

<p>NORTH ISLAND COLLEGE BOARD OF GOVERNORS REGULAR MEETING TO BE HELD IN ROOM N110, PORT ALBERNI CAMPUS THURSDAY, FEBRUARY 9, 2023 @ 1:00 PM</p>

AGENDA

Topic	Attachment	Action	Time
1. CALL TO ORDER			
1.1 Acknowledgement of First Nations Traditional Territory			
1.2 Declaration of Possible Conflict of Interest			
1.3 Government Mandate Letter			
1.4 Adoption of Agenda		To adopt	(5 mins)
2. CONSENT AGENDA			
2.1 Minutes of the Regular Meeting of December 1, 2022		✓ To approve	
2.2 Governance and Board Development Committee Report, January 25, 2023		✓ Information	
2.3 Executive Committee Report, January 26, 2023		✓ Information	
2.4 Finance and Audit Committee Report, January 27, 2023		✓ Information	
2.5 Correspondence and Information (Agenda item #5)		✓ Information	(5 mins)
3. BOARD BUSINESS			
3.1 Executive Committee Terms of Reference		✓ To approve	
3.2 Governance and Board Development Committee Terms of Reference		✓ To approve	
3.3 Port Alberni Campus Master Plan		✓ To approve	
3.4 Joint Meeting with Indigenous Education Council, March 10		Information	
3.5 2022/23 Fiscal Year Credit Enrolment Report (at Winter Term Stable Enrolment Date)		✓ Information	
3.6 Board Members Roundtable Discussion		Information	(50 mins)
4. REPORTS ON STRATEGIC ACTIVITIES			
4.1 President			
4.1.1 <i>BUILD 2026</i> Year 2, Report 1 and Dashboard Review		✓ Information	(10 mins)
4.2 Vice President, Finance and College Services			
4.2.1 Third Quarter Financial Statements		✓ Information	
4.2.2 Fourth Quarter Financial Forecast		✓ Information	(10 mins)
4.3 Chair, Education Council			
4.3.1 Education Council Report		✓ Information	(3 mins)

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

5. INFORMATION (attachments)

- 5.1 Post-secondary Governance Workshop, April 17, 2023
 - 5.2 Board Schedule and Workplan
 - 5.3 [CICan Annual Conference, April 23-25, 2023](#)
 - 5.4 Ministry Letter re NIC IAPR, January 25, 2023
 - 5.5 Commonly used acronyms
 - 5.6 Link to Board [bylaws](#) and [policies](#)
-

6. NEXT MEETING DATES

- Joint meeting with Indigenous Education Council
– Friday, March 10, 2023, Comox Valley Region
-

7. ADJOURNMENT

2:30 pm

**MINUTES OF THE REGULAR MEETING OF THE
NORTH ISLAND COLLEGE BOARD OF GOVERNORS
HELD IN THE BISTRO, CAMPBELL RIVER CAMPUS
THURSDAY, DECEMBER 1, 2022**

BOARD MEMBERS PRESENT

J. Atherton, Community Member, Comox Valley Region, Chair
L. Domae, President
W. Gus, Chair, Education Council
S. Humble, Community Member, Campbell River Region
J. Kim, Student Representative
B. Minaker, Community Member, Comox Valley Region
E. Mosley, Community Member, Port Alberni Region
V. Puetz, Community Member, Campbell River Region
S. Thakur, Student Representative
P. Trasolini, Community Member, Campbell River Region, Vice Chair

ABSENT

N. Arsenault, Community Member, Comox Valley Region
M. Erickson, Faculty Representative
R. LaTrace, Support Staff Representative

ALSO PRESENT

T. Bellavia, Vice President, Academic
M. Dysserinc, NISU Communications Officer
C. Fowler, Vice President, Finance and College Services
K. Kuhnert, Vice President, Students & Community Engagement
R. Lennox, NISU Organiser - Advocacy
R. Reid, Executive Assistant, Board of Governors

1. CALL TO ORDER

J. Atherton called the meeting to order at 1:00 p.m.

1.1 Acknowledgement of First Nations Traditional Territory

J. Atherton 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

Moved V. PUETZ / Seconded J. KIM: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADOPT THE REGULAR AGENDA OF DECEMBER 1, 2022 AS PRESENTED.

Motion carried

1.3 North Island Students Union (NISU) Presentation

R. Lennox and M. Dysserinc spoke on behalf of NISU, highlighting the following:

- A number of students access extended health and dental benefits from NISU;
- A referendum that reviewed the definition of full-time students resulted in the decision that students with six credits or more will be qualified to avail of the extended health and dental benefits beginning in 2023 (a minimum of nine credits was previously required);

- NISU thanks the College for its decision to cap international tuition fees at 2% with a two-year commitment, allowing international students to better prepare for their post-secondary education journey.

R. Lennox added that other student unions belonging to the BC Federation of Students complimented NIC for putting a cap on international tuition.

M. Dysserinc left the meeting at 1:17pm.

2. CONSENT AGENDA

On request from Board Members, the Executive Committee and Governance and Board Development Committee reports were lifted from the consent agenda for further discussion.

Moved J. KIM / Seconded S. HUMBLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES AND APPROVES THE ITEMS INCLUDED IN THE CONSENT AGENDA OF DECEMBER 1, 2022.

Motion carried

2.1 Executive Committee Report, November 17, 2022

J. Atherton reported that S. Humble has joined the Executive Committee.

2.2 Governance and Board Development Committee Report, November 16, 2022

B. Minaker, referring to the report, inquired about decolonizing Robert's Rules of Order. Decolonizing Robert's Rules of Order, decolonizing governance and decolonizing relational knowledge will be part of a future Board's education session.

Moved B. MINAKER / Seconded S. HUMBLE: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE RECEIVES THE EXECUTIVE COMMITTEE REPORT OF NOVEMBER 17, 2022 AND THE GOVERNANCE AND BOARD DEVELOPMENT REPORT OF NOVEMBER 16, 2022.

Motion carried

3. BOARD BUSINESS

3.1 Board Bylaw #4 – Domestic Tuition and Fee Bylaw

K. Kuhnert presented the bylaw which reflects a 2% increase to domestic tuition and fees in compliance with Government's tuition limit policy. She added that employment transition programs are exempted from the increase as these are already charged at the maximum allowable fee.

On questions from the Board Members, the following points were clarified:

- Costs to run programs differ based on the nature of programs;
- Access for students as well as fee comparison with competitor institutions are some of the factors considered in establishing new tuition and fees.

Moved V. PUETZ / Seconded P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW NO. 4, 2023-2024 DOMESTIC TUITION AND FEE BYLAW WHICH INCLUDES A 2% INCREASE TO DOMESTIC TUITION AND MANDATORY FEES WITH THE EXCEPTION OF THE EMPLOYMENT TRANSITIONS PROGRAMS.

Motion carried

3.2 Board Bylaw #6 – International Tuition and Fee Bylaw

A 2% increase is also being proposed for the international tuition and fee bylaw for the forthcoming two consecutive academic years. K. Kuhnert explained that the proposed increase for two years supports the College's recruitment efforts and allows international students to plan ahead. The two-year initiative was

first proposed in 2019 by M. Herringer, Executive Director, International Education and was initially approved by the Board for academic years 2020-2021 and 2021-2022.

On questions from the Board, the following points were noted:

- The commitment to a 2% increase will be in place for the next two academic years despite possible budgetary pressures to further increase tuition and fees;
- The decline in international student numbers during the pandemic partly caused budget deficits during the last two years but an increase in international student numbers moving forward will alleviate budgetary pressures and could help in balancing the budget.

MOVED V. PUETZ / SECONDED S. THAKUR: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE BYLAW 6, INTERNATIONAL TUITION AND FEE BYLAW, WHICH INCLUDES A 2% INCREASE FOR THE 2023-24 AND THE 2024-2025 ACADEMIC YEARS TO INTERNATIONAL TUITION FEES.

Motion carried

3.3 Island Pre-Health Science Credentials

T. Bellavia presented a list of credentials that would lead to either an associate of science degree or advanced diploma in island pre-health science that will help students to ladder into a medical profession. The proposed programs are modeled after Selkirk College which has successfully delivered the nationally recognized program for decades.

The proposed program's highlights are:

- Tuition is applied on credit basis and admission to the program is based on criteria, competition and evaluation of academic standing;
- The program provide foundational concepts, examine social economic factors in health care, emphasize local place-based and Indigenous ways of knowing and prepare students to work on the Island;
- Students are given five years to complete the program;
- The program prepares students for admission into medical degree programs as well as laddering into other health science degree programs.

MOVED J. KIM / SECONDED P. TRASOLINI: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVE THE CREDENTIALS, WITH IMMEDIATE EFFECT:

- 1. ASSOCIATE OF SCIENCE DEGREE – ISLAND PRE-HEALTH SCIENCE;**
- 2. ADVANCED DIPLOMA – ISLAND PRE-HEALTH SCIENCE.**

Motion carried

3.4 New Course Tuition and Lab Fees

T. Bellavia presented 12 courses and associated tuition and fees for each course. He added that the courses were approved and supported by the Education Council (EdCo). T. Bellavia noted that some of the proposed fees are higher than the normal domestic tuition but are still considered reasonable compared to other post-secondary institutions' tuition for similar courses.

THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES THE DOMESTIC TUITION AS OUTLINED IN THE TABLE BELOW, EFFECTIVE 01 SEPTEMBER 2023.

Course Name	Number of Credits	Tuition per Credit	Lab Fee	Total Course Cost
IPH 101 Island Pre-Health I: Introduction to Health Science	1.5	\$155.32* *Tuition Group II	n/a	\$232.98
IPH 102 Island Pre-Health II: Regional Issues in Health Science	1.5	\$155.32	n/a	\$232.98
IPH 201 Island Pre-Health III: Social Justice in Health Science	1.5	\$155.32	n/a	\$232.98
IPH 202 Island Pre-Health IV: Careers and Communication in Health Science	1.5	\$155.32	n/a	\$232.98
IPH 310 Epidemiology and Population Health	3	\$155.32	n/a	\$465.96
BIO 330 Introduction to Indigenous and Pharmaceutical Medicines	3	\$155.32	\$129.30	\$595.26
BIO 301 General Biochemistry	3	\$155.32	\$146.98	\$612.94
IPH 350 Island Pre-Health Applied Research	3	\$ 155.32	n/a	\$465.96
GLS 140 Fishing, Indigeneity and the Asia Pacific I	3	\$155.52	n/a	\$465.96
GLS 240 Fishing Indigeneity and the Asia Pacific II	3	\$155.32	n/a	\$465.32
GLS 241 Field School: Fishing Indigeneity and the Asia Pacific II	3	\$155.32	\$146.98	\$612.94
NUR 201 Transition to BSN Program for Option C Admission	3	\$155.32	\$26.32	\$491.64

Motion carried

3.5 Board Members Roundtable Discussion

Most Board Members reported on their participation in their respective standing committee meetings as well as the annual board retreat held in Port Hardy in November.

J. Atherton, S. Humble, P. Trasolini and B. Minaker participated in CABRO's workshop "Governing in the Public Interest" in Vancouver held in November. S. Humble reported that a few major takeaways from the workshop are the recruitment of board members in general and Indigenous participation in particular as well as how to retain appointed Board Members. She also cited the need for a representative from the region north of the Campbell River area. P. Trasolini shared that the workshop highlighted the importance of building board culture and relationships among board members.

J. Atherton shared a personal experience meeting a young medical professional who expressed pride in being an NIC graduate. J. Atherton and L. Domae, met with Tony Loughran, senior staff at the AEST, who informed them that there will be a governance workshop in spring of 2023 designed specifically for the post-secondary sector. J. Atherton and L. Domae also met with Vanessa Geary of CABRO regarding board member recruitment.

S. Thakur and J. Kim have both finished their final exams. S. Thakur reported that he will be in a co-op internship as an advisor with a major bank in Vancouver in the winter term. J. Kim is waiting to hear news about his applications to medical schools in BC.

The Board congratulated W. Gus for her re-election as chair of the Education Council (EdCo). W. Gus reported that EdCo approved a number of new courses at its last meeting and will meet again on December 16.

4. REPORT ON STRATEGIC ACTIVITIES

4.1 Vice President, Finance & College Services

4.1.1 Second Quarter Financial Statements

C. Fowler presented the second quarter financial statements, noting the College's positive financial standing as it slowly recovers from the pandemic. He added that the deficit is expected to decline in the second of the fiscal year as incoming tuition revenue will be reported.

C. Fowler also noted two factors that contributed to the deficit in this quarter:

- A delay in the receipt of a \$200,000 government funding;
- Realized gains on investments were higher last year during the same period because of better market performance compared to the same period this year.

4.1.2 Third Quarter Financial Forecast

C. Fowler reported that the College is projecting a deficit of under \$800,000 and will be reporting the forecast to the Province in December. He added that the College may face challenges in reducing the deficit due to a number of factors including possible recession but will not be significantly off-budget.

5. INFORMATION

The Board received the following information items:

- 5.1 College Highlights Report, December 2022
- 5.2 Updated Board Workplan 2022/23
- 5.3 AEST Acknowledgment Letter – NIC IAPR 21/22
- 5.4 Commonly used acronyms
- 5.5 Link to Board bylaws and policies

6. NEXT MEETING DATES

- 6.1 Regular meeting – Thursday, February 9, 2023, Port Alberni campus

7. ADJOURNMENT

MOVED S. HUMBLE / SECONDED J. KIM: THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE ADJOURN ITS REGULAR MEETING OF DECEMBER 1, 2022.

Motion carried

Time: 3:00 p.m.

Jane Atherton, Chair

Rachel Reid, Executive Assistant

DRAFT

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 2.2 Governance and Board Development Committee Report

Committee members Patricia Trasolini (chair), Barry Minaker and Shelley Humble met on January 25, 2023 with Lisa Domae (President), Melanie Allison (Director, College Governance and Strategy) and Rachel Reid (Executive Assistant) as resource persons.

Adoption of Agenda

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

Agenda item Development Schedule for the June 2022 Board Evaluation will be renamed to Board Development Priorities and its discussion will be postponed to the next committee meeting.

L. Domae noted that N. Arsenault, who was unable to attend this meeting, has requested that committee meetings be scheduled ahead of time.

The agenda was adopted as amended.

Committee Business

Committee Terms of Reference

Based on the Board's workplan, the standing committees' terms of references are to be reviewed every two years. The last review was done in 2021.

The Governance and Board Development Committee Terms of Reference was updated to include the requirement that the committee chair should be a Ministry-appointed board member.

Future agenda items

- Board bylaws and policies framework (standing item);
- Board member exit interview;
- Establishment of a whistleblower policy (2024);
- Review and consideration of transition to paperless Board operations.

Time: 8:59 am

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
FEBRUARY 9, 2023**

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

The Executive Committee met on January 26, 2023 with J. Atherton (chair), P. Trasolini, E. Mosley, S. Humble, L. Domae and R. Reid attending.

Adoption of agenda

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

A letter of appreciation of NIC's Institutional Accountability Plan and Report (IAPR) from the Ministry was added to the agenda; Board Development Priorities was removed from the agenda. The committee adopted the agenda as amended.

Board Meetings

Draft regular and in-camera meeting minutes of December 1, 2022

The committee reviewed the draft regular and in-camera minutes of December 1, 2022 and noted no corrections.

Draft Board meeting schedule for February 9, 2023

The Board education session planned for February 9 includes an update on Port Alberni campus' programming and events by administrator M. Bennett and a presentation of the Port Alberni campus master plan by C. Fowler, Vice President, Finance and College Services and C. Udy, Director, Capital Projects. The master plan will be included in the Board's regular meeting agenda for review and approval.

Draft Board business meeting agenda, February 9, 2023

Item 3.2 Board Development Priorities will be struck from the agenda as the Governance and Board Development Committee was not able to review it. It will be postponed to the next business meeting in April.

Per the direction of the Executive Committee L. Domae noted, that in reviewing the standing committees' terms of reference, a provision that committee chairs be appointed board members will be added. She added that a draft Board workplan for the next fiscal year 2023/24 will be presented to the Executive Committee at its next meeting for review and recommendations with the goal of having the Board review and approve it at the April board meeting.

Meeting agenda format

L. Domae noted two new additions to the Board agenda: declaration of possible conflict of interest and link to the mandate letter, following the Board's request made in December 2022. A re-design of the agenda following the College's visual design standards will be ready by the next Board business meeting.

J. Atherton expressed appreciation for the addition of the link to the Board's bylaw on conflict of interest guidelines.

The committee suggested a presentation on ElderCollege as a future board education session.

March 10 Joint Meeting with IEC and Budget Presentation/Discussion

L. Domae presented a draft agenda for the forthcoming joint meeting with the Indigenous Education Council (IEC) on March 10th. Highlights of the draft agenda include the IEC's and Board of Governors' roles, sessions on decolonization, Indigenization and reconciliation as well as Indigenous governance. There is also a desire from both parties to explore opportunities to establish relationships possibly in the form of a mutually agreeable discussion of a statement of principles or memorandum of understanding. It is hoped that through this joint meeting, the College and Board of Governors may be able to bring Indigenous governance to its processes. L. Domae added that the draft agenda will be reviewed by the IEC chair.

A presentation of the College's proposed budget for fiscal year 2023/24 is being planned as a Board education session on March 10th. The budget is scheduled for the Board's review and approval at its April meeting.

Board Membership

Board Member Remuneration

J. Atherton and L. Domae reported that in a meeting with Ministry senior staff, it was confirmed that a 1995 Order-in-Council supersedes all subsequent Treasury Board Directives with regards to remuneration to Board appointees and student representatives. The College is remunerating Board Members at the maximum provided by the said 1995 Order-in-Council.

The College & Institute Act provides language that allows only the Lieutenant Governor in Council to set remuneration via an Order-in-Council.

Board Governance

Post-secondary Governance Workshop, April 17

The Ministry of Post-Secondary Education and Future Skills will be hosting a governance workshop for all post-secondary institutions' boards members, executive secretaries, presidents and senior leaders on April 17 in Vancouver. Recognizing the importance of the governance workshop, a budget has been costed out for all NIC board members to be able to participate.

Updated Executive Committee Terms of Reference (TOR)

L. Domae presented proposed updates to the committee's TOR:

- Items that contradict public sector guidelines were removed;
- Provisions in the terms of references match the Board's policies.

E. Mosley suggested replacing specific reference to Board-Staff Relationship Policy 2 with "board policy on monitoring the President and CEO's performance."

The committee also requested that a review of the Board's standing committees' TORs be included in an overall board policy review going forward. A particular item requiring in depth review on the Executive Committee's TOR is the committee's responsibility to "make urgent decisions on behalf of the Board" given that the Board's governance process policy already allows for teleconference and virtual meetings.

Ministry Letter re NIC's IAPR

L. Domae referred to a letter from the Ministry's Executive Lead on Governance and Corporate Planning recognizing "NIC's success in achieving or substantially achieving so many of its Ministry established performance measure targets" as reported in NIC's 2021/22 Institutional Accountability Plan and Report (IAPR). The letter will be included as an information item in the February 9 Board agenda.

Board Development

Annual CICan Conference, April 23-25

This year's conference is the first in-person conference since the 2020 conference was cancelled due to the pandemic. The committee instructed staff to canvass appointed Board Members of their interest and availability to attend the 2023 conference. The committee will then determine at its next meeting who will represent the Board at the conference.

The meeting adjourned at 11:38am.

The next committee meeting is tentatively scheduled for Thursday, February 23, 2023.

NORTH ISLAND COLLEGE BOARD OF GOVERNORS

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one student at a time.*

AGENDA ITEM: Regular Meeting 2.4 Finance and Audit Committee Report

Committee members Valery Puetz (chair), Eric Mosley, Murray Erickson and Jaewon Kim met via BlueJeans and in person on Friday, January 27, 2023 with Colin Fowler (VP, Finance & College Services) and Rachel Reid (EA to BoG) as resource persons. J. Robinson and L. Bates-Eamer of KPMG were also present for a portion of the meeting.

Call to Order

C. Fowler called the meeting to order at 3:00pm, acknowledging 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.

Audit Planning Report

L. Bates-Eamer highlighted the following from KPMG's audit planning report prepared for the College:

- Materiality is set at \$1.2M which represents 2.2 percent of total revenues;
- KPMG will report on values greater than \$60,000;
- There are no significant risks to report at this time.

L. Bates-Eamer also noted two new items for the 2023 audit:

- Adoption of an asset retirement policy;
- New auditing standards that require all auditors to do more fraud risk assessment as well as documentation related to IT and tech.

Regarding the asset retirement obligation, C. Fowler confirmed that the College does not have buildings in its campuses that have hazardous materials such as asbestos, as all buildings were built much later.

She also reported that KPMG has already performed its interim planning procedure and will report back to the committee in June.

L. Bates-Eamer and J. Robinson left the meeting at 3:13pm.

Draft Third Quarter 22/23 Financial Statements

C. Fowler highlighted the following:

- Domestic tuition revenue is expected to be slightly lower than last year's but could be balanced by revenue from Continuing Education and contract training which are higher this year;
- International tuition revenue is on budget;
- Deficit is anticipated to be over \$700,000 which is in line with the budget;
- Operating costs continue to remain within budget with the exception of equipment costs as they usually exceed budget.

On question from the committee, C. Fowler explained that the College usually draws income from the investment portfolio only when cash is needed for major capital projects such as the Campbell River campus renovations.

As for the percentage of expenses during the third quarter of the fiscal year, C. Fowler explained:

- Salaries and benefits are at 70 percent which is roughly where they should be;
- Expenses are higher at 78 percent against revenue which is at 72 percent because of the timing of certain expenses such as equipment costs which get reported in the summer when classes are out and tuition revenues increase beginning in September onwards when classes resume.

Draft Fourth Quarter Financial Forecast

C. Fowler reported that the College is projecting a deficit of over \$700,000 which will need approval from the Ministry of Finance. He noted that a majority of post-secondary institutions within the Province is anticipated to report deficits as well.

Finance & Audit Committee Terms of Reference (TOR)

The committee noted the proposed update on its TOR providing for the appointment of a Ministry-appointed Board Member as committee chair. However, the committee expressed its desire to thoroughly review its TOR particularly around its duties and responsibilities for financial reporting, external audit, risk management and investment management. This agenda item will be included in its next meeting agenda.

The committee also noted that while the College has a risk management policy, the requirement for a risk register to be regularly reported to the Board has not yet begun. C. Fowler will discuss the creation of a risk register with L. Domae.

Board policy: requirement to adopt a standard for asset retirement obligations in 2023

In March 2022, the committee discussed a requirement to adopt a policy around asset retirement by year 2023. C. Fowler noted that normal amortization for buildings is arbitrarily set at 40 years which is no longer realistic given the quality of modern construction. The committee agreed that it will conduct a review of amortization policies in the post-secondary sector to determine if the College's policy on the useful life of new buildings needs updating.

The committee requested that two items be brought forward to the next meeting agenda:

- Committee terms of reference;
- Review of amortization policy for new buildings.

The meeting adjourned at 4:00 pm.

**TERMS OF REFERENCE
NORTH ISLAND COLLEGE
BOARD EXECUTIVE COMMITTEE**

Purpose

The Executive Committee is a standing committee of the Board with delegated powers of the Board to conduct the work of the Board between Board meetings and review the President/CEO's performance annually in accordance with the *College and Institute Act* [and public sector guidelines](#).

Composition and Operations

- A. The Committee shall be comprised of the Board Chair, Vice Chair, immediate Past Chair, up to two appointed members and the President/CEO.
- B. The Board Chair will survey appointed Board members, immediately following the ~~September inaugural~~ meeting [of the Fall term](#), for interest in serving on the Committee. A selection from those Board Members who express interest will be made by the Board Chair, Vice Chair and President/CEO based on a consideration of experience, complementary expertise and balancing of geographical representation. ~~This will take place in fall of each year, immediately following the annual elections and committee appointments.~~

C. The Chair of the Board of Governors shall also serve as Chair of the Executive Committee.

~~C-D.~~ A majority of the members of the Committee constitutes a quorum.

Commented [LD1]: Redundant; see first sentence

Duties and Responsibilities

Subject to the powers and duties of the Board, the Committee will:

- A. Make urgent decisions on behalf of the Board and is required to report those decisions back to the Board;
- B. Prepare agendas for upcoming Board meetings;
- C. Develop and support a Board recruitment process based on:
 - Essential and desired experiences and competencies for potential Board Members; and
 - The Board's short-term needs and long-term succession plans;

~~D.~~ Support the President/CEO with emerging issues and risk [related to senior administrative succession](#).

E. [Review the President/CEO's performance and compensation.](#)

Terms of Reference –Executive Committee
May 2021/[Draft revisions January 2023](#)



When reviewing the President/CEO's performance and compensation, the Committee, excluding the President/CEO, will:

A. Oversee the annual review the performance of the President and CEO in accordance with Policy SR-2 – Monitoring the President and CEO's Performance

A.B. Review the President/CEO's compensation annually according to Post-Secondary Employers' Association (PSEA) guidelines and present its findings and recommendations to the Board;

B. Review the President/CEO's Employment Contract annually and present its recommendations for any revisions to the Board;

C. Every alternate year, supplement the annual performance review using both self-evaluation and multi-source feedback processes;

D. With the approval of the Board, may hire external consultants to assist in the evaluation of the President/CEO's performance.

Accountability

- A. All business conducted by the Executive Committee will be reported to the Board at the next regular or in-camera meeting.
- B. The Committee will review its terms of reference at least once every two years and recommend any changes to the Board of Governors.

Commented [LD2]:

Commented [LD3R2]:

Commented [LD4]:

Commented [LD5R4]: Strike - PSEA/PSEC does not allow presidential contracts to be reviewed or re-opened once signed.

Commented [LD6]: Redundant to Policy SR-2-Monitoring the President and CEO's performance and to the President's terms of employment

Commented [LD7]: Unnecessary to terms of reference

**TERMS OF REFERENCE
NORTH ISLAND COLLEGE
BOARD EXECUTIVE COMMITTEE**

Purpose

The Executive Committee is a standing committee of the Board with delegated powers of the Board to conduct the work of the Board between Board meetings and review the President/CEO's performance annually in accordance with the College and Institute Act and public sector guidelines.

1. Composition and Operations

- a. The Committee shall be comprised of the Board Chair, Vice Chair, immediate Past Chair, up to two appointed members and the President/CEO.
- b. The Board Chair will survey appointed Board members, immediately following the inaugural meeting of the Fall term, for interest in serving on the Committee. A selection from those Board Members who express interest will be made by the Board Chair, Vice Chair and President/CEO based on a consideration of experience, complementary expertise and balancing of geographical representation.
- c. The Chair of the Board of Governors shall also serve as Chair of the Executive Committee.
- d. A majority of the members of the Committee constitutes a quorum.

2. Duties and Responsibilities

Subject to the powers and duties of the Board, the Committee will:

- a. Make urgent decisions on behalf of the Board and is required to report those decisions back to the Board.
- b. Prepare agendas for upcoming Board meetings.
- c. Develop and support a Board recruitment process based on:
 - i. Essential and desired experiences and competencies for potential Board Members; and,
 - ii. The Board's short-term needs and long-term succession plans.
- d. Support the President/CEO with emerging issues and risk
- e. Review the President/CEO's performance and compensation

When reviewing the President/CEO's performance and compensation, the Committee, excluding the President/CEO, will:

- a. Oversee the annual review the performance of the President and CEO in accordance with Board policy on monitoring the President and CEO's performance.

- b. Review the President/CEO's compensation annually according to Post-Secondary Employers' Association (PSEA) guidelines and present its findings and recommendations to the Board.

3. Accountability

- a. All business conducted by the Executive Committee will be reported to the Board at the next regular or in-camera meeting.
- b. The Committee will review its terms of reference at least once every two years and recommend any changes to the Board of Governors.

**TERMS OF REFERENCE
NORTH ISLAND COLLEGE BOARD
GOVERNANCE AND BOARD DEVELOPMENT COMMITTEE**

Purpose

The Governance and Board Development Committee is a standing committee of the Board established to assist the Board in fulfilling its obligations relating to board governance and development management.

