BOLD ITEMS REQUIRE BOARD APPROVAL

<p>ORGANIZATIONAL PERFORMANCE</p> <ul style="list-style-type: none"> Strategic Plan Approval <p>PROGRAMMING</p> <ul style="list-style-type: none"> Credential Approval Program Cancellation <p>EMPLOYEES</p> <ul style="list-style-type: none"> Collective Agreement Ratification 	<p>FIDUCIARY</p> <ul style="list-style-type: none"> New Programming Tuition and Fees <p>CAMPUS/CENTRE DEVELOPMENT</p> <ul style="list-style-type: none"> Lease Approval Land Sale
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	October 2022	November 2022	December 2022 - January 2023	February 2023	March 2023	April - May 2023	June 2023
College Engagement Events (optional)							
		Nov 15 Port Alberni Campus Student Soup Lunch	Dec 1 Campbell River Campus Student Soup Lunch		Mar 9 Comox Valley Campus Student End-of-Term Lunch	Apr 23-26 Montréal, QC CICan Conference	Jun 13 Port Alberni Graduation
		Nov 16 Online College Conversation	Jan 26 Online College Conversation		Mar 14 Port Alberni Campus Student End-of-Term Lunch	May 26 Location TBA Employee Recognition Event	Jun 15 Campbell River Graduation
		Nov 29 Comox Valley Campus Student Soup Lunch			Mar 16 Online College Conversation		Jun 19 Comox Valley Graduation
					Mar 21 Campbell River Campus Student End-of-Term Lunch		Jun 22 Online College Conversation
NIC Community Engagement Events (optional)							
	Oct 19 Campbell River Campus Youth Team Canada Culinary Sampler	Nov 3 Port Hardy, Kwa'lilas Hotel North Island Community Lunch	Dec 8 Campbell River Campus President's Community Holiday Luncheon				
	Oct 28 West Coast/Tofino Community Lunch	Nov 10 Comox Valley Campus Housing Blessing	Dec 16 Campbell River Campus Culinary Program Holiday Lunch				
		Nov 23 Port Alberni Campus NIC Campus Planning Open House					

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
ET	Education Team
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
LT	Leadership Team
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
SIF	Strategic Investment Fund
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