Composition and Operations

- A. The Board shall appoint a Governance and Board Development Committee of not less than four Board Members, with a minimum of three appointed Board Members of the College, and the President/CEO. The Chair of the Committee, who is an appointed Board Member, will be appointed by the Chair of the Board.
- B. The majority of members of the Committee shall constitute a quorum.
- C. The Office of the President and the Executive Assistant to the Board will be resources to the Committee.
- D. The Committee may seek input from internal and external constituents of the College community. Consultants may also be used as required with the approval of the Board of Governors.
- E. The Governance Committee shall meet as required with a minimum of two (2) meetings per year.

Duties and Responsibilities

The Committee recommends and/or delivers reports to the Board of Governors in the following areas:

Governance

- A. Develop and review every two years the Board Manual containing:
 - Policies and procedures by which the Board will operate,
 - Board bylaws, and
 - Terms of reference of the Board's standing committees.
- B. Develop and conduct appropriate annual evaluation processes for the Board, the Board Chair, and the Board Committees.
- C. Maintain current best practices related to the mandate of the Committee and the Board and, as required, recommend changes to governance.

Board Development

Recommend relevant training and professional development for Board members including but not limited to:

- new Board member orientation;
- annual Board retreat timing and structure;
- other relevant training workshops and conferences.

Accountability

The Committee shall maintain minutes of all meetings and report to in-camera or general meetings of the Board as appropriate.

Committee Timetable

The Committee will establish an annual plan for its activities in the Fall of each year based on the Board's annual meeting and planning schedule.

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NORTH ISLAND COLLEGE BOARD OF GOVERNORS
February 9, 2023

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

AGENDA ITEM: **Regular Meeting**
3.3 Port Alberni Campus Master Plan (attachment)

Background/History

As part of *BUILD2026* goal 2.5a, NIC is developing Campus Master Plans to support the planning and development of key capital projects. In Spring 2022, the College began engaging with Port Alberni campus staff and faculty and contracted consultants to guide our planning process. After hosting engagement sessions with internal and community partners and stakeholders, NIC has completed its Port Alberni Campus Master Plan.

Impacts

Campus Master Plans are updated periodically to reflect our current needs, growth trends and strategic priorities. They inform planning decisions as we work with our internal teams, local communities, and government bodies to prioritize, fund and operationalize large capital projects across all our campuses.

Attached is the Port Alberni Campus Master Plan for Board review and approval.

Action:

For the Board's discussion and review.

Suggested Resolution:

**THAT THE BOARD OF GOVERNORS OF NORTH ISLAND COLLEGE APPROVES
THE PORT ALBERNI CAMPUS MASTER PLAN AS PRESENTED ON FEBRUARY 9,
2023.**

NORTH ISLAND COLLEGE



NORTH ISLAND COLLEGE Port Alberni Campus Master Plan

2023



North Island College Primary Project Contact:

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Territory Acknowledgement

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



GENERAL ACKNOWLEDGEMENTS

This Campus Master Plan was made possible by North Island College's Capital Projects team, Port Alberni Campus' administration team, and NIC's Leadership Team and Deans, along with valuable and ongoing contributions provided by:

- NIC Staff, Faculty, Students
- Alberni-Clayoquot Regional District
- Ditidaht First Nation
- Hupačasath First Nation
- Tseshaht First Nation
- Uchucklesaht Tribe
- Island Work Transitions
- School District 70 - Pacific Rim
- Port Alberni Friendship Centre
- Nuu-chah-nulth Employment
- Industry Training Association (ITA)
- Sage Haven Society
- Alberni Valley Chamber of Commerce
- Ehattesaht First Nation
- Ministry of Jobs, Economic Recovery and Innovation
- Port Alberni Port Authority
- Nuu-chah-nulth Tribal Council
- Port Alberni Friendship Centre
- Western Forest Products
- Literacy Alberni
- Community Futures
- Alberni Clayoquot Health Network
- Community Arts Council
- TimberWest
- INEO Employment Services
- Alberni Valley Bull Dogs
- Coulson Group of Companies
- Port Alberni Shelter Society

Special thanks to:

- **Hupačasat First Nation** and **Tseshaht First Nation** and who in the spirit of collaboration, shared their knowledge and time to educate the project team on the history of the campus lands and region, and provide valuable input into the Indigenous programming proposed within this Campus Master Plan report.
- The **City of Port Alberni** and its inter-departmental leadership, who in addition to their knowledge and time, continue to support NIC as a key partner through provision of digital base maps and legal plans, sharing knowledge about key infrastructure conditions (e.g. site servicing and utilities), and including NIC as a key partner in their Official Community Plan update and other ongoing City-wide plans and initiatives.

Photo credits:

Photos provided throughout the report have been graciously provided by North Island College, Urban Systems Ltd., Common Tread Consulting Inc., and Google Earth.



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APPENDICES

Appendix A - Campus & Community Engagement Summary

EXECUTIVE SUMMARY

Shared Vision for Port Alberni Campus

“The consolidated and expanded Port Alberni campus will be an inclusive, accessible and connected living-learning community that is well integrated within its unique natural setting and reflects the culture and values of local Indigenous and community partners, for the benefit of North Island College students, faculty, staff and the broader community.”

With the stunning backdrop of the forested Roger Creek watershed and sweeping southwest views across the Alberni Valley, North Island College’s Port Alberni campus is in the heart of the City and within walking distance of numerous recreational and educational facilities, including the Alberni Valley Multiplex, Athletic Hall and Alberni District Secondary School.

Located within the traditional territory of valued community partners, Tseshaht First Nation and Hupačasath First Nation, the 20 acres (8.1 hectare) campus was primarily built in 1994, including the main building. The outdoor Indigenous Gathering Place was added in 2010 and the Culinary Arts building in 2012 (also known as Roger Street Bistro). Two thirds of the campus lands (13.5 acres) remain undeveloped and generally well suited to accommodate future campus expansion.

A short drive north of Roger Creek, the Tebo Vocational Centre (Tebo) is another important College facility which has housed various Trades programs, shops and equipment over the past 35 years. However, Tebo is struggling to meet NIC’s current and planned functional and programmatic needs and there is a strong desire to relocate and expand the College’s Trades programming to the Port Alberni campus as soon as possible.

Locating a new Trades building on the expansion lands and close to the existing buildings will act as a catalyst to invigorate the Port Alberni campus. Student well-being also stands to benefit significantly through increased utilization rates and improved access to shared facilities and services such as counselling, financial aid, food services and educational support.

Similarly, affordable housing is an urgent and well-identified need in Port Alberni, on Vancouver Island and across British Columbia as a whole. With no student or family housing currently built or planned on campus, this is certainly a relevant and pressing consideration for NIC’s students – many who are from remote regions, Indigenous communities, or part of the international student program. Certainly, the College’s team is learning valuable lessons and knowledge from the ongoing student and family housing project being undertaken on the Comox Valley campus at the time of this writing.

Plan Purpose and Engagement Process

BUILD 2026, NIC’s Strategic Institutional Plan, identified this Port Alberni Campus Master Plan update as a key step in the creation of “thriving, inspired and integrated campuses and centres.” Building upon the foundation of the 2003 Campus Master Plan, this 2023 update is a living document that sets out a 20-year vision for the physical development of the campus. While there is a focus on short-term (5-year) priorities, the provided long-term recommendations are intended to be advanced in alignment with NIC’s other guiding institutional documents (e.g. Working Together Indigenization Plan), along with evolving community and partner needs.

The development of this 2023 CMP has been informed and supported by ongoing engagement with the internal campus community (staff, faculty and students) as well as community partners such as Tseshaht FN, Hupačasath FN, the City of Port Alberni and School District 70 – Pacific Rim, to name a few. **Section 5** and **Appendix A** of this report describe the engagement process, including themes of the feedback received and the evolution of the Campus Concept Plan that occurred during the two Open House engagements held on campus in November 2022 and beyond.

Guiding Principles, Site Development Program and Campus Concept Plan

Participants at both Open Houses also helped develop and refine the Vision, Guiding Principles (below) and Objectives, which are further explained in **Section 6** of the report.

1. Campus Consolidation & Growth
2. Reconciliation & Indigenization
3. Accessibility for All Ages & Abilities
4. Sustainability Leadership
5. Community & Partner Engagement
6. Quality of Campus Life
7. Increased Campus Presence
8. Quality of Open Space
9. Improved Multi-modal Transportation
10. Facilitating Education



Image 1: North Island College Port Alberni Campus

Section 7 outlines and describes the Site Development Program, including the underlying process and driving factors behind the proposed building uses, sizes and locations, along with associated parking, circulation and open space requirements. It also shares high-level planning/concept strategies and opportunities, which are further explored and presented through the Campus Concept Plan within **Section 8**.

Key Priorities and Recommendations

Key priorities and recommendations for campus growth and development (including for the existing campus) are provided based on short (0-5 year), medium (6-10 year) and long-term (11-20 year) time horizons. The top three short-term priorities have been identified as:

- Preparing for design and construction of a new Trades facility
- Improving outdoor pedestrian connections and infrastructure
- Engaging First Nation partners on a potential indoor Indigenous Gathering Place

Childcare, Student Housing and Family Housing are also all seen as key additions in creating a more vibrant and resilient campus in the medium-term. The Master Plan demonstrates a proposed approach in accommodating these needs as campus develops over time, including associated open spaces, parking and circulation. It also helps the College to anticipate future needs and be better prepared to respond to future Ministry funding priorities.

The north-east corner of the Campus Concept Plan has been identified as “future development opportunity” lands and its programming remains undetermined. Throughout the Campus Master Plan, there is reference to a Centre of Learning mixed use facility and a flex parking lot within these lands. These program elements are placeholders for planning purposes only. NIC remains open to exploring other programming options that align with institutional objectives and further support/improve campus life, including (but not limited to) alternate student housing configurations, joint use partnerships, and market/commercial opportunities.

This Campus Master Plan is a critical step and necessary process to capture NIC’s vision and institutional objectives as the Port Alberni campus continues its transformation over the coming decades. This plan, along with other institutional documents, provide the framework for intentional growth that will continue to benefit both the College and its partners in the near and distant future.

NORTH ISLAND COLLEGE

P Visitor Parking



Deliveries / Loading Dock



SECTION 1

Introduction

1 INTRODUCTION

Founded in 1975 as a distance education institution serving inhabitants of remote logging camps and coastal communities through 24 learning centres, today North Island College (NIC) is a comprehensive community college which serves the people and communities across approximately 80,000 km² of Vancouver Island and parts of the B.C. Central Coast, from Bamfield to Bella Coola. With a regional population of 169,000, NIC’s four campuses (Comox Valley, Campbell River, M̓ixalakwila and Port Alberni) and Ucluelet Centre serve the largest population of all B.C. rural colleges.

In keeping with its access-focused roots, NIC continues to serve diverse and geographically dispersed communities through distance/digital learning as well as onsite programming in communities based on the specific needs of local First Nations and community partners.

1.1 Port Alberni Campus at a Glance

NIC’s Port Alberni campus is located at the east terminus of Roger Street, east of 10th Avenue and uphill from the Alberni Valley Multiplex, Athletic Hall and Alberni District - Secondary School. The forest concealing the steep Roger Creek ravine directly to the north acts as a stunning backdrop for this idyllic ‘campus in the woods’.

Students, staff, faculty, community members and visitors enjoy sweeping southwest views across the Alberni Valley, with the Alberni Inlet and forested mountain ranges beyond. The Regional Context Map on the following page shows the location of the Port Alberni campus and nearby Tebo Vocational Centre within the context of the City of Port Alberni legal boundary. The map also highlights the reserve lands of both Tseshaht First Nation and Hupačasath First Nation.



Image 2: Aerial view of the Port Alberni Campus (north at top)

Table 1. Port Alberni Campus Building Addresses

	Civic Address	Legal Address
Port Alberni Campus	3699 Roger Street	Lot A, District Lot 92, Alberni District, Plan VIP51971
Tebo Vocational Centre	4757 Tebo Avenue	Lot A, District Lot 137, Alberni District, Plan 38945, except Plan VIP87964

During the 2021/222 academic year, 340 students attended classes in at NIC’s Port Alberni campus. The North, Centre and South Wings of the existing academic facility have classrooms programmed for nursing, early childhood care and education, university transfer classes and more, along with the bookstore and library. The campus is also home to the Culinary Arts Building and program, home of the Roger Street Bistro - open to the public for lunch daily.

Connections to local Indigenous culture, including storytelling and educational opportunities are evident both indoors and outdoors on campus, for example the Indigenous Student Lounge and outdoor Indigenous Gathering Place.



North Island College
Tebo Vocational Centre

Hupačasath

Tseshah
(čičaaʔath)

North Island College
Port Alberni Campus

City of Port Alberni

Tseshah
(čičaaʔath)

NORTH ISLAND COLLEGE



NIC

NORTH ISLAND COLLEGE
Campus Master Plan
Regional Context Map



1.2 Tebo Vocational Centre

Along with the main campus on Roger Street, NIC has leased and operated the 1,960m² Tebo Vocational Centre (Tebo) from the City of Port Alberni for over 35 years. The facility is located north of Roger Creek on Tebo Avenue and provides shops and equipment for Trades training students, including:

- Automotive Service Technician
- Joinery/Cabinetry
- Welding/Fabrication
- Electrical/Carpentry
- Employment Transition/Construction Labourer

For the 2021/22 academic years, there were 52 Trades Foundation students and 7 apprenticeship students at Tebo, in addition to 12 employees.

While the Tebo Centre has generally served the institution well for several decades, this former industrial building is struggling to meet the functional and programmatic needs of the institution; for example:

- The building is not well insulated, and has old and undersized heating, ventilation and cooling (HVAC) equipment, which has led to high energy and maintenance costs and challenging teaching environments in the summer and winter.
- The building is in poor condition and not suitable for purchase and/or renovation. VFA recently conducted a building audit to determine the Facility Condition Index (FCI) value – the total cost of needed building repairs divided by the current cost of replacing the building. Tebo was assessed a FCI value of 0.88, NIC’s highest (worst) rating institution wide.
- With no elevator available to access the classrooms on the second floor, the Tebo Centre does not meet the current building code for accessibility. Student accessibility needs are not being met, leading to reduced enrolment and retention.
- The facility is not large enough to accommodate most of the programming scheduled there, limiting its potential to deliver diversified program demand for Port Alberni and the West Coast (e.g. welding shop needs to be upgraded from 14 to minimum 16 welding booths). This ultimately leads to reduced retention in a region where demand for skilled tradespeople is very high.
- College-wide, Trades and technical domestic student enrolment was the highest in the history of NIC in 2021/22 (834 FTEs across all NIC campuses) with core programming delivered in the traditional on-campus format. In addition to annual foundation and apprenticeship programming aligned with the Industry Training Authority (649 FTEs), additional one-time funding was secured to enroll over 185 additional FTEs.

As a result of these factors, it is recommended that the Trades programming currently offered at the Tebo Centre is relocated to a new Trades facility at the Port Alberni campus on Roger Street.¹

¹ Relocation of the Trades programs offered at Tebo has long been contemplated, as it was considered in the former 2003 Campus Master Plan and identified as a goal within the 2019 Regional Plan. The 2023 Campus Master Plan assumes that this relocation is imminent and does not provide any analysis or recommendations addressing the existing Tebo building or site.

1.2.1 Proposed Trades Facility at Port Alberni Campus

The College has significant existing land assets at Port Alberni campus on Roger Street, which is conveniently located near the Alberni Valley Secondary School, with traditionally strong participation by youth in Trades programming. The main campus has enough space to meet the increased demand for Trades shop space and training classrooms programming, while consolidating student support and academic services currently provided at both locations.

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.

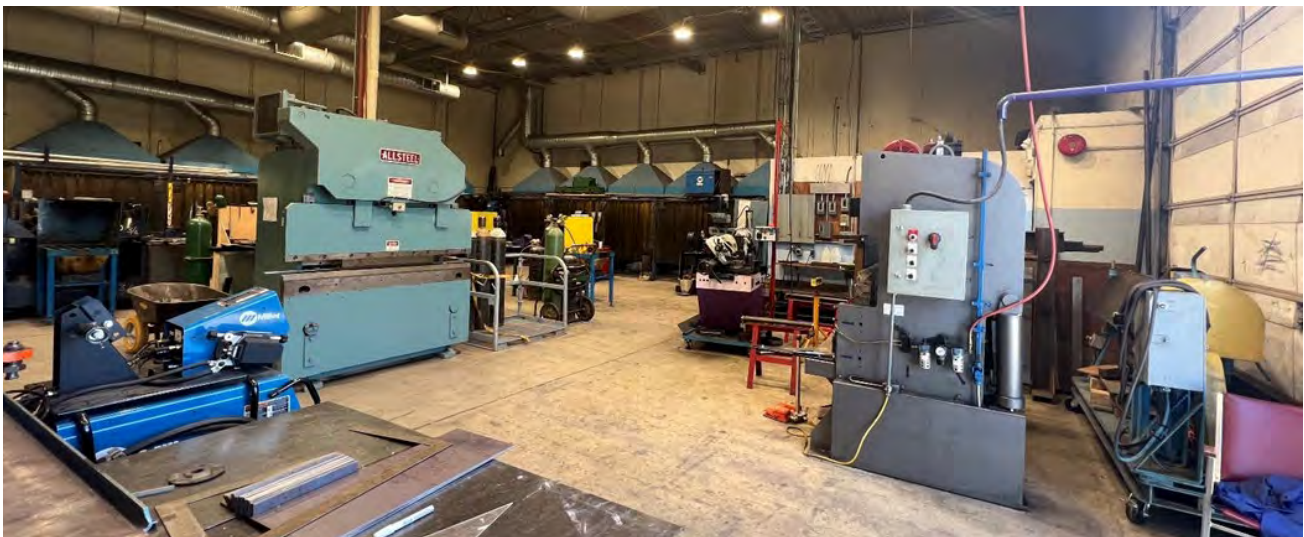


Image 3: Welding / fabrication shop at existing Tebo Vocational Centre

In addition to addressing the need for more and trade-specific workshops, the relocation of the Tebo Centre programs is intended to boost morale and vibrancy at the Port Alberni campus, creating a stronger sense of community. Some other benefits include:

- Heightened ability to deliver relevant and responsive program and increase enrollment in applied training in this rural region. For example, the addition of electrical programming in the future, or mock/demo areas to showcase the work the members of the campus and community.
- Increased utilization of shared facilities such as the library and cafeteria, along with improved access to services, counselling, financial aid, and educational support.
- Improved administrative efficiencies in student support and academic services, along with reduced operational and maintenance costs.
- Better able to respond to regular and continued requests for additional course programming in forestry, aquaculture, rigging, power engineering, small engine repair, and marine training. These programs could be run on a revolving basis, increasing student enrollment with minimal investment.



SECTION 2

Plan Purpose & Process

2 PLAN PURPOSE & PROCESS

2.1 Purpose of the Campus Master Plan

The Campus Master Plan sets a vision for the physical development of the campus and provides a long-term planning framework based on institutional, community and partner needs and priorities. It is a living document with a 20-year vision that is periodically updated to ensure that short and medium-term priorities continue to align with the strategic direction of the College along with evolving education, pedagogy, technological trends, and societal needs and issues.

The Campus Master Plan process provides invaluable opportunities to connect with the campus community and partners, further reinforcing NIC's role as a physical hub for the community. In addition to planning for future campus growth, this Master Plan helps inform and prepare requests and applications for various funding opportunities.

Refer to **Section 6.1** for further examples of how the Campus Master Plan aligns with strategic and guiding institutional documents.

2.2 Reasons for the Plan Update

The last Master Plan for the Port Alberni campus was prepared in 2003 and combined with the Campbell River campus. While it helped set the direction for campus development over the past 20 years, understandably a lot has changed in that time, including the addition of the outdoor Indigenous Gathering Place in 2010 and the Culinary Arts building in 2012.

Additionally, the 2003 plan:

- Did not include aspects of Reconciliation or Indigenization.
- Did not consider the potential for on-campus childcare or student housing to support quality of student life and affordability.
- Only briefly considered the relocation of the Tebo Vocational Centre to main campus.

NIC's Strategic Plan - BUILD 2026 commits to creating thriving, inspired and integrated campuses and centres (Section - Campuses and Centres), including the following 5-year target initiatives:

- Review campus learning spaces and environments.
- Develop and share concepts with communities.
- Publish campus plans for the Comox Valley, Campbell River, Alberni Valley, and Mixalakwa campuses, as well as the Ucluelet Centre.

As outlined in **Section 1.2** above, relocation and expansion of the Trades programs currently offered at the Tebo Centre will act as a catalyst to invigorate the Port Alberni campus through increased utilization rates and improved access to shared facilities and services such as the counselling, financial aid, academic and support services.

Responding to the rapidly growing demand for international students is a key priority, as is aligning with key partner initiatives, such as the City of Port Alberni’s current update to the Official Community Plan.

2.3 Community Partnerships

Relationships, relevance and responsiveness are at the heart of NIC’s programs and services. Our programs and courses are designed with industry, business, community and Indigenous partners, enabling us to meet the unique needs of the region and people we serve. A brief summary of these community partnerships is provided below:

2.3.1 First Nations – Tseshaht and Hupačasath

North Island College values its ongoing and mutually respectful relationship with our local Indigenous partners in Port Alberni, including Hupačasath First Nation² and Tseshaht [cīśaaʔatḥ] First Nation.³ We recognize the land rights, oral and scholarly history of Hupačasath, Tseshaht and other Nuuchahnulth⁴ [nuučaan̓uuʔatḥ nism̓a] nations across west-central Vancouver Island, who share territory, culture, language and values.



Image 4: Outdoor Indigenous Gathering Place (2012)

In addition to significant engagement undertaken in the creation and ongoing implementation of the ‘Working Together Indigenization Plan’ in 2019, this relationship is represented in a variety of ways at Port Alberni campus, including:

- Employment of a full-time Associated Director of Indigenous and Regional Partnerships and Port Alberni Campus Administrator
- Central and well-established Indigenous Student Lounge and Outdoor Gathering Place for culturally specific support, activities and events.

² <https://www.hupacasath.ca>

³ <https://tseshaht.com/>

⁴ <https://nuuchahnulth.org/>

- Indigenous education programming informed by Elders-in-Residence, communities and the West Coast Regional Advisory Committee, a regional arm of NIC's Indigenous Education Council⁵.

Incorporating Indigenous ways of knowing and being has been a fundamental principle within the engagement process undertaken during this Campus Master Plan process. It is NIC's intention that this work continues to inform the ongoing process of exploration and knowledge sharing already underway, and the associated partnerships and understanding continue to deepen and grow. Further information and context regarding the natural and Indigenous history of the land is provided within **Section 3.1**.

2.3.2 City of Port Alberni

The following is a summary of City priorities and initiatives, as shared by department leaders during a meeting with NIC in early September 2022.

2023 Official Community Plan Update:

- Looks forward to 2042 (20-year timeline).
- City early in the process; beginning with 'vision and touchstone (guiding) principles'.
- New OCP will touch on how to deal with riparian/environmentally sensitive areas, including tree protection.
- Will look at specific policy development in the future.
- Would like to include relevant aspects of the updated Campus Master Plan in the City's future growth scenarios and land use inventory.
- City's Active Transportation plan was published in 2014; full update expected in 2023 (after OCP completed).
- City planning on doing a full utility/services plan once OCP is complete (hoping to take action in 2023/2024 and interested in connecting with NIC on common goals).
- City will coordinate and integrate logistical and jurisdictional considerations with NIC where possible.
- NIC has a positive and collaborative relationship with the City and shares a willingness to partner on future economic initiatives and approaches. NIC supports the ongoing economic development of Port Alberni as a learning hub.

2.3.3 Alberni Valley Learning Council

As a founding member and active participant of the Alberni Valley Learning Council, NIC works with more than 20 community organizations to identify regional education and training needs, set strategic directions and support educational programs. Council members have collaboratively established training priorities in key industry sectors, resulting in several innovative skills training opportunities. For examples, new programs established in 2019 include Cruise Line Service Training with the City of Port Alberni and the Port Authority and Market Gardener Training with the Port Alberni Shelter Society.

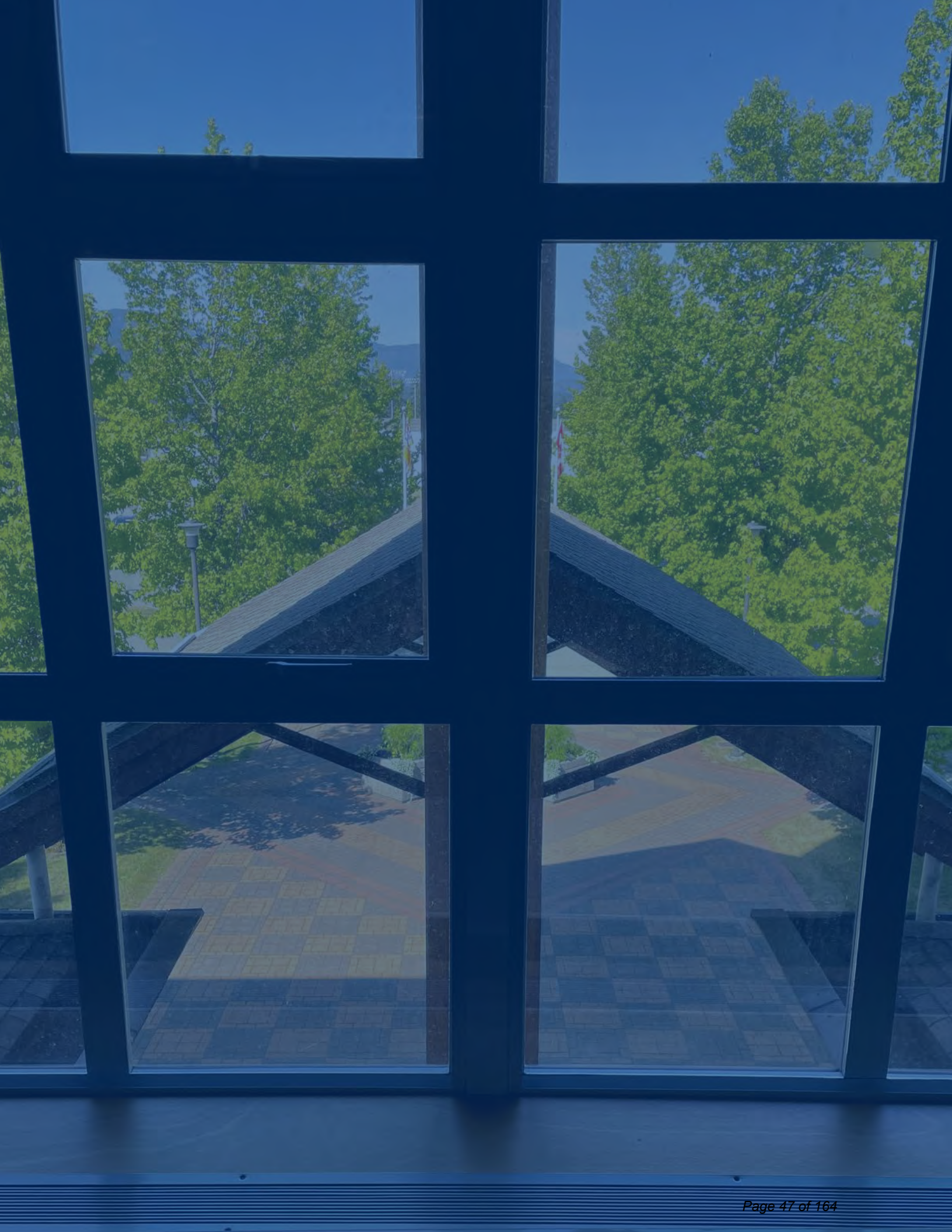
⁵ <https://www.nic.bc.ca/about-us/reconciliation-indigenization-decolonization/indigenous-education-council/>

2.3.4 School District 70

The College also enjoys a strong relationship with the Alberni District Secondary School and School District 70's Career Education Program. Students taking academic dual credit courses have steadily increased over the past 5 years to achieve credentials such as:

- Health Care Assistant
- Human Services
- Early Childhood Care and Education
- Welder/Fabricator Foundation
- Carpentry Foundation
- Electrical Foundation
- Automotive Foundation
- Furniture Design & Joinery Foundation, and
- Professional Cook - Level 1

This provides high school students with opportunities to explore their post-secondary options and start College programs and university-transfer courses before they graduate from high school.





SECTION 3

Campus History
& Site Context

3 CAMPUS HISTORY & SITE CONTEXT

3.1 Spirit of Place: Natural & Indigenous History of the Land

Through engagement with local First Nations and other campus and community members during the Master Plan process, it was evident that there was a desire to learn and share more about the oral and scholarly history of the Port Alberni campus and surrounding land, water and resources, including the Somass Valley and its watershed/tributaries, Alberni Inlet and Barkley Sound.

North Island College recently extended an invitation to the elected Chief and Council of Hupačasath First Nation and Tseshaht First Nation (and by extension their Ha'wiih, or Hereditary Chiefs), to inform this ongoing process of exploration and knowledge sharing. Understanding and respectfully and accurately portraying the history and importance of the campus and surrounding landscape will inform current and future land use programming, planning and design approaches and decision-making on campus, including how best to respect/utilize existing natural and cultural resources and systems, and how best to respect and recognize cultural protocols.

For example, based on Hupačasat's Interactive Places and Language Map⁶, Roger Creek (shown in the photo below) flows along the northern edge of NIC's Port Alberni campus, is called *m̓aat-sit* in Nuučaanuł, which translates as "cold water". Formerly, there were fish weirs at the mouth of Roger Creek at the Somass River used to trap the Coho and Chum salmon that travelled up the creek. Roger Creek runs along the north edge of Port Alberni campus, less than 2 kilometers from the mouth of the Somass.

It is NIC's intention to further strengthen and inform this section of the Campus Master Plan over time through additional engagement with our local First Nations partners.

⁶ <https://www.hupacasath.ca/about-us/interactive-places-language-map/>



Image 5: Aerial view of Roger Creek just northwest of Port Alberni campus, with Scott Kenny Trail pedestrian bridge crossing visible on left

3.2 Building a Campus in Port Alberni

While North Island College was founded in 1975, it was only in the 1990s as population in resource-dependent communities declined that it moved to a campus-based model in larger urban centres, including Campbell River, Comox Valley, Port Alberni, and the M̓ixalākwiła campus in Port Hardy. Today, Port Alberni is NIC’s third largest campus; a brief history of its development history is included below:

- Main academic facility was developed in one phase in 1994, including 2-storey Centre wing with single-storey North wing and South wing.
- The outdoor Indigenous Gathering Place opened in 2010.
- The Culinary Arts Building (home of Roger Street Bistro) opened in 2012.
- 35+ year lease of Tebo Vocational Centre (off-campus).

3.3 Edge Interface Conditions

The Port Alberni campus is located within a diverse neighbourhood with a mix of land uses. In addition to the City-owned parking lot (that NIC leases) directly to the west, there is also a concentration of community recreation and education facilities, including:

- Alberni Athletic Hall
- Alberni Valley Multiplex
- Bob Dailey Stadium
- Glenwood Sports Centre
- Alberni District Secondary School (ADSS) and multi-use soccer/baseball fields
 - ADSS has strong and ongoing integration with NIC programs.

The steep and wooded Roger Creek ravine and the Hydro ROW (BC Hydro right-of-way) Trail system can be accessed directly from the north end of campus. While these are undoubtedly recreational open space jewels, there is some homeless camping in the area and associated theft from campus has been confirmed.

There is a mix of existing housing directly south of the site in the Sahara Heights neighbourhood, including 3-storey supportive apartments, 2-storey townhomes and a single-family subdivision developed in the 1990s.

3.4 Property Boundary and Legal Aspects

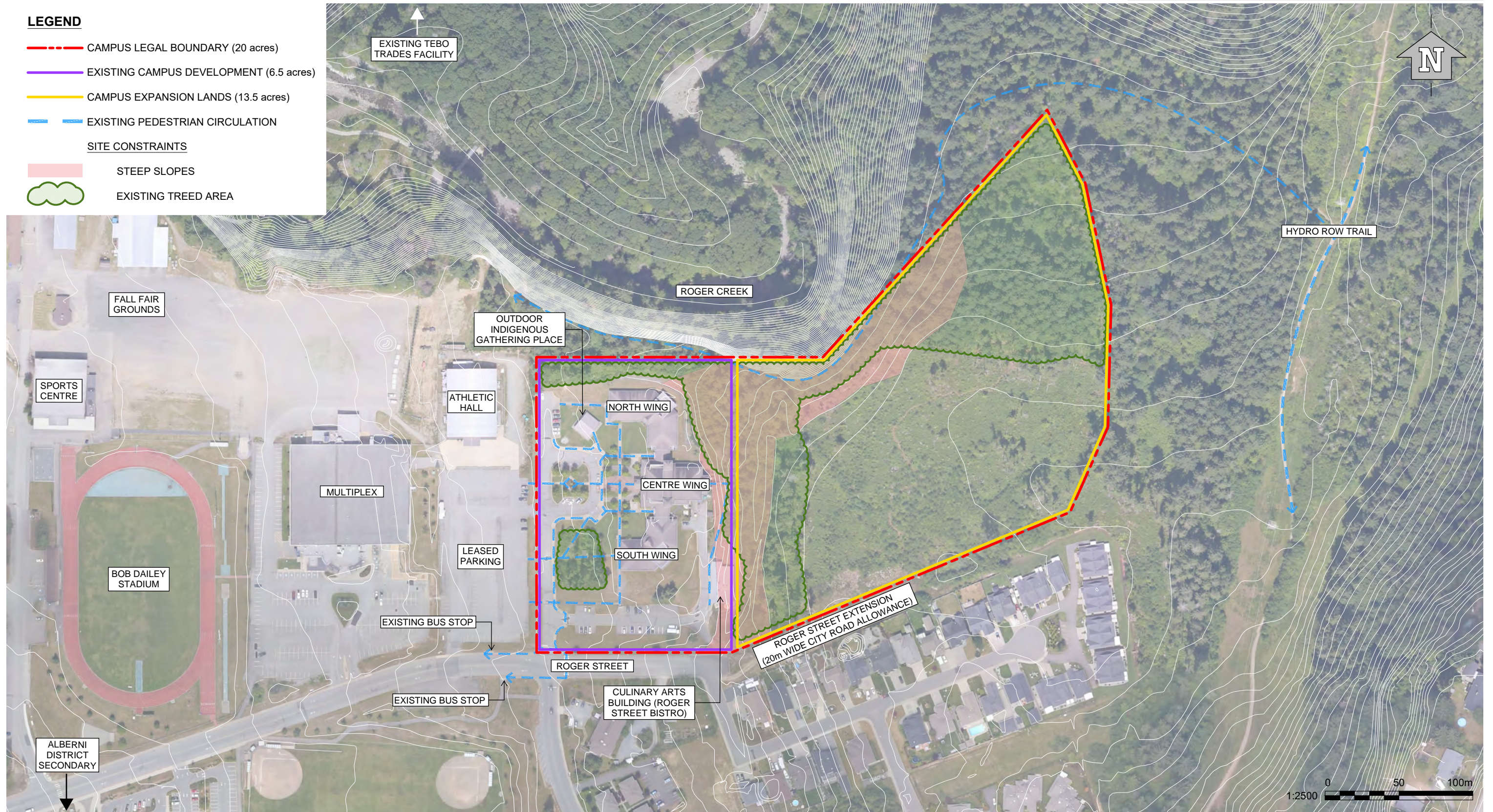
The Port Alberni campus is located on a single ~20-acre legal parcel owned by North Island College. The western-most 6.5 acres contain the existing campus buildings/structures, while the eastern 13.5 acres are currently undeveloped. As mentioned previously, NIC leases the adjacent parking lot directly to the west from the City, which supplements the smaller on-site parking lots and acts as the primary student/visitor parking for the campus.

At the time of subdivision, a 20m wide road allowance was dedicated for the future east extension of Roger Street, which will become the primary multi-modal access point for the expanded campus.

As shown in the 2003 Campus Master Plan, there is a road allowance along the east edge of campus for which the City had considered developing a north-south bypass to connect Johnson Road and Port Alberni Highway. However, it is understood that the City is not considering taking action on this option in the foreseeable future.

LEGEND

- - - CAMPUS LEGAL BOUNDARY (20 acres)
 - EXISTING CAMPUS DEVELOPMENT (6.5 acres)
 - CAMPUS EXPANSION LANDS (13.5 acres)
 - - - EXISTING PEDESTRIAN CIRCULATION
- SITE CONSTRAINTS**
- STEEP SLOPES
 - EXISTING TREED AREA



Client/Project

NIC

Port Alberni Campus Master Plan

Revision Date

Figure

2023-01-23

1

4607.0006.01

Title

Site Context Map

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3.5 Applicable Land Use Regulations

3.5.1 Zoning

As of the date of this report, the City of Port Alberni Zoning Bylaw 4832 (2014) designates the Port Alberni Campus **P1 Institutional**. Permitted principal uses* include:

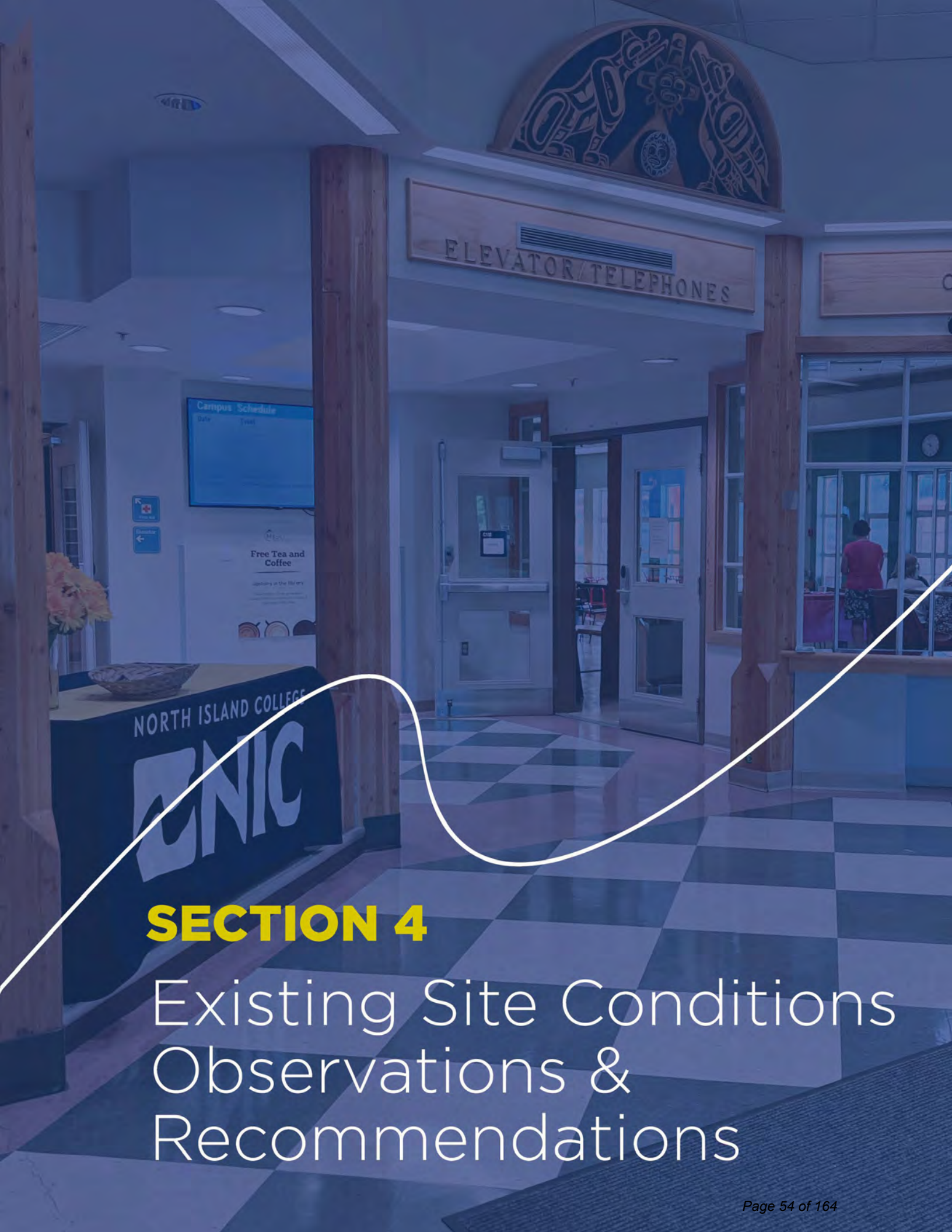
- Ambulance Station
- Assembly, cultural or recreational
- Childcare Centre
- Dormitory
- Hospital
- Medical Service
- Parking Lot
- Place of Worship
- Pound
- Supportive Housing
- Tutoring Service
- Arena
- Facility
- Community Care Facility
- Firehall
- Hostel
- Office
- Personal Service
- Police Station
- School
- Transition House

Max Building Height	3 storeys; 12.5m (41 ft)
Max Site Coverage	40%
Minimum Building Setbacks	7.5m Front yard 9.0m Rear yard 1.5m Side yard

*Refer to Bylaw for accessory uses and associated conditions.

3.5.2 Parking

- Requires 1 parking stall per employee and 1 stall per 5 students for Community Colleges.
- Off-street Loading Spaces:
 - One (1) loading space for each 3,000m² of gross floor area is required.
- Accessible Parking:
 - One (1) handicapped parking space for the first twenty (20) required off-street parking spaces; and
 - One (1) handicapped parking space for each additional fifty (50) required off-street parking spaces or portion thereof.



SECTION 4

Existing Site Conditions Observations & Recommendations

4 EXISTING SITE CONDITIONS: OBSERVATIONS & RECOMMENDATIONS

The following section has been compiled from and directly informed by a variety of sources, including:

- 2003 Campus Master Plan.
- Site meeting with NIC Capital Projects team and Port Alberni Campus senior administration in summer 2022.
- Analysis of legal plans, aerial photography, digital mapping, etc.
- Engagement with Hupačasath First Nation and Tseshaht First Nation regarding history and importance of campus lands.
- Meeting with the City of Port Alberni in September 2022 (with Planning, Development Services, Engineering, and Economic Development departments).
- Input and feedback received from NIC staff, faculty, students, Indigenous and community partners leading up to and following Open House engagement events (see **Section 5**).

4.1 Campus Gateway and Multi-Modal Connections

4.1.1 Entry Gateway / Presence

- The main entrance at the existing Academic building is aligned on a strong central axis with excellent views southwest to the mountains.
- There are perceived 'community visibility and identity issues' within Port Alberni (e.g. a little isolated; set back from Roger Street). A new campus welcome sign was installed at the main entrance on Roger Street in 2022.
- NIC in Port Alberni is viewed as a 'destination campus' or 'commuter campus' (need a reason to go).
- There is an opportunity for a Territory Acknowledgement plaque/dedication to welcome visitors to campus (location and message to be coordinated with NIC's Indigenous Education Council).

4.1.2 Pedestrian / Cyclist Access & End-of-Trip Facilities

- The campus is primarily accessed from the west on Roger Street, with a concrete sidewalk on the north side, an asphalt multi-use pathway on the south side connecting to ADSS, and crosswalk connections at the main campus entry. Kendall Avenue also connects from the south and has a sidewalk on the east side of the street.

- The developed west side of campus is fairly flat, with only one pedestrian ramp connecting the second storey of existing academic facility with the Culinary Arts building. As a result, overall accessibility on campus is reasonable, however there are some gaps that could be improved within the exterior environment. For example, there is no barrier-free route from the City-owned Alberni Athletic Hall parking lot to the front door of the campus (no curb ramps), and there are missing sidewalk connections on the south-east corner of the existing campus near the staff parking lot.
- There are no on-campus cycling paths or on-street cycle paths connecting to the campus. The City's preference for future improvements on Roger Street is for multi-use pathways (MUPs) instead of bike lanes. On campus, some uncovered bicycle parking is available near the main entry and the cafeteria plaza, however no other end-of-trip facilities are provided.
- The City's Active Transportation plan was completed in 2014 and an update is expected in 2023. The City has reached out to NIC as a key partner and will coordinate and integrate logistical and jurisdictional considerations where possible.
- The campus does not currently have a map kiosk or wayfinding signage to direct arriving visitors. The impacts of this are unknown, and there is opportunity to explore a wayfinding signage system as a key part of campus expansion plans.
- At the north end of campus near the staff parking lot, there is a trail connection to the Hydro ROW Trail and Scott Kenny Trail, which connects to the Tebo Vocational Centre to the north across Roger Creek. There is the opportunity to discuss a potential pedestrian barrier along the steep slope on the Hydro ROW Trail overlooking Roger's Creek ravine to the north, as it presents a safety issue at night or in fog.
- The northern interface with Roger Creek and the Hydro ROW Trail is a mutually important priority for the campus and the City (e.g. safety, accessibility). The northern property line of the campus is within the existing forest buffer, and it is suspected that the trail runs on both City and NIC property. There is an opportunity to coordinate future trail improvements with the City.
- There is a long-term vision to create a looping pathway system at the east end of the campus expansion lands where the new facilities are planned, connecting to the Hydro ROW Trail and extended City trail network.

4.1.3 Bus Transit & HandyDART

- There is a bus stop located on both sides of Roger Street, just west of the campus entrance (near Kendall Ave.). It is well used by students, however there is no bus shelter to protect waiting riders from the elements (sun, rain, wind, snow).
- The significant distance from campus buildings and lack of accessible sidewalk routes (described in **4.1.2**) adds every-day obstacles for mobility-challenged visitors to the campus. There is an opportunity to explore a new, central transit stop location that would better serve the campus community during planning and design of the campus expansion lands.

- Transit is provided through BC Transit and the Port Alberni Regional Transit System. Routes and service levels to the campus as of 2023 are as follows:
 - #2 Pacific Rim (Mon-Sat days, every 35-40 min)
 - #4 Crosstown (Mon-Sat evenings, Sundays, every 80 min)
- HandyDART paratransit access for disabled students and visitors is via the circular drop-off loop at main entrance to the existing academic facility.

4.1.4 Vehicle, Emergency and Service Access

The only campus gateway for vehicles is at the intersection of Roger Street and Kendall Avenue, from which visitors can park without charge at the City-owned parking lot to the west. The circular route at the main entrance to the existing academic facility is used for drop-off/pick-up, accessible parking, or to use the electric vehicle (EV) charging stations. There is staff parking available in the north or south lots.

Emergency access on campus is currently facilitated via the existing north-south access road and the turnaround/parking area adjacent the primary Centre Wing entrance. No change in circulation or geometry is expected from the existing scenario.

Service vehicles access the campus from Roger Street, travelling a short way through the south parking lot and up the service lane to a designated loading bay at the south side of the Centre Wing for shipping and receiving and garbage/recycling pickup. During planning for the eventual east extension to Roger Street, a direct connection of the service lane to Roger Street could be explored to reduce potential vehicle/pedestrian conflicts in the parking lot.

4.2 Environment

4.2.1 Existing Vegetation - “Campus in the Forest”

- The site is landscaped generally with grassed lawns, trees and shrubs in planting beds at entry points, decorative trees and mature native species around the building and parking areas.
- The balance of the site is forested and within the Coastal Western Hemlock ecosystem zone. Along with the adjacent Roger Creek green corridor, it provides habitat for birds, amphibians, reptiles and other wildlife.
- Protection of trees/vegetation/trail along Roger Creek is important to City and NIC
 - City does not currently have a tree removal bylaw.
 - Property was not cleared purposely as expected, but by storm event in ~2007.
 - Opportunities for Indigenous land-based learning.



Image 6: Looking northeast from the forested ridge on the campus expansion lands

4.2.2 Aspect, Topography and Drainage

- The main entry to the College sits at approximately 56 metres in elevation, with the upper bench at maximum of 67 metres, representing an 11-metre grade change across the campus. As a result, this site aspect provides good views to the south and west towards the Alberni Inlet, distant hills, and the surrounding forested setting.
- The primary grade change separating the site is an existing ~5:1 slope behind the existing academic facility, which represents a key challenge in connecting the existing campus with the expansion lands to the east. There are also some minor drainage concerns behind the existing academic facility.
- There is a man-made ditch that directs surface runoff from the campus to the City storm sewer system near Roger Street and McKnight Street.

4.2.3 Outdoor Space

- Existing outdoor Indigenous Gathering Place.
- Priority to keep green space.
- Trails north and east of the property are important to the community.
- Two designated smoking areas on campus – south entrance and outside the back of the cafeteria (back of cafeteria location is used more often).
- Opportunity for new combined entry hub to east of existing academic facility for cafeteria, Culinary Arts building (Roger Street Bistro) and the future on-campus Trades building (Tebo Vocational Centre replacement).
- There are patio areas at key building entrances such as the cafeteria. While there are some picnic tables scattered throughout campus, there is limited outdoor casual seating.
- Prevailing winds from SSW and should be considered in proposed outdoor spaces.

4.3 Buildings and Outdoor Amenities

4.3.1 Existing Academic Facility (North/Centre/South Wings): 1994

- The existing academic facility was built in 1994 as a two-storey Centre wing with connecting single-storey North and South wings. The main campus entrance (Centre wing) is a hub with the cafeteria, bookstore and campus registration, and library on second floor above. There is the possibility of accessing the future buildings in the campus expansion by a breezeway connected to the second floor of the existing academic facility.
- Most students enter the building through the south entrance. There are minor safety concerns at that entrance, with occasional unsheltered people making use of the smoking area within the existing tree stand to the west.
- The cafeteria, including partially covered exterior plaza, is the main campus hub used for events. The outdoor plaza includes benches, picnic tables, bike parking and a mobile blackboard and is often used as an outdoor classroom. This also acts as the service entrance for deliveries and waste removal.
- Large events are currently held in the cafeteria, but there is no large gathering area where a graduation ceremony can comfortably be held on campus (average 100 grads per year; 400-600 people total). There is the opportunity to include an amenity space within a future academic or mixed-use facility that could also include a large lecture hall to be used for campus purposes (e.g. orientation week) or rented out to community and partner organizations.



Image 7: Southeast view of campus from the Cafeteria courtyard

4.3.2 Outdoor Indigenous Gathering Place: 2010

- Programmed space used by the College as well as the local First Nations and other community organizations (special events, BBQ's, etc.)
- Enhancement ideas:
 - Fire pit outside the shelter is used, but better used if it was inside the shelter.
 - Opportunity for dedication plaque / interpretive signage (history, builder, meaning).
 - Limited seating space and privacy at front entry - could add more common seating like picnic tables (existing ones get a lot of use).

4.3.3 Culinary Arts Building - Roger Street Bistro: 2012

- Full commercial teaching kitchen for NIC Culinary Arts program, incl. outdoor seating plaza to accommodate daily community sales. Deliveries to rear.

4.4 Parking, Loading and Circulation

The existing parking supply on campus is shown in **Table 2** and **Figure 4**, along with a brief utilization summary below. Operationally, the current capacity (on and off campus) is adequate for the demand, and no major issues have been identified by staff.

Table 2. Existing Parking Supply Summary

Location	User Group	Parking Supply	Parking Utilization ⁷
A City-owned parking area (shared w/ Alberni Athletic Hall)	Students	212	60-70%
B Secondary staff parking area	Staff	9	70-80%
C Primary staff parking area		38	
D Short-term parking / drop-off areas, includes accessible parking (EV charging to be installed in future)	Short-Term / Access	10	50-60%
Total		269 spaces	

⁷ Parking utilization represents estimated parking occupancy levels and is based on feedback and estimates provided by NIC staff, email dated September 29, 2022.



Figure 3. Existing Parking Supply

- **Student and Visitor Parking (A)**
 - Separate legal parcel leased from the City of Port Alberni and shared with the Alberni Athletic Hall (extents of leased area shown in dashed yellow).
 - Most students drive to campus, so this lot is well utilized and can become full at times. Utilization varies depending on seasonal program offerings.
 - 60-70% full during weekdays with Fridays being the least busy.
 - To ensure adequate on-campus parking supply in the future (should the City change their plans for the leased site), parking supply needs and capacity will be explored when considering campus expansion to the east.
- **Staff Parking Lots (B & C)**
 - Approximately 25 staff park in lots B and C daily (8 in the north lot and the remainder in the south lot).
 - 70-80% full during weekdays.
- **Short term/ Accessible Parking (D)**
 - Four (4) accessible parking spaces and two (2) Electric Vehicle (EV) parking spaces are provided at the front entry drop-off.
 - This is a busy lot used by students and community members.
 - 50-60% full during weekdays.

4.5 Site Services & Utilities

The following is a high-level summary of the known/expected site services on or directly adjacent to campus. Focus has been placed on updating information within the 2003 Plan, however it is not exhaustive and additional study in various areas is recommended as part of future campus planning and development.

Special thanks to the City of Port Alberni for providing much of this background information, including utility/service drawings. This collaboration has allowed the project team to prepare an updated campus AutoCAD base to be used for future spatial planning purposes.

4.5.1 Water, Storm and Sanitary

The following existing City services are provided to the campus from Roger Street:

- 150mm water
- 600mm stormwater
- 200mm sanitary

It is uncertain whether these services were oversized to suit future development and expansion. The City of Port Alberni is interested in partnering with NIC to model the servicing needs for future campus facilities and corresponding upgrades along the eventual Roger Street extension.

Emergency Services:

- There are currently 3 fire hydrants on the campus.
- Additional hydrants will be needed with new development; fire flow requirements to be confirmed in future.
- The existing academic facility is fully sprinklered via a 150mm diameter water main.

Irrigation:

- The west campus core has an underground, automatic irrigation system, however the rear (east) of the existing academic facility and the perimeter of campus are not irrigated. Based on the hot and arid summers in Port Alberni, extending the irrigation systems should be considered for future campus expansion.
Electrical / Telecommunications / Lighting.

Electrical underground site services enter from Roger Street. It is not known if site services are oversized to suit future development.



Image 8: North Island College Port Alberni Campus

The campus is generally well-lit, with vehicular lighting along the internal roads and parking lots, and pedestrian-scale lighting along sidewalks and at building entrances. The site lighting was recently upgraded to LED within the past 5 years.

There is also street lighting along both sides of Roger Street, and tall, flood-style lighting at the City's adjacent Athletic Hall parking lot.

4.5.2 Soil Conditions / Geotechnical Info

The 2003 Campus Master Plan indicated that the soil conditions on the developed area of the site are generally suitable for the existing slab-on-grade structures. However, as there is no known geotechnical information available for the campus, a Geotechnical Review Report is recommended for campus expansion lands, particularly for the locations of proposed buildings and roads.

In addition, a slope stability analysis and test pits are recommended for new building foundations along the central slope area of the campus, including recommendations for slope retention, such as retaining walls, etc.





SECTION 5

Campus &
Community Engagement

5 CAMPUS AND COMMUNITY ENGAGEMENT

5.1 Planning & Engagement Approach

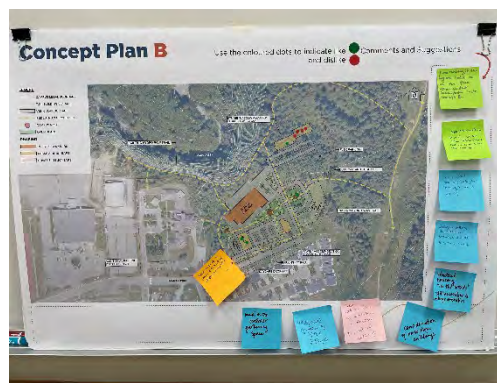
As part of the Campus Master Plan update, NIC’s project and administrative teams organized a number of engagement events throughout 2022 to inform and collaborate with NIC staff, faculty, students, as well as community members and partners. The engagement sessions were crafted to enable members from diverse groups to meaningfully discuss and debate the opportunities and constraints of the proposed program elements, Guiding Principles and Campus Concept Plan options. The date, time and general subject of each engagement event is outlined below:

- **Internal Working Group Meetings**
 - April 12, 2022 - Campus Master Planning Session
 - May 25, 2022 - Tebo Building Replacement Meeting
- **Meeting with City of Port Alberni**
 - September 1, 2022 - City department leaders (Planning; Engineering and Public Works; Development Services; Economic Development)
- **Campus and Community Open Houses:**
 - November 7, 2022 - #1: Faculty, Staff and Student Open House
 - November 23, 2022 - #2: Community and Partner Open House

As shown in the graphic below, the feedback received throughout this engagement process has directly informed and enriched the development of the of the Campus Master Plan report, Concept Plan drawings, and associated priorities and recommendations.



Image 10: Open House #2





5.2 What We Heard: Open House Feedback and Themes

In addition to NIC staff, faculty and students, almost 30 different community and partner groups were invited to attend Open House #2 by NIC’s Executive team, including but not limited:

- Alberni Clayoquot Health Network
- Alberni-Clayoquot Regional District
- Alberni Valley Bull Dogs
- Alberni Valley Chamber of Commerce
- City of Port Alberni
- Community Arts Council
- Community Futures
- Coulson Group of Companies
- Ditidaht First Nation
- Ehattesaht First Nation
- Huu-ay-aht First Nations
- Hupacasath First Nation
- Industry Training Authority
- Island Work Transitions
- INEO Employment Services
- Ministry of Jobs, Economic Recovery and Innovation
- Nuu-chah-nulth Employment
- Nuu-chah-nulth Tribal Council
- Port Alberni Friendship Centre
- Port Alberni Shelter Society
- School District 70 - Pacific Rim
- TimberWest
- Uchucklesaht Tribe

Both Open Houses were well attended, with vibrant and diverse discussions yielded the following guiding themes:



**Indigenous
Representation**



**Campus
Connectivity**



**Campus User
Experience**



**Student and
Campus User
Wellbeing**

These themes and other detailed engagement feedback are further described within the Engagement Summary memo in **Appendix A**. The finalized Guiding Principles and Objectives are included in **Section 6.2**, while site development program, future Campus Concept Plan and key priorities and recommendations, are provided within **Sections 7, 8, and 9** respectively.



SECTION 6

Campus Vision & Guiding Principles

Port Alberni and
Campbell River
**Campus Master
Plan 2003**

**NIC Staff,
Faculty,
and Students**

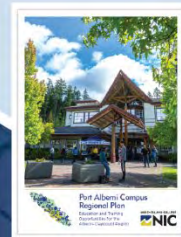
Working
Together
**Indigenization
Plan**



Port Alberni
**Campus
Master
Plan**



Port Alberni
Campus
Regional Plan



Build 2026
Strategic Plan



**Community
Members
&
Partners**

Campus Master Plan Building Blocks

6 CAMPUS VISION AND GUIDING PRINCIPLES

The following guiding statements are intended to direct the Campus Master Plan. The vision statement provides an overarching direction, and the objectives identify ways to achieve the vision at a high level. The vision and objectives are based on the guiding institutional documents, internal NIC discussions, City planning documents and engagement with students, staff, campus partners and the larger community.

6.1 Alignment with Guiding Institutional Documents

As part of our work, pertinent North Island College strategic guiding documents were reviewed to ensure the proposed Campus Master Plan is aligned with pertinent direction and guidance and help to advance key priorities and initiatives. The table below lists NIC documents that were referenced in the preparation of this Campus Master Plan. It highlights key priorities of these documents and the related Campus Master Plan guiding principles.

Table 3: Alignment with Institutional Documents

WORKING TOGETHER: INDIGENIZATION PLAN	
“Foster deep respect for the lands and people” “Creating culturally safe and culturally responsive campuses” “Embedded ceremony, language, and culture into all aspects of the college environment” “Collaborative approach and collective voice that values Indigenous knowledge, language and worldview” “Continually reinforcing and strengthening relationships with Indigenous communities is foundational to meaningful reconciliation.”	Reconciliation & Indigenization Community & Partner Engagement Quality of Campus Life Quality Open Space

BUILD NIC 2026 STRATEGIC PLAN

We will serve the social and economic development needs of the people and region.

We will examine and renew our programs, the types of credentials we offer, and the needs of the unique communities we serve.

We will raise awareness about the quality and diversity of learning at NIC.

We will review the capacity of our teaching locations, reimagine our places, spaces and programming, and support the development of living-learning communities through student housing.

- Community & Partner Engagement
- Increased Campus Presence
- Accessibility For All Ages & Abilities
- Campus Consolidation & Growth
- Sustainability Leadership
- Quality of Campus Life
- Quality Open Space
- Enhanced Multi-modal Transportation
- Facilitating Education

REGIONAL CAMPUS PLAN

Campus values community partnerships and provides courses directly related to the local industries and market.

- Community & Partner Engagement

In addition, existing and “in progress” City of Port Alberni planning documents (e.g. Official Community Plan, Transportation Master Plan, etc.) and associated planning materials were reviewed to align the guiding principles with municipal goals and strategies where possible.



Vision for Port Alberni Campus

“The consolidated and expanded Port Alberni campus will be an inclusive, accessible and connected living-learning community that is well integrated within its unique natural setting and reflects the culture and values of local Indigenous and community partners, for the benefit of North Island College students, faculty, staff and the broader community.”

6.2 Guiding Principles & Objectives:





Campus Consolidation & Growth

- a. Relocate existing Tebo Vocational Centre programs to a new, expanded Trades facility and yard at Port Alberni campus to continue serving industry, community and program growth needs, while ensuring all students, faculty and staff benefit from campus facilities and culture.
- b. Use future campus expansion as an opportunity to strengthen the interconnection between students from all Port Alberni Campus programs and backgrounds – including programming and design that reflects students’ home cultures.
- c. Plan for equitable and sustainable growth of campus services, programs, and facilities, including activation through Childcare, Student Housing, Family Housing, and other future developments.
- d. Plan for safe campus development, including adherence to Fire Smart guidelines and emergency vehicle access.



Reconciliation & Indigenization

- a. Integrate local Indigenous culture, knowledge, worldview, language and stories (e.g. from Tseshaht and Hupačasath) into natural and built environments in alignment with NIC’s Working Together: Indigenization Plan (2021-26). For example, incorporating culturally appropriate programming and design into Student Housing and Childcare, providing local fish, game and Indigenous recipe options at the Roger Street Bistro.
- b. Incorporate community-led indoor Indigenous Gathering Place on campus for cultural events, singing, dancing, teaching, and practicing.
- c. Make use of existing and proposed campus facilities to host larger events for NIC, local and visiting First Nations, the community of Port Alberni, and the broader Alberni-Clayoquot region.
- d. Provide opportunities for land-based learning within the campus and on adjacent City park lands.



Accessibility for All Ages & Abilities

- a. Put accessibility at the heart of future campus planning and design, considering the needs of all ages and abilities, for example:
 - o Safe and accessible drop-off and pathway connections to parking lots and bus stops.
 - o Covered ramp connection from existing campus building to future Trades facility and campus expansion lands beyond.
- b. Promote and consider Rick Hansen Foundation Accessibility Certification for renovation projects and new buildings.

- c. Explore addition of public transportation infrastructure (e.g. central bus loop) on-campus to better serve current and future facilities, including Student Housing.
- d. Provide safe, accessible, inclusive outdoor spaces for meeting, gathering and studying, including supporting signage/mapping.
- e. Explore options for mobility connections between different NIC campuses (e.g. Comox Valley, Campbell River).



Sustainability Leadership

- a. Implement practices that acknowledge the cultural significance of the traditional lands on which the campus is located and sustain the planet for future generations.
- b. Encourage compact, site-sensitive building design and low impact development to maximize efficiency of available land.
- c. Protect and preserve existing trees, contributing to a high-quality campus environment for future generations.
- d. New facilities should pursue creation of purposeful/quality architecture that lends a sense of permanence to the campus (e.g. through the use of local, natural materials such as wood and stone).
- e. New building design and construction shall strive to comply with and follow the applicable BC Energy Step Code requirements and guidelines.
- f. Prioritize climate-ready campus infrastructure buildings in response to BC's climate resiliency and adaptation strategy, to prepare for warmer temperatures, heavier rain seasons, water shortages, and poorer air quality.



Community & Partner Engagement

- a. Collaborate and consult with Tseshaht First Nation, Hupačasath First Nation, City of Port Alberni and other key partners regarding campus planning and development to support achievement of mutual goals and needs.
- b. Continue to explore partnership opportunities with local First Nations, the City, school districts and industry.
- c. Promote diversity, equity, and inclusion through provision of Family Housing and Childcare on the Port Alberni campus.
- d. Consider physical edges of campus property and adjacent land uses. Aim to limit potential impacts of on-campus activities and facilities on neighbours.



Quality of Campus Life

- a. Re-activate the Port Alberni campus and services (e.g. cafeteria) through the relocation of the programming from the Tebo Vocational Centre to a new Trades facility, while providing improved and more efficient access to services, counselling, financial aid, academic and support services for Trades students.
- b. Create a community hub through co-location of future Student Housing with Family Housing, to provide emotional, academic, and cultural support for students from Indigenous or remote communities.
- c. Ensure a safe and secure campus environment informed by CPTED principles (Crime Prevention Through Environmental Design).
- d. Offer diversity of human scale gathering spaces with opportunity for multiple uses throughout the year - for both college and broader community use.
- e. Support health and wellness by creating spaces for recreation and considering mental well-being in design.



Increased Campus Presence

- a. Locate and orient the new Trades building to take advantage of the elevated bench above the existing campus, minimizing tree removal while maximizing views across the campus and valley.
- b. Foster and grow existing relationships within the local community to ensure awareness of program and facility offerings.
- c. Increase views to/from Roger Street and enhance campus visibility through selective clearing of existing trees near the south entrance. Use same approach for new facilities on campus expansion lands (e.g. Trades building).
- d. Provide wayfinding signage/mapping and consistent NIC branding on Port Alberni campus, for both existing and future areas of campus.
- e. Explore the opportunity for a new 'gateway entrance' into the campus expansion lands to the east.
- f. The character and massing of the future building structures should respect the architectural vocabulary, materials and colours of the existing building complex. Elements of Pacific Northwest and Pacific Rim architectural characteristics such as the use of natural materials and natural light are encouraged.



Quality Open Space

- a. Provide a diversity of gathering spaces for multiple uses by the campus and community, with the intent of achieving a strong sense of place (e.g. Central Quad, building arrival plazas, outdoor Childcare space).
- b. Maintain the small-campus, west coast feel of a “campus in the forest” by preserving and integrating nature, such as existing trees, to promote land-based learning opportunities, support positive mental health, and enhance connections to surrounding natural spaces.
- c. Design of open space and buildings should strive to preserve and enhance natural processes where possible (e.g. native, drought-resistant plants, respect watercourses).



Enhanced Multi-modal Transportation

- a. Identify and improve accessible pathway connections on campus (e.g. addition of curb ramps at crosswalks, provide central east-west pedestrian corridor).
- b. Work with City of Port Alberni to enhance off-campus facilities for walking, cycling, and public transportation (in coordination with current and future Active Transportation and Transit plans).
- c. Provide additional connections to Hydro ROW Trail, including supporting trailhead/parking requirements.
- d. Together with the City of Port Alberni, explore opportunities for improved transit infrastructure within existing and/or expanded campus area.
- e. Maintain existing parking supply on the existing campus, while considering and planning for new facilities to move towards self-sustaining parking model (e.g. not relying on City-owned parking area).



Facilitating Education

- a. Build a new Trades facility on the Port Alberni campus to consolidate all local academic and training programs and ensure all students are benefiting from central campus facilities, academic and support services, culture, etc.
- b. Provide and promote academic, collaborative, innovative, higher-level, facilitative learning opportunities, such as experiential Indigenous education, maker spaces, etc.
- c. Remove economic and geographic barriers to education by providing on-campus Childcare, Student Housing and Family Housing.
- d. Plan for future campus growth to accommodate larger lecture theatre and additional flex-use and joint-use opportunities.
- e. Continue building and strengthening industry partnerships and increasing relevant and responsive training opportunities in the region to meet future labour market needs.



SECTION 7

Site Development Program

7 SITE DEVELOPMENT PROGRAM

7.1 Process & Driving Factors

The process for developing the current site development program for the Port Alberni Campus is a result of understanding and determining several factors, many of which have been described in this report, including:

2003 NIC Campus Master Plan

- Reflecting and building upon the vision, knowledge and ideas shared in the previous version of the Master Plan, which represents the hard work and input of many members of the Port Alberni campus and community.

Existing NIC Strategic Documents

- Referring to existing documents such as Build 2026 Strategic Plan, Port Alberni Campus Regional Plan, Working Together Indigenization Plan to ensure alignment of goals and objectives across the institution.

Port Alberni Bylaw 4832

- Establishing on-campus and off-campus factors for spatial site development, including property line setbacks, building size, site coverage, and parking requirements.

Existing Site Conditions

- Inventory and analysis of history, site topography and existing features such as mature trees/forest, and pedestrian connections.

Curriculum Trends

- Understanding current curriculum trends that help identify NIC's short-term priorities for campus growth and development.

Local Economy

- Working closely with the City and local First Nation communities to understand local economy goals and objectives and create opportunities for partnership and shared spaces.
- Aligning with the City of Port Alberni's Official Community Plan to ensure a complementary development plan for mutual community benefit.

Direct Input from NIC Leadership, Education and Operations

- Identifying re-occurring themes based off internal discussions with faculty and staff in spring of 2022. These themes include space utilization of existing campus facilities, desire for flexible spaces on campus, need for childcare and housing, engaging with external partners, and understanding the capital project process and ministry funding parameters.

Campus, Community and Partner Engagement

- Engaging with NIC faculty, staff, leadership and students, as well as our valued partners and the broader Alberni-Clayoquot community, to understand needs and priorities.

Future Campus Vision and Guiding Principles

- The overarching vision of the campus plan is the lens through which the program and concept are developed.
- All guiding principles contribute to the program development and concept plan. This will be further explained later in this Section under subheading 'Planning/Concept Strategy'. These factors have helped understand the campus' needs that fit within the limitations of the zoning and existing conditions (topography, retained features, etc.) of the campus lands.

It is understood that over time, the campus' needs may change and therefore the building sizing, location, programming, and development priorities may change as well. The references listed above were analyzed to establish a program list and further refinement and priorities were determined by the NIC Leadership Team and the community.

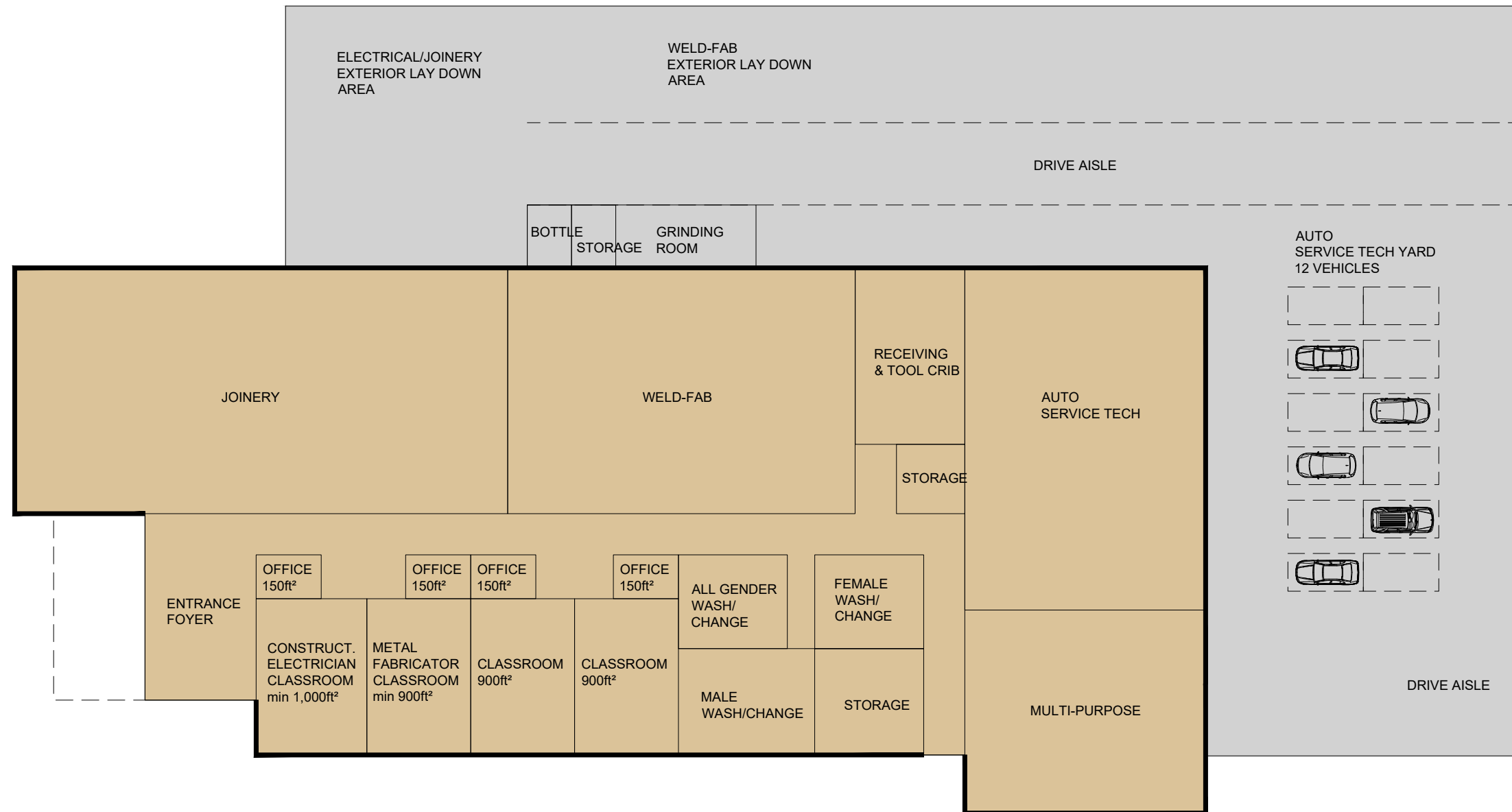
7.2 Future Program Elements

The program elements listed below are the built form components proposed within the Campus Concept Plan. The points under each program element are considerations and recommendations gathered through discussions with the NIC project team and community engagements. The programming described should not be considered binding, but rather a guideline for the purposes of generating built form components. The sizing, location and phasing of these built form components have been determined by predicting the campus' future growth and the buildings/features required to accommodate and further promote this growth.

Trades Building

- A larger and more modern facility provides various opportunities for Trades program expansion. Relocating the Trades building to the main campus also allows Trades students to benefit from campus amenities (such as library, cafeteria, bookstore, counselling, student support and academic services), and increases student presence on campus, further enhancing the quality of campus life.
- The intent is to have the Trades building located close to the existing academic facility, so all students have equal access to campus amenities and co-exist as one student-body. Ideally, a strong and accessible pedestrian connection will connect the two buildings to make access as seamless as possible. Preserving existing trees between the existing academic facility and the upper bench is desired, but close proximity is a top priority.
- Due to noise from some of the Trade programs, the building should be located as far away from the neighbouring homes to the south as possible.
- The larger building footprint should allow for Joinery, Welding-Fabrication, Auto Service Tech, Electrical, and Multi-purpose shops as well as classrooms, offices, washrooms/changerooms, and a shared tool crib. Furthermore, there should be a dedicated laydown area and Auto Service parking for up to 12 vehicles. The figure below illustrates a potential building layout and size that could accommodate the desired program uses (this layout is reflected within the Campus Concept Plan), however this is subject to change and refinement through the building design and construction process.

NOTE: THIS DESIGN IS INTENDED FOR CONCEPTUAL PURPOSES ONLY. IT REPRESENTS AN EXAMPLE OF ANTICIPATED BUILDING COMPONENTS AND IS SUBJECT TO CHANGE.



GROSS FLOOR AREA
2,950m² (32,750 ft²)

TRADES BUILDING - SPACE & SITE PLANNING DRAFT

NIC PORT ALBERNI CAMPUS
OCTOBER 24, 2022

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RANGE
ARCHITECTURE

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Childcare

- The Childcare is to accommodate between 50-75 children and ideally provide outdoor play space above the minimum standards.
- Safe traffic flow is important to consider and should accommodate temporary layby parking for pick-up/drop-off.
- Proximity to Family Housing is desirable.

Student Housing and Family Housing

- Student Housing to accommodate 100 single bed units, spread over a maximum of 3 floors. Family Housing to accommodate 10 two-bedroom units.
- Family housing to have fenced outdoor play space if possible.
- Shared parking and loading zones required.
- Co-locating student and family housing is ideal to promote interaction between all students and promote a strong campus community.
- Close proximity to public transit is ideal.

Indigenous Indoor Gathering Place

- Provide potential location options for an indoor Indigenous Gathering Place. Design process and final placement will be led and decided by the community.

Parking and Improved Transit Infrastructure

- It is assumed that the parking lot leased from the City to the west of the existing academic facility will remain available for NIC use for the foreseeable future. However, if this were to change, it is important that the proposed parking lot is in close proximity to the existing facility so that users can access both new and existing buildings.
- Explore opportunities for improved transit infrastructure to be integrated in (or in close proximity) to the main parking lot, so that it is more central to the campus as a whole.
- Future parking supply is to meet City of Port Alberni Zoning Bylaw 4832 minimum standards. As a general rule, 1 stall per employee and 1 stall per 5 students (FTEs) shall be applied across the entirety of the campus lands. There are no additional parking requirements for Student Housing.

Open Space and Nodes

- Providing a larger, flexible open space (e.g. Central Quad) is important to accommodate larger campus and community gatherings.
- Sun exposure, views and protection from the elements (rain, wind, sun) should be considered in order to provide a space where students can comfortably mingle and take in their surroundings.
- Smaller gathering nodes at building entrances/plazas can provide space for students to congregate before/after classes.

Trail Connections

- There is an existing trail access at the northwest corner of campus that connects to the Hydro ROW Trail. Formalizing and expanding this trail network to loop around the new campus lands will provide a connection to nature/recreation and associated mental/physical health benefits.

7.3 Proposed Building Sizes & Assumptions

The Building Program Matrix table on the following page outlines the proposed size and target capacity/occupancy of each individual building, based on their potential to accommodate current and future needs/trends and actively contribute to the growth and enhancement of the Port Alberni campus. For planning purposes, development within the “future development opportunity” lands is assumed to be a Centre of Learning – this is a placeholder, and NIC remains open to exploring all development opportunities that align with the institutions objectives and future trends. The sizing of the buildings is subject to change based on further assessments/studies and consultation with NIC Leadership prior to building development. Minimum parking requirements have been determined by the Port Alberni Zoning Bylaw 4832.

The sizing of the Childcare building is based on BC’s Child Care Licensing Regulation. The 50-75 space range identified for the Childcare was based on NIC Leadership’s experience with:

- Supporting the recent Comox Valley student and family housing project
- Current and future childcare centres in the Comox Valley and Campbell River
- Port Alberni population and Port Alberni campus student enrollment trends and needs

The proposed 100 single-bed units for student housing and 10 two-bed units for family housing are based on NIC Leadership’s experience with Comox Valley housing, Port Alberni rental needs and trends, and Port Alberni campus enrollment.

Table 4. Proposed Building Requirements

Building	Description	Sizing		Outdoor Sizing		Parking	
		Required	Concept	Required	Concept	Required	Concept
Childcare	< 36 Months: 12 30 Months – School Age: 25 School Age: 24 TOTAL: 73 Staff Required: 11	647.2 m ² (6,966 ft ²) *Based on BC’s Child Care Licensing Regulation	735 m ² (7,911 ft ²)	438 m ² (4,715 ft ²)	768 m ² (8,267 ft ²)	Employee: 11	Employee: 14 Layby: 10
Student Housing	Accessible 1-Bed Rooms: 8 1-Bed Rooms: 92 TOTAL: 100	NA	1,671 m ² x 3 storeys = 5,013 m ² (53,937 ft ²)	NA	5,013 m ² (53,937 ft ²)	No requirements listed in Zoning Bylaw	Student: 19
Family Housing	Accessible 2-Bed Rooms: 2 2-Bed Rooms: 8 TOTAL: 10	NA	532 m ² x 2 storeys = 1,064 m ² (11,449 ft ²)	NA	211 m ² (2,271 ft ²)	No requirements listed in Zoning Bylaw	
Trades	Refer to potential building layout	NA	2,959 m ² (31,850 ft ²)	Refer to potential building layout	2,496 m ² (26,867 ft ²)	Employee: 12 Student: 12 Auto Shop: 12 TOTAL:	Employee: 12 Student: 36 Auto Shop: 12 TOTAL: 60
Centre of Learning (Placeholder for planning purposes)	Option for future development located within “future development opportunity” lands. For understanding of sizing and resulting lot coverage calculations, Centre of Learning footprint has been assumed to be 2,764 m ² (29,751 ft ²). To promote planning flexibility, this footprint is not shown on the concept plan. All other development opportunities that align with institutional objectives and future trends will also be explored within the larger “future development opportunity” lands identified on the Concept Plan.						
Indigenous Gathering Place	Current footprint is approximate size of NIC Campbell River’s Indigenous Gathering Place, shown on concept as 145 m ² (1,561 ft ²).						

The total coverage of all proposed buildings fit comfortably within the maximum 40% site coverage noted in the Port Alberni Zoning Bylaw 4832. As mentioned above, building sizing and programming is subject to change through future needs assessments. The proposed site coverage breakdown (shown below) highlights a sizable gap that can accommodate future building size adjustments.

Table 5. Proposed Building Footprints

Buildings	Building Footprint (Coverage)
EXISTING BUILDINGS	
Academic Facility	3,678 m ²
SUB-TOTAL	3,678 m ²
PROPOSED BUILDINGS	
Trades	2,959 m ²
Childcare	735 m ²
Student Housing	1,671 m ² (x 3 storeys)
Family Housing	532 m ² (x 2 storeys)
Indigenous Gathering Place	145 m ²
Centre of Learning (Placeholder for planning purposes)	2,764 m ²
SUB-TOTAL	8,806 m ²
TOTAL	12,484 m ²
Total Site Area	81,060 m ²
Allowable Site Coverage (40%)	32,424 m ²
Site Coverage (as proposed in Campus Concept Plan)	12,484 m ² (or 15.4%)

7.4 Planning/Concept Strategy

A wide range of factors contribute to the concept strategy, many of which are captured by the guiding principles, including:

Campus Consolidation and Growth

- Relocate Trades building as a priority ensuring a strong connection to the existing academic facility.
- Safe campus development.

Reconciliation & Indigenization

- Integrate local Indigenous culture into the campus, including community-led Indigenous Gathering Place, larger facilities/open space to host large cultural events, and providing opportunities for land-based learning.

Accessibility for All Ages and Abilities

- Safe and accessible drop-off and pathway connections to parking lots and bus stop (ideally centralized to serve both existing and proposed facilities).
- Covered ramp connection with accessible grade between Trades building and existing academic facility.

Sustainability Leadership

- Stack buildings (where appropriate) to ensure compact, site-sensitive building design to maximize efficiency of available land (while also staying within zoning bylaws).

Community & Partner Engagement

- Provide Family Housing and Childcare and consider property edge conditions to limit potential impacts of on-campus activities and facilities.

Quality of Campus Life

- Co-location of future Student Housing with Family Housing to provide community hub and creating spaces for recreation.

Increase Campus Presence

- Take advantage of topography to enhance views and minimize tree removal where possible.
- Enhance views from Roger Street to existing facilities and ensure proposed buildings have strong visibility as well.

Quality Open Space

- Providing diversity of gathering spaces including large open spaces and smaller nodes.
- Preserve existing forest where possible to accommodate land-based learning opportunities.
- Integrate nature, such as existing trees, Roger Creek, Hydro ROW Trail, etc.

Enhanced Multi-modal Transportation

- Exploring opportunities for improved transit infrastructure within existing or expanded campus area.
- Maintaining existing parking supply on existing campus and expanding as necessary to accommodate future campus growth.

Facilitating Education

- Plan for future campus growth to accommodate larger flex-use and joint-use facility.

Further to the considerations listed above, larger developments such as campus expansions must realistically be looked at from a phased approach. Working with NIC Leadership to identify priorities, the concept must consider strategic placement of buildings, parking and vehicular/pedestrian circulation in order to ensure a development strategy that allows for future flexibility and phased implementation. Phasing considerations of the concept are further described within **Section 9 – Key Priorities and Recommendations**.

7.5 Existing Campus Land Opportunities

Existing campus lands are also considered throughout the campus planning exercise. Through inventory and analysis of existing facilities, parking, circulation, etc. there were opportunities for improvement/development identified. These areas include (but are not limited to):

- **Accessibility improvements**
 - Providing let downs for all pedestrian sidewalks (some existing sidewalks do not currently have let downs).
 - Providing accessible paths of travel to existing bus stop and all parking.
- **Parking improvements**
 - Additional stalls added to south parking lot through more efficient design and layout.
 - Opportunity for larger parking expansion of south lot (if leased City parking is revoked in future).
- **Indigenous Indoor Gathering Place**
 - Connect with local First Nations.

7.6 Other Opportunities

As mentioned throughout this report, the Campus Master Plan and accompanying concept are living documents and should be adapted to align with NIC’s evolving needs and institutional trends/objectives. Although this statement applies to the report and concept plan as a whole, it is particularly true for the “future development opportunity” lands identified on the concept. For planning purposes (including lot coverage and parking calculations), the Campus Master Plan identifies a Centre of Learning and flex parking on these lands; however, the development/programming of this land is intended to remain flexible and NIC is open to considering a multitude of programming options including (but not limited to):

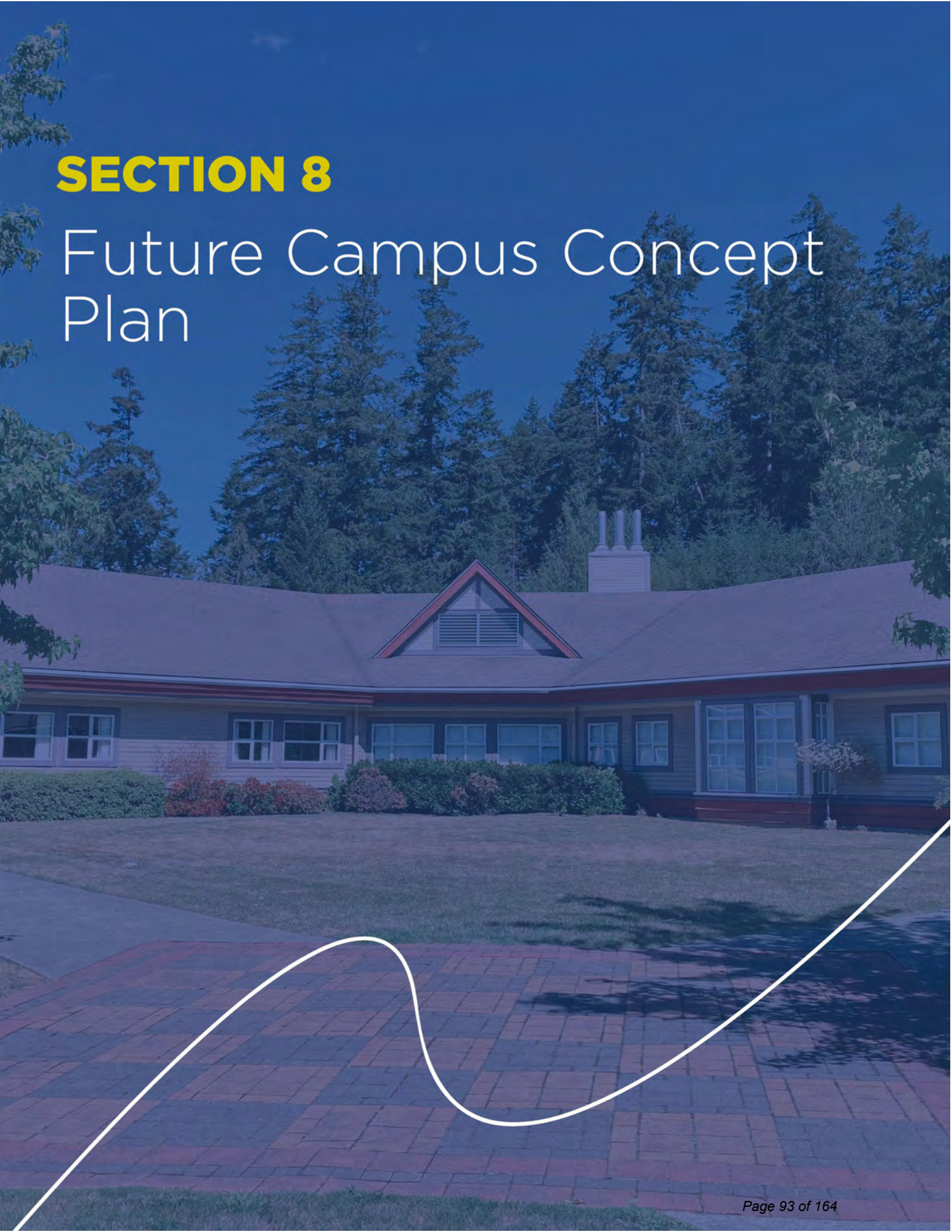
- Centre of Learning (including facilitated education, lecture theatre, collaboration, innovation, flex-space, Indigenous education, etc.)
- Alternate student housing configurations
- Joint use (possible partnerships with City of Port Alberni, Tseshaht FN, Hupačasath FN, School District 70 – Pacific Rim, etc.)
- Market/commercial opportunities

As development progresses over the years to come, NIC will continue to coordinate and consult with the City of Port Alberni and local Indigenous partners to ensure that programming of future spaces considers specific community goals and objectives.



SECTION 8

Future Campus Concept Plan



8 FUTURE CAMPUS CONCEPT PLAN

8.1 Existing Conditions Influencing Design

In order to develop a Campus Concept plan, the existing environmental attributes of the site had to be analyzed. The site constraints (topography, retained trees, etc.) mentioned in **Section 4** determined priority development areas and understanding the City's future plans for road extensions/connections helped us understand proposed access points to the new campus lands. With the majority developable lands within the campus legal boundary located to the east of the existing facility, it was determined that – other than a few recommended improvements to the existing campus lands – the focus of the program elements for the concept would be located on the upper “bench”. Existing stands of mature trees and topography guided the building locations as the priority features avoided dense forests and steep slopes.

8.2 Image And Building Design

The image of the North Island College Port Alberni Campus is defined by the physical approach to the complex. As can be seen from the existing academic facility, the character of the site is that of a building structure with a forested background situated on the elevated bench area previously referred to. The character of the future building structures should respect the architectural vocabulary, materials and colours of the existing building complex. We are not prescribing that the new building structures maintain the stylistic features of the existing building, but they must be respectful in their massing ensuring that they do not overpower the existing building complex. Elements of Pacific Northwest and Pacific Rim architectural characteristic such as the use of natural materials and natural light are encouraged.

8.3 Site Development

While several factors contribute to the program and layout of the campus concept (as described throughout this report), the main drivers can be simplified into three major themes: community, circulation, and campus priorities (phasing).

8.3.1 Themes

Community

In the context of the campus design, community can be viewed through two different lenses. First, the NIC community, and second, the larger Port Alberni community and Alberni-Clayoquot region. The proposed programming and site layout benefits both. Consolidating the campus by relocating the Trades programs, providing Childcare, Student/Family Housing, an indoor Indigenous Gathering Place, and other future developments, all combine to create a sense of place where students' and community members' needs can be met. These buildings are located strategically around a central quad, which encourages all students and community members to collaborate and unwind.

Circulation

Circulation can also be viewed through two different lenses. First, the pedestrians and cyclists, and second, the vehicles. The goal is to mix the two seamlessly to create an efficient system. The central pedestrian corridor is a top priority, striving to reduce mandatory road crossings. An accessible covered pedestrian connection from the existing academic facility to the proposed Trades building links up to the west end of the pedestrian corridor. The main pedestrian circulation route is intended to pass through the Trades entrance plaza and move east into the quad. The single street crossing takes place just west of the Student Housing, where the corridor continues to move through an entry plaza to the "future development opportunity" lands. The main walkway connects to the Hydro ROW Trail to the east of the campus boundary.

Campus Priorities

Inevitably, the campus expansion must be approached in stages. It is important to consider NIC's priorities which focus, first and foremost, on academic growth. Campus consolidation also being a short-term goal for NIC, the location of the Trades building was critical to ensure a seamless connection to the existing academic facility, while also allowing for future stages of development. All other buildings and program elements have been strategically designed so they can be built in isolation and are not dependent on one another. This allows for flexibility in development priorities as NIC continues to analyze student/staff/faculty and community needs.

8.3.2 Buildings and Parking

Trades Building

The Trades building has been placed as close to the existing academic facility to provide a seamless connection to the second floor of the Centre wing. The connection will be covered and accessible. An entrance plaza at the top of the pedestrian connection will serve as a welcoming node to the upper “bench” of the campus. The Trades building programming will complement this space, with proposed glazing at the west end of the building to showcase work from the Joinery program. There are 12 dedicated parking stalls included for the Auto-Service Technician program, with ample parking for students and faculty. A laydown area to the north is provided to accommodate joinery, weld-fab, auto-service materials.

The building has been placed as far north as possible to avoid noise impacts to the neighbours to the south. The building will likely require some tree removal on the west side, but this will work in favour of the ‘Campus Presence’ objective, providing views from the existing academic facility to the Trades building, and also opening up mountain views to the West from the upper bench.

Indigenous Gathering Place

The locations for the Indigenous Gathering Place shown on the Concept Plan are intended to provide some potential options as a starting point to initiate dialogue and collaboration. The final location and design is to be a community-led process (as was recently demonstrated on the Campbell River campus). The north location (option A) is in close proximity to the existing outdoor Indigenous Gathering Place and the Indigenous Student Services office. The south location (option B) is located near the south parking lot on the existing campus lands and has a visible presence from Roger Street and the main campus entry.

Childcare & Outdoor Space

The Childcare building is located adjacent to the Roger Street extension for easy/quick access for child pick up and drop off. The fully separated temporary layby parking entrance allows for continued vehicle flow and a natural turn around to return west along Roger Street. The outdoor space exceeds provincial standards and faces the central quad (avoiding unsafe forest-facing scenarios) which adds to the inclusive experience for NIC students and the children.

Student & Family Housing

The Student and Family Housing are located at the southeast of the campus lands. The Student Housing is currently shown as a 3-storey building and the Family Housing is shown as a 2-storey building. They are in close proximity to each other to encourage student/family interaction and shared amenities. The Family Housing is very close to the Childcare as it is anticipated that these students may be using the Childcare facilities. Shared outdoor space is also provided for the Family Housing. All students in on-campus housing have easy access to the pedestrian corridor to access the bus loop.

Central Parking Lot

The new central parking lot is strategically located so that users can easily access the existing academic facility, as well as all proposed buildings. It is located in the center of a perimeter loop, which will serve as a bus loop, emergency access, and drop off. The lot has been designed as a stand-alone feature so that its development is only required if the existing lot leased from the City is no longer available for use.

Central Quad

The central open space (Quad) is surrounded by all proposed buildings to encourage all NIC students/staff/faculty to mingle. This large open space can also host college and community events with plenty of available parking. It is centrally located in the pedestrian corridor as well.

“Future Development Opportunity” Lands

The specific buildings on these lands remains undetermined. For planning purposes of this Campus Master Plan, a Centre of Learning and Flex Parking have been identified as placeholders. The area allocated for the “future development opportunity” lands will remain forested until such time as its specific use is determined and development begins. This is a long-term plan for NIC and therefore, it is anticipated that this forested area will remain for the foreseeable future. In the short-term, it can be used for land-based learning (e.g. outdoor classrooms), and passive recreational uses such as trails and connecting with nature.

8.3.3 Campus Circulation

Pedestrian

As previously mentioned, the central pedestrian corridor running east-west through the campus lands is a top priority, allowing students to traverse the campus safely and efficiently. There will be only one road crossing along this central corridor, minimizing any vehicular interference of the pedestrian flow. At the west end of this corridor, there will be a strong connection from the proposed trades building/entry plaza to the upper floor of the Centre Wing of existing academic facility. This is proposed as a covered, accessible, lit walkway. Multiple connections to the existing Hydro ROW Trail along the north and east of the site are identified, and a continuous multi-use pathway along the south side of the Roger St. extension is proposed. The specifics and final placement of this pathway is to be explored with the City of Port Alberni.

Cycling

The provision of a multi-use pathway along the Roger St. extension is to be explored with the City of Port Alberni. It is currently shown to the south of Roger St. to avoid multiple entrance/exit crossings to the campus. Opportunities to extend the multi-use pathway onto the proposed campus terminating at bike parking/end-of-trip facilities should be considered.

Public Transit

The existing public transit infrastructure includes two bus stops located on either side of Roger Street, just west of Kendall Avenue. The pedestrian route to the existing campus buildings is not accessible, as the provided sidewalks linked by pedestrian crossings do not have curb let downs. Accessibility improvements to the existing bus stops has been identified as a key priority.

At a minimum, the connection from the expanded campus lands to the existing bus stops is to be strengthened by providing pedestrian/cycling paths along the proposed Roger Street extension. As campus development continues, it will be important to work with the City of Port Alberni to extend the public transit infrastructure to the proposed buildings on the east portion of the site (e.g. Student and Family Housing). This could be accomplished by a bus loop (currently shown in concept plan), however other opportunities may be explored with the City.

Vehicular Circulation & Parking

The main access to the proposed campus lands will be via the Roger St. extension. This extension is to be explored with the City of Port Alberni. All access to the campus lands will be from the south (off Roger St.), and vehicular access from the east should be avoided (as the City has no immediate plans to construct roads in this area). Separate entrances to the Childcare and transit infrastructure improvements (bus loop) are provided to avoid unnecessary congestion for users.

It is assumed that the City-owned lot leased to NIC will remain in use for the foreseeable future; however, proposed parking lots on new campus lands have been designed and located centrally to access both new and existing buildings. The proposed lots have been generally located to the exterior of the property, maintaining a pedestrian-focused internal corridor.

The information below shows the existing parking demand and the proposed parking stalls provided in the concept design. The existing parking demand has been explored in two different ways, firstly based on student (FTE's) and employee numbers, and secondly on existing parking utilization. For the purposes of our design, we have used the greater of the two totals as a baseline to accommodate existing parking demands. Proposed parking stall numbers greatly exceed the existing parking demands.

Current Parking Demands

Table 6. Current Parking Demands

Based on 2021/2022 FTE's and Employees and Port Alberni Zoning Bylaw 4832:

1 space per employee (48 employees x 1)	48
1 space per 5 students (193 FTE's / 5)	39
TOTAL	87

Based on Current Parking Utilization (shown in Section 4)

65% of City-owned parking area (212 spaces x 65%)	138
75% of Staff parking area (47 spaces x 75%)	35
55% of Short-term parking (10 spaces x 55%)	6
Bylaw requirements for existing Tebo (12 employees & 59 students)	24
TOTAL	203

Total Parking Currently Provided:

Existing on site	57
Proposed parking (including flex parking placeholder)	251
City-owned parking area	212
TOTAL	520

TOTAL (minus City-owned parking area) **308**

8.3.4 Landscape

The developed portion of the site is currently landscaped with grassed lawns, trees and shrubs in planting beds at entry points, decorative trees and mature native species around the building and parking areas. The new development should attempt to follow the principles of the existing landscape concept, with an increased focus on native and adaptive (climate-change resilient) species. The following criteria should form the basis for decisions on plant material choice, and application and on how to determine whether existing plants are valuable and able to be retained.

- Use only plants native to the Pacific Northwest or North America for most landscape areas, with limited plantings of other suitable material that is adapted to this climate and conditions of winter wet/summer dry. The design and the materials (soft and hard landscape) should allow for the least water use in summer and the greatest recharge of water in the winter.
- Use plants to modify and improve physical conditions of water quality, air quality, noise pollution, heating and cooling requirements of buildings, and to reduce glare and wind.
- All building, infrastructure and landscape design decisions should be based on a comprehensive plant and wildlife inventory of the property.

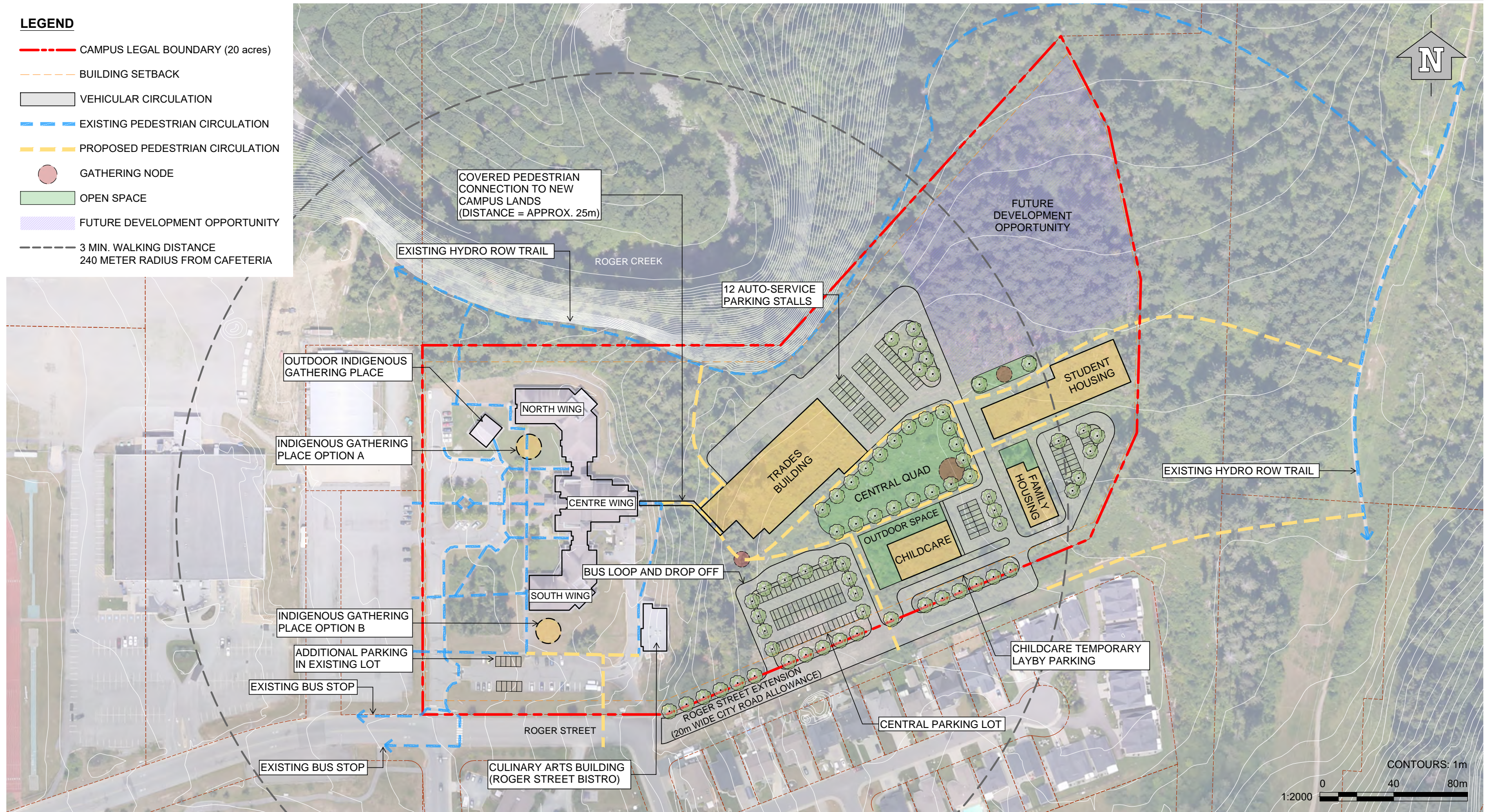
- Ensure planting of trees and shrubs are selected and located with Crime Prevention Through Environmental Design (CPTED) in mind. These strategies aim to reduce victimization, deter offender decisions that precede criminal acts, and build a sense of community among inhabitants so they can gain territorial control of areas, reduce crime, and minimize fear of crime.

The following recommendations are to be applied during the design process for any building, circulation, infrastructure or landscape related issues.

- Treat landscape as critical to establish and maintain a visual continuity throughout the campus.
- Afford landscape design the same level of attention and relative budget commitment as building and infrastructure.
- Use landscapes to reflect, support and communicate the goals and objectives of the College (e.g. leaders in environmental stewardship).

LEGEND

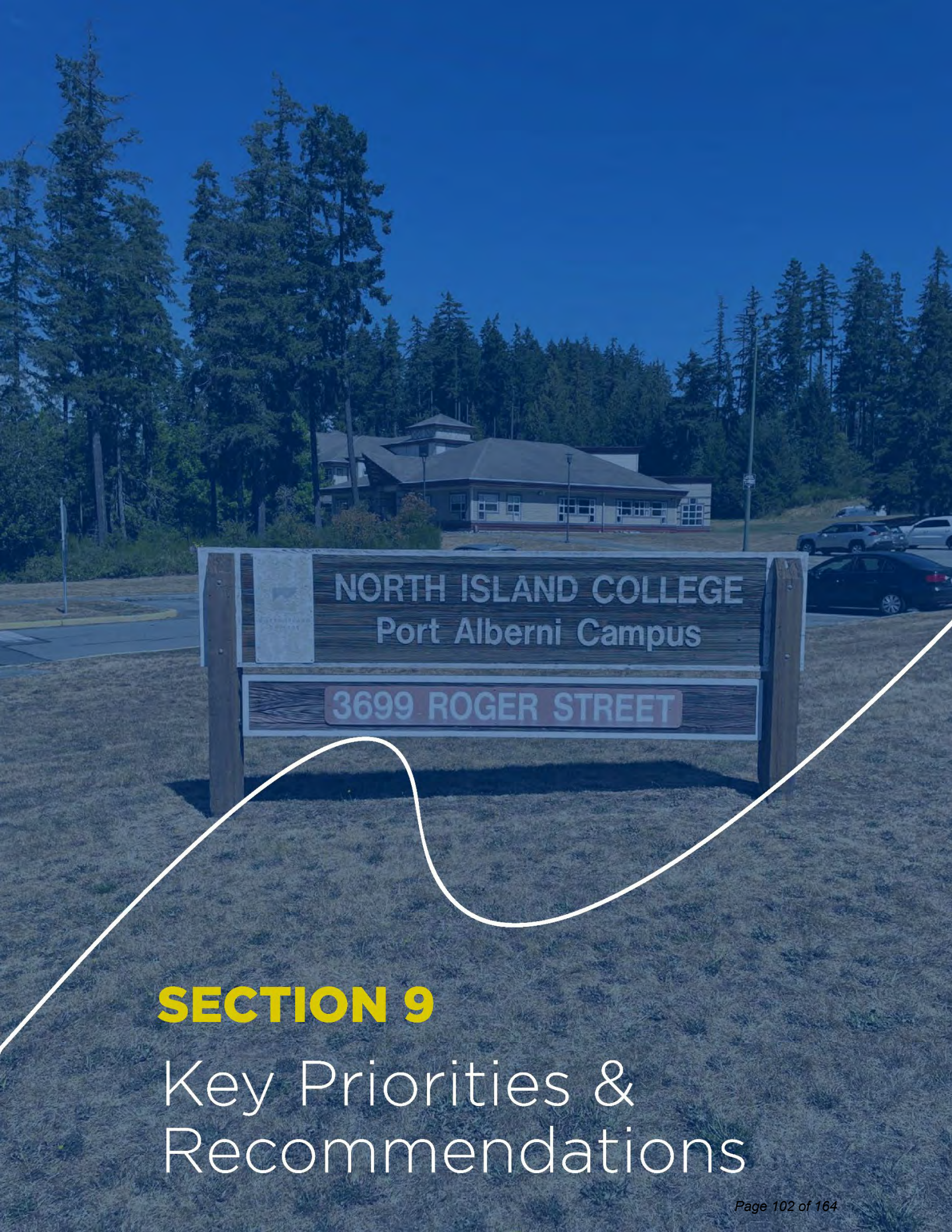
- - - CAMPUS LEGAL BOUNDARY (20 acres)
- - - BUILDING SETBACK
- VEHICULAR CIRCULATION
- - - EXISTING PEDESTRIAN CIRCULATION
- - - PROPOSED PEDESTRIAN CIRCULATION
- GATHERING NODE
- OPEN SPACE
- FUTURE DEVELOPMENT OPPORTUNITY
- - - 3 MIN. WALKING DISTANCE
240 METER RADIUS FROM CAFETERIA



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Client/Project	
NIC Port Alberni Campus Master Plan	
Revision Date	Figure
2023-01-23	Rev.6
4607.0006.01	Title
Campus Concept Plan	



NORTH ISLAND COLLEGE
Port Alberni Campus

3699 ROGER STREET

SECTION 9

Key Priorities & Recommendations

9 KEY PRIORITIES & RECOMMENDATIONS

As part of the master planning process, it was important to identify short term, medium term and long-term priorities based on current trends and institutional objectives. These priorities were derived from the vision and guiding principles/objectives and helped to understand building placement and circulation patterns in our concept design.

9.1 Priorities and Recommendations for Campus Expansion Lands

- **Short Term Priorities:**
 - Trades building including:
 - Exterior lay-down yard
 - Parking lot, drop-off zone
 - Accessible, covered walkway connection to existing Academic facility
 - Arrival plaza, glassed display area
 - Indigenous Gathering Place (community-led)
- **Medium Term Priorities:**
 - Childcare and associated infrastructure
 - Student Housing (100 1-bedroom units)
 - Family Housing (10 2-bedroom units)
- **Long Term Priorities:**
 - “Future Development Opportunity” lands
 - Consider 20-year space allocation, ownership/jurisdiction and other potential options (e.g. mixed commercial)
- **Recommendations:**
 - Phasing/priorities are a key consideration in building placement and design (e.g. Trades Building proximity and connection to existing academic facility), but future planning is critical to ensure that building placement does not “box-in” the lands and obstruct future development.
 - Increased and secure student population is needed to support aspirations for on-campus Student and Family Housing (linked to Trades building activation).
 - Programming for the “future development opportunity” lands remains undetermined. Further studies to determine programming should be conducted closer to the time of development to maximize its benefit to the college and surrounding community.
 - Understand and monitor future Ministry funding priorities for opportunities.

9.2 Short-Term Priorities and Recommendations for Existing Campus

- **Short Term Priorities:**
 - Improve accessible connections:
 - Curb ramps, missing sidewalk connections
 - Add parking stalls to south parking lot
 - Wayfinding signage and/or map kiosk
 - End-of-trip cycling facilities
 - Hydro ROW Trail improvements near campus
- **Recommendations:**
 - Share the updated Campus Master Plan with relevant City departments so that the campus' future growth scenarios and land use inventory can be incorporated within the City's database and plans.
 - Partner with City of Port Alberni to model servicing needs for proposed facilities and corresponding upgrades along Roger Street extension.
 - Geotechnical investigation/report within next phase of Trades Building design.
 - Environmental Impact Assessment (proximity to Roger Creek riparian area).
 - Arborist Report studying existing trees, wildlife value, nesting birds (for public health and safety), etc.





SECTION 10

Project Scope & Plan Limitations

10 PROJECT SCOPE & PLAN LIMITATIONS

1. Review of the existing vocational training programs and buildings at the Tebo Vocational Centre is not included in this assessment.
2. The Campus Concept Plan presented within this report has been prepared to illustrate the spatial feasibility and development potential of the building program and associated amenities proposed within the existing campus boundary and the campus expansion lands. The Plan demonstrates a potential form, character and layout that embodies the Vision, Guiding Principles and Objectives developed through campus, community and partner engagement process. However, further site investigations, planning and design of buildings and indoor/outdoor spaces will be required in future stages.
3. Given this focus on site development potential, a review of the functionality of the buildings, building condition, and the adequacy of surrounding utilities to serve future development are not included within the scope of work.
4. A Facility Master Plan is not included within the scope of work; however, it is expected that any future planning and design for possible academic programming expansion will assess the spatial requirements from a variety of perspectives (e.g. by department or functional component; by enrolment or program growth/change; or in terms of new or renovated space).
5. The programming for the “Future Development Opportunity” lands has not been determined. Placeholders such as the “Centre of Learning” and “Flex Parking” referred to throughout the Master Plan are used strictly for planning purposes and are not considered binding. All opportunities aligning with the institutions objectives and future trends should be considered as options for this land.

APPENDIX A

Engagement Summary

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1.0 INTRODUCTION

North Island College (NIC) is in the process of updating the 2003 Port Alberni Campus Master Plan (CMP). The new 2023 CMP proposes a new Trades building and exterior yard in the short term; Childcare, Student Housing, and Family Housing in the medium-term, including all associated parking, multi-modal circulation and open spaces. A mixed-use Centre of Learning (e.g. academic and support services) is proposed in the northeast corner of campus in the long-term, though this area will also be considered for a joint-use / partnership opportunity (e.g. with City of Port Alberni). The CMP will also include Guiding Principles and actionable Objectives to help guide future campus planning and development.

The NIC project team conducted the following engagement events to support and inform the CMP:

- Two internal working group sessions with NIC staff and faculty
- One meeting with department leaders from the City of Port Alberni
- Two Open Houses on campus: 1 - Staff, faculty, students; 2 - Indigenous and community partners

The engagement sessions were well attended, resulting in lively conversations and thoughtful, intriguing comments about the future of Port Alberni campus.

2.0 ENGAGEMENT OBJECTIVES

The engagement objectives for the engagements guided the development of the materials and techniques used during the two Open Houses. The techniques take into consideration the International Association for Public Participation (IAP2) spectrum and meet the guidelines of the “Consult” level on the spectrum, which seeks to obtain community partner feedback while keeping campus stakeholders informed.

Engagement Objectives:

1. Educate and inform partner groups of the project and process to date
2. Confirm alignment with guiding principles and objectives
3. Gather initial feedback on concept plan options A and B

3.0 ENGAGEMENT PROCESS

The engagement activities were designed to meet the objectives listed in **Section 2.0**, as well as enable the project team to refine the Concept Plan options further with each group engaged. The figure below displays the engagement process.

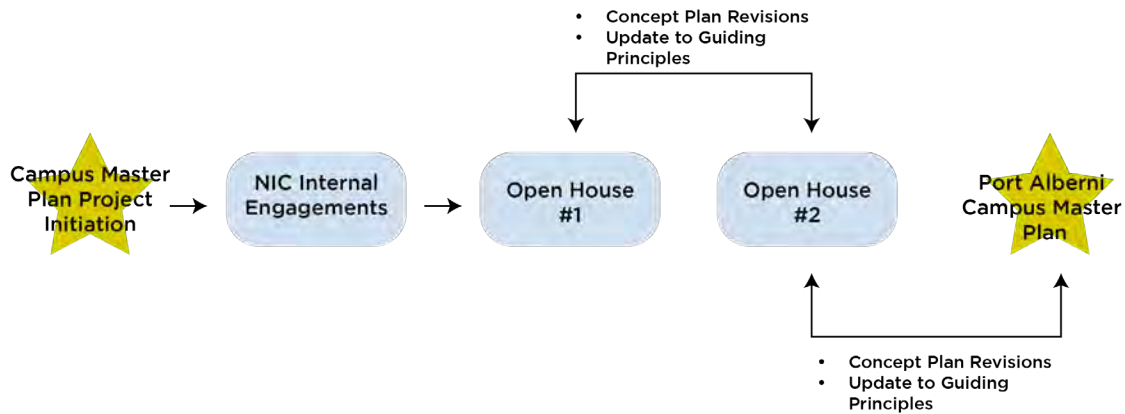


Figure 1: Engagement Process

3.1 INTERNAL WORKING GROUPS

Prior to the initiation of the Campus Master Plan project, NIC faculty and staff completed two internal working group meetings:

- April 12, 2022 Campus Master Planning Session
- May 25, 2022 Tebo Building Replacement Meeting

During these meetings, the groups discussed the relocation of the Trades building, consultation and engagement considerations, involvement of local Indigenous communities, accessibility, and project funding.

3.2 MEETING WITH THE CITY OF PORT ALBERNI

In September 2022, NIC’s project team met with key City department leaders at the City of Port Alberni (Planning; Engineering and Public Works; Development Services; Economic Development) to discuss NIC and City priorities and initiatives. The discussion focused primarily on sharing and contributing to projects of mutual interest and benefit. For the City, this included:

- 2023 Official Community Plan update
- Active Transportation Plan update (following OCP)
- Full Utility / Services Plan redevelopment (2023/2024)

3.3 OPEN HOUSES

Two in-person Open Houses were held to familiarize staff, faculty, student and community groups and partners with the Campus Master Plan project. Each was held over a 2-hour period on the following dates:

- November 7, 2022 #1 - Faculty, Staff and Student Open House
- November 23, 2022 #2 - Community and Partner Open House

The Open Houses were conducted in the classrooms and Cafeteria on the Port Alberni Campus. Over 60 participants attended overall, and refreshments and lunch were provided.

Open House #1: Faculty, Staff and Students

To begin the engagement, the project team provided information about the process, background, works completed to date, draft Guiding Principles, and Concept Plan options A and B. The presentation was followed by a short Q&A.

After the presentation, the project team transitioned the participants into an Open House style engagement. Attendees were encouraged to walk around the room and interact with the presentation boards and other attendees to discuss the content. Project team members were available for questions and note-taking as needed at some of the presentation boards. The presentation boards outlined the following information:

- Visioning
- Guiding Principles
- Concept Plan Option A
- Concept Plan Option B

Copies of the presentation boards used in the engagement have been provided in **Appendix A**. The boards invited participants to engage with them by adding thoughts or suggestions with sticky notes or indicating like or dislike with green and red stickers. The feedback received at this Open House resulted in valuable revisions to both Concept Plan A and B prior to the second Open House. A summary of these changes is provided in **Section 4.1.1**.

Open House #2 - Community and Partners

On November 23, NIC leadership, community members and partners viewed the enhanced presentation, Concept Plans and Guiding Principles, which incorporated changes from the previous Open House. They offered feedback through a Q&A session and facilitated breakout groups, allowing the unique views of the diverse members to be heard and understood. Almost 30 different community and partner groups were invited to attend by NIC's Executive team, including but not limited to:

- NIC Faculty, Staff and Students
- Alberni Clayoquot Health Network
- Alberni-Clayoquot Regional District
- Alberni Valley Bull Dogs
- Alberni Valley Chamber of Commerce
- City of Port Alberni
- Community Arts Council
- Community Futures
- Coulson Group of Companies
- Ditidaht First Nation
- Ehattesaht First Nation
- Huu-ay-aht First Nations
- Hupacasath First Nation
- Industry Training Authority
- Island Work Transitions
- INEO Employment Services
- Ministry of Jobs, Economic Recovery and Innovation
- Nuuchahnulth Employment
- Nuuchahnulth Tribal Council
- Port Alberni Friendship Centre
- Port Alberni Shelter Society
- School District 70 - Pacific Rim
- TimberWest
- Uchucklesaht Tribe

Following the engagement session, the concept plans were further refined and a copy of the presentation, along with four guiding questions, was emailed out to all invitees as a further opportunity for feedback.

4.0 WHAT WE HEARD

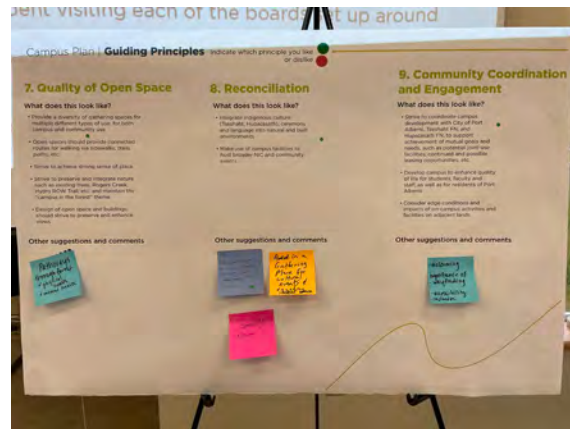
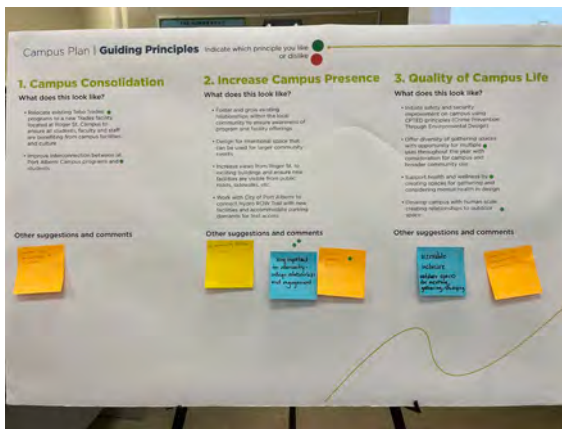
The following section outlines the feedback and themes heard at the Open Houses and the resulting rationale behind the proposed revisions to the Guiding Principles and Concept Plans.

4.1 OPEN HOUSE #1: STAFF, FACULTY AND STUDENTS

Guiding Principles

Participants from the Open House were invited to provide feedback on the draft Guiding Principles and corresponding Objectives for the project. Participants indicated their opinion on each draft principle by placing a green dot on the principle or objective they liked and red on the ones they did not. Participants were also invited to provide objective suggestions.

Green	Red	Neutral
<ul style="list-style-type: none"> Quality of Campus Life Campus Consolidation Reconciliation Quality of Open Space Community Coordination and Engagement Facilitating Education Sustainability Leadership Increase Campus Presence 	<ul style="list-style-type: none"> Suggestion: Accessibility as its own guiding principle 	<ul style="list-style-type: none"> Enhanced Transportation and Accessibility Options Maintain Capacity for Growth



Guiding Principles Engagement Boards from Open House 1

Visioning

Three boards were placed around the room to gather feedback to create a vision for the Campus Master Plan:

1. What is one word that you would use to describe NIC Port Alberni?
2. What do you love about the NIC Port Alberni Campus?
3. What is one thing you would improve about the NIC Port Alberni Campus?

Figure 2 provides a combined word cloud graphic for the answers to questions 1 and 2. Participants suggested on question 3 that student and campus amenities and face-to-face programming were areas for improvement.

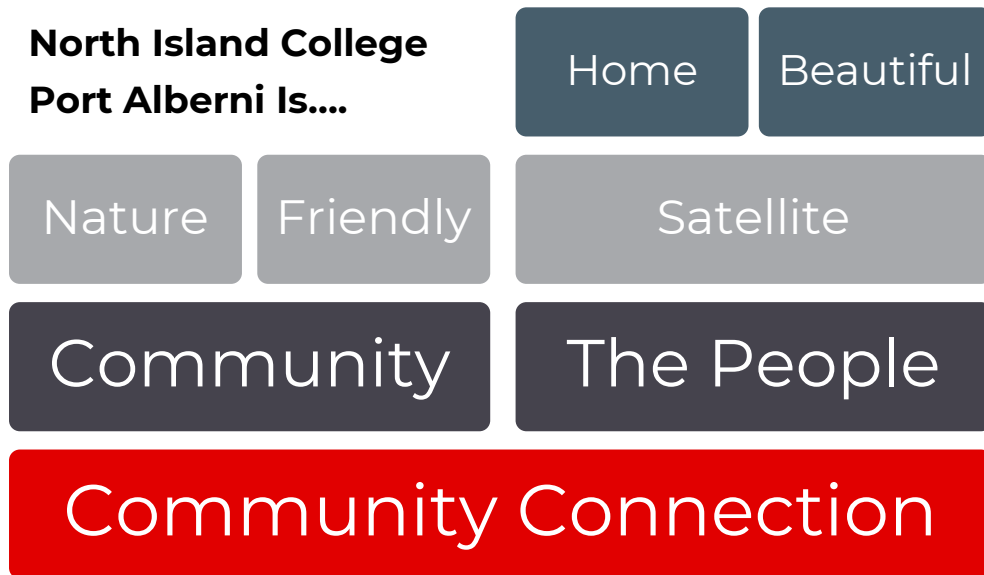


Figure 2: NIC Word Cloud

Concept Plans

Two sets of Concept Plans (Options A and B) were placed around the room and smaller handouts of each of the plans were also available for participants to view. Participants were invited to provide comments and suggestions on the Concept Plan options and indicate features they liked or disliked with green and red dots. Three themes emerged from the feedback on the concept plans:





Concept Plan A and B Engagement Boards from Open House 1

Concept Plan Changes

THEME	CONCEPT CHANGES
Indigenous Representation	<ul style="list-style-type: none"> • Concept A: Show 2 potential locations for Indigenous Gathering Place on existing campus lands • Concept B: Show Indigenous Gathering Place at gateway to expanded campus lands
Campus Connectivity	<ul style="list-style-type: none"> • Both Concepts: Show 3- minute walking distance (pedestrian shed) from existing campus node (Cafeteria) • Both Concepts: Connect sidewalk along Roger Street to Hydro ROW Trail to east • Concept B: Push Trades Building west to be closer to existing academic facility and take advantage of prominent hilltop location • Concept B: Covered, lit and accessible connection between existing academic facility and new Trades building
Campus User Experience	<ul style="list-style-type: none"> • Both Concepts: Adjust Childcare label from “drop off” to “temporary parking” • Concept A: Align roads for Childcare temporary parking and Student/Family accommodation parking • Concept B: Flip Student Housing and flex parking so student accommodation is close to bus loop • Concept B: Add more parking for Trades Building

4.2 OPEN HOUSE #2: COMMUNITY AND PARTNERS

Guiding Principles

Participants at the Community and Partner Open House reviewed the Guiding Principles in three facilitated groups, each with approximately 10 people. Each group read through the principles and corresponding objectives provided feedback on what most resonated with the group, in this case: *Reconciliation*, *Quality of Campus Life*, *Campus Consolidation and Growth*, and *Community and Partner Engagement*. **Student and campus users' safety** was also identified as a gap to be integrated into the Guiding Principles.



Concept Plans

Three themes emerged from the group discussions of Concept Plans A and B:



**Student and
Campus User
Wellbeing**



**Indigenous
Representation**



**Campus
Connectivity**

Following the working session, a copy of the presentation, along with four guiding questions, was emailed out to all invitees. The feedback received by email has been captured within the themes and the Guiding Principles were updated accordingly.



Concept Plan A and B Engagement Boards from Open House 2

Proposed Concept Plan Revisions

All proposed changes will be captured in the final Concept Plan (resulting from a combination of the feedback received for Concepts A and B).

THEME	CONCEPT REVISIONS
<p>Student and Campus User Wellbeing</p>	<ul style="list-style-type: none"> • Show small open space node in between student accommodation and centre of learning (community-building opportunity) • Add small, fenced outdoor play area for family accommodation
<p>Indigenous Representation</p>	<ul style="list-style-type: none"> • Show Indigenous Gathering Place symbol as a circle instead of a square
<p>Campus Connectivity</p>	<ul style="list-style-type: none"> • Preference for Concept A, but push Trades Building west to be closer to existing academic facility (as shown in Concept B) • Show covered walkway, as shown in Concept B
<p>Other</p>	<ul style="list-style-type: none"> • Remove phasing from Concept Plans – to be presented separately within the Master Plan report

5.0 CLOSING

The feedback received through this engagement process will inform the upcoming preparation of the Campus Master Plan report, Concept Plan drawings, and associated priorities and recommendations. The results will be summarized within a short section of the CMP report and this memo may be included as an Appendix, at the discretion of NIC’s project team. Final feedback from NIC staff, faculty and the Board of Governors is also expected and will be incorporated into the final report.

**NORTH ISLAND COLLEGE BOARD OF GOVERNORS
FEBRUARY 9, 2023**

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

AGENDA ITEM: **Regular Meeting**
3.5 2022/23 Fiscal Year Credit Enrolment Report
(at Winter Term Stable Enrolment Date)

The following reports have been provided for the Board's information.

- All students
 - *2022/23 Fiscal Year Credit Enrolment Report - Instructional Area*
 - *2022/23 Fiscal Year Credit Enrolment Report - Campus/Location*
- Domestic students
 - *2022/23 Fiscal Year Credit Enrolment Report - Instructional Area*
 - *2022/23 Fiscal Year Credit Enrolment Report - Campus/Location*
- International students
 - *2022/23 Fiscal Year Credit Enrolment Report - Instructional Area*
 - *2022/23 Fiscal Year Credit Enrolment Report - Campus/Location*
 - *2022/23 Fiscal Year Credit Enrolment Report - Continent of Origin*

The fiscal year credit enrolment reports capture enrolment in credit courses at the winter term stable enrolment date and provide a point-in-time comparison with enrolment during the same period in the previous year. The fiscal year is inclusive of spring, summer, fall and winter terms, and the reports include credit enrolment for all terms at the reporting date(s).

The attached reports provide a comparison of enrolment at January 18, 2023 with January 19, 2022, the respective winter term stable enrolment dates for those years. Enrolment is expressed as unduplicated headcount which represents the number of unique students enrolled at NIC. Student headcount is reported irrespective of the number of course registrations and therefore, is not equivalent to full-time equivalent enrolment (FTE) which is calculated on course registrations per Ministry guidelines.

A total of 4,154 students were enrolled in the 2022/23 fiscal year at the winter term stable enrolment date, including 3,626 domestic students and 528 international students. Compared with last year:

- total headcount is higher by 44 students (1%),
- international student headcount is higher by 141 students (36%), and
- domestic student headcount is lower by 98 students (3%).

It should be noted that although domestic student enrolment is 3% lower than last year at mid-January, last year was a record enrolment year where domestic student FTEs were the highest seen in seven years (11% increase over the previous year and 9% increase over pre-COVID 2019/20). Moreover, enrolment grows from the winter term stable enrolment date to the end of the fiscal year, and it is possible that this year's growth could exceed last year's, putting domestic student enrolment on par with, or higher than, last year. This remains to be seen and is largely dependent on launching one-time funded intakes over the next few months; nonetheless, this year is a strong enrolment year when viewed within the context of historical FTEs: in line with the total headcount increase of 1% reported above, total FTEs (domestic + international) are estimated to be 4% higher than last year point-in-time and are already equivalent to last year's final numbers.

Action: For the Board's information.

ALL STUDENT ENROLMENT
2022/23 Fiscal Year Credit Enrolment Report
Student Headcount by Instructional Area
 At January 18, 2023 with Comparison Data at January 19, 2022



Instructional Area	2022/23 FY	2021/22 FY	Change	% Change
Indigenous Education	248	205	43	21%
First Nations Studies	33	21	12	57%
Indigenous Language Fluency	61	44	17	39%
Indigenous Languages - ABE	101	127	-26	-20%
Indigenous Leadership	65	26	39	150%
University Studies & Applied Programs	1,950	2,000	-50	-3%
Business Administration	608	556	52	9%
Computer Science	104	100	4	4%
Digital Design + Development	250	206	44	21%
Fine Arts	192	182	10	5%
Office Administration	151	183	-32	-17%
Tourism & Hospitality	67	60	7	12%
University Studies	1,470	1,520	-50	-3%
Health & Community Care	710	659	51	8%
Early Childhood Care & Education	175	142	33	23%
Health Care Assistant	172	174	-2	-1%
Human Services	158	148	10	7%
Nursing: Bachelor of Science	146	143	3	2%
Practical Nursing Diploma	60	56	4	7%
Trades & Technology	439	340	99	29%
Aircraft Structures Technician	10		10	
Automotive Collision & Refinishing Foundation		7	-7	-100%
Automotive Service Technician Foundation	32	25	7	28%
Carpentry Foundation	13	23	-10	-43%
Coastal Forest Worker	23	32	-9	-28%
Culinary Business Operations	11	8	3	38%
Electrician Foundation	27	40	-13	-33%
Electronics Technician: Industrial Automation Technician		14	-14	-100%
Fabricator-Welder Foundation	12	14	-2	-14%
Furniture Design and Joinery Certificate	13	16	-3	-19%
Heavy Mechanical	31	28	3	11%
Motor Sport & Power Equipment Technician Foundation	11		11	
One-Time Trades (including Ministry funded)	170	87	83	95%
Parts and Warehousing Person Foundation	4		4	
Plumbing & Piping Foundation	16	15	1	7%
Welding	43	31	12	39%
Work Experience Trades	38	12	26	217%
Apprenticeship Training	486	429	57	13%
Apprenticeship: Automotive Service Technician	12		12	
Apprenticeship: Carpentry	151	139	12	9%
Apprenticeship: Electrician	132	137	-5	-4%
Apprenticeship: Heavy Duty	72	54	18	33%
Apprenticeship: Metal Fabrication	2		2	
Apprenticeship: Plumber	88	54	34	63%
Apprenticeship: Professional Cook	21	43	-22	-51%
Apprenticeship: Welding	8	2	6	300%
Adult Upgrading	546	669	-123	-18%
Accessible Learning	99	94	5	5%
Adult Basic Education	443	572	-129	-23%
Employment Transition Grounds and Custodial Assistant	9	27	-18	-67%
Employment Transition Kitchen Assistant	9		9	
Continuing Education & Training	254	269	-15	-6%
Activity Assistant	63	64	-1	-2%
Animal Care Aide	47	53	-6	-11%
Hospital Unit Clerk	15	12	3	25%
Metal Jewellery Design	9		9	
Occupational Skills	104	119	-15	-13%
Tourism: Adventure Guiding	16	21	-5	-24%
Total Unduplicated Headcount	4,154	4,110	44	1%

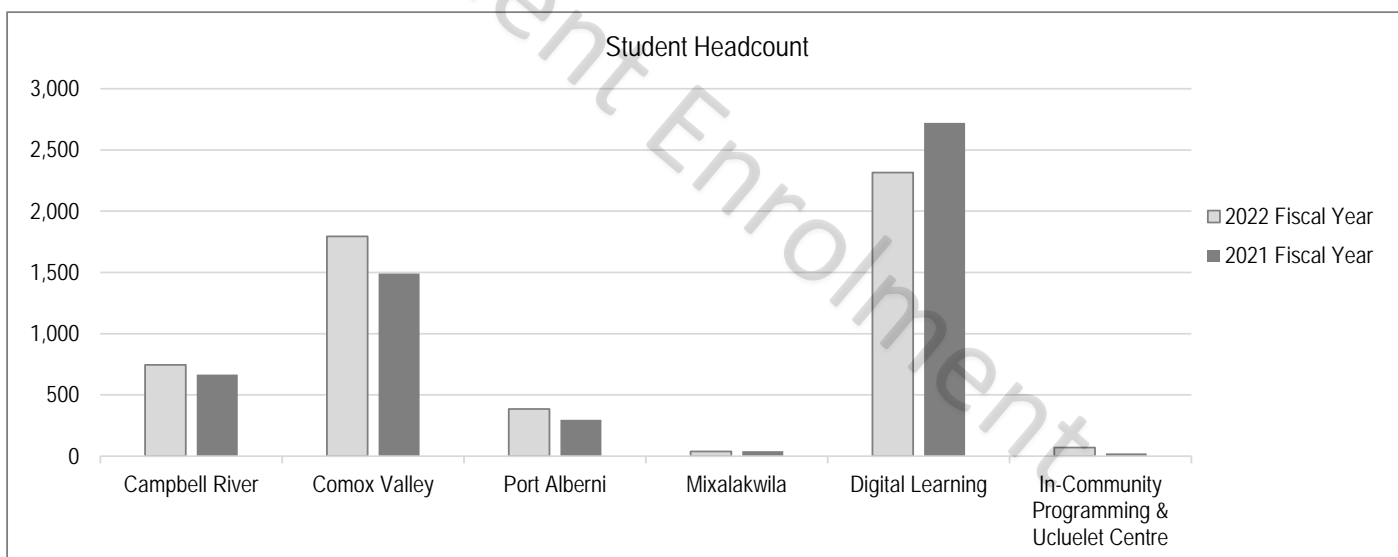
Notes:

- 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 January 18, 2023 with Comparison Data at January 19, 2022



Location	2022/23 FY	2021/22 FY	Change	% Change
Campbell River	746	667	79	12%
Comox Valley	1,794	1,490	304	20%
Port Alberni	384	297	87	29%
Mixalakwa	39	41	-2	-5%
Digital Learning	2,315	2,722	-407	-15%
In-Community Programming & Ucluelet C	71	22	49	223%
Total Unduplicated Headcount	4,154	4,110	44	1%



Notes:

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- 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 January 18, 2023 with Comparison Data at January 19, 2022



Instructional Area	2022/23 FY	2021/22 FY	Change	% Change
Indigenous Education	220	203	17	8%
First Nations Studies	32	20	12	60%
Indigenous Language Fluency	61	44	17	39%
Indigenous Languages - ABE	101	127	-26	-20%
Indigenous Leadership	38	25	13	52%
University Studies & Applied Programs	1,464	1,641	-177	-11%
Business Administration	282	320	-38	-12%
Computer Science	54	64	-10	-16%
Digital Design + Development	134	137	-3	-2%
Fine Arts	178	168	10	6%
Office Administration	151	183	-32	-17%
Tourism & Hospitality	32	31	1	3%
University Studies	1,060	1,217	-157	-13%
Health & Community Care	660	631	29	5%
Early Childhood Care & Education	139	121	18	15%
Health Care Assistant	172	174	-2	-1%
Human Services	144	140	4	3%
Nursing: Bachelor of Science	146	143	3	2%
Practical Nursing Diploma	60	56	4	7%
Trades & Technology	433	336	97	29%
Aircraft Structures Technician	10		10	
Automotive Collision & Refinishing Foundation		7	-7	-100%
Automotive Service Technician Foundation	32	25	7	28%
Carpentry Foundation	13	23	-10	-43%
Coastal Forest Worker	23	32	-9	-28%
Culinary Business Operations	6	7	-1	-14%
Electrician Foundation	27	40	-13	-33%
Electronics Technician: Industrial Automation Technician		12	-12	-100%
Fabricator-Welder Foundation	12	14	-2	-14%
Furniture Design and Joinery Certificate	12	15	-3	-20%
Heavy Mechanical	31	28	3	11%
Motor Sport & Power Equipment Technician Foundation	11		11	
One-Time Trades (including Ministry funded)	170	87	83	95%
Parts and Warehousing Person Foundation	4		4	
Plumbing & Piping Foundation	16	15	1	7%
Welding	43	31	12	39%
Work Experience Trades	38	12	26	217%
Apprenticeship Training	486	429	57	13%
Apprenticeship: Automotive Service Technician	12		12	
Apprenticeship: Carpentry	151	139	12	9%
Apprenticeship: Electrician	132	137	-5	-4%
Apprenticeship: Heavy Duty	72	54	18	33%
Apprenticeship: Metal Fabrication	2		2	
Apprenticeship: Plumber	88	54	34	63%
Apprenticeship: Professional Cook	21	43	-22	-51%
Apprenticeship: Welding	8	2	6	300%
Adult Upgrading	537	652	-115	-18%
Accessible Learning	99	94	5	5%
Adult Basic Education	434	555	-121	-22%
Employment Transition Grounds and Custodial Assistant	9	27	-18	-67%
Employment Transition Kitchen Assistant	9		9	
Continuing Education & Training	251	267	-16	-6%
Activity Assistant	63	63	0	0%
Animal Care Aide	47	53	-6	-11%
Hospital Unit Clerk	15	12	3	25%
Metal Jewellery Design	9		9	
Occupational Skills	104	119	-15	-13%
Tourism: Adventure Guiding	13	20	-7	-35%
Total Unduplicated Headcount	3,626	3,724	-98	-3%

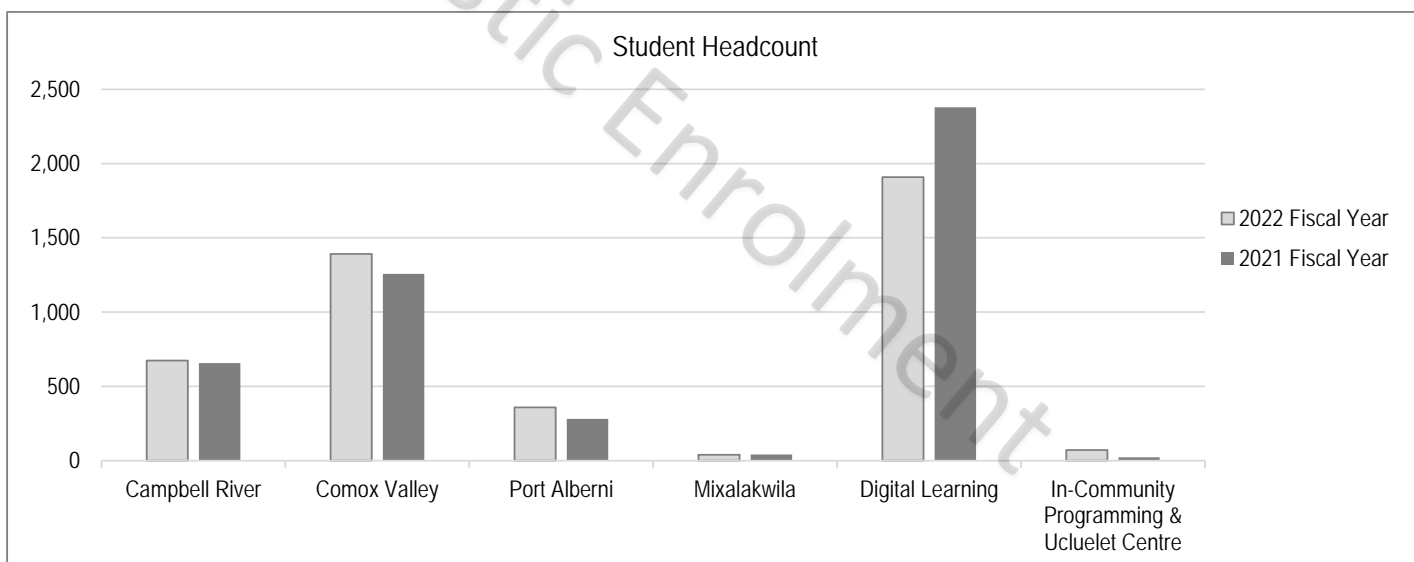
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DOMESTIC STUDENT ENROLMENT
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Student Headcount by Location
 At January 18, 2023 with Comparison Data at January 19, 2022



Location	2022/23 FY	2021/22 FY	Change	% Change
Campbell River	674	656	18	3%
Comox Valley	1,392	1,257	135	11%
Port Alberni	359	282	77	27%
Mixalakwa	39	41	-2	-5%
Digital Learning	1,909	2,379	-470	-20%
In-Community Programming & Ucluelet Centre	71	22	49	223%
Total Unduplicated Headcount	3,626	3,724	-98	-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 January 18, 2023 with Comparison Data at January 19, 2022



Instructional Area	2022/23 FY	2021/22 FY	Change	% Change
Indigenous Education	28	3	25	833%
First Nations Studies	1	1	0	0%
Indigenous Language Fluency		1	-1	-100%
Indigenous Leadership	27	1	26	2600%
University Studies & Applied Programs	486	359	127	35%
Business Administration	326	236	90	38%
Computer Science	50	36	14	39%
Digital Design + Development	116	69	47	68%
Fine Arts	14	14	0	0%
Tourism & Hospitality	35	29	6	21%
University Studies	410	303	107	35%
Health & Community Care	50	28	22	79%
Early Childhood Care & Education	36	21	15	71%
Human Services	14	8	6	75%
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%
Adult Upgrading	9	17	-8	-47%
Adult Basic Education	9	17	-8	-47%
Continuing Education & Training	3	2	1	50%
Activity Assistant		1	-1	-100%
Tourism: Adventure Guiding	3	1	2	200%
Total Unduplicated Headcount	528	387	141	36%

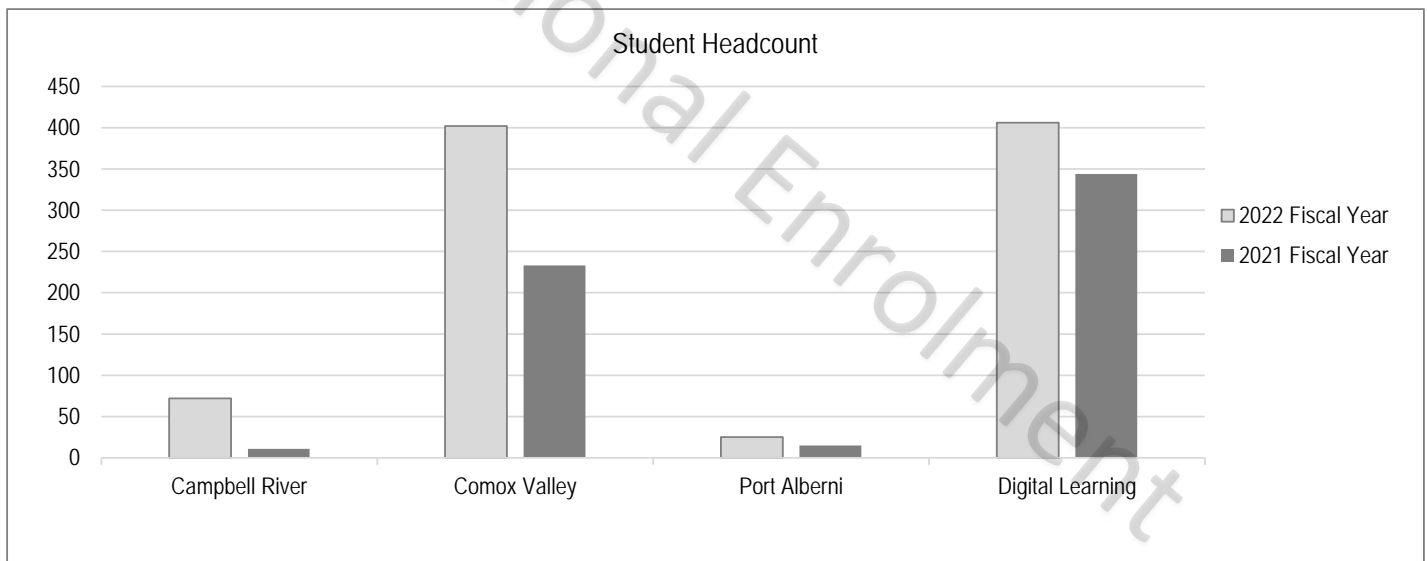
Notes:

- 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 January 18, 2023 with Comparison Data at January 19, 2022



Location	2022/23 FY	2021/22 FY	Change	% Change
Campbell River	72	11	61	555%
Comox Valley	402	233	169	73%
Port Alberni	25	15	10	67%
Digital Learning	406	344	62	18%
Total Unduplicated Headcount	528	387	141	36%



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 January 18, 2023 with Comparison Data at January 19, 2022



Continent of Origin	2022/23 FY	2021/22 FY	Change	% Change
Africa	47	21	26	124%
Eastern Africa	41	14	27	193%
Southern Africa	1	2	-1	-50%
Western Africa	5	5	0	0%
Asia	447	339	108	32%
Central Asia	1		1	
Eastern Asia	14	15	-1	-7%
South-eastern Asia	48	29	19	66%
Southern Asia	384	293	91	31%
Western Asia		2	-2	-100%
Europe	7	8	-1	-13%
Eastern Europe	1	1	0	0%
Northern Europe	4	4	0	0%
Southern Europe	1	1	0	0%
Western Europe	1	2	-1	-50%
North America	15	12	3	25%
Caribbean	1	1	0	0%
Central America	10	7	3	43%
Northern America	4	4	0	0%
Oceania	1	2	-1	-50%
Australia and New Zealand	1	2	-1	-50%
South America	11	5	6	120%
South America	11	5	6	120%
Total Unduplicated Headcount	528	387	141	36%

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
February 9, 2023

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

AGENDA ITEM: Regular Meeting
4.1.1 BUILD 2026 Year 2, Report 1 Dashboard (attachment)

The Board of Governors approved NIC’s strategic plan BUILD 2026 on May 28, 2021. The plan contains 56 measurables to be achieved by the end of the plan’s life. Throughout this five-year period, NIC’s progress towards meeting these outcomes is reported on a twice-yearly dashboard. The dashboard will be updated each winter (following the Summer and Fall terms) and each summer (following the Fall and Winter terms).

This dashboard (for the reporting period September – December 2022) represents our progress in the 56 measurables that together move us toward achieving our vision to deliver BC’s best individualized education and training experience by 2026. It represents significant advancement in each of the plan’s nine elements, despite the labour market and inflationary challenges that have characterized the third year of the pandemic.

We are pleased to report the following progress on the 56 measurables:

7	45	2	2	0
complete	on track	behind	no data	not started

Highlights from this dashboard include completion of program renewal plans, advancement in the province’s Quality Assurance Process Audit, international student growth, a new MOU with the North Island Students’ Union, and the launch of NIC’s first brand strategy.

The Year 2, Report 1 dashboard was reviewed on January 23, 2023 by the College Planning Committee, whose continued engagement has strengthened the plan. Budget 2023/2024 will include proposed investments in key areas of the plan including development of the People Plan, the Canadian Mental Health Association’s Not Myself Today program, teaching and learning, marketing and recruitment, and campus planning.

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

The Leadership Team thanks the faculty, staff, and administration for their work on BUILD 2026 and the investment they continue to make in the College’s mission and vision.

Action: For information only

BUILD



DASHBOARD

YEAR 2 REPORT 1: July - December 2022

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



How the Dashboard Works

YEAR 5 GOAL	TARGET	STATUS	YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			COMMENTS
			2021/22	2022/23	2023/24	2024/25	2025/26	Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	
ROOMS																		
5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING																		
a. Increase # of students with advising support above 425 students	> 425	On Track																543 students have been assigned to an advisor. Of these, 140 students are receiving additional advising supports, based on their academic performance.

YEAR 5 GOAL
Combines the action of the plan's Year 5 Target(s) with the measurable(s) to provide a cohesive goal statement for each item, for ease of review.

STATUS
Provides a consistent glanceable summary of the current status.

MILESTONE
Highlights upcoming or scheduled achievements.

COMMENTS
Each project lead provides a descriptive status and recent highlights or barriers toward achievement of the goal.

TARGET
This is the plan's Year 5 Target(s) listed as either the item's defined benchmark or default as complete.

TIMELINE BAR
Represents the five years of the plan, subdivided into reporting periods within each plan year, as defined in the reporting schedule below. Shading indicates the duration of time expected to achieve the target.

LEGEND	Complete	On Track	Behind	No data yet	Not started
					

BUILD 2026 REPORTING

Current Report

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

BUILD 2026 DASHBOARD

YEAR 2 REPORT 1: July 1 - December 31, 2022

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS			
			Su	F	W	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp		Su	F	W
PEOPLE																					
1.1 HEALTHY AND PRODUCTIVE WORKPLACES																					
a. Evaluate, recommend and implement benchmarks based on research and the National Standard of Canada for Psychological Health and Safety in the Workplace	Complete	On Track																			Research continues, including engaging with the Canadian Mental Health Association (CMHA) on its <i>Not Myself Today</i> program as a possible precursor to moving forward with implementing the National Standard.
1.2 PEOPLE DEVELOPMENT																					
a. Implement people strategy to develop thriving, inspired and productive employees	Complete	On Track																			Initial consultation began in Fall 2022, and the College has engaged consultants to commence fulsome internal consultation with employees. It is anticipated this work will conclude with a draft People Plan presented in Spring 2023.
1.3 EMPLOYEE ENGAGEMENT AND COLLABORATION																					
a. Develop and implement an internal communications strategy	Complete	On Track																			Work has begun on developing recommendations for our communications strategy. Consultations are underway, and a first draft of the communications strategy will be presented for feedback and endorsement in Spring 2023.
FOUNDATION																					
2.1 TEACHING AND LEARNING																					
a. Maintain or increase the target of 90% graduate and former student assessment of the quality of instruction across all programs	≥ 90%	On Track																			Next data will be available in March 2023 and included in the June dashboard.
b. Implement a student learning experience survey	Complete	On Track																			The Student Learning Experience Survey has been tested, and rollout is scheduled for Winter 2023.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS	
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp		
FOUNDATION									
2.1 TEACHING AND LEARNING <i>continued</i>									
c. Implement teaching and learning strategy	Complete	On Track			Combined Teaching and Learning/ Digital Learning Strategy begins			Development of a holistic strategy, focused on teaching, learning, digital learning and innovation, to be applied in Spring 2024.	
2.2 FINANCES									
a. Balanced budget within three years of the pandemic ending	Balanced	On Track		Actual: \$57K	Projected: (\$793K)	(\$600K)	\$100K	\$100K	With the pandemic's ongoing effects, NIC is experiencing a longer-than-expected recovery period. International student growth has occurred slightly slower than expected. In addition, a number of BUILD initiatives will require budget allocations to ensure their success. The projected deficit will be fine-tuned as we approach the end of fiscal 2022/23.
b. Long-term financial health (positive net asset position)	> \$2.8M	On Track		Estimated Net Assets as of December 31, 2022: \$5.483M	\$4.690M	\$4.090M	\$4.190M	\$4.290M	NIC's net assets remain in a good position, due to the small surplus produced in fiscal year 2021/22. The erosion of NIC's net assets hasn't been as significant as estimated at the beginning of the pandemic, maintaining these funds for future use.
2.3 INFORMATION TECHNOLOGY									
a. Implement IT Service Management (ITSM) model*	Complete	On Track			TeamDynamix (ITSM) complete			Stage 1 is complete for IT client devices (PCs, laptops, etc). Next stage is loading information from other IT areas (network infrastructure, classroom technology, etc.). We are concurrently developing a knowledge base for staff and students, enabling increased access to self-service help and support.	
2.4 INTEGRATED ENROLMENT									
a. Define optimum enrolment for NIC	Complete	Complete			Optimum enrolment established			Planning processes continue towards achieving NIC's optimum enrolment targets (identified as 3,000 FTEs — 2,400 domestic and 600 international) over the next five years.	
b. Implement enrolment targets for all programs	Complete	On Track			Template implemented			Annual program targets have been established. Currently developing a new Integrated Enrolment planning process to ensure NIC promotes a forward-thinking, relevant mix of programs and student spaces in the region and beyond.	
					Annual process implemented				

* IT Service Management (ITSM) Model is a set of policies, practices and procedures for consistently improving the processes, activities and supports required to deliver customer-service oriented technologies in alignment with business goals.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22			YEAR 2 2022/23			YEAR 3 2023/24			YEAR 4 2024/25			YEAR 5 2025/26			COMMENTS
			Su	F	W	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp	Su/F	W/Sp			
FOUNDATION																		
2.5 CAMPUSES AND CENTRES																		
a. Develop Campus Master Planning concepts and share with communities	Complete	On Track																Campus planning continues to support key projects: replacing the Tebo Centre in Port Alberni and the Village portables and St. Joseph's in Comox Valley and expanding the Campbell River campus. New Port Alberni Campus Master Plan to be complete in February 2023.
b. Establish a fully operational NIC Housing Commons at the Comox Valley campus	Complete	On Track																NIC contracted Urban One as the design-build team, and planning meetings have begun on the construction phase. A Site Blessing was held in early January, guided by K'ómoks First Nation. The Student Housing Operations Committee is meeting regularly to meet operating milestones, with project completion anticipated by Fall 2025.
FRAME																		
3.1 STUDENT WELL-BEING																		
a. Develop and implement a Student Mental Health and Well-being plan	Complete	Complete																Implementation plan and dashboard (detailing accountability & measurements) were completed in Fall 2022 for CARE ² . Progress on this initiative is tracked through engage.nic.bc.ca/care-plan .
3.2 STUDENT SUPPORT AND PERSISTENCE																		
a. Increase first-year student retention (Fall to Fall) above 47%	> 47%	On Track																In its continuing effort to strengthen first-year student retention, the Student Life team has drafted revisions to student complaint and conduct policies and created targeted measures for high-attrition programs.
b. Maintain or increase \$ scholarships, bursaries, awards and emergency funds available to students	≥ \$500K	On Track																The 2022 NIC Foundation awards program made \$635,825 available to 517 students.
c. Increase # of child-care spaces	Complete	On Track																75 child-care seats to be added at the Comox Valley campus, with the goal to open in Fall 2025. Additional child-care seats will be inclusive in all campus master plans.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
DOORWAYS								
4.1 PROGRAM ENTRY								
a. Increase the % of full-time equivalents (FTEs) in access* courses and initiatives above 40%	> 40%	On Track		72%				Collaborations continue with a wide spectrum of community partners, including Indigenous communities, to support the return of face-to-face, in-community programming throughout the College regions. Next data available in May 2023 and included in the June dashboard.
4.2 LEARNING AND SERVICES								
a. Increase % of courses with more than one entry point per year above 27%	> 27%	On Track		28%				Next data will be available in May 2023 and included in the June dashboard.
b. Increase the % of courses with multiple modes of delivery above 9%	> 9%	On Track		44%				Next data will be available in May 2023 and included in the June dashboard.
c. Develop and implement digital learning strategy	Complete	On Track			Combined Teaching & Learning/ Digital Learning Strategy begins			Development of a holistic strategy, focused on teaching, learning, digital and innovation, to begin in Spring 2024.
d. Develop and implement fully operational digital service strategy	Complete	On Track			Digital Service Strategy draft			The steering committee will reconvene early in 2023 to advance the digital service strategy.
4.3 PATHWAYS TO LEARNING								
a. Maintain dual credit enrolment	> 170	On Track		253 enrolments				Next data will be available in May 2023 and included in the June dashboard.
b. Maintain or increase # of students participating in post-secondary pathway agreements	≥ 195	On Track		200 students				Next data will be available in May 2023 and included in the June dashboard.

* Access includes off-campus, non-traditional credit courses delivered at a time or place that is more available to students. This involves programs delivered off-campus, face-to-face, across the region, Adult Basic Education, Employment Transition, Joy of Lifelong Learning, dual credit and dual admission courses as well as evening and weekend courses.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
ROOMS								
5.1 INDIGENOUS-LED EDUCATION								
a. Maintain or increase % of FTE Indigenous students* greater than or equal to representation in the population	> 13%	On Track		19.2% Indigenous students				Opportunities are expanding for Indigenous student enrolment through seven new and three renewed Indigenous community partnerships in the 2022/23 academic year. Next data available in May 2023 and included in the June dashboard.
b. Maintain or increase % of Indigenous students satisfied with NIC's help in achieving educational goals, above or equal to 90%	≥ 90%	On Track		90%	90%			The 2022 NIC Indigenous Education Student Satisfaction Survey (launched in November) had a 36% response rate, and of 126 respondents, 90% reported "satisfied".
c. Implement Indigenization Plan recommendations	Complete	On Track		Indigenization Plan costing complete	Year 2 Working Together Dashboard complete			The Year 1 Dashboard of NIC's Indigenization Plan, <i>Working Together</i> was presented to the Indigenous Education Council in June (engage.nic.bc.ca/working-together).
				Year 1 Working Together Dashboard complete				
5.2 COMMUNITY-CONNECTED LEARNING								
a. Maintain or increase the # of students participating in co-ops, practicums, internships and work-integrated learning experiences to over 700 participants.	> 700	On Track		916 students				Next data will be available in May 2023 and included in the June dashboard.
b. Implement place-based learning strategy	Complete	On Track			Strategy implemented			The strategy to infuse place-based learning within renewal plans has been completed by all program areas. These plans identify and prioritize goals against the benchmarks and targets outlined in <i>Widening Our Doorways</i> & <i>Working Together</i> .
c. Open an expanded and fully operational integrated child-care and learning facility at the Comox Valley campus	Complete	On Track		Business case development	Child-care spaces open			The business case for expanding child care at the Comox Valley campus will be submitted to government in Winter 2023. NIC has signed an MOU with Beaufort Children's Centre (as the main operator), and consultation and planning with their team is ongoing.
				Business case to Ministry				

* Inclusive of First Nations, Métis, Inuit and their communities, arts, cultures and histories in Canada.

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet □ Not started

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
ROOMS								
5.3 SELF-DIRECTED AND CUSTOMIZED LEARNING								
a. Increase # of students with advising support above 425 students	> 425	On Track		547 ○	543 ○			543 students have been assigned to an advisor. Of these, 140 students are receiving additional advising supports, based on their academic performance.
b. Maintain or increase # of short-term customized micro-credentials and programs above 29	≥ 29	On Track		36 ○				Next data will be available in May 2023 and included in the June dashboard.
5.4 GLOBAL LEARNING								
a. Increase # of new international student enrolments each year above 214 new students	> 214	On Track		194 new students in academic year 21/22 ○	281 new students in academic year 22/23 ○			NIC welcomed 137 international students between Spring and Fall 2022, and as of Winter 2023 start, 144 study permit approvals were confirmed for the term. This brings the year's new international student enrolment above 280, with a total of 450 international students — the highest number since the pandemic. The diversity of students has also increased, with greater numbers from Philippines, Zimbabwe, Sri Lanka, Mexico, Myanmar, Colombia and Nepal.
b. Increase # of agreements, including one international project by 2023 and 20+ students engaged internationally	Complete	Complete		One international project ○	20+ students engaged internationally ○			The Office of Global Engagement (OGE) continues to increase its international agreements, connecting NIC students and faculty with educational opportunities in countries such as Belgium, Brazil, France, Japan, Jordan, Kenya, Mexico, Romania, Spain and Tanzania.
c. Maintain or increase % of international student responses (agree/strongly agree) that NIC provides a supportive learning environment above 80%	≥ 80%	No data yet			Reporting results available ○			Reporting for this outcome will be available from the Canadian Campus Wellbeing Survey and included in the June dashboard.
5.5 PROGRAM RESPONSE AND RENEWAL								
a. Complete renewal plans for all programs	Complete	Complete		Program renewal plans complete ○				Renewal plans have been completed by all program areas. These plans identify and prioritize goals against the benchmarks and targets outlined in <i>Widening Our Doorways & Working Together</i> and the program review processes required by the provincially mandated Quality Assurance Process Audit (QAPA).

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
ROOMS								
b. Complete Provincial Quality Assurance Process Audit*	Complete	On Track			Kick-Off Visit	Evaluation Panel Visit		Work continues on the institutional program review process, which forms a significant component of the Quality Assurance Process Audit (QAPA). 11 program reviews remain in the works, with seven new ones launched in Fall 2023.
					Institutional Response & Final Summary complete			
WINDOWS								
6.1 BRAND AND IDENTITY								
a. Establish brand with better overall role and scope of the College	Complete	On Track		External audit complete	Tactical plan operative	Brand strategy complete		A brand strategist is developing program-area personas and providing feedback on visual identity and brand strategy recommendations.
				Internal audit complete	Brand strategy consultant secured			
6.2 MARKETING & RECRUITMENT								
a. Establish a clearly defined student audience profile for all areas of study	Complete	On Track			Audience profiles complete			The brand strategist will provide final recommendations in Winter 2023, with recommendations to be implemented by Winter 2024.
b. Implement annual marketing and recruitment plans	Complete	Complete			2023/24 tactical plan complete			Drawing from the brand audit, the Domestic Marketing and Recruitment tactical plan for 2023/24 is complete, operational and accessible to the entire NIC community through the staff SharePoint portal. This plan will be reviewed and updated annually.
ROOF								
7.1 RECONCILIATION								
a. 75% of employees complete NIC-specific Indigenous intercultural competency training	≥ 75%	Behind & No data yet			Framework complete			NIC-specific cultural training framework continues to be developed, with a completion goal of June 2023.
b. 100% of all named program areas with clear measurable commitments to address specific TRC Calls to Action for education	Complete	Complete			All commitments defined			

* An external review process, required by all public post-secondary institutions (see [Government of BC Quality Assurance Process Audit website](#))

LEGEND ■ Complete ■ On Track ■ Behind ■ No data yet ■ Not started

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
ROOF								
7.2 DIVERSITY, EQUITY AND INCLUSION								
a. Maintain or increase 80% (2020) of students that agree strongly with "I am respected regardless of my personal characteristics, identity or background."	≥ 80%	On Track			Canadian Campus Wellbeing Survey launch			The Canadian Campus Wellbeing Survey will launch in early Winter 2023, and results will be reported in June.
					Survey results reported			
b. Maintain or increase 88% of students that agree or strongly agree with "My institution values diversity."	≥ 88%	On Track			Canadian Campus Wellbeing Survey launch			The Canadian Campus Wellbeing Survey will launch in early Winter 2023, and results will be reported in June.
					Survey results reported			
c. Implement Diversity, Equity and Inclusion Strategy	Complete	On Track			Policy finalized		Strategy complete	The draft Justice, Diversity, Equity and Inclusion policy is now ready for final review and approval. Given the requirement to be compliant with the Accessible BC Act legislation by September 2023, this work is prioritized for Winter/Spring 2023 and will help inform the development of the broader DEI strategy.
d. Increase % of students and employees who self-report as a member of a marginalized group protected from discrimination by the BC Human Rights Code	TBD	No data yet					Set benchmark	Consultant recommendations on how to best gather and track appropriate demographic information, given NIC systems and best-practice guidance, have been reviewed. Next steps are to establish a benchmark, inclusive of DEI strategy (7.2.c).
7.3 TRANSPARENCY AND ACCOUNTABILITY								
a. Implement new administrative structures, teams and operational committees to meet strategic and operational needs	Complete	Complete			New administrative structure			Is being revised as needed.
b. Increase engagement with the North Island Students' Union (NISU)	Complete	Complete			New MOU with NISU			A new MOU, outlining a high level of cooperation and engagement, was signed by NIC and NISU in January 2023.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
ENVIRONMENT								
8.1 CLIMATE AND SUSTAINABILITY								
a. Reduce greenhouse gas emissions	Complete	On Track		2021 Carbon Neutral outcomes				NIC's greenhouse gas emissions in 2021 were down over 20% compared to 2010 (848 tonnes vs. 1,069 tonnes). We have exceeded CleanBC's 2025 target of a 16% reduction in emissions and are now aiming for CleanBC's target of 40% reduction by 2030, focusing on reducing emissions created through our building operations, paper use and transportation. Updated emission figures available in June 2023.
b. Implement process to track # of courses, research and applied learning initiatives that include sustainability	Complete	On Track		Process established				Twelve research initiatives promoted sustainability, including kelp habitat restoration, kelp aquaculture, geoduck aquaculture, shellfish production innovation initiatives, seaweed assessments, seaweed processing, forage fish habitat assessments and wastewater recovery in distillery processes.
c. Explore adoption of the Sustainability Tracking Assessment and Rating System for Higher Education (STARS)	Complete	On Track			Decision on tracking system			The Sustainability Tracking Assessment and Rating System (STARS) is a global standard for higher education. We have met with post-secondary partners to better understand the value of STARS and have conducted a gap analysis to help inform the College's decision.
COMMUNITIES								
9.1 SERVING THE PEOPLE OF THE REGION								
a. Increase above 31%, the % of in-region public high school graduates who attend NIC within two years of graduation	> 31%	Behind		28%				Next data will be available in May 2023 and included in the June dashboard.
9.2 COMMUNITY ENGAGEMENT								
a. Create community engagement strategy	Complete	On Track		Consultation complete	Draft strategy in development	Draft strategy complete		The external community consultation phase is now complete. Next steps include, reconvening the NIC Community Engagement Working Group for strategy development and presenting the final strategy.

YEAR 5 GOAL	TARGET	STATUS	YEAR 1 2021/22	YEAR 2 2022/23	YEAR 3 2023/24	YEAR 4 2024/25	YEAR 5 2025/26	COMMENTS
			Su F W	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	Su/F W/Sp	
COMMUNITIES								
9.3 SOCIAL AND ECONOMIC DEVELOPMENT OF THE REGION								
a. Create an Alumni Association	Complete	On Track		Alumni-relations readiness assessment complete Capacity plan complete		Alumni Association established		An alumni-relations capacity plan has been developed, based on the readiness assessment completed in March 2022. The implementation of an Alumni Relations Liaison position is the next step in developing an association.
b. Increase the number of active community partnerships to enhance programming	12	On Track		18 partnerships 20 partnerships				The community engagement consultations (noted in 9.2 above) have produced considerable feedback on how NIC should engage with our community and on community organizations' various interests in working with NIC. There are currently 20 active partnerships through CARTI in 2022/23, and CET has revived the Campbell River Learning Council, including the Community Engagement team in the process.
c. Increase # of students involved in research projects to greater than 13 students	> 13	On Track		13 students 28 students				In 2022, 14 NIC students were hired to participate in research projects, and another 14 students participated as part of their course work.



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NORTH ISLAND COLLEGE BOARD OF GOVERNORS
February 9, 2023

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

AGENDA ITEM: Regular Meeting
4.2.1 Third Quarter Financial Statements for FY 2022/23
(attachment)

Background:

Each quarter-end the College prepares a set of financial reports to meet the requirements of NIC's inclusion in the Province's Government Reporting Entity (GRE).

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

Statement of Financial Position

NIC's Statement of Financial Position (balance sheet) remains in a strong overall position. The financial assets of the College as well as the overall liabilities are at roughly the same amount they were at on December 31, 2021. NIC's accumulated surplus sits at \$4.6 million

Statement of Operations

Overall the Statement of Operations at December 31st shows a deficit of \$0.789 million compared with a deficit of \$0.263 million a year ago. The following is an analysis of some of the Revenue and Expense accounts that require a deeper dive.

Tuition and Student Fees

	Dec. 2022	FY 22/23 Budget	% of Budget	Dec 2021
Domestic	2,828,309	4,781,634	59.15%	2,952,258
Continuing Ed & Contract Training	995,191	1,232,097	80.77%	814,649
International	3,816,605	5,559,040	68.66%	3,025,889
Total	7,640,105	11,572,771	66.02%	6,792,796

Overall, tuition revenue is roughly where we'd expect to see it at the end of the 3rd quarter. Domestic tuition revenue is down slightly from last year, and with a slight decline expected for the Winter semester, budget may not be achieved for domestic tuition. Continuing Education and contract training is up over last fiscal and looks like it will make up for the decline in domestic tuition.

International tuition revenue has increased as a result of the new students welcomed in the Fall, an enrolment increase of 33% over Fall 2021. NIC has welcomed over 150 new students for the

Winter semester, and that means we are expecting to achieve budget for International tuition by the end of the fiscal year. An increase of approximately \$1.463M in was built into Budget 22/23.

Investment Income

	Dec-22	Dec-21	Variance
Investment Income	501,065	425,302	75,763
Realized Gains from Investments	<u>49,437</u>	<u>996,007</u>	<u>(946,570)</u>
Total	550,502	1,421,309	(870,807)

NIC's investment portfolio currently sits at just under \$17M (see the Statement of Financial Position under Financial Assets). This creates returns that fall into two categories, as shown in the table above.

Investment income is made up of interest and dividends, and these regular annual returns fund NIC programs. This year they are performing well, and have already exceeded budget. Realized gains from investments are the result of liquidating investment holdings, and are impacted by turbulence in the market. This year NIC has seen much lower realized gains as the markets have gone through a challenging period. NIC budgets modestly in this area (\$275,000), and uses these funds as a small contingency for budget pressure items that come up throughout the year. While these returns are down, the increase in the investment income has ensured that NIC can cover the annual budget pressures.

Salary, Benefits, and Other Personnel Costs

Fund	Description	Dec-22 YTD Actual	Dec-21 YTD Actual	Variance
10	Operating "base"	21,355,605	20,885,666	469,939
11	Cost Recovery & Com Ed	1,009,095	932,795	76,299
15	Projects	2,703,000	2,188,513	514,488
16	Professional Development	244,122	233,198	10,924
18	Applied Research	200,346	166,662	33,683
19	Contract	535,492	361,319	174,173
23	Office of Global Engagement	2,328,885	2,149,327	179,558
32	Special Capital Projects	164,699	61,916	102,783
51	Ancillary	93,936	97,377	(3,441)
56	Cafeteria	<u>101,695</u>	<u>58,605</u>	<u>43,090</u>
Total		28,736,874	27,135,378	1,601,496

The table above breaks NIC's salary and benefit expenditures down into the various funds, reflecting various activities of spending. It is noteworthy that there are significant increases in

the Projects and Contract Funds. This is an indication of how much one-time funded contract-based training activity NIC engages in, and these costs have a direct funding source. The variance in the Special capital projects fund relates to the Student Housing project, while the increase in Fund 23 reflects incremental spending related to an increase in International students.

Other Operating Expenses

Overall the remaining operating costs remain within budget parameters with the exception of equipment costs. NIC's equipment costs are always a challenging area and this year the costs already exceed budget. That said much of these costs relate to technology equipment that is purchased in the summer so we won't see a significant increase in these costs in the 4th Quarter. NIC has highlighted this challenge in our response to the Province's funding formula review. The base operating grant is not adjusted for the increasing costs of technology and the pressure caused by inflation. NIC uses Investment gains to fund this cost escalation and in most year's that is an adequate funding source, but when that doesn't materialize it is a challenge.

Action:

For information.

**NORTH ISLAND COLLEGE
FINANCIAL STATEMENTS
For the nine months ended December 31, 2022 and 2021**

North Island College
Index to the Financial Statements
For the nine months ended December 31, 2022 and 2021

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Statement of Remeasurement Gains and Losses	3
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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 December 31, 2022 and 2021

	Dec 2022	Dec 2021
Financial assets		
Cash and cash equivalents	\$ 6,915,847	\$ 8,486,927
Accounts receivable	720,517	115,915
Due from government organizations	1,546,683	148,753
Inventories held for resale	532,496	403,915
Assets held for sale	-	-
Portfolio investments	<u>16,999,078</u>	<u>18,079,327</u>
	26,714,621	27,234,837
 Liabilities		
Accounts payable and accrued liabilities	11,466,209	9,604,136
Due to government organizations	546,205	501,365
Employee future benefits	430,651	438,700
Leasehold inducements	-	-
Deferred revenue	3,594,691	2,280,486
Deferred contributions	12,588,099	14,573,589
Deferred capital contributions	<u>39,978,216</u>	<u>40,066,719</u>
	68,604,071	67,464,995
 Net financial assets (net debt)	(41,889,450)	(40,230,158)
 Non-financial assets		
Tangible capital assets	46,270,863	46,492,636
Prepaid expenses	<u>151,582</u>	<u>302,847</u>
	46,422,445	46,795,483
 Accumulated surplus	<u>\$ 4,532,995</u>	<u>\$ 6,565,325</u>
 Accumulated surplus is comprised of:		
Accumulated surplus	\$ 4,694,094	\$ 5,162,994
Accumulated remeasurement gains (losses)	<u>(161,099)</u>	<u>1,402,331</u>
	<u>\$ 4,532,993</u>	<u>\$ 6,565,325</u>

North Island College
Statement of Operations and Accumulated Surplus
For the nine months ended December 31, 2022 and 2021

	Budget 2023	% of Budget	Dec 2022	Dec 2021
Revenue				
Province of British Columbia				
Base Operating grant	\$ 29,847,087	72	\$ 21,471,631	\$ 19,880,139
Industry Training Authority grant	2,981,104	83	2,462,088	2,082,026
Routine capital	160,592	81	130,000	130,000
Leases	347,604	66	229,499	246,800
Aboriginal service plan	374,938	65	243,484	322,945
Literacy grants	210,896	130	273,535	237,031
Student aid	145,000	125	181,094	119,591
Educational partnerships	669,000	45	300,503	393,638
Province of BC contracts	<u>829,889</u>	69	<u>575,722</u>	<u>536,060</u>
	35,566,110	73	25,867,556	23,948,230
Government of Canada	1,027,270	21	212,139	153,023
Tuition and student fees	11,572,771	66	7,640,105	6,792,796
Contract services	1,721,210	104	1,783,780	1,588,973
Sales of goods and services	1,092,600	66	722,211	666,152
Investment income	495,000	101	501,065	425,302
Realized gain(loss) from investments	275,000	18	49,437	996,007
Other income	673,496	138	926,215	2,507,424
Revenue recognized from deferred capital contributions	<u>3,270,257</u>	77	<u>2,519,903</u>	<u>2,790,958</u>
	55,693,714	72	40,222,411	39,868,865
Expenses (Schedule 1)				
Instructional and non-sponsored research	53,527,366	73	38,872,963	38,375,235
Ancillary services	1,026,367	60	618,453	619,471
Sponsored research	1,088,437	28	308,475	231,709
Special purpose	<u>844,296</u>	143	<u>1,211,519</u>	<u>905,570</u>
	56,486,466	73	41,011,410	40,131,985
Surplus for the year	(792,752)		(788,999)	(263,120)
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>\$ 4,694,094</u>	<u>\$ 5,162,994</u>

North Island College
Statement of Remeasurement Gains and Losses
For the nine months ended December 31, 2022 and 2021

	Dec 2022	Dec 2021
Accumulated remeasurement gains, beginning of period	\$ 766,998	\$ 1,543,213
Unrealized gains (losses) attributed to:		
Pooled funds	(878,660)	855,124
Amounts reclassified to the statement of operations:		
Realized gain on pooled funds	<u>(49,437)</u>	<u>(996,006)</u>
Remeasurement gains(losses) for the period	(928,097)	(140,882)
Accumulated remeasurement gains (losses), end of period	<u>\$ (161,099)</u>	<u>\$ 1,402,331</u>

North Island College
Statement of Cash Flows
For the nine months ended December 31, 2022 and 2021

	Dec 2022	Dec 2021
Cash provided by (used in):		
Operations		
(Deficit) surplus for the period	\$ (788,999)	\$ (263,120)
Items not involving cash:		
Amortization of tangible capital assets	3,024,571	2,852,055
Revenue recognized from deferred capital contributions	(2,519,903)	(2,790,958)
Change in employee future benefits	(162,074)	(143,859)
Gain on sale of tangible capital assets	-	(1,846,132)
Change in non-cash operating working capital:		
Decrease (increase) in accounts receivable	336,536	1,160,583
Decrease (increase) in due from government organizations	(725,579)	1,099,447
Decrease (increase) in prepaid expenses	249,236	187,745
Decrease (increase) in inventories held for resale	(225,962)	(143,684)
Decrease in Leasehold inducements	-	(371,321)
Increase (decrease) in accounts payable and accrued liabilities	(1,234,141)	401,494
Increase (decrease) in due to government organizations	230,371	386,852
Increase (decrease) in deferred revenue	1,160,799	125,927
Increase in non-capital contributions	<u>(1,159,084)</u>	<u>1,853,162</u>
Net change in cash from operating activities	(1,025,230)	2,771,311
Capital activities		
Cash used to acquire tangible capital assets	(1,720,461)	(2,379,897)
Proceeds from deferred capital contributions	1,115,540	4,132,329
Proceeds on sale of assets held for sale	-	583,511
Proceeds on disposal of tangible capital assets	<u>-</u>	<u>1,846,132</u>
Net change in cash from capital activities	(604,921)	4,182,075
Investing activities		
Decrease (increase) in investments	533,764	(1,202,209)
Net remeasurement gains (losses)	<u>(928,097)</u>	<u>(140,882)</u>
Net change in cash from investing activities	(394,333)	(1,343,091)
Net change in cash and cash equivalents	(2,813,483)	5,347,175
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>\$ 6,915,847</u>	<u>\$ 8,486,927</u>

North Island College
Statement of Changes in Net Financial Assets (Net Debt)
For the nine months ended December 31, 2022 and 2021

	Budget 2023	Dec 2022	Dec 2021
(Deficit) surplus for the year	\$ -	\$ (788,999)	\$ (263,120)
Acquisition of tangible capital assets	-	(1,720,461)	(2,379,897)
Amortization of tangible capital assets	3,870,678	3,024,571	2,852,055
Gain on sale of tangible capital assets	-	-	(1,846,132)
Proceeds on sale of tangible capital assets	<u>-</u>	<u>-</u>	<u>1,846,132</u>
	3,870,678	1,304,110	472,158
Acquisition of prepaid expenses	-	-	(104,565)
Use of prepaid expenses	<u>-</u>	<u>249,236</u>	<u>292,310</u>
	-	249,236	187,745
Net remeasurement gains (losses)	-	(928,097)	(140,882)
Change in net financial assets (net debt)	3,870,678	(163,750)	255,901
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>\$ (41,889,450)</u>	<u>\$ (40,230,158)</u>

North Island College
Schedule 1 - Schedule of Expenses by Object
For the nine months ended December 31, 2022 and 2021

Expenses	Budget 2023	% of Budget	Dec 2022	Dec 2021
Salaries and benefits	\$ 40,226,720	70	\$ 28,011,365	\$ 26,501,437
Other personnel costs	1,010,471	72	725,509	633,941
Advertising and promotion	687,035	73	499,396	362,698
Books and periodicals	346,098	74	255,379	264,473
Cost of goods sold	689,500	49	335,467	392,237
Equipment costs	1,757,771	112	1,971,983	1,381,473
Facility costs	2,839,756	78	2,202,453	2,079,112
Financial service charges	234,002	74	173,686	181,375
General fees and services	2,151,165	48	1,032,686	1,267,531
Student awards	656,759	144	948,990	671,553
Supplies and general expenses	1,041,181	117	1,219,344	875,334
Travel	764,434	44	337,046	134,684
Grant transfers	210,896	130	273,535	237,031
Grant expense to province	-	-	-	2,292,051
Donations to NIC Foundation	-	-	-	5,000
Amortization of tangible capital assets	<u>3,870,678</u>	78	<u>3,024,571</u>	<u>2,852,055</u>
	<u>\$ 56,486,466</u>	73	<u>\$ 41,011,410</u>	<u>\$ 40,131,985</u>

NORTH ISLAND COLLEGE BOARD OF GOVERNORS
February 9, 2023

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

AGENDA ITEM: Regular Meeting
4.2.2 FY 2022/23 Forecast (attachment)

Background:

With the 3rd Quarter financial statements complete, NIC has updated the FY 2022/23 forecast to reflect the year-to-date results and expectations to the end of the fiscal. The revised forecast (attached) reflects the expectation that our financial position has improved slightly, but we are still expecting to run a deficit of \$0.790 million in FY 2022/23.

As shown in the Build 2026 dashboard, NIC is also anticipating a deficit in 2023/24 of \$0.600 million. We have provided these projections to the Ministry and they are seeking approval from the Minister of Finance for the deficits in the post-secondary sector. There are a number of Colleges and Universities that are projecting deficits in both 2022/23 and 2023/24.

NIC's deficit is mainly the result of the post-secondary funding model not keeping up with the current costs of post-secondary education. Funding is not indexed for inflation and after many years of stagnant funding, NIC is finding it increasingly difficult to balance the budget. The steady return of international students will help NIC return to a balanced budget in FY 24/25.

Action:

For information.

NORTH ISLAND COLLEGE
2022-2023 Forecast Updated January 2023

	<u>Forecast 2022-2023</u>	<u>Budget 2022-2023</u>	<u>Change</u>	
Revenues				
Province of BC revenues	35,792,102	35,566,110	225,992	Some additional funding letters mostly related to Health Programs and Tuition Waivers. Associated expenditures included below.
Federal Government grants and contracts	357,000	1,027,270	-670,270	Less Federal gov't grants this year than budgeted but this will reduce the direct expenditures related to the funding. No impact to deficit.
Student fees				
Base funded programs	4,657,634	4,781,634	-124,000	Domestic tuition revenues not on pace to hit budget
Cost recovery program	1,332,097	1,232,097	100,000	CE revenues have picked up in 22/23 and on pace to exceed budget
International Education	5,650,000	5,559,040	90,960	IE tuition revenue on pace to meet or slightly exceed budget.
	<u>11,639,731</u>	<u>11,572,771</u>	<u>66,960</u>	
Sales of goods	1,092,600	1,092,600	0	
Contract services	2,401,000	1,721,210	679,790	
Investment income	630,000	495,000	135,000	Forecast updated to reflect December performance
Realized Gains/Losses on Investment	50,000	275,000	-225,000	Realized gains underperforming in response to market conditions
Other income	1,026,000	673,496	352,504	The increase relates to increased student awards and the GSO scholarship from OGE.
Total Operating Revenue	52,988,433	52,423,457	564,976	
Amortization of deferred capital revenue	3,270,257	3,270,257	0	
Total Revenue	56,258,690	55,693,714	564,976	
Expenditures				
Salaries, benefits, other personnel costs	40,963,000	41,237,191	-274,191	Hiring lag over what was budgeted creating some additional savings.
Operating Costs	5,324,634	5,434,811	-110,177	
Cost of good sold	689,500	689,500	0	
Equipment costs	2,098,752	1,757,771	340,981	Equipment cost pressures in IT and other areas partially offset by savings in other areas
Facilities costs	3,032,844	2,839,756	193,088	Cost pressures in utilities caused mainly by increased natural gas prices
Student awards	1,049,000	656,759	392,241	Increased student awards funded by Foundation, GSO Scholarships
Amortization of capital assets	3,870,678	3,870,678	0	funded by OGE contract, and Tuition waivers funded by the Province.
	<u>57,028,408</u>	<u>56,486,466</u>	<u>541,942</u>	
Total Expenditures	57,028,408	56,486,466	541,942	
Revenue less Expenditures	-769,718	-792,752	23,034	

EDCO CHAIR REPORT TO BOARD OF GOVERNORS

February 2023

I attended the second day of the Curriculum Committee meeting on December 2nd, which was a day when the college was closed due to weather conditions.

I met with Tony Bellavia, Academic Vice-President on December 8th in preparation for the day long Education Council meeting of December 16th.

I joined the College Conversation on Student Housing on December 14th.

I met with Michelle Badger, registrar and Jennifer Fallis-Starhunter, Curriculum Committee chair, about the Pre-Health Science Programs structure on December 15th.

On December 16th, Education Council met for a full day meeting and approved the following new programs and courses, program and course revisions and deactivations:

MATH-SCIENCE

Course Revisions

BIO 201 Introduction to Biochemistry

BIO 260 Pathobiology I

BIO 261 Pathobiology

BUSINESS ADMINISTRATION

New Programs

Post Graduate Certificate, Business Administration

Business Administration Post Graduate Diploma, Marketing

Program Revisions

Business Administration PDD Global Business Management

Business Administration PDD Pre Professional Accounting

TOURISM & HOSPITALITY

New Course

THM 251 Hotel & Resort Development, Operations & Management

Course Revision

THM 276 Food & Beverage Management

Program Revision

Tourism & Hospitality Management Certificate

Tourism & Hospitality Management Diploma – All Options

Global Tourism & Hospitality Management Advanced Certificate Program

Global Tourism & Hospitality Management Advanced Diploma

DIGITAL DESIGN & DEVELOPMENT

Course Revisions

CPS 114 Algorithms and Programming
DGL 102 Graphic Design Foundations
DGL 103 HTML and CSS
DGL 104 Application Development Foundations
DGL 114 Introduction to Mobile App Development
DGL 204 Programming for Mobile App Development
DGL 222 Advanced Topics in Design

TRADES & TECHNICAL PROGRAMS

Program Revisions

Culinary Business Operations Certificate
Culinary Business Operations Diploma

New Course

PCA 120 Culinary Internship

Course Deactivation

PCA 110 Culinary Co-op Education Work Term

MATH-SCIENCE

Program Revisions

Engineering Foundations Certificate

TRADES & TECHNICAL PROGRAMS

Program Revision

Coastal Forest Technology Diploma

Course Revisions

CFW & RFT 100 Introduction to Forestry
CFW & RFT 101 Indigenous Lands and Culture
CFW & RFT 102 Forest Health and Safety
CFW & RFT 103 Applied Technology and Data Management
CFW & RFT 104 Plant Identification and Classification
CFW & RFT 106 Introduction to Timber Cruising
CFW & RFT 107 Workplace Readiness Skills
CFW & RFT 108 Principles of Forest Engineering

Course Deactivation

CFW 109 Practicum

Course Revisions

CFW & RFT 113 Technical Math for Forestry
RFT 110 Technical Communications
RFT 111 Forest Soils and Geomorphology
RFT 112 Introduction to GIS
RFT 114 Forest Hydrology and Riparian Management
RFT 115 Ecosystem Science
RFT 116 Forest Measurements and Sampling Techniques
RFT 117 Statistical Analysis for Forestry
RFT 200 Forest Health and Adaption
RFT 201 GIS and Remote Sensing
RFT 202 Cultural Heritage Resource Management
RFT 203 Silviculture
RFT 204 Forest Engineering
RFT 205 Professional Communications and Protocols
RFT 206 Forest Operations Planning
RFT 207 Wildlife Ecology
RFT 208 Sustainable Forest Management
RFT 209 Data Management and Analysis
RFT 210 Wildfire Ecology
RFT 211 Silvometrics

Course Deactivation

RFT 212 Advanced Forest Measurements and Sampling

Course Revisions

RFT 213 Resource Road Design
RFT 214 Applied Research Project

TRADES & TECHNICAL PROGRAMS

New Program

Instrumentation and Electrical Automation Technician Diploma

Course Revision

ELC 105 Technical DC Circuit Analysis

New Course

ELC 107 Technical AC Circuit Analysis

Course Revisions

ELC 110 Digital Electronics Analysis

ELC 120 Solid State Devices

ELC 130 Linear Circuits Analysis

ELC 140 Programmable Devices

New Courses

ELC 150 Health, Safety, and Environment

ELC 151 AutoCAD for Technicians

ELC 152 3D Modelling

ELC 153 Level 1 Electrical

ELC 202 Process Measurement

ELC 207 Process Control Devices & Systems

ELC 208 Electric Motor Control Systems

ELC 217 Programmable Logic Controllers I

ELC 218 Programmable Logic Controllers II

ELC 219 Variable Frequency Drive Analysis

ELC 221 Human Machine Interfacing

ELC 231 Industrial Power Electronics

ELC 251 Fluid Power Controls

ELC 252 Process Equipment

ELC 253 Process Technology

ELC 271 Applied Capstone Project

I attended the Port Alberni Campus Master Plan Review on January 19th.

I met with the Curriculum Committee chair on January 24th and with both her and Tony Bellavia on January 26th about the deadlines for fall curriculum submissions and will have met with the Senior Education Team about this on February 1st.

I attended the Curriculum Committee meeting on January 27th and participated in training for the forthcoming Curriculog program.



SAVE THE DATE

Post-Secondary Governance Workshop

Monday, April 17, 2023 | 8:30 am to 5:00 pm

The Ministry of Post-Secondary Education and Future Skills is hosting its second Post-Secondary Board Governance Workshop on April 17, 2023. It will be a full-day, in-person, interactive conference event for board members and senior leaders to meet, greet and foster relationships within the sector. The foundation of the conference will be on the roles and responsibilities of board members, covering both the fundamentals and current topics of interest, including reconciliation, and relevance to the board's role in the good governance of the sector.

This is just a save-the-date, event registration details will be forthcoming in early 2023 as the event programming is finalized.

WHEN/WHERE INFORMATION

- Monday, April 17, 2023, 8:30 am to 5:00 pm
- Westin Bayshore Hotel — Downtown Vancouver — Conference is in-person only
- Doors open for registration at 8:30 am, conference starts at 9:00 am
- Attendance is free but travel and accommodation are not provided
- A block of rooms is being held for attendees at the Westin Bayshore Hotel for the night of Sunday, April 16, 2023
- Food/snacks will be provided, any dietary restrictions and/or accessibility requests will be addressed at registration

WHO CAN ATTEND

- The conference is open to all board members, both appointed and elected, Executive Secretaries, Presidents, Vice Presidents, Chancellors, Education Council Chairs, and other senior leaders
- Institution can send as many of their board members as they would like

WHO TO CONTACT WITH QUESTIONS

- Any questions, please ask Pratibha Bhatnagar, Director of Governance and Labour Relations Policy at Pratibha.Bhatnagar@gov.bc.ca

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.



PORT ALBERNI

BOARD DEVELOPMENT & EDUCATION

- Community Engagement & Brand

BOARD BUSINESS

- Standing Committee Reports
- *GP-9 Appeal Policy*
- *Mandate Letter, if received*

FIDUCIARY

- *Budget 2022/23*

STUDENT ASSOC. FEES

- *Direct institution to collect fees*

Items that are in this font and italicized require Board approval

COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION

- CARE² Student Health + Well-being Plan
- North Island Students' Union (NISU)

BOARD BUSINESS

- Standing Committee Reports
- *2021/22 Institutional Accountability Plan & Report*
- *President's objectives/goals 2022/23*

ORGANIZATIONAL PERFORMANCE

- BUILD 2026 Updates and Dashboard Review
- *Final 2021/22 Full-time Equivalent Enrolment Report*

FIDUCIARY

- *2021/22 Financial Statements*

CAMPBELL RIVER

BOARD DEVELOPMENT & EDUCATION

- Joint meeting with NIC Foundation

BOARD BUSINESS

- *Officer Elections*
- New Appointed Member Oaths
- Standing Committee Reports
- *Committee Appointments*

ORGANIZATIONAL PERFORMANCE

- Fiscal Year 21/22 Enrolment Report

FIDUCIARY

- *Statement of Financial Information (SOFI)*
- Q1 Financial Statements
- Q2 Financial Forecast

CAMPUS/CENTRE DEVELOPMENT

- *5-Year Capital Plan Priorities*

MIXALAKWILA

BOARD DEVELOPMENT & EDUCATION

- Board Retreat

BOARD BUSINESS

- New Elected Member Oaths

CAMPBELL RIVER

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD BUSINESS

- Standing Committee Reports

FIDUCIARY

- *Bylaw 4 & 6: Tuition and Fees*
- Q2 Financial statements
- Q3 Financial Forecast

PORT ALBERNI

BOARD DEVELOPMENT & EDUCATION

- Topic TBD

BOARD BUSINESS

- Standing Committee Reports
- *Triennial Bylaw & Policy Review*

ORGANIZATIONAL PERFORMANCE

- BUILD 2026 Dashboard Review
- Winter Stable Enrolment Report

FIDUCIARY

- Q3 Financial Statements
- Q4 Financial Forecast

COMOX VALLEY

BOARD DEVELOPMENT & EDUCATION

- Joint meeting with Indigenous Education Council

FIDUCIARY

- *Budget 2023/24*

ONGOING AS REQUIRED

ORGANIZATIONAL PERFORMANCE

- *Strategic Plan Approval*

PROGRAMMING

- *Credential Approval*
- *Program Cancellation*

FIDUCIARY

- *New Programming Tuition and Fees*

CAMPUS/CENTRE DEVELOPMENT

- *Lease Approval*
- *Land Sale*

EMPLOYEES

- *Collective Agreement Ratification*

	October 2022	November 2022	December 2022 - January 2023	February 2023	March 2023	April - May 2023	June 2023
College Engagement Events (optional)							
		Nov 9 Online College Conversation	Dec 1 Campbell River Campus Student Soup Lunch		Mar 9 Comox Valley Campus Student End-of-Term Lunch	Apr 23-25 Montréal, QC CICan Conference	Jun 5 Mixelakwila Graduation
		Nov 15 Port Alberni Campus Student Soup Lunch	Dec 14 Online College Conversation: Housing		Mar 16 Port Alberni Campus Student End-of-Term Lunch	May 26 Location TBA Employee Recognition Event	Jun 13 Port Alberni Graduation
		Nov 29 Comox Valley Campus Student Soup Lunch	Jan 6 Comox Valley Campus Student Housing Site Blessing		Mar 17 Online College Conversation (TBC)		Jun 15 Campbell River Graduation
			Jan 26 Online College Conversation		Mar 21 Campbell River Campus Student End-of-Term Lunch		Jun 19 Comox Valley Graduation
							Jun 22 Online College Conversation (TBC)
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 Luncheon				
	Oct 28 Clayoquot Campus, IISAAK Learning Lodge West Coast Community Lunch	Nov 23 Port Alberni Campus Campus Planning Session & Community Lunch	Dec 15 Campbell River Campus Culinary Program Holiday Lunch				



January 25, 2023

Our Ref. 127036

Dr. Lisa Domae, President & CEO
 North Island College
 2300 Ryan Road
 Courtenay BC V9N 8N6

Dear Dr. Lisa Domae:

On behalf of the Ministry, I would like to thank you for North Island College's (NIC) Institutional Accountability Plan and Report (IAPR) for the 2021/22 reporting cycle. IAPRs demonstrate accountability for the public's investment in postsecondary education and are an important record of how postsecondary institutions are supporting students.

Your institution has done well to address the Mandate Letter priorities and Minister Letter directives in its IAPR. I am pleased to see that initiatives related to the priorities from the 2021/22 Mandate Letter and directives from the 2022/23 Minister's Letter are either in progress or fully implemented.

I would like to recognize NIC's success in achieving or substantially achieving so many of its Ministry established performance measure targets. The Ministry acknowledges the impact COVID-19 has had on student enrolment and graduates entering the labour market. The discussion on regional sociodemographic factors and their impact on enrolment is comprehensive and informative. I appreciate the insight and level of detail provided to address challenges NIC faces to achieve its student spaces targets.

Thank you again for your IAPR submission. I look forward to continuing to work together in the coming year to provide an accountable, high-quality postsecondary education system for all British Columbians.

Sincerely,

Tony Loughran, Executive Lead
 Governance and Corporate Planning

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cc:

Chelsea Chalifour, Executive Director
Post-Secondary Governance, Analytics and Research

Jane Atherton, Board Chair
North Island College

Commonly Used Acronyms

This is a partial 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)
	Ministry of Post-Secondary Education and Future Skills (new name 2023)
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; 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
VPA	Vice President, Academic
FASM	Faculty of Arts, Science & Management
FPSE	Federation of Post-Secondary Educators of BC
HHS	Health and Human Services (Faculty of)
IEC	Indigenous Education Council (formerly Aboriginal Education Council)

IRR	(Ministry of) Indigenous Relations and Reconciliation
ITA	Industry Training Authority BC (now Skilled Trades BC))
ITV	Interactive Television
IWC	Immigrant Welcome Centre
JEDC	(Ministry of) Jobs, Economic Development and Innovation
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
STBC	Skilled Trades BC (formerly Industry Trades Authority)
SVM	Sexual Violence and Misconduct (Policy)
TLC	Teaching and Learning Committee
TLI	Teaching & Learning Innovation
UCIPP	University, College and Institute Protection Program
UT	University Transfer